

Premier Skills English

Teaching Speaking On the treatment table

Introduction

Many learners enjoy roleplay and this lesson gives students a chance to immediately use the language they learn. Students read and listen to a variety of language used to describe injuries and illnesses. The lesson focusses on speaking skills, but learners are also introduced to a wide range of vocabulary and they have the opportunity to focus on reading and pronunciation.

Level

A2/B1 (strong pre-intermediate to intermediate)

Age group

Older primary students, teenagers and young adults

Aims

1. To give recommendations to help people with injuries/ illnesses
2. To learn eight nouns and adjectives related to illnesses/ injuries
3. To be able to describe the illness/ injury you have.

Approximate time

45 mins + 45 mins

This lesson is flexible and can be used over two different classes or one 90-minute class. You can also extend or shorten some of the steps depending on the level and needs of your students.

Materials

- Picture 1 – Setting the scene
- Worksheet 1 – Read the dialogues
- Worksheet 2 – Detailed reading questions
- Worksheet 3 – Definitions
- Cut-outs – Cards for illnesses/ injuries

Preparation

Print, copy and cut up the worksheets.

Premier Skills English

Teaching Speaking On the treatment table

Procedure

1. Lead-in to the topic

Show or draw a picture of a treatment table on the board. (Note: highlight 'stretcher' and 'medical room' to further engage them in the topic)

Ask students who uses it and why.

Students discuss if they have ever been on a treatment table. What for? Where were they? How did they feel?

Ask students where they would see a treatment table at a sports event.

Ask students these questions:

- Why are treatment tables needed at sports events?
- What different injuries could sports stars have?
- Can you think of any famous sports stars that have been injured during a match, game or race?

2. Task one

Tell students that they are the team doctor and there is an injury crisis at the club. They will need to help the players recover.

Note: Useful collocation: injury crisis = lots of people are injured in the same team at the same time

3. Reading for general understanding

Give out **Worksheet 1 – Reading illnesses and injuries** and ask students to read the three dialogues. Set a time limit of 60 seconds.

Ask students: Who has the worst injury? Who should be ok to play next week?

Premier Skills English

Teaching Speaking On the treatment table

Procedure cont.

4. Reading for more detail

Give out **Worksheet 2 – Detailed reading questions**. Students answer the comprehension questions.

As an alternative, you could make this more competitive. Make copies of the questions for each team of three or four students and cut them up into slips of paper. Give students one question. They have to write the answer on the slip of paper and return it to you before you give them the next question.

5. Guessing meaning from context

Dictate the following illnesses and injuries:

- a virus
- a cold
- the flu
- food poisoning
- a dislocated (knee/ shoulder/ ankle)
- a bruised (leg/ ankle/ foot)
- a broken (leg/ toe/ foot)
- a sore (leg/ shoulder/ ankle)

Ask students to work in pairs to find the words in the transcript before matching to **definitions sheet**

6. Form

Discuss the difference in usage between the illnesses and injuries.

Illnesses we say 'I've got a (bad) cold', or 'I've had (terrible) food poisoning for x days'

Injuries we use the adjectives before a part of the body. 'I've got a broken + ankle.'

Highlight that dislocations can only happen in joints (shoulder, ankle, knee etc)

Shout out the different problems – students jump left for illness, right for injury.

Premier Skills English

Teaching Speaking On the treatment table

7. Pronunciation

Drill chunks of language whole class.

Get students to focus on sentence stress (this will be on the nouns). This could be done by underlining words or clicking with fingers. Drill 'I've got a ...'

You could start with these:

- I've got a broken ankle.
- I've got a dislocated shoulder.
- I've had terrible food poisoning for 3 days.

Then, get students to **pick up different injury/ illness cards** and make their own sentences.

Students practise saying these sentences in pairs.

Possible break after this activity

8. Controlled Practice (recommend recovery/ treatment ideas)

Tell students to decide which of these are good recovery ideas, and which are bad:

- light jogging
- getting a massage
- taking medicine
- drinking cola
- going to the cinema
- playing on your phone

Ask students to write some more ideas for recommended recovery/ treatment ideas.

Each group can write three recommendations, then share it with the rest of the class so they have a large bank of ideas.

Students then pick up illness/ injury cards, read their problem while their group gives a recommendation

9. Task: Preparation

Tell students that it's a week before the big match, but there's a big problem – some of your best players have injuries or illnesses. You need to help them recover before the big match.

Tell students they will play the roles of both the doctor and the player.

Students have to make notes on their injury (as a player) and give recommendations (as a doctor).

Premier Skills English

Teaching Speaking On the treatment table

10. Task: Delivery

Students take turns role-playing the doctor/ player conversation.

Feedback – ask the doctors which players will be ready to play the big match at the weekend.

Alternatives and Extensions

Posters

Students could create a poster that includes:

- A list of injuries and illnesses
- Recommendations for each injury or illness

Press Conference

Journalists could question the manager and ask for injury updates on key players before the big match at the weekend.

Premier Skills English

Problem One - Kevin

- Kevin: Hi doctor! Unfortunately I've been in bed all weekend with some kind of virus.
- Doctor: Let me take a look at you... Hmm, I think you've got a cold.
- Kevin: How serious is it?
- Doctor: Nothing to worry about, luckily, it's not the flu. You'll be back again soon!

Problem Two - Eden

- Eden: Hey Doc. It happened in the game yesterday, I'm in quite a lot of pain here!
- Doctor: Yes, I can see that. Unfortunately, the news isn't good. Your knee is out of position, it's dislocated quite badly.
- Eden: Oh dear. And my toe? I can it's bruised, big grey marks all over it!
- Doctor: I'm afraid you've broken it. It's just a small bone but with the two injuries, you'll be out of action for quite some time.

Problem Three - Mo

- Mo: Doctor Jurgen! I've got a couple of problems.
- Doctor: Yes, you seem to be quite uncomfortable.
- Mo: Well, my ankle is a bit sore from the weekend, but that's not the main reason I'm here.
- Doctor: Oh? What's up?
- Mo: It's my stomach. I think I've got food poisoning and I've been in and out of the bathroom all day!
- Doctor: Ok, rest up and stay away from that pizza you were eating last night! Although, thinking about it now, it could be a virus and contagious, so stay away from the other players for a day or two.

Premier Skills English

Detailed Questions

1. When will Kevin be able to play football again?
2. Does the doctor think Kevin's illness is a big problem?
3. How did Eden get injured?
4. How does the doctor know his knee is dislocated?
5. Does the doctor think Kevin's injury is a big problem?
6. Is Mo worried about his ankle injury?
7. How does Mo know he's got food poisoning?
8. What's the doctor's advice for Mo?



Answers

1. When will Kevin be able to play football again? "In no time" = soon.
2. Does the doctor think Kevin's illness is a big problem? No – "nothing to worry about".
3. How did Eden get injured? "In the game" – probably a bad tackle.
4. How does the doctor know his knee is dislocated? "It's out of position".
5. Does the doctor think Kevin's injury is a big problem? Yes "it'll be a long time until you can play again".
6. Is Mo worried about his ankle injury? No. It's only 'sore' and 'that's not the main reason I'm here'.
7. How does Mo know he's got food poisoning? Lots of toilet breaks.
8. What's the doctor's advice for Mo? Stay away from pizza and the other players.

Premier Skills English

New Word	Injury (1) or Illness (2)	Definition
flu	2	A very bad cold that makes you feel hot and weak.
		Feeling sick – usually with a runny nose, sore throat or sneezing.
		When the normal position of a bone has changed.
		A bit of pain or aching.
		When a bone is no longer in one piece.
		A sickness from eating or drinking something.
		Something that makes you have the flu or a cold.
		When the colour of skin changes after being hurt.

New Word	Injury (1) or Illness (2)	Definition
flu	2	A very bad cold that makes you feel hot and weak.
		Feeling sick – usually with a runny nose, sore throat or sneezing.
		When the normal position of a bone has changed.
		A bit of pain or aching.
		When a bone is no longer in one piece.
		A sickness from eating or drinking something.
		Something that makes you have the flu or a cold.
		When the colour of skin changes after being hurt.

Premier Skills English

Answers:

New Word	Injury (1) or Illness (2)	Definition
Flu	2	A very bad cold that makes you feel hot and weak
Cold	2	Feeling sick – usually with a runny nose, sore throat or sneezing
Dislocated	1	When the normal position of a bone has changed.
Sore	1	A bit of pain or aching
Broken	1	When a bone is no longer in one piece.
Food Poisoning	2	A sickness from eating or drinking something
Virus	2	Something that makes you have the Flu or a cold
Bruised	1	When the colour of skin changes after being hurt.

Premier Skills English

Doctor

You have an injury crisis at your football club!
You will listen to some players tell you about their injuries.
You need to give them some advice and help them recover!
First, make some notes and write some recovery ideas for different injuries:



Player

You are injured and there is a big game this weekend!
You will tell your doctor about your injury.
You need to listen to their advice
First, write some notes about your injury:

Premier Skills English

Cut up the following illnesses and injuries for activity 7:

A broken leg
A dislocated knee
A sore ankle
A broken toe
A sore finger
A dislocated shoulder
A bruised rib
A bruised lip
Food poisoning
A cold
The flu
A virus