

# AT THE HOSPITAL

**Lesson Length:** 1.25 hours + Extension Activity

**Vocabulary & Expressions:** Words for common allergies and symptoms of allergic reactions; I'm allergic to \_\_; (Noun) make me (reaction).

**Language/Culture Point:** Abbreviations in medical settings

**Objective:** Students will be able to talk about common allergic reactions and be able to provide information in case of a hospital emergency.

**Materials:** Computer, projector, PPT Presentation: Allergies, overhead projector, personal information intake questionnaire from a local hospital, index cards, *internet connection, speakers*



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE


Time Frame	Materials	Teaching Strategies
5-10 minutes		<ul style="list-style-type: none"> <li>- Chalk Talk</li> <li>- Graphic Organizers</li> </ul>

### TEACHING ACTIVITY

1. Draw a picture of something you are allergic to and act out your symptoms. For example:  
Draw a cat and start pretending to sneeze. Tell your students, "I'm allergic to cats! They always make my eyes itch, and they make me have to sneeze."
2. Make a grid on the board with three columns: name, allergy, symptoms.
3. Ask your students, "Are you allergic to anything?" Have students tell the class about their allergies through talking, acting or drawing. If they don't have allergies, ask students if they know of anyone who does.
4. Fill in the chart as you discuss.

# AT THE HOSPITAL

## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Computer and Projector</li> <li>- PPT Presentation: Allergies </li> <li>- Alternative: printed slides</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching with PowerPoint</li> <li>- Using Pictures</li> </ul>

### TEACHING ACTIVITY

- Use the PowerPoint presentation provided, or create your own, to tell a story about a nurse who works in an emergency room, how she sees a variety of people with different ailments every shift, and that a few of the people have come in because they are dealing with serious allergies. The presentation should include key phrases, such as:
  - I/He/She have/has allergies.
  - I'm/He's/She's allergic to \_\_.
  - (Cats) make me/him,her (sneeze).
- Go back through the slides a second time to clarify any key vocabulary/concepts.

## STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> <li>- Computer and Projector</li> <li>- PPT Presentation: Allergies </li> <li>- Alternative: printed slides</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching with PowerPoint</li> <li>- Using Pictures</li> </ul>

### TEACHING ACTIVITY

- Return to the presentation a third time, but this time ask the students questions about each character. For example:
  - Why is he/she in the hospital?
  - Who is his/her emergency contact?
  - Is he/she allergic to anything?
  - What are some examples of things people are allergic to?
  - Does he/she need a translator?
  - What language does he/she speak?

# AT THE HOSPITAL

2. Go around the room and ask students, “If you have a serious allergic reaction, who is your emergency contact?”

## STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10-15 minutes	<ul style="list-style-type: none"> <li>- Overhead projector</li> <li>- Personal Information Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>- Authentic Materials</li> <li>- Think Aloud</li> </ul>

### TEACHING ACTIVITY

1. Visit a local hospital and if possible, get copies of the intake forms, in particular a form that asks for personal information.
2. Tell students, “If you ever have to go to the hospital, you should be able to ask for a translator. But just in case, today we’re learning English for hospital emergencies.”
3. Give each student a Personal Information Questionnaire and explain that they’ll receive a form just like this one (or similar to) the first time they walk into a hospital or clinic. Highlight the different parts of the form.
4. Project a copy of the Questionnaire and use a Think Aloud as you model how to fill it out. For example:  
 I need to write my emergency contact. Who would I want them to call in an emergency? My parents are too far away. I’ll put my husband’s name and phone number.
5. Continue with the rest of the form.

## STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Overhead projector</li> <li>- Personal Information Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>- Authentic Materials</li> </ul>

# AT THE HOSPITAL

## TEACHING ACTIVITY

1. Put a new Personal Information Questionnaire up on the projector. Ask for a student to help you fill it out this time. Take turns asking each other for the targeted information.

Students may be reluctant to share personal information with the class. If so, reassure the student that using fake information is okay.

## STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Personal Information Questionnaire	- Authentic Materials - Question Asking and Answering

## TEACHING ACTIVITY

1. Working in pairs, have the students fill out their forms. Student A should ask Student B questions and fill out the form on his/her behalf.
2. Allow time for students to switch roles so that Student B is the one filling out the form based on Student A's answers.

## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Overhead projector - Personal Information Questionnaire	- Authentic Materials

## TEACHING ACTIVITY

1. Refer back to the Personal Information Questionnaire on the overhead projector and circle/highlight all of the abbreviations used in the questionnaire (ex. DOB, M/F, Apt., etc.).
2. Ask students what the highlighted items have in common, trying to elicit that they are abbreviations. Tell students that it's common to abbreviate words, and see if students can identify what the abbreviations stand for.

# AT THE HOSPITAL

- Tell students that abbreviations are often used by doctors and hospitals on prescriptions, forms, and medicine bottles. If students don't know what an abbreviation means, stress the importance of asking the nurse/doctor.
- As a class, list other medically-related abbreviations that students may have seen.

Examples include:

ER	Emergency Room
Dr.	Doctor
EMT	Emergency Medical Technician
RN	Registered Nurse
ht	height
wt	weight
x	times, as in 3x/day

## STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Index cards	- Exit Check

### TEACHING ACTIVITY

- If possible, before class prepare a stack of index cards with two questions written on each card. Put the questions in different forms so that students can recognize different ways of asking for the same information. For example:  
Who is your emergency contact? and Who should we contact in an emergency?  
Do you have any allergies? and Are you allergic to anything?
- Give one card to each student. Have students individually write their answers on the cards and hand them in to you as they leave class. After you check the cards for comprehension, hand them back to the students so that they can carry the information with them.

# AT THE HOSPITAL



## EXTENSION ACTIVITY: WE ARE NEW YORK

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> <li>- Computer and Projector</li> <li>- Internet connection </li> <li>- Speakers</li> </ul>	<ul style="list-style-type: none"> <li>- Using Videos</li> </ul>

### TEACHING ACTIVITY

We Are New York is a collection of half-hour TV shows designed to help adults learn and practice English communication skills. All of the episodes, activities, and resources are posted online for free download at:



<http://www.nyc.gov/html/weareny/html/episodes/episodes.shtml>

1. Watch an episode of “We Are New York,” either “The Hospital” or “Asthma: A Soap Opera.”
2. Watch the video in small segments, leaving ample time for discussion.