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| Lesson Plan: Listening Plan |

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| Title: Blind Dates |

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| Instructor:  Sue | Level:  Upper-intermediate | # of students  15 | Length  30 Min. |

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| Material:  -Idioms Worksheet  -Listening CD & CD player  -Visual (pictures) |

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| Aims:  **-**Main aim;to enable Students to improve their listening skills by having them students talk about “Blind Dates”  -Secondary aim; Students will talk about blind dates by having students match idioms, dictations, and engaging in speed dating competition(To share thoughts through interaction (Using the role play)  -Personal aim; I want to improve my time management |

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| Language Skills:  -Reading ; Students read idioms worksheet  -Listening: Students will listen to CD and information of their partners.  -Speaking; Students will talk about information of them to their partner like having a blind date.  -Writing; Students write dictation. |

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| Language Systems:  -Lexis : idioms used in various situations  -Function: self-PR with a partner  -Structure: none discuss  -Grammar: none discuss  -Discuss: Informal language used for figurative speaking ; idiom |
| Assumptions:  -Students can speak and write in English  -Students know the teacher’s style of teaching  -Most students have been an experience ”Blind Dates”  -all students are adults  -Students know what slang means |

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| Anticipated problems | and Solutions: |
| Ss is Not getting the listening detail  Ss need more time to match idioms  Ss finish their work too early | Teacher give them chance of getting from listening by using pause-play-pause-play  Ss write down answers on board instead of discussion  Ss spend time by using their opinion: what is good partner and what is good memory in life …. |

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| References:  **-**Website ;google  -listening script from a file book p.101 |

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| **Lead- in** | | |
| Material: **Board, Maker** | | |
| Time  1min  1min | Set up  Whole class | Procedure:  Hello everyone. How was your weekend? I watched a movie on last Sat. The story was someone found a real life partner. It was funny and impression.  (Elicit the important qualities & write them on the board)  -I will show a picture to the class and ask what is it?  “ Blind Dates”  Lead in-Ask 2 questions  ‘Have you ever done blind dates?’  ‘Did you have good experience?’  ‘What do you prefer natural and blind date?  Ok, we are going to listen to some people who are looking for their life partners. |

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| **Pre-Activity** : Matching idioms | | |
| Materials: Idioms worksheet, board, markers | | |
| Time  1min  1min  8min | Set up  Whole class  Groups | Procedure:  We will learn some idioms the speakers use.  **Idioms**  Instruction  Work group. Match the first part of each sentence with the second part containing idioms. You have 8 min.  C.C.Q  Is the idiom slang?  Is this used in the books?  Demonstration  Here is idioms’ Let the cat out of the bag’ and means to tell a secret by mistake.  Please look at worksheet and match them.  I.C.Q  Are you working with individual or group?  How much time do you have?  Are you starting when I give a paper?  (Distribute the worksheet)  Explicit I.C.Q  Are you going to start when I say go?  What are you going to do?  -Monitor discreetly. Answer students if they ask questions.  -Give time warning: 30 sec left (It is flexible)  -Pick up longest hair one in each group and write down answers on board.  -check out answers & explain difficult idioms |

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| **Main Activity : Dictation** | | |
| Materials: CD&CD player, listening worksheet, pictures of the speakers, board | | |
| Time  7min  5min | Set up  Whole class  groups | Procedure:  1.Listening for the Main idea  Instructions  Stay the same group. Listen to the 4 speakers. Each student catches answers and writes down them.  They have 5 min.  I.C.Q  How many minutes do you have?  Are you starting when I give a paper?  (Distribute the worksheet)  -let them notice if they don’t get it correctly and teacher is like a CD player (Stop-play-stop-play)  -show the pictures of 4 speakers and compare with their thought from the prediction.  2.Listening for Details  Instruction  Now One group reads a speaker and others listen to it and check out answers clearly.  It is by rotation.  Explicit I.C.Q  What are you going to do?  Are you working individual or groups?  -Monitor whether students do well or not  -Ask students what information you get from each speaker.  -check out difficult words from a script |

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| **Post- Activity : Role play** | | |
| Materials: None | | |
| Time  5min  1min | Set up  Pairs  Whole class | Procedure:  1.Free production  Instruction  Students make a long tale and speak about what they are in front of your partner like doing “blind dates” and you have 40 sec. You have to move right side.  I.C.Q  What are you going to do?  Are you working individual or pairs?  -Monitor discreetly  -Give time warning : 1min left  Error correction  2. Conclusion lesson  Pick 1~3 person and ask him what is similarity and difference from someone.  -Any other question? OK! You guys have great job |