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

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| Instructor: Beri | Level: Upper  Intermediate | Students: 13 | Length:  **50 Minutes** |

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| Materials:  - Idioms worksheet (13 copies)  - Listening worksheet  - Listening CD & CD Player (Tracks 1~4; about 1 min. each)  - Transcript  - Blown-up pictures of 4 speakers for prediction & Blind date profile sheet  - White board, markers, eraser, and tape. |

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| Aims:  - Main Aim; To be able to pick up details from the fast-paced real-life talk by answering details questions on a worksheet.  - Secondary Aim; To learn vocabulary and expressions for describing one’s character and relationships by completing an idioms matching worksheet.  - Personal Aim; I want to use CD & CD player perfectly in order to give my students well-organized practice. |

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| Language Skills:  - Reading; Idioms worksheet  - Listening; the speakers’ short speeches about themselves and what kind of partner they’re looking for.  - Speaking; prediction, comparing answers within groups  - Writing; details (dictation), creating speakers’ profile |

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| Language Systems:  - Phonology; none to discuss  - Lexis; idioms used in describing people’s personalities and various situations  - Function; self-PR and an advertisement for a lifetime partner  - Grammar; relative clauses (usage of who)  - Discourse; none to discuss |

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| Assumptions:  Students already know:  - How the class is set up and  - The teacher’s style of teaching and the pace of the course  - All students are single and college graduates (Age 23 and up)  - 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 2-3 students to share their opinions about what most important in a lifetime partner.   If students finish their tasks earlier than anticipated,   * Ask as many students as possible about their idea of a good partner for life, and differences between what they want in a date and what they want in a spouse. |

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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: white board, markers, and picture of blind date | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class |  | Procedure:  *Hello everyone, how was your weekend?*  Guided Question:  *Have you ever had a blind date?*  *Was it a good experience?*  *OK, so today, we will listen to some people who are looking for their life partners, But first, we will learn some idioms the speakers use.* |

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| **Pre-Activity** | | | |
| Materials: Idioms & sentences strips, Idioms worksheet, Board, and Blown-up Picture of Blind date (for prediction) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min  2 min | Whole class  individually  Whole class  Whoel class | Idioms worksheet  prediction | Procedure:  (Show ss picture of blind date and ask)  Elicit  *Where are they?*  *What are they doing?*  *Yes, they are on a blind date.*  CCQ  *On a blind date, do you meet someone you know?* (NO)  *On a blind date, do you meet someone you don’t know?* (YES)  Idioms  Instruction  *Work Individually. Match the fist part of each sentence with the second part containing idioms. Write the letter “a,b,c”in the empty boxes. You have 4 minutes.*  (Distribute the worksheet)  Demonstration  *Look at #1...”right..it runs in our family.”So put the letter “j”in the box next to number 1.*  ICQ  *Who are you working with? How much time do you have? What do you write in the empty box?*  Monitor discreetly. Answer students if they ask questions. Give time warning: 30 seconds left. Be flexible with time. Give students 1 more minute if they need it.  Check answers: let students write correct idioms (not letters) on the board (#1 already done by teacher)  -Go through idioms one by one  -Elicit the meaning from students  -Explain the meaning if necessary  II. Prediction  Instructions  *Look at these pictures. There are the 4 speakers that you will listen to. What's your first impression of them? What do you think their personality is like?*  Show the pictures one by one. Do not identify them in the order of their tracks.  Elicit vocabulary used to describe one's character/personality.  Check your predictions as you listen to the speakers. |

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| **Main Activity** | | | |
| Materials: CD & CD player (Script), Listening Worksheet, Pictures of the Speakers, White Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min  18 min | Whole class  Individually  Groups  Whole class | Listening scripts  Listening script  Worksheet  Worksheet  Worksheet  Profile sheet | Procedure:  1. Listening for the main idea  (General Understanding)  Instructions  *Put your pens down. Close your eyes. Listen to the 4 speakers. Think about the first impression of each speaker. What do you think each person is like? Listen for the general feeling of them.*  ICQ  *Can you take notes?*  *What are you supposed to think about?*  (Play tracks 1~4 without stopping)  *Do you want to listen again?*  - Yes: Have them listen again  - No: Have them share their thoughts  *What do you think about speaker 1?* (same for speakers 2~4)  Show students the pictures of the speakers again.  *So who do you think speaker 1 is?* (same for speakers 2~4)  Identify the pictures.  Compare with their thoughts from the prediction (if done)  : just notice the differences  2. Listening for details  Instructions *Now listen to the speakers one by one this time. Answer the questions on the worksheet as you listen. Work individually.*  ICQ *What are you supposed to do? Are you working alone?*  Play track 1.  Let students write answers as they listen.  *Do you need to listen again?*  - Yes: Play again.  - No: Play track 2.  (Follow same cycle until finished with track 4)  *Now compare answers with your group members. When you have an agreement, send a representative up front and have them fill out the profile sheet on the board, including the speakers' pictures.*  *Group 1, fill out speaker 1's profile; Group 2, fill out speaker 2's profile.* (same for groups 3&4)  Check answers as a while class after the representatives fill out the profile sheets.  Listen to the tracks one last time. If there is anything missing: pause the CD right there and let students say it out loud.  Go through all 4 Profile sheets. |

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| **Post Activity** | | | |
| Materials: white board, marker, paper, and pen | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  3 min  2 min | Individually  Pair  Whole class | Writing  Asking question and answer  Conversation | Procedure:  Review  *Let’s make one question with using one word or idiom where our worksheet we’ve just went over.*  *Now, make a pair then ask ur question to your partner in 3 minutes.*  ICQ  *What are you going to do?*  *Are you working individually?*  *How many minutes do we have?*  Monitoring within each pairs.  *Time’s up.*  *Let’s share what you learned from your partners.*  (Let all ss talk unless we are running out of time)  Error correction  *Is there other question?* |
| **SOS Activities** | | | |
| Materials: white board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | prediction | (Choose the word from worksheet)  Write scrambled letters on the white board and then let ss guess what it is.  *Great work today. See you all tomorrow.* |