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| **Listening**  Speaking Reading Grammar Writing |
| **Topic: I am looking for a perfect person** |

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| Instructor:  Eun mi | Level:  **Upper intermediate** | Students:  **13** | Length:  **40 Minutes** |

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| Materials:  : listening worksheet,(13 copies)  Listening CD & CD player(tracks 1~4; about 1 min each)  Listening worksheet (13 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 & magnets |

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| Aims:  Main aim: To enable Ss to improve their vocabularies and expressions  Secondary aim: Ss will talk about blind dates by having Ss match idioms, dictation and storytelling  Personal aim: I want to adjust my Ss speaking skill. |

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| Language Skills:  Listening: Ss will listen to each tell a story.  Speaking: Ss will doing their role play.  Reading: Ss will read a story.  Writing: Ss will write when they listen. |

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| Language Systems:  Phonology: None to discuss  Lexis: idioms used in describing people’s personalities and various situations  Grammar: None to discuss  Function: self-PR and an advertisement for lifetime partner  Discourse: None to 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  Most of the students are single and college graduates  Some students have been on a blind date |

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| Anticipated Problems and Solutions:  Ss 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  Ss may not be able to pick up details from the listening  \_Chunk the listening(pause-play-pause-play)  Ss may need more time to work on the idoms.  \_If it takes more 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 ask 2~3 students to share their opinions about what’s most important in a life time 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: board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class |  | Hello, how was your weekend?  What did you do yesterday?  Who’s your favorite writer? |

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| **Pre-Activity** | | | |
| Materials: idioms worksheet, board, blown-up pictures of the speakers(for prediction) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole class |  | 1. Idioms   What do you think when you see this picture?  Have you ever been on a blind date?  Is it blind date that people meet who already know each other?  Is it blind date that people meet at first time?  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. Work individually. Match the first part of each sentence with the second part containing idioms. You have 4 minutes.  What are you going to do?  Are you going to work individually?  Are you going to work alone?  How many minutes do you have?  Demonstration  Look at #1. “right, it runs in our family.”  So put the letter “j” in the box next to number 1.  Please, don’t start before I say begin.  Are you going to start before I say go?  Distribute the worksheet  Now start.  Monitor discreetly. Answer students if they ask questions.  Give time warning: 1 minute left. 30 seconds left. 10 seconds left.  Be flexible with time. Give 1 more minute if they need it.  Times up.  Check answers. Left students write correct idioms (not the letters) on the board (#1 already written by teachers)  Go through the idioms one by one  Elicit the meaning if necessary  Explain the meaning if necessary   1. Prediction   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 order of 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, pictures of the speakers, board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole class |  | 1. Listening for the main idea(general understanding)   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 like? Listen for the general feeling of them.  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 them 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 1 is?  (same for speakers 2~4)  Identify the pictures  Compare with their thoughts from the prediction(if done)  Just notice the differences   1. Listening for details   Now listen to the speakers one by one this time. Answer the questions on the worksheet as you listen. Work individually.  What are you supposed to do?  Are you working alone?  (distribute the worksheet)  Play track 1.  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 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 speaker2’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 the 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 student say it loud.  Go through all 4 profile sheets. |

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| **Post Activity** | | | |
| Materials: work sheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min | Whole class |  | Writing to my ideal friend  What things are important to you when you meet someone? Write about your ideal friend. You have 4 minutes, and do it individually.  What are you going to do?  Are you working in pairs?  Are you working individually?  How many minutes do you have?  Monitor discreetly. Answer students if they ask questions.  Give time warning: 1 minute left. 30 seconds left. 10 seconds left.  Be flexible with time. Give 1 more minute if they need it.  Times up.  Share students work.  Error correction or scramble.  Blind date----teda dnbli |
| **SOS Activities** | | | |
| Materials: Computer, banana shape doll | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  | Whole class |  | When you listen to music, you must pass the banana. When the music stops, whoever holds the banana, say 1 idiom. |