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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:** How to tell if a guy is into you |

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| Instructor:  Jin Lee &  Lauren Son | Level:  **Intermediate(Adult)** | Students:  **12students** | Length:  **30 Minutes** |

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| Materials:   * An actor for pre-activity (Shin Lee) * White board and board markers * Situation cards for main activity (12) * A piece of paper (for script) (6) |

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| Aims:   * Main aim: Ss will be able to improve their listening skills by listening to other groups’ role play. * Secondary aim : Ss will learn vocabulary and idioms by participating in pre-activity * Personal aim : we want to improve confidence and lead the class exciting and interesting |

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| Language Skills:   * Reading : Ss will read idioms and vocabularies from the board * Listening : Ss will listen to an dialogues of several activities * Speaking : Ss will speak dialogue through role play and presentation * Writing : Ss will write a script for their main activity |

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| Language Systems:   * Phonology : A prolonged [held, lengthened] sound (i.e. made up, make out, made in) * Lexis : New vocabulary and idioms * Function: suggest, flirt, propose * Grammar: imperative mood/ Relative pronoun –who, when/relative adverb-what * Discourse: Discussion and role play |

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| Assumptions:   * Ss are adults and have experiences of dates * Ss might have some ideas about dating and relationship * Ss understand the contents of listening from dialogues * The majority of Ss are female |

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| Anticipated Errors and Solutions:   * Ss may not be able to understand the contents properly.   ->ICQ and CCQ   * Ss might be shy to present role play   ->Instructors will help them feel comfortable and guide them through the presentation   * Activity takes longer than expected   -> Instructors will cut the post activity speaking time and presentation time   * Ss may need more time to work on the main activity  -> Give Ss little more time to finish * If Ss finish their task earlier than anticipated   -> Ask students about the main ideas of relationship and SOS activity |

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| References:   * http://bogglesworldesl.com/loverelationships.htm |

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| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answering teacher’s question | Good morning, everyone. How was last week?    Have you ever fallen in love?  What kind of man impresses you? |

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| **Pre-Activity** | | | |
| Materials: A picture of an attractive guy | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  5min  3min | Whole  class  invidually  Whole class | Answers elicited questions  Students check answers and learn the idioms | Procedure:   1. **Brainstorming**   Elicit  (Show the students visual aid-picture)  Do you think this guy is handsome and attractive?  You went out on a blind date with him. How would you find out if this guy will ask you out on a second date?  Model  Write the subject “How to tell if that guy is into you” on the board and read it out  CCQ  “If a guy is interested in you does he lean towards you?  What kind of action does guy do when he is interested in you”   1. **Vocabulary and idioms**   Instruction  (Write 8 vocabularies on the board)  “Now, we will show you five different dating scenes. Shin will help us. Assume that Shin and Lauren is on a date and guess which one of these suits the situation best. You will work with your group. If you know the answer please raise your hands and shout out your team name. The team who get the most points wins”. (separate the class into three groups)  (Lauren will write vocabularies/idioms on the board)   1. Made up 2. Popped the question 3. Play hard to get 4. Leave (someone) at the alter 5. Make eyes at 6. Dump (someone) 7. Tie the knot 8. On the rocks   “Let’s read them out loud together.”  ICQ  How many scenes are you going to see?  Do you need to take notes?  Are you working in group?  Demonstration  Show Ss role play related to the word ‘dump (someone)’.  Pre-activity  “Let’s look at the first scene”………  Check answers  Check answers as we proceed the role play.  “Everybody did good job.” |

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| **Main Activity** | | | |
| Materials: Situation cards for main activity (12), A piece of paper (for script) (6) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min  6min | pairs | Ss will work on script and do role play | 1. **Instruction**   “Now, I will give you a card that contains situation. With your partner, you are going to do role play based on the situation stated in your card. One will be a guy and another one will be a girl. You can decide whether the guy likes the girl or not in the role play. Here are your cards. (Distributing situation cards)  I will give you 5mins to make a script. After you finish making a script, you will play it. Each team will have 45seconds to one minute for role play. We are going to show an example…  1. At work  2. Long time friends  3. On the street  4. Blind date  5. Club/bar  6. At the gym    ICQ  Do you work with your partner?  How much time do you have?  Who are going to play at first?  “Now, you may begin”  Monitoring  Monitor students directly and answer students if they ask questions  Time Warning  “3minutes left”, “1mintues to go”  Don’t be too strict with time. If they need little more time, give another minutes to work  “Time is up”  “Ok, guys, the time is up. Let’s see the first role play? |

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| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  2min  2min | Group  Whole class | Students begin discussing and think about their speech.  Students of each group talk about their experiences | 1. **Free production**   – discussion and speech  Instruction  “Can you remember when you met your first love? How could you tell if that guy liked you? Now, we are going to separate into 3 groups and talk about your experiences. After you finish with your discussion, each group will present their best experiences. You have 4mins to discuss ”  ICQ  Do you work with group?  How many signs will each group talk after sharing the ideas?  “You may begin now”  Monitoring  Monitor discreetly. Answer students if they ask questions.  Feedback  “It is time to listen to each group’s story about their experiences. Please stand up and tell your story. Speak loudly and clearly. Other students have to pay attention to the speaker”   1. **conclude lesson**   Elicit today’s idioms for students and do any error correction about grammar and pronunciation that students often made mistakes.  “You all did really good work today. Please try to remember new words we learnt today. Thank you for your participation and great attention. See you tomorrow!” |

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| **SOS Activity** | | | |
| Materials: worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  2min | Pair  Whole class | Ranking activity | 1. **Love and Relationship ranking activity**   Instruction  “Now, we will look at the worksheet together. You will see sixteen different sentences describing how your partner (boyfriend or girlfriend) should be for having a successful relationship. Let’s read these sentences together. With your partner, discuss the factors and rank them from 1 to 16.  (Distribute the worksheet #1)  ICQ  Are you working alone?  How many factors will you see?  Check answer  “Let’s check the answers together.”  Teacher tells students correct answer as soon as they tell answer. |

Visual aid



Pre activity

Vocabulary and idioms

1. Made up
2. Popped the question
3. Play hard to get
4. Leave (someone) at the alter
5. Make eyes at
6. Dump (someone)
7. Tie the knot
8. On the rocks

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| 1. At work  A guy | 1. At work   A girl |
| 2. Long time friends  A guy | 2. Long time friends  **A girl** |
| 3. On the street  A guy | 3. On the street  **A girl** |
| 4. Blind date  A guy | 4. Blind date  **A girl** |
| 5. Club/bar  A guy | 5. Club/bar  **A girl** |
| 6. At the gym  A guy | 6. At the gym  **A girl** |

**Worksheet #3**

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| Successful Relationships | | | |
| What do you think the most import factors are for choosing a partner and having a successful relationship with your partner? In your group, rank the following factors from 1 to 16. Try to discuss as much as you can in English.  My partner . . . | | | supercouple |
| couplemuseum  yougcouplefrog  coupleshopping |  | is attractive | |
|  | has a lot in common with me | |
|  | has lots of money/wealth | |
|  | has a high level of education | |
|  | is interesting/creative | |
|  | is patient | |
|  | has good communication skills | |
|  | has a sense of humor | |
|  | has a good family background | |
|  | has the same racial/ethnic background | |
|  | is open with his/her feelings | |
|  | has a good sense of fashion | |
|  | is outgoing/sociable | |
|  | has a positive outlook in life | |
|  | is open-minded | |
|  | is easygoing | |
|  | 🡨Your opinion | |