SB: 93

Listening Lesson Plan

BLIND DATE

Length:

50 minutes

es

Students:

17

Level:

Upper intermediate ~ Advanced

Instructor:

Jeannie Rah

**Materials:**

* Idioms strips & worksheet (17 copies)
* Listening CD & CD player (Tracks 1~4; about 1 min each)
* Listening worksheet (17 copies each)
* Wall chart – Blind Date Profile Sheet (4 copies each)
* Blown-up pictures of 4 speakers for Prediction & Blind Date Profile Sheet
* White board, board markers & tape

**Aims:**

* To enable students to improve listening skills by talking about blind dates
* To help students to talk about blind date by boarding advantage/disadvantage
* To learn vocabulary and expressions for describing one’s character and relationships by completing an idioms matching worksheet
* To practice speaking by discussing with group members

**Language Skills:**

* Reading: Students will read idiom strips and complete worksheet
* Listening: Students will be listening to others
* Speaking: Students will be talking to speakers, comparing answers within groups
* Writing: 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
* Structure: relative clauses (usage of *who*)
* Phonology : none to discuss
* Grammar : non 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: **Board** |
| Time3 min | Set UpWhole Class | **Procedure:***Hello everyone, how was your weekend?**Weather is getting warmer and warmer. What is your favorite season? Where do you want to go on a date?*(Elicit ‘Blind Date’ and the important qualities & write them on the board)*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, Blown-up Pictures of the Speakers (for Prediction)**  |
| Time10 min2 min | Set UpWhole ClassIndividuallyWhole ClassWhole Class | **Procedure:****I. Idioms**Instruction*Work in groups. 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 10 minutes.*(Distribute the strips and worksheet)DemonstrationLook at #1… “right, it runs in our family.” So put the letter“j” in the box next to number 1. CCQ*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 **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?* *Do you think they are happy with their job?*Show the pictures one by one. Do not identify them in the order of the tracks.Elicit vocabulary used to describe one’s character/personality.*Check your predictions as you listen to the speakers*.  |
| **Main Activity**  |
| Materials: **CD & CD player, Listening Worksheet, Blind Date Profile wall chart, Pictures of the speakers, Board** |
| Time10 min18 min | Set UpWhole ClassWhole ClassIndividuallyGroupsWhole Class | **Procedure:****1. Listening for the Main Idea (general understanding)** Instructions*Put your pens down. Close your eyes. Listen to the first speaker. He is David.. Think about the first impression of each speaker. What do you think each person is like? Listen for the general feeling of them.*CCQ*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)Show students the pictures of the speakers again.*So who do you think speaker 1 is?* (same for speakers 2~4)Identify the pictures. Compare with their thoughts from the prediction (if done.)🡪 Just notice the differences **2. Listening for Details**Instructions*Now listen to the speakers one by one this time. Answer**the questions on the worksheet as you listen. Work**individually.* CCQ*What are you supposed to do?* *Are you working alone?*  (Distribute the worksheet)Play track 1.Let students write answers as they listen.Do you need to listen again? * Yes 🡪 Play track 1 again.
* No 🡪 Play track 2.

(Draw a radio on the board. Write REW/PLAY/FF on the board to help students understand better. Explain what REW/PLAY/FF mean. Whenever students are not sure about the description, students can ask about David.)ICQ* What is the next step?
* Can you dictate what you hear?

(Read description for David. Students start writing answers as they listen to the narration)I will give you 3 minutes to discuss the answers among your groups.(Check out students whether they are following through)*Now compare the answers with your group members.**When you have an agreement, send a representative up front and have them fill out the profile sheet on the board, including the speakers’ pictures.* (Before listening to the description of the next speaker, one student is to read the description of the speaker)(Put the wall charts of the profile sheets and the pictures of the speakers on the board, while students are checking their answers with each other)Check the answers as a whole class after the representatives fill out the profile sheets. Listen to the tracks one last time.If there is anything missing: pause the CD right there and let students say it out loud.(Repeat until the 4th speaker) |

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| **Post-Activity**  |
| Materials: n/a |
|  | Set UpIn pairsGroupsWhole Class | **Procedure:****I. Free Production**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? Are they the same? Why or why not? Discuss with your group. You have 3 minutes.* ICQWhat are you going to do?Are you working in groups?How many minutes are you working?Monitor actively and participate within each group. Share students’ opinions. Take 2~3 volunteers if running out of time.**II. Conclude lesson**Elicit today’s lesson/word/idiom for studentsCCQWhy do you want to go on a blind date?Why do people want avoid noisy place?What does ‘no string attached’ mean?Give homework*Write one sentence for each idiom you learned today.* *Good job today. See you guys tomorrow!***III. SOS Activity (approximately 10 minutes)**InstructionYou will receive one sheet of paper on which you will write down a couple. Guess what this couple might have said during the interview. I will give you 5 minutes.ICQWhat are you going to do?Are there more than 3 people?How many minutes do you have?(Hand out a sheet of paper. Wait until the students finish working)Time is up. Please fold the paper and hand in to me.(Collect the papers from the students)Can anyone volunteer to sum up the result on the board?(One student to read out and write the result on the board and share the result with everyone in the class) |

**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.*”