

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

## Reading

Read these conversations and put the health problems in order of how serious you think they are, starting with the most serious.

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2. \_\_\_\_\_

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9. \_\_\_\_\_

10. \_\_\_\_\_

### Conversation 1

**Receptionist:** " Good morning Rathmines Primary School. How may I help you".

**Parent:** "Good morning. This is Aisling Prior, Aifric's mother. I'm afraid Aifric won't be in school today. She's got a bad sore throat and a temperature".

**Receptionist:** "Okay Mrs. Prior. Thanks for letting us know. I'll pass on the message to her teacher".

### Conversation 2

**Tom:** "Mary what's wrong? Why are you crying?"

**Mary:** "Oh Tom, it's my father. He's just been diagnosed with lung cancer. It's very advanced. They're not even going to operate".

**Tom** "Oh Mary. That's awful. I'm so sorry ".

### Conversation 3

**John:** "You don't have any painkillers by any chance? I've got a splitting headache".

**Jane:** "Just a minute I think I've some Panadol in my bag".

### Conversation 4

**Emer:** "Helen won't be in today. She's got the flu. Would you mind covering for her?"

**John:** " No problem. Which class is it?"

### Conversation 5

**Mother 1:** "Johnny's got a tummy bug".

**Mother 2:** "There must be something going round. Mary's got it too. I kept her out of school yesterday and today".

### Conversation 6

**Colleague 1:** "You look dreadful"

**Colleague 2:** "I *feel* dreadful. I've got terrible diarrhoea and I was up half the night vomiting "

**Colleague 1:** "Why on earth didn't you take a sick day?"

**Colleague 2:** "I have to have this report in head office by midday. It's already three days late".

**Colleague 1:** "Anything I can do?"

**Colleague 2:** "There is actually. You wouldn't go as far as the pharmacy and get me some Imodium?"

### Conversation 7

**Mother:** "That's a terrible cough you've got. You should give up smoking"

**Son:** "I know. I'm going to quit for Lent".

**Mother:** "What ? You're going to take my advice?"

### Conversation 8

**Doctor:** "Okay. Let's listen to your lungs. Take a deep breath please ... and out . And again. Yes you've definitely got an a lung infection. You'll need to take a course of antibiotics and take it easy for a few days".

**Patient:** "You mean take time off work?".

**Doctor:** "At least for a couple of days. The antibiotics should work fairly quickly but make sure you finish the course even if you're feeling better"

### Conversation 9

**Bill:** "Hi'ya mate. What's the matter with the foot? Why are you limping?"

**Tom:** "I twisted my ankle at the football last night"

**Bill:** " I can't believe you're still playing football at your age. Will you ever learn?"

**Tom:** " Probably not"

### Conversation 10

**Kevin:** " How's your father doing these days?"

**Mary:** " Not too bad at all thanks. Apart from the arthritis he's great for his age. 92 and as bright as a button. Reads his paper from cover to cover and spends the rest of the day giving out about the state of the country!"

## Groupwork

Work in small groups. Compare your lists and discuss them. See if you can reach agreement on a group list.

1. \_\_\_\_\_

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9. \_\_\_\_\_

10. \_\_\_\_\_

## Language Focus

1. What verb is used most often to talk about the different health problems? Underline all the examples. Can you add anymore examples to the list?
2. What verb structure does the mother use when she is giving her son advice? What advice would you give to somebody who
  - A) can't sleep at night
  - B) is overweight
  - C) has no energy
  - D) gets a lot of headaches
3. Make a list of words in the conversation which mean "very bad". Can you add any more words to the list?
4. There are several examples of common expressions using the verb "take". Find them and underline them. Can you think of any other common expressions with "take"?
5. In conversation 7 the son says he is going to "give up smoking". What does he mean?
6. In conversation 10 Mary says her father spends his day "giving out about the state of the country." What does she mean?

## Health problems

**MODULE: Health**

**LEVEL:R1T**

<b>Time: 2 hours +</b>	<b>Focus: Speaking/Vocabulary development -collocation</b>
<b>Class organisation: Individual/small group/ pairs</b>	<b>Type of activity: Grading/ranking</b>
<b>Can be adapted to:</b>	<b>Prerequisites: Eng- Eng dictionaries</b>
<b>FETAC:</b>	
<b>ELP: Explain a problem to my doctor</b>	

<b>For this activity you need...</b>
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1 worksheet per student

<b>N.B.</b>
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<b>In Class Procedure at a Glance</b>
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1. Distribute work sheets and explain that the student are going to read ten short conversations. In each conversation there is a health problem. The students work individually to rank the problems from the most serious to the least serious.
2. Explain that there is no "right" answer. It's a matter of personal opinion.
3. Allow plenty of time for students to check unknown vocabulary using dictionaries and peer checking.
4. Once everybody has completed their list put the students in small groups (In a small class you could do this in pairs but groups of 3 or 4 will maximise discussion).
5. Focus attention on the group sheet (page 5). Explain that students now must try to reach a consensus The most serious illness is unlikely to be very controversial (lung cancer!) but the others should generate plenty of debate. Allow plenty of time. The aim is to discuss symptoms, etc

6. Circulate noting language items for feedback. As health related vocabulary emerges note in on the board. If students are searching for a term, help them out and add these to the board as well.
7. When groups are finished get them to compare their lists. Encourage debate if there is disagreement.
8. Review vocabulary items on the board.
9. Elicit what structure is most frequently used for health problems in conversations (have got) Give students a few minutes to underline the example .before listing them on the board .
10. Elicit additional examples. (a cold, toothache, earache etc. etc. ) if students suggest words that don't collocate with "have got" elicit the appropriate verb e.g. have got sick – incorrect, be sick - correct
11. Focus students attention on the use of should in conversation 7. Put students in pairs to come up with advice for the four health problems. Suggestions
12. Get pairs in turns to present their ideas. Make a list on the board.
13. Students work in pairs to find synonyms for very bad – awful. dreadful, terrible and splitting( point out that the later only works with headache!) Elicit other common collocations – a dreadful day, awful meal etc. Point out that we don't put "very" before these adjectives without going in to depth but you could offer one or two further examples that students are likely to be familiar with – great, delicious etc.
14. Focus students attention on the use of 'take advice' in conversation 7. Ask them if they can remember any other expressions with take from the conversations. List any they remember on the board.
15. Give students a few minutes to read though the conversations underling the examples. Let them compare their answers in pairs before checking for the whole group. Check if students can add any other examples.(not necessarily related to health)
16. Check that everybody understands the phrasal verb to give up. Ask students if they have ever tried to give up anything. Did they find it easy or hard? How long did they do it for? (You might encourage them by giving an example from your own life)
17. In pairs let them compare their experiences of giving up things.
18. Get feedback from a few pairs.
19. Check everybody understands the meaning of "to give out about something" Explain that this is peculiarly Irish Give other example (both in the senses of complain and scold)
20. Check if they are of any other words that are peculiarly Irish. Students will often come up with 'grand' and they may have a few expressions they've heard but don't really understand e.g. 'What's the craic?'