

Receptive Skills Lesson Plan (Listening Skills Demonstration Lesson)

Level: Intermediate	Lesson Length: 60 mins	No. of students: 6
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Stage and aim	Time and interaction pattern	Procedure
Lead-in To engage students with the topic of the lesson.	10 mins S-S T-S	Teacher shows students 5 images to elicit names of traditional British foods. Pairs discuss: <ul style="list-style-type: none"> Have you ever tried any British food before? What was it? Did you like it? Feedback to the class: Students share with the whole class what they were talking about.
Pre-teach language To enable students to do the listening tasks.	5 mins S S-S T-Ss	Teacher tells Ss they are going to listen to an interview with a chef but first they need some words to help them. Teach: Matching activity- Students match 3 words with their definitions (1 minute). <i>(to have a sweet tooth; gastropub; unsocial hours)</i> Pair-check Feedback to the class: Teacher clarifies the meaning using CCQ's. (focus on connected speech in 'to have a sweet tooth')

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Listening for gist To give students a general idea of the text.	10 mins T-S S-S T-S	Teacher sets the first task: <ul style="list-style-type: none"> Look at the pictures first- what can you see? Listen to the interview and put the pictures in the order they are discussed in the text. Listen and don't worry if there are words you don't know. Pair-check Feedback to the class: Teacher elicits answers, gets the whole class consensus and writes the answers on the board.
Listening for detail Students will have a deeper understanding of the text.	15 mins T-S S-S T-S	Teacher sets the second task: <ul style="list-style-type: none"> Read the 7 questions and underline any unknown vocabulary. (Teacher checks if all Ss understand the questions.) Listen to the text again and answer the questions. Pair-check: Teacher monitors and supports but doesn't give any answers. Feedback to the class: Teacher acknowledges answers and asks for consensus. (DO NOT validate any answers until everybody agrees.) Teacher encourages Ss to help each other in case of dispute.

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Follow-up To give students an opportunity to develop their productive skills of speaking. To personalise the topic of the text.	10 mins T-S S-S-S T-S	Teacher regroups students Teacher sets the task: <ul style="list-style-type: none"> In your groups, discuss these food related statements and decide if you agree or disagree. Group work Teacher monitors thoroughly and makes notes for delayed correction. Feedback to the class: Students share what they were discussing in their groups. Delayed error correction: Teacher puts some correct and incorrect sentences on the board. Students identify examples of good language and mistakes. Teacher elicits self and peer correction.