

Talking to the Doctor

A. Look at this grid of **body parts** and **symptoms**. Do you understand all of them? Look them up in the dictionary if you don't.

1. a toothache	2. nauseous	3. stomach	4. a headache
5. a temperature	6. chest	7. shoulder	8. sick
9. dizzy	10. ears	11. back	12. a sore throat
13. swollen glands	14. a rash	15. wrist	16. neck
17. diarrhoea	18. knee	19. tired	20. pins and needles

Write the words in the correct column:

Body Parts	Symptoms

Talking to the Doctor... continued

B. How can you **explain your health problems to your doctor?**

- You can use body parts in sentences to make a symptom.

AND/OR

- You can say the symptom.

Look at the **beginning** of three different sentences you can use.

Write the body parts and symptoms from exercise **A** beside the correct sentence on the right:

Beginning of sentence	End of sentence (Parts of the body/Symptoms)
I have a pain in my ...	<i>stomach</i>
I have...	
I feel ...	<i>dizzy</i>

Talking to the Doctor... continued

C. Now write as many different sentences as you can to describe different symptoms.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Talking to the Doctor

MODULE: Health

LEVEL: R1 Transition/R2 Lower

Time: 45 mins	Focus: Explaining various different symptoms to the doctor using accurate structures.
Class organisation: Pairs or groups of three	Type of activity: Reading, categorising, writing
Can be adapted to:	Prerequisites: Basic knowledge of body parts
FETAC:	
ELP: Level A2, Spoken Interaction. "I can explain a problem to my doctor/dentist."	

For this activity you need...

Class set of worksheet,
"Talking to the Doctor."

N.B.

In Class Procedure at a Glance

1. Ask students if they have been to the doctor in Ireland. Was it difficult for them to explain exactly what the problem was?
2. Distribute worksheets and give students a few moments to make sure they understand all the words. In pairs, they can write the words in the correct column. Check answers, and drill pronunciation.
3. Tell students that they are now going to use the words to make sentences they can use at the doctor's. Students focus on the beginning of three different sentences. They then put the words from exercise A beside the correct "beginning". Check answers, highlighting that "I have a pain in my..." is used with body parts, and "I have/feel..." with symptoms.
4. Students could do the writing exercise for homework.