SB: 93

Listening Lesson Plan

Blind Date

Length:

60 minutes

es

Students:

17

Level:

Upper intermediate / Advanced

Instructor:

Janet Hong

**Materials:**

* Idioms strips (3 pairs)
* Listening worksheet (17 copies each)
* Blown-up pictures of 4 speakers for Prediction
* Blind Date Profile Sheet (description scripts)
* Interview sheet (17 copies)
* White board, board markers & tape
* -Little pieces of paper for voting

**Aims:**

* To improve listening and speaking skills by talking/discussing about blind dates
* To learn vocabulary and expressions for describing one’s character and relationships by completing an idioms matching worksheet, doing Human Radio activity, and filling out an interview sheet
* Time management
* Pace
* Confidence
* Better understanding of students

**Language Skills:**

* Reading: Students will read and complete idiom worksheet
* Listening: Students will hear speakers’ short speeches about themselves and what kind of partner they’re looking for
* Speaking: Students will discuss and compare answers within groups
* Writing: Students will note the details through dictation and create speakers’ profile

**Language Systems:**

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

**Assumptions:**

Students already know:

* How the class is set up and run (there will be 5-6 students per group)
* Teacher’s style of teaching and the pace of the course
* All students are single/married and are in or out of college (Age 21 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,

🡪 Do SOS activity (voting which two people would make a good couple)

**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, Picture of couple at a restaurant** | | |
| Time  3 min | Set Up  Whole Class | **Procedure:**  *What are the names of your favorite or fancy restaurants?*  *On what occasions do you go there?*  (Elicit word “blind date” & important qualities, write them on board)   * Show picture of two people (a couple) having dinner at a restaurant. * *What do you think they are doing? Who are they?*   *OK, so today, we will listen to some people who are looking for their 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 | Set Up  In Groups | **Procedure:**  **Idioms**  Instruction  (Count off 1,2,3 and divide into 3 groups)  *This is a competition. You will race with other teams. Match the strips with numbers (idioms) with corresponding strips with letters (sentences). Call out if you finish. You have 10 minutes.*  (Distribute strips)  ICQ  *Who are you working with?*  *How much time do you have?*  *Is this a race?*  (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.)  (Go around and check answers. Let students who have finished early help other groups for correct answers.) |
| **Main Activity** | | |
| Materials: **Blank paper for note-taking, Listening Worksheet, Pictures of the speakers, Board** | | |
| Time  2 min  5 min  5 min  25 min | Set Up  Whole Class  Whole Class  Individually  In Groups | **Procedure:**  **Prediction**  Instructions  *Look at this picture.*   * *Who is he?* * *What is he doing?* * *Is he happy or sad?* * *What’s your first impression of them?*   (Show the picture of speaker #1. Elicit vocabulary used to describe one’s character/personality.)  **1. Listening for the Main Idea (general understanding)**    Instructions  *Put your pens down. You will listen to a brief description about David (the 1st speaker). Think about the first impression of each speaker. What do you think each person is like? Listen for the general feeling of them.*  ICQ  *Can you take notes?*  *What are you supposed to think about?*  (Read description about David)  **2. Listening for Details**  Instructions  *Now listen to the description one more time. This time, try to write down as much as you can as you hear about David. Work individually.*  ICQ  *What are you supposed to do?*  *Are you working alone?*  (Distribute blank pieces of paper, read description)    (Students will already be in groups, draw a “radio” on the board- REW/ PAUSE/ PLAY/ FF, make sure they understand what these are)   * *What is <<?* * *What is II?* * *What is >?* * *What is >>?*   *Now compare the answers with your group members.*  *When you have an agreement, write the answers on the worksheet. Check if you need more information to answer all the questions.*  (Wait until everyone is done, ask if they need to hear it one more time)  *\*While I am reading the description, you can shout out REW, PAUSE, PLAY or FF whenever to listen to a particular part of about David again. Fill in the rest of the answers if you need to.*  ICQ  *What are you supposed to do?*  *Can you write as you listen?*  (Read description for David, let students write answers as they listen)  *I will give you 2 min to discuss your answers with your group members.*  (Wait until they are done. Randomly ask students the questions for answers on the sheet)  (When students are ready to move on to next speaker: select one person from one group and let that student read the description for speaker #2- Judy)  *Now, select one person from your group to read about speaker #2. XXX, could you come up to the front and be our next human radio?*  (Repeat process from \*, also do for speakers #3 and #4) |

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| **Post-Activity** | | |
| Materials: **Interview sheet** | | |
| Time  10 min | Set Up  In pairs  Whole class | **Procedure:**  **I. Interview (Info-gap activity)**  (Distribute Interview sheet)  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 for everyone? Look at the sheet I gave you. Interview the person next to you and write down the answers to the questions. You have 5 min.*  ICQ  *What are you supposed to do?*  *Are you working in pairs?*  *For how long?*  (Pair up students, monitor actively)  **II. Feedback/ Conclude lesson**  (Share students’ opinions, take 2~3 volunteers if running out of time)  *XXX, could you tell us about your partner, OOO, based on the interview? Two things about OOO for each section would be great. (It will add up to a total of 6 adjectives/words per student- this will save more time)*  *Good job, thank you for sharing.*  (Elicit today’s lesson/word/idiom for students)  CCQ  *Who do you go on a blind date with?*  *Why do people go on blind dates?*  *Why might people go to a fancy restaurant on a blind date?*  *What does ‘to fall head over heels’ mean?*  Give homework  Write one sentence for each idiom you learned today.  *Good job today. See you guys tomorrow!*  **II. SOS activity (approx. 10 min)**  Instruction  In this little piece of paper that I will hand out to you in a moment, write down two people, one male and one female, whom you think would make a good couple together. Think about what each person said during the interview. I will give you 3 min. (This will work better if everyone had a turn to share about his/her partner)  ICQ  *What are you supposed to do?*  *How many min do you have?*  (Prepare & hand out little pieces of paper, wait until they are done)  *Now fold the paper in half, and I will collect them from you.*  (Collect little pieces of paper from everyone)  *Can somebody volunteer to write the result on the board?*  (Pick a student and let him/her read out loud & write the result on board) |

**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)**

**\*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.*”