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**Use of the Task-Based Method in Learning Grammar at  
Secondary School**

**Uz uzdevumu balstītas metodes pielietojums gramatikas apgūvei  
vidusskolā**

BACHELOR THESIS

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## **Anotācija**

Gramatika ir nepieciešama, lai sazinoties ar citiem un galvenā doma būtu pareizi pateikta, tāpēc ir svarīgi palīdzēt skolēniem to apgūt teicamā līmenī. Mērķis bija izveidot papildus materiālus gramatikā, izmantojot uz uzdevumiem balstīto metodi. Lai izveidotu materiālus 10. klases skolēniem, tika veikta gadījuma analīze. Tā sevī ietvēra divu skolotāju un četrpadsmit 10. klases skolēnu aptaujas un skolēnu zināšanu testēšanu. Darba rezultātā tikai izveidoti papildus uzdevumi, kuri tika pilotēti divu mācību stundu laikā. Salīdzinot pārbaudījuma rezultātus, tika novērots, ka uzlabojās skolēnu zināšanas gramatikā. Papildus uzdevumi bija interesanti skolēniem un stundu plāni noderīgi skolotājiem.

**Atslēgvārdi:** gramatika, uz uzdevumiem balstīta metode, 10. klases skolēni, materiālu izveidošana, papildus uzdevumi

## **Abstract**

Knowledge of the grammar is necessary in communication with other people in order to, say the main idea correctly, so it is important to help students learn it to meet their needs. The goal was to design supplementary tasks for task-based grammar lesson at secondary school. A case study was chosen in order to design materials for form 10 students. A survey and testing were selected as data collection tools. All in all, fourteen 10<sup>th</sup> form students and two teachers participated in the research. The lesson plans with supplementary materials were piloted in two lessons. The results of the study demonstrate that students' knowledge of the grammar in English improved; moreover, they considered the supplementary materials to be interesting, while the teacher considered them to be useful.

**Keywords:** grammar, task- based method, 10th form student, material design, supplementary tasks

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## Introduction

Students are learning language in order to communicate in a foreign language. Grammar is a part of communication, and it is an important aspect of the process of language learning. To understand how exactly grammar choices can influence the meaning of language and the whole communication process in general, a closer look should be paid to the role of grammar in learning a language. Hedge (2000: 143) considers that especially grammar for many teachers has always taken the central role in their English language classroom methodology. It has to be mentioned that grammatical competence develop in a fluency-oriented environment not only in the classes where the focus is on language forms. Hedge (2000: 145) highlights that it is important to remember that there is a very strong relationship between vocabulary and grammar and that also refers to the material design.

Researchers such as Harmer (2001) and Thornbury (2008) have described methods on teaching grammar and also how to develop materials for grammar teaching. There are ways how to make the learning process more enjoyable and how to motivate the teenagers who are studying at secondary school.

The research done by researchers Reddy (2013) and Peres (2015) shows that supplementary materials increased the understanding and motivation of the language learners in the English language classrooms. Reddy (2013) states that English language teaching nowadays focuses on the communicative approach, not just teaching English just as a subject, especially in today's world where everyone considers that English language teachers should 'prepare materials and methods to incorporate different supplementary materials, which could help to develop communication skills' (Reddy, 2013:143).

The **goal of the present research** is to design supplementary tasks for task-based grammar lesson at secondary school.

The **hypothesis of the research** is that if the course-book and the workbook are supplemented with different types of the tasks, such as creative tasks and problem solving tasks, students will have better results in learning grammar.

The **enabling objectives of the research** are:

1. to investigate theories on teaching and material design, aspects of designing the syllabus to develop learner's grammar. Describe the framework for a task-based language lesson and specifics on learning grammar at secondary school.
2. to analyse the course book and the workbook *Solutions* used for teaching 10th formers;
3. to design and administer surveys for the teachers and form 10students;

4. to design supplementary materials and pilot them;
5. to test students before and after the pilot teaching;
6. to analyse the data and draw relevant conclusions.

The **theoretical research methods** of the paper are a critical analysis of the theories on grammatical competence and teaching grammar, concentrating on grammar task design (Willis, 1996, Hedge, 2000; Harmer, 2001; Ellis, 2003; Thornbury, 2008).

The **empirical research method** of the paper is a case study.

The **data collection tools** are questionnaires for the teachers and students, and pre- and post-tests for students.

The **participants of the research** are fourteen 10th form students of a secondary school in Riga.

Chapter 1 discusses theories on communicative competence, especially grammatical competence. The following chapter provides a detailed description of grammar teaching approaches, especially task-based method. Then strategies of designing a task-based lesson are described made to develop learner's grammatical competence and a framework for a task-based language teaching lesson is included, and introduces the techniques and the tasks of practicing grammar. Chapter 3 is devoted to grammar teaching at secondary school as well as characteristics of the age group. The last chapter is the empirical research, which contains the description of the methodology applied in the research, the analysis of the teaching materials, the description of the supplementary tasks and lesson plans. It also deals with the description of the questionnaires for the teachers and students and the analysis of the pre-test and the post-test.

## 1. Communicative Competence

Learning the grammar of a foreign language, in this case, the English language can be stated as a description of the possibilities in which words and their forms can be transformed into the sentences. ‘Grammar makes the meaning of the speaker or writer in the situations when there is not enough contextual information’ (Thornbury, 1999: 4). The following chapter will discuss communicative competence where the focus will be on grammatical competence. The theories of Hymes (1972), Swain and Canale (1980), *Common European Framework of Reference (CEFR)* (2001), Richards (2006) will be discussed.

The ability to use grammar in communication, in the way to express ideas and thoughts in English is the main goal in English Language Teaching (ELT). ‘In order to communicate in the real life situations, students have to have practice of language situations that helps to express their ideas’ (Abbs and Freebairn, 1988:45). Students who are going to school understand that they need to communicate in both in spoken and written English. Those students who are on the verge of finishing their studies at secondary school, realise that it is important to have communicative competence.

The first person who introduced the term communicative competence was Noam Chomsky in 1965. Chomsky’s ideas were contrasting thoughts and concepts of other linguists such as Swain and Canale (1980) and Hymes (1972) who also investigated the field of communicative competence and its elements. Hymes (1972) defines *communicative competence* as not only that a student can deal with grammar rules, but also, the way how they can form utterances, and after that use them. (Hymes, 1972:56) The main idea is that communicative competence includes all what helps students communicate with the others.

Later Swain and Canale (1980) describe communicative competence regarding four components, which help better to understand what each of the competences include:

1. grammatical competence: includes rules and words;
2. sociolinguistic competence: includes appropriateness and asks for the understanding of the social context: the roles of speakers, information and the function of interaction;
3. discourse competence: knowledge of the written discourse features - cohesion and coherence;
4. strategic competence: how communication strategies are used. (Swain and Canale, 1980: 47)

Kramiņa (2000) and *CEFR* (2001) divide communicative competence into three main components:

1. Linguistic competence, which includes the knowledge and the ability to use the formal resources of which, meaningful messages may be stated and formulated. The CEFR

distinguishes some certain parts of linguistic competence, ‘such as grammatical competence, semantic competence, lexical competence, phonological competence, orthoepic competence, orthographic competence’ (CEFR, 2001: 107).

2. ‘Sociolinguistic competence, which concentrates on the lexical expression of the conceptual categories’ (Kramiņa, 2000: 66)
3. ‘Pragmatic competence, which by the CEFR includes three additional competences: discourse competence, functional competence, schematic design competence’ (CEFR, 2001: 107).

If compared Canale and Swain’s classification (1980) with CEFR (2001) and Kramiņas (2000) then it can be seen that the division made by the CEFR and Kramiņa is written later than Canale and Swain’s; thus, it was reduced to three components, but each competence was supplemented with other competences.

Another researcher Savignon (2001) stated that language teaching done with help of communication has influenced the phenomenon that exactly communicative competence has to be the most important and it has to be used in the classroom. Not like previously when the priority was given to the grammatical competence. According to the CEFR, communicative language competence is a ‘competence which permits a social agent to act using linguistic means’ (CEFR, 2001: 107).

Although, -the components of communicative competence are still developing and communicative competence refers to the learner’s knowledge of grammar and their ability how to use it in real life situations.

As discussed above, linguistic competence, and especially grammatical competence, is a part of the communicative competence. Stern states that ‘linguistic competence is concerned with knowledge of the language itself and its form and meaning’ (Stern, 1983: 46). He also mentions that ‘the linguistic competence includes knowledge of vocabulary, word formation, spelling, pronunciation, grammatical structure, sentence structure, and linguistic semantics’ (Stern, 1983: 46). A language learner should be able to choose specific vocabulary and also to be acquainted with the pronunciation of those words.

It is important for the teachers to remember that linguistic competence is an integral part of the communicative competence. Faerch, Haastrup and Phillipson state that ‘it is not possible that the person is only communicatively competent or only linguistically competent’ (Faerch, Haastrup and Phillipson, 1984: 168). The aspect which cannot be unnoticed is that during the process of achieving linguistic competence there are going to be errors, and it is a regular process. In the recent years, the role of grammar or formal accuracy has been a major concern in English Language Teaching (ELT). Hedge states that the teacher needs to address

some problems in developing and designing classroom activities for learners. The broad knowledge of grammar concepts, categories and rules are the aspects, which are included in the component of linguistic competence (Hedge, 2000: 47).

According to the CEFR , it is necessary that the linguistic competence consist of:

- lexical competence – ability and knowledge to use the vocabulary of the target language, in this case, English language;
- grammatical competence – ability and knowledge to use the grammatical resources of the target language;
- semantic competence – deals with learner’s possibilities and control of the organisation of meaning;
- phonological competence – knowledge of and skill in the perception and production of the phonetic and phonological resources of the target language. (2001: 9)

All these competences are necessary in communication, because each competence deals with specific knowledge.

‘During the process of the development of linguistic competence, learners can come across several challenges, such as, how to achieve a balance in linguistic accuracy, the negotiation of meaning and focus on the fluency of the language’ CEFR (2001: 9). Linguistic accuracy deals with the sentence structures. ‘These problems can be determined by the age, proficiency level of the language learner and stage of learning’ (ibid.).

Grammatical competence is what includes the recognition of grammatical forms in written and spoken texts, formation of an utterance and teaching of a grammar in general and its formation. According to CEFR ‘grammatical competence is defined as the knowledge and the ability to use the grammatical resources of a language in understanding and expressing of meaning by producing and recognising well-formed phrases and sentences’ (CEFR, 2001: 112).

Richards (2001:34) states that grammatical competence includes the knowledge of rules of, semantics and phonology, syntax, sentence-grammar, lexical items and morphology.

The CEFR (2001) divides the levels of grammatical accuracy by the students’ knowledge in using the grammar. A table 1.2 below shows the language learners levels of grammatical accuracy according to their language level.

*Table 1.2 Grammatical accuracy* (based on CEFR, 2001: 112)

<p>‘C2 Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others’ reactions).</p>
<p>C1 Consistently have a high degree of grammatical accuracy; errors are rare and difficult to spot.</p>

Good grammatical control; occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
B2 Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
B1 Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.
A2 Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
A1 Shows only limited control of a few simple grammatical structures and sentence patterns’

The table above explains the levels of the grammatical accuracy. According to this table students can see their level in the grammar acquisition. There are 6 levels, A1 is the first one, where students know only the basic rules and can operate with simple grammatical structures and sentences. In A2 level students know how to use the simple structures, but still make some mistakes by mixing the tenses, the main idea stays clear and the listener can understand what the student want to say. B1 level is when students can deal with the predictable situations. In the level B2 the students do not make mistakes which can lead to the misunderstanding, they can communicate with accuracy of the familiar context. In C1 level errors are rare and students show high grammatical accuracy. In C2 level students have grammatical control of complex language. The 10<sup>th</sup> form students have B2 level.

To conclude, communicative competence and linguistic competence achieve accuracy in syntax and word formation, learning the script and spelling rules, develop vocabulary, achieving the accuracy in the grammatical forms, and finally pronouncing the forms accurately, using rhythm, stress, and intonation to help express meaning. Grammatical competence is the ability to see and produce the grammar and use it in communication and use the language forms, such as sentence structures words and sounds. The next chapter will discuss the approaches to teaching grammar, which help students to practise grammar and how to use those approaches in the classroom.

## 2. Approaches to Teaching Grammar

This chapter is devoted to describe the approaches to teaching grammar and how to integrate these approaches in the classroom. Further the aspects in designing a task-based syllabus to develop learner's grammar and the framework for a task-based language teaching lessons as well as the notion and the importance of the task will be discussed.

### 2.1 Integration of grammar in the classroom

First it is important to define the term approach and Harmer (2005:78) states that an approach is a model of language competence which describes the usage of the language and how the parts of it relates to each other. Harmer's definition also states some conditions that help to learn the language successfully (ibid.). Richards and Rogers (2001) describe an approach as 'theories about nature of language and language learning' (Richards and Rogers, 2001:20). Taking into consideration all these definitions, it can be said that an approach is a model of language competence or a set of correlative assumptions, which refer to the nature of language and its teaching and learning.

Batstone (1994) states that there are three approaches which help to provide useful grammar teaching. Those three approaches are:

- Teaching grammar as product- this approach helps students to structure and to notice focusing on specified forms and meanings;
- Teaching grammar as process- this approach gives students practice in the use language skills, allowing them to look into their knowledge;
- Teaching grammar as skill- helps students to use their grammar knowledge in their communication. (Batstone, 1994: 53)

It is hard to distinguish one approach, which is the best, because to master language all these approaches should combined.

According to Davison and Dowson (2003), the main goals for all approaches to grammar teaching in the English classroom should be the following:

- Bring out the knowledge what the students already know. It is important to link new information to something that they can relate;
- Students have to do things themselves, not just tell everything what is expected;
- Focus has to be put on the effectiveness;
- Encourage the interest and respect all ways of expressing the ideas;
- Grammar functions should be discussed in the real texts, not just in the invented examples. (Davison and Dowson, 2003:176)

While studying and teaching English language grammar, all these goals have to be taken into consideration, to achieve the main goal to learn language at the highest level. Davison and Dowson state what is the most important in the language classroom ‘knowledge about language and the exploration of grammar are not added extras but at the heart of most of what goes on in the English classroom’ (Davison and Dowson, 2003:181). ‘In order to acquire a new subject matter, students are not only expected to understand and produce language, but also process a new information, adding it to their already existing base of knowledge’ (Grabe and Stoller, 1997 quoted in Van den Branden, 2006: 77)

There are various ways how to teach grammar and one of them is the PPP model, which is used in English language lessons, but in this Bachelor Thesis, there will be given only a brief introduction to this grammar teaching method. The focus will be put on the task-based method, because this method is not so often used in the language classes, but this method put the emphasis on the communication with the knowledge what students already have.

According to the Thornbury, ‘people are used studying following the pattern which is that at the beginning there is given an explanation by the teacher and then follows exercises’ (Thornbury, 1999:127). He also states that practice follows the presentation of the theme and practice means that students could achieve a level of accuracy (ibid.). To learn the second language at a good level, there is not enough just to practice accuracy; that is why the third element was added, which is called production (ibid.). ‘This teaching model is called the PPP model (Presentation-Practice-Production) which concentrates on the practice because knowledge can become a skill only if the practice is done successfully’ (Thornbury, 1999:128). He states that teacher is the one who is controlling the content and the pace of the lesson. ‘This teaching model assumes that language is better learned if it is taught step by step, focusing on a one grammar theme at the time and accuracy comes after the fluency’ (Thornbury, 1999:128).

To conclude, there are three approaches to teaching grammar in the classroom and they are teaching it as product, skill and process. The main goals for all approaches should encourage students to express their ideas bring out their knowledge, what they already know and the focus should be put on the effectiveness. The PPP model is the frequently used model in the classrooms, and it states that practice follows the presentation of the theme. The following subchapter focuses on the task-based language teaching and tasks.

## 2.2 Task-based language teaching

‘Task based language teaching (TBLT) points out importance communicative competence, because communication and the ability to communicate is the main goal in language learning’ (van den Branden, 2006: 2). He also states that with the help of the possibility to use their language knowledge in the tasks, students have the possibility to develop their ‘capacity to use the language in communication’ (van den Branden, 2006: 2).

Thornbury (1999) introduces Task-based model where accuracy supports the fluency. This teaching model is different from the PPP model, because here students are trying to express their knowledge with resources which they already have. The teacher is the one who gives some guidance how to do it in a better way with specific or explicit instructions. ‘Accuracy is the result of the three stages which are trial, error and then there follows the feedback’ (Thornbury, 1999: 129). The model of this teaching method is task-teach-task. Firstly, communicative activity, where teacher sees which language features learners should practice follows. Then these features are learned and then practised and after that the student does a similar task as it was at the beginning. ‘This teaching method organises the syllabus around the task and objectives are related to the real language use not in grammar terms’ (Thornbury, 1999: 129).

Norris (2009) states that ‘TBLT combines the empirical and theoretical basics in order that learners could be able to deal with the target language’ (Norris, 2009: 579). He also describes that in the TBLT lesson, students are provided with the materials, which they have to complete in an active way to accomplish the task which is the main goal (ibid.). Norris states that the aim of TBLT is to enlarge language learners' proficiency by providing tasks and then solve the task using the English language in this case. ‘Combining the latest research in the language learning and using the methods to make students better acquire grammar students also have to produce some communication to complete tasks’ (Norris, 2009:579).

Skehan (1998) states that ‘a TBLT lesson is a lesson which gives students the space to process and restructure their language, introducing learner freedom during the process of learning’ (Skehan, 1998:54). The teacher in the TBLT is a person who helps students in language acquisition. The lesson is based on the completion of a task given by the teacher. Accomplishing the final achievement of the task language studied before is determined.

Ellis (2003) highlights that ‘the design of a task-based lesson involves consideration of the stages or components of a lesson that has a “task” as its principal component’ (Ellis, 2003: 78). Methodologists as Willis (1996) and Skehan (1998) have been establishing various designs. They all have three common components, stages or important phrases. These stages

reflect the chronology of the TBLT lesson and they have become a standard of the TBLT Method Framework and are demonstrated in Table 2.3.

*Table 2.3 A framework for designing task-based lesson* (based on Willis, 1996:31)

<b>Pre-task Phase</b>
Introduction to topic and task, it also includes the planning time, doing a similar task, etc.
<b>Task cycle / During task Phase</b>
Task planning and after that report (e. g. time pressure)
<b>Language focus/ Post-task Phase</b>
Analysis practice, discussions (e.g. learner report, repeat task, etc.)

This table shows all three main phases of a TBLT lesson where each stage consists of the steps which have to be done in each phase and what is going to happen in a lesson at each stage. The pre-task phase introduces to the topic, the during task phase includes planning of the task and report and the post-task phase includes analysis and discussions. The goal of this framework is to create best conditions for language learning. Willis (1996) states these four main conditions:

- Exposure to the target language;
- opportunities to use the target language for expressing the meaning;
- motivation to engage with exposure and use what they know;
- focus on language form to prevent fossilisation. (Willis 1996: 3)

If we look into these stages, then the pre-task is the phase where learners are prepared to perform tasks in different ways to promote further language acquisition. Willis (1996) says that important aspect is that teachers should present a task in a motivating way to engage students in the learning process. (1996:55) He also states that during this stage, students choose and involve the learning strategy for performing the task (ibid.). ‘Teacher during this phase helps students to understand the topic by carrying out various activities, it is also important to highlight the useful words and phrases’ (Willis, 1996:56).

The next stage the during task phase language learners can express themselves in different way, for example after some listening material or reading a text. In this stage, the teacher helps to formulate the thoughts of students, but students should be prepared to report or summarize the information to the whole class about their task performance. Looking into the options of the task performance, there are three of them:

1. The first task is that students can be asked to perform task in a limited time;
2. There can be a task where teacher allows students to access to the input data while performing the task;

3. Learners can occur with some surprise element into a task and others have to listen carefully to ask questions. In this way, learners have to use their grammatical skills to communicate, and operate with a particular vocabulary, and also, use different learning strategies to accomplish the task. (Willis, 1996: 57).

The last stage of the TBLT lesson or the post-task phase focuses on various language tasks and topics, which are introduced before. 'Learners are supposed to practice new knowledge in different tasks. In this stage, the most important part is the discussion between students and teacher and their reports to other students after the task is done' (Willis, 1996: 56).

To conclude, communication and the ability to communicate is the main goal in the language learning and task- based teaching helps students to achieve that. Students are trying to express their knowledge with resources which they already have. The task-based language lesson there are three phases, first is the pre-task phase, where teacher introduces students to the topic and the tasks. The second phase is the during-task phase, where students do their tasks individually or in groups and then report their answers to the whole class and the last phase is the post-task phase where students together with the teacher analyse the tasks and then follows the discussions. The main advantages of the task based method are that the main focus of the learning process goes from the teacher to the language learner. Students can understand the language as a tool in different ways. In this method 'real life' situations are used in the teaching process. Classes are creative and interesting for the students, and they correspond to the needs of students.

### **2.3 The notion of the task**

Before describing the tasks in a more detailed form it is important to define the main differences between task, exercise and activity. Richards explains that 'an exercise is a procedure of the teaching with guidance and control of the teacher while practising some aspects of the language. For example, a drill can be defined as exercises' (Richards, 2012: Online).

Richards (2012) also states that 'An activity is any kind of classroom conduct involving students to do something that reveal the main goals of the lesson. For example, games, debates or discussions. These all are teaching activities' (Richards, 2012: Online).

To define a task is complicated; according to Richards (2012) the task is defined as:

- Students use their language knowledge and try to do what teacher has said to do;
- Outcome is not linked to language learning, but language acquisition can arise while students do the task;
- Task is related to the needs of the learners';
- Meaning is the most important;

- ‘interactional skills’ and ‘communication strategies’ are in use while doing the task. (Richards, 2012: Online)

According to D. Willis and J. Willis (2007: 107), ‘it is understood that the task is an activity that is done using the language.’ They also underline that tasks are activities, which focuses on the meaning. The concept *task* in English language teaching firstly is used from the 1950s.

It is important to look into the different opinions about the task. Nunan (1989) points out that the task ‘involves language learners in production or interaction in the non-native language while they focused on the meaning and the task needs also to have completeness that means to be as a communicative act’ (Nunan, 1989: 4).

Ellis (2003) states the necessity of the task, saying that ‘tasks hold a central place in current language acquisition research and also in language pedagogy’ (Ellis, 2003:3). D. Willis and J. Willis (2007) state that the design of a task has an enormous impact on the development of learners language proficiency that means, that there is an impact on the production pointing out the way a task is presented. Interesting topics should be thought over to motivate learner and tasks should involve imagination and creativity.

Tomlinson (2008) says that ‘teaching material for the students should show them authentic English with help of written and spoken texts to involve students intellectually and affectively’ (Tomlinson, 2008: 4). He also points out that during the classrooms, the aim of the non-native language is to achieve accuracy, effect, fluency and appropriacy. (Tomlinson, 2008: 4) Materials are meant to ‘provide authentic use of the language and tasks that help learners to find salient features of the text’ (Tomlinson, 2008:5). In general, Tomlinson states that materials should provide language learners with opportunities to practice language and gain the feedback after their attempts of communication.

J. Willis in her work, which is closely connected with TBLT a Framework for TBLT (1996) describes six types of tasks in a different way of distinction, from the point of view of a language learner:

1. listing tasks, e.g., various findings on the facts, brainstorming;
2. sorting and ordering tasks, e.g., classifying, sequencing, categorising and ranking;
3. comparing tasks, e.g., finding similarities or differences, matching the phrases;
4. problem-solving tasks, e.g., analysing real life situations or imaginary ones, decision making and reasoning;
5. sharing personal experience, e.g., telling, describing, exploring and developing attitudes, opinions or reactions;
6. creative tasks, e.g., again brainstorming, finding the facts, ordering and sorting them, comparing, problem-solving. (Willis, 1996:67)

The main characteristics of all these previously mentioned tasks are that they do not concentrate on one particular structure, function or group of vocabulary, these tasks utilise a broad range of language. In many cases, students do not use only grammar skills; they may also be using different communicative language skills. For developing the language lesson, it is essential to combine different tasks and creation of appropriate work plans for the each lesson into the syllabus. Guenin (2015:4) admits that creative and problem solving tasks command asking, exploring and thinking. They are necessary because students will learn how to take care with individual responsibilities and work with the other peers.

There are several classifications of task types. The described task types are found to be useful for teaching and testing grammar as develop their communicative competences. According to Grellet (1990) and Nuttall (2005) *Multiple choice* items include a question or unfinished statement to which several different or similar options are offered. There can be three four or more options and a learner has to select one answer. The disadvantage of the type of task is that more than one answer can be considered as correct or questions can be misinterpreted. Another task type is *Cloze and gap filling* tasks Nuttall (2005) and Nunan (2004) explain that these tasks require filling in missing words. Learners must be able to fill in given the information in the places where it misses.

Richards and Rodgers (2001) say that the variations of the types of exercises and activities, which involve the communicative approach, are unlimited. The main goal is to encourage students to communicate. Classroom activities most of the time are designed to complete the tasks, which involve sharing and negotiation of the information.

Another researcher Littlewood (1981) states the meaning between the social interaction activities and functional communication activities. These are the main types of activities in the communicative language teaching. Social interaction activities are debates, role plays and dialogues, conversations and different discussion sessions also simulations. Functional communication activities include comparison of pictures and noticing the differences or similarities, following directions and dealing with the problems etc. Materials for the communicative language teaching are different task-based activities, but the main goal for both are the same, they are tended to develop students' communication skills. Pair communication materials are those where each student of the pair has the different information and they have to communicate in order to do the task. There are also drills and materials in the interactional form.

Ellis (2003) identifies design of a task. She indicates five such features, which can be seen in the list:

### 1. Goal

There are four main aspects of the purpose of the task distinguished: linguistic, sociolinguistic, discourse and strategic competence. Some tasks can potentially contribute to the development of all four aspects while others are designed to emphasise specific aspects.

### 2. Input

This feature reflects the kind of input data that a task provides. Thus, it can be verbal or non-verbal or both, a written text. Input data should reflect the learners' needs and interests. Thus, it should encourage students.

### 3. Conditions

How the data are presented and used with students.

### 4. Procedure

Methodological procedure follows during the performance of the task. For example, whether it is a group work or pair work.

### 5. Predicted outcomes of a task

This feature includes the 'product' and the 'process'. (Ellis, 2003:20-21)

As it seen from the list, there is a whole range of aspects a task needs to include concerning its design. These features are taken into consideration when a task-based lesson is designed.

It is important to note that TBLT approach is meant to unite the traditional distinction between syllabus a statement of what should be taught, and methodology – an affirmation of how to teach. There are many definitions of the task in the literature, but in the syllabus design there are only two types of them real-world and pedagogical tasks. Nunan (1989) states that 'the proponents of TBLT do not provoke interest in learners' development of any of these categories they are more concerned with the process of learning and with the content and skills that might be learned through the use of these processes' (Nunan, 1989: 55). Nunan (1989) and Richards (2001) propose that the syllabus can have two types of the tasks.

First are the 'real-world tasks, those are the tasks which get students prepare for real life situations. These tasks are useful in the real life situations and needs analysis' (Nunan, 1989: 56). Richards states that the real world exercises are made to practice important activities, which are useful to learners in the real world (Richards 2001: 162). The example of the real world task is a role-play, where students are asked to act out different situations. 'The most important is the usage of the real-life language, and there the focus should be put on' (Skehan 1996: 20).

The second are pedagogical tasks; 'these tasks have a psycholinguistic background of the language acquisition theory. They do not obligatory reflect the real-world tasks' (Nunan, 1989: 56). Pedagogical tasks are those which are designed in order to provoke learners target languages learning strategies and processes (Richards, 2001: 162), and pedagogical tasks are-

problem solving tasks, decision making tasks, opinion exchange tasks and information gap tasks (ibid.).

‘The function of a task is simply to activate the learners in such a way as to get them to engage with the material to be practised’ (Ur, 1988:17). Ur also highlights that there are two characteristics of a good language practice task together with the necessity for active language use (ibid.). ‘In the most successful grammar exercises, the two kinds of objectives are combined, the non-linguistic one being the main motivating focus while both teacher and students are aware of the secondary, linguistic one’ (Ur, 1988:18). ‘All objectives given by the teacher should be simple- only in a few words, that students understand what they are going to do and why they are going to do that’ (Ur, 1988:18). Another aspect that should be taken into account is that ‘teachers should put some constraints on the whole process of achieving the objective of the task to make sure that language use takes place’ (Ur, 1988:19) According to Ur (1988) the content of the activity is the most important factor in raising the students’ interest (ibid.). It can be said that the choice of the topic is relevant. Ur (1988) states that it is essential to choose different topics all the time (ibid.). ‘The reason of the dryness of language textbooks is the lack of differences of subject matter’ (Ur, 1988: 20).

The types of topics on which can be used as a bases for the grammar practices are:

- Topics and information which raise general interest: politics, history, science, etc.
- Controversial subjects of general interest
- Personal experiences, opinions, feelings
- Fiction: short stories, novels, etc.
- Pleasing or amusing ideas expressed in quotations, poetry
- Entertainment: movies, plays, etc.
- Personalities: famous people, imaginary characters. (Ur, 1988:20)

According to Ur ‘exercises which are combined with aural and visual cues are more interesting to the students than those who are only speech-based’ (1988:20). Sometimes teachers themselves can be the visual aid, by using the facial expressions or physical movement to illustrate the theme (ibid.). Ur (1988) mentions that open-ended tasks are useful because they allow students to respond differently, come up with original ideas and important aspect is that students have to use their vocabulary, a teacher can just assist if they need some help. ‘Personalized or interaction based tasks are useful not only because they can raise the students’ attention, but they help to create warm and friendly classroom atmosphere’ (Ur, 1988: 21). Grammar tasks can be more enjoyable for students if the introduction of an element of tension is associated with game-playing and factors which create pleasurable tension are:

- Motivation to do not easy task,

- Added challenge, for example, time limit,
- Competition with others or with oneself. (Ur, 1988:23)

When teaching grammar, it is necessary to consider:

1. The level of the students who will use the materials should be taken into account;
2. The range of any methodology which meets the expectations of learners, teachers and the culture with which teachers and students work together;
3. Any material which presents some grammar area should be interesting to learners;
4. Grammatical areas and their nature and form in the spoken and written discourse;
5. Examine that the grammar which is taught represents practical use of the language and which activities will produce meaningful utterance;
6. All difficulties that learner can expect while learning, especially similarities and the differences in function, form and their relationship, between their target language and mother tongue. (Tomlinson, 2003: 330).

The grammar practice has to be based on tasks and activities with clear objectives and teachers should preserve students' interest and motivation by choosing a suitable topic, use of personalization. There are many types of the tasks and activities which can be used at the English language lessons; therefore, the teacher should take into consideration students' needs.

To conclude, task- based teaching helps students to achieve the ability to communicate. In task-based language lessons students are trying to express their knowledge with resources which they already have. There are many types of the tasks which can be used in the language learning classrooms, but the main characteristics of all tasks are that they do not concentrate on one particular structure, function or group of vocabulary, tasks utilise a broad range of language. In many cases, students do not use only grammar skills; they may also be using different communicative language skills.

The difference between the task and technique of practising the grammar is that task is a classroom activity that has an objective attainable only by the interaction among participants, but techniques are 'models of abstractions of procedures, designed to guide teaching practice' (Harmer, 2001: 78).

There are many ways how to practise language items that is written in course books and it is the language teacher's task to decide what should be practised. Different types of oral practice in total four and some written practice activities will be described.

- Drills

Harmer (1987:78) states that the reason why drills are good for learners is that students can practice the usage of structural items in a fast way. Usually, it is practised with the whole class, not with students in pairs. This technique is effective because students ask and answer questions quickly. The advantage of this technique is that teachers can correct

mistakes and can encourage them to think about difficulties and try to deal with them. Harmer (1987: 79) also explains that there are problems with drills and one of the problems is that drills are not so creative and teachers should make sure that this technique does not go on for a too much time and move further to other activities. The second problem with drills is that this activity is monotonous.

- Interaction activities

Harmer (1987:79) explains that controlled language practice should be meaningful and done with joy. Interaction actions are one of the ways how to do that. These activities are created so that students could work together, exchanging information in an interesting way for them. In this technique, one of the learning tasks is filling the charts, each of the students have uncompleted charts, in order to fill them in, they need to ask questions to each other and find out the missing parts of the charts. These activities are useful and help to create interaction between students because they need to ask questions to each other in order to fill in a chart.

- Involving the personality

Harmer (1987:80) describes a new grammar practice approach at the same time requires students to say some interesting things about themselves in a more interactive way. These tasks focus on grammar. One of the examples which Harmer (1987:80) shows is a chain drill where students need to finish the sentence by adding to them their ideas and then it goes on. Each student adds their sentence to the previously mentioned and at the end the story is created. This way makes practice drill more interesting to students, and they are more involved. In this case, they could practise the present perfect. ‘This kind of exercises can be very useful, but teachers should think about students’ reactions and abilities to deal with this kind of exercise’ (Harmer, 1987:80).

- Games

Different games are used in language teaching process for a long time, but they can be very useful for grammar teaching as well. Harmer (1987:81) describes some of the games such as noughts and crosses, quizzes, different board games, twenty questions and bingo. These exercises can be used at the beginning of the new grammar themes as an introduction because they explain grammar rules in an easy and interesting way.

- Written practice

‘Grammar usually is thought and done with a help of writing. At home, students are asked to do homework where they practise specific grammar items’ (Harmer 1987: 51). ‘One of the writing practises is fill-ins. This technique is a favourite for testing and practising writing. Students have to fill the blanks. This is a quick practise of the specific language aspects’ (Harmer, 1987: 52). The second technique is written drills where students are

supposed to respond to the prompt using some of the grammatical constructions. 'Word order activity is hard for the non- native speakers of the English language. This practice where students have to arrange words is for practising word order. Sentence writing is meant for the beginners because students are asked to describe a picture' (Harmer, 1987: 52).

To summarise there are many different types of grammar practice tasks and techniques which can be used in the English language learning classroom. Those are drills where students ask and answer questions quickly and on the spot. The advantage of this technique is that teachers can give the feedback to the students immediately after the task. The second technique is interaction activities, which are designed in the way that students could work together, in groups or in pairs, exchanging information. Another technique is the personality involving tasks, which put the focus on the grammar. Games can be useful, because they explain grammar in an easy way, and they can be done at the beginning of the class. The last described type of the grammar practice activities is written activities where students practise specific grammar items with the help of writing. The next subchapter discusses the testing of the learners' skills and different types of the tests.

## **2.4 Testing of the learners' skills**

According to Cambridge Advanced Learner's Dictionary testing is an act of giving or performing the tests in order to measure someone's ability or knowledge. In different words testing is a criteria of the assessment which helps to gather the information about learners' skills and abilities. There are different types of tests that can be used to assess language skills. Harmer (2001) defines four test types to assess the students:

- Placement tests: tests which are meant to place new students in classes in a school. These tests usually test vocabulary and grammar knowledge and also test students' receptive and productive skills.
- Diagnostic tests: tests, which are used to expose any gaps in learners' knowledge and other difficulties with which students came across.
- Proficiency tests: these tests give an inside for teachers in students' knowledge and abilities. These tests are done if people want to get in the foreign university, get a job or obtain any certificate.
- Progress or achievement tests: tests, which are designed to see students' language and skill progress according to the rules they followed. The theme, which is included in the test should be familiar to the students, and texts and task types should be familiar to them. They should not reflect the failure or expose the weaknesses, but the progress. (Harmer, 2001:321)

The tests which were used in the present Thesis were the diagnostic tests to check the students' knowledge and see what causes the difficulties. After that the achievement test followed in order to see the progress of the students.

Before designing a test there are a few steps which have to be taken into the consideration, Harmer (2001) introduces to them:

1. Assessment of the situation of the test; that means that time which will be given to students to fill in the task has to be considered,
2. Precise decision what exactly to test;
3. Balance of the elements;
4. Weight the scores;
5. Do everything that test will work. (Harmer, 2001:328)

All these criteria help to guide the teacher through the test making process and create a test, which will examine the knowledge of the students.

Harmer (2001) states the characteristics of a good test to see their effectiveness are:

- 'Validity: a test is considered as valid if it tests knowledge what it should test.
- Reliability: the good test should give a consistent result that means no matter how many times students write this test they should get the same results. Instructions for the test should be clear, and conditions remain constant and there should not be the variations in the answers' (Harmer, 2001: 322).

Harmer (2001) also signifies that there are two types of test items - one of them is direct, where students perform their communicative skills and other is indirect test item, where the knowledge and ability are measured by trying to activate productive and receptive skills. The author of this Paper was more interested in indirect test types, and they are:

- Multiple choice questions;
- Cloze procedures;
- Transformation and paraphrase;
- Sentence re-ordering;
- Sentence fill-ins;
- Choosing the correct tense of verbs;
- Finding errors in sentences;
- Choosing the correct form of a word. (Harmer. 2001:323-325)

To summarize testing helps to assess and gather the information about learners' skills and abilities. There are four types of the tests placement, diagnostic, proficiency and achievement tests. Tests should be valid which means that they should test the knowledge what have been studied and they also have to be reliable, the test should give a consistent result that means no matter how many times students write the test they should get the same results. Instructions for the test should be clear, and there should not be variations in the answers. The next chapter discusses learning a grammar at secondary school.

### **3. Learning a Grammar at Secondary School**

Teaching teenagers can be challenging, because sometimes they are not motivated to study, and their attitude towards studying in general is not always at the highest point. In this chapter the characteristics of secondary school learners, who are teenagers will be discussed, and how to deal with the problems in the studying process.

Shaps (2005) in an article states that the school environment has an influence on students' learning and succeeding in learning, including the aspects such as social, emotional and ethical development. Crosnoe (2004) states that the 'environment in secondary school can be divided into the micro also called 'inside' and macro or 'outside' environmental elements both are related with each other, creating school teaching and learning environment' (Crosnoe, 2004:1261). Crosnoe explains that the microenvironment is the one which incorporates teachers, learners, all who are participating in the secondary school life. It is necessary to understand that the relations between learners are the most important factor for creating beneficial school environment. School climate is linked to the non-personal relationships between students and teachers. Crosnoe (2004) also states that 'the general atmosphere of the school is school climate' (2004: 1262). Eamon (2005) says that trust between the teacher and students is vital, because if 'they trust their teachers they are more motivated and get better results at school'(2005: 166).

Harmer states that 'the age of students is the most important factor when it comes to the decision about what to teach and how to teach it' (Harmer 2001:38). When people are in different age, their needs and competences are not the same. Harmer explains that is the age when students personality is developing, and they are searching who they really are and who they want to become. 'Each student has different and individual experiences and many things depends on the students' motivation' (Harmer, 2001: 39).

In this research paper the target audience are secondary school students who are 16-19 years old adolescents. According to Dean (1993) 'adolescence is the time the self-consciousness in the highest point and students are very sensitive to the other people's views, especially of the peers' (Dean, 1993:34) This age group is the most complicated because they are still searching for the individual identity. 'Attention of the teacher is less important because approval of the friends and classmates are more important' (Harmer, 2001:39). Teachers should keep in their minds that motivating is very important for the secondary school learners. Secondary school students are not tended to do 'all tasks to be good in the eyes of the teacher like smaller children, they are doing it because they want to do it, but they need to feel engaged to process of their second language development' (Harmer 2001:40).

Failure to succeed at school can be seen as a protest against their self and their social image. Putcha and Schratz (1993) say that some problems may appear, because of the teachers' decision about the materials. There can be the difference between students experience and a teacher wishes what to teach. 'Teacher should engage students emotionally, that they can express their thoughts, not just do the mechanical exercises, by engaging the students the teacher can help them to become more successful' (Putcha and Schratz, 1993:4).

Ur (1996) suggests that teenage students are the best language learners. Harmer (2001) also supports this idea saying that if teenagers are engaged, have 'great capacity to learn, potential for creativity and they are passionate about things which are interesting to them' (Harmer, 2001:39). That is why it is necessary to choose materials, which are interesting to the students and help to involve them. Harmer (2001) explains that students should be 'encouraged to express their thoughts and answer to the situations involving their experience, not just responding and doing some general activities' (ibid.). Harmer (2001) says that the teacher has to help students to provoke intellectual activity, but at the same time 'guide them to concepts and ideas with which they can deal by themselves. Important are relationships and mutual understanding between teacher and student' (Harmer, 2001:39). Harmer (2001) also states that the learners should understand their responsibilities and 'be completely ready do the teachers proposed requirements' (Harmer, 2001:38).

In many secondary schools students' have some new classmates from different classes or different schools. Pearson Education states that:

They have different experience in learning English language if their previous experience were not so good then they can be less motivated then others, that is why it is important to choose interesting materials, which they can use in the real life. If their experience was positive, then they can encourage others. (Pearson Education, 2011: 4)

Dean (1993) adds that 'students coming into the secondary school are at the different levels of development. Some are ready for different approaches to learning, but others are at much lower level' (Dean, 1993:35). Working with the secondary school learners teacher can come across other problem 'students may appear to understand what the already have learned, but they cannot to apply it in the everyday life, a lot of work has to be done on sorting out what they know' (ibid.:36). 'Different students have different needs and the school should see and be prepared that needs of all individuals will meet' (ibid.:37). The teacher has to know how to deal in the different situations. Another problem with which secondary school teachers can have is 'provide the range of the ability, in each class it can be different, because it is not like in the primary school where students had their lessons with one teacher all of the time' (ibid.:38).

Students in the secondary school do not like to be patronized, many of them have their knowledge about different subjects, but they are not willing to tell that to everyone. Many of them do not like to go in front of the class and present anything. There are some advices, which can help to create a good classroom environment that students would feel good:

- Teachers should avoid asking students anything that could embarrass them in front of the other classmates. Exception is only in those cases if the student has talent to perform and he is willing to do that;
- Activities which can be childish to the students also should not be included in to the learning process;
- Students usually feel safer if they are doing the exercise together in pairs or in groups. That is the way how all students can speak out and they would not feel embarrassed;
- Teachers should also get to know their students personalities that can help to get to know them better as learners. Most important is to achieve the goal, it is not so important in which way it is achieved. (Pearson Education, 2011:4)

As mentioned before, the level of the students' language knowledge can be different; these classes are called *classes with mixed-ability*. Usually students for the English language classes are divided into the two groups. It is more useful to learn language in smaller groups. Groups normally are divided according to the students' language level, but still there can be difference. Some advices how to organize work in mixed-level classes:

- Regularly revising the most important can be useful for everyone, but especially for students whose level lower than others.
- For those who always finish everything earlier some additional exercises can be given to fill in.
- To achieve less-proficient students' language level homework should be introduced to them and to other students as well, and then they can revise and learn material.
- Group and pair work can help to achieve better language level, because students can help each other. (Pearson Education, 2011:7)

To conclude, the teacher is the one who should increase students interest in the subject in general and motivate learners, because that is the way, how to promote further English language acquisition. It is essential to meet learners' individual differences such as interests, needs, personality, and the level of motivation. The learner is the one who has the most important place in the secondary school environment. The next chapter investigates whether the designed supplementary tasks for a task-based grammar lesson at secondary school help to improve the students knowledge of grammar.

## **4. Developing Grammatical Competence in the 10<sup>th</sup> Form**

This research has been carried out to design supplementary tasks for task-based grammar lesson at secondary school. Therefore, subchapters, which will follow are going to describe the process of the research, and supplementary tasks will be discussed designed by the author of the Paper, and discussion of the results will be provided.

### **4.1 Methodology**

The following subchapters will describe the methodology of the research explaining the choice of the research method. Fourteen participants of the research will be described and the context of the research as well a detailed insight into the procedure of the research will be given.

#### **4.1.1 Research method**

In order to find ways of designing the supplementary tasks for task-based grammar lesson at secondary school, as a research method, a case study was chosen. The definition of a case study states that ‘it is a way how to research one phenomenon in a particular area; in this case, a class full of adolescents, learning their foreign language English’ (Nunan, 1992: 75).

#### **4.1.2 Data collection tools**

A case study suggests several data collection tools. Research took place in natural environment where the author is the teacher. This data collection tool includes conducting several lessons, which includes preparation of the teaching materials, piloting the lessons and teaching the learners how to work with the different grammar tasks by developing grammatical competence.

Another part of the present paper was different quantitative data collection tools such as questionnaire and testing. These research tools were selected because: first, it was necessary to find out the 10<sup>th</sup> form English language students’ needs, their opinion about grammar tasks before the research, and their opinion about their course book *Solutions*. As well as opinions of two teachers were taken into consideration. Secondly, it was necessary to

see whether the designed supplementary tasks ensure a progress in the development of the learners' grammar, which was done with a help of pre-test and post-test.

#### **4.1.3 Participants and the research context**

The 10<sup>th</sup> form students participated in the research. These students have been studying English as the first foreign language mostly for 7 years, but there were some students who have been studying English for 10 years, starting from the 1<sup>st</sup> form. Though it should be indicated that they have four English language classes a week and that is more than in other schools. To have better results, the 10<sup>th</sup> forms are divided into smaller groups of 12-15 pupils in each. The participants were 16-17 years old. There were seven boys and seven girls in the class. The English teachers of the school use a set of books *Solutions* which includes sets of books for many levels (2012). The set of *Solutions* (i.e. the course book, the workbook and the teacher's book) by Tim Falla and Paul Davies (2012) are used in the form 10.

#### **4.1.4 Procedure of the research**

To find ways of designing supplementary tasks for task-based grammar lesson at secondary school, the research was done in three stages.

- 1) The first stage of this research was pre-analysis.
  - a) This stage included the analysis of the class book and the workbook *Solutions*;
  - b) This stage included the pre-test for the students;
  - c) This stage included the questionnaires for the teachers and the 10<sup>th</sup> form students.
- 2) The second stage was the piloting of supplementary tasks.
- 3) The third stage was post-analysis or analysis of the results

The pages of the course book and workbook, where the development of grammar skills were shown, was under analysis. This analysis allowed to make assumptions and to see the strategies taught to the students, as well as the quantity of the tasks, which were devoted to grammar skill development. Further followed the analysis of the questionnaire for teachers where they were asked to assess their students' grammar level, the usefulness of the grammar tasks of the book and to mention the ways that could improve their students' grammar. Then there was a questionnaire handed to the 10<sup>th</sup> form students designed by the author of the present research to find out their opinion on how grammar was taught during the learning process and how to improve it.

After having established the grammar skills that these 10th form students need to improve, a pre-test was given to the students to understand their level of knowledge about the tenses in English (past simple, present perfect and present perfect continuous). After understanding their level how well they know how to use these tenses, the supplementary tasks were designed. These supplementary tasks were combined with the themes, which existed in the course book *Solutions*. As a result, the complete grammar lesson plans that were based on the task-based method were designed. These plans were designed for two lessons covering 1 unit from the course book. The materials were introduced to the students by the author of this research.

The quality of the supplementary tasks and lesson plans, in general, was analysed using the results of the post-test. This included the analysis of the post-test to analyse if the task-based method gave the improvement of the 10<sup>th</sup>-year student's grammar understanding. The obtained information served as the basis for conclusions of the usefulness of the supplementary tasks and lesson plans that focused on the task-based method to develop the 10<sup>th</sup> former's grammatical competence.

## **4.2 Results and discussions**

This subchapter is devoted to the discussions of the results. First of all the analysis of the course book and workbook *Solutions* and further the analysis of the both tests, pre-test and post-test will be discussed.

### **4.2.1 Analysis of the course book and workbook *Solutions***

There are various criteria of the course book assessment, but the criteria for the course book assessment that were taken under consideration in this research were Harmer's (2001) criteria:

1. Price of the components;
2. Availability;
3. Layout and design;
4. Topics;
5. Cultural acceptability;
6. Language skill activities; instructions. (Harmer, 2001: 301)

According to the Hedge (2000:36), there is an important aspect of language learning not only teacher and learner and that is the role of the textbook. 'All textbooks are based on expectations about learning, activities are designed to imply certain roles for teachers and

learners, and expect arrangements towards learning styles' (Hedge, 2000:36). Teachers should be the ones who are building the awareness of what teaching recourse is providing and the care that has to be taken in choosing and exploiting them.

Before designing supplementary tasks and lesson plans for the development of 10th form students grammar skills, the course book and workbook both *Solutions* were analysed.

The price of the course book and workbook is in average- 14.65 euros for the course book and 10.65 euros for the workbook, because nowadays learning materials are quite expensive. If we speak about the availability, then the school has worked with these books for about three years that is why students can get them in the library, and they do not have to buy them. The design of the course book (see Appendix 9) is good because it is provided with pictures, and the course book itself is very colourful. Pictures are provided in the Workbook, but the minus is that the whole book is black and white. There are various and interesting topics, such as tomorrows world, body and mind, travelling, relationships and others. Topics are about themes which are attractive to students, in this case adolescent, at secondary school. Books are written by British authors that is why there are no problems with cultural acceptability because England and Latvia both are in Europe, and we have common thinking about different topics. Instructions given in the *Solutions* are clear and all exercises are well explained; in some exercises examples are given; it means that students can better understand what they have to do in the exercise.

These books contain 10 units. Each unit in the class book contains 7 lessons – 1 lesson for the development of speaking, 1 lesson for the development of the writing, 2 lessons for grammar, 1 lesson for introducing the culture, 1 lesson for reading skills, 1 lesson combining tasks for the development of listening and vocabulary. Falla and Davies provide students with grammar explanations and tasks for grammar skill development. All units are designed similarly, that means, that the first exercise in the grammar page is a text where the new grammar theme is used by underlining the tenses or other grammar themes, which will be discussed in that Unit and students can see how those grammar rules look like in the authentic text. The necessary rules are written in the orange box to highlight important grammatical explanations. The most common exercises are gap-filling exercises. After each unit there is a language revision, where are different tasks, not only grammar, the revision includes listening, reading, speaking tasks as well.

The workbook is structured similarly the lesson for the development of speaking, 1 unit for the elaboration of the writing skills, 2 units for grammar, 1 unit for introducing the culture, 1 unit for reading skills, 1 unit combining tasks for the development of listening and vocabulary and after these the self-check follows. In the grammar part, there are 3-5 grammar

exercises and what is interesting is that on each grammar page there is a challenging exercise, which is for those who are willing to challenge themselves and look deeper into the grammar theme can do this task.

In the course book and workbook *Solutions* designed by Falla and Davies there are many pictures and interesting texts for the students, but if we look into the grammar part, it can be seen that there is not enough practice for the students. In the table 4.1 below there are listed the grammar exercises in both course book and workbook.

**Table 4.1 Types of the grammar exercises included in *Solutions* in Unit 4** (*Solutions* designed by Falla and Davies, 2012)

Type of the task	In the course book	In the workbook	In total
Match the examples	1	1	2
Complete the task	4	5	9
Add the expressions	1	-	1
Choose the correct	-	1	1
Rewrite incorrect sentences	-	1	1
Challenge	-	2	2

The table above shows that the grammar exercises are diverse. The majority of the tasks both in the course book and the workbook are the exercises where students are asked to complete the exercise by filling in the multiple-choice tasks; that means that students need to know the difference between various tenses and put the right one.

After analysing the course book and workbook *Solutions* in the conclusion, it can be said that there are not enough grammar exercises for the students and types of the tasks which are used are not diverse. To understand the theme it is not sufficient with 16 exercises as it was in Unit 4 and to understand the grammar theme completely students have to do different supplementary tasks such as creative and problem solving tasks.

#### 4.2.2 Survey

Questionnaire for the teachers and for the 10<sup>th</sup> form students to evaluate the tasks and structure of the lesson was given.

##### 4.2.2.1 Questionnaire for the teachers

After having analysed the grammar exercises in the course book *Solutions* in general, the following steps were to examine the teachers' opinions about the grammar task improvement if there is a need for that. That was done with the help of the questionnaire for the teachers

(see Appendix 1). The questionnaire was filled in by two teachers. They are working with 10<sup>th</sup> form students who are the participants of the research.

The first question to the teachers was how long they have been teaching the English language at school to understand what is their experience working in a school. Both teachers have been working as English language teachers for 8 years, and one has been teaching only the secondary form students, but the other teacher has been working with primary form students as well.

The teachers were asked to state how often they engage their 10<sup>th</sup> form students in activities for developing their grammar skills. Though four possible answers were provided - once a week, more than once a week, every lesson and other – one of the teachers responded that she engages her 10<sup>th</sup> form students in activities which develop grammar skills each lesson, but other teacher said that she is doing that more than once a week. This seems enough because there are also other language skills which have to be developed.

Before designing supplementary materials, it is important to understand students' strengths and weaknesses in grammar. Therefore, the questionnaire contained an open-ended question, where the teachers were asked to list the strengths and weaknesses of their students regarding their grammar skills. Both teachers could not state the grammar strengths of their students because that was very individually, but about the weaknesses of the 10<sup>th</sup> form students both teachers mentioned more than one answer. For example, one teacher suggested that present perfect and present perfect continuous tenses, reported speech and conditionals are the main difficulties for her students. The other teacher mentioned that her students have difficulties in using different tenses in the text and use formal or informal grammatical formations in the text.

The next question to the teachers was What kind of activities do you use in teaching grammar? There were six possible answers such as drills, interaction activities, games, exercises involving the personality, written practice, and they had the opportunity to mention their variant. Both teachers said that they are using drills, games, written practices and sometimes interaction activities.

The teachers were asked to name any other problems in teaching grammar and developing student's grammar skills, in order to understand if there are any. One teacher said that sometimes some students have not learned basics at primary school that is why they have problems later at secondary school because they do not understand basic grammar rules. The teacher explained that it is difficult for the students to learn the theory when they do not know when to use each tense.

To evaluate if there is a necessity for supplementary tasks for the course book and workbook, the teachers were asked to answer the question, Is the grammar enough explained in the textbook and workbook *Solutions*? Also, an explanation to their answer was requested. The teachers confirmed the necessity for supplementary grammar tasks. They explained their choice and wrote that in the course book *Solutions* there is a need for more practical exercises on grammar, with those which are in both course book and workbook is not enough.

As the teachers had already stated the necessity for supplementary grammar tasks and evaluated the 10<sup>th</sup> formers strengths and weaknesses, the next step was to understand what types of grammar tasks are necessary for the course book. One teacher mentioned that drills and interaction activities are missing, but the other teacher stated that any the exercises should be added because there are very few of them in the course book and workbook.

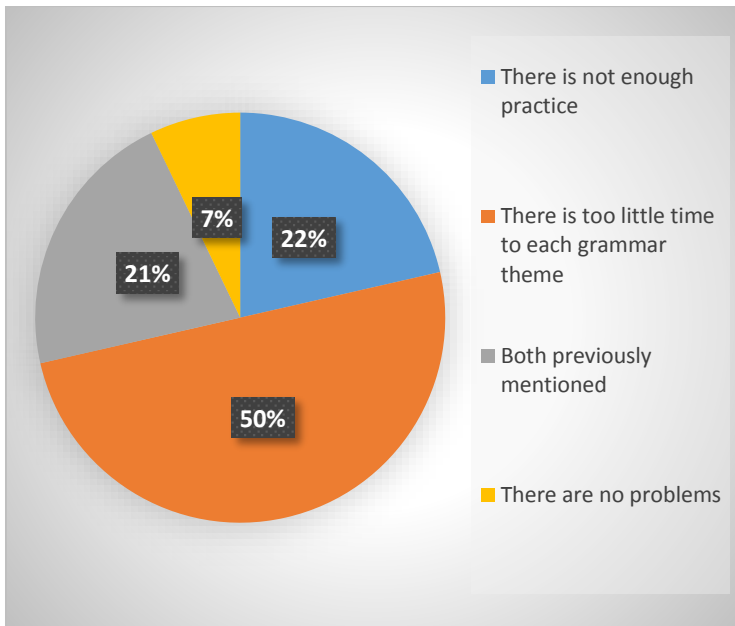
The last question to the 10<sup>th</sup> form teachers was to select which from the given grammar integration models is the best for the students PPP model, task-based model or others. Both teachers stated that the task-based model is the best for the language learning students.

To conclude, the answers to the questionnaire for the English language teachers show that there is a necessity for supplementary grammar tasks, because the course book and workbook *Solutions* do not provide the language learners with enough grammar exercises.

#### **4.2.2.2 Questionnaire for the 10<sup>th</sup> form students**

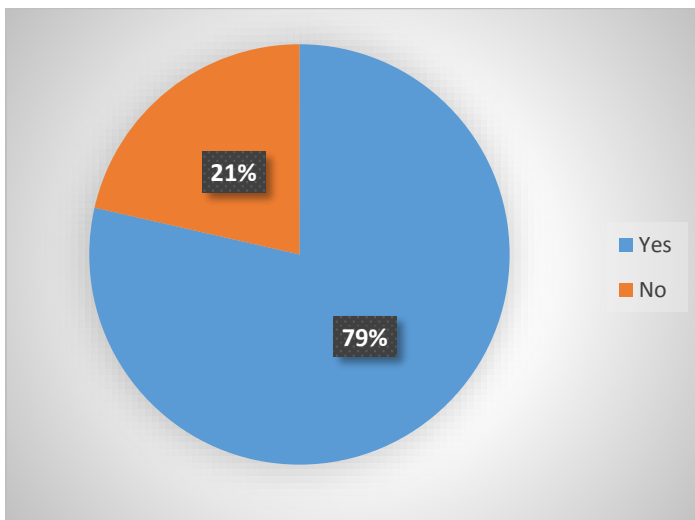
Next, a questionnaire for the 10<sup>th</sup> form students was designed (see Appendix 2). Its purpose was to find out their opinion and suggestions concerning grammar teaching and tasks. The questionnaire was filled in by fourteen respondents.

First of all it is important to know if the students come across any problems studying the grammar. They had four possible answers. They had a possibility to circle more than one answer. 21 percent of the respondents said that there is not enough practice. The majority (49 %) of the students stated that they spent too little time to master each grammar theme, and that is the main problem in language learning process. Only 9 percent said that there are no problems while studying grammar. This led to the conclusion that teachers should take this into consideration that sometimes it is necessary to revise and spend more time to some grammar themes.



**Figure 4.1 With what kind of problems you come across studying the grammar?**

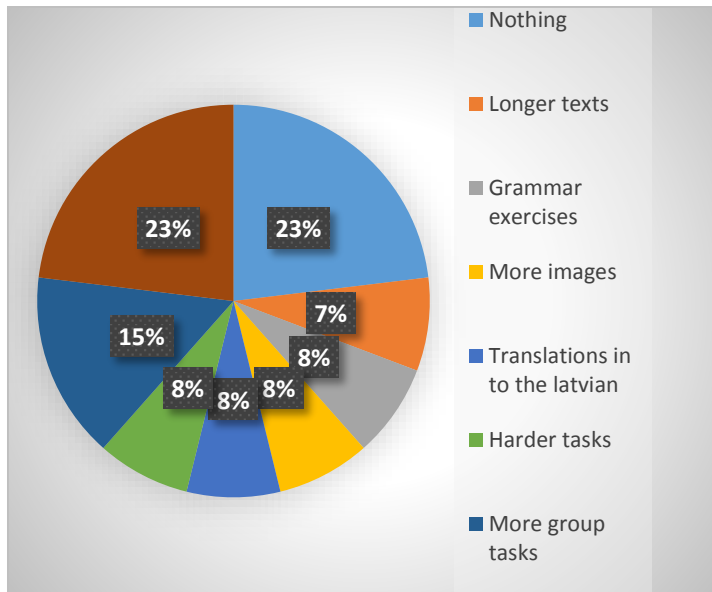
The second question was about the course book *Solutions*. Students were asked to answer if a grammar is explained enough in their course book. 79 percent of the students said that yes, grammar rules are explained well. Only 21 percent chose the negative answer.



**Figure 4.2 What do you think is grammar explained enough in the course book *Solutions*?**

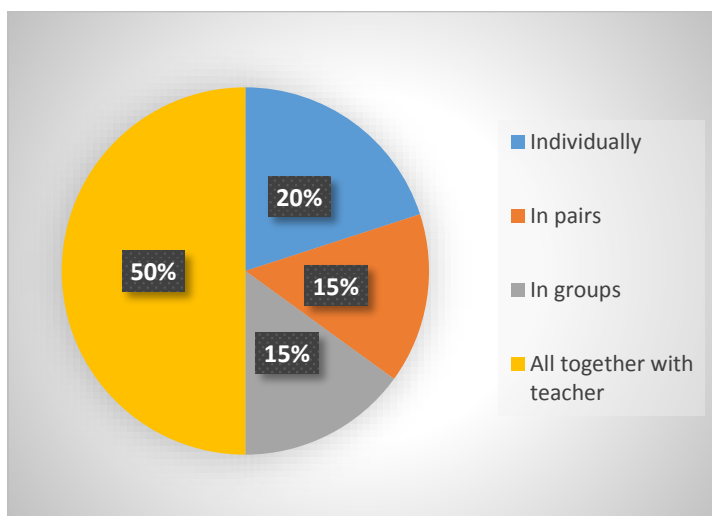
The following question was created to understand what should be added in the course book *Solutions*, to acquire a better knowledge of grammar. 23 percent of the students stated that there should be more grammar tasks with explanations. The same amount of students said that nothing should be added to the course book *Solutions*. 15 percent would prefer that in a

course book there would be more group tasks. Other variants were circled by 8 per cent of 10th form students. Only 7 percent of the students thought that there is a necessity for longer texts.



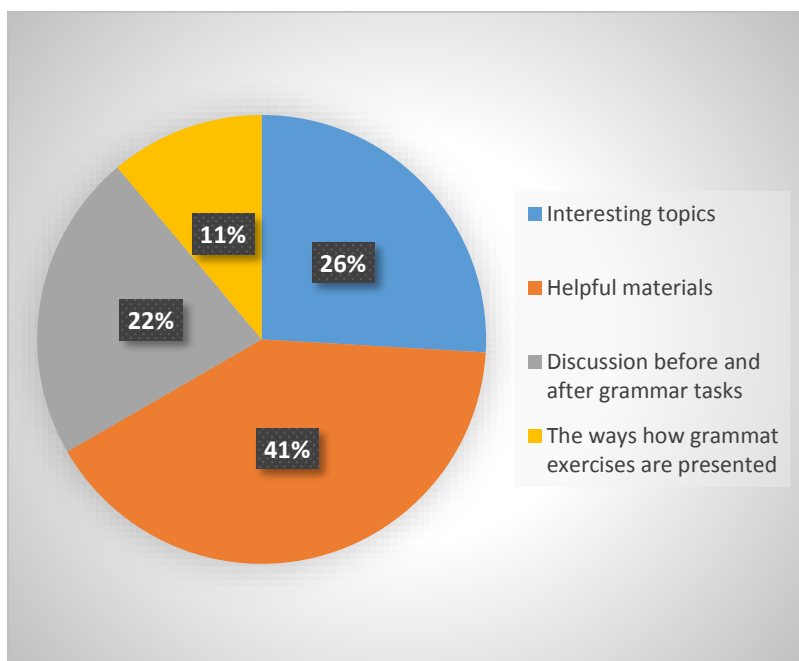
**Figure 4.3 What should be added in the course book *Solutions* if anything is necessary?**

In order to understand how to organise the work in the classroom, it was interesting to look into how students like to do the tasks 50 percent of the students said that they prefer to work all together with the teacher. 20 percent prefer working individually and 15 percent of respondents thought that it is better to work in groups, and the same number of students are in favour to pair work.



**Figure 4.4 How do you prefer to work in lessons?**

In order to understand students' opinion about what could make English language lessons more interesting they had four possible answers, such as language lessons would be more interesting if students would be introduced to more interesting topics, this answer was circled by 26 percent of respondents. 41 percent of students circled that supplementary materials would be attractive to them. For 22 percent of students' discussions before and after tasks would create language learning lessons more interesting. For 11 percent of students would help, if there would be different ways how grammar exercises are presented.



**Figure 4.5 What do you think would contribute to making lessons better and more interesting?**

The main conclusion is that there is a need for supplementary grammar tasks in the course book *Solutions*, because students want to have helpful materials and students think that there is not enough time spent on each grammar theme. The information gained from this questionnaire was used to design the supplementary tasks for two pilot lessons on Unit 4.

### **4.3 Supplementary tasks and lesson plans**

Summarising analysis of the teaching materials, information given by the teachers and the 10<sup>th</sup> form students and analysis of the theories, supplementary grammar tasks were designed and piloted into the existing lesson plan of unit 4 in *Solutions*. According to the task-based lesson method there should be the pre-task phase where is the introduction to the task then follows during task phase, where students do the tasks and then report them, at the end follows the

post-task phase where the discussions and analysis of the tasks take place. To help the students better understand grammar, 7 new tasks were designed and were incorporated into the existing Unit 4 designed by Tim Falla and Paul Davies. Attention was drawn to the fact that at secondary school it is important to motivate students and find topics which are interesting to them. At the end, 2 hand-outs were designed with supplementary tasks for the 10th form students. The pilot lesson was piloted by the author of the Paper.

The aim of the **first lesson** was to raise students' knowledge about past tenses (see Appendix 4 and 5).

The warm-up task for the students was to tell others if they have ever been inspired by someone in their lives. Because the following task was to read a text and answer a few questions about the most famous stunt rider in the world, who has inspired a lot of new riders. After warming-up and creating a friendly atmosphere in the classroom, students participated in a small discussion about the two tenses past simple and present perfect.

The next supplementary task was based on a chain story in order to understand the past simple tense. Students were asked to take one slip of paper, where a verb in a past tense was written. The teacher started the task by saying her sentence- *Yesterday I went to the shop and bought some new clothes*. The next student needed to continue the story by adding his or her sentence using the verb which he picked before. However, firstly they needed to repeat the sentence which was previously mentioned by the teacher in the classroom. After all, the students uttered their sentences, and later they were asked to join into the groups of 4, write down the whole text and then read it to the class. This task was useful because they tried out to work in groups and presented their story.

The next supplementary task was a pair work, where each of the pairs got a table with missing information. To fill in the table, they needed to ask questions to each other. This exercise developed students' question asking skills.

The following creative task which was given to the students was a comparison of two pictures. The students chose one pair from two. In one pair there was shown an island and how it has changed and in the other picture how people and modern technologies have changed. After choosing one of the two pairs, students were supposed to describe what have happened and what have not yet happened. After the task, the small conclusion followed about these two past tenses. Before the end of the lesson, homework was assigned asking the students to do the tasks in the workbook which were practised in the classroom, and they were also asked to bring with them a picture of their childhood.

The **second lesson** was designed similarly to the previous lesson, only in this lesson a new tense was presented to the students and that was the perfect continuous (see Appendix 6 and 7).

First, the warm-up task was to look at the pictures and imagine what has happened to these people. They needed to use different past tenses and describe events which led to the present situation or different moods of these people. This task was creative and students showed great interest.

The following problem solving task was designed to work in pairs and think what has happened in the world during this century. At the beginning author of the present Paper suggested some questions to the students in order to help with some ideas, for example, what has changed in fashion, in eating habits, in science and technologies? Afterwards, the students needed to present their ideas to the others.

To revise how to ask questions, students were asked to take out their pictures from their childhood and come one by one in front of the class and other students asked questions in the past. This was a very bonding task because students got to know each other better, and it was interesting to them, task was not only entertaining, but also useful for practicing the interaction tasks and practised asking the questions.

The discussion about the present perfect continuous followed and after that the students were asked to do two exercises from the course book. To strengthen their knowledge in grammar, both exercises were completing exercises where the verbs were given in the present form and the students needed to write them into the present perfect continuous.

The last supplementary task provided by the author was a short game. Where first of all students were asked to write five facts about themselves in the present form, for example, I live in Riga; I love cats. The example how they can change these sentences using the present perfect and present perfect continuous was given, for example, I have lived in Riga for ten years, I have loved cats since childhood. Students got new slips of the paper and were asked to change their sentences using the present perfect or the present perfect continuous. Afterwards, the students gave the slips of paper and after blending them, they needed to take one slip of the paper and guess who wrote it. After that the consolidation about all past tenses which were included in these lessons followed.

#### **4.4 Analysis of the tests**

The first thing to do before piloting the English language lesson for 10<sup>th</sup> form students was to test their knowledge about the past tenses (past simple, present perfect and present perfect

continuous) because in the previous years they have talked about these tenses in a superficial way.

The test types which were used in the pre-test were: choosing the correct tense form and finding errors in the sentences.

The pre-test which was designed to test the 10<sup>th</sup> form students' background knowledge consisted of three tasks and took 25 minutes from the lesson time (see Appendix 3). In the first two exercises, the students were asked to choose the right tense form of the verb, but in the third exercise, students needed to find errors in the sentences if there were any of them. In total students could get 21 points. They did not get marks for this test, but they got the scores and if they had a half correct and more than a half, then they succeeded. The test was filled in by 14 students. See the results in Table 4.2.

**Table 4.2 Points in the pre-test**

	Points	Percentage
Student 1	7	33%
Student 2	9	43%
Student 3	16	76%
Student 4	15	71%
Student 5	11	52%
Student 6	14	67%
Student 7	9	43%
Student 8	9	43%
Student 9	8	38%
Student 10	10	48%
Student 11	9	43%
Student 12	11	52%
Student 13	13	62%
Student 14	12	57%

We can see that only half of the class passed the test. The best result in the class was 16 points or 76 per cent. Only one student achieved this score. The lowest result was 7 points or 33 percent. Different and average results can be explained by the fact that this year the students did not study these themes. Another aspect is that in each task students needed to use two past tenses not only one and that is why this test was quite hard for them, but the pre-test

met the requirements of what should be included in the test. The teacher said that the pre-test was not too difficult for the students, but it was challenging.

After conducting two pilot lessons with 10<sup>th</sup> form students, they were asked to do the post-test to see if their grammar knowledge has improved. This test was also created by the author of this Paper, and it consisted of two parts. 12 students completed the post-test because two students were absent on that day (see Appendix 8).

In the first part, there were three grammar exercises. The first exercise was a fill-in exercise where students were asked to read the sentences and finish them using the present perfect and additionally add words (just, already, yet). In the second exercise students needed to choose correct verb form the present perfect or the present perfect continuous. The last exercise was similar; students needed to write verbs in the right form the past simple or the present perfect.

The second part was a text about the father who takes away a mobile phone from his son, because of the huge bill, after reading of which students were asked to answer the questions about the text, and later they needed to ask questions about the text using the past tenses. In the first part, students could get 27 points, but in the second part 12 points. In total students were able to get 39 points. The results of the test can be seen in Table 4.3 below:

**Table 4.3 Results of the post-test**

		Second part (reading, questions) (12 points)	In total (39 points)	Percentage
Student 1	14	7	21	54%
Student 2	14	3	17	44%
Student 3	25	7	32	82%
Student 4	27	12	39	100%
Student 5	18	4	22	56%
Student 6	22	6	28	72%
Student 7	22	9	31	79%
Student 8	14	10	24	24%
Student 9	14	7	21	54%
Student 10	9	5	14	36%
Student 11	9	5	14	36%
Student 12	14	4	18	46%

As it can be seen in the table above, then the best result was 39 points and that was also the maximum, only one person reached it. The lowest result was 17 points.

In the first part where students needed to do three grammar tasks, the results were good: five students had high scores from 22-27 points. The other half of the results were average 14 points or below the average 9 points. The main mistakes in the first part were that some students did not know the correct past tense of the verb, some mixed to the use of *has* and *have*, but that is more the inadvertency mistake, because of inattentiveness

In the second part, where students needed to read the text about a Dad who took away the phone from his son, because of the huge bill and after reading they had to answer questions based on the reading, as well as create questions themselves. The results were quite low, because only four people got 9-12 points, the others got from 3 to 7 points. The main mistake why students did not get higher points was that they had wrong word order in the questions, for example, they wrote *How much he has paid?* But the right answer was- *How much has he paid?* That can be explained by the fact that they rushed to finish the test and did not pay attention to the grammar rules.

The results of the pre-test and post-test are compared in Figure 4.4.



Figure 4.4 The comparison of the pre-test and post test

As seen in the figure 4.4 the results of 8 students have improved. The results of 4 students have decreased and 2 students did not write the post-test, they were present only on the day when the pre-test was introduced. The biggest improvement of the results was shown by two students. Student 4 in the pre-test got 71 percent, but in the post-test achieved the maximum score. Student 7 had the most significant improvement, because he improved his result from 43 percent in the pre-test to 79 percent in the post-test. After the discussion of the answers in the test, three students whose results decreased, it was self-evident, understood their mistakes. Most of them were mistakes because of the inattentiveness such as careless reading of the task conditions or wrongly written past tense of the verbs. Student 8 whose result decreased from 43 percent to 24 percent was not motivated from the beginning through the whole learning process.

The students results improved compare with the results of the first test, the results of the post-test were good and above the average. Of course, it has to be taken into consideration that two pilot lessons and two lessons for testing may be too little to obtain reliable data. After analysing the results of the pre-test and post-test it can be stated that different types of the supplementary tasks helped to develop the students' grammar.

## Conclusions

The goal of the research was to design the supplementary tasks for task-based grammar lesson at secondary school.

The hypothesis stated that if the course-book and the workbook are supplemented with different types of the tasks, such as creative tasks and problem solving tasks students will have better results in learning grammar.

The research presented in this paper showed that communicative competence indicates the abilities of the students' foreign language ability. Not only referring to the students' ability to use grammar rules, but additionally to create utterances and to know how to use them correctly. The components of communicative competence develop communicative competence towards the learner's knowledge of grammar. Communicative language competence consists of linguistic, pragmatic, discourse and strategic competences. The linguistic competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics.

Task Based Language Teaching (TBLT) is a most recent version of English language teaching using the communicative approach. Many principles of task-based language learning and teaching are based on the ideas of communicative language teaching. TBLT is an approach which offers students materials which enable them to actively engage in the learning process in order to achieve the goal by completing a task. The tasks are similar to everyday situations. TBLT seeks to develop students' language through providing a task and then using language to solve it. TBLT is the approach in which the appropriate contexts are essential. The main principle is that students have to communicate in order to learn.

The notion of a task is the main element for task-based language learning and teaching and has a number of characteristics in which it differs from other language learning activities used in English language teaching. Classroom activities most of the time are designed to complete the tasks, which involve sharing and negotiation of the information.

It was concluded during the research that principles of TBLT should be applied in the English language teaching process, and they should be integrated in the English language classroom. Task-based language tasks such as problem solving and creative tasks could be useful as supplementary materials for the course book used at secondary school.

The main conclusion was that the tasks which were designed according to the Task-Based Learning framework can help to develop learners' grammatical competence.

It should be admitted that the hypothesis is proved, however, needs further research to generalize the findings, because a two lesson pilot study was too short to obtain reliable data.

The research study has revealed that the application of the TBLT may facilitate the development of grammar skills levelling form 10 by using tasks which are designed taking into account the learners' needs and interests.

The present research can be useful to teachers of the English language at secondary schools in Latvia to raise their awareness of the present topic. Due to limited time devoted to the research and the small number of sample, further research on the topic is necessary. The theme has a broad perspective of continuous research.

## Theses

1. Communicative competence indicates the abilities of the students' foreign language ability. Not only referring to the students' ability to use grammar rules, but additionally to create utterances and to know how to use them correctly.
2. Linguistic competence which is part of communicative competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics.
3. Grammatical competence is the ability to see and to produce the grammar, use the language forms, such as sentence structures words and sounds in the communication.
4. Tasks do not concentrate on one particular structure, function or group of vocabulary, but they utilise a broad range of language and they do not use only grammar skills they can also be using different communicative language skills.
5. A task-based method involves three main phases: pre-task, during-task and post-task. Each stage offers a number of options which have certain pedagogic goals.
6. The teacher is the one who should raise students' interest in the subject in general. It is essential to meet learners' individual differences such as interests, needs, personality and the level of motivation.
7. When designing tasks for grammar classes, the teacher should take into consideration that adolescents have different experiences and their approach to learning depend on their motivation.
8. The grammar tasks should envisage a possibility to use English in situations that are similar to the real life.
9. After piloting the designed supplementary materials, an improvement of the learners' grammatical competence has been observed.
10. The development of learners' grammar is a time consuming process. However, by meaningfully designed supplementary materials including problem solving and creative tasks learners' grammar can be developed more successfully and the learning process is ensured to be more interesting and motivating.

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## Appendix 1

### Questionnaire for the teachers before material design

Dear Teacher,

I am an English philology Bachelor Study Programme's student Jolanta Viļuma, who is doing research on grammar at secondary school. Could you, please, answer to these questions? The questionnaire is anonymous and the data will be used for research purposes only.

1. How long have you been teaching The English language at school?

2. How often do you engage your 10th form students in activities for developing their grammar skills?
- Each lesson
  - Once a week
  - More than once a week
  - Other

3. What are your 10th form students' strengths in grammar?

4. What are your 10th form students' weaknesses in grammar? (which grammar tasks cause difficulties)

5. What kind of techniques do you use in teaching grammar?

- Drills
- Interaction activities
- Games
- Exercises involving the personality
- Written practice
- Others... (comment, please)

6. Are there any other problems in teaching grammar in 10th form?

7. Is grammar enough explained in the course book *Solutions*?

- Yes
- No ( if no what is missing)

Please explain your choice.

8. Do you think that 10th form students should have supplementary tasks for grammar development? (If yes, please explain which types of tasks)

- Yes
- No

9. What do you think which of these grammar integrating models are the best for students?

- Presentation-Practice-Production model
- Task-based model
- Skills based model
- Other....

Thank you for your time!

## Appendix 2

### Questionnaire for the students before material design

Dear Students,

I am an English philology Bachelor Study Programme's student Jolanta Viļuma, who is doing research on grammar at secondary school. Could you, please, answer these questions? The questionnaire is anonymous and the data will be used for research purposes only.

1. Gender
  - Female
  - Male
  
2. How long have you been studying English at school?
  - Starting from the 1 grade
  - Starting from the 3 grade
  - Other (please clarify)
  
3. With what kind of problems you come across studying grammar?
  - There is not enough practice
  - We spend too little time to each grammar theme
  - Other (please explain)
  
4. How do you think grammar is explained enough in the course book *Solutions*?
  - Yes
  - No
  - Other....
  
5. What should be added to the course book *Solutions*? (if something is needed)
  
6. How do you prefer to work in lessons?
  - Individually
  - In pairs
  - In groups
  - All together with teacher
  
7. What do you think would help to make lessons better and more interesting?
  - Interesting topics
  - Helpful materials
  - Discussions before and after grammar tasks
  - The ways how grammar exercises are presented
  - Other

Thank you for your time!

## Appendix 3

### Pre-test for the 10th form students

**Ex 1. Put the verbs into the correct tense (simple past or present perfect simple). (8 points)**

1. Mother: I want to prepare dinner. (you / wash) .....the dishes yet?
2. Daughter: I (wash) ..... the dishes yesterday, but I (have / not) .....the time yet to do it today.
3. Mother: (you / do / already) ..... your homework?
4. Daughter: No, I (come / just) ..... home from school.
5. Mother: You (come) .....home from school two hours ago!
6. Daughter: Well, but my friend Lucy (call).....when I (arrive) .....and I (finish / just) ..... the phone call.
7. Mother: (you / see / not) ..... Lucy at school in the morning?
8. Daughter: Yes, but we (have / not).....time to talk then.

(Online 3)

**Ex 2. Put the verbs into the correct tense (Present Perfect Simple or Present Perfect Continuous). (8 points)**

1. \_\_\_\_\_ (you / buy) your train ticket yet?
2. Julie \_\_\_\_\_ (learn) to drive for six years!
3. How much coffee \_\_\_\_\_ (she / drink) this morning?
4. I \_\_\_\_\_ (read) your book. Here it is, thank you.
5. I \_\_\_\_\_ (work) in the garden all day and I need a rest.
6. David feels great these days. He \_\_\_\_\_ (get) up early lately.
7. We \_\_\_\_\_ (always / hate) rush hour traffic.
8. What's that delicious smell? \_\_\_\_\_(you / cook)?

(Online 4)

**Ex 3. Read the sentences and correct them if that is necessary using past simple or past continuous tense. (5 points)**

1. I was doing my homework first and then I had a rest.  
I  my homework first and then I  a rest.
2. While daddy didn't look, Susan put it in her pocket.  
While daddy  , Susan  it in her pocket.
3. I saw you with Jill at the cafe. Is she your new girlfriend? - Oh, no. We just talked.  
I  you with Jill at the cafe. Is she your new girlfriend? - Oh, no. We  .
4. Your English is very good. Where were you studying?  
Your English is very good. Where  ?
5. My mum was often driving when she was younger.  
My mum often  when she was younger.

(Online 5)

**Appendix 4**  
**Lesson plan 1 for Unit 4**  
**Past simple and present perfect**

**Level:** intermediate

**Form of the students:** 10th form students

**Length of the lesson:** 40 minutes

**Aim of the lesson:** revision of the past simple tense and learning the present perfect

**Prior knowledge:** past forms of the verbs and usage of the past simple

**Objectives of the lesson**

1. To revise past forms of the verbs and past simple
2. To master how to ask questions in the past, especially wh-questions, leading and choice questions
3. To introduce the theory of the past simple and present perfect
4. To practice the usage of the past simple and present perfect

**Activities:** discussion, reading of the text, pair work, group work

**Preparation:** students course book, supplementary task page- one per person, equipment is not needed for the lesson

**Procedure** (in class) –during the lesson students discuss their opinion, read the text, complete the table with missing places asking the questions to the neighbor and compare two pictures.

<b>Task/Theme</b>	<b>Time</b>
1) Greeting; the goal of the lesson is to introduce students with past simple and present perfect.	1 min.
2) Practice: Discussion with students by whom they have ever been inspired. Students detailed tell the rest of the class about the person by whom they have been inspired.	3 min.
3) Practice: exercise 1 from the course book Unit 4, page 35. Students have to read the text and after that answer to the questions above the text. Text is about a stunt rider who has inspired many young people.	7 min.
4) Theory: Discussion of Rule 1, small discussion with the students about the present perfect and past simple.	3 min
5) Practice: Students do task 1 from the supplementary task page. Continue the story by adding sentences created by students.	7 min.

6) Practice: Students work in pairs and do task 2 from the supplementary task page. Students are asked to complete the table by asking questions to each other.	5 min.
7) Practice: Students do task 3 from the supplementary task page. Students are asked to describe pictures and explain what have changed in those pictures. After students discusses results with the whole class.	11 min.
8) Theory: Discussion of Rule 1, discussion with the students about the present perfect and past simple, conclusions and final conclusions.	2 min.
9) Homework Students do page 31 from the workbook <i>Solutions</i> and bring one picture from your childhood.	1 min.

## Appendix 5

### Supplementary Task page 1 for Unit 4

Take one of these lists of paper and you will see the verb in the past tense. The teacher starts the exercise by saying: Yesterday I went to the shop and bought some new clothes. The next student continues the chain by adding his sentence created with a word which he has got.

When all students have said their sentences students come together in groups of 4 and tries to write down the story.

Words for the students: sat, spoke, cried, moved, crashed, sang, was, created, stood, taught, meant, came, smiled, and whispered.

5. Take a look at the tables. Work in pairs and complete the table. Ask your neighbor questions to fill in your table.

Grid A

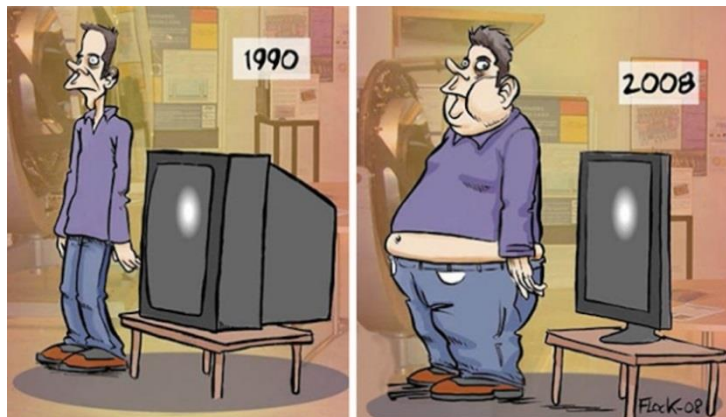
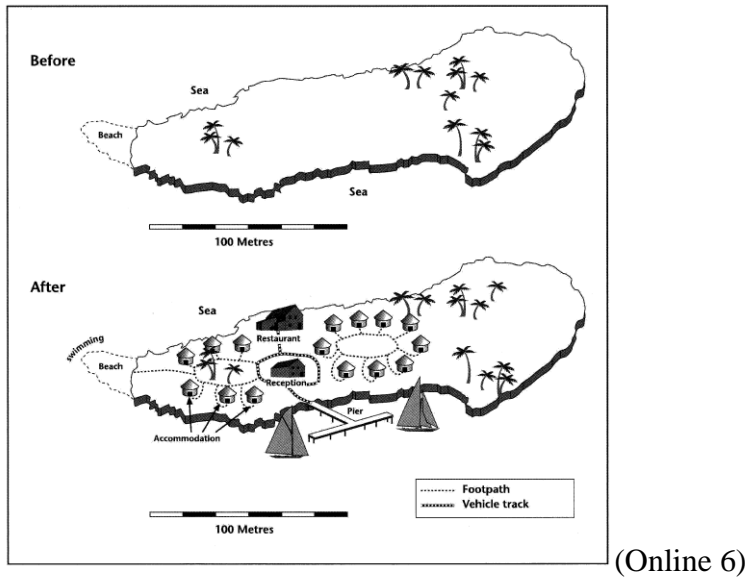
	<b>January-June 2013</b>	<b>July-December 2013</b>	<b>January-June 2014</b>	<b>July-December 2014</b>
<b>Luis</b>	Met John in the Chicago, February		Met Kate, New York, March	
<b>Kate</b>		Had baby, London, November	Paid \$2 m into New York bank, March	
<b>John</b>	Paid Luis \$10m, Chicago, March			Was arrested in Paris, September
<b>Peter</b>		Talked to Kate in restaurant, New York, September		Adopted Kate's baby, Paris, December

Grid B

	<b>January-June 2013</b>	<b>July-December 2013</b>	<b>January-June 2014</b>	<b>July-December 2014</b>
<b>Louis</b>		Paid Kate \$ 1m, New York, August		Committed suicide in London, August
<b>Kate</b>	Stayed in the Chicago hotel, January-June			Fell from high building died, London, June
<b>John</b>		Met Kate, London, December	Married Kate, London, May	
<b>Peter</b>	Saw John with Louis, Chicago, February		Was at John's wedding, London, May	

(based on Ur, 1988:36)

6. Look into these pictures and choose one of them and describe what has happened and what has not yet happened.



**Appendix 6**  
**Lesson plan 2 for Unit 4**  
**Present perfect continuous**

**Level:** intermediate

**Form of the students:** 10th form students

**Length of the lesson:** 40 minutes

**Aim of the lesson:** revise the past simple tense and present perfect and learn the present perfect continuous

**Prior knowledge:** past forms of the verbs, usage of the past simple and present perfect

**Objectives of the lesson**

1. To revise the theory of past simple and present perfect
2. To revise how to ask questions in the past, especially wh-questions, leading and choice questions
3. To introduce the theory of the present perfect continuous
4. To practice the usage of the past simple, present perfect and present perfect continuous

**Activities:** discussion, reading of the text, pair work, group work

**Preparation:** students course book, supplementary task page- one per person, equipment is not needed for the lesson

**Procedure** (in class) –during the lesson students discuss their opinion, read the text, complete the table with missing places asking the questions to the neighbor and compare two pictures.

<b>Task/Theme</b>	<b>Time</b>
1) Greeting; the goal of the lesson is to revise past simple and present perfect and learn present perfect continuous.	1 min.
2) Practice: Warm-up exercise- task 1 from the supplementary task page 2. Students have to imagine what have happened to the people in pictures .	4 min.
3) Practice: Students work in pairs and do task 2 from the supplementary task page 2. Students are asked to discuss what important have happened in the world during this century	6 min.
4) Practice: Students are asked to take their pictures from the childhood. One by one they come in front to the class and others ask questions about their picture.	11 min.

5) Theory: Discussion of Rule 2, small discussion with the students about the present perfect.	2 min
6) Practice: Students do the task 4, Unit 4, page 37 from the course book <i>Solutions</i> .	2 min.
7) Practice: Students do the task 6, Unit 4, page 37 from the course book <i>Solutions</i> .	2 min.
8) Practice: Students do the task 3, Unit 4, page 37 from the course book <i>Solutions</i> .	2 min.
9) Practice: Students do the task 2 from the supplementary task page 2. First of all, they asked to write a sentence in the present tense and then modify these sentences into the present perfect tense.	8 min.
10) Theory: Discussion of Rule 2, discussion with the students about the present perfect and present perfect continuous and final conclusions.	2 min.

## Appendix 7

### Supplementary Task page 2 for Unit 4

1. Use different past tenses and describe events which lead to present situation or different moods of people.



HAPPY



UPSET



ANGRY



SAD



SCARED



TIRED



SURPRISED

(Online 8)

2. Work in pairs and discuss what have happened in the world in this century, and you can also mention what have changed into your personal life. For example, English has become the most important international language.

3. Please take your childhood picture and go in the front of the class. Others ask questions to the student about the picture.

4. First of all, write down five facts which are true about you, in the present tense. For, example, I live in Riga, I like cats. And after that on a separate page write down the same sentences but make them in a present perfect or present perfect continuous tense. For example, I have lived in Riga for 10 years; I have loved cats since I was little.

## Appendix 8

### Post-test for the 10th form students



#### Grammar test on Unit 4

Student's name \_\_\_\_\_

#### Evaluation scale

Mark	1	2	3	4	5	6	7	8	9	10
Per cents	1-18%	19-34%	35-49%	50-57%	58-67%	68-74%	75-81%	82-88%	89-94%	95-100%

Ex1. Read the situations and write sentences with **just, already or yet** using the **present perfect**. (5 points)

1. After lunch, you go to see a friend at her house. She says "Would you like something to eat?"  
You say: No, thank you. **I have just had** lunch. (have lunch)
2. Joe goes out. Five minutes later, the phone rings and the caller says "Can I speak to Joe?" You say: I'm afraid.....(go out)
3. You are eating in a restaurant. The waiter thinks you have finished and started to take your plate away. You say: wait a minute!.....(not/finish)
4. You are going to a restaurant this evening. You phone to reserve a table. Later your friend says "Shall I phone to reserve a table?" You say:  
No,.....it. (do)
5. You know that a friend of yours is looking for a job. Perhaps she has been successful. Ask her. You say:.....?(find)
6. Ann went to the bank, but a few minutes ago she returned. Somebody asks "Is Ann still at the bank?" You say: No,.....(come back)  
(based on Murphy, 1994: 15)

Ex 2. Put the verb into the more suitable form, **present perfect** (I have done) or **present perfect continuous** (I have been doing) (10 points)

1. Where have you been? **Have you been playing** (you/play) tennis?
2. Look! Somebody.....(break) that window.
3. You look tired. ....(you/work) hard?
4. ".....(you/ever/work) in a factory" "No, never."
5. "Jane is away on holiday." "Oh, is she?" Where.....(she/go)?

6. My brother is an actor. He .....(appear) in several films.
7. "Sorry I'm late." "That's all right. I.....(not/wait) long."
8. "Is it still raining?" "No, it.....(stop)."
9. I.....(lose) my address book. ....(you/see) it anywhere?
10. I.....(read) the book you lent me but I.....(not/finish) it yet.
11. I.....(read) the book you lent me so that you can have it back now.  
(based on Murphy, 1994:21)

**Ex 3. Put the verbs in brackets in the correct form, present perfect or past simple. (12 points)**

1. "Where's your key?" "I don't know. **I've lost** it." (lose)
2. I **was** very tired, so I lay down on the bed and went to sleep. (be)
3. Mary .....to Australia for a while but she's back again now. (go)
4. "Where's Ken?" "He.....out. He'll be back in about an hour."(go)
5. I did German at school but I .....most of it. (forget)
6. I meant to phone Diane last night but I.....(forget)
7. I.....a headache earlier but I feel fine now. (have)
8. Look! There's an ambulance over there. There .....an accident. (be)
9. They're still building the new road. They.....it. (not/finish)
10. "Is Helen still here?" "No, she.....out." (just/go)
11. The police.....three people but later they let them go. (arrest)
12. Ann.....me her address but I'm afraid I.....it.(give, lose)
13. Where's my bike? It.....outside the house. It.....! (be, disappear)
14. What do you think of my English? Do you think I.....? (improve)  
(based on Murphy, 1994:27)

Ex 4. Read the text and answer the questions about the text. (12 points)

- 1 How much was the phone bill?
- 2 Why did his father buy him a mobile?
- 3 What has he done with the phone now?
- 4 Where has Tony been working?

## Dad bans phone after 3,500 texts!

**A Manchester teenager has received a phone bill for over £450 after sending 3,500 text messages in just one month.**

Tony Russell has had his new 'state of the art' mobile phone for only three months, but now his father, Lionel, has taken it away.

'He's been asking me for a mobile for years because all his friends have got one,' explained Lionel. 'I finally bought one for his birthday because he's been doing so well at school, but he and his mates are "texting-crazy". They do it all the time - on buses, in the street. They even text each other from different sides of the school playground. They've got "textitis".'

Tony said 'I thought texting was much cheaper than phoning, so I've been texting my friends all day long and even into the early hours of the morning. I've been going to bed at 2.00 most nights. Sometimes my hand hurt from pressing the buttons so much, but I was having such good fun that I couldn't bear to stop!'

His father said, 'I have forgiven him, but I am angry with the phone company as they are encouraging this craze.' He has made his son promise to pay back the money, so Tony has been working on Saturdays. He has found a job in a shoe shop. So far he has paid back £46. 'I reckon it will take me about a year to clear this debt,' he said.

Write the questions using *he*.

- 1 Three months. (*How long ... ?*)
- 2 For years. (*How long ... ?*)
- 3 Because all his friends have got one. (*Why ... want ... ?*)
- 4 His friends. (*Who ... texting?*)
- 5 2.00 (*What time ... ?*)
- 6 Yes, he has. (*... forgiven ... ?*)
- 7 £46. (*How much ... ?*)
- 8 About a year. (*How long ... ?*)

(based on J. Soars and L. Soars, 2005:47)

# Appendix 9

## The sample of Unit 4 from the course book and the workbook

**4B GRAMMAR Past simple and present perfect contrast**  
I can correctly use the past simple and present perfect simple.

**1** Look at the photo. Guess the answers to these questions. Then read the text and find the answers.  
1 What is the man doing?  
2 Is it his job or just a hobby?  
3 Which country is he in?

**Inspired**  
Danny MacAskill grew up on a Scottish island, but has lived in Edinburgh since 2006. Thanks to the internet, he has become one of the most famous stunt riders in the world. Three years ago, he made a video called *Mountain Bike Trickster* and posted it on YouTube. Three million people watched it. His most recent video is called *Inspired Bicycles*. It has already had half a million views – and it hasn't been on YouTube for more than a few days! His videos are so successful that Danny has given up his regular job and become a professional mountain bike rider and stunt rider. Danny has always enjoyed doing stunts. Not surprisingly, he's had a lot of accidents. In fact, he can't ride at the moment because he's just broken his collarbone for the third time in the past six months!

**2** Look at the verb forms in red in the text. Which are present perfect and which are past simple? Read the *Learn this!* box and match the present perfect examples in the text with uses a–c.

**Present perfect and past simple**  
1 We use the **past simple** to talk about completed events in the past, often with words that refer to a specific time (*yesterday*, *two years ago*, etc.):  
*I went to London last weekend.*  
2 We use the **present perfect** to say how long a current situation has existed (often with *for* or *since*):  
*I've worked here for a year.* (and I still work here)  
b to talk about an experience at an unspecified time in the past:  
*'Have you ever been to Paris?' 'No, I haven't.'*  
c to talk about recent events that have a connection with the present. We sometimes use *already*, *just* or *yet*:  
*'You look happy.' 'I've just got my exam result.'*

**3** **GRAMMAR BUILDER 4.1: PAGE 114** **CC3**  
3 **1-35** Complete *Wave* magazine's interview with Adam Harvey, a 16-year-old kayak surfing champion. Use the past simple or present perfect. Then listen and check.

Wave When \_\_\_\_\_ you \_\_\_\_\_ (start) kayak surfing?  
Adam Ten years ago. I \_\_\_\_\_ (go) kayaking a few times with my family. Later, my brother \_\_\_\_\_ (take) me to the beach and we went kayaking in the waves. I \_\_\_\_\_ (be) a fan since that day!  
Wave Most people \_\_\_\_\_ (not hear) of kayak surfing. What is it?  
Adam It's like surfing, but you're in a kayak, not on a board. The sport \_\_\_\_\_ (become) a lot more popular in the past few years.  
Wave \_\_\_\_\_ you \_\_\_\_\_ (have) much success in the sport?  
Adam Yes. I \_\_\_\_\_ (win) several medals so far including the junior world championship.  
Wave When \_\_\_\_\_ you \_\_\_\_\_ (win) that?  
Adam In 2009.

**4** Find these time expressions in the dialogue in exercise 3. Then add them to the chart below.

past simple yesterday last week a year ago	this morning for a week	present perfect yet already today
1 _____	_____	4 _____
2 _____	_____	5 _____
3 _____	_____	6 _____

**5** **SPEAKING** Work in pairs. Ask and answer questions about what you have done in the past few months. Use the phrases below or your own ideas. Ask follow-up questions in the past simple.

do any sport? eat out? go shopping?  
play computer games? read any good books?  
see any good films?

Have you been shopping in the past few months? Yes, I have.  
What did you buy? I bought a new MP3 player.

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(Falla and Davies, 2012:35)

**4D GRAMMAR Present perfect continuous**  
I can correctly use the present perfect continuous.

**1** **SPEAKING** Read the text. What is the scientific study trying to find out? How would you summarise the results?

**Brain workouts**  
Kevin Wilson is not usually a fan of computer games, but recently he has been playing one particular game a lot. In fact, he's been playing it every day for six weeks. It's a special kind of game which is designed to increase brainpower by giving the player mental exercises. 'I'm definitely improving,' he says. 'I've been getting much better scores recently.'  
Wilson is one of 11,000 volunteers who have been taking part in a scientific study organised by a Cambridge scientist called Adrian Owen. His purpose is to find out if brain-training really works. Half of the volunteers haven't been using the brain-training programs at all; they've been surfing the internet instead. Owen has conducted several studies of this kind, and they have all shown the same thing: brain-training has a small positive effect on mental abilities, but surfing the internet is just as good!

**2** Look at the verbs in red in the text. Complete the rule.

We form the present perfect continuous with *have / ' + \_\_\_\_\_ + the -ing form of the verb.*

**3** Read the *Learn this!* box. Complete the examples with the correct form of the present perfect continuous.

**Present perfect continuous**  
We use the present perfect continuous to talk about:  
1 an action that began in the past and is still in progress. We often use *for* or *since* to say how long it has been in progress.  
We \_\_\_\_\_ (play) tennis for an hour.  
How long? \_\_\_\_\_ you \_\_\_\_\_ (wait)? Since midday.  
2 an action that has recently stopped and which explains the present situation.  
I \_\_\_\_\_ (carry) these heavy bags. That's why I'm tired.

**4** Complete the sentences with the present perfect continuous form of the verbs below.

drink eat play pull wear work

1 You \_\_\_\_\_ that computer game for hours. Haven't you finished yet?  
2 I feel sick. I \_\_\_\_\_ chocolates all day!  
3 'I'm sure you'll pass your exams; you \_\_\_\_\_ all term.'  
4 Who \_\_\_\_\_ my orange juice? My glass is half empty!  
5 Luke isn't Lady Gaga's cousin – he \_\_\_\_\_ your leg.  
6 The weather's great. We \_\_\_\_\_ shorts every day.

**5** **GRAMMAR BUILDER 4.2: PAGE 114** **CC3**  
5 Read the *Learn this!* box. Find two examples in exercise 1 of the present perfect simple which describe actions that are finished and complete.

**LEARN THIS!**  
Present perfect simple or present perfect continuous?  
We use the present perfect simple, not continuous:  
1 if the action is finished and complete.  
*I've written a letter; I'm going to post it now.*  
2 if we want to say how often an action has happened.  
*She's broken her leg three times.*  
3 with state verbs (*like, love, know*, etc.).  
*I've known Joe for years. I've been knowing Joe for years. X*

**6** Complete the email with the present perfect simple or present perfect continuous form of the verbs in brackets.

Hi Tom! So, we're halfway through the summer holiday. I \_\_\_\_\_ (enjoy) it? Aunt Vera \_\_\_\_\_ (stay) with us. Dad and Aunt Vera \_\_\_\_\_ never (like) each other. They \_\_\_\_\_ (not have) any big arguments yet, but that's probably because Dad \_\_\_\_\_ (spend) his evenings up in the attic. He says he \_\_\_\_\_ (work), but when I went up there, he was making a model aeroplane. He \_\_\_\_\_ (make) about ten of them – they're all on his desk.

**7** **GRAMMAR BUILDER 4.3: PAGE 115** **CC3**  
7 **SPEAKING** Work in pairs.  
Student A: Make a comment from the list (1–5).  
Student B: Give a reason, using the present perfect simple or continuous.

You look  
1 ... confused.    3 ... pleased.    5 ... fed up.  
2 ... tired.    4 ... guilty.

You look confused. I've been trying to do my maths homework.

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(Falla and Davies, 2012:37)

**4B GRAMMAR Past simple and present perfect contrast**  
*I can correctly use the past simple and present perfect simple.*

**1 Choose the correct answer.**

- The coach isn't here. It has already gone / went.
- Rosie **broke** / has broken her leg three months ago.
- The Olympic Games **started** / have started last week.
- They're cheering because their best player has just scored / scored just a goal.
- I **didn't do** / haven't done my homework yet.
- Fernando Alonso **has become** / became the world motor racing champion when he was aged only 24.
- We **have been** / were at the top of the league since the start of the season.
- Did the match finish / Has the match finished yet?


**2 Some of the sentences are incorrect. Rewrite them correctly if necessary.**

- I didn't hear this band before. Who are they?
- Callum's still off school. He was ill for over a week.
- Have you finished your homework last night?
- Hannah got a new laptop for her last birthday.
- I've sprained my wrist so I can't do my exams.
- Did you take your driving test yet?
- Leon has broken his leg while he was playing rugby.
- We're hungry! We didn't eat since breakfast!

**3 Complete the sentences with the present perfect form of the verbs in brackets and just, already or yet.**

- It's not a good idea to go swimming when you \_\_\_\_\_ (eat) dinner.
- Our team \_\_\_\_\_ (win) twelve matches this season. We could win the league!
- We're going to lose the match. We \_\_\_\_\_ a point (not score).
- \_\_\_\_\_ any football boots \_\_\_\_\_ (buy)? You'll need them for training on Monday.
- We've got a spare ticket now. Kim \_\_\_\_\_ (call) me to say she's ill.
- I'm not going to the concert. I \_\_\_\_\_ (see) that band twice.

**4 Complete the text with the past simple or the present perfect form of the verbs in brackets.**



**Jamaican athlete Usain Bolt is one of the fastest men on Earth.**  
 He <sup>1</sup> \_\_\_\_\_ (break) the world 100m and 200m records several times and he also holds the record for the 4 x 100m relay with his team mates. However, Usain <sup>2</sup> \_\_\_\_\_ (not be) a runner all his life. When he was a child, he <sup>3</sup> \_\_\_\_\_ (spend) his time playing football and cricket in the street with his brother.  
 It wasn't until the age of 12 that anybody <sup>4</sup> \_\_\_\_\_ (realise) how fast he could run. He <sup>5</sup> \_\_\_\_\_ (win) his first gold medal at the 2002 World Championships, where he was so nervous that he actually <sup>6</sup> \_\_\_\_\_ (put) his running shoes on the wrong feet. Since then, however, he <sup>7</sup> \_\_\_\_\_ (learn) to deal with his pre-race nerves and they no longer affect him.  
 More importantly, Bolt is loyal to his country. A number of American clubs <sup>8</sup> \_\_\_\_\_ (offer) him a contract over the years, but so far he <sup>9</sup> \_\_\_\_\_ (say) that he doesn't want to leave Jamaica.

**Challenge!**  
**INTERNET RESEARCH** Find out information about your favourite sportsperson and write five sentences about him / her. Use the past simple and the present perfect.

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(Falla and Davies, 2012:31)

**4D GRAMMAR Present perfect continuous**  
*I can correctly use the present perfect continuous.*

**1 Complete the sentences with the present perfect continuous form of the verbs in brackets.**

- \_\_\_\_\_ football all day. (Jim / play)
- How long \_\_\_\_\_ for me? (you / wait)
- They're tired because \_\_\_\_\_ early all this week. (they / get up)
- \_\_\_\_\_, so his throat hurts. (Jamie / shout)
- \_\_\_\_\_, so you don't know what to do. (you / not listen)
- \_\_\_\_\_ since she got home. (Tracy / study)
- How long \_\_\_\_\_ professionally? (you / cycle)
- Sam isn't very fit because \_\_\_\_\_ to the gym this year. (he / not go)

**2 Match sentences 1–9 in exercise 1 with the uses of the present perfect continuous a and b.**

- An action that began in the past and is still in progress.
- An action that has recently stopped and that explains the present situation.


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

- They've been doing their homework \_\_\_\_\_ an hour.
- He's been supporting his local football team \_\_\_\_\_ they were promoted to the premier league.
- She's been playing for England \_\_\_\_\_ ten years.
- I've been studying German \_\_\_\_\_ six months.
- We've been skiing \_\_\_\_\_ we were children.
- I've been sneezing a lot \_\_\_\_\_ yesterday.

**4 Choose the correct answer.**

- Simon can't walk because he's broken / he's been breaking his leg.
- You're late! What have you done / have you been doing?
- I've read / I've been reading the biography of Rafael Nadal, but I'm only on page 57.
- How often have they offered / have they been offering to help with the washing up?
- She's liked / She's been liking reggae since she went to Jamaica.
- I've sold / I've been selling five of my DVDs, but I didn't get much money for them.
- How long have you designed / have you been designing computer programs?
- How many films has Matt seen / has Matt been seeing this week?

**5 Complete the text with the present perfect simple or the present perfect continuous form of the verbs in brackets.**



My brother is very happy this morning because he <sup>1</sup> \_\_\_\_\_ (lose) another kilo. He <sup>2</sup> \_\_\_\_\_ (be) on a diet for the last two months, so he <sup>3</sup> \_\_\_\_\_ (stop) eating bread completely. He <sup>4</sup> \_\_\_\_\_ (eat) more healthily which means no cakes, biscuits, or fizzy drinks. Instead, my mum <sup>5</sup> \_\_\_\_\_ (give) him fresh fruit every day for snacks. Since he started his diet, my parents <sup>6</sup> \_\_\_\_\_ (cook) healthy meals all the time, as well. Personally, I would prefer chips!

**Challenge!**  
 Write questions with the present perfect simple and the present perfect continuous. Then, answer the questions with a complete sentence.

- How many times / you / visit the doctor this year \_\_\_\_\_ ?
- How long / you / study English \_\_\_\_\_ ?
- How much water / you / drink today \_\_\_\_\_ ?
- How long / you / do homework this evening \_\_\_\_\_ ?

Unit 4 • Body and mind 33

(Falla and Davies, 2012:33)

## Dokumentārā lapa

Bakalaura darbs „Use of the Task-Based Method in Learning Grammar at Secondary School”  
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Humanitāro zinātņu fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie  
informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

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