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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 min2 min2min2 min2 min1min2 min2 min | Whole classPairsWhole classWhole classPairsWhole classWhole classIndividually | Students answer teacher’s questionsDiscuss probable topic in classStudents listen to teacher’s instructions and answerStudents listen to teacher’s instructions and answerStudents complete worksheet#1Students check answersStudents listen to teacher’s instructions and answerStudents 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 min1 min2 min1 min | IndividuallyIndividuallyIndividuallyIndividually |  Students listen to teacher's instructions and then audio fileStudents check answersStudents listen to teacher's instructions and then audio fileStudents 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 min4 min3 min1 min1 min | Whole classGroupWhole classWhole classWhole class | Students listen to teacher’s instructions and answerStudents discuss in groupsStudents presentStudents listenStudents 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 minICQ-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 min5 min2 min | IndividuallyIndividuallyWhole class | Students unscramble the words using today's new vocabularyStudents work on worksheet#3Students 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. |