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| **Listening Lesson Plan** | | | |
| **Blind Date** | | | |
| **Instructor:**  Joy | **Level:**  Advanced | **Students:**  8 | **Length:**  30 minutes |

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| **Materials:**  - 8 "Love and Relationships Cloze" Worksheets  - 8 Idioms worksheets  - Pictures of 4 speakers  - 8 Blind Date Profile Sheet  - Listening Script  - 9 listening worksheets (one copy is for students to read on main activity)  - White board and board markers |

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| **Aims:**  ● **Main aim**: To enable students to improve their listening skills by having students talking about Blind Date.  ● **Secondary aim**: Students will talk about Blind Date by pre-activity, main-activity, post-activity.  -> Pre-activity: Having students to talk about advantages and disadvantages of a blind date.  -> Main-activity: Having students do listening activity (dictation about the speakers in the pictures).  -> Post-activity: Engaging and speaking.  ● **Personal aim**: I want to improve my CCQ, time management and teaching pace. |

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| **Language Skills:**  ● **Reading:** Students will read ‘Love and Relationship worksheet’.  ● **Listening:** Students will listen to a short speech about the speaker’s.  ● **Speaking:** Students will be comparing or talking to each other about their ideal person.  ● **Writing:** Students will dictate what they listen and write advantage and disadvantage. |

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| **Language systems:**  ● **Lexis:** Idioms used in describing peoples; personalities and various situations.  ● **Function:** Self-PR and an advertisement for a lifetime partner.  ● **Phonology:** Stress and pronunciation of "Compatible".  ● **Discourse:** understand some pronoun that indicates a person in context  ● **Grammar:** Relative clauses (usage of who). |

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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(pause-play-pause-play) |
| 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 |

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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** | | |
| **Material:** One picture of Blind date | | |
| **Time**  **2 min** | **Set up**  **Whole class** | **Procedure:**  Hello, everyone. How was your weekend?  - 2 guiding questions -  1. Have you ever done blind date?  2. If you have a chance of blind date, are you going to do? |

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| **Pre-activity** | | |
| **Material:** ‘LOVE AND RELATIONSHIP CLOZE’ worksheets | | |
| **Time**  **3mins** | **Set up**  **Individually** | **Procedure:**  (Elicit) Showing a picture of a blind date, do you know who it is?   * answer: blind date (on the board)   **I. ‘LOVE AND RELATIONSHIP CLOZE’ Worksheets**  *Instruction*  \* Now, what we are going to do is, we are going to fill in the blanks of this worksheet. I will give you one minute to finish your worksheet. I don't want you to start until I say go.  \* ICQ(Before giving material)  1. How much time do you have?  (1 min)  2. Are you working in individually? (yes)  3. Are you going to start when I give you? (No) Are you going to start when I say “go”? (Yes)  \* Close: Time Warning.  30 seconds left, times up.  \* Check answers: Ask two students to read the answers they filled in dividing into two parts of the passage. |
| **3mins** | **Individually** | **II. Advantage and Disadvantage of Blind date**  *Instruction*  (Distributing a white paper) I want you to write down one advantage and one disadvantage of blind date. I will give you one minute to finish this.  ICQ  1.Who are you working individually? -> (Yes)  2. How much time do you have?  -> (1 min)  3. What are you going to do?  -> (write one advantage and one disadvantage of blind date)  Explicit ICQ  Are you writing one thing for each? (Yes) Are you writing one thing in total? (No) Are you writing two things total? (Yes)  \* While students are working, draw two circles. And on the top of circle write ‘Advantage’ and ‘disadvantage’.  Check answers:  Divide students into two groups. Ask each member of team A write down one ‘advantage’ and each member of team B write down one ‘disadvantage’ on the board.  When students get back to their seats, ask 2-3 students what they wrote on the board and why. |
| **Main-activity** | | |
| **Material:** Pictures of 4 speakers, ‘BLIND DATE PROFILE’ Sheet , Listening Script, Board, Pen. | | |
| **Time**  **12 mins** | **Set up**  **Whole class**  **Individually**  **Whole class** | **Procedure:**  **I. Prediction & Vocabulary**  “(Showing a picture of David) Guess who he is. This is David. Can you describe David?  I will read a script about David. David is looking for someone who has common things.  (eliciting) When someone has common things, how can you what it is called? -> “compatible”  Teach the word “compatible”; stress and pronunciation of the word and ask each student to speak it out.  Ccq:  Jessica loves seafood, but Michael hates it. Are they compatible?  *Instruction*  (Passing out dictation worksheet to students) “I will read a script about David. David is looking for someone who is compatible with. It takes 3 minutes to read this script. Dictate as much as you can”  Icq:   1. How long is this script? 2. Are you working individually? 3. What do you do?   *Second instruction*  Now, Christine will be a controller. Controller’s role is to push button on me. If you say “stop” she is going to touch me, and I will stop. There are three button; stop, rewind, play. You can say “stop, rewind, or play” anytime I read.  Explicit/Icq:   1. How much time is this listening? 2. What do you do? 3. Are you working individually? 4. Can you say “stop” anytime?   Check answers:  Ask 2-3 students, “what did you find about David?”  *Third Instruction*  After making 3 creative grouping (A,B,C), give each team ‘Listening script’ of a person (Judy, Sandra, Chris). “Your group has a script for a person. Each member of your group will read the script. Other groups will dictate while you are listening. The group who are reading do not dictate. Other group members fill in the profile on your own worksheet.”  \* Explicit ICQ  1. How much time do we have?  2. Are you working individually?  3. What are we going to do?  Check answers: Ask students questions what they heard every time one group finished their reading. Check answer time happens three times.  “What did you find about Judy? What did you learn about them?” |
| **Post-activity** | | |
| **Material:** Table, Chair | | |
| Time  **10mins** | Set up  **Whole class** | **Procedure:**  **IV. Speed dating**  \* (elicit) “When you meet many people in one place, what do you call it?” (For better guessing, draw a picture of speaker and audience and then act like a speed runner)  -> ‘Speed Dating’  *Instruction*  <Table set-up>  Draw a table seating chart on a board (A row of table with 4 chairs each side) and ask students to set up the tables and chairs.  *Instruction*  If you are sitting on the left side, you are going to only speak about the person who is compatible with you. If you are on the right side, you only listen what the opposite person speaks. It is 1 min for each turn. When you hear ‘beep’ you move to the seat next to you.  \* Explicit ICQ  1. Are you guys working individually?  2. Can you talk and listen at the same time? (no)  3. When you hear the beep sound, where do you move?  4. Where does A moves at beep sound?  5. Where does B moves at beep sound?  \* Monitor discreetly.  (Give time warning.)  \* Switch speaker and listener.  \*Check answers:  Ask all students if they find anyone who is compatible with. |