

Health Unit: Lesson 3

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read and understand common symptoms including sore throat, stomachache, headache.</p> <p>Literacy: write an appointment date and time on a simple appointment card.</p> <p>Listening/speaking: verbally describe medical symptoms.</p> <p>Grammar: distinguish between have and hurts when describing symptoms, ex. I have a sore throat. My head hurts.</p> <p>Transitions & Critical Thinking: record appointment information in forms and tables.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> Textbook: <i>Stand Out Basic</i>, 2nd Ed. p. 104 Handout: Appointment Cards <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> ESL Volunteer Tutor Manual, 2012, pg. 58, 47 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> Post-It notes CD Player and <i>Stand Out Basic</i>, CD2 or teacher script at the back of the book.

Lesson Plan

Warm up for today's Lesson

Description: learners label their own bodies with Post-It notes.

Materials/Prep: post-it notes

Review of Previous Lessons

Description: learners practice *My _____ hurts* in a circle drill activity

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, p. 57.

Activity 1: Literacy, Listening & Speaking

Description: introduce and practice new symptom vocabulary

Materials/Prep: *Stand Out Basic*, 2nd Ed. [p. 104](#).

Activity 2: Listening & Speaking, Grammar

Description: practice describing symptoms using a **ball toss** activity

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Ball Toss**, p. 46.

Activity 3: Listening & Speaking, Transitions & Critical Thinking

Description: practice a simple dialogue for making an appointment and record date and time on an appointment card.

Materials/Prep: copies of **Appointment Cards**

Activity 4: Checking for Understanding

Description: as learners leave, ask each "What's the matter?"

Materials/Prep: (none)

Teacher Directions: Warm-Up: Literacy -Materials: Post-It notes

Distribute plenty of post-it notes. Learners can work independently or in small groups. The objective is to label as many body parts as possible by sticking a post-it label on your own or a partner's body.

For the first 5 minutes, encourage learners to work without referencing their notes.

Teacher Directions: Review: Grammar, Listening & Speaking

-Materials: *ESL Volunteer Tutor Manual, 2012, Circle Drill, pg. 58*

Write on the board: **What's wrong?**

My _____ hurts.

Lead a **Circle Drill** activity, as described in the *ESL Volunteer Tutor Manual*, using the phrases on the board.

Teacher Directions: Activity 1: Literacy, Listening & Speaking

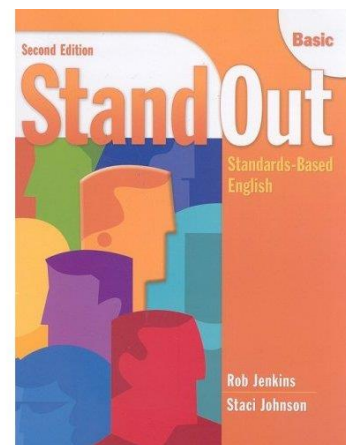
-Materials: *Stand Out Basic, 2nd Ed. p. 104*, CD and Player or [textbook teacher script](#)

Step 1: Introduce new vocabulary

Introduce the following vocabulary one by one using these steps:

- Say the word, learners repeat
- Pantomime the symptom, learners repeat and pantomime as well
- Write the word, learners copy
- Say and repeat again.

1. sore throat
2. stomachache
3. fever
4. headache
5. cold
6. flu
7. runny nose
8. cough
9. backache
10. diarrhea



Step 2: Introduce grammar structure (*I have a ...*)

Write on the board: **What's the problem?**

I have a _____.

Practice the phrases on the board as a class and in partners.

Step 3: Guided Practice

Complete pages 104-105 as directed. Use the textbook CD or script at the back of the book.

Teacher Directions: Activity 2: Listening & Speaking, Grammar

-Materials: *ESL Volunteer Tutor Manual, 2012, Ball Toss, [pg. 47](#)*

Step 1: Introduce vocabulary and grammar structure

Write on the board: **What's the matter?**

I have a _____.

He has a _____.

She has a _____.

Review the phrases on the board with different symptoms in the blanks. Identify which phrase talks about women and which is about men.

Step 2: Guided Practice

Lead a **Ball Toss** drill, as described in the *ESL Volunteer Tutor Manual*, using the phrases on the board.

Step 3: Independent Practice

Learners ask two other students "**What's the matter?**" and write their responses in their notebook using he or she, as shown on the board.

Teacher Directions: Activity 3: Listening, Transitions & Critical Thinking

-Materials: [Appointment Cards](#)

Step 1: Context

Show the appointment cards on a projector.

Ask: *Where do you see these? Who give these cards? What information do they write on the card?*

Review the abbreviations for the days of the week on the cards.

Distribute copies of **appointment cards**.

Step 2: Review dialogue

Write on the board:

Hello. Minneapolis Health Clinic.

Hi. I need an appointment.

What's the matter?

I have a _____.

Can you come at 3:00 on Friday?

Yes. Thank you.

The image shows two identical appointment card templates. Each card has a header 'Appointment Cards' and instructions: 'Listen to other students make an appointment.' and 'Write down the appointment information.' Below the instructions is a box titled 'Your Appointment' containing fields for 'Problem', 'Day' (with options Mon, Tues, Wed, Thurs, Fri, Sat), and 'Time'.

Practice the dialogue several times as a whole class and in pairs.

Practice varying the problem and the day and time.

Finally, ask for volunteers to perform the dialogue for the class. Everyone else listens carefully and records the problem and appointment time on the appointment card.

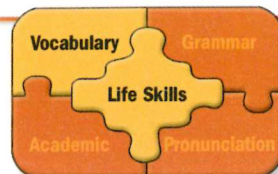
Teacher Directions: Activity 4: Checking for Understanding

As learners leave, ask each "What's the matter?" Encourage them to give a full sentence answer with *I have...* or *my___hurts*.

LESSON 2

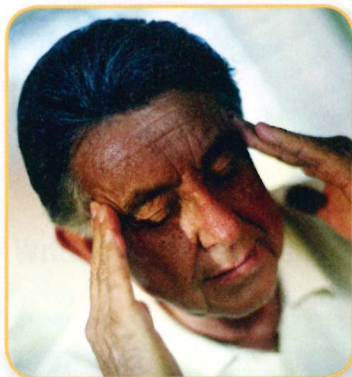
I'm sick!

GOAL ➤ Describe symptoms and illnesses

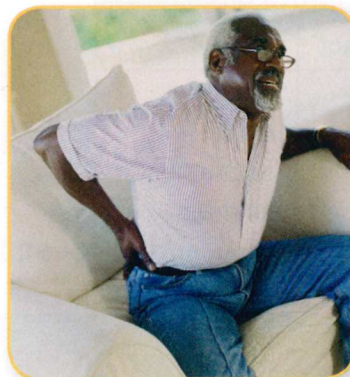


Listen and repeat.

CD 2
TR 18



headache



backache



stomachache



cold and runny nose



cough and sore throat



fever



Listen and point.

CD 2
TR 19-24



Read the conversation. Practice it with a partner. Use new words.

Maritza: How are you?

Shan: I'm sick!

Maritza: What's the matter?

Shan: I have a headache.

Stand Out Basic, 2nd Ed., Lesson Planner p. 104a

Part A - Listening Script

- Headache
- Backache
- Stomachache
- Cold and runny nose
- Cough and sore throat
- Fever

Part B - Listening Script

1. **Doctor:** It is good to see you.
 Man: It's good to see you, too.
 Doctor: What's the matter today?
 Man: I have a terrible stomachache. Maybe I ate something bad yesterday.

2. **Doctor:** You look like you are in a lot of pain today.
 Man: I sure am. Every day I get these terrible headaches. What can I do about it?
 Doctor: For headaches, we usually prescribe pain relievers, but maybe we should check this out with some tests.
 Man: Thanks, Doctor.

3. **Doctor:** How can I help you?
 Woman: I think I have a high fever.
 Doctor: Let's check it out.
 Woman: Thanks, Doctor. I hope I'm not too sick.

4. **Doctor:** You must be feeling terrible.
Woman: I sure am. I think I've only got a cold, but it is causing so many problems.
Doctor: I know you want to go to work, but sometimes, even with a cold, you need to take it easy for a few days.
Woman: I guess you're right. I just hate staying home!
5. **Doctor:** Can I help you?
Woman: Yes, I can hardly move.
Doctor: What seems to be the trouble?
Woman: I have a terrible backache.
6. **Doctor:** How are you feeling today?
Woman: Not very well. I think I have a cold. I have a bad cough and
a
sore throat.
Doctor: Let me take a look.
Woman: Thanks, Doctor.

Appointment Cards

Listen to other students make an appointment.

Write down the appointment information.

Your Appointment
Problem _____
Day: Mon. Tues. Wed. Thurs. Fri. Sat.
Time: _____

Your Appointment
Problem _____
Day: Mon. Tues. Wed. Thurs. Fri. Sat.
Time: _____

Your Appointment

Problem _____

Day: Mon. Tues. Wed. Thurs. Fri. Sat.

Time: _____

Your Appointment

Problem _____

Day: Mon. Tues. Wed. Thurs. Fri. Sat.

Time: _____



CIRCLE DRILL

This drill is preceded by listening drills to allow students to feel confident and comfortable with the language being practiced. As you move around the circle, students are given plenty of listening repetition and feel little pressure since everyone is saying the same thing.

OBJECTIVE: To practice question and answer dialogues

MATERIALS: Appropriate props and/or pictures if desired

- DESCRIPTION:**
1. Model a two line dialogue. For example: "My name is _____. What's your name?"
 2. Have students practice both lines as a whole group.
 3. Divide the group in half (or in one-to-one tutoring, tutor and student alternate). One half says the two lines and the other half answers with their own names.
 4. Students sit in a circle.
 5. Demonstrate the circle drill by saying the two lines and turning to the person on your left.
 6. Person on your left answers the question, then turns to the person on his/her left and repeats the lines using his/her own name.
 7. Drill continues around the circle.

BALL TOSS

This activity is great for quickly assessing learners' speaking skills and understanding of unit vocabulary while keeping everyone active and engaged.

OBJECTIVE: to assess learners' speaking skills and reinforce previously practiced phrases and vocabulary

MATERIALS: A soft ball or bean bag

DESCRIPTION:

1. Tutor writes a question on the board and elicits a few possible answers from learners to check comprehension of the question.
2. Learners stand in a circle.
3. Give one learner the ball. He or she should answer the question on the board. (ex. On the board: What are you going to do after school? Learner says: I am going to buy some food.)
4. Tutor gestures for the learner to throw the ball to the tutor. Tutor repeats what the learner said. (He is going to buy some food.) and adds their own response to the question (I am going to play soccer in the park).
5. Tutor throws the ball to a different learner. He or she must repeat the tutor's response and then give their own response.
6. Continue the pattern until everyone has responded to the question. Remind learners to listen to every response carefully because they never know when they will be thrown the ball.