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| **Topic:** How to Relieve Psychological Pain | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Youngim Yoon | Intermediate | Adult | 7 | 25 minutes |
| **Materials:**   * Pictures of people * Worksheet with questions * Activity worksheet to present students’ own ways to relieve psychological pain * Board and markers | | | | |
| **Aims:**   * SWBAT express how people feel by using adjectives describing emotions. * SWBAT share their opinions whether they agree or not with the idea that sad movies can help reduce pain and find ways to relieve pain by asking questions in pairs. * SWBAT make the list of their own ways to relieve pain, rank them, choose the best way and write about the reason why they choose it and how it works. * SWBAT show the best way to relieve pain by presenting it. | | | | |
| **Language Skills:**   * Listening : listening opinions in pairs and individual presentation * Speaking : asking and answering questions by pair-work and presenting the best way to relieve pain * Reading : reading worksheet with questions * Writing : writing about the best way to relieve pain | | | | |
| **Language Systems:**   * Phonology : pronouncing emotion vocabulary * Lexis : sad, distressed, annoyed, frustrated, stressed, exhausted… * Function : describing how people feel * Discourse : expressing opinions of agreement or disagreement | | | | |
| **Assumptions:**   * Ss may have experience to watch sad movies. * Ss may have been in pain before and relieved pain with their own ways. * Ss are able to express opinions in English andwork in pairs and groups actively. | | | | |
| **Anticipated Errors and Solutions**   * If Ss have difficulty in making lists, give them some specific examples. * If Ss talk with one person so long, rotate them quickly and manage the talking time. * If Ss need more time to finish discussion and do activity worksheet, give them more time and cover the presentation in the next class. | | | | |
| **References:** Sad movies help reduce pain (September, 25, 2016*).* In *Breaking News English*. Retrieved December 6, 2018, from https://breakingnewsenglish.com/1609/160924-painkillers-5.html. | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | | |
| **Aims:** SWBAT express how they feel by using adjectives describing emotions | | | **Materials:** Pictures of people, Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 min | Whole class | Answering the questions  Looking at the pictures and guessing | | **Greeting**  Good morning everyone!  How do you feel today?  Are you happy or sad?  Are you exhausted or excited?  **Eliciting**  (Showing the picture of woman)  What can you see in this picture?  How do you suppose she feels?  Describe her feeling.  (Ss describe her feeling with adjectives of emotions.)  She seems to be in psychological pain. She needs to relieve it and to be relaxed like this woman.  (Showing the picture of woman who looks relaxed).  So, we are going to talk about how to relieve pain. |
| **Notes:** | | | | |
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| **Task Preparation:** | | | | |
| **Aims:** SWBAT share their opinions whether they agree or not with the idea that sad movies can reduce pain and find ways to relieve pain by asking questions in pairs. | | | **Materials:** Worksheet with questions, Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 min  5 min | Whole class  Pair-work | Answering the questions  Asking questions and answering them | | **Instructions**  Have you ever thought that a sad movie can make you happy?  (Ss answer yes or no).  I read an article that says “Watching sad movies boost our tolerance to pain”. Do you agree that sad movies help reduce pain?  Also, We are going to talk about the experience of going through psychological pain such as when I was so stressed out or depressed so on and how I handled pain.  (Distributing worksheet with Qs)  Let’s ask questions and answer them in pairs. You can write down the partner’s answers on the worksheet.  I’ll give you 5 minutes.  **CCQ**  Do you work in pairs?  How much time do you have? |
| **Notes:** | | | | |
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| **Task Realization:** | | | | |
| **Aims:** SWBAT make the list of their own ways to relieve pain, rank them, choose the best way and write about the reason why they choose and how it works. | | | **Materials:** Activity worksheet, Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 6 min  5 min | Whole class  Individual | Making their own painkiller lists  Sharing lists  Writing about the best painkiller | | **Instructions**  (Distributing activity worksheet)  We are going to make a list of painkillers.  (Explaining the term of “Painkiller”)  Painkiller means a pill or other medicine used to reduce or remove physical pain.  But I use it as a metaphor of the way to relieve psychological pain during my class. Keep in mind!  After finishing making a list, share your list with your partners and change partners as quickly as you can so that everybody can see all lists.  **CCQ**  Is this for group work?  How much time do you have?  How many lists do you share?  **Instructions**  Now we are going to rank the painkillers and choose the best one.  After Choosing it, write why you choose it and how it works.  **CCQ**  Are you working alone?  How much time do you have? |
| **Notes:** | | | | |
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| **Post Task:** | | | | |
| **Aims:** SWBAT show the best way to relieve pain by presenting it. | | | **Materials:** Activity worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min | Individual  Whole class | Presenting and sharing ideas | | **Instructions**  (Letting Ss stand up and present their ideas)  Let’s talk about the best our own painkiller.  **Closing the class**  How about various painkillers? Are you interested in? Are there some painkillers you want to try? I hope all of you have a good way to relieve pain, so don’t suffer from pain anymore and be happy.  You did a great job! Thank you for your participating. No homework. See you tomorrow! |
| **Notes:** | | | | |