



How are you?

Skills and curriculum references

Sd/E1.1a Take part in social interaction

Sd/E1.1b Take part in more formal interaction

Rt/E2.1b Obtain information from texts

Topic/function

Speaking to communicate information about basic health problems and obtaining information from simple texts.

Rationale

All carers need to know the names of the parts of the body and common terms used in healthcare. They also need to be able to read instructions on medicines and give simple advice to residents.

List of materials

The following materials accompany this unit:

- Photocopiable learner's materials – pages 4.4–4.8.

Some teachers may prefer to copy sheets A and C onto overhead projector (OHP) acetates, so that they can reveal the conversations in sections if they wish.

The following materials would also be useful with this unit:

- Realia (medicine bottles, packets and tubes).



Sequence of activities

Introduction

- 1 Check whether or not learners know the parts of the body. Point to your own eyes, ears, nose, leg and knee, for example, and elicit the names. There are always some that learners have forgotten, or never knew.

Role play

- 2 In preparation for work on learner's sheet A, teach learners some basic greetings. Do not distribute copies of this sheet to learners yet, to ensure they are listening to the pronunciation and intonation at this stage.

Use the following greeting and the corresponding positive and negative responses:

- 'Hello, how are you?' – 'Fine, thanks.'
- 'Not too good!'
- 'So-so.'

Add questions and responses about the family:

- 'How's your sister now?' – 'She's fine.'
- 'How's your brother?' – 'He's not well.'

- 3 Now distribute copies of sheet A to learners or show them the OHP acetate. Ask them to take it in turns to ask and answer the questions.

- 4 Point out the five 'aches' to learners and add them to the role play:

- earache
- toothache
- stomach-ache
- backache
- a headache

Distribute copies of sheet B to learners and ask them to match the names to the different parts of the body. Check the pronunciation and bear in mind that some carers also need to know the names of internal organs.

- 5 Distribute copies of sheet C to learners. Practise saying the different phrases and then, in open class, do an example role play before the learners work in pairs together. Tell the group that learner A should start the conversation in the role of carer, learner B should state the problem in the role of the resident and learner A then gives advice. Roles should then be swapped. Monitor carefully for correct pronunciation and intonation. Make sure learners drop the 's' on 'hurts' if they use a plural subject, for example 'My legs hurt'.
- 6 Distribute copies of sheet D to learners. Review the list of medical advice together. If possible, find tubes, bottles and packets that have these phrases on. Go through the list carefully to ensure that every learner really understands the instructions. They may have children themselves and so may already understand the importance of phrases such as 'out of reach'. Discuss the problems that residents have with taking any form of medication, for example difficulties in swallowing, or opening child-proof bottles.

Extension and differentiation

Point out to learners that, if they are in a hurry, they can respond with a phrase such as 'Never mind', 'Oh dear', or 'What a shame' to show sympathy while at the same time closing the conversation.

Some learners will need a more detailed explanation of symptoms. However, it is always worth making sure the basic words are fully learnt. Words such as 'cotton wool', 'plasters' (cut finger), 'plaster' (broken leg), 'drops', 'lotion' or 'cream' can be revised or taught, together with the suggestions given on sheet E.

Work on modals fits in very well with this unit, for example:

- 'Mr Brown can't have any hot drinks.'
- 'Iris shouldn't be smoking.'
- 'Jack mustn't eat eggs.'

Those learners who work in certain homes may need to know specific vocabulary. Ask them to make a list of terms used regularly and tell the others in the group about their experiences of health-related duties, for example:

- 'I have to give out the tablets and make sure the resident takes them.'
- 'I change the dressings.'
- 'I help them (to) do their exercises.'

Learners may need to use some of the language in written work, for example in daily progress reports, accident or incident reports. A useful picture can be found on page 3.11 of the cleaning sector.





How are you?

Name _____

Positive responses

Carer: Hello, how are you?

Resident: I'm fine, thanks.

Carer: Hello, how are you?

Resident: Very well, thank you.

Carer: Hello, how are you?

Resident: Not too bad, thanks.

Carer: How's your daughter?

Resident: Fine, thanks.

Negative responses

Carer: Hello, how are you?

Resident: Not too well.

Carer: Hello, how are you?

Resident: So-so.

Carer: Hello, how are you?

Resident: Not too good, actually.

Carer: How's your brother now?

Resident: He's not very well.



How are you?

Name _____

The human body

- face
- forehead
- eyebrow
- eye
- cheek
- nose
- mouth
- lips
- tongue
- teeth
- chin
- neck
- throat
- shoulder
- arm
- elbow
- wrist
- hand
- thumb
- finger
- chest
- body
- breast
- stomach
- hip
- thigh
- leg
- knee
- ankle
- foot
- toe





How are you?

Name _____

Finding out what's wrong and giving advice

In pairs, make conversations. Listen to the problem and give some advice.

Carer: Hello, how are you?

Resident: Not very well.

Carer: I'm sorry. What's the matter?

Resident:	I've	got	earache	or	My	leg	hurts.
			toothache			back	
			backache			chest	
			stomach-ache			toe	
			a headache.			eye	
						head	

Carer: How's Maria/Peter?

Resident:	She's	got	earache	or	Her	leg	hurts.
	He's		toothache		His	arm	
			backache			back	
			stomach-ache			knee	
			a headache.			wrist	

Carer:	You	should	lie down
	He		take some medicine
	She		go to the doctor
			stay at home
			have a throat sweet
			rest
			have a cup of tea.



How are you?

Name _____

Medical advice

- Take the tablets three times a day
- Take with food
- Take with water
- Take with milk
- Take after food
- Take every two hours

Warning

- Do not drive
- Do not operate machinery
- Do not take with food
- Do not swallow
- Do not give to children
- Do not chew
- Do not suck
- Keep dry
- Keep out of reach of children

Instructions

- Swallow whole
- Dissolve in water
- Rub on to the affected part
- Use as directed by a physician (doctor)
- Complete the course





How are you?

Name _____

Health verbs

The following are some of the different verbs used when talking about health matters.

- **Go** for an x-ray/some tests
- **Have** an operation/some treatment/an x-ray
- **Make** an appointment
- **(Go to) see** the physiotherapist/optician
- **Take** some exercise
- **Do** some exercises
- **Bend/flex** the fingers/knees
- **Move/wiggle** your toes
- **Rub on/in** cream/lotion
- **Apply** gently
- **Wash/wipe/clean** carefully
- **Put** drops **in** the eye/ear
- **Put** the drops **on** the tongue
- **Put** the tablet **under** the tongue
- **Suck** the lozenge
- **Swallow** the tablet whole
- **Chew** thoroughly
- **Empty** the bedpan
- **Change** the sheets/dressings
- **Offer/give** advice (to someone)
- **Ask for** advice/help (never 'an advice')

Write down any more verbs that you use at work.

Write down any phrases that you use regularly with your patients/residents.
