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| Listening ⬛ **Speaking**  Reading  Grammar  Writing |
| **Topic: A role play in the hospital situation by speaking medical vocabulary** |

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| Instructor:  Sophie Kim  Daeun | Level:  Intermediate(Adult) | Students:  12 Students | Length:  30 Minutes |

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| Materials:   * White board and board markers * Worksheet #1: Drill and Information Gap A, B (12 copies) * Worksheet #2: Role Play (12 copies) * Visual Aid: A patient and a doctor |

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| Aims:   * Main aim: Students will be able to improve their speaking skills by speaking in the hospital situation role play * Secondary aim: Students will be able to learn about medical vocabulary * Personal aim: I want to speak clearly in front of the students and manage my time well with my partner |

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| Language Skills:   * Reading: Students will read symptoms and prescriptions of the worksheets * Listening: Students will listen to their partner and group member when playing a role play * Speaking: Students will ask and answer when playing a role play * Writing: Students will write down medical vocabulary for information gap activity |

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| Language Systems:   * Phonology: pronunciation for nausea [**|**nɔ:ziə], diarrhea [dàiərí:ə], ointment [**|**ɔɪntmənt], crutch [krʌtʃ], nasal [**|**neɪzl], injection [ɪn**|**dƷekʃn], fluid [**|**flu:ɪd] * Lexis: medical vocabulary such as ‘stye’ ‘nausea’ ‘diarrhea’ ‘diarrhea’’ rash’ * Function: asking (question and answer) * Grammar: Imperatives (Drink, Put, Get) Interrogatives (How, What, When, Why) * Discourse: role play, script |

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| Assumptions:   * How to class is set and run (U-shaped seating arrangement) * Four language skills and language systems * Students will be able to speak and play in front of the students |

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| Anticipated Errors and Solutions:   * If students need linguistic help to express their opinions during discussion   🡪 give them linguistic support by providing definitions and some examples   * If some students keep quiet for fear of upsetting other people during discussion   🡪 encourage them to speak and advise them to be clear about their point   * If certain students dominate the discussion   🡪 ask them to give other students a chance to speak   * If students are reluctant to speak in front of the students   🡪 give a lot of courage and make positive environments that is okay for mistakes |

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| References:   * English definitions: vocabulary   [www.dictionary.com](http://www.dictionary.com)   * Clip art for symptom: Google Image * Visual Aid for a patient and a doctor: Google Image |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | Answering teacher’s questions | Good morning, everyone! How are you today? How is the weather? It is so cold, right? I have a fever, so I went to the hospital yesterday. How are you feeling? |

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| **Pre-Activity** | | | |
| Materials: Board, Board makers, Visual Aid, Worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  5 min  2 min | Whole  class  Pairs | Answering teacher’s questions.  Students answer ICQ questions.  Students write down answers and work in pairs  Students check answers. | Procedure:  **1. Warm-up activity**  Elicit  (Show the students picture of the doctor and patient)  “There are two people who are doctor and patient. What they are doing?  Why did patient visit doctor? What kinds of symptom patient have?  Additional explanation  “If we are sick, we go to the hospital and we see a doctor, right?  And then what do we have to do?”  Model  Write down the subject “Hospital: symptom and prescription”  on the board.  “Today, we are going to discuss symptom and prescription in the hospital situation”  CCQ  Which hospital do you often go to?  What kind of diseases did you have before?  What do you have to do after you get the prescription from a doctor?  **2. New vocabulary**  Instruction  “Today, we are going to learn medical vocabulary and how can we explain the pain.”  (hand out the worksheet #1A, B)  “Did everyone get worksheet #1?  I gave you a different part of worksheet #1 which are A and B. For this information gap activity, you need to pair with your partner then ask questions about symptom and prescription to fill in the blanks”  Demonstration  “Look at the worksheet, we will do the first one together”  Look at the number one. I will show you the demonstration with a partner.  What seems to be the problem?  His eyes are…  He has …  Here’s your prescription.  Go get….  I will give you 5 min.  ICQ  What do you write in the blanks?  Who are you working with?  How much time do you have?  “Okay. Let’s start!”  Monitoring  Monitor discreetly by walking around the class. Get close to students. Listen and answer to students if they ask questions.  Give time warning:  1 minute; 30 seconds left  (Be flexible with time. Give 1 more minute if they need it.)  “Time’s up”  After sharing to check the answer with you partners, we will check together.  Check answers  “Let’s check the answers together.”  Error and Pronunciation correction  Please be careful of these vocabulary  Nausea, Diarrhea…. |

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| **Main Activity** | | | |
| Materials: Worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min    10min | Group | Students answer ICQ questions.  Students will make a script for the hospital situation  Students will do the presentation (role play)  Students will answer the questions | **1. Role play activity preparation**  “Now, we are going to have a role play activity.”  Instruction  I will give you another worksheet. Make a group of 3 people, then take each role for the hospital situation.  For the first situation…  One person will be a doctor…  Ask questions about …  Make a script for this disease situation. I’ll give you 3 min to do.  (Distribute the worksheet #2)  ICQ  Who do you work with?  How do you have to make?  How much time do you have?  Monitoring  Monitor discreetly by walking around the class. Get close to students. Listen and answer to students if they ask questions.  “Okay, everyone. The time is up.”  **2. Role play activity presentation**  Instruction  “Now, we are going to have a group presentation. Each group will be come out and present their play.”  Presentation  (Pay attention on students’ speaking)  “Great job! You did very well.”  Evaluation  What do you like about this activity?  What do you like about other group’s presentation?  What can be improved? |

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| **Post Activity** | | | |
| Materials: Worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  2min | Individual | Students will write down  Students will speak out | **1. Free production**  (Voice message to a friend in the hospital)  Instruction  “Now, your best friend is in a hospital right now. So you want to leave a voice message to your friend. Write down the message for comfort and cheer. Then we are going to read it loud”  ICQ  Who is in the hospital?  What do you write?  Monitoring  Monitor discreetly by walking around the class. Get close to students. Listen and answer to students if they ask questions.  Presentation  Okay. Who wants to read it loud?  Everyone did very well!  **2. Conclude Lesson**  Summarize today’s lesson by checking new vocabulary and the contents in the text.  Give positive feedback about the student activities.  Ask if students have any question.  “Everyone did a great job today! Now, when you are sick or if you get any disease, you will be able to speak confidently in the hospital!” |

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| **SOS Activity** | | | |
| Materials: Worksheet #3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min  4 min  4 min | Pair | Speak loudly by reading the script | **1. Switch the role play**  Instruction  “Now, we are going to play other group’s situation. Take the situation that you haven’t play and make a script in the group.”  ICQ  Who are you working with?  What do you have to do?  Monitoring  Monitor discreetly by walking around the class. Get close to students. Listen to their pronunciation and give help if needed.  (If you need more time do following activity)  More Activity  Let’s play other situation again. (We have total 3 situation)  Let’s practice speaking difficult words together. (Drill practice)  Conclude  “Great job, everyone. How was the activity? Even if you are sick in the other country, don’t worry because you are able to speak about symptoms! Have a good day!” |

Worksheet #1 Drill and Information Gap A

**Discuss with your partner for the information about the prescriptions and symptoms in order to fill in the blanks**

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| Doctor: What seems to be the problem? How are you feeling?  Patient: I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Doctor: Here’s your prescription. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| 스크린샷%202017-01-30%20오후%209.00.40.png  • I have a stye in my eye  • Put two eye drops in each eye three times a day | 스크린샷%202017-01-30%20오후%209.35.58.png  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 스크린샷%202017-01-30%20오후%209.40.56.png  • I have nausea  • Drink one spoon of Pepto Bismol two times a day |
| 스크린샷%202017-01-30%20오후%209.45.31.png  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 스크린샷%202017-01-30%20오후%209.51.00.png  • I broke my leg  • Put on a cast, Walk with crutches | 스크린샷%202017-01-30%20오후%209.59.13.png  •\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 스크린샷%202017-01-30%20오후%2010.10.31.png  • I had diarrhea  • Get an injection, Take three pills after a meal three times a day | 스크린샷%202017-01-30%20오후%2010.21.54.png  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 스크린샷%202017-01-30%20오후%2010.31.22.png  • I have a sore throat  • Gargle with warm salt water, take cough drops |

Worksheet #1 Drill and Information Gap B

**Discuss with your partner for the information about the prescriptions and symptoms in order to fill in the blanks**

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| Doctor: What seems to be the problem? How are you feeling?  Patient: I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Doctor: Here’s your prescription. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| 스크린샷%202017-01-30%20오후%209.00.40.png  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 스크린샷%202017-01-30%20오후%209.35.58.png  • I have a rash; itchy  • Put on skin ointment three times a day | 스크린샷%202017-01-30%20오후%209.40.56.png  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 스크린샷%202017-01-30%20오후%209.45.31.png  • I have a fever  • Drink plenty of fluids and rest as much as possible | 스크린샷%202017-01-30%20오후%209.51.00.png  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 스크린샷%202017-01-30%20오후%209.59.13.png  • I have a runny nose  • Use a nasal spray three times a day |
| 스크린샷%202017-01-30%20오후%2010.10.31.png  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 스크린샷%202017-01-30%20오후%2010.21.54.png  • I have a cramp in my leg  • Stretch and massage the muscle gently | 스크린샷%202017-01-30%20오후%2010.31.22.png  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Worksheet #2 Role Play

**Divide into groups and role play the following situations with your group members.**

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| <Situation 1>   * Location: 1) at ophthalmologist (Eye Doctor) clinic   2) at the pharmacy   * Characters: Patient, Doctor, Pharmacist * Symptom: have pink eye, have a stye in his/her eye, itchy * Prescription: put two drops in each eye three times a day   Refrain from touching your eyes and sanitize your hand |
| <Situation 2>   * Location: 1) at dermatologist (Skin Doctor) clinic   2) at the pharmacy   * Characters: Patient, Doctor, Pharmacist * Symptom: have a rash, it is red and swollen,   have an allergic reaction to …   * Prescription: put on skin ointment two times a day   Take 3 pills after a meal three times a day |
| <Situation 3>   * Location: 1) at the hospital to see a GP (General Practitioner)   2) at the pharmacy   * Characters: Patient, Doctor, Nurse, Pharmacist, * Symptom: Because of indigestion … , have nausea, had diarrhea * Prescription: nurse will give you an injection   drink two teaspoons of Pepto Bismol three times a day  don’t consume alcohol while taking this medication |