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| **The power of positive thinking** |

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| **Instructor**  **G** |  | **Level**  Intermediate |  | **Students**  12 |  | **Length**  40 |

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| **Materials**  - White board, board markers, tapes, eraser,  - Listening CD & CD Player (Dialogue about 50 seconds / Song [HERO]  - Worksheet #1 : 13copies (12 copies for each student + 1 extra copy)  (antonyms)  - Worksheet #2 : 13copies (12 copies for each student + 1 extra copy)  (Fill in the blanks)  - Wall chart #1 : 2 guiding questions.  - Wall chart #2 : song [HERO] |

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| **Aims**  - To learn antonyms by dividing each sentence and listening the text.  - To understand the power of positive thinking by listening the text.  - To improve speaking skill by discussing with group members about who am I (optimist? or pessimist?)  - To practice writing English through writing the answers in the blanks on the worksheet #2. |

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| **Language Skills**  - Reading : antonyms worksheet / sing a song [HERO]  - Listening : listening the text / listening the member's talk.  - Speaking : answering the guide Q , comparing answers and discussion within groups.  - Writing : Writing answers on the worksheet #2 |

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| **Language Systems**  - Lexis : antonyms (optimist, pessimist)  - Phonology : repeating the antonyms during learning new words.  - Discourse : talking about your personality (optimist? or pessimist?) with members.  - Function : letting members know what's the my view of life & understanding each other. |

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| **Assumptions**  Students ~ :  - are adults. ( they are over 20 years old )  - know the teacher’s style of teaching and the pace of the course.  - are used to working in pairs and groups.  - have some waters at least one or more person.  - learned the song [HERO] last time. |

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| **Anticipated Errors and Solutions**  The equipment or CD player may not work  -> Teacher reads the text and sings the song.  Students may be unable to answer the guiding question.  -> Teacher gives the students the hints by showing some gestures.  Students may be unable to pick up details from the listening.  -> Teacher chunks the listening.  If time is short.  -> Cut post-activity discussion and sing the song.  If students finish their tasks earlier than anticipated.  -> Ask as many students as possible about their personality.  -> Sing the song per each group. |

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| **References**  http://www.ebs.co.kr.index.jsp  Advanced Learner's English Dictionary p1008,1072 |

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| **ENGAGEMENT** | | |
| **Materials:** Glass / some water | | |
| **TIME**  3min. | **SET UP**  T-Ss | **PROCEDURE**  **1. Greeting & Concentrating with realia.**  *Hello, everyone. How are you today?*  *These days the weather is hot, so I'm always very thirsty.*  (showing a glass)  *Here is my glass. Can anybody give me some water?*  *please, fill a glass full.*  (One student fills a glass up with water, teacher drinks half.)  *How much water is in the glass?*  (Expected answer : half empty~ half full~)  *Ok, there are very various points of view.*  *Even though the glass is only half-empty if we consider it from a different standpoint, we can say the glass is half-full*. |

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| **PRESENTATION** | | |
| **Materials:** White board / Board maker / Worksheet #1 | | |
| **TIME**  7min  3min  2min | **SET UP**  T-Ss  Ss-Ss  T-Ss | **PROCEDURE**  **2. Introducing the topic**  *Ok, so today, we will listen to some text about the power of positive thinking. But first, we will learn some antonyms related to the text.*  **3. Teaching new words (antonyms)**  Teacher writes the 2 words (OPTIMIST&PESSIMIST) in the top right-hand corner of the W.B.  **[Instructions]**  *I'll give you one worksheet. Work individually.*  *Please, write the 'O' on the end of the sentence if you think that the sentence is about the 'OPTIMIST' .*  *Please, write the 'P ' if you think that the sentence is about the 'PESSIMIST' . You have 4 minutes.*  (Distribute the worksheet #1)  **[ICO's]**  *Are you working with your partner?*  *How much time do you have?*  Students do the activity while the teacher monitors discreetly.  Answer students if they ask questions.  Give time warning : 30 seconds left.  Be flexible with time. Give 1 more minute if they meed it.  After that make pairs with their partner.  **[Instructions]**  *Work with your partner.*  *Please, compare the answer and exchange opinions about your answers. You have 3 minute.*  **[ICQ's]**  *Are you working alone?*  *How much time do you have?*  The teacher monitors discreetly while students do the activity.  Especially, teacher focuses on why students put that answers.  Teacher takes note student's errors.  Give time warning : 30 seconds left.  Let students say the answer to the teacher from the first sentence to the last one.  Teacher give the students clear and correct answer per each question.  **[CCQ's]**  *Optimist & Pessimist are similar words?*  *Optimist thinks that bad things are going to happen?*  *Pessimist is hopeful about the future?*  Teacher draw a smiling face next to the 'Optimist' word and also draw a thoubled face next to the 'Pessimist' word on WB so that students can understand the difference of the meaning easily during the entire class.  **4. Giving guiding questions.**  Teacher write the 2 main questions on WB before first listening.  - What is the mark of an optimist ?  - What is the mark of an pessimist ?  **[Prediction]**  *Let's think about the characteristic of optimist and pessimist.*  *Teacher have a brainstorming session with all students.*  **[Instruction]**  *Now, I will start to turn on the CD player. Put your pens down. Think about main questions.*  **[ICQ's]**  *Can you take note ?*  *How many question do you have to think about ?* |

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| **PRACTICE** | | |
| **Materials:** CD & CD player / worksheet #2  White board / Board makers / Wall chart #1 | | |
| **Time** | **Set up** | **Procedure** |
| 2min  3min  7min  3min | T-Ss  Ss-Ss  T-Ss | **5. Listening for the guiding questions.**  Teacher play the CD player once without stopping.  If students want to listen again  ->Have them listen one more time.  If they don't want  ->Have them write the answer on WB.  Teacher gives clear feedback to every response of students.  **6. Listening for the detail questions.**  **[Instruction]**  *Now, listen to the text again. I'll play the CD two times. Fill the blanks on the worksheet as you listen.*  *Work individually.*  (Distribute the worksheet# 2)  **[ICQ's]**  *Are you working with your partner?*  *Do you fill in the blanks now or after listening?*  If students want to listen again.  -> Have them listen one more time per sentence. (pause-play-pause-play)  If they don't want  -> Move on to the next stage.  Make groups of three (4 groups).  Students compare their answers with group members. While students do their task teacher sticks the wall chart on the WB. (wall chart is the same with worksheet #2, but it's bigger than worksheet)  Teacher monitor discreetly.  **[Instruction]**  *OK, Let's make 4 groups. Each group members will be three. Then* compare your answers with your members.  *You have 5 minutes.*  **[ICQ's]**  *Are you working alone?*  *How much time do you have?*  **7. Checking the answers**  Teacher let students write answers by one member in a group.  Teacher play the CD per each sentence and give the correct answers. |

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| **PRODUCTION** | | |
| **Materials:** CD & CDplayer / Wall chart #2 | | |
| **Time** | **Set up** | **Procedure** |
| 5min  4min  1min | Ss-Ss-T  Ss-Ss  T-Ss | **8. Group discussing**  **[Intstruction]**  *I think you have various view of life. Can you discuss with your members about that? Are you optimist or pessimist ?*  *Why do you think like that ? You have 5minutes.*  **[Demonstration]**  *l will tell you about myself. I think I'm optimist because*  *I believe in god so I think god will help me if I'm in trouble. Due to him I'm hopeful about everything.*  Monitor actively and participate within each group.  Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minutes if all groups are talking briskly.  Share students' opinions.  If having time to spare, pick one student per every groups and let them tell about their view of the life by turns.  Give clear feedback to every opinion of students.  **9.Singing the song [HERO]**  Teacher sticks the wall chart written lyrics of the [HERO]  **[Intstruction]**  *We learned the [HERO] last time. This song's* lyrics is related *to today's topic : the positive thinking. Let's sing together.*  **10. close**  Teacher corrects students' general errors.  (not related to the detail questions, just general errors about pronunciation ect.) |

OUT LINE

**ENGAGEMENT (3min)**

**1. Greeting & Concentrating with realia.**

**PRESENTATION (12min)**

**2. Introducing the topic.**

**3. Teaching new words (antonyms).**

**4. Giving guiding questions.**

**PRACTICE (15min)**

**5. Listening for the guiding questions.**

**6. Listening for the detail questions.**

**7. Checking the answers.**

**PRODUCTION (10min)**

**8. Group discussing**

**9. Singing the song [HERO]**

**10. close**

**Script**

**The power of positive thinking**

Are you an optimist or pessimist ? An age-old way of finding out is to ask the common conundrum : " Is the glass half-empty or half-full ? " Conventional wisdom expects optimist to say, "Half full" and pessimist to replay, "Half empty" Optimists tend to believe that people are originally good, and will anticipate the best in any situation. Pessimist believe the opposite. These days, many people are advocates of the power of positive thinking. They state that if you believe that things will work out for the best, it will happen. Thinking positively helps a person to have higer self esteem.

**Worksheet#1**

**Antonym**

**Write the 'O' on the blank if the sentence is about the 'OPTIMIST' .**

**Write the 'P ' if the sentence is about the 'PESSIMIST' .**

HINT 1. ^^ (O) 2. ㅡ,ㅡ (P)

1. Usually expect the worst ( )

2. Is hopeful about the future ( )

3. They have confidence ( )

4. They don't try to do something ( )

5. They think that there's nothing they can do ( )

6. They always say " He can do it, she can do it why not me? " ( )

7. Their face always looks gloomy ( )

8. They are very active ( )

**Worksheet#2 ( Fill in the blanks )**

**The power of positive thinking**

Are you an 1. ( ) or 2. ( ) ?

An age-old way of finding out is to ask the common

conundrum : " Is the glass 3.( ) or 4.( ) ? "

Conventional wisdom expects optimist to say, 5.( ) and pessimist to replay, 6.( )

Optimists tend to believe that people are originally

7.( ) and will anticipate the 8.( ) in any situation.

Pessimist believe the 9.( ).

These days, many people are advocates of the power of 10.( ) thinking. They state that if you believe that things will work out for the best, it will happen. Thinking positively helps a person to have higer self 11.( ).

**Wall chart #1**

**What is the mark What is the mark of an optimist ? of an pessimist ?**

**^ , ^ ㅡ,ㅡ**

**Wall chart #2**

**[HERO]**

**There's a hero**

**If you look inside your heart**

**You don't have to be afraid**

**Of what you are**

**there's an answer**

**If you reach into your soul**

**And the sorrow that you know**

**will melt away**

**\*\***

**And then a hero comes along**

**With the strength to carry on**

**And you cast your fears aside**

**And you know you can survive**

**So when you feel like**

**hope is gone**

**Look inside you**

**and be strong**

**And you'll finally see the truth**

**That a hero lies in you**

**It's a long road**

**When you face the world alone**

**No one reaches out a hand**

**For you to hold**

**You can find love**

**If you search within yourself**

**And the emptiness you felt**

**Will disappear**