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Literature Review¹

1. The need for a second language

Learning a second language is essential in the world we are living in today. People need to be able to communicate with each other, and thanks to modern, cheap ways of transportation, one can meet people hundreds of miles away; people from different cultures, people who have a different mother tongue. To get to know them, to understand them, we need to speak the same language; if we are going on vacation or if we have to work with them. It is very important to start teaching children a second language as soon as possible, so they can get comfortable with it, so they will not be afraid to use it. Children are exposed to the English language every day; listening to the radio, seeing signs, using computers; they want to understand this other language, which can open a whole other world to them.

A child learns his mother tongue by listening to it, he listens to his parents, the people around him, and fairly soon he can understand the language, and start using it. When a child is born, he can hear more than 150 sounds (URL 1), but as time goes by, the ones he does not use slowly fade away. For example in the English language, only 44 phonemes are used, and an English speaking person cannot hear more sounds. This is why it is important for the child to hear other languages' sounds early on, so he can distinguish between those sounds.

Children can learn their second language the same way they learned their first one, the difference is that as they get older they do it more deliberately. A young learner needs to hear this other language, but of course cannot hear it as much as he hears his mother tongue. There are some attempts like the Vineyard foundation, that gives an opportunity to children to hear English (along with Hungarian) every day with native speakers (URL 4).

2. Importance of the listening skill

There are four main skills that can, and should be developed in a language class; listening, speaking, reading and writing. One could argue that the first one is not even an active skill. According to *Gaál and Sárosdy* (1994), methodologists claim that listening, along with reading is a passive skill, but today it is generally accepted not to be true. A listener (or reader) has to respond to what he hears, he has to judge, agree or disagree. Listening is the base of all the other skills. It is the first step of communication, and is not easily developed. To be able to listen and understand, one needs to be active, pay attention and concentrate.

Young learners do not always see why they need to learn another language. The first step is motivating them. *Oroszlány* (1997) states that children have the potential in them, but if they are not interested they will perform badly. By listening they can understand something they were not able to understand before. This itself is a base for motivation.

¹ The Topic plan was made by Jennifer Taylor.

3. Development of the listening skill in a classroom

From the turn of the century there have been many methods of teaching a second language in Hungary. *Sárosdy, Farczádi, Poór and Vadnay* (2006) state seven methods that all involve the listening skill. As the methods progressed we can see how more and more emphasis was put on listening. For example at the end of the 19th century the Grammar-translation method stressed the reading and writing skills, in the 1920's all four skills were equally important. The reading approach obviously emphasized reading, and then in the 1950's the Audio-Lingual method stressed oral skills. As alternative methods appeared, the goal of language learning became communication, and to do so, one needs to listen and understand. The last method *Sárosdy, Farczádi, Poór and Vadnay* describe is the Total Physical Response method, where the emphasis is on listening, and actively responding, where teachers try to teach the second language the same way children learned their mother tongue.

Today there is no single method that is said to be perfect, one can try out what works for him, and his students, but listening is always involved, because it gives the base of language learning.

4. Listening in a classroom

As mentioned above people often forget about this first, very important skill, the skill that children acquire first. *Gaál and Sárosdy* (1994) claim that the listening ability can be divided into three stages: 1) Distinguishing between words and phrases 2) Attaching meaning to words and phrases, and 3) Responding to the meaning. In a classroom a child needs to be able to distinguish sounds, then make non-verbal responses, followed by verbal responses, and after a while understand a spoken narrative.

4.1. Stages of listening

Distinguishing sounds is the first step of understanding another language. There are many sounds that do not exist in a child's mother tongue, but he needs to hear the difference to be able to distinguish between two sounds, for words to have different meanings, like *sheep* and *ship* or *think* and *sink*. For a child to be able to pronounce sounds, he first needs to hear the differences, and the sooner he hears it, the better, because after the age of 8-12 some sounds he can no longer produce. "Younger learners benefit from flexible ear and speech muscles that can still hear the critical differences between the sounds of a second language, as well as reproduce them with native-like quality" (URL 2).

The next step is making non-verbal responses, also called as "listen and do" activities (*Gaál and Sárosdy*, 1994). Instructions fall into this category, everything a teacher says if it is in the foreign language, is a "listen and do task". The teacher uses gestures, hand motions at first, but soon these activities become routines, and the children will learn them without even knowing they did. TPR (Total Physical Response) is a good warmer, because children can actively do whatever the teacher asks them to do, and they get to move around, they listen and play at the same time. A teacher can use many activities that develop and exploit listening. Learners can raise their hands when they hear a certain sound or when they hear the right word. It is up to the teacher to be

creative, and alter a task in many different ways. A book written by *Gedeon, Lengyel and Rádai* (2002) contains 135 fun ideas that can be done in a classroom, like hand in hand; pupils listen to a song, and match the “who” with the “what he did.” E.g. An Austrian went yodeling (who: Austrian; what: went yodeling).

Learners can mime a story while they are listening to it, or they can draw and color what they hear. Gaál and Sárosdy (1994) also give ideas like identifying, where learners have to color, circle or underline what they hear. They state that activities can be done in a playful way, for example finding the monster with three eyes, who is bald and has fangs (see Appendix 1). As students get older they really enjoy listening for mistakes in texts. This can be followed by putting things in order, and once they are comfortable with writing, learners can fill in missing information. The first step of making a verbal response to a listening task is “listen and repeat.” During elementary years young learners love to sing, move and play. With songs and rhymes they are able to do both, and develop their listening skills. They get the feeling of the language without necessarily understanding every single word. They pronounce the foreign sounds, their ear gets used to it, and they do not have to write just yet, they do not have to struggle to remember, they do not have to learn in an unfriendly and not age appropriate way.

The last stage according to *Gaál and Sárosdy* (1994) is understanding the spoken narrative, where learners can understand a short story told by the teacher or a native speaker. A teacher does not need to motivate during these tasks (if he is able to find stories relevant for the given age group), because stories are fun, children can use their imagination. Many stories contain repetition, which makes a story familiar, and gives a good listening practice, so children can almost learn what they hear. They can learn or get introduced to new vocabulary unaware of it. The authors mention visual clues, prior knowledge and general knowledge that can help a learner understand a story. A well-chosen story can relate to what children are learning in other subjects and can develop their personalities along with their listening skills, because they want to understand it.

4.2. During a listening task

A young learner needs a lot of time and practice to be able to distinguish sounds. A teacher needs to keep this differentiation interesting, by using different work forms, building up an activity, always adding something new to a task. A listening task always has an activity to go with it, so the child can get used to it being an active practice. For a listening task to be effective it is important to have a pre-listening part; where children get familiar with the topic, where they get motivated, and interested, where they activate their current knowledge (URL 3). Then comes a while-listening part, where they can focus on the global meaning, then on smaller information bits, by giving them questions or tasks, like the ones mentioned above. The last phase is the post-listening part, where there are follow up activities, which usually involve some of the other skills, like writing about what they heard.

4.3. Devices of listening

In these modern days there are many ways we can introduce a listening task to a class, but there are some new challenges that come with them. In the old days one had a cassette, found where to start, and simply played it in class. In the 21st century

it is much easier to use a CD, and not deal with fast-forwarding, or rewinding. We can use the internet, and not have to buy all these devices, and get a variety of native materials; songs, rhymes, stories, all performed by natives, that give a rich base of listening to a young learner. Some schools have smart boards, where children can even see a moving image with the listening, but teachers have to be careful while choosing a video, because there are a lot to choose from, but some of them are very poorly done, and one has to keep in mind, that the internet has some inappropriate sites, that can pop up unexpectedly, and these can be a danger to young ears and eyes. A teacher has to be conscious in what (s)he brings into class.

The last point that cannot be neglected is the use of other materials that can and should be used while listening. All the visual aids; pictures, drawings, puppets (see Appendix 3: a glove made by June B. Taylor, to illustrate the Little Red Riding Hood story) all these along with the teacher's gestures help a child understand, and enjoy a listening task.

5. Characteristics of young learners (6–9) in the listening process

Young children love to learn new things, they love to play and be active. That is the way they can acquire new competences. This is why they have to be actively involved in the learning process. According to *Golnhofer* (1998) a teacher needs to find each student's personal interests and base the materials and the methods on the children. These affect the learners' performance, and how their personalities are developed. Young learners still need the guidance of adults, although they seek the approval of their peers as well. They cannot pay attention for a long period of time, even if they are interested, their attention span is relatively short. The advantage of a language class is that the learners are exposed to the target language while listening to stories, songs, instructions and playing games. During all the fun activities the children are learning, getting used to the language, and enjoying it.

Practical Part

1. Background information

The following lesson plans were made for a third grade class, who have been learning English since the second grade. They have three lessons a week and their level of English is fairly good. They have a chance to choose from German or English, and there are 12 learners in both groups, who are about on the same level. In the English learning group there are 7 girls and 5 boys, who get along quite well. They can work in groups, and usually have the same pairs, but sometimes the stronger willed ones are the ones who work and have their ways, therefore non-cooperative tasks are still more effective, but this is an area that needs to be developed. They love actively doing things, so most listening activities involve a lot of movement; TPR, drawing, acting out, and the development of other skills along with listening skills.

Their vocabulary is rich compared to others of their age. English is the only language they hear during English lessons. They do not have a course book; therefore they get hand outs that they keep in a binder. They learn through topics, in which they gradually develop all four language skills, and which the children enjoy (the teacher alters the topics to make them relevant and interesting for the given class). They like to be creative, they enjoy and value visual aids. Differentiation does not always appear in a lesson, but individual attention is paid to all the students.

The following 9 lesson extracts are taken from the animal topic, gradually adding on more and more depth to the listening tasks; starting with recognizing words, followed by understanding short songs and ending with understanding short stories made up of a few sentences. The lessons have a bit of revision in them, seeing that these are the first few English lessons in September after a long summer break. As mentioned in the literature review second language lessons contain listening in every task; even the ones not focusing on listening; since that the teacher tries to use the second language as often as possible; in instructions, and in every situation. The activities below will be ones that focus especially on the development of the listening skill.

2. Lesson Plans

S = step, T = time, Gr = grouping, fw = frontal work, pw = pair work, gw = group work, iw = individual work, L = learner, Ls = learners, T = teacher

Lesson 1 (extract)					
Animals we know					
S. T.	Activities	Aims always: to develop listening skills	Language input- instructions	Gr	Teaching aids
1. 4'	TPR Ls have to follow teacher's instructions quickly. <i>E.g. Stand up! Clap your hands!</i>	To warm up, make them motivated.	Stand up, and clap your hands! Now turn around, and jump three times! Roar like a lion! Stop!...	fw	-
3. 5'	Identifying sounds Ls listen to the sound of animals, and choose the ones they could hear.	To warm up, make them motivated, introduce the topic.	Each pair gets cards with animals on them. Can you tell me what kind of animals these are? We will listen to what sounds the animals make, and try to lift up the one you hear!	pw	animal cards (See App. 2.)
4. 6'	Identifying names Ls divide their animals into 2 groups, the ones they heard and the ones they did not, but now with the names of the animals.	To develop cognitive skills and revise the names of animals.	Now you will listen to the names of the animals, and put the ones you heard in the green circle and the ones you did not, you will leave out.	pw	animal cards
6. 6'	Find the <i>big</i> animal! Ls have to choose an animal that is big, and say, e.g.: <i>The elephant is big.</i>	To revise vocabulary, to develop speaking and cognitive skills.	Now lift up an animal that is big/small/scary/fat! Tom, what animal did you choose? Say a sentence with your animal!	iw, pw	animal cards

Lesson 2 (extract) Wild and farm animals					
S. T.	Activities	Aims always: to develop listening skills	Language input-instructions	Gr	Teaching aids
1. 6'	<p>Stand up if... Ls stand up if they like something and squat down if they do not. <i>E.g. Stand up if you like to swim!</i> After a couple a L can say a few, but the last ones will be farm animals.</p>	To warm up, make them motivated, and introduce topic.	Let's start with the stand up - squat down game. Stand up if you like to swim/eat/dance/sleep... pigs/chickens/horses!	fw	-
2. 5'	<p>Run to the! Ls have to run to pictures of animals on the wall when they hear its name, and touch them. <i>E.g. Run to the lion.</i></p>	To warm up, make them motivated, and clear up any unknown animal names.	Look around the classroom, what can you see? You will have to run and touch the ones you hear. Run to the lion/snake/horse!	fw	pictures on the wall
5. 5'	<p>Color the ones you hear! Ls listen to the name of animals, and color the ones they heard if it is a farm animal.</p>	To check each student's individual understanding.	Everyone got a page of animals. You will hear names of animal, and you need to color the ones you hear if they live on a farm.	iw	animal coloring page
8. 6'	<p>Song Ls listen to Old McDonald had a farm (see Appendix 2). Ls first listen for animal names, then sounds, then sing along.</p>	To introduce authentic songs.	Now we will listen to a song. What kind of animals can you hear? What sound do they make? Now try to sing along!	fw	Old McDonald song, cd-player
HOME	<p>Song at home (not HW) Ls' parents get a list of all the songs (a link to YouTube), so Ls can listen to them at home.</p>	To involve parents, and to develop listening skills at home.	Find the song Old McDonald on your lists, and show it to everyone at home. Try to learn it!	iw	internet

Lesson 3 (extract)					
Animals' emotions					
S. T.	Activities	Aims always: to develop listening skills	Language input-instructions	Gr	Teaching aids
2. 5'	Do it IF...! Ls follow instructions if they have blond hair/ green eyes... <i>E.g. Jump up and down if you have a brother! Close your eyes if you are sad!</i>	To warm up, make them motivated, and introduce the topic of the lesson.	I will tell you things to do, like turn around, if you have blond hair. You can only do them, if you have blond hair.	fw	-
3. 6'	If you're happy and you know it Ls listen and watch animals singing if you're happy and you know it song, then identify animals and sing along. Questions after 1 st listening: What kind of animals were singing? What were they singing about? After 2 nd listening: What can you do when you're happy? (Ls either act out or respond verbally)	To introduce native material, and get used to native sounds and songs.	We will listen to a song, try to sing along! What kind of animals were singing? What were they singing about? Now let's listen again! Show me what you can do, when you are happy? Judy, tell me what you can do when you're happy.	fw	Video playing devices http://www.youtube.com/watch?v=Dw45CQewCLY
5. 5'	Put in order Ls listen to the names of animals, and put them in order. Sad snake, Happy hippo, Scared snail...	To introduce vocabulary.	Pre: Look at all the animals! Can you tell me the names of the animals? How are they feeling? While: Now listen, and try to put them in order!	fw	Animal faces
7. 4'	Mix the pancake Ls listen and say Mix the pancake rhyme (they already know it), and act out emotions, feelings: sad, happy, scared, tired...	To check each student's individual understanding, and improve memory.	It's time to make p a n c a k e s : Mix a pancake, Stir a pancake, Pop it in the pan; Fry the pancake; Toss the pancake, Catch it if you can.	fw	-

Lesson 4 (extract) Animals' body parts					
S. T.	Activities	Aims always: to develop listening skills	Language input-instructions	Gr	Teaching aids
2 5'	Acting I. Ls act out animals T says: <i>horse, dog, snake, fish...</i> II. One L acts out what T whispers to him, and others guess. III. Each L gets an animal (2-2 get the same one), and they have to find each other.	To warm up, make them motivated, and organize grouping.	You will act out the animal I say, and walk around the room pretending you are a pig, horse... Now only one student will hear the animal, and the rest of you have to guess what it is. Now I will whisper an animal to everyone, and you need to find your partner / the same animal.	fw	-
4 5'	Identifying body parts Pairs look at picture of a baby dog. T says a body part (revised previously), and Ls circle what they hear. Whoever circles it first gets the point.	To develop cognitive skills, ear-hand-eye coordination and good sportsmanship.	Each pair gets a picture of a baby dog. One of you get a blue pencil, the other a red one. Circle the body part you can hear. Whoever has the most circles wins.	pw	pictures
5 4'	Color body parts Ls color body parts according to what T says. <i>E.g. Color the eyes of the mom cat green.</i>	To develop cognitive and fine motor skills.	You all got a picture of a cat mama and her kittens. Color their body parts in the color I tell you!	iw	cat coloring page (see App. 4)
7 2'	Guessing T says a few sentences about an animal and Ls have to guess. After a couple Ls get to say the riddles.	To check each student's individual understanding.	Now we will play a little game. I will say a few sentences about an animal, and you have to guess what animal it is.	fw, iw	-
8 3'	Spelling T spells an animal that Ls have to draw.	To develop sounds of letters.	I will spell an animal, and you have to draw that animal.	fw	note-books

Lesson 5 (extract) Characteristics of animals					
S T.	Activities	Aims always: to develop listening skills	Language input- instructions	Gr	Teaching aids
1 . 3'	Run to the.... Ls have to run to pictures of animals on the wall, when they hear the characteristics of them.	To warm up, make them motivated, and introduce the topic.	Look at all the animals around the classroom! Run to one that has 4 legs! Where did you run Kate?	fw	pictures on the wall
3 . 5'	Find the hidden objects T says an object that Ls have to color. See Appendix 5 for coloring page.	To develop cognitive and fine motor skills.	You all got a coloring page with rabbits on it. There are some objects that do not belong in the picture. When I say the name of the object, you can color it.	iw	hidden objects coloring page
5 . 2'	Find the correct dog! T says sentences about people's lost dogs. E.g. Anna: My dog has spots and is very big. Ls have to write the name of the owner under the dog.	To check each student's individual understanding.	Look at all the lost dogs. Let's help the owners find them. Listen to what they wrote about how their dogs look like. And write their names under their dogs.	iw	picture of dogs. (see Appendix 6)
7 . 7'	What am I? T says sentences about an animal in first person, and Ls have to guess what it is (a little harder than saying just body parts). Then Ls get animal names, and have to write down 4-5 sentences in first person, and then say it to the class, so they can guess, with lots of teacher assistance.	To develop speaking, writing and cognitive skills.	We will play a game, like we did last time, but it's a little harder this time. You will all get an animal, and have to write 4-5 sentences about it, and then tell the class, who have to guess. E.g. I am very long. I have no legs. I am not a pet.	iw fw	animal names, paper to write sentences on

Lesson 6 (extract) Animals at home					
S. T.	Activities	Aims always: to develop listening skills	Language input-instructions	Gr	Teaching aids
1 . 3'	Change places Ls change places if they like pigs, bananas, candy... last one: have a sister.	To warm up, make them motivated.	Let's sit in a circle and now change places if you like pigs, bananas, candy...	fw	-
3 . 5'	Baby shark Pre listening: Collecting all the family members Ls know. While I.: Listening to all the family members mentioned, and their signs. Post I.: Reproducing the listening without guidance.	To warm up, make them motivated, develop speaking skills and memory.	Pre: Can you think of any family members? While: Listen to the song, and count how many family members there are! Who are these family members? How do they open their mouths? Post: Try to sing the song alone.	fw	-
5 . 8'	Goldilocks and the 3 bears Ls listen to story about Goldilocks with the book. Pre: Prediction (What could this book be about?) and vocabulary (introduction of new, useful words). While: Ls listen to story (shared reading)	To introduce students to native, motivational material.	Pre: (vocabulary already introduced) I brought a very special story with me, look at the first picture, what could it be about? While: Listen to the story while I read it to you.	fw	Goldi-locks book
6 . 5'	Questions about Goldilocks Post: Ls get a girl with hair (see App. 7) in groups, and get to pull out a strand of hair, if they answer correctly. They should collect as many as they can. <i>E.g.: What did Goldilocks break?...</i>	To check comprehension in a fun way.	Post: You will work in your groups, and get a girl with golden locks. If you can answer my question, you may pull out a strand of hair. Whoever has more, wins.	gw	girl with yarn hair (see App. 7)

Lesson 7 (extract)					
Animals hide					
S. T.	Activities	Aims always: to develop listening skills	Language input-instructions	Gr	Teaching aids
2 4'	Word search Ls have to find animals that T says in words search (see App. 8).	To develop reading and orientation skills.	You all got a paper full of letters of the alphabet. Try to find the animals I say, and circle them!	fw iw	word search
3 4'	Hiding animals Ls listen to where the animals are hiding, and write them in the correct place. <i>E.g. The monkey is under the bed.</i>	To develop orientation.	Listen to where the animals are hiding, and write them in the correct place.	fw	Picture (see App. 9)
5 9'	Fill in the gaps Pre: revision of vocabulary While: T reads story, and Ls fill in the missing words. Post: Ls read text. Ls create (draw and then tell) an ending for the story.	To check individual understanding, to develop listening for specific information, and to develop creativity.	Listen to the story, and try to write in the words that are missing. <i>The <u>rabbit</u> family go on a pick-nick, with mama, <u>papa</u>, <u>sister</u>, brother and <u>baby</u> rabbit. They <u>walk</u> for a long time, and brother sees a berry <u>bush</u>, and eats some berries, but then he can't <u>see</u> his <u>family</u>...</i> How could you end the story? First draw a picture of it, then tell the class!	fw iw	text, notebook
6 5'	Where is Spot-story book T reads story book about Spot, the dog with Ls.	To involve Ls in shared reading.	Listen to the story about Spot, and help me find him.	fw	story book
7 3'	Who can find it first? Animals are hiding on the BB (written form), Ls stand in two lines, the 1 st two facing the class. Ls have to circle the word they hear, whoever is faster gets the point.	To develop fast reaction.	Look at the BB! A lot of animals hid, and you have to find them. Stand in two lines, whoever can circle the animal first, his group will get a point.	fw iw	words on BB

Lesson 8 (extract)					
Animal stories					
S. T.	Activities	Aims always: to develop listening skills	Language input-instructions	Gr	Teaching aids
2 5'	<p>Circle the sounds! Ls circle the sounds that the animals begin with (see App. 10). <i>E.g.: frog: fl, fr, fw</i></p> <p>Go to the lake! Ls follow the path of words that sound like lake, and get to the lake. <i>E.g. bake, cake, make</i> (see App. 11)</p>	To develop inner hearing of sounds.	<p>Circle the sounds that each animal starts with!</p> <p>The duck got lost, and you need to find a way to him. Follow the words that sound like lake, and you'll get there.</p>	iw	sheets
3 4'	<p>Which book? T says a few sentences from familiar animal stories, and Ls guess the story in pairs.</p>	To introduce topic and develop cognitive skills.	You know a lot of stories about animals, I'll tell you a little bit of the story, and you need to guess which one it is with your partners!	pw	-
4 2'	<p>Book title T gives each student a yellow, a green and a red "book", and says 3 sentences about what is in the book. Ls have to give a title to each book and then compare their answers.</p>	To develop listening, cognitive and writing skill.	<p>Your next task is to think of a title for the stories I will tell you about now!</p> <p>You have 3 colors in front of you, those are the books. Listen to the yellow one. Yellow: The lion chases a bird. The lion gets caught in a net. The bird saves the lion.</p>	iw	'books'

6 7'	<p>Little Red Riding Hood Pre: revision of vocabulary. Ls make glove puppets (App.3), and get to know the characters. While: Ls listen to the story, and lift up the character that is speaking. Post: Ls say 4 sentences about the story, each member of the group says it as if they were a character. Ls act story out.</p>	To develop cognitive and cooperative skills.	<p>We will read a story about a girl named Little Red Riding Hood. Pre: First we'll make puppets of the characters. While: Lift up the puppet when you hear them speak. Post: Say the story in your groups, each one of you will be a character from the story. Now act out the story with props.</p>	fw, gw	puppets story book props
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Lesson 9 (extract) Noah's Ark					
S. .T.	Activities	Aims always: to develop listening skills	Language input- instructions	Gr	Teaching aids
1 4'	<p>Sea, air and land animal Ls have to jump up when they hear an animal that can fly, squat down when they hear an animal that lives in the water and stand on one leg when they hear an animal that lives on land.</p>	To develop cognitive skills and develop reaction time and to warm up.	You will hear animals that live in the sea, that live on land and that can fly. When you hear one that can fly jump up, squat down if it lives in the sea, and stand on one leg if it lives on land!	iw	-
2 4'	<p>Draw a strange tiger T gives directions on how to draw a tiger. E.g. Draw 6 legs, a scary face, 3 eyes...</p>	To check individual understanding.	You will draw a tiger, but it will be a little strange. Listen to me, and draw it how I tell you to.	fw	paper and pencils

4 5'	<p>Noah's Ark <i>The animals went in two by two</i> song https://www.youtube.com/watch?v=luQjR2IsYI0&feature=kp Pre: talking about Noah's ark, revising animal names. While: Ls get familiar with the song and during 2nd listening write down the animals in every verse. Post: Ls sing the song in groups without help.</p>	To develop memory and extraction of important factors.	<p>There is a story in the Bible with a lot of animals; can anyone guess what I'm thinking about? Why did they go in the ark? How many animals where there? Listen to a song about the animals going to the ark! Write down what animals you hear! Now practice singing the song in your groups, and then you will perform it in front of the class.</p>	fw, iw, gw	devices for video watching and listening
5 3'	<p>Circle the words... Ls circle the words that sound like <i>pig</i>: <i>big, sun, hit, frog, crib</i>. <i>fox</i>: <i>box, doll, mops, bus, rocks</i>. Find the words... Ls find and write down words that rhyme with mouse.</p>	To develop inner hearing and writing skills.	<p>Some animals on the ark have some words they want to take with them. Circle the ones that sound alike, and those are the ones they can take. Now try to find what words the mouse can take!</p>	iw	hand out
7. 6'	<p>Noah's Ark story Pre: Ls revise vocabulary, and T introduces new words. While: Ls lift up the sentence they have when they hear it. Post: Ls read the story, then get the story and fill in the missing words.</p>	To check each student's individual understanding, and improve memory.	<p>Pre: E.g. rain: What falls from they sky and makes you wet? While: When you hear the sentence you have, lift it up! Post: Now we will read the story. You have to fill in the missing words.</p>	fw	sentences, story, hand out

8 . 7'	<p>Who is on the ark? Ls have to write in the names of the animals they can guess from the riddle <i>E.g. I'm very long and live in a pond. I have no legs and I lay eggs.</i> Ls have to create similar riddles.</p>	<p>To develop cognitive skills, and to check how Ls distinguish different sounds.</p>	<p>Try to guess the animals. Now create your own riddle, and read it out. Do it in pairs if you need help, then the class gets to guess.</p>	fw pw iw	note- books
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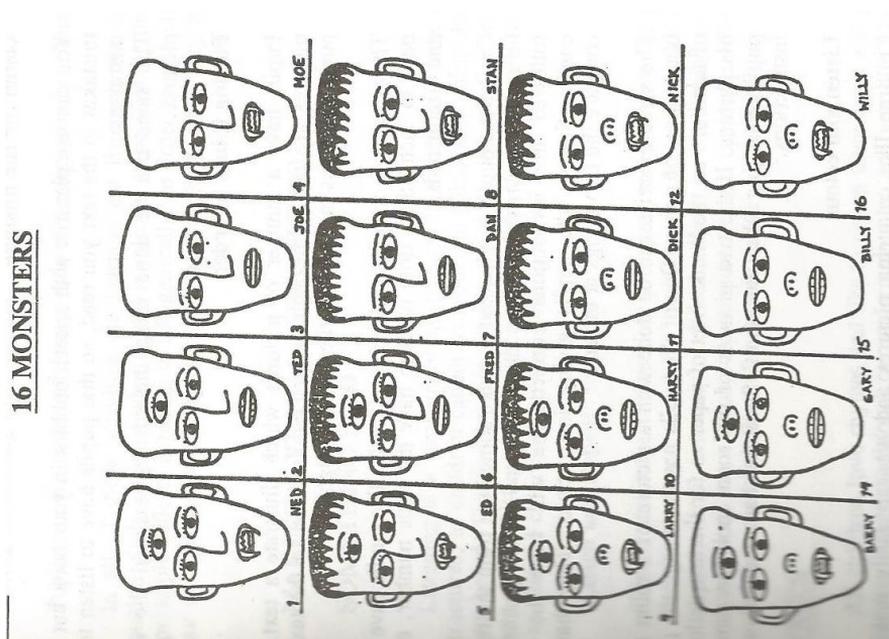
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Appendices

Appendix 1 Identifying monsters

Gaál and Sárosdy (1994:39)



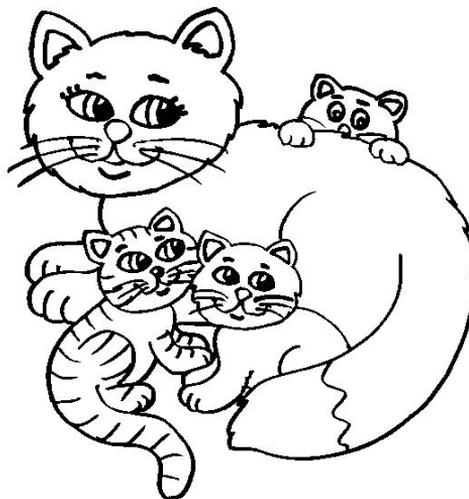
Appendix 2 Animal cards



Appendix 3 *Little Red Riding Hood glove*



Appendix 4 *Cat coloring*



Appendix 5
Find the hidden objects



Appendix 6
Find the right dog



Appendix 7 *Word search*

E	L	E	P	H	A	N	T	A
R	I	T	A	I	N	N	I	B
C	O	D	E	F	B	C	G	I
A	N	B	D	P	E	F	E	R
P	B	N	O	O	R	S	R	D
S	N	A	K	E	M	N	P	Y
C	R	O	C	O	D	I	L	E
M	O	N	K	E	Y	X	Y	Z

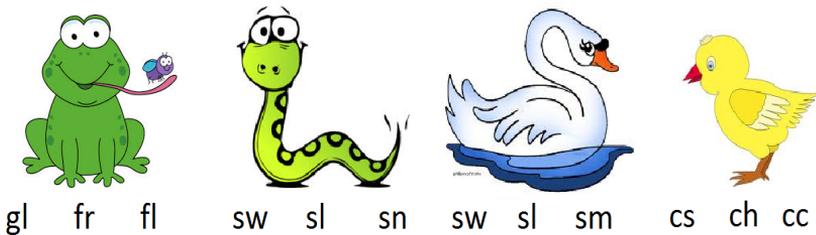
Appendix 8 *Goldilocks hair*



Appendix 9
Hiding animals



Appendix 10
Find the starting sounds



Appendix 11
Going to the lake

