

Ow, that hurts!

LEARNING OUTCOME

learn how to describe symptoms of an illness to a doctor

WARMER

Ask students how often they need to see the doctor. Compare answers around the class.

Explain that a General Practitioner (GP) is a type of doctor who is trained in a broad range of medicine.

Ask students if they have ever been to a General Practice surgery in England and, if so, whether it was easy to speak to the doctor.

Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to describe symptoms of an illness to a doctor.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Answers

The people are in a doctor's/GP's (General Practitioner's) surgery (sometimes also called a Health Centre). The patient is talking to the doctor. She has a headache and probably a temperature as well.

Everyday vocabulary

- 2 Ask students to look at the words in the box and write them in the correct category. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

Parts of the body: ankle; back; chest; ear; elbow; eye; knee; neck; shoulder; stomach; throat; wrist

Treatment: medicine; antibiotics; cough syrup; paracetamol; plaster

- 3 Ask students to work in pairs and brainstorm any other words they know and add them to the categories. Ask pairs to share their ideas with the class. Check answers and write the words on the board.

Possible answers

Parts of the body: finger; foot; head; leg;

Treatment: bandage; cast; first aid; sling

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Sandra and a doctor. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out how the doctor treats Sandra's problem. Ask students to check their answer in pairs, before checking as a class.

Answer

The doctor gives Sandra a prescription for antibiotics as he thinks she has an infection.

- 5 Ask students to look at the dialogue on the page and complete gaps 1–6 with the missing sentences a–f. They check answers in pairs, then listen to the dialogue again and check.

Answers

1 d 2 f 3 a 4 c 5 e 6 b

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one: Sandra or Dr Ross. Ask students to think about the meaning of each expression and then reorder them to make a logical dialogue. Check the answers as a class. Ask students to practice saying the expressions.

Answers

- [7] I'm going to prescribe you some penicillin. (Dr Ross)
- [6] Ow, that hurts! (Sandra)
- [3] Can you describe the symptoms? (Dr Ross)
- [1] What seems to be the problem? (Dr Ross)
- [8] Thank you, doctor. (Sandra)
- [9] And remember to drink plenty of water. (Dr Ross)
- [2] I'm not feeling very well. (Sandra)
- [4] I feel sick, and this morning I felt faint. (Sandra)
- [5] How does it feel if I press here? (Dr Ross)

Over to you!

- 6 Students work in pairs and decide who will be the patient and who will be the doctor. Ask them to read the instructions and follow the steps. Tell students they can choose any illness or condition that affects any part of the body in 2. Remind students to use expressions from the Toolkit and the dialogue in 4. Students can then swap roles and do the role-play again. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students act out their dialogues again, this time with a 'bad' doctor, who prescribes silly treatments (for example, *Patient: I have a broken leg. Doctor: You need a plaster!*).