



Health

Unit 4

Activity	Purpose	Page
1	The Human Body - to learn and remember body part vocabulary - to review and drill body parts - to practice speaking and spelling body part names	2
2	Our Bodies - to describe actions using body parts	8
3	Talking About Health Problems - to understand how to talk about various health issues - to introduce the learners to <i>should/ shouldn't</i> - to review expressing symptoms and giving advice, using <i>should/ shouldn't</i> for treatments - to practice using <i>have, be</i> or <i>verb</i> with each symptom or illness correctly - option: practice asking "Do ...?" or "Did ...?" questions	10
4	Making a Doctor's Appointment - to introduce the vocabulary and expressions needed for making a doctor's appointment by telephone - to learn the language for confirming or changing a doctor's appointment	18
5	A Medical Check-Up - to understand the verbs typically paired with basic medical procedures - to fill in a chart - to become aware of what to expect at a Canadian check-up - to practice which verbs are typically paired with which basic medical procedure - to practice speaking with the doctor about problems and symptoms, length of ailment, previous medications, drug allergies	21
6	Reading Prescriptions - to read and understand prescription labels - to practice a dialogue	28
7	MB Health Basics - to either introduce or review basic health information and procedures for the rural Manitoba area - to practice reading and speaking - review of <i>should</i> - review of vocabulary	30



1. The Human Body

Activity 1

Purpose:

- to learn and remember body part vocabulary
- to review and drill body parts
- to practice speaking and spelling body part names

CLB Level:

2/3

Time:

50 - 60 minutes

Materials:

- a **Human Body** worksheet for each learner
- one set of **Draw and Guess cards** to be used for a whole class activity
- **Crossword Puzzles A and B** for each pair of learners

Instructions:

1. Present the vocabulary for the human body on the board, including all basic exterior parts and some basic interior organs. In order to present this, the teacher could draw a picture of a human body on the board and fill it in together with the students, getting an idea of the learners' prior knowledge.
2. Hand out the **Human Body** worksheet to each learner and have the learners label the body diagram, reinforcing and practicing the vocabulary they just learned. Check the answers together as a class.

Answer Key:

- | | | | | |
|-------------|------------|-------------|-----------|--------------|
| 1) hair | 2) eyebrow | 3) ear | 4) eye | 5) head |
| 6) nose | 7) neck | 8) mouth | 9) throat | 10) shoulder |
| 11) heart | 12) lung | 13) arm | 14) liver | 15) elbow |
| 16) stomach | 17) kidney | 18) bladder | 19) hand | 20) fingers |
| 21) thigh | 22) knee | 23) leg | 24) ankle | 25) foot |
| 26) toe | | | | |

3. Prepare the **Draw and Guess cards** for this next game. Divide the class into 2 teams. Write Team 1 at the top of one side of the board and Team 2 at the top of the other. Keep track of points here.
4. The teacher chooses one card from the **Draw and Guess cards**. One player from each team comes to the board, is shown the word on the card, and draws what is on the card. Each team will watch what the two players are drawing and guess what is drawn. The first player to guess correctly wins a point for his / her team. Continue playing until the cards run out or until everyone has had a chance to draw.
5. Divide the class into two groups, A and B. Hand out **Crossword A** to Group A and **Crossword B** to Group B. Have learner A sit across from learner B to ensure they cannot read each others sheet.
6. Each learner will take turns reading a clue to fill in the missing information on his/her puzzle.

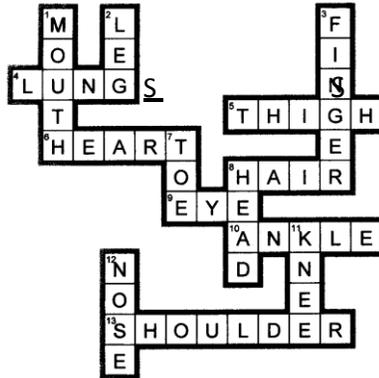
To keep this more controlled the following dialogue can be written on the board:



- A:** What's 3 down?
B: *There are 5 of these on your hand.*
A: Oh! Is it fingers?
B: *Yeah. That's right.*

Variation: Prior to dividing them into pairs have the A learners fill in the A answers from their clues and the B learners fill in the B answers from their clues. Once they have finished, place them into pairs to fill in the other half in the same way as above.

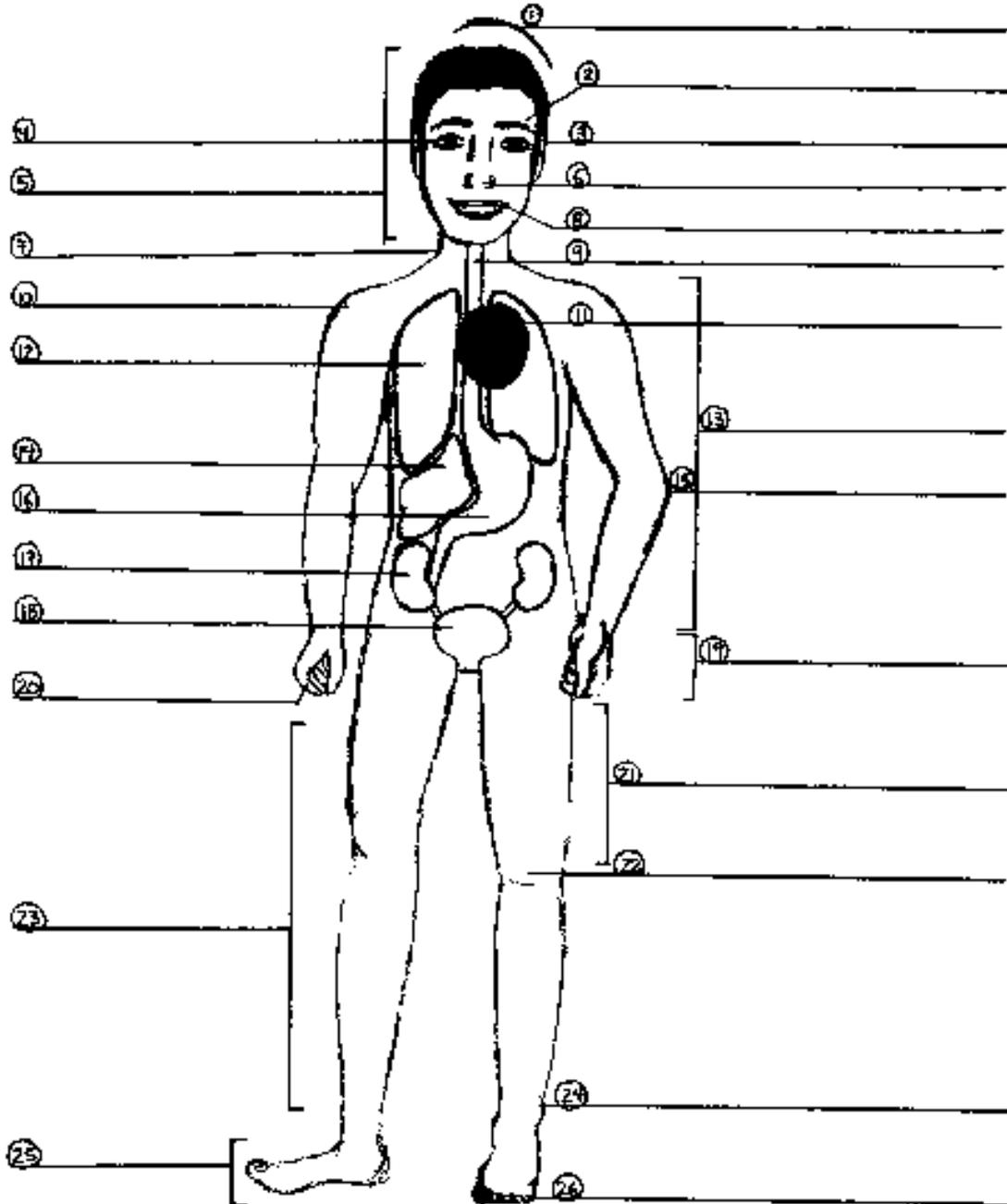
Answer Key:



EclipseCrossword.com



The Human Body



- | | | | | | |
|---------|---------|----------|---------|-------|-------|
| ankle | arm | bladder | ear | elbow | eye |
| eyebrow | foot | hair | hand | head | heart |
| kidney | knee | leg | liver | lung | mouth |
| neck | nose | shoulder | stomach | thigh | toe |
| throat | fingers | | | | |

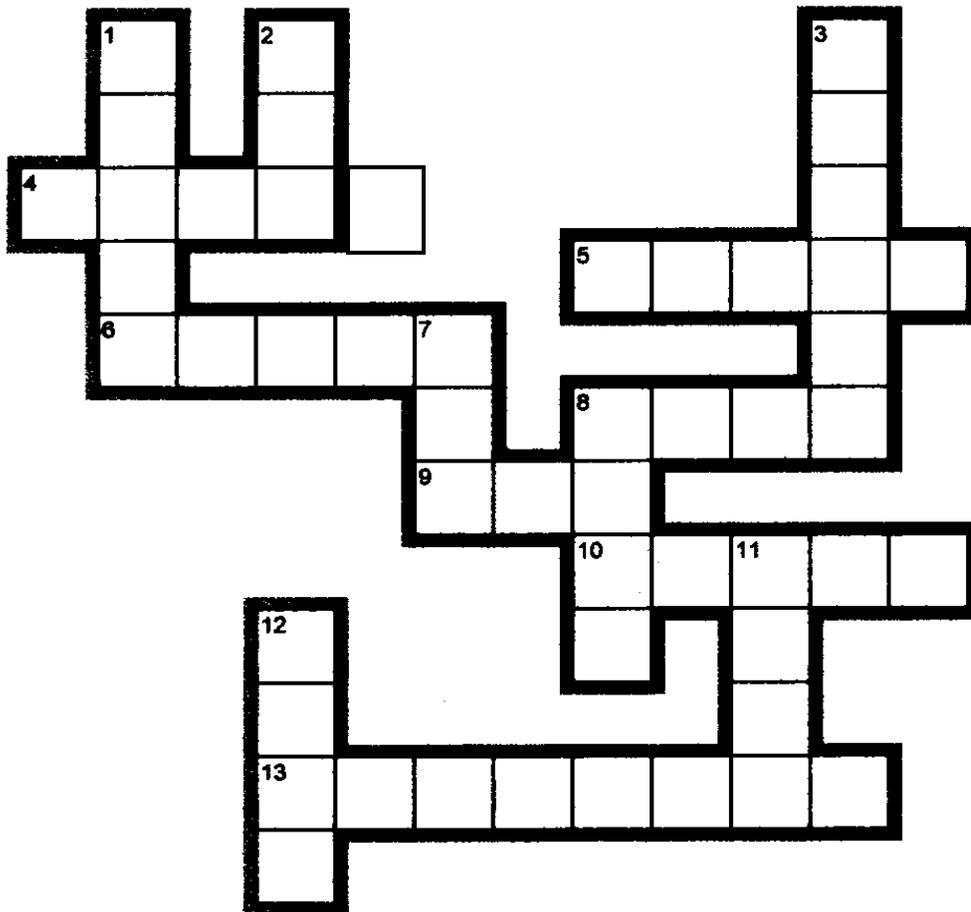


Draw and Guess Cards

head	hair	eyebrow	eye
nose	mouth	ear	neck
throat	shoulder	lungs	heart
liver	kidneys	bladder	arm
hand	fingers	foot	toes
ankle	elbow	thigh	knee



Puzzle A – Across

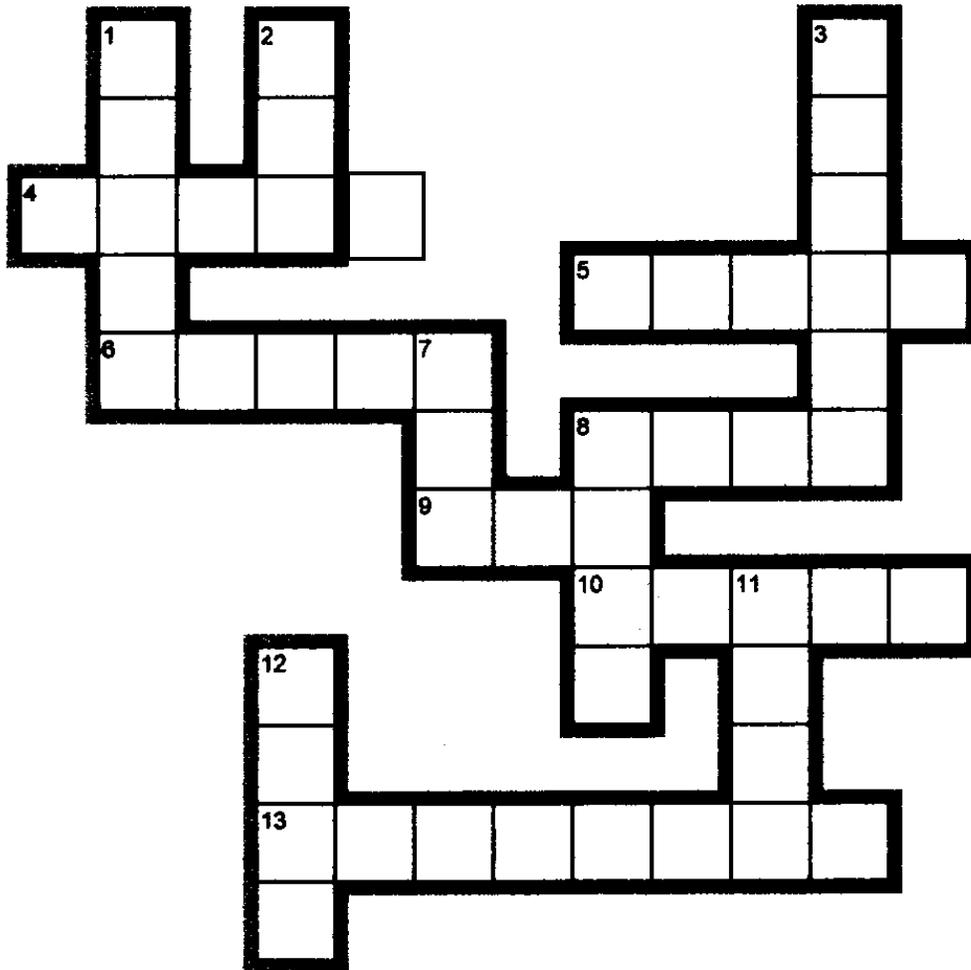


EclipseCrossword.com

4. you need these to breathe
5. this is the top part of your leg
6. this is the motor of your body
8. this is on your head; you brush it
9. you use this to see
10. this is a small bone on the side of your foot
13. this connects your arm to your neck



Puzzle B – Down



EclipseCrossword.com

1. you eat with this
2. you walk or run with this
3. there are 5 of these on your hand
7. there are 5 of these on your foot
8. this is under your hair
11. this is between your thigh and your calf
12. you use this to smell



2. *Our Bodies*

Activity 2

Purpose:

- to describe actions using body parts

CLB Level:

3

Time:

20 minutes

Materials:

- *Our Bodies* worksheet for each learner

Instructions:

1. Have learners quickly review body parts. Pantomime different motions with body parts (bend your knee, shake your head, etc.) and ask learners what you are doing?
2. Hand out *Our Bodies* worksheets to learners and introduce any new verbs with gestures. Have learners fill in the sentences with the verbs as a class or individually.
3. Review the sentences together, discussing them as you go through them.



Our Bodies

1. Find a verb that tells you what different body parts do. Some verbs can be used for more than one body part.

see	chew	shrug	taste	shake	smell	hear	touch	hold
lift	smile	kick	bend	watch	talk	carry	run	poke

- | | |
|-------------------|-------------------|
| 1. elbow _____ | 8. eyes _____ |
| 2. shoulder _____ | 9. ears _____ |
| 3. leg _____ | 10. fingers _____ |
| 4. arm _____ | 11. nose _____ |
| 5. tongue _____ | 12. teeth _____ |
| 6. head _____ | 13. hand _____ |
| 7. mouth _____ | 14. back _____ |

2. Fill in the Blanks using verbs from above.

- Doctor:** Can you _____ your knee?
Mother: Can you _____ this box downstairs?
Boyfriend: I want to _____ your hand.
At supper: Doesn't this chicken _____ good?
Outside: Too bad we can't _____ the stars. It's so cloudy.
Child: Don't _____ so fast. My legs are too short.
Woman: I love the _____ of roses.
Father: I can't _____ you. My cell phone is cutting out.
Co-worker: Don't _____ the wires. You might get a shock.
Teacher: I'm sorry, you can't _____ gum in class.
Photographer: _____ for the camera!
Doctor: _____ your knees when you _____ heavy boxes.
Mother: Don't _____ your shoulders. Answer me. Yes or no.
Soccer Coach: When you get the ball, _____ it to the middle.
Father: Don't _____ so much TV. You'll strain your eyes.





3. Talking about Health Problems

Activity 3

Purpose:

- to understand how to talk about various health issues
- to introduce the learners to *should/shouldn't*
- to review expressing symptoms and giving advice, using *should/shouldn't* for treatments
- to practice using *have, be* or *verb* with each symptom or illness correctly

CLB Level:

3 +

Time:

An hour and a half

Materials:

- *How to Express Chart* for each learner
- *What Should I Do* Worksheet for each learner (*each page makes 2 copies*)
- one set of *Symptom/Treatment Match-Up* cards for the class
- a set of *Symptom* cards for each pair
- *Doctor, What Should I Do* worksheet for each learner
- *Advice Survey* worksheet for each learner
- at least 2 sets of *Symptom Flash* cards per class cut up

Instructions:

1. Hand out a *How to Express Chart* to each learner. Go through the list with students, explaining each point briefly, but making sure everything is understood.
2. As a class, ask learners to tell you some common health problems that occur in their families and write them on the board. Then, ask for some possible treatments for each. Explain the concept and structure of *should* in a sentence, giving an example of this on the board. Use the examples they've given to demonstrate this structure.

Example:

I have a cold. → You should drink lots of fluids and stay warm.
(Subject + should + basic verb)

3. Hand out the *What Should I Do* worksheet to each learner. Give the learners 10 minutes or so to match the symptoms and treatments. Then check the answers.

Answer Key:

1) I have a sore throat.	c	a) You should use ear drops.
2) I have a toothache.	h	b) You should sit down and rest,
3) I have a stomachache.	f	c) You should gargle with salt and warm water.
4) I have a backache.	k	d) You should put ice on it.
5) I am dizzy.	b	e) You should take an aspirin and rest.
6) I have a rash.	i	f) You shouldn't eat anything spicy.
7) I have a cold.	j	g) You should clean it and put a band aid on it.
8) I cut my hand.	g	h) You shouldn't drink anything too hot or too cold.
9) I have an earache.	a	i) You shouldn't scratch it.
10) I have a headache.	e	j) You should drink lots of fluids and stay warm.
11) I broke my leg.	l	k) You shouldn't lift heavy things.
12) I sprained my ankle.	d	l) You should go to the doctor and get a cast.

4. Hand out the *Symptom/Treatment Match Up* cards, one card to each learner. Ensure that the number of cards given out have a partner card. (The teacher may wish to copy the symptoms cards onto one color of paper and the treatment cards onto another color as to make it clearer to the learners whom their match may be.)



5. Have the learners walk around the class reading their card to other learners. They are to match the symptom or treatment to their own card. Once all the learners have found their partner, have them read their cards to the whole class.
6. In these newly formed pairs, learners are ready for the next activity. Hand out the ***Doctor, What Should I Do*** worksheet to each learner and a set of ***Symptom*** cards to each pair. (In order to give writing practice, the teacher may opt to copy only the *Symptom* cards and just write the dialogue for the ***Doctor, What should I do*** worksheet on the board. Students can then copy this dialogue into their notes.) Pairs should place the cards face down and take turns picking one up and practicing the dialogue.
7. After they have done this with the dialogue guide for a few rounds, take away the dialogue guide and allow them to try it completely on their own.
8. Explain how we use *should/ shouldn't* to give advice in non-health related situations as well. Brainstorm some examples with learners on the board. Hand out the ***Advice Survey*** worksheet to each learner.
Have the learners walk around the class and tell their “problem” to various learners - a different learner for each question. That learner then gives them advice using *should / shouldn't*. To show the question has been asked, learners should write the advice they were given in the second column.



How to Express Sickness/Symptoms/Conditions			
HAVE/HAS	IS/AM/ARE	I/YOU/HE/SHE + (VERB)	MY (BODY PART) _____S
a headache a stomachache a backache a toothache an earache a sore throat a cold a runny/stuffy nose a cough an allergy poison ivy a rash a sore acne a bruise a cut a burn a _____infection a broken leg a sore/sprained ankle a twisted ankle high blood pressure cramps a cramp in my _____ a fever the flu diarrhea nausea indigestion/gas heartburn	dizzy tired/sleepy nauseous pregnant sick depressed allergic to _____	broke my arm sprained my arm twisted my arm got a bee sting/mosquito bite got sick caught a cold got hit by a car was in a car accident fell down slipped tripped cut myself poked myself	My _____ is stiff My _____ is sore My _____ is swollen My _____ is infected My _____ is bleeding My _____ is killing me My _____ is throbbing My _____ is stinging My _____ is burning My _____ hurts My _____ aches My _____ is sore
cancer AIDS diabetes asthma Alzheimer's heart disease (I had/am having) a heart attack epilepsy	mentally ill mentally disabled physically disabled diabetic hypoglycemic		



WHAT SHOULD I DO?



- 1) I have a sore throat.
 - 2) I have a toothache.
 - 3) I have a stomachache.
 - 4) I have a backache.
 - 5) I am dizzy.
 - 6) I have a rash.
 - 7) I have a cold.
 - 8) I cut my hand.
 - 9) I have an earache.
 - 10) I have a headache.
 - 11) I broke my leg.
 - 12) I sprained my ankle.
- a) You should use ear drops.
 - b) You should sit down and rest.
 - c) You should gargle with salt and warm water.
 - d) You should put ice on it.
 - e) You should take an aspirin and rest.
 - f) You shouldn't eat anything spicy.
 - g) You should clean it and put a band aid on it.
 - h) You shouldn't drink anything too hot or too cold.
 - i) You shouldn't scratch it.
 - j) You should drink lots of fluids and stay warm.
 - k) You shouldn't lift heavy things.
 - l) You should go to the doctor and get a cast.



WHAT SHOULD I DO?



- 1) I have a sore throat.
 - 2) I have a toothache.
 - 3) I have a stomachache.
 - 4) I have a backache.
 - 5) I am dizzy.
 - 6) I have a rash.
 - 7) I have a cold.
 - 8) I cut my hand.
 - 9) I have an earache.
 - 10) I have a headache.
 - 11) I broke my leg.
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 - j) You should drink lots of fluids and stay warm.
 - k) You shouldn't lift heavy things.
 - l) You should go to the doctor and get a cast.



I have a sore throat.	I have a toothache.	I have a stomachache.
I have a backache.	I am dizzy.	I have a rash.
I cut my hand.	I have an earache.	I have a headache.
<i>You should gargle with salt and warm water.</i>	<i>You shouldn't drink anything hot or cold.</i>	<i>You shouldn't eat anything spicy.</i>
<i>You shouldn't lift heavy things.</i>	<i>You should sit down and rest.</i>	<i>You shouldn't scratch it.</i>
<i>You should wrap it up and get stitches.</i>	<i>You should use ear drops.</i>	<i>You should take an aspirin and rest.</i>



Doctor, What Should I do?



Doctor: What's the matter?

Patient: I have _____.

I am _____.

I (verb) _____.

Doctor: You should

_____.

You shouldn't

_____.

Doctor, What Should I do?



Doctor: What's the matter?

Patient: I have _____.

I am _____.

I (verb) _____.

Doctor: You should

_____.

You shouldn't

_____.



a sore throat	a cold	a rash
an earache	a backache	a toothache
a fever	dizzy	sleepy
the flu	sprained my ankle	got a bee sting
cut my hand	indigestion	pregnant
broke my leg	got a mosquito bite	nauseous
a headache	a stomachache	burnt my hand



ADVICE SURVEY



PROBLEM	ADVICE (You should / shouldn't ____)
I always lose my wallet.	
I need to exercise, but I don't have time.	
My friend is very homesick.	
I want to make more Canadian friends.	
I feel very tired everyday.	
My child is getting bad grades at school.	
My car always breaks down.	
I really don't like cold weather, but I live in Manitoba.	



4. Making a Doctor's Appointment

Activity 4

Purpose:

- to introduce the vocabulary and expressions needed for making a doctor's appointment by telephone
- to learn the language for confirming or changing a doctor's appointment

CLB Level:

3 +

Time:

30 minutes

Materials:

- **Making an Appointment** worksheet for each learner (*each page makes 2 copies*)
- **Confirming or Changing an Appointment** worksheet for each learner

Instructions:

1. Talk with the learners about making a doctor's appointment. Ask learners if they've ever done this in English and what kinds of questions are usually asked of them over the phone. Hand out the **Making an Appointment** worksheet to each learner.
2. Have the learners read the worksheet and make predictions about what might go in the blanks. Then, learners listen and write as the teacher dictates the dialogue to them. Check the answers together as a class, asking what they were able to predict beforehand and what was new for them.
3. Divide the class into pairs and have the learners practice the dialogue.

Dialogue: Making an Appointment**A:** *Good Morning. Dr. Brown's office. How may I help you?***B:** *Hello. I'd like to make an appointment.***A:** *Are you a patient of Dr. Brown's?***B:** *Yes, I am.***A:** *Could I have your name and health card number, please?***B:** *My name is John Bergen and my medical number is 555 555 555.***A:** *OK. Can you come in on Monday at 10:00 am?***B:** *Do you have anything sooner?***A:** *Let me see... How about tomorrow afternoon at 3:00 pm?***B:** *That's great.***A:** *Good. See you tomorrow afternoon at 3:00 pm.*

4. Brainstorm possible expressions needed to confirm and change a doctor's appointment.
5. Divide the class into pairs. Hand out the **Confirming or Changing an Appointment** worksheet and have the learners try the three substitutions, as speaking practice.



Making an Appointment

A: *Good Morning. Dr. Brown's office. How may I _____ you?*

B: Hello. _____ to _____ an appointment.

A: *Are you a _____ of Dr. Brown's?*

B: _____, _____.

A: *Could I have your _____ and _____, please?*

B: My name is John Bergen and my health card number is _____.

A: *OK. _____ in on Monday at 10:00 am?*

B: Do you have anything sooner?

A: *Let me see... How about tomorrow _____ at _____ pm?*

B: That's _____.

A: *Good. _____ tomorrow afternoon at 3:00 pm.*

Making an Appointment

A: *Good Morning. Dr. Brown's office. How may I _____ you?*

B: Hello. _____ to _____ an appointment.

A: *Are you a _____ of Dr. Brown's?*

B: _____, _____.

A: *Could I have your _____ and _____, please?*

B: My name is John Bergen and my health card number is _____.

A: *OK. _____ in on Monday at 10:00 am?*

B: Do you have anything sooner?

A: *Let me see... How about tomorrow _____ at _____ pm?*

B: That's _____.

A: *Good. _____ tomorrow afternoon at 3:00 pm.*



Confirming or Changing an Appointment



Confirming an Appointment	Changing an Appointment
<p>A: Hello. Steinbach Medical Clinic. How may I help you?</p> <p>B: I'd like to <u>confirm</u> my appointment.</p> <p>A: What's your name and health card number, please?</p> <p>B: My name is <u>Maria</u> and my health card number is <u>123 456 789</u>.</p> <p>A: OK. Just a minute... Your appointment is on <u>Oct. 5 at 2:00</u>.</p> <p>B: Oh, yeah. That's right. Thank you.</p> <p>A: Did you want anything else?</p> <p>B: No, that's it. Thank you.</p> <p>A: OK. Then we'll see you on <u>Oct. 5 at 2:00</u>.</p>	<p>A: Hello. Steinbach Medical Clinic. How may I help you?</p> <p>B: I'd like to <u>change</u> my appointment.</p> <p>A: What's your name and health card number, please?</p> <p>B: My name is <u>Maria</u> and my health card number is <u>123 456 789</u>.</p> <p>A: Just a minute... Your appointment is on Oct. 5 at 2:00...OK, Could you come in on <u>Oct. 28 at 1:00</u>?</p> <p>B: Yeah. That's good. Thank you.</p> <p>A: OK. So, we'll see you on <u>Oct. 28 at 1:00</u>.</p> <p>B: Thanks. Bye.</p>

1) change your appointment	2) confirm your appointment	3) change your appointment
<p>name: Robert medical number: 333 444 555 new time: Nov. 2 at 3:15.</p>	<p>name: Valentina medical number: 111 222 333 new time: Oct. 10 at 10:30.</p>	<p>name: Alex medical number: 888 999 000 new time: Nov. 18 at 1:15.</p>



5. A Medical Check Up

Activity 5

Purpose:

- to understand the verbs typically paired with basic medical procedures
- to fill in a chart
- to become aware of what to expect at a Canadian check-up
- to practice which verbs are typically paired with which basic medical procedure
- to practice speaking with the doctor about problems and symptoms, length of ailment, previous medications, drug allergies

CLB Level:

3 +

Time:

One hour and 20 minutes

Materials:

- *At the Doctor: A Check-Up* worksheet for each learner (*each page makes 2 copies*)
- *Pictures: A Check-Up* worksheet for each learner
- a set of *Sentence Strips* for each pair of learners
- *Visit to the Doctor* (adapted from bogglesworld.com) worksheet for each learner
- *Role Play* cards for as many 'patients' in the class

Instructions:

1. Present the verbs: *Take, make, check, give / get, have* on the board and brainstorm with learners which medical procedures could go with each verb. Cover all the information on the Master List below.
*Explain that some procedures could work with more than one of the verbs: e.g. *Take my blood pressure / Check my blood pressure.*
2. Hand out *At the Doctor: A Check-Up* worksheet and have learners fill in the chart. This could be done individually, in partners, or in groups.
(It may be beneficial to have them fill in this chart from memory by turning over their notes and erasing the board from the brainstorming activity.)

Answer Key:

TAKE	MAKE	CHECK	GIVE/ GET	HAVE
your temperature	an appointment	eyes / ears / mouth or throat	a needle / injection	an operation
a blood sample	a mistake	heartbeat	a cast	surgery
medicine		your medical history	stitches	a baby
your pulse		your height / weight	advice from the doctor	
an X-ray				
your blood pressure				

3. Brainstorm what may be expected at a Canadian check-up and discuss cultural differences between countries.
4. Hand out *Pictures: A Check-Up* worksheet to each learner.
Check the answers together once they're finished.

Note 1: This worksheet could be used after the worksheet: *A check-up – Fill in the chart (Activity 11)*.

Note 2: This worksheet could be used to review past simple tense. If the past tense has not yet been learned, this would also be a



good worksheet to practice first person vs. third person in the present simple tense.

Answer Key:

- 1) I make / made an appointment.
 - 2) I wait / waited for the doctor.
 - 3) The doctor greets / greeted me. OR The doctor talks / talked with me.
 - 4) The doctor takes / took my blood pressure. OR The doctor checks / checked my blood pressure.
 - 5) The doctor checks / checked my ears.
 - 6) The doctor checks / checked my eyes.
 - 7) The doctor checks / checked my mouth / throat.
 - 8) The doctor checks / checked my heartbeat.
 - 9) The doctor takes / took my temperature.
 - 10) I asked the doctor questions.
 - 11) The lab tech takes / took a blood sample. OR I get / got a needle / injection.
 - 12) The X-ray tech takes / took an X-ray.
5. Brainstorm with learners how a typical doctor's appointment might go. Discuss some of the things the patient and the doctor might say or ask. Hand out a set of **Sentence Strips** to each pair of learners. Have them place the sentence strips in order. Check the answers and discuss the dialogue with all the class. Explain any new vocabulary. Then, have learners practice reading the dialogue in pairs.
6. Divide the class into A's (Doctors) and B's (Patients).
7. Hand out **Visit to the Doctor** worksheet and **Role Play** cards in the following manner:
A's (Doctors) get only the worksheet
A's (Doctors) need a pen for filling information on the worksheet
A's (Doctors) will be sitting while the patients come to them.

B's (Patients) get the worksheet and one role card each
B's (Patients) need to follow the dialogue and speak, telling their problems to different doctors.
B's (Patients) will be visiting various doctors around the room.
8. Have the doctors fill in every space of their sheet, thus having talked with every patient in the class. (If there is not enough time for this, set a specific amount of doctors or patients each should interact with.)
9. Patients should continue to walk around, practicing the dialogue and their role with as many doctors as possible.
- * **variation:** If learners become quite comfortable with the dialogue, the teacher could have the doctors (A) and Patients (B) fold back and not look at the dialogue in order to practice the role-play in a more natural way.



At the Doctor: A Check-up

TAKE	MAKE	CHECK	GET	HAVE

your temperature a needle an operation your medical history eyes / ears / mouth
 an appointment a cast your pulse your blood pressure a blood sample
 stitches surgery an X-ray medicine a mistake
 your heartbeat your height your weight advice from the doctor

At the Doctor: A Check-up

TAKE	MAKE	CHECK	GET	HAVE

your temperature a needle an operation your medical history eyes / ears / mouth
 an appointment a cast your pulse your blood pressure a blood sample
 stitches surgery an X-ray medicine a mistake
 your heartbeat your height your weight advice from the doctor



PICTURES: A CHECK-UP

<p>1)  I _____ _____</p>	<p>2)  I _____ _____</p>
<p>3)  The doctor _____ _____</p>	<p>4)  The doctor _____ _____</p>
<p>5)  The doctor _____ _____</p>	<p>6)  The doctor _____ _____</p>
<p>7)  The doctor _____ _____</p>	<p>8)  The doctor _____ _____</p>
<p>9)  The doctor _____ _____</p>	<p>10)  I _____ _____</p>
<p>11)  The lab tech _____ _____</p>	<p>12)  The x-ray tech _____ _____</p>



Sentence Strips

Hi there. What can I do for you?

I have bad stomach cramps.

Where does your stomach hurt?

Right here... Ouch!

Yeah... It's a little sore there, eh? How long have you had these stomach cramps?

For about 2 weeks.

That's a long time. Are you taking anything for them?

I drank fennel tea, but it isn't helping.

OK. Well, I'll write you a prescription. Do you have any drug allergies?

I don't think so.

OK... Take this to the pharmacy and fill it. You should feel better soon.

OK. Thank you.

If this doesn't help, come back and see me again.

OK. I will.

Is there anything else?

No, that's everything. Thanks.

You're welcome. Bye.

Bye.



Role-Play Cards

<p>Problem: A sore throat</p> <p>How long: 1 week</p> <p>Previous Medication: Gargled with salt water</p> <p>Allergies to Medication: Yes. Penicillin</p>	<p>Problem: The flu</p> <p>How long: 4 days</p> <p>Previous Medication: Drank Peppermint tea and rested</p> <p>Allergies to Medication: No.</p>	<p>Problem: An earache</p> <p>How long: 9 days</p> <p>Previous Medication: Put cotton balls in your ears</p> <p>Allergies to Medication: No.</p>
<p>Problem: A stomachache</p> <p>How long: 3 days</p> <p>Previous Medication: Took ant-acids</p> <p>Allergies to Medication: Yes. Aspirin</p>	<p>Problem: A headache</p> <p>How long: 3 weeks</p> <p>Previous Medication: Took aspirin</p> <p>Allergies to Medication: No.</p>	<p>Problem: A backache</p> <p>How long: 1 month</p> <p>Previous Medication: Put ice on it</p> <p>Allergies to Medication: Yes. Aspirin</p>
<p>Problem: A cold</p> <p>How long: 1 month</p> <p>Previous Medication: Took cough medicine and rested</p> <p>Allergies to Medication: No.</p>	<p>Problem: Bad acne</p> <p>How long: 1 year</p> <p>Previous Medication: Soap from the drug store</p> <p>Allergies to Medication: No.</p>	<p>Problem: Burned my hand</p> <p>How long: 4 days</p> <p>Previous Medication: Cream from the drug store</p> <p>Allergies to Medication: Yes. Novocain</p>



6. Reading Prescriptions

Activity 6

Purpose:

- to read and understand prescription labels
- to practice a dialogue

CLB Level:

2/3

Time:

20 minutes

Materials:

- samples of empty prescription containers
- **Prescription Labels** worksheet for each learner

Instructions:

1. Show samples of empty prescription containers. Ask the learners questions:
*e.g. What do people get prescriptions for?
Where can you get prescriptions filled?
Which pharmacy do you go to? etc.*
2. Pass the prescription containers around the class, allowing the learners time to look over the prescriptions.
3. Write the following vocabulary words on the board:
prescription tablet refill teaspoon
side effects dosage medication warning
drowsiness use care patient

Optional Activity: Draw a sample prescription on the board with basic information and have the learners find and give information using these words: patient, medicine, dosage, times daily, special directions. Have the learners find the appropriate information.

4. Hand out the **Prescription Labels** worksheet to each learner. Divide the learners into pairs. Have them ask each other the questions.
5. Using the dialog, have the learners refer to the labels and make new dialogs.
6. Lead a discussion with the entire class about the use of generic drugs, the price difference and whether or not they would use them.

Note: label information

Novo-trimel is for infections – often used for respiratory infections

Flamazine is used for burns

Cotridin Syrup is a cough medicine



Sobey's Pharmacy
Clearspring Mall Steinbach MB
TIM WOOD
TAKE 1 TABLET TWICE A
DAY, AM & PM, FOR 5 DAYS

DR. J. CHADD 10 TABLETS
NOVO-TRIMEL DS NO REFILL
02/10/08

 TAKE WITH PLENTY OF WATER

 TAKE WITH FOOD.

SHOPPERS DRUG MART
382 Main Street Steinbach MB
REFILLS: 0 DR. B. PAULS
RYAN BELL

Apply once a day.

FLAMAZINE CREAM
30 GM 12/10/07

 WASH HANDS

SUPPERSTORE PHARMACY
Highway 12, Steinbach, MB
REFILLS:000 DR.M. LUND
GARY FEHR

Take 1 to 2 teaspoons four
times daily as needed.

COTRIDIN SYRUP
150 ML 01/21/08

 MAY CAUSE
DROWSINESS OR
DIZZINESS

DO NOT USE ALCOHOL
USE CARE WHEN DRIVING A CAR OR
USING DANGEROUS MACHINERY

1. With a partner, look at these prescription labels and answer the questions.

- Who is the doctor?
- Who is the prescription for?
- What is the name of the medication?
- What is the dosage?
- What are the side effects?
- Are there special directions?
- What does "NO REFILL" mean?
- When was the prescription filled?

2. Dialogue: At the Pharmacy:

Practice this dialogue. Use the information above to make your own dialogue.

Pharmacist: Your prescription is ready now!

Patient: *Thank you.*

Pharmacist: Take one tablet every six hours.

Patient: *One tablet every six hours. OK.
Anything else?*

Pharmacist: Yes, drink lots of water.

3. Discussion:

What is a generic drug?



7. MB Health Basics

Activity 7

Purpose:

- to either introduce or review basic health information and procedures for the rural Manitoba area
- to practice reading and speaking
- review of *should*
- review of vocabulary

CLB Level:

3 / 4

Time:

45 minutes – one hour

Materials:

- *Reading A and B* for each pair of learners
- *Manitoba Health Basics* worksheet for each learner

Instructions:

1. The following activity could be used as either an introduction to the health unit or a review to the health unit. Divide the class in half, giving **Reading A** to one half and **Reading B** to the other half .
2. Have the learners read their article and answer the comprehension questions on their worksheet. Let them try to figure out unknown vocabulary on their own with dictionary, etc... Teacher can assist where necessary.
3. Have the **Reading A** learners form pairs and the **Reading B** learners form pairs. In these pairs, students read aloud the story to one another and check their answers against one another's.
4. Then have the learners form new pairs, Learner A and Learner B and have the new partners tell each other about what they have read without reading directly from their Worksheets. Only use it as a guide.
***Variation** – For more advanced classes, the teacher could have learners either fold back the reading and just use the questions as a guide or even have the learners hand in their paper so as not to use it at all.
 - Note – All telephone numbers in this activity are current as of 2008.
5. As a review of the information in the reading, hand out the **Manitoba Health Basics** worksheet to each learner.
6. Have the learners fill in the blanks individually and check together as a class.



READING A

Where should I go if I have a health problem?

When you first move to Canada you should register for a Manitoba health card. To find a family doctor, you can call *Family Doctor Connection* at 1-204-786-7111. If you want to get a check-up, you can call your doctor's office to make an appointment. If you are sick and need help from the doctor right away and your doctor doesn't have time to see you, you can go to the walk-in clinic. If you have a medical emergency you should go to the hospital. If you don't know if you should go to the doctor's office, walk-in clinic, or emergency department at the hospital, you can call Health Links at 1-888-315-9257.

QUESTIONS

Please answer the questions using: *You should* _____.

- 1) What should you do when you first move to Canada?
_____.
- 2) What number should you call to find a family doctor?
_____.
- 3) What should you do if you want to see your doctor?
_____.
- 4) Where should you go if you are sick and you can't see your family doctor?
_____.
- 5) Where should you go if you have a medical emergency?
_____.
- 6) Where should you call if you don't know where to go about your medical problem?
_____.

READING B

What happens at the doctor's office?

If you have any questions about where you should go for your health problem or if you need medical help in your language you can call Health Links at 1-888-315-9257. When you go to the doctor, you can tell him /her about how you feel. These things are called symptoms. Before the doctor writes you a prescription for medicine, he will often ask if you have any allergies. The doctor may ask about your family's medical history. After you are finished, you can take your prescription to the pharmacy. Here, you must pay for the medication if you don't have health insurance.

QUESTIONS

Please answer questions 1 – 3 using: *You should* _____.

- 1) Where should you call if you need medical help in your language?
_____.
- 2) What should you tell your doctor about how you feel?
_____.
- 3) Before your doctor writes you a prescription what should you tell him about?
_____.
- 4) What does the doctor sometimes ask about your family?
_____.
- 5) Where can you take your prescription to get your medicine?
_____.
- 6) What must you do if you don't have health insurance?
_____.



Manitoba Health Basics



allergies
health card
prescription

appointment
Health Links
symptoms

emergency
insurance
walk-in clinic

family history
pharmacy

- 1) When you first move to Canada you should register for a Manitoba _____.
- 2) To find a _____ doctor, you can call *Family Doctor Connection* at 1-204-786-7111.
- 3) If you want to get a check-up, you can call your doctor's office to make an _____.
- 4) If you are sick and need help from the doctor right away and your doctor doesn't have time to see you, you can go to the _____-_____ _____.
- 5) If you have a medical _____ you should go to the hospital.
- 6) If you don't know if you should go to the doctor's office, walk-in clinic, or hospital, or you need health information in your language you can call _____ at 1-888-315-9257.
- 7) When you go to the doctor, you can tell him /her about your _____.
- 8) Before the doctor writes you a _____ for medicine, he will often ask if you have any _____.
- 9) The doctor may ask about your family's medical _____.
- 10) After you are finished, you can take your prescription to the _____. Here, you must pay for the medication if you don't have health _____.