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

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| **Materials:(Including Teachers)**- 9 "Love and Relationships Cloze" Worksheets- 9 Idioms worksheets- Pictures of 4 speakers- 9 Blind Date Profile Sheet- 2 Listening Script (One is Divided)- 8 Listening Script - 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 to a blind date.  -> Main-activity : Having students do listening activity(listen to the speaker of the picture and write a dictation). -> Post-activity : Engaging and speaking.● **Personal aim** : I want to improve my explicit ICQ, Teaching pace and Speaking 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 compatible person. ● **Writing :** Students will be doing dictation |

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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 direct 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.● Students may not be able to pick up details from the listening.● If time is short.● If students finish their tasks earlier than anticipated. | * Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content.
* Chunk the listening (pause-play-pause-play)
* Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’s most important in a lifetime partner.
* 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 pause.
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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(#1) , Board, Pen. |
| **Time****2 min** | **Set up****Whole class** | **Procedure:** \* ***Hello, everyone. How was your weekend?*** \* (Elicit) (Showing the picture #1) ***Do you know what this is?***\*Answer: ‘Blind date’(Write on the board.) \* 2 guiding questions 1***. Have you ever tried Blind date?*** 2. ***If someone ask me about blind date, are you going to do?*** |

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| **Pre-activity** |
| **Material:** ‘LOVE AND RELATIONSHIP CLOZE’8 paper, Board, Pen. |
| **Time****3mins** | **Set up****Individually** | **Procedure:** **I. ‘LOVE AND RELATIONSHIP CLOZE’ Worksheets****Instruction**\* ***Now, I will give you a paper and try to answer the blanks. I will give you one minute and try to fill out the blank individually.*** \* ICQ(Before giving material)***1. How much time do we have?******2. Are you working in pairs?******3. Are you going to start now? Or Are you going to start when I say go?*** \* Time management. ***30 seconds left, times up.***\* Check answers: ***Ask two students to read the sentences, filling out answers.*** |
| **3mins** | **Individually** | **II. Advantage and Disadvantage of Blind date****Instruction**\* ***I will give you 1 min., and think about blind date’s ‘one advantage and one disadvantage’.***\* ICQ/ Explicit ICQ***1. How much time do we have?******2. Are we working as individual?******3. What are we going to do?***\* While students are working, draw two circles. And on the top of circle write ‘Advantage’ and ‘disadvantage’.\* Check answers:  ***Divide students into two groups (A ‘Advantage’ and B ‘Disadvantage’).*** ***Tell both groups to come out to the front and write on the board. Each person in team A will write one advantage. Also, team B will do as same as team A.***As soon as students get back to their sit, ask one to two students what they have written on the board. ***Ask why? And give feedback.***  |
| **Main-activity** |
| **Material:** Pictures of 4 speakers, ‘BLIND DATE PROFILE’ Sheet , Listening Script, Board, Pen. |
| **Time****12 mins** | **Set up****Whole class****Individually****Whole calss****Pairs** | **Procedure:** **I. Prediction & Vocabulary**\* (While showing David’s Picture.) ***This is David. Can you describe David?*** \* ***David is looking for someone. What do we call this? (elicit) ‘Compatible’***. Write on the board with the ***explanation*** and ***help students to pronounce.***\* CCQ. (Compatible) ***‘Yoon’ likes candy, ‘Joy’ likes candy, do they compatible?*****Instruction**\* ***Now, I will read you about David. Listen carefully.*** (First listening) \* ***I will give you paper(‘BLIND DATE PROFILE’ Sheet) and I will give you 3min. to fill out. I am going to read again.***(Second Listening)\* ICQ/ Explicit ICQ***1. How much time do we have?******2. Are you working in pairs?******3. What are we going to do?***\* ***Now, A will come front of the class and A will help me. I will be a radio. A will stop when you(whole class) say stop, ..rewind and play.*** (Third Listening)\* A goes back, and ***ask students what they heard.(ask 1/3 of class.)***\* Make creative 3groups(A,B,C). Show other 3 people’s picture. Then give each team ‘Listening script(Only one person)’. \* ***Tell one group will one person’s profile, and the other two groups will answer the blanks.*** \* ICQ/ Explicit ICQ***1. How much time do we have?******2. Are you working in pairs?******3. What are we going to do?***\* Ask students questions ***what they have heard.*** Every term of one team ends reading. |
| **Post-activity** |
| **Material:** Table, Chair, Board, Pen. |
| **Time****10mins** | **Set up****Whole class** | **Procedure:** **I. Speed dating** \* ***(elicit)*** ***What do we call this ‘When we meet lots of people together in a same time’.*** (Draw picture of speaker and pose a running person)***Yes, it’s ‘Speed Dating’*****Instruction**\* Make a row of table and set the 4chairs each side. And then 4 people sit on the each side.\* ***On the Left side will be speaker and the Right side will be listener. Speakers will talk 1 min. every time they move. When you hear beef sound, move to next to your sit (right side).*** \* Explicit ICQ***1.Where does A moves when she hears beef sound?******2.Where does B moves when he hears beef sound?***\* ICQ ***1. Are you guys working individually? in pairs?******2. When you hear the beep sound, where do you move?***\* Monitor discreetly.(time management and beef sounds) \* Change speaker and listener.\* After all people have finished, ask students ***‘Do you find anyone who is matching?’*** Find the couples who match each other. They are the winner. |