

ESL Health Unit

Unit One The Doctor's Office

Lesson Two Describing Pain and Symptoms



Reading and Writing Practice Advanced Beginning

Goals for this lesson:

Below are some of the goals of this module. Which ones are your goals too? Check (✓) them.

- ☐ list common health problems and symptoms
- ☐ use different words to describe pain
- ☐ describe your symptoms to a doctor
- ☐ prepare for your visit to the doctor

Lesson Two – Describing Pain and Symptoms

Reading and Writing Practice

Before You Read!

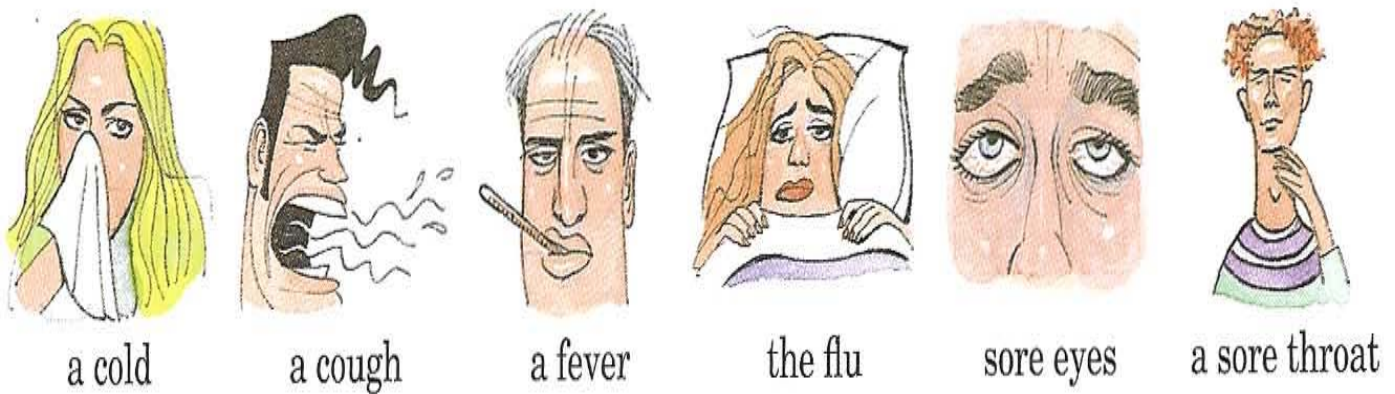
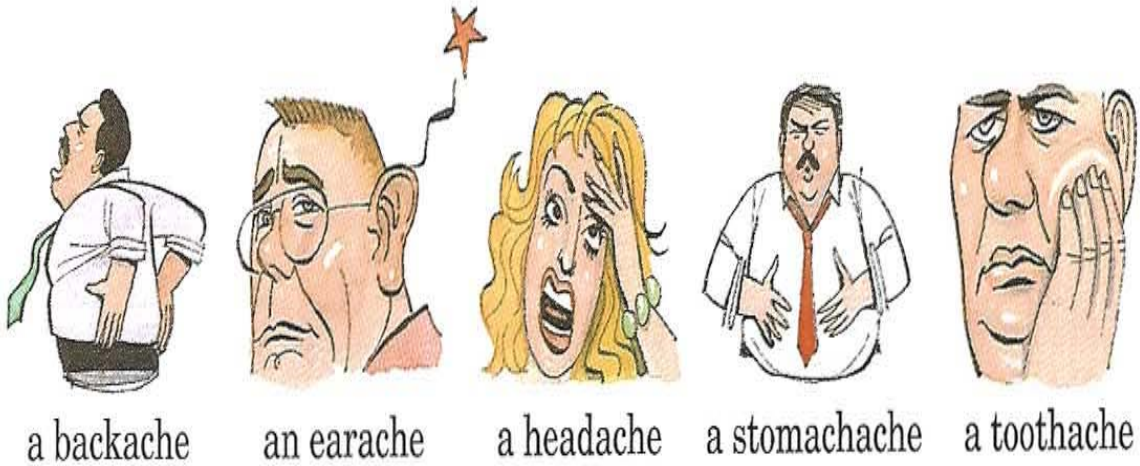
Look at the picture and answer the questions.



How does the man feel?

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

Vocabulary



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

Fill in the blanks with the correct form of the verb (to have):

1. I _____ a cold.
2. He _____ a sore throat.
3. My daughter _____ the flu.
4. Do you _____ a headache?
5. My husband _____ a toothache.

Reading Two: Describing symptoms

Now you are going to read a story about Nina. Please read the story and then answer the questions with your classmates and your teacher.

Today I feel very sick. I think I have a cold. I have a headache and a sore throat. I have an earache and I'm coughing. I feel terrible. I can't go to work. I have an appointment with the doctor today at 2:00. I hope I feel better tomorrow.

1. How does Nina feel today?
2. What are her symptoms?
3. What is she going to do?
4. Read the story one more time. Underline the verbs.

Today I feel very sick.

Grammar Tip: have + noun; feel +adjective

What's the matter? What's wrong?	How do you feel?	Adjectives
I have a headache	I feel sick.	sick/fine (well)
You have sore throat.	You feel sad.	sad/happy
She has the flu.	She feels bad.	bad/good (better)
We have a cold.	We feel awful.	awful/great
You have a stomachache.	You feel terrible.	terrible/terrific
They have a backache.	They don't feel well.	

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

*Fill in the blanks with the correct form of the verbs **have** or **feel**. When you are finished, practice this conversation with a partner.*

A: Hi Serhiy. How are you?

B: I _____ terrible.

A: What's the matter?

B: I _____ a headache and a sore throat.

A: That's too bad. Do you _____ a cold?

B: Yes. I _____ an appointment to see the doctor today.

A: Well, I hope you _____ better.

B: Thanks.

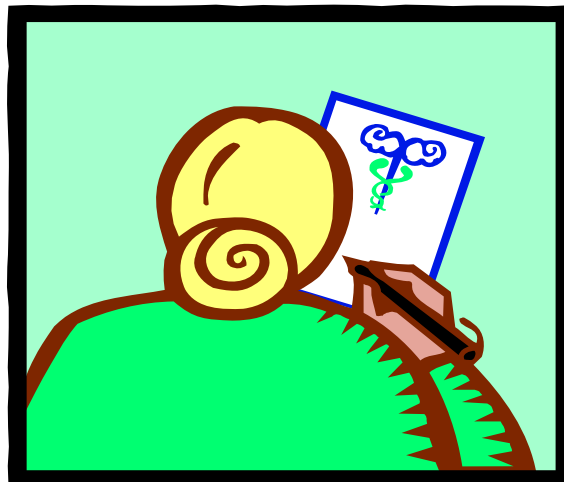
Writing Practice

*Now write about how **you** feel today.*

ESL Health Unit

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Listening and Speaking Advanced Beginning

Goals for this lesson:

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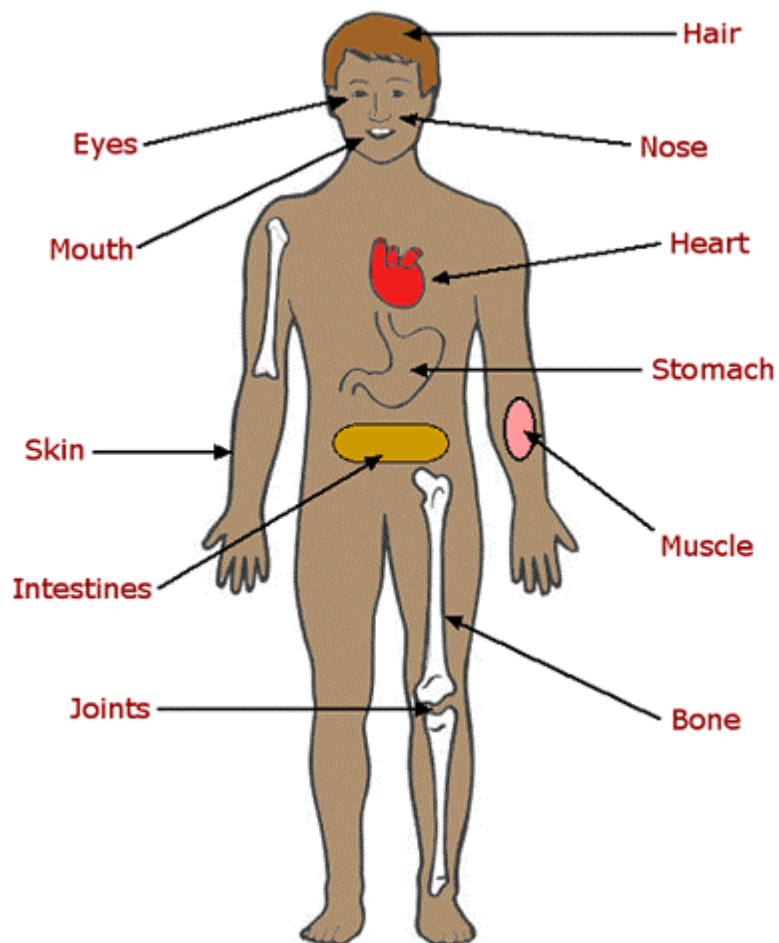
- ☐ list common health problems and symptoms
- ☐ use different words to describe pain
- ☐ describe your symptoms to a doctor
- ☐ prepare for your visit to the doctor

Lesson Two: Describing Pain and Symptoms

Listening and Speaking Practice

Before You Listen!

Look at the picture of the body. Study the body parts. Work with your teacher and classmates to name some other parts of the body.



http://www.hilltopmontessori.org/SRI/links/lower-el/kids/the_human_body/parts_of_the_body/human_body.gif

Listening Two: Talking to Your Doctor

Listen to a conversation between a patient and a doctor. Sasha does not feel well and goes to see the doctor.

Dr. Smith: Hello, Sasha. How are you feeling today?

Sasha: I don't feel well.

Dr. Smith: What's wrong? Can you tell me how you feel?

Sasha: Well, I have a terrible headache.

Dr. Smith: Hmm...Anything else? Does your throat hurt?

Sasha: Yes, it hurts a little. I have a cough too.

Dr. Smith: Do you have a fever?

Sasha: Yes, I have a low fever.

Dr. Smith: It sounds like you may have the flu.

Sasha: Oh, that's terrible.

Dr. Smith: Don't worry. I will give you some medicine and you will feel better soon.

Sasha: Okay. Can I go to work tomorrow?

Dr. Smith: No. Stay home tomorrow, get some rest, and drink plenty of juice and water.

Sasha: Thank you, Doctor.

Dr. Smith: Okay, take care of yourself and I hope you feel better soon.

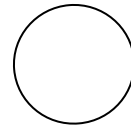
Answer the questions.

1. How does Sasha feel today?
2. What are his symptoms?
3. What kind of illness does he have?
4. What does the doctor tell him?

Pronunciation: Sentence Stress

When we listen in English, it is easier to hear one word more than the others. This word is louder than the other words. It is usually more important. This word has the *main stress*. Listen a second time to the conversation and circle the word that has the *main stress*. Listen a third time and repeat.

Dr. Smith: Hello, Sasha. How are you feeling today?



Talk About it!

Activity One:

When you go to the doctor, it is very important to describe your pain clearly. Look at the picture below.

How strong is your pain?

0 _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

no pain



I don't have any pain.

hurts a little



It hurts a little.

hurts a lot



It hurts a lot.

severe pain



I'm in severe pain.

<http://www.nsfunnfit.ca/daycare.html>
www.debsquest.com/POETRY/face_the_facts.htm

It is also important to know how to describe your symptoms. Read the list of symptoms and review them with your teacher.

BODY PART	DESCRIPTION OF SYMPTOM
Nose	My nose is stuffed up. I have allergies. I'm sneezing a lot.
Ear	I have an earache.
Eyes	I can't see clearly.
Teeth	I have a toothache.
Throat	My throat hurts. I have a bad cough.
Head	My head hurts. I feel dizzy.
Skin	I have a rash.
Neck/ Back	My neck hurts. My back hurts.
Chest	I have chest pain.
Arm/hand	I think my arm is broken.
Stomach	My stomach hurts. I threw up.

	I vomited.
Foot/leg/ankle	<p>I think I sprained my ankle.</p> <p>I think my leg is broken.</p> <p>I think my foot is broken.</p>

Activity Two:

Look at the pictures below. Choose 5 and talk about them. Describe the symptoms and how much pain each person feels.

Example: Picture #6:

The girl has a sore throat. She's in severe pain.



Shapiro, N. and Adelson-Goldstein, J. (1998). *The Oxford Picture Dictionary*. New York: Oxford University Press, p. 78.

Activity Three:

Work with a partner to role-play a visit to the doctor's office.

Your partner is the doctor and you are the patient.

The doctor should ask:

What are your symptoms?

What does your pain feel like?

0_____1_____2_____3_____4_____5_____6_____7_____8_____9_____10
no pain hurts a little hurts a lot severe pain

The patient should:

Use your information from Activity 2 to describe your pain and symptoms to the doctor.

The doctor and the patient should:

Present a “Role-Play” to the class. Who is the best doctor and the best patient?

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Real Practice Advanced Beginning

Goals for this lesson:

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Lesson Two: Describing Pain and Symptoms

Real Practice!

A. *Make a chart listing your problem, symptoms and degree of pain (how much pain) to take with you on your next doctor's visit.*

Problem	Symptoms	Degree of pain
1.		
2.		
3.		

B. *Now write a list of all the medications and vitamins you take.*

Medications	Vitamins
 http://www.hubin.org/images/publicinfo_pictures/what_is/medication.jpg	 http://www.mtstandard.com/medicaldirectory/art/vitamins.jpg

A Thematic Unit for Beginning Level ESL Teachers

Beginning Level, Unit One: the Doctor's Office

Lesson Two: Describing Pain and Symptoms

Checklist for Learning

Vocabulary Log:

In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.

New words I learned during this lesson:

Nouns:

Adjectives:

Verbs:

What can you do?

Below are some of the language goals you worked on during this lesson.

Check (✓) what you learned from this lesson. Add more ideas if you wish.

I learned to...

- ☐ describe your feelings
- ☐ understand a voicemail message
- ☐ learn new vocabulary
- ☐ describe why you call the doctor
- ☐ make an appointment
- ☐ _____