SB: 93

Listening Lesson Plan

Going on a blind date

Length:

60 minutes

Students:

17

Instructor:

Renee Kim

Level:

Upper-Intermediate/

Advance

**Materials:**

* Idioms strips (3 sets)
* Listening Scripts of 4 speakers (4 copies; about 2 min each)
* Listening worksheet (17 copies each)
* Blind Date Profile Sheet (17 copies each)
* 5 Blown-up pictures for Prediction (1 for the inside of restaurant , 4 for the speakers)
* White board, board markers

**Aims:**

* To enable students to improve listening and speaking skills by talking about blind dates in a group discussion
* To develop intensive listening, speaking, reading and writing skills by matching idiom strips discussion, doing a human radio activity for dictation and speed date role-playing with an interview & taking notes
* To learn new vocabularies and idioms by matching idiom strips
* To build team work and cooperation skills by a group discussion of matching idiom strips and filling out listening sheet
* Personal Aim: To have a better understanding of students and time management skills

**Language Skills:**

* Reading: Students will read Idioms strips
* Listening: Students will listen to the speakers’ short speeches about describing themselves and speed date role-playing
* Speaking: Students will be talking by describing their personalities during speed date role-playing and prediction about the blown-up pictures and comparing answers about idiom matching strips with group members
* Writing: Students will dictate the profiles of speakers and take note of the partners’ description of themselves during speed date role-playing

**Language Systems:**

* Lexis : idioms and vocabularies used in describing people’s personalities and various situations
* Function: self-PR and an advertisement for a lifetime partner
* Discourse: group discussion, responding to the teacher, role-playing
* Grammar: none to discuss
* Phonology: none to discuss

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 3 groups, 6 or 5 per group)
* the teacher’s style of teaching and the pace of the course
* all students are adults in combination of male and female (Age 20 and up)
* all students know what a blind date is
* most students have been on a blind date

**Anticipated Errors and Solutions:**

* Students may not be able to follow the passage easily

🡪 Follow the task-feedback circle: let them listen to the listening scripts again until they get the gist of the content and talk about what the context is trying to tell by leveraging students to answer

* Students may not be able to pick up details from the listening

🡪 Doing a human radio activity with key functions playing such as playing, pausing, rewinding and fast-forwarding to catch-up the details as much as they could

* Students may need more time to work on the idioms

🡪 If it takes longer than 5 minutes, ask a team who has already got all the answers to help other teams to be able to complete the idiom strips matching

* 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,

🡪 Run SOS-activity: pick 2~3 students to talk about their finding of their speed date partners (ex; Terry is ……., ….., ……, He is looking for…..)

**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, Blown-up picture of the restaurant (for prediction), board markers** | | |
| Time  3 min | Set Up  Whole Class | **Procedure:**  *Hello everyone, How are you this morning?*  *What can you see from this picture? (Ss will say a table, a chair, restaurant…) What occasions do you go to the restaurant? (Ss will say for lunch, dinner, date, etc.. including a blind date)*  *Have you been on a blind date? (Ss will say yes or no) How did it go? So, here’s a question for you all. What matters the most when you look for, or choose, a partner for life?*  (Elicit the important qualities & write them on the board)  *OK, so today, you will listen to some people who are looking for their lifetime partners. But first, we will learn some idioms the speakers use.* |

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| **Pre-Activity** | | |
| Materials: **3 set of Idioms Matching Strips, Board, Board markers** | | |
| Time  10 min  3 min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**  **I. Idioms**  Instruction  *This is a group competition. Match the first part of each sentence with the second part containing idioms by using idiom strips. You have 10 minutes*  (Distribute the idiom matching strips)  Demonstration  Look at #1… “right, it runs in our family.” So put the letter  “j” next to number 1 to complete the idiom strips  ICQ  *Are you working alone?*  *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.  Go around and check the progress of the activity, if any group is having hard time to complete, ask the winning group to help them out to complete the activity within the reasonable time frame.  Check answers: Pick one representative from each group and write the correct answers (1-a, b-c….) on the board in order of numbering by hearing from the rest of group members’ shouting out the answers. This is a group competition to select the winner.  **II Prediction**  Instructions  *Please see this picture, who do you see? Do you expect one’s personalities from this picture?*  (Show the picture one by one. Elicit some vocabularies that could describe one’s personalities/characters from the impression of the pictures) |
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| **Main Activity** | | |
| Materials: **Listening Scripts, Listening Worksheet, Blown-up Pictures of the Speakers (for Prediction), Board, Board markers** | | |
| Time  5 min  5 min  20 min  4 min | Set Up  Whole Class  Individually  Groups  Whole Class | **Procedure:**  **1. Listening for the Main Idea (general understanding)**    Instructions  *You are going to listen about a short descript of speakers. First, this is about David who has been shown in the picture. (Listening Scripts). Just 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 the listening scripts about David without stopping, if students want, read it one more time with the same speed))  **2. Listening for Details**  Instructions for an individual activity  *You are going to listen about the David’s again and try to write down about David’s characters, personalities and who he is looking for as much as you could. Work*  *individually.*  ICQ  *Are you working alone?*  *What are you supposed to do?*  *(once the individual activity is done, move to the group activity for the details of listening)*  Instructions for a group activity  *Now, you are going to have a human radio playing game in groups (original groups formed) and need to fill out the banks in listening sheet. A selected speaker will stand in front of you and read out the listening script. You have 20 minutes.*  (teacher draws the radio shape with 4 key functions on the board, instruct how to play the human radio game using the key functions)  Demonstration  There are 4 key functions you can use as follows:   * Play * Pause * Rewind * Fast-Forward   When the speaker reads out the listening scripts and you want to use the key functions, say it loud to the player like “play”, “pause”, “rewind” and “ fast-forward “so that you can fill in the listening sheet as much as possible.  ICQ  *Are you working alone?*  *What are you supposed to do?*  *How much time do you have?*  (play the human radio for the speaker profile from 1 ~4)  Monitor discreetly. Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minute if they need it.  *Now compare the answers with your group members if all have the same answers.*  Ask students to say out the answers in the listening sheet all together from 1~4. |

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| **Post-Activity** | | |
| Materials: **Blind Date Profile Sheet (17 copies)** | | |
| Time  10 min | Set Up  Whole Class  Pairs  Whole Class | **Procedure:**  **I. Speed Date Role-Playing**  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? Why or why not? Interview your partner and write down their characters and personalities, and who they are looking for. You may move one your right and interview a partner as many as possible. You have 7 minutes.*  ICQ  *Are you working in pairs?*  *How many partners you need to interview?*  Monitor actively to see if students are actively participate.  Be flexible with time. Ask students to relocate themselves to the original seats once the time is up.  **II. Feedback/Conclude Lesson**  What did you learn from today’s lesson?  What is the most important quality when you look for a lifetime partner from your case? (Ask some students to tell about).  (Elicit what students have learned from today’s lesson)  Good job today. See you guys tomorrow! |

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| **SOS-Activity** | | |
| Materials: n/a | | |
| Time  10 min | Set Up  Whole Class  Individually | **Procedure:**  **I. Sharing what is the findings about your partners**  Instructions  *You did interview numbers of your partners and have taken notes of their characters and personalities and who they are looking for. Who came to the class first today? Jimmy? Ok, start from you, please tell us about your findings. Once you are done, the next will be the person one your right and continue the round.*  ICQ  *What are you supposed to do?*  *Who will be the next person to present?*  (Try 2 students to present first. If the time is enough, go 1 more student)  Monitor the time discreetly. Once the time is, wrap up the class. |

**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.*”