

What's the Matter?

fold



fold



_____ ✓
_____ X



_____ ✓
_____ X



_____ ✓
_____ X



_____ ✓
_____ X



_____ ✓
_____ X



_____ ✓
_____ X



_____ ✓
_____ X



_____ ✓
_____ X



_____ ✓
_____ X



_____ ✓
_____ X

What's the Matter? **Worksheet** 9

ACTIVITY

Whole class: speaking

Mixer (For detailed instructions and advice on using mixers, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, giving advice for health complaints.

GRAMMAR AND FUNCTIONS

Should and *shouldn't* for advice

VOCABULARY

Health complaints

PREPARATION

Make one copy of the worksheet for each group of up to ten students. Cut the cards out as indicated. Keep one picture card for yourself to demonstrate the activity.

TIME

20 to 30 minutes

PROCEDURE

1. If there are more than ten students in the class, divide them into groups. Give one card to each student in the class. Keep one for yourself.
2. Make sure each student knows how to say the complaint illustrated on his or her card.
3. Ask the students to think of some advice to give the person illustrated on their card; then write one thing the person **should do** next to the check, and one thing they **shouldn't do** next to the X.
For example:
(card shows person with backache)
lie down ✓
lift anything heavy X
4. When the students have done that, ask them to fold their card so that the picture is on one side and the advice is on the other side.
5. Tell the students that they are going to ask questions and give advice for the complaints on their cards, using the pictures as cues. Write an example dialogue on the board indicating the language the students should use.

For example:

Student A: *What's the matter?*

Student B: *I have a backache.*

Student A: *Oh, I'm sorry! You should lie down and you shouldn't lift anything heavy.*

Remind the students that they can use *ought to* and *oughtn't to* if they like.

6. Demonstrate the activity with individual students. **Tell the students to hold their cards so that the picture is facing them and the advice on the other side is facing their partner.** Ask several pairs of students to demonstrate the activity to the whole class, using their cards as cues.
7. Now ask the students to go around the class or group and ask and answer questions with as many different partners as possible, using their picture cards as cues. In this part of the activity, the students repeat the same health complaint several times, but give different advice each time they change partner.
8. When the students have finished, ask them to exchange cards and to go around the class or group again, **this time holding their cards the other way round so the picture is facing their partner.** The students take turns asking questions using the pictures on their partners' cards as cues. In this part of the activity, the students say a different health complaint each time they change partners but repeat the same advice several times.
9. The students continue asking and answering in this way until they have spoken to as many different partners as possible.

OPTION

For further review of this language, the mixer cards can be used for the following activity. Ask the students to go around the class holding their cards **unfolded** so that they are concealed from their partners. They should read out their advice in the third person, and their partner should guess what the problem is.

For example:

Student A: *He should lie down and he shouldn't lift anything heavy.*

Student B: *Does he have a backache?*