

12A What's the matter?

Activity type: Speaking and vocabulary – Role play – Pairs

Aim: To practise using language for talking about the body and health

Language: The body and health – Use at any point from 12.1.

Preparation: Make one copy of the worksheet for each learner.

Time: 25 minutes

- 1 Divide learners into pairs and give each learner a copy of the worksheet. They read the first conversation and identify what the people are talking about.

Steve feels unwell, and Tom gives him some advice about what to do.

- 2 Learners work together and try to fill in the missing letters in the conversations. Allow five minutes for them to do this. Then explain that in the grid they will find the missing expressions. They spend five minutes looking for the expressions in the grid, in order to check their answers to stage 1. The words go across → and down ↓ in the grid.

Missing words and expressions:

– *very well, tired, energy, lie down, a temperature, to the doctor*
– *better*

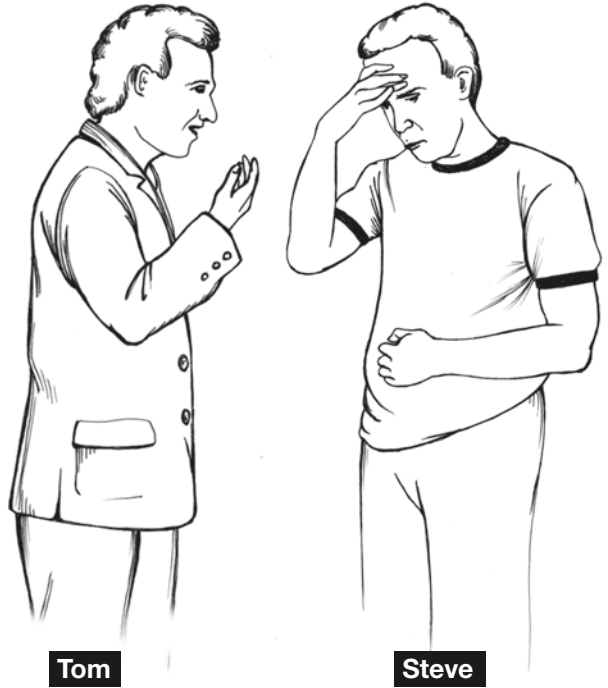
- 3 Learners practise reading the dialogues, taking it in turn to play each role.
- 4 Learners look at the bottom part of the worksheet. Explain that the two speech bubbles contain other expressions relating to health problems and advice. Learners work together to fill in the missing letters in the expressions. Allow five minutes for them to do this. Then they look for the expressions in the grid.

<i>I've got</i>	<i>a headache, a cold, a sore throat, a pain in my neck, stomach ache, backache, toothache, earache</i>
<i>You should go</i>	<i>to the dentist</i>
<i>You should take</i>	<i>a day off work</i>
	<i>a painkiller</i>
	<i>some antibiotics</i>

- 5 Learners use the expressions to improvise new dialogues, using the conversations between Tom and Steve as models.
- 6 Learners work in pairs to brainstorm other health problems, along with possible advice which a friend might give to someone suffering from them. Monitor and assist with new vocabulary where necessary.
- 7 Learners act out conversations for the rest of the class. Ask the other learners to listen to each conversation and identify the health problems and the advice given in each case.

12A What's the matter?

TOM Hi, Steve. How are things?
STEVE I'm not feeling v____ w____, actually, Tom.
T Why? What's the matter?
S I'm feeling t____. I just haven't got any e____.
T I think you should go and l__ d____.
S Yes, maybe. But I've got _ t_____ too.
T Really? Perhaps you should go t_ t_ d____.
S That's a good idea. I'll go this afternoon.



S	R	T	O	T	H	E	D	O	C	T	O	R	N
O	D	D	A	E	G	O	A	W	L	O	D	B	A
M	T	A	P	N	B	C	T	A	D	T	F	A	H
E	T	C	A	A	W	O	E	N	O	H	I	C	E
A	P	A	I	N	I	N	M	Y	N	E	C	K	A
N	T	S	N	D	V	B	P	E	S	D	K	A	D
T	O	O	K	L	E	E	E	N	N	E	E	C	A
I	O	R	I	I	R	T	R	E	T	N	A	H	C
B	T	E	L	E	Y	T	A	R	I	T	R	E	H
I	H	T	L	D	W	E	T	G	R	I	A	A	E
O	A	H	E	O	E	R	U	Y	E	S	C	M	A
T	C	R	R	W	L	H	R	M	D	T	H	D	C
I	H	O	E	N	L	T	E	C	E	S	E	R	O
C	E	A	D	A	Y	O	F	F	W	O	R	K	L
S	S	T	O	M	A	C	H	A	C	H	E	Y	D

TOM Hi, Steve. How are you feeling this morning?
STEVE I'm feeling b____, thanks!
T That's great! Have a good day!

I've got _ h_____
 _ c____
 _ s____ t_____
 _ p____ i_ m_ n____
 s____ a____
 b_____
 t_____
 e_____

You should go t_ t_ d_____
 You should take _ d_ o_ w____
 _ p_____
 s____ a_____