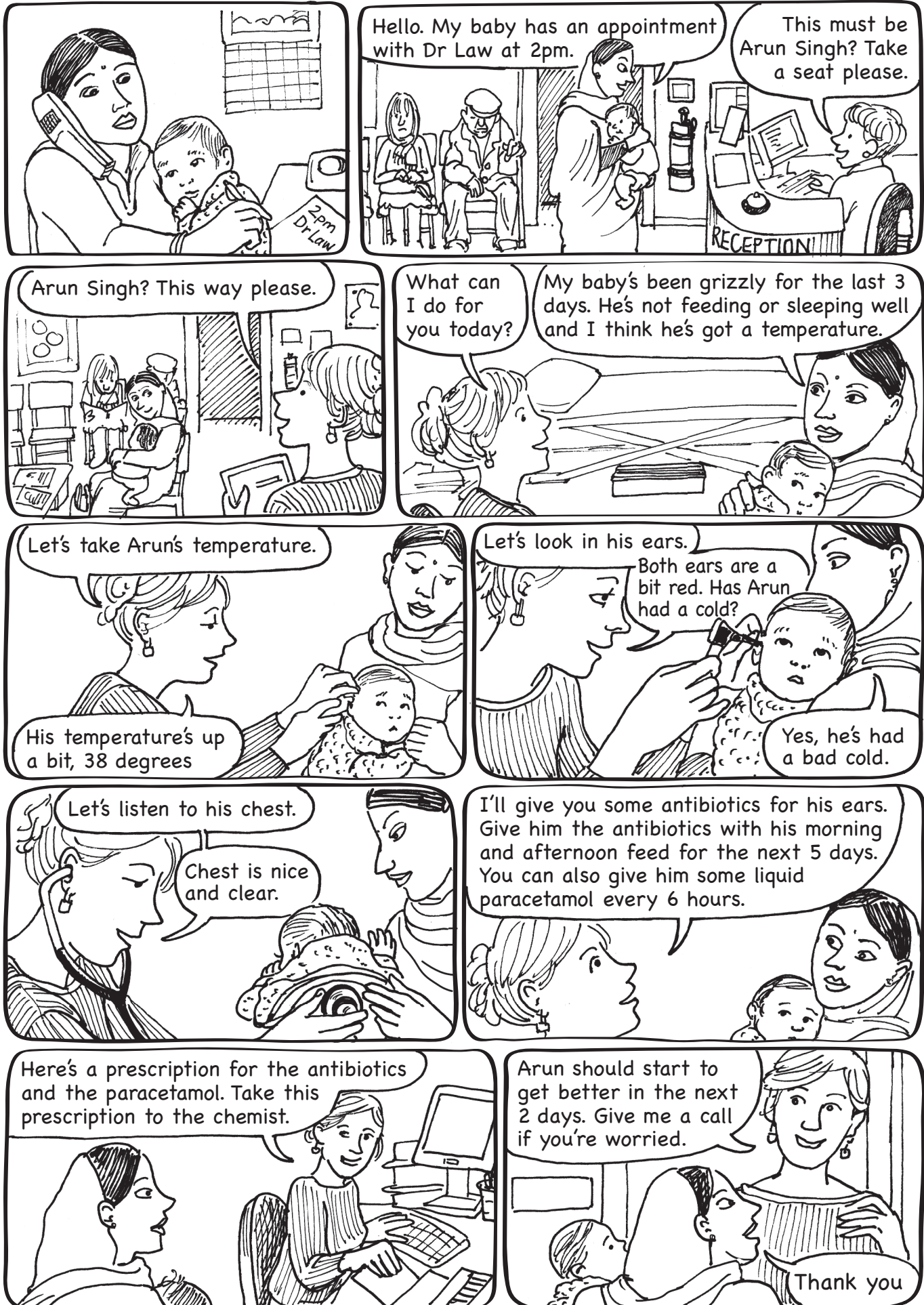


Taking a child to the doctor



Taking a child to the doctor

Ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 11 of this document.

Warm up

Before looking at the picture, ask the learner the last time she or a family member went to the doctor. What happened?

Focus on key vocabulary (see page 11 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (see page 12 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures – speaking

Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

Adapt the story: to extend more advanced learners

After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can also change the story to the past and use more complicated sentence structure:

Meena's baby, Arun, had been sick for a few days and had been off his food, so she finally decided to call the medical centre. The receptionist offered her an appointment with Dr Law at 2pm. Meena arrived exactly on time and checked in with the receptionist, who offered her a seat.

Jumbled sentences – reading (see page 13 for photocopiable text)

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

Gapped text

Gap out some words in the text on page 11 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

Dr Law decides that Arun needs some _____ for his ears. Meena has to _____ him the antibiotics twice a day for the next 5 days with his morning and afternoon _____.

- “grammar” words: e.g. prepositions

Dr Law decides that Arun needs some antibiotics _____ his ears. Meena has _____ give him the antibiotics twice a day _____ the next 5 days _____ his morning and afternoon feed.

- articles and determiners

Dr Law decides that Arun needs _____ antibiotics for his ears. Meena has to give him _____ antibiotics twice _____ day for _____ next 5 days with his morning and afternoon feed.

Kim's game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. *Mina is sick* (False). *Her appointment is at 2pm* (True)

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, She is not sick, her baby is sick,*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- White out the dialogue in the speech bubbles. Then try to recreate it
- Imagine Meena is telling her partner/husband about what happened. Write a dialogue.

Extension activities

Filling in a registration form with a GP

Information about registering with a GP from the [Ministry of Health](#)

Either use an enrolment form from your or the learner's own practice, or the sample forms from the [GPNZ enrolment toolkit](#) on page 10.

Making an appointment

Your learner will first need to have a good grasp of dates and times, so practise that initially if necessary.

There are two resources on the ELP website to help your learner with the language for making a doctor's appointment.

[Steps in making a doctor's appointment](#) has expressions for the various steps in making an appointment, such as *greetings and goodbyes; asking for an appointment; agreeing on a day and time; giving your name and spelling your family name; checking the date and time.*

You can then use this worksheet to construct your own dialogues: [Making a doctor's appointment](#)

Parts of the body

Teach your learner parts of the body. You can:

- Point to the parts on your own body, and get your learner to move or point to that part of the body
- Use a body outline. Search for "body outline" in Google images. You can find a gender neutral one or a gender specific, depending on how much detail you want to go into. You can also find images for internal body organs on Google Images. Then label the outline.
- Find some body part flashcards on Google images.
- If you have a class you can play "[Simon Says](#)" - either asking learners to point to a part of their body, or giving them more complex instructions like *wave your arms, stand on one leg, and pat yourself on the back*. Allow learners to take it in turns to give the instructions.

Symptoms

Practice vocabulary for describing symptoms using the resource [Useful language for healthcare](#) on the ELP website.

Another good resource:

[The doctor's office: Describing pain and symptoms](#)

Doctor - patient dialogue

From the English language partners website: [What's the matter? c](#) consists of a written story about a visit to the doctor. As well as following the dictogloss procedure in the worksheet, you can cut up the dialogue and ask the learner to put it in order, or decide who says each sentence, the doctor or the patient. Practice the dialogue, with the tutor being the doctor and the learner being the patient.

Then construct some similar dialogues varying the symptoms, time etc.

Prescriptions - Asking the doctor questions

To introduce the importance of understanding what the doctor is prescribing, use this [picture story about a doctor's appointment](#) from Fairfax County (Virginia) Public Schools

In it a man goes to the doctor and is prescribed something, but doesn't understand what the doctor is saying and doesn't know how to ask questions about his prescription. Here are some of the suggested questions from the picture story:

- What is this medicine?
- Why am I taking it?
- What does this medicine do?
- How long do I need to take it?
- When should I start feeling better?
- What side effects of the medicine?
- What side effects do I need to call you for?
- Is it ok to drink alcohol with this medicine/this condition?
- Here are the names and doses of other medicines I'm taking now. Is it ok to take the new medicine with them? (Include over-the-counter medicines, prescriptions, vitamins, and herbs, from New Zealand and other countries)

Reading prescription labels

Bring some over-the-counter medicines (e.g. paracetamol, nasal spray, antihistamine ointment). Look at the instructions on the back to find:

- the purpose of the product
- how much to take
- how often to take it
- possible side effects
- contra-indications (e.g. not for children under 12 years, do not take for more than 5 days.)

Bring in some prescription medicine, or use the chart on the next page to find out the following information:

- the name of the medication
- what kind of medication it is (tablets, cream, syrup)
- who prescribed the medication (Dr Arvin Spock)
- who the medication is for (Mrs Nora Robinson)
- the dosage (take two in the morning)
- the length of time to take the medicine (for four days, until finished)
- cautions/other directions (e.g. take with food, do not drink alcohol).

MEDICATION NAME	B/fast	Lunch	5.30pm	Bed	DIRECTIONS
FRUSEMIDE 40mg Tablets 14 Round, Off-White, F 40	2				Take TWO in the morning. [12529]
NITRAZEPAM 5mg Tablets 7 Round, White, NMV5			1		Take ONE at night. Do not drink alcohol. Start 27/1/03. [12530]
PREDNISONE 1mg Tablets 36 Round, White, P 1	* VARYING DOSAGE *				Take Six tablets for four days. Four tablets for four days. Two tablets for four days. One tablet for four days. Do not stop taking this medicine. Start 17/02/03. Stop 04/03/03. Start: 17/02/03 Stop: 04/03/03 [12537] 17/02 18/02 19/02 20/02 21/02 22/02 23/02 B/fast 6 6 6 6 4 4 4
SYNERMOX 375mg Tablets 21 Oval, White, R-625	1	1	1		Take ONE tablet THREE times daily with food until finished. [12528]
ZANTAC 150mg Tablets 14 Pentagon, White, ZAN150	1		1		Take ONE twice daily. Take before food. [12533]
BETNOVATE 0.1% Cream Cream	*	*			Apply to the infected area twice daily. [12534]
LACTULOSE Syrup 105ml			15ml		Shake well and take 15ml. at night. Take with a large glass of water. [12535]
DANGER! KEEP OUT OF REACH OF CHILDREN					

Notes: Requires all tablets to be crushed. WARNING Allergic to Aspirin

Mrs Nora Robinson

Windy Willows Nursing Home,

Doctor: Dr Arvin Spock

Week Commencing: Monday 17 February 2003

Surajchem Pharmacy, Service Road, Howick, Tel: (09) 537 1322



Making sure you take the right dose

[Another picture story "The Right Dose"](#) covers the importance of administering the correct dose of a medication, particularly as regards adult and children's dosages.

Take a measuring spoon or medical dosage syringe to your learner's house and practice various dosages as directed on medicine labels, using water.

You could also use jelly beans and a toy clock to practice dosages for tablets (e.g. if the label says two tablets to start with, and then 1 every six hours, you could turn the clock to 8 o'clock and put out two jelly beans, then one jelly bean at 2 o'clock, one at 8 o'clock and so on. Make sure you stop when you come to the maximum for the day (e.g. not more than 6 in 24 hours).

Plunket

Your learner will be registered with Plunket (or another well-child provider) if she has had her baby in New Zealand - if not, make sure she is registered.

Use the advice from the Plunket website to teach relevant vocabulary to help your learner talk to the Plunket nurse (and to other mothers at playgroups)

E.g. from [this page on sleep](#):

sleep/sleeping pattern, be wakeful, have a sleep, settle a baby, bassinette, cot

Then practise some discussion questions using this vocabulary:

- *What is a good age to move a baby to a cot?*
- *What are important safety features of a cot?*
- *How do you settle your baby?*
- *What are your baby's sleeping patterns at the moment?*

Your learner may have a [Well Child /Tamariki Ora](#) Health book which you could use for reading and vocabulary practice

You may also want to find out where the nearest play group is and visit it with your learner and her baby.

Practice some conversation questions with your learner before you go, so that she can get to know the other parents, e.g.

- *How old is your baby?*
- *What is his/her name?*
- *Do you have any other children?*
- *Is she sleeping well?*
- *Is she on solids yet?*
- *Where is a good place to get a cot?*

Make sure you practice the answers for your learner too, using the triple A pattern:

For example if the other mother asks: *What is your baby's name?*

- Answer: *Parviz...*
- Add: *...It means "lucky" in Farsi.*
- Ask: *What about yours?*

Your resource library may have this reader which describes a typical visit from a Plunket nurse: The Plunket nurse visits Tom

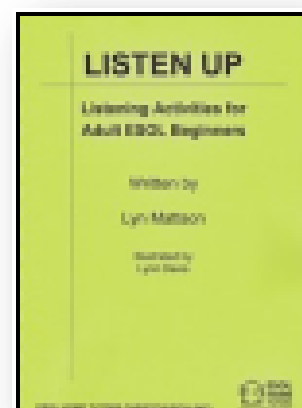


Health questions

Northland District Health Board has a website with [information on common problems](#), and information in a number of different languages.

Other useful NZ resources

Listen up by Lyn Mattson from ELP Christchurch has a simple dialogue for making a doctor's appointment (N.9) and for asking for health advice in a pharmacy (N.18).



Listening to New Zealand (beginner) has a whole unit (4) on Health, including *going to the doctor, going to the dentist, at the chemist, and taking a baby to Plunket*. Unit 3 covers *making and changing appointments*



Listening to New Zealand (post beginner) has a conversation *on taking a baby for a vaccination* (Unit 4C). [Further info on immunisations.](#)



Further picture stories to follow on from these, on the ELP website:

[A hospital stay](#) with detailed activities about admission forms and hospital notices.

[Visiting the dentist](#) with ideas for using the story, school dental information and a conversation on making an appointment

SAMPLE ENROLMENT FORM

PHO Logo

Practice Name*

Address

Phone Number

Practice Logo

ENROLMENT FORM

				NHI*	
Title	Mr Mrs Ms Miss Dr	First* Name(s)			Family Name*
Preferred Name					Other Names Known By (e.g. maiden name)
Gender*	<input type="checkbox"/> Male <input type="checkbox"/> Female		Place / country of birth*		
Physical Address*	Street or Road (rural) number	Name of Street		Date of Birth*	____/____/____ Day Month Year
	Suburb		Community Services Card	YES / NO	
	City/Town	Postcode		Card Number Expiry Date	
Postal Address				High User Health Card	YES / NO
					Card Number Expiry Date
Contact Details	Day Phone	Night Phone	Cell Phone	Email	
Emergency contact	Name of person to contact		Relationship	Phone number	Other contact details

Which ethnic group do you belong to? Mark the space or spaces which apply to you *		BLANK FOR PRACTICE TO ADD TO	
New Zealand European	<input type="checkbox"/>		
Māori	<input type="checkbox"/>		
Samoan	<input type="checkbox"/>		
Cook Islands Maori	<input type="checkbox"/>		
Tongan	<input type="checkbox"/>	Transfer of Records	
Niuean	<input type="checkbox"/>	In order to get the best care possible, I agree to the Practice obtaining my records from my previous Doctor. I also understand that I will be removed from their practice register Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable <input type="checkbox"/> Doctor's Name: Address / Location:	
Chinese	<input type="checkbox"/>		
Indian	<input type="checkbox"/>		
Other such as DUTCH, JAPANESE, TOKELAUAN. Please state:	<input type="checkbox"/>		

Dependants listed on this form will also be enrolled in the PHO as long as I am legally entitled to sign on their behalf (see over)					
NHI	First Names	Family Name	Gender	Ethnicity/Ethnicities	Date of Birth

Taking a child to the doctor

Suggested text and vocabulary

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

Target Vocabulary (see page 2 for instructions)

sick, appointment, medical centre, receptionist, take a seat, waiting area, grizzly, have a temperature, take a temperature, check, chest, antibiotics, liquid paracetamol, twice a day, every 6 hours, medicine, prescription, chemist, get better, worried, health

Basic Story for Lower Levels

Meena's baby, Arun, is sick. She calls the medical centre. She makes an appointment with Dr Law at 2pm.

At 2pm Meena takes Arun to the medical centre. She tells the receptionist that Arun has an appointment with Dr Law. The receptionist tells her to take a seat.

A few minutes later, Dr Law comes to the waiting area and calls for Arun Singh, Meena's baby. Meena follows the doctor to her room. She sits down and tells Dr Law about Arun. He has been grizzly for the last 3 days and he is not eating or sleeping well. She also thinks he has a temperature.

First, Dr Law takes Arun's temperature and finds it is a bit high. Next, she checks his ears and finds they are a bit red. She asks Meena if Arun has had a cold. Meena replies that he has had a bad cold. Finally, Dr Law listens to Arun's chest. It is nice and clear.

Dr Law decides that Arun needs some antibiotics for his ears. Meena has to give him the antibiotics twice a day for the next 5 days with his morning and afternoon feed. She can also give him liquid paracetamol every 6 hours.

Dr Law gives Meena a prescription for the medicine. Meena has to take the prescription to the chemist. Dr Law says that Arun should start to get better in the next 2 days but tells Meena to call her if she is worried about Arun's health. Meena thanks the doctor.

Questions for “*Question stories*” (see page 2 for instructions)

- Pic 1: Who is in the picture?
Where are they?
What is Meena doing?
What time is the appointment?
Who is the appointment with?
- Pic 2: Where is Meena?
Who is she talking to?
What will she do next?
Who else is in the picture?
- Pic 3: What is Meena doing?
Who is speaking?
- Pic 4: What does Meena tell the doctor about Arun?
- Pic 5: What is the doctor doing?
What does she find?
- Pic 6: What is the doctor doing?
What does she find?
What does she ask Meena?
What does Meena say?
- Pic 7: What is the doctor doing?
What does she find?
Is there anything wrong with Arun’s chest?
- Pic 8: What is the doctor going to give Arun?
How often does Meena have to give the medicine to Arun?
When should Meena give Arun his medicine?
How long will Arun need to take the medicine?
What other medicine can Meena give Arun?
How often can she give him this medicine?
- Pic 9: What is the doctor giving Meena?
Where does Meena need to take this?
- Pic 10: When should Arun get better?
When should Meena call the doctor?

Descriptions for “*Jumbled sentences*” (see page 3 for instructions)
Photocopy and cut up.

Meena calls the medical centre to make an appointment for her baby.

Meena talks to the receptionist at the medical centre.

The doctor comes to the waiting area and calls Meena’s baby.

Meena tells the doctor what is wrong with Arun.

The doctor checks Arun’s temperature.

The doctor checks Arun’s ears.

The doctor checks Arun’s chest.

The doctor tells Meena what medicine to give Arun.

The doctor gives Meena a prescription for Arun’s medicine.

The doctor tells Meena that Arun should get better in the next 2 days.