153rd WD Stacy Jeon & Miji Lee

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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: To practice communication with doctor and patient** |

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| Instructor:  Stacy Jeon, Miji Lee | Level:  Intermediate | Students:  13 | Length:  30 minutes |

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| Materials:   * White board and board markers * Role card for patients and doctors (patients’ role card: 6, doctors’ role card: 7) * activity sheet (patients’ role card: 6, doctors’ role card: 7) * vocabulary Worksheet 1 (13 copies) * For this class, students have their own pen and paper. * A4 size picture of doctor and patient |

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| Aims:   * To learn how to express their symptom when they need to see a doctor. * To learn how to prescribe and give advice to patients. * To be able to pick up details from the fast-paced real-life talk by answering detail questions. * To practice speaking by asking and answering questions. * To learn vocabularies and idioms about sickness and prescription. |

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| Language Skills:  Reading: vocabulary worksheet, role card  Listening: teacher’s instruction, group talk, the other’s talk at role play.  Speaking: asking and answering to doctor or patient.  Writing: taking note for filling in activity sheet. |

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| Language Systems:  Lexis: vocabularies used in role play  Function: asking, suggest, recommend, explain, answer  Grammar: present perfect tense (have had or been)  Discourse: doctor and patient |

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| Assumptions:  Students already know:  How the class is set up and run (there will be 4~5 student groups at each table)  How they take a note during conversation.  Every student has visited hospital to see a doctor. |

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| Anticipated Errors and Solutions:  Students may not understand the instruction right away,   * Explain again using many concept checking questions.   If time is short   * Cut post-activity discussion short and only ask 2~3 students feedback from the activity.   If students finish their tasks earlier than anticipated,   * Make doctors talk with other doctors and patients with other patients about their work and symptoms. |

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| References:  <http://bogglesworldesl.com/doctor_roleplay.htm>  <https://easyhealthoptions.com/bloating-fatigue-indigestion-headaches-you-may-have-a-leaky-gut/>  <http://www.medicinenet.com/rash/page6.htm>  <http://www.fitasaphysio.com/ankle-sprain.html>  <https://www.pinterest.se/healthdonald/sore-throat/>  <http://www.dailymail.co.uk/news/article-2276689/Anxious-new-mothers-make-16-visits-GP-childs-year-Millions-admit-panicking-minor-ailments.html>  <http://www.smh.com.au/federal-politics/political-news/antiviral-drug-stockpile-a-waste-of-money-says-study-20140410-zqt3i.html> |

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| **Lead-In** | | | |
| Materials: picture | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins | Whole class | Procedure:  looking at the picture that teachers are showing to the students | (Greeting) Hello everyone, how are you today?  Please look at this picture. Can everyone see it well?  (Eliciting)  What do you see in the pictures?  What do you think why s/he went there?  When was your last time you to see doctor? |

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| **Pre-Activity** | | | |
| Materials: worksheet 1 (vocabularies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7mins | Whole class  S(individually)  Whole class | Procedure:  1. Introduce plan  2. Learn about vocabularies  By answering to the CCQ, understand what they have to do. Ask teacher if not fully understand.  Read worksheet carefully and relate them to the given answers.  Volunteer to answer. Share ideas with classmates for eliciting. | Today we will do role play about visiting doctor and learn how doctor and patient communicate.  First before the activity, I will give you a worksheet of vocabularies we will learn today.  (Instruction)  Please work this individually and match to correct pictures.  I will give you 2 minutes.  (CCQ)  What will you do? (matching words to pictures)  Will you work alone? (yes)  How much time do you have? (2 min)  (Distribute the worksheet 1)  Please have worksheet 1 and begin!  (Monitor discreetly. Answer students if they ask questions.)  (notice student when 1 minute is left)  okay everyone, time is up!  Now, let’s check the answers all together.  What is the answer for the first picture?  What do you think the answer of first picture? (B)  And second picture? (F)  How about third picture? (C)  And next? (A)  And fifth picture? (D)  The answer of last picture? (E)  Great work, guys. Let’s move on. |

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| **Main Activity** | | | |
| Materials: role card, activity sheet, white board, board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 16min | Whole class  ‘  T-T  Whole class | Procedure  1. understand their role  2. by watching teachers’ act, understand what they will have to do  Ask if they did not understand clearly  3. as asking and answering, write and fill in the boxes with details. | Now, we will start the role play as pairs. We are 13 people. So one group will have two doctors and one patient.  you will be a doctor or a patient randomly. You will see if you are a doctor or patient at the paper. It is written on it.  (distribute the sheets to students)  person who got sheet A will be the doctor, and B will be patient.  Now, please raise up your hand who got doctor position. (count if they are 7 people.)  Also, please raise up your hand who is the patient. (make sure if they are 6)  The patient will tell their symptom to doctor. And doctor will prescribe something and give advice.  During the conversation, you have to take a note for detail to fill in the box.  We will show you a sample conversation.  Meanwhile you listen to us, please fill in the box.  (show the sample conversation with acting following the dialogue)  (meanwhile a teaching asking below questions, the other will write the answers on the board)  ok, let’s share the answers you wrote.  Let’s start with doctor’s one first.  Medical condition will be rash.  How about duration? (1 week)  Prior medication? (cream)  Allergic to medication? (no)  Then move on to student’s activity sheet.  What is prescription? (ointment)  How about the prescription directions? (apply three times a day)  Were there other advices? (yes)  What were they? (avoid scratching skin. And don’t use soap)  All right then, (asking students below CCQs)  (CCQ)  who do you work with? (doctor or patient)  Will you write and fill in the box of activity sheet? (yes)  will you use your role card? (yes)  Let’s start!  I will give you 10 minutes which means till (time)..  If you are done your role and have more time, please change your role with your partner for speaking practice.  (Walking around student and monitor them. Answer the questions if they ask.)  (give time warning : 1 minute left)  You have 1 minute left.  Time is up! Everyone attention, please. |

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| **Post Activity** | | | |
| Materials: role card, written activity sheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min |  | Procedure   1. Free production 2. Elicit the conversation students learned today by the activity | How was your activity?  Now, compare your activity sheet within your group.  I will give you 3 minutes.  (CCQ)  who do you work with? (group people)  will you work alone? (no)  how many minutes do you have? (3)  (Walk around and monitor every group and  answer to them if they have a question.)  Time is up! Did you find any difference from other students? Is there anyone who wants to share the difference?  (give an opportunity to speak 1~2 students)  Alright, it’s time to finish the class.  I hope the activity we did in the class today will help you someday when you see a doctor.  Finally,  Please write the vocabularies you used in activity today.  Good job today!  See you guys tomorrow! |

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| **SOS Activity** | | | |
| Materials: no need any additional materials | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  |  | discuss within group.   * Encourage to speak with group member. | Please share your experience with your  partner or group when you went to see a  doctor. |

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**Worksheet #1**

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| **Vocabulary worksheet** |

**1. Match below words to appropriate pictures**

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| **ⓐ indigestion** | **ⓑ rash** | **ⓒ sprain** |
| **ⓓ Sore throat** | **ⓔ ailment** | **ⓕ antiviral** |

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| [rash meaning에 대한 이미지 검색결과](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwjB4pmawabUAhUGqJQKHYpVBGgQjRwIBw&url=http://www.newhealthguide.org/Red-Spots-On-Legs.html&psig=AFQjCNF31AbyydcerOOOohs75PWBQn5TOg&ust=1496745323237076)  **1** | [antiviral meaning에 대한 이미지 검색결과](https://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwivz7TTy6bUAhVIkJQKHcjfBbUQjRwIBw&url=https://dir.indiamart.com/ahmedabad/antiviral-drugs.html&psig=AFQjCNEd_Aa3w4ExVHfBXcrywa3Hbhwc5A&ust=1496748141746952)  **2** |
| [sprain에 대한 이미지 검색결과](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiDtZi4w6bUAhXHppQKHW2zDFYQjRwIBw&url=http://www.fitasaphysio.com/ankle-sprain.html&psig=AFQjCNEeYm55X1T4_KEU6k3OpyQ0xFy8Xw&ust=1496745965240787)  **5**  **3** | [ailment에 대한 이미지 검색결과](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjC0pr0w6bUAhUHspQKHTaZDKEQjRwIBw&url=http://www.dailymail.co.uk/news/article-2276689/Anxious-new-mothers-make-16-visits-GP-childs-year-Millions-admit-panicking-minor-ailments.html&psig=AFQjCNFaBV8IWLtORsAb1fJDDOPaCox3dg&ust=1496746085616807)  **6**  **4** |
| [Sore throat에 대한 이미지 검색결과](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj-4ozNxKbUAhXJKpQKHb-lADwQjRwIBw&url=http://www.trantspharmacy.ie/news_pharmacy_view.php?news_id=490&psig=AFQjCNHXOfkzTsoFXKmJGLbeNEdVuJ6RnQ&ust=1496746205509936) | [indigestion에 대한 이미지 검색결과](https://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjOx9u4oafUAhUEJ5QKHay3DngQjRwIBw&url=https://easyhealthoptions.com/bloating-fatigue-indigestion-headaches-you-may-have-a-leaky-gut/&psig=AFQjCNF57v5e_08LbUPCH-eiU8oJk0BRzA&ust=1496770968374724) |

**Doctor treatment lists**

**Ailment:** flu

**Prescribe**: antiviral medication. Take three times daily after meals.

**Extra Advice**:

(a) Get lots of rest.

(b) Drink plenty of fluids

**Ailment:** rash

**Prescribe**: an ointment. Apply four times a day.

**Extra Advice**:

(a) Avoid scratching your skin.

(b) Use as little soap as possible.

**Ailment:** sprained ankle

**Prescribe**: some pain killers

Take whenever you have pain. (maximum five times daily)

**Extra Advice**:

(a) Keep your foot elevated.

(b) Keep ice on it for 24 hours.

**Ailment:** high blood pressure

**Prescribe**: some pills. Take after meals three times daily.

**Extra Advice**:

(a) Exercise daily.

(b) Loose some weight.

(c) Cut down on salt and alcohol.

**Ailment:** indigestion

**Prescribe**: antacid. Take after meals.

**Extra Advice**:

(a) Avoid spicy food.

(b) Cut down on eating and drinking.

**Ailment:** sore throat

**Prescribe**: some medication

Take every four hours.

**Extra Advice**:

(a) Drink plenty of liquids.

(b) Drink warm tea with honey.

**Ailment Role Cards**

**Ailment**: You have indigestion.

**Duration**: You have had it for three weeks.

**Previous Medication**: You have been taking some ant-acid but it hasn’t helped.

**Ailment**: You sprained your ankle.

**Duration**: You sprained this morning.

**Previous Medication**: You took a painkiller.

**Ailment**: You have the flu.

**Duration**: Two days.

**Previous Medication**: You took some aspirin.

**Ailment**: You have a sore throat

**Duration**: You have had it for two days.

**Previous Medication**: You have been taking some throat lozenges (throat candies).

**Ailment:** You have a rash on your arms and legs.

**Duration:** You have had it for about four days.

**Previous Medication:** You have put a cream on it.

**Ailment:** You have high blood pressure

**Duration:** You have had it for 2 months.

**Previous Medication:** You haven’t taking any medication for it.