

*For Your Health Mini Lessons*  
iPod Audio Supplements  
Teacher Guide

**Purpose**

The iPod audio supplements to the *For Your Health Mini Lessons* are designed to provide beginning English language learners with the opportunity to practice health-related English language skills. Listening comprehension and repetition are key factors in mastering new vocabulary and functional language, and these audio supplements provide students with the opportunity for independent self-study in an easy-to-carry and easy-to-use format.

**Lesson Format and Language Level**

Each iPod supplement has two audio lessons, Lesson A and Lesson B, which complement select *For Your Health Mini Lessons* instructional packets. Each audio lesson is about 12 minutes long and has three parts:

- **Part 1: Vocabulary Practice** (*Low Beginning & High Beginning ESL*)  
Words and phrases adapted from the corresponding *Mini Lesson*.
- **Part 2: Conversation Practice** (*Low Beginning & High Beginning ESL*)  
conversations adapted from the corresponding *Mini Lesson*.
- **Part 3: Extension Activities** (*High Beginning ESL*)  
additional conversations related to but extending beyond the language of the corresponding *Mini Lesson*.

The audio lessons are appropriate for NRS Educational Functioning Levels *Low Beginning ESL* and *High Beginning ESL*. The first two parts of each lesson, **Vocabulary Practice** and **Conversation Practice**, are appropriate for both of these levels while the **Extension Activities** provide additional functional language for high beginning ESL learners.

Important note: Lesson B is not more difficult than Lesson A. Rather, every lesson becomes increasingly difficult as it continues. The activities move from simple repetition of key words and phrases to more linguistically and cognitively challenging tasks such as listening for new information within authentic conversations.

Students should start each lesson at the beginning. If or when the lesson becomes too difficult, the student should stop, go back to the beginning of the lesson, and listen again from the beginning.

The iPod supplements may be used in any order. The lessons are designed to function independently so that instructors can select the lessons that best meet their learners' needs and interests.

The activities within the lessons are carefully sequenced to ensure that students have a successful language learning experience. The activities move from simple repetition of key words and phrases to more linguistically and cognitively challenging tasks such as listening for key words and new information within authentic conversations.

### **Target Audience and Use of First Language**

The target audience for the iPod supplements to the *For Your Health Mini Lessons* is English language learners whose first language is Spanish. It is possible and desirable for teachers and tutors to conduct ESL lessons in English only. However, when beginning language learners are not with their teachers and are practicing with an audio-only format, the use of the first language becomes essential. They need to know what they are hearing and what they are supposed to do while they listen. Spanish, therefore, is used in the audio lessons for several purposes:

- to provide instructions so learners know what to do during the audio lessons
- to translate the English words and phrases so learners know what they are saying in their new language
- to establish the context for the conversations

### **How to Use the iPod Supplements with Students**

The iPod supplements may be used alone or in tandem with the *For Your Health Mini Lesson* instructional packets. The instructional packets are designed for students who are able to read in Spanish and English at a low-intermediate level or above. They include teaching plans, an introductory lesson, guided practice, vocabulary, dialogues, and pre/post tests.

If students have the reading skills to use the *For Your Health Mini Lesson* instructional packets, the packet activities should be completed before giving students the corresponding iPod audio supplement. After completing the instructional packet, the student can be given the iPod supplement for that Mini Lesson and told to practice at home before the next meeting with the teacher.

If students do not have the reading skills to be able to use the *For Your Health Mini Lesson* instructional packets, then the iPod audio supplements may be used alone. Whether or not students use the instructional packets, when students receive the iPod supplements for the first time, the teacher should allow adequate time to listen to the

audio lesson together and practice the activities that occur during the lesson. Some students will benefit from previewing lessons in this way every time they receive a new iPod lesson.

The types of practice activities are described below. As noted earlier, the activities are sequenced from simple repetition of key words and phrases to more cognitively challenging tasks such as listening for new information.

## **Types of Activities**

### **Part 1: Vocabulary Practice**

The objective of the Vocabulary Practice activities is to learn the key words/phrases with correct pronunciation. There are two types of vocabulary activities:

- *Repetition and Pronunciation Practice:* Students hear the words/phrases in Spanish and English and repeat the English words/phrases.
- *Test Yourself:* Students hear the words/phrases in Spanish and try to produce the English words/phrases. They then hear the English words/phrases, so the activity is self-correcting.

### **Part 2: Conversation Practice**

The objectives of the Conversation Practice activities are 1) to learn functional language with correct pronunciation and intonation, 2) to personalize the conversations with information about their own lives, and 3) to understand new conversations on the same topic.

There are four types of conversation activities:

- *Repetition and Pronunciation Practice:* Students hear the conversation in Spanish and English. They then hear the conversation again in English only and repeat each line.
- *One-Sided Conversation:* Students are prompted either to respond to the first speaker in the conversation or to initiate the conversation when they hear a bell. In both cases, students hear one side of the conversation and provide the other.
- *Your Turn:* Students are prompted to respond to the speaker in the conversation using the information provided or with their own information (for example, their names or addresses) in the conversation.

- *Listening for New Information:* Students listen to a conversation similar to the original but with new information. Before hearing the conversation, they are asked questions to focus their attention on the new information. After hearing the conversation, they answer the questions. Answers are provided in both Spanish and English, so the activity is self-correcting.

### **Part 3: Extension Activities**

Extension activities are for high beginning students and focus on additional functional language related to the lesson topic. The objectives of the Extension Activities are the same as the Conversation Activities; however, the difficulty of the language is greater and there is more emphasis on listening for new information.

There are four types of extension activities:

- *New Conversation:* Students hear a new conversation in Spanish and English. They then hear the conversation again in English only and repeat each line.
- *One-Sided Conversation:* Students are prompted either to respond to the first speaker in the conversation or to initiate the conversation when they hear a bell. In both cases, students hear one side of the conversation and provide the other.
- *Your Turn:* Students are prompted to respond to the conversation with the information provided or with their own information (e.g., their names, addresses, telephone numbers, birthdates, friends' or co-workers' names, personal preferences).
- *Listening for New Information:* Students listen to two conversations similar to the original but with new information. Before hearing the conversations, they are asked questions to focus their attention on the new information. After hearing the conversations, they answer the questions. Answers are provided in both Spanish and English, so the activity is self-correcting.

Additional information about the content of each lesson is found at the end of this guide.

## **Lesson Scripts & Pocket Guides**

Two print documents are available for each lesson: a *Lesson Script* and a *Pocket Guide*. The *Lesson Script* is for teacher reference and contains all of the language and activities in the audio lessons.

The *Pocket Guides* are for students. Some language learners are print-oriented and benefit from seeing the words they are learning in a new language. Students who are able to read and who are print-oriented will benefit from the *Pocket Guides*. These guides contain the vocabulary and key conversations from each lesson in side-by-side English-Spanish translations. The page can be folded lengthwise so that students can read only the English, if desired. The *Pocket Guides* can be kept in students' pockets or at home and referred to while they listen.

Important note: The *Lesson Scripts* are for teacher use only. They are not intended for students because they contain the answers to the "Listening for New Information" activities. Instead of the *Lesson Scripts*, students may use the *Pocket Guides* for self study of vocabulary and key conversations.

## **Notes on Each Lesson**

Below are notes on the lessons in each iPod audio supplement. These notes include information about the content and contexts of the lessons and suggest additional areas of language practice related to the content.

### **A Visit to the Doctor**

#### *Lesson A: Describing Your Symptoms*

In Lesson A, students learn to describe symptoms and injuries common to migrant workers. Students learn to respond to the question, "What's wrong?" in simple English. In the Extension Activities, students are prompted to describe actual symptoms and injuries that they have experienced.

Although the context of the conversations in Lesson A is describing symptoms and injuries to a friend, the language is readily transferable to describing symptoms to a health professional.

### *Lesson B: At the Clinic*

In Lesson B, students learn language for checking in at a clinic and for talking with a health professional during an appointment. For the first “Your Turn” activity, students need to provide their birthdates in English to a clinic receptionist. Instructors may need to have students practice this skill prior to the lesson.

The Extension Activities focus on time expressions with “for” (e.g., *for two weeks, for 10 days*). Students learn to use these time expressions to describe the duration of their symptoms. They also learn to understand these time expressions when used by a health professional giving instructions about how long to take medications.

## A Healthy Mouth

### *Lesson A: Dental Problems*

In Lesson A, students learn vocabulary related to basic oral hygiene and are encouraged to take advantage of free dental clinics. To assist with vocabulary development, instructors can bring toothbrushes and dental floss to class to use as visual aids. In preparation for this lesson, instructors should find out about free or low-cost options for dental care in their communities and share this information with the students.

### *Lesson B: At the Dental Clinic*

In Lesson B, students learn language for talking with a hygienist during an appointment for a brief exam (dental screening) or cleaning. Although the context of the conversations in Lesson B is talking with a hygienist, the language is readily transferable to talking with a dentist.

The Extension Activities focus on making a follow-up appointment for additional dental care (such as filling cavities) performed by a dentist.

## Can I Get Sick from the Heat?

### *Lesson A: Talking About Hot Weather*

In Lesson A, students learn vocabulary for talking about hot weather and for being aware of the need to stay hydrated while working outdoors in the sun. The lesson uses temperatures reported in the Fahrenheit scale, which is used in the United States. If students are more familiar with the Celsius scale, then instructors can show students a conversion chart (e.g., 95 degrees F = 35 degrees C). If students are beginning language learners, then instructors may need to review numbers in English.

The Extension Activities focus on “heat index,” a concept not addressed the corresponding *Mini Lesson*. Heat index is how hot the temperature actually feels as a result of the temperature plus the humidity (e.g., 90 degrees plus very high humidity feels like 106 degrees). Instructors may need to teach this concept.

The Extension Activities encourage use of smart phone weather apps that include the heat index. If students have smart phones, the instructor may need to show them how to download an appropriate weather app. If students do not have smart phones, instructors can demonstrate how to use this type of weather app using their own phones.

### *Lesson B: Heat Illness*

In Lesson B, students learn language related to recognizing the signs and symptoms of heat illness and for taking appropriate precautions to stay safe while working in the sun. The Extension Activities focus on recognizing and preventing heat stroke.

## What You Need to Know About Pesticides

### *Lesson A: Talking About Pesticides*

In Lesson A, students learn vocabulary for defining and talking about pesticides. The vocabulary includes possible symptoms of pesticide exposure.

The Extension Activities focus on calling a poison control center for help in a pesticide poisoning emergency. The number in the lesson (1-800-222-1222) is the actual number of the American Association of Poison Control Centers, and it can be called at any time (24 hours/day; 7 days/week). This is a central number for the nation’s 55 poison control centers. After dialing this number, the caller is automatically connected to the nearest local poison control center. The caller then usually has the option of receiving Spanish language assistance (e.g., in the Chicago area, the caller presses “2” for Spanish). Instructors can use their own cell phones on speaker mode to demonstrate the option of accessing assistance in Spanish.

### *Lesson B: Staying Safe Around Pesticides*

In Lesson B, students learn language related to staying safe when working around pesticides. The vocabulary and conversations focus on masks and protective clothing as ways of limiting pesticide exposure.

The Extension Activities focus on the additional preventive measures of washing hands before eating while on the job and of changing clothes before returning home after work.