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| **Listening** Speaking Reading Grammar Writing |
| **Topic:**  I Am Looking for a Date. |

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| Instructor:  Park, Jong Eun (Annie) | Level:  Upper-Intermediate | Students:  15 | Length:  40 Minutes |

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| Materials:  -Vocabulary worksheet (15 copies)  -Idioms worksheet (15 copies)  -Listening worksheet for dictation (15 copies)  -Blown up picture of two people whose put their head into the bag  -Blown up pictures of 3 speakers for prediction and profile sheets  -Pictures of hat, yellow glasses, sun glasses, neck tie, long boots, cap, gloves, watch,  Book, violin, briefcase, skate, necklace, earring  -White board, markers and tape |

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| Aims:  **Main aim**  -To enable students to improve their listening, speaking and reading skills by having students talk about blind date  **Secondary aim**  -To learn expressing people’s first impression and personality by using worksheet  -To practice speaking and listening by doing role play  -Students will talk about blind date by having students do fill in the blank worksheet, role play and find someone who  **Personal aim**  -I want to adjust my speaking speed to the level of the learner  -I want to deliver better ICQ’s |

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| Language Skills:  **Reading**—All students will read on idioms worksheet.  **Listening**—All students will listen to the speaker’s short speeches about person’s personality and students will listen to other students talk about themselves.  **Speaking**—All students are going to find their partner, and then ask about themselves.  **Writing**—All students will fill in the blank for a dictation. |

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| Language Systems:  **Lexis**—Idioms used in describing people’s personality  **Functional**—Introducing oneself to others  **Phonology**—(None to discuss)  **Grammatical**—(None to discuss)  **Discourse**—(None to discuss) |

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| Assumptions:  -All students are single and high school graduates  -All students are open minded for meeting new people.  -Most students have been on a blind date. |

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| Anticipated Problems and Solutions:  **Error**  -Students may not be able to pick up details from the listening.  **Solution**  -Chunk the listening (students can say pause-play-pause-play)  **Error**  -If students may not understand passage or vocabulary  **Solution**  -let them listen to the passage again until they get it  **Error**  -If there is more time  **Solution**  -Do SOS activity  **Error**  -If time is short  **Solution**  -Cut post activity discussion short and only ask 2-3 students to share their opinion |

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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, tape, blown up picture of two people whose put their head into the bag | | |
| Time | Set Up | Procedure |
| 3 min | Whole Class | Good morning everyone! It’s quite cold today, right?  How are you doing today? I’m feeling great and happy to see you all.  **Guiding Questions**  Juliana! (name of student) Do you like talking with your friends?  Ben, do you like places such as restaurant or coffee shop? |

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| **Pre-Activity** | | |
| Materials: Idioms worksheet, white board, markers | | |
| Time | Set Up | Procedure |
| 3 min  3 min  10min | Whole Class  Individual work  Group work | **Expliciting**  (show students the picture of two people whose put their head into the bag) Can you guess what? What are they doing?  Students: Blind date!  (Post picture on the white board)  Yeah, that’s right. They are doing blind date.  **CCQ’s**  I have a question.  Is a blind date to meet someone already know usually?  Is a blind date to meet someone for the first time?  From now on, we are going to match each idioms and sentences about a blind date.   1. Vocabulary   -Distribute vocabulary worksheet to students  **Modeling**  Write the difficult vocabulary on white board  Let them know the meaning     1. Matching   -I want you to make a group.  -a, b, c one group together,  -d, f, g one group together… …  -Let’s have a seat with your group members.  **Instruction**  After I finish distributing idioms, every group starts to match these idioms. I’ll give you 6 minutes.  Please do not touch this until I say finish.  **ICQ’s**  What are you going to do?  Are you working individually?  Are you working in group?  How many minutes do you have?  Okay, class.  Start!  **Time Management**  5 minutes left!  2 minutes left!  30 seconds!  10 seconds!  5, 4, 3, 2, 1!  Finished~!!!  (Teacher gives correct answers.)  Every group did a good job!  Go back to your seat please. |

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| **Main Activity** | | |
| Materials: Listening worksheet for dictation, Blown up pictures of 3 speakers for prediction and profile sheet | | |
| Time | Set Up | Procedure |
| 3 min  8 min  5 min  3 min | Whole Class  Individually | Blown up pictures of 3 speakers for prediction and profile sheet.  **Eliciting** English and vocabulary  Can you guess these people’s personality?  Discuss and talk about their first impression.  **Instruction**  Now, I become a radio.  In my radio, three people’s self introductions are recorded.  Listen carefully to my speech and you have to take a dictation on your sheet.  While I’ m reading, take a note on the sheet as many as you can.  Please do not touch this paper until I finish.  (Distribute worksheet)  **ICQ’s**  What are you going to do?  Are you working in group?  Can you write down something?  Teacher reads sentences which describe each person’s personality (self introduction)  If students can’t fill out the sheet, then please ask me to read again by saying “Teacher, please read again.”  Every student share one thing by communicating about listening part. |

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| **Post Activity** | | | | |
| Materials: pictures of yellow glasses, neck tie, long boots, hat, cap, gloves, earring, necklace, sun glasses, swimwear, violin, briefcase, book, watch | | | | |
| Time | Set Up | | Procedure | |
| 10 min | Individually | | (Teacher prepares the pictures of yellow glasses… etc.  Those pictures match with another.)  **Instruction**  Ok, class, we are going to find “ideal man/woman” activity now.  I’m distributing one paper which is drawn something to wear. And something is written down on the paper.  For example, “I want to meet someone who is wearing sun glasses.”  After taking a paper, first of all please check your item, next read the sentence, and then try to find him/her.  **Demonstration & Modeling**  Teacher writes this sentence on the white board.  You can use this expression.  “Are you wearing \_\_\_\_\_\_\_\_\_\_?”  If you find your ideal man/woman, do blind date on the spot.  You need to find out 3 or 4 things about him/her.  I’ll give you 3 minutes.  **ICQ’s**  What are you going to do now?  Are you working individually?  Are you going to find someone?  How many minutes do you have?  Okay, class. Start!  **Time Management**  2 minutes left!  1 minute left!  30 seconds left!  10 seconds!  5, 4, 3, 2, 1!  Finished~!!  Each student tells everyone one thing among three things that you found about your ideal man/woman’s personality.  **Error Correction**  Ok, class.  There are some errors regarding grammar.  (Teacher corrects the errors that students made and write them on the white board.)  Good job, everyone~!!!  Any questions?  Ok. I hope you have wonderful weekend.  See you next week.  Thank you. | |
| **SOS Activities** | | | | |
| Materials: | | | | |
| Time | Set Up | Student Activity | | Teacher Talk |
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