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| ☐ Listening **V Speaking** ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: What’s Inside a Hospital?** |

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| Instructor:  Double A (Angela, Anne) | Level:  Intermediate | Students:  13 | Length:  About 30 min |

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| Materials:  -A white board and markers  -Work sheets for students  -A word list for the teachers  -Role card(‘question’ written in one side, and ‘answer’ written in the other side)  -Answer cards(a picture and a word on each one of them)  -Pictures for the new words(for helping students to understand the word) |

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| Aims:  -Students can understand the new words by looking at the pictures given by the teachers.  -Students can give information about the new words through doing question-answer activity.  -Students can practice making questions when doing question-answer activity.  -Students can practice team work by doing an interactive activity together.  -Students can develop interpersonal intelligence through working in a group and helping each other.  -Students can have opportunity to speak through the activity. |

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| Language Skills:  -Listening : Students can practice their listening skills while listening to the question by other students. Also, they can practice it while listening to teachers’ instructions.  -Reading : Students can practice their reading skills while reading the words off of the board.  -Speaking : Students can practice their speaking skills through doing the main activity. |

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| Language Systems:  -Phonology : Students will learn how to pronounce the new words.  -Lexis/Vocabulary : Students will learn new words that can be used when they go to the hospital.  -Function : Students will be able to tell the names of the objects/person that are in the hospital. |

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| Assumptions:  -Students are familiar with hospital and the tools/workers in the hospital.  -Students know what to do with the objects they are going to learn.  -Students are already familiar with the teacher.  -Students already know how to make questions and answer them.  -Students are already familiar doing activities inside a speaking class. |

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| Anticipated Errors and Solutions:  - Students might be aware of all the words that are used in the hospital.  ⇒Those students can tutor the classmates if there is some who don’t understand it.  - Students might not be aware with all the words in the list the teacher brought to class.  ⇒Work sheet can work as a reminder to them.  - Students might not understand the picture and cannot learn.  ⇒Students can share the experience with others and let students understand from it not just going over the teachers explanation.  - Class time can be short for the activity.  ⇒We can time the students’ question and answer time. Try to make students understand the instruction at once to shorten the time. |

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| References:   * Pictures : from ‘google.com’ |

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| **Lead-In** | | | |
| Materials:  -A white board and markers  -A work sheet for the students  -Pictures for the new words | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Whole class | Listen to the guide question. Try to answer it. | (T1 asks ss guide questions and after that brainstorm some words.)  T1: Hello, everyone. Let’s start our class. Guys, what do you do when you are sick?  Where do you go when you are sick?  Well, today, we are going to talk about what we can see in the hospital.  Let’s brainstorm. What can you see inside a hospital?  While T1 greets students and give guide question, T2 gives the work sheet to the students. |

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| **Pre-Activity** | | | |
| Materials:  -A word list for the teachers  -A white board and markers  -A work sheet for the students  -Pictures for the new words  -Answer cards for each team/group | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  7min  9min  10min | Whole class | Brainstorm and write the words on the work sheet.  Listen to the teacher and add the new words on the list.  Listen to the instructions | Ss will answer things they can see in the hospital. & T2 writes the words on the board. & T1 will have the word list and cross off the ones that are on the board.  T2: Okay, let me give you and check some more words with you guys.  T1 moves to the board and writes the rest of the words from the list. & T2 reads and explains the words to the ss from the board.  [prepared new words] syringe, pipette(spuit), stethoscope, ointment, inhaler, crutches, janitor, prescription  If the Ss don’t seem to understand the word, the teacher draws the picture on the board and explains it to them.  T1: Now, with these words, we will do a guessing game but first let’s listen to the instructions.  T1&2: We will group you into two groups. You will be given an answer card, one card for each group. You should not show the answer card to the other team but share it with your team members. You can keep the answer card. Next, we will start the game. In the game, you will ask each other 10 questions to the other team to get the answer. And after 7 questions, we will let you have a time out to discuss and make a question list for the left 3 questions. We will take turns to ask and answer. When we are done with 10 questions, we will discuss the answer within the group and answer it.  Teacher models the game for the students to help understanding the game.  If time is enough, give ss ICQ.  [ICQ]  What cards do you get from the teacher?  What do you do with the answer card?  What do you do with the role card?  How many questions do we ask before the time out?  How many questions do we ask after the time out? |

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| **Main Activity** | | | |
| Materials:  -role cards(a card that’s written ask/answer in each side of the card)  -answer cards  -A white board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  2 min  6 min  9 min  15min  16min | Whole class  Into groups | Listen to teacher and get into a group.  Pick an answer card  Check the answer card  Question and answer to each other to find out the answer.  Time out – ss discussion  Question and answer to each other to find out the answer.  Share answers.  Pay attention to the board. | T1: Let us group you into two groups. People who are in this row can be a group, and people who are in this row can be another group. (students are in two rows, because the teacher set the seats into two rows before starting the class)  T2 : Let’s pick a card.  T1 and T2 move to the student and let them pick a card.  T2: Please check your card and share the answer with your group members. You cannot discuss what to ask the other team, remember!  Ss check the answer card.  T1: Did you guys check the answer?  Ss: Yes ⇒ Start the game.  No ⇒ Let them check the answer once more.    Each teacher pass the role card to the closest student to themselves.  Be sure to monitor ss asking question and answering them.  After 7 questions, give them time out to discuss their final 3 questions.  (student discussion for 3min)  After 3 questions are answered give them 2 min to guess the answer.  T1: Time’s up! Let’s share our answers!  Team 1! What’s your answer?  T2: Team 2! What’s your answer?  T1 write the answer on the board. Share & check the answer. Announce the winner. |

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| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2-3min | Whole class | Listen to the teacher  Answer CCQs | T1: Did you have fun? Before class is over. Let’s check what we’ve learn.  T1&T2 go over the CCQs with ss.  [CCQ]  What does janitor do inside the hospital?  Why does the doctor use stethoscope?  What can you do with a spuit?  Who usually carries syringe?  Where do you go with the prescription?  Can you name a ointment brand here in Korea?  Who can use crutches? |