

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

Level 2: 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, Writing

Language focus: Vocabulary (phrasal verbs)

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. You can explore this set of vocabulary more by asking students to come up with a mind map about dating vocabulary and add some of their own. They can organize it as they wish, but you can also suggest verbs / verb collocations.

Verbs / Verb collocations: *swipe (right)*; *turn to apps*; *users match*; *appeal to*; *blur/reveal photos*; *flirt with someone*; *have chemistry*; *be manipulative*

Nouns: *prejudices*; *chemistry*; *a match*

Key:

1. *potential*
2. *turn to, turns to*
3. *blurred*
4. *match, matches*
5. *appeals, appeal*
6. *prejudice, prejudices*
7. *reveal, revealed*
8. *flirt, flirting*
9. *manipulative*
10. *chemistry*

3. Comprehension check

- a. Ask students to identify key words in each statement and then look for the information in the text. Then ask them to identify a correct answer. Students can do this individually before you check answers with the whole class.

Key:

- | | |
|-------------|-------------|
| 1. <i>a</i> | 5. <i>b</i> |
| 2. <i>a</i> | 6. <i>b</i> |
| 3. <i>a</i> | 7. <i>a</i> |
| 4. <i>b</i> | |

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Encourage them to check their answers by looking in the text.

Key:

1. *of*
2. *up*
3. *with*
4. *out*

- b. Students could be asked to do this exercise in pairs or small groups. Encourage them to ask more follow-up questions to further discuss their answers. Keep corrections focused on the use of the key language.

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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. Monitor and go over any recurring errors with the whole class. If there is time, you can regroup students and have them discuss the statements in new groups.

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 small 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.

If there is time, you can have a final and more formal whole-class debate.