

Unit 16

Level: Beginners

Age: Adults

Time needed: 90–120 minutes

Language objectives: Active: *to be ill; I've got a fever / sore head / throat / stomach / back / leg / foot; aspirin; syrup; cream; doctor; nurse; receptionist; health centre; introduction to sentence stress.* Passive: *When I've got ... I take; put cream on; too.*

Materials: Unit 16: one copy of the worksheet per student; one set of flashcards (*DOCTOR, NURSE, RECEPTIONIST, HEALTH CENTRE, THERMOMETER, ASPIRIN, THROAT SYRUP, ANTISEPTIC CREAM.*)

Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 15.
- Ask them to explain to the students that each lesson will now focus on an aspect of everyday life. This is to help prepare them for living in the UK.
- Ask them to explain that the topic of At the health centre is to be covered in Unit 16, as it will be easier for the students if they know what to expect.
- Ask them to explain that this lesson will cover basic ailments and registering *at a health centre*. Making an appointment will be covered in the next unit *At the dentist*.
- Ask them to check that the student is registered with a health centre.
- Ask them to stress that if the students have any health concerns, they should ask the health centre to provide an interpreter to accompany them to their medical appointments at this stage.
- Ask if they can return at the end of the lesson to clarify, if necessary, any language items.
- If they are not available at the end of the lesson, agree on the best means of communication with the teacher.

Before the lesson

- Print out the new flashcards of *doctor, nurse, receptionist, health centre, thermometer, aspirin, throat syrup* and *antiseptic cream*, and copies of the worksheet.
- Print out the two body silhouettes and attach them to the board, or to a wall that is easily visible to all students.
- On sticky notes, write the following words: *head, throat, stomach, back, leg, foot*.

Procedure

1. When the students enter, smile and say *Hello, how are you?* and wait for an appropriate response. Ask the students *What's the date today?* and write it on the board. Ask *What time is it?* and write that on the board too.
2. Mime being ill and looking at your temperature on the thermometer. Make a show of being feverish and say *I'm ill. I've got a fever. I need to see a doctor.* Hold up the flashcard of a doctor and repeat your statement. Ask the students to repeat it, section by section, after you.
3. Point to your head and say *Head – repeat, please – head*. Repeat the process with the words *throat, stomach, back, leg* and *foot*.
4. Take the first sticky note and read the word on it. Hold it up and invite a student to place it on the corresponding part of the body silhouette. Repeat the process with the other five sticky notes.
5. Mime having a sore head and say *I've got a sore head – repeat, please – I've got a sore head*. Repeat the process for *sore throat, sore stomach, sore back, sore leg* and *sore foot*.

Sore vs ache

As the expression *I've got a sore ...* works for all body parts, this is the form presented at this stage. The term *ache* can be taught later. It could be confusing at this stage.

6. Hold up the aspirin and say *Aspirin – repeat, please – aspirin*. Then say *When I've got a sore head, I take aspirin*.
7. Hold up the throat syrup and say *Throat syrup – repeat, please – throat syrup*. Then say *When I've got a sore throat, I take throat syrup*.

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8. Hold up the antiseptic cream and say *Cream – repeat, please – cream*. Then say *When I've got a sore leg, I put cream on it*. You may wish to also repeat this with the word *foot* instead of *leg*, miming the action, to indicate the cream is not specific to one body part.

9. Refer to Exercise 1 on the student worksheet. Ask the students to write their name and the date in the spaces provided.

10. Refer to Exercise 2. Ask the students to label the body parts.

Key: *head, throat, stomach, back, leg, foot*

11. Refer to Exercise 3. Ask the students to complete the sentences as modelled by you at the beginning of the lesson. This should be done orally first before allowing the students time to write the answers.

Key:

I'm ill. I've got a fever. I need to see a doctor.

I've got a sore head. When I've got a sore head, I take aspirin.

I've got a sore throat. When I've got a sore throat, I take throat syrup.

I've got a sore leg. When I've got a sore leg, I put cream on it.

12. Show the flashcard of the doctor again and say *He's a doctor. He works at the health centre*. Hold up the flashcard of the health centre and say *He works at the health centre. Where does he work?* Wait for a reply, helping and encouraging any attempt at an answer. If necessary, repeat *He works at the health centre* for the students to copy.

13. Show the flashcard of a nurse. Say *She's a nurse. She works at the health centre too*. Ask the students to repeat the sentences.

14. Show the flashcard of a receptionist. Say *Receptionist – repeat, please – receptionist*. Then say *She's a receptionist. She works at the health centre too*. Ask the students to repeat the sentences.

15. Refer to Exercise 4. Ask the students to choose the correct words.

Key:

He is a doctor. She is a nurse. She is a receptionist. They work in a health centre.

16. Write the following words on the board: *head, throat, stomach, back, leg, foot, doctor, receptionist, nurse, aspirin, syrup, cream*. Clap out the syllables for each word and ask the students *How many?* Write the appropriate symbols above the words, emphasizing the stress in words of more than one syllable and the fact that *aspirin* only has two syllables in British English.

Key:

head – O

throat – O

stomach – Oo

back – O

leg – O

foot – O

doctor – Oo

receptionist – oOoo

nurse – O

aspirin – Oo

syrup – Oo

cream – O

17. Write the following sentences on the board: *I've got a sore back; He's got a sore stomach; She's got a fever*. Clap out the syllables for each sentence and ask the students *How many?* Write the appropriate symbols above the sentences, emphasizing where the stress is.

Key:

o o o O O – I've got a sore back.

o o o O Oo – He's got a sore stomach.

o o o Oo – She's got a fever.

18. Refer to Exercise 5. Ask the students to write the words and sentences under the appropriate symbols.

19. Refer to Exercise 6. Write 1. *I've got a ...* on the board and then play the first mini-dialogue. Invite a confident student to complete the sentence on the board. Ask the students to repeat the sentence as a group before asking them to copy it on the first line on their worksheet. Play the second mini-dialogue and allow the students time to write the sentence *I've got a sore stomach* on the second line on their worksheet. Continue in the same way for the remaining mini-dialogues. Carefully monitor the pronunciation during the group correction phase.

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Transcript

1. Doctor: Hello. What seems to be the problem?
Patient: I've got a sore back.
2. Doctor: Hello. How can I help?
Patient: I've got a sore stomach.
3. Doctor: Hello. What's the matter?
Patient: I've got a sore foot.
4. Doctor: Hello. What brings you here?
Patient: I've got a fever.
5. Doctor: Hello. What seems to be the problem?
Patient: I've got a sore throat.
6. Doctor: Hello. What can I do for you?
Patient: I've got a sore head.

20. Refer to Exercise 7. Talk students through each part, writing possible answers on the board. Carefully monitor that the students write the appropriate information in the correct place.

21. Say *Goodbye* and wait for the students to say goodbye to you.

Notes for an interpreter – Part 2

- Did the students understand that sentences have stressed syllables?
- Can they explain that a doctor can also be called a *GP* and a health centre a *GP surgery* or *medical practice*?
- Is there anything needing clarification?
- The students should continue adding new words to their vocabulary notebook.
- The students should practise all the language covered as much as possible before the next lesson.

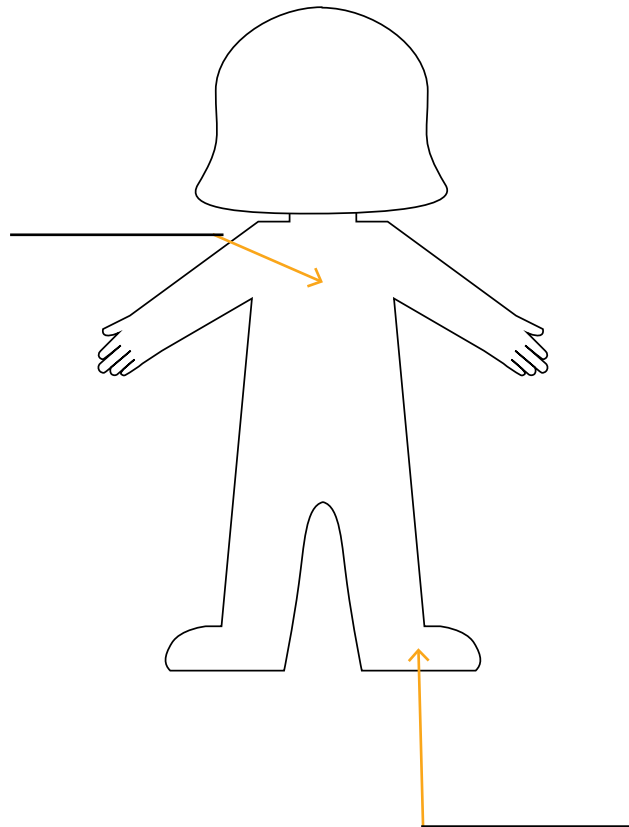
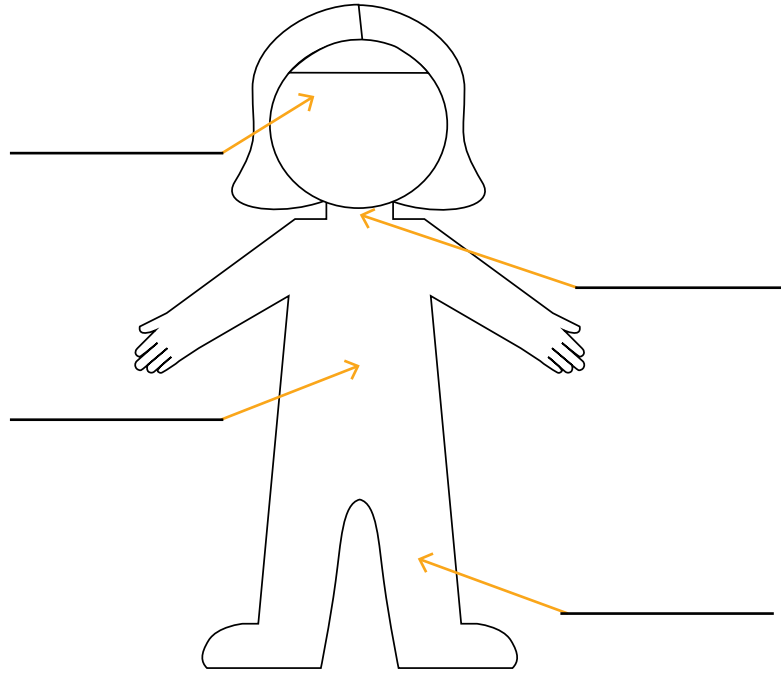
Absolute Beginners

by Frances Marnie

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1 Name: _____ Date: _____

2



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3

I'm _____.



I've got a _____.



I need to _____.



I've got a sore _____.



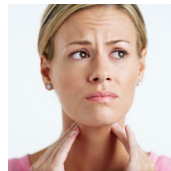
When I've got a _____,



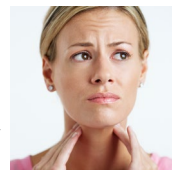
I take _____.



I've got a sore _____.



When I've got a _____,



I take _____.



I've got a sore _____.



When I've got a _____,



I put _____ on it.



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4



He/She is a doctor/nurse/receptionist.



He/She is a doctor/nurse/receptionist.



He/She is a doctor/nurse/receptionist.



They live/work in a
museum/health centre.

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5

oOoo

Oo

O

oooOO

oooOOO

oooOo

Unit 16

- 6 1 I've got a _____ .
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

7 **PERSONAL DETAILS (ALL FIELDS MARKED* ARE MANDATORY)**

Male* Female*

Date of Birth* . .

Telephone

Title*

Mobile

Surname*

Email address

Forenames*

Town of Birth*

Address*

Country of Birth*

Postcode*

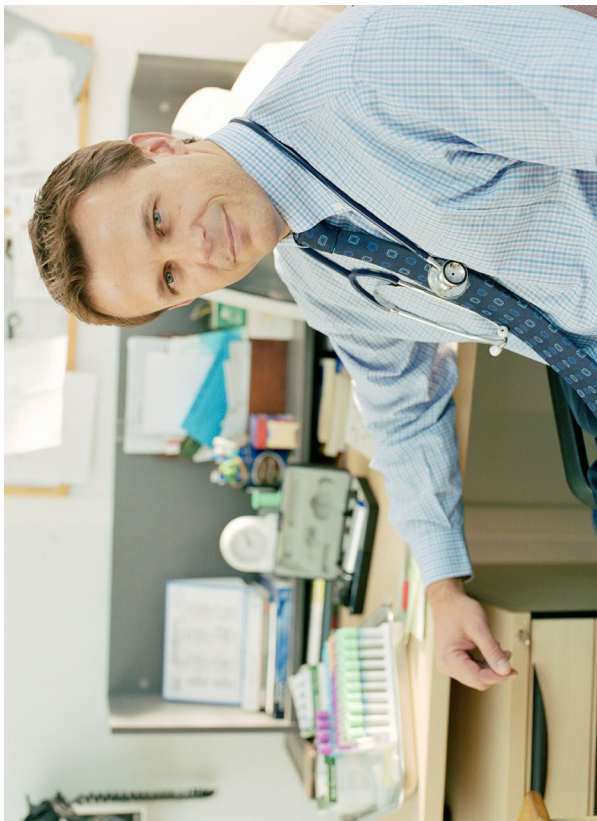
Goodbye.



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onestopenglish



FLASHCARDS

DOCTOR

RECEPTIONIST

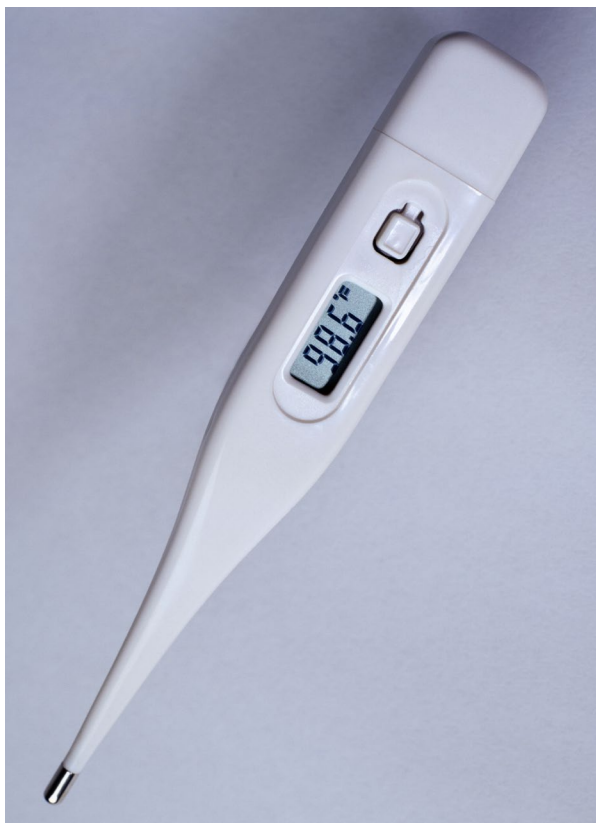
NURSE

HEALTH CARE

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FLASHCARDS

THERMOMETER

THROAT SYRUP

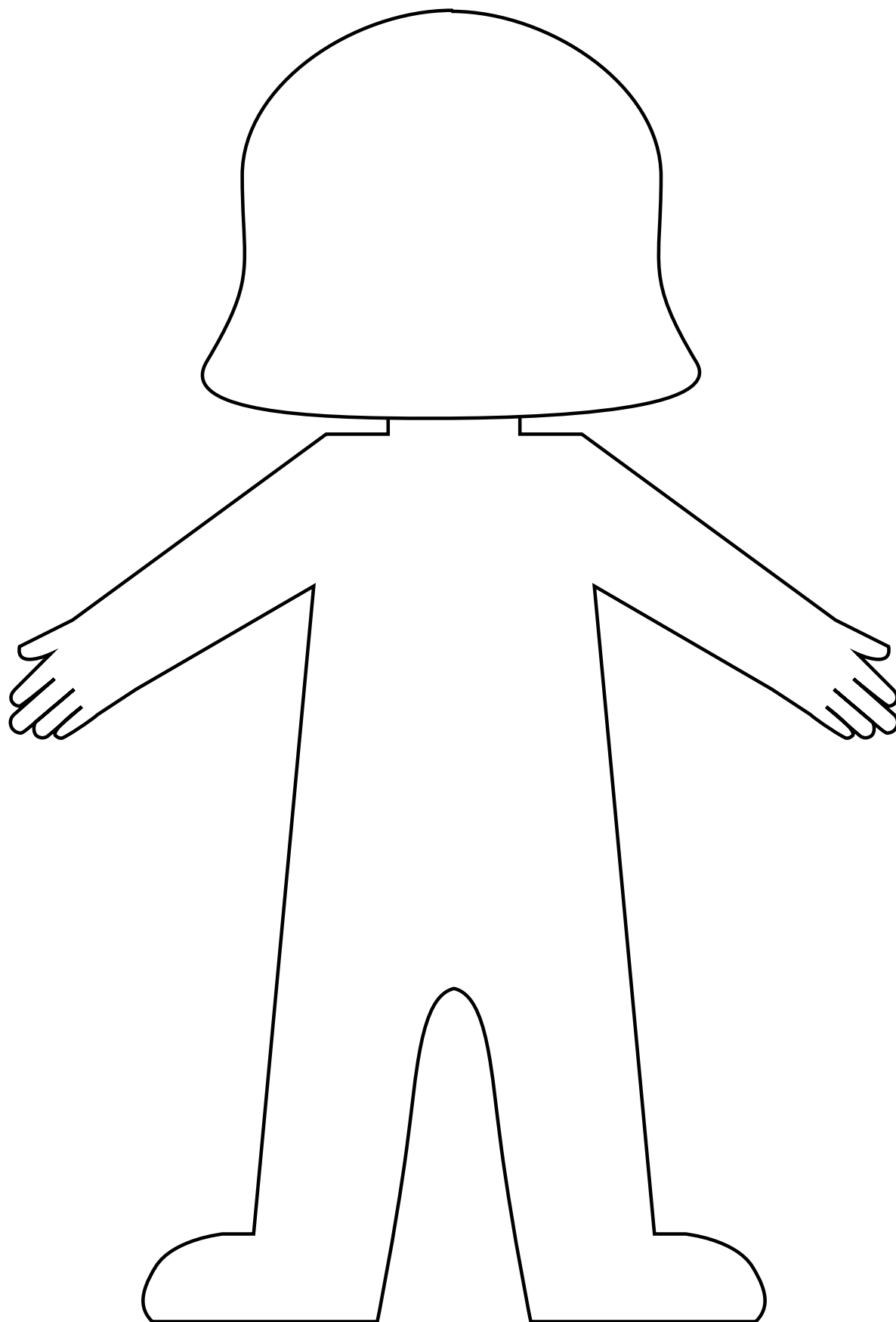
ASPIRIN

ANTISEPTIC
CREAM

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BODY SILHOUETTES