



Name - Surname _____ Grade _____ No. _____

Teacher:	Ed Rush	Date:	27-01-2026
CEFR Level:	B1	Duration:	45 Minutes
Lesson Shape:	E (Receptive Skills - Listening)	Assessment:	N/A
Main Focus:	Skills (Listening)	Materials:	raw_content.md, custom worksheet

Main Aim: By the end of the lesson, learners will have practiced and developed the sub-skills of listening for gist and detailed comprehension in the context of a news report about the Bondi Beach attack and acts of community bravery.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

This lesson employs a "Tiered Support" strategy. Vocabulary pre-teaching ensures B1 learners can access the denser parts of the news report. During detail tasks, learners are encouraged to negotiate meaning in pairs before class-wide feedback, promoting peer-learning and reducing cognitive load.

Time	Goal	Procedure	Int
STAGE ONE: Lead-in			
10 Min	To activate schema and interest in the topic of Bondi Beach and news reports.	<ul style="list-style-type: none"> Part 1: Display a high-quality image of Bondi Beach on the projector. Ss work in pairs to answer: "Where is this?" and "What do people usually do here?" (5 min). Feedback to establish Sydney/Australia context. Part 2: "What makes a person a 'hero'?" Ss brainstorm 3 qualities in pairs. 3 min. Brief open-class feedback to prime the "acts of bravery" theme in the recording. 	Ss- Ss / T- Ss
STAGE TWO: Pre-teach Vocabulary			
8 Min	To clarify blocking vocabulary and ensure	<ul style="list-style-type: none"> Elicit/Pre-teach 5 blocking words: targeted, receiving treatment, disarm, overwhelmed, tight-knit. Use context sentences on the board/slides. Ss guess meanings in pairs. 	T-Ss / Ss-Ss

Time	Goal	Procedure	Int
	students can access the listening text.	<ul style="list-style-type: none"> • Drill for pronunciation (especially targeted and overwhelmed). 5 min. • Concept Check Questions (CCQs): “If you are overwhelmed, do you feel calm?” (No). 3 min. 	
STAGE THREE: Listening for gist and specific information			
22 Min	To practice listening for the main idea (gist) followed by detailed comprehension.	<ul style="list-style-type: none"> • Task 1 (Gist): Play recording 00:00 - 01:00. Ss answer: “What happened, and why were people gathered there?” (Celebrate Hanukkah). 4 min. Peer-check then feedback. • Task 2 (Detail): Play 01:00 - 02:15. Ss answer 4 questions on the worksheet: (1) Death toll? (2) Gunmen status? (3) Hiding spots? (4) Who is Ahmed Al Ahmed? 8 min. Ss negotiate answers in pairs before class feedback. • Task 3 (Advice): Play 02:15 - 03:30. Ss tick advice given by the presenter (e.g., focus on good news, switch off if needed). 6 min. Peer-check and check answers against the key. • Task 4 (Community): Play final section. Pairs discuss what “tight-knit” means in this context. 4 min. 	Individual / Ss-Ss
STAGE FOUR: Post-listening speaking task			
5 Min	To personalize the topic and speak about community support.	<ul style="list-style-type: none"> • In small groups, Ss discuss: “How can a community help each other after a bad event?” and “Why is it important to focus on the good news too?” 4 min. • Brief open-class wrap-up and language feedback. 1 min. 	Ss-Ss