



Name - Surname \_\_\_\_\_ Grade \_\_\_\_\_ No. \_\_\_\_\_

<b>Teacher:</b>	Ed Rush	<b>Date:</b>	27-01-2026
<b>CEFR Level:</b>	B1	<b>Duration:</b>	45 Minutes
<b>Lesson Shape:</b>	E (Receptive Skills - Listening)	<b>Assessment:</b>	N/A
<b>Main Focus:</b>	Skills (Listening)	<b>Materials:</b>	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
<b>STAGE ONE: Lead-in</b>			
10 Min	To activate schema and interest in the topic of Bondi Beach and news reports.	<ul style="list-style-type: none"> <li><b>Part 1:</b> 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.</li> <li><b>Part 2:</b> “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.</li> </ul>	Ss-Ss / T-Ss
<b>STAGE TWO: Pre-teach Vocabulary</b>			
8 Min	To clarify blocking vocabulary and ensure	<ul style="list-style-type: none"> <li>Elicit/Pre-teach 5 blocking words: <b>targeted, receiving treatment, disarm, overwhelmed, tight-knit.</b></li> <li>Use context sentences on the board/slides. Ss guess meanings in pairs.</li> </ul>	T-Ss / Ss-Ss

Time	Goal	Procedure	Int
	students can access the listening text.	<ul style="list-style-type: none"> <li>Drill for pronunciation (especially <b>targeted</b> and <b>overwhelmed</b>). 5 min.</li> <li>Concept Check Questions (CCQs): "If you are overwhelmed, do you feel calm?" (No). 3 min.</li> </ul>	
<b>STAGE THREE: Listening for gist and specific information</b>			
22 Min	To practice listening for the main idea (gist) followed by detailed comprehension.	<ul style="list-style-type: none"> <li><b>Task 1 (Gist):</b> Play recording 00:00 - 01:00. Ss answer: "What happened, and why were people gathered there?" (Celebrate Hanukkah). 4 min. Peer-check then feedback.</li> <li><b>Task 2 (Detail):</b> 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.</li> <li><b>Task 3 (Advice):</b> 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.</li> <li><b>Task 4 (Community):</b> Play final section. Pairs discuss what "tight-knit" means in this context. 4 min.</li> </ul>	Individual / Ss-Ss
<b>STAGE FOUR: Post-listening speaking task</b>			
5 Min	To personalize the topic and speak about community support.	<ul style="list-style-type: none"> <li>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.</li> <li>Brief open-class wrap-up and language feedback. 1 min.</li> </ul>	Ss-Ss