|  |
| --- |
|  Listening Speaking Reading Grammar Writing |
| **Topic:** Blind date |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:Jessie | Level:intermediate | Students:13 | Length:40 Minutes |

|  |
| --- |
| Materials:Listening CD & CDplayerListen worksheet (13 copies each)picture of one womanNew vocabulary worksheetWhite board, board markers&tape |

|  |
| --- |
| Aims:To dnable ss to improve their listening skill by having ss talk about blind date.To learn new vocabularies idioms from a message by completing a worksheet,To practice writing by making a message form.To practice speaking by discussing with group members. |

|  |
| --- |
| Language Skills:Listening : The speakers have short speeches about themselves and what kind of partner they are look forReading : They read idioms worksheet.Writing : They write speaker’s profileSpeaking : They compare answer within groups. |

|  |
| --- |
| Language Systems:Lexis : Vocabularies and idioms used in profile.Function : self-PR and an advertisement for a life time partnerStructure : relative clauses (usage of who)Grammer :  |

|  |
| --- |
| Assumptions: Students already know How the class is set up and run (there will be 4 student groups at each table) The teacher’s study of teaching and the pace of the course. Most students have been on a blind date and they are familiar with the concept of a talk in the profile. |

|  |
| --- |
| Anticipated Problems and Solutions: Students may not be able to follow the passage easily→ Follow the task-feedback circle: let them listen to the profile again until theyget the gist of the content- Students may have difficulty in solving the detailed questions → Chunk the listening (pause-play- pause-play)- Students may need more time to work on the vocabulary→ If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers - If students finish their tasks earlier than anticipated→ Ask as many students as possible about their experiences of a talk on the blind date. |

|  |
| --- |
| References:-Images from various website : Google, naver,-Time Media Tesol CD |

|  |
| --- |
| **Lead-In** |
| Materials: Borad and markers, picture |
| Time | Set Up | procedure |
| 3min | Whole class | (greeting)Hello everyone, how are you today? How was your weekend?(Eliciting)Have you ever had a blain date ?So, today we are going to listen to a profile about a woman who is single. And she is looking for someone. But First, we will learn some new words the speaker use. |

|  |
| --- |
| **Pre-Activity** |
| Materials:board and maker, picture of the speaker and new words (for prediction),word worksheet. |
| Time | Set Up | procedure |
| 10min3min | Whole class | 1. VocabularyInstruction① First, show the picture to everyone and they can guess what it is in English② Teacher let them know what words.③ Check pronunciation of upper words and write the words on the board. Elicit syllable stress.Some students will reply their opinion and last let them know what the words mean.(Demonstration)Look at this picture. What is it? Is he big? What does he have?I can show u some picture you can guess what it is. And Now look at the worksheet . In this part, we will complete the sentences with the new words from the rist.I will give you 5 minute.CCQHow much time do you have?Do you write the words in the blank?Monitor carefullygive time warningAlright. Now let’s check the answers together.Do you remember the meaning of the words?Ok keep a memory of words’ meaning2.predictionInstructionsLook at picture. Do you a woman? She is drinking some coffee or tea as she sits. It is rainy. Does she look like lonely? do you think she is single? She got married?Check your prediction as you listen to the speaker |

|  |
| --- |
| **Main Activity** |
| Materials: CD& CDplayer. Listen worksheet, Blind date wall chart, pictures of speaker and new vocabulary, Board and Marker |
| Time | Set Up | Procedure |
| 15min | Whole class | 1.Listening for general understandingInstructionNow we are going to listen the profile. Think about the first impression speaker.CCQAre you allowed to take notes?Are you listening for the detailed information?(play track with out stopping)*What is she telling?**Did you hear the words we learned earlier?* (Give students clear feedback)2.Listening for the details : chunks (collocations)InstructionNow let’s listen again. This time you’re going to have a script but you will also see some blanks. Listen carefully and fill the blanks as much as you can.You work individually on this.CCQAre you working alone this time?What are you going to do with the blanks on the worksheet?Ok. Let’s start now.Play the CD player. Let students write answers as they listen.Do you want to listen again?Yes – Have them listen one more time.No ­– Have them compare their answers in groups of  Three or four.Have you done it? Ok, compare your answers with your group Members.Speak up answers one by one.Read loudly on sentence after another by turns.Check the answer as a whole class after the representatives fill out the profile sheet. Listen to the track one last time.If there is anything missing: Pause the CD right there and let students say it out loud. |

|  |
| --- |
| **Post Activity** |
| Materials: Board and marker |
| Time | Set Up | procedure |
| 7min | Whole classGroupWholeclass | 1, Free production.InstructionWhat things are important to you when you first someone? Whatqualities do you look for in a person you want to live with forever?Discuss with your group.CCQHow much time do you have?Are you working with your group?Monitor and participate within each group.Give time warning: 30 seconds left. Have you all shared your ideas? Let some students share their thoughts. (Give feedback to every opinion of the students.)2.Conclude lessonElicit today’s words for students.Give HomeworkWrite seven sentences using words you learned today.You don’t have to use every word. Just pick three of them.CCQHow many sentences will you write? Do you have to do it now?Good job today. See you on next class! |