Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Sook Hee Kim | | 1st.Feb. 2017 | Reading | | | PPP | | The science of Love | | | 40min | U.I. |
| **Class profile**  **Number of students:**  **6 Age**: Adults  **Nationality:**  Korean  **Motivations**:  **Individual or class hobbies and interests:**  **Special considerations:** | | | | | | | | | | | | |
| **Main aim**   1. Students practice their reading comprehension skills using a bottom-up and a top-down model.   **Subsidiary aims**   1. Students practice / learn getting the main idea by skimming the text and answering guiding questions. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Listening : Ss listen to T’s presentation, instruction, demonstration * Reading : Ss read text to understand the gist of the reading * Speaking :Ss share ideas in a group * Writing : Ss write their opinions | | | | | | | Description of language systems specifically used/practiced:  * Lexis: New vocabularies (instantly, elevate, hormone, fixate, potion) * Grammar : present perfect + passive + phrasal verbs * Function : Giving information | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. Ss may not understand the passage easily 2. 2. If Ss need unfamiliar or compound words` support | | | | | | | | | | | | |
| **How I can deal with these difficulties:** Give a clear instruction until they can understand it.Explain how to figure out the word by using prefix, suffix or a root of a word | | | | | | | | | | | | |
| **Assumptions:**  1. Ss are used to working individually and in groups of 3-4 or individually.  2. Ss know how to skim and scan | | | | | | | | | | | | |
| **Material(s) needed:** White board, Board maker, Board Eraser, 4 Worksheet (6 copies ), pictures for eliciting vocabularies and slowly lead into the topic | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | |
|  | model sentences for target language | | |  | concept questions for target language | | | |  | analysis sheet for target language | | |
|  | stages clearly titled and separated | | |  | purpose of each stage indicated | | | |  | anticipated timing included | | |
|  | interaction pattern marked | | |  | a board plan (if relevant) | | | |  | examples of all tasks used | | |
|  | answer sheet to all exercises | | |  | Tape or text script | | | |  | all materials labelled and numbered | | |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to give a clear instruction and make Ss interested in the topic. | | | | | | | | | | | | |

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| **Stage 1:\_Lead-in**  **The purpose of this stage is relax the students and the teacher. It should focus their attention on the lesson by talking about something interesting. It should lead in to the topic in some way.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| ( Greeting )  Hello everyone. How are you?  T : I’m going to tell you a story of mine. – telling My story about friendship  What do you think our relationship?  S: Friendship  T: (showing this picture) C:\Users\SAMSUNG\Desktop\Tesol\reading plan\love pic 1.jpg , how about this?  Take a look at this picture.  How do they look? What are they doing?  What’s the difference between our relationship and their relationship?  Instruction : Could you talk with your partner about “What made them happy and hug each other?  I’ll give you 1 minute to talk. | T-S  S-S | 2min |  |

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| **Stage 2: Presentation**  **The purpose of this stage is to help the students with their reading comprehension. To do this, you can pre-teach a few keywords. Guiding questions may also be used.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| T : We are going to learn Vocabularies that will help you to read the text.   * Instantly   Eliciting : demonstration. Showing a pen behind a piece of paper  CCQ : did it move quickly or slowly?  Did the pen disappear without delay or with delay?  Drilling : My pen instantly disappeared.  Board : : [ínstəntli] / 3 syllables / stress / adverb   * Elevate :   Eliciting : showing the photo C:\Users\SAMSUNG\Desktop\Tesol\reading plan\elevator pics.jpg , teacher can elicit the verb “ elevate”  CCQ : is it moving from a higher to a lower position or from a lower to a higher positon?  If we elevate the temperature in our room, is it getting hotter or a cooler?  Drilling : elevate  Board : [éləvèit] / 2 syllables / stress / verb  Guiding Question :  1. What attracts one person to another?   1. Are new relationships different from long-term relationships? If so, how?   Instructions : hand out worksheet #1 and ask Ss to talk their partner about these questions. It’s time to discuss about the probable topic of today’s class,  Ask Ss work in pairs and give them 3 minutes to share their thoughts  After discussion, ask their opinions individually.  Feedback : If there is enough time, ask Ss to answer vocabularies in worksheet #1 for 30 seconds.  If no, skip this stage. | S-T  S-S | 5min |  |

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| **Stage 3: Practice - Skimming and scanning for gist comprehension**  **The purpose of this stage is for students to practice their fast reading skills to identify the main idea of the text. Using visual aids such as pictures, diagrams, graphs or tables as well as headlines, subheadings and captions are useful sources of information in many authentic texts.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Skimming - for gist  Instructions :   * Hand out the text ( worksheet #2 ) and Worksheet #3 * Read the entire the first and last paragraph. * give Ss 2 minutes to finish their reading. Read them individually and silently * And think about the answer the part 1 in worksheet # 3 and then check together.   ICQ : 1. Do I want you to read 2nd paragraph?  2. What do you have to do after reading?  3. How much time do you have?  (run the task)  Skimming Question : What’s the main idea?  A. Every culture has different ideas about love.  B. Sweaty palms are caused by the release of neurotransmitters.  C. We know so much about love that romance has lost its meaning  D. Scientific research has taught us a lot about love  Teacher will teach them how to find the main idea / topic sentence and how to predict the gist of reading by finding some clues in the text. | S  S-T  T | 7 min |  |

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| **Stage 4: Practice – Detailed/Literal comprehension**  **The purpose of this stage is for students to locate specific information in the text quickly.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Scanning for Literal comprehension  Instructions : Look at the part 2 only and find the right answer in worksheet # 3.  Give them 3 minutes and ask Ss to check in pairs  Let’s check the answers together.  Literal question   1. Which substance is linked to long-term romance? 2. In the Florida State study, how long did it take people to fixate on a photo? 3. What effects do dopamine and other “romantic love chemicals” have on us? 4. What is the role of oxytocin in our bodies?   (Run Task )  Feedback : Do you need explanation for unknown vocabularies ?  If yes – explain them specifically  If no – have Ss share their ideas in pairs  (\* neurotransmitters – transmit, submit, emit, omit explaining the root of words, suffix, prefix) | S  S-T | 10  min |  |

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| **Stage 5: Practice - More detailed/Interpretive comprehension**  **The purpose of this stage is for students to deeply understand the meaning of what is written, often by reading between the lines.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Interpretive comprehension   1. According to the article, how are love and mental instability alike? 2. What does the article suggest about the development of a “love potion”?   Instructions  You will have a worksheet # 3  Look at the part 3 only. You should read slowly and read every line in detail individually.  Underline the unknown words.  Work in 2 groups of 3  Give them 4 minutes to finish  Check the answer together  ICQ : What do you underline?  How many groups are we working on?  (Run Task)  Monitoring : Quietly walk around the classroom. Check to see if the Ss are on track and let them know underlined words on Ss’ worksheet. Let them know the clear meaning. Answer to questions.  (give time warnings : you now have 1 minute/ 30 second left ) | S-S  T-S | 6min |  |

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| **Stage 6:\_Production - Applied Comprehension**  **The purpose of this stage is for students to practice their speaking fluency by doing some sort of communicative task.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Applied Question :  What attracts a man to a woman? What are women looking for in men?  How do you behave when you’re in love?  Instructions: pass out worksheet # 4 and read the questions.  Individually write about your opinions based on your experiences for 4 minutes.  And then divide into 2 groups of 3 and share ideas. Give you 2 minutes  Finally summarize it and one person comes up to the front and give a presentation.  Speak loudly and clearly. Other students pay attention to the reports  ICQ : How many time do you have to write individually?  How many times do you have to discuss in group?  After discussing in group, what should you do?  (Run Task)  Feedback  Have you all finished?  If no – give 30 seconds extra time  If yes – discuss the groups’ ideas. | S-S | 9min |  |

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| **Stage 7:\_Wrap-up**  **The purpose of this stage is to close the lesson on a positive note so students are encouraged. Reviewing, summarising, giving homework, lesson feedback are all possibilities.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| It’s time to wrap up.  Today we talked about how the brain reacts to being in love.  Did you enjoy it?  Next time, we will review what we learned today.  Have a good time and see you next time. Bye. | T-S | 1min |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………… Date: …………/……………/…………** | |

**Worksheet # 1**



1. What attracts one person to another? (appearance)? Job? Something else?)
2. Are new relationships different from long-term relationships? If so, how?

**Vocabulary Warm-up**

Complete each sentence with the best word. Remember to use the correct word form.

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| Hormone fascinating fixate palm nurturing potion |

1. When I’m in the middle of a book, I have trouble putting it down.
2. The magician says drinking the will make you invisible.
3. People with personalities make very good parents.
4. Some , like oxytocin, are associated with positive emotional states.
5. Put the seeds in the of your hand, and the deer will let you feed it.
6. It is hard to on a goal if you’re doing 10 different things at once.

**Worksheet #2**

The Science of Love



It has been said that “love makes the world go round.” That may be truer than we realize. Scientific interest in romantic love has turned up **fascinating** discoveries about the physiology of love, including the mapping out of several processes of physical attraction. The sweaty palms and quickened heartbeats of lovers **have been linked to** the production of specific hormones and neurotransmitters. Thus, when we talk about two people “having chemistry,” it’s not just a **figure of speech**.

Another popular saying is “beauty is in the eye of the beholder.” Concepts of beauty certainly vary among cultures and individuals, but what fascinates scientists are the mental activities behind the eyes. One study at the University of Rochester focused on clothing color. Men were shown a photo of a woman wearing a red dress, as well as a photo of the same woman in a blue dress. Participants were asked how much they’d spend on a date, with results linking a higher amount to the red dress photo. The findings correlate with other studies, as well as the **prominence** of the color on holidays like Valentines’ Day.

Another study at Florida State University showed just how much power attractive people hold over us. Participants were shown photos of beautiful women and handsome men, after which they were told to look away from the images. The study’s first finding was that we are **instantly** drawn to attractive people – in fact, it took less than half a second for participants to fixate on each photo. Researchers also found that people had trouble pulling their eyes away from the images, **indicating** the degree to which “animal magnetism” is at work.

When everything comes together and we fall in love, out **palms** get sweaty, we have trouble sleeping, and we can’t stop thinking about the special someone. What’s going on here? In its early stages, romantic love leads to a higher production of certain brain chemicals, including dopamine and phenylethylamine, as well as hormones like adrenaline and norepineohrine. This powerful mixture gives us more energy, focuses out attention, and makes us feel **elated**. Our bodies are primed for courtship.

A detailed study of 2,500 brain scans revealed even more. Seventeen people were shown photos of people they were in love with. Just looking at the images **activated** specific brain regions (such as the ventral tegmental area) which are associated with addiction and pleasure. Such areas are also high in neurotransmitters like dopamine. It’s no wonder being in love is often compared to mental instability. In some ways, the effects are the same!

Within 1-3 years, as people settle into a more stable relationship, these chemicals return to normal levels. Yet that isn’t the end of love’s impact. People in long-term relationships show **elevated** levels of oxytocin, a **hormone** associated with forming **nurturing** bonds and maintaining trust. Another brain chemical, serotonin (which is associated with calmness), is also higher during this period. MRI scans have revealed that even after 20 years of marriage, people show increased activity in regions associated with these **substances**.

Given all these discoveries, some scientists feel it will one day be possible to create **love potions** which will make it easier to all in love or rekindle the **passion** in a marriage. So far, though, no “magic formula” has been found, despite the efforts of perfume companies worldwide. Scientists are also quick to point out that love is a complex process, with many factors involved in finding and keeping a partner. So, for all the romantics out there, take heart - love poems, boxes of chocolate, and long walks on the beach will still be capturing hearts for years to come.

**Worksheet # 3**

**Part 1**

1. **What is the main idea?**

A. Every culture has different ideas about love.

B. Sweaty palms are caused by the release of neurotransmitters.

C. We know so much about love that romance has lost its meaning

D. Scientific research has taught us a lot about love.

**Part 2** **(short answers)**

1. **Which substance is linked to long-term romance?**
2. **In the Florida State study, how long did it take people to fixate on a photo?**
3. **What effects do dopamine and other “romantic love chemicals” have on us?**
4. **What is the role of oxytocin in our bodies?**

**Part 3**

1. **According to the article, how are love and mental instability alike?**
2. Both mental states lead to irregular heartbeats.
3. They can both be linked to increased activity in parts of the brain.
4. The conditions are both associated with high serotonin levels.
5. Love always leads to madness, and vice-versa.
6. **What does the article suggest about the development of a “love potion”?**
7. Perfume companies feel the effort is a waste of money.
8. It’s easier to create than a magic formula.
9. Scientists have not yet accomplished the task
10. Such a potion would only be effective on single people.

**Worksheet # 4**

Part 4.

***Write about it***

Question : What attracts a man to a woman? What are women looking for in men?

How do you behave when you are in love? Write your opinions based on your experience.

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