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**Intermediate Level (CASAS reading scores of 201-220)**

## Health Unit: Week 1

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### **Unit Overview**

This is a 3-week unit where students will describe symptoms and ailments to a doctor using the *present perfect* and *for/since* and practice making doctor's appointments. They will also read prescription labels, fill out medical history and child immunization forms, and discuss healthy/unhealthy lifestyle practices.

### **Focus of Week 1**

- Describing *symptoms/ailments* to a doctor
- Calling to make doctor's appointments
- Using the *present perfect* and *for/since* to describe symptoms.

## Health Unit: Week 1, Monday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Life skill:</b> Describe basic symptoms/ailments.</p> <p><b>Literacy:</b> Read/write a short story about a health experience.</p> <p><b>Grammar/Speaking:</b> Use has/have to describe symptoms/ailments.</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Stand Out 3, 2<sup>nd</sup> ed., p. 81</i></li> <li>• Handout: <b>Describing Symptoms</b></li> <li>• Handout: <b>Nina Goes to the Doctor</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> </ul>
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### Lesson Plan

**Warm up (20mins)**

Description: Ss will label body parts and associate injuries/ailments to them.

Materials/Prep: make copies of ***Stand Out 3, 2<sup>nd</sup> ed., p. 81.***

**Activity 1: Grammar/Speaking (30-40mins)**

Description: Ss will describe symptoms/ailments using *has/have*.

Materials/Prep: make copies of the ***Describing Symptoms*** handout.

**Activity 2: Literacy (45-60mins)**

Description: Ss will read a story about someone describing their symptoms and then write their own stories about people with ailments.

Materials/Prep: make copies of ***Nina Goes to the Doctor.***

**Wrap-up:**

Time permitting, have Ss write down 5 things they learned today and then have them share this with the class.

## Teacher Directions: Warm Up

- **Materials:** *Stand Out 3, 2<sup>nd</sup> ed., p. 81*



### Step 1: Setting the Context

Pass out **p. 81** of **Stand Out 3** as Ss come in to class. Have them work on this independently; as they finish, pair them together and have them check their answers.

After about 10-15 minutes, go over the entire worksheet together as a class. Work on pronouncing each of the body parts. See if Ss can label/identify 5-10 more body parts. Write these on the board.

Then ask Ss: *What are some injuries associated with the “ankle”?* → Look for *broken ankle* or *sprained ankle*. (You might need to act this out for Ss.) Write “injuries” on the board, and as a class, come up with injuries associated with the rest of the body parts on p. 81. Write these on the board. (**NOTE:** The Ss might get stuck on saying a break or a sprain for each body part, so encourage them to think outside the box by adding something like, “What can happen while cooking?” → *cut, burn*.)

Then ask Ss: *What are some ailments associated with the “stomach”?* → Look for *stomachache*. Write “ailments” on the board next to Injuries, and as a class, come up with ailments associated with particular body parts (*headache, earache, toothache, etc.*). Write these on the board.

Ask Ss what the difference is between “injury” and “ailment”. (They might not know so you’ll have to supply the information). Then explain that for the next 3 weeks they will be learning about health- related topics: *describing injuries/ailments, talking to a doctor, nutrition, etc.*

## Teacher Directions: Activity 1: Grammar/Speaking

- **Materials:** *Describing Symptoms*


### Step 1: Introduce Activity

Pass out the **Describing Symptoms** handout and put a copy on the ELMO if possible. Go through the worksheet together as a class. When you get to the ailment words and practice saying them, **make sure Ss are pronouncing “stomach” and “ache” correctly.** (Often times, Ss will say the /ch/ sound for *stomach* instead of the /k/ sound.)

**Describing Symptoms**







was taken from [www.esolonline.com/activities/tes\\_tutorial.pdf](http://www.esolonline.com/activities/tes_tutorial.pdf)

*Look at the picture and answer the questions.*



How does the man feel?  
How often do you feel this way?

*Now look at the ailments below. Practice saying them with your teacher.*

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In order to describe your symptoms, you can use the verb “to have”.

I have a stomachache.

Now fill in the correct form of the verb for each subject below:

Subject	“to have”	Ailment
You	have	a stomachache
They		
We		
You (all)	She/He/It	

What is different about the subjects “she”, “he”, and “it”?

What does “it” refer to? Write an example: \_\_\_\_\_

Now practice writing 10 of your own sentences using “has/have”.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Step 2: Grammar

When Ss get to the part where they have to write out their own sentences, encourage them to use *all* of the subjects and *all* of the ailments.

As Ss finish, pair them together and have them practice reading their ailments together.

When everyone is finished, write this phrase on the board: *What's wrong?* Ask Ss what it means. Then do the **ball toss** to practice using this phrase with their sentences (i.e., Teacher says, *What's wrong?* and then tosses the ball to a student; that student will then say one of his sentences; he then will say, *What's wrong?* and toss the ball to another student who will then say one of their sentences, and so on.)

## Teacher Directions: Activity 2: Literacy

- **Materials: *Nina Goes to the Doctor***

### Step 1: Setting the Context


Ask Ss to raise their hands if they have ever gone to the doctor; then ask them why they had to go → LOOK for them to *describe their symptoms* or mention their *ailment*, such as an earache.

### Step 2: Reading

Tell them they are going to read a story about Nina going to the doctor. Pass out ***Nina Goes to the Doctor***. Tell them to read it to themselves twice before answering the questions. Remind them to answer the questions in complete sentences.

As they finish, pair Ss up and have them read the story together out loud before they go over their answers.

**Nina Goes to the Doctor**




My name is Nina and I am sick today. I feel terrible. I have a sore throat and a headache. I also have a fever. I have been sick for a week now, and I can't go to work. I need to see the doctor. I have an appointment today at 2:00pm. I hope she can give me some medicine to make me feel better.


**After the Doctor's Appointment**


I saw the doctor today and she said I have strep throat. She gave me antibiotics. I need to pick up the prescription in 30 minutes. My doctor said I need to take three pills with each meal for one week. Soon I will feel better.

Read the questions below and answer them in complete sentences.  
Remember the grammar rule: has/have.

1. What are Nina's symptoms?
2. What is she going to do at 2:00pm?
3. What is Nina's ailment?
4. What did the doctor give her to make her feel better?
5. How long does she need to take the medicine?

  
This is \_\_\_\_\_ She has a \_\_\_\_\_ She has been sick for \_\_\_\_\_ She needs to see the \_\_\_\_\_

  
This \_\_\_\_\_ He \_\_\_\_\_ He has been \_\_\_\_\_ He needs to \_\_\_\_\_

  
This is \_\_\_\_\_ and \_\_\_\_\_

Once everyone is finished, read the story once for the class, and *then* have everyone read it together. Go over the answers as a class.

### Step 3: Writing

Tell Ss to flip over their handouts to see the pictures on the other side. Explain that they need to write stories about the people in the pictures.

When Ss finish, pair them up and have them practice reading their stories. Instruct one student to read the first one, and then the other student to read their same version of that story, and so on.

Once everyone is finished, have a few Ss read their stories for the class.

# Describing Symptoms

Info taken from [www.projectshine.org/sites/default/files/unit1\\_Beg\\_lesson2.pdf](http://www.projectshine.org/sites/default/files/unit1_Beg_lesson2.pdf)

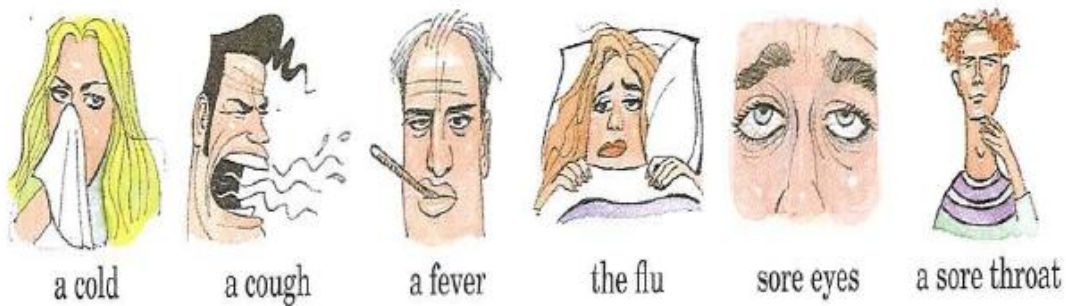
*Look at the picture and answer the questions.*



How does the man feel?

How often do **you** feel this way?

**Now look at the ailments below. Practice saying them with your teacher.**



Richards, J. (2000) *New Interchange: Intro*. Cambridge: Cambridge University Press, p.73.

In order to **describe** your **symptoms**, you can use the verb **“to have”**.

*I have a stomachache.*

Now fill in the correct form of the verb for each subject below:

<b>Subject</b>	<b>“to have”</b>	<b>ailment</b>
I	have	a stomachache
You		
They		
We		
You (all)		
<b>She/He/It</b>		

What is different about the subjects “she”, “he”, and “it”? \_\_\_\_\_

What does “it” refer to? Write an example: \_\_\_\_\_

**Now practice writing 10 of your own sentences using “has/have”:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

# Nina Goes to the Doctor



My name is Nina and I am sick today. I feel terrible. I have a sore throat and a headache. I also have a fever. I have been sick for a week now, and I can't go to work. I need to see the doctor. I have an appointment today at 2:00pm. I hope she can give me some medicine to make me feel better.

## *After the Doctor's Appointment*

I saw the doctor today and she said I have **strep throat**. She gave me **antibiotics**. I need to pick up the prescription in 30 minutes. My doctor said I need to take three pills with each meal for one week. Soon I will feel better.

**Read the questions below and answer them in complete sentences.**

**Remember the grammar rule: *has/have*.**

1. What are Nina's symptoms?
2. What is she going to do at 2:00pm?
3. What is Nina's ailment?
4. What did the doctor give her to make her feel better?
5. How long does she need to take the medicine?

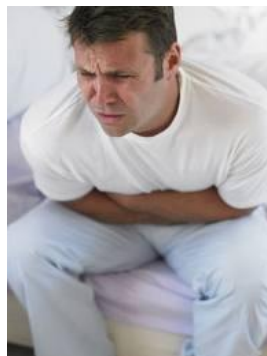




This is \_\_\_\_\_ . She has a \_\_\_\_\_ . She has been sick for \_\_\_\_\_ . She needs to see the \_\_\_\_\_ .



This \_\_\_\_\_ . He \_\_\_\_\_ . He has been \_\_\_\_\_ . He needs to \_\_\_\_\_ .



This is \_\_\_\_\_ and \_\_\_\_\_ .

## Health Unit: Week 1, Tuesday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Life skill:</b> Differentiate between symptoms and ailments.  <b>Literacy:</b> Write their own conversations between a doctor and patient.  <b>Listening/speaking:</b> Listen for and describe simple symptoms/ailments.  <b>Grammar:</b> Use has/have to describe symptoms/ailments.</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Grammar Practice: has/have</b></li> <li>• <u>Textbook</u>: <i>Stand Out 4, 2<sup>nd</sup> ed., p. 84</i></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Walking Dictation Activity (cut out words/pics)</li> <li>• Symptoms and Ailments</li> <li>• Categorize the Words (cut out sets of words)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> </ul>
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### Lesson Plan

**Review : Grammar(40mins)**

Directions: Ss will practice describing symptoms/ailments using *has/have*; they then will do a **walking dictation** for further (fluency) practice.

Materials/Prep: cut out the words and pictures in ***Walking Dictation Activity***, and make copies of the ***Grammar Practice: has/have*** handout.

**Activity 1: Life Skill (20-30mins)**

Description: Ss will differentiate between *symptoms* and *ailments*.

Materials/Prep: **ELMO or overhead projector**; make one copy of ***Symptoms and Ailments***; make several copies of ***Categorize the Words*** and cut out the individual words.

**Activity 2: Listening/Speaking (40mins)**

Description: Ss will listen for symptoms/ailments and write their own conversations between a doctor and a patient.

Materials/Prep: make copies of ***Stand Out 4, 2<sup>nd</sup> ed., p. 84***

**Wrap-Up**

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

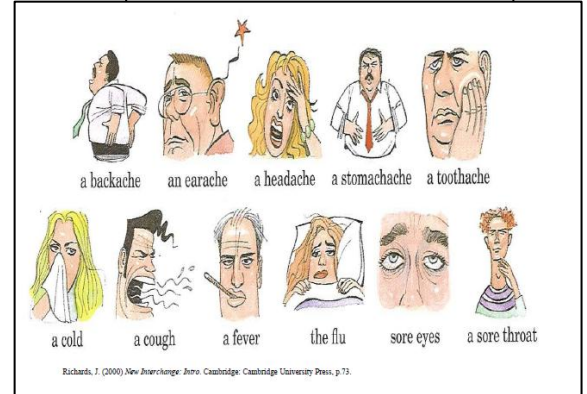
## Teacher Directions: Review: Grammar

- Materials: *Walking Dictation Activity, Grammar Practice: has/have*

Walking Dictation Activity			
I	You	He	Jane
You and I	We	They	
Jack and Paul		She	

### Step 1: Prep

Cut out the **Walking Dictation Activity** words and pictures and tape them around the room or in the hall. One subject (from the Walking Dictation Activity) needs to accompany one picture. When you cut out the pictures, make sure you LEAVE OFF the descriptor words. You **ONLY** want the Ss to see the picture of the ailment, not the picture *and* the word.



### Step 2: Grammar Review: form-focused practice

As Ss come in, give them the **Grammar Practice: has/have** handout and have them work on it independently. As Ss finish, pair them up together to check answers.

After about 10-15 minutes, go over the whole worksheet as a class.

**Grammar Practice: has/have**

Fill out the table below with the correct form of "to have".

Subject	"to have"	ailment
I	have	a stomachache
You		
They		
We		
You (all)		
She/He/It		

Now look at the picture. Write a complete sentence using *has/have*.

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

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

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

### Step 3: Grammar Review: fluency practice

Put Ss into pairs and explain the rules of the

**walking dictation**: One student is the runner and the other student is the writer. The runner goes and looks at a subject and picture combination and has to come back to the writer and say a complete sentence (i.e., He HAS the flu); the writer then needs to write down what the runner says. The game continues until a team finishes. **Model** this activity first.

When the game has stopped, have the team that finished first share their sentences. Write them on the board and have the rest of the class determine if they're correct or not.

## Teacher Directions: Activity 1: Life Skill

- Materials: ELMO or overhead projector; *Symptoms and Ailments, Categorize the Words*

### Step 1: Setting the Context

Act out some symptoms for Ss: *runny nose, fever, vomiting*. Write any appropriate responses on the board. If they have a hard time guessing the symptoms, supply the information for them.

Then ask Ss if they have ever heard of the flu. Most people will say *yes*, so then ask them if the flu is a *symptom* or an *ailment*. If they look at you with blank faces say: *Do the words on the board (runny nose, fever, vomiting) describe "the flu" → YES*. Then explain that *symptoms describe a problem*, and that an *ailment IS the problem*.

### Step 2: Ailments and Symptoms

Put the **Symptoms and Ailments** handout on the ELMO or overhead projector and **ONLY SHOW** the chart. Cover up the matching activity. Reveal the symptoms/ailments one-by-one and have the Ss write them down in their notebook (if desired; **NOTE:** this will take longer). Practice saying each word as a class and describing the new vocab.

Afterward, reveal the matching activity and have Ss come up to the board and draw lines to match up the symptoms to the ailment.

Afterwards, put Ss in groups of 3 and pass out the cut out words from **Categorize the Words**. Tell them that they need to race to categorize the words into *symptoms* and *ailments*. The first team to finish wins! Have the winning team write their answers on the board under symptoms and ailments. Have the rest of the class decide if they're correct.

Symptoms and Ailments	
Symptoms	Ailments
Fever, runny nose, vomiting, chills	The flu
Sore eyes, red eyes, itchy eyes, runny eyes	Pink eye
Sore throat, fever, white spots on throat/tonsils	Strep throat
Earache, toothache, fever	Ear infection
A cough, runny nose, sore throat	Bronchitis

Match the symptoms to the correct ailment by drawing a line.

Symptoms	Ailments
Sore throat, fever, white spots on throat/tonsils	Strep throat
Fever, runny nose, sore throat, vomiting, chills	The flu
Sore eyes, red eyes, itchy eyes, runny eyes	Pink eye
Earache, toothache, fever	Ear infection
A cough, runny nose, sore throat	Bronchitis

Categorize the Words		
fever	runny nose	vomiting
chills	sore eyes	red eyes
sore throat	fever	cough
strep throat	earache	Pink eye
Bronchitis	ear infection	toothache
-----		
fever	runny nose	vomiting
chills	sore eyes	red eyes
sore throat	fever	cough
strep throat	earache	Pink eye
Bronchitis	ear infection	toothache

## Teacher Directions: Activity 2: Listening/Speaking

- **Materials:** *Stand Out 4, 2<sup>nd</sup> ed., p. 84*



### Step 1: Setting the Context

Pass out **p. 84** of **Stand Out 4** and have Ss fold their papers in half so they can **ONLY** see the picture. Ask them the questions to the left of the picture: *Who are the people in the picture? What are they doing?* Discuss.

### Step 2: Listening

With their papers still folded, tell the Ss you're going to read a conversation between a doctor and a patient and that they need to listen for the symptoms and ailment. Then read the dialogue in section (A) for the class and check their comprehension afterward.

Next, do section (B) as a listening activity for the Ss as well. Have them listen for the new symptoms and ailments and discuss afterward. **NOTE:** You will probably have to discuss what *faint*, *dizzy*, and *muscle spasm* mean. Do this **AFTER** they listen to the dialogues.

### Step 3: Listening/Speaking practice

Tell the Ss to unfold their papers. Instruct half of the class to be the “doctor” and the other half to be “John”. Practice reading the dialogue in section (A); then go over any vocabulary/pronunciation issues, such as “relieve”. Then have the class switch parts (i.e., the Ss who just read the “doctor’s” lines should now read “John’s”).

Pair Ss up and have them work on section (B) together. Make sure they take turns being the “doctor” and being “John” for **EACH** conversation. As Ss finish, tell them to write their *own* dialogue between a doctor and a patient for a different ailment, such as “sore throat”. Explain that the dialogue in section (A) can help them, but that they should try to use their own words (if possible).

When at least half of the class is done writing their own dialogues, regroup and select three pairs to read conversations from section (B). Then ask at least three pairs to read the dialogues they wrote themselves for the class. Ask the class afterward what the *symptoms* and *ailment* were for each conversation they hear.

## Walking Dictation Activity

I            You            He            Jane

You and I            We            They

Jack and Paul            She

The Dog



a backache

an earache

a headache

a stomachache

a toothache



a cold

a cough

a fever

the flu

sore eyes

a sore throat

Richards, J. (2000) *New Interchange: Intro*. Cambridge: Cambridge University Press, p.73.

# Symptoms and Ailments

Symptoms	Ailments
Fever, runny nose, vomiting, chills	The flu
Sore eyes, red eyes, itchy eyes, runny eyes	Pink eye
Sore throat, fever, white spots on throat/tonsils	Strep throat
Earache, toothache, fever	Ear Infection
A cough, runny nose, sore throat	Bronchitis

**Match the symptoms to the correct ailment by drawing a line.**

Symptoms	Ailments
Sore throat, fever, white spots on throat/tonsils	Strep throat
Fever, runny nose, vomiting, chills	Bronchitis
A cough, runny nose, sore throat	Pink eye
Earache, toothache, fever	The flu
Sore eyes, red eyes, itchy eyes, runny eyes	Ear infection



## Categorize the Words

fever	runny nose	vomiting
chills	sore eyes	red eyes
sore throat	fever	cough
strep throat	earache	Pink eye
Bronchitis	ear infection	toothache

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fever	runny nose	vomiting
chills	sore eyes	red eyes
sore throat	fever	cough
strep throat	earache	Pink eye
Bronchitis	ear infection	toothache

# Grammar Practice: has/have

Fill out the table below with the correct form of “to have”.

Subject	“to have”	ailment
I	have	a stomachache
You		
They		
We		
You (all)		
<b>She/He/It</b>		

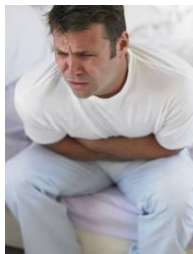
Now look at the picture. Write a complete sentence using has/have.



She \_\_\_\_\_ a headache.



He \_\_\_\_\_.



They \_\_\_\_\_.



**Now write 4 sentences using *I, You, We, or They.***

1.

2.

3.

4.

## Health Unit: Week 1, Wednesday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Life skill:</b> Describe basic symptoms to a doctor.</p> <p><b>Literacy:</b> Read a short story about a health experience and answer simple written wh-questions.</p> <p><b>Grammar:</b> Use the present perfect with for/since to describe symptoms.</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>What's the Matter?</b></li> <li>• Handout: <b>Grammar: present perfect</b></li> <li>• Handout: <b>Julia Ignores her Symptoms</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> </ul>
<p><b>Lesson Plan</b></p>	
<p><b>Review (20mins)</b></p> <p><u>Description:</u> Ss will review doctor-patient conversations by filling in missing information and then by reading the completed conversations.</p> <p><u>Materials:</u> make copies of the <b>What's the Matter?</b> handout.</p> <p><b>Activity 1: Grammar (45-60mins)</b></p> <p><u>Description:</u> Ss will practice using the <i>present perfect</i> with <i>for/since</i> to describe how long symptoms have been occurring.</p> <p><u>Materials/Prep:</u> <b>ELMO or overhead projector</b>; make copies of the <b>Grammar: present perfect</b> handout.</p> <p><b>Activity 2: Literacy (30-40mins)</b></p> <p><u>Description:</u> Ss will read a story about a woman who has to describe her symptoms/ailment to a doctor.</p> <p><u>Materials/Prep:</u> make copies of <b>Julia Ignores her Symptoms</b>.</p> <p><b>Wrap-up</b></p> <p>Ask Ss to tell you two things they learned today. If you have additional time, scramble up a few <i>present perfect</i> sentences on the board and have Ss come up and unscramble them.</p>	

## Teacher Directions: Review

- **Materials: What's the Matter?**

### Step 1: Introduce the activity

When Ss come in, give them the **What's the Matter?** handout to work on. As Ss finish, pair them up to check answers and practice reading the dialogues.

### Step 2: Check comprehension

After about 10-15 minutes, regroup and practice reading the dialogues. Instruct half of the class to be the "doctor" and the other half to be the "patient"; then have them switch parts. Do this for all of the conversations. Go over any vocab/pronunciation difficulties.

**What's the Matter?**

Conversations selected from *Stand Out 4, 2<sup>nd</sup> ed., p. 24*

Use the words below to fill in the missing information in the conversations.

cough symptoms	sore throat earache	runny nose two weeks	headache ear infection	silly prescription
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**Conversation 1**

Doctor: Hello Amelia! What's the matter?  
 Amelia: I have a \_\_\_\_\_.  
 Doctor: Anything else?  
 Amelia: I have a \_\_\_\_\_ too.  
 Doctor: It sounds like you might have bronchitis. Let me take a look at you to be sure. If you have bronchitis, I'll give you a \_\_\_\_\_ to make you feel better.

**Conversation 2**

Doctor: Hi Mary, What's the matter?  
 Mary: I have a \_\_\_\_\_ and a \_\_\_\_\_.  
 Doctor: Anything else?  
 Mary: I feel \_\_\_\_\_.  
 Doctor: It sounds like you have a cold. Go home and rest, drink lots of fluids, and let me know if your \_\_\_\_\_ get worse.  
 Mary: OK, thanks Doctor!

**Conversation 3**

Doctor: Hello Juan, How are you feeling?  
 Juan: Not so good. I have an \_\_\_\_\_.  
 Doctor: How long have you had this problem?  
 Juan: I've had it for about \_\_\_\_\_.  
 Doctor: Do you have any other problems?  
 Juan: It's hard for me to eat and sleep.  
 Doctor: It sounds like you have an \_\_\_\_\_.  
 Let me check your ears and then I'll let you know.

## Teacher Directions: Activity 1: Grammar

- **Materials: ELMO or overhead projector; Grammar: present perfect**

### Step 1: Setting the Context

Using *Conversation 3* from the **What's the Matter?** handout, ask Ss: *How long did Juan have his earache?* → *2 weeks*. Then ask them to circle that part of the conversation.

Explain that this grammar form is called the *present perfect* and that it can be used to describe *how long an action/event has taken place*. **NOTE:** This is a VERY challenging grammar point for ELL Ss, so be patient and go slow.

### Step 2: Explaining the Grammar

Pass out the **Grammar: present perfect** handout and put a copy on the ELMO or overhead projector. Tell the Ss to fold their papers in half so they can only see EXAMPLE 1. (Your projected copy should reflect this as well.) Walk Ss through the rule, diagram, and explanation. Then have them unfold their papers and go on to EXAMPLE 2. Walk them through the diagram and then discuss the *past participle* chart.

**Grammar: present perfect**

The present perfect is used to describe an action or event that started in the past and continues on in the present.

**EXAMPLE 1**

I HAVE FELT sick for two weeks.

**Explanation:** In order to use the present perfect, you ALWAYS use the present tense form of the verb (HAS/HAVE) to describe the action/event that happened in the present. You then use a past participle verb (in this case, *felt*) to describe the event started in the past (2 weeks ago).

**EXAMPLE 2**

She HAS BEEN nauseous for two days.

Examples of past participle verbs to describe how long you have had symptoms:

Base verb	Past Participle
to feel	felt
to be	been
to have	had

To describe how long you have had symptoms, you use FOR or SINCE

For a length of time	Since a specific point in time
Two weeks	1999
Three days	Tuesday
Five minutes	December 1 <sup>st</sup>
Two years	3:00pm
A long time	Last night/week/month

**EXAMPLE 1**

I have been sick FOR two weeks. I have had cancer SINCE 1999.

**EXAMPLE 2**

I have had a cough \_\_\_\_\_ I have had the flu \_\_\_\_\_.

Tell Ss to flip their papers over and refold them so only the chart and EXAMPLE 1 are showing. (Your projected copy should reflect this.) Go over *for* and *since* with them, as well as the EXAMPLE.

**NOTE:** The *for/since* grammar point might seem even more difficult than the *present perfect* rules, so after explaining and answering questions, feel free to say that they might just have to memorize some of the phrases. Then unfold the papers and go over EXAMPLE 2.

### Step 3: Practice

The second page of the handout gives them an opportunity for guided practice. Have them work on this at their own pace.

As they finish, pair them up together so they can check their answers. Once almost everyone has finished, regroup and go over the answers together as a class.

## Teacher Directions: Activity 2: Literacy

- **Materials: Julia Ignores her Symptoms**

### Step 1: Setting the Context

Ask Ss if they have ever been really sick and decided NOT to go to the doctor. Assuming some Ss will say yes, ask them *why* they chose not to go. Discuss.

### Step 2: Reading

Pass out **Julia Ignores her Symptoms** and read it for the Ss while they follow along with you. Then have them read it again to themselves quietly before answering the questions.

### Step 3: Checking comprehension

As Ss finish, pair them up together. Have them read the story again *before* checking their answers.

Once everyone has finished, regroup and have Ss go around the room and read the story sentence-by-sentence. Then go over the answers, paying special attention to the ones using the *present perfect*.

**Julia Ignores her Symptoms**

Read the story below and then answer the questions.

Julia was a busy woman. She worked two jobs and had three children at home. She was usually very healthy, but last week she started to feel sick. First, she had a fever. After three days, her fever got worse. She didn't want to take off work because she needed the money. After four days, she had the chills. Julia felt really hot one minute, and then really cold the next minute. Finally on the fifth day, she felt nauseous. All of these symptoms lasted one week until finally she decided to see the doctor. When she got to the doctor, he asked her some questions.

"How long have you been sick?" the doctor asked.  
"I have had a fever and the chills for one week."  
"And how long have you been nauseous?"  
"I have been nauseous for two days," said Julia.

The doctor ran some tests and discovered that Julia had a kidney infection. He gave her some antibiotics and told her not to ignore her symptoms again. If she did, she could end up in surgery.

**Answer the questions below:**

1. Why didn't Julia want to go to the doctor?
2. What were Julia's symptoms?
3. How long was Julia sick before going to the doctor?
4. What was Julia's ailment?
5. What did the doctor tell her?
6. Using the *present perfect*, describe how long Julia had a fever.
7. Using the *present perfect*, describe how long Julia had the chills.
8. Using the *present perfect*, describe how long Julia felt nauseous.

# What's the Matter?

Conversations adapted from *Stand Out 4, 2<sup>nd</sup> ed., p. 84*

Use the words below to fill in the missing information in the conversations.

cough  
symptoms

sore throat  
earache

runny nose  
two weeks

headache  
ear infection

achy  
prescription

## Conversation 1

Doctor: Hello Amellia. What's the matter?

Amelia: I have a \_\_\_\_\_.

Doctor: Anything else?

Amelia: I have a \_\_\_\_\_ too.

Doctor: It sounds like you might have **bronchitis**. Let me take a look at you to be sure. If you have bronchitis, I'll give you a \_\_\_\_\_ to make you feel better.

## Conversation 2

Doctor: Hi Mary. What's the matter?

Mary: I have a \_\_\_\_\_ and a \_\_\_\_\_.

Doctor: Anything else?

Mary: I feel \_\_\_\_\_.

Doctor: It sounds like you have a **cold**. Go home and rest, drink lots of fluids, and let me know if your \_\_\_\_\_ get worse.

Mary: Ok, thanks Doctor!

## Conversation 3

Doctor: Hello Juan. How are you feeling?

Juan: Not so good. I have an \_\_\_\_\_.

Doctor: How long have you had this problem?

Juan: I've had it for about \_\_\_\_\_.

Doctor: Do you have any other problems?

Juan: It's hard for me to eat and sleep.

Doctor: It sounds like you have an \_\_\_\_\_.

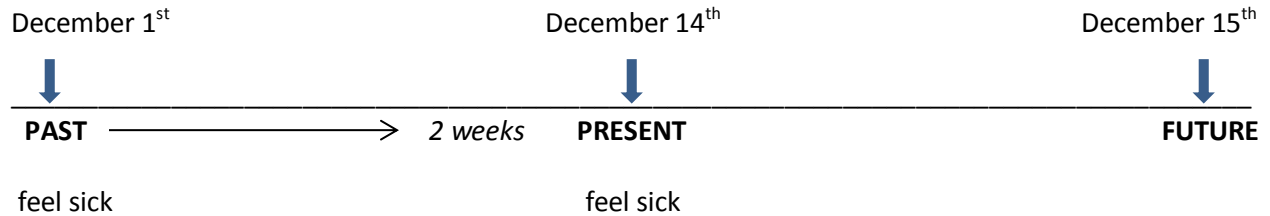
Let me check your ears and then I'll let you know.

# Grammar: *present perfect*

The *present perfect* is used to describe an action or event that started in the past and continues on in the present.

## EXAMPLE 1

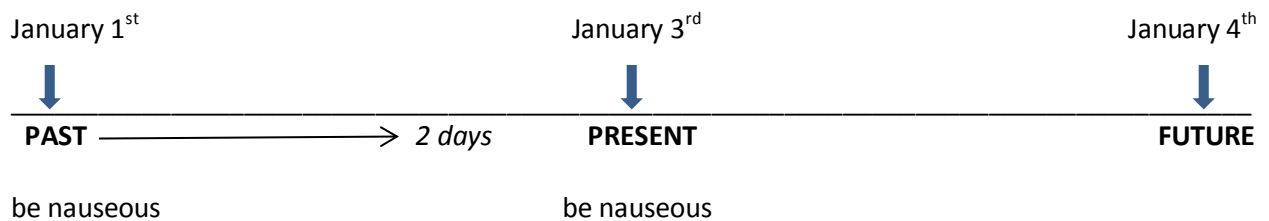
**I HAVE FELT sick for two weeks.**



Explanation: In order to use the *present perfect*, you ALWAYS use the present tense form of “to have” (HAS/HAVE) to describe that the action/event is still happening in the Present. You then use a *past participle* verb (in this case, *felt*) to describe that the event started in the past (2 weeks ago).

## EXAMPLE 2

**She HAS BEEN nauseous for two days.**



**Examples of *past participle* verbs to describe how long you have had symptoms:**

Base verb	Past Participle
to feel	felt
to be	been
to have	had



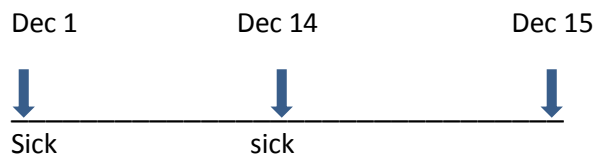
To describe how long you have had symptoms, you use **FOR** or **SINCE**.

<b>For = length of time</b>	<b>Since = a specific point in time</b>
Two weeks Three days Five minutes Two years A long time	1999 Tuesday December 1 <sup>st</sup> 5:30pm Last night/week/month

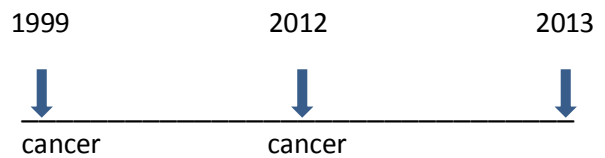
EXAMPLE 1

I have been sick **FOR** two weeks.

I have had cancer **SINCE** 1999.



*for two weeks*

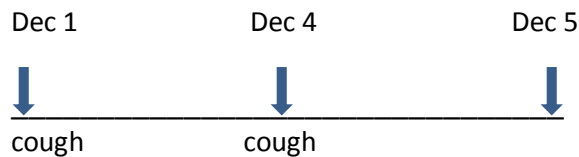


*since 1999*

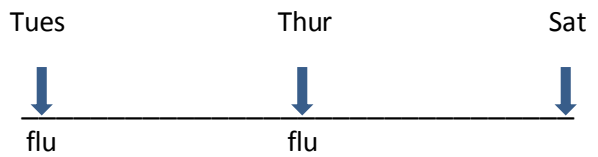
EXAMPLE 2

I have had a cough \_\_\_\_\_.

I have had the flu \_\_\_\_\_.



*for \_\_\_ days*



*since \_\_\_\_\_*

## Now it's your turn to practice.

- (1) Circle the "to have" verb in each sentence below.
- (2) Then put a square  around the past participle verb.
- (3) Finally, underline the HOW LONG phrase.

Example: Julia  has  been sick for five days.

1. I have been sick for a month.
2. Juan has felt nauseous since 8:30am.
3. We have had the flu for one day.
4. They have had cancer for two years.
5. She has had an earache since last night.

## Now fill in the correct form of the verbs.

1. (to feel) Farah and Abdul \_\_\_\_\_ sick since Tuesday.
2. (to be) John \_\_\_\_\_ vomiting for two hours.
3. (to have) We \_\_\_\_\_ strep throat since yesterday.
4. (to have) He \_\_\_\_\_ a brain tumor since 2010.
5. (to have) The dog \_\_\_\_\_ a broken leg for one week.
6. (to feel) I \_\_\_\_\_ dizzy since I got pregnant.
7. (to be) Peter \_\_\_\_\_ achy since last weekend.
8. (to have) You and I \_\_\_\_\_ a cold for three days.
9. (to have) She \_\_\_\_\_ strep throat since last night.

**Now fill in the correct form of the verbs AND *for* or *since*.**

1. I \_\_\_\_\_ the flu \_\_\_\_\_ yesterday.
2. You \_\_\_\_\_ sick \_\_\_\_\_ three days.
3. The cat \_\_\_\_\_ an ear infection \_\_\_\_\_ last week.
4. She \_\_\_\_\_ nauseous \_\_\_\_\_ a day.
5. He \_\_\_\_\_ a cough \_\_\_\_\_ last month.
6. They \_\_\_\_\_ bronchitis \_\_\_\_\_ yesterday.
7. We \_\_\_\_\_ dizzy \_\_\_\_\_ thirty minutes.
8. It \_\_\_\_\_ a broken arm \_\_\_\_\_ two weeks.
9. Greg and Jill \_\_\_\_\_ a backache \_\_\_\_\_ a year.
10. Joel \_\_\_\_\_ a sore throat \_\_\_\_\_ Monday.

**Now write five sentences of your own below.**

- 1.
- 2.
- 3.
- 4.
- 5.

# Julia Ignores her Symptoms

**Read the story below and then answer the questions.**

Julia was a busy woman. She worked two jobs and had three children at home. She was usually very healthy, but last week she started to feel sick. First, she had a fever. After three days, her fever got worse. She didn't want to take off work because she needed the money. After four days, she had the chills. Finally on the fifth day, she felt nauseous. All of these symptoms lasted one week until *finally* she decided to see the doctor. When she got to the doctor, he asked her some questions.

"How long have you been sick?"

"I have had a fever and the chills for one week," said Julia.

"And how long have you been nauseous?" said the doctor.

"I have been nauseous for two days."

The doctor ran some tests and discovered that Julia had a kidney infection. He gave her some antibiotics and told her *not* to ignore her symptoms again. If she did, she could end up in surgery.

**Answer the questions below.**

1. Why didn't Julia want to go to the doctor?
2. What were Julia's symptoms?
3. How long was Julia sick before going to the doctor?
4. What was Julia's ailment?
5. What did the doctor tell her?
6. Using the *present perfect*, describe how long Julia had a fever.
7. Using the *present perfect*, describe how long Julia had the chills.
8. Using the *present perfect*, describe how long Julia felt nauseous.

## Health Unit: Week 1, Thursday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Literacy:</b> Write their own doctor/patient conversations.</p> <p><b>Listening/speaking/Life Skill:</b> Describe simple symptoms and when/how they started.</p> <p><b>Grammar:</b> Use the present perfect and for/since to describe symptoms.</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Grammar Review</b></li> <li>• Handout: <b>Talk to your Doctor, Student Copy</b></li> <li>• Handout: <b>Word Search</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Symptoms and Ailments (cut out words)</li> <li>• <b>Talk to your Doctor, Teacher Copy</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Scissors</li> </ul>
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### Lesson Plan

**Review: Grammar (40mins)**

Description: Ss will review the *present perfect* and *for/since* to describe how long symptoms have been occurring.

Materials/Prep: make copies of **Grammar Practice**; make several copies of the **Symptoms and Ailments** words and cut them out for each pairing of Ss.

**Activity 1: Listening (45mins)**

Description: Ss will listen to doctor-patient conversations for symptoms/ailments and how long the person has had them; they will then write their own conversations.

Materials/Prep: make copies of the **Talk to your Doctor, Teacher and Student** handout.

**Activity 2: Review Games (20mins)**

Description: Ss will play *Simon Says* and do a Word Search

Materials/Prep: make copies of **Word Search Puzzle**

**Wrap-up**

Ask Ss to write down 1-2 *present perfect* sentences, using *for* and/or *since*, in their notebooks. Then have a few Ss come up to the board and write one sentence down. Have the rest of the class correct the grammar if necessary.

## Teacher Directions: Review: Grammar

- **Materials:** *Grammar Practice, Symptoms and Ailments*

### Step 1: Prep

Cut out the words on **Symptoms and Ailments**. You will need a set for each pair of Ss; so if you have 14 Ss in your class, you will need 7 sets of words.

Symptoms and Ailments	
<u>nauseous</u>	achy
<u>earache</u>	stomachache
<u>backache</u>	runny nose
<u>sore throat</u>	cough
<u>cold</u>	flu
<u>fever</u>	strep throat
<u>ear infection</u>	bronchitis

### Step 2: Grammar: *Form-Focused Practice*

Pass out the **Grammar Practice** handout as Ss come into class. Let them work on it for 20 minutes and then go over the worksheet together as a class.

**Grammar Practice**

The **present perfect** is used to describe an action or event that started in the past and continues on in the present.

**EXAMPLE:** I have felt sick for two weeks.

In order to use the present perfect, you ALWAYS use the present tense form of "to have" (HAS/HAVE) to describe that the action/event is still happening in the Present. You then use a past participle verb to describe that the event started in the past.

Examples of **past participle** verbs to describe how long you have had symptoms:

Base verb	Past Participle
to feel	felt
to be	been
to have	had

Fill in the correct form of the **present perfect** verbs below.

- (to be) I have \_\_\_\_\_ egg for a month.
- (to feel) Juan has \_\_\_\_\_ nauseous since 8:00am.
- (to have) We \_\_\_\_\_ the flu for one day.
- (to have) They \_\_\_\_\_ cancer for two years.
- (to have) She \_\_\_\_\_ an earache since last night.
- (to feel) Farah and Abdul \_\_\_\_\_ sick since Tuesday.
- (to be) John \_\_\_\_\_ vomiting for two hours.

- (to have) We \_\_\_\_\_ strep throat since yesterday.
- (to have) He \_\_\_\_\_ a brain tumor since 2010.
- (to have) The dog \_\_\_\_\_ a broken leg for one week.
- (to feel) I \_\_\_\_\_ dizzy since I got pregnant.
- (to be) Peter \_\_\_\_\_ shy since last weekend.
- (to have) You and I \_\_\_\_\_ a cold for three days.
- (to have) She \_\_\_\_\_ strep throat since last night.
- (to be) You \_\_\_\_\_ nauseous since last month.

To describe **how long** you have had symptoms, you use **FOR** or **SINCE**.

For = length of time	Since = a specific point in time
Two weeks	1999
Three days	Tuesday
Five minutes	December 1 <sup>st</sup>
Two years	5:30pm
A long time	Last night/week/month

Now fill in the correct form of the verbs **AND** for or since.

- I \_\_\_\_\_ the flu \_\_\_\_\_ yesterday.
- You \_\_\_\_\_ sick \_\_\_\_\_ three days.
- The cat \_\_\_\_\_ an ear infection \_\_\_\_\_ last week.

### Step 3: Grammar: *Fluency Practice*

Tell the class that you have a cough and sore throat and that you need to go to the doctor. Ask them what the doctor will ask you when you see her → LOOK FOR *What's the matter?* or *What's wrong?* Write what they say on the board. If they don't say either of these phrases, supply one of them.

Then say to them: *Once I tell the doctor my symptoms, what do you think she'll ask next?* → LOOK FOR *How long have you been sick?* if they don't say something like this, supply the question for them.

In the end, you should have a rough doctor-patient script on the board for the Ss to follow for this activity:

*What's the matter?*

I'm sick.

*How long have you been sick?*

[Describe symptoms using *present perfect* → I have had a cough for two days]

Put Ss in pairs and pass out the **Symptoms and Ailments** words, face down. Explain that one student will be the doctor and the other the patient. The patient will choose a word, and the doctor will ask, "What's the matter?" (Tell them to use the script on the board if necessary.) The patient will then describe their symptom or ailment; then the Ss will switch. They should do this for all of the words.

When most of the groups are done, regroup and have each group share an example conversation.

## Teacher Directions: Activity 1: Listening

- Materials: *Talk to your Doctor, Teacher and Student copies*

### Step 1: Introduce the Activity

Explain that Ss are going to listen to a conversation between a doctor and patient and that they will have to listen for specific information regarding the patient's *symptoms* and *how long* s/he has had them. Also tell them that you will read the conversations as many times as is necessary and that spelling is not important.

### Step 2: Listening for Specific Information

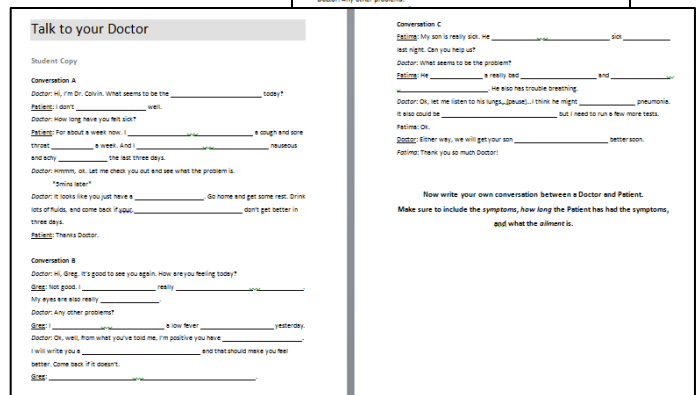
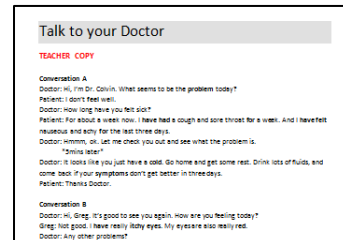
Pass out the **Talk to your Doctor, Student Copy** handout. Read the three conversations from the **Teacher Copy**. The **BOLDED** words are the ones the Ss are listening for.

Afterwards, check answers. Then have the class practice reading the scripts: for each conversation, have half of the class read the Doctor parts and the other half read the Patient parts. Then make them switch parts and read the conversations again.

### Step 3: Listening for Gist

Put Ss in pairs and have them write their own dialogue. (Consider pairing a stronger student with a weaker one.) Explain that afterward, each pair will have to share their conversation for the class. Walk around the room to help them and to make sure they're including all of the pieces of info: *symptoms*, *how long*, and *ailment*.

Once everyone is finished, have each pair of Ss share their conversations. Afterwards ask the class what the *symptoms* were, *how long* they had them, and what the *ailment* was.



## Teacher Directions: Activity 2: Review Games

- Materials: *Word Search*

### Step 1: Simon Says

Wake the class up with a short, fast-paced game of *Simon Says*. Have everyone stand up and start out slow and gradually get faster. You want this to be fun and challenging for them. Then ask a few Ss to come up to the front of the class and be "Simon".

## Step 2: Word Search

Pass out the **Word Search** and have them work on it independently. When almost everyone is finished, project the word search on the board and have Ss come up to the board and circle the words.

**Word Search**

What's the matter?

S	O	R	E	T	H	R	O	A	T	E	P	H	S
T	R	A	U	H	T	T	A	H	L	I	T	U	
F	A	U	K	I	K	O	S	D	C	V	E	O	
E	L	O	N	B	L	O	U	L	A	I	C	A	
E	H	U	R	R	N	T	M	O	Q	V	H	Z	
W	C	W	H	I	C	P	C	R	R	F	A	U	
E	C	L	A	N	T	H	O	N	Q	A	E	C	
D	Y	C	E	K	N	P	O	M	T	M	V	Y	
Y	H	E	P	D	C	R	E	S	L	O	E	E	
E	O	D	D	O	B	A	B	R	E	T	F	S	
E	Y	E	K	N	I	P	E	X	T	S	A	C	
H	E	A	D	A	C	H	E	D	E	S	L	F	
Y	G	M	G	D	U	X	L	O	R	T	R	Y	
B	U	E	G	S	P	V	S	M	O	T	P	H	
N	O	I	T	C	E	F	N	I	R	A	E	I	

**WORDS**

ACHY	HEADACHE
AILMENT	ITCHY EYES
BACKACHE	INDUOUS
BRONCHITIS	PINK EYE
COLD	RUNNY NOSE
CYCLE	SORE THROAT
EARACHE	STOMACHACHE
EAR INFECTION	STOMACHS
EYES	TOOTHACHE
FLU	



# Grammar Practice

The ***present perfect*** is used to describe an action or event that started in the past and continues on in the present.

EXAMPLE: *I have felt sick for two weeks.*

In order to use the *present perfect*, you ALWAYS use the present tense form of “to have” (HAS/HAVE) to describe that the action/event is still happening in the Present. You then use a *past participle* verb to describe that the event started in the past.

**Examples of *past participle* verbs to describe how long you have had symptoms:**

Base verb	Past Participle
to feel	felt
to be	been
to have	had

**Fill in the correct form of the *present perfect* verbs below.**

1. (to be) I have \_\_\_\_\_ sick for a month.
2. (to feel) Juan has \_\_\_\_\_ nauseous since 8:30am.
3. (to have) We \_\_\_\_\_ the flu for one day.
4. (to have) They \_\_\_\_\_ cancer for two years.
5. (to have) She \_\_\_\_\_ an earache since last night.
6. (to feel) Farah and Abdul \_\_\_\_\_ sick since Tuesday.
7. (to be) John \_\_\_\_\_ vomiting for two hours.

8. (to have) We \_\_\_\_\_ strep throat since yesterday.
9. (to have) He \_\_\_\_\_ a brain tumor since 2010.
10. (to have) The dog \_\_\_\_\_ a broken leg for one week.
11. (to feel) I \_\_\_\_\_ dizzy since I got pregnant.
12. (to be) Peter \_\_\_\_\_ achy since last weekend.
13. (to have) You and I \_\_\_\_\_ a cold for three days.
14. (to have) She \_\_\_\_\_ strep throat since last night.
15. (to be) You \_\_\_\_\_ nauseous since last month.

To describe how long you have had symptoms, you use **FOR** or **SINCE**.

<b>For = length of time</b>	<b>Since = a specific point in time</b>
Two weeks	1999
Three days	Tuesday
Five minutes	December 1 <sup>st</sup>
Two years	5:30pm
A long time	Last night/week/month

Now fill in the correct form of the verbs AND *for* or *since*.

1. I \_\_\_\_\_ the flu \_\_\_\_\_ yesterday.
2. You \_\_\_\_\_ sick \_\_\_\_\_ three days.
3. The cat \_\_\_\_\_ an ear infection \_\_\_\_\_ last week.
4. She \_\_\_\_\_ nauseous \_\_\_\_\_ a day.

5. He \_\_\_\_\_ a cough \_\_\_\_\_ last month.
6. They \_\_\_\_\_ bronchitis \_\_\_\_\_ yesterday.
7. We \_\_\_\_\_ dizzy \_\_\_\_\_ thirty minutes.
8. It \_\_\_\_\_ a broken arm \_\_\_\_\_ two weeks.
9. Greg and Jill \_\_\_\_\_ a backache \_\_\_\_\_ a year.
10. Joel \_\_\_\_\_ a sore throat \_\_\_\_\_ Monday.

**Now write six sentences of your own below.**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

## Symptoms and Ailments

**nauseous**

**achy**

**earache**

**stomachache**

**backache**

**runny nose**

**sore throat**

**cough**

**cold**

**flu**

**fever**

**strep throat**

**ear infection**

**bronchitis**

# Talk to your Doctor

## TEACHER COPY

### Conversation A

Doctor: Hi, I'm Dr. Colvin. What seems to be the **problem** today?

Patient: I don't **feel** well.

Doctor: How long have you felt sick?

Patient: For about a week now. I **have had** a cough and sore throat **for** a week. And I **have felt** nauseous and achy **for** the last three days.

Doctor: Hmm, ok. Let me check you out and see what the problem is.

\*5mins later\*

Doctor: It looks like you just have a **cold**. Go home and get some rest. Drink lots of fluids, and come back if your **symptoms** don't get better in three days.

Patient: Thanks Doctor.

### Conversation B

Doctor: Hi, Greg. It's good to see you again. How are you feeling today?

Greg: Not good. I **have** really **itchy eyes**. My eyes are also really **red**.

Doctor: Any other problems?

Greg: I **have had** a low fever **since** yesterday.

Doctor: Ok, well, from what you've told me, I'm positive you have **pink eye**. I will write you a **prescription** and that should make you feel better. Come back if it doesn't.

Greg: **Thanks Doctor**.

### Conversation C

Fatima: My son is really sick. He **has been** sick **since** last night. Can you help us?

Doctor: What seems to be the problem?

Fatima: He **has** a really bad **cough** and **sore throat**. He also has trouble breathing.

Doctor: Ok, let me listen to his lungs...[pause]...I think he might **have** pneumonia. It also could be **bronchitis** but I need to run a few more tests.

Fatima: Ok.

Doctor: Either way, we will get your son **feeling** better soon.

Fatima: Thank you so much Doctor!

# Talk to your Doctor

## Student Copy

### Conversation A

*Doctor:* Hi, I'm Dr. Colvin. What seems to be the \_\_\_\_\_ today?

Patient: I don't \_\_\_\_\_ well.

*Doctor:* How long have you felt sick?

Patient: For about a week now. I \_\_\_\_\_ a cough and sore throat \_\_\_\_\_ a week. And I \_\_\_\_\_ nauseous and achy \_\_\_\_\_ the last three days.

*Doctor:* Hmm, ok. Let me check you out and see what the problem is.

\*5mins later\*

*Doctor:* It looks like you just have a \_\_\_\_\_. Go home and get some rest. Drink lots of fluids, and come back if your \_\_\_\_\_ don't get better in three days.

Patient: Thanks Doctor.

### Conversation B

*Doctor:* Hi, Greg. It's good to see you again. How are you feeling today?

Greg: Not good. I \_\_\_\_\_ really \_\_\_\_\_. My eyes are also really \_\_\_\_\_.

*Doctor:* Any other problems?

Greg: I \_\_\_\_\_ a low fever \_\_\_\_\_ yesterday.

*Doctor:* Ok, well, from what you've told me, I'm positive you have \_\_\_\_\_. I will write you a \_\_\_\_\_ and that should make you feel better. Come back if it doesn't.

Greg: \_\_\_\_\_.

### Conversation C

Fatima: My son is really sick. He \_\_\_\_\_ sick \_\_\_\_\_ last night. Can you help us?

Doctor: What seems to be the problem?

Fatima: He \_\_\_\_\_ a really bad \_\_\_\_\_ and \_\_\_\_\_ . He also has trouble breathing.

Doctor: Ok, let me listen to his lungs...[pause]...I think he might \_\_\_\_\_ pneumonia. It also could be \_\_\_\_\_ but I need to run a few more tests.

Fatima: Ok.

Doctor: Either way, we will get your son \_\_\_\_\_ better soon.

Fatima: Thank you so much Doctor!

**Now write your own conversation between a Doctor and Patient.**

**Make sure to include the *symptoms*, *how long* the Patient has had the symptoms, and what the *ailment* is.**

# Word Search

## What's the matter?

S O R E T H R O A T E P H B S  
T R E A U H T D T A H L I I U  
F A U K I K G O S D C Y T E O  
E L O N B L O U L A A I C A E  
E H U R N T M O O V H Z H R S  
W C C W H Y C E P C C R Y A U  
E C L A N T N O N Q A E E C A  
D Y C E K N P O M T M V Y H N  
Y H E P D C R E S L O E E E L  
E O D D O B A B R E T F S O S  
E Y E K N I P B X T S A C H Y  
H E A D A C H E D E S L F Y T  
Y G M G D U X L O R T R Y N Q  
B U E G S P V S M O T P M Y S  
N O I T C E F N I R A E J I Z

### WORDS

ACHY	HEADACHE
AILMENT	ITCHY EYES
BACKACHE	NAUSEOUS
BRONCHITIS	PINK EYE
COLD	RUNNY NOSE
COUGH	SORE THROAT
EARACHE	STOMACHACHE
EAR INFECTION	SYMPTOMS
FEVER	TOOTHACHE
FLU	