Class:\_\_\_\_\_\_ELL C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_Lori Segall\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_Be going to + verb questions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_Nov. 1, 2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  Use vocabulary words for medical specialists from a word bank to complete sentences in a quiz. |
| Frameworks:  R2.4 a, W2.4b |
| Content Objective #1 (Students will know that…)  When talking about health problems, it’s useful to know the names of medical specialists |
| Frameworks: |
| Activities  1a. Give everyone the vocabulary sheet with medical specialist words that includes definitions. I pronounce the word, they say how many syllables and the stressed syllable (4.2, etc.) They note on their paper how to pronounce it, either with this notation or another form they prefer, such as underlining stressed syllable. I say it and they repeat. They study the vocabulary, then put away the sheet.  2. I pass out a crossword puzzle that uses clues with definitions.  3. Split the class into two teams. Each team sends one person to the front of the room facing the class. They are not allowed to look at the board. I write a medical specialist word on the board. Their team has to give them clues about the type of specialist, without using the word. The first team’s ‘hot seat’ person to guess the word gets a point. If they can spell it correctly, they get another point. If they spell it incorrectly the other team has a turn and can earn a point.  4. Following class is the quiz with fill in the blank sentences. |
| Materials  Medical specialist vocabulary sheet, crossword puzzle, quiz |
| Assessment #1  Quiz of 10 medical specialists and 10 sentences with blanks. |
| Wrap Up Reflection  Of these medical specialists, which one do you want to see the least and why? |
| Skill Objective #2 (Students will be able to…)  write a conversation using ‘wh’ question words and be going to + verb form |
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| Content Objective #2 (Students will know that…)  Many people appreciate when you show concern about a friend’s health problem, it’s OK to ask some questions. |
| Frameworks:  L1.4a, L2.4a, L2.4b, S1.4a, S1.4b, S2.4c, S3.4b |
| Activities  1a. EiA Page 85 – Ask student to make a question from the box + short answers.  Do ex. A and compare with a partner.  2. Hand out going to + verb mingle questions. They continue until they find a positive answer to each question.  3. These are yes/no questions. What if you want to ask question #2 ‘when’ or ‘where’?  Page 86 look at box at top of page. A question I often ask my husband: When are you going to exercise? Call on a student to make a different question from the box.  4. Look at vocabulary in the yellow box. Explain terms. Play CD 1 Track 24 conversation at the doctor’s office. Answer the ‘wh’ questions as a group. Ex. B: Student write ‘wh’ questions to the answer prompts.  I go around and check. Get students to write correct questions on the board.  5. Conversation pair work – exercise C – don’t write just ask and answer questions.  6. When finished, I give pairs health related adjective handout and a card with a situation. They write a conversation where one person asks questions using ‘wh’ questions and ‘be going to’ + verb form. |
| Materials  CD player + EiA 3 CD, mingle questions handout, health-related adjective with pix handout, situation cards |
| Assessment #2  Look at written conversations. Correct them. They practice and perform. |
| Wrap Up Reflection  Do you think it’s OK to ask your friend about a health problem they or someone in their family is having? |