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Lesson Plan for 3-hour class

(Healthcare - thematic unit 2)

Group Profile:

ELSA 4-5 combined Level class. A diverse group of 15 students from all over the world: Ukraine, Germany, Bulgaria, Slovakia, Philippines, Thailand, Cuba, India, Japan, China. The group has a wide range of education and professional background as well: several registered nurses, one medical doctor with a Master's degree, accountants, clerks, government workers, labourers, one student has only 8 years of education.

Date: March 4, 2008

Time: 8:45 a.m. – 12:30 p.m.

Lesson Length: 3 lessons and 2 breaks:

Lesson 1 – computer lab, 8:45-10:10;
5-minute break

Lesson 2 – Conversation Skills, 10:15-11:15;
15-minute break

Lesson 3 – Grammar and Composition, 11:30-12:30;

Physical Location:

The computer lab has internet access and is equipped with computers and headphones as well as language teaching software.

The classroom is equipped with a TV, DVD and VIDEO-player, an overhead projector and a screen. The teacher's table is in front of the white board, and the students' tables are arranged in a horseshoe form. The chairs can be rearranged easily for a circle talk activity, or for a group activity.

Learning and Achievement Objectives:

To build up and use Healthcare vocabulary in a specific context; to practice listening, speaking, reading and writing skills such as:

- Listening and understanding a natural, authentic native speech spoken at normal speed in the healthcare context
- Paraphrasing, retelling stories listened on the Internet
- Discussing different healthcare issues and cases
- Writing about listened stories or similar stories from their own experience, using the new vocabulary and paying attention to the correct use of verb tenses.

Rationale:

- Students, even those who have medical education, although are familiar with common medical terms, and the names of body parts, often do not know how to pronounce or spell them. Others are not familiar with this vocabulary at all.
- This lesson is a part of a whole unit on the Healthcare. Students have learned the names of body parts and some diseases already, have worked on written texts, now it is a good time to try the listening activity as the students are equipped with some vocabulary and understanding of the theme.
- This lesson is typical for my overall approach, which is based on teaching integrated skills: listening, speaking, reading and writing. I always have my students to listen/watch or read some material related to the thematic unit, then they do the discussion followed by vocabulary work and at the end, they focus on grammar and do writing. This is a usual sequence of all my lessons except for those which include guest speakers or field trips, or tests and quizzes.

Materials

- Computers, online “True Life Stories, HealthiNation” (http://www.healthination.com/true_life_stories.php), blackboard.

Plans for Assessments:

- **INFORMAL. Diagnostic:** Use the discussion time for an informal assessment of grammar, vocabulary, and pronunciation, as well as the skills of asking questions. **Formative:** Use the work on vocabulary for an informal assessment of students’ knowledge of healthcare vocabulary and pronunciation. **Summative:** Use the final writing pieces to assess informally the grammar problems and vocabulary use, as well as the overall understanding of the theme.
- Take notes during the students’ discussion, so you can work later on vocabulary and the words with challenging pronunciation. The vocab. work with the whole class helps to remember new words and their use.
- Do individual sessions with students to go through their writing and explain their grammar problems and vocabulary use. I consider these sessions very efficient error correction activities. Students understand the teacher’s explanation, and correct their writing at home. Teacher goes through their edited piece again during the next session.
- I assess myself according to the students’ involvement into discussion and their writing entries. If they are active and excited during the discussion, if their writing shows a comprehension of the listened material and new vocabulary, then I consider the lesson successful.

Methods, techniques, and strategies:

I use individual as well as group or pair work, depending on the number of students. I have students practice both oral and written language. Students have to comprehend the input – understand the main points of their listening entries and by taking notes – key words and phrases – try to paraphrase the stories in the discussion. During the writing class, students are asked to do peer editing – another useful form of error correction. The lessons are totally student-focused. The role of the teacher is to monitor, guide, explain, and informally assess students.

Activity 1: Warm-up

| PHASE | Minutes | DESCRIPTION | Grouping |
|-------------------------|---------|--|-------------|
| | 10 | Show students an effective way of Internet search | Grouping |
| INTRO | 2 | Ask students about their strategies of effective internet search | Whole class |
| MAIN | 6 | Give them the link to the "True Life Stories" and ask them to do the Google search | Whole class |
| CLOSE | 2 | Ask Ss whether this way of search is more effective than the one/s they used before | Whole class |
| Materials I need | | Computers with internet access | |
| Questions I want to ask | | How do you search on the Internet? How to make it faster and more efficient? How did you like this method? | |

Comments: this warm-up not only helps to set the whole class up for the first listening activity, but also teaches them a useful computer/Internet skill.

Activity 2 Listening and note taking

| PHASE | Minutes | DESCRIPTION | Grouping |
|-------------------------|---------|--|-------------------------|
| | 70 | Students listen and watch the "True Life Stories" and take notes. | Grouping Whole class |
| INTRO | 5 | Explain Ss the purpose of the activity; tell them what the video units are about. Tell Ss the sequence of the activities they are going to do today. Put the agenda on the board. Advise students to take notes, so later they can share the stories they watch with their classmates. | Whole class |
| MAIN | 60 | Students choose a story they are interested in and watch it as many times as they need/want to, writing down some words, phrases, etc. After watching the stories for the first time and trying to understand the main points, they can use the online English-English dictionary. | Whole class |
| CLOSE | 5 | I ask questions. Students answer then gather their stuff, close the program and the Internet Explorer and leave the computer lab. | Whole class |
| Materials I need | | Computers with internet access | |
| Questions I want to ask | | Was it challenging to understand while you were watching? Did you need to use the dictionary often? | |

Comments: This is a useful listening activity, as it is not the computer program they use daily in the computer lab; it is an authentic natural native speech. As I give them the agenda for the whole day, SS know that they are going to share their stories in the class, so they are well motivated in understanding.

Activity 3 Discussion, Vocab. And Pronunciation Work

| PHASE | Minutes | DESCRIPTION | Grouping |
|-------------------------|---------|---|--|
| | 42 | Group Discussion. Ss share their stories with each other. They are encouraged to take notes during the discussion: write down unfamiliar words/phrases and challenging pronunciation cases. | Groups of 3. Good talkers with those who are shy; Ss with different first languages. |
| INTRO | 2 | Explain the activity and group the students. Rearrange the chairs. | Groups of 3 |
| MAIN | 38 | Actual discussion. Teacher monitors the class, coming up to each group, listening, helping and taking notes. | Groups of 3 |
| CLOSE | 2 | Stop the activity, rearrange the chairs. | Whole class |
| Materials I need | | | |
| Questions I want To ask | | Share your stories with your group members; write down the words with unfamiliar meaning, form or/and pronunciation. | |

Comments: This activity makes Ss practice their speaking skills. I do not correct their grammar or pronunciation errors during the discussion.

Activity 4 Vocabulary and Pronunciation Work

| PHASE | Minutes | DESCRIPTION | Grouping |
|-------------------------|---------|--|-------------|
| | 15 | Ss work on the new vocabulary and pronunciation. | Whole class |
| INTRO | 1 | Introduce the activity. | Whole class |
| MAIN | 12 | Ask Ss to put on the board the words they have written down. Ask the class to try to find the meaning and use the words in the context either reading the sentences they have from their true stories or making up sentences with the new words. Work on the pronunciation of the unfamiliar words. | Whole class |
| CLOSE | 2 | Wrap it up by asking students how they liked the stories. | |
| Materials I need | | board | |
| Questions I want To ask | | How did you like the stories? | |

Comments: The vocabulary and pronunciation work based on the particular context is a useful activity. Done with the whole group it makes the process of learning the words and pronunciation easier.

Activity 5 Writing

| PHASE | Minutes | DESCRIPTION | Grouping |
|-------------------------|---------|--|-------------|
| | 60 | Writing and peer editing | |
| INTRO | 2 | Give Ss a task to remember a similar “True Life Story” from their own experience or their friends’, relatives’, etc., or make up a story, or write the story they listened from their group members. | Whole class |
| MAIN | 30 | Ss write the stories. | Whole class |
| | 27 | Ss do peer editing. | Pairs |
| CLOSE | 1 | Ask a student to stay after the class for an individual session. Collect a couple of writings to go through after the class. Wrap the lesson up by telling the students about the next day’s topic. | Whole class |
| Materials I need | | board | |
| Questions I want To ask | | Have you or your friends, your relatives ever experienced similar medical conditions? | |

Comments: The writing activity not only makes Ss work on their writing skills, but also wraps up all the activities.