|  |
| --- |
| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: A blind date** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  **Grace**  **Joy**  **Victoria** | Level:  **Intermediate**  **(Adults)** | Students:  **2 people** | Length:  **30 Minutes** |

|  |
| --- |
| Materials:   * Picture 🡪 pre-activity * Flash card 🡺 pre-activity * Dialogue and pictures 🡺 main activity * Conversation cards & a box 🡺 post activity * Word search worksheet 🡺 SOS activity |

|  |
| --- |
| Aims:   * Main aim: Ss will be able to develop listening skills with their partners. * Secondary aim: Ss will be able to learn vocabularies and practice applying for their daily lives. * Personal aim: I’d like to have more STT(Student talk time) by pair works and monitor them how to work with their partners. |

|  |
| --- |
| Language Skills:   * Listening: Ss will listen to their partners during main/post activity and teacher’s instruction. * Reading: Ss will read the dialogues and worksheet. * Speaking: Ss will speak during pair work. * Writing: Ss will fill in the worksheet during main activity. |

|  |
| --- |
| Language Systems:   * Phonology : /[θ](https://en.wikipedia.org/wiki/Voiceless_dental_fricative)/, /[ð](https://en.wikipedia.org/wiki/Voiced_dental_fricative)/, /l/ * Lexis: New vocabularies – muscular, manly, lanky, fivehead, goatee, sideburn, stubble, smooth talker, self-employed etc. * Grammar : To make sentences using a/an or countless word * Function : To learn expressions to describe a person * Discourse : dialogue |

|  |
| --- |
| Assumptions:   * Students already know the basic vocabularies to describe appearance. * Students are familiar to talking with their partners. |

|  |
| --- |
| Anticipated Problems and Solutions:   * If students already know the most of vocabularies * To give them more vocabularies (SOS activity) * If students have trouble in pair work * Teachers have to give more detail instructions by demonstration |

|  |
| --- |
| References:  <https://www.youtube.com/watch?v=rT7VunGHAnw>  <https://www.youtube.com/watch?v=fcKniJHVQ3w>  <http://www.phrasemix.com/collections/how-to-describe-someones-facial-hair-in-english>  <http://veryshareimg.com/tall-lanky-actors.html>  <http://golf.clickon.co/featured/jordan-spieth-sends-hilarious-tweet-to-peyton-manning/>  <http://www.slideshare.net/fatimagul102/ga-lesson-plan-on-listening-skills> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials:  N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | class | Be seated, listen and greeting | Hi, Guys  How are you today?  (waiting for the answer)  Let’s get started |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: Appendix 1~2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  1 min  5 min | class | Ice breaking  Listen and answer  Ice breaking  Listen and answer  Read/answer/practice the  pronunciation | **Eliciting**  “This is for the today’s topic”  Show them the picture **(Appendix1)**  “What are they doing?”  (waiting for the Ss’ answers)  “ Yes, they’re having a blind date”  “ What do think if it’s the first blind  date?”  (waiting for the Ss’ answers)  “ Yes, it’ll be awkward, nervous and  uncomfortable but it’s fun and exciting  ,isn’t it?  (waiting for the Ss’ answers)  “ When your friend fixes you up with  someone, what are you going to ask?  (waiting for the Ss’ answers and write  down on the board)  OK. Then let’s get into details  Let’s talk about a man not a boy!  Give them a flash card and study the  vocabularies  **(Appendix2)**  “ What is ~~ “  “ What do you think?”  “ Do you know~~ ? “  “ practice the pronunciation – hairy, stubble”  **Check question**  “ Any questions?” |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Appendix 3~8 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  4 min  1min  2min  1min | In pair  In pair | Listening  Reading  Writing  Speaking | **Instruction**  “Now, we will listen and fill in the blanks.  I have 2 different dialogues about blind dates. They are conversations between friends trying to fix a blind date and a friend getting a blind date.  I will give one of you 1 dialogue and will give the other the dialogue with blanks.  One of you will speak as the double role reading script. And the other has to fill in the blanks after listening. When this is over, we will change the roles for the other dialogue.  (giving one student)Here is your script.  (giving the other student)Here is your blank script.” **(Appendix 3~6)**  **START~!**  **Monitoring**  **ICQ**  **“**You can read one more time for your partner”  “Please fill in the blanks and make sure that your answers are correct later.”  I'll give you the different scripts  (giving one student)Here is your script.  (giving another student)Here is your blank script.”  **Instruction**  “Now, we will do “Guess WHO game.”  This is a game that guesses your blind date man.  Here are 6 photos. One of you has to close own eyes. The other person would be choose one photo and show me to check. And then put down again. Open your eyes and see 6 photos and ask your partner about your blind date man. I will give you 2 min. **(Appendix7,8 )**  **Demonstration**  **Monitoring during their activity**  **Give time warning**  **Check answer**  “Did you find your date man of the photos?”  “Did you enjoy the activities?” |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials:  Conversation cards (Appendix 9) and a box | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  7min  1min | In pair | Listening  Picking up cards  Speaking  Listening  Listening | **Instruction**  (Show students a box and the cards inside.)  “As you can see, I have a box and there are some cards inside. These cards are questions about blind dates and dating. One student picks up one card of them and asks. The other student answers and change the roles. Remember that you don’t put the cards you picked back in the box. If there are no more cards, this activity is finished.”  **ICQ**  What are the cards about?  Will only one student ask?  Will only one student answer?  When will this activity be finished?  Okay, let’s start.  (Monitoring while they are talking)  (Give time warning)  “Time’s up. If there are some cards left in the box, let’s do again next class.”  **Conclude lesson**  Review and summarize today’s lesson by checking vocabularies and expressions.  Feedback  “I hope that you guys had a great time learning and sharing about blind dates today, and you will be able to use the things we learned today in real conversations.”  “OK, let’s stop here. That’s all for today. Good-bye everyone. See you next class” |
| **SOS Activities** | | | |
| Materials:  Word search worksheet **(Appendix 10, 11)** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | individually | Finding words | “We have a couple of minutes. Let’s do some activity. It is word searching. On the worksheet I will give, you can find the words we’ve learned today. Find the words quickly. I’ll give you 2 minutes.” |