Doctors and Patients Lesson Plan

<table>
<thead>
<tr>
<th>Learning objectives: To practise writing basic personal information and talk about medical complaints; to learn some vocabulary for parts of the body</th>
<th>Preparation Time: about 10 minutes</th>
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<tbody>
<tr>
<td>Skill: writing and speaking</td>
<td>Completion Time: about 60 minutes</td>
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<td></td>
<td>Age/Level: Adult/Low beginner</td>
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<td>Resources: Body Parts Worksheet</td>
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<td>New Patient Questionnaire</td>
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<td>Doctors and Patients Game</td>
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<td>dictionaries, pens, paper</td>
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Preparation

- Make one copy of the **Body Parts Worksheet** and the **New Patient Questionnaire** for each student in the class.
- Copy and cut up the cards for the game as explained in the game’s rubric.

Warm-Up (10 minutes)

- Explain the following scenario. You are in an English-speaking country. You are walking along the street when you fall over and hurt your foot. Two hours later, you are at home and you have a lot of pain in your foot and it is difficult to walk.
- Write *I would + infinitive* on the board and write the example sentence, *I would ask my friend Clare to help because she speaks good English* (if necessary introduce this structure). Ask students to write a similar sentence to explain what they would do. It should be in English but if students do not know a particular word or phrase they can write it in their mother tongue or draw a small picture.
- Invite a few students to read their sentences aloud. Help them with any difficult vocabulary and write corrected versions of their sentences on the board.
- Allow a few minutes for students to copy their classmates’ sentences from the board into their notebooks.
- Explain that, in this lesson, students will be learning how to explain problems to a doctor in English. First, there is some vocabulary that needs learning.
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Presentation of vocabulary (15 minutes)

- Hand out one copy of the **Body Parts Worksheet** to each student. Students fill in missing letters to find nine parts of the body then put these parts of the body in order from head to foot. Allow students to use dictionaries and work together with a partner if they prefer. Monitor closely and assist.
- When students have finished and checked their answers together with a partner if they worked alone, give feedback on the answers.
- Drill the pronunciation of the body parts.

**Answer Key:**

*Here are the parts of the body in the correct order, from the top of the body to the bottom.*

1. head
2. eye
3. nose
4. (one) tooth or (two or more) teeth
5. throat
6. chest
7. stomach
8. knee
9. (one) foot or (two) feet

Writing 1: New patient questionnaire (15 minutes)

- Hand out one copy of the **New Patient Questionnaire** to each student. Using mime, illustrations on the board or translation as appropriate, go through the background information about doctors in Britain. (If you are teaching in Britain or if your students are interested in living in Britain, you will be naturally more inclined to spend time on this.)
- Ask students to fill in the personal details on the questionnaire. Monitor closely and help weaker students.
- If people are struggling, there are some example answers in the **New Patient Answer Key**.
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Answer Key:

Village Surgery

New patient information

*Please complete this form in BLOCK CAPITALS.*

Name: Tom Booth

Date of Birth: 9/2/1980

Address: 211 Villa Road, Impington, Cambridge, CB97 0HH

Telephone number: (01223) 3111 22445

Do you smoke? No.

Speaking: Doctors and Patients (15 minutes)

- Go through the game entitled Doctors and Patients Game. N.B. This game has its own rubric, which you should follow, although you will not need to pre-teach all of the vocabulary that the rubric suggests, as it has already been covered in this lesson.

- If time allows and if you have fewer than 18 students you may wish to play the game more than once in order to use all of the cards.

Closure (5 minutes)

- Particularly if you are teaching overseas students in an English-speaking country, it may well be a good idea to round off this lesson by checking that students know – and if necessary explaining – the medical facilities in the area and what students should do if they are ill or injured and need a doctor.