

HALL/HEAL LESSON TEMPLATE

TITLE COMMUNICATING WITH HEALTH PROFESSIONALS

Navigation Skills

- Discussing symptoms with health professionals
- Asking necessary and important questions
- Asserting oneself in a health care setting

Language Skills

- Speaking
- Reading
- Writing
- Listening

ABE/ESOL Level

ESOL Intermediate

Duration

4 Class Sessions

Materials

- **SOS-Speaking of Survival**
- **Oxford Picture Dictionary**-enlargements and handouts
- **When You Are Sick**
- **Internet: Picture Story Two: (Kate Singleton) “A Doctor’s Appointment – <http://www.cal.org/ncle/health/story/doctor.html>**
- **Internet: <http://www.esl-images.com>**
- **Reading “Going to the Doctor” –Vocabulary Worksheets #2 & #3**
- **ALMA handout Unit 1: Clinic Names**
- **Enlargement: Doctor’s Office (SOS)**

Key Vocabulary

- **Symptoms**—*sore throat, eyes, headache, stomachache, backache, earache, toothache*
pain in my _____,
cold, fever, running nose, rash, insect bite, cut, bruise, chills, infection, sprain, burn, itch, nausea (nauseous), bleeding, swollen, diarrhea, constipation

- **Using Vocabulary with structures**

I have a _____ My _____ hurts

I have a pain in my _____. I can't _____.

Purpose

To provide the ESOL student with basic expressions, vocabulary as well as questions asked by health professionals and patients.

Steps

Part One

1. **Brainstorm**-- Reasons you go to a clinic, hospital, doctor’s office or other medical setting—What kinds of doctors you go to.
2. Post the enlargement of the Doctor’s Office and elicit vocabulary
3. **Handout**—Conversations from **SOS**: teacher models and students repeat – **“Going for an Examination.”**
4. Form two groups: half of the students take part A and the other part B. They read aloud.
5. In pairs, students role play the conversations.
6. Choose a few pairs to perform for the class.
7. Follow the same procedures for **“Feeling Sick.”**
8. Do exercises in **SOS** that follow the conversations.

Part Two

1. Hand out copies of Kate Singleton’s Picture Story—Explain that these pictures are about a doctor’s appointment. Tell the students that they are to be very specific and decide what is happening. Instruct them to take a clean sheet of paper and form 8 boxes; in each box they should write one or two sentences explaining the story.
2. Teacher walks around and facilitates.
3. Collect students’ work and make grammatical corrections
4. Return papers and have the students write the story in paragraph form. (Students can type the stories in their computer class)
5. Have students read their stories aloud.
6. Students can help design a bulletin board displaying their typed stories.

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Key Vocabulary (Continued)

• Doctor's Directions

Breathe in.....out

Take a deep breath and hold it.

Cough

Open your mouth

Stick out your tongue

Take off your shirt.

Put on a gown.

Hold out your arm.

Roll up your sleeve.

Make a fist.

• Doctor's Procedures

Take your temperature, _____ your pulse,
_____ your blood pressure, _____ some blood,
_____ a throat culture, _____ an X-ray

Listen to your heart, look in your ear, check (test) your hearing, give you a shot, give you some medicine.

Part Three

1. Post the enlargement of symptoms and injuries (from Oxford Picture Dictionary).
2. List vocabulary on the board
3. Reading—"Going to the Doctor" (Have students read the story and answer the questions) Go over the answers with the students.
4. Do the Vocabulary Worksheets: match types of doctors with the correct explanations; match sentences with follow-up sentences; fill in blanks with the correct word or expression (symptoms and injuries).

Part Four

1. Brainstorm-What is the difference between a doctor's office and clinic? Discuss students' experiences.
2. Go over the list of clinics and abbreviations from the ALMA worksheet. What kind of doctor works in each clinic?

Part Five—What you should tell your doctor.

1. Use the handout-"Symptoms Your Doctor Should know About"—A listing of when you should call your doctor (uses different verbs to explain symptoms)
2. Discuss how to decide which type of health facility to go to: *hospital emergency room*, *doctor or clinic*, or *first call your primary doctor*.
3. Talk about primary doctors and their function.
4. Handout- from "Ask Me 3"—Read and discuss the three most important questions for you to ask the doctor: What is my main problem? What do I need to do? Why is it important for me to do this? **Go over the "Tips for Clear Health Communication"**

Follow Up Activities

Quiz on symptoms and types of specialists.