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| **Listening** Speaking Reading Grammar Writing |
| **Topic: The Ideal partner on blind date** |

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| **Instructor: Kimi**  **(Kim Hee Joo)** | **Level: Upper intermediate** | **Students:14** | **Length:**  **30 Minutes** |

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| **Materials:**  -Idiom worksheet(14 copies)  -Visual aid(Blind date’s picture)  -Audio aid (CD&CD player(Tracks 1~4; about 1min each)  -White board, board makers & tape |

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| **Aims:**  -Main aim: To enable students to improve listening skills by having students talk about  Blind date.  -Second aim: To learn vocabulary and expressions for describing one’s character and relationship by completing an idioms matching worksheet.  -Personal aim: I want to get more student talking time (STT) by activity after listening  and dictation about blind date. |

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| **Language Skills:**  -Listening : The speaker’s short speeches about themselves and what kind of partner  they are looking for.  -Speaking : After listening blind date speech, student can talk with class mates about  what they heard  -Reading : Reading Idioms worksheet  -Writing : Dictation about partners profile |

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| **Language Systems:**  -Lexis : Idioms used in describing people’s personalities and various hobbies.  -Function : Self-PR and advertisement for a lifetime partner.  -Structure : relative cause(usage of who)  -Grammar : None to discuss  -Phonology : Listening and talking the describing people’s personalities and various  Hobby. |

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| **Assumptions:**  Student already know :  -How to class is set up and run(there will be 4 students groups at each table)  -Some of students are single and adults(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 tricks again until they get the list of the contents.  -Students may not be able to pick up details from the listening  :Chunk the listening (pause-play-pause-play)  -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. |

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| **References:**  -Impact Listening 3, Unit 6 “choosing a Mate”  -What you need to know about blind date. |

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| **Lead-In** | | | |
| **Materials:** Bored | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 2min | Whole class | Talking about or listing their blind date experience and Ideal type  Listening and answering the teacher’s questions about blind date and partner. | Hello everyone, how was your weekend? I heard Ben had a blind date on Saturday. How did it go?  What matters the most when you look for, or choose, a partner or life? And who is your ideal type? Name 3 celebrities. |

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| **Pre-Activity** | | | |
| **Materials:** Listening worksheet, Board, Blown-up pictures of the speakers(for predication) | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 8min | Whole class  Individually | Eliciting and Answering  CCQ’s questions  Checking 4 partners picture and guessing their personality.  Answering ICQ’s questions  Filling in the scrip. | Imagine, you are going to go on a date with anonymous person. How would you feel? Do you know everything about your date?  CCQs: What is a Blind date? Is it date wearing blindfold? Or Is it a date in dark room?  Look at these pictures. These are the 4 speakers that you will listen to. What’s your first impression of them? What do you think their personality like?  ICQ’s: Who are you working with?  How many times do you have?  What do you write about in the empty box? |

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| **Main Activity** | | | |
| **Materials:** CD&CD player, Listening Worksheet, Blind Date profile wall char, Picture of speakers, Board. | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 10  min | Whole class  Individually  Groups | Listening 4 speakers and imagine how do they like?  Answering ICQ’s Questions    Answering CCQ’s questions  Listening the speakers one by one and fill in the blanks  Answering ICQ’s questions.  Comparing the answers in their group. | 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 do you supposed to think about?  CCQ’s  What do think about speakers 1 to 4?  Now listen to the speakers one by one this time. And fill in the blanks on the worksheet as you listen. Work individually.  ICQ’s  What are you supposed to do?  Are you working individually?  How many minutes do you have?  Now compare the answers with your group members. When you have agreement, send a representative up front and have them fill out the profile sheet on the board, including the speaker’s picture. |

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| **Post Activity** | | | |
| **Materials:** CD&CD player, Blind Date profile wall char, Picture of speakers, Board | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 10min | Group | After listening another 4 people of profile and matching with picture and profile.  Answering ICQ’s questions. | Nor, I am going to let you listen 4  people of profile. After you listen their  hobbies and interests and personality,  match the profile with picture.  You are working in groups  ICQ’s  What are we going to do?  Are we working in groups?  How many minutes do we have?  Good jobs today See you guys  tomorrow |