Listening Lesson Plan

The Perfect Match

Students:

17

Level:

Upper-intermidiate

Length:

50 minutes

es

Instructor:

Jane

**Materials:**

* Idiom matching strips (36pieces/4set), idiom worksheet (4copies), human radio and speed dating profile worksheet (17 copies)
* Listening CD & CD player (Tracks 1~4; about 1 min each) / In case of unexpected situation, prepare for CD scripts to read directly
* Blown-up pictures of 4 speakers for Prediction (17 copies)
* White board, board markers
* Video clips for some couples who are in love

**Aims:**

* To learn vocabulary and expressions by matching idioms with group members
* To enable students to improve listening skills by dictating
* Students will speak about the perfect match by matching idioms, human radio and speed dating
* To communicate with others and sum up one’s thought by listening to others

**Language Skills:**

* Reading: students will read Idioms
* Listening: students will listen to the speakers’ short speeches about themselves and what kind of partner they’re looking for
* Speaking: students will express their thought within groups
* Writing: students will complete the idiom worksheet

**Language Systems:**

* Lexis : idioms used in explaining people’s characteristics and different situations
* Function: self-PR and an advertisement for finding a perfect lifetime partner
* Structure: relative clauses (usage of *who*)
* Grammar: the third person singular / plural of the verb
* Discourse: speak own personality and find the most similar person that each student looking for

**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 adult over 20
* most students have experience about falling in love

**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

🡪 Doing alternative activities (SOS plan)

**References:**

* *Visit ESL site and search for a variety of personality worksheet*
* *If it necessary, write down the website address on the paper*

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| **Lead-In** | | |
| **Materials: Board & markers, short video clip** | | |
| Time  3 min | Set Up  Whole Class | **Procedure:**  *Good morning, everyone. Before the class, I have a question. What word can make our life more beautiful? And what’s your favorite word? (Write on the board that students words) Oh, very nice. In this world, There are plenty of words that make us happy. Now, I’ll show you some video. And please guess what the story is about.*  (Elicit the important qualities & After the video, let the students speak out the answer)  *OK, it is about ‘love’. So today, we will listen to some people who are looking for their perfect life partners. But first, we will learn some idioms the speakers use.* |

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| **Pre-Activity** | | |
| **Materials: Idioms Worksheet, Board, Blown-up Pictures of the Speakers (for Prediction)** | | |
| Time  10 min  2 min | Set Up  Whole Class  In group  Whole Class  Whole Class  Whole Class | **Procedure:**  **I. Idioms**  Instruction  (Before the class, make 4 groups *named A,B,C,D*)  (Distribute the idioms matching strips)  *Alright. Everyone is in the team. Match the first part of each sentence with the second part containing idioms. And put together. You have 4 minutes. When time’s up, I’ll pick one winner team.*  Demonstration  Look at #1… “Right, it runs in our family.” So match the letter “j” in the box next to number 1.  ICQ  *Who are you working with?*  *How much time do you have?*  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: *send a representative up front and have them fill out* the correct idioms (not the letters) on the board (#1 already written by teacher)  CCQ  Will you make a simple sentence with “j”?  In that sentence, can you change the singular of the verb into the plural of the verb?  - Go through the idioms in group  - Elicit the meaning from students  - Explain the meaning if necessary  **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.  Do not identify them in the order of the tracks.  Elicit vocabulary used to describe one’s character/personality.  *Check your predictions as you listen to the speakers*. |
| **Main Activity** | | |
| **Materials: CD & CD player, Human Radio Listening Worksheet, Pictures of the speakers, Board & markers** | | |
| Time  25 min | Set Up  Whole Class  Individually  Whole group  Whole Class | **Procedure:**  **1. Listening for the Main Idea (general understanding)**    Instructions  (Distribute the worksheet)  Now listen to CD one by one. You will hear twice. Listen carefully to the 4 speakers. Answer the questions on the worksheet as you listen.  ICQ  *Can you take notes?*  *What are you supposed to think about?*  (First: play tracks 1 through 4 without stopping)  (Second: Do you need to listen again?  Yes 🡪 Play track 1 again.  No 🡪 Play track 2.  Follow the same cycle until finished with track 4)  CCQ  *What do you think about the first impression of each speaker?* (prediction)  *What do you think each person is like?*  Now compare the answers with your group members.  When you have an agreement, send a representative up front and have them fill out the human radio sheet on the board, including the speakers’ pictures and other students are checking their answers with each other.  Check the answers as a whole class after the representatives fill out the profile sheets.  Listen to the human radio one last time.  If there is anything missing: pause the CD right there and let students say it out loud.  Go through all 4 human radio Sheets. |

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| **Post-Activity** | | |
| **Materials: speed dating worksheet, clock, buzzer, board & markers** | | |
| Time  7 min | Set Up  Whole Class  Groups  Whole Class  Groups  Whole Class | **Procedure:**  **I. Free Production**  Instructions  Now, we will have an interview each other. Imagine that you are in the blind date. 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? What person do you want to be seen? Sell yourself and tell what you want from your perfect match. Please make 2 rows and students sit facing each other. First row students interview with second row students. Give 60 seconds and buzz after the time. When time’s up, interviewers rotate clock wise and continue the interview.  ICQ  *Are you working with only one partner?*  *For how long?*  Monitor actively and participate within each group.  Share students’ opinions.  Take 2~3 volunteers if running out of time.  CCQ  Which one is more important to choose a lifetime partner, appearance or personality?  Who are your interviewees? And Is there anything in common with lifetime partner?  **II. Conclude lesson**  Elicit today’s idioms for Students  Give homework  *Write one sentence for each idiom you learned today.*  *Good job today. See you guys tomorrow!* |

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| **SOS activity** | | |
| **Materials: 2 kinds of pictures(food, place) for example, ‘best & worst’ worksheet** | | |
| Time  10min  7min  3min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**  **I. Free Production**  Separate the board into 2 parts. One for best, one for worst.  CCQ  Until now, we talk about the perfect match. I will show you 2 pictures. “Which food is more proper food in the blind date? … Yes, this one is much better than this one. One more. Which place is more proper place in the blind date? … Yes, you’re right. ”  Instructions  Put example pictures on the board.  (Distribute the worksheet)  Except these things, choose the best place / food and the worst place / food for blinding date. And write down why. And I will give you 5minutes for discussion. One piece for each group. From now.  ICQ  *Are you working with only one partner?*  *For how long? And how* many topics do you have to discuss?  Monitor actively and participate within each group.  Exchange opinions with teacher by pointing not writing on the board.  Teacher chooses one speaker in each group randomly. |