Listening Lesson Plan

Blind Date

Length:

40 minutes

es

Students:

19

Level:

Intermediate

Instructor:

Diane

**Materials:**

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

**Aims:**

Primary aim :

We enable students to develop listening skills by having students talk about blind date.

Secondary aim :

Students will talk about blind date by learning idioms and having talk about blind date through dictation of listening.

Personal aim : Students will improve listening skills by listening tapes repeatedly.

**Language Skills:**

* Student will read Idioms worksheets given to them each.
* Student will listen to the speakers’ short speeches about themselves and

fill in the work sheets.

* Student will match idioms each and speak about them.
* Student will listen to the tape and take dictaions.

**Language Systems:**

* Lexis : idioms used in describing people’s personalities and various situations
* Function: self-PR and an advertisement for an ideal partner in the future.
* Grammar : None to discuss
* Discourse : Talk to one’s partner (blind date)
* 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 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 points well.

* Students may not be able to catch details about the characters.

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

* Students may need more time to catch the points.

🡪 If it takes longer than 5 minutes, cut the numbers of people down.

(4 speakers – 3 speakers)

**References:**

* *If needed, read appendix in students’ book for reference.*

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| **Lead-In** | | |
| Materials: **Board** | | |
| Time  3 min | Set Up  Whole Class | **Procedure:**  *I’ll ask all of you two guiding questions*   * *Do you have a favorite restaurant?*   *If so, could you recommend it for me?*   * *Do you like to go to museum?*   (Elicit the important qualities & write them on the board) |

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| **Pre-Activity : idiom strips** | | |
| Materials: **Idioms Worksheet, Board** | | |
| Time  10 min  2 min | Set Up  Whole Class  Whole Class | **Procedure:**  **I. Idioms**  Instruction  *Make 4 groups and 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 5minutes.*  (Distribute the worksheet)  Demonstration  Look at #4… “right, no strings attached to her.” So put the letter  “a” in the box next to number 4.  ICQ  *How much time do you have?*  *What do you write in the empty box?*  Check answers:  - Go through the idioms one by one  - Elicit the meaning from students  - choose one person of each team and ask her to come  In front of the board.  - As the rest of students say the answers each idioms, one person write it down on the board.  - let the students of each team write the correct letters  (j, e,p…) on the board  - find one team got high score and applaud them.  **II. Prediction**  Instructions  *Look at these 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.  ( David , Judy, Chris )  Elicit vocabulary used to describe one’s character/personality.  *Check your predictions as you listen to the speakers*. |
| **Main Activity** | | |
| Materials: **CD & CD player, Listening Worksheet, Pictures of the speakers, Board** | | |
| Time  15 min  5 min | Set Up  Whole Class  Whole class  / Groups | **Procedure:**  **1. Listening for the Main Idea (general understanding)**    Instructions  *. Listen to the 4 speakers. Think about the first impression of each speaker. What do you think each person is like? Listen for the general feeling of them.*  CCQ  *Do you listen to the 3 speakers?*   * Yes 🡪 Have them listen one more time. * No 🡪 Describe characters, hobbies. Personality of   3 speakers (David , Judy, Chris )  *What do you think about speaker 1?*  *What do you think about speaker 2?*  How is his / her appearance?  (same for speakers 3)  Show students the pictures of the speakers again.  *So what do you think each person like?*  (same for speakers 2~4)  **2. Listening for Details**  Instructions  Now, make groups of 4 or 5 people and take turns reading 3 sentences .  All of you hear and Write them down .  ( point to the rest of students )    Who will read whole script about Judy?  Is there any volunteer? (pause)  Captain ! come here and read them out loud.    ICQ  Are you working individually?  (Distribute the worksheet)  Go through all 4 Profile Sheets. |

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| **Post-Activity** | | |
| Materials: sheets of papers , pencils and chairs | | |
| Time  5 min | Set Up  Whole Class  Whole Class | **Procedure:**  **I. Free Production**  Instructions  Move the desks and arrange it straight in line.  (we need ten desks and 19 chairs )  You will be speakers on the left side .  You will be listeners on the right side.  Have your seat, please.  And , you’ll have a blind date.  Speakers sitting on the left side introduce yourselves about your hobbies, personalities , age and so on.  Listeners sitting on the right side write them down when your parners say.    I’ll give you 30 seconds per one person. go!!    (pause –seconds left !!)  Change your seats clockwise . ( to the speakers)  ICQ  *How much time will I give per one person?*  **II. Conclude lesson**  Elicit today’s idioms for Ss  Give homework  *.*  *Good job today. See you guys tomorrow!* |