



**SITUATED
ENGLISH**

Study&Learn

LESSON PLAN

UNIT 15: AT THE PHARMACY

**Suitable for use with adult learners of English CEFR
level A1**



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Unit 15: At the pharmacy**Topic****AT THE PHARMACY****Aims**

In this unit, learners learn key vocabulary, words and phrases they might hear or need at the pharmacy.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 15: AT THE PHARMACY

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=ma8Yd25t1fE&t=227s>**Introduction**

The lesson begins with a warm up activity where participants watch a video and try to write down what people want to buy at the pharmacy. Afterwards they check the words in Section A and mime different illnesses, combining them with suitable medicines. This is followed by checking expressions in Section B and forming basic dialogues. Then participants receive scrambled sentences from the dialogues from section D and are asked them to put them into correct order. The lesson finishes with revising the content by solving exercise in the Final step section.

Activity	Time	Instruction
<p>Warm-up activity/Watching a video</p>	10 minutes	<p>The mentor explains that the participants are going to watch a video (https://www.youtube.com/watch?v=ma8Yd25t1fE&t=227s). They should listen carefully and try to write down what the people in the video are looking for.</p>
<p>SECTION A: Key vocabulary</p>	10 minutes	<p>The participants are asked to check the words in the Section A. Afterwards they discuss if they are familiar with all the medicine mentioned in this section and when we use them. Then the participants are divided into pairs and one member of the pair tries to mime a certain illness, corresponding to the ones mentioned in the discussion. The other member of the pair then finds the correct word for the corresponding medicine and says it out loud.</p>
<p>SECTION B: What you might hear or see</p> <p><i>New vocabulary</i></p>	5 minutes	<p>Participants discuss the meaning of the sentences in section B and when they would use them.</p>
<p>SECTION C: What you might need to SAY or ASK in this place</p> <p><i>Watching a video</i></p>	10 minutes	<p>Participants are asked to go through Section B and find some issues people can have.</p> <p>They are put in pairs and are asked to form short dialogues where one pair member is a pharmacist and the other is a patient.</p> <p>The dialogue should start with the patient telling what is wrong with him/he (<i>I have a headache</i>) and the pharmacists should reply with <i>I recommend...</i>, recommending suitable medicine. If they do not know a suitable medicine, participant can ask the mentor or other participants to help.</p>
<p>SECTION D: Basic Dialogues at the pharmacy</p> <p><i>Role play</i></p>	15 minutes	<p>Participants are divided into pairs. Each pair is given scrambled pieces of paper of one of the dialogues from Section D. They should place the sentences into correct order, without looking in the manual. When they finish, they check the answers in the manual. Afterwards they practise the dialogues, first in pairs, afterwards in front of the class.</p>

<p>FINAL STEP: Exercises</p> <p><i>Revision</i></p>	<p>10 minutes</p>	<p>The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.</p>
<p>ADDITIONAL TIPS</p>		<p>You can use this lesson to also repeat body parts and connect them with different medical issues (headache, toothache...).</p>

