

Topics: Love by Adrian Tennant

LEVEL: Pre-intermediate
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Pronouns (subject, object and possessive), understand vocabulary in context, topic words

LEAD-IN

Put students in pairs. Ask them to look at the photos and match the words in the box to the correct one – point out that there are two words for each photo. Monitor and help where necessary. Check the answers as a class and check that students understand the meanings of all the words.

Key: _____
 1. picnic, hamper ('hamper' is a basket of food); 2. cinema, popcorn; 3. dancing, disco; 4. city-break (a short holiday, often over a weekend in a city), sightseeing

Put the students into small groups and ask them to discuss the two questions, then open out the discussion to the whole class.

PRE-READING: LONELY HEARTS

Ask students to work in small groups and discuss the questions. Monitor and prompt where necessary, then open it out into a class discussion. Write up some of the answers on the board. Don't reveal the answer to question three until after the students have read the lonely hearts column in the next exercise.

Key: _____
 1. It's a column in a newspaper or magazine where people who are looking for a date / relationship can place personal ads; 2. students' own answers; 3. descriptions – adjectives of personality and appearance; age; male / female; name; likes and dislikes

READING: LONELY HEARTS

Tell students to read through the adverts and look at the type of information contained in them. Ask them if it matches their answers to question three in the previous section.

Next, ask students to read the eight sentences and try to write the correct name at the start of each. Point out that more than one name is sometimes possible. After a few minutes, put students in pairs and get them to check their answers together. Then check the answers as a class.

Key: _____
 1. Nikki; 2. Claire, Nikki and (possibly) Patrick; 3. May; 4. Sergei and Angus; 5. Patrick; 6. Sergei; 7. Gary; 8. Emily and Patrick

WORKING WITH THE LANGUAGE

Start by asking the students to find and circle all the abbreviations in the adverts. Then ask them if they know what any of them mean. Elicit ideas and write these up on the board. If they have the correct answers, let them know.

Next, look at the example *GSOH*. Point out that the *H* stands for *humour*. Elicit ideas about what the other letters could stand for and try to get the answer *good sense of humour*.

Put students in pairs and ask them to help each other guessing the other abbreviations. Monitor and help where necessary before checking as a class.

Key: _____
 1. good sense of humour; 2. tender loving care; 3. would like to meet; 4. long-term relationship; 5. girlfriend; 6. in search of; 7. tall, dark and handsome; 8. will answer all

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WORKING WITH VOCABULARY

Ask students to look back at the adverts and find words that match the definitions. Encourage them to work in pairs and discuss their ideas. Monitor and help where necessary, then check the answers as a class.

Key: _____
1. *relationship*; 2. *slightly*; 3. *companion*; 4. *considerate*;
5. *lively*; 6. *occasionally*; 7. *mend*

Encourage students to work together and put the adjectives from the ads into the correct column. Check the answers as a class and discuss whether each one is positive or negative.

Key: _____

appearance	personality
<i>handsome (+)</i>	<i>bad-tempered (-)</i>
<i>petite (+/-)</i>	<i>honest (+)</i>
<i>plump (-)</i>	<i>intelligent (+)</i>
	<i>selfish (-)</i>
	<i>sensitive (+/-)</i>
	<i>stubborn (-)</i>

LISTENING

Ask students to listen to two people each talking about one of the adverts they answered and their first dates. Tell students to work out which advert they are talking about. Play the recording once, then put students in pairs and ask them to discuss their answers together. Monitor and help where necessary. Play the recording again, if necessary. Check the answers as a class.

Key: _____
Rachel is talking about Gary; Bernard is talking about Emily

Transcript:

Rachel: I was looking for a date after finishing with my long-term boyfriend. I saw his advert in the lonely hearts column and thought 'Mmmm, he sounds nice'. I like men who are tall. But when I met him I was so disappointed. He was average height and bald! I didn't feel very lucky.

Bernard: Oh, it was lots of fun! I didn't think I could have such a good time at my age. My wife died a few years ago and I didn't think I would go dating again, but I'm happy I did. We didn't stop talking on our walk in the country – she has so much energy! I hope we'll meet again – you never know what might happen.

SPEAKING

Put students in small groups and ask them to discuss the questions together. Afterwards, ask a few groups to report back on their discussion. You might want to open this out to the whole class.

PROJECT

Leave at least fifteen minutes at the end of the lesson to do the project. Provide each student with a small piece of paper to write their ads on and stress that these can be serious or silly! When they've finished writing, ask them to either stick their ad onto a large sheet of paper or pin them on a noticeboard. When the display is complete, encourage students to look at the ads and see if there are any they would like to answer.

Alternatively, get students to write their adverts for homework and then do the next part in a subsequent lesson.

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LEAD-IN

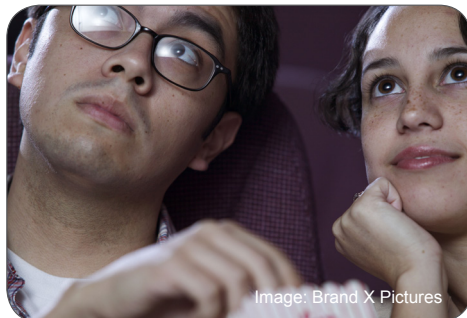
Match the words from the box to the photos.

cinema	city-break	dancing	disco
hamper	picnic	popcorn	sightseeing

1.



2.



3.



4.



Which of these:

- would be good for a first date?
- do you think is the most romantic?

PRE-READING: LONELY HEARTS

Discuss these questions.

1. What is a lonely hearts column?
2. Do you have them in your country?
3. What kind of information would you expect to find in a lonely hearts column?

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READING: LONELY HEARTS

Read the adverts from the lonely hearts column below.

<p>-----</p> <p>Sensitive, intelligent lady looking for some TLC after end of three-year relationship. Contact Claire</p> <p>-----</p>	<p>-----</p> <p>Lively lady in her 50s WLTM man 50-65 for afternoon adventures and maybe more. Emily</p> <p>-----</p>	<p>-----</p> <p>Plump, selfish, occasionally bad-tempered, but always honest, looking for relationship. WAA. Angus</p> <p>-----</p>
<p>-----</p> <p>Looking for a TDH man? This could be your lucky day. Contact Gary. Must include photo.</p> <p>-----</p>	<p>-----</p> <p>Looking for a GF to mend broken heart. I'm 26 and love partying. Reply to Patrick.</p> <p>-----</p>	<p>-----</p> <p>Slightly stubborn man in mid-thirties ISO like-minded companion to share hobbies – travelling and good wine. Leave messages for Sergei</p> <p>-----</p>
<p>-----</p> <p>Fun-loving, petite lady looking for a considerate man with GSOH. Please send a photo. Reply to May.</p> <p>-----</p>	<p>-----</p> <p>Recently divorced mother of two. Likes sports and shopping. Not interested in a LTR yet. Nikki</p> <p>-----</p>	

Read the adverts again and complete the sentences with names from the lonely hearts column. Be careful! Sometimes more than one name is possible.

- _____ has children.
- _____ has recently split up from his / her partner.
- _____ is looking for someone who can make him/her laugh or likes laughing.
- _____ includes negative qualities about himself / herself.
- _____ probably likes going out to discos and nightclubs.
- _____ wants someone who is similar to him / her.
- _____ won't reply to anybody unless he / she knows what they look like.
- _____ doesn't mind saying how old he / she is

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WORKING WITH THE LANGUAGE

Adverts from lonely hearts columns often contain abbreviations. What do you think each of these abbreviations mean?

1. GSOH (Clue: the last word is *humour*)
2. TLC
3. WLTM
4. LTR
5. GF
6. ISO
7. TDH
8. WAA

WORKING WITH VOCABULARY

Focus 1: Meaning

Find words in the lonely hearts column that match the definitions below.

1. a situation in which two people are romantic partners
2. a little
3. someone who is with you or who you spend a lot of time with
4. thinking about the feelings and needs of other people
5. full of energy
6. sometimes, but not frequently or regularly
7. to repair or fix something

Focus 2: Topic-related words

Put these words from the lonely hearts adverts into the correct column.

bad-tempered handsome honest intelligent
petite plump selfish stubborn

appearance	personality

Which adjectives are positive and which are negative?

LISTENING

Listen to two people, Rachel and Bernard, describing their dates. Which of the adverts in the lonely hearts column did they answer? Why?

SPEAKING

Discuss these questions in groups.

1. Which of the adverts did you find:
 - easy to understand?
 - a bit confusing?
 - funny or amusing?
2. Which of the adverts would you answer? Why?
3. Which of these other dating techniques would you consider using?
 - speed dating
 - online dating
 - blind date

PROJECT

Write your own lonely hearts advert. Then create your own lonely hearts column with the other students in your class.