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| TITLE | International Clinic: Doctor & Patient Interaction | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Soo Kyeong Lee | | | |  | Middle School | 7 Students | 50 mins |
| MATERIALS | | | | | | | |
| - Audio Player (CD player, laptop computer, etc.) - Sound System (speakers) - White Board & Marker- Handouts & Worksheets- Flash cards | | | | | | | |
| AIMS 1. | | Students will study an audio file of a doctor/patient interaction and improve their listening comprehension skills within this context. | | | | | |
| **2.** | | Students will listen to a dialogue and fill in the blanks with the appropriate words to expand their lexi. | | | | | |
| 3. | | Students will practice in pairs how to interact through role-plays using the appropriate words; ache, sore and/or hurt to increase speaking competence. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Audio file of the dialogue between the doctor and patient. | | | | |
| Speaking | | | Discussion about symptoms, diagnosis, and treatment. | | | | |
| Reading | | | Dialogue between doctor and patient. | | | | |
| Writing | | | Filling in the blanks on the worksheet with the appropriate words. | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Correct pronunciation of the dialogue. | | | | |
| Lexis | | | Symptoms, on and off, tonsillitis, antibiotics, stress-related, stomachache, sore wrist etc. | | | | |
| Grammar | | | The use of symptoms and auxiliary verbs ; should, have to | | | | |
| Discourse | | | Audio tape dialogue of doctor's office interaction. | | | | |
| Functions | | | Expressing symptoms and sharing advice, listening. | | | | |
| ASSUMPTIONS | | | | | | | |
| Many students will be familiar with some of the symptoms, especially after seeing the visual aids.Students will recognize the images (flash cards) but they might only know the terms in their L1.The visual aids will help students remember the symtoms easier. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| The use of different symptoms ; ache, sore and hurt Teach examples of different symtoms ; have a headache, have a sore throat, hurt one's eye | | | | | | | |
| REFERENCES | | | | | | | |
| English Communication Unit 14 Published by DARAKWON,http://www.mes-english.com/flashcards/files/healthproblem\_extra\_flash.pdf | | | | | | | |
| NOTES | | | | | | | |
| Preparing the script for listening. Guessing different ailments and illnesses (action game) through TPR. | | | | | | | |

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| PRETASK TITLE | | | Introducing the Topic | | |
| AIMS | | | | MATERIALS | |
| Introduce the topic and generate conversation about the topic. | | | | A picture of the topic. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3 mins |  | The students will discuss and answer questions about the picture. | | | The teacher will show a picture and ask questions about it. |
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| NOTES | | | | | |
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| TASK PREPARATION TITLE | | | Comprehending & Using Vocabulary | | |
| AIMS | | | | MATERIALS | |
| Increase ailment/sickness lexi through visual aids. | | | | Flash cards (with symptoms written on the back) | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 4 mins |  | The students will describe each symptom by looking at the pictures on the flash cards.  Once fully understood, students can quickly read each symptom aloud together. | | | The teacher will show students each symptom on different flash cards. |
| 4 mins |  | Students listen and repeat to learn correct pronunciation of lexi and increase visual recognition of lexi. | | | The teacher shows the flash cards and gives good oral examples. |
| 5 mins |  | Students self test in pairs. | | | The teacher gives groups a small flash card and monitors student language production. |
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| NOTES | | | | | |
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| TASK REALISATION TITLE | | | Listening & Filling in the Blanks | | |
| AIMS | | | | MATERIALS | |
| Students will listen to the doctor & patient dialogue while filling in the blanks appropriately. | | | | Audio file (dialogue)Audio player: CD player, Laptop, etc.Sound system.Handouts (fill in the blanks exercises) | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3 mins |  | The students answer ICQ. | | | The teacher introduces the activity, offers examples, ICQ, and gives students the worksheets. |
| 6 mins |  | The students listen to the recording without any pause and complete the worksheet. The students listen a second time with pause. | | | The teacher plays the audio recording. |
| 3 mins |  | The students cross check answers with a partner. | | | The teacher monitors student conversations. |
| 5 mins |  | The students offer their answers to the class. Group error correction. | | | The teacher offers feedback/correction. |
| NOTES | | | | | |
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| POST TASK TITLE | | | Personal Interactions | | |
| AIMS | | | | MATERIALS | |
| The students will practice their own dialogues with a personalized doctor/patient role-play. | | | | Supplies (pencils, pens, erasers, paper, etc.) | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 2 mins |  | The students observe examples. | | | The teacher explains and offers examples. |
| 8 mins |  | The students will first get into pairs and create their own dialogues. They will choose a role (doctor or patient) and practice the dialogue a few times. | | | The teacher will act as a guide and provide assistance whenever necessary. |
| 5 mins |  | Next students will get together with their classmates and share their dialogues.  The students listen to dialogues and prepare to answer CCQs. | | | The teacher will ask CCQs to check class understanding + error correction. |
| 2 mins |  | Summarize. | | | Summarize class and say "good bye." |
| NOTES | | | | | |
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**Worksheet: Doctor & Patient Dialogue**

Jihye: Oh, my gosh! You look \_\_\_\_\_\_\_\_\_\_!

Rick: I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very well.

Jihye: what’s the \_\_\_\_\_\_\_?

Rick: I have a \_\_\_\_\_\_

Jihye: you should go home right now

Rick: yeah. I think I’ll go back to \_\_\_\_\_.

Julie: Are you \_\_\_\_\_\_\_\_\_\_\_\_ now?

Rick: Not Really. I’m still \_\_\_\_\_\_\_\_

Julie: What are your \_\_\_\_\_\_\_\_\_?

Rick: I have a \_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_.

Julie: did you take any\_\_\_\_\_\_\_\_\_\_\_?

Rick: Not yet. I’m going to the \_\_\_\_\_\_\_ soon.

Doctor: what seems to be \_\_\_\_\_\_\_\_\_?

Rick: I think I have a \_\_\_\_\_\_\_\_\_

Doctor: Hmmmm. Let me \_\_\_\_\_\_\_\_\_ a \_\_\_\_\_\_\_\_\_

Rick: what should I do?

Doctor: You should \_\_\_\_\_\_\_\_\_\_\_\_some \_\_\_\_\_\_\_\_\_

And you should go to bed and \_\_\_\_\_\_\_\_\_\_\_\_.

Rick : Thanks, Doc.