

TESOL Lesson Plan – Individual Tutoring: Listening for Gist and Detail

Administrative Details

Lesson Title: From Ocean Grove to Everyday English – Listening and Speaking for Understanding

Date: Week 3 – 6/11/2025

Level: EAL 2 (approx. CEFR A2)

Lesson Duration: 60 minutes

Number of Students: 1 (Matthew)

Teacher: David Grant

Lesson Objectives

- Strengthen decoding of natural-speed English through controlled and authentic listening tasks.
- Develop top-down (prediction) and bottom-up (sound recognition) listening strategies.
- Use visual imagery and sequencing to represent spoken meaning.
- Retell and improvise short everyday exchanges in natural speech.
- Increase awareness of rhythm, stress, and weak forms in connected speech.

Special Considerations

Matthew reads English well and can pronounce words accurately when reading aloud. However, he struggles to follow spontaneous English at natural speed and must concentrate heavily to decode meaning. The lesson should keep listening segments short, authentic, and context-rich. Tasks will scaffold prediction, gist, detail, and retelling.

Target Language

Functional spoken English in daily and study contexts: ordering food, clarifying, confirming information, and expressing politeness. Pronunciation focus on weak forms (gonna, wanna, didja) and clarification phrases ('Sorry?', 'Can you repeat that?', 'I didn't catch that').

Lesson Stages & Activities

Stage	Activity	Focus / Objective	Authentic Materials / Resources	Tutor Notes / Reflection
Lead-in – Back from Ocean Grove (10 min)	Conversational warm-up. Ask Matthew about his Ocean Grove weekend using supporting visuals (e.g., beach, café). Elicit verbs and expressions describing experiences ('went', 'had lunch', 'was windy'). Write them on a mini whiteboard.	Activate schema; introduce context and everyday listening vocabulary.	Tourism image of Ocean Grove, Google Maps street view, or tutor's own photos.	Elicit extended responses. Reformulate naturally. Note errors in tense or word choice for later recycling.
Predictive Listening (8 min)	Show three stills from an upcoming café video. Ask Matthew to predict who is speaking, where, and what vocabulary may appear. Record guesses.	Encourage prediction and vocabulary activation before listening.	British Council Learn English A2 video 'Ordering in a Café' (1 min). <u>Handout 1 – do the preparation task (fold)</u>	Do not confirm predictions yet. Write down key guesses to compare post-viewing.

Main Listening 1 – Gist (8 min)	Play café video once at natural speed. Ask: ‘Where are they? What are they doing?’ Have him choose or sketch 3–4 images representing what he heard.	Develop listening for gist and image association.	British Council café video: https://learnenglish.britishcouncil.org/skills/listening/a1-listening/ordering-cafe	Replay once only. Encourage use of context rather than isolated words. Discuss imagery choices.
Main Listening 2 – Detail and Inference (12 min)	Replay same video. Ask comprehension questions: ‘What food was ordered? How much was it? What was the problem? How did they fix it?’	Listening for detail and inference using real-speed speech.	Short A2 transcript (video script) and worksheet with comprehension prompts. <u>Handout 1 – British Council (do the comprehension activities)</u>	Pause at natural breaks. Rewind briefly when needed. Highlight weak forms in transcript.
Visual-Meaning Task (10 min)	Provide six pictures (coffee cup, sandwich, EFTPOS, coins, queue, napkin). Ask him to order them to match the dialogue sequence.	Reconstruct meaning visually and strengthen recall of key vocabulary.	Tutor-created photo cards or PowerPoint visuals. <u>Handout 2 - Listening Comprehension Activity Sheet</u>	Ask him to explain why he ordered them that way; encourage justification using full sentences.
Output and Role-Play (10 min)	He retells the café scene, then improvises a new dialogue (buying lunch at TAFE canteen). Swap roles midway.	Consolidate comprehension through spoken production.	Prompt cards with situation cues (canteen, library help desk, train ticket booth). TAFE Café Menu – order from the menu (Tutor goes first) <u>Handout 3 – TAFE Café menu</u> <u>Handout 4 – Practice dialogues</u>	Model polite exchanges, intonation, and clarification strategies. Provide minimal correction; focus on flow.

Pronunciation Shadowing (5 min)	Play 10-second clip from café video. Have him shadow rhythm and intonation. Use back-chaining for difficult parts.	Improve auditory discrimination and natural rhythm.	BC café clip or recorded tutor model.	Record his version for playback and self-assessment.
Homework / Extension (5 min)	Ask him to record a one-minute summary of a real English conversation he overhears during the week (TAFE or shop).	Extend independent listening and active recall.	Phone voice memo app or laptop.	Review next week; note improvement in detail recall.

Anticipated Problems & Solutions

- Problem: Difficulty catching reduced forms or fast rhythm. → Solution: Replay short chunks; use transcript highlighting stressed syllables.
- Problem: Focusing on individual words instead of meaning. → Solution: Prompt for gist first, details later.
- Problem: Limited spontaneous speech after listening. → Solution: Use image sequencing and retelling to bridge comprehension to production.

Differentiation Strategies

- Adjust playback speed or pause intervals depending on his response accuracy.
- Increase task complexity by adding background noise or longer clips when confidence grows.
- Provide immediate reformulation instead of metalinguistic correction to maintain flow.

Homework / Extension Activities

Matthew records or summarises one short real-life English conversation during the week. He identifies what helped him understand (keywords, context, body language). In Week 4, use his recording as the new lead-in for analysis and expansion.

Self-Evaluation / Reflection

- How well did Matthew engage in prediction and image-based listening? I think he was hesitant at first, but he could see value in taking a gist and detail approach to listening. He was already predicting exchanges for things like telephone calls to banks and mobile phone service providers.
- Did he retain key vocabulary after visual sequencing? Yes - he did not understand 'fresh squeezed' as a term and I explained to him the meaning, and we also practiced pronunciation.
- Did shadowing improve rhythm and pronunciation awareness? He very quickly could adapt to new words and sounds that I showed him.
- What elements of task design supported his independence most effectively? Making the connection that he could predict ahead of time daily exchanges including at TAFE. In the end we were having relaxed exchanges. He got thrown if topics changed too quickly but he could keep up.