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| Listening  Speaking  Reading Grammar  Writing |
| **Topic:** Memory loss |

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| Instructor:  Amy (Ahn mi young) | Level:  High intermediate | Students:  5 students | Length:  30 Minutes |

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| Materials:  ◾ White board and board markers.  ◾ Visual aid-PPT  ◾ Worksheets (6 copies each.)  ◾ Computer and beam projector for PPT |

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| Aims:  ◾ Main aim: Ss will be able to learn vocabulary related to the topic.  ◾ Secondary aim: will be able to improve scanning and skimming skills as Ss read the text to make comprehension. |

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| Language Skills:  ◾ Reading: Ss will read through the text and worksheets  ◾ Listening: Ss will listen to T's instruction, interacting with group members.  ◾ Speaking: Ss will share their opinion.  ◾ Writing: Ss will take notes to fill the gaps and create their own list about memory |

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| Language Systems:  ◾ Phonology: checking lexis  ◾ Lexis: vocabulary from the text  ◾ Grammar: none to discuss  ◾ Function: none to discuss  ◾ Discourse: none to discuss |

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| Assumptions:  Ss already know  ◾ How the class is set up and run  ◾ Four language skills and systems  ◾ Ss know how to skim and scan. |

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| Anticipated Errors and Solutions:  ◾ If students finish their activity earlier than anticipated  - Give students more time on final activity  ◾ Ss may have some difficulties understanding  - Let the Ss read out slowly |

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| References:  <https://esllibrary.com/welcome>  Oxford dictionary for definition of vocabulary  Images from Google image searching. |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answering teacher's questions | Good morning how are you? Do you remember what did you eat for dinner last Friday? |

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| **Pre-Activity** | | | |
| Materials:  visual aid, white board, board markers, worksheet #1, computer(play a song) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | Whole class |  | Procedure  Elicit  Here's a checklist for your memory. Have your partner test you and compare your answer with a partner’s answer.  (Distribute the checklist)  Have you checked the answer? Which do you think is stronger, your short-term memory or your long-term memory?  Modeling  What’s worse, losing your short-term memory or your long-term memory?  We are going to learn 10 causes memory loss.  1. Vocabulary  Let’s learn vocabularies that will help you to read the text.  Show Ss words with picture and definition through PPT |

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| **Main Activity** | | | |
| Materials: worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min | Pairs  Pairs  Pairs | Ss work on worksheet  Ss work on worksheet | 1. Reading  Instruction  Let’s think about 10 causes of memory loss as you read this text. First, fill in the blanks while you read from words box.  I will give 4 minutes.  You will work in pairs.  (Distribute the reading text)  ICQ  What will you do as you read?  How much time do you have?  Are you working alone?  Let’s get started.  Monitoring  Monitor discreetly. Answer students if they ask questions.  Give time warning:  1minute 30seconds left. (Be flexible with time. Give 1 more minutes if they need it.)  2. Comprehension questions  Task A  You will have a worksheet. Look at the part 1. Take one odd word out.  And in part 2, there are true of false question. Check true, false or no information as you read. It’s individual work. I will give you 3minutes.  Demonstration  For example, there are 4 words. Which word does not belong in the group?  CCQ  What should you do?  How much time do you have?  Who do you work with?  (run task)  Feedback  Have you all checked the answer?  (If no - give 30seconds extra reading time  If yes – Check the answers by having Ss read out each question and say the answer)  Task B  Now, I want you to create your own list about memory or memory loss in pairs.  You have 5minutes to finish.  Demonstration  For example, I made my own list about memory loss. The title is three signs of dementia as you can see on your worksheet.  ICQ  What will you do?  How much time do you have?  (run task)  Monitoring  Monitor discreetly. Answer students if they ask questions.  Give time warning:  1minute 30seconds left. (Be flexible with time. Give 1 more minutes if they need it.)  Check the answer by having Ss share their answers with the class. |

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| **Post Activity** | | | |
| Materials: PPT file | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Individually  Whole class | Students share the answer. | 1. Critical thinking  Instruction  Which do you value more, your  short-term memory or your long-  term memory? Write down your  answer. Then we will discuss in a  group. I will give you 3minutes.  ICQ  What do you do?  Are you working alone?  How much time do you have?  Monitoring  Monitor discreetly. Answer students if they ask questions.  Give time warning:  1minute 30seconds left. (Be flexible with time. Give 1 more minutes if they need it.)  Okay, time's up, let's share ideas each other.  Feed back  Did you change your answer after the discussion, or do you still feel the same way?  2. Conclude Lesson  Did you have fun today? I hope you enjoyed today’s lesson. I want you to enjoy this game with your friends as well. |

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| **SOS Activity** | | | |
| Materials : worksheet # | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| If needed | Individually |  | 1. Fill in the blanks  Instruction  Here, I have crosswords puzzle of vocabulary that we learned  I want you to work on this puzzle by yourself  When you finish, raise your hand and I will check the answer individually  ICQ  What are you working alone?  What should you do after finishing?  Monitoring  Monitor discreetly.  Answer check  Check the answers together |

Elicit

CHECKLIST

□ I remember the names of the past four leaders of my country.

□ I can easily memorize someone’s phone number or address right now.

□ My first childhood memory was before the age of three.

□ I can name most of my past teachers.

□ I remember what I had for dinner last Friday.

□ I can memorize seven items that my partner places in front of me right now.

**Memory loss**

**10 causes of memory loss**

1. Head Trauma

A blow to the head can cause short and long-term **\_\_\_\_\_\_\_\_\_**. The impact can cause bleeding or **\_\_\_\_\_\_\_\_\_** in the brain. Many athletes suffer from these types of **\_\_\_\_\_\_\_\_\_\_\_\_**.

2. Stroke

A **\_\_\_\_\_\_\_\_** causes the blood to stop flowing to the brain. This can damage brain tissue. Stroke victims often suffer short-term memory loss, which may improve over time.

3. Aging

Forgetfulness is a normal part of aging. The human brain slows down as we get older. It is normal for people over the age of 30 to have occasional **memory lapses**. People who are over 65 often call these “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.

4. Poor Nutrition

The brain requires protein and fat to function properly. A person whose diet is low in vitamin B may suffer from memory problems.

5. Lack of sleep

Sleep **\_\_\_\_\_\_\_\_\_** makes it difficult to focus, learn, and remember what you take in. No wonder it’s important to get a good night’s sleep before a test!

6. Drugs, Alcohol, and medication

The use and **\_\_\_\_\_\_\_** of drugs or chemicals often result in memory loss. While under the influence of drugs, the brain has difficulty encoding, storing, and retrieving memory.

7. Depression or Anxiety

An inability to focus is often an early sign of depression. Stress can also make it difficult to concentrate. Memory storage becomes more difficult when you can’t pay attention. People may also block out memories that they don’t want to remember.

8. Pregnancy

Many pregnant women complain of having “baby brain”. Hormones **\_\_\_\_\_\_\_\_\_\_** during pregnancy. This can interfere with short-term memory.

9. Distractions

Noise, technology, and even too much activity can make it difficult to store memories. Now you know why it’s useful to study in a quiet space, free from distractions, where you can focus on the task at hand.

10. Dementia

Dementia is a more serious from of memory **\_\_\_\_\_\_\_\_\_\_**. It results in the shrinking of the brain. People who suffer from Alzheimer’s disease (the most common form of dementia) may get lost suddenly. They may also forget how to do routine things, such as tying their shoes.

Word box

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| amnesia abuse deprivation fluctuate concussions swelling  deprivation impairment senior moments |

Worksheet (#1)

1. Vocabulary review

Which word does not belong in the group?

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| A | 1. Head injury | B | 1. Anxiety | C | 1. Forget | D | 1. Focus | E | 1. Stroke |
|  | 2. Concussion |  | 2. Damage |  | 2. Swell |  | 2. Pregnant |  | 2. Amnesia |
|  | 3. Accident |  | 3. Weakness |  | 3. Increase |  | 3. Concentrate |  | 3. Dementia |
|  | 4. Fluctuation |  | 4. Impairment |  | 4. Enlarge |  | 4. Pay attention |  | 4. Hormones |

2. If the statement is true, write T, if it is false, write F and correct the information on the line. If it is not mentioned, write NM.

\_\_\_\_ 1. Concussion may result in short-term or long-term memory loss.

\_\_\_\_ 2. Vitamin B is important for healthy brain functioning.

\_\_\_\_ 3. When it comes to memory loss, alcohol is worse for the brain than lack of sleep.

\_\_\_\_ 4. Everyone who gets older suffers from dementia.

\_\_\_\_ 5. “Baby brain” is a myth. There is no reason for pregnant women to become

forgetful.

Worksheet (#2)

Create your own list about memory or memory loss.

Example topics:

TITLE: Three signs of dementia

1. Struggling to adapt to change: suddenly they can’t remember why they went to the store and get lost on the way.
2. Changes in mood: depression is typical of early dementia.
3. Difficulty following storyline: just as finding and using the right words becomes difficult, people with dementia also sometimes forget the meaning of words they here. Struggling to follow along with conversations or TV programs is a classic early warning sign.

TITLE:

1.

2.

3.

Worksheet (#3)

Which do you value more, your short-term memory or your long-term memory? Write

down your answer. Then we will discuss in a group.

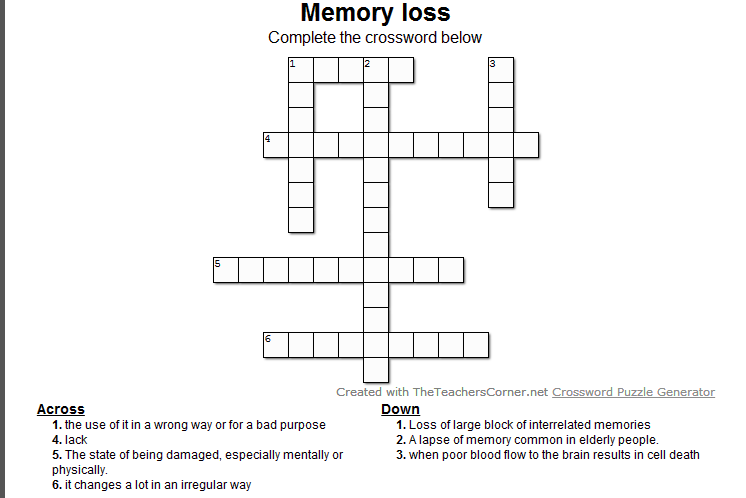
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Did you change your answer after the discussion, or do you still feel the same way?

□ I feel same.

□ I’ve had a change of heart.

Worksheet (#4) (SOS)



**Across**

**1.** The use of it in a wrong way or for a bad purpose

**4.** Lack

**5.** The state of being damaged, especially mentally or physically.

**6.** It changes a lot in an irregular way

**Down**

**1.** Loss of large block of interrelated memories

**2.** A lapse of memory common in elderly people.

**3.** When poor blood flow to the brain results in cell death