

The Doctor's Office

Objectives

Students will:

- feel comfortable practicing English speaking, listening, reading, and writing skills.
- list ways to stay healthy.
- become familiar with the names of body parts.
- become familiar with some reasons to go to the doctor.
- be able to describe symptoms.
- practice making an appointment with a doctor.
- become aware of procedures at the doctor's office.
- become aware of questions to ask the doctor.
- practice asking and answering questions at the doctor's office.
- fill out some informational medical forms: health history and insurance.
- learn about the difference between a visit to a doctor, an urgent care center, and a hospital.

Materials and Preparation:

Whiteboard, blackboard or flip chart and markers

Name tags or tent cards

Copies of handouts

Scissors to cut Handouts 3 & 4 (or cut in advance)

Urgent Care Center Pocket Pal

Envelope to store cutout pieces

Staying Healthy

Oxford Picture Dictionary

Highlighters

Highlighters may be useful to students in a variety of ways during this session: finding words on forms, marking unknown vocabulary on handouts, choosing which questions they want to know how to ask the doctor, etc.



Essential Vocabulary:

You can write these on chart paper before the session begins, or as the words come up in the sessions.

check-ups

health history form

examining room

gown

medicines

prescriptions

nurse

doctor

receptionist

appointment

co-pay

identification

emergency

health insurance

medical interpreter

blood pressure

temperature

family history

follow-up

referral

WELCOME

“Now we will talk and read about visiting the doctor and all the many new vocabulary words and activities for you to practice and understand.”



Warm-Up

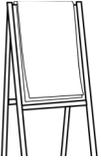
“We usually go to the doctor when we do not feel well. What do you want to know about going to the doctor?”

Record questions on the flip chart. As sessions progress check off questions as they are answered and discussed.



This discussion can also help you choose which activities to use in the lesson.

STAYING HEALTHY



“It is important to stay healthy. What are some things you and your family do to be healthy?”

Record ideas on flip chart.



Handout 1

Staying Healthy Goals

Review Handout 1. **“Which of these do you think are most important? Why?”**

You can use page 114 of the Oxford Picture Dictionary for further discussion.

Optional Group Activity: Parts of the Body

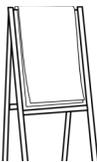


Handout 2

Parts of the Body

Use Handout 2 as a word review. A simple game like Simon Says can be used to quickly help with this review.

SYMPTOMS



Group Discussion: Symptoms

“We like everyone to stay healthy, but sometimes one of us gets sick or hurt. What symptoms or injuries can you think of that might make it necessary for you to go to the doctor?”

List symptoms/injuries on the flip chart. Keep chart up for later use.

You can also use page 110 of the *Oxford Picture Dictionary* and pages 25-26 of *Staying Healthy* for more discussion of symptoms and injuries.

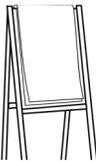
Pair Activity: Act Out Symptoms



**Handouts 3 & 4
Symptom Words**

Review the symptom words. Have students work with a partner to act out each symptom, first using only actions and then using the words. Save symptom words in an envelope for future practice or practice with family members at home.

THE DOCTOR'S OFFICE



“When you or someone in your family is sick, you will need to see a doctor. How many of you have called to make a doctor’s appointment? What did you say? What did they say to you?”

Check essential vocabulary list. Write essential vocabulary words on whiteboard/flip chart to have as a reference as activities progress.

Group/Pair Activity– Making an Appointment



**Handout 5
Speaking**

“Let’s practice a conversation to make an appointment with a doctor.”

Read through the dialogue at the top of the page first. Then take the Health Center role, and have students read the Patient role. Then have students work with partners to try the second dialogue on the page. Students take turns being the Health Center and then the Patient. More advanced students can write their own dialogues. Ask for volunteers to perform their dialogue for the group.

Medical Forms



**Handout 6—Filling Out Forms
at the Doctor’s Office**

“Who will you meet when you first walk into a doctor’s office? This person is called the receptionist. The receptionist will give you forms to fill out - especially if it is your first visit to this doctor. The doctor needs to know information about you and your symptoms.”

Review the dialogue in Handout 6. Then have the students work in pairs to practice the dialogue, or perform the dialogue as a group.

“Some doctors’ offices may mail or email the information forms to you. Then you will be able to fill these forms out at home.

Remember that students should do at least 80% of the talking. Split into pairs or small groups when everyone isn’t participating.



“You will usually be asked for some identification to show who you are. A driver’s license or passport or work ID will do, as long as it has a picture of you on it.”

Writing Activity: Medical Forms



Handouts 7 & 8

Patient Information Form



Handout 9

Health History Form

Review forms one at a time with students. Depending on time and ability of students, have them fill in as many blanks as they can. Students may continue to fill out the forms at home or continue in the next session.

Reading Activity: Procedures at the Doctor’s Office



Use page 21 of *Staying Healthy* to discuss procedures at the doctor’s office. Add any new vocabulary words to the chart.

Group Activity: Asking and Answering Questions

“The doctor or nurse will ask you why you are there. You need to be able to answer her/his questions and describe your symptoms.

To help student with symptoms try some substitution drills, for example:

It hurts when I _____.

walk

talk

bend over

lie down

lift something

cough

My_____ hurts.

arm

knee

head

shoulder

foot

leg

Pair Activity: Speaking



Handout 10

Speaking

Read through the dialogue at the top of the page first. Then take the Doctor role, and have students read the Patient role. Then have students work with partners to try the second dialogue on the page. Students take turns being the Doctor and then the Patient. More advanced students can write their own dialogues. Ask for volunteers to perform their dialogue for the group.

Reading Activity: Questions for the Doctor



Handout 11– What Questions

Should I Ask the Doctor?

“You have the right to ask your doctor questions. You can and should ask questions. Three questions to ask:

What is my main problem?

What do I need to do about it?

Why is it important for me to do this?

Your doctor should explain the answers to these questions. It is your job to be sure that you understand the answers before you leave the doctor's office."



Make sure students know that if they have a lot of difficulty understanding the doctor or health provider, they can ask for an interpreter. It is good to ask this before you schedule an appointment. Some doctors provide this service, and some do not. They can also bring a family member or friend who speaks and understands English with them to the visit.

Review and practice the phases on the bottom of Handout 11, What Do I Say if I Don't Understand?

CHOOSING THE DOCTOR'S OFFICE, URGENT CARE, OR ER

"You may see a doctor at a doctor's office, a clinic, a community health center, an urgent care center, or a hospital. When would you go to see a doctor?"

Possible responses:

checkups

when you are sick

when you are hurt

In an emergency

"Doctor's Offices are for checkups and when you are not feeling well. You need to call and make an appointment to see a doctor."

“Emergency rooms are only for emergencies. What is an emergency?”

Use page 116 of the *Oxford Picture Dictionary* for further discussion of emergencies and to review vocabulary for emergencies.

Calling 911



Handout 12 Calling 911

Have students practice the dialogue about calling 911 for a medical emergency. Again, review the dialogue and then have students practice with another student. Select volunteers to read the dialogue to the group. Ask the group if they have called 911 and if the responses from the 911 operator were the same or different.

Urgent Care Centers

“Urgent Care Centers are for minor emergencies. No appointment is needed. Walk right in.”

Hand out Urgent Care Center Pocket Pals and review information on the cards.

ADDITIONAL ACTIVITIES

Information Grids



Handout 13 Describing Symptoms



Handout 14—Making a Doctor’s Appointment

Talk through one of the information grids. Then ask questions about each situation. (See Medicine Labels for more discussion of using information grids.)

Medical Idioms

Discuss idioms related to feeling ill, such as:

under the weather

catch a cold

sick as a dog

More Medical Forms



Handouts 15 & 16

Patient Medical History Form

“More forms! These two pages ask about you and your health.” Review vocabulary and clarify the questions on the forms. Remind students that if they do not know what a word means on the 2nd page that they should not just check no!



Handouts 17 & 18

Patient Information Sheet

“Another important form asks about insurance you might have to help pay for your doctor’s visit. Each doctor’s office has their own forms, but these are just for practice.”

Review important parts on the two pages of a medical and an insurance form. Usually this is on one page. It has been enlarged to use as a practice activity. Review vocabulary and clarify the questions on the forms.

“Review your form carefully. Then sign it. By signing it, you say that all the information is true and accurate to the best of your knowledge.”

SUMMING UP

Go back to the list of questions recorded at the beginning of this topic. Have all the students’ questions about going to the doctor been answered?