

Sample Lesson Plan • LINC 1

THEME: Health & Safety

TOPIC: Health Care

LEVEL: LINC 1 (CLB 1)

DURATION: 5 hours

Planning

Topic Outcomes:

- ☞ use and respond to a few courtesy formulas
- ☞ request assistance
- 👂 identify details in a listening text: a few keywords, short expressions
- 📖 use a simplified diagram or table
- ✍ fill out a very basic medical form
- ✍ describe personal health by filling in blanks in a short guided text

Vocabulary and Expressions: *eye, tooth, nose, ear, arm, foot, head, neck, hand, mouth, hair, leg, back, stomach, chest, fingers, toes, sick, headache, earache, stomach ache, toothache, backache, sore throat, fever, a cold, the flu, What's the matter? What's wrong? I'm sick, I don't feel well, I feel terrible*

Grammar: verb *have*

Pronunciation: /k/ (*earache, cold, sick, clinic*)

Computer Skills: Backspace, Delete, Insert, Print Preview, Print

Software: Microsoft Word

Resources:

- magazines and a list of body parts vocabulary
- a diagram of the body (e.g., *Canadian Concepts 2, Second Edition*, p. 95)
- illustrations of symptoms and illnesses (e.g., *Canadian Oxford Picture Dictionary*, p. 78–79) and a list of vocabulary
- instructor-made handouts:
 1. Health Problems
 2. Ailment Cards
 3. Making a Doctor's Appointment
 4. Finding the Doctor's Office
 5. Medical Form
- blank bingo sheets
- instructor-made Word computer file: Body Parts Vocabulary

Procedures:

Warm-up: Body Parts Vocabulary Review

1. Instructor reviews vocabulary for body parts by having learners find pictures of body parts in magazines and match them to a list of vocabulary.
2. Learners practice vocabulary by asking partners to point to various parts of own body.
3. Information gap: Learners label diagrams of a body by pointing to blanks on the diagram, and asking partner for the word and spelling (*What's this? Please spell it.*).

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Listening Task: Health Problems

Pre-listening: Learners match a list of vocabulary for illnesses with pictures.

Listening: Learners listen to the dialogues on Handout 1, fill in the blanks on the worksheet, and then practice the conversations with a partner.

Pronunciation: /k/ (*earache, cold, sick, clinic*)

Learners compile lists of words with the /k/ sound, noting the various possible spellings. Learners then choose a list of words to be used in a bingo game, write those words on blank bingo sheets, and play bingo as a fellow classmate dictates the words.

Grammar Task: Verb *have* (*I have, he/she has*)

1. Instructor introduces the verb *have* by referring to pictures of illnesses in picture dictionary, eliciting sentences from learners to describe the ailments, and writing sentences on the board that demonstrate the verb *have* with ailments.
2. Learners are then each given a card with an ailment written on it (Handout 2). They write a sentence to identify their ailment using the verb *have* (e.g., *I have a cold*).
3. Learners use the sample conversations on Handout 1 as a model to talk to their classmates and then write sentences to describe their classmates' ailments.

Speaking Task: Making a Doctor's Appointment

Pre-speaking: Working in groups, learners look at the pictures on Handout 3, identify the problems in the pictures, and then fill in the blanks.

Speaking: Instructor models dialogue and class repeats. Learners practice dialogue with a partner, substituting original ailment with other ailments illustrated on the handout.

Assessment: Assessment is based holistically on overall success in stating illness and requesting an appointment and analytically on vocabulary, intonation, and intelligibility.

Reading Task: Finding the Doctor's Office

Pre-reading: Learners look at the directory of doctors' names in a medical building on Handout 4.

Instructor asks questions to ensure learners understand the purpose of the directory and models the dialogue asking for assistance in finding doctors' offices.

Reading: Learners answer the questions and then work in pairs to practice the dialogue.

Writing Task: Medical Form

Pre-writing: Learners brainstorm the information that is asked for in a doctor's office (*name, address, OHIP number*).

Writing: Learners complete form for a doctor's office on Handout 5.

Assessment: Assessment is based holistically on overall success in completing the form and analytically on completeness, accuracy of information, and spelling.

Computer Task: Editing (Use as a follow-up activity if not enough time)

Learners open an instructor-made file containing a list of misspelled vocabulary for parts of the body, correct the spelling, insert the date and their name, print preview, and print for evaluation. Learners can keep this vocabulary page for reference.

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Handout 1: Health Problems

Conversation 1

Larisa: Hello Zahra. How are you?

Zahra: I don't feel well.

Larisa: What's the matter?

Zahra: I'm sick. I have a headache.

Larisa: Oh, I'm sorry.

Conversation 2

Viktor: Hello Ibrahim. How are you?

Ibrahim: Not so good.

Viktor: What's wrong?

Ibrahim: I'm sick. I have a stomach ache.

Viktor: Oh, that's too bad.

Conversation 3

Shani: Hello Lillian. How are you?

Lillian: I feel terrible.

Shani: What's the matter?

Lillian: I'm sick. I have a backache.

Shani: Oh, I'm sorry.



Worksheet

Conversation 1

Larisa: Hello Zahra. How are you?

Zahra: I don't feel well.

Larisa: What's the _____?

Zahra: I'm sick. I have a _____.

Larisa: Oh, I'm sorry.

Conversation 2

Viktor: Hello Ibrahim. _____ are you?

Ibrahim: Not so good.

Viktor: What's wrong?

Ibrahim: I'm _____. I have a stomach ache.

Viktor: Oh, that's too bad.

Conversation 3

Shani: Hello Lillian. How are you?

Lillian: I feel terrible.

Shani: What's the matter?

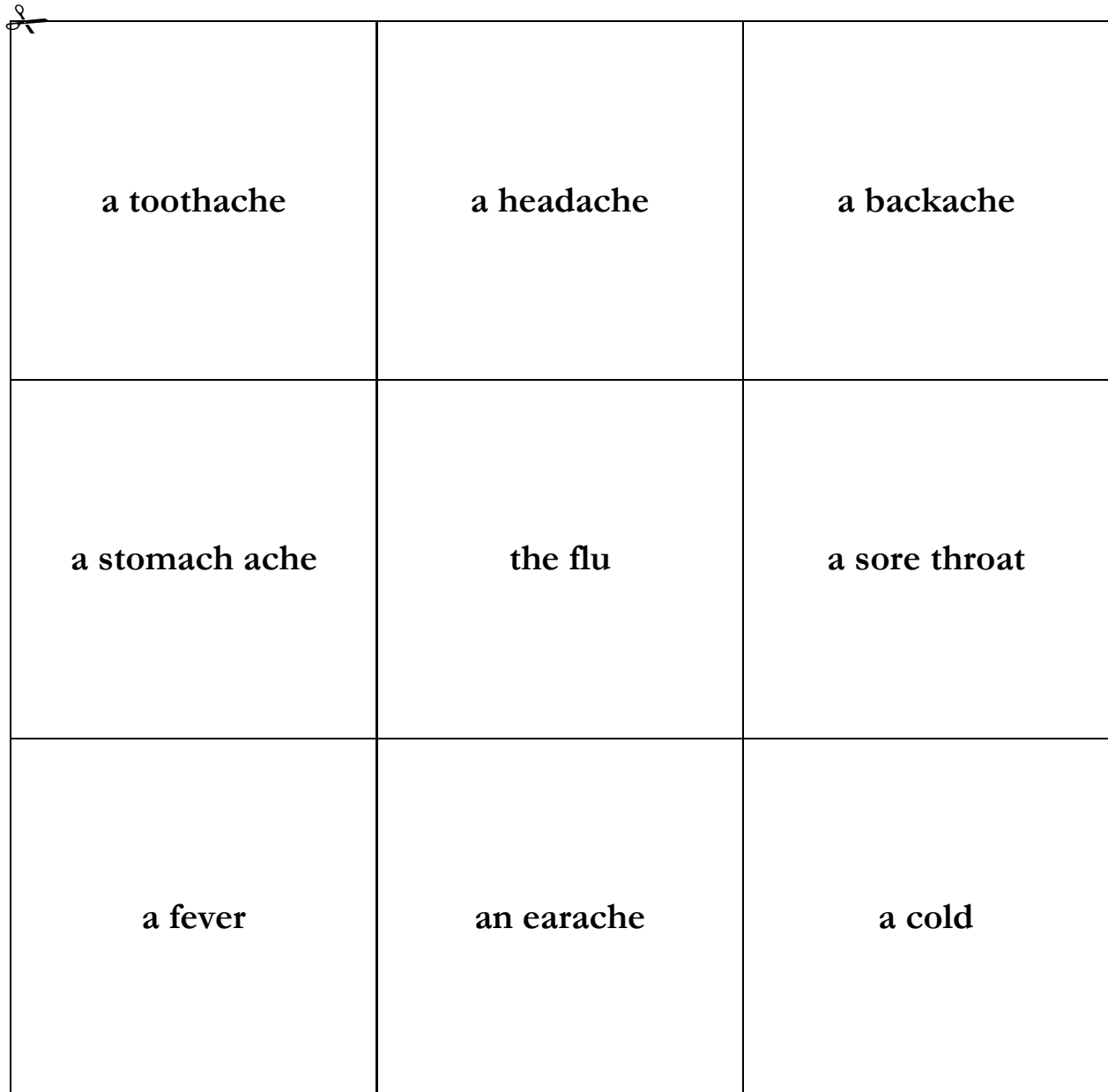
Lillian: I'm sick. I have a _____.

Shani: Oh, I'm _____.

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Handout 2: Ailment Cards

Photocopy and cut along the lines to produce cards. Distribute to learners for use in parts 2 and 3 of the grammar task.



a toothache	a headache	a backache
a stomach ache	the flu	a sore throat
a fever	an earache	a cold

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Handout 3: Making a Doctor's Appointment

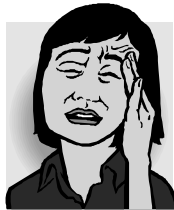
Secretary: May I help you?
Maria: I need to see the doctor.
Secretary: What's the matter?
Maria: I have **a fever**.



a headache	an earache	a backache
a cold	a fever	a stomach ache



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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Handout 4: Finding the Doctor's Office

Medical Building Offices			
Doctors	Room No.	Doctors	Room No.
Dr. A. Akemi	502	Dr. O. Mimar	705
Dr. J. Bronsky	801	Dr. R. Peck	205
Dr. Keith Brown	103	Dr. A. Roberts	301
Dr. Alba Diaz	608	Dr. Richard Smith	711
Dr. P. Goldberg	412	Dr. A. Schlanger	210
Dr. M. Jugloff	303	Dr. W. Tam	512
Dr. H. S. Lee	512	Dr. Mary Tisdale	608
Dr. K. Malik	202	Dr. A. Weinberg	410

Where is the doctor's office? Write the room numbers.

1. Dr. Tisdale _____
2. Dr. Tam _____
3. Dr. Peck _____
4. Dr. Brown _____
5. Dr. Smith _____
6. Dr. Diaz _____
7. Dr. Goldberg _____
8. Dr. Jugloff _____
9. Dr. Bronsky _____
10. Dr. Schlanger _____

Work with a partner. Practice the conversation.

A

Excuse me.

Where's Dr. Tam's office?

Thank you.

B

Yes?


Room 512.

You're welcome.

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Handout 5: Medical Form

Last name	_____				
First name	_____				
Date of Birth	_____			<input type="checkbox"/>	Male
	Day	Month	Year	<input type="checkbox"/>	Female
Address	_____				
City	_____				
Province	_____				
Postal Code	_____				
Telephone Number (_____)	_____				
OHIP Number	_____				



Complete the sentences.

1. I am _____.
(a woman, a man)
2. I am _____ years old.
3. I am _____.
(married, single)
4. I am _____.
(healthy, sick)