

Reading Lesson Plan

Infatuation or Love?

Instructor:
Sally Lee

Level:
Advanced

Students:
19

Length:
25 minutes

Materials:

- Blown-up pictures of a celebrity and sand castle
- Idiom strip (4 copies each)
- Reading worksheet (19 copies each)
- Heart shaped paper (38 each)
- White board & board markers

Aims:

- Students will improve reading skills by having students reading about love.
- Students will read and discuss about love by learning new relevant vocabularies and having students' match idioms.
- Students will learn vocabulary and expressions for describing types of romantic relationships through various real-life situations.
- Students will be able to pick up details by having students engage discussion activity.

Language Skills:

- **Reading:** students will practice reading with reading & idioms worksheet.
- **Listening:** students will listen to short film about romantic relationship and others' opinion on the various cases.
- **Speaking:** students will share their prediction and compare answers within groups. Students will present their idea during the post-activity.
- **Writing:** students will perform writing with reading comprehension question on the worksheet.
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Language Systems:

- **Phonology:** none to discuss
- **Lexis:** Idioms and collocations used in describing romantic relationship and various situations related to the topic.
- **Grammar:** Delayed grammar error correction will be performed if needed.
- **Function:** discussion about students' opinion about love and the criteria of real love.
- **Discourse:** typical question-and reply sequences related to main topic. .

Assumptions:

Students already know:

- how the class is set up and run (there will be 4 student groups at each table for group activity)
- the teacher's style of teaching and the pace of the course
- most students have been on a romantic relationship

Anticipated Problems and Solutions:

- Students may not be able to follow the passage easily
- Follow the task-feedback circle: let them teach some blocking vocabulary prior to reading and repeat the task if needed until they get the gist of the content
- Students may need more time to work on the idioms
- If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board
- If time is short
- Cut post-activity discussion short and only ask 2~3 students to share their opinions.
- If students finish their tasks earlier than anticipated,
- Ask as many students as possible about their idea and perform the SOS activity.

References:

- Questions Young People Ask – Answers that work vol. 1 unit 29. pp.203-211.

Lead-In

Materials: **Board**

Time	Set Up	Procedure: Asking two guide-in questions
1 min	Whole Class	<u>Guide in Questions</u> <i>What is the most recent movie you saw?</i> <i>How was it? How do you feel?</i> (Elicit the students' answers by asking around above two guide-in questions.)

Pre-Activity

Materials: **Blown-up Pictures, Idioms Strip, Board**

Time	Set Up	Procedure:
9 min	Whole Class	1. Elicit the main topic Show students the picture of a male celebrity (Elicit the feelings toward him from students with the picture and gestures) <ul style="list-style-type: none">- Who is he?- Do you like him? Is he attractive?- How do you feel when you see him?- Do you think you love him? Can we call it love? Show students the picture of sand castle. (Elicit the word of 'infatuation' from students with the picture and gestures.) <ul style="list-style-type: none">- What is this?- Does this last for a long time?- What can we call the romantic feeling that only last as same as this sand castle?- Can we say the infatuation is real love? Briefly introduce the 'infatuation or love' is the main topic of today's reading class.
	Groups	2. Vocabulary, Idioms & Collocations <u>Instruction</u> <i>Divide 19 students into 4 groups and arrange the seat accordingly. Match the explanation with the other part containing idioms, vocabularies and collocations and put the strips together on the desk. You have 2 minutes.</i> (Distribute strips) <u>ICQ</u> <ul style="list-style-type: none">- Who are you working with?

	Whole Class	<ul style="list-style-type: none"> - <i>How much time do you have?</i> - <i>What do you do after match the strips?</i> <p>Monitor discreetly. Answer students if they ask questions. Give time warning: 30 seconds left. Be flexible with time. Give 1 more minute if they need it. Teacher writes the expressions on the board while students work on the matching.</p> <p>Ask students to speak aloud the answers one by one.</p> <ul style="list-style-type: none"> - Elicit the meaning from students - Explain the meaning if necessary - Emphasize the difference among 'infatuation' and 'love' <p><u>CCQ</u></p> <ul style="list-style-type: none"> - If you are attracted by a man, but you have never talked with him yet, is this infatuation or love? - If you have met someone exclusively for several years and know him well, and always feel happy to be with him despite of occasional quarrel, is this infatuation or love?
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Main Activity

Materials: **Reading Worksheet, Board**

Time	Set Up	Procedure:
10 min	Individually	<p>1. Reading Activity</p> <p><u>Instructions</u></p> <p><i>Read through the article individually and write the answers to the question below. You have 3 minutes.</i></p> <p>(Distribute worksheets)</p> <p><u>ICQ</u></p> <ul style="list-style-type: none"> - <i>Are you working with groups?</i> - <i>What are you supposed to do after reading?</i>
	Pairs	<p>2. Discussion</p> <p><u>Instructions</u></p> <p><i>Ask students to work in pairs to discuss their own answers on the worksheet. You have 1 minute.</i></p> <p><u>ICQ</u></p> <ul style="list-style-type: none"> - <i>Are you working alone?</i> - <i>What are you supposed to do?</i>
	Whole Class	<p>Take turns to answer the questions on the worksheet. Main questions could be discussed further if time is allowed.</p>

Post-Activity		
Materials: Heart shaped papers with each student name, Board		
Time	Set Up	Procedure:
5 min	Whole Class	<p>1. What is the real love?</p> <p><u>Instructions</u> <i>Read two short scenarios to students. Ask them to listen carefully and think about it individually. Teacher writes the 4 options to choose on the board. (to company meeting/ to come to see my parents/ I don't think it is the real love / I think it is real love) Ask students to come out and post two paper hearts each under the option they agree with.</i></p> <p><u>ICQ</u></p> <ul style="list-style-type: none"> - Where do you post your paper heart? - How many hearts do you post? <p><u>Instructions</u> <i>After observing overall opinion of students and ask some students to support their opinions in front of the class. Teacher encourages all students to participate the free discussion.</i></p> <p>2. Conclude lesson (→Go to SOS plan if time is allowed)</p> <p>Elicit today's key words for student.</p> <p><u>CCQ</u></p> <ul style="list-style-type: none"> - What is the difference between infatuation and love? <p><i>Good job today. See you guys!</i></p>

SOS plan		
Materials: board		
Time	Set Up	Procedure:
5 min	Whole Class	<p>1. Vocabulary, idiom and collocation Quiz</p> <p><u>Instructions</u> <i>Let one student come out of each group. They turn their back to the board. Write the new expressions learned today's class and the rest of students explain the meaning of the word to the student who is in front of the board until they say out the answer.</i></p>

		<p><u>ICQ</u></p> <ul style="list-style-type: none"> - What the students in front of the classroom do? - What the others should do? <p>2. Conclude lesson</p> <p>Elicit today's key words for student.</p> <p><u>CCQ</u></p> <ul style="list-style-type: none"> - What is the difference between infatuation and love? <p><u>Homework</u></p> <p>Write any romantic stories in movies, novels, or soap operas and describe briefly either it is infatuation or love with supporting ideas.</p> <p><i>Good job today. See you guys tomorrow!</i></p>
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(Attachment #1) : Bigger size for Micro Teaching



(Attachment #2) : Bigger size for Micro Teaching



(Attachment #3): Idiom Strips

Smitten
Surefire
Stick one's neck out
Mixer
Feed one a line
Go steady
Credulity
Solid marriage
Quirk
Infatuation

Impress favorably; enamor
Bound to be successful or perform as expected
Take a chance
A party to introduce men and women (dress varies)
Deceive, mislead someone
Date someone on an exclusive basis
Disposition to believe something on little evidence
Strong and satisfying marriage
A peculiarity of behavior
A foolish, unreasoning, or extravagant passion or attraction

How do I know if it's real love?

You likely had little or no trouble answering the questions above. After all, it's easy to see the difference between love and infatuation when you are just thinking hypothetically. All of that can change, though, the moment you set your eyes on the man or female of your dreams. Suddenly you are smitten, and nothing else matters. You are hopelessly in love. Is it love – or is it infatuation?

Now that you're noticing the opposite sex, how can you cope with these powerful feelings? Instead of pretending that they don't exist—a surefire way to intensify them—you can use this as a wonderful opportunity to learn something about attraction, infatuation, and love. Understanding these three facets of romance can spare you needless heartache and help you, in time, to find real love.

ATTRACTION ⇒ What you see

“My friends and I always try to stick our necks out to talk about pretty girls”. —Alex.
“A young man who makes eye contact and has a nice smile and a confident walk at mixer would get my attention.”—Laurie.

It's normal to be attracted to someone who is outwardly beautiful or handsome. The problem is, what you see is not always what you get. Why? Because looks can feed you a line.

INFATUATION ⇒ What you feel

“I've had many crushes, but most of the time, I was only considering the outer person. Once I found out what the person was like on the inside, I realized that we can't go steady as I had thought.”—Mark.

Infatuation feels like love. In fact, love includes romantic feelings. But the basis for each is entirely different. Infatuation stems from a superficial reaction to surface qualities. Also, it is blind to the other person's weaknesses and exaggerates his or her strengths. As a result, infatuation is about as stable as a castle made of sand. “It doesn't last long,” says a girl named Fiona. “You can be attracted to someone one day, and then a month later you feel the same way—but toward someone else!”

LOVE ⇒ What you know

“To me, it seems that real love should grow over time. At first, you're good friends. Then, little by little, you like what you have come to know about the person, and you start to develop feelings that you've never had before.”—Judith.

Love is based on a well-rounded knowledge of a person's strengths and weaknesses. And love makes a person act in these ways based on knowledge—not on credulity or ignorance. That real love can pass the test of time. Also, it's not based solely on physical appearance. In fact, a potential marriage mate may not be someone you find overwhelmingly attractive at first sight. Barbara, for example, met a young man to whom she admits she was not overly attracted— at first. “But as I got to know him better,” she recalls, “things changed. I saw Stephen's concern for other people and how

he always put the interests of others before himself. These were the qualities I knew would make a good husband. I was drawn to him and began to love him.” A solid marriage resulted.

When you’re mature enough to date with a view to marriage, how will you know when you have found real love? Your heart may speak, but get to know more than the person’s external image. Give the relationship time to blossom. Remember, infatuation often fades within a short time. Genuine love grows stronger with time and becomes perfect bond of union. Be assured that you can find that kind of love—if you learn to look beyond attraction (what you see) and infatuation (what you feel).

Question Young People Ask – Answers that Works. Vol.1. unit 29,pp.203-211

★ Reading Comprehension Questions

- ✓ Q1: What did you think of the opposite sex when you were five years old?
- ✓ Q2: What do you think of the opposite sex now?
- ✓ Q3: How would you define “love”?
- ✓ Q4: How would you define “infatuation”?
- ✓ Q5: What, in your opinion, is the difference between the two?
- ✓ Q6: Have you ever been in infatuation or love? If you have, share the experience with your partners.

★Is it love or is it infatuation?

Try to guess the missing word in the statements quoted below. Fill in the blanks with either the word love or the word infatuation.

1. "_____ is blind and it likes to stay that way. It doesn't like to look at reality."—Calvin.
2. "If I have to change my personality when I'm around a girl I'm attracted to, that's _____".—Thomas.
3. "Something may annoy you about the person. But if it's _____, you still want to be with the person and work through the problem."—Ryan.
4. "With _____, the only things you let yourself consider are the things you have in common."—Claudia.
5. "When it's _____, you don't try to hide who you are."—Eve.
6. "_____ is a selfish form of getting what you want—perhaps just to say you have a boyfriend."—Allison.
7. "_____ recognizes the faults and quirks and yet can still live with those things."—April.
8. "When it's _____, you can't define why you feel attracted—you just are."—David.
9. "With _____, the other person can do no wrong."—Chelsea.
10. "When it's _____, you don't notice other members of the opposite sex the way you used to, because you feel a sense of loyalty."—Daniel.