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| Listening Speaking Reading Grammar Writing |
| **Topic: Blind Dates** |

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| Instructor:  Hansol Lee | Level:  Upper Intermediate | Students:  13 | Length:  **40 Minutes** |

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| Materials:   * Idioms worksheet (13 copies) * Listening CD & CD player (Tracks 1-4; about 1 min each) * Listening worksheet (13 copies each) * Blown-up pictures of 4 speakers for Prediction & Blind Date Profile Sheet * White board, board markers & tape |

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| Aims:   * Primary Aim: To enable students to improve their listening skills by having students talk about blind dates * Secondary Aim: Students will talk about blind dates by having students match idioms as well as do dictations * Personal Aim: To improve time management skills |

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| Language Skills:   * Reading: Idiom worksheets will be filled out * Listening: Speakers’ short speeches about themselves and what kind of partner they’re looking for * Speaking: Students will predict and compare answers within groups * Writing: While listening, speakers’ profiles will be created by dictation |

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| Language Systems:   * Phonology: None to discuss * Lexis: Idioms used in describing people’s personalities and various situations * Function: Self-PR and an advertisement for a lifetime partner * Grammar: Relative clauses (usage of who) * Discourse: None to discuss |

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| 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 the students are single and/or college graduates (Age 23 and up) * Most students have been on a blind date |

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| 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 the time is short   + Cut post-activity discussion short and only ask 2-3 students to share their opinions about what’s most 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 spous |

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| 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** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole Class | Listening and filling the blanks in a sentence with relevant vocabulary | Good morning class! How was everyone this week? Now think about a person you were interested in whom you have met during the week.  What matters most when you look for, or choose, a partner for life?  We will listen to some people who are looking for 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 | Set Up | Student Activity | Teacher Talk |
| 10 min  2 min | Whole Class  Individually  Whole Class  Individually | Answers elicited questions  Idioms Worksheet  Dictation | *Elicit the important qualities & write them on the board*  **1. Idioms**  *Instructions*  Work Individually. Match the fist part of each sentence with the second part containing idioms. Write the letter “a, b, c” in the empty boxes. You have 4 minutes.  (Distribute the worksheet)  Demonstration  Look at #1...”right..it runs in our family.”So put the letter “j”in the box next to number 1.  ICQ  Who are you working with? How much time do you have? What do you write in the empty box?  Monitor discreetly. Answer students if they ask questions. Give time warning: 30 seconds left. Be flexible with time. Give students 1 more minute if they need it.  Check answers: let students write correct idioms (not letters) on the board (#1 already done by teacher)  -Go through idioms one by one  -Elicit the meaning from students  -Explain the meaning if necessary  **2. Prediction**  *Instructions*  Look at these pictures. There 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 their tracks.  Elicit vocabulary used to describe one's character/personality.  *Check your predictions as you listen to the speakers.* |

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| **Main Activity** | | | |
| Materials: **CD & CD player, Listening Worksheet, Blind Date Profile wall chart, Pictures of the speakers, Board** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min  18 min | Whole Class  Whole Class  Individually  Groups  Whole Class | Listening  Listening | **1. General Understanding**  *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*  Can you take notes?  What are you supposed to think about?  (Play tracks 1~4 without stopping)  Do you want to listen again?  \*Yes: Have them listen again  \*No: Have them share their thoughts  What do you think about speaker 1? (same for speakers 2~4)  Show students the pictures of the speakers again.  So—who do you think speaker 1 is? (same for speakers 2~4)  Identify the pictures.  Compare with their thoughts from the prediction (if done)  :Just notice the differences  **2. Listening for details**  *Instructions*  Now listen to the speakers one by one this time. Answer the questions on the worksheet as you listen. Work individually.  *ICQ*  What are you supposed to do? Are you working alone?  Play track 1.  Let students write answers as they listen.  Do you need to listen again?  \*Yes: Play again.  \*No: Play track 2.  (Follow same cycle until finished with track 4)  Now compare answers with your group members. When you have an agreement, send a representative up front and have them fill out the profile sheet on the board, including the speakers' pictures.  Group 1, fill out speaker 1's profile; Group 2, fill out speaker 2's profile. (same for groups 3&4)  Check answers as a while class after the representatives fill out the profile sheets.  Listen to the tracks one last time. If there is anything missing: pause the CD right there and let students say it out loud.  Go through all 4 Profile sheets. |

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| **Post Activity** | | | |
| Materials: **None are needed** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7~10 min | Pairs  Whole Class | Free Production | *Instruction*  What things are important to you when you first meet someone? Now we’re going to do an activity where each of you will pair up with one another and ask questions as if you’re on a date. Each of you can ask up to three questions. Then switch partners with someone else.  *ICQ*  What are we doing?  Are you working in pairs?  How many questions can you ask?  For how long?  Monitor actively and participate within each group.  Share students' answers  Take 2~3 volunteers if running out of time.  **II. Conclude Lesson**  Elicit today's idioms for Students  *CCQ*  Which idiom relates to heredity? (Runs in the family)  What does it mean to follow a trend? (Jump on the bandwagon)  *Give homework*  Write one sentence for each idiom you learned today.  Good job today! See you tomorrow! |
| **SOS Activities** | | | |
| Materials: **None are needed** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3-5 min | Pairs | Speed Dating game | **Extend Post Activity, but students must use idioms to answer the questions** |







