

SAMPLE LESSON PLAN
for the ESL Intermediate Low Course

“SHE CAN’T BREATHE!”

OBJECTIVE: Students will be able to identify common symptoms of a medical emergency and relate them to medical personnel.

CASAS: 3.1.1

TOPIC: Medical Emergencies

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking/Writing (Basic Skills)	Participate as Team Member (Interpersonal)
Sociability (Personal Qualities)	Interpret and Communicate Data (Information)
Creative Thinking (Thinking Skills)	Monitor and Correct Performance (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Present Perfect with **since** and **for**: *He hasn't eaten for hours.*
He hasn't eaten since noon.
Present Perfect Continuous: *He's been shaking for 20 minutes.*

VOCABULARY: ever, never, yet, until, before, be pale, sweaty, nauseous, dizzy, unconscious
have a fever, chills, diarrhea, shake, etc., time expressions.

PREREQUISITE: Students should be familiar with common health ailments, basic 911 calls, and the Present Perfect and Present Perfect Continuous tenses.

BEFORE CLASS

- a. Enlarge and cut apart a set of the medical emergency illustrations, p 209. Duplicate a class set of the page sheet as well for the Guided Practice activities.
- b. Gather five 3 x 5 or 4 x 6 index cards for every two students.
- c. Prepare examples of present perfect and present perfect continuous that reflect the topic or use the examples below for the Guided Practice activity.

has/have + past participle	has/have + verb + ing
He has had a severe headache for the past 30 minutes.	He has been bleeding non-stop since the accident.
- d. Prepare a simple 911 dialog, or use the one below, for the Communicative Practice activity. Write the dialog on the board, butcher paper or an overhead transparency.

911 Operator: 911 emergency.
Caller: My grandmother has been having terrible pain.
911 Operator: Where is the pain?
Caller: Chest and left arm. She hasn't been able to move her left arm for the past 20 minutes.
911 Operator: Stay calm. Someone will be there soon. I'm going to put you on hold but stay on the line. I may need to ask you some more questions.
- e. Duplicate a class set of the observation checklist on page 210.

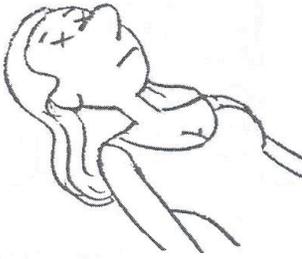
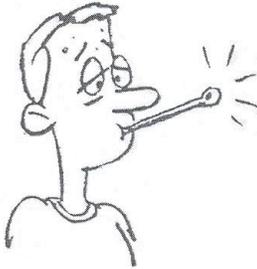
SAMPLE LESSON PLAN for the ESL Intermediate Low Course (continued)

STAGE OF LESSON	Lesson Plan For "SHE CAN'T BREATHE"
WARM UP (10 minutes)	Define medical emergency. Have pairs interview each other, asking, <i>Can you name five medical emergencies? Have you ever experienced a medical emergency? What happened?</i>
INTRODUCTION (5 minutes)	Tell students they will learn how to describe symptoms to a paramedic, doctor or emergency operator.
PRESENTATION [Teach Vocabulary] (25 minutes)	<ol style="list-style-type: none"> 1. Act out the symptoms of a heart attack (left arm pain, difficulty breathing, depression), choking (hands at throat) and shock (glazed expression, chilled). 2. Ask students to tell you what's wrong. 3. Have a student write the symptoms on the board. 4. Show enlarged pictures prepared before class or mime other emergencies to prompt more vocabulary. List the emergency situations and their symptoms on the board.
COMPREHENSION CHECK (5 minutes)	<ol style="list-style-type: none"> 1. Ask nine students to come to the front. Hand each student one of the enlarged pictures. Have them line up facing the class with their pictures. 2. Describe a set of symptoms. Have the student holding the pictured symptoms step forward. E.g., <i>He has a pain in his left arm and difficulty breathing.</i> (The person with the "heart attack" picture steps forward.)

SAMPLE LESSON PLAN for the ESL Intermediate Low Course (continued)

<p>GUIDED PRACTICE [Pair Work]</p> <p>(15 minutes)</p>	<ol style="list-style-type: none"> 1. Distribute five index cards to each student pair. 2. Have students write one symptom per card using the basic verb form (e.g. <i>be nauseous, have a glazed expression, shake, etc.</i>) 3. Demonstrate the structures for the present perfect and present perfect continuous using previously prepared sample sentences. 4. Have pairs use the symptoms on their flash card and the tense structures from #3 above to write original sentences they might say to emergency personnel on a piece of paper, and practice saying them. Set a time limit. 5. Once time is called, have two pairs exchange cards and repeat step #4.
<p>COMMUNICATIVE PRACTICE [Role Play]</p> <p>(40 minutes)</p>	<ol style="list-style-type: none"> 1. Show students previously prepared 911 dialog model. 2. Form groups of three. Have groups assign the roles of caller, victim, and 911 operator. 3. Tell students to create and act out a conversation based on the model. (The victim mimes symptoms while the caller and 911 operator talk.)
<p>EVALUATION [Role Play]</p> <p>(20-30 minutes)</p>	<p>Have groups present their dramas while the class notes what they observe on the observation checklist from page 210.</p>
<p>EXPANSION</p> <p>(as time permits)</p>	<p>Assign each group a different emergency and have them brainstorm ways to prevent it.</p>

EMERGENCY SYMPTOMS

 <p>be not breathing</p>	 <p>be unconscious</p>	 <p>have chest pain</p>
 <p>be nauseous</p>	 <p>be dizzy</p>	 <p>be bleeding</p>
 <p>have a high fever</p>	 <p>have stomach cramps</p>	 <p>have chills</p>

OBSERVATION CHECKLISTS

Watch the group's performance and answer the questions.

GROUP# _____ OBSERVER: _____

Did the caller state the problem? YES NO

What was the victim's problem? _____

What were the victim's symptoms? _____

Did the operator ask for more information? YES NO

Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO

GROUP# _____ OBSERVER: _____

Did the caller state the problem? YES NO

What was the victim's problem? _____

What were the victim's symptoms? _____

Did the operator ask for more information? YES NO

Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO

GROUP# _____ OBSERVER: _____

Did the caller state the problem? YES NO

What was the victim's problem? _____

What were the victim's symptoms? _____

Did the operator ask for more information? YES NO

Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO