



INTERMEDIATE



ENGLISH UNLOCKED

Caregivers

Unit

Literacy activities to help adults master reading and writing.

Let's Talk About Caregivers

WE WILL LEARN TO ASK AND ANSWER QUESTIONS AND LISTEN CAREFULLY TO OTHERS' ANSWERS.

INSTRUCTIONS:

1. Read the questions.
2. Talk about words you don't know.
3. Answer the questions with a partner.
4. Tell the class what your partner said.



Sometimes adults need more help when they get older. They might need help driving to appointments, cleaning their home or cooking food.

1. Have you taken care of a parent, grandparent or other older adult? What type of help did that person need?
2. Do you know someone with a disability? Does that person need extra help? What type of help do they need?
3. If you need help when you are older, who do you want to take care of you?

True Stories

**WE WILL
LEARN TO READ
FOR DETAILS
AND WRITE
QUESTIONS
ABOUT A TEXT.**

INSTRUCTIONS:

1. Read the story.
2. Write questions and answers about the story.
3. Ask your questions to a partner.

Caregiving for My Mother-In-Law

BY TAO XIONG

My mother-in-law is almost 80 years old now. She was shot in the leg during the war in Laos. Now she has a lot of pain when she walks or works. She needs some help putting on clothes, taking her medicine and eating her meals. I help her with all these things.

I go to her place in the evening around 5:00 p.m. When I get there, I cook her meals and clean her dishes. I also help her take showers. I need to make sure that she is safe during her shower. Then I help her get dressed and prepare some extra clothes for her for the next day. Lastly, I give her all the medicine that she needs and talk to her for a while about her day. Then it is time for me to say "goodnight."



1. QUESTION: What help does _____ need?

ANSWER: She needs help with _____ .

2. QUESTION: What time _____ ?

ANSWER: _____ .

3. QUESTION: _____ ?

ANSWER: _____ .

Compare True Stories

WE WILL LEARN TO COMPARE AND CONTRAST TWO TEXTS.

INSTRUCTIONS:

1. Read the story.
2. Talk about how the two stories are the same and different.
3. Write sentences about the two stories.

Taking Care of My Sister

BY BET SI PAW

My sister's name is Moo Gay. She is twelve years old and she lives with our family. Because she has a disability, she can't walk, she can't see and she can't eat by herself. She doesn't have much strength, and sometimes she has seizures. I know she needs a lot of help. Right now, I am taking care of her.

Every day I have to do some activities for her. I bathe her before she goes to school. Then I prepare breakfast for her. Later, I do exercises with her. I give her medicine every night. On the weekend, I go to the laundromat and wash her clothes. She has two or three appointments per month, so I go with her when she has an appointment. If she can't sleep, I go to sleep with her.



Compare the stories.

1. In the first story, _____,
but in the second story, _____
_____.
2. In **both** stories, _____
_____.

Your Experience

WE WILL LEARN TO WRITE COMPLETE AND CORRECT SENTENCES AND PUT SENTENCES TOGETHER TO MAKE A PARAGRAPH.

INSTRUCTIONS:

1. Talk about the questions with a partner.
2. Write short answers to the questions.
3. Write a paragraph about caregiving in your notebook.

1. Name a person you know who needs caregiver help.

2. Why does this person need help?

3. Who takes care of this person?

4. What activities does the caregiver do to help this person?

5. Do they need part-time or full-time care? Why?

Conversation

WE WILL LEARN HOW TO SPEAK CLEARLY IN COMPLETE SENTENCES.

INSTRUCTIONS:

1. Listen to your teacher read the conversation. Circle words you don't know.
2. *Together*, talk about the meaning of the conversation.
3. *Together*, practice saying the sentences.
4. *With a partner*, practice the conversation again.

Caregivers often go with family members to medical appointments. Sometimes, they help answer questions about their family member.



Next I have a few questions to ask you. Have you noticed any big changes in your sister's eating or sleeping?

She's eating the same, but she often has problems sleeping.



Can you tell me more about the sleeping problems?

She doesn't have any trouble falling asleep, but a few hours later she wakes up and makes a lot of noise. She moves her body like she is in pain, but we don't know what is wrong with her.



Does anything seem to help her calm down and go back to sleep?

Not right away. But, if I lay with her and sing to her, she eventually falls back asleep. Sometimes this happens two or three times each night.



Dictionary Definitions

**WE WILL
LEARN TO READ
DICTIONARY
DEFINITIONS
TO FIND THE
MEANINGS OF
NEW WORDS.**

INSTRUCTIONS:

1. *Together*, practice the pronunciation of each word and read the definitions.

2. *With a partner*, talk about each word using the questions in the box.

elderly

eld.er.ly (*adjective*), **1.** Old — *only used to describe people*
▫ Their **elderly** grandfather needs help cleaning his house.

improve

im.prove (*verb*), **1.** to get better; **2.** to make something better
▫ Students come to class because they want to **improve** their reading skills.

physical

phys.ic.al (*adjective*), **1.** about the body; **2.** having a lot of body movement.
▫ My children like to run and jump. They enjoy **physical** activities.

research

re.search (*noun*), **1.** a careful study of something; **2.** the activity of looking for information about something.
▫ The students found some **research** about ocean waves at the university's library.
▫ People in universities, government, and businesses do **research** to learn more about something.

stress

(*noun*), **1.** a feeling of worry or tension because of problems in your life.
▫ I have a lot of **stress** right now because I have problems at my job.

1. What does _____ mean?
2. Is it a noun, verb or adjective?
3. Can you explain the example sentence using different words?

Vocabulary Practice

**WE WILL
LEARN FIVE
NEW WORDS
AND PRACTICE
SPEAKING IN
COMPLETE
SENTENCES.**

INSTRUCTIONS:

1. Listen to your teacher ask questions. Say your answer with a complete sentence.
2. Talk about your own examples.

1. improve

SAY: "Yes, it improved because _____."

OR: "No, it did **not** improve because _____."

2. physical

SAY: "I think _____ is physical because _____."

OR: "I think _____ is **not** physical because _____."

3. elderly

SAY: "I think people are elderly when they are _____ years old or older."

4. stress

SAY: "When I have a lot of stress, I like to _____."

5. research

SAY: "I think that is an example of research because _____."

OR: "I think that is **not** an example of research because _____."

Before We Read

WE WILL LEARN HOW TO BE GOOD READERS BY THINKING ABOUT THE TEXT BEFORE WE READ.

PARTS OF THE TEXT

INSTRUCTIONS:

1. Look at the article on the next page.
2. Use a pencil to label the parts of the text.

PREDICTIONS

INSTRUCTIONS:

1. Look at the title, headings, and picture.
2. Write answers to the prediction questions.
3. Talk about your answers with a partner.

Parts of the Text

1. Underline the **title** of the article.
 2. Number the **paragraphs**.
 3. Circle the **headings**.
 4. Label the **caption**.
-

Predictions

1. What do you think we will read about?

I think we will read about _____.

2. Why do you think that?

Because I see _____.

Read

Family Caregivers Under Stress

Caregivers are people who take care of someone in their family or a close friend. Sometimes they take care of someone who has problems moving, eating or taking a shower. Sometimes they take care of someone who has problems thinking clearly or problems with their memory.



Caregivers often help family members pay their bills.

There are many family caregivers in our communities. About one in six Americans takes care of a sick or disabled relative. They usually help their family member for about 24 hours a week. Most of them are caring for an **elderly** family member. Often, these family members have Alzheimer’s disease, memory problems or problems thinking clearly.

Caregivers Need Care, Too

Being a caregiver is **stressful**. Caregivers can have more health problems than other people because they often don’t take time to care for themselves.

Researchers wanted to help caregivers. They wanted to know if exercise could help caregivers. They learned that regular exercise can help reduce **stress** for caregivers. It can also **improve** their long-term health.

Read for Details

**WE WILL
LEARN TO READ
CLOSELY TO
FIND SPECIFIC
INFORMATION.**

INSTRUCTIONS:

1. Read the article again.
2. Answer the questions with complete sentences.
3. Talk about your answers with a partner.

Fill in the blanks and answer the following questions.

1. Most caregivers take care of an elderly family member because

2. They help them with _____

3. According to the article, why were researchers worried about caregivers?

4. What do researchers think might help caregivers?

Main Ideas

WE WILL LEARN HOW TO TALK AND WRITE ABOUT THE MAIN IDEA OF A PICTURE.

INSTRUCTIONS:

1. Talk about the main idea of these pictures with your class.
2. Who or what is this picture about?
3. What is the most important information about that person or thing?



Main Ideas

WE WILL LEARN HOW TO TALK AND WRITE ABOUT THE MAIN IDEA OF THE TEXT.

INSTRUCTIONS:

1. Read the article “Family Caregivers Under Stress” again.
2. Write about the main idea of the article.
3. Talk about your answers with a partner.

Who or what is this article about? (1-2 words)	What is the <i>most important</i> information about that person or thing?

Which of these sentences best explains the main ideas of the article? (circle 2)

- a. Many Americans take care of someone who is elderly or disabled.
- b. Caregivers spend about 24 hours a week taking care of others
- c. Caregiving can be stressful, but exercise may help caregivers.
- d. Some people need extra help because they can't remember things.
- e. Caregivers have many health problems.

Vocabulary Review

WE WILL LEARN TO USE NEW WORDS.

PART 1

INSTRUCTIONS:

1. Write the correct word in each sentence.
2. Read the sentences aloud.

Part 1

Vocabulary words: *improve, physical, elderly, stress, research*

1. When people have money problems, that can cause a lot of _____.
2. Students learn to do _____ online and in the library, so they can learn about new things.
3. Reading a little every day can help you _____ your reading ability.
4. _____ patients often have different medical problems than younger patients.
5. She has a _____ disability. In other words, her body is not able to do some things.

PART 2

INSTRUCTIONS:

1. Finish the sentences with your own ideas.
2. Share your sentences with a partner.

Part 2

Finish the sentences with your own ideas.

1. A **physical** activity that I enjoy is _____.
2. I want to **improve** _____ because _____.
3. When I am **elderly**, I hope I can _____.
4. Something that gives me **stress** is _____ because _____.
5. I think **researchers** should study _____ because _____.

Discussion

**WE WILL LEARN
TO TALK AND
LISTEN IN
SMALL GROUPS.**

1. What age do you think is “old”? Why?
2. How do people change as they get older?
3. What things do you hope to do when you get older?
4. Do you think we should take care of our parents when they grow old?
Is it a family responsibility?
5. Sometimes families cannot take care of elderly parents.
Can you give an example?

Before We Read

WE WILL LEARN HOW TO BE GOOD READERS BY THINKING ABOUT THE TEXT BEFORE WE READ.

REVIEW

INSTRUCTIONS:

1. Read the article "Family Caregivers Under Stress" again.
2. Complete the sentences. Use information from the article.

PARTS OF THE TEXT

INSTRUCTIONS:

1. Look at the article on the next page
2. Use a pencil to label the parts.

PREDICTIONS

INSTRUCTIONS:

1. Look at the title, headings, and picture.
2. Talk about the prediction questions

Review

1. Family caregivers take care of _____.
2. Family caregivers help with many things. For example, _____.
3. One problem family care givers have is _____.

Parts of the Text

4. Underline the **title** of the article.
5. Number the **paragraphs**.
6. Circle the **headings**.
7. Label the **caption**.

Prediction Questions

1. What do you think we will read about?
I think we will read about _____.
2. Why do you think that?
Because I see _____.

Read

Exercise Can Help Caregivers Lower Stress

Researchers at the University of California wanted to help caregivers. They asked this question: Can exercise help caregivers? They learned that regular exercise can help reduce stress for caregivers. It can also **improve** their long-term health.



Caregivers in the exercise group had free gym time and help from a trainer.

Study Details

For the study, **researchers** talked to 68 caregivers. They all lived near San Francisco, California. All of them took care of family members at least 10 hours a week. None of the caregivers had serious health problems. All of them had a lot of **stress** and didn't exercise often.

Researchers put the 68 caregivers into two groups. They asked one group not to change their normal habits. This means they did not change any activities in their life. This was the "control" group. They asked the other group to exercise for 40 minutes, three to five times a week. People in the exercise group could go to the gym for free. They met with a trainer at the gym every week for more help.

What the Research Study Shows

By the end of the study, the caregivers in the exercise group had healthier hearts and lungs than those in the "control" group. The exercise

group also said they had lower levels of **stress**.

What the Research Study Does Not Show

This is only one study about caregivers and exercise. **Researchers** will need to do more studies to see if they get similar results. There were only a small number of caregivers in the study. The results might be different if **researchers** study more caregivers. For example, most of the people in this study were white, older women and all of them were healthy enough to exercise. If they study a larger group that includes more men and more people who are not white, they might get different results.

Still, a lot of **research** shows that exercise can **improve** health. Exercise is good for physical health and also for the mind. This could be very important for caregivers because they have a lot of **stress**.

Read for Details

**WE WILL
LEARN TO READ
CLOSELY TO
FIND SPECIFIC
INFORMATION.**

INSTRUCTIONS:

1. Read the article again.
2. Answer questions 1-5 with complete sentences.
3. Talk about your answers with a partner.
4. Talk about questions 6-7 together.

**DISCUSSION
QUESTIONS**

Fill in the blanks and answer the following questions.

1. Before the study, all of the caregivers had a lot of _____ .
2. Before the study, all of the caregivers said they didn't _____ .
3. What instructions did the researchers give to the "control" group?

4. What instructions did the researchers give to the "exercise" group?

5. Why do researchers need to do more research about caregivers and exercise?

6. Why do you think some people are active in old age and some are not?
7. When you were young, what ideas did you have about old people? Have your ideas changed as you've gotten older?

Main Ideas

WE WILL LEARN HOW TO TALK AND WRITE ABOUT THE MAIN IDEA OF A PICTURE.

INSTRUCTIONS:

1. Talk about the main idea of these pictures with your class.
2. Who or what is this picture about?
3. What is the most important information about that person or thing?



Main Ideas

WE WILL LEARN HOW TO TALK AND WRITE ABOUT THE MAIN IDEA OF THE TEXT.

INSTRUCTIONS:

1. Read the article "Exercise can Help Caregivers" again.
2. Write about the main idea of the article.
3. Circle the best main idea sentence.
4. Talk about your answer with a partner.

Who or what is this article about? (1-2 words)

What is the *most important* information about that person or thing?

Which of these sentences best explains the main idea of the article? (circle 1)

- a. There were 68 caregivers in the study.
- b. Caregivers who exercised were healthier and had less stress.
- c. Some caregivers went to the gym for free.
- d. Researchers asked everyone in the study to exercise more.
- e. Researchers don't know if exercise will help **all** caregivers.

Sequence

WE WILL LEARN TO PUT DETAILS IN THE CORRECT ORDER.

INSTRUCTIONS:

1. Put the research steps in order. Write a number next to each step in the research process.

SEQUENCE WORDS

INSTRUCTIONS:

2. Tell a partner about the steps in the research study. Use the words in the box.

Put the research steps in order. Write a number next to each step in the research process.

- _____ Researchers interviewed 68 caregivers.
- _____ Researchers asked half of the caregivers to exercise every week. The other half did not change their daily activities.
- _____ The caregivers who exercised were healthier and had less stress.
- _____ The researchers asked the question: Can exercise help caregivers lower their stress?
- _____ All of the caregivers said they had a lot of stress and didn't exercise often.
- _____ Researchers will need to study their question again with more caregivers.
- _____ Researchers divided the caregivers into two groups.

Tell a partner about the steps in the research study. Use the words in the box.

- first
- next
- then
- after that
- in the end
- in the future

Discussion

**WE WILL LEARN
TO TALK AND
LISTEN IN
SMALL GROUPS.**

1. The article says caregivers have a lot of stress. Why do you think this is true?
2. Exercise can help lower stress. What are other ways people can feel better when they have stress?
3. Stress can cause physical problems. What are some ways we feel stress in our body?
4. Researchers study many different questions about health. What is another example of a research question about health?
5. Research studies often have a “control” group that doesn’t change anything. Why do you think this is important for research?

Vocabulary Review

WE WILL LEARN TO WRITE COMPLETE SENTENCES ABOUT NEW VOCABULARY WORDS.

INSTRUCTIONS:

1. With a partner, mark each sentence as **true** or **false**.
2. Talk about **why** you think the sentence is true or false.
3. By yourself, write a complete sentence to explain **why** each sentence is true or false.

1. **Elderly** people can do more **physical** activity than teenagers can do.
2. Exercise can help you **improve** your **physical** health.
3. **Research** is usually finished very quickly.
4. **Stress** can affect, or change, your **physical** health.

Discussion Question

Tell me about an elderly person that you admire. Why are they special?

Reading Our World: A Research Study Flyer

**WE WILL
LEARN TO READ
CAREFULLY FOR
DETAILS.**

INSTRUCTIONS:

1. Listen to your teacher talk about these new words.
2. Write one of the examples you hear on the line.
3. Read the research flyer.
4. Listen to and answer your teacher's questions.

Vocabulary

1. **purpose** = *the reason why you do or say something*

EXAMPLE: _____

2. **join** = *become part of a group*

EXAMPLE: _____

3. **eligible** = *allowed to do something or receive something*

EXAMPLE: _____

Healthy Adult Caregivers

WANTED FOR RESEARCH STUDY

We are looking for people to **participate** in a research study about how **regular** exercise affects the stress levels of family caregivers.

Are you...

- * 25-65 years old?
- * in good physical health?
- * taking care of an adult family member at least 15 hrs/wk?
- * currently exercising less than 1 hr/wk?

You will...

- * complete an interview.
- * complete an exercise plan.
- * meet with a trainer at the gym once a week for 12 weeks.

If interested, please contact Jaime Rodriguez, jrodriguez21@university.edu before May 1st.

Reading Test Practice

WE WILL LEARN TO ANSWER MULTIPLE CHOICE QUESTIONS.

INSTRUCTIONS:

1. Read the research study flyer again.
2. Circle one correct answer for each question.
3. Talk about the answers with your class.

1. **The main purpose of this ad is to _____.**
 - a. encourage people to join the study.
 - b. explain the research process in detail.
 - c. inform people about good physical health.
 - d. talk about the benefits of exercise.
2. **Who is NOT eligible to participate in this study?**
 - a. family caregivers.
 - b. adults older than 65.
 - c. healthy adults.
 - d. people who exercise 30 minutes per week.
3. **What information is NOT included on the flyer?**
 - a. how many people they need for the study.
 - b. what to do if you want to join the study.
 - c. how old you must be to join.
 - d. what you will do if you join the study.
4. **Which answer BEST matches the meaning of the underlined word regular?**
 - a. difficult
 - b. on a schedule
 - c. with help
 - d. healthy

Grammar: Before and After

WE WILL LEARN TO UNDERSTAND AND WRITE "BEFORE" AND "AFTER" SENTENCES.

INSTRUCTIONS:

1. Read the example sentences together.
2. Write the word BEFORE or AFTER on the line in each sentence.
3. Write two new sentences with BEFORE and AFTER.
4. Share your sentences with a partner.
5. Talk about the discussion questions.

Sometimes, we use *before* and *after* in the middle of a sentence.

- Monday is **before** Tuesday.
- Tuesday is **after** Monday.

- I look to both sides **before** I cross the street.
- I cross the street **after** I look to both sides.

Write the word *before* or *after* in the blank of each sentence.

1. Always wash your hands _____ you go to the toilet.
2. It is important to wash vegetables _____ you eat them.
3. Water the seeds _____ you plant them in the dirt.
4. Turn off the heater _____ you finish using it.
5. Put on a hat _____ you go outside in the winter.
6. Fill your car with gas _____ you leave for a long drive.

Write two new sentences with *before* and *after*.

_____ before _____ .

_____ after _____ .

Discussion Questions

1. What should you do before you travel to a different country?
2. What can people do after they learn more English?

Grammar: Before and After

WE WILL LEARN TO UNDERSTAND AND WRITE "BEFORE" AND "AFTER" SENTENCES.

INSTRUCTIONS:

1. Read the example sentences together.
2. Write the word BEFORE or AFTER On the line in each sentence.
3. Write two new sentences with BEFORE and AFTER.

Sometimes, we use *before* and *after* at the beginning of the sentence. When we do this, we use a comma to separate that part from the rest of the sentence.

- *I put on my socks before I put on my shoes.*
- *Before I put on my shoes, I put on my socks.*
- *I am always tired after I exercise.*
- *After I exercise, I am always tired.*

Write the word *before* or *after* in the blank of each sentence.

1. _____ you pick the tomatoes, you should wash them.
2. _____ you go to bed, you should brush your teeth.
3. _____ I leave the house, I turn off all the lights.
4. _____ she washes her hair, she dries it with a towel.
5. _____ you go to work, brush your hair.
6. _____ you take the test, you should study the new words.

Write two new sentences with *before* and *after*.

Before _____ , _____ .

After _____ , _____ .

Discussion Question

What should you do before you buy a car?

Put It Together: CNA Skills

WE WILL LEARN TO SEQUENCE CAREGIVER ACTIVITIES.

INSTRUCTIONS:

1. Read the text with a partner. Circle words you don't know.
2. Read and act out each step in the hair care process.
3. Read what the CNA says. Write the number of the haircare step that matches.

Read

Read the text with a partner. Circle words you don't know.

A Certified Nursing Assistant (CNA) usually works in a hospital, clinic or nursing home. They help patients or residents with daily needs like dressing and bathing. They can also take a patient's temperature or blood pressure.

All CNAs must pass a test to get a certificate. They must show that they know the best ways to take care of patients safely. They must learn to do each job step by step. Hair care is an example of one job that CNAs must learn for their test.



Hair Care

Read and act out each step in the hair care process.

1. Greet the resident by name and introduce yourself.
2. Explain what you will do before you start.
3. Ask what hairstyle the resident wants.
4. Comb or brush the hair in small sections, starting at the ends and working up.
5. Pull the comb or brush through the hair gently.
6. Remember resident safety and comfort throughout the process.

Write

Read what the CNA says. Write the number of the haircare step that matches.

- _____ a. "How do you like your hair styled?"
- _____ b. "I'm brushing your hair in small sections. Does that feel okay?"
- _____ c. "Hi, Margaret. My name is Nicole."
- _____ d. "I'm going to comb and style your hair today. Is that okay?"

Put It Together: Hair Care Steps

WE WILL LEARN TO EXPLAIN A PROCESS WITH SEQUENCE WORDS.

INSTRUCTIONS:

1. Complete the sentences with the sequence words in the box.
2. Cover the text. Tell a partner about the hair care process. Use sequence words.
3. Answer these questions about the Hair Care steps above.

Complete

Complete the sentences with the sequence words in the box.

_____ I say hello and introduce myself. _____ I tell the resident that I'm going to take care of their hair. _____ I ask them how they like their hair styled. _____ I begin brushing their hair very gently. _____ I work, I try to think about how I can make the resident feel safe and comfortable.

Sequence Words:

- next
- then
- finally
- after that
- while
- first

Cover the Text

Cover the text. Tell a partner about the hair care process. Use sequence words.

Answer

Answer these questions about the Hair Care steps above.

1. What should you do before you start brushing the resident's hair?

2. What should you do after you explain what you are going to do?

3. Before you ask about their hairstyle, what should you do?

4. After you introduce yourself, what should you do?

I Am Learning

We will think about what we learned and what we want to practice more.

<p>1. Can you understand and use the new vocabulary words: <i>improve, physical, elderly, research, stress</i>?</p>	<p>Yes, I can.</p>	<p>I need more practice.</p>
<p>2. Can you correctly answer questions with “before” and “after”?</p>	<p>Yes, I can.</p>	<p>I need more practice.</p>
<p>3. Can you explain a process using words like “first, next, then, finally”?</p>	<p>Yes, I can.</p>	<p>I need more practice.</p>
<p>4. Can you speak and write in complete sentences?</p>	<p>Yes, I can.</p>	<p>I need more practice.</p>
<p>5. Can you answer questions about the main idea and important details in a text?</p>	<p>Yes, I can.</p>	<p>I need more practice.</p>