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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. |

Visual Aids



Worksheet #1a

**Word Match Activity**

**Fill in the gaps with the right letters from the definitions**

**1.\_\_\_\_\_\_\_\_\_ rewarding a. the state of being included**

**2.\_\_\_\_\_\_\_\_\_ intimacy b. easily angered or provoked**

**3.\_\_\_\_\_\_\_\_\_ fiery c. the quality of being comfortable, warm**

**4.\_\_\_\_\_\_\_\_\_ crave d. sadness; gloom; dejection**

**5.\_\_\_\_\_\_\_\_\_ inclusion e. a pledge or promise**

**6.\_\_\_\_\_\_\_\_\_ expert f. valuable experience**

**7.\_\_\_\_\_\_\_\_\_ commitment g. a person who has special skill**

**8.\_\_\_\_\_\_\_\_\_ annoying h. to long for**

**9.\_\_\_\_\_\_\_\_\_ attract i. to draw by appealing to the emotions**

**10.\_\_\_\_\_\_\_\_ depression j. causing annoyance**

Worksheet #1b

**Multiple Choice Activity**

**Try to guess the right answer by circling it**

**1. What statement do you think is true according to the research in the article?**

a. If couples are too similar to each other, they seem likely to have a longer relationship than those who are not.

b. Couples who are too similar to each other, they seem less likely to have a longer relationship than those who are not.

**2. Which statement do you think is true based on the research by the personality experts?**

a. The secret for lasting relationship is to make the other partner happy even if it

means being very different.

b. The key to lasting relationship is being as close as to each other.

**3. What kind of test do you think 'Inclusion of Other in Self' is?**

a. It is a test to measure how different partners are.

b. It is a test to measure how close partners are.

**4. According to the test 'Inclusion of Other in Self', which couples do you think have the strongest relationships?**

a. Those who are closest to each other

b. Those who are the most distant to each other

c. Those who are neither the closet nor the most distant but somewhat in between

**5. Which statement do you think is true according to lead author Professor David Frost?**

a. Feeling too close enough will see a relationship strengthen.

b. Feeling not close enough will see a relationship strengthen.

c. None of the above.

Worksheet #2a

**Fill in the Gaps Activity**

**When you listen, fill in the gaps with the right words**

1. The theory \_\_\_\_\_\_\_\_ many seemingly perfect Hollywood marriages which failed to \_\_\_\_\_, from Richard Burton and Elizabeth Taylor to Brad Pitt and Jennifer Aniston.

2. Those \_\_\_\_\_\_\_ couples who seem to agree with each other all the time may \_\_\_\_\_ they are actually too close for comfort, said the study by Columbia University in the United States.

3. And Brad Pitt and Jennifer Aniston seemed so well matched they even seemed to look \_\_\_\_\_ at one point, yet the relationship \_\_\_\_\_\_\_ to last.

4. They were \_\_\_\_\_\_\_\_\_\_ on their relationships, levels of \_\_\_\_\_\_\_, overall satisfaction, closeness to their partner, how often they thought of breaking up, commitment and depression.

5. And he warned: 'People who \_\_\_\_\_\_ for a more intimate relationship and people who \_\_\_\_\_\_ more distance are equally at risk of having a problematic relationship.

6. And the concept could be \_\_\_\_\_\_\_\_\_\_ beyond romantic relationships and into those between parents and children, co-workers or simply friends, he \_\_\_\_\_\_.

Worksheet #2b

**Discussion Activity**

**Write your own opinion**

**1. According to the article, why do you think the relationship between Brad Pitt and Jennifer Aniston failed?**

**2. Do you think the relationship between the teacher and student might weaken beacuse of being too close to each other?**

**3. Do you agree on the topic 'Opposites Do Attract'? Why or Why not?**

**Listening Script**

**Opposites DO attract**:

They say opposites attract, and psychologists agree.

According to research, couples who are too similar to each other, both physically and in personality, are less likely to have a long lasting relationship than those with some distance between them.

The theory matches many seemingly perfect Hollywood marriages which failed to last, from Richard Burton and Elizabeth Taylor to Brad Pitt and Jennifer Aniston.

But research by personality experts suggests the secret is not being too close to each other but as close as makes you happy - even if that means being very different.

Those annoying couples who seem to agree with each other all the time may find they are actually too close for comfort, said the study by Columbia University in the United States.

Observers often noted that Burton and Taylor seemed so similar in fiery personality that they appeared to find it as hard to live together as they did to live apart.

And Brad Pitt and Jennifer Aniston seemed so well matched they even seemed to look alike at one point, yet the relationship failed to last.

Its public health department conducted three years of psychological profiles on 732 adult men and women for the journal Personality and Social Psychology Bulletin,

They were questioned on their relationships, levels of intimacy, overall satisfaction, closeness to their partner, how often they thought of breaking up, commitment and depression.

How close they are to their partner was measured in a test commonly used by psychologists which is called 'Inclusion of Other in Self'.

It looks at how much two people share personality traits, values, identity and points of view among other aspects of their life together.

Added together, researchers claim they could use the information to compare the closeness of couples against their happiness and the strength of their relationship.

The couples with the strongest relationships were those that were neither the closest nor the most distant but somewhere in between.

Tellingly, these couples knew they were not as close as they could be but they were happier this way, said lead author Professor David Frost.

He said: 'It's not how close you feel that matters most, it's whether you are as close as you want to be, even if that's really not close at all.'

And he warned: 'People who yearn for a more intimate relationship and people who crave more distance are equally at risk of having a problematic relationship.

'If you want to experience your relationship as healthy and rewarding, it's important that you find a way to attain your idea lised level of closeness with your partner.'

Feeling either too close or not close enough will see a relationship weaken and eventually break up, he added.

And the concept could be extended beyond romantic relationships and into those between parents and children, co-workers or simply friends, he said.

<http://www.dailymail.co.uk/news/article-2279003/Opposites-DO-attract-Psychologists-say-couples-similar-likely-last.html>