

Topics: Love by Adrian Tennant

LEVEL: Intermediate +
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Articles, pronouns, auxiliary verbs, understand vocabulary in context, topic words

LEAD-IN

Put students in pairs. Ask them to look at the pictures and discuss what they can see and what they think is happening in each photo. Monitor and then ask a few pairs to tell you about their discussion.

Key: _____
 Suggested answers:

1. *A couple having a picnic possibly near a lake or a river. They may well be quite rich or have come from the theatre or a similar social function because of the clothes the man is wearing, although he has removed his shoes.*
2. *A young couple in the cinema sharing some popcorn or similar snack. They might not be a couple, although their heads are quite close together which indicates some form of closeness.*
3. *A young couple dancing. They might be at a party or a nightclub. It's likely that they know each other or are close as the woman has her hand resting on the man's shoulder.*
4. *A couple gazing at the Eiffel Tower with their heads close together. Paris has a reputation for being a romantic city.*

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

PRE-READING: LONELY HEARTS

Ask students to work in small groups and discuss the questions. Monitor and prompt where necessary and open it out into a class discussion. Write up some of the answers on the board. Don't reveal the answer to question five 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. *usually people who are looking for a date / a partner / love;*
 4. *students' own answers;*
 5. *descriptions – adjectives of personality and appearance; age; male / female; name; likes and dislikes*

READING: LONELY HEARTS

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

Next, ask students to read the ten 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, Emily and Angus; 5. Patrick; 6. Ravi; 7. Sergei; 8. Gary; 9. Andy; 10. Oksana

WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

Start by asking the students to find and circle all the abbreviations in the ads. 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. *fun, travel and adventure;* 4. *single Asian female;* 5. *would like to meet;* 6. *professional male;* 7. *single white female;* 8. *long-term relationship;* 9. *girlfriend;* 10. *never been married;* 11. *in search of;* 12. *no strings attached (i.e. no husband / wife, girlfriend / boyfriend);* 13. *tall, dark and handsome;* 14. *full-time;* 15. *will answer all*

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Focus 2: Language use

Ask students to read the information and look at the example in the box. Then ask them to try to expand the four extracts by adding any missing words. Put students in pairs and get them to compare their answers together before checking as a class.

Key: _____

1. *I'm a fun-loving, petite SAF looking for a considerate man with a big heart and a GSOH.*

I'm looking for a GF to mend a / my broken heart.

I'm a recently divorced mother of two (who is) looking for a relationship.

Are you looking for a TDH man?

WORKING WITH VOCABULARY

Focus 1: Meaning

Ask students to look back at the ads 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. *considered*; 2. *soulmate*; 3. *sparkle*; 4. *considerate*; 5. *relationship*; 6. *companion*; 7. *hunk*; 8. *vintage*

Focus 2: Topic-related words

Encourage students to work together and put the adjectives from the ads into the correct column. Check the answers as a class.

Key: _____

appearance		
Positive (+)	neutral (+/-)	negative (-)
<i>attractive</i>	<i>blonde</i>	<i>plump</i>
<i>handsome</i>	<i>petite</i>	
	<i>well-built</i>	

personality		
Positive (+)	neutral (+/-)	negative (-)
<i>cheerful</i>	<i>sensitive</i>	<i>bad-tempered</i>
		<i>selfish</i>
		<i>shy</i>
		<i>stubborn</i>

LISTENING

Ask students to listen to two people each talking about one of the ads they responded to and their first dates. Tell students to work out which ad they are talking about. Play the recording once, then put students in pairs and ask them to discuss their answers together. Play the recording again, if necessary, and then check the answers as a class.

Key: _____

Rachel is talking about Gary; Bernard is talking about Emily.

According to Rachel, Gary was not tall or dark (he had no hair) and she probably didn't think he was handsome.

She doesn't confirm that anything in Gary's ad is correct.

According to Bernard, Emily is lively and he agrees that she is still 'good vintage'. He doesn't disagree with anything written in Emily's ad.

Transcript:

Rachel: I'd just split up from my long-term boyfriend. I knew I shouldn't have gone dating so soon afterwards, but I just wanted some fun and something to take my mind off him. I saw the ad in the lonely hearts column and thought, why not? Now I wish I hadn't. Why are people so dishonest when they write about themselves? He was average-height and completely bald and I certainly didn't feel very lucky!

Bernard: What fun! I didn't think I could have such a good time at my age. My wife passed away a few years ago and I honestly thought I was too old for this dating lark, but then I thought I'd give it a go. Well, we went out for a date together and I thought I'd have a heart-attack – she had so much energy, but she's definitely like a fine wine, mature and probably getting better with age.

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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 ads for homework and then do the next part in a subsequent lesson.

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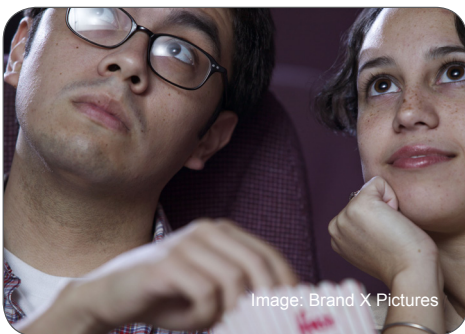
LEAD-IN

Look at the photos below. What can you see?

1.



2.



3.



4.



Which of these:

- would be appropriate for a first date?
- do you think is the most romantic?
- have you done on a date?

PRE-READING: LONELY HEARTS

Discuss the questions below.

1. What is a lonely hearts column?
2. Do you have them in your country?
3. Who reads / writes the column? Why?
4. Would you ever use a lonely hearts column? Why? Why not?
5. What kind of information would you expect to find in a lonely hearts column?

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READING: LONELY HEARTS

Read the ads from the lonely hearts column below.

Sensitive, intelligent lady looking for some TLC after end of three-year relationship. Contact Claire

Looking for a GF to mend broken heart. I'm 26, NBM and love partying. Reply to Patrick.

Recently divorced mother of two looking for relationship. Likes sports and shopping. Only replies from people with NSA considered. Nikki

Own teeth and hair, slightly dented but still good vintage lady in her 50s looking for man 45-60 to spend some time together and maybe more. Emily

Slightly stubborn man in mid-thirties seeks like-minded companion for FTA. Leave messages for Sergei

Twenty-something man ISO soulmate to spend time together. Interests: cinema, walking and jazz. Contact Andy.

Plump, selfish, occasionally bad-tempered, but always honest, looking for FT relationship. WAA. Angus

PM with own business seeking a cheerful lady to put some sparkle back in his life. If you're up for a challenge contact Ravi.

Fun-loving, petite SAF looking for a considerate man with big heart and GSOH. Photo appreciated. Reply to May.

Looking for a TDH man? This could be your lucky day. Contact Gary. Photo a must.

Busty, attractive 35-year-old SWF looking for that perfect man for LTR. Into keeping fit, good food and wine. Oksana

Two shy, blonde 18-year-olds WLTM two young well-built hunks to share those special moments. Ellie & Alexia

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

1. _____ has children.
2. _____ has recently split up from his / her partner.
3. _____ is looking for someone who can make him/her laugh or likes laughing.
4. _____ isn't very flattering about themselves.
5. _____ probably likes going out to discos and clubs.
6. _____ wants his / her life to be changed because it's a bit dull.
7. _____ wants someone who is similar to him / her but gives little information about himself / herself.
8. _____ won't reply to anybody unless he / she knows what they look like.
9. _____ would like to meet someone who likes movies and the countryside.
10. _____ would probably like his / her first date to be in a restaurant.

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WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

All the ads from the lonely hearts column contain abbreviations. What do you think each of the abbreviations means?

1. GSOH (Clue: the last word is *humour*)
2. TLC
3. FTA
4. SAF
5. WLTM
6. PM
7. SWF
8. LTR
9. GF
10. NBM
11. ISO
12. NSA
13. TDH
14. FT
15. WAA

Focus 2: Language use

Ads in lonely hearts columns keep words to a minimum, so often words such as articles, pronouns and auxiliary verbs are missing. Look at the example in the box and then try to expand the four extracts from the column.

I'm a sensitive, intelligent lady looking for some TLC after the end of a three-year relationship.

1. Fun-loving, petite SAF looking for a considerate man with big heart and GSOH.
2. Looking for a GF to mend broken heart.
3. Recently divorced mother of two looking for relationship.
4. Looking for a TDH man?

WORKING WITH VOCABULARY

Focus 1: Meaning

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

1. carefully thought about
2. someone who you have a special connection to because you share the same feelings and interests
3. the quality of being lively and interesting
4. thinking about the feelings and needs of other people
5. the way in which two people are connected or involved with each other
6. someone who is with you as a friend, possibly for a long time
7. a strong and sexually attractive man
8. something that is fairly old but in good condition and quality

Focus 2: Topic-related words

Put these words from the advert into the correct column.

attractive	bad-tempered	blonde	cheerful
handsome	petite	plump	selfish
sensitive	shy	stubborn	well-built

appearance		
Positive (+)	neutral (+/-)	negative (-)

personality		
Positive (+)	neutral (+/-)	negative (-)

**Topics: Love
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Listen to two people, Rachel and Bernard, describing their dates. Which of the ads in the lonely hearts column did they answer? What information from the ad did they think was correct or incorrect?

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 be tempted to respond to? Why?
3. Which of these other dating techniques would you consider using?
 - speed dating
 - online dating
 - blind date

PROJECT

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