86th WDT MIRI (JENNY)

SB: 93

Listening Lesson Plan

Blind Date

Length:

40 minutes

es

Students:

19

Level:

Advanced

Instructor:

Jenny (Miri)

**Materials:**

* Idioms worksheet (19 copies)
* Listening worksheet (19 copies each)
* Blown-up pictures of 4 speakers for Prediction & Blind Date Profile Sheet
* White board, board markers & tape

**Aims:**

* Primary aim: to enable students to improve listening skills by having students talk about blind date
* Secondary aim: students will talk about by having match idioms, dictation and having students engaged in speed dating activity
* Personal aim: to practice listening to real-life speech of people with various accents

**Language Skills:**

* Reading: students will read idioms worksheet
* Listening: students will listen speakers’ short speeches about themselves and what kind of partner they’re looking for
* Speaking: students will talk about prediction, comparing answers within groups
* Writing: students will write details (dictation), creating speakers’ profile

**Language Systems:**

* Lexis: the word ‘blind date
* Discourse: idioms used in describing people’s personalities and various situations
* Function: self-PR and an advertisement for a lifetime partner
* Grammar: relative clauses (usage of *who*)
* Phonology: none to discuss

**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 students are college graduates (Age 23 and up)
* most students have been on a blind date

**Anticipated Problems and 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 list of the content

* Students may not be able to pick up details from the listening

🡪 Chunk the listening (pause-play-pause-play)

* Students may need more time to work on the idioms

🡪 If it takes longer 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 lifetime 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

**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  2 min | Set Up  Whole Class | **Procedure:**  Two guides in questions:  “Do you like to go to museum?” “Do you like restaurant?” |

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| **Pre-Activity** | | |
| Materials: **Idioms Worksheet, Idioms Strips and Board** | | |
| Time  12 min | Set Up  Whole Class  Individually  (a person from one group) | **Procedure:**  Matching idiom strips  **I. Idioms**  Instruction  *Work as a group. Match the first part of each sentence with the second part containing idioms. Write the letter “a,b,c” in the empty boxes. You have 4 minutes.*  (Distribute the worksheet)  Demonstration  Look at #1… “right, it runs in our family.” So put the letter  “j” in the box next to number 1.  ICQ  *Who are you working with?*  *How much time do you have?*  *What do you write in the empty box?*  Check answers: one person from a group write the correct idioms (not the letters) on the board (#1 already written by teacher)  - Go through the idioms one by one  - Elicit the meaning from students  - Explain the meaning if necessary |
| **Main Activity** | | |
| Materials: **Human radio, Listening Worksheet, Pictures of the speakers, Board** | | |
| Time  5 min  12 min | Set Up  Whole Class  Individually  Whole Class  Individually  Groups  Whole Class | **Procedure:**  **1. Listening for the Main Idea (general understanding)**    Instructions  *Divide into three groups. Show a picture to students. Think about the first impression of each speaker. What do you think each person is like? Listen for the general feeling of them.*  (Distribute the worksheet)  ICQ  *Can you take notes?*  *What are you supposed to think about?*  CCQ  *Tell me more about David (speaker 1)*  *What do you think about speaker 1?*  (same for speakers 2&3)  Show students the pictures of the speakers again.  *So who do you think speaker 1 is?*  (same for speakers 2~3)  Identify the pictures.  Compare with their thoughts from the prediction (if done.)  🡪 Just notice the differences  **2. Listening for Main Idea**  Instructions  *Now listen to the speakers. Answer the questions on the worksheet as you listen. Work individually.*  “I will read about David, you guys will just listen”  ICQ  *What are you supposed to do?*  *Are you working alone?*    (Distribute the worksheet)  Read about David  Then divide students into 3 groups  One group read about one speaker  One person read 2-3 lines  Let students write answers as they listen.  One person from a group is Human Radio  Human Radio read whole story  There are 3 controls  Rewind  Stop  Play  (same for group 2 &3)  CCQ  What did you learn about (speaker 1?)  (Follow the same cycle until finished)  Check the answers as a whole class after the representatives fill out the profile sheets.  If there is anything missing: pause the Human radio right there and let students say it out loud.  Go through all 3 Profile Sheets. |

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| **Post-Activity** | | |
| Materials: n/a | | |
| Time  9 min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**  **I. Free Production**  Instructions  *What things are important to you when you first meet someone? What qualities do you look for in a person you want to live with forever? Are they the same? Why or why not? Discuss with your group. You have 3 minutes.*  ICQ  *Are you working in pairs?*  *For how long?*  Monitor actively and participate within each group.  Share students’ opinions.  Take 2~3 volunteers if running out of time.  **II. Conclude lesson**  Elicit today’s idioms for Ss  Give homework  *Write one sentence for each idiom you learned today.*  *Good job today. See you guys tomorrow!* |