SB: 93

Listening Lesson Plan

Blind date

Length:

50 minutes

es

Students:

17

Level:

Upper intermediate

Instructor:

Emily

**Materials:**

* Idioms worksheet (17 copies)
* Listening script
* Listening Dictation worksheet (17 copies each)
* Blown-up pictures of 4 speakers for listening
* White board, board markers
* Fill-in the blank worksheet (17 copies)

**Aims:**

* Primary aim: To enable students to improve listening skills by talking about “blind date”.
* Secondary aim: Students will talk about blind date by using “human radio” and “speed dating”.
* Personal aim: I want to improve on my time management skills.

**Language Skills:**

* Reading: Students will read idiom work sheet..
* Listening: Students will be listening to speaker.
* Speaking: Students will be listening to speaker.
* Writing: Students will details (dictation), creating speakers’ profile.

**Language Systems:**

* Lexis: Idioms used in describing people’s personalities and various situations.
* Function: Self-PR and an advertisement for a lifetime partner
* Discourse : Idioms
* Phonology: None to discuss
* Grammar: 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
* 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 Main-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  5 min | Set Up  Whole Class | **Procedure:**  Ask guiding 2 questions to Students  “Hello everyone, How are you today?  “Which restaurant is your favorite?  “Do you like talking with someone new? |

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| **Pre-Activity** | | |
| Materials: **Idioms Worksheet, Board** | | |
| Time  10 min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**  **Matching idiom**  (Distribute work sheet)  Instruction  *“Match the first part of each sentence with the second part containing idioms with the right meaning.*  *Write the letter “a,b,c” in the empty boxes.*  *Work as a group. And You have 5 minutes.”*  Demonstration  “Look at #1… “right, it runs in our family.” So put the letter  “j” in the box next to number 1. “  ICQ  *What you are going to do?*  *How much time do you have?*  *Are you working alone?*  Monitor actively and give time warning.  Answer students if they ask questions.  Be flexible with time. Give 1 more minute if they need it.  “1 more minute! 30 seconds!  Ok time is up!  Choose 1 leader in your group  Come out the board and write the answer.”  (#1 already written by teacher)  Check the answers  Let students write the correct idioms on the board  Elicit the meaning from students  Explain the meaning if necessary |
| **Main Activity** | | |
| Materials: **Listening Worksheet, Pictures of the speakers, Listening Script, Board** | | |
| Time  10 min  10 min | Set Up  Whole Class  Individually  Whole Class  Individually  Groups | **Procedure:**  **1. Listening and dictation activity**    Show students the picture of the speaker 1  “What do you think this person in the picture is like?”  “What do you think their personality is like?”  (Distribute the Listening worksheet)  Instructions  “Now I’m going to read someone’s story.  Note for what they say and what they want.  You can fill out the listening worksheet. Work individually.”  ICQ  *What are you going to do?*  *Are you working in group?*  *Are you working individually?*  (Teacher read script 1 without stopping)  Ask each student what they found about the speaker1 and share.  *“What do you think about speaker 1? “*  Show the picture of speaker 2  (Follow the same cycle until finished with track 4)  **2. Human Radio Activity**  (Draw the radio on the board)  Instructions  *“Do you know what it is?*  *Now, I’m going to be a Human radio and tell the story about the speakers.*  *Write down everything you hear.*  *And you can say ‘Fast forward’,’Stop’,’Rewind,’’Play”, Whenever you want.*    ICQ  *What are you going to do?*  *What are you going to do if you feel too fast?*  “Share the part you missed before in your group” |

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| **Post-Activity** | | |
| Materials: Board | | |
| Time  15 min | Set Up  Whole  class  Groups  Whole  class | **Procedure:**  **Speed dating activity**  Elicit speed date  “Do people know each other in blind date?  What people do in the blind dates?  Do you know a kind of a blind date that has lots of people in a same place?  (To divide 2 groups and arrange desk and sit side by side.  8 students sit on the left side of desk, 9 students on the right side of desk.  Instructions  “What do you think we are going?  Yes, speed dating!  Tell the person in front of you first about your personality, hobby and what kind of person are you looking for during 1minute. And move next seat.”  ICQ  *Who are you working with?*  *For how long?*  Where should you move?  Monitor actively and give time warning to change their seat everyone one minute.  Share students’ opinions.  “Did you find someone who has same idea with you?”  Take 2~3 volunteers if running out of time.  Error correction  Teacher may note the errors during fluency activities and return to them with accuracy-based activity  **Conclude lesson**  Elicit today’s idioms and write them on the board  Give homework  *Write one sentence for each idiom you learned today.*  Any question?  *Good job today. See you guys tomorrow!* |

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| **SOS Activity** | | |
| Materials: **Fill in the blank worksheet** | | |
| Time  5 min | Set Up  Whole Class | **Procedure:**  Fill-in the blank activity  Instructions  I am going to give you work sheet. you have 2 minutes.  Work individually.  ICQ  What are you going to do?  Are you working in groups?  How many time do you have?  (Distribute the “Love and Relationships Cloze”)  Monitoring and give time warning  Have student read the sentence and check answers.  Explain difficult word if necessary |

**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.*”