LISTENING LESSON PLAN

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| TITLE – BLIND DATES | | | |
| **Instructor:**  Minkyung Jung(Olivia) | **Level:**  Advanced | **#of Students:**  9 | **Length:**  30 min |
| **Materials:**  - Idioms worksheet(9 copies)  - blown-up picture of people whose head in the bags  - Blown-up pictures of 4 speakers & listening scripts of each speaker  - Listening script of 4 speakers(9 copies)  - Listening worksheet(9 copies)  - Worksheet for filling blanks(9 copies)  - White board, board markers | | | |
| **Aims:**  **Main:** It will be to students(hereafter :Ss) to improve their listening skills by having Ss talk about blind dates.  **Secondary:** Ss will talk about blind dates by having Ss do three activities.  Pre-activity: By having Ss do a worksheet for filling blanks, show Ss blown-up picture of people whose head in the bags & talk about advantages and dis advantages  Main-activity: By having Ss listen to 4 different speakers & take their characters,  and by having Ss do idioms  Post-activity: By having Ss engage a mini blind date.  **Personal:** I want to improve my teaching & speaking pace.  Also, I want to learn to give Ss more proper ICQ. | | | |
| **Language skill:**  **Reading:** Ss will read Idioms worksheets.  **Listening:** Ss will be listening to short speeches about the speakers  & what kind of partner they’re looking for.  **Speaking:** Ss will be talking to each other about compatible with.  **Writing:** Ss will be doing dictations(details about the speakers). | | | |
| **Language systems: None to discuss**  (Lexis, Function, Grammar, Discourse, Phonology) | | | |
| **Assumptions:**  **Ss already know:**   * How the class is set up and run. * The teacher’s style of teaching and the pace of the course. * All Ss are single and college graduates. * Most Ss have been on a blind date. | | | |
| **Anticipated error and solution:**   |  |  |  | | --- | --- | --- | | **Problems**  -Ss may not be able to follow the passage easily.  -Ss may not be able to pick up details from the listening.  -Ss may need more time to work on the idioms.  -if time is short.  if Ss finish their tasks earlier than I anticipated. | ←-→  ←-→  ←-→  ←-→  ←-→ | **Solutions**  -Follow the task-feedback circle: let them listen to scripts again which are already read.  -Read those part of scripts again where Ss ask.  -Cut answer-checking short by verbally sharing the answer instead of having Ss write them on the board.  -Cut the post-activity short->only ask 2~3 Ss to share their opinions about a lifetime partner.  Ask as many Ss as possible about their idea of a good partner for life, and differences between an idle date and a idle spouse. | | | | |
| 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** | | |
| Materials: **Board** | | |
| Time  2min | Set up  Whole class | **Procedure:**  Greeting:  Hello everyone, how was your weekend?  What did you do last weekend?  Have 1/3 of Ss answer these questions. |
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| **Pre-activity** | | |
| Materials: **Blown-up picture of people whose head in the bags, Board, Worksheets for filling blanks, Blown-up pictures of the speakers(for prediction) Listening worksheet(9 copies)** | | |
| Time  5 min  3 min | Set up  Whole class  Individually  Whole class  Whole class  Individually | **Procedure:**  **Ⅰ: Think about a blind date**  (Distribute the worksheets for filling blanks)  Have Ss fill the blanks.  Check answer: Have 1/3 of Ss read the complete sentences.  Show Ss blown-up picture of people whose head in the bags.  Elicit ‘a blind date’.  Ask Ss “What do you see in this picture?”  Question about a blind date 2-3 people. “Have you ever been on a blind date?”  Have Ss write down about 3 advantages and 3 disadvantages each.  ICQ  What do you write down?  Are you working individually?  How much time do you have?  Monitor discreetly. Answer Ss if they ask questions.  Give time warning when 30 seconds left.  Be flexible with time. Give 30 seconds if they need it.  Check answers: split Ss to two groups, and have each member of one group write one advantage on the board, each member of the other group write one disadvantage on the board.  Have all Ss talk about their opinion on the board.  **Ⅱ: Prediction**  (Distribute the listening worksheets)  Instructions  I will read a script of speaker. Take a note on the listening worksheets about characters of the speaker as many as you can while I’m reading. Let me know if you want me to read any part of script again.  ICQ  Can you take a note?  What do you take a note?  Can you ask me to read again?  (Read the script of speaker)  Read again if Ss ask to read any part of script again.  Have Ss talk about the speaker’s characters one by one. |
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| **Main-activity** | | |
| Materials: **Listening script of 3 speakers each, Blown-up pictures of 3 speakers & Idioms worksheet(9 copies)** | | |
| Time  9 min  6 min | Set up  Groups | **Procedure:**  **Ⅰ: Gig-jaw activity**  Split Ss to three groups where they seat.  Instructions  First group will read one script of speakers three sentences by one member. Members of rest two groups can take a note, while members of first group are reading. Let the reader know if you want the reader to read any part of script again.  ICQ  What are you supposed to do?  Can you take a note?  Can you ask a reader to read again?  (Have members of one group read the script)  Have the reader read again if Ss ask to read any part of script again.  Have members of rest two groups talk about the speaker’s characters one by one.  Take turns.  Distribute listening scripts of 4 speakers after activity for checking  **Ⅱ: idioms**  Instructions  Work together in groups. Match the part of each sentence with the second part containing idioms. Write the letter “a,b,c” in the empty boxes. You have 3 minutes.  (Distribute the worksheet)  ICQ  Who are you working with?  How much time do you have?  What do you write in the empty box?  Monitor discreetly. Answer Ss if they ask questions.  Give time warning when 30 seconds left.  Be flexible with time. Give 30 seconds if they need it.  Check answer: Let Ss write answers on the board by groups.  Let Ss tell answers one by one if time is short.  Explain the meaning if necessary. |
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| **Post-activity** | | |
| Materials: **n/a** | | |
| Time  5 min | Set up  Pairs | **Procedure:**  **Ⅰ: Having a mini blind date**  Instructions  You are on a blind date. Find out what kind of person is your partner is looking for. You have 2 minutes.  Make pairs where they seat.  ICQ  What are you supposed to do?  Who are you working with?  How much time do you have?  Monitor activity.  Share what kind of people Ss are looking for. Take 2-3 volunteers if running out of time.  **Ⅱ. Conclude lesson**  Write one sentence for each idiom you learned today.  Good job today. See you tomorrow. |