**Listening Lesson Plan**

Blind Date

Length:

30 minutes

Students:

8

Level:

Upper Intermediate

Instructor:

Jenna Park

**Materials:**

* Idioms worksheet (8 copies).
* Wall chart – Blind date profile sheet (8 copies)
* Blown-up pictures of 2 speakers for prediction
* White board and board markers
* A piece of paper and a pen (for each team-pairs)
* Listening CD & CD player (tracks 1 and 2; about 1 minute each)

**Aims:**

* Main aim: Ss will improve their listening skills by listening to real-life speech of people with various accents and taking notes to fill in the profile sheet.
* Secondary aim: Ss will learn vocabulary and expressions for describing one’s character and relationships by completing an idioms matching worksheet.
* Personal aim: I want to improve confidence and reduce my commentary to a minimum.

**Language Skills:**

* Reading: Ss will read an idiom worksheet.
* Listening: Ss will listen to the two speakers’ short speeches about themselves and what kind of partner they’re looking for.
* Speaking: Ss will predict and compare answers within groups.
* Writing: Ss will take notes on details (dictation).

**Language Systems:**

* Phonology: None to discuss.
* Lexis: Vocabulary used in describing people’s personalities and various situations (see attached worksheet).
* Function: Self-PR and an advertisement for a lifetime partner.
* Grammar: Relative clauses (usage of *who*).
* Discourse: None to discuss.

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 2-3 students at each table).
* 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 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
* Visual aid: http://www.google.co.kr

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| **Lead-In** | | |
| Materials: **None** | | |
| Time  2 min | Set Up  Whole Class | **Procedure:**  *Hello everyone, how is your day?*  *Where can you meet a new guy?*  *Here’s a question for you all. What matters the most when you look for a partner for life?* |

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| **Pre-Activity** | | |
| Materials: **Visual aid (picture), Idioms Worksheet, Board & board markers** | | |
| Time  2 min  8min  4min | Set Up  Whole Class  Pairs  Whole Class | **Procedure:**   1. **Brainstorming**   Elicit  (show the students visual aid-picture from google)  What can you see in this picture?  Where are they?  What do you think they are doing?  Model  Write “Blind date” on the board.  CCQ  Do you go blind date with someone you’ve met before?  Are people on a blind date are blind?   1. **Idioms**   Instruction  *Work in pairs. 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 8 minutes.*  (Distribute the worksheet)  Demonstration  Look at #1… “right, it runs in our family.” So put the letter  “j” in the box next to number 1.  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: 5 minutes; 1 minute; 30 seconds left.  Be flexible with time. Give 1 more minute if they need it.  “Time’s up.”  Check answers: let students read the correct idioms (not the letters).  - Go through the idioms one by one.  - Elicit the meaning from students.  - Explain the meaning if necessary.  - Do error correction. |
| **Main Activity** | | |
| Materials:  **CD&CD player, Blind Date Profile wall chart** | | |
| Time  5 min  3min | Set Up  Individually  Whole Class | **Procedure:**   1. **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 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.*   Check the answers as a whole class after the students fill out the profile sheets.  If there is anything missing, pause the CD right there and let students say it out loud.  *Go through all 2 profile sheets.* |
| |  |  |  | | --- | --- | --- | | **Post-Activity** | | | | Materials: **None** | | | | Time  3 min  2min  1mim | Set Up  Pairs  Whole Class  Whole Class | **Procedure:**   1. **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 partner. You have 3 minutes.*  ICQ  *Are you working in pairs?*  *For how long?*  Monitor actively and participate within each student.  Give time warning: 3 minutes; 1 minute left.  “Time’s up.”  Share students’ opinions.  Take 2-3 volunteers if running out of time.   1. **Conclude lesson**   Elicit today’s idioms for Ss and do any error correction.  *Good job today.*  *Thank you for your participation and see you tomorrow!* | | | |

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| **SOS Activity** | | |
| Materials: **A paper and a pen (for each team)** | | |
| Time  4 min  2min | Set Up  Pairs  Whole Class | **Procedure:**   1. **Make a script**   Instructions  *With your partner, write a script when a man and a woman meet each other for the first time.*  *Which kinds of subjects can they talk? You have 4 minutes.*  ICQ  *Are you working in pairs?*  *For how long?*  Monitor discreetly. Answer students if they ask questions.  Give time warning: 2 minutes; 1 minute left.  Be flexible with time. Give 1 more minute if they need it.  “Time’s up.”  Students will do their role plays.  Share opinions after the activity. |

**Visual aid**

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**Listening Worksheet**

Listen to the 2 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: |

**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.”