

# REEP ESL Curriculum for Adults

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## HEALTH UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 100

### 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.

### HEALTH LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Given visuals, identify body parts.
2. Identify healthy food and lifestyle choices.
3. Given visuals of emotions, ask and answer questions about feelings and emotions.
4. Ask and answer questions about illness or injury.
5. Fill out a simplified medical form.
6. Match visuals with spoken and written instructions.
7. Simulate a 911 call and request appropriate assistance.

LIFESKILL OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals, identify body parts.	Report info: Head My shoulders His neck Her arms	<i>New Oxford Picture Dictionary (NOPD)</i> , p. 4-5 <i>Oxford Picture Dictionary, 2nd Ed. (OPD 2)</i> , p. 104-105 <i>Survival English 1, 2nd Ed.</i> p. 90, 91 <i>Basic Oxford Picture Dictionary (BOPD)</i> , p. 58-60 <i>LifePrints 1</i> , p. 88 <i>Ventures 1, 1st Ed.</i> p. 51 <i>Ventures 1 Workbook, 1st Ed.</i> , p. 44-48, 53 <i>Future Intro, 1st Ed.</i> , p. 178-179	Structures: Possessives Singular/plural

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<p>2. Identify healthy food and lifestyle choices.</p>	<p>Give info/express opinion: I exercise. I don't smoke. This is healthy. This is not healthy.</p>	<p><a href="#">REEP Lesson Plan</a></p> <p><i>OPD 2</i>, p. 68-71 <i>BOPD</i>, p. 64 <i>Stand Out 1, 2nd Ed.</i>, Unit 6 (Lesson 5) (use visuals, or use entire lesson with high students or mixed classes) <i>Stand Out 2, 2nd Ed.</i>, p. 101 (visuals) <i>Future Intro, 1st Ed.</i>, p. 96</p>	<p>Structures: Simple present; Negatives</p>
<p>3. Given visuals of emotions, ask and answer questions about feelings and emotions.</p>	<p>Express/inquire about condition: How are you? How do you feel? What's the matter? I'm happy. I'm lonely. I feel homesick.</p>	<p><i>OPD 2</i>, p. 42-43 <i>Foundations</i>, p. 88-91 <i>LifePrints 1</i>, p. 50-53, 56-59 <i>Collaborations 1</i>, p. 16, 26, 28</p>	<p>Structures: Simple present Questions: wh &amp; yes/no</p>
<p>4. Given visuals of people who are sick or injured, ask and answer questions about illness or injury.</p>	<p>Express condition: My son is sick. He has a toothache. I need to make an appointment. Express/inquire about condition: What's the matter? I have a headache. He fell. She broke her arm. Does your back hurt? Yes, my back hurts.</p>	<p><i>OPD 2</i>, p. 110, 111 <i>Foundations</i>, p. 134-135, 143 <i>Survival English 1, 2nd Ed.</i>, p. 91-94 <i>Basic Oxford Picture Dictionary Literacy Program</i>, p. 176-177, 179 <i>Access</i>, p. 87</p> <p><i>LifePrints 1</i>, p. 89, 93 <i>Ventures 1, 1st Ed.</i>, p. 44-46, 48 <i>Ventures 1</i></p>	<p>Structures: Simple present Simple past Possessive adjectives Questions: wh &amp; yes/no</p> <p><a href="#">Arlington Free Clinic</a></p>

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		<p><i>Workbook, 1st Ed.</i>, p. 49, 51  <i>Future Intro, 1st Ed.</i>, p. 180-183</p>	
5. Fill out a simplified medical form.	<p>Sample Language:            Patient's name            Address            Phone number</p>	<p><i>LifePrints 1</i>, p. 90  <i>Survival English 1</i>, p. 100            medical form</p>	
6. Given visuals of medicine label instructions, match visuals with spoken and written instructions. Note: Students are not expected to give instructions.	<p>Make/Respond to requests for clarification:            Please repeat.            Please show me.            Read instructions:            Take four times a day.            Finish this medication.            Side effects</p>	<p><i>OPD 2</i>, p. 112  <i>Foundations</i>, p. 138-141  <i>A New Start</i>, p. 95-97  <i>Survival English 1, 2nd Ed.</i>, p. 102-103  <i>Access</i>, p. 89-90  <i>BOPDLP</i>, p. 178, 180  <i>Ventures 1, 1st Ed.</i>, p. 47  <i>Future Intro, 1st Ed.</i>, p. 186-187</p> <p>realia (medicine labels)</p>	Structures: imperative
7. Given visuals of an emergency, simulate a 911 call and request appropriate assistance giving name, address, and telephone number.	<p>Make request for assistance:            Emergency! Police!            Fire!            Ambulance! Please hurry!            Report info:            My address is...            My phone number is...            Make/respond to requests: clarification:            The spelling is...            I don't speak English...</p>	<p><a href="#">REEP Lesson Plan</a>  <i>OPD 2</i>, p. 116-117  <i>LifePrints1</i>, p. 14  <i>A New Start</i>, p. 27  <i>Access</i>, p. 91  <i>Survival English 1, 2nd Ed.</i>, p. 98  <i>BOPD</i>, p. 74, 75  <i>BOPDLP</i>, p. 185, 189-191  <i>Future Intro, 1st Ed.</i>, p. 184-185            Arlington Survival            Video: 911</p>	Structures: Simple present Imperatives

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