

Learning Outcomes

By the end of the lesson

- Students will have practiced listening to a lecture, and understanding it for main ideas
- Students will have had their awareness raised of how reference words are used in an academic lecture
- Students will learn new vocabulary related to the topic of the lecture

Resources Used

- Reflect 5 Listening and Speaking Students Book
- Reflect Audio 8.3
- [Slideshow Presentation](#)
- [Prediction and Check Worksheet](#)
- [Student Editors Worksheet and Answersheet](#)

Timing	Lesson Stages	Stage Aims
10 min	Lead-in Set-up: T—S Slide 1. Show trailer from “8 Mile” “Has anyone ever seen this movie before? Do you know who this is? What does he do?” Slide 2. Show “choke” clip. “This is the first time he is going to rap on stage. But what happens?” Students briefly predict. Show clip. “What happened?” (Elicit from students that he couldn’t sing.) “Why couldn’t he sing?” “What was the crowd saying?” (elicit “choke”) What do you think “choke” means? Display slide 3 with the word “choke”. “Choking has 2 meanings in English.” Go to slide 4. In everyday life, choking means (try to elicit from students, then show picture). “Can he breathe? Why can’t he breathe?” (elicit that something is stuck in his throat. Go to slide 5. “But there’s a second meaning.” (Try to elicit before showing picture) “What does she need to do? Can she do it? Why?” Go to slide 6. “When do people choke? What situations do people	• Students will learn the 2 different meanings of “choke” · • Students will have had their interest in the topic stimulated · • Students will have had their schemata about the topic activated

	choke in?" (elicit from students. Show pictures as needed to help with the elicitation. Make sure to highlight that speaking test is a possible area.) Go to slide 8. Display discussion questions. Task: S—S Students talk about the questions in their groups. Teacher monitors · Students will learn the 2 different meanings of "choke" · Students will have had their interest in the topic stimulated · Students will have had their schemata about the topic activated Feedback: T—S Teacher asks some students to give their answers in all class feedback.	
20 min	Prediction and Check (Listening for Specific Information) Display copy of prediction worksheet on projector. "We're going to listen to a lecture on choking. It will talk about What is choking? What causes choking? and What can people do to stop choking? Before you listen, work with a partner and write down your own ideas here. Do you write anything here yet?" Distribute prediction sheets, on peer pair. Give them some time to discuss with a partner and write down some ideas. (Length of time depending on engagement, but not more than 5 minutes.) Interaction: Pairs Pre-Teach Vocabulary T—S Display slide 8. "This is a very famous example of choking. What sport is this?" (elicit "cricket"). "What are the teams?" (elicit South Africa and Australia) "What is he holding?" (elicit "bat") Pause video at 0:19. What does he need to do? (drop the bat, and run here) "What does he do?"	• Students will be able to understand the blocking vocabulary from the recording • Students will have practiced listening to a lecture and identifying the main ideas

	Did he do a good job? (No) “No, he underperformed” (display slide 9. Briefly drill pronunciation, and elicit part of speech) Display slide 10. “What is his problem?” (elicit nervous, worried, etc.) Yes, he is nervous. He is worried. He has anxiety” (pron and part of speech) Display slide 11. Read description from graphic. Try to elicit the answer. Display on click. “Flow” Is she focused on her work? Is she worried about anything?” She is working in a state of flow. (pron and part of speech) Display slide 12. What is he looking at? (information) What is he trying to do? (analyze) (pron and part of speech) He is analyzing the information. Display slide 13. Can the rabbit see the carrot? (No) Does he think it’s big? (Yes) Is it big (no) The rabbit overestimated the size of the carrot (pron and part of speech) Okay, next and write down the ideas from the listening. (Play audio. Students listen and check.) Stop recording after the first section. Students check with a partner, and then feedback as a whole class. Continue for the second section	
20	Student Editors Working with Transcript Display copy of “student editors” on projector. Focus students attention on 3rd sentence. Ask them if this is correct. Elicit “no”. Try to elicit from students what is missing. (pronouns). “Yes, all of the pronouns have been removed from this transcript. With your group, you need to put the pronouns back in. You will get one point for each pronoun that you can put back.”	Students will have had their awareness raised about how reference words are used in an academic lecture

	Give each student an individual A4 sheet, and one big A3 sheet per group. Emphasize to students that they can use the A4 sheets for their own reference, but they must put their final group answers on the big A3 sheet. Allow students some time to read through the transcript and try to work out where the reference words should be. Periodically play the audio so that students can listen and check their predictions/ notice the reference words. After students have finished (or after a suitable amount of time has gone by) collect the papers and hand out the answer sheets. Students will correct the answers for the other groups. Display the totals on the white board. Congratulate the winning group.	
10	Play clips from the rest of the listening. (Slides 17-22). For each slide, there is a reference word displayed. Students have to identify the meaning of the reference word from the context of the clip	Students will be able to identify the meaning of reference words in a lecture
20	Communicative Follow-up (probably after the break) Ranking activity—Pyramid Discussion In pairs, students discuss their upcoming speaking tests next week. They make a list of top 5 tips for not choking. They then arrange those tips in order of importance. Pairs will then combine into groups of 4, and the groups of 4 will have to compare lists, and agree on one final list of the top 5 tips for not choking (ranked in order of importance)	Students will practice speaking on a topic related to the listening
30	Vocabulary p.136	Students will understand and practice 10 new vocabulary words from the listening

