

An Interactive Intermediate-Level English Grammar Course in the E-Learning Environment of Moodle

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ABSTRAKT

Tato bakalářská práce se snaží dokázat, že při dodržení určitých pedagogických zásad, je možné vzdělávací kurz v Moodle využít jako účinný nástroj k jazykové výuce studentů. Je zde bráno v potaz velké množství faktorů, které ovlivňují vzdělávací proces a mohou mít negativní vliv na celkový pokrok účastníku kurzu. Je také dokumentována a hodnocena celková aktivita účastníků, díky níž se studenti vzdělávali a připravovali na závěrečný test.

Klíčová slova: Moodle kurz, Moodle, Angličtina, Anglický jazyk, Gramatika, Anglická gramatika, Tvorba moodle kurzu.

ABSTRACT

This bachelor thesis tries to prove that if certain pedagogical principles are held, it is possible to use an educational course in Moodle as an effective tool for students to learn a language. Many factors that may have a negative impact on the final progress of students and that have an influence on the educational process are taken into account in this thesis. The overall activity of students is documented and assessed. This activity educated and prepared students for the final test at the end of the course.

Keywords: Moodle course, Moodle, English, English language, Grammar, English Grammar, Creation of Moodle course

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INTRODUCTION

Nowadays the Moodle e-learning platform is widely used by lots of educational institutions and companies. It offers a wide range of tools that are used to create interactive educational courses which are used by millions of people around the world. Due to the development of IT technologies, Moodle has established an important role in the educational process of pupils and students at primary schools, secondary schools as well as at universities. The online courses are created for a wide range of subjects from technical to humanity ones. However, certain principles and pedagogical rules need to be taken into account in order to have an effective and successful course.

This bachelor thesis focuses on the issue of an educational course of English grammar in the Moodle environment. The theoretical part describes methods and approaches used to teach grammar and further describes the selection of grammatical exercises. The exercises are set at the required intermediate level and are aimed at practicing and steadily improving the knowledge of grammatical phenomena in the English language.

My main motivation for the selection of this thesis topic was the practical benefits for my fellow students. The act of creating the course gave me a rare opportunity to participate directly in the educational process of university students. I was given a chance to closely examine the issue of teaching English grammar and am grateful that I created something useful for the university and its students. The creation of the course took me about five months and was, I believe, a valuable experience.

I am sure the following pages will be useful to anyone who is interested in creating a Moodle online course and particularly teaching English grammar using the Moodle environment. This bachelor thesis tries to prove that if certain pedagogical principles and standards are held and adhered to, the result will be the acquisition of a higher level of language proficiency by students who participate in a course utilizing Moodle.

I. THEORY

1 ENGLISH LANGUAGE

1.1 Educational approaches in language teaching

Over many centuries lots of different approaches and methods of language teaching have been developed in order to make language learning more effective. Each approach reflects a different view of the issue of the educational process. Following pages briefly describe various ways of language teaching that can be applied in English lessons. (Thornbury 1999, 21) (Yule 2006, 192 - 193)

1.1.1 Grammar-Translation method

The Grammar translation method is a traditional approach in the language learning process. It is focused on memorizing grammatical rules and vocabulary. The lessons usually start with explanation of the grammatical rule and then the rule is exercised. The main emphasize is on written language. (Yule 2006, 193) (Thornbury 1999, 21)

1.1.2 Audiolingual method

The Audiolingual method is associated with beliefs that the use of fluent language is set of 'means' that are developed by practice. The learners have to spend quite a long time repeating various grammatical sentences' patterns. Whereas the Grammar-translation method emphasizes written language, the Audiolingual method emphasizes the spoken language. (Yule 2006, 193) (Thornbury 1999, 21)

1.1.3 Communicative approach

This approach is focused on the function of language (e.g. what it is used for) which is emphasized more than the form of language (e.g. grammatical structure etc.). "Lessons are likely to be organized around concepts such as 'asking for things' in different social contexts, rather than 'the forms of the past tense' in different sentences." (Yule 2006, 193-194)

1.1.4 Natural approach

The natural approach is similar to the Communicative approach. It doesn't use grammar syllabuses or rule-driving methods. Instead of these, the teacher uses a large number of messages that are slightly beyond the current competence of students. This approach is opposite when compared to the Grammar-Translation method. (As indicated on the SIL international Web Site...) (Thornbury 1999, 21)

1.2 Deductive and Inductive approach to grammar

1.2.1 Deductive approach

This approach is connected with the Grammar-Translation method mentioned above. In the Deductive approach (rule-driven) the grammatical rule is firstly explained and then applied by students to various examples and practical exercises. The rules are presented by a teacher, thus it is a teacher-centered approach. (As indicated on the British Council Web site...) (Thornbury 1999, 29 - 30)

Example of Deductive approach

T: The present perfect tense

T: The present perfect is formed by an auxiliary verb 'have' and the past participle. (Rule of form)

T: For example, 'I have lost a key, I can't find it anywhere.' (Example)

T: What is the present perfect of 'I am' (Check)

ST: 'I have been'.

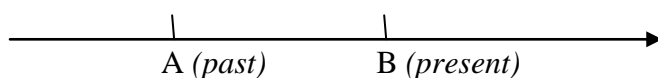
T: Correct, we use present perfect to talk about an unfinished period that continues from the past until now. (Rule of use)

T: For example, 'Ouch, I have cut my finger, it is bleeding now.' (Rule of use)

T: Have I cut the finger about a minute ago or, for example, a couple of days ago? (Check)

ST: About a minute ago.

T: Right.



T: I have cut the finger at this point in time (A) and it refers to the point (B) in the present. (Thornbury 1999, 32 - 33)

The explanation of grammatical rule of present perfect tense has two parts – rule of form and rule of use. During the explanation the teacher checks the understanding of the grammatical rules he has described. (Thornbury 1999, 33)

Advantages

- It is a time-saving approach.”Many rules – especially rules of form – can be more simply and quickly explained than elicited from examples.”
- The approach is useful for older students especially adults.
- It is useful for students who have an analytical learning style.

Disadvantages

- The approach is not ideal for younger learners. They may not have sufficient Metalanguage (e.g. grammar terminology)
- Learners may have problems memorizing the grammar rules that the teacher presents.
- “Such an approach encourages the belief that learning a language is simply a case of knowing the rules.” (Thornbury 1999, 30)

1.2.2 Inductive approach

This inductive approach is connected with the Natural approach mentioned above. Examples are initially presented and then students are asked to identify the rules. Teachers do not explain any grammatical rules and expect students to deduce them by themselves from the examples given. (Thornbury 1999, 49) (As indicated on the TeachingEnglish Web Site...)

Example of the Inductive approach

Look at these examples and find the rule.

- You **study** every day until midnight.
- We usually **go** to the church.
- John **works** in a factory and Lucy **writes** books.
- They **know** him quite well.
- The company **sells** old cars.
- I **love** the pizzas in the Italian restaurant.

The final **s** on the verbs is used only with certain subjects. What are they?

You ___ | We ___ | He ___ | She ___ | They ___ | it ___ | I ___

Apply the rule and choose the right verb.

- I like / likes fish and chips.
- She see / sees me every Sunday.
- They think / thinks he is too old.
- You always ask / asks stupid questions.
- He speaks / speak four languages. (Thornbury 1999, 52 - 53)

Advantages

- The rules that are discovered by students themselves are more understandable, memorable and also serviceable.
- The learning process of this approach encourages students to be active. Therefore they may have a better motivation and be more attentive during the lessons.
- In this approach, students have to work out things for themselves. Therefore it prepares them for a greater self-reliance and forces them to be independent.
- The approach is suitable for students who like problem-solving and pattern-recognition tasks.

Disadvantages

- Students may spend too much time on the discovery of the rule, thus this approach may become time-consuming.
- Teachers have to organize lessons carefully. The data has to be selected in an appropriate way in order to guide students to a proper formulation of a certain rule.
- This approach may be unsuitable for students who have already had some previous experiences with different learning styles and prefer rules to be explained by the teacher.
- “Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of rule.” (Thornbury 1999, 54 - 55)

“Research findings into the relative benefits of deductive and inductive methods have been inconclusive. Short term gains for deductive learning have been found, and there is some evidence to suggest that some kinds of language items are better ‘given’ than ‘discovered’.” According to surveys most students prefer the deductive approach of grammar. On the other hand, students of inductive language teaching may see the advantage of solving language problems by themselves and therefore they may have less resistance in the learning process of language. (Thornbury 1999, 55)

Each student is an individual character. Some students may find the deductive approach suitable whereas other ones find the inductive approach better. It depends on the personality and preferences of each student.

1.3 Teaching methods in the regular classes at TBU

At Tomas Bata University the Deductive approach is used in language teaching. The rule is clearly explained by the teacher, written on the board and students are then asked to practice the rule by examples from the grammar book. After the regular class students may further improve their language skills by supplementary grammar exercises provided in the Moodle course. The pros and cons of this approach are described in sub-chapter 1.2.1 mentioned above.

Even though the English language has many educational approaches, all of them share the same goal – language education. Each approach has different features and its own pros and cons. The appropriate educational approach should be chosen according to its advantages, disadvantages, ages of the students and their expectations. At Tomas Bata University the Deductive approach is basically used in regular lessons. This approach emphasizes the grammar and is perfectly suitable for the university needs. It is time efficient and is especially focused on adult learners.

2 LEARNERS' CHARACTERISTICS

2.1 General information

Learners are divided into three categories – adults, adolescents and children. Each category has its specific characteristics that should be taken into account during the creation of an online course. Participants of the Moodle course are students of Tomas Bata University, belonging to the category of adult learners.

Adult learners are generally responsible and independent people who know their goals and have some experience from previous studies. Three of the most important aspects that characterize this category are motivation, experience and engagement. These aspects are discussed in the following part of this chapter. (Harmer 2001, 37 - 40) (As indicated on the Rit Online Learning Web Site...)

2.1.1 Motivation

Motivation is a very important factor in the learning process of students. It can be described as an internal power that pushes participants forward to achieve their goals. Without the necessary motivation they will not have enough effort to participate in the online lessons and pass the Moodle course.

Motivation is extrinsic (external) and intrinsic (internal)

“**Extrinsic motivation** is created by any number of external factors, such as the need to pass an exam, the hope of financial reward, or the possibility of future travel”.

“**Intrinsic motivation** comes from within an individual. A person is motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.” (Harmer 2001, 51)

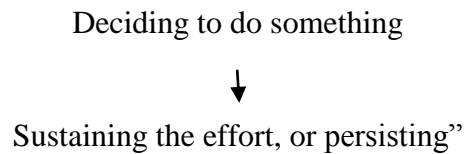
The internal, intrinsic motivation is very important to achieve intended goals. It is essential to be positive and enthusiastic during the educational process and the language acquisition. Being positive and having enthusiasm will help students to be successful in the course and gain the required knowledge as quickly as possible. (Harmer 2001, 51)

Model of motivation

Motivation itself is divided into three stages that are shown in the figure below.

“Reasons for doing something





In the first stage, students have particular reasons for undertaking the course. These reasons can be a result of external (extrinsic) or internal (intrinsic) influences mentioned above. The second stage is about taking all the reasons into account and deciding about participating in the course. The last stage is about sustaining the effort that is required to achieve the goal. (Williams and Burden 1997, 121 - 122)

2.1.2 Experience

Experience is an important aspect for adults. Each of the learners has already had an experience from his or her previous studies. They have certain attitudes and values that make each individual participant different. These features can be connected to the current learning process from previous online lessons and studies. Students should be familiar with the Moodle e-learning environment and the exercises should be comprehensible to each one of them. (Rogers 2002, 73)

2.1.3 Engagement

Adult students often come to education with some intention that stimulates them to succeed. They have an opportunity to apply gained knowledge into practice more quickly than younger learners. “They can use education to change their personal world.” The acquisition of language is seen as an opportunity that can be applied in their everyday life. Therefore they should have an important motivation to participate actively in the lessons. It explains the reason why adult learners have a higher level of engagement than any other category of learners. On the other hand each individual may have a different expectation of the course and problems may occur if their needs and requirements are not met. (Rogers 2002, 75)

The three aspects of motivation, experience and engagement make adults a unique learning category. They should be disciplined, responsible and have enthusiasm during the online course. However the theory about this category of learners doesn't have to necessarily be applicable to the university students who are participating in the course. Therefore the students were asked questions in the survey which was prepared in order to verify real characteristics of the course participants.

2.2 English level of the participants

2.2.1 English level of students before the course

All participants are expected to have attained a pre-intermediate level of English language proficiency. The students have knowledge of simple grammatical structures and common expressions and phrases. They are able to understand the main points of simple types of text and are able to express themselves in various situations of everyday life. (As indicated on the Cambridge ESOL Teacher support Web Site...) The abilities mentioned above are tested at the beginning of the grammar course. Students are required to take an entry test which approximately assesses the level of English proficiency of participants. For more information about the entry test see chapter 6.1.

2.2.2 English level of students after the course

At the end of the course, students are required to take the final test that encompasses all the lessons that were covered in the course. The test is at an intermediate level and students should pass the test with a minimum score of 60% in order to conclude the course successfully. For the more information about the final test see chapter 6.2.

Successful students acquire an intermediate level of English proficiency. They are able to understand and manage various situations of everyday life and have a better understanding of the main ideas of a wide range of texts. Students can effectively express themselves, their ideas, opinions, requests, wishes etc. and can participate in simple conversations. (As indicated on the Cambridge ESOL Teacher support Web Site...)

2.3 Students survey

The survey was prepared in order to get characteristics of the course participants. They are asked various questions regarding their attitude towards the grammar course, their relationship to the English language and their expectations. The survey also asked them about their experiences in the e-learning environment of Moodle. The gathered information is taken into account in the final assessment of the course and conclusion.

2.3.1 Students results

The survey was sent to 18 students of Tomas Bata University. All of the course participants belonged to the category of adult learners and all of them had had some experience with

Moodle. Even though the majority of students were interested in English and about half of them had a willingness to participate in the course, they answered that they probably would not have enough time to do all the quizzes provided. Considering the fact that all of them were students of FAME and FAI, and therefore the English language did not have such importance in their studies, thus they did not have such a high level of engagement and/or motivation. For the detailed results of the survey see appendix XI.

For the Moodle course it is very important to have motivated participants who have a willingness to participate in the lessons. Students belonging to the category of adult learners should have a certain level of engagement and motivation. This however was not shown by the results of the survey. Even though the majority of adult respondents were interested in learning English and had a certain willingness to attend the course, English language was not a priority for them. Therefore participants may not have been fully immersed in the course and the final assessment of their progress may be less objective.

3 MOODLE

3.1 Basic information

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a course management system (CMS) that is used by teachers to create interactive online courses. “CMSs are web applications, meaning that they run on a server and are accessed by using a web browser. It gives educators tools to create a course web site and provide access control so only enrolled students can view it. CMSs also offer a wide variety of tools that can make your course more effective. They provide an easy way to upload and share materials, hold online discussions and chats, hold quizzes and surveys, gather and review assignments, and record grades.” (Cole and Foster 2008, 1)

Instructors are able to create effective online lessons by various tools that are provided. The functions such as sharing of educational material, online exercises, quizzes, tests etc. are used in order to share the knowledge and educate students from all around the world. (Cole and Foster 2008, 1 - 2) (As indicated on the Moodle Service Web site...)

3.2 Advantages and disadvantages of Moodle e-learning environment

Moodle as an e-learning platform has many advantages that make the system very popular among educational institutions. However it also has several disadvantages which may render courses ineffective or even useless.

3.2.1 Advantages of using Moodle

- **Accessibility**

The main advantage of Moodle is its accessibility for students and teachers. Anybody who has a computer with internet connection is able to directly access the Moodle e-learning environment anytime from anywhere in the world. It makes the system very popular for various educational institutions and companies. (Nedeva, Dimova and Dineva 2010, 276)

- **Interactivity**

E-learning environment provides to the teacher various tools to communicate with the students by chat, forums, comments or feedback. These tools help the teacher to

cooperate with students as in a regular class. Via these tools, the students can express their opinions towards the course and can suggest possible improvements that can be implemented into the online lessons. (Nedeva, Dimova and Dineva 2010, 276)

- **Functionality**

Instructors are able to use different learning tools through different activities. Courses can be easily customized in many ways in order to suit each different subject. It makes Moodle a suitable platform for the wide range of subjects that are taught at Tomas Bata University. (Nedeva, Dimova and Dineva 2010, 276)

3.2.2 Disadvantages of using Moodle

- **Cheating**

Exercises and quizzes in Moodle are not secure enough to prevent students from cheating. By the time students are doing exercises, they cannot be supervised by a teacher like in a normal class. Cheating has a negative impact on the student's results and final assessment. Due to this problem, the courses may eventually become ineffective.

- **Motivation**

The exercises and quizzes are not always compulsory. Students have to be responsible and highly motivated to do the exercises. Students cannot be forced by the instructor to do their work in the online lesson. The course may eventually become ineffective without students, who are not willing to complete all the work required. (Nedeva, Dimova and Dineva 2010, 276 - 278)

- **Isolation**

Students may feel isolated because of the lack of support and interactivity in the e-learning environment. Online exercises and quizzes are done independently without any assistance. This can lead to boredom and loss of motivation, which in turn threatens the success of the course and their final grade. (Nedeva, Dimova and Dineva 2010, 278)

The main advantage of the Moodle e-learning environment is its practical usage and accessibility. The teachers create a variety of online courses, which enable them to share educational materials with the students. However the disadvantages mentioned above, may cause serious problems during the educational process.

Students, participating in the online course, have to be independent, highly motivated and responsible. Cheating and lack of motivation may result in the ineffectiveness and uselessness of the whole course. If the majority of students cheated, the final results wouldn't be objective and instructors wouldn't be able to rely on such results and the e-learning course could not be assessed objectively. Therefore during regular lessons, course students have to be kept motivated as much as possible in order to actively participate in the online course. The activity and the progress of the participants are taken into account during the final assessment and the final conclusion of this Bachelor thesis.

II. ANALYSIS

4 OUTLINE OF THE COURSE

This chapter is focused on the description of the structure of the whole course and its content. The following pages describe the wide range of quizzes and exercises from which online lessons were created.

4.1 Structure of the Course

The course itself is divided into several parts.

- Introduction
- The entry test
- The online lessons
- The final test
- Sources

4.1.1 Introduction

In the introduction participants are given specific information regarding the course. It gives them basic information about its aim, its syllabus and recommended literature. Students are informed about the intention of the course and sources that can be used for preparation before each lesson.

Also included in this part is the course Forum as a communicative tool. It should make the course interactive and enables the instructor to be in touch with students. For more information about the Forum see sub-chapter 4.4.1

Topic outline

An Interactive Intermediate-Level English Grammar Course in Moodle

Cíl kurzu

Kurz je zaměřen na prověření znalostí anglické gramatiky a je navržen tak, aby student mohl nabytý vědomostí aplikovat v připravených cvičeních. Dosažené výsledky jednotlivých lekcí jsou vyhodnocovány a je sledován průběžný pokrok studentů. Kurz je zakončen výstupním testem jež prověří dosažené znalosti, které by měly být na jazykové úrovni Intermediate (B1).

Obsah kurzu

1. Stative & dynamic verbs, Present simple & present continuous
2. Subject & object questions
3. Present Perfect & past Simple
4. Modals of obligation, permission & prohibition (present time)
5. Modals of obligation, permission & prohibition (past time)

Literatura

- o **Základní:** Kerr, Philip, and Ceri Jones. *Straightforward : intermediate student's book* / Philip Kerr & Ceri Jones. Oxford: Oxford : Macmillan. 2006.
- o **Doporučená:** Murphy, Raymond. *English grammar in use: a self-study reference and practice book for intermediate students of English; with answers*. 3rd ed. Berkeley: Cambridge Univ. Press. 2007.

Tento kurz je součástí Bakalářské práce, veškeré vyhodnocování cvičení bude anonymní.

 General forum

4.1.2 The entry test

For the characteristics of the entry test see chapter 6.1.

4.1.3 Online lessons



The online lesson consists of three parts – headlines, quizzes and online links.

Headline

Each lesson starts with a visible headline that helps participants with orientation in the course. It informs them about the particular unit and grammatical phenomena, which are included in the lessons.

Quizzes

The online lessons consist of five to seven quizzes that provide intermediate-level exercises. Each quiz includes different types of questions in order to practice different grammatical features of English. In the course are included 34 quizzes. For the specific details and characteristic of the quizzes see chapter 4.2.


Online links

Online links are included in each lesson which connect participants to web pages on the internet. The web pages include various exercises that are related to the particular topic of the lesson and students can do these extra exercises that are beyond the scope of the course. For more information about online links see sub-chapter 4.3.4.

4.1.4 The final test

For the characteristics of the final test see chapter 6.2.

4.1.5 Sources

14  Sources

All the sources used to create the course are mentioned in the very last part of it. The sources are cited according to the Parenthetical citation style as is used in this bachelor thesis. However the course itself does not involve many cited exercises since most of the exercises were paraphrased. For the sources used during the creation of the course see appendix IX.

Moodle provides a well-organized educational e-learning environment. The course was divided into several parts that have been described above. Each part was made with a particular purpose in mind and participants were required to do the quizzes that were involved in each lesson.

Six online lessons were covered in the course in addition to the entry test and the final test. Firstly participants were required to do the entry test and at the end of the course students were required to do the final test that included all the grammatical features from the online lessons. The participants' grades are assessed and at the end of this bachelor thesis, the final assessment and conclusion is given. For information about the assessment see chapter 7.

4.2 Quizzes

“Quizzes allow the teacher to design and set quiz tests consisting of multiple-choice, true-false and short answer questions. These questions are kept in a categorized database and can be re-used during courses and even between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked and the teacher can choose whether to give feedback or to show the correct answers. This module includes grading facilities.” The quizzes have a wide range of settings that can be set in order to fit the course needs. The following pages show the settings of quizzes used in the course. (As indicated on the FHS Moodle Web site...)

4.2.1 Settings of the quizzes

Timing	
Open the quiz	22 - bfezen - 2012 - 21 - 10 - <input checked="" type="checkbox"/> Disable
Close the quiz	22 - bfezen - 2012 - 21 - 10 - <input checked="" type="checkbox"/> Disable
Time limit (minutes)	7 <input checked="" type="checkbox"/> Enable
Time delay between first and second attempt	None
Time delay between later attempts	None
Display	
Questions per page	Unlimited
Shuffle questions	Yes
Shuffle within questions	Yes
Attempts	
Attempts allowed	1
Each attempt builds on the last	No
Adaptive mode	No
Grades	
Grading method	First attempt
Apply penalties	No
Decimal digits in grades	2

Timing

The time limit is set according to the number of questions each quiz covers. Participants have about 20 seconds to answer a multi-choice question (for more information, see sub-chapters 4.3.1 and 5.1.1) and 60 second to answer short-answer question (for more information, see sub-chapters 4.3.2 and 5.1.2). Considering the quizzes have different number of questions, the time limit is different in each lesson.

Display

The questions displayed in the quizzes are well organized and students should not have problems with orientation during their work. The statement of questions and question answers themselves are shuffled each time participants open the quiz. It makes it a bit harder for students to copy from each other and it should prevent them from cheating a bit.

Attempts

Each quiz in the lessons, except the entry test and the final test, has only one permitted attempt. Thus it is not necessary to use an adaptive style in which each attempt is based on the previous one.

Grades

The grades of each quiz are taken from the first attempt. The grading does not use any penalties and has 2 decimal digits. For more information about the grading system see sub-chapter 4.2.2.

Review option

Review options ?		
Immediately after the attempt	Later, while the quiz is still open	After the quiz is closed
<input checked="" type="checkbox"/> Responses	<input checked="" type="checkbox"/> Responses	<input checked="" type="checkbox"/> Responses
<input checked="" type="checkbox"/> Answers	<input checked="" type="checkbox"/> Answers	<input checked="" type="checkbox"/> Answers
<input checked="" type="checkbox"/> Feedback	<input checked="" type="checkbox"/> Feedback	<input checked="" type="checkbox"/> Feedback
<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback
<input checked="" type="checkbox"/> Scores	<input checked="" type="checkbox"/> Scores	<input checked="" type="checkbox"/> Scores
<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback	<input type="checkbox"/> Overall feedback

“These options control what information users can see when they review a quiz attempt or look at the quiz reports. “Immediately after the attempt” means within two minutes of the attempt being finished by the user clicking 'Submit all and finish'. “Later, while the quiz is still open” means after the aforementioned two minute period and before the quiz close date. “After the quiz is closed” means after the quiz close date has passed. If the quiz does not have a close date, this state is never reached.” (As indicated on the FHS Moodle Web site...)

After the finish of the quiz students can review their attempt in order to see the questions, their responses and feedback. They are informed in more detail about the whole quiz including other students' grades. Reviewing previous attempts is an effective way of preparing for the final test at the end of the course.

Security

Security	
Browser security ?	None
Require password ?	<input type="checkbox"/> Unmask
Require network address ?	<input type="text"/>

The main purpose of security settings is the prevention of cheating. These settings are however turned off due to their ineffectiveness during the course. Browser security requires java to be enabled in the web browser, thus some students may have problems in accessing the quiz.

Overall feedback

Overall feedback ?

Grade boundary	100%
Feedback	Perfect!
Grade boundary	80%
Feedback	Well done!
Grade boundary	60%
Feedback	Your results are bellow 60%. Be prepared next time!
Grade boundary	
Feedback	
Grade boundary	
Feedback	
Grade boundary	0%

[Add 3 more feedback fields](#)

The overall feedback is used for informative purposes. It informs students about their pass or success percentage as well as giving them notice whether they should be more prepared next time. It helps students to assess themselves according to their percentage increase.

4.2.2 Grading system

Students can obtain a maximum grade 10 in each regular quiz. Even though the quizzes have 10 to 20 questions that are worth 10 to 20 marks, the marks are ‘scaled down’ to the quiz max grade of 10. For example if a student gets 15 marks out of 20 marks, he/she will get 7,5 grade. The grade can additionally be recounted on the percentage, 7.5 points is 75% success in the quiz.

Exc2: Choose the right verb

Time limit: 5 mins

Summary of your previous attempts

Attempt	Completed	Marks / 15	Grade / 10	Feedback
1	Pondělí, 2 duben 2012, 09:31	11	7.33	Well done!

No more attempts are allowed

Your final grade for this quiz is 7.3333333333333 / 10.

Overall feedback

Well done!

Started on	Pondělí, 2 duben 2012, 09:20
Completed on	Pondělí, 2 duben 2012, 09:20
Time taken	34 secs
Marks	11/15
Grade	7.33 out of a maximum of 10 (73%)
Feedback	Well done!

1

Marks: 15

Choose the right verb

- The pizza usually **tastes** great in this restaurant.
- Lisa and Brett **depend** on each other too much.
- The price **includes** an accommodation and a half-board.
- My school **starts** at half past seven and my last lesson is at half past one.
- The party is great, we **are having** a good time here.
- Usually I **smoke** one pack of cigarettes every week.
- She **is sleeping** about eight hours every day.
- Sorry I am busy. I **am doing** my seminar work now.
- No it isn't true. I **don't agree** with you.
- Turn on television please. Czech national team **plays** an important match.
- I **suppose** we should take a break now.
- I **apologize** for any inconveniences that we might cause.
- Don't worry, I **look** after him every day.
- My boss **suggests** we should take a break now.
- I don't like Jenny. She always **is complaining** about everything.

The grading system mentioned above is used in each online lesson. However, in the final test and the entry test a different scale of grading is used. For more information about the grading system in these tests see chapters 6.1 and 6.2.

4.2.3 Cheating prevention

The disadvantage of the Moodle e-learning environment is the lack of any effective module that would prevent students from cheating and copying from each other. Even though there are certain tools in the settings that make copying harder, it is not effective enough. The security settings displayed above are not suitable for the course needs. Some students may even have restricted access to the quiz if they do not have enabled java in their web browser. Therefore these settings were not used in the quizzes.

The online lessons involve numerous quizzes that include various exercises of grammatical principles. The settings are calibrated according to instructors' needs and purpose of the whole course. The E-learning Environment is well organized and thus students should not be confused during the process of their work. The grading system allows instructors to assess the participants' results, see common mistakes and measure participants' progress in each lesson. The main disadvantage of Moodle is in its cheating protection, or rather, lack of it. Moodle is not able to provide effective protection against copying.

4.3 Exercises

The following pages show the variety of exercises used in the course. They include all the necessary elements that test students' knowledge of specific grammatical structures that are provided at intermediate level. These structures are chosen according to the grammar syllabus of regular lessons and their purpose is to steadily improve knowledge of English grammar of the course participants.

4.3.1 Multiple choice questions

The students are asked a question and the response is selected from a choice of answers. The questions may include either single answer questions or multiple answer questions. (As indicated on the FHS Moodle Web Site...)

- **Single answer question**

This type of question has only one correct answer and the student is not allowed to choose more than one answer. The single-answer questions do not have any negative grades.

8	My mother two books about cooking during this year.
Marks: 1	
Choose one answer.	<input type="radio"/> a. written
	<input type="radio"/> b. has written
	<input type="radio"/> c. wrote
	<input type="radio"/> d. have written

- **Multiple-answer question**

The multiple-answers question has an option to choose more than one correct answer. Each answer has either a positive or a negative grade, thus choosing all available answers in the exercise does not result in a good grade. (As indicated on the FHS Moodle Web Site...) However students have to choose both correct answers, otherwise the final grade of the exercise would be 0 even though one answer is correct.

15	Jack is in hospital. He the ladder and his leg.
Marks: 1	
Choose at least one answer.	<input type="checkbox"/> a. has fallen off <input type="checkbox"/> b. has broken <input type="checkbox"/> c. broke <input type="checkbox"/> d. fell off

The main disadvantage of multiple-choice question is in its grading system. If it has more than one answer, the participant has to choose all correct answers in order to get a positive grade. In a module such as of Moodle the settings do not provide any other option. Thus multiple choice questions have to be submitted with all correct answers.

4.3.2 Embedded answers (cloze test)

“This very flexible question type is similar to a popular format known as the Cloze format. Questions consist of a passage of text (in Moodle format) that has various sub-questions embedded within it” (As indicated on the FHS Moodle Web site...) Embedded answers can be used in many ways in order to fit the needs of the course and its instructor.

In the course were mainly used two sub-questions:

- **Multiple choice (dropdown menu)**

1. What you about Jennifer?
2. How many plates in the shop yesterday?
3. How many people that you shouldn't care about her?
 did you buy
 you bought
4. Who you the book you are reading now?

This type of exercise is similar to the classic multiple choice questions mentioned above. The list of answers is displayed in the dropdown menu that involves mostly two

or three choices, whilst only one answer is correct. The main advantage of such exercises is in its grading system. It has the option to grade each answer separately, whereas classic multi-choice question modules do not have such an option. Therefore grading of this type of questions is more objective.

- **Short answer**

“Short answers” is used for various exercises such as “question order”, “translation exercises”, “correction of sentences” and “asking questions exercises”. The following pages show examples taken from the course.

- Questions

1. Second / War / started / World / When / the ?
2. you / long / married / have / How / been ?
3. the / much / How / did / pay / car / they / for ?
4. driven / How / you / times / drunk / many / have ?
5. you / did / truth / the / Why / him / tell ?

- Translation

1. Každý pátek zaplavu 400 metrů v plavacím bazénu.
2. Můj děda hraje často tennis, hraje ho od svých 6 let.
3. Colin a Emma se dívají na televizi každý den do 10 hodin.
4. Peter mi dluží 50 dollarů, ale teď nemá žádné peníze.
5. Chci vyhrát zlatou medaili a stát se nejlepším hráčem v sezóně.

- Correction

Correct the underline words.

Use long versions of verbs (e.g. I'm -> I am, haven't -> have not etc.)
if the sentence is correct, type **ok**.

1. My mother washes the dishes. She always washes the dishes after dinner.
2. The Suez Canal connects the Mediterranean Sea and The Red Sea.
3. I don't like parties, but this one I enjoy very much.
4. John wants to live in Japan, so he learns Japanese.
5. When you are drunk you are always making so much noise.

- Asking a question

Ask questions about underlined words.

1. Karin gave me a present in the morning.
What ?
2. I met Maria at the theatre yesterday.
Who ?
3. Jack passed all important exams.
Who ?
4. He gets up at six in the morning.
What ?
5. Jennifer told me to be more careful tomorrow.
Who ?

The embedded questions' module is the most used tool in the Moodle course. It is used in order to practice various grammatical structures. From the examples mentioned above it is obvious that short answer questions are adaptable and can be used in many ways in order to fit the needs of the online lessons.

The main disadvantage of short answer questions is however, the possibility of making lots of unnecessary mistakes that can result in wrong answers, even though the answer is correct. Participants can forget a comma, write a dot or make an unimportant mistake which results in the whole sentence being evaluated as incorrect. Even though short answer questions have an option to have more than one correct answer, it is not good enough, especially in translation exercises.

4.3.3 HTML page

The Moodle provides various resources that can be added in the lessons. One of the resources is HTML page. It enables the instructor to create a simple web page within the Moodle lesson. It requires at least basic knowledge of HTML language in order to modify the text. Information can be added to the web page regarding the course, educational material or various exercises in order to practice English grammar.



Each HTML page involves a certain exercise according to the topic of the lesson. This exercise is supplementary work for students and is not assessed by the instructor. Students have to evaluate their results by themselves from the answer sheet attached to the foot of each HTML page.

Example of HTML page used in the Lesson 2A along with key:

Alex wants to go to an art college and is being interviewed by Tom Smith, one of the lecturers. Complete questions with Tom asks him. Read the whole conversation before you start

Tom: Right, Alex, let's find out something about you. You're obviously not a teenager, so when (1) did you leave school?
 Alex: Five years ago, actually.
 Tom: And where (2) have you been since then?
 Alex: Well I've had several jobs.
 Tom: What (3) _____ first?
 Alex: I worked in a café for about a year. I needed to save some money.
 Tom: Why (4) _____ money?
 Alex: I wanted to travel a bit before I started studying.
 Tom: Where (5) _____ to go.
 Alex: Well, the Middle East, Latin America, Australia -
 Tom: Good Lord! And (6) _____ all those places?
 Alex: No, not yet. I've been to Brazil and Peru so far. And I spent some months in Turkey.
 Tom: What (7) _____ there?
 Alex: I stayed with some friends near Izmir. It was wonderful.
 Tom: You're very lucky. And now you want to come to college. (8) _____ some pictures to show me?
 Alex: Um, yes, I have a small portfolio here.
 Tom: Where (9) _____ this work?
 Alex: Mostly in Turkey.
 Tom: Why (10) _____ any in South America.
 Alex: I didn't have time really. And I was travelling light, I just did some pencil sketches.
 Tom: (11) _____ them here with you?
 Alex: They're at back of the portfolio.
 Tom: Well, Alex, I'm very impressed. When (12) _____ interested in painting and drawing?
 Alex: I think I always have been.
 Tom: I can believe that. Will you come with me? I want to show this work to my colleagues right away.
 Alex: Of course. Thank you very much.

Key

3. did you do / was the
4. did you need
5. did you want
6. have you been to / have you visited
7. did you do
8. Have you brought / Do you have / Did you bring / Have you got
9. did you do
10. didn't you do
11. Have you got / Do you have
12. did you become

The web page with key is attached below each HTML module in the lesson. Students are able to correct their answers and assess their understanding of the topic.

The exercises used on the web pages are supplementary work for students. They are aimed at motivated students, who want to practice English grammar as much as possible and expedite their progress. The main disadvantage is that the instructor is not able to assess participants' results therefore these types of exercises are not counted in the final assessment.

4.3.4 Online links to web pages

Online links are a type of resource (as HTML page mentioned above) that enables instructors to link the Moodle lesson with online web sites. Links added in the lessons redirect participants to the web pages in which the English grammar that was exercised in that particular lesson can further be practiced.

The image shows a Moodle course page titled 'GRAMMAR REVISION - TBU' from the Faculty of Humanities at Tomáš B. The page includes a sidebar with navigation options like 'Activities', 'Forums', 'Quizzes', and 'Resources'. The main content area displays a 'Topic outline' for an 'An Interactive Intermediate-Level English' course, listing objectives and a table of contents. Overlaid on this is a browser window from 'englishpage.com' showing 'Verb Tense Exercise 1' for 'Simple Present / Present Continuous'. The exercise asks the user to complete a sentence: '1. Every Monday, Sally (drive) _____ her kids to football practice.' The browser window also features a 'Your brain, just brighter' graphic with a pie chart and various cognitive skills listed.

Online links include various exercises that can be additionally practiced by participants. Even though the instructor does not have a chance to assess their results, students can assess themselves. The online links are aimed at motivated participants, who want to practice the grammar as much as possible and expedite their progress.

Mainly two types of question modules are used in the course – embedded answers (cloze test) and multiple-choice questions. The advantages of such exercises are in their adaptability. These exercises practice various grammatical phenomena and are perfectly suited to needs of the course. The grading system is set by the instructor in order to assess the result and progress of course participants.

Other tools used in the online lessons are html pages and online links. These tools represent supplementary work for students, who can practice English grammar further. The disadvantages of such exercises are in the assessment, which has to be done by participants themselves. Therefore it is especially aimed at highly motivated students, who want to practice grammar as much as possible.

4.4 Interactivity of the course

Various tools for communication and interaction between students and instructor are provided in Moodle. The main purpose of these tools is to make the online lessons interactive and prevent students feeling isolated during the course. Isolation is one of the disadvantages mentioned above (subchapter 3.2.2), communication tools are used in order to prevent students from feeling isolated.

4.4.1 Forum

“Forum” is used in the course as a major communication tool, where students can express their opinions and suggest possible changes that should improve the quality of the lessons. Students can also communicate between each other and keep in touch with others from regular classes.



The screenshot shows a Moodle forum interface. At the top, there is a search box labeled "General Forum" and a button labeled "Add a new discussion topic". Below this is a table with the following data:

Discussion	Started by	Replies	Last post
Questions	 Filip Dvořák	0	 Filip Dvořák So, 10 bře 2012, 10:08
General discussion	 Filip Dvořák	0	 Filip Dvořák St, 22 úno 2012, 09:11
Suggestions / Improvements	 Filip Dvořák	0	 Filip Dvořák St, 22 úno 2012, 09:07

Even though “Forum” was created in order to give students a chance to suggest improvements or ask the instructor questions, none of the course participants used the forum. Thus the communicative tool did not have any relevance for students in the grammar course.

The Moodle platform provides numerous tools, which are used to create an appropriate and effective e-learning environment. The online lessons are well structured and can be organized in many ways in order to fit instructor needs. Each online lesson consists of several parts and is aimed at a certain topic of grammar syllabus from regular classes. Numerous quizzes, with a wide range of exercises used to practice grammatical phenomena of the English language, are incorporated in the main body of each lesson.

These exercises have however their pros and cons. The main advantage is in their adaptability effectiveness. They are an effective educational tool used in order to practice all grammatical structures from regular classes and the progress of participants is assessed

after each lesson. The grading system allows instructors to give students feedback and comments about their results, thus it may keep participants motivated during their work and studies.

The main disadvantage is in the grading of short answer questions. Especially longer questions may not be graded objectively due to lots of unnecessary mistakes, which may be caused by students. Each lesson is concluded by the progress test that summarizes the whole online lesson. The grades of students are measured and their progress is assessed and taken into account in the final conclusion.

5 GRAMMAR SYLLABUS OF THE COURSE

The course includes three units that consist of six online lessons. Each lesson involves a topic about certain grammatical phenomena that is practiced by various questions provided at intermediate level. The following pages describe the online lessons and the wide range of exercises used.

5.1 Test Items

Indirect test items that test the students' knowledge by multiple-choice questions, sentence fill-ins, sentence rearranging etc. are used in the course. The following sub-chapters describe details and the main purpose of such test items in the course's quizzes.

5.1.1 Multi-choice questions (MCQs)

MCQ's have been used as an ideal testing instrument for practicing the grammar and vocabulary knowledge of students for many years. "It tries to measure a student's knowledge and ability by getting at what lies beneath their receptive and productive skills." (Harmer, 322-323) On the other hand MCQ's have certain disadvantages that may make questions ineffective. The incorrect choices may distract students and put ideas into their heads before they read the statement of the question. Another disadvantage is that MCQs may not improve the knowledge of students who are trained in the technique of solving this type of question. "Thus the difference between two students' scores may be between the person who has been trained in the technique and a person who has not, rather than being a difference of language knowledge and ability." (Harmer 2001, 323)

5.1.2 Embedded answers (Cloze test)

Embedded answers are an integrative testing item. This type of test item may be used in many ways in order to fit course needs e.g. sentence fill-ins, correct the sentences, choosing correct form of the verb, sentence re-arranging etc. All these variations offer a useful type of exercise that test students' knowledge of grammar rules, sentence word-order, syntax and lexico-grammatical elements. (Harmer 2001, 323-325)

Multi-choice questions and embedded answers' questions are an effective tool in the measurement of the students' knowledge. Even though both types of questions have certain disadvantages, they help students effectively practice the grammatical features of English.

The exercises are done in order to extend the knowledge of grammatical phenomena and increase the level of language proficiency.

5.2 Unit 1

5.2.1 Lesson 1A

Stative and dynamic verbs, present simple and present continuous

The first lesson is focused on practicing stative and dynamic verbs and the present simple / continuous tense. The course participants are expected to do six quizzes that have a cumulative total of 98 questions.



Types of quizzes

Exc1: Correct mistakes

“Sorry I must go home. It gets dark outside. _____” (See appendix III)

Type: Embedded questions

Grading: 10 marks

Time: 5 minutes

Exc2: Choose the right verb

“I don’t like Jenny. She always _____ about everything.

- a) complains
- b) is complaining” (See appendix III)

Type: Embedded questions (Multi-choice question)

Grading: 15 marks

Time: 5 minutes

Exc3: Choose the right verb

“Call the police! Somebody _____ to rob our house.

- a) is wanting
- b) want
- c) wants
- d) wanting” (See appendix III)

Type: Multi-choice questions

Grading: 20 marks

Time: 7 minutes

Exc4: Translate sentences

“Peter mi dluží 50 dolarů, ale teď nemá žádné peníze” (See appendix III)

Type: Embedded answers

Grading: 15 marks

Time: 15 minutes

Exc5: Choose the right tense

“Jenny is a Christian. She _____ in God and _____ to a church regularly.

- a) goes
- b) believes
- c) is believing
- d) is going” (See appendix III)

Type: Multi-choice question

Grading: 20 marks

Time: 7 minutes

Progress test 1A

“John wants to live in Japan, so he learns Japanese. _____” (See appendix III)

Type: embedded questions

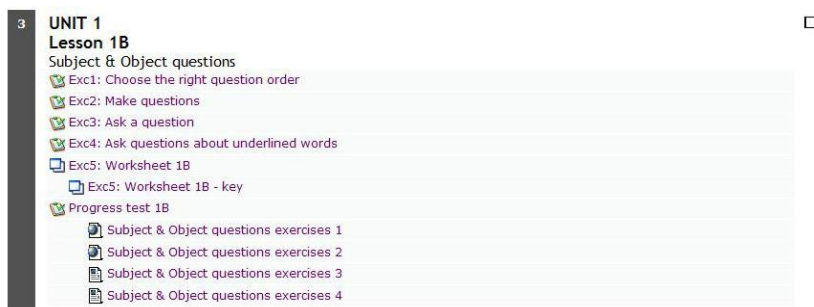
Grading: 18 marks

Time: 7 minutes

Stative / Dynamic verb and the present simple / continuous tense are practiced in the lesson. It consists of 65 multiple-choice questions and 33 embedded questions. Students are required to do all the quizzes and learn from their mistakes in order to be ready for the final test.

5.2.2 Lesson 1B**Subject and object questions**

This lesson is focused on exercising subject and object questions. The participants are expected to do four quizzes that consist of 100 question exercises which are customized in order to effectively practice the grammatical phenomena.

**Types of quizzes****Exc1: Choose the right question order**

“How many students _____ from your university this year?

- a) graduated
- b) did graduate” (See appendix IV)

Type: Multi-choice questions

Grading: 20 marks

Time: 7 minutes

Exc2: Make questions

“bus / waited / the / yesterday / Who / at / Jack / station” (See appendix IV)

Type: Embedded questions

Grading: 20 marks

Time: 10 minutes

Exc3: Ask questions

“Our teacher met my parents last week.

- a) Who did meet your parents last week?
- b) Who met your parents last week?” (See appendix IV)

Type: Embedded questions (Multi-choice question)

Grading: 20 marks

Time: 7 minutes

Exc4: Ask questions about underlined words

“Karin gave me a present in the morning

What _____” (See appendix IV)

Type: Embedded questions

Grading: 20 marks

Time: 10 minutes

Progress test 1B

“How many people _____ you that you shouldn’t care about her?

- a) Told
- b) Did tell” (See appendix IV)

Type: Embedded questions

Grading: 20 marks

Time: 7 minutes

Subject and object questions are practiced in the lesson. It consists of 55 multiple choice questions and 45 embedded questions. In the quizzes participants are asked to do various exercises about the subject and object of the given sentences. They are expected to do all the quizzes, learn from their mistakes and at the end of the course pass the final test.

The quizzes from Lesson 1A and 1B involve numerous grammatical exercises that are done in order to practice the grammatical structures. These exercises are paraphrased from various intermediate sources (for more information about sources see appendix IX) and their aim is to test students' vocabulary, knowledge of word order in the sentence, grammatical rules and understanding of the meaning of sentences.

Overall the unit consists of 198 questions that have the form of cloze test and multiple-choice questions. The participants are expected to do all the quizzes, check their results and learn from their mistakes in order to improve their grammatical knowledge and be ready for the final test at the end of the course.

5.3 Unit 2

5.3.1 Lesson 2A

Past simple, present perfect

This lesson is focused on practicing the past simple and present perfect tenses. It provides four quizzes that total 91 questions overall.

4	UNIT 2	□
	Lesson 2A	
	Present Perfect & Past Simple	
	Exc1: Choose the right tense	
	Exc2: Make questions	
	Exc3: Translate sentences	
	Exc4: Choose the right tense	
	Exc5: Worksheet 2A	
	Exc5: Worksheet 2A - key	
	Progress test 2A	
	Present perfect & past simple exercises 1	
	Present perfect & past simple exercises 2	
	Present perfect & past simple exercises 3	
	Present perfect & past simple exercises 4	

Types of quizzes**Exc1: Choose the right tense**

“Ouch. I _____ my finger. It’s bleeding.

- a) Have cut
- b) Cut
- c) Cutten” (See appendix V)

Type: Embedded questions (multi-choice)

Grading: 15 marks

Time: 5 minutes

Exc2: Make questions

“in / you / dolphins / the / ever / sea / Have / with / swum” (See appendix V)

Type: Embedded questions

Grading: 20 marks

Time: 10 minutes

Exc3: Translate sentences

„Potkal jsem ho před dvěma dny na letišti“ (See appendix V)

Type: Embedded questions

Grading: 15 marks

Time: 15 minutes

Exc4: Choose the right tense

“I learnt Spanish at my university, but I _____ almost everything now.

- a) Have forgotten
- b) Has forgotten
- c) Forgot
- d) Have forgot” (See appendix V)

Type: Multi-choice questions

Grading: 20 marks

Time: 7 minutes

Progress test 2A

“She _____ me a ticket to the theatre yesterday.

- a) Gave
- b) Has given
- c) Give” (See appendix V)

Type: Embedded questions

Grading: 21 marks

Time: 7 minutes

The present perfect and past simple tenses are practiced in lesson 2A. It involves 46 multiple-choice questions and 45 embedded questions. Students have to show their knowledge of the correct word-order in the questions and sentences, show their vocabulary etc. They are expected to check their results and learn from their mistakes in order to effectively improve their grammatical knowledge.

5.3.2 Lesson 2B

Present perfect and Past simple tense

This lesson is focused on the present perfect and past simple tenses. The quizzes involve 82 exercises in five quizzes.

5	UNIT 2	□
	Lesson 2B	
	Present Perfect & Past Simple	
	Exc1: Choose the right tense	
	Exc2: Make questions	
	Exc3: Choose the appropriate ending of the sentence	
	Exc4: Choose the right tense	
	Exc5: Worksheet 2B	
	Exc5: Worksheet 2B - key	
	Progress test 2B	
	Present perfect & past simple exercises 1	
	Present perfect & past simple exercises 2	
	Present perfect & past simple exercises 3	
	Present perfect & past simple exercises 4	

Types of quizzes**Exc1: choose the right tense**

“The Titanic _____ the biggest ship in the world.

- a) Was
- b) Has been
- c) Been” (See appendix VI)

Type: Embedded questions (multi-choice)

Grading: 15 marks

Time: 5 minutes

Exc2: Make questions

“the / much / How / did / pay / car / they / for” (See appendix VI)

Type: Embedded questions (multi-choice)

Grading: 20 marks

Time: 10 minutes

Exc3: Choose the appropriate ending of the sentence

“She has taught English language at our university _____.

- a) Two months ago
- b) In the last two months” (See appendix VI)

Type: Embedded questions (multi-choice)

Grading: 20 marks

Time: 7 minutes

Exc4: Choose the right tense

“Winston Churchill _____ a very important politician during the Second World War

- a) Was
- b) Were
- c) Has been
- d) Hasn't been” (See appendix VI)

Type: Multi-choice questions

Grading: 20 marks

Time: 7 minutes

Progress test 2B

“Our prime minister _____ France three times recently.

- a) Visited
- b) Have visited
- c) Has visited” (See appendix VI)

Type: Multi-choice questions

Grading: 22 marks

Time: 7 minutes

This lesson is focused on practicing the present perfect and past simple tenses. It includes 67 multiple choice questions and 25 embedded answer questions. Participants are asked to do five quizzes that test their knowledge of the aforementioned grammatical features.

Lesson 2A and Lesson 2B are included in Unit 2 that consists of 173 questions. These questions practice students' knowledge of the present perfect and past simple tenses. Participants should already be familiar with the grammatical rules of the tenses from the regular class thus they should not have any problems with the exercises. The questions are set according to various intermediate sources in order to practice and improve the students' knowledge of grammar. For the effectiveness of the lesson, students should check their grades and learn from mistakes in order to be ready for the final test at the end of the course.

5.4 Unit 3

5.4.1 Lesson 3A

Modal verbs of obligation, permission and prohibition in the present time are practiced in this lesson. It includes 103 questions in six quizzes.



Types of quizzes

Exc1: Obligation, Permission or Prohibition

“I am not allowed to leave the building.

- a) Obligation
- b) Permission
- c) Prohibition
- d) No Obligation” (See appendix VII)

Type: Embedded questions (multi-choice)

Grading: 15 marks

Time: 5 minutes

Exc2: Choose the right modal verb

“Jenny is ill. She _____ stay at home for a couple of days.

- a) Must
- b) Should
- c) May
- d) Has to” (See appendix VII)

Type: Multi-choice questions

Grading: 20 marks

Time: 7 minutes

Exc3: Choose the right modal verb

“_____ me introduce myself. My name is...

- a) Make
- b) Let
- c) Allow” (See appendix VII)

Type: Embedded questions (multi-choice)

Grading: 20 marks

Time: 7 minutes

Exc4: Choose the right modal verb

“A: _____ you help me please?

B: Yes what do you need?

- a) Need
- b) Can
- c) Should” (See appendix VII)

Type: Embedded questions (multi-choice)

Grading: 8 marks

Time: 3 minutes

Exc5: Make questions

“need / book / that / Does / to / read / she” (See appendix VII)

Type: Embedded questions (multi-choice)

Grading: 20 marks

Time: 10 minutes

Progress test 3A

“We didn’t break that window. Just _____ us go.

- a) Let

- b) Make
- c) Allow” (See appendix VII)

Type: Embedded questions

Grading: 20 marks

Time: 7 minutes

Six quizzes that consist of 78 multiple choice questions and 25 embedded answer questions are included in the lesson. Students are required to do the quizzes and practice modal verbs. It prepares participants for the final test at the end of the course.

5.4.2 Lesson 3B

Modal verbs of obligation, permission and prohibition in the past time are practiced in the lesson. It includes 89 questions in six quizzes.



Types of quizzes

Exc1: Put the verbs into the past tense

“Have to - _____” (See appendix VIII)

Type: Embedded questions

Grading: 10 marks

Time: 3 minutes

Exc2: Transform the sentences into the negative form

“We had to leave our luggage at the reception after our arrival.” (See appendix VIII)

Type: Embedded questions

Grading: 15 marks

Time: 10 minutes

Exc3: Put these sentences into the past form

“She _____ to use mobile phone during the exam.

- a) Wasn't allowed
- b) Weren't allowed
- c) Didn't allowed” (See appendix VIII)

Type: Embedded questions (multi-choice)

Grading: 20 marks

Time: 7 minutes

Exc4: Choose the right past form of a modal verb

“My friend _____ be prepared for the important football match. (*obligation*)

- a) Was allowed to
- b) Could
- c) Need to
- d) Had to” (See appendix VIII)

Type: Multi-choice questions

Grading: 15 marks

Time: 5 minutes

Exc5: Choose the right past form of a modal verb

“A: How was the summer John?

B: I was busy all the time, I _____ work for two months...

- a) Had to
- b) Need to
- c) Could” (See appendix VIII)

Type: Embedded questions (multi-choice)

Grading: 9 marks

Time: 4 minutes

Progress test 3B

“They could give him some advice to help him in his decision.” (See appendix VIII)

Type: embedded questions

Grading: 20 marks

Time: 7 minutes

Lesson 3B consists of 64 multiple choice questions and 25 embedded questions. The lesson includes six quizzes that consist of 89 exercises. Students are expected to practice modal verbs and prepare for the final test.

Quizzes are included in Unit 3 that test Modal verbs in the present tense and the past tense. The lessons cover 192 questions in total. The questions are at intermediate level and their main purpose is to help students in their educational process of language learning.

After each quiz participants are told their result and given feedback. Students are expected to check their grade and learn from their mistakes in order to improve their grammatical knowledge and vocabulary in the lesson.

The whole course includes six online lessons that involve numerous quizzes with various grammatical exercises. The quizzes involve a total of 563 questions (embedded answer questions and multi-choice questions). Despite the fact that these questions have certain disadvantages, they are an effective tool in the practice of grammar.

The participants are expected to do all the quizzes in each lesson, check their results and learn from their mistakes in order to improve their knowledge of grammar and vocabulary. However it is impossible for the instructor to force participants to do that so the course may become less effective. Students have to be motivated and have a willingness to learn from mistakes that were made in each of the lessons in order to be prepared for the final test.

6 TESTS

6.1 Characteristics of the entry test

The purpose of the entry test is to measure the English level of the course participants. It consists of numerous exercises that are at pre-intermediate level. The exercises are taken from various sources included in pre-intermediate students' books and grammar books. The exercises cover all the knowledge that students should know from previous studies. Therefore it should not be a problem for students to pass the entry test.

It consists of eighty-four questions that have a total of ninety points. Course participants have to finish the test in 60 minutes and should acquire at least a minimum of 54 points (60%) in order to be successful and pass the test.



6.1.1 Grammatical phenomena in the entry test

- Questions

“A: (how old/your children)? B: Six, seven and eleven.”

- Present simple and present continuous tense

“_____ (it/raining) outside? Yes, it _____ (rain) very hard.”

- Verb used to

“I used to like English lessons when I was young.”

- Past simple and past continuous tense

“A few years ago, a student _____ (work) for a telephone pizza company in the evenings after college”

- **Present perfect tense**

“_____ to Rome? (ever / you / be)”

- **Prepositions**

“Can you tell me who is responsible _____ training, please?”

- **Sentence discourse**

“You will need to take your coat with you. (*definitely*)”

- **Translations**

“Až přijede, předám jí tvou zprávu.”

- **Passive form**

“The godfather was directed by Francis F. Copola.”

- **Relative clauses**

“Steve Fossett is an adventurer, who likes to break world records”

- **Infinitive of purpose**

“You push that button in order to get a cup of coffee.” (See appendix I)

6.1.2 The settings of the entry test

Timing	
Open the quiz	31 bfezen 2012 21 50 <input checked="" type="checkbox"/> Disable
Close the quiz	31 bfezen 2012 21 50 <input checked="" type="checkbox"/> Disable
Time limit (minutes)	60 <input checked="" type="checkbox"/> Enable
Time delay between first and second attempt	None
Time delay between later attempts	None
Display	
Questions per page	20
Shuffle questions	Yes
Shuffle within questions	Yes
Attempts	
Attempts allowed	2
Each attempt builds on the last	No
Adaptive mode	No
Grades	
Grading method	Highest grade
Apply penalties	No
Decimal digits in grades	2

Timing

The time limit is 60 minutes. It gives students enough time to complete the exercises. Considering the entry test consists of 84 questions, participants have about 43 seconds to complete each question.

Attempts and Grades

Two attempts are allowed at the test. If a student does not pass the test at the first attempt, it could be tried again in order to succeed. Students obtain the highest grade that they reach in both attempts.

Students can obtain maximum grade 100 (100%) in the test. Even though the test has 90 marks (90 questions), the marks are 'scaled up' to the test max grade of 100. For example if a student gets 54 marks out of 90 marks, he or she received grade 60 (60%).

The exercises of the entry test are taken from pre-intermediate sources. It is provided at the beginning of the course and participants should pass the test at a minimum of 60% (54 points). Various grammatical features, with which students should be familiar, are included in the test. The grades of students give the instructor a better picture of the level of knowledge of English for course participants.

6.2 Characteristics of the final test

The final test is provided at the end of the course and consists of numerous intermediate exercises. These exercises are taken from various sources such as intermediate students' books and grammar books. All the grammatical phenomena that were exercised in the course are included in the final test. The final test has a total of 90 questions and students should acquire at least a minimum of 54 points (60%) in order to be successful and pass the course.

6.2.1 Grammatical phenomena in the final test

- Present simple and Present continuous

"Dear Karen

I (1)_____ (have) a great time here in England. My university term
(2)_____ (not, start) until the autumn, so..."

- Subject and Object questions

"21. Somebody paid the bill. Who _____"

- Present perfect and Past simple tense

"49. I _____(play) a lot of tennis this year

She _____(have) six different jobs since she left school."

- **Modal verbs (present and past time)**

“78. Only important people could wear purple clothes in 16th century England.

Only important people were _____ purple clothes in 16th century England” (See appendix II)

6.2.2 Settings of the final test

Timing	
Open the quiz	31 bfezen 2012 21 50 <input checked="" type="checkbox"/> Disable
Close the quiz	31 bfezen 2012 21 50 <input checked="" type="checkbox"/> Disable
Time limit (minutes)	60 <input checked="" type="checkbox"/> Enable
Time delay between first and second attempt	None
Time delay between later attempts	None
Display	
Questions per page	20
Shuffle questions	Yes
Shuffle within questions	Yes
Attempts	
Attempts allowed	2
Each attempt builds on the last	No
Adaptive mode	No
Grades	
Grading method	Highest grade
Apply penalties	No
Decimal digits in grades	2

Timing

The time limit is 60 minutes. It gives students enough time to complete all the questions in the test. Considering the final test consists of 90 questions, participants have about 40 seconds to complete each question.

Attempts and Grades

Two attempts are allowed at the test. If the student does not pass the test at the first attempt, it could be tried again in order to succeed. Students obtain the highest grade that they reach in both attempts.

Students can obtain maximum grade 100 (100%) in the test. Even though the test has 90 marks (90 questions), the marks are 'scaled up' to the test max grade of 100. For example if a student gets 54 marks out of 90 marks, he or she received grade 60 (60%).

The exercises of the final test are taken partly from the worksheets that are used in the course (keys of these worksheets were made invisible) and partly from intermediate grammar books. The test is provided at the end of the course and participants should pass the test at the minimum of 60% (54 points). Various grammatical structures that were exercised in the online lessons are included in the test. The test does not include many

exercises with long answers, (short answer questions) due to the possibility of making lots of unnecessary mistakes. This may cause the final grades to be less objective.

7 THE FINAL ASSESSMENT

The students' grades, activity and progress are assessed in the following pages. A total of 36 students have been signed up for the course, but only 18 participate actively in the online lessons. See the summary of grader report in table 1. For the detailed grader report that is assessed in this chapter see appendix X.

Table 1. Summary of grader report

ID of student	Av. quizz grades	Missed quizzes	The final test
102	6,59	15	77,78
103	7,03	18	75,56
104	4,65	22	0
105	6,4	8	78,89
107	5,63	7	72,22
110	3,46	16	36,67
111	4,69	26	0
115	4,6	17	68,89
118	3,34	11	87,78
122	4,18	11	37,78
123	6,63	11	55,56
127	3,69	12	63,33
128	5,53	8	83,33
129	7	13	66,67
130	5,51	18	77,78
134	5,83	13	52,22
135	7,19	14	86,67
Average number	5,41	14,12	60,07

Table 2. Grades and missed quizzes

	A	B
Successful students	5,68	13
Unsuccessful students	4,91	17

A: Average grade of quizzes

B: Average number of missed quizzes

7.1 The assessment of the lessons

34 quizzes that have about 560 questions are included in the six course lessons. Each lesson involves a certain grammatical structure that is practiced by numerous exercises. Students are required to do each quiz and learn from their mistakes in order to be ready for the final test and pass the course.

In table 1 and 2, on the previous page, the activity and grades of course participants is shown. From the data collected it is obvious that not any student was responsible enough to do all the quizzes. Students who passed the course did the majority of the quizzes provided and usually got better grades than the failed students. Therefore they were well prepared for the final test and passed the course.

The students who failed, on the other hand, missed half of the quizzes provided and did not receive high grades from the exercises, thus they were not prepared enough for the final test in order to pass it. This may have been due to lack of motivation, engagement, interest in language learning etc.

7.2 The assessment of the final test

The final test covers all grammatical phenomena that were exercised in the online lessons. The test should be passed at a minimum of 54 points (60%) in order to prove that the students have an understanding of the intermediate grammar from the course. In the test two attempts are allowed, thus students who were not successful at the first attempt can do the test again and improve the grade.

The final test was attempted by 17 students, but at the end only 10 students passed the test. Successful participants acquired at least the minimum of 54 points and proved that they have knowledge of English grammar at the intermediate level. The acquired final grade reflects the effort the students had to make in each lesson in order to be prepared for the final test.

On the other hand seven students were not successful. Even though it has two attempts allowed, the majority of these participants did not use the second attempt. It may be because of their laziness, lack of motivation or they just did not care about the grades. From the grader report it is obvious that these students had not done enough quizzes and had not practiced the grammar enough. Therefore about 35% of participants failed the course.

Three intermediate units are covered in the course. Students, who passed the final test, have intermediate knowledge of grammatical phenomena from six online lessons in the course. The grader report proves that successful students were responsible and did most of the quizzes in each lesson. The course however has a high percentage of failures. This may be caused due to lack of motivation and interest in the language learning of participants. The majority of students who failed had not done all the quizzes provided and did not practice the grammar effectively. It had a negative influence on their results and the final grades.

CONCLUSION

The process of learning language is a long term activity that consists of many parts such as writing, speaking, reading and listening amongst others. For the effectiveness of this educational process it is important for students to be familiar with the grammatical rules in order to be able to use the English language appropriately in all the aforementioned parts. “There is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language (Penny Ur, a teacher trainer, and author of *Grammar Practice Activities*)” (Thornbury 1999, 14)

The Moodle course used for this thesis was created in order to practice these grammatical rules by numerous exercises. The exercises consisted of common used test items such as multiple choice questions and embedded answer questions. The main purpose of these test items was to improve the English grammar of course participants. Successful students of the course proved they had an intermediate level knowledge of certain grammatical phenomena and they should have been able to use such phenomena in regular classes and in addition every-day life situations.

The course was successfully passed by 55% of the participants, 45% of the participants however failed. According to the grader report (See appendix X) successful students conscientiously did the exercises provided therefore at the end of the course were prepared enough to pass the final test, in which the grammar covered in all the lessons was summarized. On the other hand the reason for such a high percentage of failures was due to students' laziness and inactivity. From the grader report it is obvious they did not put enough effort into the learning process during the course. Every student who failed missed about 17 quizzes out of the 34 quizzes provided in the lessons. Therefore almost half of students failed the final test and thus did not pass the course.

The grades reflect certain factors that have an inevitable effect on the participants' results. These factors are level of motivation, responsibility and engagement that pushed students forward to achieve his/her goal. Participants were forced to do the exercises and practice the English grammar in order to succeed. However many students failed the final test, exactly due to lack of motivation, responsibility and engagement. They were not responsible, did not have engagement and did not have enough motivation for success. This may be due to lots of reasons e.g. English language is not the priority of FAME and FAI students, the Moodle course was not compulsory and students did not see any importance in learning another language etc.

During the course students were sent a survey in order to find out their relation and attitude towards the English language. From the responses it was obvious that even though the majority of students know about the importance of English, it is not their priority and do not have enough time for learning it. Therefore the overall activity of participants was low and overall progress of students wasn't satisfactory.

This bachelor thesis however proved that a Moodle course may be used as an educational tool in the language learning process, but its effectiveness depends on certain factors. Students have to be responsible, be willing and have motivation to learn the language. The lack of motivation, engagement and responsibility may cause the whole course to be ineffective and it is not within the power of the course instructor to change students' attitudes towards learning the language.

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APPENDICES**APPENDIX P I:****THE ENTRY TEST OF THE COURSE****A. Write questions:**

1. "A: _____ (where/the bus stop)? B: At the end of the street.
2. A: _____ (how old/your children)? B: Six, seven and eleven.
3. A: _____ (your favourite sport)? B: Skiing.
4. A: _____ (you/old)? B: I'm 30.
5. A: _____ (you/do)? B: I work in a bookshop.
6. A: _____ (you wife/like/her job)? B: Yes, she loves it.
7. A: _____ (you/watch/TV/now)? B: No, I'm studying now.
8. A: _____ (the man in this photograph)? B: That's my father.

B. Present simple or present continuous?

9. _____ (it/raining) outside? Yes, it _____ (rain) very hard.
10. This car _____ (make) a very strange noise. _____ (you/think) it is all right?
11. Why _____ (you/walk) so fast today? You usually _____ (walk) quite slowly.
12. A: _____ (you/have) a boyfriend now?
B: Yes, I _____ (go) out with a guy called Paul.
13. He usually _____ (speak) so quickly that I _____ (not/understand) him.

C. Rewrite sentences using *used to* where it is possible:

14. I liked English lessons when I was young.
15. In 1996, I entered the business school.
16. I wasn't teacher's favourite pupil.

D. Complete the text. Put the verbs in brackets into the past simple or past continuous.

A few years ago, a student 17. _____ (work) for a telephone pizza company in the evenings after college. One day, she took a pizza to the richest man in town. The man 18. _____ (pay) the money, took the pizza and 19. _____ (go) into his house. He 20. _____ (open) the pizza box when the doorbell 21. _____ (ring) again. He went to the door and say that the student was still there. Clearly, she 22. _____ (wait) for something. 'What do you want? A tip?' the man 23. _____ (ask). 'No, sir,' said the student. 'When I 24. _____ (put) the pizza on my bike, I spoke to the boy who brought your pizza yesterday. He said you didn't give tips.' 'That's not true,' the man 25. _____ (say). 'In fact, I'm very generous. Here, take five dollars.' 'That's very kind of you, sir,' said the student. 'I need the money to buy a book for my course at college.' 'What are you studying?' asked the man. 'Psychology, sir.'

E. Put the words in the brackets in the correct form:

26. Which is _____ (hot) month of the year?
27. I think that Chinese food is _____ (interesting) than French food.
28. What is _____ (bad) time of day for you?
29. I want _____ (climb) a few mountains.
30. I would like _____ (spend) a couple of weeks in the Swiss Alps.
31. How about _____ (meet) after the class?
32. Let's _____ (meet) at 10 o'clock.

F. Put the verbs in brackets into future (will), going to, present continuous:

33. Jake: What's your plan for Wednesday morning?
Mary: On Wednesday morning, I _____ (meet) Chris at his office.
34. What _____ (you/do) on Saturday evening?
I _____ (go) to the cinema.
35. I _____ (not/tell) anyone! I promise!
36. Our team is playing very badly. We _____ (not win) this game
37. That bag looks heavy. I _____ (help) you.
38. We've got tickets for the cinema. We _____ (see) the new film.

G. Complete the sentences with the correct form of the verbs and words in brackets.

39. _____ to Rome? (ever / you / be)
40. _____ in an aeroplane (I/ be/ never)
41. _____ that new film about aliens? (you / see)

H. Complete the gaps with the correct preposition.

42. Can you tell me who is responsible _____ training, please?
43. Did you know that Lance was fired _____ his last job?
44. How long has Ian been out _____ work?

I. Give your friend some advice beginning with the word(s) given.

45. My tooth hurts.
If _____.
46. I don't understand present simple tense. You

47. My hair is too long. I need a haircut. Why
_____?
48. Where's our food? We ordered it 40 minutes ago! What about
_____?

J. Put the words in brackets in the correct place in the sentences

49. You will need to take your coat with you. (*definitely*)
50. Before you go, you call Julie, please? (*will*)
51. The rocket will blast off a day later than planned. (*perhaps*)

K. Correct the mistakes in the sentences.

52. I will get married next Monday.
53. I'll never going into space in a rocket.

L. Translate the following sentences.

54. Až přijede, předám jí tvou zprávu.
55. Bude těžké najít si přátele, když nemluví jejich jazykem?

M. Write the following sentences in passive.

56. Francis F. Coppola directed The Godfather.
57. They threw away the rubbish.
58. Visitors must leave umbrellas and sticks in the cloakroom.
59. They cleaned my office in time.
60. A Japanese firm makes these television sets.
61. Candidates may not use dictionaries
62. They are watching my house

N. Rewrite the sentences using the present perfect simple and *for* or *since* so that they mean the same as the sentences above. Use the verbs in brackets.

63. I ran a marathon in 2000. That was the last time. (*not / run*)

64. I had flu five years ago. That was the last time I had it. (*not / have*)

65. I met Nathalie at university. We are still friends. (*know*)

O. Write these sentences, putting the verbs into the present perfect or past simple.

66. John (see) the film before.

67. I (not see) him yesterday.

68. (You hear) their new record? It's the best they've ever made.

69. I (not know) about the disco last night.

P. CORRECT the mistakes in the sentences.

70. You don't have to use your mobile phone during take-off. It's against the rules.

71. You mustn't to take too many days off if you want to pass your exams.

72. She can buys those new jeans if she wants, but she must use her own money!

Q. Complete the text with the correct form of APPROPRIATE modal verbs.

I used to work as a sales assistant in a shop that had really strict rules. First of all, we
73. _____ (*necessary*) wear a suit and tie at all times. Even in the summer when it was
really hot we 74. _____ (*not possible*) take them off. It wasn't fair for the men, because
the women 75. _____ (*possible*) wear a short skirt and a short-sleeved shirt, they
76. _____ (*not necessary*) wear a jacket. Anyway, one really hot day I 77. _____ (*not
possible*) open the window in the shop, so I took my jacket off.

**R. Join the pairs of sentences to make one sentence with a relative clause.
(complete APPROPRIATE relative pronoun and CROSS OUT any
unnecessary words).**

78. Steve Fossett is an adventurer. He likes to break world records.

79. Worm B is a computer virus. It can disable a C drive.

80. Oxfam is a charity. It works to find solutions to poverty and suffering.

S. Fill in the correct preposition of movement.

81. Columbus first sailed _____ the Atlantic Ocean in 1492.

82. Neil Armstrong climbed _____ his spaceship and became the first man on the
Moon.

T. Rewrite the sentences using the infinitive of purpose.

83. You push that button. Then you get a cup of coffee.

You push that button _____

84. They'll come round at 6 o'clock. They're collecting the suitcases. They'll come round at 6 o'clock _____“ (Kerr 2005, 7 – 160)
(Naylor and Murphy, 1 – 94) (Scrivener 2005, 1 - 242) (Scrivener 2005, CD)

APPENDIX P II:

THE FINAL TEST OF THE COURSE

A. Choose the right tense of the words (present simple or continuous)

“Dear Karen

I (1) _____ (*have*) a great time here in England. My university term (2) _____ (*not, start*) until the autumn, so I (3) _____ (*take*) the opportunity to improve my English. I (4) _____ (*stay*) with some English friends who (5) _____ (*own*) a farm. On weekdays I (6) _____ (*catch*) a bus into Torquay to go to language classes. I (7) _____ (*make*) good progress, I think. My friends (8) _____ (*say*) my pronunciation is much better than when I arrived, and I (9) _____ (*understand*) almost everything. At weekends I (10) _____ (*help*) on the farm. At the moment they (11) _____ (*harvest*) the corn and they (12) _____ (*need*) all the help they can get. It's quite hard work, but I (13) _____ (*like*) it. And I (14) _____ (*develop*) some strong muscles! (15) _____ (*come*) to visit me at Christmas? I (16) _____ (*spend*) the winter holiday here at the farm. My friends (17) _____ (*want*) to meet you and there is plenty of space. But you must bring your warmest clothes. It (18) _____ (*get*) very cold here in the winter. Let me know as soon as you (19) _____ (*decide*). And tell me what (20) _____ (*do*) these days.

Do you miss me?

Love,

Paul

B. Correct the sentences, if there is no mistake, write *ok*

21. The coffee is smelling wonderful. *Smells wonderful*

22. The reason I get fat is that I am always tasting things while I am cooking.

23. How is Jennifer? Does her health improve?
24. You are right, I am completely agreeing with you.
25. Now I understand what you are trying to say!
26. Oh, I am so sorry, I have spilt some tea. Where are you keeping the paper towels?

C. Make questions with *who* or *what*

27. Somebody hit me. Who hit you?
28. I hit somebody. Who did you hit?
29. Somebody paid the bill. Who _____
30. Something happened. What _____
31. Diane said something. _____
32. This book belongs to somebody. _____
33. Somebody lives in that house. _____
34. I fell over something. _____
35. Something fell on the floor. _____
36. This word means something. _____
37. I borrowed the money from somebody. _____
38. I am worried about something. _____

D. Choose the right tense (Present perfect or past simple)

Alex wants to go to an art college and is being interviewed by Tom Smith, one of the lecturers. Complete questions with Tom asks him. Read the whole conversation before you start

Tom: Right, Alex, let's find out something about you. You're obviously not a teenager, so when did you leave school?

Alex: Five years ago, actually.

Tom: And where have you been since then?

Alex: Well I've had several jobs.

Tom: What (39) _____ first.

Alex: I worked in a café for about a year. I needed to save some money.

Tom: Why (40) _____ money.

Alex: I wanted to travel a bit before I started studying.

Tom: Where (41)_____ to go.

Alex: Well, the Middle East, Latin America, Australia -

Tom: Good Lord! And (42)_____ all those places?

Alex: No, not yet. I've been to Brazil and Peru so far. And I spent some months in Turkey.

Tom: What (43)_____ there?

Alex: I stayed with some friends near Izmir. It was wonderful.

Tom: You're very lucky. And now you want to come to college. (44)_____ some pictures to show me?

Alex: Um, yes, I have a small portfolio here.

Tom: Where (45)_____ this work?

Alex: Mostly in Turkey.

Tom: Why (46)_____ any in South America.

Alex: I didn't have time really. And I was travelling light, I just did some pencil sketches.

Tom: (47)_____ them here with you?

Alex: They're at back of the portfolio.

Tom: Well, Alex, I'm very impressed. When (48)_____ interested in painting and drawing?

Alex: I think I always have been.

Tom: I can believe that. Will you come with me? I want to show this work to my colleagues right away.

Alex: Of course. Thank you very much.

E. Complete the sentences with the present perfect or simple past

49. I _____(*play*) a lot of tennis this year

50. She _____(*have*) six different jobs since she left school.

51. He _____(*run*) away from school three times when he was fourteen.

52. How many cups of coffee _____(*you drink*) today?

53. In those days, Andrew _____(*come*) to stay with us most weekends.

54. Shakespeare _____(*write*) poems as well as plays.

55. Since my brother lost his job, he _____(*write*) two books.

56. I am not cooking today- I _____(*cook*) all the meals yesterday. In fact, I _____(*cook*) most of the meals this week.

57. Would you believe I _____ (*make*) twenty-three phone calls today?
58. Our team are rubbish. They _____ (*just lose*) eight games one after the other.

F. Choose the right tenses (present perfect or past simple)

The Little Girl and the Wolf

One afternoon a big wolf 61. _____ (*wait*) in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally a little girl did come along and she 62. _____ (*carry*) a basket of food. 'Are you carrying that basket to your grandmother?' asked the wolf. The little girl said yes, she was. So the wolf 63. _____ (*ask*) her where her grandmother lived and the little girl 64. _____ (*tell*) him and he 65. _____ (*disappear*) into the wood. When the little girl 66. _____ (*open*) the door of her grandmother's house she 67. _____ (*see*) that there was somebody in bed with a nightcap and nightgown on. She had approached no nearer than twenty-five feet from the bed when she 68. _____ (*see*) that it was not her grandmother but the wolf, for even in a nightcap a wolf does not look in the least like anybody's grandmother. So the little girl 69. _____ (*take*) an automatic pistol out of her basket and shot the wolf dead.

Moral: It is not so easy to fool little girls nowadays as it used to be.

James Thurber: Fables for Our Time (adapted)

G. Choose the right tenses (present perfect or past simple)

Going to the pictures

That afternoon we all 70. _____ (*get*) ready to go to the pictures. We 71. _____ (*get*) a 63 bus to take us to the elephant and castle, because the pictures are just next door, There 72. _____ (*be*) a great big queue waiting to go in and we 73. _____ (*be*) at the very back. Soon we 74. _____ (*get*) in. The picture had already started and it was very dark in there. We had to go down some stairs to get to our seats but instead of walking down them we 75. _____ (*fall*) down them. Soon we were in our seats. We were sitting there watching the film when something 76. _____ (*hit*) me on the head. It was an ice-cream tub. I 77. _____ (*turn*) round to see who it was and a little boy who was sitting two rows behind me said, 'I am very sorry. It wasn't meant to hit you. It was meant to hit the boy in front.'

H. Complete the second sentence so that it has a similar meaning to the first.

78. In the middle ages, church made most people give them one tenth of their money
In the Middle Ages, most people had to give one tenth of their money to the church.
79. Only important people could wear purple clothes in 16th century England.
Only important people were _____ purple clothes in 16th century England.
80. Between 1919 and 1932, Finnish people were not allowed to buy alcoholic drinks.
Between 1919 and 1932, Finnish government _____ its people buy alcoholic drinks.
81. Before 1963, American law let employers pay a man more than a woman for the same job.
Before 1963, American employers _____ pay a man more than a woman for the same job
82. The Soviet Union did not let some writers publish their work.
Some writers _____ publish their work in the Soviet Union

I. Complete the sentences with *mustn't* or *don't/doesn't have to*

83. I don't want anyone to know about our plan. You mustn't tell anyone.
84. Richard doesn't have to wear a suit to work, but he usually does.
85. I can stay in bed tomorrow morning because _____ go to work.
86. Whatever you do, you _____ touch that switch, it is very dangerous.
87. There is a lift in the building, so we _____ climb the stairs.
88. You _____ forget what I told you. It is very important.
89. Sue _____ get up early, but she usually does.
90. Don't make so much noise. We _____ wake the children.
91. I _____ eat too much. I am supposed to be on a diet.
92. You _____ be a good player to enjoy a game of tennis. (Grammar in use, str 63)

J. Complete the sentences with *can / cant / could / couldn't* + following.

eat / hear / run / sleep / wait

93. I am afraid I can't come to your party next week.
94. When Tim was 16, he _____ 100 metres in 11 seconds.
95. 'Are you in hurry?' 'No, I've got plenty of time. I _____.'

96. I was feeling sick yesterday. I _____ anything.
97. Can you speak a little louder? I _____ you very well.
98. 'You look tired.' 'Yes, I _____ last night.' ” (Hashemi and Murphy 1995, 6 – 111) (Murphy 2007, 2 – 290) (Swan and Walter 1997, 17 - 302) (Kerr and Jones 2006, 6-123)

APPENDIX P III:

UNIT 1: LESSON 1A

Stative and dynamic verbs, Present Simple and Present continuous

Exc1: Correct mistakes

1. My mother washes the dishes. She always washes the dishes after dinner. _____
2. The Suez Canal connects the Mediterranean Sea and The Red Sea. _____
3. I don't like parties, but this one I enjoy very much. _____
4. John wants to live in Japan, so he learns Japanese. _____
5. When you are drunk, you are always making so much noise. _____
6. I write a letter for my professor. Wait a second please. _____
7. Sorry I must go home. It gets dark outside. _____
8. This is concerning everybody who was at your party yesterday. _____
9. She doesn't mind a bad behavior of her children. _____ .
10. I usually am having a shower in the evening and then I go to bed. _____

Exc2: Choose the right verb

1. The pizza usually *tastes / is tasting* great in this restaurant.
2. Lisa and Brett *depend / are depending* on each other too much.
3. The price is *including / includes* an accommodation and a half-board.
4. My school *starts / is starting* at half past seven and my lesson is at half past one.
5. The party is great, we are *having / have* a good time here.
6. Usually I *am smoking / smoke* one pack of cigarettes every week.
7. She *sleeps / is sleeping* about eight hours every day.

8. Sorry I am busy. I *do / am doing* my seminar work now.
9. No it isn't true. I *don't agree / am not agreeing* with you.
10. Turn on television please. Czech national team *plays / is playing* an important match.
11. I *am supposing / suppose* we should take a break now.
12. I *apologize / am apologizing* for any inconveniences that we might cause.
13. Don't worry, I *look / am looking* after him every day.
14. My boss *is suggesting / suggests* we should take a break now.
15. I don't like Jenny. She always *complains / is complaining* about everything.

Exc3: Choose the right verb

1. Call the police! Somebody to rob our house. (*is wanting / want / wants / wanting*)
2. Lucy to help me and Martin with our duties tomorrow. (*is promising / promising / promises / promise*)
3. We have a serious problem. The market down significantly at the moment. (*fall / falls / failing / is failing*)
4. Could you lend me your pen? Sorry I it at the moment. (*need / am needing / needs / do need*)
5. Kate left our house couple of hours ago. She to the United States at the moment. (*flies / is flying / fly / flying*)
6. Camille doesn't have time now. He the dishes. (*tastes / is tasting / tasting / taste*)
7. I bought a new shirt yesterday, but it me well. (*isn't fitting / isn't fit / don't fit / doesn't fit*)
8. Matthew is an alcoholic. He any friends and alcohol every day. (*drinks / isn't having / doesn't have / is drinking*)
9. Wait a second. We football, but the match will end soon. (*play / is playing / are playing / plays*)
10. Stop gossiping! He a really nice guy. (*is / be / is being / being*)
11. You can turn off television. I it. (*am not watching / don't watching / am not watching / don't watch*)
12. Every time when I come back from work, I always tired. (*am feeling / have feeling / feel / feels*)
13. A: Where is Lily? B: She isn't here now. She in Austria. (*skies / are skiing / is skiing / ski*)

14. Sorry I Could you repeat it slowly again please? (*am not understanding / doesn't understand / don't understand / understand*)
15. Peter that he doesn't deserve to pass the exam. (*is thinking / thinks / thinking / think*)
16. A: How is Jessica? I hope she is ok. B: Don't worry. She much better today. (*feels / is feeling / feeling / feel*)
17. Wait a minute. She has just arrived and a shower now. (*has / have / is having / having*)
18. They, Anne and George, long walks along a beach in summer. (*love / loves / are loving / loving*)
19. It how hard you will try. You will lose anyway. (*don't matter / doesn't matter / isn't mattering / mattering*)
20. Tommy is an experienced climber. He one of the highest mountains every winter. (*climbs / climbing / is climbing / climb*)

Exc4: Translate sentences

1. Každý pátek zaplavu 400 metrů v plavacím bazénu.
2. Můj děda hraje často tenis, hraje ho od svých 6 let.
3. Colin a Emma se dívají na televizi každý den do 10 hodin.
4. Peter mi dluží 50 dolarů, ale teď nemá žádné peníze.
5. Chci vyhrát zlatou medaili a stát se nejlepším hráčem v naší sezóně.
6. Počkej, umývám nádobí a potom jdeme do kina.
7. Nemám rád rybí polévku, je nechutná.
8. Jenny často pomáhá doma svým rodičům.
9. Každé ráno vstávám v 6 hodin a jdu do práce, ale dnes mám volný den.
10. Počkej chvíli, hraju fotbal.
11. Miluji lyžování na horách, ale tento rok nikam nejedu.
12. Jenny slaví své narozeniny na naší chatě blízko hor.
13. Můj bratr nemá čas, vaří teď večeři.
14. Peter učí matematiku a fyziku na UTB.
15. Lila spí deset hodin každý den.

Exc5: Choose the right tense

1. "We usually vegetables in our garden, but this year we any. (*grows / grow / aren't growing / don't growing*)"
2. A: You look serious. B: Yeah I about our new subject in the school. (*thinks / think / am thinking / thinking*)
3. I told the truth, but you are the only one who me. (*believe / is believing / believes / are believing*)
4. Why do you behave like that? We to help you, but you don't really care. (*tries / trying / try / are trying*)
5. A: TV? B: No you can turn it off. (*does you watch / are you watching / do you watch / is you watching*)
6. She is the laziest person I have ever met. She all kinds of sport. (*hating / hate / is hating / hates*)
7. Andrew is in Zlin today. He at Moskva hotel. (*stay / stays / is staying / staying*)
8. Martin for some place to live in Prague. He with his parents until he finds something. (*is staying / is looking / looks / stays*)
9. I parties very much, but this one is quite strange. (*loving / love / am loving / loves*)
10. Jenny is a Christian. She in God and to a church regularly. (*goes / believes / is believing / is going*)
11. A: I this restaurant is the best in town. B: Are you sure? The meal good. (*isn't tasting / think / am thinking / doesn't taste*)
12. We should stay at home today. It outside. (*snows / is snowing / snow / snowing*)
13. I English quite well, but I didn't pass the speaking part of CAE exam. (*speak / speaking / am speaking / speaks*)
14. The Elbe to the Northern Sea. (*is flowing / flows / flow / flowing*)
15. I my homework now. Can you wait a moment? (*doing / am doing / do / does*)
16. My father driving fast cars, he's had some problems with the police recently. (*is loving / loves / love / loving*)
17. The light from the Sun about 8 minutes to reach our planet. (*is taking / takes / taking / take*)
18. Josh! Can we stop walking? I to feel tired and need a rest. (*starts / starting / start / am starting*)

19. I have a cell phone, but I it much. I prefer personal communication. (*don't liking / don't like / isn't liking / am not likes*)

20. Hurry up! The train in five minutes. (*leaving / leaves / is leaving / leave*)

Exc6: Worksheet 1A

“Dear Karen

I (1) _____ (have) a great time here in England. My university term (2) _____ (not, start) until the autumn, so I (3) _____ (take) the opportunity to improve my English. I (4) _____ (stay) with some English friends who (5) _____ (own) a farm. On weekdays I (6) _____ (catch) a bus into Torquay to go to language classes. I (7) _____ (make) good progress, I think. My friends (8) _____ (say) my pronunciation is much better than when I arrived, and I (9) _____ (understand) almost everything. At weekends I (10) _____ (help) on the farm. At the moment they (11) _____ (harvest) the corn and they (12) _____ (need) all the help they can get. It's quite hard work, but I (13) _____ (like) it. And I (14) _____ (develop) some strong muscles! (15) _____ (come) to visit me at Christmas? I (16) _____ (spend) the winter holiday here at the farm. My friends (17) _____ (want) to meet you and there is plenty of space. But you must bring your warmest clothes. It (18) _____ (get) very cold here in the winter. Let me know as soon as you (19) _____ (decide). And tell me what (20) _____ (do) these days.

Do you miss me?

Love,

Paul” (Hashemi and Murphy 1995, 6 – 111)

Progress test 1A

1. Correct mistakes.

- John wants to live in Japan, so he learns Japanese. _____
- I usually am having a shower in the evening and then I go to bed. _____
- I don't like parties, but this one I enjoy very much. _____
- The Suez Canal connects the Mediterranean Sea and The Red Sea. _____

2. Choose the right verb form

- The price is *including / includes* an accommodation and a half-board.

- b) Turn on television please, Czech national team *plays / is playing* an important match.
- c) She *sleeps / is sleeping* about 8 hours every day.
- d) Lisa and Brett *depend / are depending* on each other too much.
- e) I *apologize / am apologizing* for any inconveniences that we might cause.
- f) Every time when I come back from work, I always *am feeling / feels / feel* tired.
- g) Lucy *promise / promises / is promising* to help me and Martin with our duties tomorrow.
- h) Tommy is an experienced climber. He *climbs / is climbing / climb* one of the highest mountains every winter.
- i) Camille doesn't have time now. He *is tasting / tastes / taste* the dishes.
- j) Call the police! Somebody *try / is trying / tries* to rob our house.

3. Translate sentences

- a) Miluji lyžování na horách, ale tento rok nikde nejedu.
- b) Peter mi dluží 50 dollarů, ale teď nemá žádné peníze.
- c) Chci vyhrát zlatou medaili a stát se nejlepším hráčem naší sezóny.
- d) Jenny slaví své narozeniny na naší chatě blízko hor. (Hashemi and Murphy 1995, 6 – 111) (Murphy 2007, 2 – 290) (Swan and Walter 1997, 17 - 302) (Kerr and Jones 2006, 6-123) (Waterman 2006, 4 – 96) (Soars 2006, 6 – 119) (As indicated on the BusyTeacher Web Site...)

APPENDIX P IV:

UNIT 1: LESSON 1B

Subject and Object questions

Exc1: Choose the right question order

1. What *did peter tell / told* you about Jennifer?
2. How many plates *did you buy / you bought* in the shop yesterday?
3. How many people *did tell / told* you that you shouldn't care about her?
4. Who *bought / did buy* the book you are reading now?
5. Who *waited / did wait* for you in the front of our house?
6. Which university *do you / you* prefer in future studies?

7. How many people *did work / worked* for your company in 2010?
8. Which pair of shoes *do you want / you want* to buy?
9. How much money *do you / you need* to borrow?
10. What time *does he get up / he gets up* in the morning every day?
11. What *did he say / he said* to you last time you saw him?
12. Who *did tell / told* you that I am a liar?
13. In which city *you want / do you want* to live next year?
14. Who *did teach / taught* Jennifer at elementary school?
15. How many students *graduated / did graduate* from your university this year?
16. Which places *did they visit / they visited* last month?
17. Who *did buy / bought* her that yellow flowers?
18. What *did she give / she gave* you for your birthday?
19. Who *does sing / sings* this song that is playing at the moment?
20. Who *did sleep / slept* in your bed yesterday?

Exc2: Make questions

1. broke / window / Who / the / night / last
2. many / the / subject / How / passed / students
3. of / want / kind / do / to / buy / Which / you / car
4. Sorry / did / ask / you / what
5. him / party / our / about / Who / told
6. often / does / poker / How / play / he
7. song / you / Which / do / most / like / the
8. bus / waited / the / yesterday / Who / at / Jack / station
9. long / he / did / study / university / at / How
10. she / saw / the / Who / theatre / at
11. does / money / How / need / much / he
12. did / Who / hospital / meet / in / the / you
13. your / have / long / do / Iphone / you / How
14. usually / What / up / you / time / wake / do
15. Jessica / at / Who / yesterday / waited / museum / the
16. him / John / asked / Who / about
17. which / live / you / In / do / street

18. invited / cinema / the / her / Who / to
19. colour / you / like / Which / do / most / the
20. visit / your / many / you / How / did / times / grandma

Exc3: Ask a question

1. She tried to repair her car couple of days ago. (*What did she do couple of days ago / What she did couple of days ago*)?
2. They left our house at 8 and went to the cinema. (*What time they left our house / what time did they leave our house*)?
3. Josh watched TV for 3 hours yesterday. (*Who watched TV for 3 hours yesterday / Who did watch TV for 3 hours yesterday*)?
4. Mr. Anderson teaches him ancient history. (*Who teaches him ancient history / Who does teach him ancient history*)?
5. Lisa helped him with his homework. (*Who did help him with his homework / Who helped him with his homework*)?
6. He plays basketball every Sunday (*What does he play every Sunday / What he plays every Sunday*)?
7. Jim came here to visit me last month. (*Who came here to visit you last month / Who did come to visit you last month*)?
8. Anna sent me a letter two days ago. (*Who sent you a letter two days ago / Who did send you a letter two days ago*)?
9. John gave her a present for her birthday. (*Who gave her a present for her birthday / Who did give her a present for her birthday*)?
10. She works as an accountant in Microsoft. (*In which company does she work / In which company she works*)?
11. He bought her a wedding ring. (*What he bought her / What did he buy her*)?
12. Czech president visited Chile couple of days ago. (*Who did visit Chile couple of days / Who visited Chile couple of days ago*)?
13. Jennifer looks beautiful in her new dress. (*Who does look beautiful in her new dress / Who looks beautiful in her new dress*)?
14. Our teacher met my parents last week. (*Who did meet your parents last week / Who met your parents last week*)?

15. Jack fell in love with Sue. (*Who fell in love with Sue / Who did fall in love with Sue*)?
16. Sue saw Jack at the supermarket yesterday. (*Who did Sue see at the supermarket yesterday / Who saw Sue at the supermarket yesterday*)?
17. Lisa bought him a bottle of whisky for his birthday. (*What did Lisa buy him for his birthday / What Lisa bought him for his birthday*)?
18. We left our children at home. (*Who did you leave at home / Who you left at home*)?
19. Tomas studied at Harvard university for two years. (*Who studied at Harvard university for two years / Who did study at Harvard university for two years*)?
20. She swims twice in a week. (*How often she swim / How often does she swim*)?

Exc4: Ask questions about underlined words

1. Karin gave me a present in the morning. What _____?
2. I met Maria at the theatre yesterday. Who _____?
3. Jack passed all important exams. Who _____?
4. He gets up at six in the morning. Who _____?
5. Jennifer told me to be more careful tomorrow. Who _____?
6. He told me to stay at home yesterday. What _____?
7. Jessica teaches English and Math. What _____?
8. I borrowed one million dollars from my friend. How _____?
9. Karen read this book twice last semester. Who _____?
10. Lucas sent me a letter about a week ago. What _____?
11. Sally painted her room blue. It is ugly. What _____?
12. Justin plays three musical instruments. Who _____?
13. John went to the cinema yesterday. Who _____?
14. His father drives red Cadillac. Who _____?
15. Her grandma depends on him too much. Who _____?
16. My boyfriend visited Portugal couple of days ago. Which _____?
17. Good mother always takes care of her children. Who _____?
18. Lucas won about ten thousand dollars. Who _____?
19. I sent him a copy of my passport. What _____?
20. Jenny cooked delicious dinner yesterday. Who _____?

Exc5: Worksheet 1B

1. “Somebody hit me. Who hit you?
2. I hit somebody. Who did you hit?
3. Somebody paid the bill. Who _____
4. Something happened. What _____
5. Diane said something. _____
6. This book belongs to somebody. _____
7. Somebody lives in that house. _____
8. I fell over something. _____
9. Something fell on the floor. _____
10. This word means something. _____
11. I borrowed the money from somebody. _____
12. I am worried about something. _____” (Murphy 2007, 2 – 290)

Progress test 1B

1. Choose the right question order.

- a) How many plates did you buy / you bought in the shop yesterday.
- b) How many people did work / worked for your company in 2010?
- c) In which city you want / do you want to live next year?
- d) Who does sing / sings this song that is playing at the moment?
- e) How many people told / did tell you that you shouldn't care about her?

2. Put the words in order to make a question

- a) Often / does / poker / How / play / he
- b) she / saw / the / Who / theatre / the /at / yesterday
- c) did / Who / hospital / meet / in / the / you
- d) which / live / you / In / do / street
- e) song / you / Which / do / most / like / the

3. Ask questions

- a) Mr. Anderson teaches him ancient history. (*Who teaches him ancient history / Who does teach him ancient history*)
- b) Anna sent me a letter two days ago. (*Who sent you a letter two days ago / Who did send you a letter two days ago*)

- c) She tried to repair her car couple days ago. (*What did she do couple of days ago / What she did couple of days ago*)
- d) Czech president visited Chile couple of days ago. (*Who did visit Chile / Who visited Chile*)
- e) Lisa bought him a bottle of whisky for his birthday. (*What did Lisa buy him for his birthday / What Lisa bought him for his birthday*)

4. Ask questions about underlined words.

- a) I borrowed one million dollars from my friend. How _____?
- b) Lucas won about ten thousand dollars. Who _____?
- c) Good mother always takes care of her children. Who _____?
- d) Jessica teaches English and Math. What _____?
- e) Sally painted her room blue. It is ugly. What _____? (Hashemi and Murphy 1995, 6 – 111) (Murphy 2007, 2 – 290) (Swan and Walter 1997, 17 – 302) (Kerr and Jones 2006, 6-123) (Waterman 2006, 4 – 96) (Soars 2006, 6 – 119) (As indicated on the BusyTeacher Web Site...)

APPENDIX P V:

UNIT 2: LESSON 2A

Present Perfect and Past Simple

Exc1: Choose the right tense

1. The child was very angry and the doll away. (*threw / have thrown / thrown*)
2. Two days ago, I a letter, but I haven't sent it yet. (*write / have written / wrote*)
3. Ouch! I my finger. It is bleeding. (*have cut / cut / have cutten*)
4. I my finger in the morning. (*cuts / cut / have cut*)
5. She a ticket to the theatre yesterday. (*gave / have given / give me*)
6. Martin isn't here. He yet. (*didn't arrive / hasn't arrived / haven't arrived*)
7. Lucas is away. I him to come back, but he didn't hear me. (*have called / did call / called*)

8. I my mother was the dishes about hour ago. (*helped / have helped / help*)
9. Tommy guitar lessons since July until now. (*has had / had / have*)
10. I Ferrari in my life. (*never drove / had never drive / have never driven*)
11. I saw Johny two weeks ago, but he me. (*didn't notice / haven't noticed / isn't notice*)
12. Josh! You my question yet. (*not answered / didn't answer / haven't answered*)
13. The ground is very dry. It for six weeks. (*hasn't rained / didn't rain / isn't rained*)
14. I a very good football player in my childhood. (*has been / have been / was*)
15. I read a book yesterday, but I it today. (*haven't read / didn't read / isn't read*)

Exc2: Make questions

1. homework / he / done / Has / already / his
2. waited / she / How / has / for / long / bus / the
3. you / heard / Have / about / Martin / recently
4. he / wear / jacket / Did / a / blue / night / last
5. ever / Have / flown / you / plane / by
6. much / pay / watch / did / How / the / you / for
7. Sofia / Did / night / the / last / lock / door
8. recently / spoken / him / you / with / Have
9. Mount / Everest / Joe / Has / climb / ever
10. in / you / dolphins / the / ever / sea / Have / with / swum
11. up / time / morning / you / did / What / get / this
12. many / met / there / him / How / you / have / times
13. time / long / Have / each / you / a / known / other / for
14. Microsoft / have / for / long / How / you / worked
15. a / times / won / How / medal / many / gold / have / they
16. they / time / What / have / arrived
17. the / he / week / report / last / Did / write
18. Wednesday / come / from / What / on / time / club / did / she / back / the

19. stolen / supermarket / the / Have / ever / something / you / from
20. room / John / the / paint / did / How / yesterday

Exc3: Translate sentences

1. Můj učitel mi včera napsal doporučovací dopis.
2. Nedávno jsem si koupil nový počítač.
3. Bolel mě zub, tak jsem šel k mému zubaři.
4. Jenny se ještě nevrátila z práce.
5. Nedávno jsem dočetl tři knížky o Africe.
6. V tomto měsíci jsem navštívil Francii, Německo a Polsko.
7. Viděl jsem ho asi před týdnem před supermarketem.
8. Před rokem to byla velmi dobrá tenisová hráčka.
9. Před dvěma dny jsem byl v Praze.
10. Nikdy jsem neměl problém s policií.
11. Viděl jsem ten film čtyřikrát během jednoho týdne.
12. Nikdy jsem nebyl v Mexiku.
13. Někdo mi včera ukradl tašku.
14. Před třemi lety jsem studoval na Harvardu.
15. Potkal jsem ho před dvěma dny na letišti.

Exc4: Choose the right tense

1. I learnt Spanish at my university, but I almost everything now. (*have forgotten / have forgot / forgot / has forgotten*)
2. I to a music festival. This is my first time. (*have never been / had never be / was never be / was never been*)
3. When I was child, I to be a teacher, but soon I That it was a wrong idea. (*wanted / have realied / realized / have wanted*)
4. We have to wait. My parents yet. (*haven't arrived / didn't arrived / didn't arrive / arrived*)
5. He some health problem and had to visit his doctor. (*had / have had / has had / did have*)
6. I the book, but I have to say I didn't like it much. (*read / readed / have read / was reading*)

7. Oh my god, somebody my car. I will call the police. (*has stolen / did steal / stole / stealing*)
8. You are late, she the performance. You disappointed her. (*had / has already had / have had / did have*)
9. Czechs a gold medal in Nagano in 1998. (*won / has won / have won / win*)
10. It snowed a lot last winter, but it this winter. (*hasn't snowed / hadn't snow / snowed / didn't snow*)
11. Be careful! The floor is wet, my mother it. (*has cleaned / haven't cleaned / have cleaned / cleaned*)
12. Shakespeare the greatest writer in the English language. (*was / been / were / has been*)
13. Nicola Tesla one of the most significant scientists in 20th century. (*was / have been / has been / were*)
14. I the milk. Can you give me a mop please? (*have spilt / have spilled / spilt / spilled*)
15. Don't worry, you are on time. The lesson yet (*hasn't started / haven't started / didn't start / started*)
16. My father driving fast cars, but he's had some problems with the police recently. (*loves / loving / love / is loving*)
17. Jenny told me that you the window last night. (*broke / have broken / break / broken*)
18. Marry told me that my English and I will pass the test. (*has improved / did improve / have improved / improved*)
19. I don't have to study now, the semester yet. (*hasn't even started / didn't started / didn't start / hasn't even start*)
20. A: How many times to France? B: Ehm, I there. (*have you been / wasn't / have never been / were you*)

Exc5: Worksheet 2A

“Alex wants to go to an art college and is being interviewed by Tom Smith, one of the lecturers. Complete questions with Tom asks him. Read the whole conversation before you start.

Tom: Right, Alex, let's find out something about you. You're obviously not a teenager, so when (1)did you leave school?

Alex: Five years ago, actually.

Tom: And where (2)have you been since then?

Alex: Well I've had several jobs.

Tom: What (3)_____ first.

Alex: I worked in a café for about a year. I needed to save some money.

Tom: Why (4)_____ money.

Alex: I wanted to travel a bit before I started studying.

Tom: Where (5)_____ to go.

Alex: Well, the Middle East, Latin America, Australia -

Tom: Good Lord! And (6)_____ all those places?

Alex: No, not yet. I've been to Brazil and Peru so far. And I spent some months in Turkey.

Tom: What (7)_____ there?

Alex: I stayed with some friends near Izmir. It was wonderful.

Tom: You're very lucky. And now you want to come to college. (8)_____ some pictures to show me?

Alex: Um, yes, I have a small portfolio here.

Tom: Where (9)_____ this work?

Alex: Mostly in Turkey.

Tom: Why (10)_____ any in South America.

Alex: I didn't have time really. And I was travelling light, I just did some pencil sketches.

Tom: (11)_____ them here with you?

Alex: They're at back of the portfolio.

Tom: Well, Alex, I'm very impressed. When (12)_____ interested in painting and drawing?

Alex: I think I always have been.

Tom: I can believe that. Will you come with me? I want to show this work to my colleagues right away.

Alex: Of course. Thank you very much.” (Hashemi and Murphy 1995, 6 – 111)

Progress test 2A:

1. Choose the right tense

- a) Martin isn't here, he yet (*didn't arrive / hasn't arrived / haven't arrived*)
- b) I saw Johnny about two days ago, but I him here today. (*haven't seen / didn't see / isn't saw*)
- c) I a very good football player in my childhood. (*was / have been / has been*)
- d) Two days ago, I a letter but, I haven't send it yet. (*wrote / have written / write*)
- e) She me a ticket to the theatre yesterday. (*gave / give / has given*)

2. Make questions

- a) in / you / dolphins / the / ever / sea / Have / with / swum
- b) a / times / won / How / medal / many / gold / have / they
- c) Wednesday / come / from / What / on / time / club / did / she / back / the
- d) much / pay / watch / did / How / the / you / for
- e) he / wear / jacket / Did / blue / a / night / last

3. Translate sentences

- a) Potkal jsem ho před dvěma dny na letišti.
- b) Viděl jsem ho před supermarketem asi před týdnem.
- c) Jenny se ještě nevrátila z práce.
- d) Někdo mi včera ukradl tašku.
- e) Nedávno jsem přečetl tři knížky o Africe.

4. Choose the right tense

- a) When I was a child, I *wanted / have wanted* to be a teacher, but soon I *realized / have realized* that it was a wrong idea.
- b) Be careful! The floor is wet, my mother *cleaned / has cleaned* it.
- c) Oh my god, somebody *stole / has stolen* my car. I will call the police.
- d) You are late, she *had already had / already had* the performance. You disappointed her.
- e) It snowed a lot last winter, but it *hasn't snowed / didn't snow* this winter.
(Hashemi and Murphy 1995, 6 – 111) (Murphy 2007, 2 – 290) (Swan and

Walter 1997, 17 - 302) (Kerr and Jones 2006, 6-123) (Waterman 2006, 4 – 96)
(Soars 2006, 6 – 119) (As indicated on the BusyTeacher Web Site...)

APPENDIX P VI:

UNIT 2: Lesson 2B

Present Perfect and Past Simple

Exc1: Choose the right tense

1. The Titanic the biggest ship in the world. (*was / has been / been*)
2. She very nervous, but at the end she got a driving license. (*has been / was / were*)
3. Our prime minister France three times recently. (*visited / have visited / has visited*)
4. I met Jim, he me a ticket to the theatre. (*gave / has given / give*)
5. She any photos, because she had lost her camera couple of days ago. (*didn't take / hasn't taken / haven't taken*)
6. I from school, lunch and then fell asleep. (*came / have come / had / have had*)
7. It for four months so far. (*hasn't snowed / didn't snow / isn't snowed*)
8. Jessica had bought a new Iphone, but she it soon afterwards. (*lose / has lost / lost*)
9. He very responsible in his childhood. (*was / were / has been*)
10. Do you remember that you yesterday? (*wake / have woken me up / woke me up*)
11. I to America since you were born. (*have been / has been / was*)
12. Don't worry, he (*arrive / has already arrived / did already arrived*)
13. I am hungry, I since afternoon. (*haven't eaten / didn't eat / am not eaten*)
14. She a doctor after her graduation in 2008. (*became / has become / become*)
15. When I a child, I was very shy. (*was / has been / have been*)

Exc2: Make questions

1. Second / War / started / World / When / the
2. you / long / married / have / How / been
3. the / much / How / did / pay / car / they / for
4. driven / How / you / times / drunk / many / have
5. you / did / truth / the / Why / him / tell
6. Spanish / you / long / learned / How / have
7. did / arrive / time / they / What / the / to / theatre
8. yesterday / say / did / her / What / you / to
9. Josh / today / up / What / did / get / time
10. our / long / been / in / house / How / they / have
11. a / worked / How / as / have / you / professor / long
12. have / the / How / championship / times / many / they / won
13. live / childhood / in / did / Where / you / your
14. the / War / started / World / When / First
15. for / much / ticket / pay / the / flight / How / did / you
16. the / told / Have / policy / new / they / you
17. realized / you / she / you / lied / Have / to
18. actor / long / you / been / How / have / an
19. bulb / When / invent / light / did / Edison / the
20. here / How / have / you / waited / long

Exc3: Choose the appropriate ending of the sentence

1. I have travelled a lot *during the last four months / four months ago.*
2. Have you been to Spain *last year / recently?*
3. He has worked in our university *since / for* 2011.
4. She has skied in Austria *in the last week / last week ago.*
5. Mark has been a professional hockey player *since / for* 1999.
6. I visited Russia three times *last summer / recently.*
7. She has read three books *three weeks ago / during the last three weeks.*
8. George has repaired his car *since / for* 8 hours.
9. The teacher taught us history of Slavic tribes *yesterday / during yesterday.*
10. I sent you a copy of my ID card *couple of days ago / in the couple of days ago.*

11. Tom passed all his important exams *a week ago / in the last week*.
12. She has taught English language at our university *two months ago / in the last two months*.
13. I have worked as a bartender in the restaurant *during the last / last* holiday.
14. We have lived in Norway *since / for* two years.
15. I just paid my bill and went home early *in our last party / our last party*.
16. I haven't seen him *for / since* ages.
17. My mother cooked the dinner and went to bed *recently / last night*.
18. She was an actress at the national theatre *year ago / in year*.
19. I have been to Poland *last days / recently*.
20. He has played the piano *since / for* his 8.

Exc4: Choose the right tense

1. George left school in 2007 and then he until now. (*have worked / has worked / worked / work*)
2. Lucy as a school teacher couple of years ago. (*has worked / worked / work / have worked*)
3. A: Sorry, is Jenny here? B: No, she out. (*went / has already gone / goes / have already gone*)
4. Max as much as possible, but he didn't pass the exam. (*have studies / studies / has studied / study*)
5. My familyto the new house at the suburb about a week ago. (*move / moved / has moved / have moved*)
6. I am happy. I one thousand dollars a week ago. (*has won / won / have won / win*)
7. Are you ready? No, I my work yet. (*finished / haven't finished / didn't finish / hasn't finished*)
8. My mother two books about a cooking during this year. (*have written / has written / wrote / have written*)
9. Ouch! The dog me. I need to visit a doctor. (*bitted / has bitten / bit / have bitten*)

10. Jack is in hospital. He the ladder and his leg. (*has fallen off / fell off / broke / has broken*)
11. Winston Churchill a very important politician during the Second World War. (*were / was / has been / hasn't been*)
12. He an employee at a big international company, but he was fired about a month ago. (*were / was / has been / have been*)
13. I think she him for two years. (*know / has known / have known / known*)
14. Our president in France for three days about a week ago. (*were / was / has been / been*)
15. I how it was useful for my life. (*has never realized / have never realized / not realized / wasn't realizing*)
16. Emily is really famous. I quite a lot about her. (*haven't heard / have heard / hear / did hear*)
17. He 50 dollars for his drinks and went away. (*have paid / paid / has paid / pay*)
18. Anna told me that she to America so far. (*have never been / has never been / wasn't / haven't be*)
19. I am really angry. Somebody my wallet and keys last night. (*have stolen / stole / has stolen / stolen*)
20. My girlfriend was angry so I her and went to the pub. (*leave / left / have left / has left*)

Exc5: Worksheet 2B

“The Little Girl and the Wolf

One afternoon a big wolf (*1 wait*) in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally a little girl did come along and she (*2 carry*) a basket of food. 'Are you carrying that basket to your grandmother?' asked the wolf. The little girl said yes, she was. So the wolf (*3 ask*) her where her grandmother lived and the little girl (*4 tell*) him and he (*5 disappear*) into the wood.

When the little girl (*6 open*) the door of her grandmother's house she (*7 see*) that there was somebody in bed with a nightcap and nightgown on. She had approached no nearer than twenty-five feet from the bed when she (*8 see*) that it was not her grandmother but the

wolf, for even in a nightcap a wolf does not look in the least like anybody's grandmother. So the little girl (*9 take*) an automatic pistol out of her basket and shot the wolf dead.

Moral: It is not so easy to fool little girls nowadays as it used to be.

James Thurber: Fables for Our Time (adapted)" (Swan and Walter 1997, 17 - 302)

Progress test 2B

1. Choose the right tense

- a) I From school, lunch and then fell asleep. (have come / came / had / have had)
- b) I am hungry, I since morning. (haven't eaten, didn't eat am not eat)
- c) Our prime minister France three times recently. (have visited / has visited / visited)
- d) She very nervous, but in the end she got a driving license. (was / has been / were)
- e) I in America since you were born. (wasn't / haven't been / am not been)

2. Make questions

- a) realized / you / she / you / lied / Have / to
- b) here / How / have / you / waited / long
- c) Josh / today / up / What / did / get / time
- d) Second / the / War / started / World / When
- e) the / much / How / did / pay / car / they / for

3. Choose the appropriate ending of the sentence

- a) I sent you a copy of my ID card *couple of days ago / in the couple of days ago*.
- b) I just paid my bill and went home early *last party / in the last party*.
- c) He has played the piano *since / for* his 8.
- d) Mark has been a professional hockey player *since / for* 1999.
- e) I have travelled a lot *during the last four months / four months ago*.

4. Choose the right verb form

- a) Ouch! The dog me. I need to visit a doctor. (*bitted / has bitten / bit*)
- b) Jack is in hospital. He the ladder and broke his leg. (*fell off / fallen off / has broken / broke*)

- c) George left school in 2007 and then he until now. (*have worked / worked / has worked*)
- d) Sorry, is Jenny here? No, she out. (*has gone / went / gone*)
- e) I am really angry. Somebody my wallet and keys last night. (*has stolen / stolen / stole*) (Hashemi and Murphy 1995, 6 – 111) (Murphy 2007, 2 – 290) (Swan and Walter 1997, 17 - 302) (Kerr and Jones 2006, 6-123) (Waterman 2006, 4 – 96) (Soars 2006, 6 – 119) (As indicated on the BusyTeacher Web Site...)

APPENDIX P VII:

UNIT 3: Lesson 3A

Modals of obligation, permission and prohibition (present time)

Exc1: Obligation, Permission, Prohibition or No obligation

1. I am not allowed to leave the building.
2. They allow him to do everything he wants.
3. Calm down. We must be quiet here.
4. They don't have to pay the bill, it is for free.
5. I am allowed to travel to the USA with my visa.
6. My mother makes me clean our house each Sunday.
7. You are not allowed to take any photos here.
8. Children must be quiet here.
9. We don't have to take umbrellas, it isn't raining outside.
10. Her Father makes her wash the dishes every day.
11. She isn't allowed to enter into his room.
12. My parents let me watch the TV until 10 p.m. every day.
13. My children don't have to pay for their phone calls.
14. John can leave the building and go home any time he wants.
15. She has to pay the rent for her room each month.

Exc2: Choose the right modal verb

1. I be self-confident and assertive in my new job. (*need to / mayn't / am allowed to / may*)
2. We buy anything. I didn't know that our fridge is full already. (*shouldn't / mustn't / needn't mayn't / shouldn't*)
3. I to speak loudly during the lecture in our university. (*am not allowed / don't need / mustn't / mightn't*)
4. Soldiers obey orders from their officers. (*must / have to / should / need to*)
5. They are too far away from us. I see them. (*can't / mightn't / must / mayn't*)
6. I think she swim very well. She has been swimming for seven years so far. (*need to / can / may / have to*)
7. I buy milk and a flour to make pancakes for dinner. (*need to / can / am allowed to / may*)
8. You study Math, otherwise you will not pass the exam. (*need / have to / could / shouldn't*)
9. Jim has a toothache. He visit his dentist as soon as possible. (*need to / might / can / is allowed to*)
10. You read that book, it is not obligatory. (*don't must / need not / have to / don't have to*)
11. Don't worry. You make a new driving license in Italy. (*don't have to / shouldn't / need not to / doesn't need to*)
12. I can't hear you. You speak a bit louder. (*must / may / can / need*)
13. They told me that I to smoke here. (*am allowed / have to / need to / should*)
14. Lisa is talented. She play the guitar very well. (*might / should / can / have to*)
15. I buy a present for my father. He has a birthday in two weeks. (*need to / must / shouldn't / might*)
16. Jack had a serious car accident and be in hospital now. (*must / can / have to / may*)
17. You to drive a car unless you have 18 years. (*aren't allowed / don't need to / can't / mayn't*)

18. She be here, it is not compulsory to attend to the class. (*doesn't have to / shouldn't / should / mustn't*)
19. You be hurry. The bus leaves at 8 o'clock. (*don't have to / mustn't / needn't / mightn't*)
20. Jenny is ill. She stay at home for a couple of days. (*can / must / may / could*)

Exc3: Choose the right modal verb

1. They us to tell him the truth about his girlfriend. (*make / lets / allow*)
2. We didn't break that window. Just us go! (*let / make / allow*)
3. They don't us to smoke at the school. (*let / make / allow*)
4. me introduce myself. My name is ... (*let / make / allow*)
5. My teacher do a lot of homework every week. (*lets me / makes me / allows me*)
6. My parents me apply for master study program in Germany (*let / make / allow*)
7. She me to go home earlier from school. (*lets / makes / allows*)
8. Why don't you me go to the pub today? (*let / make / allows*)
9. My mother me do everything I want to do. (*lets / makes / allows*)
10. A good manager his employees work hard. (*lets / makes / allows*)
11. My parents don't me drink alcohol. (*let / make / allow*)
12. him sleep, he is exhausted from his night shift.
13. They me to play computer games, even though he failed exams. (*let / make / allow*)
14. You shouldn't your children behave like that. (*let / makes / allow*)
15. My boss is too strict he doesn't me to leave early from work. (*let / make / allow*)
16. Where are the children? They are in my room, I them play on my computer. (*let / make / allowed*)
17. My employer doesn't me smoke at work. (*let / make / allow*)
18. I always him wash the dishes after our lunch. (*let / make / allow*)
19. Why don't you him to do whatever he wants?
20. I him stop drinking and smoking. (*let / make / allow*)

Exc4: Choose the right modal verb

A: *Can / Need / Should* you help me please?

B: Yes. What do you need?

A: I *need / may / can* to move that box into my room, but it is too heavy for me.

B: Sorry, my doctor told me that I *needn't / mightn't / shouldn't* lift up heavy burdens. You *have to / should / must* ask Harrison, he will help you.

A: Harrison *can / has to / need to* help my mother with something at the garden. Well if you are really that lazy...

B: I am not lazy. I *am just not allowed / can't / mightn't* to lift up heavy burdens.

A: Yes I know, you have already told me that, doesn't matter I *should / might / must* do it myself again like always...

Exc5: Make questions

1. help / car / the / Should / I / him / repair
2. dentist / Do / any / the / for / I / need / money
3. give / Can / my / me / money / you / back
4. please / bottle / Can / get / soda / of / I / a
5. the / I / him / tell / Shouldn't / truth
6. need / book / that / Does / to / read / she
7. you / open / May / please / window / the
8. the / today / to / have / Don't / school / you / to / go
9. help / paint / room / Can / you / me / the
10. her / Should / tomorrow / party / to / the / invite / I
11. a / you / give / please / hand / May / me
12. see / him / allowed / Am / I / to / now
13. many / languages / she / speak / can / How
14. to / Should / out / help / with / I / go / him / him
15. approval / Julia / Does / any / parents / her / need / from
16. instruments / play / many / can / How / he
17. need / certificate / proficiency / I / Do / any / English / of / my
18. please / close / you / window / May / the
19. tomorrow / Can / dinner / for / you / cook

20. far / throw / to / able / are / ball / the / How / you

Exc6: Worksheet 3A

“Which do you think is better - must or should?”

1. You know, I think you _____ take a holiday.
2. Tell Mark he _____ tidy his room at once.
3. Visitors are reminded that they _____ keep their bags with them.
4. I am sorry, but you _____. We don't want you here.
5. I really _____ go on a diet. I will start today!
6. I suppose I _____ write to Aunt Rachel one of these days.
7. You absolutely _____ check the tyres before you take the car out today.
8. All officers _____ report to the Commanding officer by midday.
9. You _____ have your hair cut at least once a week.
10. I think men _____ wear jackets and ties in restaurants.” (Swan and Walter 1997, 17 - 302)

Progress test 3A

1. Obligation, Permission, Prohibition or No obligation

- a) You are not allowed to take any photos here.
- b) John can leave the building and go home any time he wants.
- c) They don't have to pay the bill, it is for free.
- d) My mother makes me clean our house each Sunday.
- e) She has to pay the rent for her room each month.

2. Choose the right modal verb

- a) I to speak loudly during the lecture in our university. (*am not allowed / don't need / mightn't*)
- b) I think she swim very well. She has been swimming for seven years so far. (*may / can / have to*)
- c) Jim has a toothache. He visit his dentist as soon as possible (*might / can / need to*)
- d) You to drive a car unless you have 18 years. (*can't / shouldn't / aren't allowed*)
- e) Jenny is ill. She stay at home for a couple of days. (*must / may / can*)

3. Choose the right modal verb

- a) His parents him to play computer games, even though he failed exams. (*make / let / allow*)
- b) I always him wash the dishes after our lunch. (*make / let / allow*)
- c) My boss is too strict he doesn't me to leave earlier from work. (*make / let / allow*)
- d) A good manager his employees work hard. (*makes / lets / allows*)
- e) We didn't break that window. Just us go! (*make / let / allow*)

4. Make questions

- a) please / bottle / Can / get / soda / of / I / a
- b) her / Should / tomorrow / party / to / the / invite / I
- c) need / certificate / proficiency / I / Do / any / English / of / my
- d) the / today / to / have / Don't / school / you / to / go
- e) help / car / the / Should / I / him / repair (Hashemi and Murphy 1995, 6 – 111) (Murphy 2007, 2 – 290) (Swan and Walter 1997, 17 - 302) (Kerr and Jones 2006, 6-123) (Waterman 2006, 4 – 96) (Soars 2006, 6 – 119) (As indicated on the BusyTeacher Web Site...)

APPENDIX P VIII:

UNIT 3: Lesson 3B

Modals of obligation, permission and prohibition (past time)

Exc1: Put the verbs into the past tense

- 1. Have to - _____
- 2. Need to - _____
- 3. Can - _____
- 4. I am allowed - _____
- 5. He has to - _____
- 6. You can't - _____
- 7. She is allowed - _____
- 8. She doesn't have to - _____
- 9. He doesn't need to - _____

10. You aren't allowed - _____

Exc2: Transform the sentences into the negative form

1. They could give him some advice to help him in his decision.
2. We had to leave our luggage at the reception after our arrival.
3. I need a new passport to travel to Russia.
4. I had to buy a new car last week.
5. Lucy could look after your child every day.
6. You were allowed to drive a truck.
7. She needed to buy a birthday present for her mother.
8. He had to borrow money from the bank last month.
9. They could see us there.
10. My child had to find new friends in his new school.
11. Our team leader had to work hard every day.
12. I needed to buy all these stuffs.
13. Jonny could send us a postcard from his vacation.
14. She had to sell the flat to pay back the loan.
15. Lucy was allowed to settle in the USA.

Exc3: Put the sentences into the past form

1. Jennifer study for the exam. It was really easy. (*didn't need to / doesn't needed / isn't needed*)
2. We help them to fix their car. (*canned / couldn't / didn't can*)
3. You pretend that you are older, it wasn't really necessary. (*didn't have to / hadn't to / don't had to*)
4. We wake up at six today. I slept only about five hours. (*did have to / had to / haved to*)
5. I to speak during the lecture (*wasn't allowed / weren't allowed / am not allowed*)
6. They help me, but I didn't want to bother them. (*can / could / coulded*)
7. Lucy pay six hundred Euro for the window she broke. (*did have to / had to / haved to*)
8. We to fix our car yesterday. (*needed / did need / do needed*)

9. I send them the copy of my passport. (*hadn't to / didn't have to / don't had to*)
10. We travel to Russia without visa. (*couldn't / didn't can / canned not*)
11. You to take any photos in the museum. (*aren't allow / weren't allowed / wasn't allowed*)
12. I read two books to be prepared for the examination. (*did have to / had to / haved to*)
13. You do it by yourself. Next time don't bother us. (*could / canned / coulded*)
14. They to visit him in the hospital. (*wasn't allowed / weren't allowed / isn't allowed*)
15. Martin start writing an essay, but it was too late already. (*did have to / had to / haved to*)
16. I to support my argument with any proof. (*don't needed / didn't needed / didn't need to*)
17. We park our car in the front of the building. (*could / did can / coulded*)
18. The doctor wash his hands before the surgery. (*had to / haved to / hased to*)
19. I to pass the exam to graduate from my university. (*am needed / needed / did need*)
20. She to use her mobile phone during the exam. (*wasn't allowed / weren't allowed / didn't allowed*)

Exc4: Choose the right past form of a modal verb

1. We smoke inside the building. We had to go away. (*prohibition*)
(*weren't allowed to / didn't have to / aren't allowed to / didn't need to*)
2. I drive very slowly yesterday, because I was a bit drunk. (*obligation*)
(*had to / could / was allowed to / needed to*)
3. I go to the work on Monday. I took a day off. (*no obligation*)
(*didn't have to / don't had to / weren't allowed to / couldn't*)
4. She play video games, because she had lost her playstation. (*prohibition*)
(*couldn't / needn't / weren't allowed / didn't have to*)
5. My children watch TV until 7 o'clock every day. (*permission*)

- (*must / had to / need to / could*)
6. Children usually wear a blue uniform at school. (*obligation*)
(*had to / could / had / needed to*)
 7. Parents take care of their children. It's their duty. (*obligation*)
(*needed to / were allowed to / had to / could*)
 8. They do any extra work in the class yesterday. (*no obligation*)
(*didn't need to / hadn't to / needn't / had to*)
 9. We pay any extra fees for the hotel services. (*no obligation*)
(*didn't have to / couldn't / cant / weren't allowed*)
 10. I take care of my younger brother. (*obligation*)
(*had to / could / wasn't allowed / didn't have to*)
 11. My friend be prepared for the important football match. (*obligation*)
(*had to / could / was allowed to / need to*)
 12. We to play loud music in our hostel. (*prohibition*)
(*weren't allowed / wasn't allowed / didn't allow / aren't allowed*)
 13. She wear a short skirt in her voluntary work. (*permission*)
(*had to / have to / could / are allowed to*)
 14. We access this web site. It was very well secured. (*prohibition*)
(*weren't allowed to / didn't have to / wasn't allowed to / didn't need to*)
 15. Students be noisy at the class during the break. (*permission*)
(*had to / were allowed to be / couldn't / needed to*)

Exc5: Choose the right past form of a modal verb

A: How was the summer John?

B: I was busy all the time, I *had to / could / need to* work for two months at the construction site, but I *need / could / needed* money and I didn't have any other choice.

A: What did you have to do?

B: Well, the work was really tough. I *could / needed / had to* get up early every morning and *had to / was able to / could* catch the bus. My boss was really strict. I *wasn't even allowed / didn't need to / didn't have to* smoke during our shift. I *need to / could / had to* work eight hours every day and *could / need / can* take only thirty minutes break for lunch. Every day after my shift I was really exhausted and fell asleep quickly.

A: How much did you earn?

B: I earned one thousand Euro for two months. I *could / was allowed to / could* buy a new computer and also *need / have to / could* repair my old car.

A: Good for you.

Progress test 3B

1. Put the verbs into the past tense

Need to - _____

You cant - _____

He has to - _____

You aren't allowed - _____

He doesn't need to - _____

2. Transform the sentences into the negative form

- a) They could give him some advice to help him in his decision.
- b) She had to sell the flat to pay back the loan.
- c) We had to leave our luggage at the reception after our arrival.
- d) Lucy could look after your child every day.
- e) I had to buy a new car last week.

3. Put the sentences into the past form

- a) Lucy pay six hundred Euro for the window she broke. (*had to / haved to / did have to*)
- b) She to use mobile phone during the exam. (*wasn't allowed / weren't allowed / didn't allowed*)
- c) You pretend that you are older, it wasn't really necessary. (*didn't have to / hadn't to / don't had to*)
- d) You to take any photos in the museum. (*weren't allowed / wasn't allowed / aren't allow*)
- e) I read two books to be prepared for the examination. (*did have to / had to / haved to*)

4. Choose the right past form of a modal verb

- a) I drive very carefully yesterday, because I was a bit drunk. (*obligation*) (*had to / could / need to*)
- b) We pay any extra fee for the hotel services (*no obligation*) (*weren't allowed / couldn't / didn't have to*)

- c) We smoke inside the building. We had to go away. (*prohibition*)
 (*didn't need to / weren't allowed to / wasn't allowed*)
- d) Parents take care of their children. It is their duty. (*obligation*)
 (*had to / could / needed to*)
- e) My children watch TV until 7 o'clock every day. (*permission*)
 (*had to / could / need to*) (Hashemi and Murphy 1995, 6 – 111) (Murphy
 2007, 2 – 290) (Swan and Walter 1997, 17 - 302) (Kerr and Jones 2006, 6-
 123) (Waterman 2006, 4 – 96) (Soars 2006, 6 – 119) (As indicated on the
 BusyTeacher Web Site...)

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APPENDIX P X: The grader report

ID	1A: Excl	1A: Excl2	1A: Excl3	1A: Excl4	1A: Excl5	Progress test 1A	1B: Excl	1B: Excl2	1B: Excl3	1B: Excl4	1B: Excl5	Progress test 1B	2A: Excl	2A: Excl2	2A: Excl3	2A: Excl4	2A: Excl5	Progress test 2A	2B: Excl	2B: Excl2	2B: Excl3	2B: Excl4	Progress test 2B
101	-	-	-	-	-	0	-	-	-	-	-	5.5	-	-	-	-	-	-	-	-	-	-	-
102	0	8.67	-	-	-	0	6.5	-	-	-	-	7.5	7.33	-	2.14	-	-	7.14	8.13	-	-	-	7.27
103	9	-	8	-	6.5	8.89	8.5	-	-	-	-	7.5	9.33	0	-	-	6.5	7.62	6.88	-	-	-	8.18
104	9	8	-	-	-	6.11	-	-	-	-	-	3.5	-	-	-	-	-	4.76	-	0	-	-	5.91
105	10	6.67	8.5	1.33	7	8.33	9	6	9	7	-	9	7.33	-	5	6.25	-	7.14	6.88	0	7.5	-	7.73
106	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
107	7	6.67	2	-	4	6.11	7	2.5	-	1.5	7.5	-	3.33	2.5	-	6.75	6.19	0	4	9	6.5	7.27	
108	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
109	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
110	10	-	8	0	-	6.11	6	3.5	-	0	4	-	-	-	2.86	2.5	-	2.38	3.75	-	0	2.5	3.64
111	-	-	-	-	-	3.89	-	-	-	-	3.5	-	-	-	-	-	-	5.71	-	-	-	-	3.18
112	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
113	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
114	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
115	6	-	-	-	5.5	5.56	5.5	-	4.5	-	4.5	-	4.67	-	-	-	-	0	6.88	-	0	5.75	5.45
116	9	7.33	0.5	-	-	6.67	5.5	-	-	-	6	-	8.67	-	0.71	0	-	7.14	7.5	-	4	0	7.73
117	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
118	0	6.67	5.5	0	-	0	0	-	7	-	0	-	0	-	-	6	-	5.71	1.88	-	-	3	2.73
119	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
120	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
121	-	4.67	5	-	-	2.22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
122	7	4	3	-	-	4.44	4	-	5	-	3.5	-	5.33	0	-	-	-	5.71	5	-	6.5	4.5	6.36
123	0	5.33	8	2.67	-	7.78	7.5	5.5	7	6	9	-	8.67	4	-	-	-	7.14	8.75	-	7.5	7.25	8.64
124	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
125	7	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6.88	-	-	-	-
126	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
127	-	5.33	5.5	0	-	5.56	6.5	0	5.5	0	5.5	-	3.33	0	-	4.5	-	6.67	6.88	-	5.5	-	8.18
128	6	6	6.5	0	7.75	-	7.5	0	-	4	7	-	8	4	-	-	7.5	7.62	8.13	5	6.5	7.5	5.91
129	9	8.67	6	-	-	8.33	6.5	-	7.5	-	6.5	-	6	5	-	6.5	-	8.1	6.25	-	8.5	-	7.27
130	7	8	10	2	-	0	9.5	0	5.5	-	6.5	-	0	0	-	8.5	-	8.1	9.38	6	-	-	7.73
131	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
132	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
133	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
134	6	6.67	9.5	2.67	6.5	7.78	8.5	0	5.5	0	8	-	6.67	4.5	-	6.25	-	5.71	8.75	5	8.5	4	8.64
135	0	7.33	-	-	-	6.67	6	-	-	-	8.5	-	8.67	7.5	-	-	-	-	6.88	-	-	-	9.55
136	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

ID#	JAN: EXCEL	JAN: EXCEL	JAN: EXCEL	JAN: EXCEL	JAN: EXCEL	JAN: EXCEL	PROGRESS TEST 3A	3B: EXCEL	3B: EXCEL	3B: EXCEL	3B: EXCEL	3B: EXCEL	3B: EXCEL	PROGRESS TEST 3B	THE ENTRY TEST (%)	THE FINAL TEST (%)
101	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
102	-	7	6.5	-	-	5	8	8	-	-	-	11	10	8	74.44	77.78
103	-	-	-	-	-	-	4	-	-	-	-	-	-	5	81.11	75.56
104	-	3	-	-	-	2	5	-	-	-	-	-	5.56	3	-	0
105	5.33	4	-	-	-	-	5	9	-	-	-	3	4.44	6	76.67	78.89
106	-	-	-	-	-	-	-	-	-	-	-	-	-	-	43.33	-
107	6	0	4.5	-	-	11	8.5	9	7.33	-	-	-	8.89	7	54.44	72.22
108	-	-	-	-	-	-	-	-	-	-	-	-	-	-	61.11	-
109	-	-	-	-	-	-	-	-	-	-	-	-	-	-	34.44	-
110	-	-	-	-	-	0	5	-	-	-	-	2	-	-	0	36.67
111	-	-	-	-	3.75	-	3	-	-	6	-	-	-	6.5	0	0
112	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
113	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
114	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-
115	-	-	0	-	-	-	6	9	-	-	-	0	8.89	-	75.56	68.89
116	9.33	-	5	0	-	-	6.5	-	-	6	-	-	7.78	6	75.56	-
117	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
118	3.33	2	3.5	-	-	-	5.5	6	0	7	-	-	4.44	6.5	0	87.78
119	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
120	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
121	-	-	-	-	-	-	-	-	-	-	-	-	-	-	76.67	-
122	3.33	0	4	5	-	-	3	8	-	4.5	0	-	-	4	35.56	37.78
123	2.67	-	-	8.75	-	-	5.5	10	-	-	-	7.78	-	7	75.33	55.56
124	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
125	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
126	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
127	-	0.5	-	-	-	-	3	-	2	0	-	-	3.33	3.5	71.11	65.33
128	2.67	7	-	6.25	-	-	5	9	4	4	-	0	5	65.56	85.33	
129	-	6.5	5.5	-	-	-	6.5	8	4.67	-	-	6.67	9	70	66.67	77.78
130	-	-	-	-	-	-	-	-	-	-	-	-	-	-	71.11	-
131	-	-	-	-	-	-	-	-	-	-	-	-	-	-	52.22	-
132	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
133	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
134	3.33	-	-	-	-	-	-	-	-	-	-	-	-	-	75.33	52.22
135	-	-	8.5	8.75	-	-	8	9	-	0	-	-	-	8	91.11	86.67
136	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

APPENDIX P XI: Students' survey (Czech)

Průzkum účastníků online kurzu v Moodle

1. Věk:

2. Zkušenosti s E-learningovým prostředím Moodle

- A: Jsem úplný začátečník, s Moodle jsem nikdy nepracoval.
- B: Jsem začátečník, s Moodle se nyní učím pracovat.
- C: Jsem mírně pokročilý uživatel, s Moodle již umím pracovat.
- D: Jsem středně pokročilý uživatel, s Moodle mám krátkodobé zkušenosti.
- E: Jsem pokročilý uživatel, s Moodle mám dlouhodobé zkušenosti.

3. Vztah k angličtině

- A: Angličtině se nyní věnuji intenzivně a hodlám se jejím studiem zabývat i v budoucnu.
- B: Angličtině se nyní věnuji intenzivně, ale nehodlám se jejím studiem zabývat v budoucnu.
- C: Angličtině se občas věnuji, nemám však na studium dostatek času.
- D: Angličtině se nevěnuji, studium jazyka pro mne není nyní důležité.
- E: Studium Angličtiny je pro mne ztráta času a nehodlám se studiem zabývat ani v budoucnu.

4. Postoj k online kurzu v Moodle

- A: Budu se snažit svědomitě plnit každou online lekci a získat nejlepší výsledky.
- B: Budu se snažit svědomitě plnit každou online lekci ale na výsledcích mi nezáleží.
- C: Budu se snažit plnit online lekce, ale na kurz nebudu mít dostatek času.
- D: Budu se občas věnovat online lekcím avšak dokončení kurzu není pro mne důležité.
- E: Na online kurz nemám čas a nebudu se mu vůbec věnovat.

5. Očekávání od online kurzu v Moodle

- A: Zlepšení mé jazykové úrovně a dostatečné procvičení anglické gramatiky.
- B: Mírné zlepšení jazykové úrovně a dostatečné procvičení anglické gramatiky.
- C: Neočekávám žádné jazykové zlepšení.
- D: Od kurzu v Moodle nemám žádné očekávání. Anglickou gramatiku nelze procvičovat v e-learningovém kurzu
- E: Od kurzu v Moodle nemám žádné očekávání. Online kurz v Moodle nemůže sloužit jako vzdělávací nástroj.

Students' survey (English)

The survey of course participants

1. Age:

2. Experiences with e-learning environment of Moodle

- A: I am a real beginner. I have never used Moodle.
- B: I am a beginner. I have started to use Moodle recently.
- C: I am a pre-intermediate user. I am familiar with the Moodle platform.
- D: I am an intermediate user. I have short-term experiences with Moodle.
- E: I am an advanced user. I have long-term experiences with Moodle.

3. Relation to English language

- A: I learn English intensively and I am also planning to learn English in future.
- B: I am learning language intensively, but I am not planning to learn English in future.
- C: I learn English, but I do not have enough time for it.
- D: I do not learn English. Language learning does not have any importance for me.
- E: Language learning is waste of time, I do not want to study English.

4. Attitude towards the online course in Moodle

- A: I will conscientiously participate in each lesson and I want to get the best grades.
- B: I will conscientiously participate in each lesson, but I do not care about my grades much.
- C: I will try to participate in lessons, but I will not have enough time for the course.
- D: I will occasionally participate in lessons, but the course is not important for me.
- E: I do not have time for the course. I will not participate in online lessons.

5. Expectations from the online course in Moodle

- A: I will improve my language level and exercise English grammar.
- B: I will slightly improve my language level and exercise English grammar.
- C: I do not expect any language improvement.
- D: I do not have any expectations from the Moodle course. English grammar cannot be practiced by e-learning courses.
- E: I do not have any expectations from the Moodle course. The Moodle platform is not suitable for educational purposes.

Results of the survey

Student	Q1	Q2	Q3	Q4	Q5
1	19	C	C	C	D
2	19	D	B	B	B
3	20	C	B	C	C
4	19	C	C	C	D
5	21	E	C	B	A
6	19	B	D	D	D
7	19	D	C	C	C
8	20	C	C	C	C
9	21	D	D	D	D
10	19	C	D	D	D
11	20	D	C	C	C
12	20	D	C	C	B
13	20	D	C	C	C
14	19	B	D	D	D
15	21	E	A	B	A
16	19	C	D	D	C
17	20	D	B	B	B
18	20	D	C	C	B