SB: 93

Reading Lesson Plan

Blind date

Length:

50 minutes

es

Students:

5

Level: Upper intermediate

Instructor:

Ms. Jenny

**Materials:**

* Matching strips (5 copies)
* Text of Octoberfest (5 copies each)
* White board, board markers

**Aims:**

-Primary aim: To enable students to improve listening skills by talking about blind dates.

-Secondary aim: Students will talk about blind dates by dictations and a speeding dating event.

-Personal aims: I want to improve student’s confidence.

**Language Skills:**

* Reading: Students will read 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

**Language Systems:**

* Lexis : idioms used in describing people’s personalities and various situations
* Function: self-PR and an advertisement for a lifetime partner
* Structure: relative clauses (usage of *who*)
* Discourse: Knowing characteristics(ex, open minded, selfish)
* Phonology: None to discuss.

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 2 or 3 student groups at each table)
* 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

**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 ask 2~3 students to share their opinions about what’s 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

**References:**

* *Impact Listening 3*, Unit 6 “Choosing a Mate”
* *What You Need to Know about Idioms* by Virginia Klein

|  |  |  |
| --- | --- | --- |
| **Lead-In** | | |
| Materials:**Board** | | |
| Time  3 min | Set Up  Whole Class | **Procedure:**  *Hello everyone, how was your weekend? What is your favorite restaurant? What is your favorite museum?*  *Look at this picture.(blind date)*  *What does it look like?*  CCQ  Is a blind date for the blind?  Do you meet strangers on blind date?  Is it easy to get to meet new people on blind date?  *OK, so today, we will listen to some people who are*  *looking for their life partners. But first, we will learnsome idioms.* |

|  |  |  |
| --- | --- | --- |
| **Pre-Activity** | | |
| Materials:**Idioms Worksheet, Board, Blown-up Pictures of the Speakers (for Prediction)** | | |
| Time  8 min  2 min | Set Up  Whole Class  Individually  Whole Class  Whole Class | **Procedure:**  **I. Idioms**  Instruction  *Work as a group. 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.  ICQ  A*re you working alone?*  *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 1 more minute if they need it.  Check answers: Make one student from each group come out and write the answers on the board with group member’s helps. It is a race.  - 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*. |
| **Main Activity** | | |
| Materials: **Listening Worksheet, Pictures of the speakers, Board** | | |
| Time  8 min  20 min | Set Up  Whole Class  Whole Class  Individually  Groups  Whole Class | **Procedure:**  **1. Listening for the Main Idea (general understanding)**  Instructions  *I will read through about 4 people. Do not take notes and just 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?*  (Read through the first passage)  *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 is?*  Share the information that students got.  **2. Listening for Details**  Instructions  *Now I’ll be a human radio. If you want to listen again, you can say ‘play’, ‘pause’, ‘rewind’, ‘forward’ during 4 minutes. Put your pens down. Listen to the speakers one by one this time. Answerthe questions on the worksheet as you listen. Workindividually.*  ICQ  *What are you supposed to do?*  *Are you working alone?*  (Distribute the worksheet)  Read 1.  Let students write answers as they listen.  Do you need to listen again?  -Read it again.  (After speaker 1, Show students the pictures of the speakers again.  *Let one student come front and become a human radio instead of teacher. Make a student read through the second passage. )*  *So who do you think speaker 2 is?*  (same for speakers 2~4)  *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)  Check the answers as a whole class after the representatives fill out the profile sheets.  Let students say it out loud.  Go through all 4 Profile Sheets. |

|  |  |  |
| --- | --- | --- |
| **Post-Activity** | | |
| Materials:n/a | | |
| Time  6min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**  **I. Free Production**  Instructions  *What qualities do you look for in a person you want to live with forever? And what kind of good things you have? We are going to do a speeding interview and tell your partner about it. One person make a note and one person say ‘You are awesome because –‘and ‘I’m looking for someone who-‘We will change partner for each min.*  ICQ  *Are you working alone?*  *For how long?*  Monitor actively and participate within each group.  Share students’ opinions that they made notes. |

|  |  |  |
| --- | --- | --- |
| SOS - Activity | | |
| Materials: n/a | | |
| Time  10min  3min | Set up  Whole class  Whole class | Procedure:  Instructions  As groups, come front at the board and write about advantages and disadvantages.  ICQ  Are we working alone?  How much time do we have?  Do we write on the board?  Monitor whole activity and share what they write on the board with whole class.  **Feedback**  Did you guys enjoy today’s activity? Do you guy’s remember what kind of qualities Kelly is looking for a person who want to live with forever?  What characteristics Young has from the interview?  All right. We learned many words and idioms of characteristics today.  You guys did a good job.  Have a nice day.  Elicit today’s idioms for Students.  Give homework  *Write one sentence for each idiom you learned today.*  *Good job today. See you guys tomorrow!* |

**Listening Worksheet (Sample Lesson)**

Listen to the 4 different speakers. Answer the following questions as you listen.

Q. What do these people say about themselves?

What kind of person is each speaker looking for?

|  |  |
| --- | --- |
| **1st Speaker** | **2nd Speaker** |
| Name:  Age:  Residence:  Race:  Occupation:  Hobbies:  Personality:  Looking for someone who: | Name:  Age:  Residence:  Race:  Occupation:  Hobbies:  Personality:  Looking for someone who: |
| **3rd Speaker** | **4th Speaker** |
| Name:  Age:  Residence:  Race:  Occupation:  Hobbies:  Personality:  Looking for someone who: | Name:  Age:  Residence:  Race:  Occupation:  Hobbies:  Personality:  Looking for someone who: |

**Speeding interview sheet**

Photo

**\*Fill in the information about yourself**

Name:

Age: Residence:

Race/Nationality:

Occupation:

Hobbies:

Personality:

I am Looking for someone who…

**Listening Script (Sample Lesson)**(SB: 101)

**Speaker 1: David**

“Hi, my name is David. I’m 28 years old, Caucasian, living in Denver, Colorado. I’m currently a high school football coach. I’m a very *athletic* person; *it runs in my family,* with my dad being a former NFL player. I love playing and watching all kinds of sports, but especially football. My favorite team is, of course, the Denver Broncos. I also enjoy watching movies, and especially, the ones with Adam Sandler or Will Ferrell, I have not missed any. I’m very outgoing, confident, *down-to-earth*, fun, open-minded and hard-working, though sometimes I could be a little *sarcastic*. I’m the type of a man who shows that *actions speak louder than words*; I keep my words all the time. I broke up with my last girlfriend two years ago, and I’ve had *no strings attached* ever since. I’m looking for a lady who’s *compatible* with me in many aspects, who can enjoy things together with me- someone who likes sports, comedies, and other kinds of outdoor activities. I want to meet someone who will completely *take my breath away*. She’s got to be fun to be with, *thoughtful*, sweet, honest, and *faithful*. *Fidelity* is the number one factor for me, because my last girlfriend cheated on me. I don’t want to go through that mess ever again. I am now ready to make a *lifetime commitment*, so I hope to meet my soul mate and *tie the knot* as soon as possible.”

**Speaker 2: Judy**

“Hi, I’m Judy, a 27-year-old Project Manager of Koolstar Design in Manhattan. Although I’m a strict manager, I don’t like doing everything *by the book*; I am a quite *flexible* person. Being too *old-school* and conventional *gets on my nerves*. Also, I’m really blunt and *straightforward*; I hate people who *beat about the bush* when they talk. In my spare time, I love watching Broadway shows, shopping on the 5th Avenue, cooking, or reading. I also enjoy doing yoga while listening to jazz, soul, R&B, or even hip-hop; being an African-American, musical talent *is in my blood*. I love singing and dancing; I think I’m pretty entertaining and fun. I usually spend Friday nights with my girlfriends at a bar or a club. On Sundays, I sing in a church choir, and then go to the Central Park and take a walk or read some books. I love my life and I’m not desperate to get married or anything, but just because all my girlfriends are dating now, I’ll just *jump on the bandwagon* and look for my *significant other,* too. Well, the kind of man I’m looking for is independent, strong, trustworthy, and *dependable*.I do not want any mama boy, who’s still *under his mother’s thumbs*. That’s just a huge turn-off. I also want a guy who’s *considerate*, *compassionate*, warm-hearted, and not *short-tempered.* Sounds like I’m looking for a perfect guy, huh? Oh well. Unless I meet a guy who can make me *fall head over heels* regardless, I’m going to stick to my standards.”

**Speaker 3: Chris**

“I’m Chris, 36, an Anglo-Saxon, recently moved to LA from London. I’m an actor and musician. I’ve had some major roles in famous plays in a local theatre in London, but now I’m going to try out for major Hollywood films. That’s why I came over here. I also write songs and play the guitar. Anyhow, my personality, people say, is quite interesting and unique. I consider myself a hard-working*, earnest*, loyal, kind, easy-going, and cool person. Sometimes, in certain things, I can be very *stubborn* with *conservative* views, but to other things, I am pretty open. I enjoy cooking, cleaning, and doing other chores, so I wouldn’t mind having a wife who *doesn’t lift a finger* to help around the house. It’s okay for me, as long as she’s okay with being a *breadwinner* of the family. Ha-ha, just kidding… Hopefully I’ll be making enough money for both of us. But most importantly, I need someone who can stay *faithful* to me despite all my weaknesses and inadequacies, so she needs to be very big-hearted. Also, I want someone who can understand what I do and enjoy, because being an actor, I’ll be traveling a lot, apart from her. But if she can also enjoy what I do, like watching my work, supporting me, or even traveling with me, that’s just *the icing on the cake*; couldn’t ask for more. So I’d like to meet this kind of woman, whom I can cherish forever as *the apple of my eye*.”

**Speaker 4: Sandra**

“Hello, I’m Sandra from Vancouver, Canada. I’m 22—a little bit *introvert*, but bright and beautiful young Korean-Canadian girl who’s about to graduate from college; but I’m not sure what I would do after graduation. I majored in Psychology, and I’m thinking about going to graduate school for music therapy for children. I like music and working with kids, so that might be something I could do. But my mom says I should just get married. Honestly, that’s what I want to do, too. When I was a teenager, I often dreamed about being a character in a fairy tale, meeting a prince on a white stallion, or a millionaire *sugar daddy*, falling in love *at first sight*, and just *hitting the jackpot* like that. But I’m a grown-up now; I know such a story is like *castles in the air*. So I came up with a pretty realistic list of what I want in my future husband. First of all, he needs to be tall—at least 180 cm. And he needs to have big eyes, this is for the children, and be slim and muscular. I can’t stand fat guys. He also needs to be musically talented, especially in piano, guitar, and singing. I want an intelligent man who’s able to make a lot of money, or at least enough for our family, thus making me happy. I want someone who can love me and only me for the rest of his life, who can take care of me and the family with responsibility. I know I deserve a good man because my mom says that I’*mone in a million.*”

**Main-Activity(Sample pictures)**

Picture no.1(David) Picture no.2(Judy)



Picture no.3(Chris) Picture no.4 (Sandra)



Picture no5 (blind date)



**Idioms Worksheet (Sample Lesson)**

Match the first part of each sentence with the second part containing idioms.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | My parents, my brothers and I are all good at math | A | No strings attached to her. |
|  | 2 | Paul is a bit of a dreamer and very idealistic, but his brother is much more | B | By the book. |
|  | 3 | This government is always saying it cares about the poor, but | C | Jumped on the bandwagon and got the skinny jeans |
|  | 4 | Laura is totally single right now;  Don’t worry, there are | D | Didn’t lift a finger |
|  | 5 | It was love at first sight. She completely | E | Down-to-earth. |
|  | 6 | Sarah said yes when Jeff proposed;  Finally, it’s time for them to | F | Under his wife’s thumb. |
|  | 7 | Mr. Davis is a person who likes things to be done strictly | G | Hit the jackpot with their 5th record, which became a Number One hit |
|  | 8 | One of my pet peeves are people who cut in lines; they really | H | Took his breath away. |
|  | 9 | Just tell me what you want and stop | I | Castles in the air, of course |
|  | 10 | Just because it was a new trend, everyone at school | J | It runs in our family. |
|  | 11 | Mr. Lee cannot even choose his own clothes-the poor man is completely | K | Beating about the bush. |
|  | 12 | Nothing else seems to matter when you | L | Is one in a million. |
|  | 13 | John just stood and watched us carrying all the furniture into the house, and he | M | Get on my nerves. |
|  | 14 | She says she loves her work, and that getting paid well for it is just | N | fall head over heels in love. |
|  | 15 | Pete spent all his time polishing his car and talking about it because it was | O | The apple of his eye. |
|  | 16 | After years of being unknown, the band finally | P | Actions speak louder than words. |
|  | 17 | Sally talks about leaving her job and opening her own gallery-but that’s | Q | The icing on the cake |
|  | 18 | We are extremely lucky to have Tyler on our team, because he | R | Tie the knot |