

REEP ESL Curriculum for Adults

HEALTH UNIT LESSON PLAN

LEVEL: 350

(Contributed by Karin DeParis)

LESSON OBJECTIVE: Make a doctor's appointment; Describe symptoms/illness

PRE-REQUISITE SKILLS: Students should be familiar with using a mouse and basic Internet. This should be a mid-cycle lesson.

LANGUAGE SKILLS FOCUS: Speaking, Listening, Reading, Writing

EFF NON-LANGUAGE SKILLS: The following EFF non-language skills are practiced in this activity.

Interpersonal Skills: Cooperate with others

Decision-making Skills: Solve Problems and Make Decisions

Lifelong Learning Skills: Use Information and Communications Technology

Go to [EFF website](#).

LESSON OBJECTIVE:

ESTIMATED TIME: 3 hours or more

RESOURCES AND MATERIALS NEEDED: For this lesson, you need materials related to making a doctors' appointment and describing symptoms and illness. For example:
English for Adult Competency 2 p. 54 & 59; New Oxford Picture Dictionary p. 4, Expressways 2 p. 53.

Randall's ESL Lab website: [Doctor's Appointment](#)

LESSON PLAN AND TEACHER'S NOTES

Warm-up/Review:

Do an information gap with body parts for review. (For information gap instructions, go to Resources (ESL Techniques) on the side bar.) Create own activity using the New Oxford Picture Dictionary body parts page. Make an A and B with half of the body parts listed on each. Students work in pairs to find out correct information. Then, do a Simon Says game for practice.

Introduction:

Tell students they are going to talk about different kinds of health problems and symptoms so that they can explain what is wrong with them (or family member or friend) when they call for a doctor's appointment.

Presentation:

Brainstorm different kinds of problems. Put list on board: I have ____; I feel ____; I am ____; My ____ hurts when I ____.

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Make a list of student generated ailments and have students describe symptoms. For example, flu- fever, nauseous, chills, etc. (English for Adult Competency 2 p. 54)

Practice 1:

Model a sample dialog, e.g. Expressways 2 p. 53 (I'm Not Feeling Very Well)

In pairs, students practice different dialogs from Expressways 2 and/or: English for Adult Competency 2 p. 54, or Doctor's Appointment

If possible, schedule computer lab time for students to do a guided dictation on the "Doctor's Appointment Site" Internet- Randall's ESL Lab, or give students copies of guided dictation and read the dialog.

Teacher can choose how many of these to practice.

Practice 2 (Grammar):

Using sample language from the dialogs, point out the verb tense used. Do a mini-lesson on present perfect and present perfect continuous- how to form, when to use.

Practice 3:

Using teacher made index cards with some symptoms and the duration of these symptoms, have students work in pairs to write a dialog between a receptionist and patient. Pairs practice their own dialog and then role-play in front of the class without their notes. During the role-play, the audience takes notes by writing the problem and the date of the appointment. Have students divide their paper into three parts: names, problem, time & day of appointment. They must fill in the chart and hand in to teacher when finished. Teacher also takes notes in a similar fashion and then checks students' work.

Evaluation:

Teacher observes spoken dialog between students doing the role-play and checks to make sure students are communicating in a proper and comprehensible fashion and are using expressions that the class has learned. Teacher collects the student-generated dialogs and reviews. Teacher collects the audience's papers, mainly to check listening comprehension and if audience was paying attention.

The standards for assessing student performance on the lifeskills performance objectives are the REEP Level Descriptions. (Use the 350 descriptors as the target language at the beginning of the semester. Use the 400 and/or 450 descriptors toward the end of the semester.)

Reflection:

Students discuss or write down a few things they learned from the lesson, how they felt about the activities, and what they feel comfortable with doing or what they still need to practice.

Application/Extension for the Classroom and Beyond:

Students generate a list of other situations in which they can use what they learned (describing symptoms/illnesses). For example: at a doctor's visit, when calling into work sick, when calling into a child's school, small talk. Students could write dialogs for homework.