## UNIT 4: HEALTH

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   - to review and drill body parts  
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   - to understand how to talk about various health issues  
   - to introduce the learners to *should/ shouldn’t*  
   - to review expressing symptoms and giving advice, using *should/ shouldn’t* for treatments  
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   - to either introduce or review basic health information and procedures for the rural Manitoba area  
   - to practice reading and speaking  
   - review of *should*  
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1. The Human Body

Instructions:

1. Present the vocabulary for the human body on the board, including all basic exterior parts and some basic interior organs. In order to present this, the teacher could draw a picture of a human body on the board and fill it in together with the students, getting an idea of the learners’ prior knowledge.

2. Hand out the Human Body worksheet to each learner and have the learners label the body diagram, reinforcing and practicing the vocabulary they just learned. Check the answers together as a class.

Answer Key:

1) hair 2) eyebrow 3) ear 4) eye 5) head
6) nose 7) neck 8) mouth 9) throat 10) shoulder
11) heart 12) lung 13) arm 14) liver 15) elbow
16) stomach 17) kidney 18) bladder 19) hand 20) fingers
21) thigh 22) knee 23) leg 24) ankle 25) foot

3. Prepare the Draw and Guess cards for this next game. Divide the class into 2 teams. Write Team 1 at the top of one side of the board and Team 2 at the top of the other. Keep track of points here.

4. The teacher chooses one card from the Draw and Guess cards. One player from each team comes to the board, is shown the word on the card, and draws what is on the card. Each team will watch what the two players are drawing and guess what is drawn. The first player to guess correctly wins a point for his/her team. Continue playing until the cards run out or until everyone has had a chance to draw.

5. Divide the class into two groups, A and B. Hand out Crossword A to Group A and Crossword B to Group B. Have learner A sit across from learner B to ensure they cannot read each others sheet.

6. Each learner will take turns reading a clue to fill in the missing information on his/her puzzle.

To keep this more controlled the following dialogue can be written on the board:
A: What's 3 down?
B: There are 5 of these on your hand.
A: Oh! Is it fingers?
B: Yeah. That's right.

**Variation:** Prior to dividing them into pairs have the A learners fill in the A answers from their clues and the B learners fill in the B answers from their clues. Once they have finished, place them into pairs to fill in the other half in the same way as above.

**Answer Key:**

```
MOLE  FIS
LUNG  THIGH
HEART HAIR
EYE ANKLE
SHOULDER
```

EclipseCrossword.com
The Human Body

ankle  arm  bladder  ear  elbow  eye
eyebrow  foot  hair  hand  head  heart
kidney  knee  leg  liver  lung  mouth
neck  nose  shoulder  stomach  thigh  toe
throat  fingers

1  Human Body worksheet
<table>
<thead>
<tr>
<th>Draw and Guess Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
</tr>
<tr>
<td>nose</td>
</tr>
<tr>
<td>throat</td>
</tr>
<tr>
<td>liver</td>
</tr>
<tr>
<td>hand</td>
</tr>
<tr>
<td>ankle</td>
</tr>
</tbody>
</table>
Puzzle A – Across

4. you need these to breathe
5. this is the top part of your leg
6. this is the motor of your body
8. this is on your head; you brush it
9. you use this to see
10. this is a small bone on the side of your foot
13. this connects your arm to your neck
Puzzle B – Down

1. you eat with this
2. you walk or run with this
3. there are 5 of these on your hand
7. there are 5 of these on your foot
8. this is under your hair
11. this is between your thigh and your calf
12. you use this to smell
2. Our Bodies

Instructions:

1. Have learners quickly review body parts. Pantomime different motions with body parts (bend your knee, shake your head, etc.) and ask learners what you are doing?

2. Hand out Our Bodies worksheets to learners and introduce any new verbs with gestures. Have learners fill in the sentences with the verbs as a class or individually.

3. Review the sentences together, discussing them as you go through them.
Our Bodies

1. Find a verb that tells you what different body parts do. Some verbs can be used for more than one body part.

<table>
<thead>
<tr>
<th>see</th>
<th>chew</th>
<th>shrug</th>
<th>taste</th>
<th>shake</th>
<th>smell</th>
<th>hear</th>
<th>touch</th>
<th>hold</th>
</tr>
</thead>
<tbody>
<tr>
<td>lift</td>
<td>smile</td>
<td>kick</td>
<td>bend</td>
<td>watch</td>
<td>talk</td>
<td>carry</td>
<td>run</td>
<td>poke</td>
</tr>
</tbody>
</table>

1. elbow __________________ 8. eyes __________________
2. shoulder ________________ 9. ears ________________
3. leg ____________________ 10. fingers ______________
4. arm ____________________ 11. nose _______________
5. tongue _________________ 12. teeth _______________
6. head ____________________ 13. hand _______________
7. mouth___________________ 14. back _______________

2. Fill in the Blanks using verbs from above.

**Doctor:** Can you __________________ your knee?

**Mother:** Can you __________________ this box downstairs?

**Boyfriend:** I want to __________________ your hand.

**At supper:** Doesn’t this chicken ________________ good?

**Outside:** Too bad we can’t ________________ the stars. It’s so cloudy.

**Child:** Don’t ________________ so fast. My legs are too short.

**Woman:** I love the ________________ of roses.

**Father:** I can’t ________________ you. My cell phone is cutting out.

**Co-worker:** Don’t ________________ the wires. You might get a shock.

**Teacher:** I’m sorry, you can’t ________________ gum in class.

**Photographer:** __________________ for the camera!

**Doctor:** ________________ your knees when you _____________ heavy boxes.

**Mother:** Don’t ________________ your shoulders. Answer me. Yes or no.

**Soccer Coach:** When you get the ball, ________________ it to the middle.

**Father:** Don’t ________________ so much TV. You’ll strain your eyes.
Activity 3

Purpose:
- to understand how to talk about various health issues
- to introduce the learners to should/shouldn’t
- to review expressing symptoms and giving advice, using should/shouldn’t for treatments
- to practice using have, be or verb with each symptom or illness correctly

CLB Level:
3 +

Time:
An hour and a half

Materials:
- How to Express Chart for each learner
- What Should I Do Worksheet for each learner (each page makes 2 copies)
- one set of Symptom/Treatment Match-Up cards for the class
- a set of Symptom cards for each pair
- Doctor, What Should I Do worksheet for each learner
- Advice Survey worksheet for each learner
- at least 2 sets of Symptom Flash cards per class cut up

3. Talking about Health Problems

Instructions:

1. Hand out a How to Express Chart to each learner. Go through the list with students, explaining each point briefly, but making sure everything is understood.

2. As a class, ask learners to tell you some common health problems that occur in their families and write them on the board. Then, ask for some possible treatments for each. Explain the concept and structure of should in a sentence, giving an example of this on the board. Use the examples they’ve given to demonstrate this structure. Example: I have a cold. ➔ You should drink lots of fluids and stay warm. (Subject + should + basic verb)

3. Hand out the What Should I Do worksheet to each learner. Give the learners 10 minutes or so to match the symptoms and treatments. Then check the answers.

Answer Key:

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I have a sore throat.</td>
<td>c) You should use ear drops.</td>
</tr>
<tr>
<td>2) I have a toothache.</td>
<td>h) You should sit down and rest.</td>
</tr>
<tr>
<td>3) I have a stomachache.</td>
<td>f) You should gargle with salt and warm water.</td>
</tr>
<tr>
<td>4) I have a backache.</td>
<td>k) You should put ice on it.</td>
</tr>
<tr>
<td>5) I am dizzy.</td>
<td>b) You should take an aspirin and rest.</td>
</tr>
<tr>
<td>6) I have a rash.</td>
<td>i) You shouldn’t eat anything spicy.</td>
</tr>
<tr>
<td>7) I have a cold.</td>
<td>j) You should clean it and put a band aid on it.</td>
</tr>
<tr>
<td>8) I cut my hand.</td>
<td>g) You shouldn’t drink anything too hot or too cold.</td>
</tr>
<tr>
<td>9) I have an earache.</td>
<td>a) You shouldn’t scratch it.</td>
</tr>
<tr>
<td>10) I have a headache.</td>
<td>e) You should drink lots of fluids and stay warm.</td>
</tr>
<tr>
<td>11) I broke my leg.</td>
<td>l) You shouldn’t lift heavy things.</td>
</tr>
<tr>
<td>12) I sprained my ankle.</td>
<td>d) You should go to the doctor and get a cast.</td>
</tr>
</tbody>
</table>

4. Hand out the Symptom/Treatment Match Up cards, one card to each learner. Ensure that the number of cards given out have a partner card. (The teacher may wish to copy the symptoms cards onto one color of paper and the treatment cards onto another color as to make it clearer to the learners whom their match may be.)
5. Have the learners walk around the class reading their card to other learners. They are to match the symptom or treatment to their own card. Once all the learners have found their partner, have them read their cards to the whole class.

6. In these newly formed pairs, learners are ready for the next activity. Hand out the **Doctor, What Should I Do** worksheet to each learner and a set of **Symptom** cards to each pair. (In order to give writing practice, the teacher may opt to copy only the **Symptom** cards and just write the dialogue for the **Doctor, What should I do** worksheet on the board. Students can then copy this dialogue into their notes.) Pairs should place the cards face down and take turns picking one up and practicing the dialogue.

7. After they have done this with the dialogue guide for a few rounds, take away the dialogue guide and allow them to try it completely on their own.

8. Explain how we use *should/shouldn’t* to give advice in non-health related situations as well. Brainstorm some examples with learners on the board. Hand out the **Advice Survey** worksheet to each learner.
   Have the learners walk around the class and tell their “problem” to various learners - a different learner for each question. That learner then gives them advice using *should / shouldn’t*. To show the question has been asked, learners should write the advice they were given in the second column.
### How to Express Sickness/Symptoms/Conditions

<table>
<thead>
<tr>
<th>HAVE/HAS</th>
<th>IS/AM/ARE</th>
<th>I/YOU/HE/SHE + (VERB)</th>
<th>MY (BODY PART) _____S</th>
</tr>
</thead>
<tbody>
<tr>
<td>a headache</td>
<td>dizzy</td>
<td>broke my arm</td>
<td>My _______ is stiff</td>
</tr>
<tr>
<td>a stomachache</td>
<td>tired/sleepy</td>
<td>sprained my arm</td>
<td>My _______ is sore</td>
</tr>
<tr>
<td>a backache</td>
<td>nauseous</td>
<td>twisted my arm</td>
<td>My _______ is swollen</td>
</tr>
<tr>
<td>a toothache</td>
<td>pregnant</td>
<td>got a bee sting/mosquito bite</td>
<td>My _______ is infected</td>
</tr>
<tr>
<td>an earache</td>
<td>sick</td>
<td>got sick</td>
<td>My _______ is bleeding</td>
</tr>
<tr>
<td>a cold</td>
<td>depressed</td>
<td>caught a cold</td>
<td></td>
</tr>
<tr>
<td>a runny/stuffy nose</td>
<td>allergic to _______</td>
<td>got hit by a car</td>
<td></td>
</tr>
<tr>
<td>a cough</td>
<td></td>
<td>was in a car accident</td>
<td></td>
</tr>
<tr>
<td>an allergy</td>
<td></td>
<td>fell down</td>
<td></td>
</tr>
<tr>
<td>poison ivy</td>
<td></td>
<td>slipped</td>
<td></td>
</tr>
<tr>
<td>a rash</td>
<td></td>
<td>tripped</td>
<td></td>
</tr>
<tr>
<td>a sore</td>
<td></td>
<td>cut myself</td>
<td></td>
</tr>
<tr>
<td>acne</td>
<td></td>
<td>poked myself</td>
<td></td>
</tr>
<tr>
<td>a bruise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a cut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a burn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a _______ infection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a broken leg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a sore/sprained ankle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a twisted ankle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>high blood pressure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cramps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a cramp in my _______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a fever</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the flu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diarrhea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nausea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>indigestion/gas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>heartburn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cancer</td>
<td>mentally ill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIDS</td>
<td>mentally disabled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diabetes</td>
<td>physically disabled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>asthma</td>
<td>diabetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alzheimer’s heart disease</td>
<td>hypoglycemic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(I had/am having) a heart attack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>epilepsy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHAT SHOULD I DO?

1) I have a sore throat.  a) You should use ear drops.
2) I have a toothache.  b) You should sit down and rest.
3) I have a stomachache.  c) You should gargle with salt and warm water.
4) I have a backache.  d) You should put ice on it.
5) I am dizzy.  e) You should take an aspirin and rest.
6) I have a rash.  f) You shouldn’t eat anything spicy.
7) I have a cold.  g) You should clean it and put a band aid on it.
8) I cut my hand.  h) You shouldn’t drink anything too hot or too cold.
9) I have an earache.  i) You shouldn’t scratch it.
10) I have a headache.  j) You should drink lots of fluids and stay warm.
11) I broke my leg.  k) You shouldn’t lift heavy things.
12) I sprained my ankle.  l) You should go to the doctor and get a cast.
<table>
<thead>
<tr>
<th>Symptom/Treatment Match-Up Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a sore throat.</td>
</tr>
<tr>
<td>I have a backache.</td>
</tr>
<tr>
<td>I cut my hand.</td>
</tr>
<tr>
<td>You should gargle with salt and warm water.</td>
</tr>
<tr>
<td>You shouldn’t lift heavy things.</td>
</tr>
<tr>
<td>You should wrap it up and get stitches.</td>
</tr>
</tbody>
</table>
Doctor, What Should I do?

Doctor: What's the matter?

Patient: I have __________.  
I am __________.  
I (verb) __________.

Doctor: You should

___________________________________________________.

You shouldn’t

___________________________________________________.

Doctor, What Should I do?

Doctor: What's the matter?

Patient: I have __________.  
I am __________.  
I (verb) __________.

Doctor: You should

___________________________________________________.

You shouldn’t

___________________________________________________.
<table>
<thead>
<tr>
<th>Symptom Cards</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a sore throat</td>
<td>a cold</td>
<td>a rash</td>
</tr>
<tr>
<td>an earache</td>
<td>a backache</td>
<td>a toothache</td>
</tr>
<tr>
<td>a fever</td>
<td>dizzy</td>
<td>sleepy</td>
</tr>
<tr>
<td>the flu</td>
<td>sprained my ankle</td>
<td>got a bee sting</td>
</tr>
<tr>
<td>cut my hand</td>
<td>indigestion</td>
<td>pregnant</td>
</tr>
<tr>
<td>broke my leg</td>
<td>got a mosquito bite</td>
<td>nauseous</td>
</tr>
<tr>
<td>a headache</td>
<td>a stomachache</td>
<td>burnt my hand</td>
</tr>
</tbody>
</table>
### ADVICE SURVEY

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always lose my wallet.</td>
<td></td>
</tr>
<tr>
<td>I need to exercise, but I don’t have time.</td>
<td></td>
</tr>
<tr>
<td>My friend is very homesick.</td>
<td></td>
</tr>
<tr>
<td>I want to make more Canadian friends.</td>
<td></td>
</tr>
<tr>
<td>I feel very tired everyday.</td>
<td></td>
</tr>
<tr>
<td>My child is getting bad grades at school.</td>
<td></td>
</tr>
<tr>
<td>My car always breaks down.</td>
<td></td>
</tr>
<tr>
<td>I really don’t like cold weather, but I live in Manitoba.</td>
<td></td>
</tr>
</tbody>
</table>
4. Making a Doctor’s Appointment

Instructions:

1. Talk with the learners about making a doctor’s appointment. Ask learners if they’ve ever done this in English and what kinds of questions are usually asked of them over the phone. Hand out the *Making an Appointment* worksheet to each learner.

2. Have the learners read the worksheet and make predictions about what might go in the blanks. Then, learners listen and write as the teacher dictates the dialogue to them. Check the answers together as a class, asking what they were able to predict beforehand and what was new for them.

3. Divide the class into pairs and have the learners practice the dialogue.

**Dialogue: Making an Appointment**

A: *Good Morning. Dr. Brown’s office. How may I help you?*
B: *Hello. I’d like to make an appointment.*
A: *Are you a patient of Dr. Brown’s?*
B: *Yes, I am.*
A: *Could I have your name and health card number, please?*
B: *My name is John Bergen and my medical number is 555 555 555.*
A: *OK. Can you come in on Monday at 10:00 am?*
B: *Do you have anything sooner?*
A: *Let me see... How about tomorrow afternoon at 3:00 pm?*
B: *That’s great.*
A: *Good. See you tomorrow afternoon at 3:00 pm.*

4. Brainstorm possible expressions needed to confirm and change a doctor’s appointment.

5. Divide the class into pairs. Hand out the *Confirming or Changing an Appointment* worksheet and have the learners try the three substitutions, as speaking practice.
Making an Appointment

A: **Good Morning. Dr. Brown’s office. How may I __________ you?**

B: Hello. _______ _________ to _________ an appointment.

A: **Are you a ____________ of Dr. Brown’s?**

B: ________, ________ ________.

A: **Could I have your _________ and _________ _________ _________ _________, please?**

B: My name is John Bergen and my health card number is _________________.

A: **OK. _________ ________ _________ in on Monday at 10:00 am?**

B: Do you have anything sooner?

A: **Let me see... How about tomorrow ______________ at ____________ pm?**

B: That’s ____________.

A: **Good. _________ _________ tomorrow afternoon at 3:00 pm.**
### Confirming an Appointment

<table>
<thead>
<tr>
<th>A: Hello. Steinbach Medical Clinic. How may I help you?</th>
<th>A: Hello. Steinbach Medical Clinic. How may I help you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: I’d like to <strong>confirm</strong> my appointment.</td>
<td>B: I’d like to <strong>change</strong> my appointment.</td>
</tr>
<tr>
<td>A: What’s your name and health card number, please?</td>
<td>A: What’s your name and health card number, please?</td>
</tr>
<tr>
<td>B: My name is Maria and my health card number is 123 456 789.</td>
<td>B: My name is Maria and my health card number is 123 456 789.</td>
</tr>
<tr>
<td>A: OK. Just a minute… Your appointment is on Oct. 5 at 2:00.</td>
<td>A: Just a minute… Your appointment is on Oct. 5 at 2:00…OK, Could you come in on Oct. 28 at 1:00?</td>
</tr>
<tr>
<td>B: Oh, yeah. That’s right. Thank you.</td>
<td>B: Yeah. That’s good. Thank you.</td>
</tr>
<tr>
<td>A: Did you want anything else?</td>
<td>A: OK. So, we’ll see you on Oct. 28 at 1:00.</td>
</tr>
<tr>
<td>B: No, that’s it. Thank you.</td>
<td>B: Thanks. Bye.</td>
</tr>
<tr>
<td>A: OK. Then we’ll see you on <strong>Oct. 5 at 2:00</strong>.</td>
<td></td>
</tr>
</tbody>
</table>

### Changing an Appointment

<table>
<thead>
<tr>
<th>name: Robert</th>
<th>name: Valentina</th>
<th>name: Alex</th>
</tr>
</thead>
<tbody>
<tr>
<td>medical number: 333 444 555</td>
<td>medical number: 111 222 333</td>
<td>medical number: 888 999 000</td>
</tr>
<tr>
<td>new time: Nov. 2 at 3:15.</td>
<td>new time: Oct. 10 at 10:30.</td>
<td>new time: Nov. 18 at 1:15.</td>
</tr>
</tbody>
</table>
5. A Medical Check Up

Instructions:

1. Present the verbs: *Take, make, check, give / get, have* on the board and brainstorm with learners which medical procedures could go with each verb. Cover all the information on the Master List below.

   *Explain that some procedures could work with more than one of the verbs: e.g. *Take my blood pressure / Check my blood pressure.*

2. Hand out *At the Doctor: A Check-Up* worksheet and have learners fill in the chart. This could be done individually, in partners, or in groups.

   (It may be beneficial to have them fill in this chart from memory by turning over their notes and erasing the board from the brainstorming activity.)

   **Answer Key:**

<table>
<thead>
<tr>
<th>TAKE</th>
<th>MAKE</th>
<th>CHECK</th>
<th>GIVE / GET</th>
<th>HAVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>your temperature</td>
<td>an appointment</td>
<td>eyes / ears / mouth or throat</td>
<td>a needle / injection</td>
<td>an operation</td>
</tr>
<tr>
<td>a blood sample</td>
<td>a mistake</td>
<td>heartbeat</td>
<td>a cast</td>
<td>surgery</td>
</tr>
<tr>
<td>medicine</td>
<td>your medical history</td>
<td>stitches</td>
<td>a baby</td>
<td></td>
</tr>
<tr>
<td>your pulse</td>
<td>your height / weight</td>
<td>advice from the doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>an X-ray</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>your blood pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Brainstorm what may be expected at a Canadian check-up and discuss cultural differences between countries.

4. Hand out *Pictures: A Check-Up* worksheet to each learner.

   Check the answers together once they’re finished.

**Note 1:** This worksheet could be used after the worksheet: *A check-up – Fill in the chart (Activity 11).*

**Note 2:** This worksheet could be used to review past simple tense. If the past tense has not yet been learned, this would also be a

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**Activity 5**

**Purpose:**
- to understand the verbs typically paired with basic medical procedures
- to fill in a chart
- to become aware of what to expect at a Canadian check-up
- to practice which verbs are typically paired with which basic medical procedure
- to practice speaking with the doctor about problems and symptoms, length of ailment, previous medications, drug allergies

**CLB Level:**
3 +

**Time:**
One hour and 20 minutes

**Materials:**
- *At the Doctor: A Check-Up* worksheet for each learner (each page makes 2 copies)
- *Pictures: A Check-Up* worksheet for each learner
- a set of *Sentence Strips* for each pair of learners
- *Visit to the Doctor* (adapted from bogglesworld.com) worksheet for each learner
- *Role Play* cards for as many ‘patients’ in the class
good worksheet to practice first person vs. third person in the present simple tense.

**Answer Key:**
1) I make / made an appointment.
2) I wait / waited for the doctor.
3) The doctor greets / greeted me. OR The doctor talks / talked with me.
4) The doctor takes / took my blood pressure. OR The doctor checks / checked my blood pressure.
5) The doctor checks / checked my ears.
6) The doctor checks / checked my eyes.
7) The doctor checks / checked my mouth / throat.
8) The doctor checks / checked my heartbeat.
9) The doctor takes / took my temperature.
10) I asked the doctor questions.
11) The lab tech takes / took a blood sample. OR I get / got a needle / injection.
12) The X-ray tech takes / took an X-ray.

5. Brainstorm with learners how a typical doctor’s appointment might go. Discuss some of the things the patient and the doctor might say or ask. Hand out a set of *Sentence Strips* to each pair of learners. Have them place the sentence strips in order. Check the answers and discuss the dialogue with all the class. Explain any new vocabulary. Then, have learners practice reading the dialogue in pairs.

6. Divide the class into A’s (Doctors) and B’s (Patients).

7. Hand out *Visit to the Doctor* worksheet and *Role Play* cards in the following manner:
   - A’s (Doctors) get only the worksheet
   - A’s (Doctors) need a pen for filling information on the worksheet
   - A’s (Doctors) will be sitting while the patients come to them.
   - B’s (Patients) get the worksheet and one role card each
   - B’s (Patients) need to follow the dialogue and speak, telling their problems to different doctors.
   - B’s (Patients) will be visiting various doctors around the room.

8. Have the doctors fill in every space of their sheet, thus having talked with every patient in the class. (If there is not enough time for this, set a specific amount of doctors or patients each should interact with.)

9. Patients should continue to walk around, practicing the dialogue and their role with as many doctors as possible.

*variation:* If learners become quite comfortable with the dialogue, the teacher could have the doctors (A) and Patients (B) fold back and not look at the dialogue in order to practice the role-play in a more natural way.
## At the Doctor: A Check-up

<table>
<thead>
<tr>
<th>TAKE</th>
<th>MAKE</th>
<th>CHECK</th>
<th>GET</th>
<th>HAVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>your temperature</td>
<td>a needle</td>
<td>an operation</td>
<td>your medical history</td>
<td>eyes / ears / mouth</td>
</tr>
<tr>
<td>an appointment</td>
<td>a cast</td>
<td>your pulse</td>
<td>your blood pressure</td>
<td>a blood sample</td>
</tr>
<tr>
<td>stitches</td>
<td>surgery</td>
<td>an X-ray</td>
<td>medicine</td>
<td>a mistake</td>
</tr>
<tr>
<td>your heartbeat</td>
<td>your height</td>
<td>your weight</td>
<td>advice from the doctor</td>
<td></td>
</tr>
</tbody>
</table>

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At the Doctor: A Check-up worksheet
<table>
<thead>
<tr>
<th></th>
<th>Picture: A Check-Up worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>I __________________________</td>
</tr>
<tr>
<td>2)</td>
<td>I __________________________</td>
</tr>
<tr>
<td>3)</td>
<td>The doctor __________________</td>
</tr>
<tr>
<td>4)</td>
<td>The doctor __________________</td>
</tr>
<tr>
<td>5)</td>
<td>The doctor __________________</td>
</tr>
<tr>
<td>6)</td>
<td>The doctor __________________</td>
</tr>
<tr>
<td>7)</td>
<td>The doctor __________________</td>
</tr>
<tr>
<td>8)</td>
<td>The doctor __________________</td>
</tr>
<tr>
<td>9)</td>
<td>The doctor __________________</td>
</tr>
<tr>
<td>10)</td>
<td>I __________________________</td>
</tr>
<tr>
<td>11)</td>
<td>The lab tech ________________</td>
</tr>
<tr>
<td>12)</td>
<td>The x-ray tech ______________</td>
</tr>
</tbody>
</table>

UNIT 4: HEALTH

ENGLISH FOR DAILY LIFE

South Eastman English & Literacy Services
Hi there. What can I do for you?

I have bad stomach cramps.

Where does your stomach hurt?

Right here… Ouch!

Yeah… It’s a little sore there, eh? How long have you had these stomach cramps?

For about 2 weeks.

That’s a long time. Are you taking anything for them?

I drank fennel tea, but it isn’t helping.

OK. Well, I’ll write you a prescription. Do you have any drug allergies?

I don’t think so.

OK… Take this to the pharmacy and fill it. You should feel better soon.

OK. Thank you.

If this doesn’t help, come back and see me again.

OK. I will.

Is there anything else?

No, that’s everything. Thanks.

You’re welcome. Bye.

Bye.
VISIT TO THE DOCTOR (Adapted from Bogglesworld.com)

A: Hi there. What can I do for you?
B: I have bad stomach cramps.
A: How long have you had these stomach cramps?
B: For about 2 weeks.
A: Are you taking anything for it?
B: I drank fennel tea, but it isn’t helping.
A: OK. Do you have any drug allergies?
B: I don’t think so.
A: All right. I’ll write you a prescription. Take this to the pharmacy and fill it. You should feel better soon.
B: OK. Thank you.
A: If this doesn’t help, come back and see me.
B: Okay, I will.
A: Is there anything else?
B: No, that’s everything. Thanks.

<table>
<thead>
<tr>
<th>Name</th>
<th>Health Problem</th>
<th>Length of Problem</th>
<th>Previous medication</th>
<th>Allergies to Medication? (Yes / No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>example: Mary</td>
<td>Stomach cramps</td>
<td>2 weeks</td>
<td>Fennel tea</td>
<td>No</td>
</tr>
<tr>
<td>Problem</td>
<td>How long</td>
<td>Previous Medication</td>
<td>Allergies to Medication</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>----------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>A sore throat</td>
<td>1 week</td>
<td>Gargled with salt water</td>
<td>Yes. Penicillin</td>
<td></td>
</tr>
<tr>
<td>The flu</td>
<td>4 days</td>
<td>Drank Peppermint tea and rested</td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>An earache</td>
<td>9 days</td>
<td>Put cotton balls in your ears</td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>A stomachache</td>
<td>3 days</td>
<td>Took ant-acids</td>
<td>Yes. Aspirin</td>
<td></td>
</tr>
<tr>
<td>A headache</td>
<td>3 weeks</td>
<td>Took aspirin</td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>A backache</td>
<td>1 month</td>
<td>Put ice on it</td>
<td>Yes. Aspirin</td>
<td></td>
</tr>
<tr>
<td>A cold</td>
<td>1 month</td>
<td>Took cough medicine and rested</td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>Bad acne</td>
<td>1 year</td>
<td>Soap from the drug store</td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>Burned my hand</td>
<td>4 days</td>
<td>Cream from the drug store</td>
<td>Yes. Novocain</td>
<td></td>
</tr>
</tbody>
</table>

Role Play cards
6. Reading Prescriptions

Instructions:

1. Show samples of empty prescription containers. Ask the learners questions:
   e.g. What do people get prescriptions for?
        Where can you get prescriptions filled?
        Which pharmacy do you go to? etc.

2. Pass the prescription containers around the class, allowing the learners time to look over the prescriptions.

3. Write the following vocabulary words on the board:
   prescription  tablet  refill  teaspoon
   side effects  dosage  medication  warning
   drowsiness  use care  patient

Optional Activity: Draw a sample prescription on the board with basic information and have the learners find and give information using these words: patient, medicine, dosage, times daily, special directions. Have the learners find the appropriate information.

4. Hand out the Prescription Labels worksheet to each learner. Divide the learners into pairs. Have them ask each other the questions.

5. Using the dialog, have the learners refer to the labels and make new dialogs.

6. Lead a discussion with the entire class about the use of generic drugs, the price difference and whether or not they would use them.

Note: label information
Novo-trimel is for infections – often used for respiratory infections
Flamazine is used for burns
Cotridin Syrup is a cough medicine
1. With a partner, look at these prescription labels and answer the questions.
   a. Who is the doctor?
   b. Who is the prescription for?
   c. What is the name of the medication?
   d. What is the dosage?
   e. What are the side effects?
   f. Are there special directions?
   g. What does “NO REFILL” mean?
   h. When was the prescription filled?

2. Dialogue: At the Pharmacy:
   Practice this dialogue. Use the information above to make your own dialogue.

   **Pharmacist:** Your prescription is ready now!
   **Patient:** Thank you.
   **Pharmacist:** Take one tablet every six hours.
   **Patient:** One tablet every six hours. OK.
   Anything else?
   **Pharmacist:** Yes, drink lots of water.

3. Discussion:
   What is a generic drug?
Activity 7

Purpose:
- to either introduce or review basic health information and procedures for the rural Manitoba area
- to practice reading and speaking
- review of should
- review of vocabulary

CLB Level: 3 / 4

Time:
45 minutes – one hour

Materials:
- Reading A and B for each pair of learners
- Manitoba Health Basics worksheet for each learner

Instructions:

1. The following activity could be used as either an introduction to the health unit or a review to the health unit. Divide the class in half, giving Reading A to one half and Reading B to the other half.

2. Have the learners read their article and answer the comprehension questions on their worksheet. Let them try to figure out unknown vocabulary on their own with dictionary, etc… Teacher can assist where necessary.

3. Have the Reading A learners form pairs and the Reading B learners form pairs. In these pairs, students read aloud the story to one another and check their answers against one another’s.

4. Then have the learners form new pairs, Learner A and Learner B and have the new partners tell each other about what they have read without reading directly from their Worksheets. Only use it as a guide.

*Variation – For more advanced classes, the teacher could have learners either fold back the reading and just use the questions as a guide or even have the learners hand in their paper so as not to use it at all.

- Note – All telephone numbers in this activity are current as of 2008.

5. As a review of the information in the reading, hand out the Manitoba Health Basics worksheet to each learner.

6. Have the learners fill in the blanks individually and check together as a class.
READING A
Where should I go if I have a health problem?
When you first move to Canada you should register for a Manitoba health card. To find a family doctor, you can call Family Doctor Connection at 1-204-786-7111. If you want to get a check-up, you can call your doctor’s office to make an appointment. If you are sick and need help from the doctor right away and your doctor doesn’t have time to see you, you can go to the walk-in clinic. If you have a medical emergency you should go to the hospital. If you don’t know if you should go to the doctor’s office, walk-in clinic, or emergency department at the hospital, you can call Health Links at 1-888-315-9257.

QUESTIONS
Please answer the questions using: You should _______.

1) What should you do when you first move to Canada?
   _______________________________________________________.

2) What number should you call to find a family doctor?
   _______________________________________________________.

3) What should you do if you want to see your doctor?
   _______________________________________________________.

4) Where should you go if you are sick and you can’t see your family doctor?
   _______________________________________________________.

5) Where should you go if you have a medical emergency?
   _______________________________________________________.

6) Where should you call if you don’t know where to go about your medical problem?
   _______________________________________________________.

READING B
What happens at the doctor’s office?
If you have any questions about where you should go for your health problem or if you need medical help in your language you can call Health Links at 1-888-315-9257. When you go to the doctor, you can tell him/her about how you feel. These things are called symptoms. Before the doctor writes you a prescription for medicine, he will often ask if you have any allergies. The doctor may ask about your family’s medical history. After you are finished, you can take your prescription to the pharmacy. Here, you must pay for the medication if you don’t have health insurance.

QUESTIONS
Please answer questions 1 – 3 using: You should _______.

1) Where should you call if you need medical help in your language?
   _______________________________________________________.

2) What should you tell your doctor about how you feel?
   _______________________________________________________.

3) Before your doctor writes you a prescription what should you tell him about?
   _______________________________________________________.

4) What does the doctor sometimes ask about your family?
   _______________________________________________________.

5) Where can you take your prescription to get your medicine?
   _______________________________________________________.

6) What must you do if you don’t have health insurance?
   _______________________________________________________.

7       Reading A and B  worksheet
Manitoba Health Basics

allergies appointment emergency family history
health card Health Links insurance pharmacy
prescription symptoms walk-in clinic

1) When you first move to Canada you should register for a Manitoba ____________ _________.

2) To find a ___________ doctor, you can call Family Doctor Connection at 1-204-786-7111.

3) If you want to get a check-up, you can call your doctor’s office to make an ________________.

4) If you are sick and need help from the doctor right away and your doctor doesn’t have time to see you, you can go to the __________-_________ ____________.

5) If you have a medical ________________ you should go to the hospital.

6) If you don’t know if you should go to the doctor’s office, walk-in clinic, or hospital, or you need health information in your language you can call ____________ ____________ at 1-888-315-9257.

7) When you go to the doctor, you can tell him /her about your ________________.

8) Before the doctor writes you a ________________ for medicine, he will often ask if you have any ________________.

9) The doctor may ask about your family’s medical ________________.

10) After you are finished, you can take your prescription to the ________________.
Here, you must pay for the medication if you don’t have ________________. 