

MODULE 4 Seeing the doctor

Unit 1

I haven't done much exercise since I got my computer.

Listening and vocabulary

Preparation

- Ask students to look at the pictures and tell you what they are about. Ask them to put them in their personal order of frequency.

1. Match the words and expression in the box with the pictures.

- Ask students to read the words. Repeat the words chorally and individually. This will help students recognise the words when they hear them.
- Ask students if they know what the words mean. Tell them the pictures show the meanings and ask if they can guess any.
- Have students work alone to match the words and pictures.
- Check as a whole class.

Answers

cough — c; fever — e; headache — a;
stomach ache — b; toothache — d

Extension

- Ask students to compare their personal order of frequency, that is, which problem they have most often and which they have least often. Compare as a class and find out which is the most frequent health problem in your class. Try to give some health tips.

2. Listen and check (✓) what's wrong with Betty and Daming.

- Tell students the pictures and the activity instructions tell them something about the recording. Ask what they think the conversation will be about. Elicit ideas.

- Read the table first so the class know what to listen for.
- Play the recording and ask if they were right about what the conversation is about. Then ask them to complete the table.
- Have students compare answers with their desk partner, and then listen to the recording a second time to check their answers.
- Check as a whole class.

Answers

	cough	fever	head-ache	stomach ache	tooth-ache
Betty	✓	✓			✓
Daming			✓	✓	

Tapescript

Daming: Hi, Betty.

Betty: Hi, Daming. You don't look very well. What's the matter with you?

Daming: (*groaning*) I've got a stomach ache and a headache.

Betty: Have you seen a doctor?

Daming: No, I haven't.

Betty: You should go and see one!

Daming: OK. You don't look very well either, Betty. What's the matter with you? Have you got a fever?

Betty: Yes, I've got a temperature... and a cough.

Daming: You should see a doctor too.

Betty: I've seen a doctor. I saw a doctor this morning. Ah!

Daming: What's the matter?

Betty: I've got a toothache as well!

3. Listen and read.

- Tell students they are going to read and listen to a conversation between Daming and his doctor. Ask students if they remember the last time they went to the doctor's. Discuss and elicit typical questions that doctors ask and expressions they would expect to hear or use when speaking to a doctor.

- Write their ideas on the board under the headings “Questions” and “Expressions”.

- Have students read and listen to the conversation and tell you if any of the ideas on the board are included.

- Ask students to find the phrases “my head hurts”, “caught a cold” and “be very harmful to your health” in the conversation, and then ask them to repeat them chorally. Check their pronunciation.

- Put students in pairs and tell them to look at the three expressions in the conversation and work out the meaning.

- Elicit ideas for the meanings from the class. Check that they are correct.

- Tell students they are going to read the conversation with a partner. Ask them to read it slowly and check if there are words they don’t understand. Ask them to discuss the words with their desk partner and try to work out the meaning.

- Write the new words on the board. Repeat chorally to help recognise the pronunciation.

- Play the recording and ask students to read the conversation out loud.

- Put the class into pairs and allocate a character (the doctor or Daming) to each student in the pair. Play the recording again and ask them to read their part.

- Tell pairs to practise the conversation, imagining that they are professional actors.

- Invite pairs to perform the conversation for the class. Video record using a mobile phone or camera, if possible, so that students can watch their own performance afterwards.

Now complete the table about Daming.

- Tell students to look at the table and try to complete it from memory, referring to what Daming told the doctor. Allow them to work with their desk partner.

- Have students read and listen to the conversation again and check their answers. Tell them they should find three answers for “why” and for “what to do”.

- Ask students to compare answers with a partner. Then check as a whole class.

Answers

Illness	headache, stomach ache
How long	three days
Why	no breakfast, eat fast food, no exercise
What to do	stop eating fast food and have breakfast every day, get some exercise, take some medicine

Language points: Notes on the conversation

- *get/do some exercise* — These two phrases mean the same thing, but “get some exercise” is more informal and slightly more frequent than “do some exercise” in spoken English.

- *temperature/fever* — When talking about a person with a body temperature higher than normal, “to have a temperature” is far more frequently used than “to have a fever”. “Fever” is used in other contexts like “There’s no fever.” and “The fever has gone.”

Everyday English

How can I help you? — frequently used in formal situations such as in shops, at hotel receptions, the doctor’s, the chemist’s, etc. to mean “What do you need?”

No, not usually. — a neutral or informal response to a question about habit, meaning “No, I don’t usually.”

That’s the problem! — an informal expression used when the source of a problem has been identified. It is usually followed by an explanation of where the problem is coming from. For example:

— I can’t sleep because I’m worried about exams.

— That’s the problem! You need to relax and stop worrying. Then you won’t be so tired and you’ll study better, so you won’t be so worried!

Not really. — an informal way of saying “No, not much/not many/not very.” For example:

— Are you enjoying this film?

— Not really.

4. Complete the passage with the words and expression in the box.

- Explain to students that they are going to complete the passage with the words in the box.

- Ask students to complete the passage with the

correct words and discuss the answers with their desk partner.

- Check answers as a class.

Answers

- | | |
|----------------|-----------------|
| 1. health | 2. stomach ache |
| 3. cough | 4. fever |
| 5. temperature | |

Extension

- Give students two minutes to read the passage in Activity 4 again and memorise as much as possible.
- Ask students to close their books and tell them you are going to read the passage to them. They should write down as many words that they hear as possible. They do not need to write sentences. Individual words are enough.
- Read the passage out loud at almost natural speed while students write down what they can.
- Put students in pairs to compare the words they have written down and to start reconstructing the passage together in their notebooks, using their words and their memory.
- Remind them to think about spelling and grammar while they write the passage.
- After two or three minutes, read the passage again at an almost natural speed for students to check further and add information.
- Ask pairs to finish writing the passage down from memory, using all the words they have heard.
- When they have finished, have pairs check their work by comparing it with the original passage in Activity 4.

Methodology tip: *Checking work together*

Allowing students to check their work together or work in pairs is a good way of supporting less able or shy students. Students learning a foreign language may feel insecure when a teacher asks them to answer a question in front of their classmates, especially if they find language learning difficult. In other areas of life, when we

feel unsure of something, we ask for help, often from our friends, as this makes us feel more protected. So in the language classroom, it is a good idea to follow a similar practice. Also, in a class with a lot of students, it is difficult for a teacher to monitor and help every single student, so students working together or checking answers together can help each other learn, as the weaker student learns from the stronger one and the stronger student learns by explaining to the weaker one.

Pronunciation and speaking

5. Listen and notice the intonation.

- Tell students to look at the sentences and the small arrows. Tell them that the arrows indicate the correct intonation in these questions.
- Play the recording for students to listen to and notice what the voice does at the end of the questions.
- Ask a volunteer to imitate each question.
- Ask students to tell you which two questions can be answered with yes or no. Ask them to tell you if the intonation on these two questions is the same as or different from the intonation in Questions 1 and 2.
- Invite students to tell you their conclusions about the rule (intonation goes down at the end of open questions and up at the end of yes/no questions).

Now listen again and repeat.

- Tell students to listen to the recording again and repeat the questions.
- Play the recording. Have students repeat chorally.
- Ask individual volunteers to say the questions. Encourage their classmates to clap if the intonation is correct.

6. Work in pairs. Act out a conversation between a doctor and a patient.

- Tell students that when they want to tell someone how long an action has been happening using the length of time (the number of days, years, etc.), they need to use “for”. Ask students to find an example in the conversation between Daming and his doctor.
- Divide the class into two halves — As and Bs. Tell the As they are going to be doctors, and tell the

Bs they are going to be patients.

- Put the As in groups of three and the Bs in groups of three. Tell the As to write down at least five questions they can ask their patients, looking at the conversation between Daming and his doctor for help.
- Tell the Bs to decide what problem they have, looking at Activity 1 for ideas, how long they have had it, and what the symptoms are.
- Tell students to read the conversation in Activity 3 again to remind them of a typical conversation in this situation.
- Put students in pairs to role-play a conversation between a doctor and a patient, using A's questions and B's ideas. Record the conversations if you wish.

Unit 2

We have played football for a year now.

Reading and vocabulary

1. Describe the activities in the pictures. Which ones are healthy?

- Tell students to look at the pictures and tell you what they see. Write their ideas on the board.
- Ask students to write down the activities in the pictures under the headings "Healthy" and "Not healthy". Then ask them to compare their lists with their desk partner.
- Check answers as a whole class.

Answer

b; c; d; e

Extension

- Ask students to put the activities in order of their preference or according to how often they do them.
- Tell them to compare their lists with their desk partner.

Methodology tip: *Personalisation*

The more associations a student creates in their mind when learning, for example, vocabulary, the easier it is for them to remember what they have learnt later. And the best type of association is to relate the new language to students themselves. This is called personalisation. Using pictures to present language and the topic of the lesson is also a good way of forming links, as it associates words and images. A simple follow-up activity associating the language to students' own lives makes learning much more efficient, lasting and useful.

2. Read the passage and match the people with the pictures in Activity 1. There is one extra picture.

- Tell students the passage tells the stories of four of the people in the photographs who are trying to have healthier lives. Ask them to predict the words and content. This will help them understand what they are reading.
- Discuss their ideas as a class and write their words on the board.
- Set a time limit of three minutes. Tell students to read the passage quickly and decide which of the activities in the pictures in Activity 1 each of the paragraphs talks about.
- Check answers as a class.
- Tell students to read again and see if they can find any of the words they predicted.
- Compare as a class.

Answers

Anna — Picture e; Wang Wei — Picture c;
Thomas — Picture d; Richard — Picture b

Extension

- Put students in pairs to write a quiz for their classmates. On the board, write "Find someone who has a dog" and "...does not like his new sport".
- Tell students to look for the answers and tell you who the sentences refer to, Anna, Wang Wei, Thomas or Richard.

- Check as a class.
- Tell pairs to write similar sentences starting with “Find someone who...” for their classmates to solve. Ask them to write at least six sentences.
- Monitor and help as necessary.
- When pairs have finished writing their sentences, tell the class to close their books.
- Pairs exchange sentences and try to match the sentences to the correct names from memory.
- Allow students to read the passage again to check answers.

Learning to learn

- Read the information together and check meaning.
- Ask students to look at the four paragraphs in the passage and decide which one is asking for advice. Then ask them to tell you how they know.

3. Complete the notes.

- Have students read the sentences and complete the notes from memory.
- Play the recording again for students to check answers.
- Check answers as a whole class.

Answers

- | | | |
|-----------|--------------|----------------|
| 1. well | 2. exercise | 3. dog; walk |
| 4. first | 5. year; fit | 6. underground |
| 7. bike | 8. smile | 9. week |
| 10. enjoy | 11. weak | |

4. Complete the sentences with the words in the box.

- Read the words in the box with students and check their pronunciation.
- Ask students to repeat the words chorally.
- Have students read the sentences and check their understanding.
- Working individually, students complete the sentences with the words in the box.
- Have students compare answers with their desk partner before checking as a class.

Answers

- | | | |
|--------------|------------|----------|
| 1. condition | 2. active | 3. awful |
| 4. member | 5. Perhaps | 6. daily |

Writing

5. Work in pairs. Look at the pictures of Colin. Write notes and explain...

- Put students in pairs and tell them to look at the pictures and discuss. Ask them to tell you what Colin is doing in each picture.
- Have students read the questions and, working with their partner, write notes to answer them. For example:
Colin’s problem — eating junk food, too heavy, not very fit
Doctor’s suggestion — getting some exercise and eating healthy food
What happens next — doing exercise
How he feels now — feeling very well and happy
- Compare ideas and discuss as a class.

Now write four sentences to describe what happened.

- Working individually, students write four sentences imagining they are Colin.

Possible answers

I didn’t feel very well, I was too heavy and I ate too much fast food.
My doctor said I should get some exercise and eat healthy food.
I went exercising.
Now I feel very well and happy.

6. Write a passage about healthy living. Use the sentences you wrote in Activity 5 to help you.

- Tell students to write a complete passage about healthy living, imagining they are Colin. Tell them to write a first draft using their sentences and notes from Activity 5 and add more information.
- When they have finished their first draft, put students in pairs to read and correct each other’s passage, focusing on spelling and grammar. Ask them to check that they have included some new words from the module.
- Have students write a final copy of their passage.

Possible answer

I didn't feel very well last summer, and I was too heavy. My doctor said I ate too much fast food. She said I should get some exercise, eat different food and drink a lot of water.

I started to go exercising with two friends. At first I didn't like it, because it was tiring. My friends said to me, "Don't stop! You can do it!" So I didn't give up. Later I began to enjoy exercising and now I feel very well and happy. My life is very different now!

Unit 3

Language in use

Language practice

- Ask students to think of three situations in their lives that started in the past and still continue. Tell them to write them down. For example:

I live near my grandparents.

I study at this school.

I haven't seen my glasses.

- Read the sentences in the box as a class and ask students to tell you what "for" and "since" mean.

- Ask students to rewrite their three situations, using the present perfect and "for" or "since", so that they can tell people how long this situation has been happening. For example, I've lived near my grandparents since I was born./I've studied at this school for many years./I haven't seen my glasses since the weekend.

- Monitor and help as necessary. Then ask three or four students to write some of their sentences on the board as examples.

Language point: *For & since*

- Tell students to look at the sentences in the language box and tell you where "for" and "since" go in a sentence.
- Draw students' attention to the fact that these words are frequently used with the present perfect. Point out that the difference between "for" and "since" is as follows:

- for + (length of time): for three weeks, for five minutes, for three centuries
- since + (when the situation started): since winter, since my birthday, since this morning

1. Work in pairs. Ask and answer the questions.

- Read the questions to the students. Then ask them to listen and repeat. Help with pronunciation and intonation as appropriate.
- Have students read the questions and write their answers, using complete sentences. Monitor as necessary.
- Put students in pairs to take turns asking and answering the questions.
- Ask individual students to report to the class about their partner's answers.

2. Complete the questionnaire about healthy living. Use *since* or *for* where necessary.

- Have students read the questions and think about their answers for a minute.
- Tell students to write their answers using "since" or "for" wherever appropriate.
- Have students compare answers with their desk partner and correct each other's spelling and grammar. Ask them to focus on the correct use of "since" and "for" in particular.
- Put students with a different partner to take turns asking and answering the questions.
- Ask students to report back to the class about their partner's answers to the questionnaire.

Possible answers

1. I walk to school and I play football.
2. I have walked to school since I was six and I have played football for three years.
3. Yes, I do.
4. I have played in the school football team for a year.
5. Yes, I do.
6. I have had a healthy diet for years since I was little.

3. Complete the sentences.

- Put students in pairs.

- Tell them to read the short dialogues and decide how many of them could be at the doctor's.
- Check ideas as a class.
- Ask pairs to complete the conversations with words in the correct form, using the time expressions to help. Tell them all the words are "have + participle" forms.
- Check answers as a class.

Answers

- | | | |
|--------------|--------------|-----------|
| 1. been/felt | 2. seen | 3. walked |
| 4. been | 5. have; had | |

Extension

- Read the conversations to students and ask them to listen and repeat the sentences.
- Divide the class into two groups, Group A and Group B. Repeat the conversations line by line for groups to repeat their part chorally. Then ask groups to swap.
- Put students in pairs to practise the short dialogues and set a time limit.
- Ask different pairs to perform the different dialogues for their classmates. Encourage them to clap when their classmates finish their performance.

4. Complete the passage with the words and expressions in the box.

- Play a vocabulary game (see **Methodology tip** below) to review the words and expressions in the box.
- After reviewing the words and expressions in the box, put students in pairs to complete the text.
- Check as a whole class.

Answers

- | | | |
|----------------|----------|------------|
| 1 well | 2 coughs | 3 exercise |
| 4 fast food | 5 weak | 6 cold |
| 7 stomach ache | | |

Methodology tip: Vocabulary games

There are many games teachers can use to review vocabulary in a fun and relaxed way. Here is one example:

Put students in small teams of three or four, and tell them they are going to play a short vocabulary game to review some words. Give definitions of the words in the box, but in a different order for students to guess which word you are defining. Teams can put their hands up and give you their answers, or they can write their answers down. Award a point for teams getting the correct word.

5. Complete the conversation with the sentences in the box.

- Have students read the conversation and complete it with the sentences in the box. Tell them to refer to Daming's conversation with his doctor in Unit 1 if necessary.
- Have students compare answers with a partner.
- Check answers as a whole class.

Now work in pairs. Read out the conversation.

- Put students in pairs to practise the conversation between Bill and his doctor. Set a time limit of five minutes.
- Ask volunteers to perform for the class.
- If you wish, ask students to role-play the conversation without referring too closely to the script, making any small changes they like.

Answers

1. Can I help you?
2. How long have you been like this?
3. That's it.
4. What's wrong with me?

6. Read the passage and match the problems with the advice.

- Tell students to cover the passage. Read the three pieces of advice given below the passage, either as a class or individually.
- Using the advice as clues, ask students to guess what the problems are. Write their ideas on the board.
- Play the recording for students to listen to and try to match the problems with the advice.

- Have students then read the three problems and check their answers.
- Allow them to compare answers with their partner before checking as a whole class.
- Ask students to read the problems and advice again and tell you if there are any new words. Check meanings using a dictionary or by looking at the context.

Work in pairs. Do you have similar problems? Talk about your advice.

- Ask students to think of a problem they have (tell them they can make one up), with what they eat or with how much time they spend on the computer or on video games. Encourage them to use their imagination.
- Ask them to write down the problem and help with any words they may need.
- Put students in small groups to take turns explaining their problem and then asking for and giving advice.
- Ask a member of each group to report to the class about some of the problems and the advice they gave in their groups.
- Discuss the advice as a class.

Answers

1 — b; 2 — a; 3 — c

7. Listen and complete the passage.

- Make sure the students read the passage carefully before listening so they know exactly what they will be listening for.
- As a class, discuss what kind of words students will need to use to complete each gap.
- Play the recording for students to listen to and complete the sentences. Play the recording twice if needed.
- Allow students to compare answers with their desk partner before playing the recording one more time.
- Check answers as a whole class.

Answers

- | | |
|-----------------|---------------------|
| 1. awful | 2. very tired |
| 3. three days | 4. headache |
| 5. stomach ache | 6. drink more water |
| 7. three times | 8. stay in bed |

Tapescript

Man: Good morning, Doctor.

Doctor: Hello. How can I help you?

Man: I feel awful. I feel hot and I'm very tired.

Doctor: How long have you felt like this?

Man: For about three days.

Doctor: I'll take your temperature. Oh, your temperature is quite high. I'll just check your heart... All right, that sounds OK. Have you got a headache or a stomach ache?

Man: I've got a headache all the time. But I don't have a stomach ache.

Doctor: Have you got a cough?

Man: No. What's the matter with me?

Doctor: I don't think it's serious. It's probably just a cold. You should drink more water, and take this medicine three times a day.

Man: OK. Can I go to work today?

Doctor: No, I think you'd better stay in bed until you feel better.

Man: Thank you, Doctor.

Around the world

- Read the passage with the class. Ask them to find words with meanings related to health. Check students know the meaning of these words.
- Discuss with the class how important they think the work of the WHO is. Find out if they think it would be good to work for the WHO or not.
- Ask students to close their books and, with their desk partner, try to remember as much as possible about the passage.
- Elicit as much information about the passage as possible from the class and write it on the board.
- Allow students to read the passage again to check if the class has forgotten any information.

Module task: Doing a survey to find the most suitable exercise for you.

8. Work in groups. Do a survey to find what exercise your group members do and the effects.

- Tell students they are going to do a survey. Ask them to read the questions and predict the most popular answer to each, writing their answers down on a piece of paper.
- Have students keep their predicted answers secret and hand them to you.
- Ask students to make a table to write the results of their survey.
- Divide the class into four or five groups. Tell them to ask the questions within the group and note down the answers.
- When they have finished, form new groups of four or five by taking one student from each of the groups and putting them together. Tell them to exchange information to complete the class picture.

- Still working in their groups of four or five, students write a paragraph summarising their class's answers to the questions. Collect the paragraphs and make an information poster. Ask a student to illustrate the poster with a graph.

9. Decide what exercise is the most suitable for you.

- Have students look at the different types of exercise their classmates named in the class survey.
- Tell them to choose the type of exercise that they think is the most suitable for them and think of reasons.
- Tell students to write two or three sentences explaining their choice.

10. Talk about your decision and your reasons with the rest of the class.

- Ask individual students to read out their sentences.