

5

Health

Curriculum coverage

Listening and speaking

- Give personal information about yourself
- Understand questions and explain when you are ill
- Make an appointment with the doctor and dentist
- Ask for medicines at the chemist's

Skills

Sc/E1.3a, 4b; Lr/E1.4b
Sc/E1.3b, 4a; Lr/E1.1c, 2b
Sc/E2 2a, 3d; Sd/E1.1b; Lr/E1.2e, 5c
Sc/E1.2a; Sd/E1.1b; Lr/E1.1c, 2e, 3a, 5c

Reading and writing

- Read about a doctor's surgery
- Know words for parts of the body
- Write appointments in a diary
- Read instructions on medicines

Skills

Rt/E1.1b; Rw/E1.1b, 3a; Wt/E1.1a
Rw/E1.1a ; Ww/E1.1a, 1b, 1c
Wt/E1.1a
Rt/E1.1b

Key functions

- Giving personal information
- Describing health and symptoms
- Following instructions

Key grammar

- I've got
- Imperatives
- Possessives
- Common adjectives after *be*

Resources to support the unit

- Audio player and recording
- Blank audio tapes
- Access to computers if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Flashcards of key words (teacher's own)
- Leaflets from local GP, dentist, health centre (teacher's own)
- Registration forms from local GPs and dentists (teacher's own)
- Teaching clock (teacher's own)
- Class phones
- Diary (teacher's own)
- Doll/body figure for teaching parts of the body (teacher's own)
- Packaging from different kinds of medicine (teacher's own)
- Empty medicine bottles/boxes/sachets (teacher's own)
- Kettle, mug and spoon (teacher's own)

Page 1 Health

Rationale

To introduce the theme and content of the unit and look at the learning objectives

Task

- Use the pictures to elicit the places: a doctor's surgery or health/medical centre, a chemist's or pharmacy, a hospital pharmacy. Check pronunciation.
- Learners discuss the questions in pairs. Whole class feedback.
- Explain that *GP* is another way of saying *doctor*. Discuss where the local GPs and dentists are. Keep the discussion short, as the main purpose is to focus on the topic and proceed smoothly to the first skills page.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2 Registering with a doctor

Materials

- Photocopiable resource – questions and answers
- Photocopiable resource – registration form
- Registration forms for local GP surgeries (extension task)

Rationale

To understand requests for personal information; to practise asking for and giving personal information

Activity A *At the doctor's*

Pre-task activity

- Introduce the Akpınar family from Turkey: Filiz and Ali and their children Gulay (15) and Yasar (10). Explain that they are new to Birmingham.
- Elicit what learners can remember about registering with the doctor when they moved to the area they live in now.

Task

- Draw learners' attention to the photo for task 1. Elicit vocabulary, e.g. *doctor's surgery/medical centre, receptionist, patient* from the learners.
- Establish that the patient is Filiz. Elicit who she is talking to. Try to elicit what Filiz and the receptionist are saying.

- Before you play the audio for task 2, elicit spoken questions for the points in the list, e.g. *What's your first name?*
- Tell learners that they are going to hear the conversation between Filiz and the receptionist. Learners need to listen and number the questions according to the order in which they hear them.
- Play the audio and check.
- Put learners into pairs for task 3. Give out sets of cards from the photocopiable resources for them to match.
- Check in pairs, then feedback with the whole class. Ask learners if they know another word for family name (surname).
- Drill the questions for pronunciation.

Differentiation

- Learners can listen to the audio as many times as is necessary for them to complete the task.
- For learners with less developed listening skills, put the questions on the board and drill pronunciation. Then play the audio and ask them to put the questions in order.
- Learners with more developed writing skills can write the questions in the correct sequence.

Activity B

Giving personal information

Task

- Before the question and answer pair work, drill the questions and answers for stress and intonation.
- Review the questions using the cards from Activity A. Also review *Can you spell your first name/family name/address, please?*
- If appropriate, revise pronunciation of the alphabet.
- Learners work in pairs. Give each learner a form to fill in from the photocopiable resources. They take turns to complete the form by asking the relevant questions.

Differentiation

- Learners with less developed listening/speaking could just ask and answer the first three questions on the form.
- Learners with more developed listening and speaking could ask further personal questions, e.g. *Where do you live? Are you married?* etc.

Extension

- Bring in some real registration forms for learners to fully or partially fill in.

Page 3

A doctor's surgery

Materials

- Leaflets from GPs and dentists in the local area

Rationale

To read and extract information from doctors' and dentists' leaflets

📌 Activity A Reading about a surgery

Pre-task activity

- Show learners leaflets from GPs and dentists. Elicit what they are.
- Discuss differences between surgeries in terms of surgery hours etc. Elicit learners' own experiences of attending clinics at doctors' surgeries.

Task

- Before setting the task, go through/review the days of the week.
- Let learners look at the leaflet briefly and elicit the kind of information you can usually find, e.g. the days the surgery is open; the names of the doctors; a map of the health centre or surgery; the phone numbers.
- Learners work in pairs or small groups to do the task. Encourage them to do it as quickly as possible: it should be a fun, quiz-like task. Encourage them to help each other.
- Feedback with the whole class.

Differentiation

- Pair more confident and developing readers to read the leaflet, encouraging the more confident readers to guide the developing readers to the appropriate sections of the leaflet.
- Highlight the hours, days, telephone numbers, the map, the GPs and the nurse's name for weaker readers.

Extension

- Ask learners more questions about the leaflet.
- In pairs, ask learners to write their own additional questions about the leaflet to give to another pair.

Page 4

The body

Materials

- Doll/body figure

Rationale

To introduce vocabulary for parts of the body

Activity A Words for parts of the body

Pre-task activity

- Use either your own body or a doll/body figure to introduce some of the vocabulary.

Task

- For task 1 ask learners to match the words and body parts by drawing lines.
- Drill all the words. Point out the stress on *stomach*, *shoulder* and *finger*. Point out the silent *k* in *knee*.
- Tell learners to look at the 'Remember' box. Point out that the plural of *foot* = *feet*. They can then write the plural forms in task 2.

Differentiation

- Less confident readers could work in pairs. You could also pre-teach the more difficult written forms (*stomach*, *knee* etc.) before learners begin the task.

Extension

- Ask learners to add three more words to their pictures, e.g. *hip*, *ankle*, *nose*.
- Memory game 1. Touch a part of your body and ask learners to call out the word.
- Memory game 2. Pre-teach *touch*, *rub* and *move*. Ask learners to touch their arm, rub their knee etc.
- Give learners a photocopy of the illustration on page 4 to label.

Page 5 My health

Materials

- Audio – what’s the matter?

Rationale

To listen for and identify different medical complaints; to practise using *I’ve got* for talking about symptoms

Activity A *What’s the matter?*

Pre-task activity

- Elicit different types of common illnesses and put on the board, e.g. *headache, cold, flu* etc.

Task

- Introduce Gulay, Filiz and Ali’s daughter. Ask learners to look at the photo of Gulay and explain that she’s not well. Elicit what they think is wrong with her.
- Focus on the speech bubble in task 1 and check pronunciation. Ask *What’s the matter with Gulay?* and elicit *She’s got a sore throat*. Put the question and answer on the board and drill, making sure the intonation is correct.
- For task 2 ask learners to look at the photos and elicit what they think is the matter with each person. Learners can work in pairs.
- Elicit suggestions from the whole group. Work on pronunciation.
- Play the audio and ask learners to write the number of the conversation in the correct box.
- Feedback to the whole group.
- Drill an example question and answer for task 3. Point out the stress.
- In pairs, learners ask the questions and give answers.
- Feedback to whole group.
- Direct learners to the ‘Remember’ box. Also draw attention to use of **a** with some symptoms and not others.

Differentiation

- Put the medical complaints for each of the five people on the board, but in random order, e.g. *I’ve got backache* etc. Learners indicate when they hear each complaint in the conversation.
- Learners with less developed listening skills could work with the audio script.

Pages 6 and 7 Appointments

Materials

- Audio – making an appointment
- Teaching clock for reviewing times
- Class phones if available for role play
- A diary
- Photocopiable resource – role cards (extension task)

Rationale

To listen to someone making an appointment, pick out information and produce the target language; to transfer information from the previous speaking activity and write it into a diary

⬆ Activity A *Making an appointment*

Pre-task activity

- Look at the picture of Filiz on the phone. Elicit what she’s doing (she’s on the phone, making an appointment).
- Ask learners if they have had to make appointments and where (GP, health centre, Home Office). Do they prefer to make appointments face to face or on the phone? If face to face is easier – why? This would be a good time to look at gesture/body language.

Task

- Play the audio for task 1 and ask learners to tick the correct doctor’s name.
- As necessary, review days and times with the learners for task 2. Then play the audio again as often as required, pausing for learners to tick the day and time of the appointment.
- Direct learners to the conversation flow chart for task 3. Make sure they understand how it flows from one person to the other person.
- Ask learners to listen and follow the conversation.
- Focus the important language. *Can I make an appointment for ... to see ...?/On Friday/Yes, that’s fine*. Drill the language. Highlight linking *Can I ...? Go over the receptionist’s questions*.
- For task 4 learners practise both sides of the conversation in pairs.

Differentiation

- For learners with less developed listening skills, write the questions on the board, but in random order.

Extension

- Learners work in pairs. Give out the role cards from the photocopyable resources.
- As necessary elicit phrases for the conversations or build up the conversations on the board.
- Learners act out both phone calls. Monitor and give feedback to the whole class; drill as necessary.

Activity B Writing appointments in a diary

Pre-task activity

- Bring in a diary for learners to look at. Elicit the word *diary*. Elicit that there is usually one week per page/two pages.
- Discuss with the learners how they remember appointments and important dates.
- Ask learners if they think they have to write long sentences in a diary.
- Elicit vocabulary: week, day, days of the week and their abbreviations.
- Look at the photo of Filiz writing in her diary. Ask learners *What do you think she's writing?*
- It may be necessary to work on writing times with the learners before they begin this activity.

Task

- Tell learners to look at the page from Filiz's diary. Establish that it shows one week. Indicate the spaces in the diary where you write appointments.
- Ask learners to look at the page in pairs and read the existing entries for the week. Feedback to whole group.
- Refer learners back to page 6. Elicit that there are two appointments to write in the diary. What are they?
- Learners write the appointments.
- Feedback to whole group.

Differentiation

- Pair confident and less confident learners.
- For learners with less developed literacy skills, write the entries on pieces of paper that they can paste into their diary.

Extension

- Give learners a page from a diary to fill in about their week. It may be useful to brainstorm as a whole group the types of things they do in their week.
- This activity would logically lead to date work.

Page 8 At the chemist's

Materials

- Audio – at the chemist's
- Medicine packaging
- Photocopyable resource – asking for medicines

Rationale

To understand the language learners need for buying medicine at a chemist's and to practise using it

Activity A Things you can buy at the chemist's

Pre-task activity

- Ask learners to turn back to the picture of the chemist's on page 1. In pairs, get them to think of things they would buy. If they don't know the words in English you can ask them for the words in their own languages as they may be similar to the English ones.
- Put their suggestions on the board.
- Ask learners if they know another word for *chemist's* (*pharmacy*) and *chemist* (*pharmacist*).

Task

- Set up task 1 in pairs. In the feedback, look at the pronunciation of the words for containers and substances. Extend to include different types of medicine, e.g. paracetamol, antibiotics. Check pronunciation and drill if necessary. Elicit in what form other types of medicine come in. Discuss which are prescription and non-prescription.
- For task 2 remind learners who Filiz is before looking at the question *What does Filiz buy?*
- After playing the audio, allow learners to check in pairs.
- Read through the sentences for task 3 together. They may already know one or two answers.
- Play the audio. Learners circle the correct words.
- Drill these questions: *How much is it? How much are they? Can I have a small bottle, please? Can I have a large bottle, please?* Look at linking *is it, are they* and *Can I*.
- Look at the intonation in the questions. Ask learners if the questions rise or fall. Play the audio again if necessary and ask *Is the voice going up? Is it going down?*

Differentiation

- Learners with less developed listening can work with the audio script after listening to the tape without the script first.

Activity B Asking for things

Pre-task activity

- Review prices and adjectives for sizes, e.g. small, medium, a large box of ... etc.

Task

- Set up the pair work. Hand out the pictures of the medicines from the photocopyable resources. Learners act out a conversation at a chemist's counter. Using the pictures, they take turns to act out the parts of the chemist and the customer.

Extension

- Bring in a selection of medicines in different types of packaging – packets, tubes, bottles. Elicit/drill the vocabulary. Add price tags/stickers for different sizes. Ask learners to act out conversations, e.g.

Customer: I've got a What can I take?

Chemist: This ... is very good.

Customer: How much is it/are they?

Chemist: ... for a large ... and ... for a small one.

Customer: OK. I Can I have a ... , please?

Page 9 Medicine instructions

Materials

- Audio – taking medicines
- Kettle, mug and spoon
- Empty medicine packaging
- Prescription form (extension task)

Rationale

To practise reading instructions and information about dosage and to practise asking questions about dosage; to follow explanations

Activity A Reading instructions for taking medicine

Pre-task activity

- Discuss with the learners the types of medicines they know and the different ways of taking them (by spoon, drops, in a hot drink, tablets with water etc.).

Task

- Pre-teach the verbs *pour*, *stir*, *add* and *open* using the pictures in task 1 and/or mime, using *kettle*, *mug* and *spoon* if possible.
- For task 1 ask learners to look through the text quickly to find out what this medicine is for.
- Pre-teach key words. Set up task 2 and then check back together. Point out the omission of the articles in the instructions.
- For task 3, get learners to read in detail the section of the instructions on dosage – *How many to take*.
- Read the instructions for the learners and mime the actions at the same time. Then ask learners to read them aloud in pairs with one learner reading and the other miming. Finish by asking one or two learners to read for the class.

Differentiation

- In task 1 learners with more developed writing skills can write the instructions in the correct order. They can also cover the pictures when they are reading.

Extension

- Ask learners to cover the words. Read out the instructions and ask learners to point to the picture. Alternatively, enlarge the pictures and show them to the learners on flashcards. Ask them to read out the appropriate instruction.

Activity B Taking medicines

Pre-task activity

- Bring in some medicines in different packaging, e.g. a box of paracetamol, a packet of throat lozenges, a bottle of aspirin, antibiotics. Elicit how many tablets/sachets/capsules etc. they think you can take in a day. Make sure learners understand dose/dosage.
- Elicit and put on the board: *1 time a day = once*, *2 times a day = twice*. Three times/four times a day doesn't change. Drill pronunciation.

Task

- Elicit *How many do I take?* Then use sweets or buttons or cut up bits of paper and demonstrate *2 tablets, 3 times a day*. Explain that the times could be in the morning, afternoon and evening.
- Play the audio for task 1. Learners tick the words they hear.
- Play the audio again for task 2, pausing to focus on the questions.
- Demonstrate the intonation. Learners can then work in pairs to practise the questions. Whole class feedback.
- Set up the role play. Provide a selection of medicine containers and/or cards with medicine labels or photocopies of prescriptions with dosages. Use these as a basis for a role play. Model the dialogue using more confident learners.

Extension

- Bring in different types of medicine packaging. Learners work in pairs and practise asking and answering questions about dosage using the question they heard on the audio.
- Bring in a sample prescription form. Discuss experience of using prescriptions, including the use of antibiotics and the need to complete the course etc. Practise reading key information and filling in the form on the back of the prescription.

Page 10

Phone call to a college

Rationale

To listen for information and follow the flow of a short conversation; to practise giving explanations; to review spellings

Activity A *Phoning to say you're ill*

Pre-task activity

- Use the photo and introduction to set the scene. Ask learners to predict what Filiz will say.

Task

- Establish the meaning of *headache, backache, toothache* before playing the audio for task 1.
- Play the audio and ask learners to tick the box.

- Play the audio again and ask learners to complete task 2. Encourage them to check their answers in pairs. Check as a group or play the audio again to check.

Differentiation

- Less confident listeners can use the audio script to reinforce the questions in task 2.

Extension

- After task 2 learners can practise asking for each other's names in pairs and asking *Can you spell that, please?*

Activity B

Saying why you can't come to class

Task

- For task 1 practise each side of the conversation.
- When practising Filiz's side of the conversation look at the pronunciation of the short forms: *My name's ... /I've got ... /I can't come ... /Yes, it's ...*
- Play the audio again if necessary to focus on the short forms.
- For task 2 learners work in pairs and take turns to phone. They can use the conversation in task 2 as a model.

Page 11 Check it

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Page 12 Mini-projects

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or all the tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A

Find a leaflet

- In this activity learners go to a local GP and get an information leaflet.
- Before they do the activity, elicit learners' own experiences of going to a GP or dentist when they first arrived in the UK. What information did they need to find? Did they have any trouble?

Activity B

Your GP

- Learners complete the form with information about their own GP.

Activity C

The dentist

- Learners find the name and address of a local dentist. You could do this in class using Yellow Pages, or learners could do the work independently.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of their learning

Learners use the checklist to evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

More reading and writing

Pages 13–16 are optional. They provide support for learners needing more practice with reading and writing. The activities can be done at any stage in the unit.

Page 13

Filling in a form

Rationale

To read and understand words found on forms in both upper and lower case

Activity A

Capital letters and small letters

Pre-task activity

- Elicit from learners situations where they have to fill in forms. What problems do they have?

Task

- Review the alphabet in upper and lower case.
- Elicit the meaning of the words in task 1.
- Ask the learners to complete the matching activity.
- Look at the form in task 2. Ask learners to tell you what they are going to write in the spaces.
- Ask learners to complete task 2.

Differentiation

- In the first task, give a written copy of the alphabet with upper case matched to lower case for learners with less developed reading skills to refer to.
- In task 2, for learners with less developed writing skills, have their details cut up on small pieces of paper. They can then stick these in the appropriate places on the form.

Extension

- Ask learners to fill in the form again using just capital letters. Elicit why on forms they often ask people to use capital letters.

Page 14 Signs

Rationale

To recognise some words on signs and relate them to a context

Activity A

Signs in a health centre

Pre-task activity

- Use the picture and the context to set the scene.
- Ask learners to predict what kind of signs they would see in a health centre.

Task

- Look at the signs together. Elicit the pronunciation of the words. Drill the words.
- Ask learners to match the signs to the places in the picture where they would find them.

Page 15 Instructions

Materials

- A 2.5 ml/5 ml medicine spoon (extension task)
- Different types of texts including medicine instructions (extension task)

Rationale

To raise awareness of the fact that the appearance of a text can help prediction of content; to practise reading texts for key information

Activity A *Reading instructions*

Pre-task activity

- Elicit from the learners the kinds of words that are found in medicine instructions.

Task

- Ask learners to look at the different types of texts in pairs. Point out that they refer to health. Invite learners to comment on how the texts differ.
- Learners tick the ones that are instructions.
- Feedback – ask learners how they decided which ones were instructions (e.g. use of heading with *dose/dosage/imperatives* e.g. *take*, numbers and amounts) and how the other texts are different.
- Learners discuss task 2 in pairs before reporting back to the class.

Extension

- Ask learners what medicine children take. Are all medicines suitable for children? Do they take the same dose as adults? Where can you find this information? Identify the children's doses in the texts, and which medicine small children can't take. Show a medicine spoon and ask learners which end is 5 ml and which end is 2.5 ml.
- Give learners a pile of different texts (timetables, articles, adverts, instructions) and ask them to group the texts that are the same.

Page 16 Spelling

Activity A *Word endings -ck, -ch or -che?*

Rationale

To raise awareness of different spellings of the sound /k/; to develop techniques for remembering spellings of new words

Pre-task activity

- Elicit the words back, toothache, stomach, sick, headache, neck.
- Drill the words.

Task

- Play the audio for task 1 and ask learners to read the sentences as they listen.
- Play it again and point out the underlined *-ck* and *-che* in the first two sentences.
- Point out that *ck* and *che* make the same sound in *back* and *toothache*.
- Play the audio again and ask learners to underline the other *-ck/-ch(e)* words.
- Ask learners to write the words in two lists for task 2 and to add any other words they can think of.

Differentiation

- Ask learners with more developed reading to find the *-ck/-ch(e)* words before listening to the audio.

Activity B *Remembering spellings*

Pre-task activity

- Elicit from the group any methods they have for remembering words.

Task

- Ask learners to choose one of the words to spell. Ask them to trace it with the end of a pencil or their finger.
- Ask them to comment on the way it looks and what its length and shape is.
- Ask them to count the letters and then say the letters out loud.
- Ask learners to say what the first, last and middle letters are. Ask learners if their word has any double letters.
- Ask them to say the word several times while concentrating on the spelling.
- When they are ready, tell learners to close their books and write the word. Encourage them not to check back until they have looked at the shape of the word they have written and are happy with it.

Extension

- Present learners with some *-ck/-ch(e)* words they have never seen before and ask them to guess the pronunciation.

Photocopiable resources

Page 2 At the doctor's

Activity A

First name	<i>What's your first name?</i>
Surname	<i>What's your surname?</i>
Telephone number	<i>What's your telephone number?</i>
Country of origin	<i>Where are you from?</i>
Address	<i>What's your address?</i>

Page 2 Giving personal information

Activity B

Doctor Ahmed's Surgery	
First name	_____
Surname	_____
Telephone number	_____
Country of origin	_____
Address	_____

Making an appointment

Activity A Extension

Rolecards

A1 Telephone the Central Dental Surgery

Appointment: *For you or someone in your family*

Day: Saturday

B1 You are the receptionist at the Central Dental Surgery

On Saturday you have one appointment at 11.15

A2 Telephone the West Street Medical Centre

Appointment for: *You or someone in your family*

Day: Monday

B2 You are the receptionist at the West Street Medical Centre

Appointment for :

Day: Monday. You have one appointment at 6.45

Page 8
Asking for things
Activity B

