

Stop swiping, start talking: the rise and rise of the blind dating app

Level 3: Advanced – Teacher’s notes

Article summary: The article describes how some blind-dating apps are changing the online dating scene by getting users to talk to each other first before seeing what they look like.

Time: 90 minutes

Skills: Reading, Speaking

Language focus: Vocabulary (idiomatic language)

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to introduce the topic of dating and get students engaged in the topic. You can note down emergent language related to the theme on the board.
- b. Now ask students to reflect on and discuss how an online dating app might be useful (or not) when trying to find someone with the qualities discussed in the previous activity. At this point, you can get students to predict what the article will be about.

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. As an extension, you can focus on pronunciation (e.g., identifying word stress: **attraction**, **chemistry**, **compatible**, **discrimination**, **obscure**, **jeopardy**). You can also focus on specific sounds: “sh” in **attraction**, “k” in **chemistry**, or “e” in **jeopardy**).

Key:

- a.
 1. *blurred*
 2. *ice breaker*
 3. *downside*
 4. *obscure*
 5. *counter*
 6. *Discrimination*
 7. *Attraction*
 8. *compatible*
 9. *jeopardy*
 10. *scammer*
 11. *Chemistry*
 12. *high-end*

b.

1. *break the ice*
2. *attractive*
3. *scamming*
4. *chemical*
5. *jeopardise*
6. *obscurity*

3. Comprehension check

- a. Ask students to complete the task individually and then compare their answers in small groups before checking with the whole class. Encourage students to first read the summary, circling key words, and then to find the supporting information in the text.

Key:

1. *a*
2. *a*
3. *a*
4. *c*
5. *c*
6. *a*
7. *b*
8. *a*
9. *a*

4. Key language

- a. Ask students to complete this activity in pairs or small groups.

Key:

1. *good looks*
2. *love is blind*
3. *judge a book by its cover*
4. *flip the equation*
5. *head over heels*
6. *better half*

- b. Encourage students to use a dictionary. As an extension, you could ask students come up with their own examples using the new phrases in a short anecdote.

Key:

1. *good looks (the physically attractive appearance of someone, especially of their face)*
2. *love is blind (when you are in love with someone, it is difficult to see their faults)*
3. *judge a book by its cover (form an opinion about someone or something only from their appearance)*
4. *flip the equation (change or reverse how something is usually done)*

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5. *head over heels* (you are very much in love with a person)
6. *someone's better half* (someone's romantic partner or spouse)

5. Discussion

- a. Allow students enough time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one. Then put them into small groups and ask them to share their ideas.

6. In your own words

- a. Ask students to first brainstorm ideas and make notes. Have them consider arguments for and against before assigning a 'side' to each pair or small group. Then allow them to prepare and practise, making their points just in their own pair or group. Provide vocabulary on the board as needed and encourage students to support each other.
- b. Go over useful language with the whole class. Put students into new groups by combining previous pairs or groups (make sure you have grouped them so half of them are for and half against the statement).

Come up with the debate rules with the whole class. Define how long a turn is, how many rounds there will be, if interruptions are allowed in all rounds, etc. Then get students to have their debates in small groups. Monitor and provide feedback on language at the end of the activity.

Have students reflect on how they could make their arguments stronger, and get them to have a final and more formal whole-class debate, or simultaneous debates in new groups.