

**Lesson Plan:** Doctors and Illness

**Target Level:** University (advanced)

**Materials needed:** Powerpoint, role play hand outs, medicine pictures and words to match, body part cut outs, 'Whisper' sentences, blue tack

<i>Time</i>	<i>Stage</i>	<i>Target Language</i>	<i>Activity</i>
5 min.	<b>Warm up/Review</b> Get students speaking and collaborative. Get the students in the habit of listening		Whispers.  Get the students into lines of four  Whisper a simple sentence to a person on the end. This can include vocabulary learnt the last session  They must listen carefully and repeat what I said to the next person.  Tell the student they need to speak slowly and carefully and are only allowed to say the short sentence once  This is to teach the students not to rush when speaking as it impedes our understanding of them, as English speakers.
5-10 min.	<b>Intro</b> Introduce the topic and new vocabulary in the simplest form	body part, symptom, treatment, appointment	On a powerpoint or through writing it on the board, go through the aims for today (review how we completed these at the end of the session by eliciting the answers from the students) Aims: <ul style="list-style-type: none"> <li>* What are the body parts?</li> <li>* What are symptoms?</li> <li>* What are treatments?</li> <li>* How do you speak in a doctor's appointment?</li> </ul>
10-20min.	<b>Context</b> Introduce the target sentence to put vocab in context	shouder, eye, elbow, leg, ankle etc	Put a picture of a person on the board. Have the different body parts on different pieces of paper. One by one get the students to stick where they think the word goes on the body.

<p>15-20 min.</p>	<p><b>Practice</b> A topic based task for students to practice language</p>	<p>temperature, sneeze, headache etc</p> <p>painkiller, plaster, cream, needle etc</p>	<p>This can include body parts such as: The ear, leg, shoulder, elbow etc.</p> <p>If they get any incorrect, correct them at the end and drill</p> <p>Put up 9 pictures of different symptoms such as a person with a temperature, a person sneezing etc.</p> <p>Play teacher vs student.</p> <p>First drill what all the pictures are twice. Then quickly repeat the drills but point to some of the pictures and say a different symptom to the one in the picture on purpose to try to trick the student. If the students copy you incorrectly, you get a point. If they don't copy you and say the correct answer, they get a point. Keep doing this until you can no longer trick them.</p> <p>Now give the students 10 or more pictures of types of medicine and pieces of paper with the names of these types of medicine on them. For example, pain killers, plaster, needle, cream.</p> <p>Get the students to match the pictures to the words. Go around the class and monitor and correct.</p>
<p>20-30 min.</p>	<p><b>Assessment</b> Test understanding of the class as a whole</p>	<p>illness, symptom, emergency, treatment</p>	<p><b>Role Play:</b> One person is the patient and one is the doctor</p> <p>Doctor:</p> <p>Ask them about their illness (symptoms) When did they first start to feel these symptoms Is it an emergency? Offer them a treatment say goodbye</p>

			<p>Patient:</p> <p>Describe your symptoms          Answer the doctor's questions          Ask for treatment and for how long you need to use the treatment          Thank the doctor for their time.</p> <p>Walk around and monitor the role play. Write any common mistakes down and transfer a few to the board. In pairs students correct the mistakes.</p>
3-5 min.	<p><b>Cool Down</b>          A fun, calming activity to wrap up lesson.          Reward good behaviour.</p>		<p>Go through the original aims and ask how we fulfilled them:</p> <ul style="list-style-type: none"> <li>* What are the body parts?</li> <li>* What are symptoms?</li> <li>* What are treatments?</li> <li>* How do you speak in a doctor's appointment?</li> </ul> <p>Get students to feedback key vocabulary and what it means</p>