SB: 93

Listening Lesson Plan

Blind Date

Length:

50 minutes

es

Students:

5

Level:

Upper Intermediate

Instructor:

YOUNG

**Materials:**

* Idioms worksheet (5 copies)
* Listening worksheet (5 copies)
* Listening script (1 copy)
* Blind Date Profile Sheet(5 copies)
* Brown-up pictures of blind date & 4 speakers for Prediction

**Aims:**

* Primary aim: to enable students to improve listening skills by talking about blind date.
* Secondary aim: students will talk about blind date by discussing advantages and disadvantages, dictation and speed dating.
* Personal aim: to be confident in class, to give clear instruction, to present pictures better, to be better at time management.

**Language Skills:**

* Speaking: students will interview partners.
* Reading: students will read idioms worksheet .
* Listening: students will listen to speakers and partners.
* Writing: students will write blind date profile sheet.

**Language Systems:**

* Grammar: use of present tense and descriptive adjective.
* Lexis: vocabularies and idioms used in describing people’s personalities and various situations.
* Phonology: practicing new vocabulary
* Function: asking about personalities, interviewing partners
* Discourse: question-and-reply sequences containing vocabularies and idioms

**Assumptions:**

Students already know:

* how the class is set up and run (there will be two groups in class)
* 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: **Picture of blind date** | | |
| Time  4 min | Set Up  Whole Class | **Procedure:**  *Greeting students*  *Elicit topic by presenting picture*  *-What are they doing?*  *-Can they see each other?*  *2guiding questions*  *-Where is your favorite restraint?*  *-Where is your favorite museum?*  *CCQ*  *-When do you usually go those places?*  *-Have you ever had a blind date?* |

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| **Pre-Activity** | | |
| Materials: **Idioms Worksheet**, **White board & board makers** | | |
| Time  7 min  3 min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**  **I. Idioms Worksheet (Part1)**  Instruction  *-Divide in two teams. 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)  ICQ  -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.  **1. Idioms Worksheet (Part2)**  Instruction  -This is race. One of your team will write the answers on the board while your team mates call out the answers for 30 seconds.  ICQ  -Is it a race?  -Are you going to bring your own worksheet?  Check answers.  - Check written answers one by one  - Announce winner  CCQ  -Can you understand idioms by definition of each word?  -Are idioms used frequently in everyday life?  -Are there idioms in Korean as well? |
| **Main Activity** | | |
| Materials: **Listening Worksheet, Listening script, Pictures of the speakers** | | |
| Time  10 min  18 min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**   1. **Human Radio Activity (Part1)**     Elicit topic by presenting picture  *-Look at these pictures. These are the 4 speakers that you will listen to. What’s your impression of them? What do you think their personality is like?*  Instruction  Draw radio on the board (including rewind/pause/play/fast forward button on the radio)  -What are these buttons for?  -I’m a human radio. You can press these four buttons if you want to use while filling in the worksheet.  -You have two minutes.  (Distribute worksheet)  ICQ  -How many buttons are there and what are they?  -If you want to listen again what are you going to do?  -How long can you play human radio?  Read listening script of 1st speaker one time.  Read again it and follow students’ command(pause/backward/play/fast forward)  Check students’ answers on worksheet by letting them read out their answers.   1. **Human Radio Activity (Part 2)**   Instruction  Divide into two groups. Decide one person who will be human radio. Let speaker of team ‘A’ read 2nd speaker one time. And read again it and follow students’ command(pause/backward/play/fast forward)  You have 2minutes.  ICQ  *Who will be human radio this time?*  How long can you play human radio?  Check students’ answers on worksheet by letting them read out their answers.  (Same for 3rd speaker with one student of team ‘B’)  CCQ  Show students the pictures of the speakers again.  *So who do you think speaker 1 is?*  (same for speakers 2~3) |

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| **Post-Activity** | | |
| Materials: Blind Date Profile Sheet | | |
| Time  5 min | Set Up  Groups | **Procedure:**  **1.Blind Date Profile Sheet**  Instructions  *Divide into two groups. Interview your partners and finish this worksheet. You have 3 minutes.*  ICQ  *Are you working in pairs?*  *For how long?*  Monitor discreetly. Answer students if they ask questions.  Give time warning: 30 seconds left.  Let one of each group present about their partners’ profile.  CCQ  -Do your partners on a blind date know about yourself very well?  -What are you talking about yourself on a blind date? |
| **Feedback** | | |
| Materials: n/a | | |
| Time  3 min | Set Up  Whole Class | **Procedure:**  -What did we talk about today?  -What kind of personalities are we looking for on blind date? |
| **SOS** | | |
| Materials: n/a | | |
| Time  5~7 min | Set Up  Whole Class | **Procedure:**  **1.Speed date**  Elicit by asking question.  -Do you know brand new matchmaking date?  Instruction  -Work in pairs. People in this side are ‘A’ and the other side are ‘B’. People in ‘A’ side talk to your pair about you are wonderful and what you are looking for someone. You have one minute. And switch your seat and talk to next person.  ICQ  -Are people in ‘B’side going to talk?  -What are you going to talk about?  -For how long?  Monitor discreetly. Give time warning: 30 seconds left.  After 1 minute, let students switch to the next seat.  CCQ  -Do you have enough time on speed date?  -Do you meet a person for the first time on speed date?  -Is it a traditional way of matchmaking?  Feedback  -Who was your partner?  -Why was your partner wonderful?  -Who did your partner look forward? |

**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?

|  |  |
| --- | --- |
| **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.*”

**Idioms worksheet (Sample Lesson)**

Match the first part of each sentence with second part containing idioms.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1. | My parents, my brothers and I are all good at math; | a. | **no strings attached** to her. |
|  | 2. | Paul is a bit of a dreamer and very idealistic, but his brother is much more | b. | **by the book**. |
|  | 3. | This government is always saying it cares about the poor, but | c. | **jumped on the bandwagon** and got the skinny jeans. |
|  | 4. | Laura is totally single right now; don’t worry, there are | d. | **didn’t lift a finger.** |
|  | 5. | It was love at first sight. She completely | e. | **down-to-earth.** |
|  | 6. | Sarah said yes when Jeff proposed; finally, it’s time for them to | f. | **under his wife’s thumb.** |
|  | 7. | Mr.Davis is a person who likes things to be done strictly | g. | **hit the jackpot** with their 5th record, which became a Number One hit. |
|  | 8. | One of my pet peeves are people who cut in lines; they really | h. | **took his breath away.** |
|  | 9. | Just tell me what you want and stop | i. | **castles in the air**, of course. |
|  | 10. | Just because it was a new trend, everyone at school | j. | **it runs in our family.** |
|  | 11. | Mr. Lee cannot even choose his own clothes-the poor man is completely | k. | **beating about the bush.** |
|  | 12. | Nothing else seems to matter when you | l. | **is one in a million.** |
|  | 13. | John just stood and watched us carrying all the furniture into the house and he | m. | **get on my nerves.** |
|  | 14. | She says she loves her work, and that getting paid well for it is just | n. | **fall head over heels** in love. |
|  | 15. | Pete spent all his time polishing his car and talking about it because it was | o. | **the apple of his eye.** |
|  | 16. | After years of being unknown, the band finally | p. | **actions speak louder than words.** |
|  | 17. | Sally talks about leaving her job and opening her own gallery-but that’s | q. | **the icing on the cake.** |
|  | 18. | We are extremely lucky to have Tyler on our team, because he | r. | **tie the knot.** |









