

3

The health service

Curriculum coverage

Listening and speaking

- Listen for detail when making arrangements and appointments
- Listen for gist from a radio programme
- Listen for questions and short forms
- Make an appointment over the telephone
- Give advice about health
- Ask questions to get information

Skills

- Lr/E3.1c, 2b, 2d
- Lr/E3.1b
- Lr/E3.2d
- Sc/E3.1a, 3a, 3b, 4d
- Sd/E3.1e
- Sc/E3.3b; Sd/E3.1d, 1g

Reading and writing

- Read texts to find specific information
- Recognise specialised vocabulary for health
- Punctuate a text
- Read and fill in medical forms
- Plan, draft and proof-read letters of advice

Skills

- Rt/E3.7a, 8a
- Rw/E3.1a
- Rs/3.2a
- Rw/E3.2a; Wt/E3.5a
- Wt/E3.1a, 2a, 4a

Key functions

- Asking for and responding to advice
- Giving explanations, showing preference and urgency
- Giving personal health information

Key grammar

- Modals – *should/shouldn't* for advice
- I'd rather to show preference
- Future simple forms

Resources to support the unit

- Audio player and recording
- Blank tapes
- Dictionaries
- Access to computers and the Internet if possible
- OHP if available
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Examples of medical forms (teacher's own)
- Pictures of junk food and healthy food (teacher's own)
- Problem page letters from newspapers and magazines (teacher's own)
- Coloured pens (teacher's own)
- HC11 leaflet from main post offices, social security offices and NHS hospitals (teacher's own)
- Medical reference materials, e.g. medical dictionaries, health leaflets (teacher's own)
- Newspapers and magazines with advertisements for health products (teacher's own)

Page 1

The health service

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Introduce the theme of health. Use the pictures to check understanding. Check pronunciation and practise chorally if necessary.
- Use the pictures and questions to elicit learners' experiences and knowledge of the UK health system.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Pages 2 and 3

The NHS

Materials

- Access to computers and the Internet if possible

Rationale

To set the context of the unit; to encourage use of scanning techniques and obtaining information through more detailed reading; to practise discussion in groups using vocabulary and language from the text

Activity A *Reading about the National Health Service (NHS)*

Pre-task activity

- Write *NHS* on the board and elicit any knowledge learners have of the service and what the abbreviation stands for.

Task

- Set up task 1 as pair work. Learners discuss the questions. Check answers as a group.
- Ask learners to read the text for gist, including the facts and figures box. Set a time limit and encourage them not to read every word. Briefly discuss whether their answers to task 1 were correct.

- Learners read the text again and match the headings in task 3 to A, B and C in the text. Tell learners to look for key words in the text to help them make the correct choice. Check as a group and elicit key words from each paragraph.
- Learners match the numbers in task 4 to information in the text.
- Explain that they are looking at dictionary type definitions in task 5 and that they need to find the words in the text. Check answers in pairs and then as a group. Put answers on the board if necessary. Check pronunciation.
- Work as a group. Discuss the question in task 6.

Differentiation

- Give less confident learners words from the text to match with the definitions in task 5.
- Devise a quiz about local facilities and services with questions of varying levels of difficulty.

Activity B *Talking about health care*

Task

- Set up as group work. Learners discuss the questions. One member of each group should make brief notes. (Be sensitive to learners' backgrounds and the situation in their home country.)
- Feedback as a whole group.

Extension

- Learners could write a short text about health care in their country.
- Learners could find out more about the NHS by visiting the website if Internet access is available.

Pages 4 and 5

Appointments

Materials

- Audio – three telephone conversations to a medical centre
- Audio – using stress to show urgency
- Tape recorder and blank tape (extension task)

Rationale

To practise listening for specific information; to practise the language for making requests, apologies and giving explanations; to practise language to show preference; to raise awareness of stress and intonation to show urgency

Activity A *Listening: telephoning for appointments*

Pre-task activity

- Use the picture to set the scene. Ask learners if they usually make appointments over the phone or go to the surgery or medical centre in person. Ask which they find easier and elicit reasons why.

Task

- Learners look at the table. Check understanding of the task. Explain that they will hear three calls to the health centre and that they should first write the purpose of each call. Play the audio through once. Check as a group.
- Play the audio again for learners to complete the table. Learners check answers with a partner. Whole class feedback.
- Learners listen to conversations 1 and 2 again for task 3. Check answers as a group.

Differentiation

- Provide support for less confident learners by giving out a script with the key information deleted.

Activity B *Speaking: changing arrangements*

Task

- Draw attention to the fact that an explanation usually follows an apology.
- Set up the task as pair work and monitor as learners practise.

Activity C *Speaking: showing preference*

Task

- Draw attention to the phrase *I'd rather come earlier ...* in the speech bubble on the right. Demonstrate the verb form which follows *I'd rather*, i.e. *I'd rather ~~to~~ come ...*

- Set up task 2 as pair work. Elicit possible answers to the suggestions. Demonstrate suggestion and answer with a confident learner.
- Learners practise in pairs. Monitor pairs, correcting pronunciation and stress.

Activity D *Speaking: using stress to show urgency*

Pre-task activity

- Elicit how learners express urgency in their own language and whether these strategies are transferable to English or not (e.g. raising your voice).

Task

- Play the audio.
- Elicit the fact that the speakers stress certain words, e.g. *must*.
- Play the audio again, pausing after the sentences. Learners mark the stressed words.
- In pairs, learners practise using the sentences. Check pronunciation and stress.

Activity E *Speaking: making an appointment*

Task

- Use the conversation flow chart to elicit what the receptionist and patient might say.
- Learners practise the role play in pairs.

Differentiation

- Pair more confident learners with less confident learners as appropriate.
- Provide additional support for less confident learners.

Extension

- Learners could record their conversations and check their clarity, stress and intonation.
- Elicit other situations of relevance to learners and set up role plays using these.

Page 6 Medical forms

Materials

- Audio – giving personal information
- Examples of medical forms from local GPs or dentists
- Dictionaries

Rationale

To raise awareness of what may be required when completing medical forms; to read, understand and practise filling in forms; to encourage use of dictionaries

Activity A *Listening and writing: filling in forms*

Pre-task activity

- Learners discuss their own experiences of registering with a doctor or dentist and any problems they had.
- Bring in a variety of forms to introduce the theme. Elicit what type of information is required on any form, i.e. name, address, date of birth etc.

Task

- Learners work in pairs to discuss the question in task 1. Group feedback.
- Learners complete task 2 either individually or in pairs. Monitor. Check as a group.
- Play the audio for task 3, pausing to allow learners to complete the form.
- Play the audio again for learners to check the information.

Differentiation

- For learners with less developed listening skills or slower writers: play the audio as often as necessary for them to complete the task. Alternatively, ask them to listen for only some of the information.

Extension

- Bring in examples of medical forms from local GPs or dentists. Learners use dictionaries to help understanding. Because of confidentiality issues, suggest learners practise completing the forms in their own time.

Page 7 Symptoms

Materials

- Audio – NHS Direct
- OHP if possible
- Photocopiable resource – informal expressions

Rationale

To present and revise specialist key words; to practise listening for specific information; to recognise the role of punctuation to aid understanding

Activity A *Listening for specific information*

Task

- Ask learners if they have heard of NHS Direct, whether they have used it, when and why. Give information if needed. (This can be found in the text for Activity B.)
- Focus learners' attention on the vocabulary in task 2. Check understanding and teach if necessary. Check pronunciation and practise chorally.
- Learners listen to the audio and complete the task. Check in pairs and then as a group.
- Play the audio again. Learners listen for the advice Martha is given. Feedback as a group.

Extension

- In groups, learners discuss whether they think NHS Direct is a useful service and whether they would use it. Is there anything similar in their countries?

Activity B *Practising punctuation*

Task

- In pairs, learners read the text out loud.
- Elicit and revise when capital letters, full stops and commas are used.
- Learners complete the task. Monitor. Check the task in pairs and then as a group. Use an OHT if possible.

Differentiation

- Give less confident learners the text with some of the punctuation added.

Activity C

Vocabulary: informal expressions

Activity B

Listening for specific information

Task

- Give out photocopies of this activity.
- In pairs, learners match the informal expressions with their meanings. Monitor. Check answers as a group.
- Check pronunciation.
- Emphasise that these expressions are very informal.

Extension

- Ask learners if they have heard any other informal expressions relating to health, e.g. *off colour, poorly*.

Page 8 Advice

Materials

- Audio – excerpts from a radio programme
- Pictures of junk food and healthy food

Rationale

To introduce and practise *should*; to practise detailed reading

Activity A Reading a newspaper article

Pre-task activity

- Bring in pictures of junk food and fizzy drinks to introduce the theme. As a group, discuss the popularity of this type of food and the problems associated with it.

Task

- Learners read the newspaper article. Ask some questions to check comprehension, e.g. *Why doesn't Daniel eat breakfast? Is he hungry after school?*
- Discuss as a group why Daniel's lifestyle is unhealthy. Elicit what Daniel should do to have a healthier lifestyle.

- Play the audio. Learners note down the four problems mentioned in the extracts. Check answers as a group.
- Ask if all these problems relate to Daniel.

Activity C Speaking: giving advice

Task

- Direct the learners to the 'Remember' box and example sentences.
- Check pronunciation. Practise chorally if necessary.
- As a group, elicit and write up the advice they would give to Daniel's mother. Encourage the use of *should/shouldn't*.

Differentiation

- Provide more support for less confident learners in the reading activity by reading with them.
- Provide opportunities for repeat listening or support using the audio script.

Extension

- Give pairs of learners other problems to discuss:
 - *Your friend's baby cries all night*
 - *Your friend has high blood pressure*
 - *Your friend has hiccups*
 - *Your friend can't sleep at night*
- Learners discuss and decide what advice they would give. Feedback to the whole group.
- Extend the theme of healthy eating and lifestyle. Include cultural differences and relevant issues, e.g. low income, availability of fresh food and ingredients.

Page 9 Problem pages

Materials

- Problem pages from magazines and newspapers
- Photocopiable resource – cut up letters
- Coloured pens if possible
- OHT if possible

Rationale

To read and analyse a letter asking for advice

Activity A *Reading and writing: letters asking for advice*

Pre-task activity

- Bring in a variety of problem pages from newspapers and magazines. As a group, learners discuss whether they read them, whether they find them useful, what sort of problems they contain and whether there are similar pages in magazines in their countries.

Task

- Learners read the letter and, in pairs, answer the questions in task 2. Monitor. Check the answers as a group.
- Learners look at the letter again and underline the three parts in different colours. If coloured pens are not available, ask learners to underline, circle and box the three parts of the letter.
- Set up task 4 as pair or small group work. Learners decide what advice they would give to the writer of the letter. Feedback as whole group and discuss.

Activity B *Reading: organising information*

Task

- Divide the class into small groups of three or four.
- Give out the cut up photocopied letters.
- Set a time limit for learners to sort and order the letters. Monitor. Check the answers as a group, possibly using OHT.
- Learners choose one of the letters and rewrite it including suitable opening and closing paragraphs.

Differentiation

- Pair less confident learners with more confident learners for support.

Page 10 Replies

Materials

- Access to computers if possible

Rationale

To practise writing letters asking for advice

Activity A *Reading: letters giving advice*

Task

- Learners read the letter and answer the questions in task 1. Feedback as whole group.
- Set up task 2 as pair work. Learners identify and underline phrases in the letter which give advice. Check answers as a group.
- Clarify the use of the imperative. Explore other contexts when the imperative is used. Highlight the form, i.e. main part of verb with no pronoun.

Activity B *Writing: letters giving advice*

Task

- In pairs, learners choose which letter from Activity B on page 9 they would like to reply to, and discuss possible solutions.
- Learners make a list of ideas and write three or four sentences of advice. Each sentence starts with the imperative. Put an example on the board if necessary.
- In pairs, learners draft a reply.
- Pairs then exchange letters. Encourage peer correction (grammar, spelling, punctuation etc.).
- Learners return letters to the original writers. They then rewrite or word-process the replies.
- Display letters on the classroom wall.

Page 11 Entitlements

Materials

- Dictionaries
- HC11 leaflet (available from main post offices, social security offices, NHS hospitals)

Rationale

To practise scan reading to locate information; to develop spelling strategies (extension task)

Activity A

Reading about entitlements

Task

- As a group, discuss the questions in task 1. Ask if any of the learners or their families have received help with health costs.
- Learners read the leaflet and complete task 2. Check the answers in pairs and as a group. Elicit any situations in which learners have used entitlements, experienced difficulty and so on.

Extension

- Work on spelling: words ending with *-tion*. Write the phonetic symbols on the board if appropriate.
- Tell learners to identify four words in the text which end in *-tion* (*education, prescription, examination, information*).
- Can they find any other words with an ending which sounds the same as *-tion* but is spelt differently? (*optician, pension*).
- Learners make nouns from the following words: *admit, cancel, examine, immunise, infect, operate, prevent*.
- Divide the class into two teams. Set a time limit. Teams write as many words ending in *-tion* as possible.

Pages 12 and 13 Going into hospital

Materials

- Audio – information about going into hospital
- Audio – *will/'ll* (two extracts)
- Tape recorder and blank tape (extension task)

Rationale

To present and practise the future simple tense; to listen for grammatical detail

Activity A *Listening: asking about future arrangements*

Pre-task activity

- Focus attention on the photographs and introduce Samantha and her situation. Learners consider what her anxieties may be. Point out that it is a good idea to make notes or write down questions before making a telephone call.

Task

- As a group, read through Samantha's questions and the receptionist's answers, focusing on the use of *will* + verb for future arrangements.
- Ask learners to suggest other questions Samantha can ask and put examples on the board to demonstrate the word order *will* + subject + verb, e.g. *Will I see Mr Hemmadi before the operation? How long will the operation take?*
- Get learners to use the notes in task 2 to practise forming questions with *will* + verb. Before they try this, check any vocabulary they may not understand.
- For task 3 learners listen to the audio and tick the questions that are answered in the phone call. Check in pairs, then feedback as a group.
- In task 4 learners listen again and focus on details in the receptionist's answers.
- Learners with more confident listening skills could write the answers to the questions. Or this could be used as an extension activity for all learners.

Activity B

Language: explaining future arrangements

Task

- Demonstrate forming the future with *will* + verb. Put some examples on the board. As a group, learners look at the example sentences in the speech bubbles. Draw attention to the contraction/short form *I'll* and practise pronunciation if necessary. Also draw attention to the negative form *I will not/I won't*. Practise pronunciation.
- Play the audio for task 1 and ask learners to listen for short forms in the example sentences. Practise pronunciation.
- Play the audio for task 2 and ask learners to complete the sentences with the words they hear. Check answers as a group.
- Learners work in pairs and practise saying the sentences in task 2. Monitor pairs and check pronunciation and stress.
- Learners work in pairs and practise asking and answering the questions from Activity A2 about Samantha's visit to hospital.

Extension

- Get learners to act out the telephone call. Before they start, review useful phrases for answering the phone, explaining what you want and checking and clarifying.
- For fluency practice invite learners to tell the others about their own hospital/dentist visits.
- To support less confident learners, build up a conversation plan on the board.

Activity C *Speaking: discussing future arrangements*

Pre-task activity

- Set the scene and discuss each of the situations.

Task

- In pairs, learners choose one of the situations and think of questions that they would ask. Pool ideas for each situation and then have group feedback. As a group, discuss some of the questions that were raised.
- Set up pairs for role play. Monitor.

Extension

- Learners could record the role play to check for clarity, stress and intonation.

Page 14 Project

Materials

- Magazines and newspapers with problem pages or photocopies of a variety of suitable problems. Select according to learner interests and concerns, e.g. parenting
- Access to computers and the Internet if possible
- Dictionaries
- Reference materials, e.g. medical dictionaries, Internet, health leaflets

Rationale

To bring together the skills practised in the unit; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

Activity A *Write a problem page letter*

Pre-task activity

- Set the context. Share information about any local groups which provide advice on health and family issues.

Task

- Elicit types of problems which might be of concern, e.g. MMR vaccinations, breast awareness, skin problems, drug abuse, smoking. Set up the task in pairs. Ask learners to think of a problem to write for advice about. Encourage them to think of a problem they may have.
- In pairs, learners plan and draft a letter asking for advice. Encourage the use of dictionaries and general accuracy. Use a writing frame to support learners if appropriate.
- Learners write or word-process the letter, checking for content, language, spelling and punctuation.

Activity B *Discuss problems and give advice*

Task

- Set the scene for the newsletter meeting to discuss letters received for the problem page. If the group is large, separate into smaller groups.
- Organise letters according to topic (e.g. lifestyle, health, mother and toddler) and distribute. Learners should discuss the letters and possible advice to be given. Encourage the use of the Internet (if available), medical dictionaries, leaflets, visits to the library etc. in order to give accurate advice.
- The group should agree on what advice should be given for each letter.
- In pairs, learners plan and draft a letter of reply. Encourage the use of dictionaries and general accuracy. Letters are proof-read by the group, changes made and then rewritten or word-processed.
- Display the letters in the classroom or in a class magazine.

Page 15 Check it

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have
Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Activity A

Quiz

Task

- Learners complete the quiz. Set a time limit if appropriate.

Activity B

Correcting an e-mail

Task

- Learners read the e-mail and correct the mistakes.

Page 16 Mini-projects

Materials

- Magazines/newspapers with advertisements for health products
- Computers with Internet access if available

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or all of the tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A

Talk about home remedies

- Introduce the topic of home remedies. Describe the use of vinegar for insect stings. Discuss as whole group or set up as a group activity.

Activity B

Write about home remedies

- Encourage learners to write an article of about 200 words about a home remedy that is used in their country. If computers are available, learners can word-process the article. Articles can be displayed on the wall.

Activity C

Read advertisements for health products

- Learners look at magazines or newspapers and find advertisements for health products. In pairs, discuss which advertisements are the most effective and give reasons.

Activity D

Use the Internet to find out about NHS Direct

- Encourage learners to use the Internet if they have access.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Photocopiable resource sheet

Pages 7 and 8

Symptoms

Activity C

a She's feeling <i>under the weather</i> .	very sore
b He's <i>throwing up</i> .	unwell
c He's got <i>the runs</i> .	a very high temperature
d My feet are <i>killing me</i> .	diarrhoea
e She's <i>burning up</i> .	being sick
f The room's <i>spinning round</i> .	very painful
g He's <i>shattered</i> .	very tired
h She's got a <i>splitting headache</i> .	dizzy

Photocopiable resource sheet

Pages 9 and 10

Problem pages

Activity B

HOW CAN I LOOK AFTER MY ELDERLY MOTHER?

My father died a couple of years ago, leaving my mother, who is now in her late seventies.

At first she coped very well on her own, but recently I've noticed that she is getting frail and has started to need my help more.

The trouble is I live in the city and she's 200 miles away in the country. I would like her to move into an old people's home near my house.

However, she doesn't like the idea as she's very independent.

What do you think I should do?

HOW CAN I PERSUADE MY 15-YEAR-OLD DAUGHTER TO EAT NORMALLY?

I'm beginning to get a bit concerned about my daughter. Until now, she's been a happy, carefree teenager.

However, recently she has become more obsessed with her figure and has decided to go on a strict diet. She only weighs eight stone and is not overweight.

I've tried to persuade her to eat more, but she won't listen to me.

I think all the fashion magazines she's always reading have influenced her.

What is the best way to deal with the situation?