

# ESOL for Home Health Aides Curriculum

## Mujeres Unidas Avanzando

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June 2018

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<i>Course:</i> ESOL for HHA	<i>Instructor:</i> Victoria	<i>Level:</i> 1
<i>Language of Instruction:</i> English	<i>Institution:</i> Mujeres Unidas Avanzando (MUA)	
<i>Schedule:</i> 9:30 AM - 12:00 PM, M-Th	<i>Length of Course:</i> Half-Year	

***Course Objectives:***  
 To provide students and/or prospective students in our Home Health Aid (HHA) course with the additional linguistic support needed to pursue this type of profession. To reinforce the vocabulary of the field and the grammar, conversation, and cultural skills needed to work in an English-speaking environment.

**Textbook:**

Hedman, S.A., Fuzy, J., & Rymer, S. (2013) *Hartman’s Nursing Assistant Care: Long-Term Care and Home Care*. (2<sup>nd</sup> ed.) Albuquerque, NM: Hartman Publishing, Inc.

(Unit/Chapter names correspond to text used in HHA course. In this ESOL course, the book is just meant to serve as a resource from which to pull vocabulary and conversation topics; students do not need to have their own copy. The content of the textbook is read and discussed in the separate HHA course.)

\*\*\*\* These Pre-Units are optional depending on the linguistic needs of the students. If SPL is already high enough, move straight to Unit 1.

<i>Unit Number:</i>	(Pre-Unit 1)
<i>Unit Name:</i>	Introducing Yourself
<i>Unit Objectives:</i>	<ul style="list-style-type: none"> <li>- Assess students' initial SPL.</li> <li>- Review basic vocabulary for introductions, self-descriptions, addresses, telling time, etc.</li> <li>- Identify student goals and the steps needed to achieve those goals.</li> </ul>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials</i> (<i>Texts, Websites, Supplements, Activities, Media, etc.</i>):</p>	<ul style="list-style-type: none"> <li>- Vocabulary for basic introductions, self-descriptions, etc.</li> <li>- Review MUA handbook and related vocabulary.</li> <li>- Discuss students' goals for their education/career/personal lives and the steps needed to achieve those goals; Complete agency's "goals" sheet for students' portfolios.</li> <li>- Review of numbers, alphabet.</li> <li>- Vocabulary for addresses, telling time, etc.</li> </ul>
<i>Assessment Methods:</i>	<p>BEST Plus exam will be administered to each student to determine initial SPL.</p> <p>Successful completion of all in-class activities and exercises. (Depth and length of time to be determined according to the needs of the particular students.)</p> <p>Completion of "goals" hand-out and plan.</p>

<i>Unit Number:</i>	(Pre-Unit 2)
<i>Unit Name:</i>	Food & Shopping
<i>Unit Objectives:</i>	<ul style="list-style-type: none"> <li>- Recognize and use vocabulary for food, cooking, and eating out.</li> <li>- Practice with imperative verbs and time order words through explaining recipes.</li> <li>- Use demonstratives.</li> </ul>
<i>Content Overview</i>	<ul style="list-style-type: none"> <li>- Vocabulary for food and drinks, food groups.</li> <li>- "What is your favorite food?"</li> </ul>

<p style="text-align: center;">&amp;</p> <p style="text-align: center;"><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<ul style="list-style-type: none"> <li>- Food/cooking verbs; Reading and explaining steps in a recipe and measurements.</li> <li>- “Eating out” at restaurants/fast food places, associated vocabulary.</li> <li>- Demonstratives practice: this/that/these/those.</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>Review quiz at end of unit. Successful completion of all in-class activities and exercises. (Depth and length of time to be determined according to the needs of the particular students.)</p>

<p><i>Unit Number:</i></p>	<p>(Pre-Unit 3)</p>
<p><i>Unit Name:</i></p>	<p>Housing &amp; Directions</p>
<p><i>Unit Objectives:</i></p>	<ul style="list-style-type: none"> <li>- Identify vocabulary for parts of a house and types of housing.</li> <li>- Use prepositions of place and movement to describe an area/living space and to give directions.</li> <li>- Practice with basic math calculations and numbers.</li> </ul>
<p style="text-align: center;"><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p style="text-align: center;"><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<ul style="list-style-type: none"> <li>- Vocabulary for types of housing, parts of a house, items in a house, etc.</li> <li>- Prepositions of place and movement to describe the layout of an area, to give directions, etc.</li> <li>- Use math to calculate time, distance, area, etc.</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>Review quiz at end of unit. Successful completion of all in-class activities and exercises. (Depth and length of time to be determined according to the needs of the particular students.)</p>

<p><i>Unit Number:</i></p>	<p>(Pre-Unit 4)</p>
<p><i>Unit Name:</i></p>	<p>Health, Wellness, &amp; Emergencies</p>

<p><i>Unit Objectives:</i></p>	<ul style="list-style-type: none"> <li>- Identify and use vocabulary related to internal and external body parts; illnesses, injuries, symptoms, and cures; the doctor’s office; the pharmacy and medicine; and women’s health.</li> <li>- Practice with the simple present and imperative verb forms.</li> <li>- Use “should/shouldn’t” to give advice.</li> <li>- Explain “what happened” using the past tense.</li> </ul>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<ul style="list-style-type: none"> <li>- Vocabulary for parts of the body, internal and external</li> <li>- Action verbs related to body motion (touch, twist, bend, etc.)</li> <li>- Review imperatives/prepositions, now in this context: “Raise your hand, turn to the left,” etc.</li> <li>- Adapted versions of “Simon Says!” and “Hokey-Pokey” for TPR practice</li> <li>- Exterior ailments and related vocabulary</li> <li>- Describing sickness and symptoms; Describing levels of pain/discomfort; related vocabulary</li> <li>- Past tense to explain “what happened” to a doctor, etc.</li> <li>- Vocabulary for treatments/self-cures</li> <li>- Possible activity: Illness/Body Part Bingo</li> <li>- How to make an appointment at the doctor’s office; Communicating with the doctor</li> <li>- Reading schedules; Review of telling time</li> <li>- Medicine: Visiting the pharmacy, reading medicine labels, following directions, understanding dosages, etc.</li> <li>- Practice with “should/shouldn’t”</li> <li>- Emergency situation preparedness (mock 911 calls, possible activity)</li> <li>- Female anatomy/health</li> <li>- Visiting a gynecologist; Related vocabulary</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>Exam will be given on this topic to ensure student comprehension and retention before moving on to the more in-depth content needed for HHA. Successful completion of all in-class activities and exercises. (Depth and length of time to be determined according to the needs of the particular students.)</p>

<i>Unit Number:</i>	1
<i>Unit Name:</i>	Chapter 1: Understanding Healthcare Settings
<i>Unit Objectives:</i>	<p>HHA: Introduction to the field.</p> <p>ESOL: Recognize and use new vocabulary; use suffixes to create different word forms; compare differences in modal verbs “can/should/must.”</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b>  provider; facility; payer; length of stay; terminal illness; diagnoses; healthcare setting; rehabilitation; hospice care; policy; procedure; cite; acute care; subacute care; outpatient care.</p> <ul style="list-style-type: none"> <li>- Student introductions; Their goals/past experiences in the field of HHA or other careers</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Introduce types of words: noun/verb/adjectives. Highlight how we can use suffixes to make different forms of the same word. (Easy starting example: teach → teacher). From the chapter: provide → provider; pay → payer... Give more examples; practice manipulating root words to say the action, the thing, the person.</li> <li>- Modal verbs “can/should/must”: Possible examples related to the text to introduce the topic: Healthcare services can be paid for by an insurance company, a government program, or the individual person. Nursing assistants should not take money or gifts from residents. Nursing assistants must be on time for work.</li> </ul>

	<ul style="list-style-type: none"> <li>- What do these words mean? Differences? Positives/negatives... Can = possible; Can't = impossible; Should = recommended; Shouldn't = not recommended; Must = have to/required; Must not = prohibited.</li> <li>- Form? Always = subject + modal + base verb!</li> <li>- Elicit different examples from students for each in the context of this field... things HHAs can/should/must do, then negatives.</li> <li>- Possible practice exercises:  <a href="http://wootest.free.fr/02%20English%20Grammar%20-%20Verbs%20-%2003%20Modal%20Verbs_PDF.pdf">http://wootest.free.fr/02%20English%20Grammar%20-%20Verbs%20-%2003%20Modal%20Verbs_PDF.pdf</a>;  <a href="https://richardwalkerteachingportfolio.files.wordpress.com/2011/01/modal-obligation-worksheet.pdf">https://richardwalkerteachingportfolio.files.wordpress.com/2011/01/modal-obligation-worksheet.pdf</a>;  <a href="https://learnenglishteens.britishcouncil.org/sites/teens/files/gs_must_have_to_should_-_exercises_2.pdf">https://learnenglishteens.britishcouncil.org/sites/teens/files/gs_must_have_to_should_-_exercises_2.pdf</a></li> <li>- Role-play Exercise: Provide students with a conversation between a HHA and his/her boss; leave these modals in the conversation blank; have students use context to determine which one is needed; Practice reading conversation aloud with a partner.</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>Successful completion of role-play activity with can/should/must.  Successful completion of worksheet exercises.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary.  (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	2
<i>Unit Name:</i>	Chapter 2: The Nursing Assistant and the Care Team
<i>Unit Objectives:</i>	<p>HHA: Recognize all different members of a care team; Professional vs. personal behavior; Expected character traits of a nursing assistant.</p> <p>ESOL: Recognize and use new vocabulary; Practice with field-specific acronyms; Review titles used in written English; Compare/contrast adjectives</p>
<p><i>Content Overview:</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b> allowed/not allowed; compassionate; empathy; sympathy; honest; tactful; conscientious; dependable; respectful; unprejudiced; tolerant; scope of practice; liability; grooming habits; delegation</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Discuss: What is an acronym? What are common acronyms from everyday life? (ATM, MBTA, HHA, etc.)</li> <li>- Go through text for Chapters 1 and 2 with a partner and highlight each acronym... What does each acronym stand for? (Practice with the phrasing of that question, “stand for).</li> <li>- Pronunciation of acronyms: Which ones are said as a word, and which ones do we say the individual letters?</li> <li>- Titles in English (Page 12): Mr., Mrs., Ms., Miss... What do they mean and how are they pronounced?</li> <li>- Focus on the adjectives used to describe NAs in</li> </ul>

	<p>this chapter (most are on the vocabulary list)...  As a class, think of an opposite for each adjective to reinforce meaning. Possible game that could be played: Throw a ball at a student and say an adjective, she has to say the opposite, she throws the ball to another student and says an adjective, they have to say the opposite, etc.; Or, throw the ball and have students use each word in a sentence on the spot.</p> <ul style="list-style-type: none"> <li>- Skills that employees should/shouldn't have in all fields: "20 Key Soft Skills" / Activity: <a href="https://www.realityworks.com/documents/resources/20-soft-skills-infographic.pdf">https://www.realityworks.com/documents/resources/20-soft-skills-infographic.pdf</a> / <a href="https://www.weareteachers.com/9-awesome-classroom-activities-that-teach-job-readiness-skills/">https://www.weareteachers.com/9-awesome-classroom-activities-that-teach-job-readiness-skills/</a></li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>Students will demonstrate an ability to define and use adjectives from the text from memory.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary.  (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	3
<i>Unit Name:</i>	Chapter 3: Legal and Ethical Issues
<i>Unit Objectives:</i>	<p>HHA: Ethical and legal issues relevant to this field;  Obligations of a NA/HHA</p> <p>ESOL: Imperative form of verbs; Reading practice</p>
<i>Content Overview</i>	<p>VOCABULARY (fifteen focus words per chapter):  ethics/ethical; laws/legal; rights (n.); informed</p>

<p style="text-align: center;">&amp;</p> <p style="text-align: center;"><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>consent; abuse; neglect; assault; battery; negligence; malpractice; mandated reporter; support; complaint; ombudsman; confidentiality</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li>   <li>- Grammar point to highlight/review: Imperative verb forms (commands)... In English, only use base verb; no endings/no subject... for the negative, “do not” + base verb... Go through the text and highlight the commands; Explain that the subject “you” is understood and in any sentence without a subject, it will be interpreted by the listener as a command... careful!</li> <li>- Intonation practice: Read commands aloud; Demonstrate how tone of voice can affect the severity of the command; Discuss appropriate situations for when to use different tones of voice</li> <li>- Practice: <a href="http://www.myenglishpages.com/site_php_files/grammar-exercise-imperative.php">http://www.myenglishpages.com/site_php_files/grammar-exercise-imperative.php</a></li> <li>- Reading practice: Brainstorm different situations that could happen to a HHA and pose a legal or ethical concern; Practice reading aloud to work on pronunciation and fluency... Have students determine what the HHA needs to do in each situation, using imperative verbs... Debate as a class if opinions differ</li> <li>- Individual presentation: Students prepare/present on the steps in a process related to the HHA field using imperative verbs</li> </ul>
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	<p>(Also highlight time order words, for example: first, second, third, next, then, finally, etc.)</p> <ul style="list-style-type: none"> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>Students will be able to produce original positive and negative imperative sentences.  Students will participate in ethics-based discussions.  Students will present on the steps in a process using imperative verbs.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary.  (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	4
<i>Unit Name:</i>	Chapter 4: Communication and Cultural Diversity
<i>Unit Objectives:</i>	<p>HHA: Positive communication techniques; Possible cultural and medical barriers to communication; Methods of communication</p> <p>ESOL: Recognize the five senses and the action/sense verbs associated with each; Roots/prefixes/suffixes common in the medical field; Additional medical abbreviations</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>VOCABULARY (fifteen focus words per chapter): diversity; communication; feedback; verbal/nonverbal; bias; barrier; objective; subjective; signs; symptoms; sense; incident; sentinel event; accident; impairment</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson's vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up</li> </ul>

	<p>definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</p> <ul style="list-style-type: none"> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Discuss the five senses as a class: Sight, touch, scent, taste, sound... The associated body parts, then the action verbs and sense verbs used for each (I taste the food/It tastes good... I touch the table/It feels hard; etc.)</li> <li>- Provide students with a list of adjectives (delicious, angry, loud, hot, etc.) and match them to the appropriate sense verbs</li> <li>- Practice: <ul style="list-style-type: none"> <li><a href="https://englishworksheets.com/sense%20verbs%20esl%20multiple%20choice%20test%20worksheet.pdf">https://englishworksheets.com/sense%20verbs%20esl%20multiple%20choice%20test%20worksheet.pdf</a>;</li> <li><a href="http://www.autoenglish.org/trickywords/gr.seem.pdf">http://www.autoenglish.org/trickywords/gr.seem.pdf</a></li> </ul> </li> <li>- Briefly discuss roots/suffixes/prefixes and review a list of the roots/suffixes/prefixes in the medical field; Give to students as a reference but not to memorize! (<a href="http://cjunu-matt.webs.com/List%20of%20medical%20roots,%20suffixes%20and%20prefixes.pdf">http://cjunu-matt.webs.com/List%20of%20medical%20roots,%20suffixes%20and%20prefixes.pdf</a>); Note that those with Latin roots should be the same in Spanish and that this can help them with unclear English words that they may encounter</li> <li>- Continue to practice with abbreviations; Review and practice saying and using list on Page 40 in HHA text</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will participate in class and demonstrate understanding of the medical abbreviations discussed.</p> <p>For the following class, begin with a quick quiz to</p>

	<p>review this unit's vocabulary.          (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>
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<i>Unit Number:</i>	5
<i>Unit Name:</i>	Chapter 5: Preventing Infection
<i>Unit Objectives:</i>	<p>HHA: Explain methods for preventing and treating infections; Causes of infections; Types of inventions; Staff protection against resident infections; etc.</p> <p>ESOL: Recognize and use new vocabulary related to infections; Explain a process using transition words</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials</i>          (Texts, Websites, Supplements, Activities, Media, etc.):</p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b>          infection; pathogen; localized; systemic; susceptible host; isolate; precautions; waste (n.); hygiene; don; doff; disinfection; sterilization; disposable; phlegm</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson's vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- ****This is a long chapter with the potential for a lot of new, very important vocabulary for the students. If needed, spend more time going through the chapter and discussing unknown words as a group to better prepare them for the HHA class.</li> </ul>

	<ul style="list-style-type: none"> <li>- Many processes are explained in this chapter (how to wash hands, how to don a gown, how to don mask and goggles, etc.). Focus on how to explain a process using transition and sequence words: Review this list as a group (<a href="http://www.readingrockets.org/content/pdfs/transition%20words.pdf">http://www.readingrockets.org/content/pdfs/transition%20words.pdf</a>). Choose one of the processes described in the chapter and rewrite it together using these words.</li> <li>- In pairs, have students choose another activity from everyday life (tying shoes, making a sandwich, etc.) and write the steps to the process using transition words, and present their work to the class.</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>Students will successfully complete and write about the steps of a process.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	<b>6</b>
<i>Unit Name:</i>	<b>Chapter 6: Safety and Body Mechanics</b>
<i>Unit Objectives:</i>	<p><b>HHA: Understand the concept of body mechanics; Identify a number of physical risks for the human body and prevention methods</b></p> <p><b>ESOL: Recognize new vocabulary related to safety, body mechanics, and accidents; Drill vocabulary for parts of the body</b></p>
<i>Content Overview</i>	<b>VOCABULARY (fifteen focus words per chapter): paralysis; fracture; clutter; disorientation; burn (v./n.);</b>

<p style="text-align: center;">&amp;</p> <p style="text-align: center;"><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>scald (v./n.); choking; poisoning; cuts (v./n.); abrasions; restraint; body mechanics; posture; suffocation; muscle atrophy</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Drill with students the parts of the body (focus on external body parts for the time); Complete this diagram together: <a href="http://www.enchantedlearning.com/subjects/anatomy/body/label/label.GIF">http://www.enchantedlearning.com/subjects/anatomy/body/label/label.GIF</a></li> <li>- Take time to drill pronunciation for each and assure that students are on their way to memorizing all of these words and their correct pronunciation</li> <li>- Possible game: A version of “Simon Says!” to practice listening and vocabulary retention... Make it a bit more challenging by changing up the verbs used (Instead of just “touch your leg,” use additional verbs such as bend/turn/twist/etc.)</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>Students will be able to recognize and correctly pronounce lexis for parts of the body.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word</p>

	in an original sentence... mix up the format each time.)
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<i>Unit Number:</i>	7
<i>Unit Name:</i>	Chapter 7: Emergency Care and Disaster Preparation
<i>Unit Objectives:</i>	<p>HHA: Recognize different emergencies and disasters that could occur and how a NA/HHA should respond</p> <p>ESOL: Recognize and use vocabulary associated with different emergencies and disasters; Role-play 911 calls that should be made in different situations; Demonstrate ability to ask and answer questions in English</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b> conscious/unconscious; first aid; CPR; obstructed airway; abdominal thrusts; shock; heart attack; dyspnea; bleeding; fainting/syncope; nosebleed/epistaxis; insulin reaction; diabetic ketoacidosis; seizure; stroke</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Assign each pair of students with a different medical emergency discussed in this chapter; Have them imagine that the emergency is happening right now with the resident in their care and they need to call 911. How will they</li> </ul>

	<p>describe the signs and symptoms? What questions will the 911 operator ask and how will they respond? How should their tone be during the call?</p> <ul style="list-style-type: none"> <li>- (Review grammar for asking and answering questions if needed)</li> <li>- Present to the class</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>Students will successfully complete and present a script for a 911 call.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	8
<i>Unit Name:</i>	Chapter 8: Human Needs and Human Development
<i>Unit Objectives:</i>	<p>HHA: Recognize human physical and psychosocial needs; Recognize the stages of human development</p> <p>ESOL: Recognize and use vocabulary for human needs and human development; Describe the stages of human life; Demonstrate mastery of lexis for numbers and years</p>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b> psychosocial; holistic; sexuality; spiritual; infancy; toddler; adolescence; geriatrics; gerontology; developmental disability; intellectual disability; down syndrome; cerebral palsy; spina bifida; autism</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson's vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words.</li> </ul>

	<p>Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</p> <ul style="list-style-type: none"> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Drill together lexis for numbers (1-1,000; more if needed) and years... “popcorn” around the room by having students be able to say different numbers and years on the spot correctly</li> <li>- Discuss different ways to describe age (stress that the verb for “age” in English is “to be,” not “to have!”: I AM 30 years old.) → I am thirty, I am in my thirties, I am in my early thirties, etc... point out that they range from most specific to the most general</li> <li>- Make a timeline together of the different stages of human life on the board and discuss the ages that pertain to each stage</li> <li>- Have students choose one person in their life (child, husband, parent, herself, etc.) and make a timeline of that person’s ages/stages of life and the years in which they were considered each stage... Challenge students to read the ages and years aloud as quickly as possible, to demonstrate mastery in this very important vocabulary</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>Students will be able to describe the age/stages of life of someone of their choosing and create a timeline displaying those stages.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	9
<i>Unit Name:</i>	Chapter 9: The Healthy Human Body
<i>Unit Objectives:</i>	<p>HHA: Identify the ten body systems and their functions; Recognize potential problems associated with each</p> <p>ESOL: Identify and use prepositions of place; Recognize lexis for organs and body systems</p>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>VOCABULARY (fifteen focus words per chapter): body systems; homeostasis; metabolism; organ; tissue; cell; bone; joint; muscle; respiration; digestion; elimination; reproduction; nonspecific/specific immunity; lymph</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Continuation of vocabulary for parts of this body; this time focusing internally: First, drill this vocabulary for each system: <a href="https://www.westada.org/cms/lib8/ID01904074/Centricity/Domain/4144/body%20figure%20diagram%20instructions.pdf">https://www.westada.org/cms/lib8/ID01904074/Centricity/Domain/4144/body%20figure%20diagram%20instructions.pdf</a></li> <li>- Review prepositions of place to describe location (<a href="https://g20ise0mackay.files.wordpress.com/2015/03/sin-tc3adtulo.png">https://g20ise0mackay.files.wordpress.com/2015/03/sin-tc3adtulo.png</a>); Drill by having students describe their seating arrangement in the classroom using different prepositions</li> <li>- Refer back to the first link; Using the vocabulary</li> </ul>

	<p>for body systems and prepositions of place, have students work together to locate, label, and then describe these different body parts within the human body (Have completed diagrams prepared to help them; Do not just show them the answers though but describe the location of the different parts using the prepositions of place and have them work it out themselves)</p> <ul style="list-style-type: none"> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>In this class, students will be able to complete the diagrams of the different body systems.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	10
<i>Unit Name:</i>	Chapter 10: Positioning, Transfers, and Ambulation
<i>Unit Objectives:</i>	<p>HHA: Recognize the proper procedure for positioning a resident or assisting him/her with transfers and ambulation</p> <p>ESOL: Recognize and properly use vocabulary associated with this topic; Use "be going to" to describe future plans</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>VOCABULARY (fifteen focus words per chapter): supine; lateral; prone; Fowler's; Sims'; arm lock/lock arm; draw sheet; shearing; logrolling; dangle; transfer belt; gait belt; slide board; ambulation; walker</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson's vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the</li> </ul>

	<p>format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</p> <ul style="list-style-type: none"> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Discuss how the chapter mentions that each time the NA/HHA is to do something involving the resident, he/she needs to tell the resident what is about to be done. This requires future verbs, or “be going to” to describe future plans</li> <li>- Drill this form: “subject + be (conjugated) + going to + base verb”</li> <li>- Possible practice: <a href="http://kfrclasses.pbworks.com/f/mixed%20future%20tenses%20exercise.pdf">http://kfrclasses.pbworks.com/f/mixed%20future%20tenses%20exercise.pdf</a></li> <li>- Choose one of the procedures in this chapter and as a group, write a script that the NA should say to the resident using “be going to” to describe the procedure that is about to take place</li> <li>- Have students practice reading the script aloud</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>Students will be able to use “be going to” to describe future plans properly (possible “ticket to leave”: What are your plans for tonight? I am going to _____.). Students will successfully complete practice exercises using the future tense.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	11
<i>Unit Name:</i>	Chapter 11: Admitting, Transferring, and Discharging
<i>Unit Objectives:</i>	<p>HHA: Proper procedures for and role of NA/HHA in admitting, transferring, and discharging patients.</p> <p>ESOL: Vocabulary related to admitting, transferring, and discharging; U.S. units of measurement; Vocabulary for measurements; Questions with “how”</p>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials</i> (<i>Texts, Websites, Supplements, Activities, Media, etc.</i>):</p>	<p>VOCABULARY (fifteen focus words per chapter): admission; vital signs; baseline vital signs; privacy; scale; measure; weight; height; bedridden; transfer; discharge; dorsal recumbent position; lithotomy position; knee-chest position; physical exam</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> </ul> <ul style="list-style-type: none"> <li>- The U.S. uses units of measurement that are different from most other countries, so students may not be familiar with them... Take time to review the units and the vocabulary</li> <li>- Weight: pounds/ounces versus kilograms... How much do you weigh? Heavy/light; I weigh ____ pounds; scale, etc. Abbreviation for pound = lb.</li> <li>- Height: feet/inches versus meters/centimeters... How tall are you? I am _____. Writing system: feet’ inches’’; 1 foot = 12 inches; tall/short.</li> <li>- Temperature: degrees Fahrenheit versus Celcius... discuss appropriate body temperatures</li> </ul>

	<p>in Fahrenheit; what is too low, what is too high... etc.</p> <ul style="list-style-type: none"> <li>- Practice: Have students role-play being nursing assistant/patient and determine the weight, height, temperature of one another (fabricate temperature)... How to ask for that information how to express it properly in a complete sentence; How to write it.</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>In this class, students will correctly measure their partner and record their findings in U.S. systems of measurement.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	12
<i>Unit Name:</i>	Chapter 12: The Resident's Unit
<i>Unit Objectives:</i>	<p>HHA: Furniture/fixtures in a resident's unit; Procedures for making occupied and unoccupied beds.</p> <p>ESOL: Review furniture vocabulary and prepositions of place; "To make/to do"</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials</i> (Texts, Websites, Supplements, Activities, Media, etc.):</p>	<p>VOCABULARY (fifteen focus words per chapter): noise; odor; bedside stand; urinal/bedpan; emesis basin; overbed table; call light; privacy curtain; circadian rhythm; insomnia; bedmaking; occupied bed; unoccupied bed; sheet; linen</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson's vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the</li> </ul>

	<p>format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</p> <ul style="list-style-type: none"> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Provide students with photos of real-life residents' units and have them label as many of the things in the picture as they can, including the vocabulary words in the chapter and anything else they see... As a group, discuss any unknown words</li> <li>- Possible photos to use: <ul style="list-style-type: none"> <li><a href="http://www.belmontmanor.com/wp-content/uploads/2012/03/resident-units.jpg">http://www.belmontmanor.com/wp-content/uploads/2012/03/resident-units.jpg</a>;</li> <li><a href="http://jhsf.org/images/stars/JH-JSL-8.11-197-stars-hero.jpg">http://jhsf.org/images/stars/JH-JSL-8.11-197-stars-hero.jpg</a>; <a href="http://forttryonrehab.com/wp-content/uploads/2013/11/room-1.jpg">http://forttryonrehab.com/wp-content/uploads/2013/11/room-1.jpg</a></li> </ul> </li> <li>- “To make/to do”: Very confusing verbs for English learners; when to use which one? Some patterns, but many times certain phrases need to be memorized... Start with discussing the phrase “make the bed.” What does that mean?</li> <li>- Review together (make copies for students, esp. of the chart): <ul style="list-style-type: none"> <li><a href="http://www.vocabulary.cl/Intermediate/Do_Make.htm">http://www.vocabulary.cl/Intermediate/Do_Make.htm</a></li> </ul> </li> <li>- Practice with a partner; review together: <ul style="list-style-type: none"> <li><a href="http://a4esl.org/q/h/lb/mod.html">http://a4esl.org/q/h/lb/mod.html</a></li> </ul> </li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will demonstrate an increased understanding of the uses of “to make/to do” through their answers to the multiple choice practice questions.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary.</p>

	(Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)
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<i>Unit Number:</i>	13
<i>Unit Name:</i>	Chapter 13: Personal Care Skills
<i>Unit Objectives:</i>	<p>HHA: Procedures used to maintain resident hygiene and well-being, required of by NA/HHA.</p> <p>ESOL: Associated vocabulary for each of these procedures; Correct pronunciation of the vocabulary needed to describe each procedure to a resident; Possessive adjectives/possessive pronouns/subject pronouns/object pronouns.</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>VOCABULARY (fifteen focus words per chapter): hygiene; grooming; perineal care; pressure ulcer; ointment; orthotic device/orthosis; groin; razor; pediculosis; dandruff; dressing/to dress (versus “to get dressed”); oral care; dental floss; edentulous; dentures</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Provide students with these four lists of confusing words, then work together to determine when to use them and why.</li> <li>- <i>Possessive adjectives:</i> My, your, his, her, its,</li> </ul>

	<p>our, their</p> <ul style="list-style-type: none"> <li>- <i>Possessive pronouns:</i> Mine, yours, his, hers, its, ours, theirs</li> <li>- <i>Subject pronouns:</i> I, you, he, she, it, we, they</li> <li>- <i>Object pronouns:</i> Me, you, him, her, it, us, them</li> <li>- (Good explanations here:  <a href="http://www.softschools.com/examples/grammar/possessive_adjectives_versus_possessive_pronouns_examples/82/">http://www.softschools.com/examples/grammar/possessive_adjectives_versus_possessive_pronouns_examples/82/;</a>  <a href="http://grammar.yourdictionary.com/parts-of-speech/pronouns/subject-versus-object-pronouns.html">http://grammar.yourdictionary.com/parts-of-speech/pronouns/subject-versus-object-pronouns.html</a>)</li> <li>- Depending on the students' level/need for more practice, here are a number of good hand-outs:  <a href="http://www.language-worksheets.com/support-files/elementarysubjectpronounsandpossessiveadjectivesexercises.pdf">http://www.language-worksheets.com/support-files/elementarysubjectpronounsandpossessiveadjectivesexercises.pdf</a>;  <a href="http://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-subjectobjpron.pdf">http://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-subjectobjpron.pdf</a>)</li> <li>- Using the procedure of providing oral care for a resident, how can we explain to the resident what we are going to do for him/her? Take care to use these adjectives and pronouns correctly.</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will be able to construct grammatically correct sentences in conversation, using these confusing grammar points correctly.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary.          (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<p><i>Unit Number:</i></p>	<p>14</p>
<p><i>Unit Name:</i></p>	<p>Chapter 14: Basic Nursing Skills</p>

<p><i>Unit Objectives:</i></p>	<p>HHA: Overview of the basic procedures expected to be done by the NA/HHA</p> <p>ESOL: Understand associated vocabulary for each procedure; Be able to explain procedures to residents and record results; Question format/word order</p>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b> vital signs; guidelines; thermometer; pulse; stethoscope; respiration/inspiration; expiration; blood pressure; hypotension; blood pressure cuff/sphygmomanometer; compress (n.); soak; sitz bath; non-sterile/sterile; intravenous/IV</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Forming/answering questions: This grammar point is touched upon in each unit but is incredibly important so take the time to assure students have a strong grasp on it</li> <li>- Closed/open questions: Closed questions = yes/no answer; Open questions = give a specific answer... Closed questions always begin with a verb; Open questions always with a “question word”</li> <li>- Question words = Who (people), What (thing), When (time), Where (place), Why (reason), Which (option), How (quantity; quality; etc.)</li> <li>- Some questions use “to be”: Is the pain severe? What is your name?</li> <li>- Some questions use other verbs; always need an auxiliary verb to make the question, most often = “to do”: Where DOES it hurt? When DID you</li> </ul>

	<p>take your medicine?</p> <ul style="list-style-type: none"> <li>- Then, how to give short answers (Yes. Yes I do. No. No I don't.) versus full-sentence answers.</li> <li>- Depending on students' skill level with this grammar point, these exercises could be helpful: <a href="https://learnenglishteens.britishcouncil.org/sites/teens/files/gs_question_words_-_exercises.pdf">https://learnenglishteens.britishcouncil.org/sites/teens/files/gs_question_words_-_exercises.pdf</a></li> <li>- Role-play conversations between HHA/resident... resident has a pain or a symptom, HHA needs to ask her different questions about the condition... Teacher should monitor for correct word order/correct answers based upon questions asked</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>In this class, students will be able to correctly ask/answer questions.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	15
<i>Unit Name:</i>	Chapter 15: Nutrition and Hydration
<i>Unit Objectives:</i>	<p>HHA: Overview of proper nutrition and hydration for residents; the role of NA/HHA in providing food for/feeding residents.</p> <p>ESOL: Review/expand lexis for food and drink; Compare ounces and milliliters; Recognize nutritious versus non-nutritious foods</p>
<i>Content Overview</i> &	VOCABULARY (fifteen focus words per chapter): nutrition; nutrient; carbohydrate; protein; fat (n.); grain; metabolism; sodium; fluid; diuretics; bland;

<p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>diabetes; puree; dysphagia; dehydration</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Possible game to play: In pairs, try to think of one English food or drink word that starts with each letter of the alphabet; race to see which pair can either get all 26 first, or get the most in 5 minutes, etc... To make it more challenging/relevant to the text, have only nutritious food/drinks apply</li> <li>- Review the food/drink words thought of by the pairs; Compile a list of all students’ answers on the board; Add any important/common ones that may have been overlooked</li> <li>- Have students in groups design a healthy menu for a day in their facility... A complete breakfast, lunch, snack, dinner, dessert, drinks... What should be served, and why? What nutrients are accounted for with each dish?</li> <li>- Could expand by having special client dietary restrictions, such as diabetic, or difficulty chewing, etc. How could the meals be changed to accommodate these residents?</li> <li>- Also briefly review milliliters/ounces, conversions, abbreviations, etc.</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will complete a nutritious menu for a day’s worth of residents’ meals.</p>

	<p>For the following class, begin with a quick quiz to review this unit's vocabulary.          (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>
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<i>Unit Number:</i>	<b>16</b>
<i>Unit Name:</i>	<b>Chapter 16: Urinary Elimination</b>
<i>Unit Objectives:</i>	<p><b>HHA: Overview of procedures for assisting residents with urinary elimination, potential associated health problems, solutions and treatment options for those problems</b></p> <p><b>ESOL: Strong comprehension of the vocabulary associated with the urinary system, related disorders, and related procedures/materials; Development of advanced color lexis useful in a medical setting</b></p>
<p><i>Content Overview</i></p> <p style="text-align: center;"><b>&amp;</b></p> <p><i>Suggested Materials          (Texts, Websites,          Supplements, Activities,          Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter):          urination; cloudy; pus; mucus; urinary incontinence;          bladder; kidneys; standard bedpan; fracture pan;          urinal; portable commode; UTI/cystitis; kidney          stones/calculi; catheter; specimen</b></p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson's vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> </ul>

	<ul style="list-style-type: none"> <li>- Review of body part lexis discussed in previous classes with a focus on the urinary system; Go through the unit to identify vocabulary for body parts/organs; Label the diagrams provided in the unit, etc.</li> <li>- Spend some time discussing colors, as advanced color lexis is useful in the medical field. This chapter uses words to describe color/shade/appearance such as “pale, cloudy, light, clear, dark, rust...”; there are many more that can be used to describe symptoms and disorders in medical settings.</li> <li>- More words to review that are used with color: deep, crimson, lime, bright, rosy... More here, but not necessary to review them all, just ones most likely to be used in a medical setting: <a href="https://www.dailywritingtips.com/75-terms-pertaining-to-color/">https://www.dailywritingtips.com/75-terms-pertaining-to-color/</a></li> <li>- Have students look up these words on cell phones or computers to make associations with the words and objects of those colors; Find thing in the classroom or throughout the building that apply.</li> <li>- Possible game to play: “I Spy something...” with an advanced color word</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will be able to describe objects in the classroom using advanced color lexis discussed in the lesson.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<p><i>Unit Number:</i></p>	<p>17</p>
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<i>Unit Name:</i>	<b>Chapter 17: Bowel Elimination</b>
<i>Unit Objectives:</i>	<p><b>HHA: Overview of procedures for assisting residents with bowel elimination, potential associated health problems, solutions and treatment options for those problems</b></p> <p><b>ESOL: Strong comprehension of the vocabulary associated with the gastrointestinal system, related disorders, and related procedures/materials; Review parts of speech and word forms</b></p>
<p><i>Content Overview</i></p> <p><b>&amp;</b></p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter): defecation; feces; stool; bowel movement; diarrhea; fecal incontinence; peristalsis; laxatives; constipation; hemorrhoids; fecal impaction; enema; ostomy; colostomy; ileostomy</b></p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Review of body part lexis discussed in previous classes with a focus on the gastrointestinal system; Go through the unit to identify vocabulary for body parts/organs; Label any diagrams provided in the unit, etc.</li> <li>- Parts of speech and their functions to review as a group: noun (person, place, thing); adjective (descriptive word); verb (action); adverb (describes verbs, adjectives, or other adverbs)</li> <li>- Review how in English, changing the form of the word slightly can give you a different part of speech and a different usage (studied this before with profession vocabulary)... Example: fecal; feces; defecate... adjective; noun; verb, all</li> </ul>

	<p>related to the same thing but used differently in the sentence. But if you learn one word, in essence you're learning all forms.</p> <ul style="list-style-type: none"> <li>- (Great resources for this: <a href="https://www.thoughtco.com/learning-vocabulary-with-word-forms-1211729">https://www.thoughtco.com/learning-vocabulary-with-word-forms-1211729</a>; <a href="https://www.douglascollege.ca/-/media/04A30118AEDD463D82128568E958BFFE.ashx?la=en">https://www.douglascollege.ca/-/media/04A30118AEDD463D82128568E958BFFE.ashx?la=en</a>)</li> <li>- Second link above, try to complete some of the exercises on Pages 10-16 as a group.</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>In this class, students will demonstrate understanding of the different functions of nouns, adjectives, verbs, and adverbs.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	18
<i>Unit Name:</i>	Chapter 18: Common Chronic and Acute Conditions
<i>Unit Objectives:</i>	<p>HHA: Provide an overview of certain illnesses and conditions, their symptoms, and ways for NA/HHA to help residents</p> <p>ESOL: Understand be able to properly use the vocabulary associated with these conditions; Correctly use the present continuous; Distinguish the present continuous from the present perfect; Compare stative and active verbs</p>
<i>Content Overview</i>	VOCABULARY (fifteen focus words per chapter): acute; chronic; scabies; shingles; fungal/fungi; arthritis;

<p style="text-align: center;">&amp;</p> <p style="text-align: center;"><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>fracture; stroke; injury; congestive heart failure; pneumonia; nausea; tumor; benign; malignant;</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Compare potential situations that could happen in this field: “He has cancer. He is having a heart attack.” Discuss the differences in the verbs, and why... Present simple versus present continuous (AKA present progressive) <ul style="list-style-type: none"> <li>- Present simple = Base verb (for he/she/it, base verb + “-s”); for general truths, facts, routines</li> <li>- Present continuous = To be + “-ing”; For things happening right now</li> </ul> </li> <li>- Relevance to the field of HHA: To describe general health conditions or patient characteristics, typically we’d use simple present; To describe symptoms or conditions occurring or worsening in the moment we’d use present continuous</li> <li>- Practice differentiating the two: <a href="http://www.vpssa.edu.rs/wp-content/uploads/2014/10/Present-Simple-vs.-Progressive-exercises.pdf">http://www.vpssa.edu.rs/wp-content/uploads/2014/10/Present-Simple-vs.-Progressive-exercises.pdf</a>... Work through as many or as little of these exercises as the group seems to need</li> <li>- For stative verbs, we don’t use present continuous, only simple present (If students seem ready, provide them with this list and review some examples in class: <a href="http://www.perfect-english-grammar.com/support-files/stative-verbs-list.pdf">http://www.perfect-english-grammar.com/support-files/stative-verbs-list.pdf</a>)</li> </ul>
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	<ul style="list-style-type: none"> <li>- If time, provide students with a hypothetical patient who is suffering from one of the conditions in the unit and has symptoms flaring up in the moment... How would they explain to the doctor/nurse what the patient is suffering right now, versus how he/she is always feeling?</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>In this class, students will be able to correctly distinguish using the simple present from the present continuous in real-world examples.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	19
<i>Unit Name:</i>	Chapter 19: Confusion, Dementia, and Alzheimer's Disease
<i>Unit Objectives:</i>	<p>HHA: Provide an overview of various cognitive disorders, their symptoms, and the role the NA/HHA should play in assisting residents</p> <p>ESOL: Understand and use the relevant vocabulary; Properly use the simple past in positive and negative statements and questions</p>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b>  cognition; confusion; delirium; dementia; decline; perseveration; intervention; agitated; trigger; sundowning; catastrophic reaction; pacing; wandering; hallucination; delusion</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson's vocabulary</li> <li>- Introduce new vocabulary list: This should be</li> </ul>

	<p>the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</p> <ul style="list-style-type: none"> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Simple past: Very important English skill to have when communicating with residents, nurses, doctors, families, etc... Treatments given throughout the day, actions done by residents, symptoms residents may have had that went away, conversing with residents about their day or their past... Discuss as a class why all of these things are so important for an HHA</li> <li>- Simple past in English: Regular versus irregular... For regular verbs, simple: For all subjects, base verb + “-ed” (I played, We played, etc.)</li> <li>- Difficult part, many many irregular verbs that need to be memorized... Still same verb for all subjects, though (I ate, We ate, They ate, etc.)</li> <li>- Only exception: “to be” has two forms in the simple past (“was/were”)</li> <li>- For negatives: “didn’t + base verb”</li> <li>- For questions: “Did + subject + base verb”</li> <li>- Practice with irregulars: Give students this list (<a href="http://www.esl-lounge.com/reference/grammar-reference-most-common-irregular-verb-list.php">http://www.esl-lounge.com/reference/grammar-reference-most-common-irregular-verb-list.php</a>; ignore past participles for now); work through some exercises to increase familiarity; try to focus on verbs that are regularly used in a healthcare setting; brainstorm list together with the students</li> <li>- Possible practice exercises: <a href="http://www.macmillaninspiration.com/original/files/2010/07/INSP1_ws9.pdf">http://www.macmillaninspiration.com/original/files/2010/07/INSP1_ws9.pdf</a></li> <li>- Possible game: “Irregular Past Tense Bingo!” Give students pre-made bingo board with a base verb in each square; You call out an irregular</li> </ul>
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	<p>past tense verb; If students have the base verb, they mark the box... First to complete the whole table (for extra practice!) is the winner (Bingo Card Generator:  <a href="http://myfreebingocards.com/bingo-card-generator">http://myfreebingocards.com/bingo-card-generator</a>)</p> <ul style="list-style-type: none"> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>In this class, students will be able to provide the irregular simple past verb for a given list of base verbs, and use the simple past correctly in a sentence.</p> <p>For the following class, begin with a quick quiz to review this unit's vocabulary.          (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	20
<i>Unit Name:</i>	Chapter 20: Mental Health and Mental Illness
<i>Unit Objectives:</i>	<p>HHA: Provide an overview of the signs and symptoms of a number of mental health disorders; The role NA/HHA should play in caring for residents who suffer from such</p> <p>ESOL: Understand/be able to use all related vocabulary; Use and differentiate between indefinite pronouns using "some-, no-, any-, every-"</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>VOCABULARY (fifteen focus words per chapter): mental health; mental illness; situation response; heredity; stress; fallacy; anxiety; major depression/major depressive disorder; schizophrenia; paranoid; phobia; apathy; post-traumatic stress disorder (PTSD); psychotherapy; substance abuse</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson's vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li>   <li>- Important grammar point to take time to review: indefinite pronouns (words using “some-, every-, no-, any”)</li> <li>- Full list to review: Everything, something, anything, nothing; Everywhere, somewhere, anywhere, nowhere; Everyone, someone, anyone, no one; Everybody, somebody, anybody, nobody</li> <li>- Elicit from students which groups of words are used to refer to things, places, and people (difference between “one” and “body”: “one” = more formal situations, like work!)</li> <li>- Every = all</li> <li>- Some = only one, but not specific; doesn’t matter which</li> <li>- No = zero</li> <li>- Any = when the sentence is positive: combination, doesn’t matter which ones or how many; when the sentence is negative: zero... Also typically the one used in questions</li> <li>- Good example to practice/visualize: Bringing food options to a resident, the resident says they want everything, anything, nothing, something... What does that really mean?</li> <li>- Continued practice:  <a href="http://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-indefpron.pdf">http://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-indefpron.pdf</a> </li>   <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
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<i>Assessment Methods:</i>	<p>In this class, students will be able to correctly use indefinite pronouns to describe nouns.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>
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<i>Unit Number:</i>	21
<i>Unit Name:</i>	Chapter 21: Rehabilitation and Restorative Care
<i>Unit Objectives:</i>	<p>HHA: Explain purposes of rehabilitation and restorative care; Explain the role of the NA/HHA in the process</p> <p>ESOL: Understand and correctly use vocabulary related to rehabilitation; Recognize and use infinitives of purpose</p>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials</i> (<i>Texts, Websites, Supplements, Activities, Media, etc.</i>):</p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b> rehabilitation; restorative care; goal; promote; exercise; circulation; strength; mood; self-esteem; appetite; device; equipment; aid; prosthetic/prosthesis; range of motion (ROM)</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- As a group, discuss the concepts of “purpose”</li> </ul>

	<p>and “goal”... Make it personal, ask students about their goals for themselves, their families, etc... Then, ask each of them: Why are you taking this class, or why are you studying to be a HHA?</p> <ul style="list-style-type: none"> <li>- Lead their answers to have each include a verb, and demonstrate that in the answer, to give the purpose or the “why,” we need to use the infinitive: Why are you in this class? To get a job. To help my family. To help residents. To learn. Etc.</li> <li>- Infinitive in English = “to” + “base verb” (Very important to remember the “to”!)</li> <li>- Common mistake: I am in this school for learn English. Drill with students: always “to” before the verb in situations like this!</li> <li>- Practice if needed: <a href="http://www.macmillaninspiration.com/original/files/2010/07/INSP2_ws12.pdf">http://www.macmillaninspiration.com/original/files/2010/07/INSP2_ws12.pdf</a></li> <li>- Suggested activity: To encourage more speaking, students can go through these with a partner, answering or completing each with an infinitive of purpose: <a href="https://www.eslconversationquestions.com/infinitives-of-purpose/">https://www.eslconversationquestions.com/infinitives-of-purpose/</a></li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will correctly use infinitives of purpose in conversation.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<p><i>Unit Number:</i></p>	<p>22</p>
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<i>Unit Name:</i>	Chapter 22: Special Care Skills
<i>Unit Objectives:</i>	<p>HHA: Provide an overview of special care skills and the role of the NA/HHA in assisting residents with such.</p> <p>ESOL: Understand and correctly use all related vocabulary; Identify three forms of the future tense and use each properly</p>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b> subacute care; surgery; anesthesia; preoperative; postoperative; vital signs; pulse oximeter; telemetry; heart rhythm; artificial airway; intubation; tracheostomy; empathetic/empathy; mechanical ventilation; sedative</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Already discussed in this class: “be going to” for future plans.. Review briefly with students</li> <li>- I am go to _____. = future, set plan, my decision.</li> <li>- Elicit from students other two forms of the future tense used in English: “will” and “present continuous with future time”</li> <li>- Will: subject + “will” + base verb... Because “will” is a modal, the form doesn’t change... Used for predictions (example, the weather), or strong promises (“I will always love you.”)</li> <li>- Present continuous with future time: Strong plans/arrangements, so strong you can attach a specific time to them! Tricky to see the difference at first: I am studying. = Right now. I am studying after work. = Future plan. But specifically, after work. So stronger than “I am</li> </ul>

	<p>going to study.”</p> <ul style="list-style-type: none"> <li>- Practice determining if these sentences are referring to right now or the future:</li> <li>- Provide students with a hypothetical resident story for whom they are giving preoperative care... the resident is nervous and the HHA needs to explain the procedure that is about to happen... How can they use all of these forms of the future in the conversation?</li> <li>- Good practice if needed: <a href="http://www.macmillaninspiration.com/original/files/2010/07/INSP2_ws5.pdf">http://www.macmillaninspiration.com/original/files/2010/07/INSP2_ws5.pdf</a></li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>In this class, students will be able to use the three forms of the future tense in a field-specific conversation.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	23
<i>Unit Name:</i>	Chapter 23: Dying, Death, and Hospice
<i>Unit Objectives:</i>	<p>HHA: Overview of situations in a healthcare setting involving dying, death, or hospice, the roles the NA/HHA should play, and suggestions for offering comfort to grieving loved ones</p> <p>ESOL: Understand and correctly use related vocabulary; Understand the concept of gerunds</p>
<i>Content Overview</i> &	VOCABULARY (fifteen focus words per chapter): terminal illness; grief; shock; denial; guilt; regret; advance directives; dignity; honor; rights (n.); hospice

<p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>care; palliative care; rigor mortis; stiff; postmortem care</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Brief introduction to the concept of gerunds, used many times in this chapter and essential for English speaking in general</li> <li>- Gerund: Looks like a verb, but acts like a noun... Taking an action and making it into an object, so it can serve as the subject or object of a sentence</li> <li>- For example: I like swimming. “Swim” is normally an action, but here the verb is “like” and “swimming” is the thing that I like... This is a gerund. Always with “-ing,” so looks like the present continuous, but it’s not!</li> <li>- Go through the chapter and identify the gerunds and how they are used (Pages 399 and 406, for example)</li> <li>- Identify the gerunds in this text: <a href="http://teachro.publiccomputingservices.org/grammarpractice/gerund/gerund.htm">http://teachro.publiccomputingservices.org/grammarpractice/gerund/gerund.htm</a></li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will have a basic understanding of gerunds and be able to identify them in given sentences.</p> <p>For the following class, begin with a quick quiz to</p>

	<p>review this unit's vocabulary.          (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>
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<i>Unit Number:</i>	24
<i>Unit Name:</i>	Chapter 24: Introduction to Home Care
<i>Unit Objectives:</i>	<p>HHA: Overview of the differences related to providing clients with home care, what the NA/HHA should expect, and what is expected of them</p> <p>ESOL: Understand and properly use related vocabulary; Identify and use participle adjectives</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials</i>          (Texts, Websites, Supplements, Activities, Media, etc.):</p>	<p>VOCABULARY (fifteen focus words per chapter): home care; familiar; home health agencies; housekeeping; safety; working environment; flexibility; client; care plan; diagnosis; treatment; team; responsibility; boundaries; bill of rights</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson's vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Continuing with the grammar from the last lesson: Review as a group that sometimes "-ing" can signify the present continuous (verb) and sometimes a gerund (noun)... but refer back to this example from the exercises in the last</li> </ul>

	<p>lesson: “Few things are better for relaxing than a satisfying hobby.”  <a href="http://teachro.publiccomputingservices.org/grammarpractice/gerund/gerund.htm">http://teachro.publiccomputingservices.org/grammarpractice/gerund/gerund.htm</a>... If “relaxing” is the gerund, then what is “satisfying”?</p> <ul style="list-style-type: none"> <li>- A participle adjective! Adjectives that finish in “-ing” or “-ed”... So, they both look like verbs, but serve as adjectives, meaning they always describe nouns</li> <li>- Examples: bored/boring, interested/interesting, excited/exciting, fascinated/fascinating, challenged/challenging</li> <li>- Difference in usage: Try to elicit from the students... I am interested in nursing. Nursing is interesting. “-ed” = describes peoples’ feelings; “-ing” = describes things or situations</li> <li>- For practice: <a href="https://www.perfect-english-grammar.com/support-files/participle_adjectives_exercise_1.pdf">https://www.perfect-english-grammar.com/support-files/participle_adjectives_exercise_1.pdf</a></li> <li>- Possible interactive activity: <a href="https://www.usingenglish.com/files/pdf/adjectives-discuss-and-agree-with-ed-ing-adjectives.pdf">https://www.usingenglish.com/files/pdf/adjectives-discuss-and-agree-with-ed-ing-adjectives.pdf</a>; Also teaches good skills for agreeing and disagreeing which are useful for when conversing with residents, families, staff, etc.</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will be able to use “-ed” and “-ing” adjectives correctly in conversation.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary.          (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<p><i>Unit Number:</i></p>	<p>25</p>
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<p><i>Unit Name:</i></p>	<p>Chapter 25: Infection Prevention and Safety in the Home</p>
<p><i>Unit Objectives:</i></p>	<p>HHA: Overview of how to adapt infection prevention methods and safety precautions to a home care setting</p> <p>ESOL: Understand and use relevant vocabulary in context; Use and follow directions with prepositions of movement</p>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>VOCABULARY (fifteen focus words per chapter):  Disinfection; saliva; spoiled food; boil; dry; isolation; spill; preventing/prevention; hazard; plug; cord; cabinet; fire extinguisher; poison/poisoning; drowning</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Review prepositions of place that were discussed in previous lesson; Introduce prepositions of movement/direction... Difference? First group describe where things are, second group describe where things are moving</li> <li>- A list to review together: <a href="http://www.cursor-ingles.com/en/learn/courses/basic-level/prepositions/prepositions-of-movement-or-direction">http://www.cursor-ingles.com/en/learn/courses/basic-level/prepositions/prepositions-of-movement-or-direction</a></li> <li>- Look at the pictures in the chapter on Pages 425 and 426; Focus on the pictures that are examples of dangerous home health settings</li> <li>- Using prepositions of place, in complete sentences, one student should explain to her partner how they should move the objects in the room and to where, to make the room safer for the resident; Switch roles for the second picture</li> </ul>

	<ul style="list-style-type: none"> <li>- Teacher monitors partners to assure that prepositions are being used correctly and that sentences are well structured with imperative verbs</li> <li>- Another possible activity: <a href="https://www.teach-this.com/images/resources/name-three-prepositions.pdf">https://www.teach-this.com/images/resources/name-three-prepositions.pdf</a>; Could have teams compete to see who can finish faster, or take turns going up to the board and playing teacher and determining if answers are right or wrong, etc.</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>In this class, students will be able to properly give directions using prepositions of movement.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	26
<i>Unit Name:</i>	Chapter 26: Medications in Home Care
<i>Unit Objectives:</i>	<p>HHA: Overview of proper procedures regarding medication and the guidelines that NA/HHA are required to always follow</p> <p>ESOL: Understand and use related vocabulary correctly; Incorporate adverbs of frequency into speech and recognize rules for proper sentence placement</p>
<i>Content Overview</i> & <i>Suggested Materials</i> <i>(Texts, Websites,</i>	<b>VOCABULARY (fifteen focus words per chapter):</b> medication; pill; prescription; non-prescription/over-the-counter; antibiotics; decongestants; side effects; interactions; route; capsule; tablet; nebulizer; storage; allergic reaction; dose

*Supplements, Activities,  
Media, etc.):*

- Review quiz for last lesson's vocabulary
- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).
- Drill pronunciation and usage for each vocabulary word.
  
- Strong emphasis in this chapter on "always" and "never," two examples of adverbs of frequency
- Put this list of adverbs of frequency on the board, but mix up the order: Always, usually, often, sometimes, not often, rarely/seldom, never... Have students rank the words to the correct order (listed here) from something that happens 100% of the time, to 0% of the time
- Explain to students that adverbs of frequency help to answer the question "how often?"
- Go through the chapter and find/highlight examples of these words and their usage; there are definitely examples with "always" and "never"
- Have on the board: "The resident always takes his medicine with breakfast. He is always ready for his medicine."
- Where in the sentence do we put the adverb? Before a main verb, or after "to be"! Anywhere else in the sentence just sounds awkward, so keep it with the verb
- Elicit full sentences from the students using the adverbs describing their daily routines, or their study habits... Monitor and correct word order
- Practice if needed: <http://www.language-worksheets.com/support-files/elementaryadverbsoffrequencyexercises.pdf>
  
- Ongoing-homework for each class: Study

	vocabulary for a review quiz at the end of each unit
<i>Assessment Methods:</i>	<p>In this class, students will use adverbs of frequency correctly in conversation.</p> <p>For the following class, begin with a quick quiz to review unit's lesson's vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	27
<i>Unit Name:</i>	Chapter 27: New Mothers, Infants, and Children
<i>Unit Objectives:</i>	<p>HHA: Overview of the various roles NA/HHA can play for new mothers during and after birth, and with assisting with the newborn babies and older children</p> <p>ESOL: Understand and use related vocabulary; Correctly use "to be born" in a complete sentence in various tenses; Differentiate between "in/on/at" for time and place</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>VOCABULARY (fifteen focus words per chapter): newborn; bed rest; neonatal/neonatologist/neonate; postpartum/postpartum depression; Cesarean section/C-section; episiotomy; diaper; breastfeed; formula; change (a baby); sponge; infant; umbilical cord; circumcision; abuse; neglect</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson's vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide</li> </ul>

	<p>each word used in a sentence for assistance).</p> <ul style="list-style-type: none"> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Discuss the phrasing of “to be born,” as it is difficult for some English learners. “Born” is not a verb; always need “to be” + “born”... Typically used in the past and future tenses. I was born; The baby will be born; etc.</li> <li>- Introduce prepositions “in/on/at” and explain that they can be used to refer to time and place: two separate groups. Confusing to know when to use which word.</li> <li>- For time: In = a year, a month, a season; On = day of the week, specific date; At = time (So practice with this: I was born in February, on the 7th, at 4:13 AM. -&gt; Elicit sentences from the students, either for themselves for their children if they are mothers.)</li> <li>- For place: In = continent, country, city/town; On = a street; At = a specific address. → Repeat above.</li> <li>- Give these to students to help them visualize the shift from general to specific:  <a href="http://www.maixunorberto.com/englishblog/wp-content/uploads/2015/11/in-on-at_2.png">http://www.maixunorberto.com/englishblog/wp-content/uploads/2015/11/in-on-at_2.png</a></li> <li>- And practice to assist in memorization:  <a href="http://www.englishexercises.org/makeagame/viewgame.asp?id=5783">http://www.englishexercises.org/makeagame/viewgame.asp?id=5783</a></li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will be able to correctly describe where and when they were born using “in/on/at” to describe time and place.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary.          (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	28
<i>Unit Name:</i>	Chapter 28: Meal Planning, Shopping, Preparation, and Storage
<i>Unit Objectives:</i>	<p>HHA: Overview of the role of NA/HHA in planning residents’ meals, shopping for the ingredients, different preparation techniques, and storage</p> <p>ESOL: Understand and use related vocabulary; Recognize how placement of “free” can change meaning; Differentiate between countable/non-countable nouns; Compare “how much/how many”</p>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b> snack; guideline; produce; dairy; grocery; leftovers; calories; steaming; poaching; basted; braising; baking; broiling; drain; cut down</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- Important vocabulary point, refer to Page 462: Discuss with students that “free” is an adjective and typically comes before a noun, as do all adjectives in English (free food, free coffee, free people)... But when free comes *after* a word, typically connected with a hyphen, it makes the whole thing one adjective which means “without” the given noun... “cholesterol-free” = without cholesterol, or no cholesterol.</li> <li>- Have students compare the difference in these</li> </ul>

	<p>sentences: Here is a free phone. This is a phone-free hallway.</p> <ul style="list-style-type: none"> <li>- Other examples from everyday life? Review all of the ones from this chapter; Compare free/reduced/light</li> <li>- Quick comparison of countable/non-countable nouns: Countable nouns, possible to count or quantify, like apples, dogs, books; they have singular/plural forms... Non-countable nouns, not possible to quantify, like water, love, oxygen; only one form</li> <li>- Compare: How many eggs do you want? How much salt do you want on your eggs?</li> <li>- Difference in how many/how much = one for countable, one for non-countable</li> <li>- Answers for “how many”: a specific number, a lot, some, a few, none, etc.</li> <li>- Answers for “how much”: a lot, some, a little, a bit, none, etc.</li> <li>- A fun activity for practicing with these quantifying answers: <a href="https://www.teach-this.com/images/resources/quantifier-race.pdf">https://www.teach-this.com/images/resources/quantifier-race.pdf</a> (Then review for students which answers would use “how much/how many”)</li> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will be able to ask and answer questions using “how much/how many” and appropriate quantifiers.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<p><i>Unit Number:</i></p>	<p>29</p>
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<i>Unit Name:</i>	<b>Chapter 29: The Clean, Safe, and Healthy Home Environment</b>
<i>Unit Objectives:</i>	<p><b>HHA: Overview of the NA/HHA role in housekeeping and cleaning, description of proper procedures, and suggestions for ways to work with families</b></p> <p><b>ESOL: Understand and use related vocabulary; Review and correctly use articles in spoken and written English</b></p>
<p><i>Content Overview</i></p> <p style="text-align: center;"><b>&amp;</b></p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p><b>VOCABULARY (fifteen focus words per chapter):</b>  <b>orderly; efficiency; sensitivity; bleach; ammonia; toxic; fatal; soap; detergent; cleaning agent; dust; recycle; scrub; laundry; pretreating</b></p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</li> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>- A grammar point related to count/non-count nouns: articles and their usage... See what the students already know about this topic; They may know all about it already and just not know the name “article”</li> <li>- Elicit the main three articles from students: a/an/the... When are each used?</li> <li>- A = before a singular noun that begins with a consonant; general (always countable nouns)</li> <li>- An = before a singular noun that begins with a vowel; general (always countable nouns)</li> <li>- The = before a specific noun, either singular or plural (for countable or non-countable nouns)</li> <li>- Compare: Can I have a pen? Can I have the pen in your hand?</li> <li>- Further explanation and a number of practice exercises:</li> </ul>

	<p><a href="https://www.englishpage.com/articles/a-an-vs-the.htm">https://www.englishpage.com/articles/a-an-vs-the.htm</a></p> <ul style="list-style-type: none"> <li>- Ongoing-homework for each class: Study vocabulary for a review quiz at the end of each unit</li> </ul>
<i>Assessment Methods:</i>	<p>In this class, students will be able to differentiate between “a/an/the” to complete sentences correctly.</p> <p>For the following class, begin with a quick quiz to review this unit’s vocabulary. (Formats of the quiz could include matching, sentence completion, multiple choice, true/false, use the word in an original sentence... mix up the format each time.)</p>

<i>Unit Number:</i>	30
<i>Unit Name:</i>	Chapter 30: Managing Time, Energy, and Money in the Home
<i>Unit Objectives:</i>	<p>HHA: Overview of ways to be a more effective, efficient NA/HHA</p> <p>ESOL: Course review</p>
<p><i>Content Overview</i></p> <p>&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>VOCABULARY (fifteen focus words per chapter): [This chapter is short and does not offer much new vocabulary; take this class as an opportunity to review all of the vocabulary learned since the start of the class.]</p> <ul style="list-style-type: none"> <li>- Review quiz for last lesson’s vocabulary</li> <li>- Review all vocabulary from the course... Ideally, students have a notebook where they have been taking notes for all of these sets of words; Have them take a moment to flip through and see if there are any words they still have trouble with</li> <li>- Review game: In groups of 3 or 4, students will make a review “test” for the other groups... They can choose the format of the test questions: sentence completion, multiple</li> </ul>

	<p>choice, true/false, etc. But as a group, they have to choose 10 vocabulary words from any of the course's chapters and create 10 original test questions for those words. (A way to avoid words being repeated would be to assign each group a certain range of chapters to use in their tests.)</p> <ul style="list-style-type: none"> <li>- Teacher should monitor to make sure questions and answers are correct, and then distribute a copy of each group's test to all other groups, who will then work together to complete the tests</li> <li>- Review test answers together to see how much vocabulary has been retained! Prizes optional :)</li> </ul>
<i>Assessment Methods:</i>	In this class, students will complete review tests for all of the course's vocabulary. Students will be able to effectively demonstrate that they have retained much of the vocabulary acquired throughout this course.

<i>Unit Number:</i>	31
<i>Unit Name:</i>	Chapter 31: Caring for Your Career and Yourself
<i>Unit Objectives:</i>	<p>HHA: Overview of how to find a job in this field and ways to practice self-care once hired</p> <p>ESOL: Understand and use related vocabulary; Discuss future goals and plans; Speak publically in English naturally (no notes, or pre-planning)</p>
<p><i>Content Overview</i></p> <p style="text-align: center;">&amp;</p> <p><i>Suggested Materials (Texts, Websites, Supplements, Activities, Media, etc.):</i></p>	<p>VOCABULARY (fifteen focus words per chapter): career; résumé; employer; employee; cover letter; job application; reference; salary; available; interview; conflict; stress; stressor; relaxation; body scan</p> <ul style="list-style-type: none"> <li>- Introduce new vocabulary list: This should be the first activity of each class; Change the format for how students learn these new words. Possible methods: With a partner, look up definitions in an English dictionary; Read a conversation with the words used, then using context determine the meaning (give two</li> </ul>

	<p>options for students to choose from); Match words with definitions on a handout (provide each word used in a sentence for assistance).</p> <ul style="list-style-type: none"> <li>- Drill pronunciation and usage for each vocabulary word.</li> <li>-</li> <li>- Final group discussion about students' goals after this class, how they will use what they have learned, what they hope to accomplish next... ideally, each student will be able to speak for a minute or two in uninterrupted, natural English... mistakes are to be expected but allow students to speak fluently, using no notes, no pre-planning, etc. After, be sure to point out all they have accomplished and appropriately congratulate them!</li> <li>- Good-byes; rewarding of certificates; any type of celebration (all optional, of course!) :)</li> </ul>
<p><i>Assessment Methods:</i></p>	<p>In this class, students will show that they have the confidence to speak publically in English and to use what they have learned in this course in the healthcare field.</p>