

The Big Picture

Materials and Resources for ESOL Tutors

Section A: Children



2 At the chemist

Lesson plan and exercises

Objectives

The students will be able to:

1. ask for information/advice on what medicines to use for children
2. describe their children's symptoms and ask for appropriate medicine
3. scan medicine labels for appropriate age
4. read and understand instructions on dosage

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2 At the Chemist

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2.1 Is this medicine ok? - Lesson Plan

Objectives:	At the end of the activity students will be able to scan medicine labels to find specific information.	
Functions:	Scanning, asking and answering questions	
Level:	Beginners-Elementary. Basic Literacy, ESOL Literacy	
Materials:	Is this medicine ok? Worksheet	Page 22

Key Vocabulary

Vocabulary of age: 3+ months, etc. from 3 months • 3 months up

- for oral use only • temperature • Calpol® • Panadol®
- names of other medicines

Instructions:

1. Hand out **Is this medicine OK? Worksheet**.
2. Look at pictures of medicines. Ask the students to pronounce names of medicines.
3. Look for information; for example “My baby is 1 month old. Can I give her Calpol?”
4. Write another example on the board: “My child is 6 months. Can I give him Calpol?” Ask for “yes” or “no” from the students.
5. Students look at the boxes on the Worksheet and tick yes or no boxes.

Suggestions for consolidation/extension activities:

- Hand out real medicine packets. Write a list of ages on the board - ask students how old their children are and include these ages. Students work in pairs/small groups to scan medicine packets/labels and decide which medicines they can give to which ages.
- Students bring in medicine they use with their children and work in groups to see if the medicine is appropriate for their own children. This is a good lead-in to the **At the Chemist - Symptoms, Medicines and Treatments Worksheet**.

Is this medicine ok? - Worksheet

Read each label. Can you give this to your child?
Tick (✓) the right answer.

1



My child is 4 months old.
He has a temperature.

Is this medicine OK?

Yes No

2



My child is 1 month old.
She has a temperature.

Is this medicine OK?

Yes No

2.2 Symptoms, Medicines and Treatments - Lesson Plan

Objectives: At the end of the activity students will be able to describe their children's symptoms in English and ask for/give information on appropriate medicine or treatment.

Functions: Describing symptoms and treatments

Level: Beginners-Elementary. Basic Literacy

Materials:

- Symptoms, Medicines and Treatments Worksheet Page 25
- Pictures/photos of symptoms, medicines Page 27
- Real medicine packets/boxes/bottles

NB: Some basic health vocabulary (parts of body, basic symptoms) should be taught in a previous lesson before doing this activity.

Key Vocabulary

- **symptoms** • rash • scrape • cut • colic • stomach pains • hurts
- fever/temperature • teething • cough • cold • flu • eczema • diarrhoea
- vomiting

Instructions:

1. Go over basic symptoms, using picture prompts (Longman or Oxford picture dictionaries, flashcards, vocabulary sheets, etc.).
2. Ask students to describe illnesses they or their children have had. Ask what the symptoms were and what medicine or treatment was used. Write these on the board.
Model language for describing symptoms and illnesses.
My baby is _____ (teething).
My baby has _____ (eczema/colic).
My baby's _____ (stomach) hurts.
3. Hand out **Symptoms, Medicines and Treatments Worksheet**. Ask students to work in pairs to write down symptoms and medicines or treatments.

2.2 Symptoms, Medicines and Treatments - Lesson Plan

4. As a class, ask students to describe symptoms and medicines/treatments. Some students may have different treatments or medicines to suggest. Write these on the board.
5. Have students working in pairs and asking for suggestions and advice about the symptoms or illnesses they are describing.

Suggestions for consolidation/extension activities:

- Encourage students to go to the chemist to ask for information. Give them a question sheet to take to the chemist and fill out.
- Organise a field trip to the local chemist. Have each student prepare a question to ask the chemist or find information on medicines at the chemist.
- Discuss folk remedies or conventional medicines they use in their own country. They may need to find the equivalent medicine sold in Irish chemists.

Symptoms, Medicines and Treatments - Worksheet



My baby is

My child's

hurts

My baby has

Work in groups. Write symptoms children have and possible treatments in the chart.

Symptom	Treatment
Example 1 My child has a temperature.	Give her Calpol
Example 2 My baby has a cut.	Use a plaster and cream.

2.3 Which Medicine? - Lesson Plan

Objectives: At the end of the activity students will be able to Identify appropriate medicines for different symptoms (for example teething, temperature/fever, pain)

Functions: Scanning, asking for information

Level: Beginners-Elementary. Basic Literacy, ESOL Literacy

Materials:

• Which Medicine? Worksheet	Page 28
• Which Medicine? Photo Sheet	Page 27

Key Vocabulary

- **medicine**
- **teething**
- **fever/temperature**
- **pain**
- **names of relevant medicines**

Instructions:

1. Hand out Which Medicine? Photo Sheet.
2. Ask students for information for example “What medicines do you use for a temperature?” (bear in mind that many French speakers will use fever for temperature, so explain that the Irish generally use “temperature”), “What medicines can you use for teething?”
3. Ask students: “What medicines are good for...?”
Ask students: “What medicines do you use for....?”
4. Hand out the **Which Medicine? Worksheet**. Students work in pairs to look for the information and fill in the information.
5. Check the information as a class.
6. Have students practise dialogues, asking and answering questions.

Suggestions for consolidation/extension activities:

- Encourage students to go to the chemist to ask for information. Give them a question sheet to take to the chemist and fill out.
- Organise a field trip to the local chemist. Have each student prepare a question to ask the chemist or find information on medicines at the chemist.

Which Medicine? - Photosheet



Which Medicine? - Worksheet



Look at the **Which Medicine Photo Sheet** and answer the questions.

1. Which medicines do you take for a temperature?

2. Which medicines can you use for teething?

3. Which medicines are good for pain?

Dialogues - Lesson Plan

Objectives: At the end of the activity students will be able to roleplay interactions at the chemist

Functions: Asking and answering questions, requesting, asking advice

Level: Beginners to Elementary. Basic Literacy

Materials: At the Chemist Dialogue sheets 1, 2, 3 Pages 33, 34 and 35

NB: This should follow previous exercises on dosages, symptoms and treatments

Key Vocabulary

- Are you alright? • large/small • I'm afraid we're out • How about.... ?
- Can I use it? • My child is (age) • recommend • How much?
- general symptoms • amounts of money • dosage amounts
- frequency (once a day, etc)

Instructions:

At the Chemist Dialogue 1

1. Hand out **At the Chemist Dialogue 1 Sheet**. Ask students to look at the photo. Elicit information from the students about the photo: Where is it? Who are the people? What is happening?
2. If the students are unsure of the situation, tell them what is happening. If the students offer the information that a mother is at the chemist and wants medicine for her child, ask them "what kind of medicine she may ask for". Write the suggestions on the board. Ask "how much each medicine costs for a small, regular or a large size?". Make sure students know they can give approximate amounts.
3. Another way to do this is to ask students the above information in the previous class and ask them to research prices for the next class.
4. Go through the dialogue with the students as a class. Ask them to listen and repeat each sentence, then select students individually to repeat the sentence. Ask them to insert one of the words and prices on the board for the gapped sentences.

Dialogues - Lesson Plan

5. Put students in pairs and ask them to practise the dialogue, inserting their own information for the gapped sentences. When they finish one, have them switch roles.
6. Ask for volunteers to do their dialogue for the class. Go over any problems with pronunciation or prices as a consolidation exercise after the dialogues.
7. If students are doing the FETAC Foundation ESL portfolio, tape their dialogues.

Suggestions for consolidation/extension activities:

- Have students write their own dialogues, using different questions or information.
- Go as a class to the chemist or ask students to practise this dialogue with the chemist in their area.
- Bring in a guest speaker to play the chemist and have students do the dialogues.

Dialogues - Lesson Plan

Dialogue 2

1. Copy **At the Chemist Dialogue 2 Sheet** - make one copy for every 2 students. Cut the dialogue strips up and put in envelopes. Keep the copies of the photo from the sheet.
2. Give each pair the photo. Ask them to decide what is happening. After a set amount of time, ask students what they think the situation is. Write down the answers on the board.
3. If the chemist is named, circle the answer on the board; if it is not, explain what the situation is.
4. Tell the students they are going to hear a dialogue between the two people in the picture. Play the dialogue once. Ask the students if they understood any words or information.
5. Tell the students to take the strips out of the envelope. Explain these strips are the dialogue. Play the dialogue again and have students to put the strips in order.
6. After they have put the strips in order, explain that there are three pieces of information missing and that they should try to fill the information in. You may have to play the dialogue more than once.
7. Check the order of the strips with the class—use an overhead transparency of the dialogue or flip chart.
8. Have the students practise the dialogue with each other, replacing the gapped information with different medicines and ages.
9. Have volunteers model their dialogues.

Suggestions for consolidation / expansion / activities

- Tape record or videotape the dialogues. Use them in a later class as consolidation.
- Ask students to find alternate medicines they can use with their child, according to age.

Dialogues - Lesson Plan

At the Chemist Dialogue 3

1. Hand out **At the Chemist Dialogue 3 Worksheet** in a previous class.
2. Ask students to read the dialogue and fill in the information in the gaps. Tell students to make sure the medicine is safe for their child's age. If someone doesn't have children, give them a card with a symptom and age and have them research what medicines to take.
3. Practise the dialogue in pairs in the next class.
4. Ask for volunteers to model the dialogues. Write the gapped information on the board.
5. This may lead to a discussion in class (comparing prices, treatments and medicines).

Suggestions for consolidation/extension activities:

- If possible, ask students to bring in medicines they use with their child or empty containers. Start a class box and collect empty containers to use in future dialogues or exercises. Have students look through the box to see what medicines their children can or cannot take.

At the Chemist - Dialogue 1

Read and practise the dialogue with a partner.
Write your own dialogue and practise.



Shop Assistant: Are you alright?

Customer: Have you got any _____?

Shop Assistant: Would you like the large or small?

Customer: Large, please.

Customer: Thank you.

Shop Assistant: No problem.

At the Chemist - Dialogue 2

Cut up the strips. Put them in order. Practise with a partner.



Sorry.

Yes?

Have you got any _____?

No, I'm afraid we're out. How about _____?

My child is _____. Can I use it?

Yes, it's fine.

OK. Thanks.

You're welcome.

At the Chemist - Dialogue 3

Read the dialogue. Fill in the gaps. Practise with a partner.



Customer: Excuse me.

Shop Assistant: Can I help you?

Customer: Yes. My child _____

symptoms

He/She is _____

how old is your child?

Can you recommend anything?

Shop Assistant: You can give him/her _____

name of medicine

Customer: OK. How much do I give him/her?

Shop Assistant: _____

dosage

That will be _____

how much will it cost?

Customer: Here you go. Thank you.

Shop Assistant: You're welcome. Goodbye.