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**PEDAGOGICKÁ FAKULTA**

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Katedra: Anglického jazyka  
Studijní obor: Anglický jazyk

**ADAPTING DIFFERENT TYPES OF LISTENING  
TASKS TO SUIT 10 AND 13 YEAR OLDS**

(Úprava různých typů poslechových cvičení  
vhodných pro 10 a 13 leté děti)

Závěrečná práce 95-PF-KAJ

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## OUTLINE

Thesis: Choosing right teaching strategies for teaching different listening activities is very important because they must be appropriate to students' age and their level of English.

I. Listening is a part of a communicative process which must not be forgotten while teaching languages.

A. We must decide what the purpose of a listening activity is.

1. Different listening activities require different responses.

- a. Performing physical tasks
- b. Transferring information
- c. Reformulating and evaluating information

2. Citations Penny Ur , 1984:25

William Littlewood, 1981:65

B. If we want to find out what the appropriate teaching strategy for different classes is we must try out different types of teaching strategies.

1. The task should relate to the aim of the lesson.

a. Listening activities that require performing physical tasks.

- 1. Listen and locate
- 2. Listen and move

b. Listening activities that require transferring information.

- 1. Filling the gaps
- 2. True or false

c. Listening activities that require reformulating and evaluating information.

- 1. Repeating
- 2. Paraphrasing

2. Citation: Penny Ur, 1984:26

C. The purpose of this project is to discover some general rules for using different task-types.

1. The project was done with three different classes.

- a. Different age
- b. Different level of English

2. Citation: Lukong Nicholas, 1989:89

D. A teacher must always think about the appropriate task-type for the group of pupils he is going to teach.

E. This paper will include the lesson plans in section 2 and summary of the paper in section 3.

## II. Lesson summaries

A. Rationale

B. Class profile (fifth form)

C. Lesson summaries

1. Task-type: "listen and do"

- a. Pre-lesson commentary
- b. Lesson summary
- c. Reflection
- d. Conclusion

2. Task-type: "information transfer"

- a. Pre-lesson commentary
- b. Lesson summary
- c. Reflection
- d. Conclusion



3. Task-type: "listen and repeat" and "listen and paraphrase"

- a. Pre-lesson commentary
- b. Lesson summary
- c. Reflection
- d. Conclusion

D. Class profile (eighth class)

E. Lesson summaries

1. Task-type: "listen and do"

- a. Pre-lesson commentary
- b. Lesson summary
- c. Reflection
- d. Conclusion

2. Task-type: "information transfer"

- a. Pre-lesson commentary
- b. Lesson summary
- c. Reflection
- d. Conclusion

3. Task-type: "listen and repeat" and "listen and paraphrase"

- a. Pre-lesson commentary
- b. Lesson summary
- c. Reflection
- d. Conclusion

III. Summary of the paper

A. Purpose and aims of the project

B. Problems that occurred with listening

C. Benefit of this project



## Abstract

Non-native learners of English should spend more time with listening. This is why teachers should use more listening tasks in the lessons and should adapt these listening tasks to the age and level of students' English. The aim of this Final Paper is to show how different listening tasks can be adapted to beginners and intermediate students and show possible ways teachers can work with listening tasks to make them interesting for students.

## Anotace

Pro studenty angličtiny jako cizího jazyka je velice důležité věnovat více času poslechovým cvičením. A proto by učitelé měli používat ve svých hodinách více poslechových aktivit a tato cvičení by měla být přizpůsobena věku a úrovni angličtiny studentů. Cílem této práce je ukázat některé možné úpravy poslechových cvičení tak, aby byla vhodná jak pro začátečníky tak i pro pokročilé studenty.

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#### A. Purpose of listening tasks

Listening is part of a communicative process which must be taught in foreign language teaching. It has an important place in the teaching / learning process. Non-native learners of foreign languages should spend more time on listening than is usual in our schools. Students have lessons three or four times a week, and with listening they spend 10 or 15 minutes from this time. As many researchers state, listening is a more difficult skill than, for example, reading or learning languages. I can confirm this statement because I have been learning English for eight years and I still have problems with listening. While listening to a tape or to someone's speech, we have to concentrate on the words that the speaker uses, and we cannot influence the choice of them. The other thing that makes listening difficult is different accents. We have to try to understand as much as possible and try to get used to the accents that the speaker uses. Littlewood (1981) states, "While listening, however, we cannot normally exert any control over the language that is used, we must be prepared to extract the maximum from whatever language is directed at us" (Littlewood, 1981: 25). The same at schools. Students at schools are asked to do the listening task as they have to work with information that they get from the listening task.

These tasks can require long or short responses. Generally, as Littlewood (1984) states, "Listening exercises are most effective if they are constructed as a task. That is to say, the students are required to do something in response to what they hear that will demand that they understand the meaning of what they hear. This can involve distinguishing sound, remembering, organising or deducing meaning. Different listening task types require different responses and, therefore, to make responses to the listening task. Some tasks require short responses, while others require long responses, while others require long responses and others require short responses." (Littlewood, 1984: 25).

## **I. Listening as a part of a communicative process**

### **A. Purpose of listening tasks**

Listening is part of a communicative process which must not be forgotten while teaching languages. It has an important place in the teaching / learning process. Non-native learners of the English language should spend more time with listening than is usual in our schools. Students have lessons three or four times a week, and with listening they spend 10 or 15 minutes from this time. As many researchers state, listening is a more difficult skill than, for example, reading while learning languages. I can confirm this statement because I have been learning English for eight years and I still have problems with listening. While listening to the tape or to someone's speech, we have to concentrate on the words that the speaker uses, and we cannot influence the choice of them. The other thing that makes listening difficult is different accents. We have to try to understand as much as possible and try to get used to the accent that the speaker uses. As William Littlewood (1981) states, "While listening, however, we cannot normally exercise any control over the language that is used, we must be prepared to extract meanings, as best we can, from whatever language is directed at us" (Littlewood, 1981:65). It is the same at schools. Students at schools are asked to do the listening tasks where they have to work with information that they got from the listening text.

These tasks can require long or short responses. Generally, as Penny Ur (1984) states, "Listening exercises are most effective if they are constructed round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding" (Ur, 1984: 25). Listening tasks can involve distinguishing sounds, remembering, organising or catching the meaning. Different listening task- types require different responses, and, according to these responses, we can divide the listening tasks into three main categories: exercises that require transferring information, exercises that require physical responses, and tasks that require reformulating and evaluating some information.



## **B. Listening task - types used in my lessons**

If we want to find out the suitable teaching strategies for different classes, those which are appropriate to their different age and different level of English, we must try out different types of tasks. These tasks should relate to the aim of the lesson; they should promote the learning objective.

### **1. "Listen and do" task-type**

Some listening activities involve performing physical tasks. For such an activity a teacher uses strategies where students make some physical response. Students listen carefully to songs, commands, or another text and while listening they can be asked to locate or sequence things according to different commands or a text. For example, students can be asked to put pictures into correct order according to the text read by a teacher. Another task-type is called "listen and move". This task-type is involved in every lesson where students respond to different commands of a teacher during the lesson. A very useful game for practice of this is Simon Says. Pupils perform commands only when the teacher says, "Simon says"

before the commands, for example, "Simon says: Sit down!". The children do not respond when the teacher says only, "Sit down!"

### **2. "Information transfer"**

Another type of listening activity requires students to transfer information. In this category teachers must think about task-types that require listening for specific information. Students should be able to listen for this information in the text and transfer it into some kind of a table, or else fill in the gaps in the text, say if a statement is true or false according to the text and so on. These task-types demand also the knowledge of spelling. For example, students have to fill in the gaps in the text according to the listening. To complete this task they also have to practise writing and correct spelling.

### **3." Reformulate and paraphrase" task-type**

There are two types of reformulating task; "repetition" and "paraphrase". Repetition tasks involve listening to the text or only to separated sentences and students are asked to repeat the text or the sentences in its original form. Students have to listen carefully, and they also have to understand every single word because they have to repeat them.

In paraphrasing tasks students are asked to reproduce the material in a different form by using different words to express the same ideas. This task-type is difficult because students have to express the text in their own words, so they have to have a good range of vocabulary and a good knowledge of grammar patterns. That is why we, as teachers, should try to make listening exercises appropriate for different level of students' knowledge. As Penny Ur (1984) says, "The task itself should always be relatively easy and the focus remains the listening itself, once students understand the language they should be able to do the activity as a whole with no difficulty" (Ur, 1984:26).

### **B. Project objectives.**

#### **C. The purpose of this project.**

The purpose of this project is to discover some general rules for using different task-types which might be followed by teachers. The tasks that I used are from the book Teaching listening comprehension by Penny Ur. The project was done with two different classes , the fifth and the eighth class, which means different age, interests and level of English.

Age is a very important criterion for choosing appropriate task-types because the interests of students are changing according to age. For young students it is better to use visuals such as maps or pictures. The texts should also be appropriate to their age. We can use some easy fairy-tales or listening texts which contain songs or some kind of music or rhymes. Such listening texts we can find in the book called Bravo. This book is suitable for beginners ,and we can find a lot of texts there which contain songs or rhymes. It is very important to prepare these young students carefully for the act of listening. We must introduce the topic and most importantly make the topic interesting for these students. Listening activities should also be



interesting for these young students. The best way is to use the task as a game or a competition because these young students like competing and playing in English. For older students we can use fewer visuals and also the task-types do not have to be made as games or competitions. The topics also should be more serious as, for example, some geographical or adventure topics.

Also the level of English influences the choice of the task-types. For young students we must use the text with easy vocabulary and without long sentences. The task-types should also be easy; task types that do not require long responses. For older students we can use more difficult texts because their knowledge of English is better; they know more words and grammar patterns. They can be asked to make longer responses. In general as Lukong (1989) suggests, "The activities should reflect learner's language ,level, age and interests. Listening activities should stretch over the whole period during which the language is being learned" (Lukong, 1989:89).

#### **D. Project objectives.**

A teacher must always think about the appropriate task-type for the group of students he is going to teach. Choosing the right teaching strategies for teaching different listening activities is very important because they must be appropriate to students' age and their level of English.

#### **E. Paper parts**

This paper will include lesson plans in section 2 and a summary of the paper in section 3. The lesson plans contain eight different listening task-types that I tried out with both younger and older students. So every task-type was done with the beginners and with the intermediate students.



## II. Lesson plans section

### A. Rationale

I chose for my lessons seven different listening tasks because the listening tasks in the books that I worked with were not interesting, and they always required listening and reading at the same time and then answering questions. I also used some other books than those that students used at school. The books they used at school were Anglictina 1 for the fifth form and Anglictina 2 for the eighth form. I also used Project English II and The Cambridge English Course I. I tried every listening task with both of the classes.

### B. Class profile (fifth form)

Class	5th class
Age	9- 10 years
Number of pupils	22
Girls/ Boys ratio	12 girls/12 boys
Level	beginners
Textbook	Anglictina 1
Lessons per week	3 x 45 mins
Teaching problems	Discipline. Too many children.
Learning problems	Mixed ability.

### Comments

#### i. Class

This was the fifth class. They have been studying English for the one year.

## ii. Age

The children were very enthusiastic and energetic. But on the other hand, they had a short concentration span, so I had to change the activity quite regularly.

## iii. Number of pupils

Twenty-two was not a good number. I did not have opportunity to give individual attention and the pace of the lesson was perhaps slower than in a small class.

## iv. Girls/Boys ratio

Boys and girls were used to sitting separately. This sometimes caused problems when I wanted them to work in pairs or groups.

## v. Level

The children were almost complete beginners. I had to use easy English while I was giving instructions as they were not used to hearing much classroom English. They also found it hard to give complete sentences. They needed a lot of time to give a complete answer.

## vi. Textbook

This was the first year they had used the book *Anglicina 1*, published in 1988. It was a beginners' book, but it was old fashioned book in approach. There were no colour pictures and also the articles were not interesting for these young children.

## vii. Lessons per week

This class had three lessons per week. This I found was not enough to cover the material. These children needed a lot of practice each lesson, and then I did not have enough time for the presentation of new things.

## viii. Teaching problems

Discipline was a problem. There were too many children (twenty-two) in this class. It was difficult to keep the attention of the whole class the whole lesson. I tried to solve this problem by quickly changing activities.

## ix. Learning problems

Mixed ability was a problem. There were really weak students in this class, especially 5 boys who sat at the back; and on the other hand, there were 6 students whose English was very good.



## C. Lesson summaries

### 1. Task-type: "listen and do"

In this part I concentrate on two types of "listen and do" activity. The first exercise is "listen and locate". It involves listening and then sequencing of pictures. Students listen to the text, and they put the pictures into correct order according to what they heard.

The second task is a "listen and move" exercise, and it is based on physical movement that shows the students' understanding, for example, the game called "Simon says" where students physically respond to the commands of a teacher. If the teacher says "Simon says" before the command then students respond and do the required movement. If the teacher does not say "Simon says" before the command then students do not respond. In the next section I shall summarise the lesson with particular focus on the "listen and locate" and "listen and move" tasks.

### Summary

#### a. Pre-lesson plan commentary

##### i. General lesson theme/topic/objectives

The lesson began with a game where students had to solve the puzzle called "Snake". In this game students had letters in the shape of a snake on the blackboard, and they had to find words among these letters. Then students practised using present simple tense by describing of their daily routines. They worked in closed pairs first, and after that some students were asked to say it aloud. Finally, students had to complete the listening tasks.

##### ii. Thesis focus

In this lesson I wanted to try out the "listen and do" tasks. These tasks were at the end of the lesson. The first listening task was a "listen and locate" exercise where students got the picture of a house from the book The Cambridge English Course I, unit 5, p. 22. They worked in pairs, and their task was to describe the rooms that the



student had on his picture to his neighbour, and his neighbour had to draw things in the correct place on the picture according to the description. Then they changed their roles.

Another listening task was a "listen and move" exercise which was done as the game "Simon says". Students had to listen to my commands, and they had to respond according to them. Whoever did something wrong could not continue and he sat down.

### iii. Anticipated teaching problems/ possible solution

A problem I could foresee with the "listen and locate" task was that students would have to know words that they needed for description of the rooms, for example, cupboard, refrigerator, wardrobe, basin, shower and so on. I decided to pre-teach all this vocabulary. I intended to ask them for these words, and then tell them the words that they did not know. I also decided to write them on the blackboard, and students then would copy them into their vocabulary books.

Another problem that I could foresee with the "listen and move" was that students would not know all the commands that I was going to use, for example: Clap your hands. I decided to solve this problem by showing them the meaning of the commands by miming. Before the listening task I acted out what the response should be like.

### iv. Lesson aims

1) to revise/ practise the using of present simple tense by having them to speak about their daily routines ; 2) to develop listening skills – a. by listening to the neighbour's description of the rooms and drawing a picture; b. through the game "Simon says"

### v. Materials

The Cambridge English Course I, unit 5, p. 22 (see attached photocopy)

## b. Lesson summary

### i. Puzzle

(5 minutes)

- a. teacher wrote on the blackboard letters in the shape of a snake. Students were asked to work in pairs and find as many words as possible in this "snake". While students were working on this puzzle I examined students' knowledge of vocabulary
- b. then teacher asked students to say the word that they found, and they went to the blackboard and circled this word

Aim: to revise vocabulary from the previous lesson

### ii. Pair work

(10 minutes)

- a. teacher elicited the form of the present simple tense and when students have to use it

Aim: to prepare students for the next stage (speaking about their daily routines)

- b. students worked in pairs and they had to talk about their daily routines; they had to use present simple tense in the sentences
- c. teacher asked two students to say them aloud

Aims: to practise using of present simple tense; to develop students' speaking skills through giving a talk about their daily routines.

### iii. Listening task - "listen and locate"

(20 minutes)

- a. teacher gave students the pictures of the house from the book The Cambridge English Course I, p.22 , and she elicited the names of the things in the picture
- b. teacher wrote on the blackboard the names of the things that students did not know, and students copied them to their vocabularies with the Czech equivalent

Aim: to prepare students for the exercise

- c. teacher sets the task : to work in pairs and describe the rooms the student had on his picture to his neighbour and his neighbour had to complete the picture according to the description, then they changed roles
- d. students checked their final version of the picture with their partner

Aim: to develop listening skills by listening to the each other and locating the things into the picture



#### iv. Listening task - -"listen and move"

(7 minutes)

- a. teacher explained to students the rules of the game "Simon says" in Czech
- b. teacher elicited which commands students knew in English; she said the command and students had to act it; if they did not know the command the teacher showed it to them

Aim: to develop students listening skills through the game which made the listening task interesting

#### c. Reflection

(general)

##### i. (puzzle "Snake)

Students were able to solve this puzzle without any difficulty, and I also had time to examine the students.

##### ii. (daily routines)

Students did not have big problems with this exercise because they had done it with their teacher before, but some students started to talk in Czech, so I had to walk around the classroom all the time and check if they were talking in English. The mistake that I heard again and again was: "I sleep at 7 o'clock." instead of "I go to bed at 7 o'clock.", I did not correct the mistake immediately, but I made a note and I decided to talk about it in the next lesson.

##### iii. ("listen and locate"- thesis -focus activity)

During this exercise I walked around and listened to students' descriptions. I could see that they liked this activity very much because they were very interested in drawing the things into the picture. Some students, especially girls, also used colours, so their pictures were very nice. I was surprised that they did not lapse into speaking Czech during this exercise. All of them tried to say the description in English. I helped students only if I was asked. For example, one student did not know the phrase: "next to" that he needed for his sentence: "There is a chair next to the table."



#### iv. ("listen and move"- thesis-focus activity)

I had good control over their understanding during this exercise because students had to respond physically, so I could see if they understood or not. They were very good at this task, and it was only a few times that somebody made a mistake , for example, I said the command " Simon says: Sit on the desk" and some students did not sit on the desk, but on the chair. When we finished only six pupils were sitting.

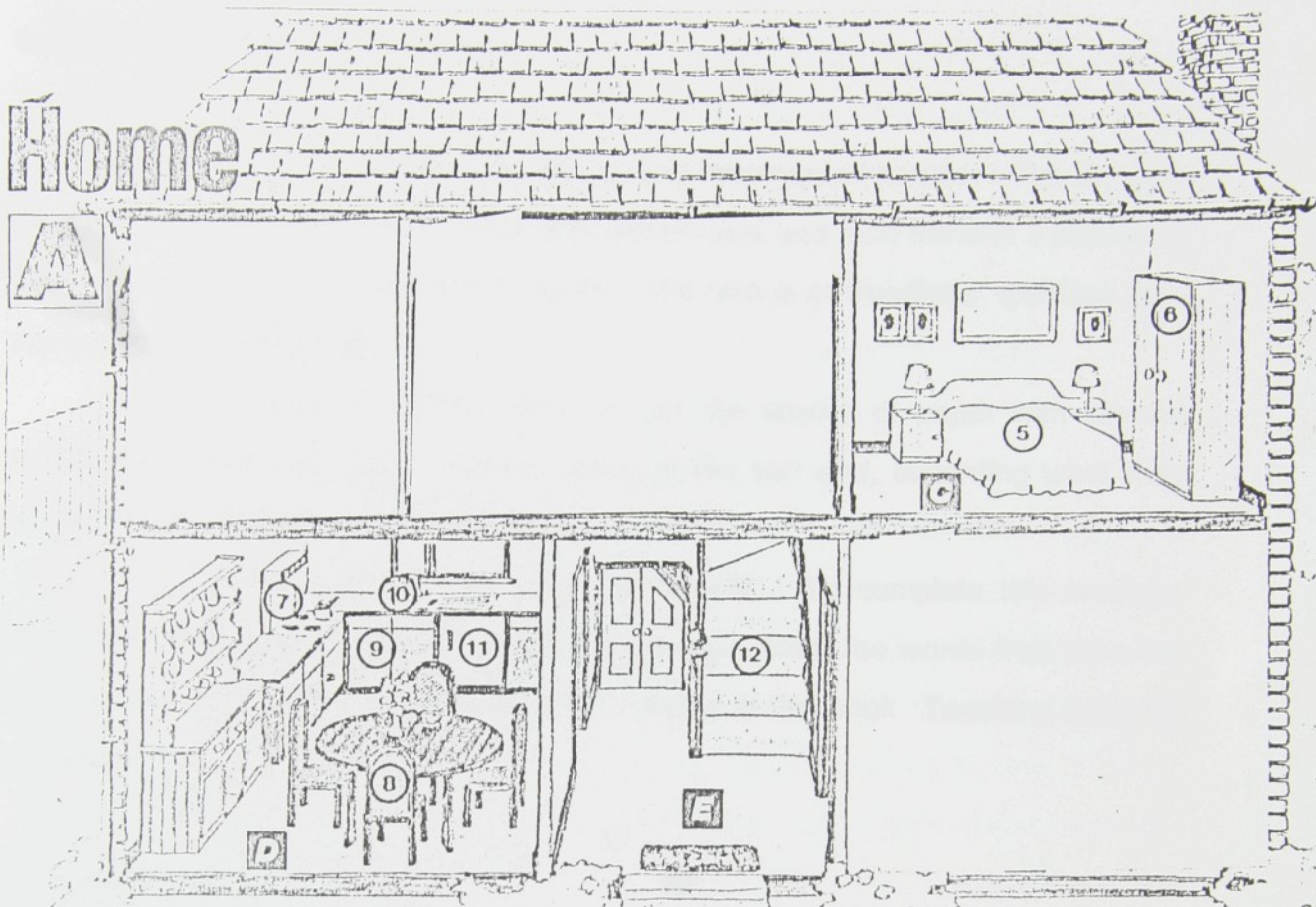
#### d. Conclusions/Action

Listen and locate - I think this listening task went very well, and they also liked it because they could draw pictures and use colours in this task. I consider this listening task to be very interesting for these young students and appropriate for them because this listening task allowed them to play with the language. Students also did not have to use complicated sentences or grammar patterns since this task required using of the structures "there is, there are" in all the sentences.

Listen and move- This listening task went very well also, and, as I could see, students listened to my commands carefully. At the end of this task I made the speed quicker, but students were still very good.

# Home

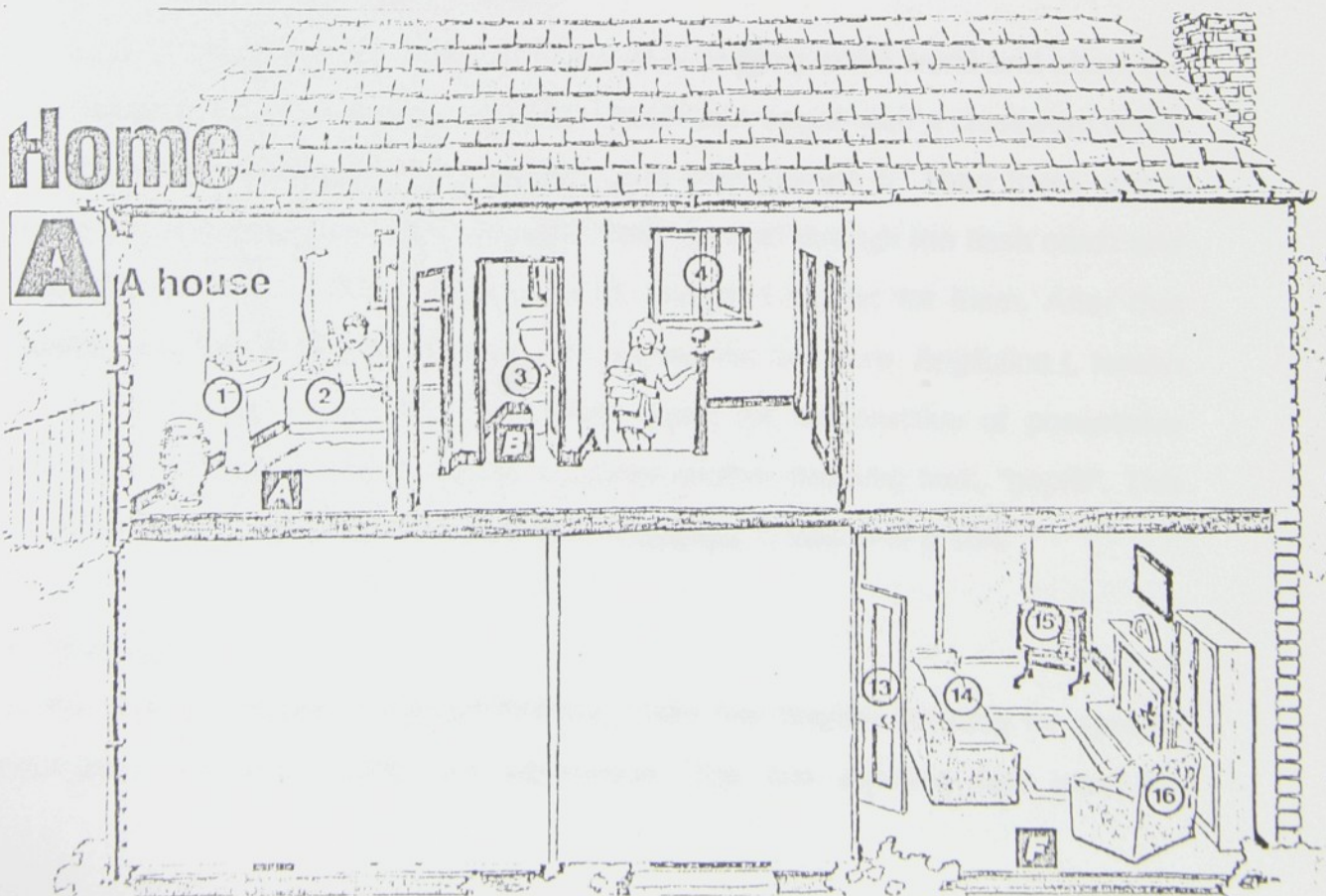
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# Home

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A house





## 2. Task -type: "Information transfer "

In this part I concentrated on two types of "Information transfer". The principle of these tasks is to listen for some specific information and then transfer it into some kind chart, diagram, or gaps in the text. The first task is a "true/false" exercise ,and the second one is a "gapfill".

In the "true/false" exercise students got the sheets of paper with several statements. Then they were asked to listen to the text and, according what they heard, write down if the statement was true or false.

The second listening task was the "gapfill" . To complete this exercise students had to listen to the text carefully and write down the words that were left out from the text. These listening activities I found in the book Teaching listening comprehension by Penny Ur.

### Summary

#### a. Pre-lesson plan commentary

##### i. General lesson theme/ topic/ objective

The topic of this lesson was about different ways of living in the world and about the differences between these ways of living. This lesson began with a crossword which I prepared for this lesson. It contained words from Lesson 5. Then there was a practice of the possessive adjectives and "there is, are" through the flash cards and exercises from the textbook Bravo 1, p.33 , which I copied for them. After that students had the "true/false" listening task. I used the text from Anglictina 1, lesson 5 , p. 98. Finally, I used the flash cards again for the practice of possessive pronouns, and then students had to complete another listening task, "gapfill". This time I also used the text from the textbook Anglictina 1, lesson 6, p.104.

##### ii. Thesis focus

In this lesson I wanted to try out listening tasks that require listening for specific information and transferring this information. The first listening task was the

"true/false" exercise. Students had to listen to the text, and they had to write down if the sentence on their piece of paper that I gave them was true or false.

The second listening task was at the end of the lesson. And students had a test with words missing; students had to listen and fill in the gaps.. Students got the pieces of paper with the text on them, but there were several words left out on these sheets. Students had to listen carefully for these words and then write them down .

### iii. Anticipated teaching problems/ possible solution.

I could foresee several problems that could occur with the "true/false" exercise. Students were to be asked to listen to the text and write down if the statements on the handout were true or false according to the heard text. The first problem was with the words "true" and "false" because students did not know these words at all. I told them to use the words "right, wrong" instead of "true, false" in their answers. The next problem was that this exercise was rather more complicated than the exercises in section 1. To make it appropriate for them I decided to use an easy text from their textbook. I tried to make easy also the statements on the handouts. To make sure that students understood these statements; I wanted to have students translate them into Czech.

The only problem that I could foresee with the "gapfill" exercise was that students could have problems with the missing words. That is why I decided to leave out only words that students were familiar with, and they would not have big problems with their spelling either. As students had to listen to the text and at the same time write the missing words, I left out only a few words, so students would be able to follow the text.

### iv. Lesson aims

1) to revise/practise vocabulary; 2) to revise/practise possessive adjectives through the flash cards; 3) to revise/practise the structure "there is, are" through the exercises from the textbook *Bravo I*, p. 33; 4) to develop listening skills– a. through the "true/false" exercise; b. through the "gapfill " exercise



#### v. Materials

Anglicina 1, lesson 5, text p.98 , 104 (see attached photocopy) ; Bravo I, p.33 (see attached photocopy)

#### b. Lesson summary

##### i. Crossword

(5 minutes)

a. teacher wrote the crossword on the blackboard before the lesson and then read the definitions of the words, students said the word and then they went to the blackboard and entered the word in the crossword

Aim: to revise and practise vocabulary from the previous lesson

##### ii. Flash cards

(5 minutes)

a. teacher showed students the cards with: e.g. I .....car

b. students had to say for example : "my car"

c. teacher called on students

Aim: to revise and practise possessive adjectives

##### iii. Exercise

(10 minutes)

a. teacher gave students the copies of exercises from the textbook Bravo I , p. 33

b. students were asked to work in pairs and do the exercise in the middle of this page. One student asked the question with "there is" and the second student answered this question according to the pictures: e.g. Is there a dog?

Yes, there is. It's in S12.

Aim: to revise and practise the structure "there is"

##### iv. Listening task - - "True/false"

(10 minutes)

a. teacher wrote sentences on the blackboard and students copied them onto a piece of paper

b. teacher asked students to translate the sentences into Czech

Aim: to ensure they understood the sentences so they could do the "true/false" exercise

c. teacher played the tape twice, students listened to the text and they had to write down if the sentence on their paper was right or wrong, using the abbreviations "R, W"

d. after listening students were asked to read their answers aloud, and they corrected the mistakes

Aim: to develop students listening skills through the listening for the specific information

v. Flash cards (3 minutes)

- teacher showed students flash cards again, and students said the sentences with "there is" For example : I.....car

students: There is my car in the street.

Aim: to practise possessive adjectives and the structure "there is, are"

vi. Listening task- "gapfill" (10 minutes)

a. teacher gave students handouts with a gapped text where some words were left out

b. teacher played the tape twice, and students listened for the missing words

c. teacher asked students to read the text sentence by sentence and write the filled in word on the blackboard

Aim: to develop listening for specific information through the "gapfill"

c. Reflection

(general)

i. ( crossword)

The crossword went very quickly because students knew all the words that I defined

ii. + iii. (practice of grammar)

This practice went without big problems, as I could see when I monitored round the classroom. The practice through the flash cards also went well and students said most of the sentences without any mistake.



(thesis -focus activities)

#### iv. ( true/false)

When I walked around the class, I could see that half of the students were able to write if the sentence was right or wrong without any big problems, but the second half of the students , mainly weaker students, had problems with completing this exercise. They answered only some statements. When we corrected the answers, better students had hands up all the time , but weaker students only sometimes. That is why I, after the listening and correction of this exercise , made students open their books and they were asked to find the sentences that gave them the answer for the statements. Then I called mostly these young students, and they read the sentences from the text where they found the answer if the statement was right or wrong.

#### vi. (gapfill)

As I could see when I monitored round the classroom this task went better than the previous one. Students could write nearly all the missing words right after the first listening, also the weaker students also completed this task without any big problems. When I asked students for the correct answers, most of the students were able to give me the answer.

#### d. Conclusions/ Action

True/ false - I think this exercise can be used with these students as I did it. It will show the teacher the level of the students' English as happened in my class. The better students completed this task with minor problems, but the weaker students had bigger problems and some of them did not understand at all. To solve this problem I will use the easier text next time, and I will reduce the number of statements on the handout, so students will not have to listen for so many pieces of information.

Gapfill- I found this task very successful because students were able to complete it without any difficulty. The problem was only when I called students to the blackboard, and they had to write the words. They often wrote them with spelling

mistakes, but the words were correct, so from my point of view this task was successful.



Davy: Hello!  
Tom: Hello!  
Davy: That's a nice dog. What's his name?  
Tom: Speck.  
Davy: Come here, Speck. That's a nice dog.  
Tom: What's your name?  
Davy: Davy -- Davy Smith.  
Tom: My name's Tom Short.  
Davy: I'm here on holiday! Are you on holiday too?  
Tom: Yes, I am. I'm staying with my grandmother and grandfather.  
Davy: Speck is my grandfather's dog.  
Tom: I'm staying with Mr and Mrs. Goss. They're my father's friends.  
Davy: Where are you staying Tom?  
Tom: I'm taking Speck out. Come with me.  
Davy: Alright!

Tom is a five-year-old boy. He is on holiday for a month with his grand-  
father and grandmother. Speck is his grandfather's dog. Tom is taking  
Davy to his new home. He is on holiday too. He is staying  
with Mr and Mrs. Goss. They are his father's friends.





## ON HOLIDAY

Davy: Hello!

Tom: Hello!

Davy: That's a nice dog. What's his name?

Tom: Speck.

Davy: Come here, Speck. You're a nice dog.

Tom: What's your name?

Davy: Davy — Davy Smith.

Tom: My name's Tom Short.

Davy: I'm here on holiday! Are you on holiday too?

Tom: Yes, I am. I'm staying with my grandfather and grandmother.

Speck is my grandfather's dog.

Davy: I'm staying with Mr and Mrs Small. They're my father's friends.

— Where are you going, Tom?

Tom: I'm taking Speck out. Come with me.

Davy: All right.



Tom is in the country. He is on holiday. He is staying with his grandfather and grandmother. Speck is his grandfather's dog. Tom is taking him out. Davy is Tom's new friend. He is on holiday too. He is staying with his father's friends, Mr and Mrs Small.

## Angličtina 1.

Praha: Státní pedagogické nakladatelství, 1988.

On holiday

Hello!

Hello!

That's a nice ..... What's his name?

Speck.

Come ....., Speck. You're a nice dog.

What's ..... name?

Davy - Davy Smith.

My ..... Tom Short.

I'm here on ..... ! Are you on holiday too?

Yes, I am. I'm staying with my ..... and grandmother. Speck is my grandfather's dog.

I'm staying with Mr and Mrs Small. They're my ..... friends. Where are you going, Tom?

I'm taking Speck out. .... with me.

All right.



## MR WHITE'S HOUSE

This is a picture of a street. The name of the street is Short Street. There is only one house on the left. On the right there is only one too. The houses are small but nice.



This is a picture of one of the houses. It is Mr and Mrs White's house. The number of the house is 2. There is a garden in front of the house. It is quite small but it is full of flowers. Look at the roses. They are red, white and yellow. At the back of the house there is a garden too. It is big.

Now let's look at the car standing in the street in front of the house. It is Mr White's new car. There is a bike too. It is Dick's bike.

Good morning. Is this Short Street, please?

Yes, it is.

Which is Mr White's house?

That one on the right over there. There's a small car in front of it.

Thank you.



Angličtina 1.

Praha: Státní pedagogické nakladatelství, 1988.

True or false:

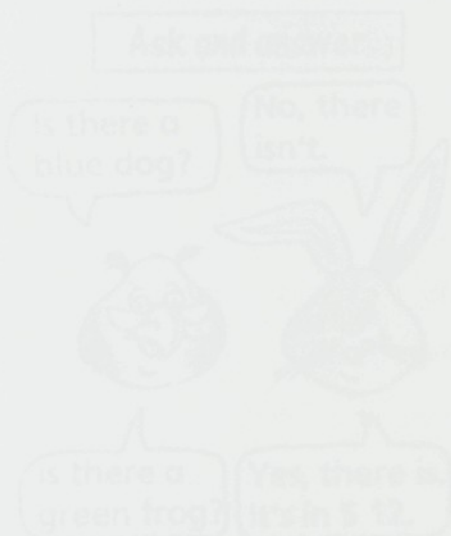
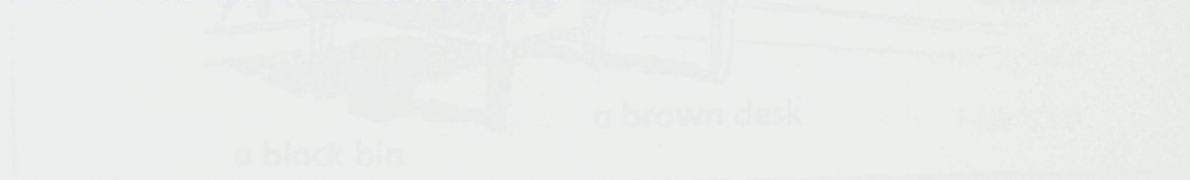
The name of the street is Short street.

The houses are big.

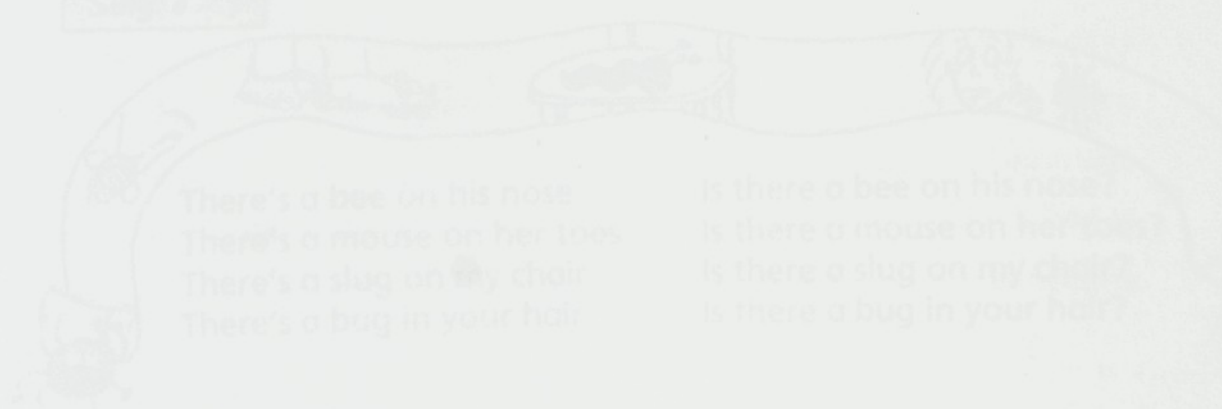
The number of the house is 3.

There is a big garden at the back of the house.

There is Mr. White's bike in front of the house.



	R	S	T	U
15				
14				
13				
12				




Wave 2: Students book

Oxford: Heinemann publishers, 1993.




Look



What's under the desk?

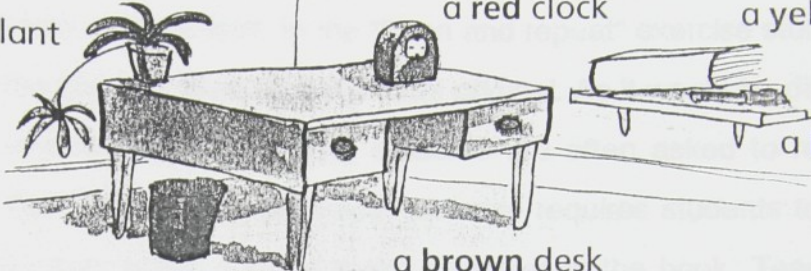
A black bin.



a green plant

a red clock

a yellow book



a blue pen



a black bin

a brown desk

Ask and answer






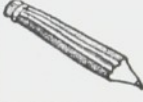


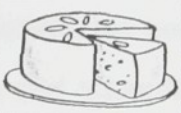







Is there a blue dog?

No, there isn't.


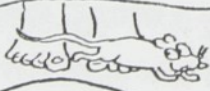





Is there a green frog?

Yes, there is. It's in S 12.

	R	S	T	U
15				
14				
13				
12				

Sing

There's a bee on his nose

There's a mouse on her toes

There's a slug on my chair

There's a bug in your hair

Is there a bee on his nose?

Is there a mouse on her toes?

Is there a slug on my chair?

Is there a bug in your hair?

### 3. Task- type: "listen and reformulate", "listen and paraphrase"

The listening activities that belong to this category are the "listen and repeat" exercise and the "listen and paraphrase" exercise. They require longer responses from students and are also more difficult. In the "listen and repeat" exercise students are asked to listen to the text and then repeat it in its original. As it would be difficult for the students to remember the whole text, students are often asked to repeat separate sentences. The "listen and paraphrase" exercise requires students to say what they heard in their own words. I found these exercises in the book Teaching listening comprehension by Penny Ur.

#### Summary

##### a. Pre- lesson plan commentary

##### i. General lesson theme/ topic/ objective

In this lesson students talked about differences between living in the country and in the town and about its disadvantages and advantages. The lesson began with pair work where students had to describe their own room to their neighbours; then there was the explanation of a new structure "there are" and practice of it. The listening task "listen and paraphrase" followed; students were asked to listen to a story from The Cambridge English Course I, unit 9, p.38 that I read, and then repeat the story in their own words. The story was about the two different ways people live, in Africa and America. At the end of the lesson students did another listening task which was done as a game. It was a "listen and repeat" exercise, and students were asked to repeat the sentence after the pupil before them had said it and then add something more. It went round the classroom.

##### ii. Thesis focus

In this lesson I wanted to develop students' listening skills through the two different listening tasks. The first task was "listen and paraphrase", and students were asked to listen to the story and then say it in their own words. I read the text twice. The



b. teacher walked around the classroom and checked if students spoke in Czech

Aim: to revise/practise the structure "there is"

ii. Presentation of grammar

(5 minutes)

a. teacher explained to students when to use the structure "there are" and wrote this structure on the blackboard

b. students copied the structure into their exercise - books

Aim: to present new structure "there are"

iii. Exercises

(10 minutes)

a. students opened their books on p. 111, and they did the exercises 5, 6 in pairs if they wanted

b. students had to make sentences using "there is" or "there are"

c. then teacher asked students for their sentences, students were called out to answer

Aim: to practise the structure "there are" and "there is"

iv. Listen and paraphrase

(15 minutes)

a. teacher explained to students what they had to do

b. teacher wrote on the blackboard the verbs from the text that should have helped to students to paraphrase the story ( live, rains, travel ,sleep, eat , like , wear)

Aim: to prepare students for the act of listening

c. students listened to the text twice – The Cambridge English Course I , unit 9, p.38

d. teacher asked students to paraphrase the story

e. students used the verbs from the blackboard and they paraphrased the story

Aim: to develop listening skills through the "listen and paraphrase" exercise

v. Listen and repeat

(5 minutes)

a. teacher explained to students how to play this game

b. teacher started the game with the sentence "In my bag there are three books." ; the first student repeated her sentence and added something more: "In my bag

there are three books and one pencil"; the next student again repeated it, and added something more and so on.

Aim: to develop listening skills through the "listen and repeat" exercise which was done as a game

### c. Reflection

(general)

#### i. (Pair work)

Students during this speaking part sometimes lapsed into speaking in Czech, so I had to go around the classroom and monitor. As I heard , they were very good at this exercise. They even corrected each other.

#### ii. (Presentation)

Students helped me with the presentation of this grammar, they gave me advice about where we use this structure and why - it went very well.

#### iii. (Exercises)

When students did the exercises I walked around the classroom and checked their answers; I think that they understood this grammar well because they did not have problems with the exercises

#### iv. (Listen and paraphrase)

When I walked around the classroom during the listening part I could see that some students wrote down the notes for the verbs that I had written on the blackboard, always two or three words. Students paraphrased the story successfully; they used only short sentences which contained a subject + verb from the blackboard + some other information, as for example: "They live in Brazil. The climate is hot and wet." They made several mistakes, as for example: " They not live in one place". This was the most common mistake. I decided not to correct the mistakes because the purpose of my activity was not accuracy of speaking, but listening and understanding. I also did not want to discourage students from paraphrasing. I think



this exercise went rather well because students were able to paraphrase the story in English, and they did not have to use Czech for paraphrasing

v. (listen and repeat)

This listening task amused the students; they liked it very much and asked me if it would be possible to play it again. Students did not have problems with repeating sentences after their schoolmates

#### d. Conclusions/ Action

I think it is possible to do the "listen and paraphrase" exercise also with these young children, but we must use some easy text and also give students some words from the text which help them to paraphrase the story.

The "listen and repeat" exercise done as a game is very interesting for students because they like playing in English. It was also not such a difficult exercise for them because they listened to their neighbours and not to the tape recorder.

*The Cambridge English Course: Student's book*  
Cambridge: Cambridge university press, 1984.

# The World



## How people live

**1** Separate the two mixed-up texts. Work in groups. Use dictionaries, but not too much.

AUSTRALIAN ABORIGINES  
AMAZON INDIANS

The Karadjere people live in the desert of Western Australia,

These people live in the Amazon Basin, in Brazil, where the climate is very hot, where the climate is hot and wet; and the rest of the year is dry. It rains from January to March, it rains for nine to ten months of the year.

They travel by canoe.

They do not live in one place,

They live in villages;

but travel around on foot.

They sleep in shelters made of dry tree branches.

and the roofs are made of palm leaves.

their houses are made of wood,

Several families live in each house.

Their food is fruit, nuts and kangaroo meat,

They eat fruit and vegetables, fish, and meat from animals and birds

and they eat fish in the wet season;

(for example monkeys, wild pigs, parrots).

they also make bread from grass seeds.

The Karadjere like music, dancing and telling stories.

They like music, dancing and telling stories.

Water is often difficult to find.

They do not wear many clothes.

They do not wear many clothes.

-The Cambridge English Course: Students' book 1988.  
Cambridge: Cambridge university press, 1984.



Tom: Not many. Only eleven.

Dick: In our class there are only nine.

Tom: Only nine?

Dick: Yes, only nine boys, but there are a lot of girls.

Tom: How many?

Dick: Twenty-two.

**5 The bus is full of children.**

**There are a lot of children in the bus.**

The garden is full of flowers. / The street is full of cars. / The classroom is full of boys and girls. / The walls are full of drawings. / The basket is full of apples. / The book is full of pictures. / The table is full of books. /

**6 Make sentences and write them:**

There is  
There are

a basket near the door.  
twenty-two desks in the classroom.  
a map of England.  
a lot of pictures on the wall.  
only ten boys.  
a clock between the door and the black-board.  
a chair near the table.  
eight lights on the ceiling.

**7 Who's in the garden? — Dick, Peggy, Ann, Ruth, Spot, Tom, Mike, Speck, David, Blackie, Bill, Joan, Peter, Jenny and Jane.**  
How many children are there? How many boys? How many girls? How many dogs? How many cats?

**8 Point at the pictures on page 103 and say, "Here is a tree, here is a flower, here is a ...".**

**9 Draw a plan of your classroom and say what is in it.**

**10 Write: 21 = twenty-one.**

22 = ..., 33 = ..., 44 = ..., 55 = ..., 66 = ...,

77 = ..., 88 = ..., 99 = ...

Angličtina 1.

Praha: Státní pedagogické nakladatelství, 1988.

#### D. Class profile (eighth form)

Class	8th class
Age	13 -14 years old
Number of pupils	6
Girls/ boys ratio	4 boys/ 3 girls
Level of students	intermediate
Textbook	Anglictina 2
Lessons per week	3 x 45 mins.
Teaching problems	Poor motivation Small number of students
Learning problems	Mixed ability.

#### Comments

##### i. Class

This was the eighth class, so the oldest students at this school. They have been studying English for four years.

##### ii. Age

The children's age meant that they did not want to listen to the teacher, and they did not want to be told what to do. On the other hand, we could speak about more serious topics which were not possible with the fifth class. They were able to pay attention for the whole lesson.

##### iii. Number of pupils

Six was not a very good number because when somebody was ill I had to work with two or three students. I could not use group or pair work. On the other hand, the pace of the lesson was quicker than in the large class.



#### iv. Girls/Boys ratio

In this class there were more boys, and it sometimes caused discipline problems. However, because of the small number of students, it was not difficult to deal with this problem.

#### v. Level

The students were intermediate students. They were able to express their ideas in English using simple sentences and give me a complete answer. It allowed me to go faster than with the fifth form.

#### vi. Textbook

They used this book for the first year. This book was Anglictina 2 , and it was a very old-fashioned book in its approach. The book did not contain interesting texts for these students ,and the look of this book was not attractive for these pupils. There were only several pictures in this book, and they were only black and white.

#### vii. Lessons per week

This class had three lessons per week. This I found was enough for this class because the pace of the lessons was quick, so we did a lot of work in these lessons.

#### viii. Teaching problems

Poor motivation was a problem in this class. These students did not want to continue their studies at secondary schools, so they did not have any motivation to learn the language. I tried to solve this problem by making the lessons interesting for them. In the first lesson I asked them about their interests and hobbies, and then I used them as the topics in the lessons.

Another problem was the number of students in this class. There should have been six students in this class but somebody was always ill, so I had to work with, for example, three or four students. I could not use any group or pair work. Also the games that I prepared did not work with such a small number of students.

#### ix. Learning problems

The problem was the mixed ability of these students. There were two boys who had studied English for two years at language school, so they were better than the rest of the class. Especially two of the girls were very weak, and I had to help them with the sentences.

## E. Lesson summaries

### 1. Task-type: "listen and do"

In this section I concentrate on "listen and do" activities. I tried out two types of "listen and do" activities, and they were "listen and move" and "listen and locate". In the "listen and move" task students were asked to respond to my commands. I did it again as a game "Simon says" as with the fifth form, but I used more complicated commands. The second exercise was the "listen and locate" task where students had to listen to the text and sequence the pictures into correct order according to the text. I used the pictures and the text from the book Teaching listening comprehension by Penny Ur.

### Summary

#### a. Pre-lesson plan commentary

##### i. General lesson theme/topic/objective

The theme of this lesson was eating. Students spoke about the differences between fast food and ordinary restaurant. The lesson began with the listening game called "Simon says", it was the "listen and move" exercise, then students revised and practised the grammar from the previous lesson – countable and uncountable nouns. The next stage was the test, students had to write if the word was countable or uncountable. At the end of the lesson students had another listening task – "listen and locate". I used for this listening task pictures from the book Teaching listening comprehension by Penny Ur.

##### ii. Thesis focus

In this lesson I wanted to try out two "listen and do" tasks. The first task was "listen and move" task, and it was done in the beginning of the lesson as the game "Simon says".

The second "listen and do" exercise was done at the end of the lesson, and it was a "listen and locate" task. Students were asked to listen to the text that I read, and



they had to put pictures into the correct order according to their listening. As a post-listening task students were asked to write down the story according to the pictures.

### iii. Anticipated teaching problems/possible solution

The only problem that I could foresee with the "listen and move" exercise was that students would not know all the commands that I was going to use. For example, "Put your left hand on your right knee". I decided to pre-teach the parts of the body, and I also decided to show students the correct responses to my commands. To make this task appropriate for these older students, I decided to use more complicated commands.

The problem that I anticipated with the "listen and locate" exercise was how to choose the pictures for this exercise. Then I decided to use the pictures from the book Teaching listening comprehension by Penny Ur. I needed pictures that would not be confusing for these students, and students would be able to recognise them quickly. The pictures from this book were like that. Another problem was how students should put the pictures into correct order, if they should use numbering or if I should cut these pictures out and ask students to put them into line on their desks. I chose for the second version because it seemed to me easier than numbering them. I tried to avoid the situation that students would be lost among numbers. But if they were putting pictures into a line on their desks, they could change the position of the pictures without any problem.

### iv. Lesson aims

1) to develop listening skills through the –a. "listen and move" exercise; b. "listen and locate" exercise; 2) to revise and practise countable and uncountable nouns through the flash cards; 3) to check students' knowledge about countable and uncountable nouns; 4) to develop students' writing skills by having them rewrite the story according to the pictures.

### v. Materials

Teaching listening comprehension, p. 56 - 57 (see attached photocopy)

## b. Lesson summary

### i. Game

( 5 minutes)

- a. teacher explained to students the rules of the game "Simon says"
- b. teacher asked students to act the commands that he said, if students did not know she acted them herself

Aims: to prepare students for the game; to make sure students know all the commands that are going to be used

- c. teacher said the commands and students responded if there were the words "Simon says" before the command, if not students did not respond

Aims: to warm up students; to develop students' listening skills through the "listen and move" exercise

### ii. Flash cards

( 5 minutes)

- a. teacher explained to students what they had to do – they had to say if the word on the card was countable or uncountable

Aims: to prepare students for the task, to ensure students understood the task

- b. students were called and they said if the word was countable or uncountable

Aims: to revise and practise countable and uncountable nouns; to prepare students for the test

### iii. Test

(10 minutes)

- a. teacher explained to students what they had to do –they had to write down if the words on the handout were countable or uncountable

Aim: to prepare students for the test

- b. teacher gave students the handouts and they started to write

- c. teacher took the handouts back, and she asked students for the correct answers

Aims: to check students' knowledge; to give students correct answers immediately



#### iv. Listen and locate

(10 minutes)

a. teacher gave students instructions – put pictures into correct order according to the text that the teacher read

Aim: to explain the task

b. teacher gave students the pictures, and she read the text twice

c. teacher asked students to show the first picture, second, and so on

Aims: to develop students' listening skills through the "listen and locate" task; to try out if students are able to do such an exercise

#### v. Writing task

(10 minutes)

a. teacher asked students to write down the story that they had heard according to the pictures on their desks

b. students worked in pairs and wrote down the story

c. students had to finish it as their homework

Aims: to develop students' writing skills; to practise paraphrasing of the text

#### c. Reflection

(focus activity)

i. (game)

Students did not have problems with responding to my commands as I could see, they were very good at it and only sometimes they made a false movement, for example, when I said, " Put your right hand on your left leg." , some students responded with the wrong hand. Even the weakest students ( two girls) responded without big problems

(general)

ii. (flash cards)

This practice went very well and quickly, students answered without long thinking, and their answers were correct nearly all the time. They made mistakes only with the word "bread"; they said that it is countable as it is in Czech.

### iii. (test)

As I could see when I monitored round the class, students were prepared for this test. They wrote most of the answers without thinking very long. The marks from this test were also very good – three works were excellent and two tests were very good.

### iv. ("listen and locate" – focus activity)

I asked my supervisor teacher to monitor round the class while I was reading the text. She told me then that students put most of the pictures into correct order immediately after the first listening. The second listening was a time when they checked the order of pictures.

### v. (writing task – general)

Students started to write the text, but they did not manage to finish it , so I asked them to finish it as homework. As I could see when I monitored they had problems with vocabulary; they often asked me for some words.

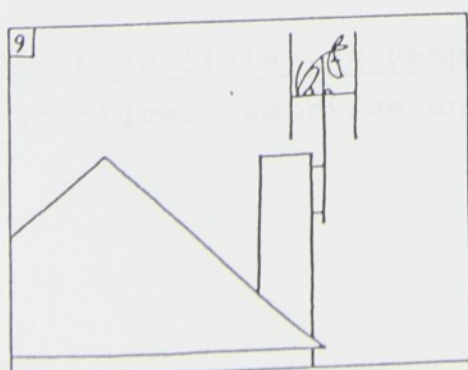
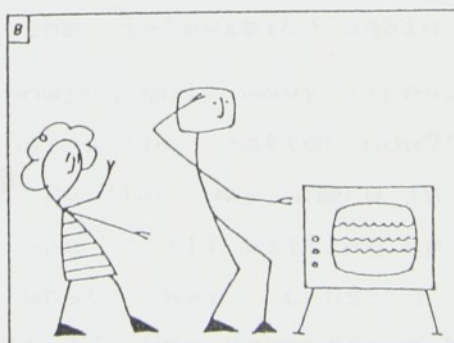
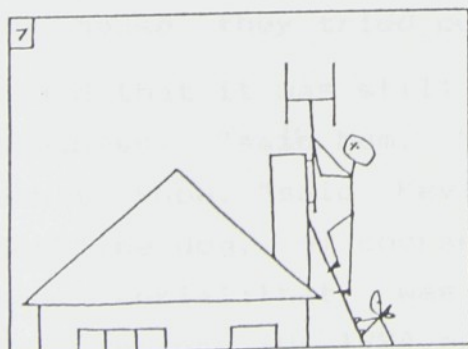
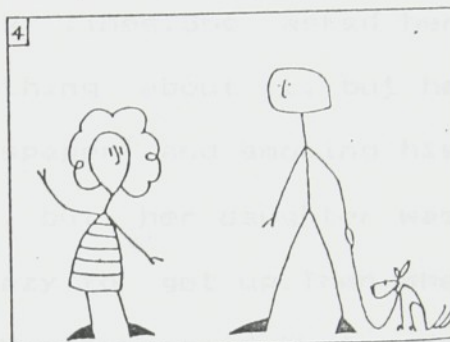
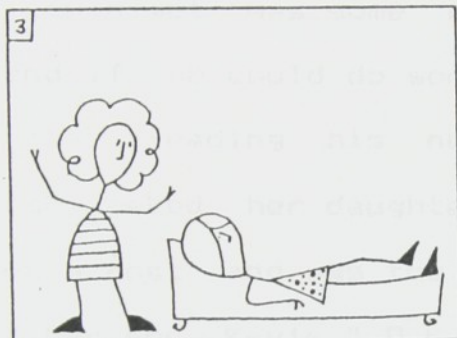
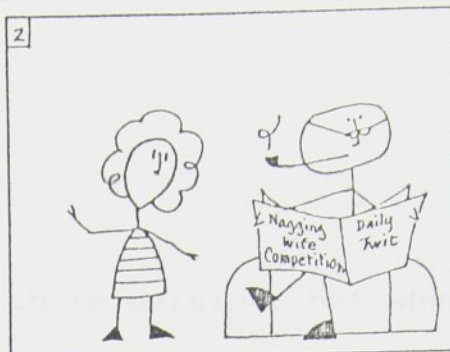
## d. Conclusions/Action

"Listen and move" task – I consider this listening task to be very successful, and students also liked it because they asked me if we could play it again the next lesson. Although the commands were longer and more complicated, as for example " Put your finger on your nose", students did not have big problems with responding. They understood all the commands. I think this exercise is a good warm-up for these students, or we could use it when students are tired as a relaxation game.

"Listen and locate" task – This task went also without any problems. Students did not have problems with finding the correct picture because they differed one from another. As they told me, they liked this exercise and found it interesting. They considered this text appropriate to their level of English because they understood it quite well.



Fig. 4



Teaching listening comprehension.  
Cambridge: Cambridge university  
press, 1984:

Yesterday Mum wanted to watch television, but when she turned it on, she found it wasn't working. All she could get was some wavy lines. She asked her husband if he could do something about it, but he was busy reading his newspaper and smoking his pipe. She asked her daughter, but her daughter was having a rest and was too lazy to get up. Then she asked her son, Kevin. "O.K., Mum," he said. "Let's go and have a look at the aerial first. They went outside with the dog and looked up at the roof. "Look, Mum" said Kevin, "All I need to do is straighten the aerial first. Wait a minute." He brought a ladder and climbed up on it, not noticing that his dog was climbing after him. Up on the roof he carefully straightened the aerial. Back down in the house they tried out the television again and found that it was still showing only wavy lines. "My goodness," said Mum, "What's the matter now?" "I don't know," said Kevin. "By the way, where is the dog?" The dog, of course, was still sitting up on the aerial; that was what was causing the interference (Ur, 1984, pp. 56-57, See Appendix p. 58).

Teaching listening comprehension.

Cambridge: Cambridge university press, 1984.



## 2. Task-type: "information transfer"

In this section I tried out two listening tasks that required listening and transferring of information. The first listening task was a "True/false" exercise where students had to tell if the sentence was true or false. The second exercise was "gap fill"; students had to listen to the text and fill in the missing words.

### Summary

#### a. Pre-lesson plan commentary

##### i. General lesson theme/topic/objectives

The theme of the lesson was talking about fast food and about differences between Fast food and an ordinary restaurant. At the end of the lesson we started a new topic which was about school subjects. The lesson began with the revision of countable and uncountable nouns. Then students had to complete the listening task; it was "true/false" exercise, and students had to write down if the sentences about fast food were right or wrong according to the listening text. Then there was the practice of speaking; students worked in pairs and they had to decide what is typical for fast food and what is typical for an ordinary restaurant. This exercise closed the topic called "Eating". At the end of the lesson the new topic was started. This topic was about school subjects. First I elicited the school subjects that students knew and then I presented new words. Then there was another listening task – "gapfill". Students listened to the text about the most and the least popular school subjects in Great Britain, and they had to fill in the blanks in the text.

##### ii. Thesis focus

The first listening exercise was done in the middle of the lesson, and it was "true/false" task. Students were asked to listen to the text, which was taken from Project English II, p.44, and write down if the statement was true or false according to the listening.

The second listening task was done at the end of the lesson and it was "gapfill". Students listened to the text from Project English II, p.37 , and they were asked to fill in the blanks in the text according to their listening.

### iii. Anticipated teaching problems/possible solution

The problem that I could foresee with the "true/false" exercise was that students could have problems with listening to the text and at the same time reading the statements. I solved this problem by having students read the statements before listening and translate them into Czech to make sure students understood them.

The "gapfill" was, I think, more difficult for the students. The problem that I anticipated was which words I should leave out. I decided to leave out only words that were familiar to students, and that is why students should not have had problems with writing them. As these students were of intermediate level I decided to leave out words more frequently than in the text for the fifth class, but they still had time for writing the word into the text and continuing in listening.

### iv. Lesson aims

1) to revise/practise countable and uncountable nouns through the flash cards; 2) to develop students' listening skills through the listening tasks –"true/false" and "gapfill"; 3) to develop speaking through the pair work where students spoke about fast food and the ordinary restaurant

### v. Materials

Project English II, issue 4, p. 44 (see attached photocopy); Project English II, issue 3, p. 37 (see attached photocopy)

### b. Lesson summary

#### i. Flash cards

(5 minutes)

a. teacher used flash cards with the nouns and students had to say if the noun was countable or uncountable

Aim: to revise/practise countable and uncountable nouns



ii. True/ false exercise

(15 minutes)

a. teacher asked questions about the pictures on the page 44, students answered

Aim: to revise/practise vocabulary from the text

b. teacher explained to students what to do and gave them handouts with the statements

c. students read the statements and translated them

Aim: to prepare students for the act of listening

d. teacher played the tape twice and students wrote down if the statement was true or false

e. teacher asked students to say the answers, students corrected their answers

Aims: to develop students' listening skills ; to try out if these exercise is appropriate for these students

iii. Pair work

(10 minutes)

a. teacher gave students instructions – students had to work in pairs and find out what is typical for fast food and for an ordinary restaurant

b. teacher asked students for their ideas

Aims: to develop speaking skills through the conversation in pairs; to close the topic about "eating"

iv. Gapfill

(15 minutes)

a. teacher elicited the school subjects that students knew

b. teacher explained to students the names of school subjects that students did not know

c. teacher explained to students the listening task

Aim: to prepare students for the listening task

d. teacher played the tape twice, students listened and filled in the blanks in the text

e. teacher asked students to read the text with the filled in words and then students wrote the words on the blackboard

Aims: to develop students' listening skills through the filling of the gaps in the text according to the listening; to practise the spelling of the school subjects

### c. Reflection

(general)

#### i. (flash cards)

This practice went very quickly and students made only a few mistakes. The main mistake was with the word "money"; students thought that it was countable, so I again explained why it is not countable.

(thesis-focus activity)

#### ii. (true/false exercise)

Through the description of pictures students got all the necessary vocabulary. I played the text twice, and when I monitored round the classroom I could see that students were able to answer half of the statements correctly after the first listening. I think that the speed of the text was appropriate for them because they did not have big problems with understanding. Most of the students completed this task without any mistakes.

(general)

#### iii. (pair work)

Students worked in closed pairs, and they discussed the differences between Fast food and an ordinary restaurant. I monitored round the classroom because students lapsed into speaking Czech. Students sometimes had problems with the vocabulary, so I helped them, and I wrote the words that they wanted to know on the blackboard. Then students copied them into their exercise-books.

(thesis-focus activity)

#### iv. (gapfill)

Students listened to the text twice, and they were able to fill in most of the words during these two listenings. Most of the students filled in all the names of school subjects, but they had problems with the words "less, more" which were at the end of this listening text. Only a few students heard these words and were able to write them into the blanks. I think it happened because this part of the text was faster on



the tape than the previous part. The second reason could have been that the comparative and superlative forms of "little, many" were new grammar for these students, and they did not have enough practice yet. Next time I will leave out only words that students have practised more, which they are used to pronouncing.

#### d. Conclusions/Action

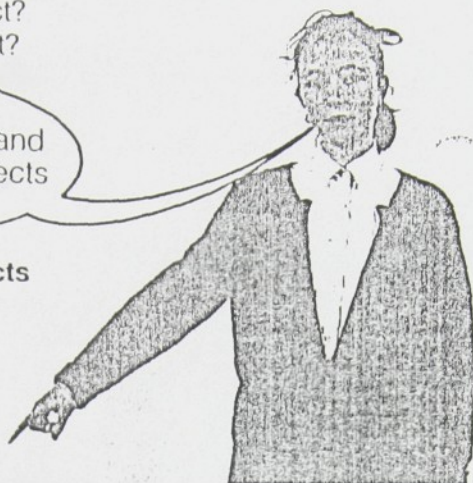
True/false exercise – I think this task could be used with students of all the levels because it does not require long written responses, and it also can be adapted to most of the texts. Teachers can make this exercise at a different level of difficulty. I consider this exercise to be done successfully in my lesson.

Gapfill – I think this exercise is also appropriate in such a form for these intermediate students. As students said it was good that only the words that students were familiar with were left out because they heard them without big problems. The proof of it I could have seen with the words "more, less". Students did not have enough practice, and that is why they had problems with hearing of these words. The next time I will leave out only the words that students have practised more.

# 5 SCHOOL SUBJECTS

Q9 What's your favourite subject?  
What's your least favourite subject?

Here are  
the most popular and  
least popular subjects  
at our school.



## The most popular school subjects

- 1 Maths
- 2 PE and Games
- 3 English
- 4 Art or Craft
- 5 History
- 6 Reading
- 7 Needlework, Metalwork or Woodwork
- 8 Drama, French, Home Economics
- 9 Technical Studies
- 10 Humanities

## The least popular school subjects

- 1 Maths
- 2 English
- 3 French
- 4 Music and RE
- 5 Science
- 6 Geography
- 7 Humanities and Handwriting
- 8 Art
- 9 Diary writing
- 10 History, PE and Games

(Beaver Book of Lists)

Maths was both the most popular and the least popular subject. But in the 'most popular list' it was only slightly more popular than the second subject PE and Games. In the 'least popular list' Maths was a lot less popular than the next subject English.

## Exercise

- 1 Look at the lists.
  - Which subjects appear in both lists?
  - In which list are they higher?
  - Do any subjects appear in only one list?

## YOUR MAGAZINE

### Survey on school subjects

- 1 Ask in your group:
  - What is your favourite subject?
  - What is your least favourite subject?
  - What do you think is the most important subject?
  - What do you think is the least important subject?
- 2 Make lists for your group for:
  - The most popular subject
  - The least popular subject
  - The most useful subject
  - The least useful subject

3 Compare your lists to the lists of other groups.

4 Stick the survey into your magazine.

## comparatives and superlatives: positive and negative

more popular    most popular  
less popular    least popular

## Project 2: Students' book

Oxford: Oxford university press, 1986.



What's your favourite subject?

What's your least favourite subject?

Here are the most and least popular subjects at our school.

The most popular school subjects

- 1.....
- 2 PE and Games
- 3 .....
- 4 Art or Craft
- 5 History
- 6 .....
- 7 Needlework, Metalwork or Woodwork
- 8 Drama, ....., Home Economics
- 9 Technical Studies
- 10 .....

The least popular school subjects

- 1 Maths
- 2 .....
- 3 French
- 4 Music and RE
- 5 .....
- 6 Geography
- 7 Humanities and .....
- 8 Art
- 9 Diary writing
- 10 ....., PE and Games

Maths was both ..... popular and the least popular subject. But in the " ..... popular list" it was only slightly ..... popular than the second subject PE and Games. In the " ..... popular list" Maths was a lot less popular than the next subject English.

## Exercises

1. Read the sentences in English and write P or O in the boxes.  
You eat with a knife and fork.  
You get your hamburger in a bag with plastic film.  
You get your food at the canteen.  
A waiter brings you food.  
You drink from a paper cup.  
You get your food on a plate.  
You eat with your fingers.  
You pay for your meal at the end.  
You throw away the bags and boxes.  
You pay for your meal at the beginning.  
You cook from an ordinary dish.



# 3 FAST FOOD

26

Hey! Let's go to that new fast food place in town.



This is a fast food restaurant. It isn't like an ordinary restaurant.



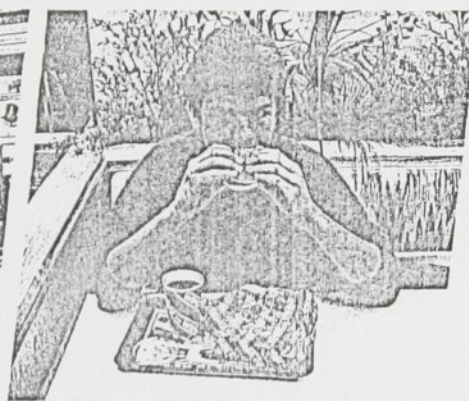
There aren't any waiters. You get your food at the counter and pay for it at the same time.



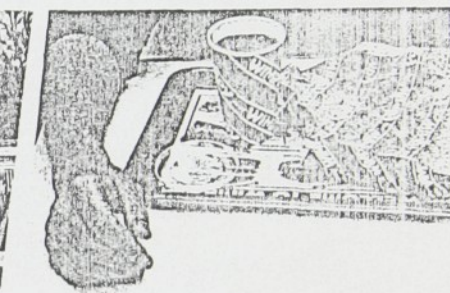
You get your food in a bag or a box. There are no plates.



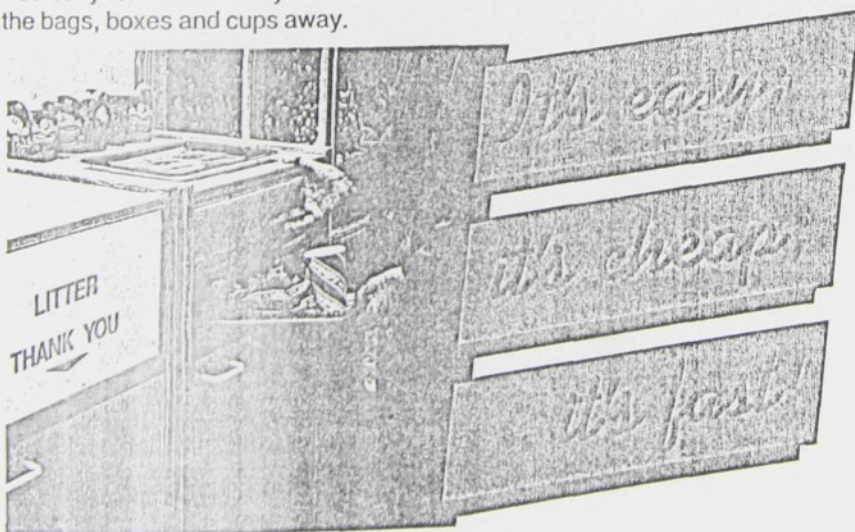
There aren't any knives, forks or spoons. You eat with your fingers.



Drinks are all in paper or plastic cups. There are no saucers.



You eat your meal. Then you throw all the bags, boxes and cups away.



## Exercises

1 Fast food restaurant or ordinary restaurant? Write F or O in the boxes.

- You eat with a knife and fork. ☐
- You get your hamburger in a bag or a plastic box. ☐
- You get your food at the counter. ☐
- A waiter brings your food. ☐
- You drink from a paper cup. ☐
- You get your food on a plate. ☐
- You eat with your fingers. ☐
- You pay for your meal at the end. ☐
- You throw away the bags and boxes. ☐
- You pay for your meal at the counter. ☐
- You drink from an ordinary cup. ☐

Project 2: Students' book

Oxford: Oxford university press, 1986.





### 3. Task-type: "listen and reformulate", "listen and paraphrase"

In this section I concentrate on "listen and repeat" and "listen and paraphrase" exercises. In the "listen and repeat" exercise students are asked to repeat the sentences, which are played to them from the tape-recorder, in the original form. I used only the text from their textbook Anglictina 2, p. 167. As this exercise would be very time-consuming, I am going to use only the part of the text. The second listening task is the "listen and paraphrase" task. I used for this task the text from Project English II, p.48. Students will be asked to listen to the text and say it in their own words.

#### Summary

##### a. Pre-lesson plan commentary

##### i. General theme/topic/objectives

The lesson began with the warm-up where the teacher asked questions about students' plans for the weekend. They had to use future tenses for expressing of their plans. Then there was a listening task. It was the "listen and repeat" task, and students had to repeat the sentences from the text in the original. After that the teacher opened the new topic "Eating". The teacher elicited the names of food which students knew, then she explained the words from the following listening text that students would not know. At the end of the lesson students had to complete another listening task. It was a "listen and paraphrase" task, and students were asked to reproduce the text (Project English II, p.48) in their own words.

##### ii. Thesis focus

In this lesson I wanted to try out two listening tasks that require longer responses from students and also practice speaking. The first listening task was the "listen and repeat", and it was done in the middle of the lesson.

Another listening task was the "listen and paraphrase" task, and students had to listen to the text and then reproduce the text in their own words. It required them to have a good memory and also good range of vocabulary.



### iii. Anticipated teaching problems/ possible solution

To make the "listen and repeat" task appropriate for students' level of English I decided to have them repeat the sentences after the tape-recorder and not to do it as a game, as I did it with the fifth form. The problem that I could foresee with this exercise was that I would have to play the tape with the sentences more than twice because students would not remember the whole sentence, and that is why it would be time consuming. So, I decided to use only the part of this text.

The "listen and paraphrase" task I considered to be the most difficult. I could foresee several problems that could occur with this task. The first problem was that students would not know how to express their ideas. I decided to give them a helping hand. I wrote on the blackboard the verbs from the text that would help them to make the sentences and reproduce the text. Another problem was with the vocabulary, students could have problems with understanding the text because they would not know the words used in the text. I solved this problem by pre-teaching the vocabulary. The last problem that I could foresee was that students would not be able to paraphrase the story in English at all. For this case I asked students to reproduce it in Czech.

### iv. Lessons aims

1) to revise/practise the future tenses "will, going to"; 2) to develop listening skills through the "listen and repeat" exercise and "listen and paraphrase" exercise

### v. Materials

*Project English II*, issue 4, p.48 (see attached photocopy); *Anglictina 2*, p. 167 (see attached photocopy)

### b. Lesson summary

#### i. Questions

(5 minutes)

a. teacher asked questions about the students' plans for the weekend

b. students answered my questions using future tenses "will, going to"

Aims: to warm-up students; to revise/practise future tenses

## ii. Listen and repeat

(15 minutes)

- a. teacher gave students instructions what to do
- b. teacher played the text on the tape sentence by sentence and called on students
- c. students repeated the sentences in their original form, if they were not able to repeat the sentence the teacher played it again

Aims: to discover if students are able to repeat the whole sentences after the tape; to develop listening skills; to close the topic "illnesses".

## iii. Starting a new topic

(10minutes)

- a. teacher elicited the names of food that students know
- b. teacher wrote on the blackboard words that students did not know and which occur in the listening text in the next stage
- c. teacher used for explanation of words pictures or descriptions

Aims: to present new vocabulary; to prepare students for the listening task in the next stage

## iv. Listen and paraphrase

(15 minutes)

- a. teacher explained to students their task in English and then in Czech to make sure they understood
- b. teacher wrote on the blackboard verbs from the text that made something as an outline of the text and they should have helped students to paraphrase the text. The verbs plus pronoun: he came, he had, she fetched, he put, she fetched, she tasted, he said.

Aims: to prepare students for the listening task; to help them with reproducing

- c. teacher played the tape twice and students listened, teacher monitored round the classroom
- d. teacher asked students to paraphrase the story using the helping words on the blackboard



e. students made easy sentences using the words from the blackboard and they added some information to them

Aims: to develop students' listening skills through the "listen and paraphrase" task; to develop students speaking skills; to try out if students are able to reproduce the text in their own words

### c. Reflection

(general)

#### i. (questions)

This exercise went without problems. Students answered my questions immediately, and they did not make a lot of mistakes in the future tenses. They, for example, said, "I will go to the cinema on Sunday at 5 o'clock". I decided to correct only the mistakes that students made in the future tenses because the using of future tenses was the purpose of the exercise.

(thesis-focus activity)

#### ii. (listen and repeat)

Students sometimes had problems remembering the whole sentence and then repeating it. I had to play the sentences more than twice, and then I asked students to repeat them together, so they could help each other. This exercise would need more time in the lesson.

(general)

#### iii. (vocabulary)

The eliciting of the words went well and quickly. Students knew a lot of words, so I then did not have to present so many words.

(thesis-focus activity)

#### iv. (listen and paraphrase)

This exercise gave students problems. They were not very successful in making their own sentences. Especially the weak students understood only some parts of

the text, and they were not able to say it in English. When I asked these weak students to say it in Czech, they could tell me some information from the text. The better students, especially the two boys, tried to make longer and more complicated sentences in English, as for example: "The old woman was mean and she did not want to give him any food." They were quite successful and did not make so many mistakes in their sentences. The main mistakes occurred in the tenses, for example: "She fetch some vegetable." instead of "She fetched some vegetable." I decided not to correct them because the purpose of my activity was listening and paraphrasing of the text and not accuracy in grammar.

#### d. Conclusions/Action

"Listen and repeat" task – I think this task was done quite successfully, and students were able to repeat the sentences together. The next time I will play the sentences in smaller sections, so students would not have to remember so many words. I think this task as it was done can be used only with the intermediate or higher level students. I consider this task to be very difficult, and it is also demanding for the memory of students.

"Listen and paraphrase" task – I think this task should be used with the upper-intermediate or advanced students because this task requires also good range of vocabulary and grammar patterns. The class, which I tried the task with, was not used to speaking in English in the lessons, and it caused them problems to make up their own sentences.



## DIARY

Peter's father is a technician in a big Prague factory. As he is very busy, he usually prepares his timetable for the following week. He takes notes for every day in his diary.

Peter got a nice diary as a Christmas present. He takes notes for every day just the same as his father does. He writes down his notes in English.

This is what Peter has written in his diary recently.

Mon. March 3	Return books to the public library
Tues. March 4	Dentist
Wed. March 5	Cinema
Thurs. March 6	Shopping
Fri. March 7	School football match
Sat. March 8	We go for a trip.
Mon. March 3	Peter must return two books to the public library. He borrowed them a fortnight ago.
Tues. March 4	Peter has got an appointment with his dentist at three o'clock. It is rather unpleasant, but still much better than having toothache.
Wed. March 5	Peter and his friend Charles want to go to the cinema. There is an interesting film on. It is about wild animals living in the jungles of India.
Thurs. March 6	Peter has to do some shopping. April 12 is his mother's birthday. The other day Peter saw some nice notepaper and envelopes at the stationer's. They will make a nice present.
Fri. March 7	Peter and his classmates are playing a football match with the boys of the Seventh Form. Their opponents are one year older but still the boys hope they will win the game.
Sat. March 8	Peter and his two friends are going for a trip on Saturday. They will visit an old castle. The castle stands on top of a high hill. The boys have recently studied the history of the castle. They want to know a lot about the history of their country.



What's the date today?

I'm afraid I can't tell you. Look at the calendar.

I haven't got one.

Here's mine.

Thanks.

### Angličtina 2.

Praha: Státní pedagogické nakladatelství, 1988.

Praha: Státní pedagogické nakladatelství, 1988.

Oxford: Oxford university press, 1988.



# 4

## STONE SOUP



Here's a story from one of our readers.



One day a tramp came to an old woman's house. 'Excuse me,' said the tramp. 'I'm very hungry. Can you give me something to eat?' But the old woman was very mean. 'Go away,' she said. 'I haven't got any food.' 'Oh,' said the tramp. 'That's a pity. I've got a magic stone. I can make soup with it. But I need some water.' 'Well, I've got a lot of water,' said the mean, old woman. 'A magic stone, eh?'



She fetched a big saucepan of water. The tramp put the stone into it. After a while he tasted the soup. 'Mmm. It's very good,' he said. 'It just needs a bit of salt and pepper.' The old woman fetched some salt and pepper.

'Mmm. That's better,' he said. 'It really needs a few vegetables. It's a pity you haven't got any vegetables.' 'Oh, I can find some vegetables,' said the old woman. She ran into the garden and brought back some potatoes, carrots, beans and a big onion. The tramp put the vegetables into the saucepan.

'Is it ready now?' asked the woman. 'Almost,' said the tramp. 'It really needs a bit of meat. It's a pity you haven't got any meat.' 'Oh, I can find some meat,' said the old woman. She ran into the kitchen and came back with some ham and some sausages. The tramp put them into the saucepan.

'Right,' said the tramp. 'I can't see the stone anymore. So the soup is ready. Bread is very good with stone soup. It's a pity you haven't got any bread.' 'Oh, I've got a bit of bread,' said the woman. She ran into the kitchen and came back with a loaf of bread, some butter and a piece of cake. She put them on the table.



The old woman tasted the soup. 'Mmm. This stone soup is delicious, and you made it with just that magic stone.'

When the tramp left, he said, 'Here is the magic stone. You can keep it.' 'Oh, thank you,' said the old woman. 'But remember,' said the tramp. 'For the best stone soup, you need a bit of meat, a few vegetables and a bit of salt and pepper, too.'

## Exercises

1 What did the tramp put in the soup?

water	butter	onions	bread
carrots	peanuts	beans	potat
crisps	sausages	cheese	wine
ham	salt	pepper	milk

### Example

The tramp put **some** water in the sou. He **didn't** put **any** butter in the sou.

Project 2: Students' book

Oxford: Oxford university press, 1986



### **III. Summary of the paper**

#### **A. Purpose and aims of the project.**

In my final paper I concentrated on the different listening tasks which required different kinds of responses. The listening task-types were taken from the book Teaching listening Comprehension by Penny Ur. I worked with the tasks and tried to make them suitable for young and older students. I had to consider their level of English and also their interests which change with the age of the students. For young students I tried to make the tasks as games, so students were interested in completing of them. Experience showed that most of the children like listening exercises, the younger pupils liked them most; they are outgoing and so they are not afraid of them. In the lessons with older students I used more serious topics and also the tasks were more difficult and required good knowledge of English. I also wanted to develop the listening skill of these students. Generally, students at schools do not have enough listening practice. It is caused by the lack of listening materials at schools, but also by unqualified teachers who do not know how to deal with a listening material. As I could see during my teaching practice, students were not familiar with any kind of a listening task that I used. On the other hand, they liked them and were successful in most of them at the end.

#### **B. Problems that occurred with listening**

The problems occurred mainly with the listening task "listen and paraphrase" in both of the classes (5th and 8th class) where I did my project. Students were not able to retell the story that they heard. I think it would be better to use this task with students who have been studying English longer because they should have better knowledge of vocabulary and grammar patterns , and that is why they should be better in this task. However, this happened in my classes, and I cannot say it in general because some other students in the 8th class could be better. It is a task for teachers to get known their students well, so then they would know what they can expect from these students and which tasks are appropriate for them. One of the

most important things is to have enough time for each listening exercise, not to hurry and not to do any exercise in isolation but connect it with some other work in our lesson. It is better to return and repeat, for example, vocabulary.

### **C. Benefit of this paper.**

During my teaching practice I learned that it is very important to know the class very well , to know which students are weaker and which students are only shy and do not want to speak. The teacher must always think about the classes when he is preparing some tasks for them because you cannot find two classes completely the same. The tasks that I used are the examples of how we can work with listening materials and how to adapt them for the classes of beginners and classes of intermediate students. However, there could be far more possibilities, and it depends on the teacher if he or she wants to find them.



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## Prohlášení

Souhlasím, aby moje diplomová práce byla podle směrnice, uveřejněné v Pokynech a informacích VŠST 1/1975, zapůjčena nebo odprodána za účelem využití jejího obsahu. Jsem si vědom toho, že práce je majetkem školy a že s ní nemohu sám disponovat.

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

Heberkova

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