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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Blind Dates** |

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| Instructor:Ra Moon Sun | Level:**Intermediate** | Students:**5** | Length:**30 Minutes** |

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| Materials:* Idioms worksheet (5 copies)
* Listening CD & CD player (Tracks 1~2; about 1 min each)
* Blind date profile sheet – listening worksheet (5 copies)
* White board, board markers & tape
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| Aims:Main Aim: To learn vocabulary and expressions for describing one’s character and relationships by completing an idioms matching worksheetSecondary Aim: To be able to pick up details from the fast-paced real-life talk by answering details questions on a worksheet Personal Aim: I want to improve my instructions and demo |

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| Language Skills:Reading: Idioms worksheetListening: The speakers’ short speeches about themselves and what kind of partner they’re looking forSpeaking: prediction, comparing answers within groupsWriting: details (dictation), creating speaker’s profile |

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| Language Systems:Phonology: None to discussLexis: idioms used in describing people’s personalities and various situationsFunction: self-PR and an advertisement for a lifetime partnerGrammar: None to discussDiscourse: Dialogue, monologue |

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| Assumptions: Students already know:* How the class is set up and run (there will be 2 student groups at each table)
* The teacher’s style of teaching and the pace of the course
* All the students are 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) Students may need more time to work on the idioms* If it takes longer than 5 minutes, check it verbally.

if time is short* Cut post-activity discussion short and only ask 2 students to share their opinions about what’s most important in a lifetime partner

If students finish their tasks earlier than anticipated* Do an SOS activity – a skit on do’s and don’ts in a blind date.
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| References:* Google images
* 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 |
| 2 min | Whole class | Answering teacher’s questions |  Hello everyone! How are you today?-------How do you guys usually meet a potential girlfriend or a boyfriend?------ What is the one most important quality you look for in an ideal partner? |

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| **Pre-Activity** |
| Materials: Board, Visual Aid |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min 10 min | Whole classIndividually | Answers elicited questions Works on worksheetStudents begin writing down answers.Whole class | Elicit the word, “ blind date”-“What can you see in this picture?”- What do they have on their eyes? -What kind of situation do you see in this picture?Model “ Blind date” Put picture on the board CCQ Do you go on a blind date with a friend?Who usually sets up blind dates for you guys?IdiomsInstructionsWork 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)DemonstrationLook at #1… “right, it runs in our family.” So put the letter “j” in the box next to the #1ICQAre we working in groups?Are we working individually?How much time do you have?“Now please don’t start before I say go” What do you write in the empty box?“Now begin” Monitoring Monitor discreetly, Answers students if they ask questions Give time warning: 3 minutes, 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it“Times up”Check answers: let students write the correct idioms (not the letters) on the board* Go through idioms one by one
* Elicit the meaning from students
* Explain the meaning if necessary
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| **Main Activity** |
| Materials: CD & CD player, listening worksheet, Board |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole classIndividually | Listening | Listening for detailsInstructionsNow listen to the speakers one by one. Answer the questions on the worksheet as you listen. Work individually.DemonstrationListen to 2 sentence of the 1st track and elicit answers from students.* What is the speaker’s name?
* How old is he?

ICQ -So what are we doing -Are we working individually?Distribute the worksheetPlay track 1Let 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 2)Now let’s go over the answers. Ask students for answers and as they say write answers on the board. |

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| **Post Activity** |
| Materials: n/a |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min | Whole classGroupsWhole class | Discussion with each other and present | Free productionInstructionWhat are important to you when you 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 with your group. You have 3 minutes (do grouping)DemonstrationMaybe for some people it might be their personality or compatibility etc.ICQ -So what are we doing? - Are we working individually?“ Now begin”MonitoringMonitor discreetlyClose Share students’ opinions. Take 2~3 volunteers if running out of time.Elicit today’s idioms for studentsError correction |
| **SOS Activities**  |
| Materials: n/a |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min5 min4 min | Whole class | SpeakingStudents begin discussions within groups and plans skits.Students present their skits | Skit – Do’s & Don’ts for a blind dateInstructionLet’s imagine you’re going to a blind date, what are some do’s and don’ts when you’re on a blind date? Prepare a skit. You’ll be divided in to 2 groups, one group will present 3 Do’s and the other will present 3 Don’ts. Your skit should be 2 minutes long.You have 5 minutesDemonstrationFor example, running and sitting down “Sorry I’m late!” one of the Don’ts is you shouldn’t be late.ICQ- Are we working individually?-How long should your skits be?“Now begin”MonitoringMonitor discreetly, Answer students if they ask questions.Give time warning: 3 minutes, 1 minute, 30 seconds. Be flexible with time. Give students more time if they need it.“Times up”Ask students to present their skitsError correction  |

