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| **Topic: Meeting Singles** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Chan | HB | Adults | 15 | 50 min |
| **Materials:**   * Computer * 15 copies of worksheets * LC MP3 file * Board and Markers * Picture with a boy and a girl meeting each other | | | | |
| **Aims:**   * Be aware of the change of the situation * SWBAT catch the implied meanings in the dialog * Answer the questions based on the listening * Present a role play with their own scripts | | | | |
| **Language Skills:**   * Listening: listening comprehension, listening to the teacher’s instruction * Reading: read the written questions and answer them * Writing: write their imaginary situations from the listening * Speaking: Ss can present a role play | | | | |
| **Language Systems:**   * Phonology: correction pronunciation * Grammar: correcting the wrong prepositions * Lexis: key vocabulary in the text, refusal expressions * Discourse: Figuring out the meaning of the sentence from the situation | | | | |
| **Assumptions:**  Students already know:   * The most of the vocabulary words in the script, though they make some grammatical mistakes * Ss are quite active, and are motivated | | | | |
| **Anticipated Errors and Solutions:**   * The listening comprehension may be too easy for the Ss * Ask what the S would do if he/she were the boy/girl in the dialog * Ss may not know the vocabulary words in the listening comprehension * Give them some hints involving the comprehension | | | | |
| **References:**  ‘Meeting Singles’ in Randall’s ESL Cyber Listening Lab. Retrieved Jan. 21. 2019, from https://esl-lab.com/invite/inviterd1.htm | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  Let the Ss know they will learn about the expressions for suggesting and rejecting | | | **Materials:**  the picture | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 mins | Whole class | “A boy and a girl”  “They are going on a date” | | <Greeting>  Hello, everyone! Did you enjoy your weekend?  <Eliciting and prediction>  (Showing Ss a picture to elicit the topic)  Can you see this picture? (Showing Ss a picture of two people talking to each other at a restaurant)  What can you see here?  What do you think they are doing?  Yes. Today, we are going to learn the expressions for the suggesting and rejecting situations. |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  Ss can explain the expressions learned; expressions for suggesting and rejecting | | | **Materials:**  Computer, Board and markers, MP3 File, Worksheets | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 mins  2 mins  5 mins | Whole class | Listen to the comprehension and answer the questions  Check the answer | | (Hand out the worksheets to the students)  You will listen to the two people talking to each other.  Listen and answer the 5 questions on the worksheet.  (play the listening comprehension file)  (Listening comprehension ends.)  Did you all finish the worksheet?  What is the answer for the number 1?  ~  (Check and correct the answer) |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**  Ss can make a new dialog of their own | | | **Materials:**  15 copies of worksheets | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 mins  5 mins  10 mins | Whole class  Pairs  Whole class | S reads the question  Ss recreate the dialog  Ss come out and take a role play | | Please look at the back of your worksheets.  Would someone read the question out loud for us?  Thank you.  Now, make pairs and each pair rewrite the dialog on your own.  Anyone want to come out and show us your dialog through role play? |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  Ss will be able to share their ideas on dating | | | **Materials:**  15 copies of worksheets (already distributed) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| If needed | Whole class | Ss share their ideas and experiences freely | | What do you think are the good attitudes and behaviors in dating?  Do you have anything from your experience to share with us? |
| **Notes:** | | | | |

**<Listening Script>**

Doug: Uh, hi there Diane. Nah, okay. Uh . . . Hi, what's up, Di? Okay, here we go. . .

[doorbell ringing ]

Diane: Uh, hi. It's David, right?

Doug: No, Doug. Remember? We met at Gary's party last Friday night.

Diane: Oh, yeah. Now I remember. You were standing all alone . . . uh, oh, I . . . I mean . . . I mean, you . . . you know. We started talking about school and stuff. [Yeah, yeah.]. Uh, how did you know I lived here?

Doug: Well, I just live around the corner, and I asked Gary if he knew how I could contact you, and . . .

Diane: And?

Doug: Well, I was just wondering if you'd like to go out this Thursday night. [Oh.]. Well, there's this real great movie playing downtown at the theater, [Uh . . .] and I thought . . . Well . . . well, we can't use my car 'cause I was in an accident with this wild man driving this BMW, so I've already checked the bus schedule, and . . .

Diane: Uh-hem [Well], Well, David [No Doug! Remember?] Oh yeah. Doug. I'm sorry, but I have to work that evening.

Doug: Oh really? Well, I thought you said before that you quit your job.

Diane: Well, I did, but I found a new one.

Doug: Uh, well, how about this Friday night? We could have dinner and then see that movie.

Diane: A movie? How boring!

Doug: Well, well, uh, well. A movie? Yeah, for . . . forget a movie.

Diane: Anyway, I'm afraid I have to cook dinner for my family, and . . .

Doug: Hey, I love to cook. We could whip something up together! I mean, it would be great!

Diane: I don't think that's a good idea. It's just a family occasion and . . .

Doug: Well, hey, are you free this Saturday night? I have two tickets to the football game, and I thought . . .

Diane: Sure. I'd love to go. [Okay!] I've wanted to see a game all year. [Yeah!] My roommate will be so surprised when she finds out I have a ticket for her, and . . .

Doug: Well, but . . .

Diane: Oh [car screeching . . . ] . . . and here's my brother! He's a defensive lineman on the team.

Doug: Well, he doesn't look too happy.

Diane: Ah, he's a teddy bear, but hasn't been the same since someone ran into his BMW.

Doug: Oh. Let me guess. Red, right?

Diane: Right. [Oh] And, it's just that he's a little protective of me since I am his baby sister.

Doug: Hey, well, it's been really nice talking to you, but I have to run. Hey. Here are the tickets. Have a great time and, by the way, can I go out your back door?

**<Worksheet>**

1. Where did Doug and Diane first meet?
2. At school
3. At a restaurant
4. At a party
5. How did he know where she lived?
6. He asked a friend for directions.
7. He followed her home.
8. He looked her up in the phone book.
9. Where does Doug invite her to go with him on Thursday?
10. to a restaurant
11. to a theater
12. to a dance
13. What is Diane's response to his invitation on Thursday?
14. She can't go out because she has to study.
15. She is sorry, but she has another date.
16. She has to work that day, so she can't go.
17. How does Diane feel about Doug's idea for Friday?
18. She thinks it would be a great idea if she had the time.
19. She feels that it would be uninteresting outing.
20. She has done the activity before, so she'd rather not go.

* Post-Listening Exercises

▶ Rewrite the conversation and make Diane's responses more positive. Then practice with a partner. Have you ever had a similar experience, either like Doug or Diane? How did you feel and what did you do?