

Dawn Maslar – The Science of Attraction

Target language & lesson focus (B2+)

Listening for detail and understanding; giving and supporting an opinion; using adjectives to describe appearance and character; using language for discussion.

Aims & Objectives

You will practice listening for detail and understanding.

You will review the order of adjectives for describing people.

You will practice using adjectives of appearance and character.

You will discuss the subject of physical attraction.

You will be able to use language to describe people better.

1. Starter exercise

- Elicit from students the meaning of the term 'physical attraction'.
- Next, give students 2-minutes to think of as many adjectives that they can to describe physical features, for example: **young, old, tall, short, fat, thin, slim, athletic, muscular, voluptuous, petit, black, white, dark-skinned, light-skinned, etc.**
- Elicit colours and features **eyes** and **hair (long, short, straight, curly, wavy, etc.)**
- Now give students 2-minutes to think of as many adjectives to describe personality and characteristics, for example: **funny, charming, kind, polite, good-mannered, intelligent, confident, cheerful, sociable, quiet, reserved, etc.**

2. Pre-Listening task 1 – Review order of adjectives

- Ask the students to give a description of someone's hair using **three adjectives**. The students should put the adjectives in order of **size** (long for example), **shape** (straight or curly for example) and then **colour** (black, blonde, red etc.)
- Next, once the order of the given adjectives are established, ask students to consider describing a person and add **age, nationality, character/personality** and **size** to the order, placing each element in the correct position (see the table below)

1	Character & Personality: <i>funny, charming, kind, polite, good-mannered, etc.</i>
2	Size: <i>tall, short, etc.</i>
3	Shape: <i>fat, thin, slim, athletic, muscular, etc.</i>
4	Age: <i>young, old, middle-aged, 30-year-old, etc.</i>
5	Colour: <i>black, white, light-skinned, dark-skinned, olive-skinned, etc.</i>
6	Nationality: <i>British, Italian, Chinese, Indian, Nigerian, Egyptian, Brazilian, etc.</i>

3. Pre-Listening task 2 – Describing people

Tell students that adjectives usually come in groups of no more than three. To add more description, use connectors or conjunctions to add an additional clause, or simply start a new sentence. Now with sentence structures and order of adjectives established, elicit from students answers from the following questions:

- i. **Name one or two celebrities you find attractive and explain why? Use the following sentence stems and the correct order of adjectives:**
 - *I like him/her because he looks... (character)*
 - *I like him/her because he is... He/she has... (appearance)*
- ii. **What are you attracted to in a man/woman? Provide students with the following sentence stems to use:**
 - *I like a man/woman who is / who has... (personality, characteristics, personal values, interests, etc.)*
 - *I like a man/woman who is / has... (describe appearance)*
 - *I like a man/woman with... (describe appearance)*

**Provide students with new vocabulary to use during this exercise if necessary.*

Finally, elicit student responses to the following questions:

- What do you think attracts men to women?
- What do you think attracts women to men?
- Do you believe in love at first sight? Explain your answer

4. Pre-Listening task 3: Exercise 1

Tell students that they are going to watch a video about the science behind the laws of attraction. The words in this vocabulary pre-teaching exercise will feature in the video. Students should first read the sentences for context, then match the numbered vocabulary with the lettered definitions in Fig.1.

Answers: 1-I, 2-G, 3-D, 4-A, 5-F, 6-B, 7-C, 8-J, 9-E, 10-H.

5. Pre-Listening task 4: Exercise 2 – vocabulary match

Students fill the gaps in each of the 10 sentences with the words and phrases from the word list in Fig.2

Answers: 1: odour, 2: stoic, 3: saliva, 4: attuned, 5: breathy, 6: nudge, 7: immunity, 8: offspring, 9: tactile, 10:

6. Listening Exercise 3

Tell students to take a minute or two to read the questions before listening to the video presentation. Explain that the questions are in linear order and to underline or highlight the significant part of each question to help them to focus on the relevant part of the recording.

Video title: Dawn Maslar – The Science of Attraction

Play video: <https://www.youtube.com/watch?v=169N81xAffQ&vl=en>

Feedback student, eliciting the reasons for giving those answers (repeat the video a second time if needed) before giving the answers.

Answers: 1-C, 2-B, 3-C, 4-A, 5-B, 6-B, 7-A

6. Lesson Review and Discussion

- According to the video, what effects can a first kiss have on someone?
- Do you think a first kiss is important or not? Why?
- According to the video, what is the most important factor in attraction, good looks, chemicals or wealth and status?
- People say that people are attracted to wealth and power; what is your opinion think about this theory? Explain your answer.
- How have standards of beauty, and the things we find attractive changed in the last few decades? For example, from the 50's to the 60's to the 70's to the 80's to the 90's to now.
- What is your opinion about the things discussed in the presentation? What things surprised you? What did you find interesting? Was there anything you didn't agree with?
- What do you think helps people have a successful relationship?

**As an additional exercise, ask students to review the new vocabulary they have learnt and produce their own sentences with those words.*