Listening Lesson Plan

“Blind date”

Length:

40 minutes

es

Students:

19

Level:

Advanced

Instructor:

Jenny (In Kyung Lee)

**Materials:**

* Idioms worksheet (19 copies)
* Listening worksheet (19 copies each)
* Blown-up pictures of 4 speakers for Prediction & Blind Date Profile Sheet
* White board, board markers, papers, tape

**Aims:**

* Main aim: A teacher enables students to improve their listening skills by having students talk about ‘Blind date’.
* Secondary aim: Students will talk about ‘blind date’ by having students match idioms worksheet, having students listen to 4 speakers` speeches and having students engage in the speed-date activity.
* Personal aim: I would like to improve my time management.

**Language Skills:**

* Reading: Students will practice reading by working on idioms worksheet.
* Listening: Students will practice listening by listening 4 speakers’ speeches about themselves and what kind of partner they’re looking for.
* Speaking: Students will practice speaking by speaking about themselves and what kind of partner they’re looking for in speed-dating activity.
* Writing: Students will practice writing by dictating 4 speakers' speeches and filling in the blank worksheet.

**Language Systems:**

* Lexis : idioms used in describing people’s personalities and various situations
* Function: self-PR and an advertisement for a lifetime partner
* Grammar: none to discuss
* Discourse: indirect expressions that are frequently used people introduce themselves
* 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

|  |  |  |
| --- | --- | --- |
| **Lead-In** | | |
| Materials: **n/a** | | |
| Time  3 min | Set Up  Whole Class | **Procedure:**  *Good morning everyone.*  *How was your weekend?*  *＿, did you go to restaurant during weekend?*  *＿,* did you meet any new people recently?  *OK, so today, we will listen to some people who are looking for their life partners. But first, we will learn some idioms the speakers use.* |

|  |  |  |
| --- | --- | --- |
| **Pre-Activity** | | |
| Materials: **Idioms Worksheet, Board, Markers** | | |
| Time  3 min  4 min  1 min  2 min | Set Up  Whole Class  Pairs  Whole Class | **Procedure:**  **Instruction**  Now, I will hand out a worksheet.  Please fill in the blanks with the words in the boxes individually.  I will give you 3 minutes to do this.  (Distribute the worksheet)  **ICQ**  *Are you working in pairs?*  What are you going to do?  *How much time do you have?*  Start!  (After 3 minutes)  Do you need more time?  I will give 1 more minute.  (After 1 minutes)  Are you finished?  Please check the answers with your partner.  Did you get the right answers?  What a word contains the first blank?  What a word contains the second blank?  What a word contains the third blank?  What a word contains the fourth blank?  What a word contains the fifth blank?    (A teacher writes correct answer on the board.)  Good job. |
| **Main Activity** | | |
| Materials: **Listening Worksheet, Pictures of the speakers, Board,** **Blind Date Profile sheet** | | |
| Time  3 min  2 min  10min  2min  3min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**    **Instructions**  *Look at these pictures. (S*how students the pictures one by one.*)*  *They are 4 speakers that you will listen to.*  *What’s your first impression of them?*  *(The teacher puts the pictures on the board with tape.)*  Please make 4 groups.  Arrange groups with 5 members.  Choose a representative from each group.  (The teacher distributes the listening worksheet when students choose a representative.)  *The group 1* representative come on and read loudly speaker1`s profile.  The other people listen carefully and write answers.  When students want to stop, the representative should stop reading. Briefly representative will become a human radio.  Let`s begin.  Do you need to listen again?  - Yes: representative read loudly one more time.  - No: *The group 2* representative come on and read loudly speaker 2`s profile.  *(same for group 2,3,4)*  *Now compare the answers with your group members.*  I will give you 2 minutes to do this.  **CCQ**  -What are the first speaker`s hobbies?  -What are the second speaker`s personalities?  -What are the third speaker`s hobbies?  -What are the fourth speaker`s personalities? |

|  |  |  |
| --- | --- | --- |
| **Post-Activity** | | |
| Materials: **papers** | | |
| Time    1 min  5 min  1 min | Set Up  Groups  Whole Class | **Procedure:**  **1. The Speed Date Activity**  **Instructions**  Place chairs and desks in two rows to face each other.  10 people sit on the right side, the rest people and I sit on the left side.  We are going to do “The Speed Date”.  People on the right side of the group have 30 seconds to talk about themselves.  When you hear ‘beep’ sound, you should move to the next position.  People on the left side of the group listen to talk of partner and write information of partner.  (The teacher distributes papers.)  Begin!  (A teacher plays ‘beep’ sound every 30 seconds.)  **2. Conclude lesson**  What kind of person is your partner looking for?  *Good job today. See you guys tomorrow!* |