Listening Lesson Plan

Instructor:

Kris (EunAe) Cho

Level:

Advanced

Students:

19

Length:

40 minutes

es

Blind date

**Materials:**

* Idioms worksheet (19 copies)
* Listening worksheet (19 copies)
* Listening Script (1 copy)
* Blown-up pictures of 4 speakers for Prediction & Blind Date Profile Sheet
* White board, board markers & tape
* Romantic background music, speaker & bell

**Aims:**

* Primary aim: To enable students to practice listening skill by listening to real-life speech of people with various accents and taking notes to fill in the Listening Worksheet while listening to the Human Radio, played by one of the classmate.
* Secondary aim: To learn vocabulary and expressions for describing one’s character and relationships by completing an idioms matching worksheet
* Personal aim:   
  To improve delivering instructions more clearly, and work on effective ICQs  
  To be able to pace myself in class and adjust my speaking speed as needed

**Language Skills:**

* Reading: students will skim when matching two halves of a sentence in idioms worksheet.
* Listening: students will listen to the four speakers’ short speeches about themselves and what kind of partner they’re looking for.
* Speaking: students will talk about their hobbies, personalities and what they expect from a lifetime partner through speed dating event.
* Writing: students will take notes on details (dictation), creating speakers’ profile.

**Language Systems:**

* Lexis : adjectives used in describing people’s personalities
* Discourse: idioms used in describing people’s personalities and various situations
* Function: self-PR and an advertisement for a lifetime partner
* Grammar: relative clauses (usage of *who*)
* Phonology: none to discuss

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 4 student groups at each table)
* the teacher’s style of teaching and the pace of the course
* all students are single and college graduates (Age 23 and up)
* most students have been on a blind date

**Anticipated Problems and Solutions:**

* Students may not be able to follow the passage easily

🡪 Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content

* Students may not be able to pick up details from the listening

🡪 Chunk the listening (pause-play-pause-play)

* Students may need more time to work on the idioms

🡪 If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board

* If time is short

🡪 Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’s most important in a lifetime partner

* If students finish their tasks earlier than anticipated,

🡪 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 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: **n/a** | | |
| Time  2 min | Set Up  Whole Class | **Procedure:**  *Hello everyone, how was your weekend? Did anyone go anywhere special? I visited Seoul Museum of Art to see Tim Burton exhibition. Has anyone else seen it?*  *Which do you prefer, going to the movies or the museum? Do you have favorite restaurants you’d like to recommend to the class?* |
| **Pre-Activity** | | |
| Materials: **Idioms Worksheet, Board** | | |
| Time  10 min | Set Up  Whole Class  Individually  Whole Class | **Procedure:**  **I. Idioms**  Instruction  *Work individually. Match the first part of each sentence with the second part containing idioms. Write the letter “a,b,c” in the empty boxes. You have 3 minutes.*  (Distribute the worksheet)  Demonstration  Look at #1… “right, it runs in our family.” So put the letter  “j” in the box next to number 1.  ICQ  *Who are you working with?*  *How much time do you have?*  *What do you write in the empty box?*  Monitor discreetly. Answer students if they ask questions.  Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minute if they need it.  Check answers: let students write the correct idioms (not the letters) on the board (#1 already written by teacher)  - Go through the idioms one by one  - Elicit the meaning from students  - Explain the meaning if necessary |
| **Main Activity** | | |
| Materials: **Listening Worksheet, Pictures of the speakers, Listening Script (preferably cut into four, one piece of paper for each speaker), Board** | | |
| Time  5 min  15 minutes | Set Up  Whole Class  Whole class  Groups  Whole Class | **Procedure:**  **I. Listening: The human radio- demonstration**    (Show the picture of speaker #1)  What is your first impression of him? What kind of person do you think he is?  (Elicit few adjectives to describe a person and write them on the board)  This is David, and he is looking for a date. I will read you his story.  (Read the first part of listening script to the class. Don’t need to speak too slowly- regular conversation speed is fine.)  Now I’m going to hand out a sheet of paper.  (Hand out Listening Worksheet)  Has everyone got one? Fill out what you can remember of him by yourself. I will give you 30 seconds. Don’t worry if you can’t remember anything. You can fill in his name perhaps? His name is David.  (Wait for 30 seconds, stop them if they are still writing)  *We will now listen to David’s story again so you can fill in the rest of the worksheet.*  *This time, I will be a human radio. What buttons are there in radio?*  *(Elicit play, stop, and rewind from students. Help them out by drawing symbols on the board if needed)*  *Okay. So I will talk on your command. While I read David’s story, you can stop me anytime you want, rewind if you need me to go back, and play again when you are ready. You can use me freely for 3 minutes.*  (Read them the script again, doing what students tell you to do)  Now, did everyone learn something new about David?  CCQ  What can you tell me about David? Give me one fact about David you heard from the human radio.  (Go around the whole class and let everyone answer)  **II. Listening: The human radio- working in groups**  (Show the picture of speaker #2, 3, and 4)  Repeat the first impression activity and elicit new adjectives.  Divide the class into 3 groups and have them sit as a group.  (Put the pictures on the board)  Instructions  *Work in groups. Pick a picture of the speaker from the board. Read three sentences each for the rest of the class.*  ICQ  *How many pictures will you pick as a group?*  *How many sentences will you read?*  Did anyone write down everything on every speaker? Okay then. We will now listen to the human radio.  Instructions  *Pick one person to be a Human Radio for each speaker. Listen to the Human Radio for 3 minutes. Answer the questions on worksheet as you listen.*  ICQ  What would you say if you wanted the human radio to repeat?  How many minutes do you have?  CCQ  What can you tell me about \_\_\_\_\_? Give me one fact about \_\_\_\_\_ you heard from the human radio.  (Go around the whole class and let everyone answer. Repeat for each speaker)  Go through all 4 Profile Sheets. |
| **Post-Activity** | | |
| Materials: **bell, background music** | | |
| Time  8 min | Set Up  Whole Class | **Procedure:**  **I. Speed date**  Arrange the table into one long row.  Divide students into 2 groups and have each group sit on one side of the table.  Instructions  *Only group A will be speaking. Group B will take notes. Introduce yourself in 30 seconds. Focus on your personalities and what you are looking for in a relationship. Move to right when you hear the bell.*  ICQ  *(to Group B) Will you be speaking at all?*  *(to Group A) How long will you speak?*  Put a soft, romantic music in the background and monitor. Ring the bell at every 30 seconds.  When everyone gets a turn, switch group A and B and repeat.  Share students’ opinions about who would make a great couple according to the notes they took.  **II. Conclude lesson**  Elicit today’s idioms for students  Give homework  *Write one sentence for each idiom you learned today.*  *Good job today. See you guys tomorrow!* |

**Listening Worksheet (Sample Lesson)**

Listen to the 4 different speakers. Answer the following questions as you listen.

Q. What do these people say about themselves?

What kind of person is each speaker looking for?

|  |  |
| --- | --- |
| **1st Speaker** | **2nd Speaker** |
| Name:  Age:  Residence:  Race:  Occupation:  Hobbies:  Personality:  Looking for someone who: | Name:  Age:  Residence:  Race:  Occupation:  Hobbies:  Personality:  Looking for someone who: |
| **3rd Speaker** | **4th Speaker** |
| Name:  Age:  Residence:  Race:  Occupation:  Hobbies:  Personality:  Looking for someone who: | Name:  Age:  Residence:  Race:  Occupation:  Hobbies:  Personality:  Looking for someone who: |

**Blind Date Profile Sheet (Sample Lesson)**

Photo

**\*Fill in the information about yourself**

Name:

Age: Residence:

Race/Nationality:

Occupation:

Hobbies:

Personality:

I am Looking for someone who…

**Listening Script (Sample Lesson)** (SB: 101)

**Speaker 1: David**

“Hi, my name is David. I’m 28 years old, Caucasian, living in Denver, Colorado. I’m currently a high school football coach. I’m a very *athletic* person; *it runs in my family,* with my dad being a former NFL player. I love playing and watching all kinds of sports, but especially football. My favorite team is, of course, the Denver Broncos. I also enjoy watching movies, and especially, the ones with Adam Sandler or Will Ferrell, I have not missed any. I’m very outgoing, confident, *down-to-earth*, fun, open-minded and hard-working, though sometimes I could be a little *sarcastic*. I’m the type of a man who shows that *actions speak louder than words*; I keep my words all the time. I broke up with my last girlfriend two years ago, and I’ve had *no strings attached* ever since. I’m looking for a lady who’s *compatible* with me in many aspects, who can enjoy things together with me- someone who likes sports, comedies, and other kinds of outdoor activities. I want to meet someone who will completely *take my breath away*. She’s got to be fun to be with, *thoughtful*, sweet, honest, and *faithful*. *Fidelity* is the number one factor for me, because my last girlfriend cheated on me. I don’t want to go through that mess ever again. I am now ready to make a *lifetime commitment*, so I hope to meet my soul mate and *tie the knot* as soon as possible.”

**Speaker 2: Judy**

“Hi, I’m Judy, a 27-year-old Project Manager of Koolstar Design in Manhattan. Although I’m a strict manager, I don’t like doing everything *by the book*; I am a quite *flexible* person. Being too *old-school* and conventional *gets on my nerves*. Also, I’m really blunt and *straightforward*; I hate people who *beat about the bush* when they talk. In my spare time, I love watching Broadway shows, shopping on the 5th Avenue, cooking, or reading. I also enjoy doing yoga while listening to jazz, soul, R&B, or even hip-hop; being an African-American, musical talent *is in my blood*. I love singing and dancing; I think I’m pretty entertaining and fun. I usually spend Friday nights with my girlfriends at a bar or a club. On Sundays, I sing in a church choir, and then go to the Central Park and take a walk or read some books. I love my life and I’m not desperate to get married or anything, but just because all my girlfriends are dating now, I’ll just *jump on the bandwagon* and look for my *significant other,* too. Well, the kind of man I’m looking for is independent, strong, trustworthy, and *dependable*.I do not want any mama boy, who’s still *under his mother’s thumbs*. That’s just a huge turn-off. I also want a guy who’s *considerate*, *compassionate*, warm-hearted, and not *short-tempered.* Sounds like I’m looking for a perfect guy, huh? Oh well. Unless I meet a guy who can make me *fall head over heels* regardless, I’m going to stick to my standards.”

**Speaker 3: Chris**

“I’m Chris, 36, an Anglo-Saxon, recently moved to LA from London. I’m an actor and musician. I’ve had some major roles in famous plays in a local theatre in London, but now I’m going to try out for major Hollywood films. That’s why I came over here. I also write songs and play the guitar. Anyhow, my personality, people say, is quite interesting and unique. I consider myself a hard-working*, earnest*, loyal, kind, easy-going, and cool person. Sometimes, in certain things, I can be very *stubborn* with *conservative* views, but to other things, I am pretty open. I enjoy cooking, cleaning, and doing other chores, so I wouldn’t mind having a wife who *doesn’t lift a finger* to help around the house. It’s okay for me, as long as she’s okay with being a *breadwinner* of the family. Ha-ha, just kidding… Hopefully I’ll be making enough money for both of us. But most importantly, I need someone who can stay *faithful* to me despite all my weaknesses and inadequacies, so she needs to be very big-hearted. Also, I want someone who can understand what I do and enjoy, because being an actor, I’ll be traveling a lot, apart from her. But if she can also enjoy what I do, like watching my work, supporting me, or even traveling with me, that’s just *the icing on the cake*; couldn’t ask for more. So I’d like to meet this kind of woman, whom I can cherish forever as *the apple of my eye*.”

**Speaker 4: Sandra**

“Hello, I’m Sandra from Vancouver, Canada. I’m 22—a little bit *introvert*, but bright and beautiful young Korean-Canadian girl who’s about to graduate from college; but I’m not sure what I would do after graduation. I majored in Psychology, and I’m thinking about going to graduate school for music therapy for children. I like music and working with kids, so that might be something I could do. But my mom says I should just get married. Honestly, that’s what I want to do, too. When I was a teenager, I often dreamed about being a character in a fairy tale, meeting a prince on a white stallion, or a millionaire *sugar daddy*, falling in love *at first sight*, and just *hitting the jackpot* like that. But I’m a grown-up now; I know such a story is like *castles in the air*. So I came up with a pretty realistic list of what I want in my future husband. First of all, he needs to be tall—at least 180 cm. And he needs to have big eyes, this is for the children, and be slim and muscular. I can’t stand fat guys. He also needs to be musically talented, especially in piano, guitar, and singing. I want an intelligent man who’s able to make a lot of money, or at least enough for our family, thus making me happy. I want someone who can love me and only me for the rest of his life, who can take care of me and the family with responsibility. I know I deserve a good man because my mom says that I’*m* *one in a million.*”