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| ＊Listening  Speaking  Reading  Grammar Writing |
| **Topic:Going on a blind date** |

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| Instructor:  **Esther** | Level:  **advanced** | Students:  **8** | Length:  **40 Minutes** |

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| **Materials:**  - Idioms worksheet (8 copies), idioms word cards(4)  - Listening worksheet (8 copies)  - pictures of 4 speakers for Prediction & Blind Date Profile Sheet  - White Board, Board markers & Tape  - tangerine(8 pieces)for SOS activity |

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| **Aims:**  **Main Aim:** To improve Students to improve their listening skills by listening to discussion on blind date.  **Secondary Aim:** Students will improve their listening skills by worksheets, listening to scripts, discussing the issue and learning idioms.  **Personal Aim:** I want to improve my CCQ  I want to improve timing  I want to be confident |

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| **Language Skills:**  - **Listening:** Students will listen to the speakers’ short speeches about themselves, teacher’s instructions and classmates’ speaking.  - **Speaking:** Students will speak prediction from pictures and practice their speaking by sharing their experiences.  - **Reading:** Students will read the idioms worksheets.  - **Writing:** Students will answer on the listening worksheets. |

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| **Language Systems:**  - **Lexis:** Students learn vocabulary within idioms used in describing people’s personalities and various situations.  - **Function:** Students learn the language uses to which the words are put in to self-PR and advertisement for a lifetime partner.  - **Grammar:** Students learn about relative clauses (usage of who).  - **Discourse**: None to discuss.  - **Phonology**: None to discuss. |

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| **Assumptions:**  Students already know  - definition of blind date  -how the class is set up and run (there will be pair at each table)  - The teacher’s style of teaching and the pace of the course.  - most students have been on a blind date |

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| **Anticipated Problems and Solutions:**   |  |  | | --- | --- | | **Problems** | **Solutions** | | Students may not be able to follow the passage easily | I will let the students listen to the tracks over and over again until they understand. | | Students may need more time to work on the idioms. | If it takes longer than 5 minutes, I will cut answer-checking short by verbally sharing the answers instead of having students board them. | | Students may not be able to pick up details from the listening | Students listen to the tapes in chunks (pause-play-pause-play) | | Time might be short. | Cut post-activity discussion short andonly ask 2~3 students to share their opinions about what’ most important in a lifetime partner. | | Students may finish the lesson earlier than expected. | Do SOS activities. | |

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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**:Board and Board Markers | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 2min | Whole class | 2 of them will be asked from the question. | Greeting :  Good morning!  Have you had a nice weekend? I finally had a date with my husband in nice restaurant. Is there anyone had a date with boyfriend? Alright, I think you, guys had romantic dates before. |

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| **Pre-Activity** | | | |
| **Materials:**Pictures, Idioms Worksheet #1,idioms cards, Board, Board Markers | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 8min  2min | Whole  Class  In pairs  In pairs  Whole class | Match the idioms word cards  Write the answers  Board the answers  Speak Ss first impression of these pictures. | **1. Eliciting :**  Let me show you this picture  (Put the pictures on the board)  What do you think they’re doing?  Right. They are having a date. in the other words, it’s a blind date.  (Write “Blind Date” on the board)  CCQs  Does Blind date mean I date with person who I know? No  Does Blind date mean I date with person who I don’t know? Yes  **2. Idioms**  Instructions  You need to work in pair or 3Ssgroup. Match the first part of each sentence with the second part containing idioms. You have 4 minutes.  (Distribute the idioms word cards)  Demonstration  T: Look at #1…”right, it runs in our family.” So put the letter “j” in the box next to number 1.  ICQs  What do you going to do?  Who are you working with?  How many times do you have?  Work in pairs, Ally and Esther together, and so on.(with polite gestures)  Monitor discreetly. Answer students if they ask questions.  Give time warning:  T: OK, 1minite left!  Ok, times up!  (Distribute idioms worksheet)  T: Write the letter “a, b, c” in the empty boxes in the idioms worksheet in pair.  I will give you 1minite. Let’s start.  Check answers: let Ss write the answer on the board.  (#1 already written by teacher)  check correct answers with students  -Go through the idioms one by one  -Elicit the meaning from students  -Explain the meaning if necessary  **3. Prediction**  Instructions  T: Here, I have some pictures for you. What’s your first impression of them? What do you think their personality is like?  (Show the pictures one by one.)  Elicit vocabulary used to describe one’s character/personality. |

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| **Main Activity** | | | |
| **Materials:**Listening Worksheet #2, Wall Chart, Board | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 10min  10min | Individually  Individually  Whole class | Listen and write  Share their thought of the issue.  Listen other students’ thoughts  Play Human Radio game  Listen and write  Check the answer | **1. Listening for the Main Idea**  **(general understanding)**  Instructions  T: You are going to listen to the 4 speakers.As I read scripts, write information as much you can.  (Distribute listening worksheet)  ICQs:  What are we going to do?  Are you working in pairs?  (read the scripts 1 through 4 without stopping)  T: Do you want to listen again?  ★yes→ have them listen one more time.  ★no→have them share their thoughts.  T: What do you think about speaker 1?  What do you think about speaker 2?  (same for speakers 3&4)  Identify the pictures.  Compare with their thoughts from the prediction (if done.)  →Just notice the differences  **2. Listening for details**  **(Human Radio)**  Instructions  Teacher will be human Radio.  Needed a volunteer.  T: Now we will play Human Radio game. I need a volunteer to button (tough) for playing, rewinding and stopping me.  If you want me to read, say ‘play’  →the volunteer button me.  If you want me to rewind, say ‘rewind’  If you want me to stop, say ‘stop’  Listen to the speakers one by one this time. Answer the questions on the worksheet as you listen. Work individually.  ICQs:  What are you supposed to do?  Are you working alone?  Read scripts  T: Ally, what did you find about of speaker A?  (ask about speakers 2-4 to different students)  Check the answers as a whole class after the representatives fill out the profile sheets.  Listen to speaker1 one last time.  If there is anything missing: pause the Human Radio right there and let students say it out loud.  Go through all 4-profile sheets. |

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| **Post Activity** | | | |
| **Materials:8 tangerines** | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 8min | whole class  group | Write some ideas  Discuss the issue  Share students’ opinions  Share the idea | **1.Free production**  Instructions  T: What things are important to you when you first meet someone?  What qualities do you look for in a person you want to live with forever? Are they the same? Why or why not?  I will separate you in group By letter A ,B,A,B, A,B ,A,B,A,B, all A be here and all b be there.(using two hands lead the students) You are going to discuss with your group. You have 3 minutes.  ICQs:  What are we going to do?  Are you working in pairs?  How many minutes do we have?  Monitor actively and participate within each group  T: OK, 1minite left~ And time’s up!  T: Let’s hare opinions with each group  (Take 1~2 volunteers if running out of time)  **Error correction**  I cannot find any mistake today.  Word scramble-unscramble  ILDNB ATED→ BLIND DATE  **Feedback**  How was today’s class? What is the most difficult part of this lesson?  **2. Conclude lesson**  Elicit today’s idioms for students  Give homework  T: Write one sentence for each idiom you learned today. It’s due on Friday.  Good job today. See you guys tomorrow! |
| **SOS Activities** | | | |
| **Materials:**tangerine(9pieces) | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 5min | Individually  Whole class | Peel the tangerines  Share the idea | **1. ideal type**  Instructions:  Hey, guys. I will give you 1tangerine each. And peel the tangerine as you want in 30 seconds.  (distribute a tangerine each)  ICQ’s  1. What are you going to do?  2. Are you working individually or in pairs?  3. How much time do you have?  How many pieces do you have?  Let’s count them.  Everyone has your own ideal type.  Per each piece you are going to share your ideal celebrities and why you like them.  CCQ  “Ideal” means someone you want?  -Yes  Demonstration:  I have 3pieces of them. My ideal celebrities are Hyun Bin, So JiSeob and Lee Dong Yuk. They are tall, well built, good looking and very gentle.  Now it is your turn. |

