

# REEP ESL Curriculum for Adults

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## HEALTH UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 300

### 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. Request information about health services in the community.
2. Given a visit to a doctor or dentist, describe illnesses and injuries.
3. Identify healthy food and lifestyle choices.
4. Complete basic medical history form/insurance application.
5. Given simplified medicine labels, explain dosage and warnings. Ask for clarification and elaboration about treatment and prescriptions.
6. Given illness, explain orally and in writing the need for absence or early release for self or child.

LIFESKILL OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Request information about health services in the community.	Seek info: location, price I'd like information about health clinics. Can you tell me where I can get a TB test? How much does...cost? Where are you located? What days are you open?	<i>New Oxford Picture Dictionary Intermediate Workbook, Unit 29, "Ailments, Injuries, Treatments, and Remedies"</i> Local agency brochures (Arlington Free Clinic, Fenwick Center, DHS clinics, Parks and Recreation) <a href="#">Arlington Free Clinic</a> <a href="#">Arlington Health &amp; Human Services</a>	Structures: Would like; Embedded questions; Wh questions Cross culture: cost/availability of health care, home remedies  Extension: <i>Problem Solving</i> , Unit 5

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<p>2. Given a visit to a doctor or dentist, describe illnesses and injuries.</p>	<p>Express condition: I've had a fever for three days. I sprained my ankle. I lost a filling. My daughter has been throwing up. My son has not eaten for 2 days. My child has a fever. I was eating an apple, and my tooth fell out. I took an aspirin, but it still hurts.</p>	<p><i>Stand Out 3 2nd ed., Unit 5 (Lesson 2)</i> <i>Expressways 2</i>, p. 53, 55 <i>Expressways 2 Workbook A</i> p. 53 <i>Lifelines 2</i> ch. 10-11 <i>More Picture Stories</i>, Unit 4 <i>ETC Listening/Speaking</i> p. 99 <i>Ventures 3</i>, 1st ed., p 46-47 <i>Future 3</i>, 1st ed., p. 196-197</p>	<p>Structures: Present perfect/continuous; Simple past/simple present; Past Continuous</p> <p>Cross-culture: what people do when they are sick</p>
<p>3. Identify healthy food and lifestyle choices.</p>	<p>Give advice: Fruit juice is healthier than cola. Don't take drugs. Pregnant women should eat foods with iron.</p>	<p>Student-generated topics <i>Stand Out 3 2nd ed., Unit 5 (Lesson 3)</i> <i>Future 3</i>, 1st ed. p. 146-151, 160-163</p> <p><u><a href="#">10 Steps to a Safe Kitchen</a></u></p> <p><u><a href="#">Healthy Heart Quizzes – American Heart Association</a></u></p>	<p>Structures: Modal-should; Imperatives, Negatives, Comparatives</p>
<p>4. Complete basic medical history form/ insurance application.</p>	<p>Sample Vocabulary: surgery allergies diabetes heart disease</p>	<p><i>Expressways 2 Workbook A</i> p. 55 <i>ETC 3 Listening/Speaking</i> p. 97-98 <i>Future 3</i>, 1st ed. pg. 192-193 <i>Ventures 3</i>, 1st ed., pg. 54</p>	

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<p>5. Given simplified medicine labels, explain dosage and warnings. Ask for clarification and elaboration about treatment and prescriptions.</p>	<p>Give instructions: Take with meals. Do not take on an empty stomach. Make/respond to request: clarification: Excuse me, could you explain that again? What does... mean? How often should I take it? Are there any side effects? Can I take it at bedtime?</p>	<p><a href="#">REEP Lesson Plan</a>  <i>Stand Out 2 2nd ed.</i>, Unit 6 (Lesson 4) <i>Expressways 2</i> p. 55-56 <i>Expressways 2</i> <i>Workbook A</i> p. 55-58  <i>Read The Label guide from the Council on Family Health</i> Realia</p>	<p>Structures: imperatives Modals Yes/no &amp; wh questions <i>Grammar In Action 2</i>, Unit 7, p. 68-71. Questions: Wh &amp; yes/no  Cross-culture: pharmacies, generics</p>
<p>6. Given illness, explain orally and in writing the need for absence or early release for self or child.</p>	<p>Report info: self: I am Juan Pueblo. Report info: cause/effect: My son, Pablo Pueblo, won't be at school today because he has the measles. I cannot come to work today because... She is not feeling well.</p>	<p><i>Working In English 2</i>, Ch. 8 <i>English for Adult Competency 2</i> p. 50 <i>Expressways 2</i> p. 114-115 <i>Expressways 2</i> p. 145 <i>Expressways 2</i> <i>Workbook B</i> p. 47 <i>A Book of Forms</i> p. 151, 154 <i>You and Your Child's Teacher</i> p. 16 <i>Writing It Down</i> p 56-59</p>	<p>Structures: Because; Simple present, Future  Cross-culture: acceptable reasons to stay home/ leave early.</p>

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