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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: *Health- Describing Symptoms & Giving Advice*** |

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| Instructor:  Ye Jin Choi  (Anna) | Level:  High Intermediate | Students:  6 | Length:  35min |

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| Materials: 6 Worksheets of the lesson  Key vocabularies & expressions written paper (for T)  Board & markers  Computer (to show a picture of the word) |

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| Aims: To be able to describe the cause or symptoms of an illness and give advice.  To learn the names of common health problems or injuries.  To practice making their own dialogues.  To practice speaking by making situations  To learn vocabularies of health problems  To be able to apply new expressions to their sentences |

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| Language Skills:  Listening: listening to the teachers’ saying and other classmates’ saying  Wring: writing the expressions and making their own dialogues  Reading: reading the instructions on the handout and vocabularies & reading dialogues  Speaking: answering to eliciting and CCQs & having discussion with partner to make their own dialogue(conversation) |

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| Language Systems:  Phonology: understanding sounds and pronunciation of vocabulary  Lexis: vocabularies related to health problems  Grammar: learning grammar by learning new expressions  Function: use learned expressions by making their own sentences  Discourse: make their own dialogues by assuming they have a health problem |

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| Assumptions:   * Students know how the class is set up and run * Students know the teacher’s teaching style and the pace of the course * Students know that only English is allowed in class * Students are able to talk in English |

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| Anticipated Errors and Solutions:  Students can be confused with instruction  >If students answer incorrectly to CCQs, explain briefly again  Students can have troubles in having conversation with partners  >check where they are up to, and help them to move on to the next step  There might be students who are not done with conversation even if time’s over  >if there’s extra time, give them one more minute to finish it  >if T needs to move on, just tell them it’s ok even if you are not finished  There might be students who finished making their dialogues earlier than other pairs  >Tell them to practice speaking their dialogues |

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| References:  <http://www.englishcurrent.com/speaking/health-symptoms-giving-advice/>  <http://www.kibris724.com/dudaklarinizin-kenarinda-yara-cikiyorsa-88969h.htm> (picture of herpes) |

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| **Pre-task** | | | |
| Materials: x | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole  class | Pay attention to teacher and talk about their experience of having a health problem | Good morning! Is there anyone who had a chance to talk in English about your health problem when you were sick? (If some students say yes, ask about their experience) What was your health problem and how did you explain the symptom?  Our topic of today’s lesson is ‘health’. We are going to learn how to describe symptoms and to give advice to the person who has a health problem. |

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| **Task Preparation** | | | |
| Materials:  Board &markers  6 copies of Worksheet  Words and expression sheet (for teacher) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | Whole class | Write expressions on their paper  Jot down meanings of key words it they need to  Pay attention to the instruction  Answer to CCQs | I will give you a handout first.  **Words&Key expressions**  There are some expressions for saying that you are sick and for giving advice.  Can you think of any expressions to say that you are sick? For example, ‘I feel run down(=tired)’  (write down expressions on the board)  You may write down on your paper.  Also there are some key words of health problems. Look at the bottom of your handout.  <explain key voca- diarrhea(definition), hangover(definition), cramp(definition&example), hiccups(demonstrate), herpes(picture), cavity(definition)>  **Instruction**  Now, we will do a pair activity.  With your partner, you’re going to have two short conversations. In the first conversation, A will be the unhealthy student and A will describe A’s **symptom** or what A was doing **before** A got the health problem. But A **should not** **say** what the problem is. The other student B must then **guess** what the health problem might be. After that, B should **give advice** to A for that condition. When you finished your first conversation, change your role and B will be the unhealthy student. So it means that you need to make two dialogues in a pair. In the first dialogue, A is the unhealthy student and in the second dialogue, B is the unhealthy student. After having conversation for 7 minutes, you will present your dialogues.  There is an example dialogue on your handout. Who would volunteer to read a dialogue with me? I’m A and you are B.  (read an example dialogue)  Ok, like this you will have a conversation with your partner for about 7 minutes. After 7 minutes, you will present your dialogues.  (Make pairs and give roles A and B)  If you are A, choose one health problem from A’s problems and if you are B, choose one from B’s problems.  **CCQ**  If A is the unhealthy student, can A say the name of A’s health problem? (no)  How much time do you have? (7)  How many dialogues do you need to make? (2) |

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| **Task Realization** | | | |
| Materials: x | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Pairs | Have a conversation with a partner describing symptoms and giving advice | **Discussion**  If you have any questions please ask me. Ok, let’s start!  (monitor discreetly) |

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| **Post Task** | | | |
| Materials: x | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Whole class | Present their conversation(dialogue)  Tell T about their thoughts of the activity | Ok, I hope everyone is done with having conversations. Who wants to show us first?  (All pairs take turns)  (If there isn’t enough time, tell them to present only one dialogue)  **Feedback**  (give comments to students what they did well or misunderstood)  Did you all enjoy today’s activity?  Was there anything interesting by having conversation with partners or listening to other pairs’ presentation?  (listen to students’ feedback)  Thank you for today and see you tomorrow! |

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| **SOS Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Extra time | pairs | Students practice having a conversation of their dialogues in pairs | Students who already finished making their own two dialogues, practice speaking out loud with your partner. |