
UNIT 2 HEALTH AND SAFETY

Before presenting the model, read the general procedure for using TPR (pp. vi-vii) to introduce the text and the exercises. At the Doctor's Office (pp. 22). When students are familiar with both the text and the pictures, make this copy of the exercise.

LESSON TEXT

- At the Doctor's Office*
- A Vitamin Pill*
- You're Getting Sick*
- Putting Drops In Your Eyes*
- A Dental Appointment*
- A Bloody Knee*
- A Broken Plate*
- A Broken Glass*
- Fire!*
- Stop! Thief!*

EXERCISE: VOCABULARY BUILDING AND PICTURE MATCHING

- Answers to Exercise**
1. The doctor looks at your eyes.
 2. She looks at your eyes.
 3. She looks at your eyes.
 4. She looks at your eyes.
 5. She looks at your eyes.
 6. She looks at your eyes.
 7. She looks at your eyes.

This exercise can be done in a number of ways. If your students are not able to write, they can number the sentences instead of writing them. You can also create other matching exercises focusing on symptoms (the flu, stomachache, chills, etc.) or a doctor-patient dialogue ("Well, how are you feeling today?" "Not so good." "Open your mouth wide, please." "Ahh...")

ADDITIONAL ACTIVITIES: ROLEPLAYING, WRITING, DISCUSSION

These activities are suggested for use with the *At the Doctor's Office* picture sequence. Many of them may be suitable for use with other picture sequences as well. For additional suggestions, see *Extension Activities* (pp. viii-ix).

Roleplaying

Put beginning students in roleplay conversations at the doctor's office. You may take the doctor's part or select two students to converse.

UNIT 2 Model Lesson

At the Doctor's Office

Before presenting the model lesson, review the general procedure for using TPR (pp. vii–viii) to introduce the text below and the picture sequence *At the Doctor's Office* (p. 22). When students are familiar with both the text and the pictures, make class copies of the exercise sheet (p. 23).

LESSON TEXT AT THE DOCTOR'S OFFICE (p. 22)

1. You're at the doctor's office.
2. You don't feel well.
3. The doctor comes in.
4. She shakes your hand.
5. She asks you, "What's the matter?"
6. You tell her, "I have a headache. I have a backache. I have the chills."
7. She takes your temperature.
8. She takes your pulse.
9. She listens to your heart.
10. She looks at your eyes.
11. She looks in your ears.
12. She says, "Open your mouth and say *Ahhhhhh*."
13. She looks at your tongue and your throat.
14. She tells you, "I think you have the flu. Go home and go to bed."

EXERCISE VOCABULARY BUILDING AND PICTURE MATCHING

Answers to Exercise:

1. The doctor looks in your ears.
2. She looks at your eyes.
3. She takes your pulse.
4. She listens to your heart.
5. She looks at your tongue.
6. She takes your temperature.
7. She looks at your throat.

This exercise can be done in a number of ways. If your students don't write easily, they can number the sentences instead of writing them. You can also create other matching exercises focusing on symptoms (backache, stomachache, chills, etc.) or a doctor-patient dialog ("Well, how are you feeling today?" "Not so good." "Open your mouth wide, please." "Ahh . . .").

ADDITIONAL ACTIVITIES ROLEPLAYING, WRITING, DISCUSSION

These activities are suggested for use with the *At the Doctor's Office* picture sequence. Many of them may be suitable for use with other sequences as well. For additional suggestions, see *Extension Activities* (pp. viii–x).

Roleplaying

With beginning students, roleplay conversations at the doctor's office. You can take the doctor's part or select two students to roleplay.

Before beginning the roleplay, be sure your students have some basic vocabulary, such as:

ankle	leg	blister	headache	broke(n)
arm	neck	cramps	rash	sprain(ed)
back	shoulder	earache	sore	swollen
foot/feet	throat	fever	stuffy nose	twist(ed)

Keep the vocabulary list manageable to ensure better retention.

Begin the roleplay with initial questions from the doctor or nurse, such as: "What's the matter?" "What can I do for you?" "How are you today?" "What's the problem?" With intermediate students, roleplay situations involving use of the telephone for making and breaking appointments, giving information about illness, and so on. Give students a list of roleplay situations and encourage them to think up their own. If you take the part of the person receiving the call, you can keep the conversation going by asking questions such as, "How did you twist your ankle?" or "When do you think you'll be back at school?" Here are a few situations to get you started:

1. You have chills and a fever of 102°. You don't feel well enough to go to work/school. Call your boss/teacher. Tell him/her what's wrong and when you expect to be back.
2. Your child is ill. S/he has the flu and a fever. Call your child's school and tell the office clerk what the matter is.
3. You are ill and have to cancel your dental appointment. You are sneezing and coughing a lot. Call the dentist's office to cancel your appointment and make another one.
4. You twisted your ankle and can't play soccer on Sunday, but you could be timekeeper. Call your team captain and explain.
5. Your friend has been sick for a week. Call to find out how s/he is and offer your help.
6. You broke your glasses and need another pair. Call for an optometrist's appointment. Ask for directions to his/her office.
7. Your baby has a temperature of 101°. S/he is crying a lot and won't eat. Call your pediatrician and ask for advice.

Writing

Beginning students can write their own sentences if they have a model to follow. Write the following chart on the board or use an overhead projector:

I	hurt	my	eye(s)
He	look(s) at	his	ear(s)
She	listen(s) to	her	throat
The doctor	check(s)		nose
	examine(s)		mouth
	open(s)		pulse
	take(s)		temperature
			heart

Demonstrate how sentences may be formed by taking one word from each column (Example: "I hurt my eye." "The doctor listens to my heart. "). Have students read sentences from the chart and then

write down sentences that you dictate. Encourage students to write additional sentences using the chart. Add new structures to the chart:

You	doesn't/don't	feel	sick
I		has/have	a headache
He/She			a backache

Give your students a beginning sentence and have them write a story (**Example:** "When I don't feel well, I go to the doctor's office.").

Discussion

With intermediate students you can discuss and compare home remedies. Put your students in small groups and have them discuss or create remedies for these situations: a person has had too much to drink; a baby cries all the time; a child or an adult has a bad toothache.

Verb Lists

A VITAMIN PILL (p. 24)

- | | |
|----------------------|------------|
| 1. take (off) (out) | 4. drink |
| 2. pick (up) | 5. swallow |
| 3. put (back) (down) | 6. stuck |
| | 7. went |

YOU'RE GETTING SICK (p. 25)

- | | |
|----------------------|------------------|
| 1. feel | 7. cough |
| 2. cover | 8. leave |
| 3. sneeze | 9. go |
| 4. take (out) (care) | 10. are (you're) |
| 5. blow | 11. fall (down) |
| 6. wipe | 12. get (up) |
| | 13. buy |

PUTTING DROPS IN YOUR EYES (p. 26)

- | | |
|------------------|-------------------|
| 1. put | 9. running (down) |
| 2. open | 10. wipe (off) |
| 3. fill | 11. try |
| 4. keep | 12. is (that's) |
| 5. hold | 13. did |
| 6. squeeze | 14. go |
| 7. blink (don't) | |
| 8. missed | |

A DENTAL APPOINTMENT (p. 27)

- | | |
|----------------|-------------------|
| 1. waiting | 11. come (in) |
| 2. have | 12. is (what's) |
| 3. press | 13. tell |
| 4. say | 14. open |
| 5. hurt | 15. see (can't) |
| 6. look (at) | 16. examine |
| 7. close | 17. clench |
| 8. call | 18. think (about) |
| 9. follow | 19. fill |
| 10. sit (down) | |

A BLOODY KNEE (p. 28)

- | | |
|----------------|---------------------|
| 1. walking | 10. put (on) (over) |
| 2. fall (down) | 11. limp |
| 3. skin | 12. buy |
| 4. scream | 13. wash |
| 5. get (up) | 14. stings |
| 6. cry | 15. blow |
| 7. hurt | 16. unwrap |
| 8. look (at) | 17. throw (away) |
| 9. bleeding | |

A BROKEN PLATE (p. 29)

- | | |
|----------------------|----------------|
| 1. broke | 6. squeeze |
| 2. pick (up) | 7. stick |
| 3. put (down) (away) | 8. hold |
| 4. get | 9. screw |
| 5. unscrew | 10. dry |
| | 11. fix, fixed |

A BROKEN GLASS (p. 30)

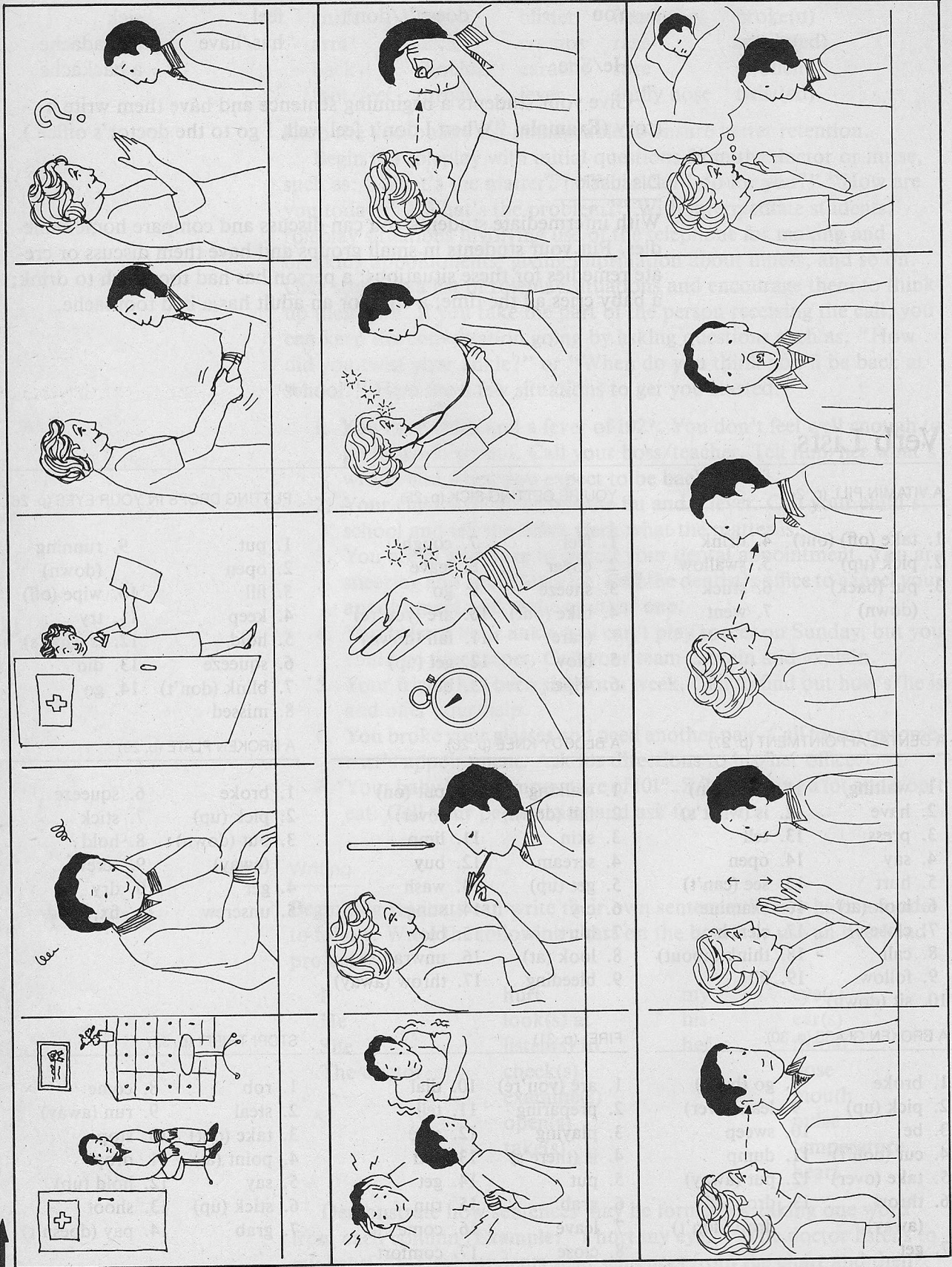
- | | |
|-----------------|---------------------------|
| 1. broke | 8. go (back) |
| 2. pick (up) | 9. lean (over) |
| 3. be | 10. sweep |
| 4. cut (don't) | 11. dump |
| 5. take (over) | 12. put (away) |
| 6. throw (away) | 13. dropped, drop (don't) |
| 7. get | |

FIRE! (p. 31)

- | | |
|-----------------|-------------|
| 1. are (you're) | 10. dial |
| 2. preparing | 11. tell |
| 3. playing | 12. give |
| 4. is (there's) | 13. yell |
| 5. put | 14. get |
| 6. grab | 15. run |
| 7. leave | 16. come |
| 8. close | 17. comfort |
| 9. pick (up) | |

STOP! THIEF! (p. 32)

- | | |
|---------------|-------------------|
| 1. rob | 8. come |
| 2. steal | 9. run (away) |
| 3. take (out) | 10. stop |
| 4. point (at) | 11. drop |
| 5. say | 12. hold (up) |
| 6. stick (up) | 13. shoot |
| 7. grab | 14. pay (doesn't) |



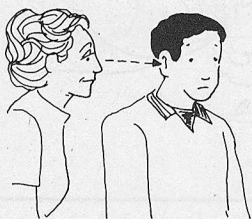
EXERCISE **Vocabulary Building**

At the Doctor's Office

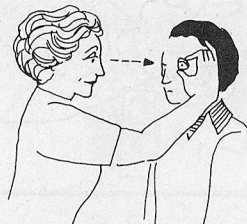
Directions: Choose one of the sentences below to write under each picture.

The doctor takes your temperature.
 She looks in your ears.
 She takes your pulse.

She looks at your tongue.
 She looks at your throat.
 She listens to your heart.
 She looks at your eyes.



1. _____



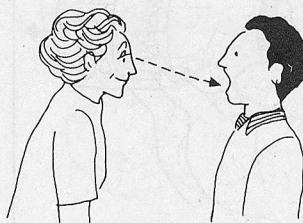
2. _____



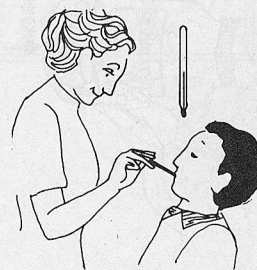
3. _____



4. _____



5. _____

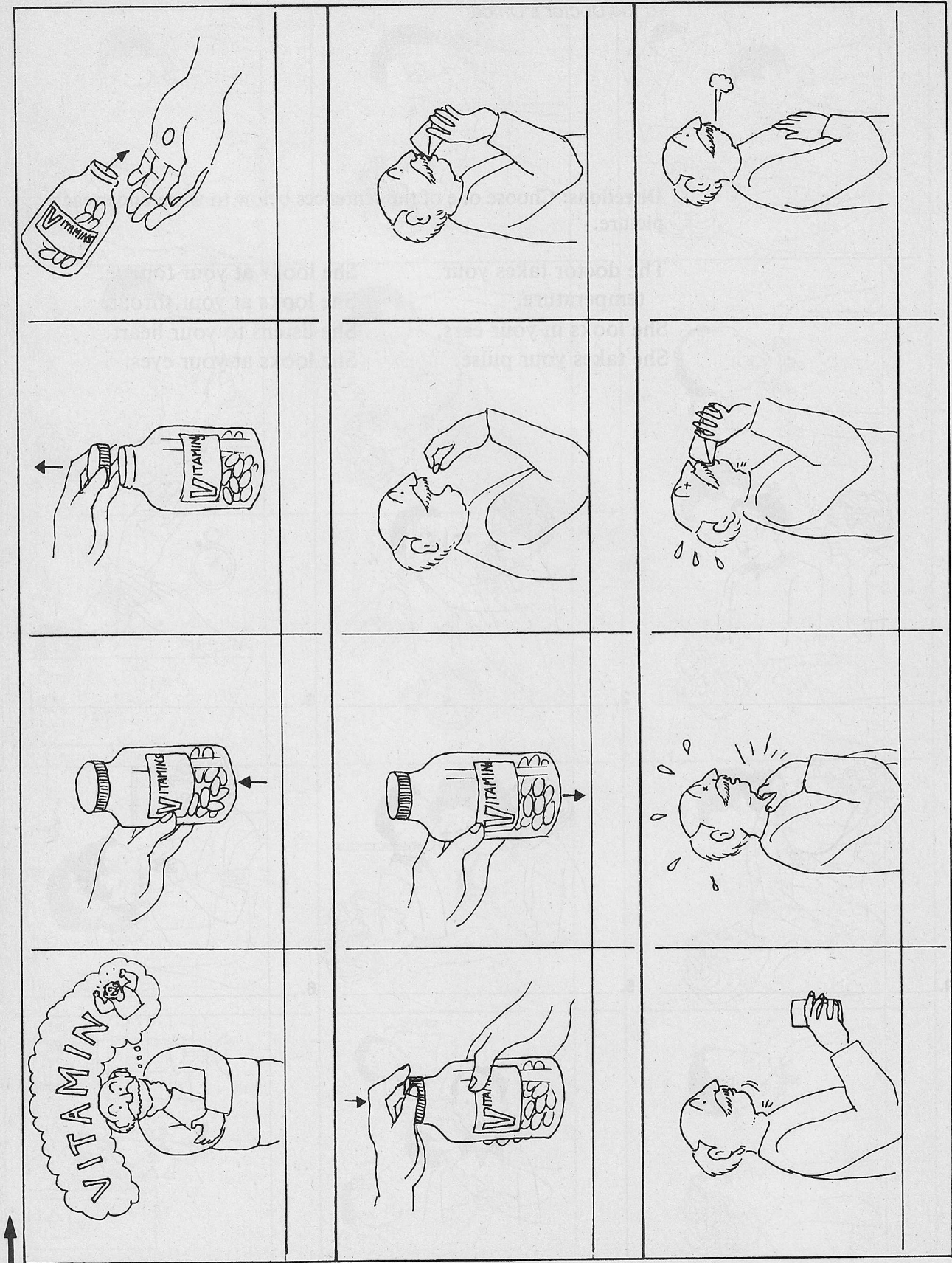


6. _____



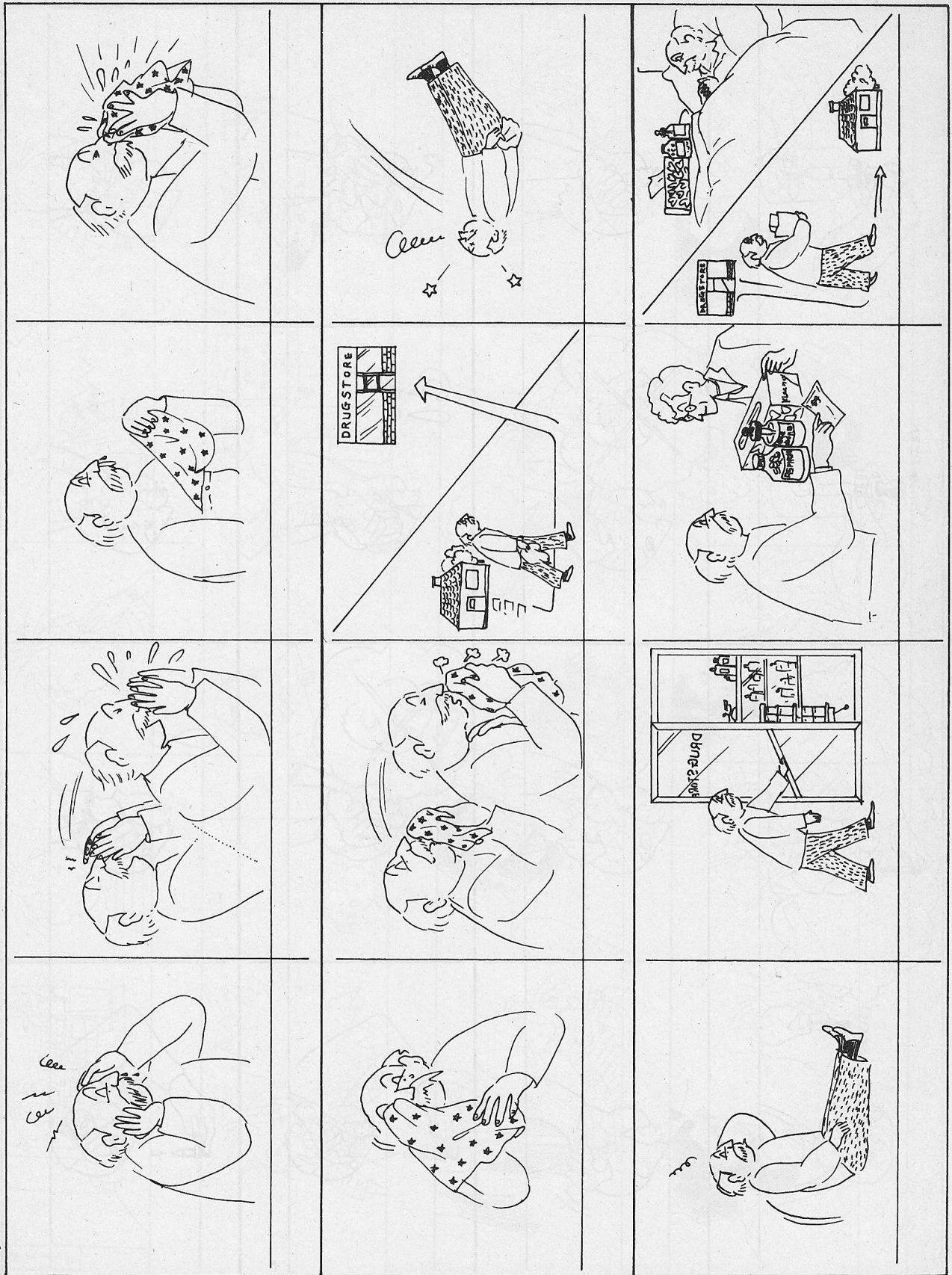
7. _____

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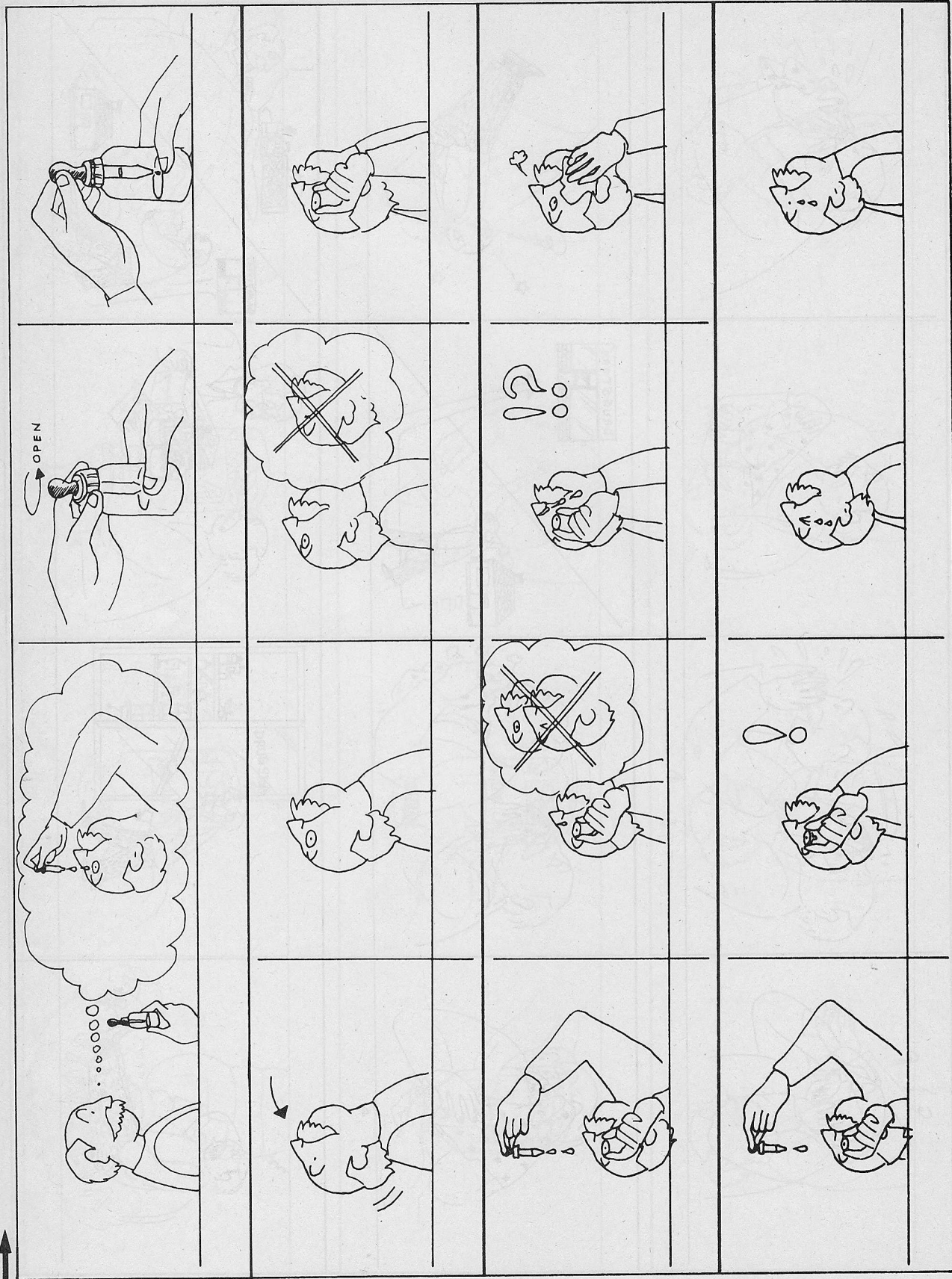


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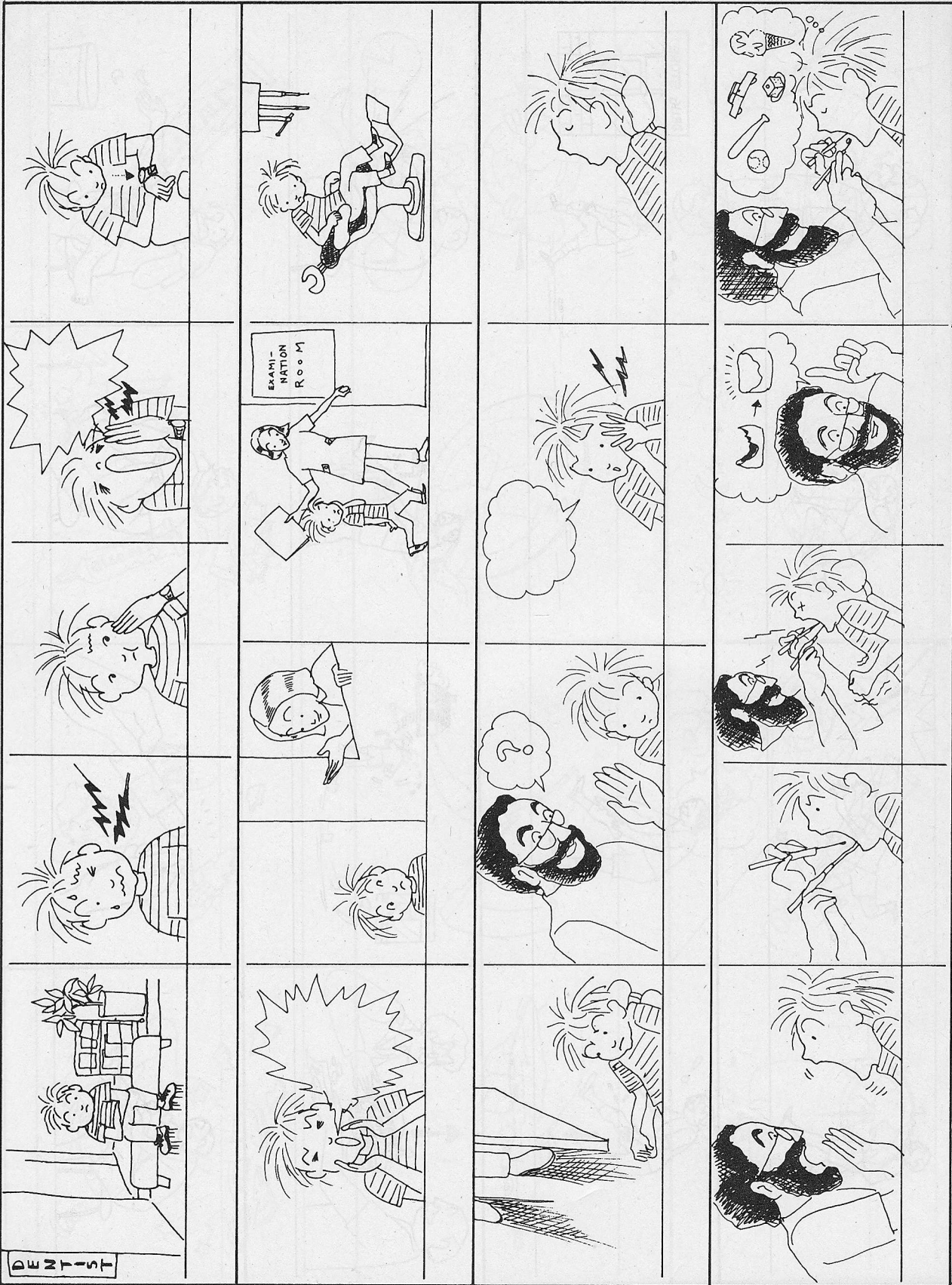
Putting Drops in Your Eyes



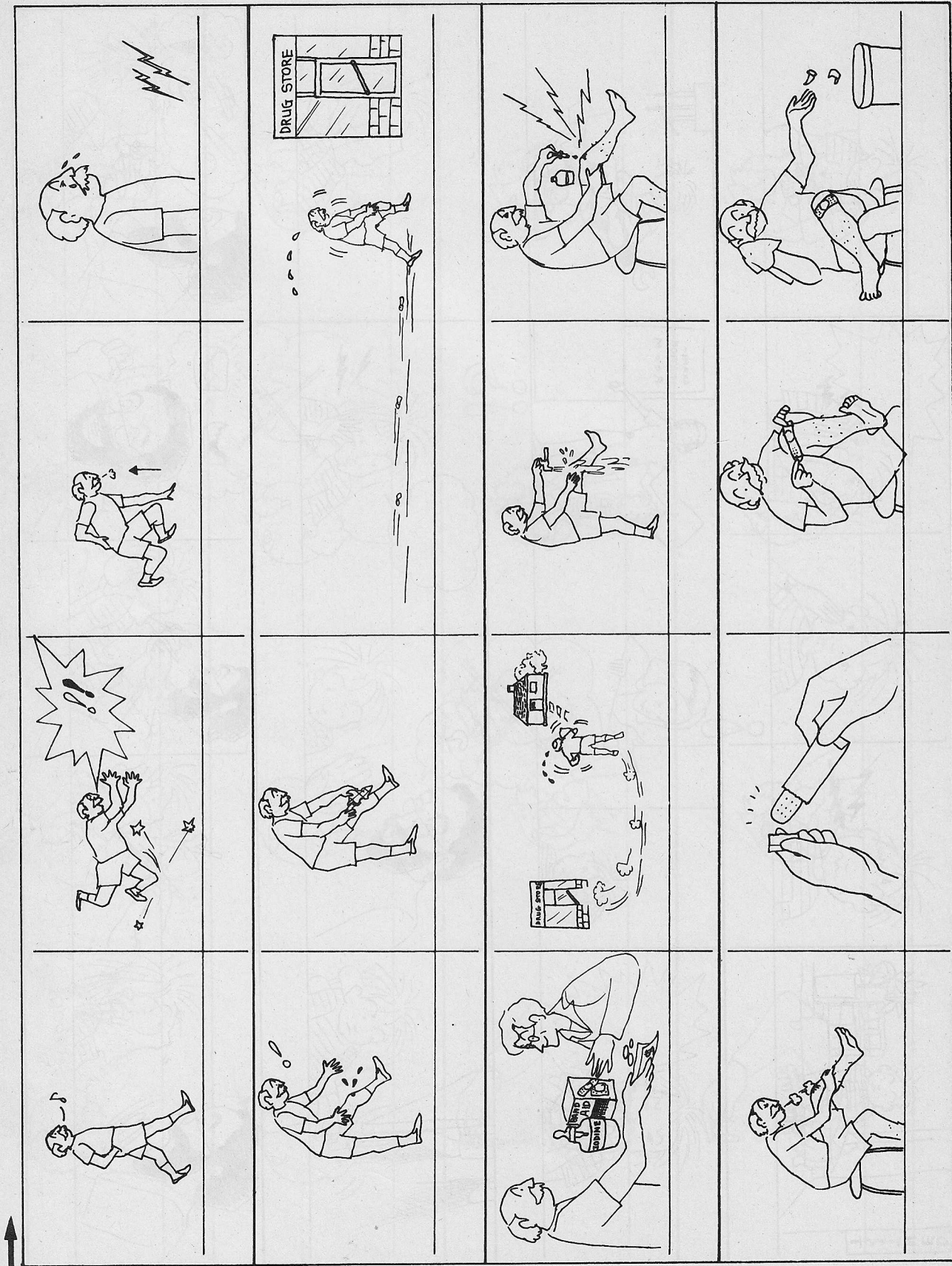
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A Dental Appointment

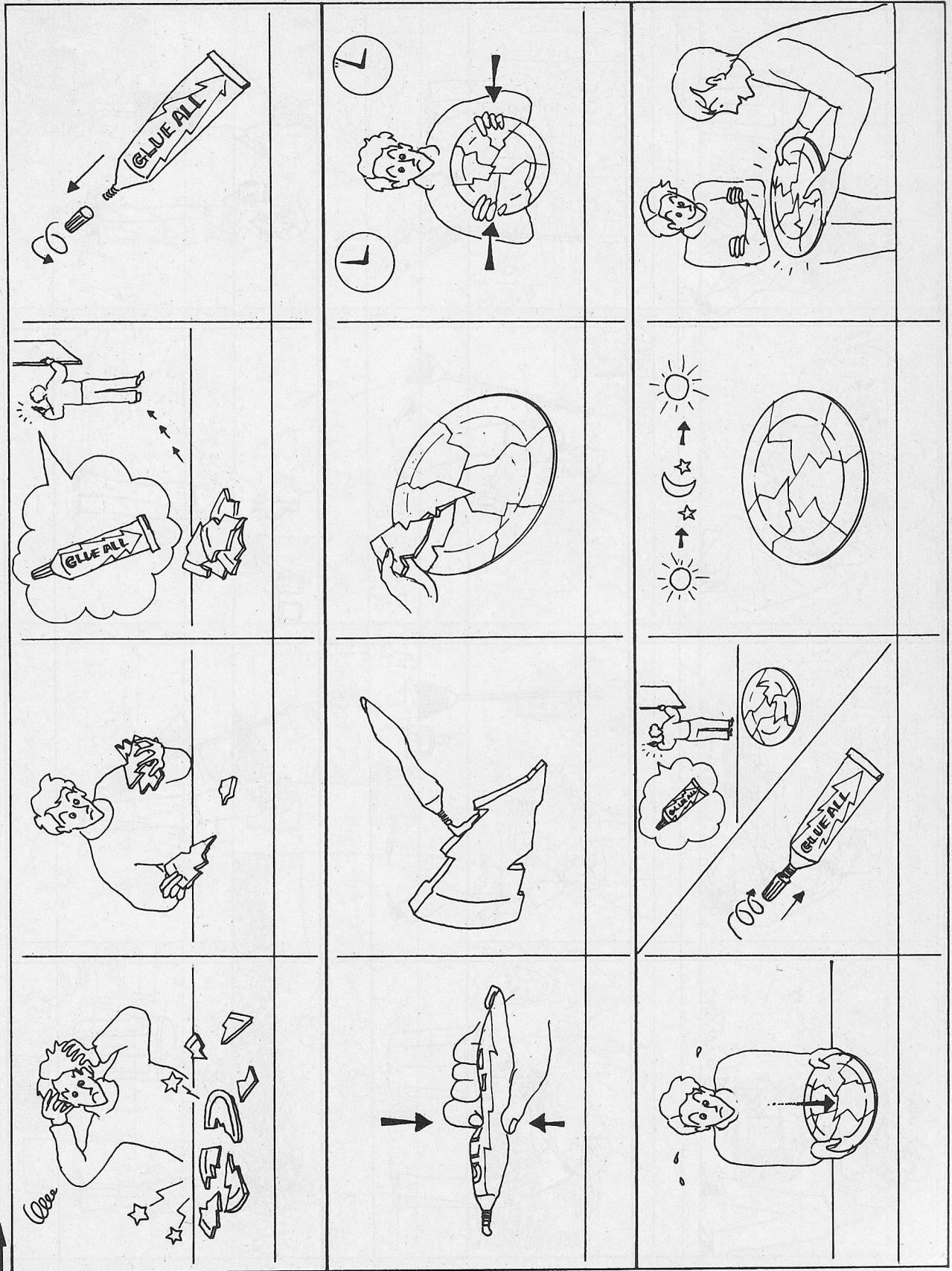


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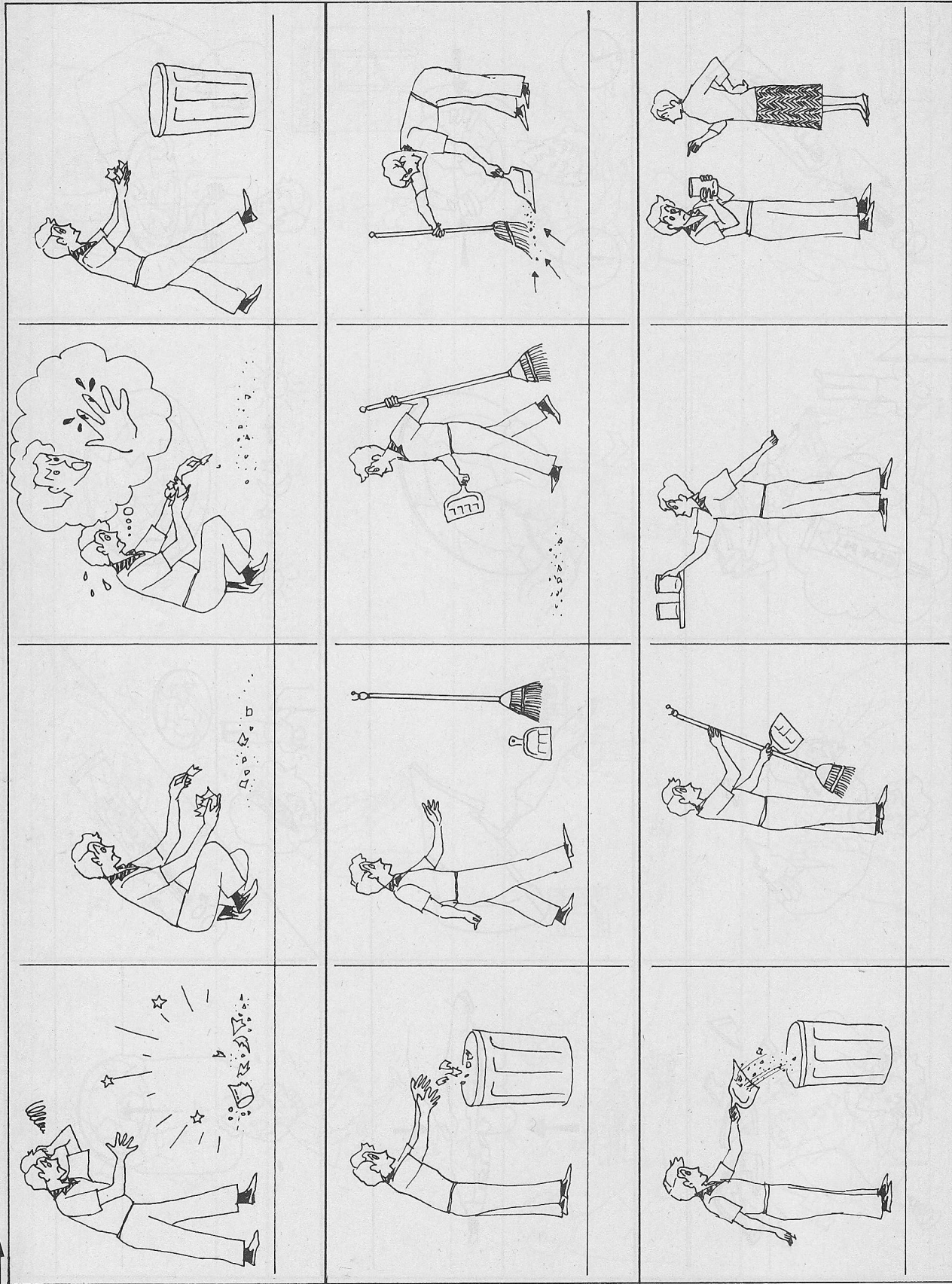


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A Broken Plate

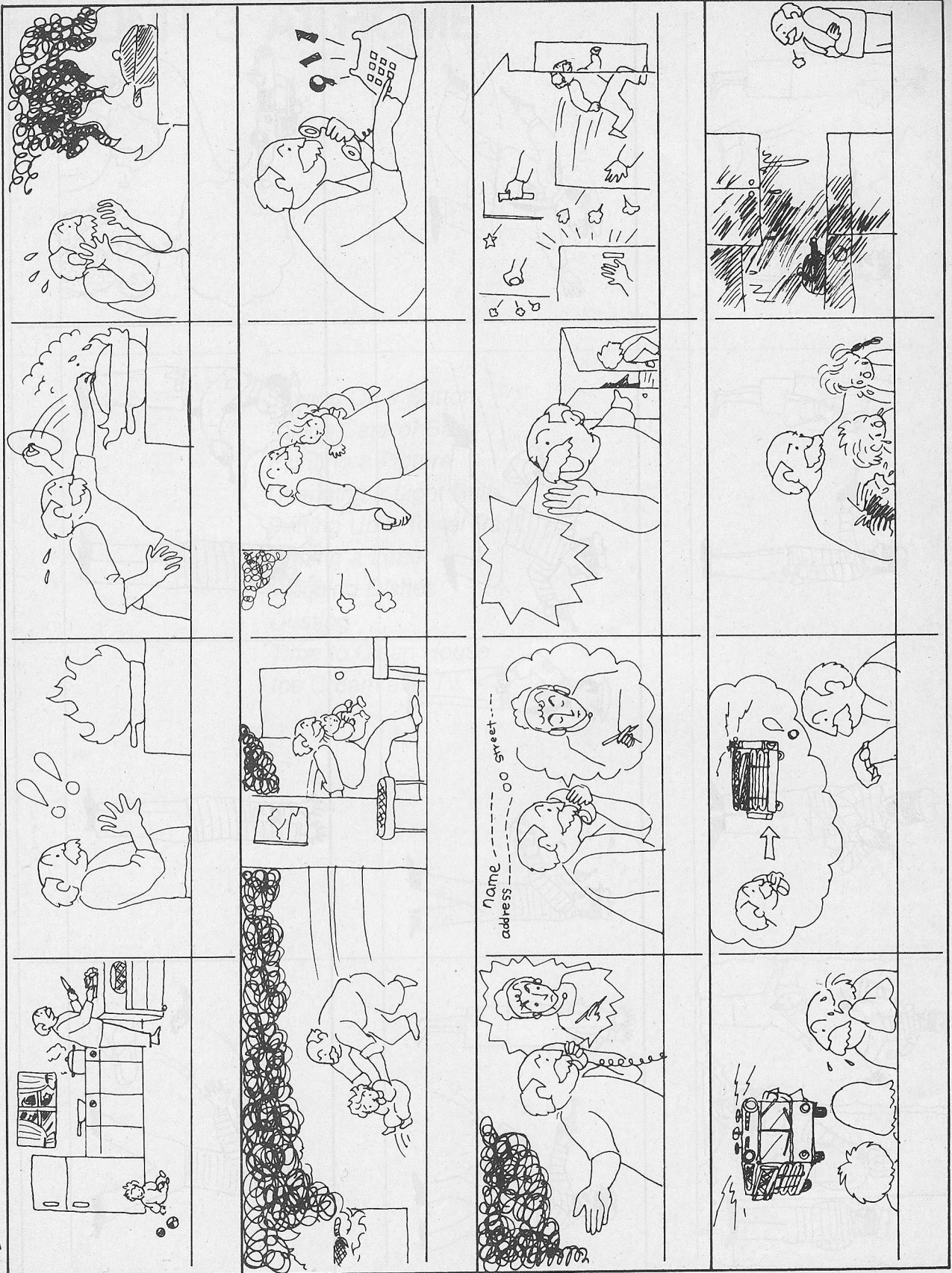


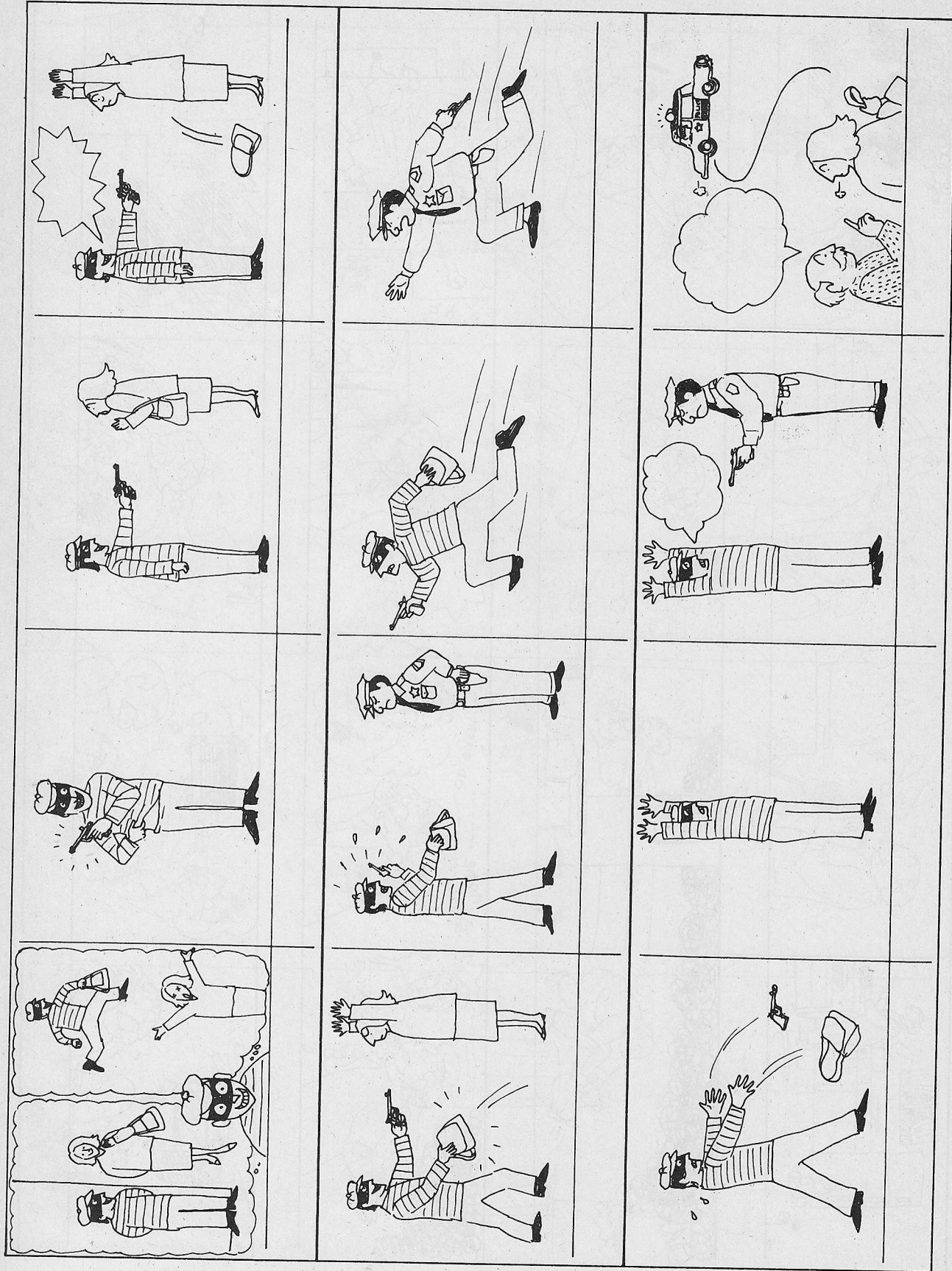
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