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

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| Instructor: Beri | Level: UpperIntermediate | Students: 13 | Length:**50 Minutes** |

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| Materials:- Idioms worksheet (13 copies)- Listening worksheet- Listening CD & CD Player (Tracks 1~4; about 1 min. each)- Transcript- Blown-up pictures of 4 speakers for prediction & Blind date profile sheet- White board, markers, eraser, and tape. |

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| Aims:- Main Aim; To be able to pick up details from the fast-paced real-life talk by answering details questions on a worksheet. - Secondary Aim; To learn vocabulary and expressions for describing one’s character and relationships by completing an idioms matching worksheet.- Personal Aim; I want to use CD & CD player perfectly in order to give my students well-organized practice. |

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| Language Skills:- Reading; Idioms worksheet- 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 |

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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 - The teacher’s style of teaching and the pace of the course- All students are single and 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 time is short* Cut post-activity discussion short and only 2-3 students to share their opinions about what 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.
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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: white board, markers, and picture of blind date |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class |  | Procedure:*Hello everyone, how was your weekend?*Guided Question: *Have you ever had a blind date?**Was it a good experience?**OK, so today, we will listen to some people who are looking for their life partners, But first, we will learn some idioms the speakers use.* |

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| **Pre-Activity** |
| Materials: Idioms & sentences strips, Idioms worksheet, Board, and Blown-up Picture of Blind date (for prediction) |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min2 min | Whole classindividuallyWhole classWhoel class | Idioms worksheetprediction | Procedure:(Show ss picture of blind date and ask)Elicit*Where are they?**What are they doing?**Yes, they are on a blind date.*CCQ*On a blind date, do you meet someone you know?* (NO)*On a blind date, do you meet someone you don’t know?* (YES)IdiomsInstruction*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 II. PredictionInstructions*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 (Script), Listening Worksheet, Pictures of the Speakers, White Board |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min18 min | Whole classIndividuallyGroupsWhole class | Listening scriptsListening scriptWorksheetWorksheetWorksheetProfile sheet | Procedure: 1. Listening for the main idea(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 differences2. 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: white board, marker, paper, and pen |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min3 min2 min | IndividuallyPairWhole class | WritingAsking question and answerConversation | Procedure:Review*Let’s make one question with using one word or idiom where our worksheet we’ve just went over.**Now, make a pair then ask ur question to your partner in 3 minutes.*ICQ*What are you going to do?**Are you working individually?**How many minutes do we have?*Monitoring within each pairs.*Time’s up.**Let’s share what you learned from your partners.*(Let all ss talk unless we are running out of time)Error correction*Is there other question?* |
| **SOS Activities**  |
| Materials: white board and markers |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | prediction | (Choose the word from worksheet)Write scrambled letters on the white board and then let ss guess what it is.*Great work today. See you all tomorrow.*  |