Listening Lesson Plan

Topic: Blind Date

Length:

40 minutes

es

Students:

19

Level:

Advanced

Instructor:

Jessica

**Materials:**

* Idioms worksheet (19 copies)
* Listening worksheet (19 copies )

Blind Date Profile Sheet (19 copies)

* Blown-up pictures of 4 speakers for Prediction
* Two pictures of a restaurant and a museum for eliciting
* White board, board markers
* Blank exercising worksheet (19 copies)
* Listening script( 1 copy)
* Strips of idioms and sentences for matching (3 copies)

**Aims:**

Primary Aim: Students will improve listening skills by having students talk about blind dates

Secondary Aim: Students will improve speaking and writing skills by having students match idioms, dictation, and having students engage in speeding date event

Personal Aim: I want to make students have fun.

I want to be confident.

**Language Skills:**

* Reading: Students will read sentences of idioms.
* Listening: Students will listen to 4 speakers’ stories and partner’s stories of group activities.
* Speaking: Students will speak by having group activities.
* Writing: Students will write on board about good or bad things of blind dates and dictate the partner’s story by having a speeding date.

**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
* Phonology: none to discuss
* Discourse: none to discuss

**Assumptions:**

Students already know:

* How the class is set up and run.
* The teacher’s style of teaching and the pace of the course
* All students are 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, pictures of a restaurant and a museum** | | |
| Time  3 min | Set Up  Whole Class | **Procedure:**  *Hello everyone!!*  *Do you have any favorite restaurant in Korea?*  *Which museum is famous for in Korea?*  *(show two pictures and ask students)*  ***Elicit:***  *Where are they?*  *What are they doing?*  ***CCQ:***  *Do people meet someone they already know at a blind date?(No)*  *Do people meet someone they don’t know at a blind date? (Yes)*  *Have you ever been in a blind date?*  *Was it good or bad?*  *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.* |

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| **Pre-Activity** | | |
| Materials: **Idioms Worksheet, Board, idiom strips, blank exercising worksheets, Blown-up Pictures of the Speakers (for Prediction)** | | |
| Time  10 min  2 min | Set Up  Whole Class  Individually  Whole Class  Whole Class | **Procedure:**  **Write on board:** *write on board advantage &disadvantage dividing into two groups and discuss about the blind dates good or bad.*  **I. Idioms**  **Grouping :**  Divide into three groups and match the idiom strips  Match the idioms on the idiom worksheet with pairs.  One of the groups writes the matching spells on board.  **ICQ:**  *How do you match idioms?*  *How long do you take to complete?*  **Filling the blanks with the words in the boxes :** *individually*  **CCQ**  *What does the crush mean?*  *Can you find any other idioms in this story?*  Check answers: let students write the correct idioms.  -  Go through the idioms one by one  - Elicit the meaning from students  - Explain the meaning if necessary  **II. Prediction**  Instructions  *Look at these pictures. These are the 4 speakers that you will listen to. What’s your first impression of them? What do you think their personality is like?*  Show the pictures one by one.  Elicit vocabulary used to describe one’s character/personality.  *Check your predictions as you listen to the speakers*. |
| **Main Activity** | | |
| Materials:  **Listening Worksheet, Blind Date Profile, Pictures of the speakers, Board, listening stript.** | | |
| Time  5min  Per a speaker | Set Up  Whole Class  Whole Class | **Procedure:**  **1. Listening for the Main Idea (general understanding)**    Instructions  Show a picture and elicit what the person looks like.  *. Listen to the first person of the 4 speakers. Answer the following questions as you listen.*  ICQ  *Can you take notes?*  *What are you going to do?*  *Do you want to listen again?*   * Yes 🡪 Have a volunteer to play human radio and then listen again. If students request to repeat, the volunteer stop the human radio and replay it.   **CCQ:**  *Who is the first speaker?*  *How old is he?*  *What is his personality?*  *Tell me what you found out for the speaker?*  Show students the pictures of the second speaker again.  *Divide into three groups and the first group read the script three sentences per person and other groups answer the questions.*  **ICQ:**  *What are the first group members going to do?*  *What are the rest of the students going to do?*  *How many sentences are they reading?*  Do same the rest of the people by turning.  **CCQ**  *What is the second speaker’s hobby?*  *What is her name?*  *What is her personality?* |

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| **Post-Activity** | | |
| Materials: a paper and a pen personally | | |
| Time  30seconds per a speaker | Set Up  Whole Class | **Procedure:**  **Speeding date**  Set up seats into two long lines.  Divide students into two groups  One group will be speakers who talk about their life partners and themselves.  The other group will be writers to dictate the first group members’ speaking.  Turn only the speaking groups to the next seat and then do same in 30 seconds per a writer.  **ICQ**  *How long do you speak to each person?*  *What are you going to say?*  *What are the second groups doing?* |

**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?

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| **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.*”