|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Listening Lesson Plan** | | | | |
| *I’m not really big on…*  [play](http://endic.naver.com/search_example.nhn?query=%EC%9D%B8%EC%97%B0&pageNo=1) | | | | |
| Instructor:  Anne | Level:  Upper Intermediate | Students:  13 | | Length:  40 minutes |
| **Materials:**   * Idioms worksheet (13 copies) * Blind dating pictures * Listening files (Tracks 1~4) * Listening script (13 copies each) * Fill in the blanks worksheet * White board, board markers & tape | | | | |
| **Aims:**   * Main: To learn various idioms by completing a matching worksheet * Secondary: To practice listening to real-life speech of people * To be able to pick up details from the fast-paced real-life talk by filling in blanks * To practice speaking by discussing with group members * Personal: To help Ss improve their language skills by learning various idiomatic expressions. | | | | |
| **Language Skills:**   * Reading: Ss will read idioms worksheet * Listening: Ss will listen to the speakers’ short speeches about blind date * Speaking: Ss will predict and compare answers within groups * Writing: Ss will create speakers’ profile | | | | |
| **Language Systems:**   * Lexis: idioms used in describing various situations * Function: sharing personal experiences * Structure: relative clauses * Phonology: non to discuss * Discourse: non to discuss | | | | |
| **Assumptions:**  Students already know:   * How the class is set up and run * Ss are older than 20 * A number of Ss have been on a blind date, but not all of them | | | | |
| **Anticipated Problems:**   1. Ss may not be able to follow the passage easily 2. Ss may not be able to pick up details from the listening 3. Ss may need more time to work on the idioms 4. If time is short 5. If students finish their tasks earlier than anticipated | | | **Solutions:**   1. Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content 2. Chunk the listening 3. If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having Ss write them on the board 4. Cut post-activity discussion short and only ask 2~3 Ss to share their opinions about what’s most important in a lifetime partner 5. Do SOS activity | |
| **References:**   * [www.idiomconnection.com/aquiz.html](http://www.idiomconnection.com/aquiz.html) * www.google.com * <http://mda.women-net.net/cyber_edu/lec_09/%EC%9C%88%EA%B8%80%EB%A6%AC%EC%89%AC/juste2_2/21/dialogue71.html> * <http://blog.naver.com/pumkin4001?Redirect=Log&logNo=140011352879> * http://cafe.naver.com/e2people.cafe | | | | |

|  |  |  |
| --- | --- | --- |
| **Lead-in** | | |
| Materials: Board | | |
| Time  3 min | Set Up  Whole class | **Procedure:**  Hey everyone. Did you enjoy your weekend?  Okay, guess what I am talking about. This is a meeting between two people who have never met before. It’s “something” date which rhymes with find.  (Ss answer blind date)  Yes, the blind date! Is there anybody who has an experience of blind date?  (Let Ss talk about their experience)  Ok, so today, we will listen to dialogues on blind date. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pre- Activity** | | | | |
| Materials: Idioms worksheet, Blind dating pictures | | | | |
| Time  7 min  3 min | | Set Up  Individually  Whole Class | **Procedure:**  T: Before moving on to the listening, we will first learn some idioms the speakers use.  **I. Idioms**  (T gives idioms worksheets to Ss)  T: Do you know what an idiom is?  (Ss guess or answer)  Yes, as \_\_\_\_\_\_\_ said, idioms are used at a particular time or in a particular place. Let’s look through some idioms including the ones that are going to be in the dialogues.  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 3 minutes.  Demonstration  Look at # 1. “Right, eat my hat is used when a speaker is confident in a particular outcome.” So put the letter “j” in the box next to number 1.  CCQ  Do people use idioms in any occasions? (No)  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.  Check answers: let students write the correct letters on the board (# 1 already written by teacher)  Elicit the meaning from Ss.  Explain the meaning if necessary.  **II. Visuals**  T: Can you guess what the man and the woman are doing in this picture? Do they know each other well?  (Ss answer)  Instructions  Discuss about positive and negative aspects of blind date. Keep the environment comfortable. You have 3 minutes. Encourage Ss to use one of the idioms mentioned above.  Have an error correction slot if needed.  T: I heard someone saying \_\_\_\_\_\_\_, …….. | |
| **Main Activity** | | | | |
| Materials: Listening files, Listening script, Fill in the blanks worksheet, Board | | | | |
| Time  10 min  10 min | | Set Up  Whole class  Individual | **Procedure:**  **I. Listening for the main idea (general understanding)**  T: Are you guys ready to move on to the main activity? We are going to hear four dialogues on today’s topic. Listen carefully.  Instruction  Take notes while listening to the dialogues. Focus on the whole conversation and the meanings. Write down general points of the speakers for each dialogue.    ICQ  Can you take notes?  What are you supposed to do?  T: What’s going on in the first dialogue?  (same for dialogues 2~4)  (Ss have class discussion and share what they heard)  **II. Listening for Details**  T: Now, try to find some idioms we learned today. Focus on how they are used in the real-life conversation.  Instructions  Now listen to the dialogues one by one. Fill in the blanks. Work individually.  ICQ  What are you supposed to do?  Are you working in pairs?  (Distribute the worksheet)  Play the first dialogue.  Let students fill in the blanks as they listen.  (Follow the same cycle until finished with 4th dialogue)  T: Now compare the answers with people next you.  (Make 4 groups by the seating arrangement)  Now let’s see what you’ve got.  (Let Ss read their answers one by one)  T: Here is the script for the dialogue. Great job you all. | |
| **Post- Activity** | | | |
| Materials: n/a | | | |
| Time  5 min  2 min | | Set up  Individual  Whole Class | **Procedure**  **I. Free Production**  T: What things are important to you when you first meet someone?  Instruction  Write down 3 things that come up in your mind. You have 2 minutes.  ICQ  Are you working in pairs?  For how long?  T: Now, let’s share some thoughts. (Take 2-3 volunteers if running out of time.)  **II. Conclude lesson**  Error Correction  T: I didn’t hear any mistakes today. You guys did a great job.  Feedback  How was today’s class? Did you have any difficulties?    Give homework  Write one sentence for each idiom you learned today.  See you guys tomorrow! |

|  |  |  |
| --- | --- | --- |
| **SOS Activity** | | |
| Materials: Idioms worksheet | | |
| Time  5 min | Set Up  Individual | **Procedure:**  **I. Practical Use of Idioms**  T: Can you think of any situations that we can use the idioms we learned today?  Instruction  Write down one or two sentences or make a dialogue using today’s idioms. You have 3 minutes.  Share Ss’ ideas. |





**<Idioms worksheet>**

|  |  |  |
| --- | --- | --- |
|  | 1.eat my hat | a. close tothepointwhensomebodydoessomething |
|  | 2.not really big on | b. very proud and unfriendly because they think they are very important |
|  | 3.drop the whole thing | c. to cause to feel dislike or distaste for 예문예문 |
|  | 4.show-off | d. deliberately behaves in such a way as to attract attention |
|  | 5.chicken out on | e. to be attached securely with |
|  | 6. turn off | f. not very interested in |
|  | 7.on the verge of | g. to arrange for somebody to meet someone |
|  | 8.shape up | h. improve their job |
|  | 9.stuck-up | i. A display of confidence in a particular outcome |
|  | 10.fix one with | j. fail to do something through fear or lack of conviction |
|  | 11.be tied up with | k. give up everything |

**<Dialogues>**

**Listening Script 1**

Kathy: I heard you went on a blind date.   
John: How did you know?  
Kathy: Jane let me in on the secret. She told me that she hooked you up with one of her

colleagues. So, how did it go?  
John: It was alright, but nothing spectacular.  
Kathy: She had too much baggage, didn’t she?  
John: Not really. She just wasn’t my type.  
Kathy: You can’t really tell from just one date.   
John: To be totally honest, she turned me off in a big way. She was always talking with her

mouth full during dinner.  
Kathy: Gross! I would be turned off, too.  
John: It’s too bad because she was actually pretty cute.

**Listening Script 2**

Jack: Ken, I’m not really big on the idea of a blind date.

Ken: Well, you need to try new things.

Jack: I don’t know. Maybe it’s better to just drop the whole thing.

Ken: No way. I’m not going to let you chicken out on this one.

I worked so hard to set it up for you!

Jack: Yeah, well.

I do appreciate it. It’s just that I’m kind of uncomfortable about the whole thing.

Ken: Don’t worry, Cindy’s a great girl, and I know that she will like you.

Jack: Why don’t you come along?

You can bring Jenny as well. It’ll be a lot more fun that way.

Ken: Sorry bud, no can do.

It’s better for you two to be alone.

Jack: Why is that?

Ken: So you can focus on each other more, without any distractions.

Come on, you’ll be fine.

**Listening Script 3**

Jenny: There is a woman I would like to introduce you to.

Tim: What’s she like?

Jenny: First of all, see her.

Tim: Actually, I had an awful blind date last Friday. She was such a show-off.

And that bad memory won’t go away.

Jenny: She is a famous star. You should build up your confidence.

Tim: Give me a break. If she is a star, I’ll eat my hat.

Jenny: You know ‘Son, Dam-bee’? She put me in charge of setting her blind date. I’m serious.

Tim: Are you serious? I’m on the verge of having breakdown. Let’s shape up the details of the date.

Jenny: She hates a person who gives out a bad smell. Ah, she doesn’t like a self-seeking person.

**Listening Script 4**

Joy: How did your blind date go?

Amy: He is not my type at all. I have no time for people who are stuck-up.

I didn’t like what he was wearing at that time.

Joy: Who set you up with him?

Amy: John fixed me with him. Anyway, it gets warmer outside.

I hope someone takes me out when cherry blossoms bloom.

Joy: How about going through this season with me, Amy? I’m kidding.

When will you be free tonight? I heard Jenny would throw a party.  
Amy: I’ll be tied up with meetings at that time.

**<Fill in the Blanks>**

**Listening Script 1**

Kathy: I heard you went on a blind date.   
John: How did you know?  
Kathy: Jane \_\_\_\_\_\_\_\_\_\_\_\_ on the secret. She told me that she \_\_\_\_\_\_\_\_\_\_\_\_ with one of her

colleagues. So, how did it go?  
John: It was alright, but nothing spectacular.  
Kathy: She had\_\_\_\_\_\_\_\_\_\_\_\_\_\_, didn’t she?  
John: Not really. She just wasn’t my type.  
Kathy: You can’t really tell from just one date.   
John: To be totally honest, she \_\_\_\_\_\_\_\_\_\_\_\_\_ in a big way. She was always talking with her

mouth full during dinner.  
Kathy: Gross! I would \_\_\_\_\_\_\_\_\_\_\_\_, too.  
John: It’s too bad because she was actually pretty cute.

**Listening Script 2**

Jack: Ken, I’m not really \_\_\_\_\_\_\_\_\_\_\_\_\_ of a blind date.

Ken: Well, you need to try new things.

Jack: I don’t know. Maybe it’s better \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ken: No way. I’m not going to let you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this one.

I worked so hard to \_\_\_\_\_\_\_\_\_\_\_ for you!

Jack: Yeah, well.

I do appreciate it. It’s just that I’m kind of uncomfortable about the whole thing.

Ken: Don’t worry, Cindy’s a great girl, and I know that she will like you.

Jack: Why don’t you \_\_\_\_\_\_\_\_\_\_\_\_?

You can bring Jenny as well. It’ll be a lot more fun that way.

Ken: Sorry bud, no can do.

It’s better for you two to be alone.

Jack: Why is that?

Ken: So you can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more, without any distractions.

Come on, you’ll be fine.

**Listening Script 3**

Jenny: There is a woman I would like to introduce you to.

Tim: What’s she like?

Jenny: First of all, see her.

Tim: Actually, I had an awful blind date last Friday. She was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

And that bad memory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Jenny: She is a famous star. You should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Tim: \_\_\_\_\_\_\_\_\_\_\_\_\_\_. If she is a star, \_\_\_\_\_\_\_\_\_\_\_\_.

Jenny: You know ‘Son, Dam-bee’? She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ setting her blind date.

Tim: Are you serious? I’m \_\_\_\_\_\_\_\_\_\_ having breakdown. Let’s shape up the details of the date.

Jenny: She hates a person who gives out a bad smell. Ah, she doesn’t like a self-seeking person.

**Listening Script 4**

Joy: How did your blind date go?

Amy: He is not my type at all. I \_\_\_\_\_\_\_\_\_\_\_\_ for people who are \_\_\_\_\_\_\_\_\_\_\_.

I didn’t like what he was wearing at that time.

Joy: Who \_\_\_\_\_\_\_\_\_\_\_\_ with him?

Amy: John \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him. Anyway, it gets warmer outside.

I hope someone takes me out when cherry blossoms bloom.

Joy: How about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with me, Amy? I’m kidding.

When will you be free tonight? I heard Jenny \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Amy: I’ll \_\_\_\_\_\_\_\_\_\_\_\_\_ meetings at that time.