

Health Unit: Lesson 5

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read and understand medical vocabulary including, medical center, medicine, pharmacy, patient, receptionist, sick, clinic, tablets</p> <p>Listening/speaking: respond to suggested appointment times with “Yes, that’s OK” or “No, that doesn’t work for me. How about _____?”</p> <p>Transition & Critical Thinking: Use authentic clarification strategies in asking and answering questions about symptoms</p> <p>Grammar: Use the negative simple present of to HAVE to describe symptoms, ex. I don’t have a headache.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Ralph Goes to the Clinic <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, pg. 58, 115, 71 • Symptom Cards (1 set, cut apart) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Thin highlighters or colored pencils

Lesson Plan

Warm up and Review of Previous Lesson

Description: learners mingle and talk about the symptoms on their cards

Materials/Prep: copy and cut apart one set of **Symptom Cards**

Activity 1: Grammar, Transitions & Critical Thinking

Description: practice asking about symptoms with “Do you have _____?”

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

Activity 2: Literacy

Description: read a story about a health care experience and practice reading words with the “ph” spelling

Materials/Prep: copies of **Ralph Goes to the Clinic** (3 pags), ESL Volunteer Tutor Manual, 2012, **Letter/Sound Drill**, p. 113

Activity 3: Listening & Speaking

Description: practice making an appointment and negotiating the date and time

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

Activity 4: Checking for Understanding

Description: each learner tries to write one sentence using one of the new words from the story

Materials/Prep: none

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

-Materials: [Symptom Cards](#)

Step 1: Model

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

I have a _____.

My _____ hurts.

Ask for examples of words that could complete each sentence.

Deal out symptom cards. Model by having one of the learners ask you the question. Respond using the symptom on your card (and pantomiming the source of the pain), then ask your partner the question. Partners then switch cards and go find a new partner.

Symptom Cards	
headache	sore throat
a cold	the flu
runny nose	cough
fever	diarrhea
stomachache	backache

Symptom Cards	
foot hurts	ear hurts
shoulder hurts	eye hurts
tooth hurts	neck hurts
knee hurts	wrist hurts
ankle hurts	arm hurts

Step 2: Independent Practice

Learners mingle around the room asking each other "What's the matter?"

Encourage learners to use full sentences and pantomime the problem as they say it.

Teacher Directions: Activity 1: Grammar, Transitions & Critical Thinking

-Materials: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, [pg. 58](#)

Step 1: Introduce the yes/no question format

Write on the board: **Do you have a _____?**

Yes, I have a _____.

No, I don't have a _____.

Ask for symptom words that could finish these sentences.

Ask "Who asks this question, the doctor or the patient?"

Circle the word DO. Point out that questions that start with "do" always have a yes or no answer.

Step 2: Structured Practice

Lead the **circle Drill** activity as described in the ESL Volunteer Tutor Manual, p. 57. Using the dialogue on the board.

Step 3: Introduce the third person yes/no question format

Write on the board: **Does he have a _____?**

Yes, he has a _____.

No, he doesn't have a _____.

Draw a picture or pantomime someone taking their child to the clinic and answering these questions.

Circle the word "does." Point out that questions that start with "does" always have a yes or no answer.

Step 4: Structured Practice

Lead the **circle Drill** activity as described in the ESL Volunteer Tutor Manual, p. 57. using the dialogue on the board.

Step 5: Introduce clarification questions

Have a learner ask you the question on the board (**Does he have a cough?**)

Respond by repeating the symptom for clarification (**A cough?**)

Do this several times with different symptoms, noting how the intonation rises at the end of this kind of clarification question.

Step 6: Independent Practice

Learners mingle around the room and ask each other about their own symptoms and their children's symptoms. Encourage them to use full sentences and repeat the symptom for clarification before answering the question

Teacher Directions: Activity 2: Literacy, Life Skill -Materials: [Ralph Goes to the Clinic](#)

Step 1: Context and Vocabulary

Write these words on the board:

1. Pharmacy
2. Patient
3. Receptionist
4. Tablets
5. Phone


Read the words out loud several times, learners repeat.

Talk about word meanings.

Distribute the story. Read the questions below the pictures.

Talk about the pictures.

Ralph Goes to the Clinic



Look at the pictures. What are they doing?
Where is he going?
Do you go to the clinic?
What is the name of your clinic?

Ralph is sick. He has a bad headache. He can't sleep at night. He goes to the clinic to see his doctor. The name of his clinic is Blain Medical Center. Ralph opens the door. The receptionist is busy. She is on the phone. Ralph waits. "Can I help you now?" says the receptionist. "My name is Ralph White," he says. "Are you a new patient?" she asks. "No, I have been here before," he says. Ralph waits in the waiting room. Finally, he goes to see the doctor. A nurse asks him questions and takes his blood pressure.

Step 2: Silent Reading

Allow 5-10 minutes for learners to read silently and circle any words they don't understand

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill

Refer to the ESL Volunteer Tutor Manual, 2012 Letter/Sound Drill, [pg. 115](#)

The target spelling/sound for this story is **"ph"** as in **pharmacy**.

Teacher Directions: Activity 3: Listening & Speaking

-Materials: ESL Volunteer Tutor Manual, 2012, **Dialogue**, [pg. 71](#)

Step 1: Context

How do you make an appointment at the clinic? Do you call? Does someone in your family call? Do you speak in English?

We will practice how to call the clinic to make an appointment.

Step 2: Structured and Independent Practice

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?

No that doesn't work for me. How about Friday?

There is a 1:30 on Friday.

Yes, that's OK.

Lead the **Dialogue** activity as described in the ESL Volunteer Tutor Manual, p. 69.

Once learners are familiar with the dialogue, try gradually working them away from the script and toward more authentic practice by providing phone props, seating them back to back, and/or erasing sections of the dialogue little by little.

Encourage them to vary the underlined elements of the dialogue.

Teacher Directions: Activity 4: Checking for Understanding

Step 1: Review Vocabulary

Write a list of 5-8 challenging words from the story [*Ralph Goes to the Clinic*](#)

Review the pronunciation and meaning of the words

Step 2: Independent Writing

Each learner tries to write one sentence using just one of the new words on the board.

Look for sentences that demonstrate understanding of the word's meaning. Don't correct for grammar or spelling at this time.

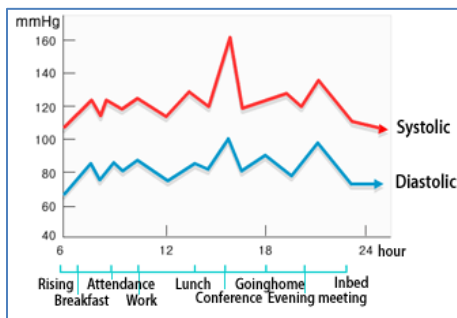
Symptom Cards

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stomachache	backache

Symptom Cards

foot hurts	ear hurts
shoulder hurts	eye hurts
tooth hurts	neck hurts
knee hurts	wrist hurts
ankle hurts	arm hurts

Ralph Goes to the Clinic



Look at the pictures.

What are they doing?

Where is he going?

Do you go to the clinic?

What is the name of your clinic?

Ralph is sick. He has a bad headache. He can't sleep at night. He goes to the clinic to see his doctor. The name of his clinic is Blaine Medical Center.

Ralph opens the door. The receptionist is busy. She is on the phone. Ralph waits.

"I can help you now," says the receptionist.

"My name is Ralph White," he says.

"Are you a new patient?" she asks.

"No, I have been here before," he says.

Ralph waits in the waiting room. Finally, he goes to see the doctor. A nurse asks him questions and takes his blood pressure.

The doctor comes into the room. The doctor asks more questions. The doctor looks at a graph of Ralph's blood pressure.

"You have high blood pressure. You need to take medicine every day," the doctor says. The doctor gives Ralph a prescription for some blood pressure medicine.

Ralph walks down the hall to the pharmacy. He gives the prescription to the pharmacist. He waits again. The pharmacist calls his name and gives him the medicine.

"Take one tablet in the morning and take one tablet at night before bed," the pharmacist says.

"Two tablets a day?" Ralph asks.

"Yes, two tablets a day. One in the morning and one at night."

Write YES or NO.

- | | |
|----------|-----------------------------------|
| 1. _____ | 1. Ralph goes to the hospital. |
| 2. _____ | 2. Ralph has high blood pressure. |
| 3. _____ | 3. Ralph is a new patient. |
| 4. _____ | 4. Ralph takes 1 tablet a day. |
| 5. _____ | 5. Ralph is sick. |

Write the answers.

6. What is the name of the clinic? _____
7. Who takes his blood pressure? _____
8. Who answers the phone? _____

Ralph Goes to the Clinic

Write one question about the story. Ask a partner the question. Write the answer.

9. _____

Draw a line to match the words and the pictures

10. pharmacist



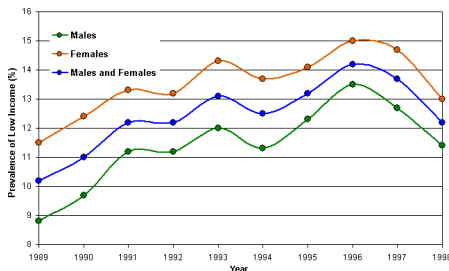
11. receptionist



12. graph

13. tablets

14. prescription



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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.

LETTER/SOUND DRILL

Learners at all levels of English language learning struggle with the letter sound correspondence in English. At low levels this interferes with their reading because they can't sound out new words. At higher levels it makes spelling a challenge. This drill, when used regularly, can help learners develop a better understanding of letter sound correspondence.

OBJECTIVE: to reinforce letter sound correspondence in the context of a broader lesson

MATERIALS: Colored pencils or thin-tipped highlighters.

DESCRIPTION:

1. Choose a spelling pattern that occurs several times in a previously taught story or worksheet.
2. Write the letter or letters on the board (ex. Sh)
3. Tutor repeats the spelling and sound several times (ex. "S-H says /sh/")
4. Tutor models writing the letters 5 times while repeating the spelling and sound (ex. "S-H says /sh/")
5. Learners trace the letters on the table 5 times with their finger while repeating the spelling and sound.
6. Learners write the letters in their notebook 5 times while repeating the spelling and sound.
7. Learners use colored pencils or highlighters to trace the letters where they appear in the story or worksheet.
7. Review responses as a class.
8. Learners copy words with the correct sound in their notebook.
9. Learners practice reading the copied words with a partner.

SUGGESTIONS: Begin with consonants that have only one sound and work into spellings that have multiple sounds (ex. G as in giraffe or girl) When working with a spelling that has multiple sounds, introduce only one sound at a time. Learners should only highlight words with that sound. (ex. If you are teaching that "G says /g/ [like goat]" learners would highlight the G in girl and garden but not the Gs in laughing."

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.