

Lesson Plan

Name of Lecturer:	Date:	Time from & to: 2 hours	Checklist for observed session.
Title of Course: ESOL Entry Level 2	Course Code:	Room:	Course file available
			Scheme of work in file
			Class profile attached
			Risk assessment in class folder

Aims

Main aim: to raise awareness about TB

Skill aims:

- For learners to practise making predictions about a text before working on it
- For learners to practise listening for gist in the context of describing symptoms
- For learners to develop reading for gist and detail in the context of diagnosing and treating TB
- For learners to practise skimming and scanning in the context of diagnosing and treating TB
- For learners to practise speaking in the context of giving advice
- For learners to practise writing (making a poster) in the context of raising awareness about TB
- For learners to develop skills which enable them to work as part of a team

Language aims:

- For learners to understand symptoms and language related to TB (see below for details)
- For learners to practise 'must/mustn't' for strong advice in the context of getting medical advice

Objectives:

- To activate learners' schemata and practise making predictions in the context of diagnosing and treating TB
- To set the context of being ill for the follow-on tasks and practise listening for gist in the same context
- To pre-teach vocabulary in the context of getting medical advice for further practice
- For learners to practise reading for detail in the context of going to the doctor
- For learners to practise reading for detail in the context of consulting a nurse
- To present and practise form, meaning and pronunciation of 'must/mustn't' for strong advice in the context of getting medical advice for further practice
- To consolidate the negative and affirmative forms of the target language and provide controlled speaking practice
- For learners to consolidate the target language and provide writing practice in the context of raising awareness about TB in the community.

Subsidiary Objectives / Differentiated Objectives

- Learners will work in groups to support each other – ensure that all learners participate equally by careful monitoring.
- A variety of tasks have been planned to ensure active learning, e.g. kinaesthetic tasks, the use of visuals, creating a poster etc.

Strategies to Stretch and Challenge include:

- Ask additional questions from stronger learners about form and elicit differences in language use between 'should' and 'must' from them.
- Work with learners of similar abilities for differentiated tasks – open to your class' needs.
- Ask additional questions from early finishers.

Areas where learner may need some extra support are:

Open to your class' needs.

Actions to support learners are:

- Peer support or teacher support/modelling.
- Pair weaker learners up with stronger ones so they can check answers together and build their confidence before nominated feedback.
- Use concept checking questions to clarify meaning, use and form.

Strategies to deal with 'At-Risk' learners include:

It depends on your class.

Strategies to develop: essential skills / learning skills / every learner matters:

- Small group work to collaborate on creating a poster to raise awareness about TB.
- Monitor and support weaker learners if necessary and challenge stronger ones (see above).
- Encourage learners to bring in authentic materials (medicine boxes, GP forms etc.) to build their confidence with using authentic language.

Equality and Diversity:

- Groups are selected without reference to age, religion or ethnicity – mix learners in groups on a regular basis to make them feel comfortable with each other.
- Ensure that respect for all students and staff is maintained.
- Ensure all learners are challenged to their ability and that they leave the session feeling they have improved or 'learned' something.

Health, safety and safeguarding (addressed before, or during the session if necessary):

- Ensure that computers are used safely and all drinks and food are kept away.
- Ensure that bags, coats etc. are not causing obstructions.
- Arrange classroom furniture for group work, e.g. cafeteria layout.

Target language:

Structure:

Modal verb 'must/mustn't' + base form (affirmative and negative statements).

Function: present advice with present and future reference where there are dangers if the advice is not followed.

e.g. 'You must register with a GP.'

'You mustn't share this medicine with others.'

Modal verb 'should/shouldn't' + base form or 'ought to' + base form might emerge in the lesson, too, to express less urgent or conversational advice.

Vocabulary: (some learners might be familiar with some of these words)

x-ray /'eks.reɪ/	sputum sample /'spju:.təm 'sɑ:m.pl/	infectious /ɪn'fekt.ʃəs/	weight loss /weɪt lɒs/
bacteria /bæk'tɪər.i.ə/	blood /blʌd/	cover your mouth /'kʌv.ə.jə 'maʊθ/	to cure /kjʊə /
register with a GP /'redʒ.ɪ.stə wɪðə ,dʒi:'pi:/		flush the tissue down the toilet /flʌʃ ðə 'tɪʃ.u: daʊn ðə 'tɔɪ.lət/	

Anticipated problems with language or tasks /solutions:

Possible vocabulary problems and pronunciation problems (examples of possible learner-produced language)

Learners might use incorrect utterance or word stress, e.g. */'ɪnfekt.ʃəs/ – monitor intensively, elicit correction from learners and drill if necessary.

Form

Learners might use modals with to infinitive or gerund, e.g. *'He must to open the window,' or *'He mustn't sharing this medicine with others.' – elicit corrections at the delayed correction slot, highlight form.

Learners might use collocations or chunks incorrectly, e.g. *'weigh loss' – elicit corrections and drill if necessary.

Possible spelling problems, e.g. *weigh – highlight form on board and point out connection between pronunciation and spelling of /th/ v /ght/.

Meaning

Some learners might overuse 'should' to give advice and avoid using 'must' for strong advice – elicit differences, use CCQs.

Teacher notes:

It is most convenient to use this lesson plan as a follow-on session about health once learners have familiarised themselves with vocabulary about body parts.

For adaptations of these tasks at E1 and E3, see the end of the lesson plan.

Preparation: photocopy the comprehension questions (4 tasks), photocopy and cut up chunks about putting the story in the correct order (1 set for each group), use a flipchart paper to show lesson aims, pens and flipchart paper for making a poster

Optional: photocopy the word search task for homework, photocopy the pictures and hand them out for revision at home.

Homework / assignments

Bring in medicine boxes and explain what they are used for.

Use the word search game to revise vocabulary at home.

Use this box to indicate your selection of resources and methods planned. Spare boxes are provided.

Tick ✓ or shade the box using the 'fill' icon. *Example: X or shade*

Teaching Methods:				Resources				Assessment strategies		Meeting needs (e.g. differentiation)	
Board Work	X	Oral Questions	X	Audio		Worksheet	X	Assignment / Homework	X	Disability	
Case study		Pair-work	X	Handout	X	DVD		Individual learner review		ILP targets (individuals)	
Coaching / 1:1		Practical demo	X	Class Practical	X	LEO resource		Observation	X	Literacy	
Demonstration	X	Practical exercises	X	IWB	X	Show me board		Q&A	X	Language	X
Dictation		Role-play	X	Power-point presentation	X	PC	X	Revision exercises		Numeracy	
Discussion	X	Workshop		On-line resource		Text book		Test / exercises		ILP targets	
Group Work	X	Written Questions	X			Webcam		Group discussion	X	ICT skills	
								Peer checks	X	At risk	

Time	Stage / Content	Learner & Learning Activities	Differentiation Strategies	Assessment of learning	Resources
	To occupy early learners and link today's session to the previous one.	Coming-in task: Write: 'head' and 'headache' on the board. Ask early learners to collect further vocabulary related body parts and illnesses/symptoms on the board.		Q+A	IWB
8 mins	Warmer: Continue the previous task and give feedback	Continue the coming-in task for 5 minutes. Give learners 1 minute to correct what they have written on the board. Quickly elicit corrections from learners if necessary.	Elicit corrections depending on learners' ability.	Q+A Encourage peer correction	IWB
1 mins	To practise predictions and activate schemata before reading	Ask learners in groups to predict today's topic in groups and get feedback.	Nominate weaker learners to participate.	Nominated feedback from each group Q+A	
1 mins	To share lesson aims with learners so they know what they will do and why	Go through the lesson aims with the whole class: Show lesson aims on a flipchart paper/write them on the board as long as they can see them throughout the lesson: 1. Listening 2. Vocabulary about medicines, illnesses 3. Storylines & reading 4. Grammar (Giving advice) 5. Speaking (Giving advice) <i>Note: as it is beneficial to elicit grammar points from the learners, at this stage of the lesson, it is advisable not to tell them that they will practise 'must/mustn't' in the grammar section</i>			Flipchart paper
2 mins	To set the context of being ill for the follow-on tasks and practise listening for gist in the same context	Elicit the first stage of the lesson from the learners and point at the lesson aims if necessary (listening). Tell them that you will read out the first paragraph about Raju on slide no.3 and they will need to answer the following question: Who is Raju? 1. He's a doctor. 2. He's a patient. Remind them not to shout out the answer when you have finished reading.	Pair work		PowerPoint Slide No.2 & 3 Handout: Comprehension questions
1 min	To build learners' confidence and get nominated feedback	Learners check their answers in pairs followed by nominated feedback. Show slide no.4 with the correct answer.	Nominate a less confident learner after peer check.	Q+A	Slide no.4
2 mins	To set the context of going to the doctor's for the follow-on task	Elicit what Raju should do when he doesn't feel well. <i>He should go to his GP. (answer)</i> Show slide 3 and remind learners to go to the GP ASAP when they feel sick. Make your learner guess what Raju's illness is and then tell them that they will check if they were right later on in the lesson (They might think he's got the flu).		Eliciting Qs Q+A	Power Point Slide 3.
10-15 mins	To pre-teach vocabulary in the context of getting medical advice for further practice	Show learners the set of pictures on slide no. 5 and pre-teach vocabulary for the follow-on reading tasks. Use CCQs to check concepts, drill (model, choral) and check (individual) pronunciation and then elicit/write written form on the board. (Elicit 'cure' with the picture about 'bacteria')	Elicit written form from stronger learners	Concept checking questions Drilling Monitoring	Slide no. 5

Time	Stage / Content	Learner & Learning Activities	Differentiation Strategies	Assessment of learning	Resources
5 mins	For learners to practise making predictions about a text before working on it and activate their schemata	Create small groups and tell the learners that today they will read the whole story about Raju. Show the next slide with the language chunks in the PowerPoint presentation and ask learners to predict and put the storyline in the correct order. Tell them that we will check their answers after the reading task.	Mixed-ability groups	Demoing Monitoring	Slide no. 6 Handout: put the story in the correct order
2 mins	For learners to practise reading for detail in the context of going to the doctor's	Show learners 2 statements and tell them to find the answers on the next slide. True or false? 1. He needs to cough into a pot. 2. He doesn't need to go to the hospital.		Monitoring	Slide no. 7 & 9 Handout: True or false 1
1 mins	For learners to get feedback about the previous task	Learners check their answers in pairs followed by nominated feedback. 1. He needs to cough into a pot. (True) 2. He doesn't need to go to the hospital. (False)	Nominate a less confident learner after peer check. Elicit new vocabulary to consolidate meaning, e.g. 'infectious/sputum/' from stronger learners	Q+A Nominated feedback	Slide no. 10
5 mins	For learners to practise reading for detail in the context of consulting a nurse.	Show learners 5 more statements on the next slide and tell them to read the next section and decide if they are true or false in the next part of the text.		Monitoring	Slide no.11 & 12 Handout: True or false 2
3 mins	For learners to get feedback about the previous task	Nominate learners for feedback and elicit corrections where necessary. 1. Raju can make other people ill. (True) 2. He's got the flu. (False; it's TB) 3. The medicine costs £17. (False; it's free.) 4. He needs to take his medicine for at least 6 months. (True.) 5. He can go back to work tomorrow (False; after 2 weeks)	Nominate a less confident learner after peer check.	Q+A Nominated feedback Peer check	Slide no.13
10 mins	To present and practise form, meaning and pronunciation of 'must/mustn't' for strong advice in the context of getting medical advice for further practice	Nurse's advice pictures: Show pictures on the next slide and elicit 'must' from the students with the help of picture 1. Elicit, drill (model, choral, individual) the whole sentence and then write it on the board. Elicit 'mustn't' using the second picture followed by the same drill practice as above. Highlight form on the board.	A stronger learner can be asked to write the sentence on the board (give help if necessary).	Demoing Drilling Monitoring CCQs Q+A	Slide no.14 and IWB
7 mins	To consolidate the negative and affirmative forms of the target language and provide controlled speaking practice (accuracy)	Speaking practice: Check that learners remember the collocations from the beginning of the lesson by eliciting what the other pictures mean. Tell them that now they will make sentences about how to take the medicine and what to do in the first two weeks using the pictures and 'must/mustn't'. Monitor for mistakes.	Mixed-ability groups	Monitoring	Slide no.14
3 mins	For learners to get feedback about the previous task and consolidate the target language	Ask for feedback and elicit corrections if necessary, e.g. problems with form – without 'to' inf. Use the next slide to show possible correct answers.	Nominate a less confident learner after peer/group check.	Q+A Nominated feedback Drilling if necessary	Slide no. 15
10 mins	For learners to practice reading for detail in the context of TB.	Show the next slide with the comprehension questions and ask learners to read the rest of the story to find the answers.		Monitoring	Slide no.16, 17 & 18 Handout: True or false 3

Time	Stage / Content	Learner & Learning Activities	Differentiation Strategies	Assessment of learning	Resources
5 mins	For learners to get feedback about the previous task.	<p>Give feedback:</p> <ol style="list-style-type: none"> 1. People sometimes have a chest x-ray to see if they have TB. (True) 2. The 'mantoux' test is a skin test. (True) <p><i>You can explain that the 'mantoux' test is a skin test and the nurse injects a substance under the skin, waits for 2 days and then measures the skin 'reaction'.</i></p> <ol style="list-style-type: none"> 3. People can be infected with TB and have NO symptoms. (True) 4. Only lung TB is infectious. (True) 5. Raju's family had TB, too. (False) 	<p>Nominate a less confident learner after peer/group check.</p> <p>Elicit the correct answer from stronger learners in case the statement is false.</p>	<p>Q+A</p> <p>Use peer correction if necessary</p> <p>Nominated feedback</p>	Slide no. 19 & 20
5 mins	For learners to get feedback about their predictions from the beginning of the lesson.	<p>Check the correct order of the chunks from the beginning of the lesson.</p> <p>Show slide number 21.</p>	Nominate stronger learners	<p>Q+A</p> <p>Nominated feedback</p>	Slide no.21
15 mins	For learners to consolidate the target language and provide writing practice in the context of raising awareness about TB in the community.	<p>Create a poster:</p> <p>Learners in groups will compete against each other and they will need to create an informative poster about TB, which could be used in your college.</p> <p>Ask them to delegate tasks within the group, e.g. someone who writes the sentences, a spelling/punctuation advisor, someone who decorates the poster etc.</p> <p>Remind them about key information, e.g. symptoms, who can help, costs, learners' own ideas etc.</p>	<p>Weaker learners can participate in decorating the poster; stronger ones can help with spelling/grammar.</p> <p>Encourage weak learners to become the writers (the rest of the group can help them)</p>	<p>Monitoring</p> <p>Peer correction</p>	<p>Flipchart paper</p> <p>Coloured pens</p> <p>Slide no. 22</p>
10 mins	For learners to get feedback about their predictions from the beginning of the lesson and encourage them to eat healthy food	<p>Feedback:</p> <p>Ask the groups to place their posters in the 4 corners of the classroom (or far from each other if you have more than 4 posters). Tell them to walk around the classroom and read each poster with you. Elicit corrections where necessary and display the posters on the classroom walls.</p> <p>Ask learners to vote for the best poster and give reasons why – reward the winning team, e.g. with satsumas.</p> <p>Compare it with the NHS poster on the slide and remind learners of the key messages:</p> <ol style="list-style-type: none"> 1.You need to register with a GP (should be registered with a GP anyway – not just to get treatment for TB) 2. Know the symptoms! (It's not the flu!) 3. Don't delay the treatment! 4. Don't pass it on (don't delay the treatment)! 5. The treatment works and it's free! 	<p>Elicit simple mistakes from weaker learners, e.g. missing full stops</p> <p>Challenge stronger learners, e.g. ask them to give reasons for using 'must' or elicit spelling mistakes</p>	<p>Q+A</p> <p>Eliciting</p> <p>Vary whole-class and nominated feedback</p>	<p>Finished posters</p> <p>Satsumas</p> <p>IWB: NHS poster on slide no. 23</p>
10 mins	Closer	<p>Go through the lesson aims with the group and tick each stage off.</p> <p>Ask learners to number today's task on post-it notes or paper according to their liking (1 means best).</p> <p>Set homework:</p> <p>Bring in medicine boxes and practise explaining what the medicine is good for and how to take it.</p> <p>Optional: do the word search task at home.</p>			<p>Paper/post-it notes and pen.</p> <p>Handout: Word search task (optional)</p>

If time allows		Ball game to recap vocabulary Ask learners to stand in a circle and throw a small ball to someone in the group. The person who catches it has to say a word from today's lesson and then throw the ball to another person and so on.	Challenge stronger learners by asking them to say a full sentence or use 'must/mustn't'.	Demoing Monitoring Encourage peer correction	A small ball
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Possible adaptation of this pack at Entry Level 1:	<p>Use only sections of the booklet in more than one session.</p> <p>Focus on symptoms only and use the NHS poster instead of the reading pack, practise mimicking illnesses/symptoms in session 1.</p> <p>Record a role-play at the GP and get learners to transcribe and practise the sentences.</p> <p>Use the first paragraph of the story as a dictation task at the end of a lesson about symptoms.</p> <p>Focus on reading medicine instructions in a separate lesson and use only that part of the booklet to practise language. Learners can practise underlining keywords in parts of the text to practise reading, e.g. medicine instructions.</p> <p>Focus on giving advice using 'should' with the help of the pictures.</p>
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Possible adaptation of this pack at Entry Level 3:	<p>Use the whole text with T/F questions and fewer scaffolding stages.</p> <p>Focus on text formats: bring in leaflets, adverts, college course guides, booklets and analyse how language is used to persuade the reader and then ask them to create a persuading poster (e.g. it's free etc.)</p> <p>Ask learners to create their own questions or crosswords about the text which can be used to quiz others in the class.</p> <p>Revise tenses and word order in questions with the class.</p>
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Feedback from learners:	To be completed after the session based on the feedback cards.
Evaluation of the lesson: (How well did the students learn? Why?)	To be completed after the lesson.
Outline plan/ objectives for next lesson:	<p>Possible tasks for the next session:</p> <p>Dictation or vocabulary ball game to review vocabulary at the beginning of the lesson.</p> <p>Practise a role-play at the GP about the symptoms of TB and record it. Learners can listen to it and transcribe the script in groups followed by correction.</p>