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| Listening Speaking Reading Grammar Writing |
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| Instructor:  Lee Jung Hye(Amy) | Level:  Intermediate | Students:  8 | Length:  40min |

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| Materials:  -. Filling the blank sheet (7 copies)  -. Idioms worksheet (7copies)  -. Listening worksheet (7copies)  -. Blind date profile sheet (7copies)  -. The picture of blind dating (1 copy)  -. Listening script (1 copy)  -. White board & markers |

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| Aims:  -. To learn the meaning of the idioms  -. To learn vocabulary and expression for describing one’s character and relationship by completing an idioms matching worksheet  -. To practice listening to real-life speech of people with various accents  -. To be able to pick up details from the fast-paced real-life talk by answering details questions on a worksheet  -. To practice speaking by discussing with group members |

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| Language Skills:  -. Reading : Idioms worksheet  -. Listening : The speakers’ short speeches about themselves  -. Speaking : Prediction, Speaking about themselves and details that they listen  -. Writing : details(dictation), creating speakers’ profile |

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| Language Systems:  -. Lexis : idioms used in describing people’s personalities and various situations  -. Function : Introducing themselves / Speaking using the idioms  -. Structure : relative clauses (usage of who) |

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| Assumptions:  Students already know  -. How the class is set up and run  -. The teacher’s style of teaching and the pace of the course  -. All students know the blind date  -. 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 ask 2-3 students to share their opinions about what they catch from the classmates  -. If students finish their tasks earlier than anticipated,  -> Give enough time to say about themselves in post-activity discussion |

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| References:  -, What you need to know about idioms by Virginia Klein |

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| **Lead-In** | | | |
| Materials:  White board & Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | T-WC | -. Greeting  -. Answer the questions | --.Greeting  Hi, How are you everyone?  Good.  -. Eunjin, have you been on a blind date?  How many times have you been?  What was your partner?  -.J1, have you been on a blind date before you got married? |

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| **Pre-Activity** | | | |
| Materials:  -. The picture of a blind date  -. 18 idioms strips  -. 18 sentences strips that contain the meaning of the idioms  -. Idioms worksheet  -. Wall-chart of the answers of idioms worksheet  -. White board & Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | T-WC  Ss-Ss | -. Thinking about the picture  -. Presenting own opinions  -. Answering  ->Yes.  ->No.  -.Answering  ->We will match all strips with idioms  ->No. ->We have 5minutes.  ->No.  ->Yes.  ->No  ->Yes  -.Matching strips with idioms  -.The student that has the shortest hair comes up, and write  -.Ss read each sentence | <Eliciting>  -. Showing the picture of a blind date  ->What do you see in the picture?  -> What are they doing?  -> Yes, they are on a blind date.  <CCQ>  ->Do you already know your partner on a blind date? (No)  ->Do you meet your partner for the first time? (Yes)  <Instructions>  -. Grouping  (2 groups of 4 students each)  ->I will give 18 idioms and 18 sentences strips to each group.  ->You have to match all strips with idioms from 1 to 18 in order.  -.I will give 5min to you.  -. You can not start when you get strips.  -.You can start after I say begin  <ICQ>  ->What will you do?  -.>Are you working individually?  ->How many minutes do you have?  ->Can you arrange the strips in alphabet order?  ->Can you arrange the strips in number order?  -> Can you start when you get strips?  ->Can you start after I say begin?  <Activity>  -.Monitoring the Ss  -.Writing the numbers in two groups on the white board  -.Time managing  ->1minutes left, 30 seconds, 10 seconds  ->Times’ up.  -.Checking the answers of each group  ->Who has the shortest hair in your group? The person will come up, and write the alphabets next to the numbers.  ->Joy, can you read the number one sentence and say the matching alphabet?  (Each student reads one sentence by one sentence.)  (If they have wrong answers, I will correct it.) |

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| **Main Activity** | | | |
| Materials:  -. Listening sheet  -. Listening script | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | T-WC | -. Answering  ->dictation  ->No.  ->Yes.  ->3minutes  -.Dictating  -.Answering  ->dictation again  ->Yes.  ->Yes.  -.Dictating  -.Presenting | <instructions>  ->You will listen to the stories about two people for 3minutes. Then you will write them on the listening sheet.  ->You will do this activity individually.  <ICQ>  ->What will you do?  ->Are you working in a group?  ->Are you working individually?  ->How many minutes do you listen and write?  <Activity>  -.I read the story about David and Judy.  <Instructions>  ->I need help of captain  ->I will read the stories again. If you can not follow me ,then you can say stop to your captain. He will make me stop as pressing pause button on me. He can rewind me to the part that you want, and play me again.You can dictate details more  <ICQ>  ->What will you do?  ->Can you make me stop to write more?  ->Can you rewind me and play me again?  <Activity>  -.I read the storty again.  -.Ss make me stop when they need  -.Presenting the details that Ss write on  ->What did you find out about David?  ->What did you find out about Judy? |

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| **Post Activity** | | | | |
| Materials:  -.paper sheet for writing on  -.pencil or pen of each student | | | | |
| Time | Set Up | | Student Activity | Teacher Talk |
| 7min | Ss-Ss | | -.Arranging the chairs    ->No.  ->Yes.  ->No.  ->Yes.  ->No.  ->No.  -. Saying about ourselves and writing details  -.Presenting the best person that matched with myself | <Instructions>  -.Arranging the chairs and a table  -.Grouping into 2 of 4 Ss each  -> We will have a speed dating.  ->One group will be listeners and the other will be speakers. Then you will be switched.  ->Listeners group can say about yourself to your partner. When you hear buzzer ringing, you should stop saying, and change the seat into the next one.Then you should say about yourself again to your new partner.  ->Speakers group will write them on the paper.  <ICQ>  ->Are you working individually?  ->Are you working in a group?  ->Are you staying on one seat?  ->Are you moving to next seat when you hear buzzer ringing?  ->Are listeners saying anything?  ->Are speakers writing anything?  <Activity>  -.Monitoring Ss  -.Ringing buzzer  -.Presenting  ->Who is the best person that matched with you?  <Conclude lesson>  -.Elicit today’s idioms for Ss  -.Give Homework  (Write one sentence for each idiom you learned today)  ->Good job today.  See you next class. |
| **SOS Activities** | | | | |
| Materials:  -. Blind date profile sheet | | | | |
| Time | Set Up | Student Activity | | Teacher Talk |
| 5min | S-S | ->Filling in the information about yourself  ->Yes.  ->3min  -.Filling in the information  -.Presenting about themselves | | <Instructions>  ->You will write down information about yourself on the sheet individually.  ->You will have 3 minutes to complete it.  <ICQ>  ->What will you do?  ->Are you working individually?  ->How many minutes do you have?  <Activity>  -.Monitoring Ss  -.Presenting about themselves  ->Nicole, can you say about yourself briefly? |