

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

### Level 1: Elementary / Pre-Intermediate – 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:** Grammar (gerunds and infinitives)

**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 a romantic partner.

#### 2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Alternatively, you can divide the class into two groups and ask them to complete half the activity and then regroup them to share their answers.

**Key:**

- |                   |                        |
|-------------------|------------------------|
| 1. <i>blind</i>   | 6. <i>hide</i>         |
| 2. <i>app</i>     | 7. <i>generation</i>   |
| 3. <i>single</i>  | 8. <i>good-looking</i> |
| 4. <i>date</i>    | 9. <i>smart</i>        |
| 5. <i>fiancée</i> | 10. <i>real life</i>   |

- b. Ask students to discuss the questions to practise using some of the vocabulary in context. Monitor and focus on correcting the vocabulary in use.

#### 3. Comprehension check

- a. Ask students to work individually to answer the questions and then compare their answers in pairs or small groups. Encourage students to mark the places in the text that helped them find the answers.

**Key:**

1. *False. They are apps where people can't see each other at first.*
2. *True*
3. *False. Sacha Nasan was single when he got the idea for the app.*
4. *True*
5. *True*
6. *False. You have to be smart and careful because people can be manipulative.*
7. *True*

#### 4. Key language

- a. You can provide an example of each before students complete the task. E.g., **plan** to go (verb + to + infinitive); **miss** playing (verb + gerund); it's **wonderful** to see (be + adjective + to + infinitive).

Students can check their answers in the text after completing the exercise individually. Then check answers with the whole class. Explain that some verbs can be followed by both forms, but the meaning usually changes. E.g., *stop to drink coffee* (stop what you are doing and drink coffee) or *stop drinking coffee* (no longer drink coffee). As an extension, you can ask students to find more verbs to add to the table.

**Key:**

**verb + to + infinitive**

*choose, stop (example in article is a gerund), want, need*

**verb + -ing**

*stop*

**be + adjective + to + infinitive**

*be ready, be important*

- b. Ask students to complete the sentences individually. Elicit the form of the verb that follows each phrase. They should share their sentences in small groups or pairs.

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#### 5. Discussion

- a. Allow students time to make brief notes and encourage them to give reasons for their answers. Then have them discuss first in pairs (to build confidence), and then regroup into small groups for a final discussion. Go over any recurring errors with the whole class.

#### 6. In your own words

- a. Ask students to complete the sentences with their own ideas. 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 small groups and ask them to discuss the statement and react to each other's ideas. Regroup students so they work with a different group and share their ideas again.