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| **Listening Lesson Plan** | | | |
| **Blind Date** | | | |
| **Instructor:**  Yoon | **Level:**  Advanced | **Students:**  8 | **Length:**  30 minutes |

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| **Materials:(Including Teachers)**  - 9 "Love and Relationships Cloze" Worksheets  - 9 Idioms worksheets  - Pictures of 4 speakers  - 9 Blind Date Profile Sheet  - 2 Listening Script (One is Divided)  - 8 Listening Script  - White board and board markers |

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| **Aims:**  ● **Main aim** : To enable students to improve their listening skills by having students talking about Blind Date.  ● **Secondary aim** : Students will talk about Blind Date by pre-activity, main-activity, post-activity.  -> Pre-activity : Having students to talk about advantages and disadvantages to a blind date.  -> Main-activity : Having students do listening activity(listen to the speaker of the picture and write a dictation).  -> Post-activity : Engaging and speaking.  ● **Personal aim** : I want to improve my explicit ICQ, Teaching pace and Speaking pace. |

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| **Language Skills:**  ● **Reading :** Students will read ‘Love and Relationship worksheet’.  ● **Listening :** Students will listen to a short speech about the speaker’s.  ● **Speaking :** Students will be comparing or talking to each other about their compatible person.  ● **Writing :** Students will be doing dictation |

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| **Language systems:**  ● **Lexis:** Idioms used in describing peoples; personalities and various situations.  ● **Function:** Self-PR and an advertisement for a lifetime partner.  ● **Phonology:** Stress and pronunciation of "Compatible".  ● **Discourse:** Understand some pronoun direct person in context.  ● **Grammar:** Relative clauses (usage of who). |

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| **Anticipated Errors** | **Solutions** |
| ● Students may not be able to follow the passage easily.  ● Students may not be able to pick up details from the listening.  ● If time is short.  ● If students finish their tasks earlier than anticipated. | * Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content. * Chunk the listening (pause-play-pause-play) * Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’s most important in a lifetime partner. * Ask as many students as possible about their idea of a good partner for life, and differences between what they want in a date and what they want in a pause. |

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| **References:**  Impact listening 3, unit 6“Choosing a Mate”  What you need to know about Idioms by Virginia Klein |

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| **LEAD-IN** | | |
| **Material:** One picture of Blind date(#1) , Board, Pen. | | |
| **Time**  **2 min** | **Set up**  **Whole class** | **Procedure:**  \* ***Hello, everyone. How was your weekend?***  \* (Elicit) (Showing the picture #1) ***Do you know what this is?***  \*Answer: ‘Blind date’(Write on the board.)  \* 2 guiding questions  1***. Have you ever tried Blind date?***  2. ***If someone ask me about blind date, are you going to do?*** |

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| **Pre-activity** | | |
| **Material:** ‘LOVE AND RELATIONSHIP CLOZE’8 paper, Board, Pen. | | |
| **Time**  **3mins** | **Set up**  **Individually** | **Procedure:**  **I. ‘LOVE AND RELATIONSHIP CLOZE’ Worksheets**  **Instruction**  \* ***Now, I will give you a paper and try to answer the blanks. I will give you one minute and try to fill out the blank individually.***  \* ICQ(Before giving material)  ***1. How much time do we have?***  ***2. Are you working in pairs?***  ***3. Are you going to start now? Or Are you going to start when I say go?***  \* Time management.  ***30 seconds left, times up.***  \* Check answers: ***Ask two students to read the sentences, filling out answers.*** |
| **3mins** | **Individually** | **II. Advantage and Disadvantage of Blind date**  **Instruction**  \* ***I will give you 1 min., and think about blind date’s ‘one advantage and one disadvantage’.***  \* ICQ/ Explicit ICQ  ***1. How much time do we have?***  ***2. Are we working as individual?***  ***3. What are we going to do?***  \* While students are working, draw two circles. And on the top of circle write ‘Advantage’ and ‘disadvantage’.  \* Check answers:  ***Divide students into two groups (A ‘Advantage’ and B ‘Disadvantage’).***  ***Tell both groups to come out to the front and write on the board. Each person in team A will write one advantage. Also, team B will do as same as team A.***  As soon as students get back to their sit, ask one to two students what they have written on the board. ***Ask why? And give feedback.*** |
| **Main-activity** | | |
| **Material:** Pictures of 4 speakers, ‘BLIND DATE PROFILE’ Sheet , Listening Script, Board, Pen. | | |
| **Time**  **12 mins** | **Set up**  **Whole class**  **Individually**  **Whole calss**  **Pairs** | **Procedure:**  **I. Prediction & Vocabulary**  \* (While showing David’s Picture.) ***This is David. Can you describe David?***  \* ***David is looking for someone. What do we call this? (elicit) ‘Compatible’***. Write on the board with the ***explanation*** and ***help students to pronounce.***  \* CCQ. (Compatible)  ***‘Yoon’ likes candy, ‘Joy’ likes candy, do they compatible?***  **Instruction**  \* ***Now, I will read you about David. Listen carefully.*** (First listening)  \* ***I will give you paper(‘BLIND DATE PROFILE’ Sheet) and I will give you 3min. to fill out. I am going to read again.***(Second Listening)  \* ICQ/ Explicit ICQ  ***1. How much time do we have?***  ***2. Are you working in pairs?***  ***3. What are we going to do?***  \* ***Now, A will come front of the class and A will help me. I will be a radio. A will stop when you(whole class) say stop, ..rewind and play.*** (Third Listening)  \* A goes back, and ***ask students what they heard.(ask 1/3 of class.)***  \* Make creative 3groups(A,B,C). Show other 3 people’s picture. Then give each team ‘Listening script(Only one person)’.  \* ***Tell one group will one person’s profile, and the other two groups will answer the blanks.***  \* ICQ/ Explicit ICQ  ***1. How much time do we have?***  ***2. Are you working in pairs?***  ***3. What are we going to do?***  \* Ask students questions ***what they have heard.*** Every term of one team ends reading. |
| **Post-activity** | | |
| **Material:** Table, Chair, Board, Pen. | | |
| **Time**  **10mins** | **Set up**  **Whole class** | **Procedure:**  **I. Speed dating**  \* ***(elicit)*** ***What do we call this ‘When we meet lots of people together in a same time’.*** (Draw picture of speaker and pose a running person)  ***Yes, it’s ‘Speed Dating’***  **Instruction**  \* Make a row of table and set the 4chairs each side. And then 4 people sit on the each side.  \* ***On the Left side will be speaker and the Right side will be listener. Speakers will talk 1 min. every time they move. When you hear beef sound, move to next to your sit (right side).***  \* Explicit ICQ  ***1.Where does A moves when she hears beef sound?***  ***2.Where does B moves when he hears beef sound?***  \* ICQ  ***1. Are you guys working individually? in pairs?***  ***2. When you hear the beep sound, where do you move?***  \* Monitor discreetly.(time management and beef sounds)  \* Change speaker and listener.  \* After all people have finished, ask students  ***‘Do you find anyone who is matching?’***  Find the couples who match each other. They are the winner. |