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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Going To A Hospital** | | | |
| Instructor:  **Casey** | **Students Competency Level**  **Intermediate** | **Number of Students:**  **13** | **Lesson Length:**  **59 mins** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**   * White board and markers * Vocabulary and Worksheets * Symptom vocabulary sheets * Health problem and role play worksheets * Health problem vocabulary sheets | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Improve vocabulary by repeating the words after the teacher * Improve speaking skills by role play and discussion with a group and answering teacher * Improve listening skills by role play and discussion with a group, responding teacher * Improve interaction and communication skills by having discussion in a group and planning a role play | | | |
| 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?)**   Vocabulary sheet, role play   * Listening: **(Where did listening occur in the lesson?)**   Teacher talk, during role play, discussion   * Speaking: **(Where did speaking occur in the lesson?)**   Role play, discussing, repeating after the teacher   * Writing: **(Where did writing occur in the lesson?)**   Discussing, taking notes | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Role play, discussion, teacher talk   * Function: **(situation)**   Describing and discussing health problems, how to go to a hospital   * Lexis: **(meaning)**   Health vocabulary and medical vocabulary   * Grammar: **(language structure)**   Description from medical role play   * Discourse: **(communication)**   Discussion, responding teacher, role play | | | |
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| 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 Ss understand basic of role play * All Ss understand and know the importance of hospital * All Ss visited the hospital * All Ss have experiences, directly or indirectly of saying the symptoms in English | | | |
| 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 Ss may not have many ideas ☞ Solution: T gives then little examples * If activity lasts too long ☞ Solution: T cuts the unnecessary parts * If activity finished too soon ☞ Solution: T makes suggestions and shares ideas * If students may not understand ☞ Solution: T show demonstration * If certain Ss are shy ☞ Solution: T encourages them, gives positive feedback, and changes roles for them. | | | |
| References: | | | |

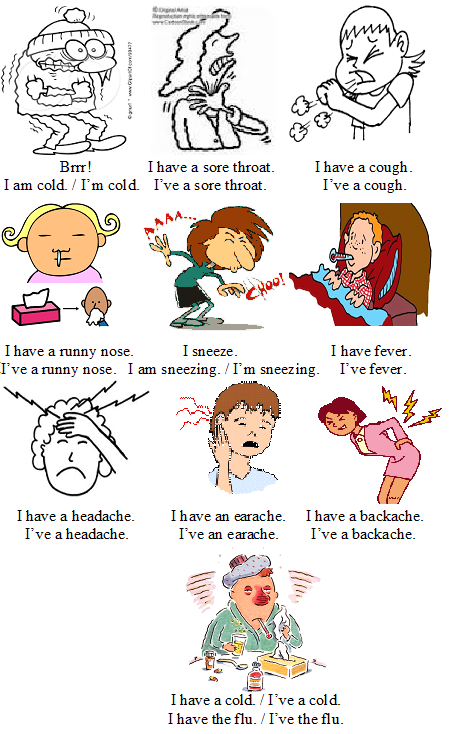
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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  5min  6 min | Whole  Whole  Ss | Ss greet the teacher.  Ss listen to teacher.  Ss talk their stories | Greeting.  Tell T’s stories about a funny episode about saying a symptom wrong.  Elicit the stories from Ss.  Let’s learn some symptoms vocabulary |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting 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)**   * White board and markers * Vocabulary and Worksheets * Symptom vocabulary sheets * Health problem and role play worksheet * Health problem vocabulary sheets | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 3 min  2 min  4 min  1 min  1min | Whole  Whole  Whole  Whole  Whole | Ss listen to what T says.  Ss repeat after what T says.  Ss look at the sheet carefully  Ss listen to what T says.  Ss get the worksheets | Hand out the vocabulary sheets (material 1) and make the students to repeat after the T.  T says what’s on the paper out loud.  The T tells the students to look at the sheet, and try to remember the words  Now let’s do a work sheet about health problems (material 2)  The T hands out the worksheets. |

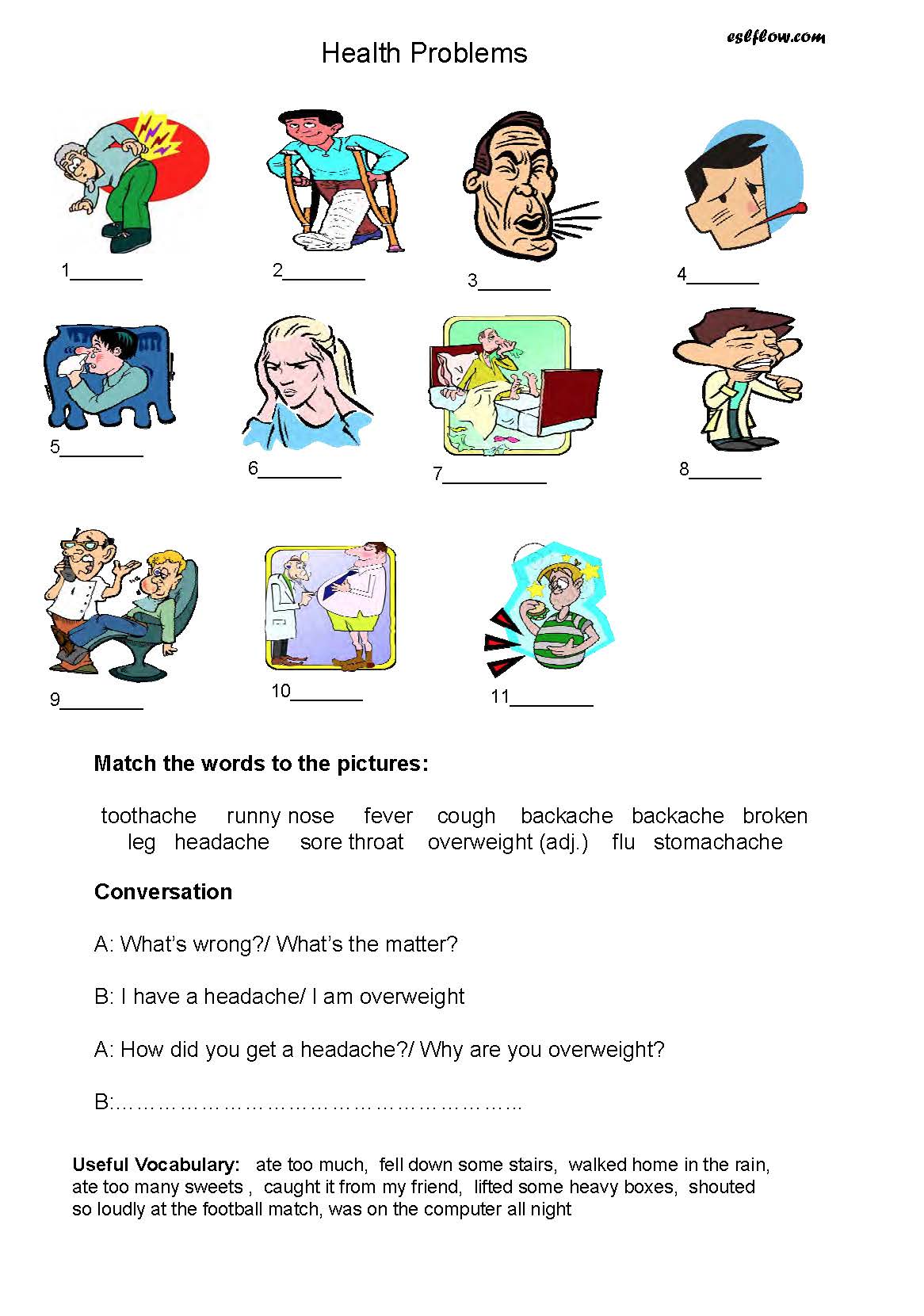
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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**   * White board and markers * Vocabulary and Worksheets * Symptom vocabulary sheets * Health problem and role play worksheet * Health problem vocabulary sheets | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 2 min  1min  5 min  2 min  2 min  7 min | Whole  Pairs  Pairs  Whole  Whole  Pairs | Ss listen to what T says. Get ready answer the worksheet.  Get in a pair.  Ss do activity.  Ss check the answers  Ss listen to what T says and get the vocabulary sheets.  The Ss do the role play. | T demonstrates what to do with a worksheet.  Tell the class to get in pairs and do the activity  T monitors the class and see if anyone is in trouble and tries to help them  T calls out the answers out loud and see if everyone understood well  The T now tells that the class will do the role play and hands out the health problem vocabulary sheets (material 3) to help through the role play.  T monitors the pairs in the class and see if anyone is in trouble and tries to help them by giving them the ideas. |

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| **Post Activity or Post Task Part (Wrap-Up Part Close 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)**   * White board and markers * Vocabulary and Worksheets * Symptom vocabulary sheets * Health problem and role play worksheet * Health problem vocabulary sheets | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 6X  2min  5 min | Groups  Groups  Whole | *The next activity repeats 6 times.*  Each group shows a short role play to the whole class.  Ss give other ideas of how to help their friends with phobia, especially the Ss are not professionals  Ss listen | *The next activity repeats 6 times.*  T monitors role playing. Gives encouragement to each pair and facilitates class feed back to role play group  T listens to the students opinions and elicits more answers.  Close by giving Ss feedback about their accomplishment and improvement. |

* Symptom vocabulary sheet



* Health problem and role play worksheet



* Health problem vocabulary sheet

