

# REEP ESL Curriculum for Adults

## UNIT: HEALTH LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 250

### 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.

**NOTE:** Be careful to maintain student privacy by using sample health-related scenarios when needed.

### HEALTH LIFESKILLS PERFORMANCE OBJECTIVES:

1. Given visuals, identify parts of the body, including basic internal organs.
2. Identify and discuss good health habits and alternative treatments or home remedies, as a means of preventative health care.
3. Identify parts of a food label (serving size, calories, sugar, fat, sodium).
4. Make and reschedule medical appointments by telephone, describing a problem and giving personal information.
5. Given a doctor's visit: a) describe illnesses/injuries b) describe symptoms and their duration.
6. Respond to common instructions from a nurse or doctor, e.g. lie on your back, roll up your sleeve, open your mouth, and take 2 Tylenol.
7. Complete simplified medical forms.
8. Given simplified medicine labels: a) read and explain dosage, warnings. b) ask questions about medications.
9. Given visuals of an emergency situation, simulate a 911 call and request assistance, giving name, location, and telephone number. Describe problem.
10. Use a variety of simplified resources to research and communicate information about health providers, including (e.g. contact information on low-cost healthcare, free clinics, and hospitals).
11. Report an absence from school or work and provide a simplified explanation for the absence (orally and in writing).

**Culminating Assessment Activities:** [250](#): Describing Symptoms and Conditions


## REEP ESL Curriculum for Adults

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
1. Given visuals, identify parts of the body, including basic internal organs.	Report info: objects This is the brain. These are the kidneys. The stomach is for digestion.  Structures: Simple present; Demonstratives	Internet 1: <a href="#">Ventures Arcade&gt;Health</a> - Level 2 <a href="#">Reepworld Health - The body</a> Quizlet.com: Reepworld: <a href="#">Health Beginner</a> <a href="#">Body Quiz</a> <a href="#">Learning Chocolate: Body</a> Windows 1: Software: All-Star 2, Excellent English 2	<i>Stand Out 2 (2nd ed.)</i> , Unit 6 (Lesson 2) <i>English for Adult Competency 2</i> , p. 57 <i>Oxford Picture Dictionary 2nd ed.</i> , p.104-107 <i>Oxford Picture Dictionary Beginning Workbook</i> , p. 75 <i>Ventures 2 1st ed.</i> pg 44-46, pg.51 <a href="#">Internal organs: ClipArt</a>	
2. Identify and discuss good health habits and alternative treatments or home remedies, as a means of preventative health care.	Report info: habits/ Give advice: I exercise regularly. You should stop eating fatty foods. What can you do about stress? Structures: Simple present; Questions	Internet 1: <a href="#">Reepworld Health - Healthy Life and Food</a>  <a href="#">We Speak NYC: Episode "No Smoking"</a>	<i>Stand Out 2 2nd ed.</i> , Unit 6 (Lesson 1) <i>Expressways 1</i> , p. 102-103 <i>Ventures 2 1st ed.</i> , pg 48-51 Brochures	Cross cultural: when to see a doctor, value of preventative care.
3. Identify parts of a food label (serving size, calories, sugar, fat, sodium).		Internet 1: <a href="#">Nutrition Labels Quiz</a>  Mobile 1: Students share photos taken on their phones of nutrition labels		

## REEP ESL Curriculum for Adults

		of foods they eat, using classroom management tool or document camera and projector		
4. Make and reschedule medical appointments by telephone, describing a problem and giving personal information.	Report info: self This is Jose Amaya. Express: condition I have a bad earache. My daughter feels dizzy. Structures: Simple present; Would like	Mobile 1/ Email 1: Have students leave a voicemail or send an email, as appropriate for the context, using a class management tool. See <a href="#">REEP Video Smartphones in Adult ESL Instruction: Internet Calling</a>	<i>Stand Out 2 2nd ed.</i> , Unit 6 (Lesson 3) <i>Expressways 1</i> , p. 96 <i>Going Places 2</i> , pp. 91-92 <i>Future 2</i> , 1st ed. pg. 128-131	
5. Given a doctor's visit: a) describe illnesses/injuries b) describe symptoms and their duration.	Express: condition/chronology I have been sick since last week. I have a headache. My head throbs. My foot tingles. My son hit his head.	Internet 1: <a href="#">What's the Matter? (ESL-LAB)</a>  <a href="#">Reepworld Health - Health Problems</a>	<i>Oxford Picture Dictionary 2</i> , pp. 110-111 <i>Stand Out 2 2nd ed.</i> , Unit 6 (Lesson 2) <i>English for Adult Competency 2</i> , pp. 54-55 <i>Expressways 1</i> , p. 100-101 <i>Ventures 2 1st ed.</i> , pg 48-51 <i>Future 2 1st ed.</i> pg 126-127	Cross-cultural/Extension: Patients rights and responsibilities (simplified HMO handouts); (click on "Don't Let the Problem Wait too Long")
6. Respond to common instructions from a nurse or doctor, e.g. lie on your back, roll up your sleeve,	Respond to instruction: Breathe deeply. Open your mouth.	Mobile 1: Simulate a video chat doctor's appointment for students to practice dialogue with a doctor and learn about		

## REEP ESL Curriculum for Adults

open your mouth, and take 2 Tylenol.	Respond to request: Clarification; Can you repeat that, please? Structures: Simple present; Present perfect; Imperatives; Simple past	a convenient service. See <a href="#">REEP Video Smartphones in Adult ESL Instruction: Internet Calling</a>		
7. Complete simplified medical forms.	Sample Vocabulary: childhood diseases, immunizations	Internet 1: <a href="#">Online Health Form</a>  <a href="#">Reepworld Health - Health Problems</a>	<i>English for Adult Competency 2</i> , p. 61	
8. Given simplified medicine labels: a) read and explain dosage, warnings. b) ask questions about medications.	Give instructions: Eat something when you take the medicine. Seek info: Will this medicine make me tired?  Structures: Imperatives Future/questions	Internet 1: <a href="#">LaRue Medical Literacy Exercises and Quiz</a>  <a href="#">Learning Chocolate &gt; Prescription Labels</a>	<i>Stand Out 2 2nd ed.</i> , Unit 6 (Lessons 4) <i>Going Places 2</i> , p. 97-98 <i>Oxford Picture Dictionary Workbook</i> , p. 81 <i>Building Real Life English Skills</i> , p. 1-7 <i>Ventures 2 1st ed.</i> , pg 47,54 <i>Future 2 1st ed</i> , pg 132-133 (selected activities) Realia brought in by students and teacher	
9. Given visuals of an emergency situation, simulate a 911 call and request assistance,	Report info: There's a fire in my house! There was a shooting in	<a href="#">911 call (ESL-LAB)</a>	  <a href="#">Health 250</a>	

## REEP ESL Curriculum for Adults

giving name, location, and telephone number. Describe problem.	the parking lot five minutes ago.  Structures: There is/There are Prepositions of place Imperatives; Simple past		<u><a href="#">Emergency Phone Calls</a></u>  <i>Stand Out 2 2nd ed.</i> , Unit 6 (Lesson 5) <i>Going Places 2</i> , p. 135-142 <i>Oxford Picture Dictionary 2</i> , pg 116-117 <i>Future 2 1st ed.</i> , pg 206-211 Arlington 911 Video	
10. Use a variety of simplified resources to research and communicate information about health providers, including (e.g. contact information on low-cost healthcare, free clinics, and hospitals).	Seek info: location, phone number Where is the local free clinic? What hours are you open? Structures: Wh- questions	Internet 1: <u><a href="#">REEP Activity: Local healthcare services website info hunt</a></u>	Telephone Book Hispanic Yellow Pages brochures <u><a href="#">Arlington Free Clinic</a></u>	
11. Report an absence from school or work and provide a simplified explanation for the absence (orally and in writing).		Mobile 1/Email 1: Have students leave a voicemail, send an email, as appropriate for the context, using a class management tool.		