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| Listening Lesson Plan |
| **Topic: I am looking for someone who…** |

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| Instructor:  Eunmi Kim | Level:  **upper-intermediate** | Students:  **13** | Length:  **40 Minutes** |

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| Materials: listening worksheet,(13 copies)  Listening CD & CD player(tracks 1~4; about 1 min each)  Listening worksheet (13 copies each)  Wall chart-blind date profile sheet (4 copies each)  Blown up pictures of 4 speakers for prediction& blind date profile sheet  White- board, board makers & magnets |

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| Aims: To enable Ss to improve their vocabularies and expressions  Ss will talk about blind dates by having Ss match idioms, dictation and storytelling  I want to adjust my Ss speaking skill. |

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| Language Skills:  Listening: Ss will listen to each tell a story.  Speaking: Ss will doing their role play.  Reading: Ss will read a story.  Writing: Ss will write when they listen. |

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| Language Systems:  Phonology: None to discuss  Lexis: idioms used in describing people’s personalities and various situations  Grammar: None to discuss  Function: self-PR and an advertisement for lifetime partner  Discourse: None to discuss |

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| Assumptions:  Students already know:  How the class is set up and run( there will be 4 student groups at each table)  The teacher’s style of teaching and the pace of the course  Most of the students are single and college graduates  Some students have been on a blind date |

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| Anticipated Problems and Solutions:  Ss 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  Ss may not be able to pick up details from the listening  \_Chunk the listening(pause-play-pause-play)  Ss may need more time to work on the idoms.  \_If it takes more than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board.  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 life time partner.  If students finish their tasks earlier than anticipated,  \_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 spouse |

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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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| **Ice breaking** | | | | |
| Materials: | | | | |
| Time | Set Up | Step | Teacher Talk | |
| 15  min | Whole  class | Before | This is for the beginning of a conversation class with students who already knew each other. | |
|  |  | Lead in  Set up  Begin | The teacher picks someone to be “it”.  The main goal of “it” is not to laugh or smile.  “IT”—what can you answer? Bananas  Class—what kind question will you do? “it” questions. | |
|  |  | run | One student stand in front of class, the other students ask “it” questions.  But “it” can only respond with the word “bananas”  Eg) “What is your sister’s name?”----Bananas  “What is your favorite sport?”-------Bananas | |
|  |  | close | The winner is who doesn’t laugh or smile for longer time. | |
|  |  | Post activity | Call students to the front of the class, mostly at random.  (you might want to use a more outgoing seeming student first) Show the student an adjective, and they have to act it out for the other students to guess the word. No speaking allowed by the student doing acting.  Easy examples- fast, happy, cold, sleepy, short  Difficult examples- wet, rich, lazy, late, smart  If this is too easy for the students, do it as a group.  Divide 3 or 4 groups (each group has 4 or more members)  Stand in a line at front of class. One student act out and another student copy the action one by one. Last student guess the word.  (Can adapt any words—noun, verb, present …  <http://www.youtube.com/watch?v=RbfvaP6pbdk> | |
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