23 WHAT’S THE MATTER?  

**Aims**
- To talk about health problems
- To give advice doing a doctor-patient role play
- To practise children for the Reading and Writing paper Part 3

**Key language**
- health problems (a cold, cough, earache, headache, stomach-ache, temperature, toothache)

**Setting objectives**
Tell the children that they are going to learn words for health problems and how to give advice to a patient.

**Warmer activity**
Invite a child to the front and model this dialogue:
- How are you?
- Fine, thanks. And you?
- Fine, thanks.
With older children, make the dialogue slightly longer and give a choice of replies:
- Hello. How are you?
- Fine, thanks. And you?
- All right, thanks. Not bad, thanks. And you?
- Fine. Not bad. All right, thank you.
- Bye.
- Goodbye.
Ask the children to mingle saying the mini-dialogue to each other as they meet around the room. Monitor and participate if desired. Set a time limit and ask the children to sit down.

Say But sometimes we aren’t all right. We aren’t fine stressing aren’t. Mime having a headache, sore throat and generally feeling ill and say I don’t feel very well. Mime and say the ailments one-by-one (or elicit if they are familiar with the vocabulary): I’ve got a stomach-ache. I’ve got a cold. My leg hurts. I’ve got a toothache, a temperature, a headache, a cough and an earache.

1 Draw lines from the words to the pictures. Look at the example. (PB page 40)

- Tell the children to open their books on page 40 and look at the pictures in Exercise 1. Ask them to read the sentences and draw lines to match them to the pictures or number the pictures accordingly. Check answers with the whole class.

**Key:** 2 h, 3 a, 4 c, 5 g, 6 d, 7 f, 8 b

**Extra activity**
Play the game Noughts and Crosses in teams. Draw a 3 × 3 grid on the board and write numbers 1–9 in the boxes. For each number 1–9 assign and note an ailment from page 40 Exercise 1. Divide the class into two teams with a captain as spokesperson for each team. Once the first team decides which square they want to put their O or X, their captain calls out the number of the square. You (or one of the pupils) mime the relevant ailment, the team confer and decide their answer then the team captain says the relevant sentence aloud, e.g. You’ve got a headache. or they focus on practising the question forms, e.g. Have you got a toothache? With classes who simply need further reinforcement of the lexis, they could just call out, e.g. stomach-ache ...

2 Play the game Whispering Lines. (PB page 40)
- Play the game Whispering Lines with health problems. Divide the children into teams of equal numbers. Stand the teams in queues facing the front of the class. Take aside the last pupil in each team and whisper I’ve got a (headache). Make sure they have understood what to whisper by making them all repeat this to you quietly. These pupils return to their places at the back of their queues and when you say Ready. Steady./Set. Go! they whisper it to the next in their line. The team pass the whisper I’ve got a (headache) down the line until the end person in the team says out loud. I’ve got a headache and mimes having a headache simultaneously. The first to do so correctly wins the point for their team.
- The children at the front all come to the back of their respective teams. They all move forward a place and give them a new whisper to pass down the line. Use the sentences from Exercise 1 and add more if desired. For example: My back/eye/foot/hand/neck/nose/shoulder hurts. You could also add I’m tired/angry/bored/sad. as they are also an appropriate answer to the question What’s the matter?
- End the game by asking the children to sit down and prompt them to say as many sentences as they can remember.

3 Ask and answer. (PB page 40)
- Say Look at the picture. Who is this? (Mum) Where are they? (in the doctor’s) Is the boy happy? Are they waiting? Who are they waiting to see? This is a waiting room.
- Hold your jaw and pretend you have a toothache. Say I don’t feel very well! Prompt the children to ask you What’s the matter? Point to the example dialogue if necessary. Say I feel terrible! and
prompt the children to reply Go to the doctor’s!
Say Yes, you’re right.

• Put the children in pairs to role play the dialogue.
Tell them they can mime any of the health problems they practised in Exercises 1 and 2.
They swap roles a few times. Monitor and make notes of any pronunciation or intonation issues to correct with the whole class.

Extra activity
To consolidate the language of Exercises 1 and 3, the children can do a mingling activity. Write health problems on slips of paper. You should have a different ailment for each pupil. With large classes, split them in smaller groups and use the same ailments. Write on the slips of paper, e.g. stoTMach-ache. cold, toothache, temperature, headache, cough, earache and leg hurts, foot hurts, arm hurts, eyes hurt, nose hurts, back hurts, neck hurts, etc. Show the class a few slips and demonstrate how to form a sentence, e.g. I’ve got a cough. or My arm hurts.
Hand out the slips of paper to the children. Ask them to stand up, walk around the class asking What’s the matter? and answering with their health problem in pairs. Once they have asked and answered with a classmate, they swap cards and go to the next person, ask and answer and swap cards again...

This can alternatively be done without written prompts by asking the children to give a different response each time someone asks them What’s the matter? To close the mini dialogue this could be developed a little further by telling them to in turn respond Oh, I’m sorry. or Oh! Poor you!

4 Read and circle the correct answer, A or B.
Look at the example. (PB page 41)

• Refer back to the picture in Exercise 3 and ask Who works with the doctor? Mime being a nurse and say I help people in hospital. I work with a doctor. I’m a nurse. if they are unfamiliar with the word. Say nurse and ask the children to repeat.
• Read the example with the whole class. Point out that you have to wait refers to you have to wait to see the doctor. Tell the children to read all the questions and answers once carefully. Then ask them to read each question one by one again and choose the correct option. Ask them to read the dialogues one last time and check that they make sense. Check answers with the whole class.

Key: 1 B, 2 A, 3 A, 4 B, 5 A

5 Read and say. Pupil A, be the nurse and doctor, Pupil B, be Jane. Then change. (PB page 41)

• Model the Jane’s dialogue with the nurse/doctor in Exercise 3. Read the parts with the appropriate intonation and ask the children to repeat.
• Put the children in pairs. They take turns being Jane and the doctor. Monitor and give feedback to each pair at the end of the role play.

6 Now you visit the doctor and say what’s the matter. (PB page 41)

• The children can practise their role plays with the same partner or in new pairs. Ask them to decide who will play the part of the doctor and the patient. Prompt the ‘patients’ to choose any health problem they want from the lesson. Encourage the ‘doctors’ to give as much advice as they can.
• The children do their role play and change parts to practise with a different ailment. Monitor and make notes of any errors to correct with the whole class. If there’s time, invite pairs to perform their role play for the whole class.

Teaching Tip
If necessary, revise the different ailments that have come up in the lesson. Then brainstorm pieces of advice for the different problems before the children do their role plays. For example, Don’t go out. Drink lots of orange juice. Don’t eat chocolate. Have some soup. Don’t go to school this week. Go to the hospital if you feel worse.

Cooler activity
Create Keep Healthy posters. Elicit ideas for what to write on it: Don’t smoke. Eat lots of fruit. Go to sleep early. Do some sport. Walk or ride your bike to school. Laugh every day. Don’t eat a lot of chocolate. Don’t drink too much coffee, etc. The children can decorate them with real pictures from magazines.

To develop this as extra practice for Part 6 of the Reading and Writing paper, write the sentences for the Keep Healthy poster on the board as you elicit ideas from your class then rub out one of the words in each line. Write three options next to each sentence and ask the children which one is correct. Once they have done this the children can each be given a sentence to copy from a piece of paper, cut out and add to their group’s poster with illustrations, e.g.

____ smoke (don’t/not/didn’t).
Eat ______ of fruit (much/many/lots).
Go to ______ early (sleeping/slept/sleep).
____ some sport (do/does/did).
Walk or ride ______ bike to school (yours/your/yours).
Laugh ______ day (every/one/in).
Don’t eat a lot ______ chocolate (to/at/of).
Don’t ______ too much coffee (drinks/drank/drink).