|  |
| --- |
| █ **Listening**   Speaking  Reading  Grammar  Writing |
| **Topic: The Blind Date** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor:**  Jiny | **Level:**  Upper-intermediate | **Students:**  5 | **Length:**  40 Minutes |

|  |
| --- |
| **Materials:**   * Picture of blind date * Music CD & CD player (*You are the sunshine of my life* by Stevie Wonder; about 3 min) * Listening CD (Tracks 1~4; about 1 min each) * Listening worksheet (5 copies) * Listening script (5 copies) * Profile worksheet (5 copies) * Idioms worksheet (5 copies) * White board, board markers & tape |

|  |
| --- |
| **Aims:**   * **Main Aim:** * To enables to improve their listening skills by through having students talk about, ‘The Blind Date’. * **Second Aims:** * To increase listening skill by repeat listening dictation. * Students will discuss the blind dates by having students do a worksheet, role play, and doing speed date competition. * **Personal Aim:** * I want to adjust my speaking pace and improve my ICQs/CCQs delivery. |

|  |
| --- |
| **Language Skills:**   * Reading: Students will practice their reading skill by reading different speaker’s profiles. * Listening: Students will practice their listening skill by the speakers’ short speeches about themselves, teacher’s guide-line and classmates’ speaking during the speed date competition. * Speaking: Students will practice their speaking skill by telling themselves through the speed date competition and talking about advantages and disadvantages of blind date. * Writing: Students will practice their writing by filling out their own Blind Date Profile Sheet. |

|  |
| --- |
| **Language Systems:**   * Phonology: None to discuss * Lexis: idioms used in describing people’s personalities and various situation * Grammar: None to discuss * Function: self-PR and an advertisement for a lifetime partner * Discourse: discussion in groups |
|  |
| **Assumptions:**  Students already know:   * how the class is set up and run (there will be a pair of each table) * the teacher’s style of teaching and the pace of the course * all students are single and high-school graduates (Age 20 and up) * most students have been on a blind date |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Anticipated Problems and Solutions:**   |  |  |  | | --- | --- | --- | | **Problems** |  | **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 |  | * Ask as many students as possible about their idea of a good partner for life, and differences between what they want in a date and what they want in a spouse. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **References:**   * *Impact Listening 3*, Unit 6 “Choosing a Mate” * *What You Need to Know about Idioms* by Virginia Klein * *Learning Teaching* by Jim Scrivener | | | |
| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole Class | Sharing students’ special things during the weekend | Hello everyone, how was your weekend?  Was there something special? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: **Picture of blind date, Music CD & CD player,** **Board** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  7min | Whole Class  Whole Class | Seeing the picture and predicting what it is.  Listening music and writing down what they listen. | **1. Prediction**  Demonstration  (Put the picture on the board)  Instruction  Look at the picture. And think about what are they do for 1 minute individually.  ICQ  What are you doing to do?  How many minutes do you have?  Do you work in pair or individually?  OK. Start.  (After 1 minute)  Eliciting  What are they doing?  Why does the man in the picture put a bag in his face? What’s the meaning?  Have you ever been to do blind date?  CCQ  Do a man and a woman know each other before the meeting?  Do a man and a woman do not know each other before the meeting?  **2. Listen Music**  Instruction  Work individually. Listen music just 1 time and write down what you can catch in the paper.  ICQ  What are you doing to do?  How many times you can listen?  Do you work in pair or individually?  (Distribute some paper and play music)  (After listening music)  Eliciting  Do you know this song?  What can you find in this song?  Do you know what’s the meaning of “You are the apple of my eye” in this song?  We call that idiom like “You are the apple of my eye”.  An idiom is a group of words which have a different meaning when used together.  If you are the apple of someone's eye, then they cherish or care deeply for you. They hold you in the center of their thoughts and want to please you and protect you.  CCQ  Are idioms made in one word?  Are idioms made in at least two word  Are you frightened, angered, or pleased when someone says “You are the apple of my eye” to you? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: **CD & CD player, Listening Worksheet, Listening script, Profile Worksheet, Board** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 14min  4min | Whole Class  Whole Class  Whole Class | Listening and filling the worksheet  Speaking their answer  Reading the script  Writing down their own profile  Reading classmates’ profile | **1. Listening for the Main Idea**  Instruction  Listen to the 4 speakers and think about the first impression of each speaker.  I’ll give you a worksheet with blanks and let you have listened something from the CD-player.  Work individually. Answer the questions on the worksheet as you listen.  If you want to listen again, I’ll play again.  ICQ  What are you doing to do?  How many times you can listen?  Do you work in pair or individually?  (Distribute the worksheet)  (Play track 1)  Do you need to listen again?  → Yes. (Play track 1)  → No. (Play track 2)  (Follow the same cycle until finished with track 4)  OK. Now compare the answers with class.  Could you tell me about speaker 1?  Could you tell me about speaker 2?  Could you tell me about speaker 3?  Could you tell me about speaker 4?  I’ll give you the listening script that you have listened. Check the answer as yours.  (Distribute the listening script)  **2. Fill the own Profile**  Instruction  I’ll give you a paper sheet to write down your own profile. Fill down the sheet individually.  I will give you 3 minutes and I don’t want you to start until I say “go”.  ICQ  What are you doing to do?  How many minutes do you have?  Do you work in pair or individually?  Can you start when I give you a worksheet?  (Distribute the profile worksheet)  Start!!  (Monitor and check the time; Give time warning 1 minute left)  Times up!!  Put your profile on the board and compare with class. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: **Board, Board Markers, Idioms worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole Class | Speaking themselves and listening classmates’ speaking  Speaking who is the best man in the speed date competition and reasons  Finding the answer  Unscrambling | **1. A Speed Date Competition**  Instruction  Form a circle at the front of the class. Winner who wins rock-paper-scissors game stand in the circle. And speak yourself for 1 minute one-by-one like you are in the speed date competition.  ICQ  What are you doing to do?  How many minutes do you have?  (Make circle, monitor and time check)  (After 5 students finished)  If you are joining in the speed date competition, which person choose for your partner for life and why?  (Share students’ opinions)  **2. Conclude lesson**  Error Correction Slot  Today, we study what?  (Write libdn etad on the board)  (Make correct; blind date)  Today’s homework is this. Match idioms and meanings in idioms worksheet.  (Distribute the idioms worksheet)  Thank you very much for enjoying this class.  See you tomorrow! |
|  | | | |
| **SOS Activities** | | | |
| Materials: **Board, Board Markers** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole Class | Writing advantage and a disadvantage of the blind date  Sharing their opinions | **1. Advantages and Disadvantages of the Blind Date**  Instruction  Write down an advantage and a disadvantage of the blind date on the board. I’ll give you 1 minute. And work individually.  ICQ  What are you doing to do?  How many minutes do you have?  (After 1 minute)  Go back to your seat. And tell me what did you write or your opinions about the blind date.  OK. Good!  Thank you very much for enjoying this class.  See you tomorrow! |

**Picture of blind date**



**Song *You are the sunshine of my life* by Stevie Wonder**

You are the sunshine of my life   
That's why I'll always be around  
You are the apple of my eye   
Forever you'll stay (be) in my heart  
  
I know that this is the beginning   
Though I loved you for one million years  
But if I thought our love was ending   
I'd find myself drowning in my own tears  
  
You are the sunshine of my life   
That's why I'll always be around  
You are the apple of my eye   
Forever you'll stay (be) in my heart  
  
You must have known that I was lonely  
Because you came to my rescue   
And though I know that this is heaven  
How could so much love be inside of you  
  
You are the sunshine of my life   
That's why I'll always be around  
You are the apple of my eye   
Forever you'll stay (be) in my heart   
  
('Cause you are)   
You are the sunshine - of my life   
(Of my life, of my life)   
  
(Light my fire baby, light my fire,...)