|  |
| --- |
| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: I am looking for someone who … (Blind Dates)** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Mary(Yeojoo) | Level:  **Intermediate** | Students:  **12** | Length:  **40 Minutes** |

|  |
| --- |
| Materials:   * Listening CD & CD player (Track 1-4; about 1 min. Each) * Wall chart- Blind Date Profile sheet * Blown-up pictures of 4 speakers for Prediction & Blind Date Profile Sheet * White board, board markets & tape * Image(Picture) of Blind date * Worksheet (12 copies) about an Article of Blind Dates |

|  |
| --- |
| Aims:   * Main aim : The teacher enables the students to improve their listening skills by listening the CD player * Secondary aim: Students will improve their listening skills by listening to the speakers’ short speeches about themselves and what kind of partner they’re looking for * Personal aim : I would like to be confident as a teacher. And I want to deliver instruction clearly. |

|  |
| --- |
| Language Skills:   * Reading : Blind Date article * Listening : the speakers’ short speeches about themselves and what kind of partner they’re looking for * Speaking : prediction, comparing answers within groups * Writing : details (dictation), creating speakers’ profile |

|  |
| --- |
| Language Systems:  - Phonology: listen and pronounce a new word  - Lexis: learning new vocabulary (blind date article)  - Grammar: none to discuss  - Function: self-PR an advertisement for a lifetime partner  - Discourse: discussion in groups |

|  |
| --- |
| Assumptions:  Students already know :  -All students are college graduates (Age 23 and up)  -Most students have been on blind date |

|  |
| --- |
| Anticipated Problems and Solutions:  **Problems solution**  Ss may not be able to follow the passage easily -> Teacher tell Ss meaning    Ss may not be able to pick up details from the listening -> Chunk the listening  If it takes longer than 5 min. -> Cut answer-checking short by verbally sharing the answer instead of boarding  If time is shorts -> Cut post – activity and only ask 2-3 students  If students finish their tasks earlier 0 Ask as many Ss as possible about their idea of a good partner for life |

|  |
| --- |
| References:   * Impact Listening 3, Unit 6 “Choosing a Mate” * What You Need to Know about Idioms by Virginia Klein * <http://en.wikipedia.org/wiki/Blind_date> * <http://www.koreatimes.co.kr/www/news/nation/2012/04/113_108853.html> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class | Sharing Ss’ special events during the week or coming weekend | Procedure : Hello everyone, how was your week? Does anyone have special plan for this coming weekend? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: Picture (Blind date image) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 | Whole class | Seeing the picture and prediction what it is.  http://img.koreatimes.co.kr/upload/news/258.jpg | Procedure :  [Demonstration]  Putting Blind date picture on the board  [Eliciting]  Can you imagine what’s going on this picture?  How is their relationship?  What do we say when we date between two people who have not previously met?  [CCQ]  Does blind date meet someone who know very well?  Does blind date meet someone who don’t know before? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: CD & CD player, Listening Worksheet, Blind Date Profile wall chart | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20 | Whole class  Individually  Groups  Whole Class | Closing their eyes and  Listen 4 speakers.  Think about the 1st impression of each speakers.  Answering Icq’s  Listening the tracks  Sharing about the speakers.  Listening for detail.  Answering Icq’s  Taking a note in the worksheets.  Gathering in groups  Comparing the answers with group members  Fill out the Profile sheets  Checking their answer as a group  Checking their answer as a whole class  After representatives, fill out the profile sheets. | [procedure]   1. Listening for the Main Idea   [Instructions]  Put your pens down. Close your eyes. 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.  [Icq’s]  Can you take notes?  What are you going to do?  (Play tracks 1-4 without stopping)  Do you want to listen again?  ` Yes -> Have them listen one more time  ` No-> Have them share their thoughts.  What do you think about speaker 1 ?  What do you think about speaker 2?  (same for speakers 3&4)  Show students the picture of the speakers again.  So who do you speaker 1 is?  (same for speaker 2-4)  Identify the pictures.  Compare with their thought from the prediction (if done)   * Just notice the differences  1. Listening for Detail   [Instructions]  Now listen to the speakers one by one this time. Answer the questions on the worksheet as you listen. Work individually.  [Icq’s]  What are you supposed to do?  Are you working alone?  (Distribute the worksheet)  Play track 1  Let students write answers as they listen.  [grouping]  Name a, b, c, and a, b, c, and a, b, c .  Then, let ‘a’student sit down with another ‘a’ student together.  Sit down here a student with another a student together. All ‘a’students will gather here, and all ‘b’ students will gather there.  [Instructions]  Now compare the answers with your group members.  When you have an agreement, send a representative up front and have them fill out the profile sheets on the board, including the speaker’s pictures.  (Put the wall charts of the profile sheets and the pictures of the speakers on the board, while students are checking their answers with each other)  Listen to the tracks again, If there os anything missing pause the CD right there and let Ss say it loud.  Go through all 4 Profile sheets . |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min. | Whole class  Group  Whole  Class | Answering Icq’s  Sharing opinions  Unscrambling | -Free Production  [instructions]  What thing 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? Discuss with your group. You have 3minutes.  [Icq’s]  What are you working to do?  Are you working in pairs?  How much time do you have?  Monitor actively and participate within each group.  1 min. left  30 sec. left  Times up!  Share Students’ opinion.  Take 2-3 volunteers if running out of time.  -Conclude lesson  (error correction)  I can’t find any errors from you today.  Can you unscramble this word?    Error correction and unscramble a word.  “L/B/I/D/T/E/D/A/N] -> “BLINDDATE”    Can you unscramble this word?  If students don’t answer it right away, give some hint.  First letter will be ‘B’.  Good job, everyone  Have a nice week. See you next week. |
| **SOS Activities** | | | |
| Materials: an Article about “How to make blind date a success” | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Spare  Time | Group |  | [procedure]  Reading an article about blind dates  What do think successful factors in  Blind Dates? I want you share 2 factors  with your pair. I’ll give you 3 min.  And I don’t want you start before I say  go!  [Icq’s]  Are you going to start when I say go?  What are you going to do?  Are you working is pairs?  Monitoring  Sharing the their opinions,  If time is enough, Listen everyone’s answer.  If time is short, Just pick 2-3 Students.  Sharing in pairs |

|  |
| --- |
| < Article>  The Daks Club, an agency that provides instructions to single people seeking marriage, has presented guidelines to help a single to find a partner without fail when they first meet on a blind date, based on years of experiences couple managers have.   The success depends on clothes he/she wears or attitude he/she takes, not appearance, height or wealth, according to the guidelines.   It advises women to take off dark-colored overcoats and wear bright-colored clothes like pastels.   People look smart once they are dressed in achromatic colors, but it can make them look gloomy.   Other advice for those going on a blind date given by the Daks Club includes:   -- Have a blind date at venues which are not crowded with people.   Sometimes, we can see a man first meet his partner on a blind date at a crowded department store, underground shopping district or exit of a subway station. This is terrible. Neither side knows much about the other. It prevents them from concentrating attention.   -- Choose a small café rather than a large one as a venue for the meeting.   It is better for the two to hold dialogue at a small café than a large Starbucks or Café Bene store crowded with customers.   -- The duration of the first blind date between the two should be two hours at most.   Refrain from trying to know much about the other at the first meeting. It is better to leave room for the next meeting. |

**< Blind Dates Image for Eliciting>**

****