

Health Unit: Lesson 1

Objectives <i>Learners will be able to...</i> <i>Life skill:</i> Describe basic symptoms/ailments. <i>Literacy:</i> Read/write a short story about a health experience. <i>Grammar/Speaking:</i> Use has/have to describe symptoms/ailments.	Materials Make Student Copies <ul style="list-style-type: none">• Textbook: Stand Out 3, 2nd ed., p. 81• Handout: Describing Symptoms• Handout: Nina Goes to the Doctor Other Resources <ul style="list-style-type: none">• Handouts
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Lesson Plan

Warm up (20mins)

Description: Ss will label body parts and associate injuries/ailments to them.

Materials/Prep: make copies of [Stand Out 3, 2nd ed., p. 81](#).

Activity 1: Grammar/Speaking (30-40mins)

Description: Ss will describe symptoms/ailments using *has/have*.

Materials/Prep: make copies of the [Describing Symptoms](#) handout.

Activity 2: Literacy (45-60mins)

Description: Ss will read a story about someone describing their symptoms and then write their own stories about people with ailments.

Materials/Prep: make copies of [Nina Goes to the Doctor](#).

Wrap-up:

Time permitting, have Ss write down 5 things they learned today and then have them share this with the class.

Teacher Directions: Warm Up

- **Materials:** *Stand Out 3, 2nd ed., p. 81*



Step 1: Setting the Context

Pass out *p. 81 of Stand Out 3* as Ss come in to class. Have them work on this independently; as they finish, pair them together and have them check their answers.

After about 10-15 minutes, go over the entire worksheet together as a class. Work on pronouncing each of the body parts. See if Ss can label/identify 5-10 more body parts. Write these on the board.

Then ask Ss: *What are some injuries associated with the “ankle”?* → Look for *broken ankle* or *sprained ankle*. (You might need to act this out for Ss.) Write “injuries” on the board, and as a class, come up with injuries associated with the rest of the body parts on p. 81. Write these on the board. (**NOTE:** The Ss might get stuck on saying a break or a sprain for each body part, so encourage them to think outside the box by adding something like, “What can happen while cooking?” → *cut, burn*.)

Then ask Ss: *What are some ailments associated with the “stomach”?* → Look for *stomachache*. Write “ailments” on the board next to Injuries, and as a class, come up with ailments associated with particular body parts (*headache, earache, toothache, etc.*). Write these on the board.

Ask Ss what the difference is between “injury” and “ailment”. (They might not know so you’ll have to supply the information). Then explain that for the next 3 weeks they will be learning about health- related topics: *describing injuries/ailments, talking to a doctor, nutrition, etc.*

Teacher Directions: Activity 1: Grammar/Speaking

- **Materials:** *Describing Symptoms*


Step 1: Introduce Activity

Pass out the *Describing Symptoms* handout. Go through the worksheet together as a class. When you get to the ailment words and practice saying them, **make sure Ss are pronouncing “stomach” and “ache” correctly.** (Often times, Ss will say the /ch/ sound for *stomach* instead of the /k/ sound.)

Describing Symptoms







was taken from www.eslgrammar.com/grammar/verb_forms.html

Look at the picture and answer the questions.



How does the man feel?
How often do you feel this way?

Now look at the ailments below. Practice saying them with your teacher.

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In order to describe your symptoms, you can use the verb “to have”.

/ Have a stomachache.

Now fill in the correct form of the verb for each subject below:

Subject	“to have”	Ailment
You	have	a stomachache
They		
We		
You (all)	She/He/It	

What is different about the subjects “she”, “he”, and “it”?

What does “it” refer to? Write an example: _____

Now practice writing 10 of your own sentences using “has/have”.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Step 2: Grammar

When Ss get to the part where they have to write out their own sentences, encourage them to use *all* of the subjects and *all* of the ailments.

As Ss finish, pair them together and have them practice reading their ailments together.

When everyone is finished, write this phrase on the board: *What's wrong?* Ask Ss what it means. Then do the **ball toss** to practice using this phrase with their sentences (i.e., Teacher says, *What's wrong?* and then tosses the ball to a student; that student will then say one of his sentences; he then will say, *What's wrong?* and toss the ball to another student who will then say one of their sentences, and so on.)

Teacher Directions: Activity 2: Literacy

- **Materials:** *Nina Goes to the Doctor*

Step 1: Setting the Context


Ask Ss to raise their hands if they have ever gone to the doctor; then ask them why they had to go → LOOK for them to *describe their symptoms* or mention their *ailment*, such as an earache.

Step 2: Reading

Tell them they are going to read a story about Nina going to the doctor. Pass out *Nina Goes to the Doctor*. Tell them to read it to themselves twice before answering the questions. Remind them to answer the questions in complete sentences.

As they finish, pair Ss up and have them read the story together out loud before they go over their answers.

Nina Goes to the Doctor



My name is Nina and I am sick today. I feel terrible. I have a sore throat and a headache. I also have a fever. I have been sick for a week now, and I can't go to work. I need to see the doctor. I have an appointment today at 2:00pm. I hope she can give me some medicine to make me feel better.


After the Doctor's Appointment

I saw the doctor today and she said I have strep throat. She gave me antibiotics. I need to pick up the prescription in 30 minutes. My doctor said I need to take three pills with each meal for one week. Soon I will feel better.


Read the questions below and answer them in complete sentences.
Remember the grammar rule: has/have.

1. What are Nina's symptoms?
2. What is she going to do at 2:00pm?
3. What is Nina's ailment?
4. What did the doctor give her to make her feel better?
5. How long does she need to take the medicine?

This is _____ She has a _____ She has been sick for _____ She needs to see the _____



This _____ He has been _____ He needs to _____



This is _____ and _____

Once everyone is finished, read the story once for the class, and *then* have everyone read it together. Go over the answers as a class.

Step 3: Writing

Tell Ss to flip over their handouts to see the pictures on the other side. Explain that they need to write stories about the people in the pictures.

When Ss finish, pair them up and have them practice reading their stories. Instruct one student to read the first one, and then the other student to read their same version of that story, and so on.

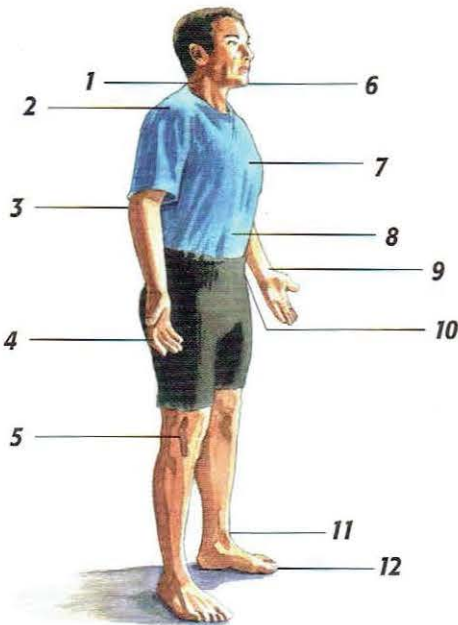
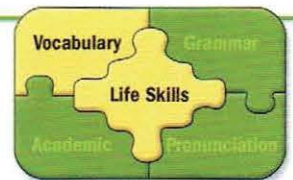
Once everyone is finished, have a few Ss read their stories for the class.

GOALS

- Identify parts of the body
- Communicate symptoms to a doctor
- Identify health habits
- Interpret nutrition information
- Interpret fitness information

LESSON 1 The human body

GOAL ➤ Identify parts of the body



wrist	neck	shoulder
ankle	chest	toe
hip	stomach	elbow
knee	finger	chin

A Label the parts of the human body using the words from the box.

- | | | | |
|----------|----------|----------|-----------|
| 1. neck | 4. _____ | 7. _____ | 10. _____ |
| 2. _____ | 5. _____ | 8. _____ | 11. _____ |
| 3. _____ | 6. _____ | 9. _____ | 12. _____ |

B What other parts of the body can you name? Work with a partner. Label other parts of the body by drawing a line from the body part and writing its name.

Describing Symptoms

Info taken from www.projectshine.org/sites/default/files/unit1_Beg_lesson2.pdf

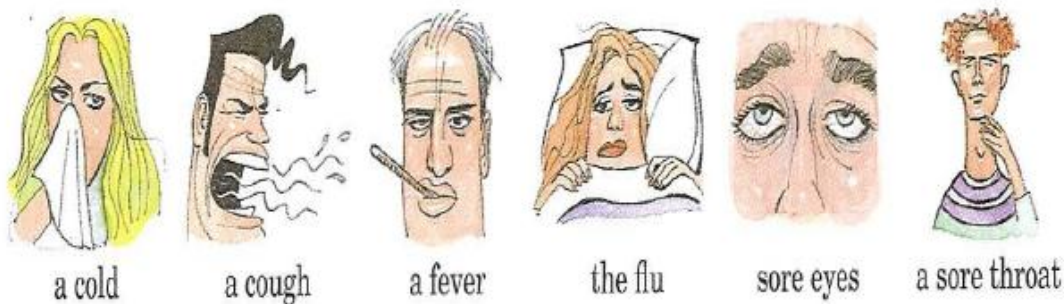
Look at the picture and answer the questions.



How does the man feel?

How often do **you** feel this way?

Now look at the ailments below. Practice saying them with your teacher.



Richards, J. (2000) *New Interchange: Intro*. Cambridge: Cambridge University Press, p.73.

In order to **describe** your **symptoms**, you can use the verb **“to have”**.

I have a stomachache.

Now fill in the correct form of the verb for each subject below:

Subject	“to have”	ailment
I	have	a stomachache
You		
They		
We		
You (all)		
She/He/It		

What is different about the subjects “she”, “he”, and “it”? _____

What does “it” refer to? Write an example: _____

Now practice writing 10 of your own sentences using “has/have”:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Nina Goes to the Doctor



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I saw the doctor today and she said I have **strep throat**. She gave me **antibiotics**. I need to pick up the prescription in 30 minutes. My doctor said I need to take three pills with each meal for one week. Soon I will feel better.

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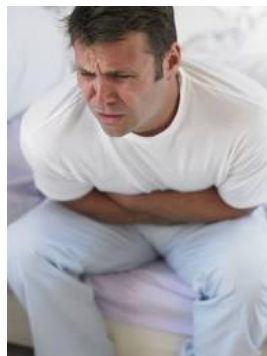
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4. What did the doctor give her to make her feel better?
5. How long does she need to take the medicine?



This is _____ . She has a _____ . She has been sick for _____ . She needs to see the _____ .



This _____ . He _____ . He has been _____ . He needs to _____ .



This is _____ and _____ .

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.