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

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| Instructor:  **Young** | Level:  **Intermediate** | Students:  **14** | Length:  **40 Minutes** |

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| Materials:   * Idioms worksheet (14 copies) * A picture of Blind Date * Listening worksheet (14 copies) * Listening script * Blown-up pictures of 4 speaker for Prediction & Blind Date Profile Sheet * White board, board markers & tape * Chairs & desks for activities |

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| Aims:   * Main Aim: To enable Ss to improve their listening skills by having Ss talk about “Blind Dates”. * Secondary Aim: Ss will talk about “Blind Dates” by having Ss match idioms, engaged in listening dictation of four people searching for a compatible partner, and having a speed dating competition. * Personal Aim: I want to improve on my ICQ delivery and on my demonstrations. |

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| Language Skills:   * Speaking: Ss will talk about Blind Dates and what qualities they are looking for in a person. * Writing: Ss will be engaged in dictation. * Listening: Ss will listen to the speakers’ short speeches about themselves and listen about each other’s personal introductions in an effort to find a compatible match. * Reading: Ss will read the worksheets and the listening script belonging to Chris, Judy, and Sandra. |

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| Language Systems:   * Lexis: Compatible, blind date. * Phonology: None to discuss. * Grammatical: None to discuss. * Function: Self introduction and an advertisement for a lifetime partner. * Discourse: 18 idiomatic expressions such as “down to earth”, “fall head over heels”. |

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| Assumptions:   * All Ss know how the class is set up and run (there will be groups of each desk). * Most Ss have been on a blind date. * Ss have had positive as well as negative experiences with romance or know someone who has. * All Ss have done a dictation activity before. |

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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Problems | Solutions | | Due to time management, Ss must learn 18 idioms in the pre-activity that they might have too many questions for me to answer. | I will follow the one-third rule when Ss present and give the rest of the answers on a wall chart. I will tell the Ss that they will hear a listening passage and see if they will be able to infer what the idiom means. If they still have questions, I will answer the questions during break time or after school. | | Ss might read too slowly for the dictation exercise which may affect time management. | I will follow the one-half rule for the main activity that we will only get half the Ss to present and that we will also leave out the dictation for one of the four speakers. | | I might need more time to complete my 40 minute microteaching since some class members could be absent or running late. | I will do SOS activity that gets Ss to discuss the advantages and disadvantages of going on a blind date. | |

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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: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | T-WC | 2 students will give answers. | Greeting  Hello, everyone! How was your weekend? Is there anyone planning to have a date with someone this weekend?  2 guiding questions  -What’s your ideal type like?  -Have you been to the amusement park recently? |

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| **Pre-Activity** | | | |
| Materials: Picture, Idioms Worksheet(14 copies), A board and board markers, Tape | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | Whole  Class  Groups | Seat arrangement (4 groups)  Ss work with their group members.  1S from each group writes the answers they’ve got on board. | **Idioms Activity**  Show Ss a picture of blind date and tape it on the board.  **Eliciting**:  -What do you see in this picture?  Good. There are a man and a woman sitting in a restaurant.  -What do you think they are doing?  Right. They are having a special date.  -Can you guess what we call this?  Bl..bla… Right! It is called a blind date.  **CCQ:**  -Does “Blind Date” mean that you meet someone you already know? (No)  -Does “Blind Date” mean that you meet someone you don’t know? (Yes)  Now, Grace, you say blind. Ustina, you say date. Okay. One more time. Great.  T gets Ss to say “blind”, “date” one by one so that T can make 4 groups.  **Instructions:**  You work with group members. Match the idiom strips to right definition and complete the idiom worksheet. You have 4 min.  (pass the worksheets out)  **Demonstrations:**  Take a look at No.1 please. Yes, it runs in our family. Then put the letter J in the blank of the worksheet.  **ICQ:**  -What are you going to do? (Matching~)  -How much time do you have? (4min)  -Are you working individually? (No)  -Are you working as a group? (Yes)  **Monitor:**  Give answers to Ss if they ask questions.  Give Ss time warning :  1 min left. 30sec left. 10sec left. Times up.  **Check answers:**  Let 1S from each group come up to the board and write the answers(letters) on it.  Check the answers, together.  Finally, put the answer-wallchart on the board.  Which group has the most correct answers? |

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| **Main Activity** | | | |
| Materials: Listening worksheet(14 copies), Listening script, Blown-up pictures of 4 speaker for Prediction & Blind Date Profile Sheet, White board, board markers & tape | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min  4 min  5 min | Whole Class  Individually  Groups | Ss talk about 4 speakers’ first impression.  Listen and Write  Ss play human radio game.  Ss listen to what the instructor say and complete the worksheet.  1S reads the passage within group, others complete worksheet details. Person that finishes reading will help next S know where to read. | **Listening for the main idea**  Show Ss each picture of 4 speakers and tape them on the board.  **Instructions:**  Look at these pictures. What is your first impression of them? What do you think their personality is like?  You are going to listen to the 4 speakers. I pretend to be them. All you have to do is fill up the information as much as you can as I read the script. You work individually.  (T distributes listening worksheet)  **ICQ:**  -What are you going to do?  -Are you working individually?  T reads 1 through 4 without stopping.  **Listening for Details: Human Radio**  **Instructions:**  I am going to read one of these again. But, this time I need an assistant to help me out. Great. Captain, come up to the front. Now, when you want me to stop, give her a signal ‘stop’. When you want me to rewind, give her a signal ‘rewind’. Then, captain touches the button on my shoulder for playing, stopping, and rewinding.  Fill up the information as much as you can. Work individually.  **ICQ:**  -What are you going to do?  -Are you working individually?  (T reads a script)  **Listening for Details: Jigsaw Approach**  **Instructions:**  Now, each group will read the passages about 2 speakers together. While 1S is reading, other members will complete and confirm the details. Ss that finish reading will help the next person know where to read.  **ICQ:**  -What are you going to do?  -Are you working individually? (No)  -Are you working as a group? (Yes)  -Are you going to help group members know where to read next? (Yes) |

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| **Post Activity** | | | |
| Materials: Chairs and desks. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min  2min | Whole Class  Whole Class | Speed dating  Seat arrangement(a long table, 2 groups, face to face) | **Speed Dating Competition**  Ss have 1 and a half minutes to talk to each class mate and then they have to move on to the next one. At the end of the activity, Ss find out which mate is compatible with whom.  **Instructions:**  You are on Speed dating. You have only 1 and a half minutes. You will hear a buzzing sound and you need to move on to the next seat.  **ICQ:**  -What are you going to do?  -How much time do you have?  -Are you moving on to the next seat when you hear a buzzing sound?  T gives Ss time warning.  Iris, Who is compatible with you?  **Error Correction:**  Do you have any questions about the worksheet or idiom?  Teacher answers to Ss’ questions.    No error correction today. Good job, everyone.  T gives Ss homework.  -Writing their own portfolio. |
| **SOS Activities** | | | |
| Materials: A board and board makers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Individually  Whole Class | Ss share the ideas and discuss. | **Instructions:**  You are going to discuss the advantages  and disadvantages of going on a blind  date.  Think about both sides and at least write 2 things for each side. Work individually. I will give you 2 minutes.  **ICQ:**  -What are you going to do?  -How much time do you have?  -Are you working individually?  Timing: 1min. 30sec. 10sec. Times up.  Meanwhile, T draws 2 big circles for advantage and disadvantage on the board.  Now, look at the board. Can you see 2 big circles? Right. I want you to come up to the board and write only one for each side inside each circle.  From Grace to Ustina, come up.  Now, from Dorothy to Iris, come up and write.  T helps Ss to share their ideas and discuss based on writing on board.  **Error Correction:**  Do you have any questions?  T answers Ss’ questions.  I didn’t hear any mistakes. No error correction.  Great job today. See you tomorrow~ |