

LESSON PLAN			
Name: Tamarin Butcher	Date: August 27, 2025	Week: 6	TP number: 5
Lesson type: Listening	Level: Upper Intermediate	Length of lesson: 45 minutes	Number of students: 3-8
Lesson Aim(s): Specify your main aims and sub-aims, including any target language you aim to clarify Main aim: By the end of the lesson, students will have listened for gist and specific information in the context of getting lost. Subsidiary aim: Ss will be better able to talk fluently about getting lost Context: Getting lost			Tutor: Appropriate lesson aims? (please circle) YES NO
Materials: Empower Upper Intermediate, Doff, Thaine, Puchta, Stranks, Lewis-Jones with Burton, 2015, CUP Unit 2D p. 28 Photos/Other materials: • PowerPoint Slides • PowerPoint Stock Images • Zoom • Teacher Generated Handout			Tutor: Sources acknowledged? (please circle) YES NO
Language Analysis (please highlight which one applies to your lesson): • Note: You must complete a language analysis for each lesson starting from TP3 a) a vocabulary analysis (at the end of this document) b) a grammar analysis (separate document) c) a functions analysis (separate document)			Tutor: Sufficient language analysis? (please circle) YES NO N/A
Comment on lesson plan and language analysis: Aims: Procedure: LA: Materials: Strengths: • Points to work on (Action points): • Trainer's overall comment:			
Overall grade for this lesson: BELOW AT standard for this stage of the course			
Tutor Signature:			

Assumptions: *What do you expect the students will already know about the language/content of your lesson?*

- Students likely have a solid vocabulary foundation for common travel and outdoor terms, like *forest, waterfall, main track, energy bar*, etc.
- Students are likely able to recognize and use past simple and past continuous for storytelling.
- Students may be familiar with the past perfect as used to order the events in a story.
- Students may be familiar with expressions related to direction and/or orientation, such as *go back, in an easterly direction*, etc.
- Students may be familiar with the structure of a story, in this case describing a problem, attempting solutions to that problem, and eventually resolving the problem.
- Students should already be familiar with the listening sub-skills of listening for gist and listening for detail.

Anticipated problems (skills and classroom management – NOT language. E.g. problems with timing, grouping, instructions, topics, logistics, etc.)

1. Students may need some time to warm up to the new teachers.
2. If this is the first lesson, students may spend the first BOR focused on hellos and introductions.
3. Stronger students may overshadow weaker students.
4. Students may join who are too weak or strong for an Upper Intermediate class.

Solutions to these problems:

1. I will spend as much time as I am able to spare on introducing myself at the beginning of the lesson.
2. I will add an extra minute to the first to ensure that students have time for hellos AND to discuss the assigned topic.
3. I will call on all students, not just the strong ones. I will support strengths of strong students by eliciting moments of peer teaching, and I will redirect them to wait their turn (if needed) when weaker students are speaking.
4. Similar to the above, I will approach each student as an individual and redirect/encourage/provide support as needed.

Personal Aims - What action points from your previous lesson(s) are you working on?

1. I will grade not only my language but also my speed of speaking to match the students I am teaching. I will also grade my CCQS appropriately.
2. I will call on specific students to answer ICQs and CCQS, rather than throwing questions out to the whole group.
3. I will simplify my instructions for more complex tasks.
4. I will overcome the noisiness of drilling pronunciation in an online class.

Where are these on your lesson plan? What is your strategy to improve in these areas?

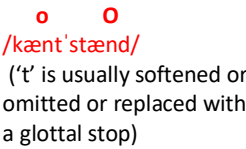
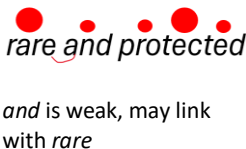
1. I am switching from pre-intermediate to upper intermediate. I will note the speed and language grading used from the tutor observation for this level and leave notes for myself as needed in my LP.
2. My script will include reminders, like [NAME], to ensure I call on specific students.
3. Instead of creating overcomplicated slides or extending my teacher-talking time to over explain the instruction, I will simply call on a stronger student and model the activity with them.
4. I will ask students to turn off their mics for choral drilling, then ask them one by one to turn on their mics to repeat words/phrases/etc. so I can check pronunciation.

Time	Interaction	Stage Name	Stage aim	Procedure	Trainer's Comments
5 min 6:30 – 6:35	T – Ss T <-> Ss S <-> S WC	Lead-in	To engage students in the context of getting lost	1. “Hello everyone! It’s nice to see you all again. I’m Tamarin, and I look forward to teaching you today.” 2. “Today we will talk about getting lost. PPT Slide 1. Once, when I was traveling in South Africa with my husband, we were trying to get to a nature reserve where we planned to stay for a few days. But, unfortunately for us, one of the roads to get there had been washed away in a storm. Someone told us about a short cut and directed us down a narrow dirt road... Well, we ended up driving across someone’s farm. We were completely lost! The farmer was quite annoyed with us, but they directed us back to the right road, and we made it to the camp before the lions came out for the night.” 3. “I’m going to put you in breakout rooms. Tell your partner about a time that you got lost. You have two minutes. You can take notes in Exercise 1 in the handout. I am sharing the handout now. <u>Share handout in Chat. Screenshare handout briefly.</u>” (1 minute to do the above) a. “[NAME], what will you talk about?” (a time we got lost) b. “[NAME], do you see the handout? What about you, [NAME]?” 4. BORs (2 minutes) a. Monitor BORs, provide support as needed. 5. Feedback (2 minutes) a. “Welcome back! [NAME], what did your partner talk about? What about yours, [NAME]?” <u>2 students only.</u>	

3 min 6:35 – 6:38	T <-> Ss	Blocking vocabulary	To help students with challenging words	1. “Let’s look briefly at some useful words.” PPT Slides 2-4 (1 minute/word = 3 minutes) 2. <u>Go through slides. For each:</u> a. <u>Read word/phrase</u> b. <u>Elicit meaning with CCQs (in PPT Notes and language analysis)</u> c. <u>Drill pronunciation</u>	
6 min 6:38 – 6:44	T <-> S S S <-> S WC	Listening for gist	To listen for global understanding	1. “Today we will talk about how important it is to make sure you know where you are going. PPT Slide 5. Specifically, you will listen to Luiza talking about a time she got lost in Canada. She will talk about one of the places in these pictures – a desert, a forest, or a beach.” 2. “Listen to the audio on your own. While you listen, answer these questions.” PPT Slide 6. <u>Read questions.</u> “The questions are also in Exercise 2 in the handout.” <u>Screenshare handout briefly.</u> 3. “[NAME], are you listening individually?” (Yes) 4. <u>Students listen.</u> (instructions + audio = 2 minutes) 5. “You will discuss your answers in breakout rooms for 2 minutes.” a. Students listen individually. PPT Slide 3. <u>Play audio.</u> 6. BORs (2 minutes) a. Monitor BORs, provide support as needed. 7. Feedback (2 minutes) a. “Welcome back. [NAME], which natural environment does Luiza talk about?” (forest) – <u>Animate answer on slide.</u>	

				b. “[NAME], what was the trouble Luisa got in near the beginning?” (she got lost students may expand to discuss the short cut decision) – <u>Animate answer on slide</u>.	
8 min 6:44 – 6:52	T – Ss S S <-> S WC	Listening for specific info	To listen for specific information	1. “On your own, listen to Luiza’s story again. While you listen, answer these questions.” PPT Slide 7. <u>Read questions</u>. “These questions are also in Exercise 3 in the handout.” <u>Screenshare handout briefly</u>. 2. Students listen to the audio individually. (instructions + audio = 2 minutes) 3. “You will discuss your answers in breakout rooms for 3 minutes.” 4. BORs (3 minutes) a. Monitor BORs, provide support as needed. 5. Feedback (3 minutes) a. “Welcome back. [NAME], why did Luiza get lost?” (she tried to take a short cut) – <u>Animate answer on slide</u>. b. “[NAME], how did Luiza decide which way to go?” (she waited for the sun to set in the west so that she would know which way east was) – <u>Animate answer on slide</u>. c. “[NAME], what helped Luiza find the clearing?” (she followed a stream that led her there) – <u>Animate answer on slide</u>.	
8 min 6:52 – 7:00	T – Ss S <-> S WC	Follow-up – Production/ Prediction	To develop oral fluency and to prepare students for the next lesson	1. “Good job! At the end, Luiza says, ‘I suddenly had this strange feeling I was not alone.’” PPT Slide 8. “What do you think happens next? Discuss your thoughts in groups. You can also find the question in Exercise 4 in the handout.” <u>Screenshare handout briefly</u>. “You will have 4 minutes.” (1 minute instruction buffer) 2. “[NAME], what are you discussing?” (what happens next in Luiza’s story)	

				3. "[NAME], how many minutes do you have?" (4 minutes) 4. BORs (4 minutes) a. Monitor BORs, provide support as needed. 5. Feedback (3 minutes) 6. "Welcome back. [NAME], what do you think happened next?" <i>Elicit from several students, all if possible; note in shared document for the next teacher.</i>	
5 min 7:00 – 7:15	T <-> S	Feedback	To review language errors with the class	1. PPT Slide 9. <i>Review language errors noted during BORs. Elicit as many answers as possible from students.</i> (15 minutes, or whatever time is remaining) 2. If time: "In pairs, discuss the following: You are lost in the woods! Your phone doesn't work. What do you do first? Second? And so on." <i>BORs + feedback to fill any remaining time.</i>	

Vocabulary Language Analysis Sheet			
List the words/collocations/phrases you plan to teach or that may be problematic for learners in your lesson. Indicate the part of speech	How will you convey and check meaning? (Script CCQs with expected answers here if relevant)	Transcribe the pronunciation, indicate stress, and any issues with connected speech.	What problems might Ss have with the meaning, pronunciation, and form? What will you do if these arise in class?
Example: I <u>can't stand</u> it (verb phrase/collocation)	I will convey meaning using a cline. 😊 ----- ☹---- x I'll elicit that x = I can't stand it CCQs Is it stronger or weaker than I don't like it? (Answer: Stronger) What is something you can't stand? (answers vary)		P1: Ss may think "I can stand it" = I like it. S1: CCQ - Can I say "I can stand it" when I like something? (Answer: No) P2: Ss may omit the object S2: Tell Ss it's a transitive verb and record on the board as a chunk
Word/phrase (and part of speech- form)	Convey and check meaning	Pronunciation	Problems and solutions (at least 2 per item)
<i>rare and protected</i> rare (adjective) describes animals and plants, indicating they are unusual or uncommon protected (adjective) describes animals and plants that legally safeguarded from harm rare and protected (compound adjective phrase) describing the animals and plants in question	Example sentence: <i>The animals and plants in the national park are rare and protected.</i> CCQs Do these adjectives describe what the animals are doing? [No, they describe the animals themselves] If an animal is protected, can you hunt it? [No] If an animal is rare, are there many of them around? [No]	/reə <u>and</u> prə'tektɪd/ 	- Confusion between <i>protected</i> as a passive verb, and <i>protected</i> as an adjective describing a state. - Contrast <i>The animals are protected</i> with <i>The animals are protected by rangers</i> to elicit the difference. - May drop the final syllable in <i>protected</i> (saying /prə'tekt/ instead of /prə'tektɪd/). - Drill slowly, then speed up, emphasize /ɪd/ ending.
<i>short cut</i> (adjective + noun = compound noun; countable; collocates commonly with <i>take, find, use</i>) A quicker, more direct route between two places than	Example sentence: <i>I took a short cut through the forest.</i> CCQs Does a short cut make the journey longer? [No, shorter]	/ʃɔ:t kʌt/ 	- May think it means to <i>cut something short</i> (end it early). - Draw on slide if needed: a long, windy route, add another path that cuts a loop off, and indicate that

the usual/original longer route. Implies the saving of time or effort.			the route is now shorter. 2. May emphasize <i>short</i> rather than <i>cut</i>. a. Model, drill, clap for stress, practice in context of <i>take a short cut</i>.
<i>clearing</i> (noun formed from the verb NOT a present participle; countable; commonly collocated with <i>in the forest, jungle, woodland</i>) An open space in the forest where there are no trees.	Example sentence: <i>I came to a clearing in the forest.</i> CCQs Are there lots of trees or no trees in a place like this? [No trees] Would you find one in the city or in the forest? [Forest]	/klɪərɪŋ/  <i>clearing</i> watch diphthong /ɪə/ and final /ŋ/	