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| **Lesson Plan – Listening** |

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| **Title- Blind Date** |

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| **Instructor:**  **HO YEON CHOI(Betty)** | **Level:**  **Upper Intermediate** | **# of Students:**  **8** | **Length:**  **30 minutes** |

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| **Materials:**   * A picture about a blind date(blind-dating.jpg) * ‘Love and Relationships Cloze’ worksheets (8copies) * 4Pictures for Listening Script * Listening Script(Sample Lesson) * Listening Worksheet(Sample Lesson) * ‘Idioms’ worksheets & ‘Idioms’ matching cards * White board, board marker and tape |

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| **Aims:**   * Main Aim: to enable Students to improve their listening skills by having students talk about Blind Dates * Secondary Aim: Students will talk about blind dates by having students do a worksheet, dictation, matching idiom and doing a speed dating. * Personal Aim: I want to adjust my speaking and teaching pace to students.   I want to deliver more effective explicit ICQ.  I want to improve on my CCQ delivery. |

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| **Language Skills:**   * **Reading**: idioms worksheet. * **Listening**: the speakers’ reading of listening script about 4 speakers. The speakers’ short speeches about themselves and what kind of partner they are looking for. * **Speaking**:   speak to partners about who I am looking for someone.(on a speed dating)  speak about the answer of listening worksheet.  Discuss about the advantages and disadvantages of blind dates.   * **Writing**: fill out the blanks in ‘Love and Relation Cloze’ worksheet.   Dictation of Listening worksheet what they heard from the speeches of four speakers on the blind date listening script.  Write down about the advantages and disadvantages of blind date on the board. |

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| **Language Systems:**   * **Lexis**: idioms used in describing various situations on idiom worksheet. * **Function:** None to discuss * **Discourse**: None to discuss * **Phonology:** None to discuss * **Grammar**: None to discuss |

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| **Assumptions:**   * Students know what blind date is * Most students have been on a blind date * Students know the teacher’s style of teaching and the pace of the course * How the class is set up and run |

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| **Anticipated Problems and Solutions:**   |  |  | | --- | --- | | Anticipated Problems | Solutions | | If my lesson finishes earlier than I expected | I’ll ask students to recall something and get feedback. | | If students have some listening difficulties from the speakers | I’ll give students more chance to listen with play, pause and rewind | | If my lesson is getting longer | I’ll reduce the time of speed dating. | | If students do not understand some vocabularies | I’ll give some CCQs to students | | If students do not understand the instructions | I’ll give explicit ICQs to students | |

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| **References:**   * Times Tesol Workbook * http://kissntellchantell.wordpress.com:blind-dating.jpg * <http://www.bogglesworldesl.com> ; love and relationships cloze.doc |

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| **Lead-In** | | |
| **Materials**: Board, Board markers | | |
| **Time** | **Set Up** | **Procedure** |
| **2 min**. | Whole class | **Greeting**  Hello everyone, how are you today? Ok, how was your weekend? Do you have a lot of friends?  Do you have any plan in this weekend?  (ask students 2 guiding question.)  “Did you meet any new person?”  “Do you have a plan to meet a new person?” |

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| **Pre-Activity** | | |
| **Materials**: Picture of blind date, Board, Board markers, tape, Blown-up pictures of the speakers(for prediction) | | |
| **Time** | **Set Up** | **Procedure** |
| **8 min**. | Whole class  individually  indivisaully  Whole class | **Eliciting**  (Put the picture of two people on the board)  Look at the picture.  What is this picture? What are they doing?  Did you meet any new person?  Do you have a plan to meet a new person?  (If students do not know, ask more about blind date.  “What do you call when someone meets a new person?”)  Yes, they are on a blind date.  **CCQ**  on a blind date, do you meet someone you already know?  on a blind date, do you meet someone you don’t know?  Ok!  Have you ever met a new person before?  Have you ever done blind date?  Have you ever thought about advantage and disadvantage of blind date?  **Ⅰ. Fill in the blanks** (**Love and Relationships Cloze)**  **Instruction**  Work individually. Fill in the blanks with the words in the boxes. 1 minute. Hand out (Love and Relationships Cloze) to the students.  **ICQ**  What are you going to do?  How much time do you have?  Do you work in group or individually?  Can you start when I give you the paper?  Can you start when I say “go?”  Give 2minutes to fill in the blanks.  Monitor discreetly. Answer students if they ask questions.  Give time warning: 30 seconds left.  Time’s up  Check the answers together.  Board the right answer.  **Ⅱ. Advantages and disadvantages of blind date**  **Instruction**  What do you think about the advantage and disadvantage of blind date?  Draw two circles on the board.  One for advantage, one for disadvantage.  Give 30seconds.  **ICQ**  What are you going to do?  How many minutes do you have?  Left side of students board one advantage, right side of students board one disadvantage.  Everyone write on the board  Discuss with own opinions.  **Ⅲ. Prediction**  Instructions  Look at these pictures. These are 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.  Elicit vocabulary used to describe one’s character and personality. |

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| **Main activity** | | |
| **Materials**: Board, Listening Worksheet (Blind date profile sheet of 4 speakers), Scripts of 4 speakers. | | |
| **Time** | **Set Up** | **Procedure** |
| **10 min**. | Whole class  individually  Groups | **Ⅰ. Listening for Main Idea**  **Instructions**  There are 4 speakers. After listening their speech you have to write something on your listening worksheet about them.  **Demonstration.**  Read the first script.  Hand out Listening Worksheet  **ICQ**  What are you going to do?  How much time do you have?  Do you work in group or individually?  Can you start when I give you the paper?  **Dictation**  Read again for students’ dictation.  (When students have difficulties to dictation, read one more with pause, play, and rewind)  Discuss what students listened.  **Grouping(3 group)**  Let’s do blind date hurray  (point to each student) “Blind” “Date” “hurray” “Blind” “Date”  “hurray”…  Anyone who said blind move to A group. Anyone who said date move to B group, and the others move to C group.  Hand out Listening Scripts.  Each group read one script. Others write on Listening Worksheet what they listened.  Share their answers. |

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| **Post-Activity** | | |
| **Materials**: Board, Board Marker, Idiom worksheet, Idiom cards | | |
| **Time** | **Set Up** | **Procedure** |
| **10 min**. | Whole class  Groups  Whole class | **Ⅰ. Speed dating**  **Eliciting**  What do we call a lot of people meet at one time?  **Instruction**  Divide two groups. One side group of students speak about 30seconds to the front of their seats and move on next seat. The other side of students have to listen only.  Subject is “I’m looking for someone.”  **ICQ**  What are we going to do?  What are you talking about?  How many minutes do you have?  Are you working in group or individually?  **Monitoring**  Give time warning: The end.. Move…Start  Exchange turns.  Discuss about similarities with someone.  Did you find someone similar with you?  **Ⅱ. Matching Idioms**  **Instruction**  There some languages with similarities such as like and as.  What we call this kind of word? Ok! Idioms.  **Demonstration**  Give some example for idioms. For example, meaning of pop the questions is ask for marriage, she is busy as a bee, and shake like a leaf, and so on.  **CCQ**  Are idioms made in one word?  Are idioms made in at least two words?  Can we say tie the knot when some get married?  **Grouping(3 group)**  Give 5minutes for matching idiom with definition of meaning.  Matching the first part of each sentence with the second part containing idioms and fill it out the numbers in Idioms worksheet.  **ICQ**  What are we going to do?  How many minutes do you have?  Are you working in group or individually?  Can you start when I say “go?”  **Monitor activity**  Answer students if they ask questions.  Give time warning.  1minute left. 10seconds left.  Time’s up  One student in a group writes the answer on the board.  Go through the idioms one by one.  Explain the meaning of idioms.  **Ⅲ. Conclude lesson**  Elicit today’s idioms for students. Today we studied about blind date. Do you have any question?  **Error correction**  You did good job! See you tomorrow. |