



COMPLAINT

**I feel**

COMPLAINT

\_\_\_\_\_

\_\_\_\_\_

ADVICE

\_\_\_\_\_

\_\_\_\_\_

COMPLAINT

**I feel**

COMPLAINT

\_\_\_\_\_

\_\_\_\_\_

ADVICE

\_\_\_\_\_

\_\_\_\_\_

COMPLAINT

**I feel**

COMPLAINT

\_\_\_\_\_

\_\_\_\_\_

ADVICE

\_\_\_\_\_

\_\_\_\_\_

COMPLAINT

**My** \_\_\_\_\_

COMPLAINT

**hurts**

ADVICE

\_\_\_\_\_

\_\_\_\_\_

COMPLAINT

**My** \_\_\_\_\_

COMPLAINT

**hurts**

ADVICE

\_\_\_\_\_

\_\_\_\_\_

COMPLAINT

**My** \_\_\_\_\_

COMPLAINT

**hurts**

ADVICE

\_\_\_\_\_

\_\_\_\_\_

COMPLAINT

**I have**

COMPLAINT

\_\_\_\_\_

\_\_\_\_\_

ADVICE

\_\_\_\_\_

\_\_\_\_\_

COMPLAINT

**I have**

COMPLAINT

\_\_\_\_\_

\_\_\_\_\_

ADVICE

\_\_\_\_\_

\_\_\_\_\_

COMPLAINT

**I have**

COMPLAINT

\_\_\_\_\_

\_\_\_\_\_

ADVICE

\_\_\_\_\_

\_\_\_\_\_

## Ouch!

## Worksheet

## 8

**ACTIVITY**

Pairwork, groupwork: writing, speaking

**AIM**

To write complaints about health and corresponding advice.  
To play a game by matching advice to complaints.

**GRAMMAR AND FUNCTIONS**

Asking and saying how you feel:

*I feel...*

*My ... hurts*

*I have...*

Sympathizing and giving advice: *should, shouldn't*

**VOCABULARY**

Adjectives to describe how you feel

Nouns for illnesses

**PREPARATION**

Make one copy of the worksheet for each pair of students in the class but do not cut it up yet. You will need to provide scissors for each group of four students.

**TIME**

30 minutes

**PROCEDURE**

- Write the following incomplete sentences on the board and ask the students to suggest different ways of completing them:

*I feel...*

*My ... hurts*

*I have...*

- Now ask the students to work in pairs.
- Give one copy of the worksheet to each pair of students and ask them to complete the health complaints on their worksheets by writing in the spaces provided. They should not complete the advice column yet. Be ready to answer questions and offer help for this part of the activity.
- When the students have done that, ask them to work with another pair of students and to exchange their worksheet with them.
- Now pairs of students should read the complaints on their new worksheet and write a relevant piece of advice, using *should* or *shouldn't*, for each complaint in the spaces provided on the worksheet.
- When the students have done that, ask them to stay in groups of four for the rest of the activity. Ask each pair to cut up their worksheet as indicated, keeping the advice cards separate from the complaint cards. They should then combine complaint cards and advice cards in their groups. (There will be two complaint cards for every advice card.)
- Ask them to shuffle the complaint cards and then the advice cards and put them in two separate piles on the table.
- Explain how to play using the instructions below.
- Now the students are ready to play the game. While they are playing, go around to each group and check to see that they are playing correctly.

**HOW TO PLAY THE GAME**

- Each player takes four complaint cards and two advice cards.
- Player A puts down a card showing the first half of a complaint.
- Player B must complete the complaint correctly using one of his/her cards.
- Player C puts down a card showing a piece of advice for the complaint. If it is correct, he/she keeps the three cards and puts down the first half of a new complaint.
- If a player cannot put down a correct card, he/she picks one up from the appropriate pile on the table and the next player puts down a card.
- When all the cards are finished, the player with the most cards is the winner.