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**Thesis  
TEACHING GRAMMAR TO ADULT LEARNERS**

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## **ABSTRACT**

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This thesis deals with the research of different methods of grammar teaching. Special emphasis is put on the past tense, which was chosen as a grammar item to be analyzed in the practical part. The purpose of this thesis is to explore a selected number of textbooks on the market for the target group of adults and the teaching and learning at a language school. The research showed that out of the seven books analyzed four of them would be suitable to the learning needs of adult learners.

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## I. INTRODUCTION

This thesis is focused on one of the aspects of language learning: the role of grammar and the ways of teaching and learning grammar effectively. Language learning consists of more than just grammar, yet this thesis is concerned mainly with this part, however, connected to the other aspects of language learning. Not lexis, not pronunciation, not all the language skills, not even grammar are supposed to be taught separately; they should be incorporated within larger structures and parts of language.

The theoretical part of this thesis is dedicated to research of possible ways of teaching and learning grammar. It focuses on questions such as why to teach grammar, when it is best to incorporate it, or how to present it and under what circumstances. Since a student is the most important part of the learning process, there are also analyzed types of students as well as teachers and grammar teaching principles.

In the practical part, seven books were chosen to conduct a research study and an analysis to find out what their strengths and weaknesses are, when they would be best used and in which context. Another issue explored was how the chosen grammar item of the past tense is presented, what types of exercises are included for practice, and, most importantly, how many opportunities are given to students themselves to practice the grammar item. All this is connected to the question of context and communicative circumstances. The full range of analyzed aspects can be found in the methodology part.

At the end, the thesis compares the results of the analysis with the theory and conclusions are drawn on all of the chosen textbooks.

## **II. THEORETICAL BACKGROUND**

This chapter provides complex information acquired from various books dealing with teaching grammar and also teaching languages in general. It looks at second language acquisition and the main questions such as whether to teach grammar or not, how to teach it, why to teach it or whether to focus on fluency or accuracy in teaching grammar.

### **Second language acquisition**

Second language learning is often associated with learning a lot of grammar and even more vocabulary. These are just the basics that need to be accompanied by deeper knowledge and practice. There are four most important language skills that go hand in hand with grammar and vocabulary, and those are listening, speaking, reading and writing. These are distinguished by many authors, including Ur (2012), Scrivener (2011), Thornbury (1999), or Swan (2005). The language skills are usually acquired in the mentioned order. Beginners need to learn basic vocabulary, which is in most cases spoken first: listening skills are needed. At the same time, they learn to speak: express themselves. After this, reading and writing come in order.

Paul Nation (2012) divides the aspects of language learning slightly differently. First, he distinguishes the meaning-focused input, which is learning through listening and reading; these can be considered passive language skills. The second important aspect is meaning-focused output, which is learning through speaking and writing, or what we might call active language skills. Third aspect is fluency development, which is important for learners' intelligibility and effectiveness of the language use, and the last one is language-focused learning, or in other words deliberate learning (Nation, 2012).

Jeremy Harmer (2007) distinguishes three basic elements of language learning: grammar, vocabulary and pronunciation. Pronunciation accompanies the two former aspects and in some cases it may be crucial for intelligibility.

### **Definition of grammar**

Grammar is not a term that could be easily explained. One of the definitions is that it is "the study of what forms (or structures) are possible in a language" (Thornbury, 1999, p. 1). If we were to specify how grammar is being perceived in general, it would be "a description of the rules that govern how a language's sentences are formed" (Thornbury, 1999, p. 1).

Celce-Murcia and Hilles (1988) have a slightly more technical definition: “We can think of language as a type of rule-governed behavior. Grammar, then, is a subset of those rules which govern the configurations that the morphology and syntax of a language assume” (1988, p. 16). They state that language grammar cannot exist outside of native speakers, who know the grammar automatically: “There is no English, French, or German which exists independently of its speakers. A language (and by definition, its rules) exists in the individual brains of native speakers” (1988, p. 16). According to them, we know the rules just as well as the native speakers but are not able to articulate them; merely to say when they are being violated.

Michael Swan (2005) defines grammar in his *Practical English Usage* as “the rules that show how words are combined, arranged or changed to show certain kinds of meaning”, which is very similar to Harmer’s (2007) definition of grammar: “putting a number of elements in the correct order”.

Contrary to this broadly accepted understanding of the term grammar, it involves rules for forming not only words but sentences and texts as well. We can then state that grammar is seen as a study of syntactic and morphological features of sentences. That means study of both the word order in sentences and the meaning of its individual parts.

Another possible description of what grammar may be perceived as the one provided by Scrivener (2011). His concern is with the words learning and understanding grammar. When students learn grammar rules by heart it is not really learning, and when they later recite them back, it is not really understanding. Even doing tests does not necessarily mean they understand. The teacher can do certain types of exercises and task with them in the class, after which they parrot it back in tests (Scrivener, 2011).

To demonstrate this, let’s look at some examples. Knowing the construction of the second conditional doesn’t mean students will be able to apply it. Reciting the list of all the possibilities of the usage of the definite article certainly won’t result in them using it correctly. Knowing the word order for a simple sentence in theory does not ensure them putting all the words in correct order without understanding the implications behind it.

Scott Thornbury (2001) writes in his *Uncovering Grammar* that grammar is not only a thing but also something that happens. It is apparent when we talk about process of using language. If it is a process, we need grammar to be a process that takes part in this. Thornbury suggests that grammar can be used not only as a noun but as a verb as well; then we would speak of ‘grammaring’ (2001).

## **Explicit and implicit grammar**

Scott Thornbury (2001) describes grammar using metaphors: “Grammar is the glue that holds language together; the engine that drives language; a map of the language; hard-wired in the brain; both particles and waves; and the highway code of language”. Yet, no matter how grammar might be important, there is always the undying debate among teachers or linguists whether to teach grammar implicitly or explicitly. The first kind is based on acquiring it through a lot of comprehensible input, mostly listening and reading. This may include for instance listening to news, watching movies, communicating with others, and reading newspapers, books, or magazines.

Celce-Murcia and Hilles (1988) state that for students who merely wish some survival level knowledge of the language it is best to teach primarily vocabulary. On the other hand, they warn that this may cause some damage in future in case the students would decide to develop higher levels of proficiency some time later. Those students would therefore have to be warned this could happen. Some students however demand grammar being explained explicitly because of their expectations of the course. Yet, it is necessary to realize that not all students have the disposition to develop very high proficiency in the language because of prior education, fossilized pidgin or cognitive development (Celce Murcia & Hilles, 1988).

Considering the reasons for teaching grammar, we can always make the decision based on the desired outcomes. The primary intention of language learning is supposed to be communication. Students should not only be able to express themselves in a way that is understood by others, and make themselves intelligible, but to decipher incoming messages conveyed by others as well.

However, sometimes students finish their English language studies without the ability to actually interact in English. They know the drills, the rules and maybe the exceptions, but they cannot use it in actual communication (Larsen-Freeman, 2000). There is more to the learning than just grammar (Ur, 2012).

On the other hand, students nowadays have a lot of contact with English outside the class, and, what is most important, voluntarily. They use all the social networks online, or they just browse the internet for fun, which often leads them to foreign sites where they have to read in English. Their interest in music at the age when they attend high school is on its peak; among others, they listen to songs in English, which makes many interested in the lyrics, which they can find online and translate for themselves. They have their favorite TV shows and are too keen to wait for it to be dubbed in Czech, so they find it in English and watch it, sometimes

even using English subtitles while Czech ones are not available yet. All this would be considered implicit learning of grammar.

If teachers are more inclined to do it this way, they provide as much comprehensible input as possible. Yet there are some problems with this attitude. One of them is that the older the students are the more they actually want to think about how language works, and ask them not to would seem absurd (Harmer, 2007). The statement that children are able to learn their first language without any explicit explanations of grammar doesn't seem to be a very valid argument for not including grammar explanations in the second language learning. If a bilingual child is learning both languages simultaneously at a very young age, then it may be possible. But once language skills are of a certain level, around the age of 8-10, the language acquisition is different from that of our mother tongue, and studying the language system becomes justified.

Harmer (1991) distinguishes case where grammar is hidden from the students, covert grammar teaching, and case where students are provided with actual rules and explanations, overt grammar teaching. The former is usually task based and students are not aware of any grammar learning, for example reading activity or information gap speaking activity. The latter involves all the information and rules being openly presented, for example fill-in-the-gaps exercises.

The question then still remains whether to teach grammar explicitly. With beginners, explanations don't have much of an impact, especially when they are provided in the target language: students don't have such knowledge to understand that, and with only limited time that can be spent on a certain issue, it would seem like a waste. It is not much better with mother tongue because it is still only a theory which students need to see applied in practice: "Ability to use a language seems to be more of a skill you learn by trying to do it" (Scrivener, 2011).

### **Reasons for teaching grammar**

Language without grammar cannot exist. Occasionally, there is no need for grammar, especially with a lot of context provided, for instance various signs, headlines or orders. Nevertheless, under normal circumstances, grammar is vital for expressing accurately: "the greater the distance, the more grammar" (Thornbury, 2001).

All the teachers, linguists, researchers and textbook writers have their opinion on the grammar teaching issue. From the better-known ones who disliked grammar teaching and claimed that grammar is best acquired implicitly, we can mention Stephen Krashen, Joseph

Webbe or Pit Corder. They all believed that for language to be acquired, there exist a natural order of things: a natural process of language acquisition which is not to be disturbed. The implication here was that students' progress is more rapid when the teaching is compatible with the natural processes of acquisition (Ellis, 2006). This corresponds with the German researcher Manfred Pienemann who described the phenomenon called teachability hypothesis: "Learners acquire grammatical structures in a fixed order, regardless of the order in which they were taught" (Ur, 2012). Nevertheless, Ellis states, that for the learning to be most effective, not only natural order but also some grammar instruction is necessary (2006).

Considering all this, the burning question why teach grammar is still present. When starting to learn a foreign language, there is not necessarily a lot of grammar: students can learn whole sentences or phrases and those suffice. Yet, there comes a point when they need to create new sentences – that is the time when grammar comes in. The same applies in written texts that need to be more explicit, and students need more subtle ways of expressing themselves. The problem might occur when learners do not undergo any instructional training; they can achieve proficiency in the language but they tend to fossilize sooner than those who do receive it (Thornbury, 1999). In practice this would mean that students get stuck on a certain level they find sufficient and do not progress any further in learning any more subtle aspects of the language. On the other hand, with less experienced students, the second language might seem very disorganized and frightening. In a learning environment such as schools, it provides the methodological way of teaching and testing grammar with less motivated students; it provides order (Thornbury, 1999).

Grammar instructions might not be always effective right away. There may be so called 'delayed effect' when students start 'noticing' some of the grammar issues they encountered before once they come across them somewhere else (Thornbury, 1999), but nevertheless, the effect is there, and grammar should not be omitted from learning, neither it should be given too much attention. The optimal role for grammar would be a well balanced approach that combines grammar knowledge as well as grammar use with considerations of learner's age and needs.

### **Meaning, form and use**

When actually learning grammar, students' goal is to understand three main components: form, meaning and use of a given grammar item (Scrivener, 2011). Learners must be able to recognize well-formed sentences as well as to produce them on their own. The issue here is

how to teach grammar the best possible way for students to achieve those goals. It goes hand in hand with the fact that it is not so clear what a well-formed sentence is.

Two types of meaning can be distinguished in grammar: grammatical and lexical. To illustrate the difference, let me use one example from Thornbury (1999): “This is 2680239. We are at home right now. Please leave a message after the beep.” The second sentence sounds perfectly fine on its own – grammar is followed, yet in this context it does not make sense – lexical meaning is not conveyed properly. Another example: “Tickets!” is fine when context is provided (for example on a bus) but it would not suffice in a simple conversation regarding some tickets. In this case we would need grammar to make speaker’s or writer’s meaning clear once the contextual information is missing (Thornbury, 1999).

We should also keep in mind that spoken grammar is different from written grammar. A sentence will always look simpler when spoken than if one wants to write it, not to mention that with spoken language, there is usually much more context that is helpful if some misunderstanding should occur. In written language, where the speaker is not normally present, there is a need for more explicitness, and thus more grammar, as stated in the first chapter.

English grammar has the aspect of its forms having possibly more meanings, and, of course, it applies to vocabulary too. Students need to be aware of that so they can use a whole range of them. For example, we can take present continuous tense. It can be used to express actions in progress (‘I’m not listening’), future actions (‘I’m seeing him tomorrow’), or series of completed events (‘He’s always putting his foot in it’), all of which have different concepts of time and duration (Harmer, 1998).

In case of vocabulary, these words are also connected to grammar because those words can not only have different meanings but function as different parts of speech as well, for instance word ‘beat’ which can be a noun (with a meaning of the pulse of music or a heart), or a verb (meaning to win, to hit, to mix an egg). To find out the particular meaning, we always need context. More to the point, when we use in a sentence several words that could be stated as synonyms, there will always be slight differences in meaning: for instance ‘intelligent’, ‘bright’, ‘brainy’, ‘clever’ and ‘smart’: the distinction of such differences used in situations for specific purposes is another goal we want to achieve with our students (Harmer, 1998).

Establishing a connection between meaning and form is a necessary aspect of second language acquisition. That is the reason for grammar explanations failing its purpose when they are provided without examples and, most importantly, use and context. Students know the theory but without any opportunities to apply it in real situations, it does not mean



anything to them; it is too distant for them to start using it automatically, which disturbs the outcome we want to reach with them (Ellis, 2006).

### **Accuracy vs. fluency**

Regarding grammar error correction, teachers always have to decide whether to correct all mistakes, or just some, and in that case, which ones. When applying the communicative approach in the class, usually the focus is on fluency at that time, which means focus on meaning. In an opposite case, when the task is about accuracy, the focus is mostly on form (Thornbury, 2001).

In case of fluency, it is best not to interrupt the students when they are talking, unless there is a serious obstacle in communication. But again, with a lot of context, even bigger errors such as using present tense instead of past tense can be overlooked (Thornbury, 2001). It is always possible to take notes and give them to the student later (Larsen-Freeman, 2000). The question remains what to correct right away: the teacher needs to decide whether it is important to correct for instance when students use ‘who’ instead of ‘which’ with living objects in relative clauses, or when they forget to use the form of a third person singular in the present tense correctly. These are mistakes in standard grammar, or to say the grammar that is used by most speakers of English and is internationally accepted. Nowadays, the effort to live up to standards of native speakers is gradually disappearing, and the international, widely intelligible English is becoming a desired outcome of language acquisition (Ur, 2012).

There is a balance between accuracy and fluency, which is to be maintained, but for students’ practice, the tasks should be focused on one of them at a time, otherwise they wouldn’t be effective in any way. We should keep in mind that making mistakes is perfectly normal and it helps with further learning. One specific category of mistakes are so called ‘developmental errors’ which students make in the learning process while making assumptions without knowing particular language issues (Harmer, 2007).

### **Grammar syllabus**

There are plenty of approaches towards teaching grammar, however, many share a common characteristics, such as following grammar syllabuses when deciding what to teach and when. Each grammar syllabus is a little different but organization is provided once one was chosen to follow. To say this in a different way, teaching one semester according to one syllabus and second semester according to a different one might result in chaos.

The syllabuses are usually found in textbooks. Syllabus is a “pre-planned, itemized, account of the route: it tells the teacher (and the students, if they have access to it) what is to be covered and in what order” (Thornbury, 1999, p. 8).

There is always the question of what to teach first. According to general principles the answer would be to go from the simple to the difficult. However, research shows that not always, what is supposed to be simple really is simple (Celce-Murcia & Hilles, 1988), for example even adult learners still omit the obligatory –s from third person singular verbs in the present simple tense.

When structured, there were decisions on selection (what to include) and grading (in what order to include that), in the same way, the former was chosen based on usefulness and frequency, the latter on complexity, learnability and teachability. It is good to mention that the most frequent does not necessarily mean the most useful, since the most common words in English are strictly grammatical and to communicate your message through using just these words would be impossible. Similarly, the least frequent might sometimes come quite in handy (Thornbury, 1999).

The natural order of acquiring things, which was discussed earlier, should be also taken into consideration. All this is based on learners’ needs. Additionally, there are other organizing principles of syllabuses, such as tasks, topics, and genres.

Syllabuses are usually based on descriptive grammar model but that is not the only one that exists. Today, modern syllabuses tend to give attention more to the functions performed; they are focused more on the meanings that can be expressed by different grammatical forms in communication (Ellis, 2006).

### **Grammar rules**

Regarding grammar, there are two types of rules: prescriptive and descriptive. Prescriptive ones tell us how to do things while descriptive ones just give us information on how they are actually done. In second language teaching, the descriptive approach is usually being used because we want to know what the speakers of the language do say rather than what they should use (Thornbury, 1999).

Also, there is a distinction between rules of form and rules of use. Rules of form include how to form it, while rules of use are concerned with when and why. When we look back at the definition of a rule, we see the phrase ‘in most cases’ which means that every rule has its exceptions. A lot of students find these extremely irritating but when properly explained, showed in context and practiced, there is no need for those feelings.

Not following grammatical rules can have two kinds of consequences. The first thing that happens is that it simply does not look right and it does not make any sense. The second and definitely more serious consequence is that the meaning could change, for instance from a declarative sentence to a question. Usually, when two people from non-English speaking countries communicate, grammar problems can result into two situations. First, the people come from similar cultural backgrounds, for example Czechs and Russians, which means they also share some similarities in language – intonation, word order, or accent. Those people could probably eventually understand each other. Second case would be worse – people with no shared context, e.g. Italians and Japanese, failing in grammar and unintentionally implementing some features from their own language into the language they are trying to communicate with, can undoubtedly cause misunderstandings, even failure in communication as a whole. Following rules is therefore the best way towards intelligibility.

### **Types of teachers**

Scott Thornbury (1999) states that “there are as many different ways of teaching grammar as there are teachers teaching it” (p. ix). This is a logical assumption since everyone has their own personality that influences their teaching style as well.

For a teacher to be able to teach effectively, among other obvious aspects, there is absolute necessity to know students’ prior knowledge before progressing any further (Harmer, 2007). Grammar is not all connected but some components stand on some others. We can teach some of the grammar aspects separately but the more context provided the better chance of students actually understanding and remembering that, and thus using that correctly and, over time, automatically. This process is undoubtedly connected to age: older students have usually less adaptable brain and learning process is slower and more difficult. Teacher should consider all this when making lesson plans and know when students have still problem with something that they should already be familiar with, and integrate a lot of practice to ensure understanding of the item before progressing any further (Harmer, 2007). Other opportunities for practicing will arise but if students are absolutely in a blank, it is counterproductive.

According to Scrivener (2011), there are three main categories of teachers. Each teacher can find their own features in more than one category since it is not possible to divide all of them into just three types.

The first type, the explainer, has good knowledge of the subject matter but limited knowledge of teaching methodology. That is why this teacher uses mainly explanations and

lectures in the classes. These can be entertaining, interesting and informative but students are not very involved.

The second type, the involver, is familiar not only with the subject matter but with teaching methodology as well. Explanations are only one of the techniques used in these classes. Students are being constantly involved doing appropriate activities with the teacher still in charge.

The third type, the enabler, is confident enough to share some control over the lesson with learners. The students are encouraged to learn for themselves, all the decisions are open for negotiation, and the teacher is more or less a counsellor. In this case, the teacher knows not only the subject matter and teaching methodology but the process of group and individual thinking of the students as well, and is able to implement this into teaching.

### **Types of students**

When teaching, the most important participant of the process is the learner. Teachers have to take into consideration their age, gender, educational, social and cultural background, reasons for their learning, level and many other influences that play part in the learning process. Students in high school, or young adults as they are called between 16 and 20 years of age, are usually more aware of the language theory and have a greater capacity for abstract thoughts than younger children, and therefore the lessons can look a little differently than they would in the elementary school.

A very important variable here is the level of English they are on. With beginners, basic grammar is taught so that they are able to comprise simple sentences; the aim here is mainly to get them to understand how the language actually works. There is more vocabulary than grammar. Over time, as they become pre-intermediate and intermediate, more grammar comes in. They already have some knowledge they can build upon, so it is not so difficult to introduce new items. With more advanced students, grammar is becoming more and more important: they tend to draw on more subtle differences in language. For all this, all the grammar forms and meaning must be connected to use, so that the main communicative function of the language could be preserved (Harmer, 1998).

There are many types of students, each having a different style of learning. The Neuro-Linguistic Programming model distinguishes visual, auditory and kinesthetic learners (Harmer, 2007). The first type learns better if some visual aids are provided. They need charts, diagrams and colours to remember; those are also the ones who will enjoy reading and writing in the class. The second type, auditory, would rather hear everything including the

examples, which the visual learners need to have written down. They prefer listening and speaking exercises. The third type, kinesthetic, needs a lot of movement around the class in order to process the information. They learn best that way; they also need change of type of exercises very often.

We have to take into consideration the focus of the students as well: those interested in liberal arts will learn differently from those focused more technically. Every person is intelligent in some way; it is not therefore appropriate to think of somebody as stupid: there are just more types of intelligence. Usually when one kind of intelligence is developed more, the others can be less advanced; among different kinds there are for instance mathematical, musical, spatial, emotional or interpersonal intelligence (Harmer, 2007).

### **Grammar teaching principles**

The usefulness of grammar in learning process is nowadays widely recognized (Thornbury, 1999). Every teacher applies a different method, or their combination, as we will see in the following chapter, but there are still some general principles that should be followed while teaching grammar.

First of those principles is ‘the E-Factor’, or efficiency. The classroom time is very limited and is not to be wasted. The teacher shouldn’t be the only one talking; the students should be also engaged, possibly using some of the methods that would require their participation. Efficiency can be further divided into three factors: economy, ease, and efficacy, accompanied by motivation of the students (Thornbury, 1999). ‘Economy’ refers to the length of the grammar presentation: the shorter the better. The more instruction the students receive the more confused they are likely to get. The ‘ease’ factor is concerned with teachers having usually many classes and a lot of work to do, so it is usually not possible for them to lose valuable time creating some elaborate classroom materials. ‘Efficacy’ refers to whether it will work at all. Of course, there are many resources and teachers have some experience to work with but usually there is also a part which counts on their instinct, good judgment and common sense. Yet, if we were to define the components of efficacy of a presentation, it would stand on the degree of attention it arouses, on understandability using contextual information, and on memorability (Thornbury, 1999).

The second principle is ‘the A-Factor’, or Appropriacy. When presenting grammar, we have to always take into consideration the factors of both individual students and the whole class. This is tightly connected to individualization and also personalization: every student is different in their needs, interests, level, goals, attitudes, etc. The important thing here is to

realize that what works for one group doesn't have to work for another: the E-factor can be fulfilled but it is not appropriate. Whether it is or isn't appropriate can depend on the following factors: the age of learners, their level, the size of the group, the constitution of the group, their needs and interests, the available materials and resources, any cultural factors including their perception of the role and status of the teacher, and the educational context (Thornbury, 1999).

### **Presentation**

There is no doubt that grammar explanations are on occasion necessary for more rapid progress than with natural learning (Ellis, 2006). Students gain more from a brief explanation accompanied by a lot of examples and ample opportunities for practice rather than from long, boring, difficult and complex explanations. Those can come later, once they are familiar with the language and decide to study it more, not at their first encounter with a certain grammatical aspect (Scrivener, 2011).

On the other hand, some researchers proved that many students are capable of mastering a wide range of explanations without getting lost in them (Ellis, 2006).

Sometimes teachers want to help students by telling them what the biggest problem connected to the issue discussed usually is; this is more counterproductive than helpful. Students don't know the context yet, and there is always the risk of fossilization of the mistake when pointed out (Scrivener, 2011).

All the mentioned information on explanations is based on a deductive approach: it "starts with the presentation of a rule and is followed by examples in which the rule is applied" (Thornbury, 1999, p. 29). One of the more effective styles of learning includes the students finding out the rule on their own from various examples, and therefore understanding it better and keeping it longer in their mind (Scrivener, 2011). This is called an inductive approach (Thornbury, 1999). Similar to this, there is an alternative to giving explanations: guided discovery. In this case, learners take more active roles in learning the language. Teacher is there mainly to select appropriate tasks which nudge learners towards key points, give feedback and occasional short explanation or some help, and manage and structure the lesson in order to get all the students engaged (Scrivener, 2011).

For students' better understanding of presented context, we can use charts, graphs, patterns or lines (for instance to explain tense use or multiple adjective). We can use various visual aids or even drills (Harmer, 2007). To conclude, the explanation should be truthful, limited, clear, simple, familiar and relevant (Swan, 2005).

## **Practice**

After learning, either through explanations, guided discovery, or others, students need to get plenty of opportunities for grammar practice. First, restricted output should take place, so students feel safe in their language production. After this, authentic output with communicative activities follows (Scrivener, 2011).

Grammar practice is necessary for automatizing grammatical knowledge (Ur, 2012). It should be provided in a range of grammatical features. Conventional activities should be accompanied by those that make students use the targeted language in situational contexts. These ensure students understand not only form but meaning and use of the grammatical item as well.

Taking the focus of these practice tasks into consideration, they should focus on accuracy in the beginning and fluency further in the lesson. Eventually, students are aimed to say something of their own using the targeted language. First, they practice in controlled environment, then move to more difficult and open tasks. There can be closed-ended tasks first, so that students follow the structure and become familiar with the form. Among these, there can be multiple or dual choice, guided gapfills, transformation, matching, rewriting, or correcting mistakes. Then there are more open-ended tasks, such as open-ended sentence completion and sentence composition (Ur, 2012).

Ur (2012) distinguishes several basic types of tasks:

**Awareness tasks.** Students are introduced to an item and encounter it in a situation. Then, a task focused on a form or a meaning follows, for instance underlining forms of past tense in a newspaper article.

**Controlled drills.** Students produce examples that are predetermined by the teacher or the materials. These tasks are close-ended and not very often require actual understanding, for example modelling a sentence based on an example with given words to use.

**Controlled responses through sentence completion, rewrites or translation.** Students rewrite sentences based on predetermined materials or teacher's instructions, for example rewriting sentences from passive voice to active voice, or translating from L1 to English.

**Meaningful drills.** At this point, students need to understand in order to answer. For instance students use predetermined words to talk about someone they know.

**Guided, meaningful practice.** Students form sentences of their own according to a set pattern with vocabulary of their own choice, for example they are given a second conditional clause and they speak about them using this conditional.

Free sentence composition. This is also called elicitation (Scrivener, 2011). Students are provided with some visual cue and are supposed to react in their own way while using given grammatical item, for example they are told to speak about some picture in present continuous tense.

Discourse composition. Students communicate in a discussion or they compose a writing task. They have predetermined structure just as in the previous type but the product is longer. For instance, students are told to give advice to sick people using modal verbs.

Free discourse. It is the most open task; it is similar to a previous task, just without the final directions using modals: they have to figure it out.

All these should be balanced and used in an order that makes students feel secured and assured in using the language.

### **Other language factors**

As we established, the primary function of language is communication. When teaching grammar, we have to adjust the teaching to all the factors that take part in communication, especially social, semantic and discourse factors (Celce-Murcia & Hilles, 1988). Often, grammar is taught in separate unconnected sentences, which don't give a very realistic impression of English. Students may know how to put the words together to create a grammatically perfectly correct sentence but they don't know the true meaning hiding behind it, or the use for that matter. In this case we go back to mastering the form-meaning-use complexity, necessary for the achievement of the desired language proficiency.

The level of politeness and the style of the communication depend on the relationship the people have, what their social roles are, and what the purpose of the communication is. Primary communicative functions, such as interrogative sentence for a question, imperative sentence for an order, or declarative sentence for an announcement, are accompanied by the secondary functions, which complete the nuances in the language. From those we can mention for instance inviting, suggesting, requesting, greeting, agreeing, thanking, asking for information, or apologizing. A successful usage of those is highly dependent on the mastery of the language and is tightly connected to grammar, especially word order and the use of modals in particular (Lindsay & Knight, 2006).

Unlike some languages, English doesn't have a way of grammatically distinguishing formal and informal relationships, such as 'tú' and 'usted' in Spanish, 'tu' and 'vous' in French, or 'ty' and 'vy' in Czech, however, there are ways of telling the level of formality based on the word order and the length of the sentence. For example 'Bank?' is more informal



than ‘Where is the bank?’ which is more informal than ‘Excuse me, could you tell me where the bank is, please?’ (Lindsay & Knight, 2006). Effective grammar teaching should take all that into consideration and prepare students for the use of the well-formed sentences once they know their meaning.

Not always is the choice of words, phrases and sentences dependent on the social factors, which we explained above. Sometimes it strictly comes from the meaning, for example using ‘She has few friends’ instead of ‘She has a few friends’. The first sentence indicates that she doesn’t have many friends, the second is positive about her having several friends. For this reason, “expressions of location, time, space, degree, quantity, probability, etc. can be taught most effectively with a focus on morphological, lexical, and syntactic contrasts that signal a difference in meaning” (Celce-Murcia & Hilles, 1988, p. 9-10).

The third area that influences communication is discourse factors. These are crucial when putting a sentence together with certain communicative intention; they involve topic continuity, word order, and the sequencing of new and old information (Celce-Murcia & Hilles, 1988). Students need to know that in English, the most important part of the sentence is at the end, for example the sentence ‘He gave the flowers to Mary’ is different from ‘He gave Mary the flowers’. While the first one indicates that he gave the flowers to Mary, not to anybody else, the second one focuses on what he gave her (Celce-Murcia & Hilles, 1988). Another example from this category would be discourse markers, especially conjunctions, which are best presented using a lot of examples in context.

As we can see, all three areas of factors, social, semantic and discourse factors, interact with each other, and should be therefore taught together.

### **Grammar teaching approaches**

The following pages offer the descriptions of the basic grammar teaching approaches along with the best possible circumstances of when to use them. Among those belong the grammar-translation method, the direct method, the audio-lingual method, the silent way and, most importantly, nowadays mostly preferred communicative language teaching.

#### *Grammar-translation method*

This method comes from teaching classical languages in the past. It is strictly based on grammar; communicative aspect is not given much attention. The main goal of this method is the ability to write and mostly read in the foreign language; both of these are superior to spoken language. It is very important for the students to be able to translate everything into

their mother tongue to ensure complete and full understanding of the text. Deductive approach is often used here: students are given a rule and have to learn to apply it, or find examples in the texts; they are also often asked to recite the grammar rules. Not only grammar but vocabulary has primary attention here. Accuracy is strongly prioritized (Larsen-Freeman, 2000).

#### *The direct method*

This method is focused mostly on the communicative aspect of the language (Thornbury, 2006). It draws on the-natural-order-of-things approach. The main rule here is that nothing can be translated into mother tongue. The meaning is always conveyed directly using target language for all the explanations, definitions, or demonstrations. This method's advantage is a lot of practice.

There is a lot of interaction in the class, a lot of group or pair work. Seeing the targeted language used in specific contexts and real situations allows them to apply it later in their own life (Larsen-Freeman, 2000). It is mostly taught implicitly; students find out how the language works without being given any explicit explanations at all. Vocabulary is more important than grammar.

#### *The audio-lingual method*

This is also an oral-based approach, yet it differs in the focus of the oral exercise. The audio-lingual method drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2000). It claimed to “have transformed language teaching from an art into a science” (Thornbury, 2006, p. 20).

The principles here were based on the assumption that language has only a limited number of patterns. Students study these habits, learn the patterns, and then respond to questions without thinking. Grammar and patterns take precedence over vocabulary, which is to be acquired later (Larsen-Freeman, 2000).

#### *The silent way*

This method puts stress on students taking responsibility for their own learning. Students are encouraged to create hypotheses and test them, which inevitably leads to making mistakes that are however considered beneficial for further progress. The belief here is based on research and says that “learning is a personal, even mystical process, one that is self-initiated and self-directed: Only the learner can do the learning” (Thornbury, 2006, p. 205).

In practice this approach works with sounds, diagrams and charts a lot. Students learn to rely on each other; there is cooperation. The teacher works with what the students already know and lets them to work on their own as much as possible. Their knowledge is being applied in different contexts (Larsen-Freeman, 2000).

### *Communicative language teaching*

The emerge of this approach was characterized by a major shift from teaching and learning with focus on vocabulary and grammar to a communicative style of teaching that could be used in real situations for real communication (Thornbury, 2006). The problem with previous methods was that students were able to use the language successfully in class but not in reality. This approach was targeting this issue through the change of syllabus, materials, practice and testing. Today it is probably the most widely spread teaching method of English that would most teachers incline towards (Scrivener, 2011).

One of the major principles here is authenticity: for practicing communication for situations students might actually get into, authentic materials are needed to ensure their plausibility. Just as in real use of language, students learn a lot of different ways to express themselves, and they learn the way to figure out the speaker's or writer's intentions. As for grammar, not only words and sentences are dealt with, but also hyper-syntax takes place here: students work with authentic texts and learn about cohesion and coherence. Errors here are tolerated as a developmental way of progress (Larsen-Freeman, 2000).

This approach has two main branches: the weak CLT and the strong CLT. The weak one consists of a wide variety of activities, exercises and studying, with speaking and listening skills taking precedence over reading and writing. Strong CLT focuses on communicative skills through plenty of tasks imitating real communication, with not much of explicit grammar being provided (Scrivener, 2011).

### *Other approaches*

Besides the most frequent and significant ones described above, there is a great variety of other approaches used in language teaching, for instance "task-based learning", "the natural approach", "total physical response", "consciousness raising approach", "the presentation-practice-production method", and lexical approaches.

All in all, the method is always dependent on the teacher and on the focus of the teaching: the best way might be to combine these methods to create a perfect balance, designed exactly for the needs of our students.

It is very important thing to realize that grammar acquisition doesn't only rely on the teaching method but also on the different stages of the practice process.

This chapter has discussed the theoretical background of the grammar acquisition processes. In the following chapter the methodology of an analysis of seven textbooks chosen for the purposes of teaching adults at a language school is provided. Specifically, the methods of the research are described there along with the criteria of the analyses.

### III. METHODOLOGY

This chapter focuses on the analysis of sample English textbooks for adult learners that are available on the current market. The chapter describes which books were picked for the analysis and why this research was conducted.

#### **Research context**

I have been teaching at a language school for several years now. I work mostly with adult learners. This target group has some specific learning needs. One of the most relevant ones is the fact that almost all of them have already learned English at some point in the past. That means that their experience plays a vital role in their current learning. They were used to some ways of teaching and they also usually require a textbook to work with. For this reason the research for this thesis focused on a comparison of several books: *New English File*, *New Opportunities*, *Face 2 Face*, *Global*, *New Headway*, *Straightforward* and *Clockwise*. When choosing these books out of the immense number of textbooks available on the market, the emphasis was put on the possible benefits that could come out of using these books.

The books were first examined just for their possible value; then they were examined in a greater detail.

#### **Process**

As a topic to examine in detail I chose the past tense grammar item. Since my aim was to find out the ways to present and practice this grammar item and contrast those with the theory, I worked with the books at a low level.

The past tense is a basic structure often addressed in materials of A2 level. It is an important grammar item that allows students to describe activities and events in the past. However, it is always presented for the first time in the books of the *Beginner* level; any further presentation stands on the knowledge gained at this level. Therefore, it is vital that students get familiar with this tense and learn to use it properly in appropriate context in its accurate form.

Besides the amount of grammar in the books, each of them has a different approach towards it. A very important aspect analyzed was whether the books decided to employ implicit or explicit approach towards grammar. The former is usually associated with communicative approach, which is nowadays the preferred approach.

The aspect analyzed was also the type of presentation, whether the books prefer to present first and then implement tasks and exercises, or if there are any awareness raising tasks to prepare students for what comes next. This issue is connected with the amount of practice provided there. Many of the chosen books have additional materials to work with, such as workbooks. However, these are mostly used for homework; there is not enough time in the class to go through all of those, and it would also be redundant since students can complete them by themselves and then discuss only items they are not sure about. It is also better to dedicate the time in class to communication than to do one written exercise after another. Many of the books provide a sufficient amount of speaking tasks to practice grammar implicitly with students learning context of it. They provide motivational topics, so that students get engaged and interested and actually want to use the item.

The books were analyzed one after another in a great detail in the context of the past tense. All the mentioned aspects were used as criteria for the final evaluation. In the following chapter, the individual units of the textbooks where the past tense is present are described and assessed from the point of view of efficiency. Each book is also accompanied by a sketch of a few pages to provide a better idea of what the organization is as well as a chart to show the percentage representation of fifteen different types of exercises and tasks. Since most of the them are mixed types of exercises, combining for instance reading and speaking or listening and writing, for these purposes, the tasks and exercises were categorized based on their main focus. In this case, listening, for instance, was categorized as listening only when the listening track was essential for the completion of the task, not if it only served as a check after writing or reading. Just as well, writing tasks had to be focused on some coherent piece of text, not just a few notes for further speaking, etc.

As for the categories of the exercises, there are reading, listening, speaking and writing tasks, fill-in-the-gaps exercises, matching, dual or multiple choice, putting words or sentences into a correct order, sentences making, transformation exercises, drills, corrections, and true/false exercises. Not all of those were represented in all the books and each book had its own most used one.

## IV. RESULTS AND COMMENTARIES

This chapter analyzes different chapters from language textbooks and the chosen grammar phenomenon in those books. It describes the individual exercises and tasks and the way of the first presentation of the past tense.

### **New English File**

This book has a clear organization structure which remains throughout the whole series, which makes it easy to find what needed very fast. The table of contents is divided into sections of chapters, which are further divided into grammar, vocabulary and pronunciation parts to know everything that is included. It is easy to find anything.

Grammar is included not only in the chapters but also in the appendices at the end of the book. First, there is a grammar bank. It is divided into chapters again, so we know exactly where we need to go to find certain grammar issue. There is grammar explained on the left page and exercises provided on the right. Second, at the very end of the book, one page of irregular verbs is included.

As for the chapters, they are divided into A – C sections with additional *Practical English* and *Revise & Check* parts. Every section is further divided into parts of grammar, vocabulary, pronunciation, reading, speaking, listening and writing. Those are not always in the same order. In the revision part, all of these are covered.

### *Past tense*

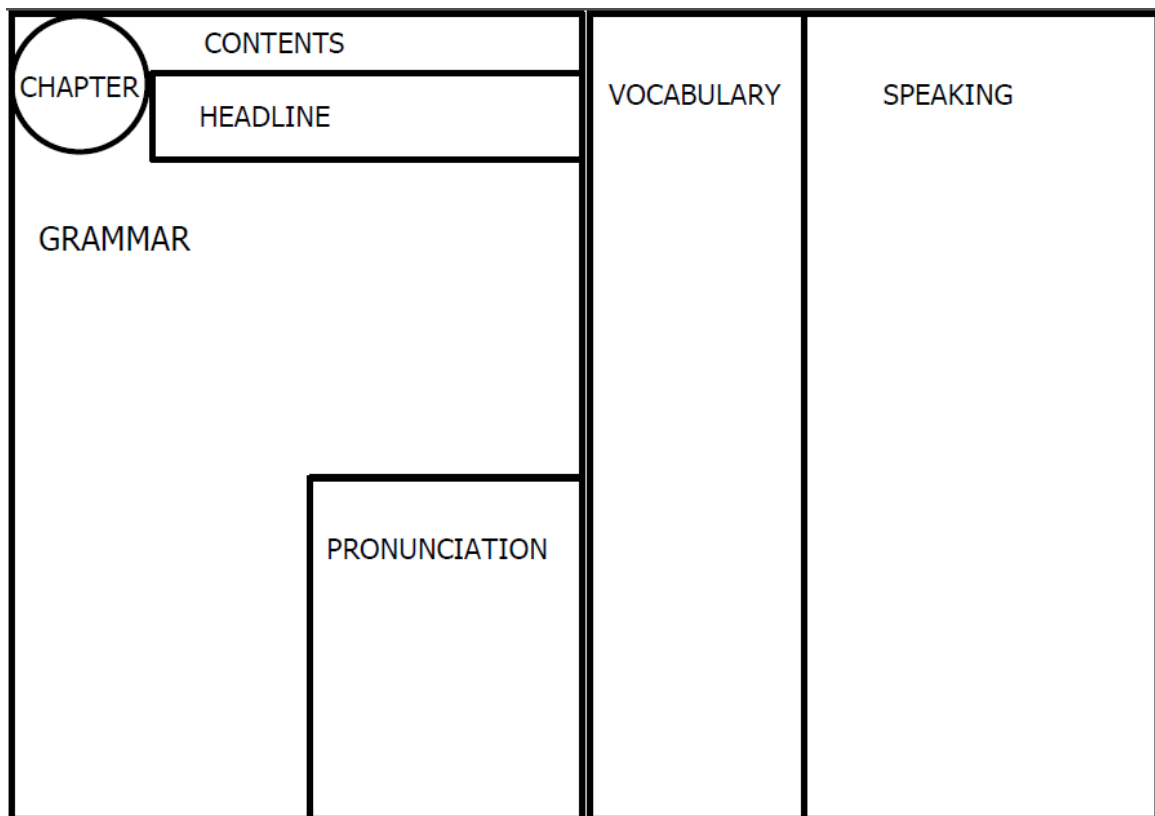
The very first mention of the past tense in this textbook is in the fifth chapter. For students to slowly understand this tense, the section 5A is dedicated only to the verb *to be*. The chapter is called *Before they were famous* and the main task is focused on famous people and their former occupations. This can raise students' motivation because it works with curiosity and guessing.

First part of 5A is dedicated to grammar because it is the main focus of this section and also the whole chapter, which is dealing with the past tense. The grammar part starts with photos of famous people and with the task of discussing who is an actor and who is a singer. This works nicely as a revision of previous chapters and the present simple tense. The second task consists of a fill-in-the-gaps exercise. There are 8 sentences about those people; each starts with a name followed by *was* (or *were* if there are two people) and a blank space which is supposed to be completed from a list of jobs provided in a chart above; for example *James*

*Blunt was a \_\_\_\_\_ or Jennifer Aniston and Barbra Streisand were \_\_\_\_\_.* The following task is listening for correct answers and the last part is a chart to fill in the correct forms of past simple singular and plural forms. There is also a reference to a grammar bank in the back of the book to read the rules and do the exercises.

The grammar bank presents the grammar of past forms of the verb *to be* in a very coherent form. Not only declarative sentences but interrogative forms and negative forms are presented here. Two exercises accompany this section. In the first one, students are supposed to form sentences, declarative, negative and interrogative. They are provided with all the words with missing only the verbs *was (not)* and *were (not)*. It is pretty clear where to put the verbs; it is not a very challenging exercise. The second one is even easier, it is a classical gap-fill where students are given four possibilities to choose from (*was, wasn't, were, weren't*) and have a dialogue to complete.

Figure 1: Section 5A



The next part of the 5A section is pronunciation. It is connected to the grammar presented; students are supposed to listen to and repeat sentences in past to learn the rhythm. A vocabulary part follows, which is partially connected to the past tense too. Students learn



here prepositions of place *in*, *at* and *on*, and are supposed to write from the listening where a person was yesterday. They practice both the prepositions and the grammar here.

The last part is speaking, where students have drawings of the famous people from the grammar part doing various activities. They have two minutes to remember who was where, and then are supposed to tell their partner. There is a reference to a page in the book section called *Communication*, where is a structure of this conversation provided, if needed. It is beneficial for the students who are not able to put together a sentence yet. The additional exercise is asking the partner where they were yesterday. This raises students' motivation as well because they get an opportunity to talk about themselves. A chart is also included with time expressions in past, which they can use and associate with this tense.

The section 5B deals with the three most common irregular verbs: *have*, *go*, *get*. First, there is a vocabulary part to repeat daily routine verbs with a reference to a vocabulary bank at the end of the book. Second part is a listening task. It is a conversation between a daughter and her dad who is away for business. There is a chart with places the daughter was at yesterday. Students are supposed to listen and tick the places. For a second listening, they are supposed to complete a fill-in-the-gaps dialogue. The dialogue contains the three verbs this chapter focuses on including questions in the past tense, which students see for the first time at this point.

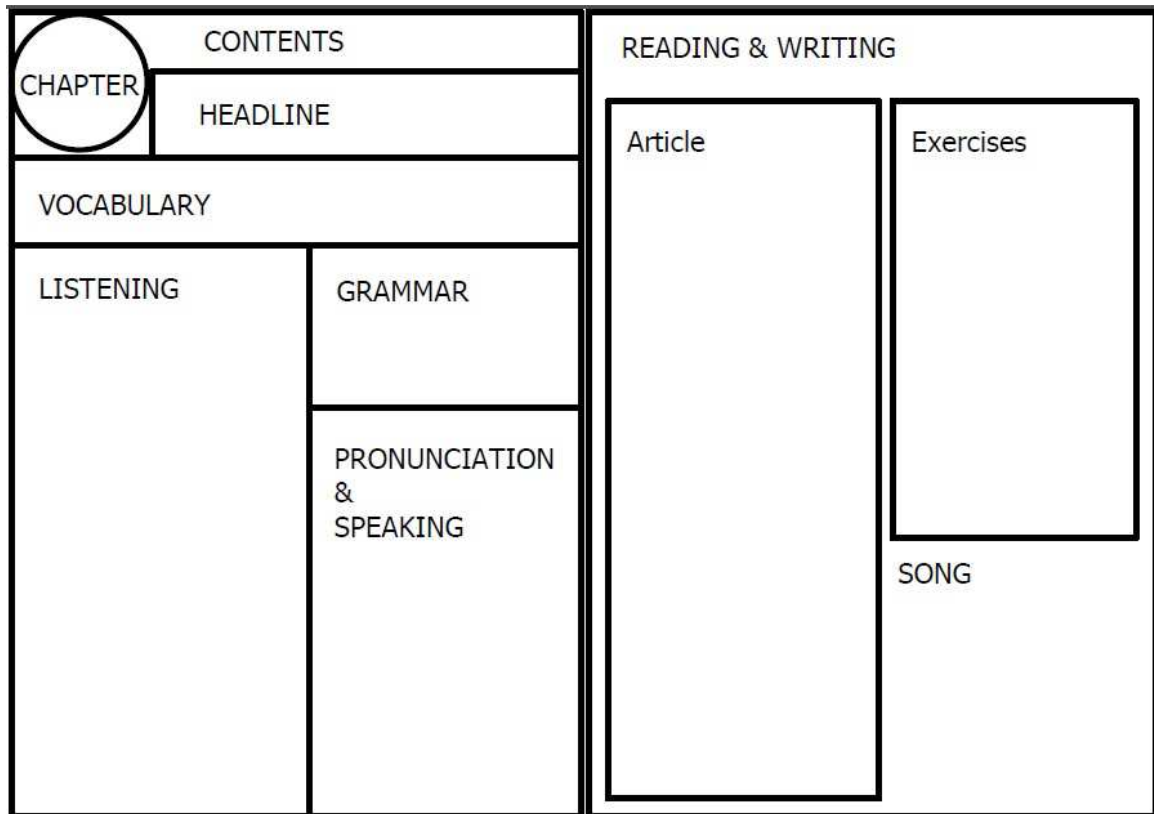
A grammar part follows with a chart to fill in the past forms of those three verbs in the sentences from the dialogue. Then there is a listening check and a reference to a grammar bank. Grammar is in the same form as in 5A section, and two exercises follow again. The first one is transformation of present tense sentences into past tense sentences. The second one is a fill-in-the-gaps exercise again. There are sentences to be completed with *go*, *get* and *have*. It is a bit more challenging now because they have to put in correct forms of declarative, interrogative and negative sentences and therefore better understand the text.

The next part of the 5B section deals with the interrogative forms. It is listening again, although focused on pronunciation and speaking this time. There are sentences with missing *did you* part. Students are supposed to listen and discover that these two words are the ones missing. Then, a task for speaking with a partner follows. It is based on their experiences again: information about what they did yesterday, for instance *What time did you get up? Did you have breakfast? What did you have?*, etc.

The following part is for reading and writing. Students are to read an article called *What did a lot of people do on 18<sup>th</sup> October 2006* and, besides new vocabulary, notice some of the irregular verbs, such as *sit*, *come* or *do*. There is another task, this time it is matching. They

have three paragraphs in the article, each written by one person, and here they have sentences about those three people and are supposed to match who said what. There are irregular forms of the verbs again. Then there is some work with vocabulary.

Figure 2: Section 5B



It is only section 5C where we finally get to work with regular past tense verbs. The first part is dedicated to grammar. There are drawings of a story of a girl leaving for an Erasmus program. They have eight pictures and eight sentences and are supposed to match those. In most of the sentences, there are past forms of regular verbs. Then, a listening task to check follows. There is a reference to a grammar bank at the end of the book again. Grammar is explained in the same way again, and two exercises follow. The first one is transformation of present tense sentences into past tense sentences again, the second one is the same type of fill-in-the-gaps as in 5B, only this time with regular verbs.

The following part of 5C is for writing and speaking; students are given a chart with three columns named *yesterday*, *last night* and *this morning* with three possibilities in each column, and are supposed to write true sentences about themselves in past declarative and negative, and then tell a partner. Another big part here is reading and speaking. There is an article nicely accompanied by photos about the Erasmus girl from the story in the beginning; she

speaks about how her stay was. Students are supposed to read it and check those problems out of the eight given that she had there. A grammar exercise is here too: students should find irregular forms of the given verbs in the text. Then there is a listening to check. The last task is a conversation with a partner about somebody who had the same experience. Another section of the chapter, practical English, deals with ordinal numbers and dates, and uses past tense as well. There is a quiz with well-known facts to do in the past tense and listening to five people speaking about what they did on their last birthday.

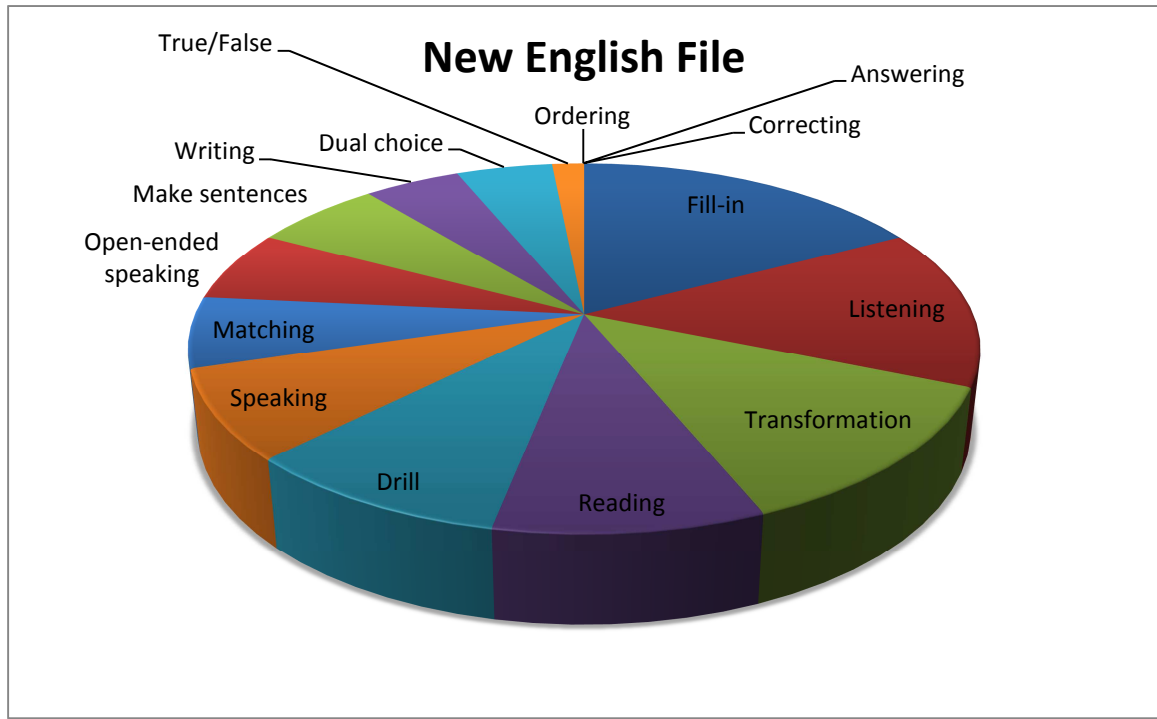
Figure 3: Grammar section 5

|            |             |             |
|------------|-------------|-------------|
| <b>5</b>   |             |             |
| 5A GRAMMAR | 5A Exercise | 5A Exercise |
| 5B GRAMMAR | 5B Exercise | 5B Exercise |
| 5C GRAMMAR | 5C Exercise | 5C Exercise |

The last section of this chapter is a revision and check. It is divided into a grammar part, which consists only of an exercise to choose a correct form out of two possibilities, a vocabulary and pronunciation parts, which are not much connected to grammar, and then reading, writing and listening parts, which actually are. The reading is an article about Desiderius Erasmus followed by a T/F exercise. The writing part begins with a reading of a blog post, followed by an exercise to write students' own blog post about what they did last Sunday. Another part is listening, which is about what people did, or where they were sometime in the past. There are eight questions, each with two possible answers; students

choose the correct one. The very last part of this chapter is a self-assessment – there are four sentences about what students should know by then.

*Chart 1: New English File*



All in all, the grammar in this book is presented rather slowly, so the students don't get confused: first, they learn the verb *to be*, which is unique, then some irregular verbs and lastly the regular ones. It seems to be a good choice to present the irregular ones first, so students don't assume that all the verbs are regular. However, all three forms, declarative, interrogative and negative, are presented at the same time, which might be slightly more challenging and overwhelming for students.

The beginnings of chapters raise the awareness of the desired grammar item. Then, there is focus on accuracy in exercises such as gap-fill, matching, controlled drills and meaningful drills. Finally, open-ended speaking tasks focused more on fluency follow for students to practice even more in a context. It is also very handy that the grammar is connected with other parts, such as vocabulary or the four language skills. All this is demonstrated by Chart 1.

As for the types of exercises, the grammar practice in this book is focused on a form a lot. On the other hand, there is enough context provided to see when to use this tense. This allows students to use the target language in situational contexts. There are plenty of opportunities for students to speak about themselves and to learn to say where they were, what they did,

what other people did, etc., which helps them to learn to use the tense. They also slowly move from close-ended exercises to open-ended ones. Considering the possible ways of designing effective grammatical lessons, the order of things in this book seems to be well arranged.

## **Face 2 Face**

The table of contents in this book is very clear. There are sections of vocabulary, grammar and real world, reading, listening, help with listening and help with sounds, speaking, and writing.

Besides chapters, at the end of the book, there are some additional pages to work on grammar. There is an *End of Course Review*, which allows students to check what they learned. Pair-work work-sheets follow; these belong to exercises in the chapters. Finally, there is a two-page language summary of each chapter, which is, unlike the actual chapters, divided into parts of vocabulary, grammar and real world. There are no additional exercises to practice grammar.

Regarding the chapters, there is always a title, which gives us the topic. Underneath, there is a chart with some of the parts mentioned in the table of contents which are to be the focus of the given chapter. The chapter is further divided into four sections. The first two sections of the chapter are focused on vocabulary and grammar, the third one on real world, and the fourth one on different language systems, such as vocabulary, pronunciation, etc., depending on each chapter. Only the big separate revision part is missing; although, a half-page revision is included in the section D of each chapter. A very quick revision can be also found in the beginning part of each chapter. However, there is only one exercise focused on the item that has relevance to the new item which is to be dealt with. Some of the parts in the sections have titles but some don't, which seems a bit confusing.

## *Past tense*

The first encounter students have with the past tense is in the eighth chapter. The presentation of the past tense is even slower than in New English File. The first section, 8A, is focused merely on the positive and the negative declarative forms of the verb *to be*.

A listening task is what first presents the past tense. Students are supposed to listen to three people talking about their amazing days, and then do an exercise of dual choice from the listening. It seems students are thrown right in the middle of the tense; there is no awareness raising. On the other hand, there are transcriptions of the listening tracks accompanied by the photos of the people talking at the bottom of the two pages.

On the next page, there is a grammar chart which presents tense. There are four sentences in the past tense and students should tell what tense they are in. A chart of conjugation of the verb *to be* with several missing forms follows. Students are supposed to fill in the gaps. Additionally, past forms of *there is / there are* are included. Another listening exercise follows, this time focused on pronunciation of the past forms of the verb *to be*. Then there is a purely grammatical exercise of a dual choice.

The last task of 8A is to work in groups. There is a reference to the back of the book where the work-sheets for group work are. It is a controlled drill exercise. Students are supposed to write sentences beginning with *When I was ten*, ending with what their favorite singer/food/film, etc. was. Then, they are supposed to speak in their group and share their ideas. This task ends with a transformation exercise, which means students tell the class two interesting pieces of information about their group partners. It seems good they get to practice other forms than just first person singular.

Figure 4: Chapter 8A

|                    |  |  |                        |
|--------------------|--|--|------------------------|
| CHAPTER & HEADLINE |  | GRAMMAR<br>(Chart)   | GRAMMAR<br>(Exercises) |
| QUICK REVIEW       | CONTENTS   |  |                        |
| VOCABULARY         | LISTENING<br>(Awareness raising<br>task for grammar)<br>part A | LISTENING<br>(Awareness raising<br>task for grammar)<br>part B |                        |
|                    |  |  |                        |

The next section, 8B, is called *Happy anniversary* and it deals with interrogative forms of the verb *to be* and the short answers. Additionally, students become familiar with *was born* and *were born* phrases.

What is interesting about the revision exercise in the beginning of this section is that in spite of the fact that it is supposed to be focused both on adjectives and positive and negative forms of the verb *to be* from the previous section, students don't actually need to use the past tense here if they don't want to. The task says to write six adjectives first. Then, a partner says the opposites of the adjectives and sentences with each of them. The book gives us the example of *difficult – easy – English is easy*. Therefore, if students don't want to use the past tense, they don't have to; it is not specified anywhere besides the overview chart in the table of contents. It doesn't encourage use of the newly presented grammar.

The first part of this section is dedicated to vocabulary of past time phrases. Students practice years, days of week and words such as *last, now, ago, and yesterday*. Then, they complete a fill-in-the-gaps exercise for these expressions.

The following part is a listening task called *An Indian wedding*. Students listen and then do a dual choice exercise. Another exercise attached to this listening is answering questions. It is the first time students have a contact with interrogative forms of the past tense of the verb *to be*. The right page offers a chart with an overview of these forms. Students are supposed to notice the word order and then fill in the missing forms of some of the questions and short answers. At the end, there are several sentences with the phrases *was born* and *were born*, again to be filled in. It is very handy for them to get familiar with these phrases because they are commonly used when speaking about themselves, and yet without having to learn the passive voice.

There are several more exercises focused purely on grammar. One of them is a dual choice. Another one is putting the words into the correct interrogative order and then answering the questions in pairs. The last task is to write names of three people students know and then work in pairs and ask their partners about their people using phrase *was born: When was he born? Where was he born?*, etc.

The 8C section is called *When's your birthday?* and it focuses on the real world. It is not connected to grammar at all, besides the review exercise in the beginning where students are supposed to ask their partners where they were three hours ago, yesterday afternoon, at 9 p.m. last Saturday, etc. This section is focused more on vocabulary, just as the following section 8D, which is called *Festivals*. The review on this page is for the whole chapter 8, so there are exercises focused on the past tense as well. The relevant ones include a dual choice, a gap-fill for the past time expressions, and putting the words into the correct order. There is also a reference to go to the end of the book for the language summary page for this chapter. These

two pages include all the grammar and relevant vocabulary presented in the lesson although there are no additional exercises.

The chapter 9 is called *Going away* and it presents more of the past tense. The section 9A, called *Amazing journeys*, deals with the past tense of both regular and irregular verbs, but for students not to get confused, it only presents positive forms.

Figure 5: Chapter 9A

|                    |   |                                |                      |
|--------------------|---|--------------------------------|----------------------|
| CHAPTER & HEADLINE |   | READING<br>(Exercises)         | GRAMMAR<br>(Chart)   |
| QUICK REVIEW       | CONTENTS  |                                |                      |
| VOCABULARY         | READING<br>(Awareness raising task for grammar) | GRAMMAR<br>(Chart & Exercises) | GRAMMAR<br>(Reading) |

The first part here is dedicated purely to vocabulary which is necessary for reading the following article focused on the past tense called *Let's go by tuk-tuk*. The article presents some of the regular verbs, which are written in blue, and irregular verbs, which are in pink. It looks very organized and good for students to understand the difference. An exercise to fill in some information from the article follows, which ensures working with the text and with the verbs. There is also a chart with overview of the grammar, including one fill-in-the-gaps exercise for regular forms with *-(e)d* with a reference to the blue verbs in the article, and finding irregular forms, which are pink in the article.

One more exercise of writing past forms of the regular verbs follows. Then there is listening for past forms for students to hear what those sound like and what the difference from the present tense is like. The last task of this section is an article called *Around the world*



*by bike*, which is again a fill-in-the-gaps exercise. Students have infinitives of the verbs in brackets to change into the past tense.

The section 9B deals with the last part of the past tense: negative and interrogative forms and short answers. In the beginning, there is again a quick revision for past simple positive forms. It is a pair-work when one student says a verb and their partner says a sentence in the past tense about themselves.

The first exercise here is a vocabulary practice connected to holiday and traveling, for example *take photos, rent a car, stay in a hotel*, etc. Students are supposed to transform the verbs from this exercise to their past forms. Then, there are three short articles where people speak about their last holiday. These articles are also in a form of listening. Then, students are supposed to do a fill-in-the-gaps exercise.

Underneath, there is a grammar chart which presents the negative forms. On the right page, there are additional questions about the articles students are supposed to answer. They see the word order of the past tense interrogative for the first time here. Below that, there is another grammar chart, this time focused on questions and short answers in the past tense. The final task here is to use predetermined words for questions, such as *When ... last holiday?, Where ... go?, or Who ... go with?*, to speak about students' last holiday in pairs. Additionally, there is a reference to a language summary at the end of the book.

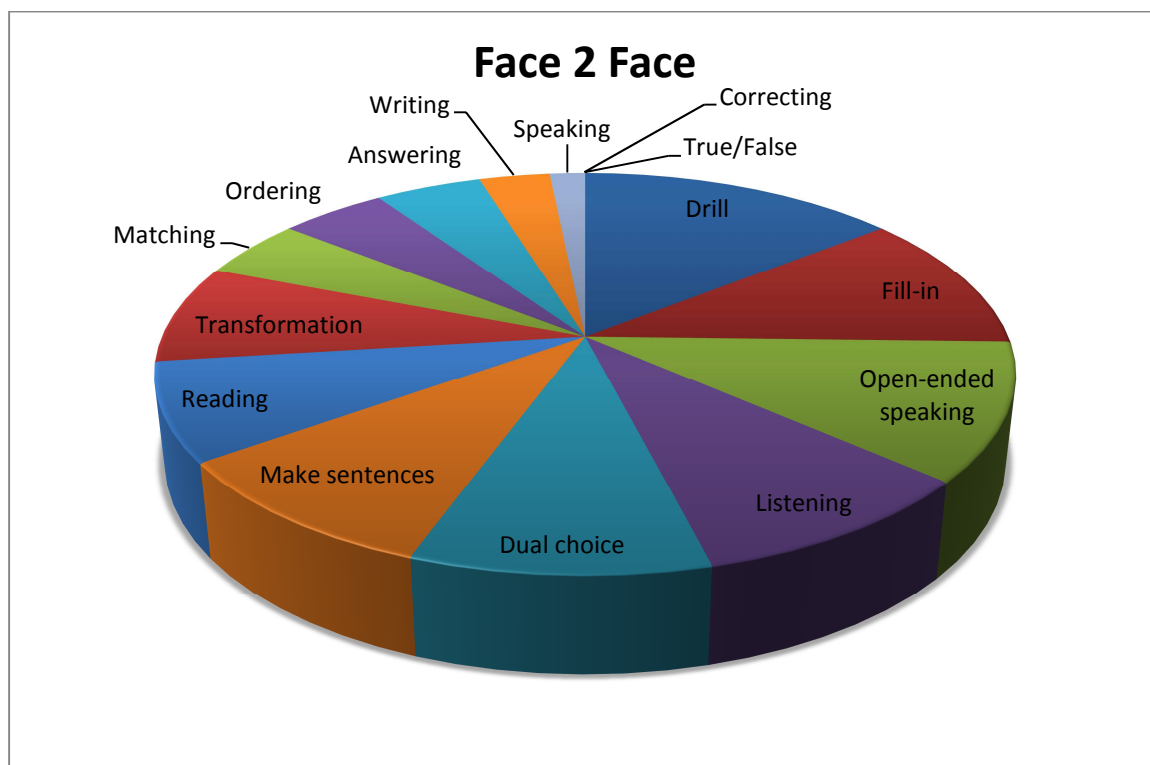
Almost the whole page of the 9C section is dedicated to exercises for all the past tense forms, so it works as a revision although there is no explicit focus on grammar in this section. Students practice questions, positive and negative sentences, and short answers in the past tense in conversational exercises, writing and listening tasks. Also, a big part of section 9D is dedicated to revision of the past tense. There is a travel quiz with several questions in the past tense, a transformation of verbs and then filling them in the gaps in a following exercise, and another exercise of putting the given words into the correct order.

To sum up, the past tense in this book is presented rather slowly; it takes two whole chapters. It works well, so the students don't get confused and mix the individual forms up. The grammar is always presented in charts, which gives students a more coherent idea. The grammar is connected to vocabulary that seems most relevant for the context of the tense. This allows students to discover where to use the tense and for what purposes. There are plenty of conversational exercises to practice this in the context of their own lives.

As regards the organization of the chapters, there could be better awareness raising tasks, students are usually directly presented with the new grammar item without any previous preparation of what to expect. However, the tasks move from easier closed-ended ones to

more open-ended ones. As Chart 2 shows, the closed-ended tasks are mostly represented by drilling, gap-filling and dual choice exercises here, while the open-ended ones are mostly speaking tasks, which are focused on students themselves, which then raises students' motivation to learn the grammar item.

*Chart 2: Face 2 Face*



### **New Opportunities**

This book has a very clear organization structure. The table of contents is colorfully divided into individual chapters, here called modules. Each module consists of three sections; the sections start to be numbered in the beginning of the book and then just continue; there are 48 sections in 16 modules altogether with additional pages for each module working as introductions. In the table of contents, we can see individual parts of each module, for instance warm-up, prepositions, vocabulary, grammar, speaking, writing, etc. including specific focuses of those. It is therefore quite easy to find what is looked for.

What seems to be different from all the other books is that here we follow lives of the same group of people throughout the whole book and the revisions work sometimes with the information from the whole book. This feature can work as a motivation factor.

Looking at the structure of the modules, we see there is always an introduction page first. It bears the title, it tells us what we are to learn in the module, it presents key words for the module, and it contains speaking or listening exercises to warm up. Then, the first two sections of each module are focused mostly on grammar, vocabulary, reading and listening, while the third section aims more for writing and speaking practice. The fourth section of each module is an additional page of everyday English or a culture corner, both focused mostly on language in use. There is also a page called *Extra time*, which occurs every two modules, focused on vocabulary and grammar revision.

Besides the individual modules, there are revisions every two modules focused on grammar and vocabulary. Unlike the other books, there are no extra pages at the end of the book for grammar overview, additional exercises or self-assessment.

### *Past tense*

This book presents the past tense even further in the lessons than both previous books and it is also presented more slowly. The first encounter which students have with this grammar item is in the eleventh module and the past tense is presented for three modules altogether. The eleventh module is called *Memories* and is focused only on the past tense of the verb *to be*.

The introduction page here contains three pictures and three descriptions which are to be matched; those are three memories. Then, there are all the months of the year to be put in the correct order and a list of ordinal numbers. This works as key vocabulary for the lesson, so the students know how to say what happened, and when.

The first section of the module, number 31, is called *Do you remember*. First, there are a few vocabulary exercises in the beginning of this section. However, we have the first encounter with the past tense grammar in a part called *Reading and Listening*. It is a dialogue about the pictures that are at the top of the page. Students are supposed to listen and fill in the missing adjectives from the warm up exercises. It is a good awareness raising task because students can see the forms of the past tense without having to know them yet.

Then, on the right page, there is a part called *Presentation* with a grammar chart for both positive and negative past forms of the verb *to be*. The following part is called *Practice* and it provides several exercises. In the first one, there are false sentences working with the information from the article, which students are supposed to correct. This is a very good controlled practice. They basically just transform positive forms into negative or vice versa.

Figure 6: Module 31

|          |                     |                        |                                     |
|----------|---------------------|------------------------|-------------------------------------|
| MODULE   | 31 - HEADLINE       | GRAMMAR (Presentation) | GRAMMAR & VOCABULARY (Prepositions) |
| Pictures |                     | GRAMMAR (Practice)     |                                     |
| WARM-UP  | READING & LISTENING |                        |                                     |

The next task is to use given diary notes to construct sentences in the past tense. Students get a lot of context here. They can see when to use this tense and practice the forms at the same time. Another exercise works with motivation based on their own experiences. Students are supposed to write sentences about their life about where they were at certain points of time in past. For this, they use the previous exercise that presents ten phrases with prepositions, such as *on Monday morning*, *in August*, *at two o'clock yesterday*, etc. They are supposed to include two false pieces of information and then share with a partner, who is supposed to guess which ones are not true.

The second section of the module is number 32 and it is called *My first memory*. There are vocabulary exercises in the beginning again, this time for weather. It is a key vocabulary for the next part, which is *Reading and Listening*: two people speak here about their first memory and what the weather was like back then. In the dialogue, there are questions included. This raises students' awareness for the grammar covered in this section. There are questions both with and without an interrogative pronoun.

On the right page, there is a *Presentation* part again with a grammar chart for both Yes-No and Wh- Questions. This chart is followed by *Practice* with grammar exercises. The first one here is putting the words into the correct order. The second one is a bit different than

usual exercises for the past tense: students have answers and are supposed to write questions for those. Then, a vocabulary part follows which is to be used in the next grammar exercise again. They learn to say time and are supposed to say where they were yesterday at those times. Then they work in pairs and give each other questions.

The last task of this section is very open-ended. Students are supposed to write sentences about their first memory using the given cues, such as *where, how old, who with*, etc. They have to construct the whole sentences, use appropriate vocabulary and stay on topic, all by themselves. So far, it is the most challenging task to be found for the past tense on this level. At the end, they speak with their partner about this memory; they ask and answer the questions. This is a very authentic task that provides a lot of context of using this tense.

The third section, number 33 called *Communication Workshops*, is focused on writing and speaking. The writing task here begins with an article about somebody's first school memories. They are supposed to write about their memories using the past tense; then a pair work follows. Students ask questions about their partner's school and then answer their questions in return. It is the most open-ended task so far because they don't have any given structure of the sentences; the only thing provided is the key things to focus on, such as *location of the school, teachers, or activities*. Everything else is up to them.

At the end of this module, there is culture corner called *British wildlife*, which is not connected to the past tense grammar at all. However, one page called *Extra Time* is also included, which is partially dedicated to grammar and it works with the information from the whole book. First, there is a T/F exercise about the people whose lives we follow in the book; the second exercise consists of three memories of three people and students are supposed to determine which one belongs to whom. Both these exercises work passively with the past tense of the verb *to be*.

The following module, number 12, is called *At night*. It focuses on the past time expressions and *there was / there were* phrases. All the warm-up tasks on the introduction page deal with vocabulary for the past time expressions only.

The section 34, called *Out and about*, works only as a sequel to the previous section; there are no new grammar items. It begins with *Reading and Listening*; it is in a form of a dialogue again. Two people speak about where they were last night. Students see the time expressions in context. On the right page, there is a *Presentation* chart with those expressions, which works as an overview. A *Practice* part follows. In the first exercise, students are supposed to correct the sentences in the past tense that were taken from the article and then changed. Another exercise is putting the words in the correct interrogative order and the last

exercise is similar; only students have just two questions here and additionally they are supposed to answer with adding two pieces of false information. Then they tell their partner who has to guess which two pieces of information are the false ones.

The section 35 is called *Staying in*. This section actually focuses on *there is / there are* phrases. After traditional vocabulary beginning, there is a *Reading and listening* part again. There is a conversation of three people talking about last night TV programs. There are key phrases, so it works as awareness raising task. Then, there is a *Presentation* part with grammar chart for *there is / there are* phrases including positive and negative forms, questions and short answers. It might be a bit confusing for students to see this all at once but on the other hand, there are a lot of exercises provided. The first is a construction of sentences with this phrase based on only one cue for each, for instance *a comedy film* or *any good soaps*. Then, the same cues are to be used for writing questions and short answers.

Another task is to speak in pairs about last night programs; students use questions, short answers, and positive and negative forms. There is an example and they have the TV program guide to what programs to say, but no other cues or structure for this is provided; it is an open-ended task working with real life context again. The last task is to speak about real programs in students' country. There is absolutely no structure or any cues to complete the activity; it is, therefore, the most challenging task to practice the tense.

Figure 7: Module 35

|                     |                        |                        |          |
|---------------------|------------------------|------------------------|----------|
| MODULE              | 35 - HEADLINE          |                        |          |
| WARM-UP             | READING (Chart) part A |                        | PRACTICE |
| READING & LISTENING |                        | GRAMMAR (Presentation) |          |

The next section, number 36 called *Communication Workshops*, focuses on writing and speaking again. The writing part is not much connected to the past tense but the speaking part is about telling the partner about a very good or a very bad night out. They have a basic structure for this here: they are supposed to include *weather, who with, when* and *where* information. Then they should ask their partner questions and answer theirs. The last stage here is to tell the class about their partner's holiday.

A page of *Everyday English* follows with no extra connection to grammar. However, the next page is a revision for the past two modules. There is a long fill in the gaps exercise for *was* and *were* forms, and also a shorter exercise of the same type, only this time it is words *last* or *yesterday* which are supposed to be filled in. There are also vocabulary focused exercises, which also include the past tense forms, two of them are gap fills and one of them a transformation exercise.

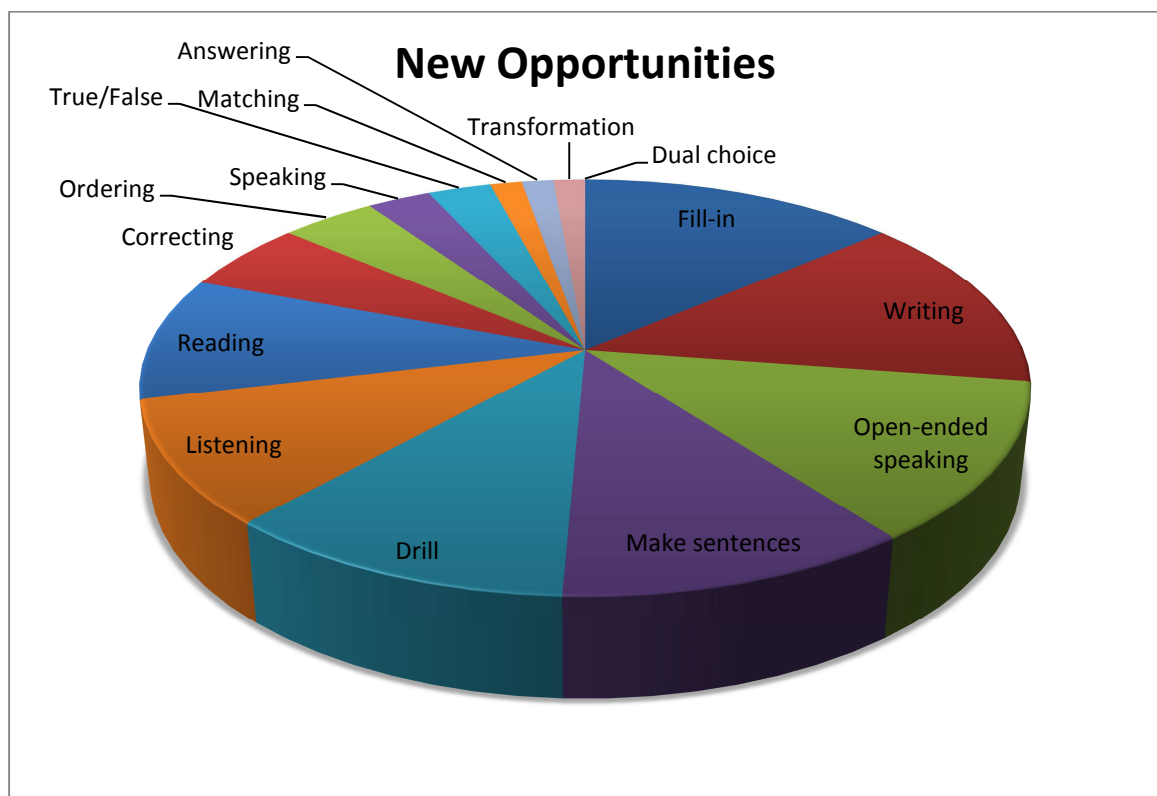
The third module focused on the past tense is number 13, which is called *Accidents*. The introduction page contains vocabulary warm up preparing students for the whole module. The first section is called *Watch out*. Its main focus is positive past forms of both regular and irregular verbs. There are four pictures, each accompanied by a paragraph of circumstances of what happened. There are both regular and irregular past forms used, and, unlike in *Face 2 Face*, they are not distinguished by color. Students are supposed to listen and read, and put the pictures in the correct order.

Next to this article, there is a *Presentation* chart with positive forms of the past tense of regular verbs with six examples from the text. A *Practice* part follows with fill in the gaps exercise where students are supposed to choose the correct verb from the chart above and transform into the past tense. Below this, there is a second *Presentation* chart with the positive forms of the past tense of irregular verbs with nine examples from the text. The next exercise provides infinitives of those nine verbs, which students are supposed to match with those in the past tense. It is good they work with the text instead of just reading the two forms next to each other. The following exercise is a fill in the gaps again, this time for both regular and irregular past tense forms, all of which are only those from the article. Another exercise is focused on writing and speaking. Students are supposed to write six sentences with the given verbs about what they did yesterday, add one false piece of information, and share with a partner, who is supposed to guess the false one. This provides context of the use of this tense, as well as context of students' lives to apply this to. The last task is to close the books and retell the story on their own. This is the most open-ended task here because they can tell it in their own way. This whole section focuses only on positive forms of the past tense.

The next section, number 38 called *Road Safety*, presents the grammar for negative forms of the past tense. The section begins with a *Reading and listening* part. An article called *Road safety in Britain* is presented with an additional T/F exercise. On the next page, there is a *Presentation* for this grammar item for both regular and irregular verbs. An exercise for practice follows. Students are given eight sentences with wrong forms of the main verb and are supposed to correct it. Then, there are two fill in the gaps exercises and one speaking task. Students work in pairs and discuss five things which they did yesterday. They are supposed to guess, so the partner has to deny it if it is not true and correct it.

The following section, number 39 called *Communication Workshops*, is basically a revision for the past tense. Students have one exercise with words which they are supposed to put into the correct order while adding expressions *and then*. Another task is to write a story about an accident while following the stages they are given on a timeline, and then tell the story in a group. There they are supposed to vote for the best story which can then be read aloud in front of the whole class.

Chart 3: *New Opportunities*



What is extremely interesting about this book is that the interrogative forms of the past tense are not included at all. The module following the past tense modules focuses on the



future tense and the past tense is not dealt with for the rest of the book. Although the book presents the past tense in a very detailed and kind of a slow manner, the tasks are diverse, as Chart 3 presents, and there are plenty of opportunities for students' practice in context. Mostly there are fill in the gaps, transformation and making sentences exercises. Those are both writing and speaking tasks, so students can practice in various ways.

### **Global**

This book doesn't begin with a table of contents but with a *Content highlights* page where we can immediately see what topics are covered in the individual units. Then, the table of contents follows. It is very clear, divided into units which are then each divided into four sections: *Grammar, Reading and Listening texts, Vocabulary, and Speaking, Pronunciation and Functional language.*

In the book, each unit is followed by a pages called *Global game, Global reading, Global voices*, etc., where students can practice items from the unit. There is also a page called *Global review*, which serves as a revision of the unit. Just as in the *New English File*, there are communication activities pages with references to them in the individual units. Those are for all the four language skills, for grammar, vocabulary and pronunciation as well. At the end of the book, several pages dedicated purely to grammar are included. This *Grammar focus* is divided into individual units, so it is very clear, and there are exercises for the given grammar. Then, audio scripts follow. The last page of the book is a chart of the past simple and past participle forms of the irregular verbs. As for the units, each one consists of four pages only; they are divided into two parts, each with given focus on individual areas of the language.

### *Past tense*

The first encounter students have with the past tense is in Unit 10, which is called *Ancient and Modern*. First, there is a conversation task to get into the topic about historical sites, museums and history as a subject. Then, there are two articles about two ancient civilizations, the Khmer and the Maya. There are used the forms was and were; this part of the unit focuses only on the positive forms. On the right page, there is a grammar chart for was and were with exercises for practice. One of them is a fill in the gaps exercise about the two mentioned ancient cultures. The second one is a series of tasks which are connected together. First, students look at the picture at the bottom of the page, where there is an example of Egyptian art. They are supposed to guess the culture and then listen to some information about Ancient Egypt. The next exercise is a list of notes in a form of a multiple choice. Students are

supposed to underline the correct one based on the listening. The last part of the task is to choose either to write about the Egyptian civilization using the notes, or to write about another one, using only students' knowledge. It is a very open-ended task with high motivational effect.

There is also a reference to the end of the book to the *Grammar focus* for more exercises. These are two fill in the gaps exercises and one dual choice exercise, all for the *was* and *were* forms.

Figure 8: Grammar focus

|                         |                           |
|-------------------------|---------------------------|
| UNITS 10 & 11 (Grammar) | UNITS 10 & 11 (Exercises) |
| Past simple was/were    | Exercises (was/were)      |
| Past simple             |                           |
| Regular verbs           | Exercises                 |
| Irregular verbs         |                           |

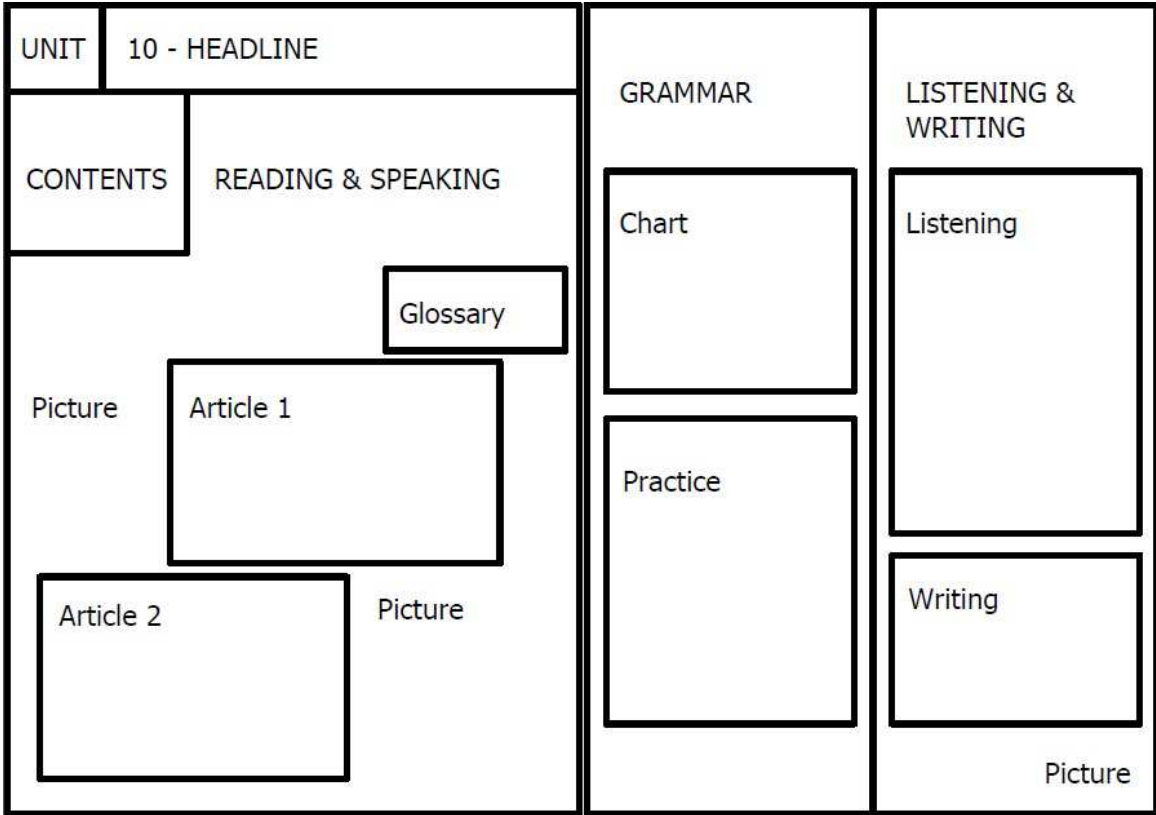
The second part of Unit 10 focuses on negative and interrogative forms of the verb *to be*. It begins with a vocabulary exercise used further in the unit, and it is followed by a listening exercise after which the students are supposed to order the 9 given photos.

On the right page, there is a pronunciation practice using the past forms as well. Underneath, a grammar chart is presented. Then, there is one more listening about shopping in Cairo with one matching exercise. Students are given two columns, one with questions and one with answers and are supposed to match those. An article called *Shopping in Cairo* follows with a choice between *was* and *were* every time they occur. The next exercise is a speaking task about students' last trip. They are supposed to work in pair and speak about the

weather, the food, the people and the traffic using positive and negative forms and questions in the past tense. For this, they have an additional page from the communication section at the end of the book to help them. They are given all the answers in a chart and are supposed to fill in the information about their partner’s trip.

After this unit, a *Global game* follows with listening tasks using past tense as well. Then there is a review for the unit. Besides vocabulary exercises, there are also grammar exercises included in reading, listening and writing. First, there is a letter from one friend to another about a trip to Dubai to read. Then, there is one exercise to put the words into the correct order to make a question, answer those and then write an e-mail about the trip. Finally, there is one more listening task with some gap fills of the correct form of the past tense of the verb *to be*. There are also additional exercises at the end of the book for this grammar, a fill in the gaps exercise, a transformation from positive to negative exercise, and correcting the wrong forms exercise. In this whole unit there are also included the phrases *there was / there were* without any focus being put on them.

Figure 9: Unit 10, part I



The unit 11 is called *Life and Times*. The first part deals with the past forms of both regular and irregular verbs, but only with the positive forms. A short article called *DNA: Fact*

or Fiction gives students five statements about DNA in present simple. They are supposed to determine which of the statements is false and then listen to check.

Figure 10: Unit 11, part I

|          |               |                        |                       |                      |
|----------|---------------|------------------------|-----------------------|----------------------|
| UNIT     | 11 - HEADLINE |                        | GRAMMAR<br>(Practice) | READING<br>(Article) |
| CONTENTS | VOCABULARY    | READING &<br>LISTENING | PRONUNCIATION         |                      |
|          |               | GRAMMAR<br>(Chart)     | WRITING               |                      |
|          |               |                        |                       |                      |

A longer article called *The DNA man* follows, which students are supposed to read. It contains gaps with missing years which students are supposed to get from the listening. There are some of the regular verbs in the past tense in the article rendered in bold, while some of the irregular forms are underlined, so the students can see the difference. There is one additional exercise to put the sentences about this man's life into a correct chronological order.

The page also offers purely grammar exercises, such as one transformation from infinitive into the past form of some of the verbs, pronunciation of the past regular forms and listening to it. Underneath, there is a reference to the end of the book to speak about another important scientist. Students speak about Marie Curie and Jane Goodall based on given charts with the events from their lives accompanied by dates. In this part of the unit is also one writing task: students can choose to write either about Tim Berners Lee's biography using given cues, or about themselves. This is a very open-ended task that can raise students' motivation because there is the aspect of their own lives.

The second part of the unit 11 focuses on the negative forms of the past tense of both regular and irregular verbs. Vocabulary concerning dates is covered in this chapter alongside the grammar, so students are in the context and learn also the vocabulary necessary for using the past tense. The grammar is presented in the grammar chart using definitions in English. This is something that wasn't in any of the previous books, at least not in such a detail. However, the grammar section at the end of the books provides very clear charts of the presented grammar items.

The right page offers an article called *Around the world in 2004* and a T/F exercise accompanying it. Six statements about events are to be matched with the photos below them. Each sentence is missing one word which students are supposed to fill in based on the offer in a chart next to it. Then, a listening to check follows. The last task of this part of the unit is a pair discussion about the events of the last year. Then, they tell each other what the other one said with eventual corrections to practice negative forms. It is an open-ended task but it doesn't ensure the use of the presented grammar.

At the end of this unit there is a *Global voices* part with no focus on grammar, followed by a review with some grammar exercises. The first one is to circle irregular verbs out of the offer of ten verbs. Those are in the past tense already, so it doesn't seem to be very challenging. Then, there is a chart of sixteen verbs which students say the past forms of in pairs. After this, they are supposed to make sentences about what their partner did yesterday. The partner then either says it was correct, or corrects that using negative form first and then saying the right sentence. The last exercise is an article for listening and filling in the prepositions at, in, or and to. The article is in the past tense, so students don't work exactly with the tense but they have a passive input at least.

The following unit number 12 is called *Question and Answer*. The first part focuses on the interrogative forms of the past simple of the regular and irregular verbs. It begins with a vocabulary for animals, then a reading and listening task follows. First, students are supposed to read an article called *The Southern Day Frog – we answer your questions* with missing interrogative pronouns in the beginning of the questions and fill those in. Then a listening to check follows. The last part of this task is to close the books and work in pairs: each student tells their partner what they remember about the Australian frog.

On the right page, there is a grammar chart with some quite elaborate explanations for interrogative forms and short answers. It is followed by an exercise with four given questions about the frog which students are supposed to answer beginning with using short answers *Yes, it did* or *No, it didn't*. Additionally, there is a reference to the end of the book to speak about

other extinct animals using the targeted language. Another task is a dialogue with four mistakes included. Students are supposed to find them and then listen and check. After this, there is an open-ended task: students are supposed to speak about an animal from their past using the questions from the conversation. The answers are up to them, so it seems very motivational. Then there is one gap fill exercise about the Dodo. Students are given five verbs to fill in the past tense and then listen to check. This is followed by a writing task about the Bali Tiger. Students are supposed to use the given notes to write about the tiger using the Dodo article as a model. Furthermore, there is a reference to the grammar part for more grammar exercises. These include one matching exercise, one putting the words into the correct order exercise and one correcting sentences exercise.

The second part of the unit 12 is not focused on grammar anymore; it just provides some additional exercises to practice. There is one matching exercise, one pronunciation practice and one speaking task about lives of certain tribes.

The following page is *Global reading*. There is an article about Mark Twain in the past tense, accompanied by one matching exercise to put together correct questions, and one writing exercise to answer those questions using the information from the article.

The final page of the unit is a review with vocabulary focus on animals and grammar focus on the past tense. The first exercise is a wordsearch for the past forms of the given verbs. The second task is to write question to the given answers, which is followed by a speaking task to ask such questions that the partner can respond using one of the four given short answers. The last exercise is a dialogue to be listened to with students underlining the sentences they do not hear. These are supposed to be sentences we think in such situations but don't actually say them out loud. There are a lot of past forms used.

The grammar for the past tense is presented more quickly here than in any of the previous books. However, as it shows in Chart 4, the exercises and tasks are very focused and diverse, so students get plenty of opportunities to practice. There are cues to help them and there are also open-ended tasks focused on students themselves, which gives them context of their own lives.

From the types of exercises, there is a lot of work with reading tasks, so there are a lot of exposure and context provided. There are also listening tasks to hear the pronunciation of the items. The vocabulary accompanying the grammar is helpful and relevant.

From the grammar exercises, gap filling, matching, correction and transformation types of exercises are provided, not to mention a lot of additional exercises at the end of the book where the grammar is presented in a very clear way.

Chart 4: Global



### **New Headway**

The book is divided into fourteen units, each one consisting of 6 or 8 pages. There is no further division like with the other textbooks. The table of contents is clear, with passages of *Grammar*, *Vocabulary*, *Skills Work* and *Everyday English*. The units are not divided according to any rules, the individual sections of vocabulary, grammar, practice and others seem rather disorganized with a lot of pictures, drawings and big headlines. There are not many longer texts to practice reading or to see grammar in wider context.

The units are followed by tapescripts of the listening tasks, and then a *Grammar Reference* part for each unit with charts and tables. After this section, there is a part called *Word list*, which is unique and not seen in any other textbooks analyzed before. It is basically a vocabulary for each unit but without definitions or translations, just with gaps to fill in. There are also included *Pairwork pages*. Unlike in the other textbooks, these are only for two tasks out of the whole book. Two pages of irregular verbs and phonetic symbols follow as a closing section.

### *Past tense*

The first encounter students have with the past tense in this textbook is in Unit 9, further continuing in Unit 10. It is, therefore, the densest presentation of the tense out of all the books

analyzed. Both regular and irregular verbs in declarative, negative and interrogative forms are presented in only two units.

Figure 11: Unit 9, part I

|  |              |   |              |
|--|--------------|---|--------------|
| UNIT   | 9 - HEADLINE | SPEAKING  | GRAMMAR SPOT |
|  | CONTENTS     | LISTENING   |              |
| STARTER (Listening)  |              | <div style="border: 1px solid black; padding: 5px; display: inline-block;">LISTENING Gap-fill</div> |              |
| LISTENING  |              |   |              |
| <div style="border: 1px solid black; padding: 5px; display: inline-block;">Picture</div>           |              | <div style="border: 1px solid black; padding: 5px; display: inline-block;">Picture</div>            |              |
| <div style="border: 1px solid black; padding: 5px; display: inline-block;">Gap-fill sentence</div> |              |   |              |
| <div style="border: 1px solid black; padding: 5px; display: inline-block;">Gap-fill sentence</div> |              | <div style="border: 1px solid black; padding: 5px; display: inline-block;">SPEAKING</div>           |              |
|  |              | <div style="border: 1px solid black; padding: 5px; display: inline-block;">Picture</div>            |              |

Unit 9 is called *Times past* and it deals with *was/were* born phrases, declarative forms of the irregular verbs, verbs *have*, *do* and *go* in dynamic function, and negative forms of *was/were*. In the beginning of each unit there is a part called *Starter*. In this unit it represents the first encounter with the past tense through a listening task. Students are supposed to listen and circle the correct year they hear. The second listening task here is for repetition of the years to practice their pronunciation. The third listening task here is to listen to some information about two people, Jane Austen and Luciano Pavarotti, to complete the year of their birth. There is not much information but the task is accompanied by two very big pictures of those two people. On the right page, there is a short conversation task for students to speak in pairs about their age and the year of their birth using phrases *was born/were born*. Then, a listening task for practicing questions of *was/were born* phrases follows. There is also a *Grammar spot* included for the past tense of the verb *to be* to be completed by the students. There is also another listening task to catch the information about one girl's family, the years of birth of the members of the family in particular. Then, students are supposed to



work in pairs and ask questions *Who is...?* and *When was he/she born?*. A speaking task follows. Students are supposed to choose some of the members of their family to apply these questions to, and then tell the rest of the class about their partner's family members.

More than a half space of the following two pages are taken by eight photographs of famous people, such as Mozart, Diana Spencer, Andy Warhol or Marylyn Monroe. Students are given a table with different jobs to match with the people. Each picture has a two-line piece of information about where they were born and omitted years of their birth. The following listening exercise is again to catch the years. All these tasks seem to be focused more on the practice of numbers, rather than on the tense itself. A task to practice negative forms is also included; students are supposed to tell their partners false job of the people and the partner is supposed to correct it using a negative short answer first. There is also one gap-fill exercise to complete with *was, were, wasn't* and *weren't*.

Figure 12: Unit 9, part III

|                    |           |  |           |                   |
|--------------------|-----------|--|-----------|-------------------|
| GRAMMAR            | ARTICLE   |  | TITLE     | READING & GRAMMAR |
|                    | Picture 1 |  | Picture 2 |                   |
| READING & SPEAKING | Picture 3 |  | Picture 4 | Picture           |
|                    |           |  |           |                   |
| Picture            | Picture 5 |  | Picture 6 | LISTENING (Check) |

The following two pages consist mostly of the pictures again. The grammar focus here is on the declarative forms of the irregular verbs. The first exercise is a matching piece for infinitive forms and their past equivalents. The task is accompanied by a listening check. These two pages focus on reading and speaking. There is a story called *It's a Jackson*

*Pollock!* told in pictures with six sentences, each being supposed to be matched with the correct picture. This story is followed by an article functioning as a gap-fill exercise to complete with past forms of the irregular verbs in declarative forms, followed once more by a big picture of the painting which the article is about. The final task is to close the books and retell story.

The following page focuses on the dynamic functions of the verbs *have*, *do* and *go*. There is a chart with phrases such as *a shower*, *some exercise*, *on holiday* or *for a walk*, which are supposed to be matched with the correct verb, and then transformed into the past tense. The next exercise is a gap fill for the past forms of these three verbs with listening check, and the last task is to complete a gap-fill which is supposed to be about the students themselves. They have to fill in the verbs in past forms with additional times of their activities in past, for example *Last Saturday I \_\_\_\_\_ shopping and I bought \_\_\_\_\_*; this is followed by a conversation with a partner. The very last page of this unit is called *Everyday English* and it is focused on numbers, months and telling when one's birthday is.

Unit 10 is called *We had a great time* and it is focused on past tense of the regular and irregular verbs in all of their forms including interrogative and negative. In the beginning, there is a *Starter* section again. First, students are supposed to tell what day it is today and what day it was yesterday. Then there are three sentences to be matched with time expressions, such as *I did my homework... yesterday*. The third task is to tell the past forms of the six given irregular verbs.

The first task is to tick the things Angie did yesterday, based on listening. There are fourteen activities including both regular and irregular verbs in past. After this, students are supposed to complete a grammar chart for regular verbs in declarative forms. The next task is to tell the class what she did, which is followed by a personalized task for students to underline the things they did last Sunday and tell their partner about it using the given verbs in the past form. The next page deals with interrogative and negative forms. There is a conversation between Angie and Rick about what he did last weekend. This task is in a form of a listening for students to complete this gap-fill. The following listening is to repeat questions in the past tense and then practice Angie's and Rick's conversation with a partner. This task is followed by a listening exercise again. Students are supposed to write questions based on the given structure, then listen to check, and finally to write down what Angie did at the weekend. The following task is to listen again and catch what Angie didn't do. There is a *Grammar spot* chart to complete with *did* or *didn't*. The last task is for students to tell their partner what they did or didn't do last night.

The next two pages provide quite a lot of practice. The first task is a gap-fill to complete with declarative, negative and interrogative forms of both regular and irregular verbs. This is followed by a conversation task for students to tell the partner about their weekend based on the *Last weekend questionnaire* where they can tick the things they did. Afterwards, they are supposed to tell the class about their partner's weekend. The next part is called *Making conversation* and it is about forming questions with additional replies such as *Really?*, *Oh!* or *Oh, good!*. Students are supposed to complete these lines with additional question based on the given words. This is followed by a listening check. The following task is an example conversation. Students are supposed to continue in one of the short conversations from the previous exercise. The last section of this page is called *Time expressions*, which is for practicing time prepositions and checking correct sentences in past tense.

More than a half of the following two pages is taken by pictures again. On the first page, there are 15 pictures of people doing different things, playing sports or doing other leisure activities. The task is to match the activities with the photos and then divide those into two columns: *play* or *go* + *-ing*. This whole page is focused on vocabulary only. The next page combines these expressions with the past. There is a listening task to underline what the two people said about their holiday: what they usually do and what they did last year. The following exercise is to put together the question about their holiday. The last exercise is a gap-fill to complete with past forms of the verbs in all of their forms.

The penultimate page of this unit is focused on speaking and writing. Students are given eight leisure time activities such as sitting on the beach, camping by a lake or walking in the mountains, and are supposed to tick the ones they like. Then they have to work in pairs and ask their partner about their last holiday. The last task is to write about their holiday using the given structure. The very last page is *Everyday English* and it focuses on vocabulary regarding sightseeing without any special focus on grammar.

All in all, the chapters for the past tense provide only limited types of exercises. As Chart 5 demonstrates, there is quite a lot of speaking tasks; however, these are mostly closed-ended tasks without any control given to the students. The book is filled with pictures and photos and many tasks practicing the same thing over and over again, for instance the four pages focused almost exclusively on the *was born/were born* phrases. These are not so difficult to be practiced so much without any other context. There is also a lot of practice of numbers, which students should already know from Unit 9.

Chart 5: New Headway



If any grammar exercises are provided, they are almost all only gap-fills with occasional matching task. On the other hand, this book seems to be more focused on vocabulary and conversational activities and not so much on grammar. Most exercises work with additional vocabulary or useful expressions for conversations. As opposed to the other textbooks analyzed, this one provides also a lower number of the verbs that are dealt with in the past tense context. Out of all the other books, this one provides probably the most listening exercises, however short, easy or closed-ended they might be. Based on the original guess, it looked like that only two units are not enough to go through this tense thoroughly, and this proved right. The tense is dealt with very superficially, in spite of its focus on usefulness and everyday context.

### **Straightforward**

After the opening of the book, it is immediately clear from the table of contents what we can find where. It is well structured and each lesson is divided into individual pieces of language focus: grammar, vocabulary, functional language, pronunciation, reading, listening and speaking. Only writing is missing because it is a part of the other parts since it is not the primary focus here. The chart is very organized, so it is easy to find anything. If any of the parts is not present in the lesson, the space is blank but it is still there so we don't get lost.

The book contains twelve lessons, each one further divided into four sections with the last one being a review. A section called *Language Reference* is included every two lessons. It consists of a grammar chart from those two lessons, functional language, where are mostly useful sentences, a vocabulary list and a pronunciation chart. At the end of the book, we can find a few pages supporting speaking exercises, tapescripts of the listening tasks and a list of irregular verbs.

### *Past tense*

In this textbook, the past tense is presented over three whole lessons. Students encounter it for the first time in Lesson 8. It deals only with the verb *to be*. However, we cannot see this on the page where the lesson starts; we have to look to the table of contents if we want some sort of a summary of what we should expect in the lesson.

The section 8A is called *Remakes*. It uses the old movies and their remakes to present the verb *to be* in the declarative form. The section starts with a speaking exercise with posters of remakes of old movies. Students are supposed to tell their partner if they know these films or not. The next task is to read an article about remakes: why are they shot and what makes them successful. There are also three original movies discussed. Under this article, there is a fill-in-the-gaps exercise to complete with words from the article; however, these are not the past forms of the verb *to be*, so this works only as an awareness-raising task. On the right page, a helpful grammar chart is included. It presents the past forms of the verb *to be* in its positive declarative form with examples from the article. There is also a reference to the two-page language reference to see all the grammar at one place. The following exercise is the first here to actually ask students to work with the tense. It is a listening transformation exercise: students are given six sentences in present simple and are supposed to make them in the past simple. Another fill-in-the-gaps exercise follows; this time it is actually about completing the sentences about old movies with the past forms of the verb *to be*. There are also three exercises for vocabulary, listening and pronunciation regarding years. The last task of this section is a speaking task. First, there is an article that includes sentences such as *I'm a child of the 1980s. My favorite TV show was...* or *My favorite actor was...* etc. Students are supposed to write a similar short article about their partner and then read it to them and see if they were right. Then speak with another student and tell them truthful sentences about their partner. Although this part is called speaking, there is more of reading and writing than actual speaking and the task is not very open-ended; there is a clear structure of what they are supposed to say and how.

The section 8B deals with the verb *to be* in all the forms: declarative positive, negative and also interrogative forms including short answers. This section is called *Crime scene*. It begins with three pictures regarding fire. Students are supposed to listen and match three words: *Fire*, *Help* and *Look out* to the pictures. Then they have to read an interview of a police officer and a suspect about what he did last night when his coworker was killed in a fire. Many examples of the questions and short answers for the past forms of the verb *to be* are used there. The following exercise is a true/false task working with grammar again. There is a grammar chart included for students to see the forms of negative, interrogative (with and without an interrogative pronoun), short answer and also a few time expressions such as *yesterday* or *last night*. The next exercise is to put words into a correct order to make sentences and then check in a listening track to see if they are correct. The following task provides just one phrase for each sentence to make, so it is a bit more difficult. Student can see if they can actually make the sentence on their own. There is also a speaking exercise included. Students are given a chart *Find someone who...* and are supposed to move around the class and ask questions. This is basically a transformation exercise since students are given declarative sentences and are supposed to make them into interrogative. The last task of this section is a translation vocabulary exercise about programs in Britain or America and in students' native country.

Section 8C is named *That's my opinion*. It deals with vocabulary, pronunciation and mostly useful language for student to be able to express their opinion. There is absolutely no focus on the past tense here; the only grammar presented regards subject and object pronouns.

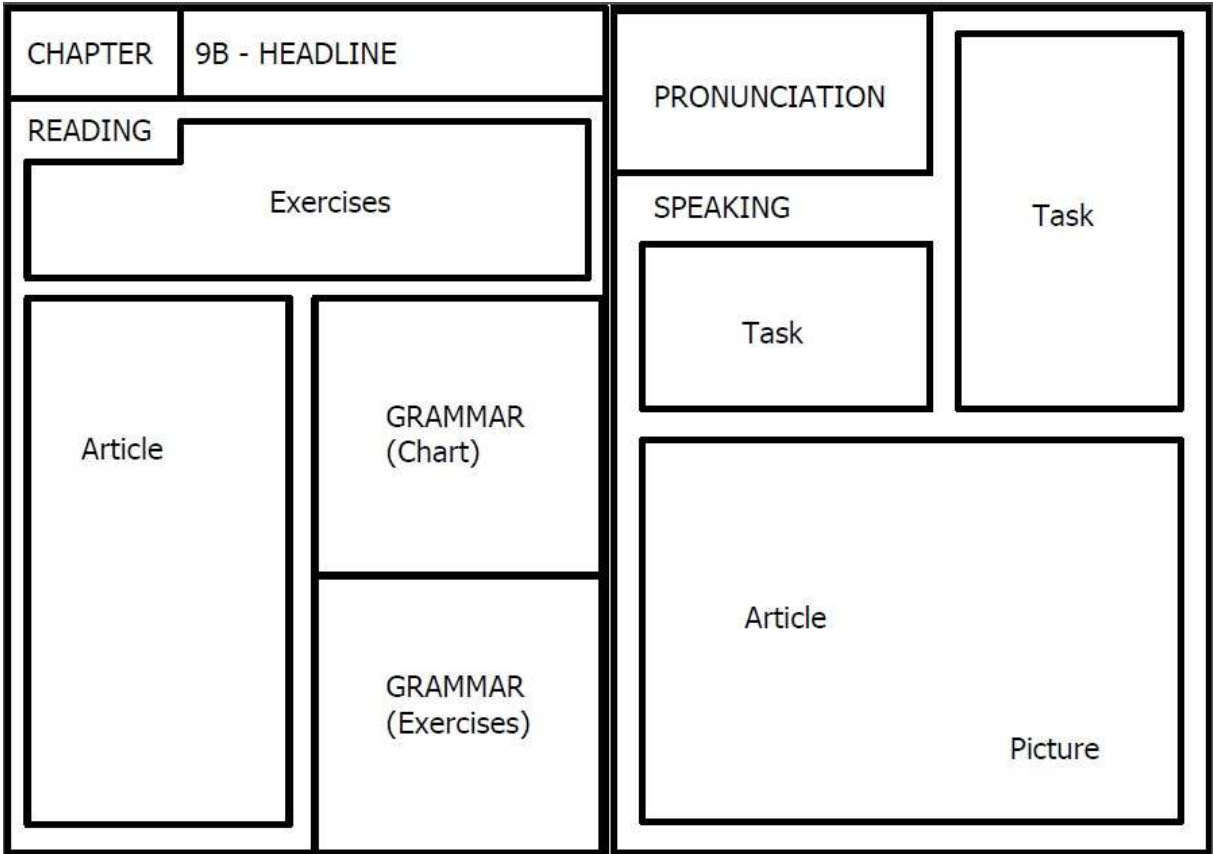
The following section, 8D is a review lesson. The first task is to read an article about Keifer Sutherland and George Clooney and their careers. After reading, students are given a set of questions about those two actors which they are supposed to answer. The following exercise is a fill-in-the-gaps for subject and object pronouns. Underneath, there is a vocabulary exercise for time expressions. Students are supposed to put them in the correct order, starting with now and ending with last year. There is an exercise for opinion adjectives and another for expressing opinions. This lesson only introduces the past tense through the verb *to be* and prepares students for what comes next.

The following two pages are the *Language Reference* part where all the grammar from the two previous lessons can be found. There is also a part called functional language with basic phrases in English and with a word list with vocabulary used in the past two chapters.

Section 9A, called *Five days in India*, is focused on the past positive forms of irregular verbs. First, there is a vocabulary chart for big numbers with a chart called *Factfile: India*.

There is an email from a girl to her parents about what she did in India and how she is. Students are supposed to read it and then complete one matching exercise and one true/false exercise. In the text, there is not only the verb *to be* in the past forms but also irregular verbs such as *go*, *eat* or *drink*. There is also a grammar chart. Students are given the verbs in infinitive and are supposed to find the past forms in the article. There is a possibility to check with a listening track. The following exercise is for student to transform the sentences from present simple to past simple. At the end of this section, there is a speaking task again. There is a chart about a person and what he did last holiday. Students are supposed to guess where he was based on the places he visited and the food he ate. There is a recording to check. Then, students are supposed to prepare similar text and then let their partner guess. This task seems like a very open-ended one and it provides a lot of personalization, so the students can get motivated and interested.

Figure 13: Section 9B



The 9B section’s topic is Beatles and the title it bears is *The Beatles’ last day*. First, there is an article about Beatles and their last public concert on the rooftop of the building. Students are given words and then they have to guess what the article is going to be about. Then they

read, and afterwards they are supposed to complete a fill-in-the-gaps exercise with words from the article. Underneath, there is a grammar chart for positive and negative declarative forms of the past tense of regular verbs, and a following fill-in-the-gaps exercise to complete with past forms of the given verbs. There is also a pronunciation chart to help students pronounce individual verbs with *-ed* ending. The last part is a chart with history of Beatles. It is in a form of a chart in the present simple tense and students are supposed to transform it into the past tense and speak about it in pairs. The absolutely last task is to speak about Beatles songs.

The whole 9C section is called *A national holiday* and it deals mostly with vocabulary. Grammar presented here concerns prepositions *at*, *in* and *on*.

The section 9D is a review again. There is a lot of focus on vocabulary and one part is also for grammar. The first one is a fill-in-the-gaps exercise for past forms of regular and irregular verbs. The second one is a listening to sentences. Students are supposed to tell whether the sentence is present or past tense and then write it down.

The last lesson dealing with the past tense is lesson 10. The first section, 10A is called *Did you have a good weekend?* and it works with students desire to share experiences of the past time. It provides some vocabulary and also a few phrases to ask for details. The first task is for students to match the given activities with their pictures and then to talk about what they do at the weekends. The first grammar activity is to listen to a man and a woman talking about their weekends and tick the phrases that are true out of a given list. Then, there are five additional sentences asking for details of the track. The pronunciation part deals with diphthongs. The grammar chart here is for interrogative forms of the past tense and for short answers. The following exercise is to listen to a series of questions for students to answer then *Yes, I did* or *No, I didn't*. There are two other tasks to work with the interrogative forms and that is to change the given declarative sentences into questions, and to put the words into a correct order to make questions. The last part of this section is a speaking task. Students are supposed to use the questions from those two previous exercises to ask their partners about their weekend. The partner is supposed to answer using short answers or a full answer if needed. Additionally, the person who asked should reply with some of the given phrases such as *That sounds nice* or *Oh no*. This is a deeply structured task but with an open end, so it provides at least some control for students with personalization that can lead to motivation.



Figure 14: Section 10A

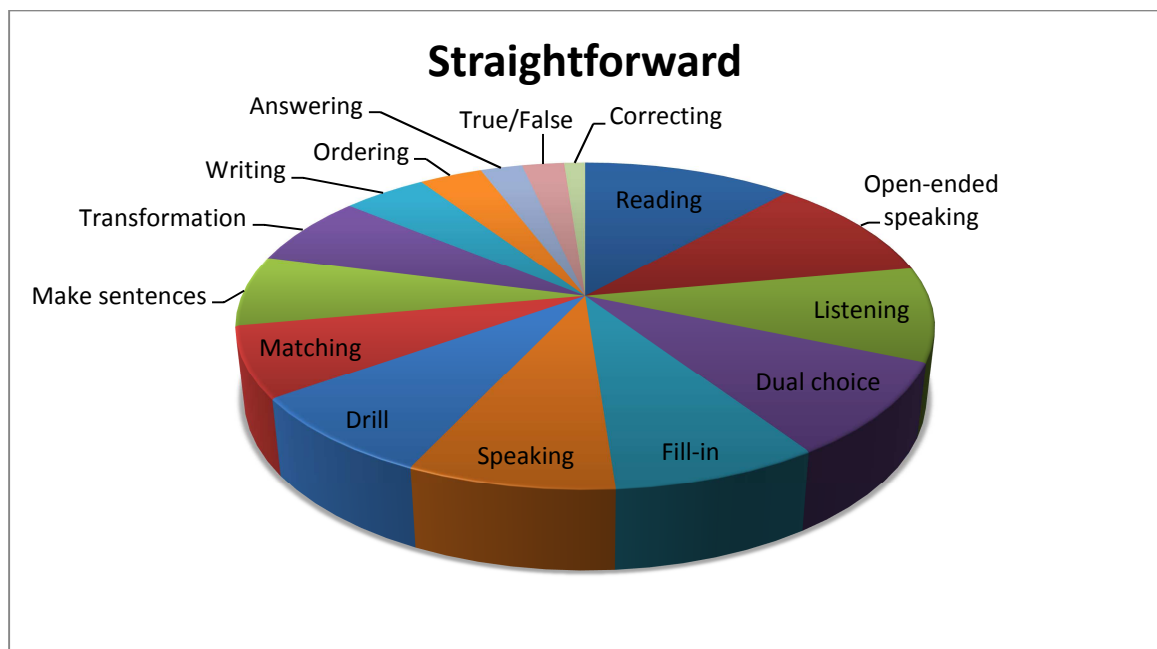
|                           |                |                        |                        |
|---------------------------|----------------|------------------------|------------------------|
| CHAPTER                   | 10A - HEADLINE | PRONUNCIATION          | GRAMMAR<br>(Exercises) |
| VOCABULARY (Pictures)     |                |                        | SPEAKING               |
| VOCABULARY<br>(Exercises) | LISTENING      | GRAMMAR<br>(Chart)     |                        |
|                           |                | GRAMMAR<br>(Exercises) |                        |

The section 10B is called *Pub Quiz*. In this section, students can deepen their knowledge of the past tense interrogative forms. This section deals more with questions with an interrogative pronoun at the beginning. The whole first page of this section is focused more on vocabulary and functional language regarding a popular game in Britain: a pub quiz. However, the second page focuses almost exclusively on grammar and the interrogative forms. At the top of the page, there is a grammar chart. The first task is to rearrange the words to put them into a correct order to create questions. The second exercise is the same only with more interesting questions; this task continues in exercise three where students are given answers for questions in exercise two and they are supposed to match those. The last task of the section is a speaking. Students are given a chart with beginnings of questions such as *When did...*, *Who was...* or *Where was...* and, in groups, are supposed to come up with questions for a pub quiz. Then they can play with another group. This is a very open ended task that provides a lot of context and a lot of motivation for students because they are the ones to choose what they want to ask the others.

The section 10C deals with functional language, vocabulary and useful phrases for shopping. It practices all the language skills in a very organized way. However, grammar is

not included. The last section of the eight lesson, 10D, is a review again. The first task is a vocabulary and reading about *What do British do at weekends*, followed by an article called *What did you do this weekend?* with three people of the same family talking about what they did. This stays on topic and is connected to the previous part. This task is followed by a matching exercise for the article. Then, students are supposed to speak about what their family usually does at the weekends. There is one additional grammar exercise: to correct the sentences in the past tense. The rest of the tasks is aimed at vocabulary or functional language. After the tenth lesson, there is *Language Reference* part with all the grammar covered in the two previous lessons, vocabulary list and functional language phrases.

Chart 6: Straightforward



This book provides a lot of opportunities for students to learn to speak English without any big emphasis on grammar. Even though grammar is present, of course, it doesn't scream at students with difficult grammar exercises. Rather, it is connected to a lot of vocabulary and it is showed in context. Students learn to speak about past events or their experiences, which raises motivation for them.

As regards the organization of the textbook, the past tense is presented over three whole lessons; however, it is only in the first two section of each lesson the grammar is dealt with in. Regular and irregular verbs are presented separately, as well as their declarative and interrogative form. The latter is left for the end since questions can be challenging, especially the ones with an interrogative pronoun.

As for the types of exercises in this book, there are mostly reading, dual choice, fill-in-the-gaps and drilling exercises, accompanied by open-ended speaking or listening tasks. We can see all that in Chart 6. The practice of language skills is quite balanced although the speaking tasks sometimes seem to be rather closed-ended with little student control. The tasks are well supported with visual stimuli such as photos or charts to start students talking. The topics seem to be well chosen for the aimed group of adult learners, just as the articles are quite long and interesting for them. All the charts are very clear and helpful, with suitable examples. All in all, this book provides a lot of opportunities for practice with a lot of vocabulary and incorporated grammar, using appropriate topics and a variety of tasks.

### **Clockwise**

This book is different from all the other analyzed textbooks. It is the first out of five parts of a multi-level short course in general English with 24 three-page lessons, each aimed at certain lexis area such as *Love & Hate*, *Jobs & Work*, *Ups & Downs*, or *Tickets & Flights*. Grammar functions only as a complementary area here. Grammar focus occurs in merely half of the lessons. Most of the lessons is taken by parts called *Speak for yourself*, *Speak out*, *English in use*, *Vocabulary*, *What do you know?*, *Listening challenge* and *Vocabulary challenge*, all of which aimed at effective communication and a use of the language.

The table of contents is divided into twenty-four charts with headlines of a lesson's topic and relevant parts mentioned earlier. Not all of them are present in each lesson; however, there is always a *Speak out* at the end. At the beginning of each lesson, there is a short list of what is aim of the lesson which helps with orientation.

After the lessons, there is a part called *Practice* with additional exercises for each lesson. This book is called a coursebook and it only exists with this section of practice included; there is no separate work book like with the other books analyzed. Each lesson has from one to one and a half pages of exercises and tasks in this practice section. Interestingly enough, the only lesson that focuses on the past simple tense has two pages of exercises, which is longer than in any other lesson. Behind the *Practice*, there are two pages of pairwork activities, tapescripts of the listening tracks, and a page of irregular verbs.

### *Past tense*

According to the description, this book is structured in a way which allows for it to be used in any lesson order desired. However, this means that only a few lessons actually incorporate past tense. The first encounter students have with the tense is in lesson 2, called

*Countries & People*, where it is presented at the same time with the present simple tense of the verb *to be*. The first page is dedicated to giving information about one's hometown and country. The second one presents an email and a response to it. The first one is in the present and the second one in the past. Underneath, there is a grammar chart presenting the word *ago* with an explanation of what it is used for. On the third page, there is another grammar chart which presents the whole conjugational scheme of the verb *to be* in present simple and in past simple. Below, there is a fill-in-the-gaps exercise with a task to determine which of those ten given sentences must be in the past, based on the rest of the sentence: there are certain time expressions in past such as *yesterday*, *in 1974* or *last year*. Students can therefore get familiar with those very early in the course. After determining which of the sentences must be in the past, students are supposed to complete them in a way that they are true for them. This is a very motivational part that involves personalization. The following task is a speaking one. Students are supposed split into teams and write down three famous people who are alive and three who are dead, and then ask the other teams *Where was (Mozart) from?* or *Where is (Ronaldo) from?*, using either present or past tense according to the given person. The last part is a *Speak out*, where students are supposed to write a short email about themselves using both present and past tense. There is also a reference to *Practice*.

In the *Practice* of lesson 2, there are two vocabulary exercises for nationalities and countries, followed by four grammar exercises. The first grammar exercise has two parts: the first one is to fill in the gaps of questions and the second one is to match those filled out interrogative sentences with their answers below. The second exercise is to put the words into a correct order to make questions, and then find out answers in the email in the lesson; the questions and the answers are either in present or past tense. This is a very good task because students have to actually decide when to use the past tense and when not to; it is not only mechanical. In the following task, there are given eight biased questions and students' task is to negate them and correct them based on the given criteria. The last task is actually an exercise aimed to practice pronouns but the sentences are almost all in the past tense, so there is at least passive input. Students are supposed to rewrite each given sentence using pronouns, for instance from *Weather was foggy yesterday* to *It was foggy yesterday*.

Another hint at the past tense is in lesson 3, called *Friends & Relations*. There is grammar for *have got/has got* and it is connected to past experiences. There are two articles: about a mother and about her daughter. They speak about where they live now and where they lived before. There is also a task to compare what was *When I was young* and *Now*, for

instance *I was in a village* x *I live on my own*. Students are supposed to speak about it in teams. There are no additional exercises for the past tense in the *Practice* in the back.

The next mention of the past tense is no sooner than in lesson 10, called *Good & Bad*. Its main focus is giving opinion. The whole first page is aimed only at adjectives of opinion. The second page deals with opinions as well but it is connected to the past tense of the verb *to be*. There are three people saying why they went to see the new James Bond movie, *The World Is Not Enough*, what they thought of the movie, and what the best part was. A practice exercise concerning giving opinion in a form of a listening follows. In one of the additional exercises, students are supposed to say two things they did last week and tell if they enjoyed them. The past tense here isn't limited only to expressions such as *It was (good/fantastic/awful...)*; there are also phrases such as *I thought, I went* or *I enjoyed*. However, there is no grammar explained; these phrases are used in the articles or exercises, so it is probably up to students to guess from the context or up to the teacher to inform them. In any way, it works as one of awareness raising lessons.

One small mention of the past tense is in lesson 14, *Calls & Messages*. The item discussed here is the word *could*, used for polite questions. It is actually conditional but it is also a past tense of the modal verb *can*. There are also a few more verbs in the past tense in the context of messaging. There is no grammar for this either.

In lesson 16, called *Starters & Desserts*, there is a menu with descriptions of individual dishes. Those use adjectives derived from verbs, past participle, such as *grilled, fried, steamed, boiled* or *baked*. This is the past tense as well, only in a different context. It is another of the awareness raising lessons.

The main and basically only exclusive focus on the past tense is in lesson 18, called *Saturday & Sunday*, with the length of three pages plus additional two pages of exercises in the back of the book. All those previous lessons worked as awareness raising ones. That means the first task here already counts on this fact. The first part is called *What do you know?*, where is a conversation between two people about their last weekend, only the verbs are all in blue bold print and they are in the present simple. The task is to work in teams to tell what is wrong with those verbs and to tell which ones are irregular. The last thing is to say what the ending of regular verbs in the past tense is. It is expected students already know something from the previous lessons. Underneath, there is a part *Grammar*. The task is to listen to a conversation between two guys about their weekend, to read its tapescript at the same time, and to circle all the irregular verbs. Then, they are supposed to compare their lists of verbs to see if they were right. After that, they listen once again and write down any

negatives or questions they hear. They are told there are five questions and three negatives. Underneath, there are nine sentences and students are supposed to determine whether they are true or false based on what they remember from the listening.

Figure 15: Lesson 18

|               |                                |                    |  |
|---------------|--------------------------------|--------------------|--|
| 18 - HEADLINE |                                | GRAMMAR<br>(Chart) |  |
| CONTENTS      | READING<br>(Awareness raising) | PRACTICE           |  |
|               |                                |                    |  |
| Picture       | GRAMMAR<br>(Exercises)         | Picture            |  |

On the following page, we can find a clear grammar chart for past tense but only for interrogative and negative forms; students are expected to know the basic declarative form already. A part called *Practice* follows. The first task is actually a game. Students are told to play *Grammar Tennis*. One student says an irregular verb in an infinitive form, and the other student tells its past form to score a point and then says a different verb for the other student to tell the past form, etc. The following task is to work in groups of four. There are two conversations for each pair to take one and to complete with missing past simple verbs; the first letters of the verbs are given, nothing more. It is a fill-in-the-gaps exercise in its more difficult form. Then, pairs switch papers with filled out conversations and check each other's work.

On the last page of this lesson, first, there is a focus on pronunciation of the suffix *-ed*. There are three columns, each with a different pronunciation style. The task is to put eight

other verbs into the three given groups. The following task is very personalized. Students are given beginnings of sentences such as *I went to the dentist...* or *I went out for dinner...* and are supposed to finish them using phrases *last...* or *...ago*. Additionally, there is a chart for these expressions for students to see next to this exercise. The last part of this lesson is called *Speak out*. This is in a form of so called *Against the clock*. This method runs through the whole book in some of the speaking or writing exercises. It works on a principle of students only having a given time to complete a task. In this case, they have two minutes each to ask about the weekend is a style of *What did you do? And? What else? Is that all?* Whoever gives more answers, wins. Then, each student chooses one thing they found the most interesting from what the other one did, and ask additional questions about it, such as *You said you went to the theatre. When did you go? What did you see? Did you like it?*, etc. This allows them to include all the forms of the past tense. There is also a motivational aspect of the need to win and the exciting aspect of a limited time.

Figure 16: Lesson 18 Practice

|                         |                             |                                 |                            |  |
|-------------------------|-----------------------------|---------------------------------|----------------------------|--|
| PRACTICE -<br>lesson 17 | 18 - Grammar -<br>crossword | 18 - Grammar -<br>exercise      | Picture                    |  |
|                         |                             | 18 - Reading - fill-in-the-gaps |                            |  |
| PRACTICE -<br>lesson 18 | 18 - Grammar -<br>exercise  | 18 - Writing                    |                            |  |
|                         |                             | 18 - Grammar -<br>pronunciation | 18 - Grammar -<br>exercise |  |
|                         |                             |                                 |                            |  |

As mentioned, the *Practice* of this lesson is the longest one. The first exercise is to write questions to the answers given from the tapescripts of the listening conversation from the

beginning of the lesson. The following activity is a crossword. It works as a fill-in-the-gaps task for 22 sentences with the words filled out being verbs in the past simple that go into the crossword. Another task is for students to write down six sentences about what they did last weekend and to use verbs given in a table to write down two things they didn't do. An email works as a fill-in-the-gaps exercise with verbs to put in a correct past form. Those verbs are already in brackets, so it isn't as difficult as some of the previous ones. There is one additional writing task: to write an email as a response. Another task regards pronunciation of the suffix *-ed*. Finally, the last exercise is to practice *last...* and *...ago*. There are eight questions and students are supposed to answer them about themselves. It is a very personalized task that works with motivation. It might be quite difficult for students to speak about some other people but once their own lives are the topic, it gets easier.

The next use of the past tense is incorporated into a reading exercise and a speaking task in lesson 20, called *Tickets & Flights*. The first part here is called *Vocabulary challenge*. The focus here is on vocabulary, of course; this involves expressions such as *passport control*, *arrival hall* or *in-flight meal*. However, all the exercise describes one person's journey to holiday, which is logically in the past tense. Students get familiar with more verbs in the past tense and with more context than just last weekend, which was the main focus of the lesson 18. There is one additional fill-in-the-gaps exercise to practice phrasal verbs in the past tense, such as *The plane took off* or *I got on a plane*.

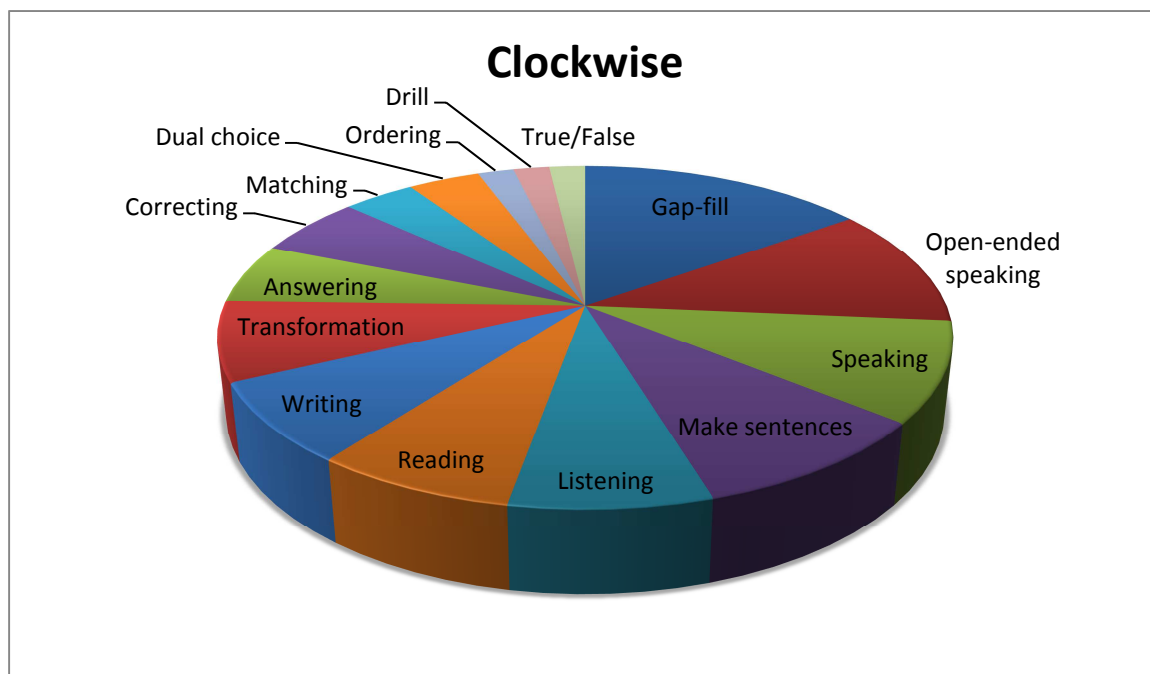
The last expansion of students' knowledge of the past tense in this book is in lesson 22, called *When & Where*, when it presents present perfect tense and compares it with past simple tense. There is a grammar chart of the forms of present perfect tense with a comparison of when to use past simple tense. There is only one exercise for this distinction and that is in the *Practice* in the back of the book. Students are given a dual choice task to choose between those two tenses.

This book is quite unique in its style and method. It is mostly focused on conversation and successful communication with grammar being only the means for it. This seems like a very useful and effective way of learning, especially if the book was complemented with other input outside of classroom. It could be appropriate for self-learners as well. All the grammar charts are also very clear and completed with examples. The types of exercises can be seen in Chart 7. There are mostly communicative speaking exercises with writing a lot of things down. There are also fill-in-the-gaps exercises, transformation exercises and exercises to write down questions to given answers. It counts a lot on students being active most of the time. It



works with personalization and with group or pair work. It provides a lot of opportunities for students' practice and an immense amount of context connected with relevant vocabulary.

Chart 7: Clockwise



The only language skill that seems to be quite neglected here is listening. There are only one or two listening exercises per lesson. However, it is probably well compensated by all the speaking, which is plenty here. Most of the tasks are open-ended and therefore not only more challenging and effective but also engaging and stimulating. The book seems like a good alternative for adult learners or as a complement to a regular textbook.

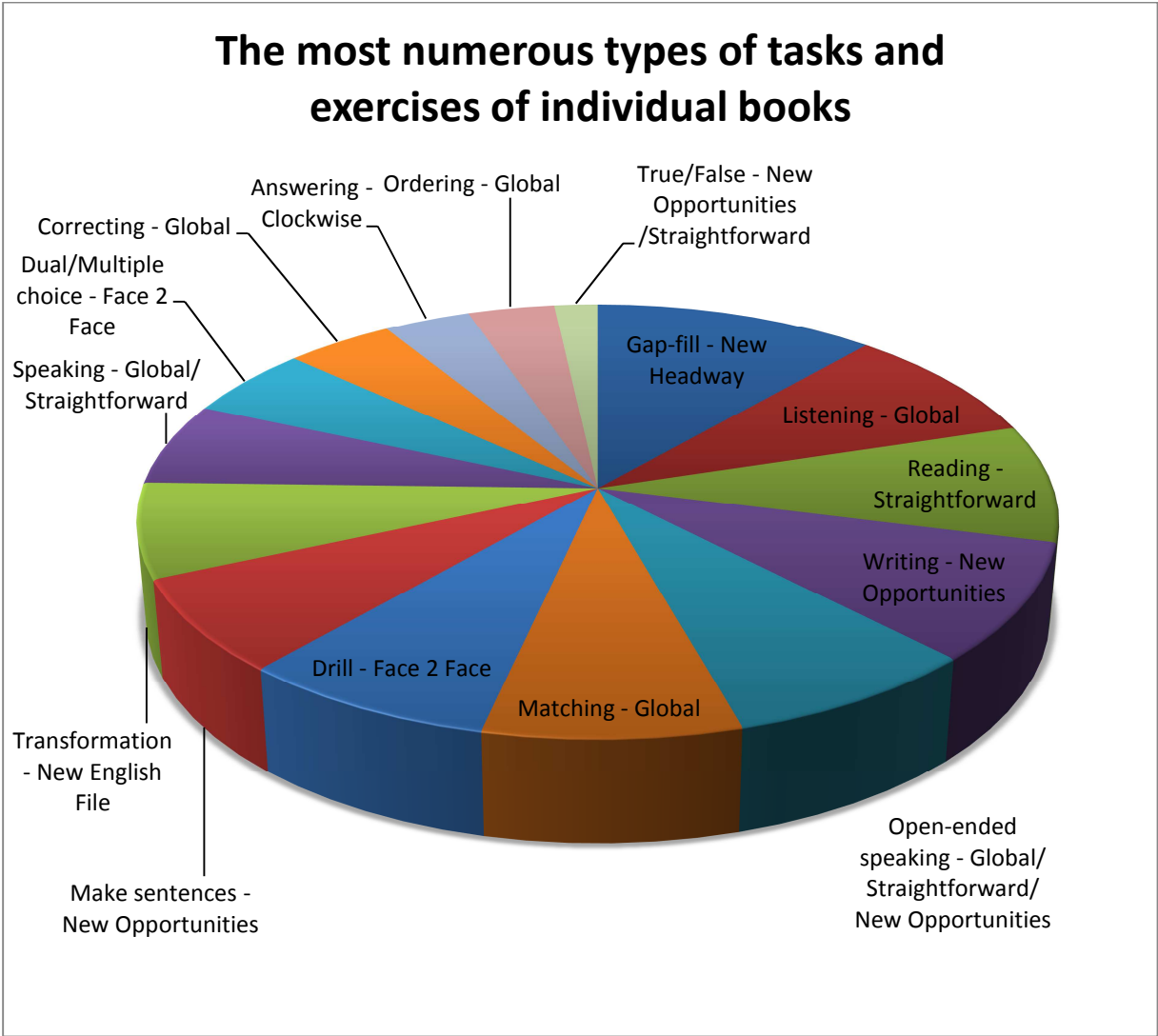
## Results

Chart 8 demonstrates what the most used exercises or tasks were in the individual textbooks. The most numerous type of exercise altogether is definitely a fill-in-the-gaps. This occurs most in *New Headway*. The second place is taken by listening exercises with most of those being in *Global*, and on the third place there are open-ended speaking tasks, especially in *Global*, *Straightforward* and *New Opportunities*.

As for the individual types of tasks in individual books, there is a summary of those presented in Chart 8: *New Headway* leads only in gap-filling exercises; *New English File* presents the highest number of transformation exercises; the answering types of tasks are mostly present in *Clockwise*; the highest number of reading and open-ended speaking tasks

can be found in *Straightforward*; listening, matching, correcting and ordering exercises are mostly used in *Global*; the highest numbers of writing, true/false and making-sentences kinds of tasks occur in *New Opportunities*; *Face 2 Face* leads in dual/multiple choice and drilling exercises.

Chart 8: The most numerous type of tasks and exercises of individual books



Considering the aspect of age, the targeted group for the research was adults. Based on the analysis, the most suitable books are *Global*, *Straightforward* and *Clockwise*. All of the books that I worked with are at a low level, and it is not always easy to find appropriate materials for the adults at this level. However, these books suit the needs perfectly, not only in design and choice of topics but also the rate of moving forward and even individual presentations of the grammar item, which is the past tense.

Among the strengths of *Global*, I would place longer texts more fitted to the adults, accompanied by a great diversity of exercises. From all the books, *Global* is the one which has the tasks and exercises most balanced, and along with *Straightforward* it doesn't have gap-fills at the first or the second place of the most used exercises. It combines the grammar with a lot of listening and speaking, which seems essential for this target group since they often need to be able to successfully communicate very early in the learning process.

As regards *Straightforward*, the presentation here is a bit slower. It provides many opportunities to come into contact with a lot of context of the use of the past tense. The preferred type of task here is reading, often either preceded or followed by speaking, most often open-ended with students speaking about what they want, as long as they stay on topic. There are also additional speaking exercises with more structure. Listening is also important skill here, accompanying most of the tasks if not being the main focus on a task itself.

*Clockwise*, the book that turned out to be among the three most suited ones, works on an entirely different principle than all the others. Traditionally, there is a grammar syllabus that is kept in the books. It doesn't mean that the more difficult grammar items are learned after easier ones; it means that once students learn a certain item it is then used throughout the rest of the book. It doesn't work like that with *Clockwise*. There are 24 individual lessons, each three pages long, accompanied by an included mandatory workbook at the back of the book. It is not as extensive as additional workbooks of other textbooks but for these purposes it is enough. This book would be ideal for adults who want to learn the language really quickly with only the essentials of grammar. There is an immense amount of context and plenty of opportunities for speaking. The most numerous exercise here is a gap-fill; however, this is only because of the accounted grammar section in the workbook at the back. Otherwise, this book works with creating sentences and texts, reading and listening in the context of vocabulary and grammar which students don't even realize they are learning. As for the few lessons with actual focus on grammar, it is presented very skillfully in a way that students themselves are active to figure it out. It seems like a unique textbook on the market.

A well-known popular book for young adults and high school students, *Face 2 Face*, didn't surprise with anything extra special. Its most apparent strength is a lot of personalization included in almost all the speaking tasks. The highest number of exercises in this book is represented by drills, which is rather unusual nowadays. These were drills for repetition of sounds, for instance irregular verbs or regular verbs ending, sentences and even whole conversations. It is the only book with such a high number of this type of exercise; the

only other book with a lot of drills, however the total number of exercises was much higher, is *New Opportunities*.

What seems surprising is that in *New Opportunities* there are essentially no main focus listening exercises to practice grammar or vocabulary. All the listening tasks are only for checking or accompanying reading articles. However, grammar is presented slowly and clearly, with a lot of opportunities for practice. Another surprising thing is its focus on writing. Yet, this book seems most suited for both younger learners and adults, thanks to its style and choice of interesting topics to discuss to practice the past tense, such as my first memory or a retell of an accident.

The first book analyzed was *New English File* because I work a lot with this series of books with adults. However, I use higher level books, from pre-intermediate to advanced, and this beginner level doesn't seem to be most suited to the needs of adult learners. The presentation of grammar is very slow and in a rather tedious way. The big advantage here is a lot of context, listening and practice. Grammar charts are clear and straightforward, immediately accompanied by a lot of exercises. Even though this wouldn't be my first choice out of the books, it could suit the needs some of my students requiring slow approach.

As for *New Headway*, it was the most disappointing textbook. A lot of space was covered with pictures, just decorative and not serving any purpose. The clear winner of the number of exercises here is a gap-fill, and that is without any grammar part at the back accounted or a workbook like with the others. The pages seem to be half empty and the grammar is presented unnecessarily slowly, for instance on the first four pages of the relevant unit, there is only the phrase *was born/were born* with little additions. Most of the tasks seem to be done rather mechanically and without students actually having to understand the item. The strength would be definitely personalization. Nevertheless, this book is not suited for my target group.

## V. IMPLICATIONS

This chapter offers evaluation of the findings. It explores the possible effect on one's style of teaching and the use of books. Additionally, it provides suggestions for further research possibilities.

### **Pedagogical implications**

As for pedagogical use in lessons, all of these books are appropriate, each one, however, in a different context, for different purposes and for different people. In spite of the similarities among the textbooks on the current market, every book is an original with its own structure and way of progressing further. The research would have been even more complex, deep and extensive if there were enough space for analyses of several other books.

With the communicative approach being preferred nowadays, teachers shouldn't fully rely only on textbooks. It showed from the analyses of the individual textbooks that the presentation of the grammar item which is the past tense is appropriate and it mostly counts with a certain amount of students' activity. Usually, the tense is presented in the reading or listening exercises, so the students see it in context right away. It seems a good choice to use it then for the tense presentation.

The crucial part of the second language acquisition is practice. Most of the books provide a number of exercises; the problem is that each book always prefers one type of exercise. For this reason, books should be either combined for a use in a class, or they should be complemented with other materials and activities. Most of the tasks in the books are constructed for individual or pair work; group work occurs very rarely as well as whole-class activities relying on mutual cooperation. For pair-work speaking tasks, there were quite a sufficient amount of tasks.

It is always necessary for any new grammar item learned to be incorporated into a larger structure of the language: it shouldn't be taught separately. This means a lot of context provided. The books are not able to provide all these things on just a few pages. Students need to understand not only form, which seems to be the main focus of textbooks, but meaning and use as well. That is why textbooks are beneficial only if accompanied by other materials, especially authentic ones. It would be good for students to get a lot of practice in such situations where they can actually come in contact with the grammar item. The analysis showed that there is quite a lot of context provided; yet it is only the basic and most common

one, such as speaking about last weekend, last night or an accident that happened, which is not sufficient for further learning.

### **Further research**

Analysis of books for the purposes of language teaching of adults is always a useful thing, as long as there are some results and recommendations. I would be very interested in continuing this research with many other books. There are a number of textbooks suited for adults, each of them with their own surprises and mysteries just waiting to be revealed. For me, it would be extremely interesting to take part in a research project regarding specialized books such as business, medical or technical English. The number of those on the market is vast and not all of them would be one hundred percent effective for instance for summer courses, intensive week courses, etc.

A big part of these kinds of books would be vocabulary of course, but an important aspect is also specific grammar. As regards the past tense, it could be especially the passive voice, idioms, or further research of the past tense beyond past simple, such as past continuous or past perfect. For this it would be more useful to analyze higher level books to see how the item is presented later on.

## VI. CONCLUSION

The theoretical part of this thesis offers a summary of the research of many books dealing with the issue of grammar teaching. It defines grammar and looks at the way it is taught as well as the reasons for teaching it. There are more participants of the learning process than just the curriculum, and that is teachers and, of course, students. These are also discussed in the theory along with grammar teaching principles and grammar syllabuses.

One of the main questions as whether to teach grammar or not remains unanswered since there is no one general correct way of teaching a language. It always depends on the circumstances, the purpose and the age group. As for the target group of adults, from the analyses it became evident that grammar is most likely better taught mostly implicitly, and that is especially in cases of short intensive courses when it is not important to know all the grammar rules but rather to learn to communicate and to get a gist of grammar to be able to use it in context. However, it also showed that the most favorite grammar exercise used in textbooks is still a gap-fill. The second place, surprisingly, takes open-ended speaking. Only one of the textbooks analyzed works with in the book passively acquired prior knowledge, and it presents the past tense grammar item as an entirely new phenomenon.

The tension between accuracy and fluency is always present. Since most of the adult learners today already learned English sometime in the past, they have certain expectations and, in my experience, usually they have a tendency to feel insecure when they are not being accurate since most of them had been taught with focus on accuracy, not fluency. The analysis revealed that four out of seven books incline more towards fluency based on the number of communicative and speaking tasks, on open-ended grammar exercises and smaller number of drills. Those books are the ones that came out the most appropriate for them, which may work as a slow bridge from the mere focus on accuracy towards fluency. Yet the purposes of their learning and the circumstances must always be taken into consideration.

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## SHRNUTÍ

Tato práce se zabývá výzkumem různých metod výuky gramatiky, a to konkrétně u dospělých studentů. Důraz byl dán na minulý čas, který byl zvolen jako gramatická oblast pro tento výzkum. Cílem této práce bylo prozkoumat vybrané množství učebnic dostupných na trhu a zaměřených na výuku dospělých studentů. Teoretická část popisuje teoretické pozadí výuky gramatiky: proč by měla být gramatika vůbec učena, zda dávat důraz spíše na přesnost nebo spíše na plynulost studentů v jazyce, jaké metody výuky gramatiky existují či jakou roli hraje gramatika ve výuce jazyků. Praktická část analyzuje sedm vybraných učebnic angličtiny na základní úrovni, s důrazem na první prezentaci a následné procvičování minulého času prostého. Výzkum ukázal, které knihy by se hodily na výuku dospělých studentů a co tento výzkum znamená pro pedagogickou praxi.