Class:\_ELL 1 Teacher: Anne Perämäki

Theme/Lesson: When you’re sick Date: 11/5/2013

**ESSENTIAL QUESTION(S)** (How does this lesson relate to student goals and interests?):

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| 1. The life and language skills in this lesson are important because everyone gets sick and needs to make arrangements to deal with the problem in a responsible way. 2. The students have brought up the fact that it is more difficult to for a beginning English speaker to understand and be understood on the phone than in person.  |

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know ….) | **Frameworks Strands & Standards** |
| -that if you want to keep your job, it’s important to inform your supervisor or employer about your situation, and if you are self-employed as a house cleaner (as many of the students are), to make other arrangements - that to see a doctor, it’s necessary to make an appointment beforehand -that you have to be assertive about getting an appointment as soon as you need it | L3.2eS1.2cS3.a2, S3.2d R2.2f, R2.2jR3.2bW1.2d, W2.2cWw2.2d**Intercultural Knowledge:**What are the cultural norms of dealing with one’s illness: The responsible thing to do is to inform everyone concerned about your situation in a timely manner. If you are sick with something contagious, don’t go to work. The importance of “phone manners.”**Navigating Systems:** Describe your needs and develop the skills to get the system to respond to your needs. You can be assertive with a big institution like a hospital. You can ask for what you need or want. The importance of advocating for yourself or a family member.  |
| **Skill Objective(s)** (Students will be able to…) |
| 1. **Call in sick:** Master their side of the dialog and anticipate and understand the supervisor’s side of the conversation. **2. Call to make a doctor’s appointment:** Make their needs understood, comprehend the information they get – dates, times.3. Be assertive if they don’t get an appointment soon enough.  |
| **Language skills** (Students will be able to…)Grammar: Use *can’t* for expressing something it’s impossible for them to do I can’t come to work….I can’t give you a ride….My son can’t come to school…The meaning and use of *have to*The meaning and uses of *because*Prepositions of time and place Set phrases such as *“as soon as possible”* *I’d like to make* *an appointment.* |

**ACTIVITIES:**

***Strategies/Resources for Learning****: The only way to attack your insecurity on the phone is to practice, practice, practice.*

1. A short review of last week’s lesson, describing illnesses.

(She has a headache, etc.) Teacher shows pictures on a poster and asks volunteers to tell what the problem is.

2. Ask the students if the person with a severe headache can go to work. The answer is no. Try to get the students to say that before they can go back under the covers, they have to call their employer. Try to get the students to express their feelings about the difficulties of speaking English on the phone

3. This leads to the goal of today’s class**: Learn to make important phone calls when you are sick – call your work, call to make a doctor’s appointment.**

4. The important verb in this work conversation is *can’t.* Try to get the students to say “I can’t come to work today.” Pronouncing the final **t** is difficult. The class practices together and then individually. Suggest some variations: “I can’t come to the party, I can’t babysit for you, I can’t give you a ride…The teacher’s question *And why not?* might elicit the answer “*because I’m sick*.”

5. Try to work out on the bb what the script for the calling in sick dialog should be, the students probably already know something about it. After the conversation has been worked out and written on the bb by teacher, hand out the dialog page.

6. Do it together as a class, then in pairs. Encourage the students to use the names of their real supervisors or employers. Walk around to listen in on the dialogs, correct where necessary. Have them switch roles. Ask a pair to do it aloud in front of class.

7. Hand out cut up sentence envelopes to the pairs. The sentences are like the dialog we practiced, but not quite. The names and the ailments have been changed. The students exchange the envelopes after they are done. This allows every pair to work on every sentence. Teacher walks around to check.

**Break**

8. After the break, ask them what they should do if they are still sick after a couple of days. “Go to the doctor.”

9. Ask if you can just walk in, and hopefully the students will say no, make an appointment by phone.

10. Together with the class, work out the conversation on bb. When the receptionist offers an appointment that’s way ahead in the future, ask the students what to say now. OK? Hopefully they will try to come up with an assertive line. Discuss.

11.Read the parts together. Hand out the dialog page. Read it aloud together, then in pairs. Switch roles. Then try to do it without the script, correcting pronunciation where necessary, paying special attention to “set phrases” like *I’d like to make an appointment* and *as soon as possible*.

12. Talk about the importance of getting the date and time right, and of asking clarifying questions if you are not sure*: Can you repeat that please?*

13. Give an example, such as *on Thursday, October 7th at* *1o’clock.* Give them two different methods of clarification, asking the speaker to repeat, or repeat the information you thought you heard back at the speaker. Do a brief review of *on* and *at* if necessary.

14. Hand out the sheet for the listening exercise. The teacher reads the dates and times and the students write what they hear. Check. Have the students make up their own dates and times and tell them to their partner. Partner asks for clarification and writes down the information. Then they switch roles. Later, everyone will tell the rest of the class the date and time of their appointment. “My appointment is on Tuesday, June 3rd, at 3:30.”

16. Ask the students to put away the papers with the dialog. Hand out the same dialog as a cloze, ask students to fill in the missing words by themselves. Check, individually and as a class.

17. If there is time, do the reading and the comprehension questions. If there is no time, it will be the homework.

**MATERIALS:** Teacher made poster, the blackboard, 2 dialog scripts, cloze exercise based on the call-in-sick conversation, scrambled cut up sentence envelopes, listening exercise, a reading with comprehension questions

**ASSESSMENT(S):**

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| **In class immediate assessment:** The assessment is built in in every exercise: If the students can reproduce the dialogs with minimal or no prompting from the teacher or their classmates, they have learned them. If they have not, there is an immediate correction and review. If they can put together the call-in-sick dialog with different information, they have mastered the “template” of the conversation.  | **Ongoing:** The reading will probably be their homework, in which case they will be reminded of the conversation in between classes. The homework will be checked and the conversations will be repeated to see if they are remembered. If not, there will be an immediate review. Also, we’ll find out if anyone had any real life use for the dialogs and if anything in the conversation was problematic. |

**WRAP-UP & REFLECTION:**

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| It’s important to memorize certain brief exchanges even when the grammar hasn’t been mastered. This helps in real life situations, such as making vital phone calls. Emphasize practice at work with coworkers, at home with family members, in school with your classmates even during break time.  |