

Health

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Health

A. Discussion

Discuss the following questions with your classmates.

1. Is health care free in your country?
2. Is medicine free?
3. Do doctors make house calls?
4. Have you ever been seriously ill? If so, with what?
5. How often do you have a regular checkup?
6. Have you ever had an operation?
7. Have you ever been in the hospital?
8. Are you allergic to anything?
9. Have you had an X-ray recently?
10. Have you ever broken a bone and worn a cast?
11. Are drugstores very different in your country than they are here?
12. List three different contagious diseases. What are the symptoms of each?

B. Complete the Chart

There may be different treatments or remedies for common health problems in different countries. How do you usually treat the following problems?

Example:

- What do you do when you have a cold?
- When I have a cold, I...

NAME / COUNTRY			
Cold			
Headache			
Hiccups			
Toothache			
Sore throat			
Bee sting			

Parts of the Body

A. Odd One Out

Three out of the four words in each line belong together. Circle the word that does not fit. Explain why the word does not belong on the line to the right.

1. ankle / toe / heel / **thumb**
2. shoulder / **knee** / wrist / elbow
3. heart / lungs / **hip** / kidneys
4. chin / **calf** / ears / neck
5. palm / **tongue** / thumb / fingernail
6. brow / lash / **knuckle** / eye
7. mustache / beard / eyebrow / **nail**
8. thigh / **shoulder** / calf / knee
9. liver / **neck** / kidney / stomach
10. lip / tongue / **cheek** / teeth

thumb : part of the hand

knee: leg

hip is a bone/ the others are organs

calf part of the leg,

tongue in the mouth

knuckle is part of the hand

nail is not part of the face and it is not

HAIR SHOULDER NOT LEG

not an internal organ

NOT PART OF THE MOUTH

B. Choose the Correct Word

Name the correct body part. There may be more than one correct answer.

- | | |
|--|--|
| 1. _____ This is used to smell. | 8. _____ This connects the head to the body. |
| 2. _____ These are used to chew. | 9. _____ This joint allows your arm to bend. |
| 3. _____ This is used to think. | 10. _____ This joint connects your hand to your arm. |
| 4. _____ This is facial hair on a man's cheeks and chin. | 11. _____ This joint connects your foot to your leg. |
| 5. _____ These are used to pick things up. | 12. _____ This joint allows your leg to bend. |
| 6. _____ This is used when you swallow food. | 13. _____ This is used to talk. |
| 7. _____ This is hair over the lip. | 14. _____ This hurts if you have a bad cough. |

Going to the Doctor

OBGYN

A. Reading

PEDS

1. A general practitioner, or **GP**, is also called a **family doctor**. He or she can **treat** most medical problems, but if the patient has a very serious **condition**, a GP will often **refer** that patient to a **specialist**. For example, a **pediatrician** looks after children. A gynecologist specializes in women's medical conditions. An **obstetrician** cares for pregnant women and delivers babies. A **cardiologist** deals with heart problems. If you have a serious problem with your skin, you can see a **dermatologist**. **Surgeons** perform operations. A **psychiatrist** looks after people with mental and emotional problems. Dentists look after teeth, **and optometrists** check your eyes to see if you need glasses. If you have a serious eye problem, you may have to see an ophthalmologist. There are many more kinds of doctors who specialize in different areas of the body. Your GP can determine if it is necessary to see one of them.
2. If you want to see your doctor, it is necessary to phone and make an appointment. The nurse or **receptionist will** ask you what the problem is and may ask you to **describe** your **symptoms** before he/she gives you an appointment. If you have an appointment with a doctor and cannot make it, you must call and cancel. If you call the doctor's office and it is closed, there will be an **answering service** to take your call. If your problem is serious, the doctor will call you back. If that doctor is not available, another doctor will be **"on call."** Nowadays, walk-in clinics are becoming very popular. You do not need an appointment to see a doctor in these clinics. Many people use these clinics for minor problems, particularly on weekends or evenings when their regular doctor's office is closed. If you have a very serious medical problem, you can go directly to the **emergency department** of your nearest hospital or call an **ambulance**.

E.R.

B. Comprehension

Practise asking and answering the questions with your partner. Then write the answers in your notebook.

1. What does a GP do?
2. What can a GP do if his/her patient has a serious medical problem?
3. When you call to make a doctor's appointment, what will the nurse or receptionist ask you?
4. What will happen if you call the doctor and the doctor's office is closed?
5. What is a walk-in clinic?

Medical Personnel and Conditions

A. Match the Definitions

Match the words on the left with the correct meanings on the right.

- | | |
|-------------------------|--|
| _____ 1. GP | a) a person who checks your eyes |
| _____ 2. treat | b) a doctor who performs operations |
| _____ 3. refer | c) an emergency vehicle |
| _____ 4. pediatrician | d) a family doctor |
| _____ 5. obstetrician | e) a heart specialist |
| _____ 6. psychiatrist | f) a person who answers the phone and greets people in an office |
| _____ 7. symptoms | g) to give medical care |
| _____ 8. receptionist | h) a skin doctor |
| _____ 9. ambulance | i) a doctor who specializes in children |
| _____ 10. optometrist | j) to tell, to explain |
| _____ 11. cardiologist | k) a doctor who delivers babies |
| _____ 12. dermatologist | l) the conditions of an illness |
| _____ 13. surgeon | m) to send you to someone |
| _____ 14. describe | n) a doctor who specializes in mental illnesses |

B. Match the Sentences

Match each sentence on the left with the appropriate response on the right.

- | | |
|--|---|
| _____ 1. He has a toothache. | a) He needs to see a psychiatrist. |
| _____ 2. He has a broken leg. | b) The surgery will be next month. |
| _____ 3. I have a bad headache. | c) The dermatologist will give you some cream. |
| _____ 4. She's pregnant. | d) He should go to the dentist. |
| _____ 5. He needs glasses. | e) You should put some ice on it. |
| _____ 6. I think he's having a heart attack. | f) He needs a cast and crutches. |
| _____ 7. He is very depressed. | g) She should go to the obstetrician every month. |
| _____ 8. This rash is quite bad. | h) You need to take some aspirin. |
| _____ 9. He's going to have an operation. | i) The optometrist will give him a prescription. |
| _____ 10. Your lip is swollen. | j) I'm going to call an ambulance. |

Drugstores and Medicine

A. Reading

Drugstores in North America may be very different from **pharmacies** in your country. North American drugstores usually sell many things besides drugs. You can find paper products such as **Kleenex and** toilet paper as well as **soap**, hair products, and **toothpaste**. Most drugstores also carry **greeting cards**, wrapping paper, books, **magazines**, school supplies, chocolates, and candies. Many North American drugstores also sell groceries, **cosmetics**, and toys. In fact, up until very recently, most drugstores even sold cigarettes!

The most important product for sale in the drugstore is **medicine**. There are two basic kinds of medicine: **prescription drugs** and non-prescription drugs, which are also called "**over-the-counter**" drugs. Prescription drugs are stronger than non-prescription drugs. To buy prescription drugs, you must have an order or prescription from your doctor. Sleeping pills and **antibiotics** such as **penicillin** require a prescription. Pharmacies also carry non-prescription medicine such as **aspirin**, cough and cold remedies, **ointments**, and creams for rashes and sore muscles.

Things to Remember

There are many things to remember when taking any kind of drugs:

1. Always read the **label** and instructions on the bottle.
2. Never exceed the recommended **dosage**. (Never take more medicine than the label says. Never take the medicine more often than the label says.)
3. Many drugs have side effects. This means that the medicine will help treat your illness but may give you other problems. Some drugs can make you **drowsy** (tired), and you should not drive a car when taking this kind of medicine. Other drugs may make you **nauseous** (sick to your stomach).
4. Never give your prescription drugs to someone else and never take someone else's.
5. Always keep drugs in a safe place where children cannot get them.
6. Don't keep old medicine in the house after the expiration date. Get rid of it.

Medicine Label 1

EXTRA-STRENGTH PAIN RELIEF

For fast **relief** of headache pain, muscular aches and pains, aches and fever due to cold and flu, and minor aches and pains of arthritis.

Dosage: Adults (12 years and older): 1–2 tablets every 4 hours as required. It is dangerous to **exceed** 8 tablets per day. Consult a **physician** if **symptoms persist** more than 7 days.

Medicine Label 2

COLD TABLETS

To relieve nasal **congestion**, runny nose, watery eyes, and sneezing **due to** common colds.

Dosage: Adults: 2 pills to start, followed by 1 pill every 4 hours. Do not exceed 8 pills in 24 hours. (Children 6–12: Use adult dose.)

Caution: May cause drowsiness.

Drugstores and Medicine cont.

B. Complete the Sentences

Fill in the blanks with an appropriate word from page 6.

1. A doctor's order for medicine is called a _____ .
2. There are two basic kinds of medicine, _____ drugs and _____ drugs. _____ drugs are stronger and you need a doctor's order to buy them.
3. Penicillin is an example of a _____ drug.
4. You should always read the _____ and instructions on the outside of a medicine bottle.
5. Aspirin is an example of a _____ drug.
6. Some drugs have _____. This means that the medicine will help you but may also give you other problems. Some drugs make you _____ (tired), so you should not drive a car when taking this medicine.
7. You should always keep drugs in a _____ place where children cannot reach them.
8. Don't keep old medicine in the house after the _____ date. Get rid of it.

D. Matching

Match the words on the left with the correct meanings on the right.

- | | |
|---------------------|--|
| _____ 1. physician | a) a stuffed-up feeling |
| _____ 2. exceed | b) to continue |
| _____ 3. symptoms | c) tired |
| _____ 4. persist | d) a doctor |
| _____ 5. due to | e) a piece of paper which identifies something |
| _____ 6. dosage | f) to be more than |
| _____ 7. label | g) sick to the stomach, feeling like vomiting |
| _____ 8. relief | h) because of |
| _____ 9. congestion | i) conditions of an illness |
| _____ 10. drowsy | j) making better, the removal of pain |
| _____ 11. nauseous | k) the amount of medication to take |

C. Read and Discuss

Read and discuss the labels on the previous page.

1. What is each medication for?
2. How much medication can be taken in a 24-hour period?
3. What is the dosage for adults and children?
4. Are there any side effects?

Sicknesses and Injuries

Fill in the blanks with the correct word from the list on the right.

1. When I have a cold, I have a _____ nose and I _____ a lot.
2. Anne is _____ to some antibiotics.
When she takes penicillin, her face becomes swollen.
3. Betty fell down when she was skating.
She has a big, purple _____ on her leg.
4. I have a _____. It hurts when I swallow.
5. I can't get warm. I am shivering. I have the _____.
6. I have a stomachache and the runs. I have _____.
7. She hasn't eaten for two days. If she doesn't eat something soon, she is going to _____.
8. A mosquito bite is very _____.
9. Her temperature is 40°C (104°F). She has a high _____.
10. When children have chicken pox, they want to _____ their skin because it is very itchy.
11. John twisted his ankle last week. It is still badly _____. It is twice as big as normal.
12. Cancer is not a _____ disease, but influenza (the flu) is.
13. Yesterday he wore a woolen sweater. Now he has a _____ all over his chest. He is probably allergic to wool.
14. He had too much wine to drink. He feels very _____.
The room is spinning. Tomorrow he will probably have a _____.
15. She has an upset stomach. She can't keep her food down.
She is going to _____ again. She has felt _____ all day.

Word List:

- fever
- sore throat
- scratch
- chills
- dizzy
- diarrhea
- swollen
- allergic
- faint
- nauseous
- vomit
- sneeze
- contagious
- rash
- bruise
- runny
- itchy
- hangover

Group Work

BEGINNINGS AND ENDINGS

Directions for the Teacher:

Cut up the following phrases, mix, and distribute one to each student in the class. Have them memorize their phrase, circulate around the class, and try to find the classmate who has the other half. The two phrases should make a logical sentence. When they have found their partner, have them write the sentence on the board.

I'm sure he has a bad hangover this morning...	...because he drank ten bottles of beer last night.
When you call to make a doctor's appointment...	...the nurse will ask you to describe your symptoms.
She can't stop scratching because...	...she has an itchy rash all over her body.
I think she has the flu because...	...she has a fever, the chills, and a sore throat.
He can't put on his shoe because...	...his foot is still badly swollen.
I advise you to quit smoking because...	...it is very bad for your health.
He needs an operation so...	...his family doctor will refer him to a surgeon.
He had a bad fall while he was skateboarding yesterday...	...and now he has several big bruises on his arms and legs.
Children should not go to school when they have the chicken pox...	...because it is a contagious disease.
Mary can't come over to see my new dog...	...because she is allergic to animals.

Teachers' Notes

NOTE:

These activities are designed for low-intermediate ESL learners; however, with some modification, they may also be suitable for upper-beginner through upper-intermediate levels.

LESSON DESCRIPTION:

Students explore practical vocabulary, expressions, and key questions related to health. Includes readings about doctors and pharmacies. Students learn how to express various illnesses and injuries.

LEVEL: Low Int / CLB 3-5

TIME: 5 hours

TAGS: health, doctor, medical, body, body parts, injury, sickness, LINC, CLB

FLASHCARDS: Body, Health & Medicine

Health

Break the class into groups of three to discuss the questions in Exercise A and complete the chart in Exercise B. There are some new words you may need to teach in advance of these activities, such as: *checkup, allergic, cast, contagious, symptoms, treatments, remedies, and hiccups*. Teach the new words in context using several examples (with pictures where possible), and ask students to give sentences of their own. After the students have completed both activities, you may have them report back to the whole class to share their ideas.

CLB Skill Competencies

Speaking: I. Interacting with Others
Writing: III. Getting Things Done

Parts of the Body

A. ODD ONE OUT

1. thumb – not part of leg or foot
2. knee – not part of arm
3. hip – not an internal organ
4. calf – not part of head
5. tongue – not part of hand
6. knuckle – not part of eye
7. nail – not hair
8. shoulder – not part of leg

9. neck – not an internal organ
10. cheek – not part of mouth

CLB Skill Competencies

Reading: IV. Comprehending Information

B. CHOOSE THE CORRECT WORD

- | | | |
|------------|-------------|-----------------------|
| 1. nose | 7. mustache | 13. tongue/
mouth/ |
| 2. teeth | 8. neck | teeth/ |
| 3. brain | 9. elbow | lips |
| 4. beard | 10. wrist | 14. chest |
| 5. fingers | 11. ankle | |
| 6. throat | 12. knee | |

CLB Skill Competencies

Reading: IV. Comprehending Information

(continued on the next page...)

Teachers' Notes cont.

Going to the Doctor

A. READING

Before reading, try to elicit the names of all the medical specialists that students may know. Put the list on the board. Being sensitive to the personal nature of this subject, ask if any students have visited certain specialists. You may choose to have the students take turns reading the passage aloud to monitor pronunciation or have the students do a silent reading.

CLB Skill Competencies

Speaking: IV. Sharing Information

Reading: IV. Comprehending Information

B. COMPREHENSION

After reading the passage, have the students practise the questions orally in pairs before writing the answers.

1. A GP is a family doctor who can treat most medical problems.
2. If a GP's patient has a serious medical condition, a GP may refer the patient to a specialist.
3. When you call to make a doctor's appointment, the nurse or receptionist will ask you what the problem is and may ask you to describe your symptoms.
4. If you call the doctor and the office is closed, there will be an answering service to take your call. If your problem is serious, the doctor will call you back.
5. A walk-in clinic is a doctor's office where patients do not need an appointment in order to see a doctor. Many people use them for minor problems or when their regular doctor's office is closed.

CLB Skill Competencies

Reading: IV. Comprehending Information

Writing: II. Reproducing Information

Medical Personnel and Conditions

Have the students work individually to complete these exercises to ensure comprehension of the vocabulary. Correct the exercises together as a class.

A. MATCH THE DEFINITIONS

- | | | | | |
|------|------|------|-------|-------|
| 1. d | 4. i | 7. l | 10. a | 13. b |
| 2. g | 5. k | 8. f | 11. e | 14. j |
| 3. m | 6. n | 9. c | 12. h | |

B. MATCH THE SENTENCES

- | | | | | |
|------|------|------|------|-------|
| 1. d | 3. h | 5. i | 7. a | 9. b |
| 2. f | 4. g | 6. j | 8. c | 10. e |

CLB Skill Competencies

Reading: III. Getting Things Done,
IV. Comprehending Information

(continued on the next page...)

Teachers' Notes cont.

Drugstores and Medicine

A. READING

Before reading, ask the students about pharmacies in their countries and about the differences and similarities to pharmacies here. (For example: range of products, necessity for prescriptions, types of medicine they are familiar with, etc.) Again, you may choose to have the students read silently or take turns reading aloud to monitor pronunciation. Review content orally by asking comprehension questions. (For example: *What kind of products are available in pharmacies in your country? What are the basic kinds of medicine? Give examples of each. What are some common side effects of certain kinds of medicine?*) You may also want to bring real medicine bottles, tubes, creams, etc. to class to discuss the vocabulary on the labels. When you feel that the students are quite familiar with the content and vocabulary, ask them to complete Parts B, C, and D individually as you circulate to monitor their work. Correct with the whole class for further review.

CLB Skill Competencies

Reading: IV. Comprehending Information

B. COMPLETE THE SENTENCES

1. prescription
2. prescription, non-prescription, Prescription
3. prescription
4. label
5. non-prescription
6. side effects, drowsy
7. safe
8. expiration

CLB Skill Competencies

Writing: II. Reproducing Information

C. READ AND DISCUSS

1. The first medication is for pain relief, and the second is to relieve cold symptoms.
2. No more than 8 pills should be taken in 24 hours.
3. The dosage of the painkillers is 1–2 tablets every 4 hours as needed (for adults). There is no dosage for children. The cold tablets dosage for adults and children is 2 pills to start, then 1 every 4 hours.
4. Yes, the cold tablets might cause drowsiness.

CLB Skill Competencies

Speaking: IV. Sharing Information

D. MATCHING

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. d | 3. i | 5. h | 7. e | 9. a | 11. g |
| 2. f | 4. b | 6. k | 8. j | 10. c | |

CLB Skill Competencies

Reading: IV. Comprehending Information

(continued on the next page...)

Teachers' Notes cont.

Sicknesses and Injuries

- | | |
|------------------|---------------------|
| 1. runny, sneeze | 9. fever |
| 2. allergic | 10. scratch |
| 3. bruise | 11. swollen |
| 4. sore throat | 12. contagious |
| 5. chills | 13. rash |
| 6. diarrhea | 14. dizzy, hangover |
| 7. faint | 15. vomit, nauseous |
| 8. itchy | |

CLB Skill Competencies

Reading: IV. Comprehending Information

Group Work

Instructions for this activity are on the worksheet itself. The purpose of this activity is to provide interaction among the students while reviewing the vocabulary of the unit. After students have written their sentences on the board, review together, then erase the endings and ask students to supply an ending (either the one they remember or an original one). Follow up by asking students to make their own sentences (related to the health unit) with a beginning and ending, and repeat the activity another day.

CLB Skill Competencies

Speaking: I. Interacting with Others

EDITOR'S NOTES:

- It is more common to use *Expiration Date* in American and Canadian English, while *Expiry Date* is more common in British English. Also, *Mustache* is preferred in American and Canadian English, while *Moustache* is preferred in British English.
- For a discussion on *Nauseous* and *Nauseated*, see our blog: <http://blog.esllibrary.com/2015/07/17/nauseous-vs-nauseated/>

Teachers' Notes cont.

Canadian Language Benchmarks Summary

OVERVIEW

Stage: 1-2

CLB Range: 3-5*

Primary Skill Competency: Reading – IV. Comprehending Information

PAGE	TASK	SKILL COMPETENCIES
2	Health	Speaking: I. Interacting with Others Writing: III. Getting Things Done
3	Parts of the Body	Reading: IV. Comprehending Information
4	Going to the Doctor	Speaking: IV. Sharing Information Reading: IV. Comprehending Information Writing: II. Reproducing Information
5	Medical Personnel and Conditions	Reading: III. Getting Things Done, IV. Comprehending Information
6-7	Drugstores and Medicine	Reading: IV. Comprehending Information Writing: II. Reproducing Information Speaking: IV. Sharing Information
8	Sicknesses and Injuries	Reading: IV. Comprehending Information
9	Group Work	Speaking: I. Interacting with Others

***Note:**

This CLB range is suggested by ESL Library based on the descriptors in the Canadian Language Benchmarks guide: <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf>

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Teachers' Notes cont.

Canadian Language Benchmarks Summary cont.

PROFILES OF ABILITY

The following descriptors from the Canadian Language Benchmarks apply to this lesson and are used with permission. For more detailed information see: <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf> and visit: <https://www.language.ca/>

BENCHMARK	STATEMENTS
Speaking (3)	<ul style="list-style-type: none"> Communicate basic information using simple sentences about immediate needs and personal experiences.
Listening (3)	<ul style="list-style-type: none"> Understand, with considerable effort, simple formal and informal communication on topics of personal relevance.
Writing (3)	<ul style="list-style-type: none"> Write simple sentences about familiar information related to personal experiences and everyday situations. Copy or record a range of information from short texts for personal use.
Reading (4-5)	<ul style="list-style-type: none"> Get information from simple formatted texts (such as forms, tables, schedules, and directories). (4) Understand simple to moderately complex descriptive or narrative texts on familiar topics. (5)