

REEP ESL Curriculum for Adults

HEALTH UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 150

HEALTH UNIT GOAL

After completing the unit lifeskills objectives, students will demonstrate their ability to access and navigate an aspect of the health care system using level appropriate language skills.

HEALTH LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Given visuals, identify body parts.
2. Ask and answer questions about illness or injury, inquire about someone's health, and ask for and give advice.
3. Ask and answer questions about feelings and emotions.
4. Fill out a simplified medical form.
5. Respond to common instructions from a nurse or doctor.
6. Read and explain medicine labels.
7. Simulate a call to 911 and request assistance.
8. Make a doctor's appointment by phone.

LIFESKILL OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals, identify body parts.	Report info: objects: It's his stomach. They're her elbows. That's his foot.	<i>Stand Out 1, 2nd Ed.</i> , p. 101 <i>Take Charge 2</i> , p. 86 <i>Basic Grammar in Action</i> , p. 186-188 <i>The Oxford Picture Dictionary, 2nd Ed. (OPD 2)</i> , p. 104-105 <i>New Oxford Picture Dictionary (NOPD)</i> p. 4-5 <i>Going Places 1</i> p. 129-130 <i>Ventures 1, 1st Ed.</i> , p. 51 <i>Future 1, 1st Ed.</i> p. 178-179 Software: <i>New Oxford Picture Dictionary</i> ; <i>Community Exploration</i>	Structures: Simple Present; Possessive Adjectives; Subject Pronouns; Demonstratives

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LIFESKILL OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
<p>2. Given visuals of common illnesses and injuries,</p> <ul style="list-style-type: none"> ask and answer questions about illness or injury, inquire about someone's health, and ask for and give advice. 	<p>Express/inquire about condition: What's the matter? I have a backache.</p> <p>Express/inquire about pain: What's wrong? What's the matter? I'm sorry to hear that. I hope you feel better.</p> <p>Advise/instruct someone to do something: What is good for the flu? You should call a doctor.</p>	<p><i>OPD 2</i>, p. 110-111 <i>Stand Out 1, 2nd Ed.</i>, Unit 6 (Lessons 1, 2), p. 106-107, 117 <i>Basic Grammar in Action</i>, p. 191-193 <i>Expressways 1</i>, p. 92-94 <i>Going Places 1</i> Unit 22 <i>Ventures 1, 1st Ed.</i>, p. 42-46, 48 <i>Future Intro, 1st Ed.</i>, p. 180-183 Software: <i>New Oxford Picture Dictionary</i> Audio: <i>Jazz Chants</i> (Ouch! That hurts)</p>	<p>Structures: Simple Present; Possessive Adjectives; Wh-questions; Should; Imperatives Cross-culture: Express Sympathy, Sharing drugs, Home remedies</p> <p>Extension: Identify good and bad health habits <i>Jazz Chants</i>: "On a Diet"</p> <p>10 Steps to a Safe Kitchen</p>
<p>3. Given visuals of emotions, ask and answer questions about feelings and emotions.</p>	<p>Express/inquire about feelings: How do you feel? How are you? I am sad. I am homesick.</p>	<p><i>OPD 2</i>, p. 42-43 <i>Collaborations 1</i>, p. 16, 26, 28 <i>Take Charge 2</i>, p. 91, 19 <i>Going Places 1</i>, Unit 7</p>	<p>Structures: Simple Present, Wh-questions; Yes/no questions</p>
<p>4. Fill out a simplified medical form.</p>	<p>Sample Vocabulary: weight height diabetes allergies</p>	<p><i>Basic Grammar in Action</i>, p. 195 <i>Take Charge 2</i>, p. 94 <i>Ventures 1, 1st Ed.</i>, p. 54 simplified health forms</p>	
<p>5. Respond to common instructions from a nurse or doctor, eg. lie on your back, roll up your sleeve, open your mouth take 2 Tylenol.</p>	<p>Make/respond to request for clarification: Please repeat. Please show me. Respond to instructions: Roll up your sleeve. Open your mouth.</p>	<p><i>OPD 2</i>, p. 114 <i>Expressways 1</i>, p. 100-101 <i>Going Places 1</i>, p. 133-134</p>	<p>Structures: Imperatives Cross culture: When to see a doctor, types of doctors</p>

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LIFESKILL OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
6. Read and explain medicine labels (prescription and non-prescription).	Instruct someone to do something: You must... You must not... Take 1 tsp. 2x a day.	<i>Stand Out 1 2nd Ed.</i> , Unit 6 (Lesson 3) <i>Expressways 1</i> , p. 104-105 <i>Basic Grammar in Action</i> , p. 192 <i>Going Places 1</i> , p. 140 <i>Ventures 1, 1st Ed.</i> , p. 47 <i>Ventures 1 Workbook, 1st Ed.</i> , p. 40 <i>Future Intro, 1st Ed.</i> , 186-187 Realia brought in by teachers and students	Structures: Must/must not; Imperatives
7. Given visuals of an emergency situation, simulate a call to 911 and request assistance, stating the nature of the emergency, and giving your name, address and telephone number.	Report info: My name is..... My address is..... My baby is choking. A man is unconscious. My brother is bleeding. I fell down the stairs.	📖 Health 150 Lesson Plan <i>OPD 2</i> , p. 116, 117 <i>Stand Out 1, 2nd Ed.</i> , Unit 6 (Lesson 4), p. 118, 119 <i>Expressways 1</i> , p. 106 <i>Going Places 1</i> , p. 115-116 <i>Future Intro, 1st. Ed.</i> , p. 184-185 Arlington Survival videos: 911	Structures: Simple present, Present continuous, Simple past Cross culture: When (not) to use emergency systems, such as 911. Extension: Navigate an Emergency Room, <i>Stand Out 1</i> , Unit 6 (Lesson 6)
8. Make a doctor's appointment by phone.	Report info: This is... I have a headache. Express needs: I'd like to make an appointment. I need to see the doctor.	<i>Take Charge 2</i> , p. 90 <i>Expressways 1</i> , p. 96 <i>Going Places 1</i> , p. 131-132 <i>Ventures 1, 1st. Ed.</i> , p. 49-58	Structures: simple present Cross-culture: When to see a doctor; Where: clinics, emergency room, private doctor Arlington Free Clinic