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BAKALÁŘSKÁ PRÁCE

Gramatické kategorie v lingvistických zdrojích vs. učebnicích angličtiny
pro pokročilé

Grammatical Categories in Linguistic Resources vs. English Coursebooks
for Advanced Learners

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Předně bych tímto ráda poděkovala vedoucí své práce, Mgr. Janě Richterové, Ph.D., bez jejíchž rad, poznatků, podnětů a ohromné vstřícnosti by nebylo možné tuto práci napsat. Dále bych ráda poděkovala své rodině, která mi vyšla nejen v krizových momentech maximálně vstříc, a svým přátelům, jejichž důvěra a psychická podpora byla často nedocenitelná.

ABSTRAKT

Tato práce se zabývá rozdíly v používání gramatických kategorií v odborných zdrojích a učebnicích angličtiny pro pokročilé. Jedná se o gramatické kategorie voluntativní a epistémické modality, přítomného a minulého času, dokonavého a nedokonavého vidu. První část obsahuje teoretické základy k popisu a prezentaci těchto kategorií. Druhá část se soustředí na shromažďování a analýzu dat ve čtyřech různých učebnicích angličtiny, aby tak ilustrovala rozdíly v používané terminologii.

KLÍČOVÁ SLOVA

modalita, čas, vid, lingvistická terminologie, učebnice angličtiny

ABSTRACT

This thesis deals with the correspondence of grammatical categories between the linguistic resources and English coursebooks for advanced learners. The grammatical categories concerned are the intrinsic and extrinsic modality, the present and past tense, and the progressive and perfect aspect. The first part summarizes the theoretical bases for the description and presentation of these categories. The second part is focused on collecting and analysing data from four different coursebooks to illustrate the differences of the used terminology.

KEYWORDS

Contents

1   Introduction

In course of the years I have devoted to my studies of English, I have mostly followed general coursebooks created in accordance with the Communicative approach to English language teaching. The grammar terms in those resources are rather of a functional than a linguistic character. However, on entering the university I was first granted the real contact with the theoretical linguistic background of the English language, and realised the discrepancies between the grammatical terms used in the linguistic resources and those presented in common English coursebooks. In pursuit of simplification the authors of coursebooks may not always provide the learner with clarity and systematic explanation. This tendency does not exclude the advanced coursebooks of English-

The main goal of this thesis is set to be the comparison of the grammatical categories which is every student of English exposed to – modality, tense and aspect – in English coursebooks and linguistic resources. By analysing different types of coursebooks I want to accomplish a coherent overview of the way these grammatical categories are presented and in what manner they are implemented to the grammatical explanations. The coursebooks are designed for advanced learners, whose level of English is assumed to be high, and who are supposed to be using the language for professional purposes. I also suggest that while on lower levels the purely communicative or functional approach might be perfectly adequate, with the advanced learner the analytical way of thinking and more precise explanation might be preferred.

To provide the basis in the theoretical part to which I will compare these coursebooks I have chosen these linguistic resources: *A Student's Grammar of the English Language* by S. Greenbaum and R. Quirk, *Longman Grammar of Spoken and written English* by D. Biber and R. Quirk, *A Comprehensive Grammar of the English Language* by R. Quirk, S. Greenbaum, G Leech, and J. Svartvik, and *Mluvnice současné angličtiny na pozadí češtiny* by L. Dušková, et al.

The practical part examines the sections related to the abovementioned grammatical categories in these four English coursebooks for advanced learners. The first and the second coursebook, *New English File Advanced* by C. Oxenden and C. Latham-Koenig and *Ready for Advanced* by R. Norris and A. French, are written in compliance with the Communicative

approach in English language teaching. The third and the fourth, *Advanced Language Practice* by M. Vince and *Advanced Grammar in Use* by M. Hewings, are more focused on providing the comprehensive grammatical overview.

1.1   The research questions and hypotheses

The aim of this thesis is to observe the level of correspondences between the grammar resources in the field of structural linguistics and those of practical English coursebooks at advanced level. In other words, the following hypotheses will be pondered:

- The correspondence between the two types of resources is not balanced.
- The terms used in coursebooks are in conflict with resource-books.

1.2   The procedure chosen for the research

For my research I opted for the most acknowledged linguistic resource-books I had encountered at tertiary level of my English studies, i.e. *A Student's Grammar of the English Language*, *Longman Grammar of Spoken and written English*, *A Comprehensive Grammar of the English Language* and *Mluvnice současné angličtiny na pozadí češtiny*, and the most frequented English coursebooks presently used in advanced English courses, i.e. *New English File Advanced*, *Ready for Advanced*, *Advanced Language Practice* and *Advanced Grammar in Use*.

I chose two representative grammar fields, i.e. modality and tense vs. aspect, and analysed the ways these are presented in two types of resources mentioned above.

2 Theoretical part

2.1 Modality

The aim of this chapter is to provide a theoretical background to modality based mainly on *A Student's Grammar of the English Language* by S. Greenbaum and R. Quirk, *Longman Grammar of Spoken and Written English* by D. Biber and R. Quirk, and *Mluvnice současné angličtiny na pozadí češtiny* by L. Dušková et al.

2.1.1 Modality - Introduction

According to *A Comprehensive Grammar of the English Language*: "modality may be defined as the manner in which the meaning of a clause is qualified so as to reflect the speaker's judgment of the likelihood of the proposition it expresses being true". (Quirk 219) The authors of both *A Student's Grammar of the English Language* and *Longman Grammar of Spoken and Written English* distinguish two main kinds of meaning for modal auxiliaries:

- (a) intrinsic modality (which includes 'permission', 'obligation', and 'volition') involves some intrinsic human control over events; (Greenbaum 60)
- (b) extrinsic modality (which includes 'possibility', 'necessity', and 'prediction') involves human judgement of what is or is not likely to happen. (Greenbaum 60)

In *Mluvnice současné angličtiny na pozadí češtiny* the same two categories are listed, but under the labels of 'dispoziční' a 'jistotní' (Dušková 185), which are commonly translated as 'root' and 'epistemic'. (Dušková. *Morfologie současné angličtiny* 91)

Extrinsic meaning then typically occurs when subjects are non-human and/or main the verb has stative meaning, as opposed to intrinsic meaning appearing standardly in clauses where the subject is both the agent and a human being, and the main verb is dynamic. (Biber 485) However, this correlation is not absolute.

The term modality can be described as the meaning carried by modal and semi-modal verbs; and thereby they can also be grouped into different three major categories:

- (a) permission/possibility/ability: *can, could, may, might* (Biber 485)
- (b) obligation/necessity: *must, should (had) better, have (got) to, need to, ought to, be supposed to* (Biber 485)

- (c) volition/prediction: *will, would, shall, be going to* (Biber 485)

Almost all modal verbs (except *must*) can be paired into present and past forms, however, in relation to meaning "the past forms are often merely more tentative or more polite variants of the present forms." (Greenbaum 60)

2.1.2 Individual modal and semi-modal verbs

Can, could, be able to

These modal verbs can carry three possible modal meanings as the following examples illustrate:

- (a) possibility
  - *The weather can change.* (Dušková 186)
  - *Even expert drivers can make mistakes.* (Greenbaum 60)
  - *If it's raining tomorrow, the sports can take place indoors.* (Greenbaum 60)
- (b) ability
  - *She was never able to keep a secret.* (Dušková 187)
  - *Can you remember where they live?* (Greenbaum 60)
  - *Magda could speak three languages by the age of six.* (Greenbaum 60)
- (c) permission
  - *You can come with us.* (Dušková 188)
  - *And we didn't know we could see her.* (Biber 493)
  - *In those days only men could vote in elections.* (Greenbaum 61)

May, might

These modal verbs can carry two possible modal meanings as it is illustrated with the following examples:

- (a) possibility
  - *The match may be won.* (Dušková 187)
  - *We may never succeed.* (Greenbaum 61)
  - *There might be some complaints.* (Greenbaum 61)

- (b) permission
    - *You may borrow my bicycle if you wish.* (Greenbaum 61)
    - *May I use your phone?* (Dušková 188)
    - *Please may I go to the toilet?* (Biber 493)

Must

This modal verb can carry two possible modal meanings as it is illustrated with the following examples:

- (a) (logical) necessity
    - *I must think it over.* (Dušková 194)
    - *Your feet must feel wet now.* (Biber 495)
    - *There must be some mistake.* (Greenbaum 61)
- (b) obligation or compulsion
    - *You must be back by ten o'clock.* (Greenbaum 62)
    - *I must now confess something which I kept back from you in Chapter 3.* (Biber 495)
    - *Productivity must be improved, if the nation is to be prosperous.* (Greenbaum 62)

Need, have (got) to

These modal verbs can carry two possible modal meanings as it is illustrated with the following examples:

- (a) (logical) necessity
    - *Need you work so late at night?* (Dušková 194)
    - *There has (got) to be some mistake.* (Greenbaum 62)
    - *You needn't worry about the test.* (Greenbaum 62)
- (b) obligation or compulsion
    - *What do we have to do?* (Biber 494)
    - *Well I have to get up at ten thirty in the morning to take this thing back.* (Biber 494)
    - *We have all got to share our skills and knowledge.* (Greenbaum 62)

Ought to, should

These modal verbs can carry three possible modal meanings as it is illustrated with the following examples:

- (a) tentative inference
    - *She knows how to deal with a naughty child; she should be a teacher.* (Dušková 196)
    - *The mountains ought to be visible from here.* (Greenbaum 63)
    - *These plants ought to reach maturity after five years.* (Greenbaum 63)
- (b) obligation
    - *However, one should not despise too hastily such hand-waving discussions.* (Biber 494)
    - *You should do as he says.* (Greenbaum 63)
    - *The floor ought to be washed at least once a week.* (Greenbaum 63)
- (c) logical necessity (only in *Longman Grammar of Spoken and Written English)*
    - *If the preceding work has been done with care there should be few, if any, off-types.* (Biber 495)

Will, would, be going to

These modal verbs can carry two possible modal meanings as it is illustrated with the following examples:

- (a) prediction
    - *I was told I would feel better after this medicine.* (Greenbaum 63)
    - *It won't be that difficult to do.* (Biber 496)
    - *That will be the postman.* (Dušková 200)
- (b) volition

    This term is in *A Student's Grammar of the English Language* divided into three subcategories - intention, willingness, and insistence.
    - *I won't stay longer than two hours.* – intention (Greenbaum 64)
    - *Will you help me to address these letters?* – willingness (Greenbaum 64)
    - *She 'would keep interrupting me.* – insistence (Greenbaum 64)

Shall

These modal verbs can carry two possible modal meanings as it is illustrated with the following examples:

- (a) prediction
    - *I have never cheated and never shall.* (Dušková 199)
    - *According to the opinion polls, I shall win quite easily.* (Greenbaum 64)
    - *I shall try to show that our political practises accept integrity as a distinct virtue.* (Biber 497)
- (b) volition
    - *Where shall I put it?* (Dušková 199)
    - *We shall uphold the wishes of the people.* (Greenbaum 65)
    - *Shall I tell you who Sally fancies?* (Biber 497)

2.2 Tense

The aim of this chapter is to provide a theoretical background on the category of tense, based mainly on *A Student's Grammar of the English Language* by S. Greenbaum and R. Quirk, *Longman Grammar of Spoken and Written English* by D. Biber and R. Quirk, and *Mluvnice současné angličtiny na pozadí češtiny* by L. Dušková et al.

2.2.1 Tense and Time – the Introduction

Realising the fact that there is a difference between *time* and *tense* in the English language is of great importance. While *tense* is a grammatical category and therefore exists in the linguistic reality, *time* is a term of extra-linguistic reality. These two can sometimes correlate, however, not always.

The category of *tense* is, within the English language, divided into two main categories – *present* and *past,* the future verb form is missing, thus making the distinction between *time* and *tense* necessary, since *future time* exists in the extra-linguistic reality.

According to Dušková, *time* is a deictic category (much like that some pronouns and adverbs express), since it is assessed from the point of view of the speaker – events happening during the time of the speech are perceived as 'present', events before the time of the speech are

viewed as 'past', and the ones happening after are perceived as 'future' time events. (Dušková 214)

"However, many verb phrases are not marked for tense. First, tense is not marked for imperative clauses and non-finite clauses. Beyond that, finite clauses can be marked for either modality or tense, but not both. Thus the presence of a modal verb precludes tense marking." (Biber 453)

The subsequent paragraphs aim to describe various co-occurrences of tense and time in English. In the following instances of tense forms and their meanings, only the otherwise unmarked verb phrases (by i.e. aspect) are considered.

2.2.2 Simple present tense for present time

In *Longman Grammar of Spoken and Written English* two subcategories are described, i.e. the state present and the habitual present, whereas *A Student's Grammar of the English Language* presents one extra category – *instantaneous present. Mluvnice současné angličtiny na pozadí češtiny* does not use these categories per say; it correlates with the following subcategorization:

- (a) the state present

  This tense form refers to a state existing at the present time. It may be temporary or persist for a longer time. (Biber 453) It includes 'timeless present', which refers to 'eternal truths'. (Greenbaum 48)
    - *I want a packet of crisps. –* temporary (Biber 453)
    - *Economists fear interest rate rise. –* longer time (Biber 453)
    - *Two plus two equals four. –* eternal truth (Dušková 219)
    - *The British Isles have a temperate climate. –* eternal truth (Greenbaum 48)
- (b) the habitual present

  It refers to present habitual behaviour. (Biber 453) "It is used with dynamic verb senses to refer to events that repeatedly occur without limitation on their extension into the past or future." (Greenbaum 48) *A Student's Grammar of the English Language* includes in this category again the "timeless present", though this has also been included in the state present tense. (Greenbaum 454) As opposed to the

state present, the habitual present does not always refer to events happening at time of speaking. (Greenbaum 49)

- o *Bill drinks heavily.* (Greenbaum 49)
- o *We go to Brussels every year.* (Greenbaum 49)
- o *She's vegetarian but she eats chicken.* (Biber 453)

- (c) the instantaneous present

    According to *A Student's Grammar of the English Language*, it is used "to refer to a single event with little or no duration that occurs at the time of speaking or writing (…) and with performative verbs that refer to the speech acts performed by uttering the sentences". (Greenbaum 49)

    - o *Black passes the ball to Fernandez.* (Greenbaum 49)
    - o *I enclose a form of application.* (Greenbaum 49)
    - o *I demand an explanation.* (Dušková 218)

2.2.3   Simple present tense for past and future

In some cases, *simple present tense* can refer to past and future time. (Biber 454)

- (a) the historic present

    It "refers to past time and is characteristic of popular narrative style. It conveys the dramatic immediacy of an event happening at the time of narration". (Greenbaum 49) "This use is especially common in jokes, which are often told entirely in the historic present." (Biber 455)

    - o *Just as we arrived, up comes Ben and slaps me on the back as if we're life-long friends.* (Greenbaum 49)
    - o *The nuptial party at his daughter Judith's wedding is the last scene of rejoicing in which Shakespeare takes part; (…)* (Dušková 220)
    - o *And the guy driving the truck says, no we can't; we've got an important meeting.* (Biber 455)

- (b) The simple present tense can also be sometimes used with verbs of communication or reception to refer to past time.

    - o *Jack tells me that the position is still vacant.* (Greenbaum 49)
    - o *I hear that you need an assistant.* (Greenbaum 49)

- o *I understand that the game has been postponed.* (Greenbaum 49)
- (c) Dynamic verbs, especially verbs semantically similar to the verbs *come* and *leave*, can express future time. The validity of the future event is often indicated by the presence of an adverbial of time. (Dušková 220) However, the more common appearances of this feature are in conditional and temporal clauses. (Greenbaum 50)
  - o *When does the ship sail?* (Dušková 220)
  - o *The plain leaves for Ankara at eight o'clock.* (Greenbaum 50)
  - o *If I refuse to do what she says this time, who knows where my defiance will end?* (Biber 455)
  - o *A new era begins for the bomb-damaged Ulster landmark when the curtain goes up on Jack and the Beanstalk in December.* (Biber 455)

2.2.4 Simple past tense for past time

In this section, I will be using only *Longman Grammar of Spoken and Written English* and *A Student's Grammar of the English Language*, as *Mluvnice současné angličtiny na pozadí češtiny* includes in its classification also the category of aspect, on which I am focusing more in chapter 1.3.

- (a) the event past

  It is used "to refer to a single definite event in the past. The event may take place over an extended period or at a point of time." (Greenbaum 50)
  - o *The clock on the tower of St Michael-in-the-Moor chimed nine as he came onto the road.* (Biber 454)
  - o *The Normans invaded England in 1066.* (Greenbaum 50)
  - o *A few vultures looked down from the roof with shabby indifference.* (Biber 453)
- (b) the habitual past

  It refers to the past, that happened repeatedly and is formed by dynamic verbs. It can be paraphrased by *used to*. (Greenbaum 50)
  - o *We spent our holidays in Spain when we were children.* (Greenbaum 50)

- (c) the state past

It can be similar to the habitual past as it can also be paraphrased by *used to*. However, it is used with stative verbs and it refers to "a single unbroken state of affairs in the past". (Greenbaum 50)

   o *I once liked reading novels.* (Greenbaum 50)

2.2.5 Special uses of the simple past tense

- (a) indirect speech or indirect thought

When the reporting verb is given in past tense and reports about an event that happened earlier, the tense of the original sentence gets 'backshifted' to agree with the past tense of the reporting verb. (Biber 455)

   o *He shouted at his brother that he was a fool.* (Dušková 609)

   o *I thought you were in Paris.* (Greenbaum 50)

   o *Abbey said there was a meeting planned to discuss the contract this week.* (Biber 455)

- (b) the attitudinal past

It is used when the speaker wants to sound more politely (tentatively), (Greenbaum 50)

   o *I wondered whether you were free tomorrow.* (Greenbaum 50)

   o *Hi Peggy this is Ellen at Sports Spectrum, um, I wanted to let you know we got your swimsuit in.* (Biber 454)

   o *Did you want a cup of tea?* (Biber 454)

- (c) The hypothetical past

This occurs in certain subordinate clauses (especially in *if-clauses*), where the simple past marks hypothetical or "what is contrary to the belief or expectation of the speaker". (Greenbaum 50)

   o *And if you were in the mood we could at least go.* (Biber 454)

   o *If you knew him, you wouldn't say that.* (Greenbaum 51)

   o *I wish I had a memory like yours.* (Greenbaum 51)

2.3 Aspect

Since the view on the category of aspect is rather different in Dušková's *Mluvnice současné angličtiny na pozadí češtiny* from both *A Student's Grammar of the English Language* by S. Greenbaum and R. Quirk, and *Longman Grammar of Spoken and Written English* by D. Biber and R. Quirk, I shall divide this chapter into two parts, where I will be focusing on the two types of aspect separately.

2.3.1 The category of aspect according to Dušková

Perfect verb forms

With perfect verb forms, the category of aspect arises from the combination of the verb semantics and the verb simple form. The meaning of a finished process occurs only with telic verbs and it is not unique for the perfect verb forms, but it also occurs in past tense. (Dušková 241)

- o   *Where have I put my glasses?* (Dušková 241)
- o   *Where did I put my glasses?* (Dušková 241)

According to Dušková, the difference between these two sample sentences is not in the process being finished or unfinished, but in the time deixis. For that reason, perfect verb form does not represent the category of aspect, but of the tense. (Dušková 242)

This opinion is different from all my other linguistic sources and it is probably caused by the comparison of the English to the Czech language which is the main goal of this publication.

Progressive verb forms

The progressive verbs forms are linked to the semantic type of the verb to a large extent, as they usually exist with dynamic verbs. None the less, the progressive verb form adds to the meaning of the verb also a sense of an *ongoing process* and that is an aspectual meaning. Yet, expressing the progression of some process is always connected to some tense deixis; so, this category can be understood as both of aspect and tense. (Dušková 242)

Simple verb forms

From the point of view of an aspect, the simple verb form is neutral. His interpretation depends on the verb semantics, its supplementation, or context (both contextual and situational), as you can see in the following sample sentences: (Dušková 242)

- o *We drank beer.* (Dušková 242)
- o *He drank a glass of beer.* (Dušková 242)
- o *I patiently waited while he drank his glass of beer.* (Dušková 242)

Other means of changing the aspect

- (a) adverbial particles

  Some particles can have the effect of *perfectivation*. When compared to Czech translations of these following verbs, the particle modifies the verbal meaning by its explicit referring to finishing the phase of the process. (Dušková 243)
  - o *write down* (Dušková 243)
  - o *try out* (Dušková 243)
  - o *cool off* (Dušková 243)
  - o *think through* (Dušková 243)

- (b) prefixes

  Also, some prefixes can have *perfectivational function*, as it is shown in these examples:
  - o *slave – enslave* (Dušková 243)
  - o *grow – outgrow* (Dušková 243)
  - o *eat – overeat* (Dušková 243)

- (c) syntactic constructions (not in progressive verb forms)

  Perfectivation occurs with some types of complements:
  - o *He drank himself to death.* (Dušková 243)
  - o *They talked her silly.* (Dušková 243)

  Adjectives after verbs like *bang, run, wear*, etc.:

  - o *The door banged shut.* (Dušková 243)
  - o *The river has run dry.* (Dušková 243)

Verb-nominal bonds with the verbs *have, give,* etc.:

- o *He gave the door a push.* (Dušková 243)
- o *I had a drink of water.* (Dušková 243)

2.3.2 The category of aspect according to the other selected authors

According to *A Student's Grammar of the English Language*: "Aspect is a grammatical category that reflects the way in which the action of a verb is viewed with respect to time." (Greenbaum 51)

Aspect relates especially to distinctions of time in the verb phrase and as such refers to completion or lack of completion of events or states described by a verb. (Biber 460)

Two aspect are recognized in English – *the perfect* and *the progressive*. These two may also combine in complex verb phrases and are marked for tense. (Greenbaum 60) Thus one can come across these possible aspects in English:

- present perfect   *has examined*
- past perfect   *had examined*
- present progressive   *is examining*
- past progressive   *was examining*
- present perfect progressive   *has been examining*
- past perfect progressive   *had been examining*

(Greenbaum 51)

As you can see, the two aspects differ structurally, since the perfect aspect is formed with the auxiliary verb *have + ed-participle*, whereas the progressive aspect is expressed by the auxiliary verb *be +* the *ing–participle.* (Biber 460)

In the following paragraphs, I will describe them individually in a greater detail.

The present perfect

Greenbaum and Quirk distinguish the following possible meanings of the present perfect, whereas the authors of L*ongman Grammar of Spoken and Written English* focus more on the frequency of its occurrence within the English language.

- (a) the state present perfect

  It is used with stative verbs referring to a state that began in the past and continues to the present, and may as well continue in the future. (Greenbaum 51)

  - *They have been unhappy for a long time.* (Greenbaum 51)
  - *She has owned the house since her father died.* (Greenbaum 51)
  - *I've always liked her.* (Greenbaum 51)

- (b) the event present perfect

  It is used with dynamic verbs referring to an event or events that have happened in the past leading up to the present. We can distinguish two subtypes:

  - "The event or events are reported as news; usually they have occurred shortly before the present time:" (Greenbaum 51)

    - *The Republicans have won the election.* (Greenbaum 51)
    - *I've just got a new job.* (Greenbaum 51)

  - The implied period framing the event(s), that happened in the past, continues in the present: (Greenbaum 52)

    - *She has given an interview once in her life (but she may yet give another interview).* (Greenbaum 52)
    - *Have you seen the new production of King Lear at the National Theatre? (You can still do so)* (Greenbaum 52)
    - *All our children have had measles (and they are not likely to have it again.)* (Greenbaum 52)

- (c) the habitual present perfect

  It is used with dynamic verbs referring to repeatedly occurring both past and present events. (Greenbaum 52)

  - *This magazine has been published every month (since 1975.)* (Greenbaum 52)
  - *I've been reading only science fiction (till now).* (Greenbaum 52)
  - *Socrates has influenced many philosophers (till now).* (Greenbaum 52)

The past perfect

The past perfect main function is to clearly contrast which of the events of one utterance occurred earlier. (Biber 460)

> o *Two brothers told a court yesterday how they watched their terminally-ill mother "fade away" after she was given an injection. Widow Lilian Boyes, 70, had earlier pleaded with doctors to "finish her off," Winchester Crown Court heard.* (Biber 460)
>
> o *They had moved into the house before the baby was born.* (Greenbaum 53)

Other function may be to reflect "the past of the present perfect": (Greenbaum 53)

> o *She had owned the house since her parents died.* (Greenbaum 53)
>
> Here the past perfect implies that she does not own it now. (Greenbaum 53)

The progressive aspect

The progressive aspect refers to events that are in progress at a point of time, though it usually implies some limited duration, it does not automatically state event's completion. (Biber 470)

- (a) the state progressive

  Progressive aspect can be in some situations used with stative verbs; though it is not often. In such cases, it refers to the meaning of temporary state or a type of behaviour, thus adopting dynamic meaning. (Greenbaum 53, Biber 471)

  o *Chris is living there now.* (Biber 471)

  o *He was being silly.* (Greenbaum 54)

  Additionally, "verbs expressing emotion or attitude, which are ordinarily stative, indicate tentativeness when they occur in the progressive." (Greenbaum 54)

  o *I'm hoping to take my exam soon.* (Greenbaum 54)

  o *I was wondering whether you could help me.* (Greenbaum 54)

- (b) the event progressive

  The event progressive is the most common, it is formed by dynamic verbs and refers to events that are not completed. Both, the present and the past progressive, often imply that the process has not been finished. Furthermore, "the present progressive is more commonly used than the simple present for events in present time, because present events are usually regarded as having some duration." (Greenbaum 54)

  o *I was reading an economics book last night.* (Greenbaum 54)

- o *One of the boys was drowning, but I dived in and saved him.* (Greenbaum 54)
- o *What are you doing? I'm writing a letter.* (Greenbaum 54)
- (c) the habitual progressive

  When used in present tense with dynamic verbs, it refers to repeatedly occurring events, while implying that the events occurred in restricted time period; in contrast to the simple present tense which implies permanence. (Greenbaum 54)
  - o *She's writing some short stories.*

    She writes short stories. (Greenbaum 54)
  - o *He's teaching in a comprehensive school.*

    He teaches in a comprehensive school. (Greenbaum 54)

The perfect progressive aspect

This section is based on *A Student's Grammar of the English Language* since *Longman Grammar of Spoken and Written English* does not cover it for its rare occurrence in the English language. (56+57)

When both aspects are combined in one verb phrase, their meanings are combined as well, so they consequently refer to "a temporary situation leading up to the present when is the perfect auxiliary in present tense has or have." (Greenbaum 56)

- o *I've been writing a letter to my nephew.* (Greenbaum 56)
- o *It's been snowing again.* (Greenbaum 56)

It may also convey the meaning of the possibility of incompleteness, a temporary habit up to the present, and may be combined with past tense and modal verbs: (Greenbaum 56)

- o *I've been cleaning the windows.* (Greenbaum 56)
- o *I've been working on the night shift for several weeks.* (Greenbaum 56)
- o *The fire had been raging for over a week.* (Greenbaum 56)
- o *By Friday, we will have been living here for ten years.* (Greenbaum 56)

2.4 Theoretical findings

All the renowned authors whose works I have consulted acknowledge the basic distinction between intrinsic (root) and extrinsic (epistemic) modality, and the categories of tense and aspect, though they further elaborate on the semantic subcategories of the forms.

I believe that sound theoretical background should also find its application in English language teaching resource books at advanced levels, where a professional expect a sound knowledge of the language system.

3   Practical part

In this part of my thesis I am investigating the ways the abovementioned features of the English grammar are covered in four different textbooks - *New English File* Advanced, *Ready for Advanced*, *Advanced Language Practice* and *Advanced Grammar in Use*. These textbooks were selected since they are all designed for advanced students, where more extensive level of the English language, and also the knowledge of the morphological and syntactical structure becomes necessary. The textbooks were published by three different publishing houses, and the first two are more focused on the purely communicative approach in contrast to the latter two, which are more designed to systematically consolidate and revise grammatical features. As I have experience with these textbooks both from the student's and the teacher's perspectives, I have been provided with the important overview necessary to achieve the goal of my thesis.

3.1   Modality

3.1.1   New English File Advanced

New English File Advanced deals with the topic of modality in two units: 3A (pages 36 – 39) and 5A (pages 68 – 71). This textbook approaches teaching English on more communicative basis, and therefore the student is only exposed to this grammatical feature in the main body of the textbook through listening and reading exercises; only one exercise is solely devoted to this feature but not even there, there is no linguistic terminology used.

None the less, this textbook also contains a "Grammar bank" – a section at the back of the textbook, where each grammatical feature is more explained and accompanied by some exercises. The pages considering modality are 142 and 148.

Unit 3A – speculation and deduction

Mainly the ways to create sentences with modal verbs are shown on sample sentences. Within these comments on sample sentences some meanings of these modal verbs are explained.

- The verb *must* is connected to something "we are almost sure" is/was true in the present/past. (Oxenden 142)

- The verbs *can't* and *couldn't* are used "to say that we think it's almost sure that something isn't true in the present or wasn't true/ didn't happened in the past." (Oxenden 142)
- The verbs *may, might*, and *could* are used "to say that we think it's possible that something isn't true in the present or was true/happened in the past." (Oxenden 142)
- The verb *should* relates to a situation "you expect to happen". (Oxenden 142)

Despite the term *possibility* being barely mentioned in these explanations, the authors are clearly commenting this specific modal meaning, disregarding any other modal meaning.

Unit 5A – permission, obligation, and necessity

This unit is divided into four sections, each regarding some selected (semi-)modal verbs.

- *Can, could, must, should* and *ought to,* are described to be the most used ones "for talking about permission and obligation". *Ought to have* and *should have* can be used "to talk about past events which did not happen and which we regret". Last is stated that *had better* is "stronger and more urgent than *should/ought* to and is often used to give strong advice or warning". (Oxenden 148)
- *Have to* and *have got to* "express obligations." (Oxenden 148)
- *Need* can be used for "habitual, general, and specific necessity", these "types of necessity" are than explained further in greater detail, but no other modal meaning is added. (Oxenden
- *Be able to, be allowed to, be permitted to,* and *be supposed to* are all to be found in the same section. *Be able to* and *be allowed to* is explained to be something used "to talk about something what is possible or permitted instead of *can*. *Be permitted to* is used in formal situations and *be supposed to* "to say what people should or shouldn't do". (Oxenden 148)

Terms *permission, obligation, necessity*, are used here as self-explanatory words. Furthermore, some modal meanings are omitted again; the comments on example sentences are more focused on possible sentence structures and the way these change the meaning of the selected modal verbs.

Conclusion

Overall, this textbook is more concerned with vocabulary-building and communicative level of its users rather than grammatical practise and the understanding of linguistics. For example, the main categories of modality (intrinsic and extrinsic) are omitted completely, and the subcategories are covered in a rather disorganized manner, thus, the student cannot make a clear picture of the categories of modality, which may lead him to simply learn the subject matter by heart without any further understanding of the given matter.

3.1.2   Ready for Advanced

Ready for Advance divides modal verbs into three groups and then investigates each group separately. The first group contains the verbs *might, could, may,* and *can* and these are covered in unit 1, verbs *will, shall,* and *would* appears in unit 8, and unit 12 deals with the last group of *must, need, should,* and *ought to.*

The main focus of this textbook is to prepare its students for the CAE exam, however, there are already in the main body of each unit page-long sections called "Language focus", where one finds exercises on the particular grammatical features, though without any explanations of the subject matter; they are structured according to the communicative approach to English language teaching. Students need to use linguistic terminology (i.e. *possibility, necessity, obligation, prediction,* etc.) mixed with non-linguistic one, without even knowing it.

More explanation is given at the back of the textbook in the section "Grammar reference".

On page 215 the verbs *might, may, can,* and *could* are grouped according to their modal meanings and, with the help of sample sentences, all their modal meanings are explained in proper linguistic terminology, that is explained whenever it is necessary.

The section on modal verbs on page 221 involves modal verbs *will, shall,* and *would.* The term *prediction* is not used here, however, the next section of this unit describes various ways to talk about future and it includes the verb *will.* Nor the term *volition* is used, none the less, all its subcategories are not only mentioned, but also explained with the help of sample sentences.

Last part of the "Grammar reference" is on pages 223 and 224. It deals with verbs *must, need, should* and *ought to*. It is divided in three sections:

- *Must* and *have to*

  The modal meanings of *(logical) necessity* and *obligation* are both here presented with sample sentences in accordance to linguistic terminology. (Norris 223)

- *Should* and *ought to*

  In this section linguistic terminology (such as expected *tentative inference*, *obligation* or *logical* necessity) is not used. The authors talk about probability, giving advice, expressing opinions, etc. The shift in meaning when perfect aspect is combined with these verbs is also shown, yet it is not mentioned that it concerns this particular grammatical category. (Norris 223)

- *Need*

  The modal meanings of *(logical) necessity* and *obligation* are both here presented with sample sentences in accordance to linguistic terminology. (Norris 224)

On one hand, due to the division of the modal verbs the basic categorization of modality to intrinsic and extrinsic is missing. On the other hand, except for two subsections, the modality is explained diligently. The verbs are clearly divided in "Grammar reference", thus making it easier for students to form a relatively coherent concept of possible modal meanings as well as giving them the chance to understand the given matter to some extent.

3.1.3 Advanced Language Practice

The author of this textbook wants to provide a transparent grammatical overview, in addition to corresponding exercises for each subject matter. As this textbook is also designed to help its users in preparation for the CAE and CPE exams, the exercises are structured accordingly. At the beginning of every *Grammar* unit an extensive explanation of the particular grammar is given.

There are two units covering the modal verbs in this textbook. The first is *Grammar 9 Modals: present and future* and the second is *Grammar 10 Modals: past*. It is described what modality meanings the individual modal verbs carry and related non-modal expressions are presented in relation to time and tense. Each verb has its own paragraph and with the help of

sample sentences all its possible meanings they can convey are shown and described often using the linguistic terminology as well as the functional one.

Since this textbook focuses mainly on grammar, it does not contain any grammatical overview at the back of the textbook, because it is already present at the beginning of each unit. The priority of each unit is set according to a grammatical focus as opposed to more common vocabulary one. This gives the author an opportunity to cover wider range of possible occurrences of the given matter in the English language.

In the following two sections, I will look at individual explanations of modality given by this textbook to each modal verb. The division of the sections and subsections copies the division of the textbook.

Grammar 9 Modals: present and future

- *Don't have to* and *must not*
  Modal meaning is referred to as "an absence of obligation" or "obligation not to do something". (Vince 65)
- *Should* and *ought to*
  These possible meanings are stated in this section: "expectation", "recommendation", "strong obligation expressed politely", "criticism of an action", "uncertainty", and "after in case to emphasize unlikelihood". The terminology that is used is mostly inappropriate. The main linguistic categories of these two verbs, namely *tentative inference* and *obligation*, are here combined in the case of "strong obligation expressed politely". (Vince 65)
- *Could*
  These possible meanings are used in this section: "possibility or uncertainty", "possibility or impossibility", "to make suggestions", and "unwillingness". The term *possibility* is divided in two subsections, to provide wider range of modal meanings, however neither of the remaining two subcategories, namely *ability* and *permission* is represented here. (Vince 65, 66)
- *Can*
  The verb *can* may be used only to either "make criticism" or "with *be* to refer to capability". This overview is distinctly incomplete, as none of the subcategories of

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modal meaning, specifically *possibility, ability,* and *permission*, connected to this modal verb are covered here. (Vince 66)

- *Must* and *can't*

  Here the textbook simply states: "These refer to present time only. In expressing certainty, they are opposites." (Vince 66) By doing so, it is completely disregarding the essential modal meanings of the verb *must* which are *necessity* and *obligation or compulsion*.

- *May* and *might*

  In this case, the author describes various shifts in meaning of a whole sentence and the modal meaning of the verbs sees as of "possibility or uncertainty". The subcategory of *permission* is therefore omitted. (Vince 66)

- *Shall*

  Two possible uses of this verb are described here. The first is "to emphasize something which the speaker feels is certain to happen or wants to happen" with the sample sentence, *We 'shall win!* (Vince 66), one could argue that the subcategory of *prediction* would be more appropriate. The second is "*shall* is used in formal rules and regulations" with sample sentence *No player shall knowingly pick up or move the ball of another player.* (Vince 66) This may be seen as a part of the *volition* subcategory. Overall, by not using the proper linguistic terminology, this section misses some of the possible modal meanings of this verb.

- *Will*

  The first modal meaning presented in this section is "to express an assumption". This term is likely used instead of proper term *prediction*. "*Will/won't* can be used emphatically to tell someone of the speaker's intention, or to forbid an action, in response to a *will* expression." The first part of the sentence clearly refers to a part of *volition* meaning as the term *intention* is used. However, the second part is put ambiguously; it may refer to the other parts of *volition* meaning – *insistence* and *willingness*. If it is so, the complete overview of modal meanings of this modal verb is given, though without using proper linguistic terminology, which would have solved any ambiguity quite simply. (Vince 67)

- *Would*

  This verb is here described as carrying "conditional sense" but not stating it. (Vince 67) This explanation could hardly be viewed as a proper linguistic one.

- *Need* and *need to*

  Both verbs are here described as "modal auxiliaries" (Vince 67), however no explanation of their modal meanings is given.

Grammar 10 Modals: past

The category of aspect is often in play, yet the author does not mention it, and often describes it as the force shifting the modal meaning into the past instead.

- *Had to*

  This verb is to refer to "a past obligation", or its absence in the form of negative. Unfortunately, the subcategory of *(logical) necessity* is here omitted. (Vince 72)

- *Should have* and *ought to have*

  Regarding meaning of these verbs, only that they refer to "expectation" and "criticism of an action" is described here, therefore the author omits any linguistic terminology and, by doing so, also some modal meanings. (Vince 72)

- *Could, could have,* and *couldn't have*

  The author fully describes the modal meanings of *possibility*, *ability*, and *permission*. On sample sentences "Mary could swim when she was three." and "Mary could have swum when she was three." shows the shift of meaning in these sentences (regrettably not mentioning the category of aspect even at this place). (Vince 72)

- *May have* and *might have*

  The modal meaning of *possibility* is here described in greater detail with many of its possible variations. The subcategory of *permission* is not mentioned here, since these modal verbs in combination with perfect aspect do not carry it. (Vince 73)

- *Must have* and *can't have*

  These two verb forms are supposed to carry only the modal meaning of "certainty". Considering the sample sentence "Someone must have taken it!" this term corelates with the linguistic term *logical necessity* which is actually the only possible modal meaning of these verbs. (Vince 73)

- *Would not* and *would have*

  While *would not* can manifest itself only "unwillingness in the past", *would have* can refer to either "events in the past which did not actually happen" or manifest "assumptions about the past". (Vince 73) The rest of the modal meanings are disregarded in this section.

Conclusion

Though the linguistic terminology is used in this textbook, the main categorisation of modality is omitted, and the subcategories are either 'scattered' among the verbs described or omitted completely. Students using this textbook can easily understand some of the possible meanings connected to each verb, however, it is harder for them to form a coherent overview, especially when the category of the perfect aspect is in the Unit 10 omnipresent yet unnamed.

3.1.4 Advanced Language in Use

Hewings describes modal verbs in Units 15-20. Each unit contains a few modal verbs with similar modality meaning. Every unit in this textbook is two pages long where one page is solely explanatory, considers some grammatical feature of grammar, and the other to exercises designed to practise the given subject matter. The textbook does not cover thematically structured content, it is structured on grammatical basis.

In Unit 15, there are presented *can, could, be able to,* and *be allowed to* and the modal semantic categories of *ability, possibility* and *permission*. Unit 16 covers *will, would,* and *used to*, however, modality of *prediction* or *volition* is not covered there. In Unit 17 verbs *may* and *might* are explained; though mainly the topic of *possibility* is explained here*,* the modal meaning of *permission* is covered also. Unit 18 talks about *must* and *have (got) to*; linguistic terminology is scarcely used in this unit as the expected terms *obligation* or *(logical) necessity* are not present. *Need(n't), don't need to* and *don't have to* are covered in Unit 19, where the terms *permission* and *necessity* are used, though the main part of this unit observes various possibilities in the syntactical structures, when one of these verbs is used. Unit 20 concludes the units on modal verbs with the final *should, ought to* and *had better*, and in its introductory paragraph overviews all the possible modal meanings of these verbs

in accurate linguistic terminology which is also used in the following grammatical part of the unit.

In conclusion, this textbook gives the student clearly structured overview of most of the linguistic terminology connected to modality, yet the division of modality to intrinsic and extrinsic is missing again.

3.2 Tense, time, and aspect

As the grammatical categories of tense and aspect are not covered in the textbooks separately, this chapter focuses on the way the textbooks deal with the subject of time, tense and aspect simultaneously.

3.2.1 New English File Advanced

The authors of this textbook wrote two units focused specifically on the subject matter – Unit 2A (pages 20-23) and Unit 6A (84 – 87).

Unit 2A The past: narrative tense, *used to* and *would*

Mainly the subject of time order is examined in here. In the main body of the textbook, according to the communicative approach, there is no grammar explained, students are exposed to these grammatical features mainly through reading and listening exercises. Also, a focus is given to the practice of not only the grammar phenomena, but also new vocabulary through several speaking exercises. That is to say, these speaking exercises are mainly dedicated to the practice of *used to* and *would* regarding past habitual events.

Furthermore, the focus does not much change in the *Grammar bank* at the back of the textbook. On page 139 a brief revision of the usage of *narrative tenses* is given which are, according to the textbook, "the past simple, past continuous, and past perfect simple or continuous". (Oxenden, p.139) It is clearly visible in this citation, that this textbook does not distinguish between the categories of tense and aspect at all.

Although the category of aspect is not mentioned anywhere, the various uses of all past aspects are given. The authors do not describe their possible meanings, they concentrate on the time order.

This page then goes on to describe the meanings and proper usage of *used to* and *would* without using any linguistic terminology. The remaining half of the page contains exercises on all these mentioned features.

Unit 6A Expressing future plans and arrangements

In the main body of the textbook the exercises are focused, for the most part, on vocabulary related to tourism and travelling and barely any future expressions are present in any exercises – as the headline "A moving experience" on page 84 suggests.

The way to express future in English is presented on page 151 in the "Grammar Bank" at the back of the textbook. However, the terminology, used to do so, contains some terms that are contradictory to the terminology of linguistic resources; i.e. "The future continuous can often be used instead of the present continuous to refer to future arrangements." (Oxenden 151) The mentioned "future continuous" refers to combination of the modal verb *will* and *progressive* aspect. The following sample sentence is given in the textbook.

- *I'll be going to the supermarket later – do you want anything?* (Oxenden 151)

Nowhere on this page is mentioned the term *tense* or *aspect*. The whole grammatical part is focused on the semantical differences in time reference the abovementioned structures, thus disregarding linguistic categorization.

On the whole, the communicative approach of this textbook superseded the linguistic one. As the tense of the English verb is not a new matter for advanced learners, one could expect some linguistic insight employed to help the learners to consolidate their knowledge further, as opposed to using terminology mistakenly. Furthermore, the term *aspect* and its categories of meaning are not mentioned at all.

3.2.2 Ready for Advanced

Also, the authors of Ready for Advanced deal with the subject of time and tense in two units – Unit 2 (pages 18 - 29) and Unit 8 (pages 102 - 113).

Unit 2 Talking about the past

This unit's title is *Times change,* and consequently it focuses mainly on expressing past time in English. In the main body of the textbook some exercises specifically aiming this part of

grammar can be found, yet no grammatical explanation is given. As the main focus of this textbook is to prepare learners for the CAE exam, the exercises presented in the body of the textbook are formally restricted, yet the overall focus is eminent in reading, use of English, listening, as well as speaking exercises.

In the back of the textbook, in the "Grammar reference" section there are the following paragraphs covering the subject of "talking about the past":

- *Past simple*

  Although there is not used any linguistic terminology in this section, most of the subcategories of past tense, namely *the event past* and *the habitual past,* are here explained. *The state past* is demonstrated in the sample sentences; however, it is not commented on. It also includes a section on *used to* and *would* where their habitual meaning is explained.

- *Past continuous*

  The proper linguistic terminology or categorization is not used in this section either, and yet all the subcategories of *the past progressive (continuous) aspect* are present here; namely *the state progressive, the event progressive* and *the habitual progressive.*

- *Present perfect*

  This section deals with both *present perfect aspect* and *present perfect progressive (continuous) aspect*, although it never uses the term *aspect* as such. When describing *present perfect aspect*, the authors describe *the state present perfect* and *the event present perfect*, omitting *the habitual present perfect* (it is not present even in the sample sentences).

  It makes distinction between *stative* and *dynamic verbs* by describing their meaning and states that *present perfect progressive*, contradictory to the linguistic resources, cannot be form by *stative verbs*.

  This whole section again does not use any appropriate linguistic terminology or categorization.

- *Past perfect*

  This section deals with both *past perfect aspect* and *past perfect progressive (continuous) aspect*, although the term *aspect* is never used. This section focuses on time order using the communicative approach, as it is done similarly in the previous sections.

- The remaining two sections, named *Unfulfilled past events* and *Expressing preferences about the past*, focus on the verb forms where modal verbs are combined with the perfect aspect. They strictly follow the communicative approach and omit any theoretical background.

As you can see, this textbook provides no theoretical background and does not introduce any linguistic terminology regarding the grammatical categories of aspect and tense.

Unit 8 Talking about the future

This unit is also covering the topics of modal verbs *will, shall* and *would* in addition to "Talking about the future". (Norris 111) In the main part of the textbook, there is no other section provided to ways of expressing the future time, other than the one focusing on the modality meaning of *prediction*.

At the back of the textbook, in "Grammar reference" section, there is coherent part regarding uses of present tense to convey future time meaning. Though it consists of seemingly well-structured section, the categories of tense, aspect, and modality are mixed together thoroughly, thus making it impossible for the textbook users to form any idea of any theoretical background.

Conclusion

The authors of this textbook have clearly disregarded any intention to provide some kind of theoretical background of the English grammar (mainly in connection to the categories of tense and aspect), while they were writing these two units. The communicative approach of English language teaching here clearly substitutes any other.

3.2.3 Advanced Language Practice

Straight from the beginning, the first three units deal with different ways of expressing different times: *Grammar 1 Present time, Grammar 3 Past time* and *Grammar 4 Present*

perfect. In the introduction to each of these units, extensive overview of particular grammar is given, with the regard to the expected level of the intended users of this textbook.

Grammar 1 - Present time

This unit focuses on "present simple" and "present continuous". Despite the fact, that the terms *tense* or *aspect* are not used in this whole unit, the overall structure provides to a certain extent some theoretical background. The *present simple tense* is here covered in all its possible meanings including not only *the state, the habitual*, and *the instantaneous present,* but (in section on "Other uses of present simple") there are shown all the possible uses of *the simple present tense* to refer to past (for example *the historic present*) also. It pays great attention to the differences between *stative* and *dynamic* verbs, and using to explain *the state, the event* and *the habitual* subcategories of *the present progressive aspect.*

This unit then concludes in four pages of exercises of mentioned grammatical features.

Grammar 3 - Past time

This unit is focused on various past verb forms. The first section *Basic contrast: past simple and past continuous* covers mainly what meanings these grammatical structures may carry, with a section dealing with time order. Yet no distinction between these two terms belonging to different categories of *tense* and *aspect* is mentioned.

When describing *the simple past tense,* the possible meanings of habits and events are mentioned, however (except for the sample sentences) not developed to larger extent. The same situation occurs with *the past progressive (continuous) aspect.*

This is followed by the second section titled "Past perfect simple and continuous". There are rather stated possible occurrences of this feature within the English language with a reference to a section dealing with reported speech. The subject of *aspect* does not arise, nor possible completion or incompletion of the process described by the verbs.

The title of the third section is *Used to and would* and as such it describes mainly the possibilities of using these verbs along with the contrasts in their meaning. No linguistic background occurs here, not even the topic of modality is mentioned.

The last three section are briefly covering the topics *Unfulfilled past events, Polite forms,* and *Contrasts with present perfect verb forms.* Neither here linguistic terminology is used. Naturally, the corresponding exercises follow.

Grammar 4 - Present perfect

The grammatical section at the beginning of this unit is again divided into several subsections; three in this case. The first deals with the correct usage of "present perfect simple", especially in contrast to "past simple". There is not mentioned any connection to the category of *aspect* and in one sample sentence *the present perfect progressive* is used. None the less, all the subcategories of *the present perfect aspect* are described. When the subject of the "contrast with past simple" arises, all linguistic terminology disappears, and purely functional approach is used.

The second subsection focuses on "present perfect continuous" and its contrastive use to "present perfect simple". The terms *tense* and *aspect* are not used here either, but despite that the variants of its meaning are described as in *A Student's Grammar of the English Language*.

The last subsection is titled "Time expressions with present perfect", however, a significant part of it explains the meaning of "finished" and "unfinished" processes on sample sentence with or without *the perfect aspect*. Needless to say, that not even in this instance is the category of *aspect* mentioned.

Then the unit proceeds to five pages of exercises.

Conclusion

Generally speaking, this textbook provides some consolidation of grammatical features that have already been known to its users to at least some extent. It partially provides some linguistic background (i.e. *stative* vs. *dynamic verbs*), but it is mixed with functional terminology which makes it hard for the user to identify. Furthermore, the author is sometimes focused on functional part of the grammar, rather than providing the learners with more insight into linguistic categorization and terminology, even when the situation is presented to him, as is the case in *Grammar 4*, while dealing with the subject of "finished" and "unfinished" processes.

3.2.4 Advanced Grammar in Use

Hewings works with the subject of *tense* and *aspect* in the first 8 units; those are joined in one section named "Tense". These units appertain to both present (units 1, 2, 3, and 6) and past (units 3, 4, 5, and 7) tenses; unit 8 than serves as an overview of those preceding units. Every unit includes one page, where the grammatical matter is presented and one page of exercises to the given matter.

Units 1 and 2 Present continuous and present simple

The first unit is divided into three sections, according to the semantics of verbs these grammatical structures can be created by. These sections are "state verbs", "mental state verbs" and "performatives", consequently excluding the category of *dynamic verbs*. In each of these sections the author focuses on possibilities in use as well as changes in meaning of these verbs depending on (not) using *the present progressive (continuous) aspect.* Yet this term is not used here.

The second unit focuses on the same issue as the first, but from a rather different point of view. The unit is divided into sections according to *present tense* subcategories (*the state, the habitual,* and *the instantaneous present*).

Although it is not stated, the textbook follows the linguistic approach, as the first unit is focus on *aspect* and the second on *tense.*

Unit 3 Past simple and present perfect and Unit 4 Past continuous and past simple

Both these units are structured in a functional manner. They describe various differences in the use of these particular grammatical constructions. For this reason, linguistic terminology does not occur in these units.

Unit 5 Past perfect and past simple

This unit focuses mainly on time order – either in one utterance or in *indirect speech.* Because is this unit also written according to the functional approach, no theoretical background is given here.

Unit 6 Present perfect continuous and present perfect and Unit 7 Past perfect continuous, past perfect and past continuous

Even though it would be expected to see in these units mainly the subject of *aspect*, not only this term is used in this unit, but also no other linguistic terminology. The whole grammatical parts focus only on the semantic point of view to these to aspects and disregard anything else.

Unit 8 Present and past time: review

This unit is divided into three sections – "Continuous and simple", "Perfect", and "Combinations of perfect and continuous". This unit provides structured overview of the first seven units and so does not provide any new information. It describes these verb forms in the same style of language as it did in the previous units – uses linguistic terminology in the first section.

Conclusion

In conclusion, this textbook provides the most extensive overview of tense and aspect, however it fails to provide cohesive theoretical background in most cases. With its clear structure, it is very user-friendly in its functional approach, provided a student does not need to revise just some parts of it. However, it provides only some of theoretical background, as for example the categories of *tense* and *aspect* are omitted.

3.3 Practical findings

All of the researched textbooks showed some great gaps in using the linguistic terminology. Especially *New English File* does not provide any theoretical background and clearly favours the functional or communicative approach.

In the case of modality, the findings were better than I have expected in most of the coursebooks. Apart from *New English File*, the remaining three coursebooks were able to implement some theoretical background in their respective sections. The main categorization of modality to *intrinsic* and *extrinsic* (or *root* and *epistemic*) was not shown in neither of them. The subcategory of *volition* is not covered either, since it is mainly connected to the modal verb *will*, where the authors are often more focused on the way this verb can refer to the future time.

The categories of *tense* and *aspect* are intertwined, and even when the authors are describing the aspect meanings, I have not found a single occurrence of this term. The term *tense* occurs only in *New English File* and *Ready for Advanced*, unfortunately it does not refer to this grammatical category.

4   Conclusion

The aim of this bachelor thesis was to observe the level of correspondence between the linguistic resources and English coursebooks for advanced learners. The following procedure was chosen: I picked the grammatical categories of modality, tense and aspect, and contemplated on the ways these categories are presented in renowned linguistic resource-books and the most frequent English coursebooks for advanced learners.

The first research hypothesis was that there is a disbalance in the use of linguistic terminology in these two types of resources. This hypothesis was confirmed, thus, if the learner consults the representative student's structural linguistic resources, he is unlikely to find the answers easily.

The second hypothesis stated that the terms used in coursebooks are in conflict with resource-books and, in the light of the findings in the practical part, it needs to be stated that the English coursebooks do not provide sufficient theoretical linguistic background of the English language, not even on advanced level. This may cause a misinterpretation of the chosen categories.

The linguistic terminology, if used at all, does not provide to advanced English learners clarity, which is necessary for a better understanding of the language that becomes imperative at this level. Not having this structure clearly stated refrains some learners from achieving a higher level of English and can resolve in making unnecessary mistakes or at least uncertainty whether they are using a correct verb form or phrase.

The most surprising fact is the fact that the authors of the coursebooks deliberately choose not to use linguistic terminology or to provide some theoretical background, when the explanation of the given grammatical feature would clearly benefit from the use. This 'chosen negligence' causes some ambiguous explanations which should never occur.

The reason for this may be the system of the coursebooks creation. All the coursebooks I was working with are published for many different levels, covering the scale from the elementary to the advanced level; however, the basic structure of these coursebooks remains identical, only the content varies. I believe that the advanced coursebooks would have to be designed differently at least in the grammatical sections.

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