SB: 93

Listening Lesson Plan

Blind Date

Length:

40 minutes

es

Students:

19

Level:

Advanced

Instructor:

Jinhwa Lee

**Materials:**

* Idioms worksheet
* Listening worksheet
* Blown-up pictures of 4 speakers for Prediction & Blind Date Profile Sheet
* White board, board markers & tape

**Aims:**

* Primary aim: By having students talk about blind date, I want to students improve listening skills.
* Secondary aim: I want to students talk about blind date each by having students match idioms, dictation and having students engage in speed-date game event.
* Personal aim: I want to students improve their speaking skills and reading skills by matching strips and having speed-dating. Also, I want to students learn society behavior how to act someone who meets at the first time by having speed-date game event.

**Language Skills:**

* Reading: Students will read a worksheet.
* Listening: Students will listen to a story about someone who we will dictate.
* Speaking: Students will debate on blind date experience each other.
* Writing: Students will be filling a blank in a worksheet.

**Language Systems:**

* Lexis : None to discuss
* Function: self-PR and an advertisement for a lifetime partner
* Grammar: relative clauses (usage of *who*)
* Discourse: idioms used in describing people’s personalities and various situation.
* 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 Errors 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: **Board** | | |
| Time  3 min | Set Up  Whole Class | **Procedure:**  *Hello everyone, how was your weekend? Do you guys like a restaurant? Do you like a museum?* |

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| **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 4 minutes.*  (Distribute the worksheet)  Demonstration  Look at #1… “My parents, my brothers and I are all good at math;.” 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?*  *CCQ*  Did you understand what do idioms mean?  Did you see idioms in the worksheet?  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, Blind Date Profile wall chart, Pictures of the speakers,** | | |
| Time  7 min  15 min | Set Up  Whole Class  Whole Class  Groups  Whole Class | **Procedure:**  **1. Listening for the Main Idea (general understanding)**    Instructions  *Show students a someone’s picture who they will listen to. Read them from first speaker to forth speaker each.*  ICQ  *Can you take notes?*  *What are you supposed to think about?*  (Play tracks 1 through 4 without stopping)  *Do you want to listen again?*   * Yes 🡪 Have them listen one more time. * No 🡪 Have them share their thoughts.   *What do you think about speaker 1?*  *What do you think about speaker 2?*  (same for speakers 3&4)  **2. Listening for Details (human radio)**  Instructions  *Select a human radio in students to read track 1 through 4. Now listen to the speakers one by one this time. Work*  *individually.*  ICQ  *What are you supposed to do?*  *Are you working alone?*  *CCQ*  What did you write about speaker?  What can you know about speaker?  *For each group members, Read a speaker1 through speaker4 each.*  (Put the wall charts of the profile sheets and the pictures of the speakers on the worksheet, while students are checking their answers with each other)  Check the answers as a whole class after the representatives fill out the profile sheets. |

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| **Post-Activity** | | |
| Materials: piece of paper, pen | | |
| Time  5 min | Set Up  Whole Class  In pairs  Whole Class | **Procedure:**  **I. Speed dating**  Instructions  *What things are important to you when you first meet someone? What qualities do you look for in a person you want to live with forever?*  ICQ  *Are you working in pairs?*  *For how long?*  *CCQ*  *What are their important things to live with someone forever?*  Monitor actively and participate within each student.  Discuss what their personality and who they want to be with.  Share students’ opinions. They turn around to make different partner to share their opinion via speed-date game event.  **II. Conclude lesson**  Elicit today’s idioms for Ss  *Good job today. See you guys tomorrow!* |

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**Date : 26.Mar.2013**

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