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| Topic: Phobias |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| Gigi Kim | Intermediate | Adult | 6 | 30mins |
| **Materials:** * Photos of people in anxiety and fear: for eliciting topic
* Photos of people suffering from various phobias: for CCQ
* 6 copies of reading material on phobias
* Youtube video and projector for viewing
* Markers and whiteboard
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| **Aims:*** Students will read and express their understanding and opinion on phobias
* Students will identify vocabulary related to phobias
* Students will do crosswords as part of vocabulary learning
* Students will scan the text as part of pair work activity to identify errors in vocabulary/grammar
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| **Language Skills:*** Speaking: sharing stories regarding phobias and knowledge of phobias
* Reading: reading out loud, doing activity (similar to running dictation)
* Writing: doing worksheets
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| **Language Systems:*** Lexis: learn new vocabulary of phobias and related vocab
* Phonology: read out loud and learn how to pronounce the new vocabulary
* Discourse: discuss each other’s experience of phobias
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| **Assumptions:*** Students have a basic understanding of phobias and what they are
* Students are adults of Intermediate level and are able to read and remember long texts
* Production stage may finish earlier than expected: start the post-production activity earlier
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| **Anticipated Errors and Solutions:*** The vocabulary may be too difficult for students when reading out loud: help them by breaking down the vocabulary or elicit help from other students
* Timing: depending on the time left for Post-Production, assign the crossword as homework and show the Youtube video instead
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| **References:*** Phobias (2 May 2011) In [www.macmillanenglish.com/insideout](http://www.macmillanenglish.com/insideout). Retrieved 14 Dec 2015, from <http://www.insideout.net/blog/elessons/phobias-2>
* 20 Phobias You Might Have (21 Feb 2014) In *Buzzfeed.* Retrieved 14 Dec 2015, from <http://youtu.be/Pxh0T-vGyIY>
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| **Notes:**<Board work before the lesson>* Target sentences:
	+ traumatic: My father’s death was traumatic for me
	+ intense: The pain was intense
	+ irrational: I have an irrational fear of peanut butter
* Error corrections:
	+ There are people who suffer from phobia (x)
	+ There are people who suffer from phobias (o)
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| **Presentation:** |
| **Aims:**Students are introduced to the topic and share their thoughts and knowledge on phobias.  | **Materials:**Photos |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 2mins | Whole class | Greetings and discussion  | **<Greetings>**Greet students before introducing topic**<Eliciting>**Show students photos of people in anxiety and fear. *What/How do you think these people are feeling?**What kind of words can we use to describe their emotions and what they are going through?* *Have you heard about phobias? What kind?**Do you know anyone who suffers from phobias? What kind?**Today we are going to learn why some people have phobias, what kind of phobias are out there and how they can be treated.*  |
| **Notes:** |
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| **Practice:** |
| **Aims:**Students read about phobias, express their opinion and identify vocabulary from the text. | **Materials:**Reading material, worksheets |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 6mins | Whole class | Students take turns reading passages out loudAnswer and discussPronounce vocabulary and discuss meaning | **<Instructions>***Take turns reading out loud from the passage***<CCQ>***In the first paragraph, can you find the definition of the first three phobias?**Does the writer say that phobias are modern medical conditions?* *Look at the photos I have and tell me which phobia it is referring to.***<Study vocab>***What’s another word for traumatic? For intense?**Why is fear of peanut butter “irrational”?* |
| **Notes:** |
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| **Production:** |
| **Aims:** Students will scan the reading material to detect errors in vocabulary/grammar. | **Materials:**Reading material, worksheets |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 12mins | Pair work | Listen to instructions and complete the activity | **<Pair work>***You now have in front of the passage you just read earlier, but there are numerous errors from the original. I have the original taped to the walls, and you and your partner must take turns reading the original to mark the errors in the passage you have. You have 10mins, and the team to find the most errors wins.***<ICQ>***Can you and your partner both look at the original? How much time do you have?* |
| **Notes:** |
| <During pair work>Turn on music in the background: “Brave” by Jennifer Lopez |

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| **Post Production:** |
| **Aims:**Students review the results from the Production activity and do crosswords as pair work or watch a Youtube video on phobias, depending on the time remaining. | **Materials:**Worksheets, Youtube video and projector |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 3mins5mins2mins | Pair workPair workWhole class | Review the Production activity resultsComplete worksheetDiscuss and watch video | **<Review>***Swap papers with the other team and count how many errors they have found.* Find the winning team that found most errors.*How could these incorrect words be changed?***<Worksheet Instructions>***For further understanding of the reading passage, you will work in pairs to complete the crossword puzzle. The team who completes the puzzle fastest and shouts out the meaning of “entomophobia” wins.***<ICQ>***What do you have to say in order to win?***<Filler Activity: Show Video>***Do you know any interesting phobias other than the ones listed in the reading passage?* *Let’s find out what kinds of phobias are out there that people suffer from.*20 Phobias You Might Have, posted 21 Feb 2014 by *Buzzfeed***<Closing>***Keep in mind of the words we learned about phobias- they may become useful someday, but hopefully not to yourselves.*  |
| **Notes:** |