SB: 93

Listening Lesson Plan

Going on a blind dates

Length:

40 minutes

es

Students:

19

Level:

Advanced

Instructor:

Ms. Kim, Tiffany

**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:ㅋ**

-Primary sentence: Teacher enables to develop listening skills by having students talk about blind date

-Secondary sentence: Students will talk about blind date by having student match idiom, dictation and having students engage in student dating events

-Personal aim: Adjust speaking speed, Pronounce words clearly

Improve listening and writing skills, Learn lots of idioms

**Language Skills:**

* Reading: Students will read some idioms worksheets
* Listening: Students will listen about the speakers’ short speeches about themselves and what kind of partner they’re looking for
* Speaking: Students will predict and they will compare answers within groups
* Writing: Student will dictate details and create speakers’ profile

**Language Systems:**

* Discource : 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*)
* Lexis : Blind date, Crush, sight, Courage etc
* 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
* all students are female (Age 22 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

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| **Lead-In**  |
| Materials: **Board ,Show a picture for prediction** |
| Time2 min | Set UpWhole ClassWhole Class | **Procedure:***Hello everyone, “What is your favorite place, sally?”**“How about you? Jina? and Yumi?”* *“what is your favorite genre of movie? Green?”* *“How about you? Jenny? and Magie?”* (Elicit the important qualities & write them on the board)**Introduce about topic :**Instruction*Present a picture that man and woman are sitting around the table. And they wear a shopping bag on their head.*Show a picture to every student and ask a question (“what are they doing?”, “why they wear a shopping bag on their heads?)DemonstrationStudents can elicit the main topic “a blind date” |

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| **Pre-Activity**  |
| Materials: **Idioms Worksheet, Board, Blown-up Pictures of the Speakers (for Prediction)**  |
| Time14 min | Set UpIndividuallyWork in pairsGroup activityWhole ClassWhole Class | **Procedure:****I. Brainstorming**Teacher gives an individual question to student (around 6 students) “How was your experience of blind date?” After finishing student’s answer, teacher makes 2 groups and leads student to think about advantage and disadvantage of blind date , all students announce their opinions**II. Lexis**Teacher distributes a work sheet and students fill in the blanks with the words in the boxesStudents can learn many blocking words before starting main activity**III. Idioms**Make four groups and they should match the first part of each sentence with the second part containing idiomsICQ*How much time do you have?* *What do you write in the empty box?* Monitor discreetly. Answer students if they ask questions.Give time warning: 30 seconds left.Be flexible with time. Give 1 more minute if they need it.Check answers: let each of group leader write the correct idioms (not the letters) on the board - Go through the idioms one by one - Elicit the meaning from students - Explain the meaning if necessary **IIII. Prediction**Instructions*Look at those pictures. These are the 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/personality.*Check your predictions as you listen to the speakers*.  |
| **Main Activity**  |
| Materials: **Listening Worksheet, Pictures of the speakers, Board** |
| Time14 min5 min | Set UpWhole ClassWhole ClassWhole ClassWhole Class | **Procedure:****1. Listening & Dictation (Human radio)**Instructions*Put your pens up. Now listen to those 4 speakers one by one. Work individually. Dictate about each of introductions and what kind of person is looking for. I will read the script for 2 times*ICQ*What will you do?**How many people will be introducing?*(Teacher read # 1 person’s script and repeat 1 more time) *Do you want to listen again?** Yes 🡪 Teacher act as a human radio, one student help students to dictate. Have them listen one more time.
* No 🡪 Share the answer

*What do you think about speaker 1?*  (same for speakers 2&3&4)**2. Listening for Details** Instructions*“Now all of group 1 members will take turns reading 3 sentences regarding speakers.**The other group students dictate the speakers”*ICQ*What are you supposed to do?* *Are you working alone?*  (Distribute the worksheet)“N*ow share the speaker’s information, please take turns giving 1 information you’ve got except group #1”*(same for speakers 2&3&4 and same for group 2&3&4)CCQ Do you meet any stranger in blind dates? |

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| **Post-Activity**  |
| Materials: n/a |
| Time5 min | Set UpWhole ClassWhole ClassWhole Class | **Procedure:****I. Speed dating**Instructions*“Please make your table in two lines and sit down facing each other. One of the line is listener another line is speaker. Listener can’t speak and only listen and write of speaker’s information. When I make a sound, please change your seat. Each speakers have 30 seconds. “*ICQ What are we going to do? *Are you working in pairs?* *For how long?* **II. Conclude lesson**Give homeworkMake a lesson plan from today’s lesson *Good job today. See you guys tomorrow!* |

**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?

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

Photo

**\*Fill in the information about yourself**

Name:

Age: Residence:

Race/Nationality:

Occupation:

Hobbies:

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.*”

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Listening Lesson Plan

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