LISTENING LESSON PLAN

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| **BLIND DATES** | | | |
| **Instructor:**  Justin | **Level:**  Upper Intermediate | **#of Students:**  15 | **Length:**  50 min. |
| **Materials:**  - Idioms worksheet(5 copies)  - Blown-up picture of people whose head in the bags  - Blown-up pictures of 4 speakers & listening scripts of each speaker  - Listening worksheet(5 copies)  - White board, board markers & tapes | | | |
| **Aims:**  **Main:** To enable Ss to improve their listening skills by “Blind Date” Activity.  **Secondary:** Students will talk about Blind Date by pre-activity, main-activity, post-activity.  Having students to talk about advantages and disadvantages to a blind date.  Students will do listening activity (listen to the speaker of the picture and write a dictation).  **Personal:**  I want to improve my time management.  Also, I want to learn to give Ss more proper CCQ’s. | | | |
| **Language skill:**  **Reading:** Ss will read Idioms worksheets.  **Listening:** Ss will be listening to short speeches about the speakers and what kind of partner they’re looking for.  **Speaking:** Students will be comparing or talking to each other about their compatible person.  **Writing:** Ss are going do dictations. (Details about the speakers). | | | |
| **Language systems: None to discuss**  - **Lexis:** Idioms used in describing people; 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. | | | |
| **Anticipated error and solution:**   |  |  |  | | --- | --- | --- | | **Problems**  -Ss may not be able to follow the passage easily.  -Ss may not be able to pick up details from the listening.  -Ss may need more time to work on the idioms.  -if time is short.  if Ss finish their tasks earlier than I anticipated. | ←→  ←→  ←→  ←→  ←→ | **Solutions**  -Follow the task-feedback circle: let them listen to scripts again which are already read.  -Read those part of scripts again where Ss ask.  -Cut answer-checking short by verbally sharing the answer instead of having Ss write them on the board.  -Cut the post-activity short->only ask 2~3 Ss to share their opinions about a lifetime partner.  Ask as many Ss as possible about their idea of a good partner for life, and differences between an idle date and a idle spouse. | | | | |
| **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** | | |
| **Materials:** Board, Pen, One picture of Blind Date. | | |
| **Time**  3min | **Set up**  Whole class | **Procedure:**  **Greeting:**  \*Hello everyone, how is the weather today?  \*What did you do last weekdays?  **2 Guiding questions:**  \*Did you make any new friends last week?  \*Did you go any restaurant last week? |
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| **Pre-activity** | | |
| **Materials:** Blown-up picture of people whose head in the bags, Board, Worksheets for match(5 copies), Blown-up pictures of the speakers, Listening worksheet(5 copies) | | |
| **Time**  10 min  10min | **Set up**  Groups  Individually | **Procedure:**  **Ⅰ: Match each sentence with the second part containing idioms.**  **Instruction**  \* split Ss to 5 groups. (Three Ss in each group.)  \*Have Ss match the sentences.  **ICQ:** (Before giving material.)  -What are you going to do?  -Are you working individually?  -Are you going to start as I pass you the paper? Or are you going to start when I say go?  **Time management:**  1 minute left, 30 seconds left, times up.  \*Check answer: The Ss who is the tallest in each group has to write the answers on the board.  \*Ask Ss: Do you have any questions?  \*Show Ss blown-up picture of people whose head in the bags.  Elicit ‘a blind date’.  Ask Ss “What do you see in this picture?”  **CCQ:**  -Is “Blind Date” meet with someone you know already?  -Is “Blind Date” meet with someone you don’t know?  -Question about a blind date 2-3 people. “Have you ever been on a blind date?”  **: Prediction**  (Distribute the listening worksheets)  **Instructions**  \*I will read a script of speaker. Take a note on the listening worksheets about characters of the speaker as many as you can while I’m reading. Let me know if you want me to read any part of script again.  **ICQ**  -What are you going to do?  -Are you working individually?  -Can you let me to read any part of script again if you want?  (Read the script of speaker)  Read again if Ss ask to read any part of script again.  Have Ss talk about the speaker’s characters one by one. |
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| **Main-activity** | | |
| **Materials:** Listening script of 3 speakers each, Blown-up pictures of 3 speakers & Idioms worksheet(5 copies) | | |
| **Time**  15 min | **Set up**  Groups | **Procedure:**  **Ⅰ: Listening & Understanding**  Split Ss to 5 groups.  **Instructions**  \*First group will read one script of speaker’s three sentences by one member. Members of rest two groups can take a note, while members of first group are reading. Let the reader know if you want the reader to read any part of script again.  **ICQ**  -What are you going to do?  -Are you working groups?  -Can you take a note?  \*Have members of one group read the script  \*Have the reader read again if Ss ask to read any part of script again.  \*Have members of rest two groups talk about the speaker’s characters one by one.  Take turns.  \*Distribute listening scripts of 4 speakers after activity for checking |
| **Post-activity** | | |
| **Materials:** N/A | | |
| **Time**  16 min | **Set up**  Pairs | **Procedure:**  **Ⅰ: Having a mini blind date**  **Instructions**  Seating option:  Make pairs (face to face). (The teacher has to join the Ss. Totally 8 groups.)   |  | | --- | | ← ← ← ← ← ← ← ←  ● ● ● ● ● ● ● ●  ● ● ● ● ● ● ● ● |   “You are on a blind date. You have 2 min, talk with your partner to find out the person who has something common with you. After 2 minutes talking, you need to pass to right seat until you had spoken with everyone.  ICQ  -What are you going to do?  -Are you working pairs or groups?  -How much time do you have?  **Error Correction**  Show Ss unscramble word.  **“**I didn’t hear any mistaken. Can you unscramble this word?”  Show Ss “lbdni”  **“**Good, it is blind. Thank you for your participation and have a good night. Bye.” |
| **SOS-activity** | | |
| **Materials:** | | |
| **Time**  5~10min | **Set up**  Groups | **Procedure:**  **Ⅰ. Advantage and Disadvantage of Blind date**  **Instruction**  \*Split 5 groups (3 Ss in each group).  \* I will give you 2 min. to think about blind date’s ‘three of advantages and disadvantages’.  **ICQ:**  -What are you going to do?  -Are you working pairs or groups?  -How many minutes do you have?  **Time management:**  \*Monitor discreetly. Answer Ss if they ask questions.  \*Give time warning when 30 seconds left.  \*Be flexible with time. Give 30 seconds if they need it.  \*Check answers: split Ss to two groups, and have each member of one group write one advantage on the board, each member of the other group write one disadvantage on the board. |