

SB: 93

Listening Lesson Plan

Blind Date

Instructor:
Sally Lee

Level:
Advanced

Students:
19

Length:
40 minutes

Materials:

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

Aims:

- Students will improve listening skills by having students talking about blind date.
- Students will talk about blind date by having students' match idioms dictation and having student engage speed-date activity.
- Students will be able to pick up details from real-life talk by answering details questions on a worksheet.
- Students will learn vocabulary and expressions for describing one's character and relationships by completing an idioms matching worksheet.

Language Skills:

- **Reading:** students will practice reading with idioms worksheet.
- **Listening:** students will listen to speakers' short speeches about themselves and practice dictation on their listening worksheet.
- **Speaking:** students will share their prediction and compare answers within groups. Half of students will present about themselves during the post-activity.
- **Writing:** students will perform writing with dictation of detail information.

Language Systems:

- **Phonology:** none to discuss
- **Lexis:** Idioms and collocations used in describing people's personalities and various situations related to the topic.
- **Function:** discussion about students' experience about blind date, self-PR and

the criteria of a lifetime partner

- **Discourse:** typical question-and reply sequences related to main topic.

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
- all students are single and 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 gist 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

Lead-In		
Materials: Board		
Time	Set Up	Procedure: Asking two guide-in questions
3 min	Whole Class	<p><i>Do you have any favorite restaurants?</i></p> <p><i>Do you like to go to museum?</i></p> <p>(Elicit the students' answers by asking around above two guide-in questions.)</p>

Pre-Activity		
Materials: Idioms Strip, Worksheet, Board		
Time	Set Up	Procedure:
10 min	Whole Class	<p>1. Elicit the main topic</p> <p><u>Instruction</u></p> <p>Show students the picture of two people sitting in the restaurant with the paper bag covered their faces. (Elicit the word of 'Blind' and 'Date' from students with the picture and gestures) Briefly introduce the 'Blind Date' is the main topic of today's listening class.</p> <p>2. Idioms</p> <p><u>Instruction</u></p> <p>Divide 19 students into 4 groups and arrange the seat accordingly. Match the first part of each sentence with the second part containing idioms and put the strips together on the desk. You have 4 minutes.</p> <p>(Distribute idiom strips)</p> <p><u>Demonstration</u></p> <p>Look at #1... "right, it runs in our family." So put the letter "j" in the box next to number 1.</p> <p><u>ICQ</u></p> <ul style="list-style-type: none"> - Who are you working with? - How much time do you have? - What do you write in the empty box?
	Groups	Monitor discreetly. Answer students if they ask questions. Give time warning: 30 seconds left. Be flexible with time.

		<p>Give 1 more minute if they need it. Take the strips back.</p> <p>(Distribute idiom worksheet)</p>
	Pairs	<p>Ask students to write what they have worked with strips on the idiom worksheet. Write the letter "a, b, c" in the empty boxes. You have 2 minutes.</p>
	Whole Class	<p>Take one note taker of each group to come out to the board without the worksheet. Let the note taker write their answers on the board with the help of the other team members for 40 seconds. (Numbers and Group name already written by teacher)</p> <ul style="list-style-type: none"> - Go through the idioms one by one - Elicit the meaning from students - Explain the meaning if necessary

Main Activity

Materials: **Listening Worksheet, Pictures of the speakers, Board**

Time	Set Up	Procedure:
20 min	Whole Class	<p>1. Prediction</p> <p><u>Instructions</u></p> <p><i>Look at the picture. What's your first impression of them? What do you think their personality is like?</i></p> <p>Show the pictures one by one. Elicit vocabulary used to describe one's character/personality.</p> <p><i>Check your predictions as you listen to the speakers.</i></p> <p>1. Listening for the Main Idea (general understanding)</p> <p><u>Instructions</u></p> <p><i>Put your pens down. Listen to the 1st speakers. Think about the first impression of each speaker. What do you think each person is like? Listen for the general feeling of them.</i></p> <p><u>ICQ</u></p> <ul style="list-style-type: none"> - Can you take notes? - What are you supposed to think about?

		<p><i>Do you want to listen again?</i></p> <ul style="list-style-type: none"> ● Yes → Have them listen one more time. ● No → Have them share their thoughts. <p><i>What do you think about speaker 1?</i> <i>What do you think about speaker 2?</i> (same for speakers 3&4)</p> <p>Show students the pictures of the speakers again. <i>So who do you think speaker 1 is?</i> (same for speakers 2~4)</p> <p>Identify the pictures. Compare with their thoughts from the prediction (if done.) → Just notice the differences</p>
	Whole Class	
	Individually	<p>2. Listening for Details</p> <p><u>Instructions</u> <i>Now listen to the speakers one by one this time. Answer the questions on the worksheet as you listen. Work individually.</i></p> <p><u>ICQ</u></p> <ul style="list-style-type: none"> - <i>What are you supposed to do?</i> - <i>Are you working alone?</i> <p>(Distribute the worksheet)</p> <p>Divide 19 students into 4 groups.</p>
	Whole Class	<p><u>Demonstration</u> Teacher as 'human radio' read about the speaker again and students operate the 'human radio' such as play, stop, rewind, forward etc. Let students write answers as they listen.</p> <p>One student of each group should be the 'human radio' taking turns in reading. The others operate the human radio as they dictate on their worksheet.</p> <p><u>CCQ to each student</u></p> <ul style="list-style-type: none"> - Can you tell me anything about the speaker #1? - Can you tell me anything about the speaker #2?

		<ul style="list-style-type: none"> - Can you tell me anything about the speaker #3? - Can you tell me anything about the speaker #4? <p>Additional explanation can be added if needed.</p>
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Post-Activity		
Materials: Bell		
Time	Set Up	Procedure:
7 min	Whole Class	I. Speed Date Activity <u>Instructions</u> <i>Arrange seats into two rows facing each other One side will be speakers, and the other side will be listeners/writers. Speakers need to present themselves including the good qualities, hobbies, job and ideal types. Listeners/writers need to dictate what the speakers say. After 30 seconds, speakers should change to the seat on the left side and self-PR again for next 30 seconds.</i>
	Groups	<u>ICQ</u> <i>Do you need to say? Are you going to dictate what the speaker says? For how long? What do speakers should do after 1st presentation?</i>
	Whole Class	Monitor and ring the bell every 30 seconds. Continue the activity until speakers come back to their original seats. II. Conclude lesson Elicit today's idioms for Student <u>Give homework</u> <i>Write one sentence for each idiom you learned today.</i> <i>Good job today. See you guys tomorrow!</i>

Listening Worksheet (Sample Lesson)

Listen to the 4 different speakers. Answer the following questions as you listen.

Q. What do these people say about themselves?

What kind of person is each speaker looking for?

1 st Speaker	2 nd Speaker
Name: Age: Residence: Race: Occupation: Hobbies: Personality: Looking for someone who:	Name: Age: Residence: Race: Occupation: Hobbies: Personality: Looking for someone who:
3 rd Speaker	4 th Speaker
Name: Age: Residence: Race: Occupation: Hobbies: Personality: Looking for someone who:	Name: Age: Residence: Race: Occupation: Hobbies: Personality: Looking for someone who:

Blind Date Profile Sheet (Sample Lesson)

***Fill in the information about yourself**

Name:

Age: _____ Residence:

Race/Nationality:

Occupation:

Hobbies:

Photo

Personality:

I am Looking for someone who...

Listening Script (Sample Lesson) (SB: 101)

Speaker 1: David

"Hi, my name is David. I'm 28 years old, Caucasian, living in Denver, Colorado. I'm currently a high school football coach. I'm a very *athletic* person; *it runs in my family*, with my dad being a former NFL player. I love playing and watching all kinds of sports, but especially football. My favorite team is, of course, the Denver Broncos. I also enjoy watching movies, and especially, the ones with Adam Sandler or Will Ferrell, I have not missed any. I'm very outgoing, confident, *down-to-earth*, fun, open-minded and hard-working, though sometimes I could be a little *sarcastic*. I'm the type of a man who shows that *actions speak louder than words*; I keep my words all the time. I broke up with my last girlfriend two years ago, and I've had *no strings attached* ever since. I'm looking for a lady who's *compatible* with me in many aspects, who can enjoy things together with me- someone who likes sports, comedies, and other kinds of outdoor activities. I want to meet someone who will completely *take my breath away*. She's got to be fun to be with, *thoughtful*, sweet, honest, and *faithful*. *Fidelity* is the number one factor for me, because my last girlfriend cheated on me. I don't want to go through that mess ever again. I am now ready to make a *lifetime commitment*, so I hope to meet my soul mate and *tie the knot* as soon as possible."

Speaker 2: Judy

"Hi, I'm Judy, a 27-year-old Project Manager of Koolstar Design in Manhattan. Although I'm a strict manager, I don't like doing everything *by the book*; I am a quite *flexible* person. Being too *old-school* and conventional *gets on my nerves*. Also, I'm really blunt and *straightforward*; I hate people who *beat about the bush* when they talk. In my spare time, I love watching Broadway shows, shopping on the 5th Avenue, cooking, or reading. I also enjoy doing yoga while listening to jazz, soul, R&B, or even hip-hop; being an African-American, musical talent *is in my blood*. I love singing and dancing; I think I'm pretty entertaining and fun. I usually spend Friday nights with my girlfriends at a bar or a club. On Sundays, I sing in a church choir, and then go to the Central Park and take a walk or read some books. I love my life and I'm not desperate to get married or anything, but just because all my girlfriends are dating now, I'll just *jump on the bandwagon* and look for my *significant other*, too. Well, the kind of man I'm looking for is independent, strong, trustworthy, and *dependable*. I do not want any mama boy, who's still *under his mother's thumbs*. That's just a huge turn-off. I also want a guy who's *considerate*, *compassionate*, warm-hearted, and not *short-tempered*. Sounds like I'm looking for a perfect guy, huh? Oh well. Unless I meet a guy who can make me *fall head over heels* regardless, I'm going to stick to my standards."

Speaker 3: Chris

"I'm Chris, 36, an Anglo-Saxon, recently moved to LA from London. I'm an actor and musician. I've had some major roles in famous plays in a local theatre in London, but now I'm going to try out for major Hollywood films. That's why I came over here. I also write songs and play the guitar. Anyhow, my personality, people say, is quite interesting and unique. I consider myself a hard-working, *earnest*, loyal, kind, easy-going, and cool person. Sometimes, in certain things, I can be very *stubborn* with *conservative* views, but to other things, I am pretty open. I enjoy cooking, cleaning, and doing other chores, so I wouldn't mind having a wife who *doesn't lift a finger* to help around the house. It's okay for me, as long as she's okay with being a *breadwinner* of the family. Ha-ha, just kidding... Hopefully I'll be making enough money for both of us. But most importantly, I need someone who can stay *faithful* to me despite all my weaknesses and inadequacies, so she needs to be very big-hearted. Also, I want someone who can understand what I do and enjoy, because being an actor, I'll be traveling a lot, apart from her. But if she can also enjoy what I do, like watching my work, supporting me, or even traveling with me, that's just *the icing on the cake*; couldn't ask for more. So I'd like to meet this kind of woman, whom I can cherish forever as *the apple of my eye*."

Speaker 4: Sandra

"Hello, I'm Sandra from Vancouver, Canada. I'm 22—a little bit *introvert*, but bright and beautiful young Korean-Canadian girl who's about to graduate from college; but I'm not sure what I would do after graduation. I majored in Psychology, and I'm thinking about going to graduate school for music therapy for children. I like music and working with kids, so that might be something I could do. But my mom says I should just get married. Honestly, that's what I want to do, too. When I was a teenager, I often dreamed about being a character in a fairy tale, meeting a prince on a white stallion, or a millionaire sugar daddy, falling in love *at first sight*, and just *hitting the jackpot* like that. But I'm a grown-up now; I know such a story is like *castles in the air*. So I came up with a pretty realistic list of what I want in my future husband. First of all, he needs to be tall—at least 180 cm. And he needs to have big eyes, this is for the children, and be slim and muscular. I can't stand fat guys. He also needs to be musically talented, especially in piano, guitar, and singing. I want an intelligent man who's able to make a lot of money, or at least enough for our family, thus making me happy. I want someone who can love me and only me for the rest of his life, who can take care of me and the family with responsibility. I know I deserve a good man because my mom says that I'm *one in a million*."