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

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  **So, Hyun Hee** | Level:  **Intermediate** | Students:  **5** | Length:  **30 Minutes** |

|  |
| --- |
| **Materials:**   * Visual aid of Blind Date * Idioms worksheet (5 copies) * Listening CD & CD player * Blind date profile sheet – listening worksheet (5 copies) * White board, board markers & tape |

|  |
| --- |
| **Aims:**  Main Aim: To enable students to improve their listening skills by listening a dialogue on a blind date and think about blind date.  Secondary 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 reduce TTT and increase STT. |

|  |
| --- |
| **Language Skills:**  Reading: Students will read idioms on worksheet.  Listening: Students will listen to the speakers’ short speeches about themselves and what kind of partner they’re looking for.  Speaking: Students will talk their opinion about their experience for blind date.  Writing: Students will write the answer about some questions and creating speaker’s profile. |

|  |
| --- |
| **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: None to discuss  Discourse: Dialogue |

|  |
| --- |
| **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 |

|  |
| --- |
| **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 cut answer-checking short by 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 SOS activity ready |

|  |
| --- |
| **References:**   * Google images * Impact listening 3, unit 6 “Choosing a Mate’ * What You Need to Know about Idioms by Virginia Klein |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 meet people?  ------ Where do you usually meet new people for a date? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: **Board, Visual Aid, Idioms worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  10 min | Whole class  Individually | Answers elicited  questions  Works on worksheet  Students begin writing down answers.  Whole class | *Elicit the word, “ blind date”*  - What can you see in this picture?  - What are they doing?    *Model “ Blind date”*  Put a picture on the board    *CCQ*   * Do you go on a blind date with a friend? * Have you met someone on a blind date?  1. **Idioms**   Instructions  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)  “Please do not start until everyone has a paper”  Demonstration  Look at #1… “right, it runs in our family.” So put the letter “j” in the box next to the number 1  ICQ   * Are we working in groups? * Are we working individually? * How much time do you have? * What do you write in the empty box?   “Now begin”  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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: **CD & CD player, listening worksheet, Board** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole class  Individually | Listening | 1. **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.  Demonstration  Listen to 1 sentence of the 1st track and elicit answers from students.   * What is the speaker’s name?   ICQ  -So what are we doing?  -Are we working individually?  (Distribute the worksheet)  “Please do not start until everyone has a paper”  “Now begin”  Play track 1  Let students write answers as they listen.  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”  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 to share the questions and answers. Write answers on the board when the students say the answer.  Listen to the tracks one last time.  If there is anything missing: pause the CD right there and let students say it out loud. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: n/a | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min | Whole class  Groups  Whole class | Discussion with each other and present | 1. **Free production**   Instruction  What 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)  Demonstration  Maybe for some people it might be their personality or compatibility etc.  “Please do not start until everyone has a paper”  ICQ  -So what are we doing?  - Are we working individually?  - How much time do we have?  “ Now begin”  Monitor actively and participate within each group.  Share students’ opinions.  Take 2~3 volunteers if running out of time.   1. **Conclude lesson**   Elicit today’s idioms for students  Error correction |
| **SOS Activities** | | | |
| Materials: **Board, board markers** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  5 min  4 min | Pairs | Speaking  Students give their speech | Instruction  Let’s imagine you’re going to a blind date.  What shouldn’t do when we meet someone on a blind date?  You’ll be work with pairs.  Think about 3 things what shouldn’t do.  You have 2 minutes.  Demonstration  For example, running and sitting down “Sorry I’m late!” one of the Don’ts is you shouldn’t be late.  ICQ  - So what are we doing?  - Are we working in groups?  -How much time do you have?  “Now begin”  Monitor discreetly.  Answer students if they ask questions.  Give time warning: 3 minutes, 1 minute, 30 seconds.  Be flexible with time. Give students 30 more seconds if they need it.  “Time’s up”  Ask students to talk about 3 things we shouldn’t do.  Error correction |

**Visual aid**



**Idioms Worksheet**

Please match the idioms on the left to the meanings on the right. Write the letter beside the number. Good luck! ☺

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

**Listening Worksheet**

* Listen to the 2 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: |