

**ADULT ESOL LESSON PLAN
HIGH BEGINNING – LOW INTERMEDIATE**

<p>ESOL COMPETENCIES: Health and Nutrition Read and interpret medical instructions for prescriptions and over the counter drugs. Write a simple set of directions. Produce the beginning, middle and ending sounds in word including silent letters.</p>	<p>Cultural Focus: A person must follow medical instructions carefully in order to get well. If not taken as directed, medication can be ineffective or dangerous.</p>	
<ol style="list-style-type: none"> Teacher elicits and lists on the board medication vocabulary. Students copy terms into the vocabulary section of their portfolios. Teacher models pronunciation; students repeat in unison. Teacher lists on board and explains the importance of following for using medication: take two tablets once a day; take with food). Students provide additional instructions and teacher lists on board. Teacher elicits from students the definitions of related vocabulary terms such as pill, capsule and teaspoon. Teacher presents on overhead transparency illustrations of each item. Teacher shows students actual examples of empty prescription bottles and over the counter drugs. Teacher distributes <i>Activity Sheet 41.04 Taking Medications</i> and <i>Activity Sheet 41.04B Identifying Over-the Counter Medication</i>. In groups, students write down and report the names of their medications and read their corresponding instructions. Teacher models and writes on board a sample conversation between patient and pharmacist. Teacher elicits important questions to prepare when speaking with a pharmacist. Students practice dialog, including specific questions in pairs and role play for the class. In small groups, students write a list for and discuss what is needed in a medicine cabinet. Name the purpose for each item (aspirin: headache; bandages: bleeding). Students write a comparison/ contrast essay discussing the costs of medical services in the U.S. and their native countries. Students explain why they feel health care with or without government support is better. Or, students can choose to discuss uses of medication vs. natural remedies to relieve symptoms/ cure illnesses. Teacher initiates grammar lesson about writing directions using imperatives. Students complete workbook activities. 	<p>Grammatical Focus: <u>Write a simple set of directions using imperatives:</u> Use this medicine in your ears. Shake well before using. Do not operate any machinery when using this medication.</p> <p>Side by Side #2 pg. 22 Conversation Book #1 pgs. 154-155 Expressways #2 pgs. 58-60</p>	<p>Vocabulary: label medicine medication/drugs information prescription over the counter pharmacy shake well drowsiness/ dizziness empty/ refill(s) pharmacist side effects pill(s)/ tablet(s)/ capsule(s) tired/ lightheaded appetite teaspoon(s)/ tablespoon(s) overdose external use only emergency avoid Take with meals. Take on an empty stomach. Take with a glass of water. Do not consume alcohol. while taking this medication. Finish all this medication unless otherwise prescribed.</p>
	<p>Pronunciation: <u>Produce the beginning, middle and ending sounds in words:</u> ness: drowsiness, dizziness tion: medication, information, prescription ine: medicine</p> <p><u>add (s) to pluralize nouns:</u> pill(s), teaspoon(s), capsule(s)</p>	
	<p>Community Resources: Bring in First Aid Kit or a variety of medical items (Tylenol, bandages) and empty medication bottles, boxes, measuring spoons, etc. for use with this lesson.</p>	
<p>Text Books: Navigator Book 2, pg. 84-85.</p>	<p>Materials/Additional Resources: Activity Sheet 41.04A Taking Medications Activity Sheet 41.04B Identifying Over-the -</p>	<p>Evaluation: Students write what is needed to stock a medicine cabinet. Students describe uses of medication.</p>

	Counter Medication	Students answer questions about sample medications.
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