Class plan for Tuesday, May 15, 2018

Volunteers: Fred and Sue
**I usually make 12 copies of all handouts**

Word of the Day 9:00 – 9:45
I always start out the class with a “Word of the Day.” This gets the early comers something to do until everyone has arrived. I write the word on the board, and then ask if anyone remembers or knows what the word means. I then look the word up in the dictionary – or have one student look up the word, and write the definition on the board. Then I identify the part of speech. Then write some examples of how to use the word.

- Tuesday you can do the word “dependent.” Students will practice filling out a health insurance application in today’s lesson and there are several questions that ask, “Have you or your dependents ever...”
- Look up word in the dictionary or have a student do so.
- Write the definition of the word on the board.
- Ask sts “Who might be a dependent?” and write what they say.
- Make note that dependent can also be plural.
- Also you could use the example of “being dependent on” a medication.
- Then create a sentence using dependent for and one of the examples from above.
  - Ex) Call has three children, so she has three dependents.
  - Ex) Mohammed’s health is dependent on his diabetes medication.
- Have sts write everything from the board in their notebooks, then ask sts to create 3-4 sentences of their own using “dependent.”
- When they have all written enough sentences on their own, ask for people to share what they have written. I usually write the sentences on the board as they say them, then ask the class to identify the what, where, when and why as applicable, or any mistakes.

Health Unit Week 2 - 9:45 – 10:45

Conversation with a pharmacist

We are finishing up week 2 of a health unit. On Tuesday we read and answered questions about a dialog with a pharmacist and woman picking up her medication. Next, the class can create their own conversation with a pharmacist and then role play with a partner.

- Warm up – Ask students to define pharmacy and pharmacist.
- What sorts of questions might you ask a pharmacist about your medication? Remember that you can ask about a prescription or about over the counter medication.
- What information will a pharmacists give you when you pick up a prescription?

Elicit a dialog from the class in which a customer asks a question about some medication. Encourage students to vary this conversation from the one they read on Monday. What else can they change?

Ask students to get the double-sided worksheet of pgs 38 and 39 from Monday (a couple extra copies are in the stack on the teacher’s desk). Ask what kind of labels they are—prescription or over the
counter? Have students work in pairs to create their own dialogs, using the information from one of the prescription labels on the worksheet. Invite a pair or two to share their dialogs with the class.

AT 10:30, I have a student make coffee, and one student to bring the supplies in from the office. We were out of coffee and mostly out of tea last Monday, so unless someone brings in coffee and tea, there won’t be anything to make. They may not bring any since Ramadan starts this week.

Break time 10:45 – 11:00

Follow the lesson from Health Unit_Intermediate_Week 2, Thursday (page 42)

- Step one – follow directions for warm up (the cut up copies of the pictures are on the teacher’s desk)
- The Stand Out 4 book is in the stack on books to the right on the desk—you’ll need to make copies of pages 94-95
- If there is more time, continue as directed in the curriculum—you’ll need to copy Going to the Clinic handout on page 46, and the practice CASAS test on page 47-48
Health Unit: Week 2, Thursday

Objectives Learners will be able to...

Life skill: Fill out a health insurance application form
Speaking and Listening: Read a dialogue about going to the clinic.
Transitions: Understand the purpose of health insurance
Grammar: Use present perfect with for/since to describe symptoms.

Materials

Make Student Copies
- Handout: Going to the Clinic
- Stand Out 4, 2nd ed., p. 94-95.

Make Single Copies or Reference
- Symptoms and Ailments (cut out words)
- "Disappearing Dialogue" (Volunteer Tutor Manual)
- Talk to your Doctor, Teacher Copy
- Reading Test Practice

Props, Technology, or Other Resources
- Scissors
- ELMO or overhead projector

Lesson Plan

Review (45mins)
Description: Ss will review symptoms/ailments by playing Memory and will then write present perfect sentences using for/since to describe how long each person in the picture has had the problem.
Materials/Prep: scissors; make copies of the Memory Game pictures and cut them out.

Activity 1: Life Skill (30mins)
Description: Ss will fill out a Health Insurance Application Form
Materials/Prep: make copies of Stand Out 4, 2nd ed., p. 94-95.

Activity 2: Life Skill/Speaking and Listening (30mins)
Description: Ss will read and practice a dialogue about going to the clinic.
Materials/Prep: make copies of the Going to the Clinic handout; teacher may reference "Disappearing Dialogue" instructions from the Volunteer Tutor Manual

Activity 3: CASAS Prep (15mins)
* Time permitting*
Description: Ss will take a practice CASAS reading test.
Materials/Prep: ELMO or overhead projector; make one copy of Reading Test Practice.
Teacher Directions: Review

- Materials: scissors; Memory Game

Step 1: Prep
Cut out 2 sets of the Memory Game pictures for each table of 3-4 Ss. (So if you have 12 Ss you will need to make 6 copies of the pictures and give 2 sets of the pictures to each table so they can play memory with them.)

Step 2: Vocab Review
Put Ss in groups of 3-4 and explain the rules for Memory: they have to turn a picture over, say what it is (i.e., sore throat) and then flip over another card hoping it matches. If it does, they get to go again; if not, it’s the next person’s turn.

After about 15 minutes, stop the game (assuming Ss are still playing it) and have them turn over all of their cards. As a group, tell them they need to identify what each picture is. (NOTE: Some are difficult to identify so you can supply those answers for them.) Tell the Ss that as a group they need to RACE to write down the symptoms/ailments. The first team to finish wins!

Step 3: Grammar Review
Go over the pictures as a class. Write the vocab words on the board; then tell the Ss that they need to use the present perfect to describe how long each person has had their problem (i.e., She has had a fever for 2 weeks). Go over a couple of examples first.

Teacher Directions: Activity 1: Life Skill/Transitions

- Materials: Stand Out 4, 2nd ed., p. 94-95

Step 1: Setting Context
Write these questions on the board: 1. In your home country, are doctors expensive? 2. How do people pay the doctors (with cash, food, insurance)? 3. Do people use health insurance in your home country? 4. What is a major difference between healthcare in your home countries vs. the US? 5. Why do you think people should have health insurance in the US?

Go over each question first to make sure Ss understand them. Then put them in groups of 3-4 so they can practice asking/answering them. Once everyone is finished, regroup and discuss their answers.
Step 2: Health Insurance Forms

Explain that a common way people receive health insurance is through an employer. Project p. 94 of Stand Out 4 on the board. Have Ss scan the application for information/questions they do NOT understand; then go over that information. Do the same for p. 95.

Pass out p. 94-95 and have Ss practice filling it out. Tell them that they may need to make up some of the information (such as “hours worked per week”).

Walk around the room and help Ss as needed.

Teacher Directions: Activity 2: Life Skill/Speaking and Listening

- Materials: Going to the Clinic (dialogue); “Disappearing Dialogue” (Volunteer Tutor Manual)

Step 1: Setting Context

Ask learners if they remember calling the doctor on Monday of this week. Ask those who were in class, what was the problem? (The patient had a fever and cough). How long has he had those symptoms? (For three days). Ask, what will he do next? (Go to the doctor). Ask, Who will he talk to first when he goes? Will he talk to the doctor first? (No, he’ll talk to the receptionist).

Step 2: Dialogue

1. Demonstrate both parts of the dialogue with a higher level learner at the front of the room.
2. Tutor initiates dialogue with all students responding.
3. Reverse roles (tutor responds to students).
4. Students form pairs and practice the dialogue together.

If time, complete the “Disappearing Dialogue” activity from the Volunteer Tutor Manual.
Teacher Directions: Activity 3: CASAS Prep

- Materials: *Reading Test Practice*

Step 1: Independent Practice
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Project the *Reading Test Practice* on the board and give everyone 5 minutes to complete questions 1-4. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers
Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

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![Reading Test Practice](image_url)
Memory Game

A. Cough  B. sneezing  C. dizzy  D. nauseous  E. vomiting

Going to the Clinic

Receptionist: Hello, welcome to the health clinic. Do you have an appointment?

Patient: Yes, I’m here to see Dr. Vu. I have an appointment at 3:00.

Receptionist: Okay. What brought you in today?

Patient: I have a fever and cough.

Receptionist: How long have you had these symptoms?

Patient: I have a fever and cough for four days now.

Receptionist: Okay. Are you taking any medication?

Patient: I have been taking Nyquil for two days to stop the cough at night.

Receptionist: Okay. Do you have any allergies?

Patient: No, I don’t.

Receptionist: Okay. Do you have your insurance card with you today?

Patient: Yes, here it is.

Receptionist: Thank you. Dr. Vu will be with you as soon as she is finished with her current patient. Please have a seat.

Patient: Okay, thank you.
1. How many tablets can adults take at one time?
   A. 2-4
   B. 1-3
   C. 1-2
   D. 2-3

2. How many tablets can a 13-year old take?
   A. 2-4
   B. 1-3
   C. 1-2
   D. 2-3
3. What symptoms does this medicine relieve?
   A. Headaches and toothaches
   B. Headaches and backaches
   C. Bronchitis
   D. Earaches

4. How many days can you take this medicine before consulting a doctor?
   E. 5
   F. 10
   G. 12
   H. 8