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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic:Human Attraction** | | | |
| Instructor:  Sora | **Students Competency Level**  **Intermediate** | **Number of Students:**  **13** | **Lesson Length:**  **50** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  -‘Someone's Attractive List’ Worksheet.  -‘What Makes Someone Attractive’ Reading Worksheet  -After Reading Worksheet.  -White Board and Marker. | | | |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  -Improve students listening skill by listening to teacher introduction, questions and listening to opinion of other Students during group discussion.  -Improve Student speaking skills by discussing in discussing groups and responding to teacher questions.  -Improve students writing skilling by taking notes during discussion and preparing homework activity “My attraction”.  -Improve students reading skills by reading the worksheet. | | | |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Worksheets   * Listening:**(Where did listening occur in the lesson?)**   Teacher instruction and explanation, discussion with students   * Speaking: **(Where did speaking occur in the lesson?)**   Answer about teacher’s question, discuss with students   * Writing: **(Where did writing occur in the lesson?)**   Writing worksheet of discussion question and homework essay “My Attraction” | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Discussion, Students Talk, Teacher Talk   * Function:**(situation)**   Explain attraction   * Lexis: **(meaning)**   Vocabulary   * Grammar:**(language structure)** * Discourse: **(communication)**   Discussion | | | |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  All students have opinion about the topic and what is the meaning of attraction.  All students will enjoy discussion and sharing their opinions.  All students enjoy completing their own worksheets. | | | |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be? An SOS activity should also be included)**   * If students may not understand clear the meaning.   → Teacher provide more examples.   * If some of the students are too shy to participate during the group discussion.   → Encourage students to participate and give positive feedback.   * If some students don’t give their opinion during the group discussion   → Teacher gives her opinion first.   * If activity takes too long   → Teacher gives time warning.   * If activity finishes too soon   →Teacher gives students more time for the discussion | | | |
| References: | | | |

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| **Lead-Inor Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-Inor Pre-Task Partof the lesson. Materials must be shown at the end of this document)**  None | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 4m  6m | Whole class  Whole | Student listen what teacher says.  Students answer about teacher’s questions | Greeting and start with my story about fall in love at first sight  Ask Students “Do you believe in love at first sight? And Why?”  Now let’s make a list five factors that you think make someone attraction |

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| **Pre-Activity or Task Familiarization Part (Presentation PartPresenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  -‘Someone's Attractive List’ Worksheet.  White Board and Marker | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2m  1m  10 | Whole  Pairs  Pairs | Students get the worksheet  Students divide by pairs and begin to discuss  Students read and complete the worksheet. Students talk about their opinions each other and ask some questions. | Introduce worksheet and hand out worksheet. Instruct and show example of how to complete.  Teacher divides into pairs. Then ask students to discuss about worksheet with partner.  Let students talk about list five factors that their think make someone attractive. Facilitate class feedback. |

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| **Main Activity or Task Realization Part(Practice to Production PartTeacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**  -‘What Makes Someone Attractive’ Reading Worksheet  -After Reading Worksheet.  -White Board and Marker | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1-2m  8m  7m  2m  12m  7m | Whole  Whole  Students whole  Group  Group  Students whole | Listen to teacher. Receive text  Read it carefully and ask questions as needed.  Student share their thoughts with class  Students get the worksheet and move to group  Students read and discuss the worksheet  Students share their thoughts | Introduce ‘What makes someone attractive?’ text and hand out text.  Ask students to read the text carefully and use questions to increase interest in the text.  Ask students to share their thoughts about the text and facilitate classroom discussion and feedback.  Hand out worksheet. Divide into 4 groups of 3 members.  Let students read and discuss the worksheet in group. Facilitate S-S, S-T interactions.  Ask them some questions to share their thoughts with each other. |

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| **Post Activity or Post Task Part (Wrap-Up PartClose the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  None | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2m  5m  1m  1m | Whole  Whole  Whole  Whole | Students listen What teacher says and respond to teacher.  Students respond  Listen and take note assignment on notebook.  Students say good bye | Encourage students and give positive feedback about their opinion.  Let students have the time to think of my attraction. Elicit response in class discussion. Facilitate class feedback.  Talk about Homework assignment about “My attraction” essay.  Thanks students for their participation. |

**Someone's Attractive List Worksheet**

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| --- | --- |
| My List | My partner’s list |

|  |  |
| --- | --- |
| My List | My partner’s list |

|  |  |
| --- | --- |
| My List | My partner’s list |

**What Makes Someone Attractive?**

Humans around the world find their boyfriends and girlfriends in very similar way. In fact, baboons also find partners in similar way. Who we love and how we love seem to be a part of nature. Culture also affects our choices. However, in general, people make similar decisions about whom to date.

Psychologists recognize five main factors that attract people to each other. First, proximity is important to attraction. Proximity means physical closeness. People are more likely to be attracted to people who are close to them. This is why people often like the girl of guy who sits next to them in class, but they do not even notice the girls or guys on the other side of the classroom.

It is also important that a potential boyfriend or girlfriend has many similar ideas or characteristics. People usually like others who have something in common with them. They like to share their similar ideas. If an idea is important to one partner, the other partner will probably share the opinion. If not, they may not stay together for very long. Also, people can spend more time together having fun if they enjoy doing the same things.

The third important factor is how familiar someone is. Usually people do not want to spend every moment with someone, but they do want to see a partner very often. Maybe that is why people usually like people who they see more often. In one study, a few beautiful girls attended a class almost every class period, and another group of beautiful girls attended the class just a few times. The boys said that girls who attended almost every class were more attractive.

People are also attracted to people who like them. If a girl likes a boy, he is more likely to be attracted to her than if she doesn’t like him. This is probably because people feel good when others like them. People are more attracted to people who make them feel good.

Finally, people tend to like people they cannot have. Perhaps people just want a challenge. They may feel that the reward is better if they have to work to attract a potential boyfriend or girlfriend. Whatever the reason, many people are eager to date someone they cannot date.

Of course, physical beauty is another important factor of attraction. It is true that people in different cultures are attracted to different kind of beauty. However, in general, people around the world agree on what is beautiful.

People are generally attracted to average faces. They also like faces that appear balanced. In one study, researchers took photographs of several different college girls. They used a computer to average their faces. Then, they showed the photos to several boys. The boys liked the average face that the computer made better than they liked the faces of the real girls.

However, there are certain looks that are more attractive than others. In girls, guys usually prefer faces that look young. Guys like girls with a baby face, but they also value faces that make a woman look more mature. For example, women with a wide smile are more attractive to many men.

In most cultures, men seek youth and beauty. Men like women who look healthy and have wide hips. They also prefer women who are young and have a lot of energy. Men might think that these women will be more fun. These women also seem more able to produce and raise healthy children.

Women change their preferences as they grow older. Young women who can have children often like men with strong-looking faces. They want to find a man who can take care of them and their children. However, as women become older, they change. Older women who can no longer have children prefer men with soft, kind faces.

Most women prefer men who are rich or powerful. Throughout history, men have always been women’s superiors. Women have had less money than men, and it has been harder for women to find sufficient food. Women have always wanted to find men who can provide for them. They want men who can always give them and their children a safe place to live and enough food. Women today have more money than women in the past, but they still have less money than men on average. This might explain why most women focus on wealth and status.

**After Reading Worksheet**

1. What types of women do men generally prefer?

2. And what types of men do women generally prefer?

3. What is the main idea of the reading?

4. What is author’s purpose?

5. Why do people tend to like people who like them?

6. How does culture affect what we think is beautiful?

7. Which do you think is more important in determining what is beautiful, nature or culture? Why?

8. What do you think is the most important factor in what attracts people to one another?