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| ■ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** Opposites Do Attract. |

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| Instructor: James/Heerae | Level:  Intermediate (Adult) | Students:  12students | Length:  30Minutes |

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| **Materials:**  • Realia : Magnets.  • Picture of the opposites.  • White board and board markers.  • Audio file and Computer or CD player.  • Workseet: A blank sheet of paper ,  Word match & multiple choice worksheet(12 copies)-Worksheet#1,  Fill in the gaps and discussion worksheet(12 copies)-Worksheet#2,  Unscramble the words worksheet(12 copies)-Worksheet#3. |

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| **Aims:**  • Main aim : Students will work on their listening skill related to social topic by doing bottom-up activities.  • Secondary aim : Students will learn how to do small talks by discussing social issues in pairs or small groups.  • Personal aim : I want students to understand and accept the differences among people. |

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| **Language Skills:**  • Listening: Students will listen to the recorded article.  • Speaking**:** Students will share about whether "Opposites Do Attract" or not.  • Reading: Students will read script of the topic.  • Writing: Students will write about their viewpoints on “Opposites Do Attract” |

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| **Language Systems:**  • Lexis: new vocabulary in the article.  • Grammar: present and past tense, past participle  • Function: making an argument.  • Discourse: read the news article on different viewpoints. |

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| **Assumptions:**  =Students already know=  • How the class is divided and run (in pairs and in groups of six).  • Whether they agree or disagree on the topic.  • What the opposites mean. |

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| **Anticipated Errors and Solutions:**  • If students need linguistic support,  - I will encourage them to find it in contexts or provide them with definition.  • If some students keep quiet for shyness or something,  - I will encourage them to speak and let them work on the paper.  • If some students dominates the discussion,  -I will give other students a chance to speak. |

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| **References:**  - Listening File & Script  <http://www.dailymail.co.uk/news/article-2279003/Opposites-DO-attract-Psychologists-say-couples-similar-likely-last.html> |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | Answering teacher’s questions | -Good mornig,class!  -How are you feeling today?  -Do you get along with different people? |

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| **Pre-Activity** | | | |
| Materials: realia like the magnets, picture of the opposites, a blank sheet of paper,  worksheet #1(12 copies), white board, board markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  2 min  2min  2 min  2 min  1min  2 min  2 min | Whole class  Pairs  Whole class  Whole class  Pairs  Whole class  Whole class  Individually | Students answer teacher’s questions  Discuss probable topic in class  Students listen to teacher’s instructions and answer  Students listen to teacher’s instructions and answer  Students complete worksheet#1  Students check answers  Students listen to teacher’s instructions and answer  Students complete worksheet#1  (The back of the worksheet) | Procedure:  **1. Brainstorming**  Elicit  (show 2magnets to the students)  -Look at these. What do you think they are?  (Board Students answers)  (Show the picture of opposites to the students)  -Now, this time, look at this photo. What comes to your mind?”  (write down answers from students on the board)  (Hand out a small sheet of paper to each pairs)  -OK. Let’s make pairs and talk about today’s topic.  -Then, write it down on a piece of paper.  -I’ll give you 2minutes.”  ICQ  -Are you working in pairs?  -What do you discuss with your partner?  -What do you do after discussion?  -How much time do you have?  -OK. You may start now.  (after 2min)  -OK. Time’s up.  Model  (Write down “Opposites Do attract” on the board.)  -Today’s topic is 'Opposites Do attract'  CCQ  -Are men and women opposites?  -Are pencils and pens opposites  -Which are opposites? City and country or sharks and dolphins?  -What else are opposites?  **2. New vocabulary**  Instruction  -Now, we are going to learn new vocabularies before listening.  (Hand out worksheet#1)  Demonstration  -Let’s look at number1  -Look at the definition on the left and find the right definition on the right.  -Then, write the letter of right definition on the blank.  -I will give you 2 mins.  -Work in pairs.  ICQ  -What do you do when you find right word?  -Are you working in pairs?  -How much time do you have?  -Let’s get started.  Monitoring  (Walk around and check to see if students follow instructions giving help.)  (Give time warning )  -1 min left…30 sec left.  -Time’s up.  Check answers  -Let’s check the answers together.  **3. Prediction**  Instruction  -Now, I want you to flip the paper.  -By doing this, you can have an overview of the article.  -Do multiple choice worksheet individually for 2min.  ICQ  -What do you do?  -Are you working alone?  -How much time do you have?  -Ok. Good. You can start now.  Monitoring  (Walk around the classroom and check if students are on track)  (Give time warning )  -1 min left…30 sec left.  -Time’s up. |

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| **Main Activity** | | | |
| Materials: worksheet#1 for checking multiple choice, worksheet#2(12 copies), white board,  board markers, audio file, computer | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  1 min  2 min  1 min | Individually  Individually  Individually  Individually | Students listen to teacher's instructions and then audio file  Students check answers  Students listen to teacher's instructions and then audio file  Students check answers | **1. Listen for main idea**  Instruction  -Now, listen carefully without  taking notes.  -After listening, we will check worksheet#1.  ICQ  -What do you do now?  -Are you taking notes?  -After listening, what do you do?  -Ok. Good. Let's listen.  (Play audio file on computer)  Check answers  -Let’s check the answers together.  **2. Listen for details**  (Hand out worksheet#2)  -This time, we are going to listen one more time.  -Try to listen for details to complete worksheet#2.  -Work individually.  ICQ  -What do you do now?  -Are you taking notes?  -After listening, what do you do?  -Ok. Good. Let's listen.  (Play audio file on computer)  Check answers  -Let’s check the answers together. |

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| **Post Activity** | | | |
| Materials: white board, board markers, discussion topics on worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  4 min  3 min  1 min  1 min | Whole class  Group  Whole class  Whole class  Whole class | Students listen to teacher’s instructions and answer  Students discuss in groups  Students present  Students listen  Students listen and answer | **1. Discussion**  Instruction  -Now, let's divide the class in groups of six  (Count 6 people in each group)  -I want you to discuss topics on your worksheet#2 in groups.  -Get closer in groups.  (Make gestures to get closer)  -After discussion, write your opinions.  -Take turns presenting your group's opinions in class.  -I will give you 4 min  ICQ  -What do you do first?  -After discussion, what do you do next?  -Is only one person presenting in each group?  -How much time do you have?  -Ok. Good. You may start now.  Monitoring  (Walk around the classroom and check if students are on track)  (Give time warning )  -1 min left…30 sec left.  -Time’s up.  **2. Sharing**  -OK. I want someone in each group to present.  -Take turns presenting.  **3. Conclusion**  -Everyone did a good job.  -Try to remember vocabulary and content of today's lesson.  -I hope everyone becomes open-minded concerning the differences among people.  **4. Feedback**  -Which group do you think had better arguement about today's topic?  -Did you learn and enjoy today's lesson? |

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| **SOS Activity** | | | |
| Materials: worksheet#3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  5 min  2 min | Individua  lly  Individua  lly  Whole class | Students unscramble the words using today's new vocabulary  Students work on worksheet#3  Students check answers | **1. Unscramble the words**  Instruction  -Now, we are going to unscramble the words we learned today  -Work individually.  -I will give you 5 minutes  (Hand out worksheet#3)  ICQ  -What do you do now?  -What words do you unscramble?  -Are you working alone?  -How much time do you have?  -Ok. Good. You may start now.  Monitoring  (Walk around the classroom and check if students are on track)  (Give time warning )  -1 min left…30 sec left.  -Time’s up.  Check answers  -Let’s check the answers together. |