

The Title of the Module

## Calling, Illnesses, At the doctor's

Grades: 5 - 7. grades

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School: Hódmezővásárhelyi Klauzál Gábor Primary School

Contributed in the final variety of the module (adepts of "bush-schools")

1.....2.....3.....

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School: Klauzál Gábor Primary School, Hódmezővásárhely

## MODULE MAP

<p><b>The general and main focus of the module:</b> Getting to know the names of different illnesses, learning how to speak at the doctor's and on the phone.</p>		
<p><b>Content focus:</b> Phrases about illnesses, dealing with certain situations at a surgery, pharmacy and different ones on the phone..</p>		
<p><b>Development focus:</b></p> <ul style="list-style-type: none"> <li>- flexibility, openness, curiosity, tolerance</li> <li>- openness for new information</li> <li>- social interaction</li> <li>- intrinsic motivation</li> <li>- developing the interest (length, lasting)</li> <li>- communicative skills</li> <li>- aesthetic sense, creativity</li> </ul>		
<p><b>1. Title of the part module</b> <b>Calling</b></p>	<p><b>2. Title of the part module</b> <b>Illnesses</b></p>	<p><b>3. Title of the part module</b> <b>At the doctor's</b></p>
<p style="text-align: center;"><b>Goal/purpose</b></p> <p>Participants learn the rules of a phone calling process throughout different situations.</p>	<p style="text-align: center;"><b>Goal/purpose</b></p> <p>We cover the body parts as an important vocabulary. Then we learn the names of different illnesses. This way kids can tell abroad if they have any health problems.</p>	<p style="text-align: center;"><b>Goal/purpose</b></p> <p>Students meet the situations they can get in at a doctor's. We build this lesson on the previous topic.</p>

<p><b>Competence development in this part module are:</b></p> <ul style="list-style-type: none"> <li>- communicative competence</li> <li>- social competence</li> <li>- memory</li> </ul>	<p><b>Competence development in this part module are:</b></p> <ul style="list-style-type: none"> <li>- social competence</li> <li>- communicative competence</li> <li>- memory</li> <li>- creativity</li> </ul>	<p><b>Competence development in this part module are:</b></p> <ul style="list-style-type: none"> <li>- social competence</li> <li>- communicative competence</li> <li>- memory</li> <li>- creativity</li> </ul>
<p><b>Content in draft:</b></p> <ul style="list-style-type: none"> <li>• Revision: numbers</li> <li>• Telephone etiquette</li> <li>• The history of the telephone</li> <li>• Situations</li> </ul>	<p><b>Content in draft:</b></p> <ul style="list-style-type: none"> <li>• Learning new vocabulary</li> <li>• Symptoms</li> <li>• use different words to describe pain</li> <li>• list common health problems</li> </ul>	<p><b>Content in draft:</b></p> <ul style="list-style-type: none"> <li>• Revision: illnesses</li> <li>• Situations</li> <li>• describe your symptoms to a doctor</li> <li>• prepare for your visit to the doctor</li> </ul>
<p><b>Part module time frame:</b></p> <p style="text-align: center;"><b>90 minutes</b></p>	<p><b>Part module time frame:</b></p> <p style="text-align: center;"><b>90 minutes</b></p>	<p><b>Part module time frame:</b></p> <p style="text-align: center;"><b>90 minutes</b></p>
<p><b>The total time of the module: 270 minutes (4,5 hours )</b></p>		

## Description of the module

### Detailed module description

### Solutions and devices needed to the fulfillment of the module:

	<b>Estimated costs</b>
<b>travel, organizing</b>	-
<b>physical means: computer, laptop, smartboard</b>	-
<b>material intensity: colour pencils, scissors, copier paper, markers, glue, beach ball, bean bags</b>	<b>apx. 2500, HUF</b>
<b>Other, special things needed:</b>	-

## Description of the tasks

### Part module 1

#### Calling

##### I.1.

Revision:

numbers – competition: who can say the phone numbers faster. The one who wins the round gets a small sticker.

Materials needed: -

Used method: game, recalling

##### I.2.

Telephone etiquette: we use our mobile phones to demonstrate the etiquette of a correct phone call. Pupils demonstrate first the incorrect behavior then the correct one. For example they miss the introduction part or the saying good bye part, they speak rudely etc.

Pre-task: we put in the correct order of the parts of a phone conversation- After finishing it kids draw a typical picture on the paper. (E.g.: on the “say good bye” paper a waving hand etc.)

Materials needed: appendix 1

Used methods: memory, practice

##### I.3.

Telephone development: we watch a slide show about the evolution of the telephone. We stop at certain points to discuss some things (as we pronounce the years which are added or the new words)

Materials needed: <http://www.slideshare.net/mjlitwa/the-evolution-of-the-telephone>

Used methods: memory, slideshow

##### I. 4.

Different situations through phone: kids get certain situations and using up their previous knowledge they try to solve them through telephone. They find out own situations that they tent to solve or play in front of the group.

Materials needed: Appendix 2

Used method: practice, game, situation

### **I.5.**

Optional material: using up the URL below we can solve some interesting exercises connected to the topic. We solve the listening part of the website.

Materials needed: [www.michellehenry.fr/tel.htm](http://www.michellehenry.fr/tel.htm)

Used method: practice, recall previous knowledge, memory

## Part module 2

### Illnesses

#### II.1.

Warm up: find out how the man in the picture feels. Then state how often you feel similar.

Extension 1:

make the pupils draw similar pictures then they can answer the same questions.

Materials needed: appendix 3

Used method: memory, review

#### II.2.

New vocabulary: we learn the new words and expressions. The Teacher hides them one by one so at the end the group will know all the words.

Materials needed: Appendix 4

Used method: memory, concentration

### **II.3.**

Reading comprehension: students get a very short text and they have to answer the question added.

Extension: they change the symptoms of the text. While reading it aloud they show the body part they have problem with,

Materials needed: Appendix 5

Used method: fantasy, moving

### **II.4.**

Body parts: kids match the body parts of the kid to the correct place in the picture. We review this topic via this exercise.

Materials needed : Appendix 5

Used method: game, memory, recalling, fantasy, appraisalment



## Part module 3

### At the doctor's

#### III.1

Warm up: What gesture?

We can either give out a set of the health flashcards to each student. Start by standing in front of the class and doing the actions for one of the sickness vocab (e.g. hold you head and groan for "headache"). Students have to identify the picture you [www.eslkidstuff.com](http://www.eslkidstuff.com) | Lesson Plans for ESL Kids Teachers ESL KidStuff Lesson Plan: Health & Sickness Page 3 of 6 Copyright ESL KidStuff All rights reserved are acting out by holding up the flashcard or picture from their song poster. As you do each action say the vocab (e.g. "Oh no ... I have a headache!" GB: "I've got a headache"). When you have finished put the students in pairs to act out and identify each vocab item. Don't worry at this stage if they are not saying the words in English - this will come next.

Materials needed: [www.eslkidstuff.com](http://www.eslkidstuff.com), flashcards

Used method: game, memory, reviewing former knowledge

#### III.2.

What's wrong? Kids fill the appendix. Then we all discuss it.

Material: health1.pdf

Used method: memory, review

#### III.3.

Illnesses: reviewing illnesses through this pdf and definitions.

Materials needed: illness.pdf

Used method: reading, memory

### **III.4.**

Making our own doctor's room:

We arrange the classroom in a way we can develop a doctor's room. Then we use up the former knowledge and we solve certain situations.

Materials needed: Appendix 4, doctor treatment list.docx

Used method: game, memory, creativity

### **III.5**

Wordsearch: we close the topic a quick wordsearch.

Materials needed: wordsearch.pdf

Used method: memory, revision