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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:**  Hospital |

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| **Instructor:**  Alice & Julia | **Level:**  Intermediate(Adult) | **Students:**  9 | **Length:**  30 Minutes |

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| **Materials:**   * White board and board marker * Wall chart for matching activity * Pictures of “Hospital” * A piece of paper and a pen (for each group) * A dialogue work sheet(9 copies) and role cards(1 copy) for each role |

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| **Aims:**  Main aim: Ss will improve their speaking skills by role-playing and talking about  experience of hospital and discussing national health insurance and  individual health insurance.  Secondary aim: Ss will learn vocabulary related to hospital by completing matches.  Personal aim: I want to reduce commentaries and give more SST and improve  eliciting. |

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| **Language Skills:**  Reading: Student will read the example dialogue before they do a role play  Listening: Student will listen to other student’s role-play.  Speaking: Student will talk by having dialogue in the role-play and the discussion.  Writing: Student will write their scripts for role-play. |

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| **Language Systems:**  Phonology: /ache/ (sounds for ‘headache, stomachache’)  Lexis: New vocabulary (Ex. symptom,prescription,indigestion ,diarrhea)  Grammar: Runny nose (adjective + noun)  Function: Describing body condition (Ex. I have a…, I feel…)  Discourse: Dialogue, Discussion |

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| **Assumptions:**   * Student already know = How the set up and run. * Students had a experience in the hospital * Students exchange idea and opinions to complete tasks. |

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| **Anticipated Errors and Solutions:**  Students may not able to follow the passage easily   * Provide them with the worksheet for the idea of content.   Students may need time on their presentation   * Give student extra time to work and Demonstrate before they work on their own dialogue.   Students may not be active in the discussion   * Give some example about the topic. * Find out volunteer or pick some student to talk. |

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| References:   * Visual aids from [www.google.com](http://www.google.com),www.naver.com * Dialogue from www.AudioEnglish.org |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answering teacher’s question | *Hello, everyone!*  *How are you doing today?*  *How is the weather today?*  *Did you take a flu vaccine recently?*  *Do you have any allergy?* |

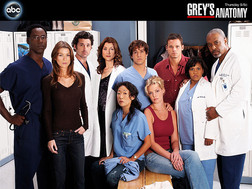
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| **Pre-Activity** | | | |
| Materials:  Wall-chart, Board and Board markers, Worksheet, Visual aid pictures | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  1min  1min | Whole class  Indivi  -dually | Answering teacher’s question  Listen to teacher  Do activity | Procedure:  Elicit the word ‘**Hospital**’  *-*Have you ever seen this TV show?  *-*what is their job?  -Have you ever seen this paper?  -Where can you submit this paper?  -What can you see in this picture?  -Is he Ok?  - Where should he go?  Model  *“Yes, It’s hospital”*  (write it on the board)  CCQ  -Do you do shopping at the hospital?  -Do you go to hospital when you are sick?  -How do you feel when you go to the hospital?  **Wall Chart activity**  Instruction  I want you to try to match the picture with the correct word.  Demonstrations  *For example, If this is runny nose and put ‘runny nose’ card next to the picture.*  *“Let’s begin, --- please come out one by one to do it?”*  ICQ  Where are you going to put these cards?  “Now begin”  Monitor  Monitor discreetly.  Each student put the card next to the picture.  Check answers orally |

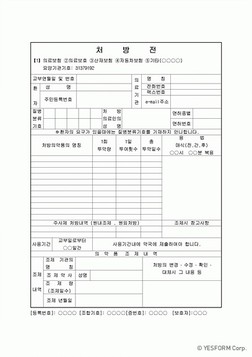
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| **Main Activity** | | | |
| Materials: Worksheet, Role-play card | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  5min  8min | Whole class  In pairs  In groups | Listen to teacher  Make a role-play dialogue  Students will present their role-play | Do a role play  Instructions  I will make all of you into pairs, 2 people in a group. You will do a role-play with your partner. For each group, I will give a role card to play your role. You have to work out the dialogue with your partner base on this worksheet as a guideline. The dialogue play is for 1 minute only. I will give you 5 minutes to prepare the dialogue.  Demonstration  For example, I am a patient she is a doctor . Create a dialogue about "seeing a doctor" .  Alice: *what is the problem?*  Julia: *I have a stomachache.*  Briefly describe the role-cards and worksheet.  (Hand out the worksheets and role cards)  ICQ  *Are we working individually?*  *How many people are in one group?*  *How much time do you have?*  *“now begin”*  Monitor  Monitor discreetly.  Give ideas or opinions if they get stuck.  Give time warning: 3minutes  2minutes, 1minute.  Give time warning: 30 seconds left.  Be flexible with time.  Give students 1 more minute if they need it.  *“Time’s up”*  Each group will come in front of the class and do the role-play. |

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| **Post Activity** | | | |
| Materials: Board and a board marker. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  5min  3min  1min | Whole class  In groups  Whole class | Listen to the teacher  Students will discuss  Students share their opinions  Listen to the teacher | Have a discussion  Instructions  Now I will group you all into 2 groups (Group A + Group B). Have a discussion in your group. Group A will discuss their good experience in the hospital. Group B will discuss their bad experience in the hospital. You will have 5mins to discuss it and you will share your opinion at the end of discussion.  Demonstration  For example, there was once an incident when I went to the hospital. When I asked some information to a nurse, she was unkind. and she didn't pay attention on me. I feel so bad.  ICQ  *Are you working individually?*  *How much time do you have?*  “Now begin”  Monitor  Monitor discreetly.  Give ideas or opinions if they get stuck.  Give time warning: 3minutes  2minutes, 1minute.  Give time warning: 30 seconds left.  Be flexible with time.  Give students 1 more minute if they need it.  *“Time’s up”*  Check the answer / 1st presentation  Now let’s hear from each group for what have discussed.  (write what they say on the board)  Review and error correction  Correct pronunciation  Especially /ache/ sound  ‘headache, stomachache’  Good job today.  Thank you for participating today.  See you tomorrow. |

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| **SOS Activity** | | | |
| Materials: Board and a board marker. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  3min  3min | Whole class  Groups | Listen to teacher  Student will discuss | Instruction  I will give you a topic.  ‘Do we also need individual health insurance beyond national health insurance?’  I will put you all in two groups.  Group A & Group B.  I will give you 3 minutes.  Demonstration  Do you have individual health insurance? for what?  CCQ  Does health insurance cover medical expenses?  Is individual health insurance purpose for private efficiency?  Is national health insurance purpose for social?  ICQ  Are we working individually?  How much time do we have?  “Now begin”  Monitor  Monitor discreetly.  Give ideas or opinions if they get stuck.  Give time warning: 3minutes  2minutes, 1minute.  Give time warning: 30 seconds left.  Be flexible with time.  Give students 1 more minute if they need it.  *“Time’s up”*  Each group will come in front of the class to give their opinions. |

Visual Aid

[](http://imagesearch.naver.com/search.naver?sm=ext&viewloc=1&where=idetail&rev=17&query=gray%20anatomy&section=image&sort=0&res_fr=0&res_to=0&start=9&ie=utf8&img_id=cafe15925001|661|99074_1&face=0&color=0&ccl=0&viewtype=2&aq=0&spq=1&nx_search_query=gray%20anatomy&nx_and_query=&nx_sub_query=&nx_search_hlquery=&nx_search_fasquery=)

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Dialogue Work Sheet

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| ***Doctor:*** | — | Good morning. Please have a seat here. What´s the problem? |
| ***Alice:*** | — | I have a terrible stomachache. |
| ***Doctor:*** | — | Do you have diarrhea? |
| ***Alice:*** | — | Yes, I do. |
| ***Doctor:*** | — | Do you have any other symptoms? |
| ***Alice:*** | — | Yes, I feel sick. |
| ***Doctor:*** | — | When did the symptoms start? |
| ***Alice:*** | — | This morning. Yesterday evening I ate something raw. |
| ***Doctor:*** | — | All right. Please take off your clothes to the waist and lie down there. ... Just tell me if it hurts when I do this. |
| ***Alice:*** | — | It doesn´t hurt. ... Ouch. It hurts there. |
| ***Doctor:*** | — | Okay. Let´s hope it´s just indigestion, but we´ll need to run some diagnostic tests to be sure. We´ll run a blood test and we´ll also need a urine sample. |
| ***Alice:*** | — | Can you give me something for the time being? |
| ***Doctor:*** | — | Yes, I´ll give you a prescription for indigestion tablets |

**----------------------------------------------------------------------**

**Groceries:**

**runny nose, sore throat, headache, cough, vomiting, dizzy, blood pressure test, sneeze, rash, itch**

**nauseous**

**I have a......**

**I feel......**

**Do you have...?**

**Role cards**

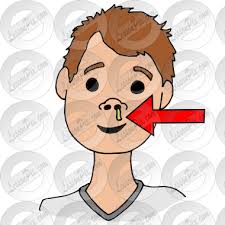
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| **Situation1**  **Patient (catch a Cold)**  **General doctor** | **Situation2**  **Patient ( is suffering from allergy)**  **Unkind doctor** |
| **Situation3**  **Patients (A,B)(are suffering from food poisoning)**  **Busy doctor** | **Situation4**  **Patient( is suffering from indigestion)**  **Kind doctor** |
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| **Runny nose** | |
| **Stomachache** | |
| **Headache** | |
| **Vomiting** | |
| **Symptom** | |
| **Prescription** | |
| **Rash** | |

**Blood test**

**Sneeze**

**Sore throat**

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