

Lesson Plan 1

Name:

Date:

Time:

Main lesson aims: Listening for gist and detail, speaking practice, to introduce students to a relevant and interesting topic

Stage	Teacher Activity	Learner Activity	Aims	Checking of Learning	Interaction	Materials/Tech Tool	Time
1. Warm up	T announces class will be watching and listening to a talk linked to happiness. T displays a projector slide and asks Ss how their phone makes them feel. T brainstorms responses on the board. T gives example if slow start: "If I see a lot of messages on my phone, I feel stressed" and asks leading questions to elicit responses.	Ss give responses to T.	To establish level of understanding, to give context, to activate schemata, raise awareness of lesson aim and personalise content, and motivate participation.	Feedback responses	T>S Plenary	Whiteboard and PowerPoint Slide 1.	10 mins
2. Listening task	T announces that the video will be played and hands out a worksheet. Ss are told that this will be played again, and this first time, they are listening for general meaning. They should try to fill out as much of the worksheet as possible while listening but are informed there'll be time to discuss in pairs afterwards. T plays video. T then asks if repeat is required and play again if necessary.	Ss watch and listening to recording while starting to complete worksheet.	To test comprehension of listening for gist and meaning. To reassure students that they will hear the recording again. To mimic experience of real-life listening at normal speed, and practice taking notes at the same time.	T asks Ss if the video will be played once or twice.	T>S Individual	TED talk, TED worksheet	10 mins
3. Post listening task	T hands out transcript of the talk and asks Ss to pair up to check and compare answers. T walks round class to check understanding. T addresses any areas of difficulty.	Ss discuss in pairs their answers.	To put students at ease by allowing pair work to encourage confidence and motivation. To check understanding talk. To help improve dynamics of the classroom with controlled practice.	T observes Ss answer comparisons and offers repeat play of sections if required.	T>S Pairs	Worksheet and TED transcript	10 mins
4. Follow-up speaking task	T asks Ss if they feel differently about using phones following the talk.	Ss give their opinions.	To allow free speaking practice. To personalise lesson and review learning.	S feedback. T asks any yes or no answers to elaborate.	T>S Plenary		10 mins

5. Homework	T asks Ss to find a short TED talk that they find interesting. Ss asked to listen and prepare a 1-2 minute presentation for the next class summarising the talk, giving a couple of details about what they find interesting, or why they agree/disagree. Ss advised not to write talk out but can make notes.	Ss make note of TED website	To encourage autonomous learning, researched and authentic, extensive listening practice. To practice listening for gist and some additional detail. To practice summarising material and thinking critically. To practice speaking, and some reading practice if transcript is accessed.	One or two Ss asked to repeat homework task back to T.	T>S	TED Talks (at home)	5 mins
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ALTER, A. (2017) *Why our screens make us less happy*. [Online] TED. Available from: https://www.ted.com/talks/adam_alter_why_our_screens_make_us_less_happy/ [Accessed 06/05/2018].

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