

# Teacher's Notes

## UNIT 5 Tiger values

### Visiting the doctor



**Type of activity:** whole class, pair and individual work

**Focus:** speaking, reading and writing skills

**Active language:** *thermometer, stethoscope, otoscope, syringe, bandage, medicine, I need (a stethoscope), You need (a bandage).*

**Revised language:** *headache, earache, toothache, tummy ache, cough, cut, cold, sore throat, Have you got (a syringe)? Yes, I have. / No, I haven't. What's the matter? I have got (a cold). My (leg) hurts.*

**Level:** elementary, grade 2

**Time:** 45 minutes

#### Materials:

- Tiger puppet (from Tiger values 1, Lesson 1)
- Flashcards and word cards attached to the Teacher's Notes
- Student's Worksheets 1 and 2 – one copy for each pupil
- (optional) Student's Worksheet 3, copied on sugar paper – one copy for each pupil; scissors, glue or sticky tape, tinfoil

#### Procedure:

1. Greet the class. Hold up the Tiger puppet and in 'Tiger's' voice say: *I've got a headache, tummy ache, a cold and a sore throat.* Explain that Tiger needs to go to the doctor's. In L1 find out how many pupils have been to the doctor recently. Explain that today's lesson is about visiting the doctor's.
2. Hold up the flashcards of the doctor's tools with the pictures facing away from the class. The pupils guess the objects from the flashcards. They can answer in L1. Place one flashcard face upwards behind the other flashcards and pull it out slowly, revealing the picture gradually. The pupils try to identify the object from the visible fragment. Accept the answers in L1. Once they can see the whole picture, name the object in English. The pupils repeat the word. Point out in L1 how each item is used. Use mime for each instrument, e.g. taking the temperature with the thermometer. The pupils copy your gestures. Continue the procedure with the remaining flashcards.
3. Hold up one flashcard. The pupils name the object together with you. Place the flashcard face down on the board, point to it and get the pupils to mime and name the object from memory. Continue the procedure, arranging the flashcards in a row. Point to the backs of the flashcards in consecutive order. The pupils mime and name the hidden objects.
4. Hold up the word cards. The pupils read them out together with you. Volunteers come up to the board to match the word cards with the pictures. Next, remove the flashcards and hand them out to different pupils to match to the word cards on the board. Finally, remove all the cards and distribute them among the pupils (in large classes, give single cards to pairs of children). The children hold their cards close to their chest and mingle, trying to find a partner with the corresponding word or flashcard. They ask each other: *Have you got a (syringe)?* and when someone responds 'Yes, I have', they compare their cards and stand together if they have a match.
5. Hand out Student's Worksheet 1. The pupils finish the drawings and match them to the words. They compare their answers in pairs. Check the answers with the whole class.
6. Give out Student's Worksheet 2. Read the text out loud as the children follow it, pausing at the gaps for the class to say the missing words. Read the text again, pausing after each sentence to clarify any unfamiliar vocabulary and ask comprehension questions, e.g. *What do you call a children's doctor? What does the doctor do when you're feeling ill? What does the doctor use?* etc. Finally, the pupils fill in the gaps in writing. Check the answers with the whole class.
7. Review the doctor's and patient's questions and answers (*What's the matter? I've got...., My ... hurts.*) as well as the health problems from *Tiger 2, Unit 5*. Use mime to prompt the names of the problems, e.g. hold your ear in pain, for *I've got earache*. Explain which tools the doctor needs for which ailments, e.g. *I need a thermometer* and which remedies the patient may need, e.g. *You need a bandage*.

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8. Say: *Let's do a role-play.* Point to yourself and say: *I'm a doctor.* Point to the class and say: *You're a patient.* Act out the following dialogue with the class:

**Doctor:** *Good morning.*

**Patient:** *Good morning.*

**Doctor:** *What's the matter?*

**Patient:** (prompt the pupils with mime) *I've got a headache.*

**Doctor:** *Let me see... I need a stethoscope and a thermometer.* (mime doing an examination). *Here's some medicine for you.* (mime giving some medicine).

**Patient:** *Thank you. Goodbye.*

**Doctor:** *Goodbye.*

Repeat the dialogue, with the class saying the doctor's part and you taking the role of a patient. Provide help. If necessary, write the dialogue on the board for reference.

9. Create the doctor's office by placing two chairs in the front of the classroom. Invite two volunteers to play the doctor and the patient. The children follow the dialogue above, choosing the health problems, tools and remedies themselves. Ask the class to help them with their lines. The 'doctor' should act out a medical examination without touching the other pupil so as not to hurt them or make them uncomfortable.

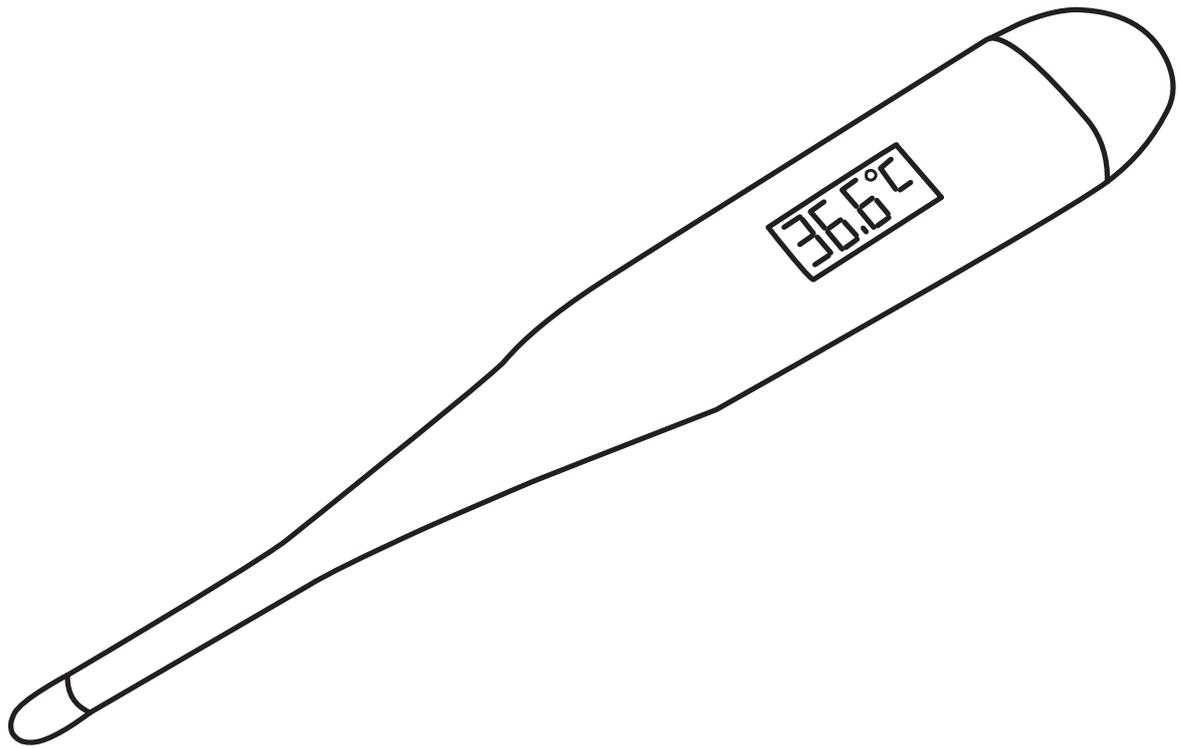
10. Divide the class into pairs to do the role-play. Walk around the classroom, monitoring the activity and helping with the language. The pupils change roles and act out the dialogue again. Volunteers can demonstrate their role-play in front of the class.

(Optional) To add drama to the role-play, pupils can act out different moods, e.g. they can be a bored doctor, an angry patient etc.

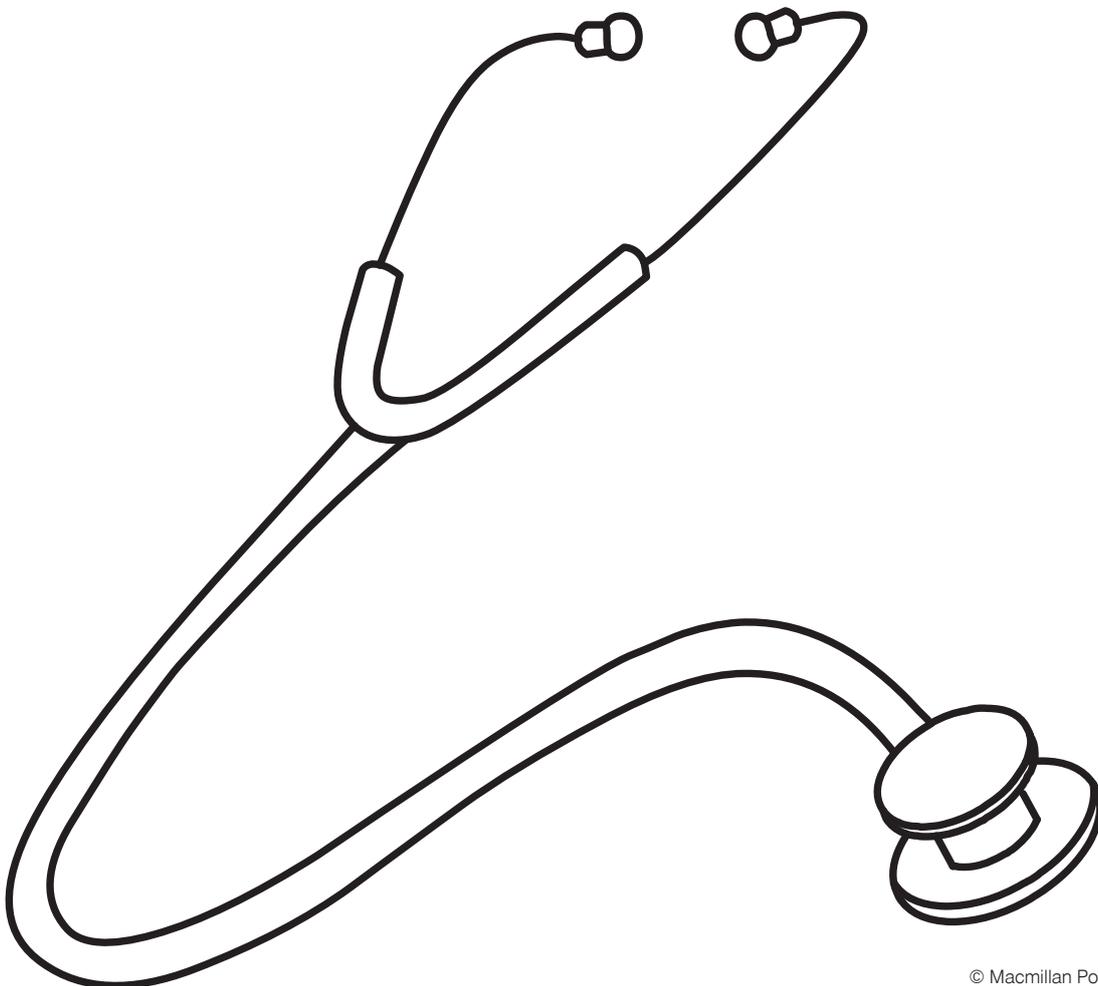
11. Revise the material taught in the lesson. The pupils stand up. Give each pupil in turn a task to perform: to name an object from a flashcard, mime an object from a wordcard, or state the health problem you are miming. Those who have completed the task successfully sit down; others wait until you return to them with a new task.

#### Extension

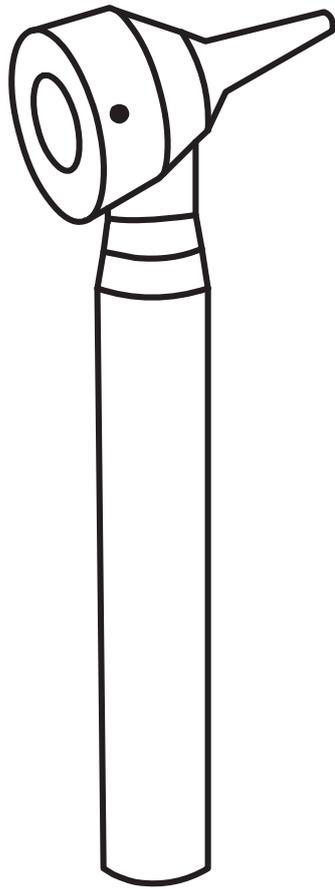
The pupils make a doctor's reflector from Student's Worksheet 3. Show them how to cut out and glue the strips of paper together to make a headband. The pupils colour it in or wrap tinfoil around the circle to make a mirror. The pupils can then use the reflector in the role-play to act out the part of the doctor.



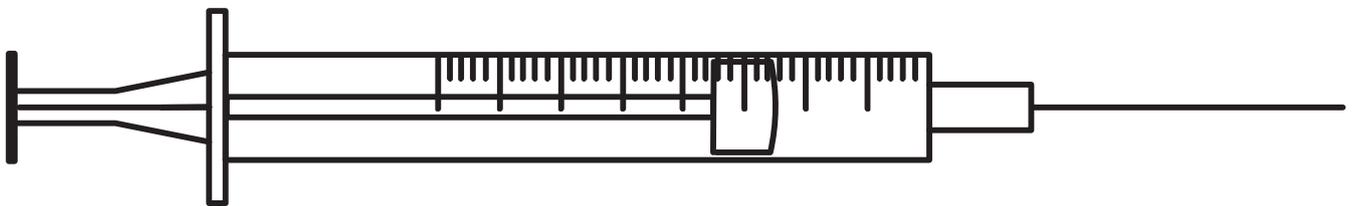
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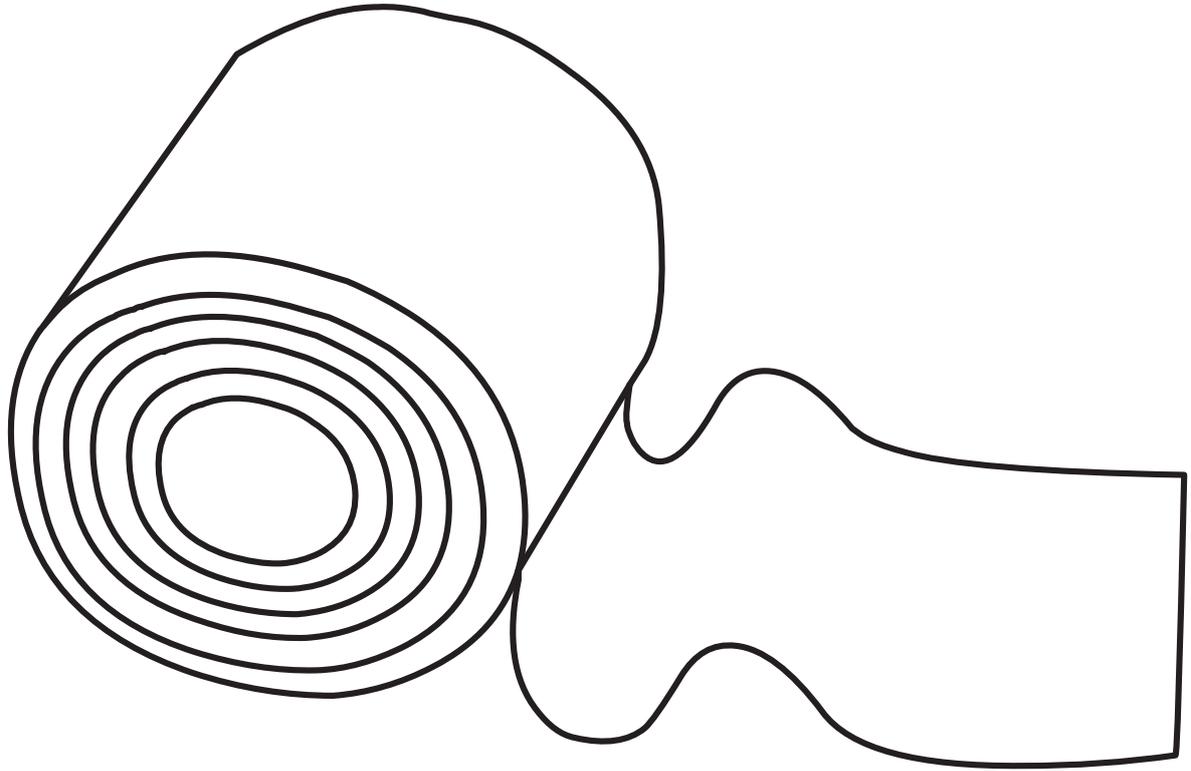
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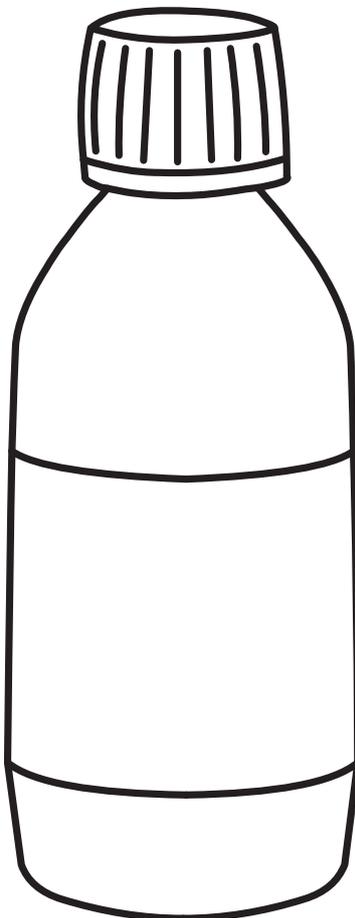
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# thermometer

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# stethoscope

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otoscope

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syringe

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**bandage**

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**medicine**

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