

BLIND DATE

Age: Teenager/Adult

Level: Intermediate (B1)

Time: 30 minutes

Activity: In this lesson, students will:

- » Talk about dating experiences
- » Complete a dating questionnaire

Language focus: character adjectives

Materials: one copy of the worksheet per student

PROCEDURE

1. Ask students to work in pairs and list all the places you can meet a boyfriend or girlfriend. Give them a time limit of two minutes, then get them to call out their ideas and write them on the board. If students don't mention it, suggest the idea of Internet dating, and then going on a blind date. (NB. if you think your students will find the idea behind this lesson uncomfortable, you could widen it out to include finding new friends too. Students could then complete the questionnaire as if they are looking for a new friend, rather than a romantic partner.)
2. Dictate the following questions for students to discuss in pairs, or ask them directly:
 - Have you ever been on a blind date (or met up in person with a friend you made online)?
 - Would you consider going on one?
 - Why? Why not?If students feel comfortable, ask them to relate stories of their own experiences, or ones that they've heard, to the class.
3. Tell students that they are going to complete an Internet dating site questionnaire. Elicit some ideas of what information is usually included on these, and then give out photocopies.
4. Tell students to complete the questionnaire, either individually or by interviewing a partner. (Note: The instructions for each section are slightly different, so make sure they understand what they have to do.) While they do this, visit each student and write their personal reference number in the box that says 'for official use only'. Keep a list of these numbers and the corresponding students' names for later.
5. Collect all the questionnaires and redistribute them around the class, making sure that no-one gets their own paper. (NB. it may be wise to collect questionnaires in two piles – male and female – before offering them to students to choose from, if you think your students would find it awkward to receive a questionnaire from a member of the same sex.) Students read the questionnaire and decide if they are compatible with the person who completed it or not, either as a romantic partner or as friends.
6. Students report their decision to the class, giving reasons why.
7. Tell students who each questionnaire belongs to by checking the reference numbers.