



REVIEW AND SAMPLE DIALOGUES

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Review of content from Lesson 3 ("Injuries"), Lesson 4 ("Calling in Sick"), Lesson 5 ("Making a Doctor's Appointment") and Lesson 12 ("Calling 9-1-1")

Language/Culture Point: Reflexive pronouns

Objective: Students will be prepared for simple conversations with volunteers and business staff.

Materials: Student pages

Preparation: Instructor will need to revisit "Calling in Sick" (Lesson 4) and "Calling 9-1-1" (Lesson 12) and write down examples of language used in those lessons.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
20 minutes	-	- Brainstorming, Think-Pair-Share

TEACHING ACTIVITY

1. As students enter the room, have them take out a scratch sheet of paper.
2. On the board, write down the following lessons titles: "Calling 9-1-1," "Calling in Sick," "Making a Doctor's Appointment," and "Injuries."
3. Students will write down as many things as they can remember that they have learned from the lessons. This can be anything that comes to mind - a dialog, scenario, one- or two-word topic. As long as students are thinking about what they have learned, they are on the right track!
4. After a few minutes, put students in to pairs.
5. Then, have the students share with each other and see what they remember from the lessons.



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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Think aloud

TEACHING ACTIVITY

1. As a class, have students give specific examples of language/vocabulary that they remember from the lessons. Write these on the board (and give examples using sentence frames.)
2. Using prepared examples, write down any vocabulary, phrases or sentence frames that students missed on the board.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	-	-

TEACHING ACTIVITY

1. Ask the students to think about how confident they are in using the language/vocabulary on the board. Ask them how often they use this language and if they have used it more since learning it in previous lessons.
2. Have a short discussion about how they can feel more comfortable using the language and phrases in these lessons.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	-	-

TEACHING ACTIVITY

1. Choose a phrase from “Calling 9-1-1” and write a sample dialogue on the board. Explain the grammar behind using the phrase.



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2. Next, choose a phrase from “Calling in Sick” and write a sample dialogue on the board. Likewise, explain the grammar behind using this phrase.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages	-

TEACHING ACTIVITY

1. Ask for a volunteer to choose a phrase from “Calling 9-1-1.” With the student, create a dialogue together and write it on the board.
2. Next, have the student choose a phrase from “Calling in Sick.” Together, create a dialogue and write it on the board.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Student pages	-

TEACHING ACTIVITY

1. Tell students that they will be working in pairs to create dialogues for each of the four lessons. They should create at least 5 dialogues for each lesson and write them down.
2. Put students in pairs and have them create the dialogues.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	-



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TEACHING ACTIVITY

1. Have students give examples of their conversations. Focus on the specific language they are using and highlight some relevant grammar points.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Exit check

TEACHING ACTIVITY

1. Do a round-robin where you choose a student and a language point and then have a mock conversation with them. That student then chooses a partner and a language point and then does a mock conversation. The partner then chooses another partner and so on.