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| Instructor:  Eunice | Level:  Intermediate | Students:  13 | Length:  30 Minutes |

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| Materials:   1. Text Sheet “6 Tips for Dealing with Difficult Patients” (13 copies) 2. Comprehension Question Sheet (13 copies) 3. Sample Question and Answer Sheet (13 copies) 4. Computer and TV monitor |

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| Aims:   1. Students will practice intensive reading skills by preparing a presentation as an after reading activity. 2. Students will develop reading comprehension skills and strategies by answering literal, interpretive and applied questions. 3. Students will improve speaking and listening ability by giving a presentation and sharing ideas in pairs. |

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| Language Skills:   1. Listening: Teacher’s explanations & instructions, other students’ presentations & ideas and opinions 2. Reading: Text sheet, comprehension question sheet, sample question & answer sheet 3. Speaking: Presenting, answering the questions 4. Writing: Answering comprehension questions, taking notes of pair discussion |

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| Language Systems:   1. Phonology: pronouncing new vocabulary 2. Lexis: defuse, empathetic, escalate 3. Function: Giving a presentation, answering comprehension questions |

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| Assumptions:   1. Most students have an experience to go to the hospital and talk with a nurse. 2. Students are aware of how the dialogue between the difficult patient and the nurse is going on. 3. Students know how to give a presentation after reading a material. 4. Students are used to discussing in pairs and speaking their ideas & opinions. |

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| Anticipated Errors and Solutions:   1. Students may find many unfamiliar vocabularies.  * Ask students to circle those words and their partners can figure them out from context or use their dictionary.  1. Students may have difficulty in doing the comprehension question sheet.  * Have students do themselves first and give some help. If they still don’t know, explain the general story of the text.  1. Students may take longer time than expected to do an activity.  * Be flexible with the time. Give students more time to finish their activity and cut off the time of the post activity.  1. Students may finish their activity earlier.  * Give students an extra comprehension question sheet. |

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| References:   1. TESOL Student Book “Reading Lesson Plan” 2. http://www.jacksonvilleu.com>nursing |

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| **Lead-In** | | |
| Materials: White board & markers, name stickers (write today’s activity itinerary & activity performers on the board) | | |
| Time | Set Up | Procedure |
| 2 min | Whole class | **[Greeting]**  Hi, everyone~ How was your yesterday?  **[Eliciting]**  Do you have an experience to go to the hospital? Who is the person you see and talk to first in the hospital? In our class, there is one who was a nurse, yes, Stella. I will ask a question of Stella. Can you remember someone special when you are in the hospital? Why do you remember him/her?    Introducing today’s topic:  Today, we will talk about “6 Tips for Dealing with Difficult Patients” |

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| **Pre-Activity** | | |
| Materials: Pictures on the screen, board & markers | | |
| Time | Set Up | Procedure |
| 3 min | Whole class | **Questions & Answers**  **[Explanation of pictures]**  (Show a picture on the screen.)  What do you see on this picture? What is she doing? She is extracting the blood with a needle. While doing it, the nurse could have the problem because of the scared patient. If a nurse can treat a patient, she/he must have both biological knowledge and knowledge of people.  **CCQ**  What are two kinds of knowledge must nurses have?  (Show another on the screen.)  With these kinds of knowledge, nurses understand hospital procedures and do everything else: treat patients, assist doctors, advise families and be a team player. While doing their jobs, nurses cannot avoid dealing with difficult patients. Sometimes angry patients bring nurses down. How can they handle difficult patients?  **CCQ**  In order not to be frustrated by angry patients, what do nurses do? |

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| **Main Activity** | | |
| Materials: 13 copies of the text sheets, board & markers | | |
| Time | Set Up | Procedure |
| 10 min | Whole class  Pair  Whole  class | **Presentation Activity**  **[Instruction]**  Now, let’s read the text sheet and give a presentation to the class. I will make six pairs of you and the presenter of each pair (group 1-6) is going to give a presentation after reading. Each pair will decide the presenter by rock, paper and scissors. I will give you 5 minutes to read.  **CCQ**  How much time do you have?  What will you do after reading?  (Hand out the text sheets and run the activity.)  You may begin.  **Feedback**  Do you need more time to read?  (If yes, give 30 seconds extra reading time. If no, have students give presentations one by one.)  (Run the activity.) |

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| **Post Activity** | | |
| Materials: 13 copies of comprehension question sheets & sample question and answers, board & markers | | |
| Time | Set Up | Procedure |
| 15 min | Whole class  Pair  Whole class | **Comprehension Questions & Discussion**  **[Instruction]**  With the help of the presentations of your classmates, you can understand the text well. Now we are going to answer a variety of questions (literal, interpretive, applied) in pairs by discussion. After pair discussion, let’s share them together. I will give you five minutes to discuss.  **CCQ**  What will you do?  How much time do you have?  Do you discuss with your partner?  (Pass out the comprehension question sheets & sample question and answers sheets.)  You may begin.  **Feedback**  Do you need more time to read?  (If yes, give 30 seconds extra reading time. If no, have students share their ideas and opinions as a whole class.)  (Run the activity.)  **Closing**  Did you enjoy today’s activities?  We learned about nurses’ dealing with difficult patients.  I hope we can apply those tips to dealing with annoying people. |