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

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| Instructor:  GIRI YI | Level:  **Upper-Intermediate** | Students:  **17** | Length:  **40 Minutes** |

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| **Materials:**   * Idioms worksheet (12 copies) * Listening CD & CD player (Tracks 1~4; about 1 min each) * Listening worksheet (12 copies each) * Wall chart – Blind Date Profile Sheet (4 copies each) * Blown-up pictures of 4 speakers for Prediction & Blind Date Profile Sheet * White board, board makers & tape |

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| **Aims:**   * **To able students improve their listening skill by having students “Blind Date”.** * **Students will talk about “Bind Date” by having students matching idioms, dictation, engaging in a speed dating competition.** |

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| **Language Skills:**   * **Reading: The students will read and match the idioms worksheet.** * **Listening: The students will listen to the speakers’ short speeches about themselves and what kind of partner they’re looking for.** * **Speaking: The students will predict and compare about their answers within groups.** * **Writing: The students will dictate about details and then they will create speakers’ profile.** |

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| **Language Systems:**   * Phonology: * Lexis: idioms used in describing people’s personalities and various situations * Function: self-PR and an advertisement for a lifetime partner * Grammar: * Not Discuss |

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| **Assumptions:**  Students already know:   * how the class is set up and run (there will be 4 student groups at each table) * the teacher’s style of teaching and the pace of the course * all students are single and college graduated (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**  **- Students may not be able to pick up details from the listening**  **- Students may need more time to work on the idioms**  **- If time is short**  **- If students finish their tasks earlier than anticipated** | → Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content  → Chunk the listening (pause-play-pause-play)  → 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  → Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’s most important in a lifetime partner  → 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 Virginal Klein |

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| **Lead-In** | | |
| Materials: Board | | |
| Time | Set Up | Procedure |
| 2 min | Whole Class | Hello everyone, how are you doing?  It’s so beautiful snow outside today.  **(2 Guiding Questions)**  **Do you like snow?**  **What was your most impressive event with snow?** |

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| **Pre-Activity** | | |
| Materials: Idioms Worksheet, Board, Blown-up Pictures of the Speakers (for Prediction) | | |
| Time | Set Up | Procedure |
| 2 min  5 min  2 min  2 min  3 min | Whole Class  Whole Class  Individually  Whole Class  Whole Class  Whole Class | (Elicit the important qualities & write them on the board)  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.  **I. Idioms**  Instruction  Work individually. Match the first 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.  **ICQs**  **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.  **Timing! (Say to students “3 min, 1 min, 30 seconds, 10 seconds, time’s up!” for students know when they’re going to finish.)**  Be flexible with time. Give 1 more minute if they need it.  Cheek answers: let students write the correct idioms (not the letters) on the board (#1 already written by teacher)  - Go through the idioms one by one  - Elicit the meaning from students  - Explain the meaning if necessary  **II. Prediction**  Instructions  Look at these pictures. These 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 the 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, Listening Worksheet, Blind Date Profile wall chart, Picture of the speakers, Board | | |
| Time | Set Up | Procedure |
| 2 min  4 min  1 min  2 min  3 min  4 min  3 min | Whole Class  Whole Class  Whole Class  Whole Class  Individually  Groups  Whole Class | **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.  **ICQs**  **Can you take notes?**  **What are you supposed to think about?**  (play tracks 1 through 4 without stopping)  Do you want to listen again?  \* Yes → Have them listen one more time.  \* No → Have the share their thoughts.  What do you think about speaker 1?  What do you think about speaker 2?  (same for speakers 3&4)  Show students the pictures of the speakers again.  So who do you think speaker 1is?  (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.  **ICQs**  **What are you supposed to do?**  **Are you working alone?**  (Distribute the worksheet)  Play track1.  Let students write answers as they listen.  Do you need to listen again?  \* Yes → Play track 1 again.  \* No → Play track 2.  (Follow the same cycle until finished with track 4)  Now compare the 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)  (Put the wall charts of the profile sheets and the pictures of the speakers on the board, while students are checking their answers with each other)  Check the answers as a whole 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: n/a | | |
| Time | Set Up | Procedure |
| 4 min  1 min |  | **I. Free Production**  Instructions  What things are important to you when 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? Discuss your group. You have 3 minutes.  ICQs  Are you working in pairs?  For how long?  Monitor actively and participate within each group.  Share students’ opinions.  Take 2~3 volunteers if running out of time.  **II. Conclude lesson**  Elicit today’s idioms for Students. |
| **SOS Activities** | | |
| Materials: | | |
| Time | Set Up | Procedure |
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