

ADULT ESOL LESSON PLAN ESOL LOW INTERMEDIATE

ESOL COMPETENCIES: Health and Nutrition
Describe aches, pains, illnesses, injuries and dental health problems as well as follow doctor's instructions.
Use common verbs, contracted forms and correct spelling in future tense: "will, going to."
Use appropriate rhythm & stress in phrases and simple sentences.

Cultural Focus:
Excellent medical care is available in the U.S.; however, it can be very expensive. Carrying medical insurance is highly advisable.

- Classroom Procedure:
1. Teacher elicits and lists on board vocabulary words related to illness. Students copy words into the vocabulary section of their portfolios. Teacher models pronunciation; students repeat in unison.
 2. Teacher explains and lists examples of problems associated with pain and illness (i.e., ache/pain = problem in part of body; illness=disease or infection). Teacher charts types of illnesses and dental health problems (i.e., flu, cold and body pains; gingivitis). Students name symptoms associated with each illness (i.e., flu=temperature, chills and vomiting). Teacher adds symptoms to chart and students copy.
 3. Teacher distributes *Activity Sheet 41.03 A: A Dialog Between a Doctor and Patient*. Students complete dialog and practice reading them in pairs. Volunteers role play for the class.
 4. Students are assigned roles in an improvised skit: a patient calls a dentist's office to make an appointment and describes pain. Students practice creating dialog between a nurse, a dentist and a patient with a toothache. After rehearsal, each group will perform for the class.
 5. Teacher explains that in the U.S. there are private and public "clinics." Some clinics allow patients to choose their doctor. Some clinics treat patients on "walk-in" basis. Clinics that receive government aid have lower rates. Teacher will elicit and list names of local hospitals and clinics. Teacher may discuss medical and dental insurance and how to obtain each.
 6. Teacher initiates grammar lesson using future tense verbs with going to". Students complete activities in text and workbooks.

Grammatical Focus: Use common verbs in future tense verbs with "going to":
I am *going to see* a doctor for my headaches.
Are you *going to* make an appointment with the dentist for your toothache?
Contemporary English 2, p. 56
Contemporary Eng. 2 Wkbk. p. 26-27
Expressways 2, p. 116-117
English Connections 3, p. 72-73
intercom 2000 2, p. 74-76
Basic Grammar Wkbk. p. 56

Pronunciation: Use appropriate rhythm and stress in phrases and simple sentences when expressing health problems:
How are you? Not so good.
What's the matter? I've got _____
Describing problems
What are your symptoms?
It's _____ and _____
Asking for medical advice
What should I _____? You should _____

Community Resources:
Invite someone from the medical field to discuss health care in the U.S..

Vocabulary:
dizzy
ear ringing
migraine headache
nauseous/ stiff neck
toothache
stomachache
earache/ sore throat
backache
sick/ ill
under the weather
vomit (throw-up)
break out / allergies
allergic reaction
aches/ pains / illness
disease (heart/ lung)
teeth /dental health
dental cleaning
gum disease
cavities/ fillings
bleeding
medication
pregnancy
diabetic

Text Books:
Side by Side 2, p. 31-33;
Contemporary English #2, p. 55, 59
Intercom 2000 #2, p. 145-149;
A Conversation Book 1, p. 154-5,

Materials/Additional Resources:
Activity Sheet 41.03 A: Dialog between Doctor and Patient

Evaluation:
Students write a description of aches or pains.
Students describe health problems.
Students ask & answer questions regarding their medical history

