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| **.Topic: Art Therapy** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Sharon** | **intermediate** | **Adult** | **3** | **40 mins** |
| **Materials: - pictures**  **- posters**  **- realias**  **- practice worksheets** | | | | |
| **Aims: - to discuss art therapy**  **- to use the active and passive voice by making sentences** | | | | |
| **Language Skills:**  **- Reading : reading worksheet to practice**  **- Listening : teacher’s instructions and classmate’s ideas**  **- Speaking : drilling, practice activities, and sharing ideas**  **- writing : make sentences on the board** | | | | |
| **Language Systems:**  **- discourse : share their opinion by doing the activities**  **- phonology : drilling**  **- grammar : active and passive voice** | | | | |
| **Assumptions:**  **Students already know :**  **- the past modals**  **- how the class is set up and run**  **- the teacher’s style of teaching and the pace of the course**  **- all students are adult** | | | | |
| **Anticipated Errors and Solutions :**  **- Students may have difficulty in understanding the meaning**  **Teacher provides more examples.**  **- Students may have a hard time drilling.**  **Teacher gives the students more chances to practice.** | | | | |
| **References: Art Therapy(October 28, 2018). In Breaking News English. Retrieved from**  [**https://breakingnewsenglish.com/1810/181028-art-therapy.html**](https://breakingnewsenglish.com/1810/181028-art-therapy.html) | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims: Students know about therapy by doing activities.** | | | **Materials: pictures, realias. poster** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3mins**  **3mins**  **3mins**  **8mins** | **Whole class**  **Small**  **group** | **Students greet back.**  **Students respond**  **Students respond**  **Students respond**  **Students respond** | | **Hello everyone, how are you today?**  **(show the picture of museum)**  **Where is the place in this picture?**  **What are people doing?**  **Yes, people are looking at paintings.**  **Have you ever been to a museum?**  **How do you feel when you see art?**  **Yes. We can feel peaceful.**  **Ok. Today, we will talk about art therapy. In Canada, doctors use art instead of medicine to heal. They believe that art therapy is good for patient’s physical health.**  **So now, is there another therapy to heal people?**  **Yes, what therapy does this picture look like? (music therapy)**  **And what therapy does this picture look like? ( aroma therapy)**  **And then, this pictures? ( food therapy, gardening therapy)**  **Now we are going to share if art therapy is better than medicine or not.**  **ICQ**  **-What do you talk about?**  **Let’s talk about it in groups.**  **Anyway, it would be better to use medicines and various therapies appropriately. Good job guys!**  **And we are going to discuss how good these kinds of therapies are.**  **You should put stickers on two items of poster according to your opinion. And then share your opinion why you chose it**  **ICQ**  **-Now what are you going to do?**  **-How many stickers should you put on items of poster?**  **Come forward one by one.**  **Great job guys!** |
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| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims: - Students can practice active and passive voice.** | | | **Materials: board and marker** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10min**  **4 min** | **Whole class**  **Whole class**  **Whole class** | **Students respond** | | **Active and passive voice**  **( write down the form**  **S + verb be + past participle + by O)**  **Now let’s learn how to make passive form.**  **Hormones are released by the brain.**  **→ The brain release hormones.**  **The doctors prescribed visits to art galleries.**  **→ Visits to art galleries were prescribed by the doctors.**  **OK. Do you guys notice this form?**  **In passive voice, the verb must come in the form of verb be plus past participle.**  **The subject of active voice comes in form of by plus object. Be verb represents the tense of verb**  **Let’s practice next sentences.**  **Demonstration**  **He draws a picture.**  **→ A picture is drawn by him.**  **Aroma therapy healed him.**  **→ He was healed by aroma therapy.**  **Come forward and write on the board.**  **Drilling**  **I see art.**  **→**  **Music heals him**  **→**  **Good food heals sick people.**  →  ICQ  What do you write here?  Monitor discreetly. Answer students if they ask questions.  You did great job |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims: - Students can make active and passive voice**  **- Students can change the active to the**  **Passive voice.** | | | **Materials: board ,marker and Work sheet** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5mins** | **Whole class** | **Students respond** | | **Free practice**  **Instruction**  **Now, let’s make own active and passive voice sentences. I will give you 1 min.**  **Demo**  **For example,**  **Susie cleans the room.**  **→ The room is cleaned by Susie.**  **ICQ**  **What are you going to do?**  **How many times do you have?**  **Yes, let’s do it. ( Monitor discreetly)**  **Now, are you done?**  **Come forward, write it on the board one by one.**  **( Monitor discreetly)**  **You did a good job.** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims: Students can notice the error corrections** | | | **Materials: board and marker** | |
| **time** | **Set Up** | **Student** | | **Teacher** |
| **5min** | **Whole class** | **Students respond**  **Students speak** | | **Now let’s find out the error corrections**  **-We saw that the museum was good at people.**  **-She said looking for art increases hormones in our bodies.**  **Can you tell me what’s wrong?**  **Yes, that is here. ’ Be good at’ is used to do something well and ‘look for’ is used to find something.**  **CCQ**  **Did you have fun this topic?**  **I hope you enjoyed today’s lesson.** |
| **Notes:** | | | | |