

Name: Sarah Estadieu **Date:** 21 Aug 2023 **Level:** Intermediate **Nb of students:**

Topic: Things that people have a fear / phobia of

Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading /
Listening / Speaking / Writing

Learner outcome(s): The students will be able to discuss/ have a conversation about their fears and phobias using the vocabulary taught and use the set phrases below

Grammar: None

Vocabulary:

- Fear
- Heights
- Needle
- Confined spaces
- Crowds

Phrases:

- I'm afraid of ...
- I'm scared of ...
- I'm terrified of ...
- I'm frightened of
- I have a fear of ...
- I have a phobia of

Materials: Photos of fears, match the vocabulary worksheet, find someone who worksheet

Assumptions: For this lesson I assume the student already knows what fears are and how to ask students what their fears are and why they are afraid.

An anticipated problem: An anticipated problem is that I will not have enough students to do the second practice and my production game. I am also not sure that my lesson will be long enough.

My proposed solution: If I don't have enough students, I will ask some of the observers to join my activities. If I still have time left, I will do my filler activity.

What I intend to work on based on previous feedback:

- I need to work on being more confident and being more relaxed. I should remember to have fun and to be less serious.
- Make sure that I have more things in my lesson plans than less things.

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practicing eg L
Engage ⇒ 3 mins	<p>Have a few photos printed of things that most people have a phobia of.</p> <ul style="list-style-type: none">- <i>Ask the students if they have an idea of what today's topic is about.</i> <p>WRITE: FEARS</p> <ul style="list-style-type: none">- <i>Ask the students what people fear or have phobias of and brainstorm it on the board.</i>	<p>It gives the students a bit of an insight about what kind of topic we will be addressing in the lesson and it also stimulates interest in the topic and engages student talking time.</p>	S
Pre-teach New Vocabulary ⇒ 5 mins	<p><u>EDCB</u></p> <p><u>Fear</u></p> <p>E - Do you know the verb for being afraid of someone or something? It is a four letter word. Start with F....</p> <p>DRILL</p> <p>CCQ</p> <ul style="list-style-type: none">- If you are happy and comfortable, are you in fear?- If you love dogs and have 2 at home, do you fear them? <p>B - (to) fear (v.)</p> <ul style="list-style-type: none">- Have a fear of ... (n.)	<p>Pre-teach essential vocabulary so that the student understands the presentation text and has some vocabulary for the production stage.</p>	S

Heights

E - Do you know the noun for the distance from the top to the bottom of something?

DRILL

CCQ

- Show length of table and height and ask which one is correct.

B - Height (n.)

Needle

E - What is the name for the noun of a small, skinny/thin piece of steel with a sharp point at one end and a hole.

DRILL

CCQ - Show images and ask if they are needles.

B - needle (n.)

Confined spaces

E - What is the noun for any space that has a limited entry and exit points?

DRILL

CCQ - Show images and ask if these are confined spaces.

B - Confined spaces (n.)

Crowds

	<p>E - What is the noun for a large group of people who have gathered together?</p> <p>(to be) Crowded (adj.) - When a place has too many people or things</p> <p>DRILL</p> <p>CCQ</p> <ul style="list-style-type: none"> - If there are only 5 people at a concert, is it crowded? - Show images and ask if these are crowds <p>B - Crowds (n.)</p> <p>Phrases</p> <ol style="list-style-type: none"> 1. I'm afraid of 2. I'm terrified of 3. 		
<p><u>AFTER</u></p> <p><u>PRE-TEACH</u></p>	<p><u>Expressions of fear</u></p> <p>D - Individually</p> <p>I - Read the text and fill in the blanks.</p> <p>T - You have 3 mins</p> <p>S - Hand them the text</p> <p><u>Part 2</u></p> <p>Can you find some phrases to express fear?</p> <ul style="list-style-type: none"> - I'm afraid of ... - I'm scared of ... - I'm terrified of ... - I'm frightened of - I have a fear of ... - I have a phobia of <p>Form</p>	<p>It is important to teach expressions of fear because my objective is to get the students to have a conversation about their own fears.</p>	<p>S</p>

	<ul style="list-style-type: none"> - I'm ⇒ to be + adjectives + verb-ing - Ex. I'm afraid of swim <ul style="list-style-type: none"> - Is it correct? No, we need to add -ing at the end of the verb - I have a fear of dogs <ul style="list-style-type: none"> - Have ⇒ adj - Follow up with a <u>noun</u> <p>Elicit Questions</p> <ul style="list-style-type: none"> - Are you of ...? - Do you have of ...? <p>ASK THEM TO GIVE ME AN EXAMPLE</p>		
Practice 1: Match the vocabulary words to the images	<p>D - Individually</p> <p>I - Match the words with the pictures on the sheet.</p> <p>M -</p> <p>T - You have 5 mins</p> <p>S - Hand them the sheet</p>	Students get to use the vocabulary they learned and implement it into this activity.	W
Practice 2: Find someone who... ⇒ 6 minutes	<p>D - Individually</p> <p>I - You have a sheet. Walk around the classroom and find someone who for example (point at an example - Who has a fear of spiders). Go around and ask them the question. When you find that person, write their name down. Ask them why and write down the answer in bullet points.</p> <p>Mime -</p> <p><i>Student A: Do you have a fear of heights?</i></p> <p><i>Student B: No, I don't. Do you have a fear of spiders?</i></p> <p><i>Student A: Yes I do!</i></p>	Students get oral practice by talking to each other about the different reasons why people have certain fears.	S

	<p><i>Student B: Why do you have a fear of spiders?</i></p> <p><i>Student A: I don't like them because they are scary and hairy.</i></p> <p>T - You have 5 mins</p> <p>S - Hand them the sheet of paper.</p> <p>FEEDBACK AS A CLASS</p> <p>Ask them what they found out.</p> <p>Who is scared of spiders, heights, clowns etc. and why</p>		
<p>Production: Fear in a hat ⇒ 15 mins</p>	<p><u>Part One</u></p> <p>D - Individually</p> <p>I - Write a fear on your paper. Be specific and honest.</p> <p>Mime - I have a fear of birds</p> <p>sp on my piece of paper, I will write "I have a fear of birds."</p> <p>T - 2 mins</p> <p>S - Hand them a sheet of paper</p> <p>COLLECT THE PIECES OF PAPER IN A HAT</p> <p>SHUFFLE THE SHEETS AND PASS THEM TO THE STUDENTS</p> <p><u>Part Two</u></p> <p>D - In pairs</p> <p>I - Take turns to discuss the reasons why people are scared of the fear that is written on your paper.</p> <p>Mime -</p> <p><i>Student A: My paper says fear of dogs. Hmm I think that people are scared of dogs because they can look</i></p>	<p>This increases student talking time between each other and it helps them feel more confident when speaking.</p>	<p>S</p>

dangerous and bite people sometimes. My mom is scared of dogs because when she was younger, she got attacked by big dogs.

Student B: Ahh yes! I think that you are right. Some people are also scared of them because they have never played with dogs.

Student A: What do you have on your paper?

Student B: It says fear of heights. I know many people who are scared of heights. I think it's because

T - 5 mins

FEEDBACK AS A CLASS

Ask them what they learned about their partner and why they think that people are scared of certain fears.