

# Elementary English Conversation Class

Literacy NJ, Mercer County Programs

## Week 9 – Your Health

**Objectives for Week 9** – Students will:

- identify major parts of the body
- learn vocabulary for common ailments and remedies
- practice going to a pharmacy and asking about medications
- learn to make medical appointments and talk to a doctor
- use the modal verb *should*

### Lesson 9.1 – Parts of the Body, Common Ailments

#### Recommended Materials for Lesson 9.1

- extra copies of the review sheet from Lesson 8.2
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- a supply of paper and pens for student use
- copies of the story in Activity #1, dialog in Activity #4, the “Health Problems” handout, “What’s the Problem?” slips for Activity #6, and the Lesson 9.1 review sheet.



*To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance. The tables that appear in this lesson are good examples.*

*Sample pictures and copies of handouts appear at the end of the lessons for this week.*

#### **Activity #1** – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write “**The weather today is [weather word].** If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that everyone has a copy of the review sheet from Lesson 8.2. Ask two students to provide answers to each of the two fill-ins on the review sheet.

3. Read the story to the class and then give them copies.

### Directions for Anna

Anna and her cousin Emma want to eat dinner together at the Corner Restaurant. Anna is happy about the dinner, but she doesn't know how to get to the restaurant. Emma says that the directions are easy. She gives these directions to Anna.

1. From your house, turn left and walk two blocks on Green Street.
2. When you see the library, turn right on Main Street and walk one block.
3. The restaurant is on the corner of Main Street and Market Street, across from the school.

Does Anna understand the directions? Draw a map to help her go to the restaurant.



*Make sure that all students have paper and pens. Divide the class into pairs or small groups. Using a copy of the story, students should work together to draw a map of the route from Anna's house to the Corner Restaurant. When everyone is ready, pairs/groups present their maps to the whole class. The class will decide if the maps are right.*

### Activity #2 – Parts of the body – the head

1. Say “**The class today is about health. Healthy people say ‘I’m fine,’ or ‘I feel great today.’**” Write on the board “**I’m fine**” and “**I feel great today.**” Say that you’re fine today. Ask each student “**How are you today?**” and wait for their answers.
2. Say “**Sometimes people feel sick.**” (Show the picture of someone feeling sick.) “**Sick people say ‘I feel sick’ or ‘I feel bad.’**”
3. Gesturing to your head, ask the students if they know the words for *head, eyes, ears, nose, mouth, and neck*. Write any words that they know on the board. Draw a picture of a face on the board or use your own face to identify words related to the head. Write *head, eyes, ears, nose, mouth, teeth, and throat*. Explain that the plural of *tooth* is *teeth*.

**Activity #3** – Identifying pain



*Erase the board.*

1. Say “**There are many words for pain,**” and gesture for pain. Say “**You can just say ‘my head hurts’ or ‘my throat hurts,’ or you can use special words for pain.**” Write this table on the board.

<b>What’s the problem? What’s the matter?</b>	
<b>My head hurts.</b>	<b>I have a headache.</b>
<b>My ear hurts. My ears hurt.</b>	<b>I have an earache.</b>
<b>My neck hurts.</b>	<b>I have a neckache.</b>
<b>My throat hurts.</b>	<b>I have a sore throat.</b>
<b>My tooth hurts.</b>	<b>I have a toothache.</b>

Gesture for the class to read the words in the table. Point to the relevant body part each time. Continue pointing to different parts of the body, eliciting the correct response from the students, until all the students seem comfortable with the correct response.

2. Say “**People who have a headache and sore throat may also feel hot and tired. Sometimes they go to a doctor.**” Show the picture of a doctor, and explain the difference between a doctor and a dentist.

**Activity #4** – Parts of the body – the stomach, arms, legs, feet, and related ailments



*Don’t erase the board. Add entries to the table, and leave the table on the board throughout the lesson.*

1. Identify *stomach, back, shoulder, arm, elbow, hand, leg, knee, ankle* and *foot* by drawing a picture on the board or demonstrating on yourself. Write the words on the board.

2. Continue the table to describe various aches and pains.

<b>My stomach hurts.</b>	<b>I have a stomachache.</b>
<b>My back hurts.</b>	<b>I have a backache.</b>
<b>My shoulder, arm, elbow, or hand hurts.</b>	
<b>My leg, knee, ankle, or foot hurts.</b>	

Gesture for the class to read the words in the table. Point to the relevant body part each time.

3. Enact both parts of the dialog and then give a copy to the students.

**Dialog**

- A. Hi! I'm home! Where are you?**  
**B. I'm in the kitchen. Dinner is on the stove.**  
**A. I'm not hungry.**  
**B. Not hungry! Are you sick?**  
**A. I'm very tired, and I have a headache.**  
**B. Do you have a sore throat?**  
**A. No, my throat is ok.**  
**B. Do you have a stomachache?**  
**A. My stomach feels fine.**  
**B. Do you want to eat dinner?**  
**A. No, I'm not hungry now.**  
**B. I hope you're not sick!**



*Using the repetition drilling technique, practice this dialog until students can recite it easily without reading every word. You and the students should take turns as A and B. Finally, divide the class into pairs and have the students practice the dialog. Choose a few pairs to do the dialog in front of the class.*

**Activity #5** – Using *should*

1. Ask the class “**What do you do when you feel tired and have a headache?**” If possible, let the students take the lead. Discuss possible remedies and write new words on the board, such as:
- **go to bed, lie down**
  - **take medicine, take a pill, take aspirin**

2. Say “Use the word *should* when you think it is good for someone to do something. This is also called *giving advice*.” Write new words on the board. Express the prior possible remedies with the word *should*; e.g., *you should go to bed, you should lie down*. Write the sentences on the board, and have the students copy the sentences in their notebooks.



*Form pairs, and ask students to enact the dialog again, taking turns as A and B. Then they work together to add sentences to the dialog to suggest remedies, using the word **should**. When everyone is ready, the pairs present their expanded dialogs to the class.*

### **Activity #6** – Other common ailments

1. Give the students the picture of Health Problems. Discuss several pictures of common ailments. You don’t have to use all the pictures. The following activity uses *cold, flu, rash, and sunburn* as well as *headache* and *stomachache*, presented earlier. Take time to make sure students understand selected ailments and symptoms.



*Give each pair a “What’s the problem?” slip, and ask them to identify the medical condition on the slip. When all the pairs finish, ask each pair to report to the whole class. One student in each pair reads the problem on the slip, and the other student reads the answer (filling in the blank on the slip). If you think that the students are up for a challenge, ask the pair to wait for the rest of the class to answer before reading their answer.*

2. Tell the class that you will talk about going to the doctor and getting medicine at the next class.



### **Activity #7** – Review and conclusion

1. Distribute and discuss the review handout for this lesson.
2. Review any other important words or expressions introduced in this lesson.
3. Say “**Goodbye**” and “**See you on [day of next class].**”



## Week 9, Lesson 9.1 Review of Feeling Sick

Important words about feeling sick: make word cards for any words that are new to you.

aspirin    doctor    dentist    hurt    itch    medicine    pain    pill
--------------------------------------------------------------------------

How are you today? I feel fine. I feel great. I feel sick. I feel bad.

You should go to bed. You should take medicine. You should drink water. You should go to the doctor.

1. Write a sentence using each word in the box.
2. In your notebook, write a sentence about how you feel each day.
3. Try to talk about health with family and friends.

### What's the problem? What's the matter?

<b>My head hurts.</b>	<b>I have a headache.</b>
<b>My ear hurts. My ears hurt.</b>	<b>I have an earache.</b>
<b>My neck hurts.</b>	<b>I have a neckache.</b>
<b>My throat hurts.</b>	<b>I have a sore throat.</b>
<b>My tooth hurts.</b>	<b>I have a toothache.</b>
<b>My stomach hurts.</b>	<b>I have a stomachache.</b>
<b>My back hurts.</b>	<b>I have a backache.</b>
<b>My shoulder, arm, elbow, or hand hurts.</b>	
<b>My leg, knee, ankle, or foot hurts.</b>	
<b>My skin is hot and red.</b>	<b>I have a sunburn.</b>
<b>My skin itches.</b>	<b>I have a rash.</b>
	<b>I have a cold.</b>
	<b>I have a cough.</b>
	<b>I have a fever.</b>
	<b>I have the flu.</b>

1. My daughter says that her throat hurts. She is coughing at night. She has \_\_\_\_\_.
2. I have a fever and a headache. I hope I don't have \_\_\_\_\_.
3. My husband has a toothache. He is going to the \_\_\_\_\_ today.
4. Your skin looks red. Does it itch? Tell your doctor you have \_\_\_\_\_.
5. My son doesn't want to eat. I think he has \_\_\_\_\_.
6. Write three more sentences like 1-5.

If you or a member of your family has any of these problems, be ready to tell the class about them!

## Lesson 9.2 – Going to a Pharmacy and Seeing a Doctor

### Recommended Materials for Lesson 9.2

- extra copies of the review sheet from Lesson 9.1
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- empty medicine bottles or packages (over-the-counter)
- copies of the dialogs in Activities #2 and #3, pictures of drug store aisles for Activity #2, sample medicine bottles/packages for Activity #2, appointment cards in Activity #5, and the Lesson 9.2 review sheet
- pictures of drug store aisles (preferably from local drug stores)



*To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.*

*Sample pictures and copies of handouts appear at the end of the lessons for this week.*

### Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write **“The weather today is [weather word].** If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that everyone has a copy of the review sheet from Lesson 9.1. Ask each student how he/she is feeling today.
3. Ask student to read their sentences with words from the vocabulary box and sentences about how they felt each day.
4. Ask each student to read a row of the table on the review sheet and point to the part of the body mentioned. Call on different students for the lines that feature multiple body parts.
5. Call on students to complete the fill-ins at the bottom of the review sheet and to read their additional sentences.
6. Ask about any medical problems in the students’ families.

## **Activity #2** – Going to a drugstore (pharmacy)

1. Explain that you can buy some medicine at a supermarket or drugstore. Write the words *medicine*, *drugstore*, and *pharmacy*. Aisles at the drugstore use words like *colds*, *pain*, or *skin*. Students should ask for help to find the right medicine. Show pictures of drug store aisles.
2. More *should* – Students should read the directions and use medicine correctly! Some medicines have *warnings*. Explain that these are the things that you should do (such as take the medicine with food) or should not do (such as drive when you are taking the medicine). The *pharmacist* or someone who works in the drugstore can help you understand how to take the medicine and the warnings. Show sample medicine bottles or packages. Show students where the directions are and discuss how to read them. Explain how frequently to take the medicine and the size of dosages.
3. Read the dialog and enact both parts. Then give a copy to the students. Note the picture that shows the difference between a *teaspoon* and a *tablespoon*. The directions refer to teaspoons.

### **Dialog at a drugstore**

**A. Can I help you?**

**B. Yes. I need medicine. I have a cough.**

**A. Come with me to aisle 3.**

**B. Thank you.**

**A. This is medicine for coughing. Make sure you follow the directions.**

**B. Please explain the directions to me.**

**A. The directions say to take one teaspoon every four hours. That means that you should not take more than six teaspoons in 24 hours. Stop the medicine when you feel better.**

**B. Thank you.**

**A. You're welcome. I hope you feel better soon.**



*Using the repetition drilling technique, practice this dialog until students can recite it easily without reading every word. You and the students should take turns as A and B. Finally, divide the class into pairs and have the students practice the dialog. Choose a few pairs to do the dialog in front of the class.*

After the students practice the dialog, take out one of the sample medicines you brought and change the dialog together to fit the directions. Write the dialog on the board and have students write it in their notebooks.

### **Activity #3** – Making an appointment to see a doctor

1. Explain that they can call the doctor’s office for an appointment, if they do not feel better. They should write down the problem before calling.
2. Tell the class how to schedule an appointment. Explain that the operator asks what the problem is, and then says a date and time for an appointment. The operator asks if the time and date are ok. The students should tell the operator that the time and date are ok, or ask for a different time or date. Enact both parts of the dialog below.

#### **Dialog – Making an appointment**

**A. Dr. Green’s office. Can I help you?**

**B. Hello. I would like to make an appointment with Dr. Green.**

**A. Is the appointment for you?**

**B. No, it’s for my son, Victor Lopez.**

**A. Please spell your son’s name.**

**B. V-I-C-T-O-R Victor and L-O-P-E-Z Lopez**

**A. What is his date of birth?**

**B. He was born on December 10, 2009.**

**A. What is his problem?**

**B. He has a bad rash. It’s very red and itchy.**

**A. OK. Can he come to the office today at 3:30?**

**B. Yes, we can come.**

**A. Good. See you today at 3:30.**

**B. Thank you. Good-bye.**



*Using the repetition drilling technique, practice this dialog until students can recite it easily without reading every word. You and the students should take turns as A and B. Finally, divide the class into pairs and have the students practice the dialog. Choose a few pairs to do the dialog in front of the class.*



*You may have to review how to say dates. You may also want to explain and practice common ways that we use examples when we spell: for example, V as in Victor, L as in Larry, etc.*

*Tell the students that they need to have an appointment, that they should know how to get to the doctor’s office, and that they should be on time for the appointment. They should also bring insurance information to the appointment.*



*Tell the students that they need to have an appointment, that they should know how to get to the doctor's office, and that they should be on time for the appointment. They should also bring insurance information to the appointment.*

#### **Activity #4** – Your appointment with a doctor



*Erase the board. As you explain typical steps for an appointment, say and write key sentences on the board, and encourage students to write the sentences in their notebooks.*

1. Say and write **“Before the appointment, practice the words to talk about the problem.”** Ask the students how they can explain this. It is unlikely that they would know the present perfect tense (“*I have had* a sore throat and fever for three days”), but they could suggest something like “I have a sore throat and a fever for three days.” Write their suggestions on the board.
2. Say and write **“Do not be late for an appointment! Say “At the office, say ‘I’m [your name]. I have an appointment with Dr. [name] for [time].’ Then write the sentences that they should say on the board. Say “Give your insurance information, and then wait and listen for your name.”**
3. Say and write **“Someone will call your name and take you to see the doctor. Tell the doctor about the problem.”** Say **“The doctor may look at your eyes, ears, throat, and other parts of the body.”**
4. Say and write **“The doctor gives advice.”** Provide examples, such as **“You should stay in bed for a day or two,”** or **“You should see me again next week,”** or **“You should take [name of medicine]. I am giving you a prescription for the drugstore.”** Repeat these examples and write key words on the board.

#### **Activity #5** – Next steps



*Continue to explain the steps, writing key sentences on the board.*

1. If the doctor tells them to come back, they should make a new appointment. The office may give them an **appointment card**. Give the students a copy of the set of three appointment cards (see the handout section at

the end of this week’s lessons). Using the blank card, explain each part. Then, using the completed cards, ask students to answer questions such as “**Who has an appointment?**” or “**What day is the appointment?**” As you proceed through questions about all the entries on the two completed cards, give each student at least one opportunity to answer a question.



*Divide the class into pairs. Each student will make an appointment for the other student. First, each student should tell the other student the day, date, and time of the appointment. Then the student should fill in all the information on the blank appointment card. When they are all finished, each student will tell the class the day, date, and time (including A.M. or P.M.) of his/her appointment.*

2. If the doctor gives them a **prescription** for medicine, the office calls the drugstore, or the doctor gives them a prescription paper to take to the drugstore. Explain that people can’t buy this medicine without a prescription from a doctor. As before, students should talk to the pharmacist at the drugstore to make sure they understand how to use the medicine!



*Another option for an activity, time permitting, is to return to the dialog in Activity #2 and work with the class to rewrite it for a prescription, including possible directions and warnings for the medication.*

3. If they are not feeling better after they follow the doctor’s advice, they should call to make another appointment.



### **Activity #6** – Review and conclusion

1. Distribute and discuss the review handout for this lesson.
2. Review any other important words or expressions introduced in this lesson.
3. Say “**Goodbye**” and “**See you on [day of next class].**”



## Week 9, Lesson 9.2 Review of Getting Help

Important words about getting help: make word cards for any words that are new to you.

appointment   drugstore   pharmacist   pharmacy   prescription   tablespoon   teaspoon   warnings
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Write a sentence using each word in the box.

What should you do about the problems listed below? Use complete sentences to write your advice in the space to the right of each problem. Should you go to the drugstore? Should you make an appointment with a doctor? Should you (or your family member) go to bed and decide tomorrow?

This is the problem.	What should you do?
Your son has a cold for two days.	
You have a headache for two hours.	
Today you have a rash.	
Your doctor says you have the flu. He gives you a prescription.	
On Monday you have a fever. On Wednesday you still have a fever.	
Your daughter has a bad sunburn today.	

Put these steps in the correct order:

- \_\_\_\_\_ The doctor gives you advice.
- \_\_\_\_\_ You sign your name and give the receptionist your insurance card.
- \_\_\_\_\_ Practice saying what the problem is in English.
- \_\_\_\_\_ Someone will call your name and take you to the doctor.
- \_\_\_\_\_ Call the doctor and make an appointment
- \_\_\_\_\_ Go to the doctor's office on time.

Think of a health problem you had recently. Write five sentences that describe how you were feeling.

Call or talk to a friend from class and pretend to set up an appointment. If you can, record your conversation.

## Sample Stories, Pictures, and Dialogs for Week 9

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### Directions for Anna

**Anna and her cousin Emma want to eat dinner together at the Corner Restaurant.**

**Anna is happy about the dinner, but she doesn't know how to get to the restaurant.**

**Emma says that the directions are easy. She calls on the phone and gives these directions to Anna.**

- 1. From your house, turn left and walk two blocks on Green Street.**
- 2. When you see the library, turn right on Main Street and walk one block.**
- 3. The restaurant is on the corner of Main Street and Market Street, across from the school.**

**Does Anna understand the directions? Draw a map to help her go to the restaurant.**



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**He's sick. He feels bad.**



**doctor**



**dentist**

**Dialog: *I hope you're not sick!***

**A. Hi! I'm home! Where are you?**

**B. I'm in the kitchen. Dinner is on the stove.**

**A. I'm not hungry.**

**B. Not hungry! Are you sick?**

**A. I'm very tired, and I have a headache.**

**B. Do you have a sore throat?**

**A. No, my throat is ok.**

**B. Do you have a stomachache?**

**A. My stomach feels fine.**

**B. Do you want to eat dinner?**

**A. No, I'm not hungry now.**

**B. I hope you're not sick!**



# Health Problems

What's wrong? What's the matter?  
I have...



asthma



a backache



a broken leg



a cold



a cough



an earache



a fever



the flu



a headache



heartburn



(the) measles



a rash



a sore throat



a stomachache (US)  
a stomach ache (Brit)



sunburn



a toothache

## **What's the Problem? What's the Matter?**

Copy the page and cut into strips.

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**What's the problem?**

**You are coughing, you have a sore throat, and your nose is red.**

**You have a \_\_\_\_\_.**

---

**What's the problem?**

**Your son doesn't want to eat. He has a pain in his stomach.**

**He has a \_\_\_\_\_.**

---

**What's the problem?**

**Your skin is red. It itches! What is the name of this problem?**

**You have a \_\_\_\_\_.**

---

**What's the problem?**

**Your husband is sick. He has a fever and feels very tired.**

**He has the \_\_\_\_\_.**

---

**What's the problem?**

**The sun is hot today. You go to the park. Then your skin is red and hot.**

**You have a \_\_\_\_\_.**

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**What's the problem?**

**Your daughter says her head hurts.**

**She has a \_\_\_\_\_.**

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## Drug Store Aisles



## Dialog at a drugstore

A. Can I help you?

B. Yes. I need medicine. I have a cough.

A. Come with me to aisle 3.

B. Thank you.

A. This is medicine for coughing. Make sure you follow the directions.

B. Please explain them to me.

A. The directions say to take one teaspoon every four hours. That means that you should not take more than six teaspoons in 24 hours. Stop the medicine when you feel better.

A. Thank you.

A. You're welcome. I hope you feel better soon.



The small spoon is a teaspoon. The big spoon is a tablespoon.

## **Dialog: Making an appointment with a doctor**

**A. Dr. Green's office. Can I help you?**

**B. Hello. I would like make an appointment with Dr. Green.**

**A. Is the appointment for you?**

**B. No, it's for my son, Victor Lopez.**

**A. Please spell your son's name.**

**B. [spell Victor Lopez]**

**A. What is his date of birth?**

**B. He was born on December 10, 2009.**

**A. What is his problem?**

**B. He has a bad rash. It's very red and itchy.**

**A. OK. Can he come to the office today at 3:30?**

**B. Yes, we can come.**

**A. Good. See you today at 3:30.**

**B. Thank you. Good-bye.**

*Appointment*

\_\_\_\_\_ has an appointment on

Mon.  Tues.  Wed.  Thurs.  Fri.  Sat.

Date \_\_\_\_\_ Time \_\_\_\_\_ A.M.  
P.M.

*If unable to keep appointment, kindly give 24 hour notice.*

*Appointment*

VICTOR LOPEZ

\_\_\_\_\_ has an appointment on

Mon.  Tues.  Wed.  Thurs.  Fri.  Sat.

Date DEC 15 Time 4:15 A.M.  
P.M.

*If unable to keep appointment, kindly give 24 hour notice.*

*Appointment*

LISA LEE

\_\_\_\_\_ has an appointment on

Mon.  Tues.  Wed.  Thurs.  Fri.  Sat.

Date OCT 24 Time 9:30 A.M.  
P.M.

*If unable to keep appointment, kindly give 24 hour notice.*