

Health Unit: Lesson 4

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 1, 2nd Ed.</i> p. 104-105 • Textbook: <i>Stand Out Basic, 2nd Ed.</i> p. 107 • Handout: What's the Matter? <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Symptom Sorting <p>Technology</p> <ul style="list-style-type: none"> • CD Player and <i>Stand Out 1, CD 2</i> or teacher script at the back of the textbook

Lesson Plan

Warm up and Review for today's Lesson

Description: play charades with symptom vocabulary

Materials/Prep: (none)

Activity 1: Listening & Speaking, Transitions & Critical Thinking

Description: practice describing and comparing symptoms

Materials/Prep: *Stand Out 1, 2nd Ed.* p. 104-105

Activity 2: Grammar, Listening & Speaking

Description: sort symptoms/body parts by grammar structure (I have _____. vs. My _____ hurts.)

Materials/Prep: one copy of **Symptom Sorting**, student copies of **What's the matter?**

Activity 3: Listening & Speaking, Life Skill

Description: learners mingle around the room asking about each other's health problems.

Materials/Prep: none

Activity 4: Literacy, Listening & Speaking, Transitions & Critical Thinking

Description: practice listening for symptoms and recording information in a table.

Materials/Prep: *Stand Out Basic, 2nd Ed.* p. 107

Activity 5: Checking for Understanding

Description: as learners leave, ask each person "What's the matter?" Encourage them to answer in full sentences.

Teacher Directions: Warm-Up and Review: Listening/Speaking

Step 1: Prep

Write on the board: **I have a _____.** **My _____ hurts.**

On notecards or slips of paper, write different symptoms for learners to act out. Vocabulary for this unit includes basic body parts plus the words below:

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

Step 2: Play charades

You can kick off the game by drawing 2-3 slips and acting them out one by one. Encourage learners to guess using the full sentences written on the board.

Learners draw slips and act out symptoms.

Need a challenge?: if a few students are always shouting out the answer, ask them to write their answer in their notebook. It will give them more challenging practice and encourage other students to speak up.

Teacher Directions: Activity 1: Listening & Speaking, Critical Thinking -

Materials: *Stand Out 1, 2nd Ed.* [p. 104-105](#), Stand Out 1, CD
2 or [teacher script](#) at the back of the book.

Complete pages 104-105 as directed.



Teacher Directions: Activity 2: Grammar, Listening & Speaking

-Materials: a few copies of [Symptom Sorting](#) (cut apart), student copies of [What's the Matter?](#)

Step 1: Review grammar structures

Draw a line down the middle of the board. On the left side of the board write: **My _____ hurts.**

Elicit words that could finish that sentence.

On the right side of the board, write: **I have a _____.**

Elicit words that could finish that sentence.

Step 2: Small Group Practice

Divide into groups of 2-3 students. Distribute cut apart symptom words to each group.

Learners sort the words into two columns to match the columns on the board.

When everyone is finished, check answers as a class by recording them on the board.

Step 3: Individual Practice

Distribute copies of **What's the Matter?**

Learners work independently to write sentences next to each picture.






Symptom Sorting

Cut on the dotted lines. Learners will sort the words by the grammar structure.
 I have a _____ hurts. Go, I have a _____.

headache	back
sore throat	stomachache
fever	leg
knee	diarrhea
runny nose	cough
stomach	neck
flu	cold

Beginning health Unit

What's the Matter?

1.  She _____.
2.  He _____.
3.  My _____.
4.  He _____.
5.  Her _____.

Jessica Grace Jones, Minnesota Literacy Council, 2012 | p. 22 | Beginning health Unit

Teacher Directions: Activity 3: Listening & Speaking, Life Skills

Learners mingle around the room asking each other “What’s the matter?” Encourage learners to pantomime the problem as they say it (ex. Touching their ear when they say “my ear hurts.”).

After a few minutes, change the question to **What’s the problem?** Practice the question and start the mingle again.

Change the question to **What’s wrong?** Practice the question and start the mingle again.

Teacher Directions: Activity 4: Literacy, Listening & Speaking, Transitions

-Materials: *Stand Out Basic, 2nd Ed. p. 107*, CD player and CD 2 or [teacher script](#) at the back of the textbook.

Look at the chart in part A.

Ask: *Where are the patient's names? Where is the date? Where are the problems? What is Ayumi Tanaka's problem? What time is Julio Rodriguez's appointment? Who uses a chart like this? Why?*

Read the patient names as a class.

Complete the page as directed.

Teacher Directions: Activity 5: Checking for Understanding

As learners leave, ask each person "What's the matter?". Encourage them to answer in full sentences.

Symptom Sorting

Cut on the dotted lines. Learners will sort the words by the grammar structure they fit into: *My _____ hurts.* Or *I have a _____.*

headache	back
sore throat	stomachache
fever	leg
knee	diarrhea
runny nose	cough
stomach	neck
foot	the flu
cold	shoulder

What's the Matter?



1. She _____.



2. He _____.



3. My _____.



4. He _____.



5. Her _____.

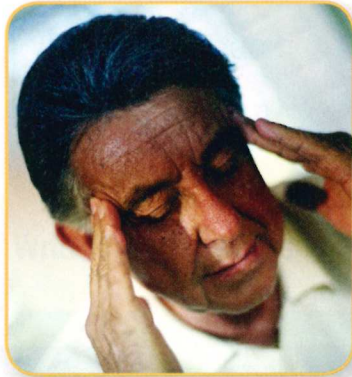
GOAL ➤ Describe symptoms and illnesses



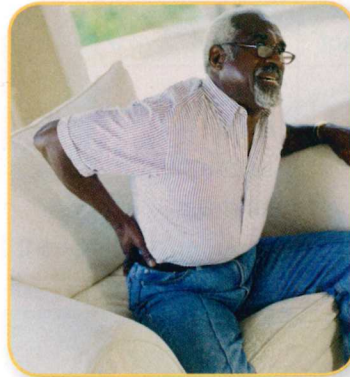
A

Listen and repeat.

CD 2
TR 18



headache



backache



stomachache



cold and runny nose



cough and sore throat



fever



B

Listen and point.

CD 2
TR 19-24

C

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.

LESSON 3

You need aspirin.

GOAL ➤ Identify medications

Vocabulary	Grammar
Life Skills	
Academic	Pronunciation

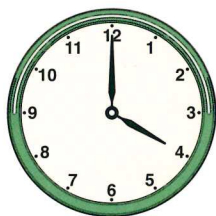


A Read, listen, and write the missing words.

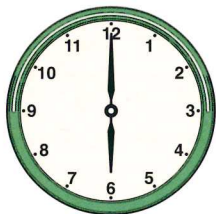
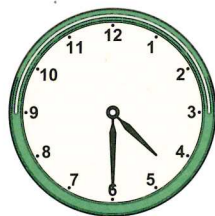
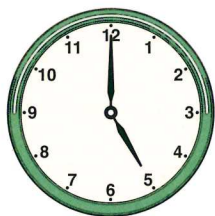
CD 2
TR 29

February 18			
Name	Time	Problem	Phone
Julio Rodriguez	3:30		(777) 555-1395
Huong Pham	4:00	fever	(777) 555-3311
Richard Price	4:30		(777) 555-2323
Mele Ikahihifo	5:00	sore throat and cough	(777) 555-5511
Fred Wharton	5:30		(777) 555-9764
Ayumi Tanaka	6:00	backache	(777) 555-8765

B Write the problems.



fever



Have	
I, you, we, they	have
he, she	has

C Write sentences.

- Julio has a headache.
- Richard has
- Ayumi

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.

Stand Out Basic, 2nd Ed., Lesson Planner p. 107a

Part A - Listening Script

Doctor: I'm a little late. I will be there soon. What patients do we have today? Oh, and can you give me their numbers, too? I might want to call a few before I get to the office.

Nurse: No problem, Doctor. Let's see. Julio Rodriguez has an appointment at 3:30. He has a headache. His number is 555-1395. Huong Pham is coming in at 4:00. He has a high fever. His phone is 555-3311. Richard Price has an appointment at 4:30. He has a stomachache. His number is 555-2323. Mele Ikahihifo has a sore throat. She's coming in at 5:00. You can reach her at 555-5511. Fred Wharton's number is 555-9764. He has a cold. Ayumi Tanaka is coming in at 6:00 with a backache. Her number is 555-8765.

Doctor: Thanks.