SB: 93

Listening Lesson Plan

Blind Date♥

Length:

50 minutes

es

Students:

8

Level:

Advanced

Instructor:

Jiwon

**Materials:**

A Picture that describes a blind date (1copy)

Idioms worksheet (10 copies) and answer sheet (10 copies, just in case)

Listening CD & CD Player (Tracks 1~2; about 1 min each)

Listening worksheet : Blind Date Profile sheet (10 copies)

In large pictures of 2 speakers

Blank sheet for post activity (10 copies)

White Board, board markers, tape

Fake movie ticket, candies for rewards.

**Aims:**

* Main Aim

: To learn vocabulary and expressions for describing one’s character

and relationships by completing an idioms matching worksheet

* Secondary Aim

: To predict people’s personalities by their first impression from their pictures

 : To be able to pick up details from the fast-paced real-life talk by answering

 detail questions.

 : To practice speaking by discussing with group members.

 : To practice listening to real-life speech of people with various accents

by listening to the tracks

* Personal Aim

: I want to improve my time management.

**Language Skills:**

* Reading : Matching Idioms worksheet.
* Listening : Listening to the speaker’s short speeches about themselves

and what kind of partner they’re looking for.

* Speaking : Completing Idioms worksheet in groups.
* Writing : Completing Listening worksheet (Blind Date Profile sheet)

**Language Systems:**

* Phonology: Practice new vocabulary
* Lexis: Idioms used in describing people’s personalities and various situation
* Grammar: None to discuss
* Discourse: Match idioms in the context and infer the meaning and relation
* Function: Introduce myself in speed dating activity

**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

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| **Anticipated Problems and Solutions:**

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| Anticipated Errors  | 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 (play-pause-play) |
| Students may need more time to work on 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 task 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. |

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**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. Good morning!How’s it going? Q: Do you have any plans on this weekend? What are you going to do this weekend? A: Well, nothing special. Just having some rest and going to meet some friends.Q: Do you want to meet someone new ?A: Yeah, I/d like to have a boyfriend.  |

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| **Pre-Activity**  |
| **Materials:** Board and markers, visual(blind date), Blown-up pictures, Love and Relationships worksheet |
| Time10 min2 min | Set UpWhole ClassIndividuallyWhole ClassWhole Class | **Procedure:****I. Idioms**Instruction*Work individually. 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)DemonstrationLook at #1… “right, it runs in our family.” So put the letter“j” in the box next to number 1. **CCQ**-Have you ever had a blind date?- Do you know the person well who you are going to meet on a blind date?-Are the people supposed to be single if they have a blind date?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?* 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 ClassGroupsWhole Class | **Procedure:****1. Listening for the Main Idea (general understanding)** Instructions*Put your pens down. Close your eyes. Listen to the 4 speakers. Think about the first impression of each speaker. What do you think each person is like? Listen for the general feeling of them.*ICQ’s- What are you going to do? (write 1 advantage and 1 disadvantage) - Are you working individually? (Yes)- How much time do you have? (1 minute)Everyone, come and write one advantage and one disadvantage of blind date. What is your advantage and disadvantage of blind date, Peter? (Peter) It makes me nervous.Some are waste of time and moneyWhat about you, Kristine? (Kristine) Good time. But awkward as well.Thank you for sharing. **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.* **ICQ**- What are we going to do? - How much time do you have? (1 minute)- Are you working individually? (No, in pairs.)Let’s go! 30 seconds! Time’s up! Let’s talk what you’re thinking.*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.* *Group 1, fill out speaker 1’s profile.**Group 2, fill out speaker 2’s profile.* (same for groups 3&4) (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.Go through all 4 Profile Sheets. |

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| **Post-Activity**  |
| Materials: n/a |
| Time7 min | Set UpWhole ClassGroupsWhole 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.* ICQ -So what are you doing?-Are you working individually?-How many minutes do you have?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 idioms for Ss Give homework*Write one sentence for each idiom you learned today.* *Good job today. See you guys tomorrow!* |

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| **SOS Activity** |
| **Materials:** Board and markers, |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 5 min | Whole class | **• Speed dating activity** | (Draw a picture about ‘speed dating’) In America it is often held, there are long table like this, and two sides of chairs in a row. They introduce themselves within 3 minutes and change their seats when buzzer rings. What is called like this? \_\_\_\_\_ \_\_\_\_\_\_. Yes, speed dating.Can you say ‘speed dating’ from Sue?Who’s speed? Speed group, please stand up and sit this side. Dating group, please come here.I’ll call this side, A and the other side is B.Now A group can introduce yourself in 30 seconds. And B group can just listen while they are talking. After buzzer rings, you can move to your left seat.ICQ- What are we going to do? (Introduce myself)- How much time to introduce? (30 seconds)- Buzzer rings, where are you going? (To left)Sophie, where do you have to go? (Nicole’s seat) Very good. Let’s go!(teacher checks time and make sound of buzzer clearly each 30 seconds)Time’s up! So A group, who is compatible to you? Do you have anyone who has interesting introductions? (John, because he is so funny)Now, let’s change turns. B groups, now you can introduce within 30 seconds and move on your left. (same for B group) |





