



The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Beginning Level (CASAS reading scores of 181-200)

Health: Week 1 of 2

Unit Overview

In this 2-week unit learners practice very basic skills they can use when interacting with the American health care system. This unit puts heavy emphasis on strong listening and speaking skills, which learners regularly report as their greatest barrier when accessing healthcare.

Focus of Week 1

- **Body parts**
- **Describing symptoms**
- **Making an appointment**

Focus of Week 2

- **Reading about healthcare**
- **giving clear and accurate personal information**
- **finding your way around** a clinic or hospital

Health Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: describe simple medical symptoms</p> <p>Literacy: read and write parts of the body</p> <p>Listening/speaking: describe medical symptoms using my ____ hurts.</p> <p>Listening/speaking: ask and respond to the questions What's the matter? What's wrong? What's the problem?</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> Textbook: <i>Survival English Book 1, 2nd Ed.</i>, p. 90-91 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> ESL Volunteer Tutor Manual, 2012, p. 56, 46 <p>Other Resources</p> <ul style="list-style-type: none"> Crayons or colored pencils

Lesson Plan

Warm up for today's Lesson

Description: teach and practice the song "Head and shoulders, knees and toes"

Materials/Prep: none

Activity 1: Literacy, Listening & Speaking

Description: practice reading and identifying parts of the body and using the phrase "My ____ hurts."

Materials/Prep: *Survival English, 2nd Ed. book 1, p. 90-91*, crayons or colored pencils

Activity 2: Listening & Speaking, Life Skill

Description: practice the phrase "My _____ hurts."

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **substitution drill**, p. 56

Activity 3: Listening & Speaking, Life Skill

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

Materials/Prep: none

Activity 4: Grammar, Listening & Speaking

Description: practice the

Materials/Prep: a small ball or bean bag, ESL Volunteer Tutor Manual, 2012, **Ball Toss**, p. 46.

Activity 5: Checking for Understanding

Materials/Prep: as learners leave, ask each person to point to a part of the body that you name.

Teacher Directions: Warm-Up: Life Skills

Step 1: Prep

Write the song lyrics on the board:

Head and shoulders, knees and toes

Eyes and ears and mouth and nose

Step 2: Teach song and body parts

Sing and repeat the song line by line while pointing to each body part.

Put it all together and try it at faster and faster speeds just for fun!

Need a challenge?: ask learners to volunteer other body parts that they know. Replace the words in the song with different body parts and sing and point again.

Teacher Directions: Activity 1: Literacy, Listening & Speaking

-Materials: *Survival English Book 1, 2nd Ed. p. 90-91*

Step 1: practice pronunciation

Distribute copies of the worksheet.

Review each word by repeating several times and pointing to the part of the body.

Step 2: listening practice

Using colored pencils or crayons, give oral instructions to color different body parts on p. 90 with different colors:
Color the wrist green. Color the stomach brown.

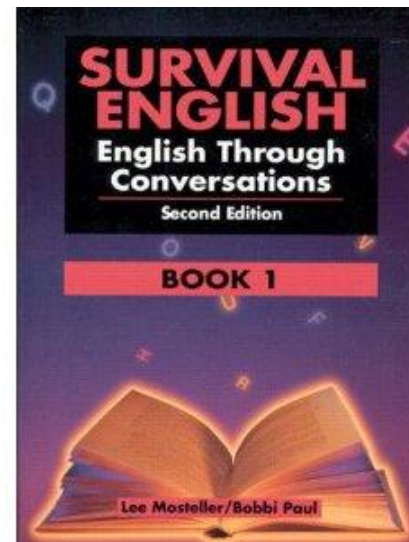
Need a challenge?: write the instructions on slips of paper and have learners take turns reading the instructions on the slips to the whole class.

Step 3: dialogue practice

Practice the dialogue on p. 91 several times as a full class and in pairs.

Step 4: Matching activity

Learners complete the matching activity on p. 91 independently



Teacher Directions: Activity 2: Listening & Speaking, Life Skills

-Materials: *ESL Volunteer Tutor Manual, 2012, Substitution Drill, p. 56.*

Step 1: Model

Write on the board: **My _____ hurts.**

Model the phrase with a few different body parts, each time pantomiming that that part hurts.

Step 2: Guided Practice

Lead a substitution drill, as described in the *ESL Volunteer Tutor Manual*, using the phrase on the board.

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

This activity builds on the previous drill.

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

My _____ hurts.

Practice the question several times as a class. Learners then 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: Grammar, Listening & Speaking

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

Step 1: Introduce vocabulary and grammar structure

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

My _____ **hurts.**

His _____ **hurts.**

Her _____ **hurts.**

Review the phrases on the board with different body parts 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 his or her, as shown on the board.

Teacher Directions: Activity 5: Checking for Understanding

As learners leave, ask each person to point to a part of the body that you name, or visa versa.

Health Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: describe simple medical symptoms</p> <p>Literacy: read and write parts of the body</p> <p>Listening/speaking: describe medical symptoms using my _____ hurts.</p> <p>Listening/speaking: ask and respond to the questions What's the matter? What's wrong? What's the problem?</p> <p>Life Skill: Call to make a clinic appointment.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Survival English Book 1, 2nd Ed.</i> p. 90-91 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 70, 69, 60, 44 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Old magazines or clothing catalogs for cutting • Class set of scissors • Glue or tape

Lesson Plan

Warm up for today's Lesson

Description: play "Simon Says" to review the body parts on p. 90

Materials/Prep: a few copies, *Survival English Book 1, 2nd Ed.* p. 90-91

Review of Previous Lessons

Description: review dialogue asking about symptoms

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Disappearing Dialogue**, p. 70.

Activity 1: Literacy

Description: create a diagram of basic body parts

Materials/Prep: old magazines or clothing catalogs, class set of scissors, glue or tape

Activity 2: Life skill, Listening & Speaking

Description: practice a very simple dialogue for making a clinic appointment

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

Activity 3: Grammar, literacy

Description: learners dictate sentences to each other

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Peer Dictation**, p. 60

Activity 4: Checking for Understanding

Description: review the earlier dialogue for making a clinic appointment

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44

Teacher Directions: Warm-Up: Listening & Speaking

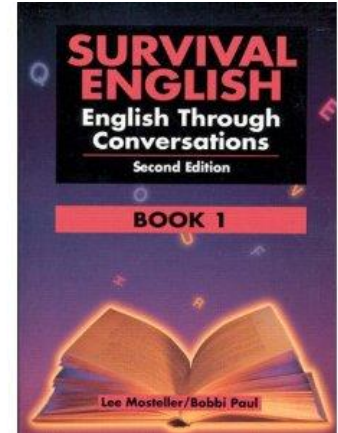
-Materials: *Survival English Book 1, 2nd Ed. p. 90-91*

Ask learners to look at p. 90 (distribute copies to those who were absent yesterday).

Briefly review the vocabulary on p. 90 by repeating aloud.

Play “Simon Says” using the parts of the body on p. 90.

Once students understand the rules of the game, have learners take turns leading the game.



Teacher Directions: Review: Life Skills, Listening & Speaking

-Materials: *ESL Volunteer Tutor Manual, 2012, Disappearing Dialogue, p. 70.*

Step 1: Prep

Copy the dialogue from p. 91 on the board.

Step 2: Model and Practice

Lead the **Disappearing Dialogue** activity, as described in the *ESL Volunteer Tutor Manual*, using the dialogue on the board.

Teacher Directions: Activity 1: Literacy

-Materials: old magazines or catalogs, scissors, glue or tape

Learners cut out pictures of people from magazines or catalogs, glue them onto paper, and label the body parts identified on p. 90 of their worksheet.

Need a challenge?: provide picture dictionaries so that learners can look up more detailed body parts, such as hip, heart, lungs, sinuses, and add those to their diagram.

Teacher Directions: Activity 2: Life Skill, Listening & Speaking

-Materials: *ESL Volunteer Tutor Manual, 2012 Dialogue, p. 69, Conversation Queue, p. 44.*

Step 1: Context

Ask: *Do you go to the clinic sometimes? Do you call the clinic? Do you make an appointment? Does another person call the clinic?*

Today we will practice calling the clinic to make an appointment.

Step 2: Introduce and Practice the Dialogue

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?
Yes. Thank you.

Lead the **Dialogue** activity, as described in the ESL Volunteer Tutor Manual, using the dialogue on the board.

Step 3: Adding Variations

When learners are comfortable with the dialogue, practice varying the underlined elements.

Step 4: Conversation Queue

Lead the **Conversation Queue** activity, as described in the ESL Volunteer Tutor Manual, using the dialogue on the board.

Teacher Directions: Activity 3: Grammar, Literacy

-Materials: *ESL Volunteer Tutor Manual, 2012, Peer Dictation, p. 60*

Lead a **peer dictation** activity, as described in the ESL Volunteer Tutor Manual, using the sentences below.

- My head hurts a lot today.
- I am sick. My stomach hurts.
- My back hurts because I carry my children.
- My knee hurts every day.
- I need to go to the clinic because my ear hurts.

Teacher Directions: Activity 4: Checking for Understanding

Learners role-play making an appointment, *without a script*. You may choose to use the **Conversation Queue** activity from earlier to quickly move through these role-plays.

Health Unit: Week 1, Wednesday

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, 2nd Ed. p.104</i> • Handout: Appointment Cards <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 57, 46, <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Post-It notes • CD Player and <i>Stand Out Basic, CD2</i> 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, p. 57*

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

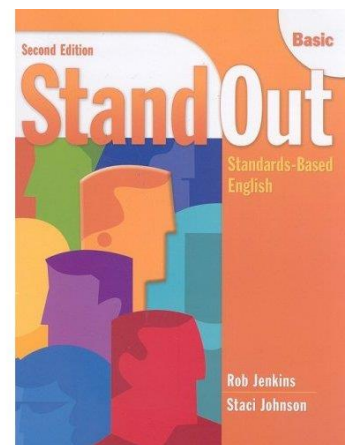
-Materials: *Stand Out Basic, 2nd Ed. p. 104*, CD and Player or textbook teacher script

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, p. 46.*

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.

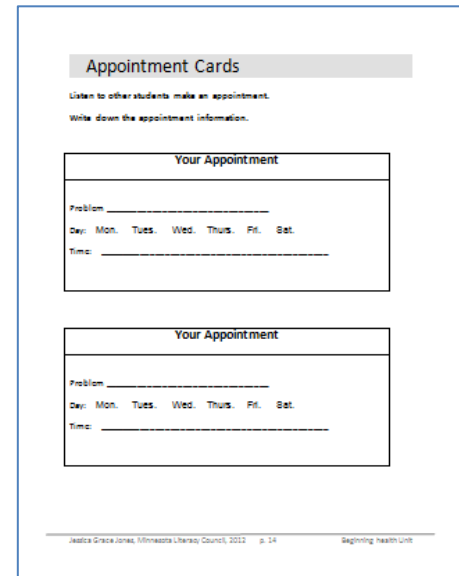
Hi. I need an appointment.

What's the matter?

I have a _____.

Can you come at 3:00 on Friday?

Yes. Thank you.



The image shows a template for appointment cards. At the top, it says "Appointment Cards" in a grey box. Below that, it says "Listen to other students make an appointment." and "Write down the appointment information." There are two identical forms, each titled "Your Appointment". Each form has a line for "Problem", a line for "Day" with abbreviations "Mon. Tues. Wed. Thurs. Fri. Sat." below it, and a line for "Time". At the bottom of the page, there is a small footer: "Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 14 Beginning health Unit".

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.*

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: _____

Health Unit: Week 1, Thursday

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"> • <u>Textbook:</u> <i>Stand Out 1, 2nd Ed.</i> p. 104-105 • <u>Textbook:</u> <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.


My _____ hurts. I have a _____.


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


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 _____.