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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Blind Date** |

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| Instructor:  Sang Min Lee | Level:  Upper- Intermediate | Students:  13 | Length:  50 Minutes |

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| Materials:  - Blind Date visual (1 copy)  - Fill in the blank worksheet (13copies)  - 13 small papers written w/ 4 #1s, 4#2s and 5#3s for grouping into 3 groups  - small can or pack to store the above papers  - Idioms packs ( 3 packs )  - Idiom worksheet (w/ correct answers to be distributed after activity finishes)  - pictures of the 3 speakers for prediction and Blind date profile sheet  - Listening script  - Listening worksheet – blind date profile sheet (13copies)  - Whiteboard, markers  - Worksheets (Finding someone who…) (13 copies for SOS activity) |

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| Aims:   * (Main Aim): To enable ss to improve their listening skills by having ss talk about ‘blind date’. * (Secondary): Ss will talk about blind dates by having ss to do fill in the blank worksheet, matching idioms, listening to 3 speakers in search for a compatible other and speed-dating. * (personal): I want to improve on my time management and have a louder and   clear voice in front of the students in my class. |

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| Language Skills:   * Reading : Students will be reading the fill in the blank worksheet text individually, the idioms worksheet together in a group and speaker’s blind-date profile sheet. * Listening : Students will be listening to the ‘speakers in search for their compatible others’ read by the other ss in the class and will listen to their partners on speed-dating. * Writing : Students will be filling in the blanks and dictate on what they listen from the 3 speakers. * Speaking : Ss will be answering on the fill in the blank worksheets given, predict on the picture shown by the teacher, have discussion on the idioms within a group and will speak to each partners on speed dating. |

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| Language Systems:  Phonology : None to discuss  Lexical : Idioms used in appropriate situations  Grammatical : None to discuss  Function : The use of idioms in appropriate situations  Discourse: None to discuss |

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| Assumptions:   * Most students have been on a blind date. * Students already know the teacher’s style of teaching and the pace of the course |

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| Anticipated Problems and Solutions:  - Ss might have difficulties in matching idioms 🡪 Working as a group will help by scaffolding and the students will help each other to find the right idioms by predicting the meanings and matching them by reading the sentences given.  - Ss might have difficulty in understanding the exact meanings of idioms 🡪 Give the correct idiom matches and ask the students to ask the teacher if they have any questions on them.  - Ss may find the listening and dictation difficult and not able to follow 🡪 Ask the student groups (who will be reading the script) to read 1 sentence each which will help slow down the speed rather than reading 2~3 sentences in a row.  - Time management 🡪 In order to stick to the time given, try to ask minimum no. of students (as written on the lp) and be careful on the timing, not to exceed as planned. |

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| References:  ww.eslcafe.com  www.naver.com |

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| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins | Whole  class | Answer teacher’s given 2 guiding questions. | Greet students  ‘Good morning class. Seems the weather is getting much colder, however it’s Christmas season which makes you feel warm instead.’  2 Guiding questions  1. (pick someone) Have you met someone recently?  2. (pick another student and ask) What is your favorite cuisine? |

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| **Pre-Activity** | | | |
| Materials:  Blind date visual (for eliciting), Fill in the blank worksheet, Board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins  2mins  3mins  2mins | Whole  Class  Individually | Ss see the picture (visual) of the blind date and answer teacher’s Qs.  Answer teacher’s questions and understand and talk more about blind date.  Receive worksheet from the teacher and do as teacher tells.  Answer teacher’s Explicit ICQs  Work on the fill in the blank worksheet  Read the sentence with the provided answers when the name is called by the teacher. | Show ss the visual of the blind date  ‘What can you tell from this picture?’  “What are they doing?’  (Tape the picture (visual) on the side of the board so that the SS can see.)  CCQ   * If you’re on a blind date, do you know the person? * Then, on a blind date, do people get to know each other for the first time?   Then, pick 1~2 ss to answer  ‘Have you been on a blind date?’  ‘Did you enjoy it?’  Distribute worksheet to the ss  ICQs  - I’m going to give each of you a worksheet paper.  - I’ll give you 3 mins to complete.  - You will be working individually.  - But pls don’t start before I give the papers to everyone.  Explicit ICQs  - What are you going to do?   * How long do you have? * Will you be working in pairs? * Will you working individually? * Will you start when I give you the paper? * Or Will you start when I say go?   Okay, start, go~!!!  Timing 3 mins.  1min left, 30seconds, Time’s up!  Pick students to read each sentences.  Okay, OO, could you read the first sentence?  And, OO next sentence please…  After all the fill in the blank sheet is answered. ‘ Good job class’. |

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| **Main Activity** | | | |
| Materials:  Small sheets of paper written # 1, 2 and 3 (for grouping), Idiom pack (for matching)  Picture of the speaker ( for prediction), Listening worksheet (blind date profile sheet),  White board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12mins  13mins | Whole Class  Groups  Groups  Groups  Groups | Pick a sheet of folded paper from which the teacher gives.  Raise hands according to the numbers have on the sheet and gather around in groups as teacher tells.  Discuss in groups and match the idioms with the right sentences given.  See who has the shortest hair in the group and the person chosen goes to the board and writes down the group answer.  Answer teacher by looking at the picture shown.  Group1 reads the script of David.  The other 2 groups listen carefully and write down anything they hear.  Answer what information the group has got after listening.  Predict on speaker 2 by looking at the picture.  Group2 reads the script of Judy.  The other 2 groups listen carefully and write down anything they hear.  Predict on speaker 2 by looking at the picture.  Group3 reads the script of Chris.  The other 2 groups listen carefully and write down anything they hear. | 1. Idioms  ‘Now, pick one sheet of folded paper each.’  After distributing all to the students,  ‘Who’s got #1s? ,Who’s got #2s?  And who’s got #3s?’  Now #1s, pls be at this side, #2s over there, and #3s be here please.  ICQs  - I am going to give each group an idiom pack.  - You will be given 7 minutes to match the right pairs in groups.  Explicit ICQs  - What are you going to do?  - How long do you have?  - Are you working alone?  - Are you working in groups?  Hand each group the idiom pack,  Okay, please start  Write down numbers so that each group could come up and write down answers on the board.  Timing, 2 mins, 1min, 30secs, Times up!  ‘Who has the shortest hair in your group? Please come up to the board and write down your answers.  Let’s check the answers together.  2. Prediction, Listening & Dictation of  Blind-date profile  Show the whole class the picture of the speaker. (David)  ‘What can you tell from this picture?  How does this man looks like?’  Distribute the listening worksheet –blind date profile.  ICQs  - He is David.  - Now, #1 Group will be David.  - 1 person read 3 sentences each and you will take turns in your reading within your group.  - Group 1 doesn’t have to write anything, but groups 2 &3 would have to write down as many as you could hear about the speaker.  Explicit ICQs   * So, What is group 1 going to do? * What are groups 2 & 3 going to do? * Is group 1 going to write anything down? * Are groups 2 & 3 writing anything down?   Okay, group 1 go!  What can you tell from listening about David?  Pick 3 people from group2 & 4 people from group 3.  Show the whole class the picture of the next speaker. (Judy)  ‘ What can you tell from this picture?  How does this woman looks like?’  ICQs   * She is Judy. Now, #2 Group will be Judy. * Each of you read 3 sentences each and you will take turns within your group. * Your group don’t have to write anything. * But groups 1 &3 would have to write down as many as you could hear about the speaker.   Explicit ICQs   * So, What is group 2 going to do? * What are groups 1 & 3 going to do? * Is group 2 going to write anything down? * Are groups 1 & 3 writing anything down?   Okay, group 2 go!  What can you tell from listening about Judy?  Pick 3 people from group1 & 4 people from group 3.  Show the whole class the picture of the last speaker. (Chris)  ‘ What can you tell from this picture?  How does this man looks like?’  ICQ   * She is Chris. Now, #3 Group will be Judy. * Each of you read 3 sentences each and you will take turns within your group. * Your group don’t have to write anything. * But groups 1 &2 would have to write down as many as you could hear about the speaker.   Explicit ICQs   * So, What is group 3 going to do? * What are groups 1 & 2 going to do? * Is group 3 going to write anything down? * Are groups 1 & 2 writing anything down?   Okay, group 3 go!  What can you tell from listening about Judy?  Pick 4 people from group1 & 4 people from group 2.  Very well done class. |

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| **Post Activity** | | | |
| Materials:  White board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  1min  4mins  4mins | Whole class  Whole class  Whole class  Whole class | Stand up and arrange the tables and chairs as told.  Answer to the teacher’s Qs  Listen to teacher’s instruction  Answer teacher’s icqs  Start the activity  Answer teacher’s Qs.  Start the activity  Try to unscramble the word written on the board. | Now, please put all the tables and chairs in one row in the middle so that 2 people can see each other in the middle of the table.  Number Ss by #1s & #2s.  Have all the #1s in left side of the table and all the #2s in right side of the table. Please ask Ben to join the activity and be in the side where there is no pair.  What reminds of you when you are seated like this? Where would you be?  If no answer, ‘what is the opposite word for slow which starts with s?’  ‘What do you call when a man and a woman meets and spends time together?’  So, when you add up the 2 words what would it be?  “Speed dating”  ICQs   * People in this row will be introducing yourself to the opposite person in 30 seconds. * After hearing beep sound, everyone on this row would be moving to their right. * After moving to your right, you will be introducing yourself again to the new partner. * This goes on until you meet all the partners. * People on the other row, will be listening to the new partners speak.   Explicit ICQs   * ‘What are you (people in this row) going to do?’ * ‘How long do you have?’ * ‘Where would you be moving after the beep sound?’   (pick one student at the end or show as a demonstration to the student for clear understanding on the move)   * ‘What are people on the other row going to do?’   Okay, go.  (Monitor students’ activity)  Timing (30secs \*7)  Okay, Time’s up!  ICQs   * Now the opposite row will do the same now. * This side will be talking about yourself in 30 secs. * And after 30secs, there will be a beep sound and you will be moving to your right. * The opposite row will be listening to new partners talk.   Explicit ICQs  - ‘What are you (people in this row) going to do?’  -‘ How long do you have?’  - ‘Where would you be moving after the beep sound?’  (pick one student at the end or show as a demonstration to the student for clear understanding on the move)   * ‘What are people on the other row going to do?’   Okay, start!  (Monitor students’ activity.)  Timing, (30secs\*7)  Time’s up1  Now, please tell me whether you have found anyone you would like to go out with?  Pick 1 student each in 2 different rows and listen to their answers.  If there are still more time left, go another round and ask 2 more different students, or if not, wrap up the lesson.  If heard any mistakes make error correction and if not, unscramble the word ‘compatible’  Write down on the board ‘**tblcmpeoai**’  So this concludes my lesson today.  Very well done class.  Thank you. |
| **SOS Activities** | | | |
| Materials:  Worksheet , white board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins  2mins  2mins | Whole class | Listen carefully to the teacher’s instruction and follow as told.  Answer teacher’s ICQs  Go around the classroom and fill in the worksheet.  Answer 1 interesting thing found related to the classmate. | ICQs   * I am going to give you out the worksheets. * You will be working alone. * You could go around the classroom and you should find someone who, for example has lived abroad. * You have 2 minutes. * You can also ask me (sangmin).   Demonstration, pick someone, OO, have you lived abroad? Ask some more specific questions related.  Explicit ICQs   * What are you going to do? * How long do you have? * Can you go around the classroom and ask anyone? * Can you ask me (sangmin)?   Distribute the worksheets to the students  Okay, go~!  Timing, monitoring and answer questions to the students.  1min, 10secs, times up!  Ask each students about 1 thing which they have learned about their classmates which was interesting.  If time’s enough, go for another round, or wrap up the class.  If there was any error found, do the error correction and if not, ask the ss to unscramble the word ‘abroad’  “odrbaa”  Okay, Class, very well done. This concludes my lesson today, thank you. |