

## Health Unit: Lesson 2

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> describe simple medical symptoms</p> <p><b>Literacy:</b> read and write parts of the body</p> <p><b>Listening/speaking:</b> describe medical symptoms using my _____ hurts.</p> <p><b>Listening/speaking:</b> ask and respond to the questions What's the matter? What's wrong? What's the problem?</p> <p><b>Life Skill:</b> Call to make a clinic appointment.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Survival English Book 1, 2<sup>nd</sup> Ed.</i> <a href="#">p. 90-91</a></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, <a href="#">pg. 45, 61, 71, 72</a></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Old magazines or clothing catalogs for cutting</li> <li>• Class set of scissors</li> <li>• Glue or tape</li> </ul>

### Lesson Plan

#### Warm up for today's Lesson

Description: play "Simon Says" to review the body parts on p. 90

Materials/Prep: a few copies, *Survival English Book 1, 2<sup>nd</sup> Ed.* [p. 90-91](#)

#### Review of Previous Lessons

Description: review dialogue asking about symptoms

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Disappearing Dialogue**, p. 70.

#### Activity 1: Literacy

Description: create a diagram of basic body parts

Materials/Prep: old magazines or clothing catalogs, class set of scissors, glue or tape

#### Activity 2: Life skill, Listening & Speaking

Description: practice a very simple dialogue for making a clinic appointment

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69,

#### Activity 3: Grammar, literacy

Description: learners dictate sentences to each other

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Peer Dictation**, p. 60

#### Activity 4: Checking for Understanding

Description: review the earlier dialogue for making a clinic appointment

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44

## Teacher Directions: Warm-Up: Listening & Speaking

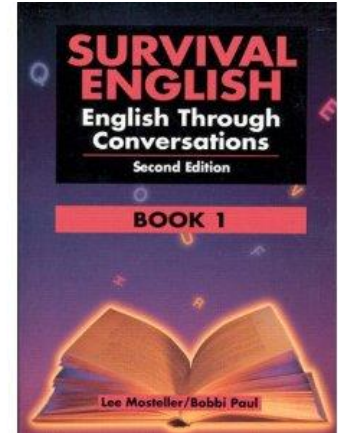
-Materials: *Survival English Book 1, 2<sup>nd</sup> Ed.* [p. 90-91](#)

Ask learners to look at p. 90 (distribute copies to those who were absent yesterday).

Briefly review the vocabulary on p. 90 by repeating aloud.

Play “Simon Says” using the parts of the body on p. 90.

Once students understand the rules of the game, have learners take turns leading the game.



## Teacher Directions: Review: Life Skills, Listening & Speaking

-Materials: *ESL Volunteer Tutor Manual, 2012, Disappearing Dialogue, pg. 72*

### Step 1: Prep

Copy the dialogue from p. 91 on the board.

### Step 2: Model and Practice

Lead the **Disappearing Dialogue** activity, as described in the *ESL Volunteer Tutor Manual*, using the dialogue on the board.

## Teacher Directions: Activity 1: Literacy

-Materials: old magazines or catalogs, scissors, glue or tape

Learners cut out pictures of people from magazines or catalogs, glue them onto paper, and label the body parts identified on p. 90 of their worksheet.

**Need a challenge?:** provide picture dictionaries so that learners can look up more detailed body parts, such as hip, heart, lungs, sinuses, and add those to their diagram.

## Teacher Directions: Activity 2: Life Skill, Listening & Speaking

-Materials: *ESL Volunteer Tutor Manual, 2012 Dialogue, p. 71, Conversation Queue, p. 45.*

### Step 1: Context

Ask: *Do you go to the clinic sometimes? Do you call the clinic? Do you make an appointment? Does another person call the clinic?*

Today we will practice calling the clinic to make an appointment.

### Step 2: Introduce and Practice the Dialogue

Write on the board:

**Hello. Minneapolis Health Clinic.**  
**Hi. I need an appointment.**  
**What's the matter?**  
**My back hurts.**  
**Can you come at 3:00 tomorrow?**  
**Yes. Thank you.**

Lead the **Dialogue** activity, as described in the ESL Volunteer Tutor Manual, using the dialogue on the board.

### Step 3: Adding Variations

When learners are comfortable with the dialogue, practice varying the underlined elements.

### Step 4: Conversation Queue

Lead the **Conversation Queue** activity, as described in the ESL Volunteer Tutor Manual, using the dialogue on the board.

## Teacher Directions: Activity 3: Grammar, Literacy

-Materials: *ESL Volunteer Tutor Manual, 2012, Peer Dictation, pg. 61*

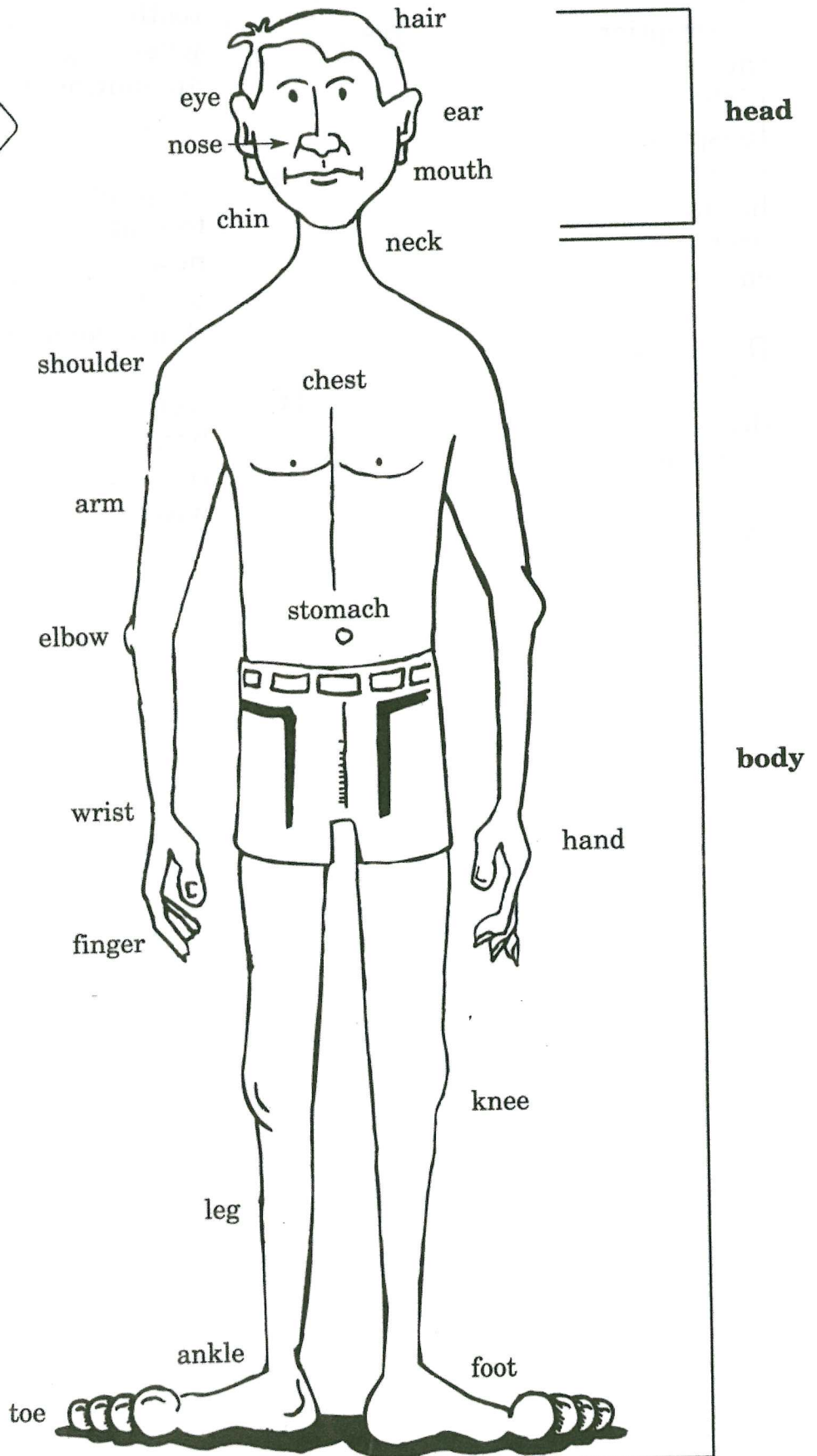
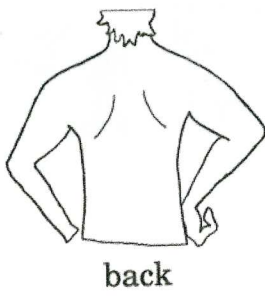
Lead a **peer dictation** activity, as described in the ESL Volunteer Tutor Manual, using the sentences below.

- My head hurts a lot today.
- I am sick. My stomach hurts.
- My back hurts because I carry my children.
- My knee hurts every day.
- I need to go to the clinic because my ear hurts.

## Teacher Directions: Activity 4: Checking for Understanding

Learners role-play making an appointment, *without a script*. You may choose to use the **Conversation Queue** activity from earlier to quickly move through these role-plays.

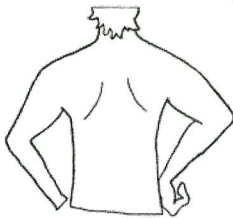
# THE BODY



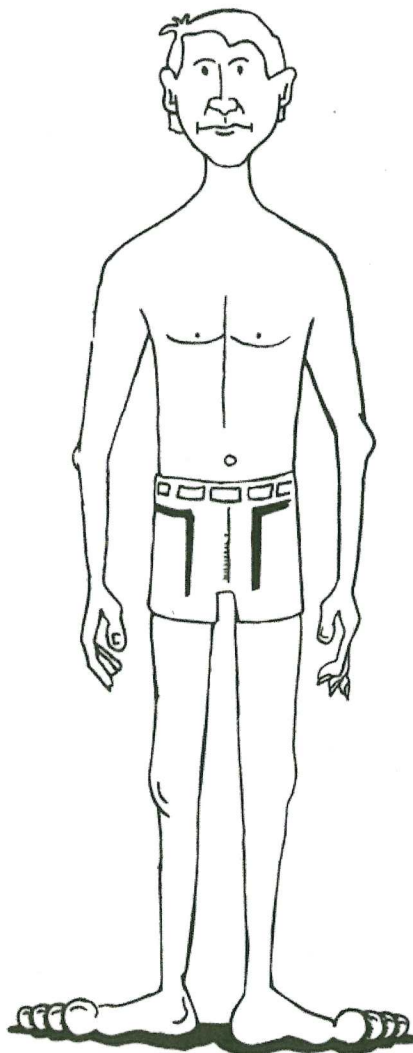
- A. How are you?
- B. I'm sick.
- A. What's the matter?
- B. My stomach hurts.
- A. I hope you feel better.



MATCH



- 1. eye
- 2. nose
- 3. chin
- 4. back
- 5. arm
- 6. elbow
- 7. finger
- 8. foot
- 9. toe
- 10. body



- 11. hair
- 12. ear
- 13. mouth
- 14. neck
- 15. chest
- 16. stomach
- 17. hand
- 18. knee
- 19. leg
- 20. head
- 21. shoulder

## DISAPPEARING DIALOGUE

Dialogues can be a very effective way to help learners develop language for authentic speaking tasks. At the same time, learners sometimes become overly involved in decoding the words on the page and find it difficult to focus on their speaking skills.

- OBJECTIVE:** to help learners begin to internalize the language presented in a written dialogue.
- MATERIALS:** A short dialogue (from a textbook, written by learners or teacher) copied on the board.
- DESCRIPTION:**
1. Begin with the steps outlined in the Dialogue activity on the previous page.
  2. Erase a few key words from the dialogue and replace them with a line.
  3. As a class, learners recall the erased words.
  4. Learners practice the dialogue 2 more times with a different partner.
  5. Repeat this step several times until much of the dialog is gone and the learners can recall whole phrases from memory.
- SUGGESTIONS:** After learners have memorized much of the dialogue, work toward fluency by modeling the appropriate places for pauses, emotion, and intonation.



## DIALOGUE

Dialogues provide practice in listening and speaking skills in structured conversations. The questions and answers may have all been learned and practiced in a drill-like manner. The dialogue then reinforces this previously learned material. Vocabulary may be taught before using a dialogue or during the demonstration of the dialogue.

**OBJECTIVE:** To begin to bridge the gap between students' vocabulary and grammar skills and functional and social contexts

**MATERIALS:**

- Vocabulary flashcards
- Written copies of the dialogue
- Pictures to illustrate the dialogue

**DESCRIPTION:**

1. Demonstrate both parts of the dialogue using pictures and actions that illustrate two people speaking.
2. Whole class repeats the conversation.
3. Tutor initiates dialogue with all students responding.
4. Reverse roles (tutor responds to students).
5. Students form pairs and practice the dialogue together.

**SUGGESTION:** If working with a small group, a circle drill may be used to review and reinforce the dialogue after paired practice.





## PEER DICTATION

Learners sometimes become accustomed to the style of one teacher's speech but find it difficult to understand other English speakers outside of the classroom.

**OBJECTIVE:** to develop listening and pronunciation skills as well as clarification strategies.

**MATERIALS:** Words or sentences for dictation using familiar vocabulary and grammar (these could be copied from previously taught stories or worksheets).

**DESCRIPTION:**

1. Write a few simple clarification phrases on the board:  
Can you please repeat?  
Can you please slow down?  
Can you please speak louder?.
2. Review the meaning and pronunciation of the sentences as a class.
3. Students take turns standing and reading one of the dictation sentences while others write the sentence and ask for clarification as needed.

**SUGGESTIONS:** Occasionally, learners resist this activity, citing difficulty understanding their classmates' pronunciation. It is important to reinforce respect for fellow learners and to remind learners that in the United States they are likely to meet and work with many people who do not speak English as a first language and will have a wide variety of accents. This activity may help prepare them for working with a manager from a different country.

## CONVERSATION QUEUE

It can be very difficult to assess learners' speaking skills in a large class environment. Confident learners seem to speak up most often and it's sometimes difficult to get around the room to listen to everyone. This activity is a simple and engaging way to assess whether learners have mastered a simple speaking task such as a question/answer pair or a short dialogue.

**OBJECTIVE:** to assess learners' ability to quickly use spoken English in a familiar context.

**MATERIALS:** (none)

**DESCRIPTION:**

1. Two students start at the front of the room facing each other with all other students lined up behind them.
2. Assign a role to each line, depending on the content that you're reviewing (ex. Landlord and renter calling about a problem, doctor and patient, or one line asks a question and the other line gives an answer).
3. The two people at the front of each line speak to each other. This can be a scripted dialogue that they have previously practiced and memorized or an unscripted conversation with familiar vocabulary and phrases.
4. When they finish, each goes to the end of the opposite line.
5. Try to keep the pace moving. This should be content that most students have mastered and so it should go quickly. If it is dragging, it may be a sign that the class needs more practice with the material.

**SUGGESTIONS:**

1. Call on others in line to answer simple questions about each mini-dialogue. This will keep them actively listening while they're waiting for their turn.
2. This activity can also be combined with TPR (Total Physical Response) by having one line give a command and the other line act it out (ex. In a cooking unit, "Can you slice the carrots? Can you peel the onion?")