

Going to the doctor

Tutor Resources for the AMEP

Health

Beginner

Tutor Resources for the AMEP

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Theme:

Health

Topic:

Going to the doctor

Task	Language focus	Learning activities	Resources
1. Can name parts of the body	<p>Vocabulary head, ear/ears, nose, eye/eyes, mouth, arm/arms, hand/hands, leg/legs, foot/feet, toe/toes, back, neck, stomach, teeth, knee/knees, shoulder</p> <p>Structure This is my ____. How many feet do you have?</p>	<p>Match words to pictures</p> <p>Locate body parts</p> <p>Find the body words</p> <p>Extension Play 'Simon Says' game</p>	<p>Flash cards 1: Parts of the body</p> <p>Worksheet 1: Parts of the body</p> <p>Worksheet 2: How many?</p> <p>Worksheet 3: Body parts word find</p>
2. Can describe basic symptoms Can understand doctor's instructions	<p>Vocabulary stomach-ache, toothache, earache, headache, sore back, cough, fever, sore knee, breathe in, breathe out, lie down, look up, look down, poke out your tongue, sit down, take off your shirt</p> <p>Structure What's the matter? I've got ____ (a sore back, an earache etc).</p>	<p>Match words to pictures</p> <p>Write simple sentences</p> <p>Act out doctor's instructions</p> <p>Role play doctor's instructions</p>	<p>Flash cards 2: Symptoms</p> <p>Worksheet 4: Symptoms</p> <p>Worksheet 5: Doctor's instructions</p>
3. Can make an appointment	<p>Vocabulary reception, appointment, days, dates, times</p> <p>Structure I would like to make an appointment.</p>	<p>Role play making an appointment</p> <p>Extension Listen for specific information Order a dialogue Role play Record a dialogue</p>	<p>Worksheet 6: At reception</p> <p>Worksheet 7: Making an appointment dialogue</p>

Theme:

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Parts of the body

Task 1: Can name parts of the body

Vocabulary: head, ear/ears, nose, eye/eyes, mouth, arm/arms, hand/hands, leg/legs, foot/feet, toe/toes, back, neck, stomach, teeth, knee/knees, shoulder

Language structure: This is my ____.

How many feet do you have?

Preparation

Prepare flash cards 1.

Activity instructions

Match words to pictures

- 📄 Flashcards 1: Parts of the body
Show picture cards and introduce vocabulary.
Learner matches words to pictures.

Play 'concentration' game. Match words to pictures.

Point to a picture card and ask: What is this? Or what are these? Learner responds: *It's a ____ (head, foot, nose, neck etc) or these are ____ (eyes, teeth, ears etc).*
Emphasise different language for singular and plurals: this is, these are.

Locate body parts

- 📄 Worksheet 1: Parts of the body
Point to parts on your own body and say: This is my ____ (head, nose etc).
Ask learner to do the same. Learner says: *This is my ____ (head, foot etc).*

Learner labels body parts on the worksheet. Use flash cards to copy.
Read the words on the worksheet. Learner repeats.

- 📄 Worksheet 2: How many?
Discuss singular and plurals, e.g. head/heads, foot/feet, leg/legs etc.
Ask: How many heads do you have? Model answer: I have one head. Learner repeats.
Reverse roles. Learner asks questions and tutor answers.

Learner writes the plural of words on the worksheet then writes sentences.
Read the sentences and learner repeats.

Learner writes answers to the questions on the worksheet.

Find the body words

- 📄 Worksheet 3: Body parts word find
Learner completes the word find. Learner reads words and locates part on own body.

Extension activity

Play 'Simon Says' game

Say: Simon says touch your ___ (knee, head, foot etc).

Learner touches corresponding body part.

If the learner is not correct then roles are reversed and learner says: Simon says touch your ___.

Then you touch corresponding body part. (Sometimes tutor should deliberately touch the incorrect part to check if learner understands and to ensure that roles are reversed again.)

Symptoms

Task 2:	Can describe basic symptoms Can understand doctor's instructions
Vocabulary:	Stomach-ache, toothache, earache, headache, sore back, cough, fever, sore knee, breathe in, breathe out, lie down, look up, look down, poke out your tongue, sit down, take off your shirt
Language structure:	What's the matter? I've got ____ (a sore, an earache etc).

Preparation

Prepare flash cards 2.

Activity instructions

Match words to pictures

- 📄 Flash cards2: Symptoms
Show picture cards and introduce vocabulary.
Learner matches words to pictures.

Point to a picture card and say: I have a/an ____ (headache, earache, sore knee etc). Learner repeats.

Say a symptom and learner finds the picture.

Write simple sentences

- 📄 Worksheet 4: Symptoms
Point to a picture on the worksheet and ask: What's the matter with him/her? Learner responds: *She has a sore back. He has a toothache. Etc.*
Learner writes correct word under each picture.

Help learner to write a sentence about each picture.
Read sentences one by one. Learner repeats.

Tutor and learner take turns to ask: What's the matter? Point to a picture card and respond: *I have a/an ____ (headache, sore knee etc).*

Act out doctor's instructions

- 📄 Worksheet 5: Doctor's instructions
Show the pictures on the worksheet and read. Act out each instruction. Learner repeats.
Read an instruction and learner acts it out.

Role play doctor's instructions

Ask: What's the matter? Learner responds: *I have a ____ (cough, fever etc).*
Give an appropriate instruction (e.g. breathe in, breathe out).
Reverse roles. Learner plays the doctor and tutor is the patient.

Making a doctor's appointment

Task 3:	Can make an appointment
Vocabulary:	reception, appointment, days, dates, times
Language structure:	I would like to make an appointment.

Preparation

Bring two mobile phones to the session.

Activity instructions

Role play making an appointment

Revise days, dates and times.

📄 Worksheet 6: At reception

Show the picture on the worksheet. Ask questions: Where are they? What do you think she is saying? Etc.

Read the dialogue. Discuss any new vocabulary.

Role play the dialogue.

Read again and replace the patient's details with the learner's.

📄 Worksheet 7: Making an appointment dialogue

Show the pictures on the worksheet and discuss.

Role play the dialogue.

Read again with learner using phones as props.

Repeat and replace the patient's details with the learner's.

Extension activities

Listen for specific information

📄 Worksheet 7: Making an appointment dialogue

Read the dialogue a few times asking learner to listen for different information each time, e.g. listen for the name, listen for the phone number, listen for the time etc.

Order a dialogue

📄 Worksheet 7: Making an appointment dialogue

Cut dialogue into strips and ask learner to re-order.

Role play

📄 Worksheet 7: Making an appointment dialogue

Change the situation in worksheet 7 and make an appointment for the dentist, hairdresser etc.

Record a dialogue

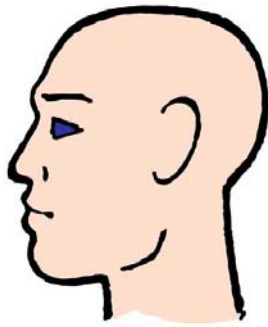
📄 Worksheet 7: Making an appointment dialogue

Record the dialogue with learner and listen.

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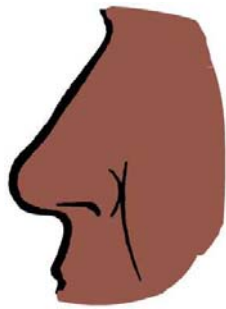
Flash cards 1: Parts of the body



head



ear



nose



eyes



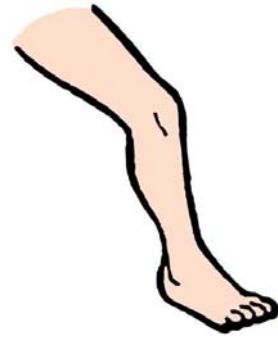
mouth



arm



hand



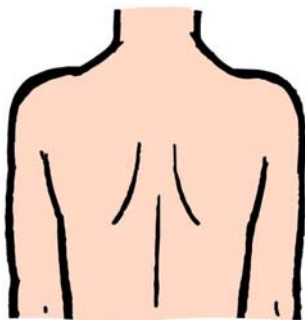
leg



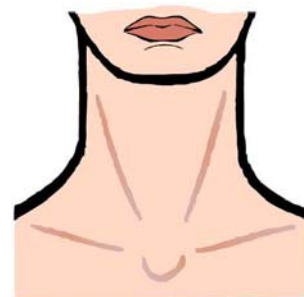
foot



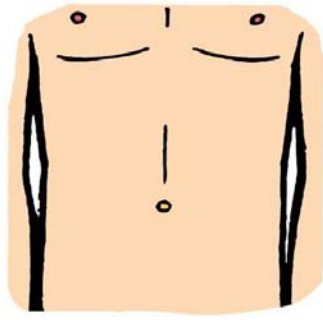
toes



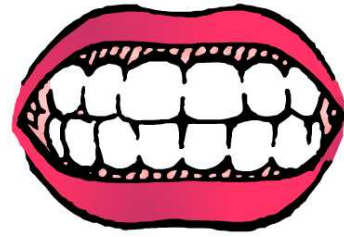
back



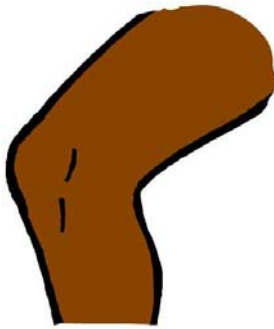
neck



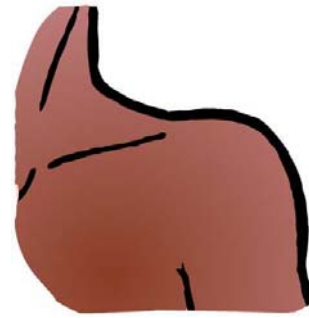
stomach



teeth



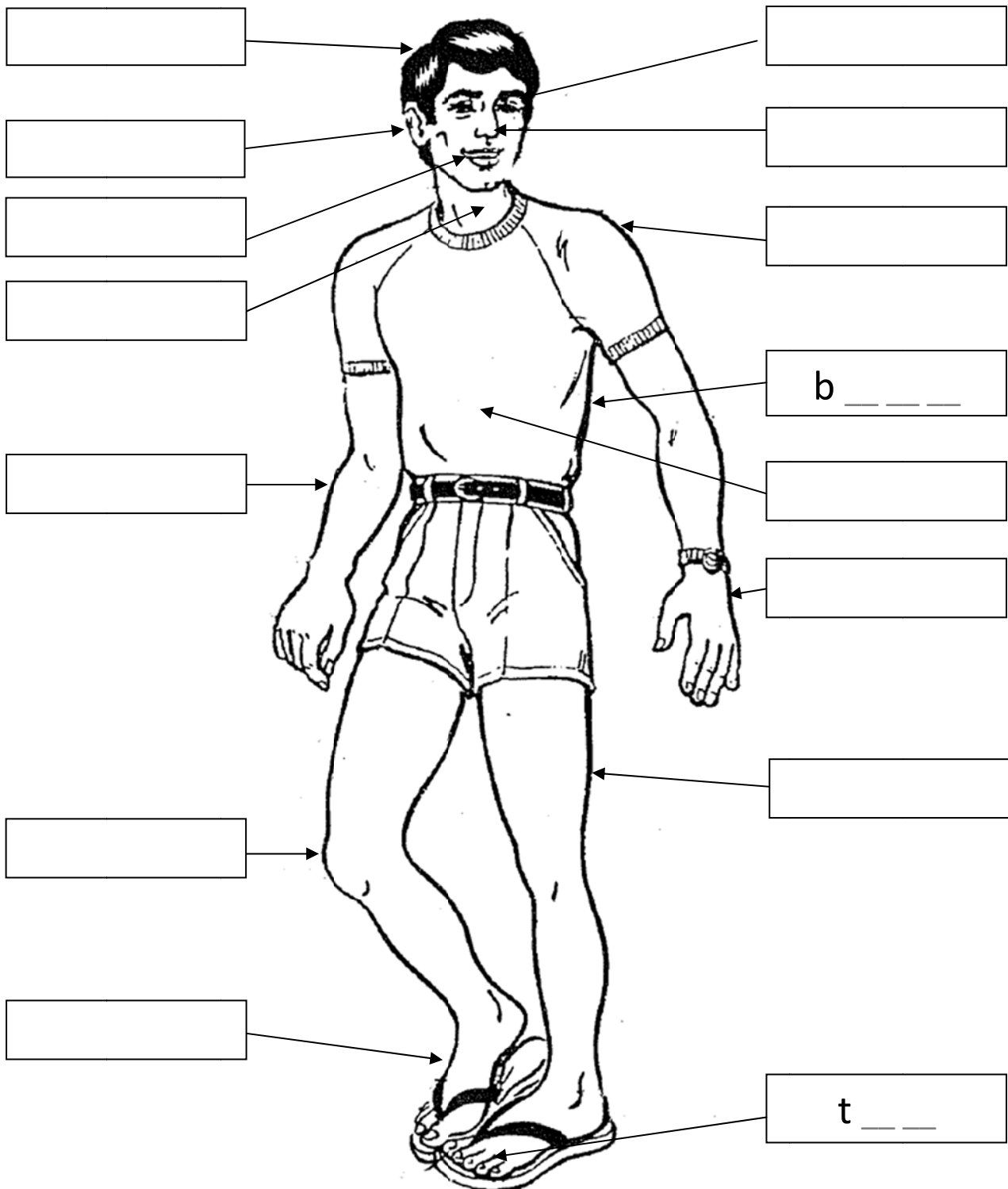
knee



shoulder

Worksheet 1: Parts of the body

Label the body parts.



Worksheet 2: How many?

Write the plural form of the singular. Then write sentences.

Singular	Plural	Sentences
head	heads	I have one head.
leg		
hand		
toe		
eye		
ear		
stomach		
foot	feet	
arm		
neck		

Read and answer the questions.

1. How many eyes do you have?

I have two eyes.

2. How many heads do you have?

3. How many toes do you have?

4. How many feet do you have?

5. How many legs do you have?

6. How many shoulders do you have?

Worksheet 3: Body parts word find

Find and circle the words (across and down).

head ear mouth leg back neck stomach knee
 nose foot teeth hand arm eye shoulder toes

a	s	w	q	c	s	m	o	u	t	h	v	l	r	t
p	t	p	b	d	n	k	m	f	d	t	s	n	a	x
i	o	z	t	j	e	u	v	c	i	s	t	o	n	i
n	m	e	o	n	c	s	u	j	v	n	l	s	p	s
z	a	v	e	i	k	l	e	y	e	q	o	e	u	v
u	c	o	s	t	o	r	k	j	n	s	r	p	t	k
k	h	o	o	a	r	m	v	r	i	f	q	r	y	n
r	i	w	s	p	z	x	f	s	n	o	w	z	c	e
k	s	y	t	e	e	t	h	v	u	o	d	o	d	e
h	a	n	d	w	u	n	k	n	e	t	u	l	c	w
d	n	r	p	s	l	a	q	d	w	f	r	e	x	z
h	e	a	d	v	n	b	a	c	k	g	z	g	f	a
s	o	e	y	u	s	r	i	e	f	r	e	z	t	e
d	i	f	g	z	i	f	g	y	s	o	w	n	x	a
z	p	y	s	h	o	u	l	d	e	r	c	w	v	r

Flash cards 2: Symptoms



headache



stomach-ache



cough



sore back



toothache



earache



fever



sore knee

Worksheet 4: Symptoms

Write the symptom below its picture.

headache	earache	fever	sore knee
stomach-ache	cough	toothache	sore back



Write about each picture.

Example



He has a cough.













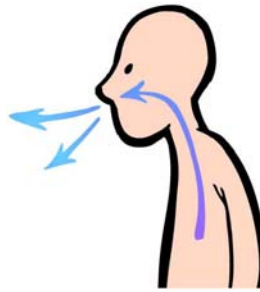


Worksheet 5: Doctor's instructions

Read and discuss



breathe in



breathe out



cough



lie down



look down



look up



poke out your tongue



take off your shirt



sit down

Worksheet 6: At reception

Discuss the picture.



Read the dialogue.

- Receptionist:** Hello, can I help you?
- Patient:** I'd like to see a doctor please.
- Receptionist:** Have you been here before?
- Patient:** Yes I have.
- Receptionist:** What's your surname?
- Patient:** Jones.
- Receptionist:** And your first name?
- Patient:** Sue.
- Receptionist:** Have you got your Medicare card here?
- Patient:** Yes, here it is.
- Receptionist:** Thank you, you can take a seat.
- Patient:** How long will the doctor be?
- Receptionist:** He's very busy, maybe an hour.
- Patient:** Ok. Thanks.

Worksheet 7: Making an appointment dialogue

*Discuss the pictures.
Read the dialogue.*



- Reception:** Good morning. Epping Medical Centre.
- Patient:** Hello, I'd like to make an appointment to see the doctor please.
- Reception:** When would you like to come?
- Patient:** Tomorrow.
- Reception:** OK. There's an appointment free at 4pm. Can you come then?
- Patient:** Tomorrow at 4pm. Yes, that's fine.
- Reception:** OK. Can you tell me your name please?
- Patient:** Sue Jones.
- Reception:** Can you spell your surname please?
- Patient:** Yes. Jones, J-O-N-E-S.
- Reception:** And your phone number?
- Patient:** 0408 631 724.
- Reception:** Have you been here before?
- Patient:** Yes I have.
- Reception:** OK Mrs Jones. We'll see you tomorrow at 4pm.
- Patient:** Thank you. Goodbye.
- Reception:** Goodbye.