

10.2

LEVEL

Intermediate

ACTIVITY TYPEJigsaw reading
Role play**MATERIALS**

One copy of the pictures (Part A of the worksheet)
 One copy of Text A and Text B (Part B) and the list of comprehension questions (Part C) for each student

TARGET COLLOCATIONS

check *someone's* blood pressure,
 dull ache,
 fall ill,
 feel *someone's* pulse,
 heavy cold,
 make an appointment,
 runny nose,
 sharp pain,
 sore throat,
 splitting headache,
 take *someone's* temperature,
 write a prescription

TIME

40–50 minutes

Unit 10 Health and medicine

In good health

Warmer

Explain that you are going to be talking about health and going to the doctor's. Ask the class to brainstorm some words and phrases connected with illnesses and injuries, and the things doctors and nurses do.

Input

- 1 Put the class into two teams.
- 2 Ask one student from each team to come to the front of the class. Show the two students one of the pictures and ask them to mime the picture shown on the card to the rest of their team to guess. Award a point to the first team to guess the collocation.
- 3 If neither team can guess the exact collocation, ask questions to try and elicit it. For example, ask, *What is another way of saying 'to become ill'?* for *fall ill*, or *What do we call a heavy sort of pain that lasts for a long time?* for *dull ache*.
- 4 When a collocation has been guessed or elicited, write it on the board.
- 5 Continue the game with the next card and two more students (one from each team).

Practice

- 1 Put the students in pairs. Give one student in each pair Text 1 and the other student Text 2. Also give each pair a list of comprehension questions (Part C of the worksheet). Ask each student to read their text and answer the comprehension questions on it without looking at the other person's text. The texts are similar but there are several differences.
- 2 Now explain to the pairs that they have both read texts which are similar but have eight differences. Ask them to discuss their answers to the comprehension questions and try to find out the differences.
- 3 Give out the remaining Tom texts and comprehensions questions so that each student has a copy. Check answers.





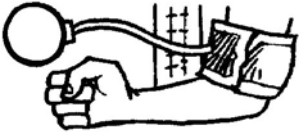







Answer key

- 1 Tom (1) was on holiday but Tom (2) was at work when he fell ill.
- 2 Tom (1)'s foot felt better in the night, while Tom (2) was kept awake by the pain in his foot.
- 3 Tom (1) woke up with a sore throat and a runny nose, while Tom (2) had earache and a splitting headache.
- 4 Tom (1)'s doctor took his temperature and checked his blood pressure, while Tom (2)'s doctor took his temperature and felt his pulse.
- 5 Tom (1) had a heavy cold but Tom (2) had an infection.
- 6 Tom (1) had no medicine but Tom (2) was given antibiotics.
- 7 Tom (1) had a drawing pin in his shoe, while Tom (2) had a nail in his.
- 8 Tom (1)'s doctor was a woman, Tom (2)'s was a man. (This is a bit of a trick point – they know this only from the pronoun used.)

Follow-up

- 1 Ask students to work in pairs to write the outline of a role play in a doctor's surgery. The outline should not state the doctor's and patient's actual words, but suggest what they might say. For example, *Doctor: asks the patient to sit down*.
- 2 When the pairs have finished, they should swap their outline with another pair. Each pair should now act out the role plays.

A

 feel someone's pulse	 take someone's temperature	 sore throat	 fall ill
 check someone's blood pressure	 sharp pain	 heavy cold	 write a prescription
 runny nose	 make an appointment	 splitting headache	 dull ache

B

Text 1

Tom was on holiday when he fell ill. First, he felt a sharp pain in his foot. The pain got worse and worse. In the night, his foot was a bit better, but he woke up the next day with a sore throat and a runny nose. During the morning, the pain in his foot got worse again, so he decided to make an appointment to see the doctor. The doctor examined his foot and his arm, took his temperature and checked his blood pressure. 'There's nothing much wrong,' she said. 'You simply have a heavy cold. Go home and rest.' 'But what about the pain in my foot?' said Tom. 'Surely that can't be to do with my cold!' 'No, it isn't,' the doctor replied. 'You have a drawing pin stuck in the bottom of your shoe.'

Text 2

Tom was at work when he fell ill. First, he felt a sharp pain in his foot. The pain got worse and worse. In the night, his foot kept him awake with a dull ache, and he got up the next day with an earache and a splitting headache. During the morning, the pain in his foot got worse and worse, so he decided to make an appointment to see the doctor. The doctor examined his foot and his arm, took his temperature and felt his pulse. 'You have a nasty ear infection,' he said. 'I'll write you a prescription for some antibiotics!' 'But what about the pain in my foot?' said Tom. 'Surely that can't be to do with my ear infection!' 'No, it isn't,' the doctor replied. 'You have a nail stuck in the bottom of your shoe.'

C Answer the questions about the text you read.

- Where was Tom when he fell ill?
- What symptoms did he have?
- How did he feel the next morning?
- What did the doctor do?
- What did the doctor say was wrong with Tom?
- Did the doctor write Tom a prescription?
- What did the doctor say about Tom's foot?
- Was the doctor a man or a woman?