

# Take A Trip To... The Doctor

## Functional language

### Entry 2 & 3

#### Related FlashAcademy lessons:

[Beginner > Health & Body > Registering with a GP](#)[Beginner > Health & Body > Medical professionals](#)[Beginner > Health & Body > Talking to the doctor](#)[Beginner > Health & Body > Common issues](#)[Beginner > Health & Body > Feeling unwell](#)[Beginner > Health & Body > Sources of pain](#)

Learning Outcome: Students will learn new vocabulary for functional situations and practise speaking role-plays.

### Instructions



- Write one of the words or sentences from the table on the board.
- Invite student to chair in centre of the room, facing away from board.
- Instruct students that they will describe the word or sentence on the board without saying what it is. The students will describe the sentence word by word (e.g. if the word is 'I' then they can say "me" or "1st person") and the person sitting should say each word. Students may also mime if they wish.
- Rotate to different student to give each person a turn.

**N.B.** The vocabulary is on the worksheet as reference for the students after the activity as it will be used for the role-plays and discussion.

- Divide students into pairs and give each student an "A" or "B" worksheet. Their roles are written in the header of the second part (e.g. boss, shop assistant etc.).
- Tell students that they will each play a role of either patient or doctor. Speaking together but not looking at each others' sheets, they must complete their own tables with the information from the conversation. Monitor students as they speak.
- When the guided roles plays are done, either keeping the same pairs or swapping partners, give students a few minutes to create their own information. The boxes with asterisks need the student's own information (real or otherwise), then they have a freer role-play. If time allows, students can perform their role-play in front of the class.
- Put students in small groups (3-4 being ideal) and monitor discussion of one of the questions provided at the bottom of the worksheet. Then each group appoints someone to summarise their points for the class.

### Materials required

- Take A Trip To... The Doctor worksheet
- Whiteboard

# TAKE A TRIP TO ... THE DOCTOR

A

Lesson: Talking about your problems

## PART ONE – USEFUL WORDS

surgery	nausea / dizziness
infection / pain	itchy / rash
medication / bandage	It looks like you have...
prescription / pharmacy	How long have you had the symptoms?
allergy / cough	You should take this twice a day.

## PART TWO – GUIDED ROLE-PLAY (you are the patient)

PATIENT NAME	Suzanna Davis
SYMPTOMS	itchy skin, dizzy, nausea, thirsty
HOW LONG?	4 days
PROBLEM	
SOLUTION	

## PART THREE – FREE ROLE-PLAY (create own info, you are the doctor)

PATIENT NAME	
SYMPTOMS	
HOW LONG?	
PROBLEM	*
SOLUTION	*

### PART FOUR – DISCUSSION:

What do you think of doctors in the UK?  
Should healthcare be free?

# TAKE A TRIP TO ... THE DOCTOR

B

Lesson: Talking about your problems

## PART ONE – USEFUL WORDS

surgery	nausea / dizziness
infection / pain	itchy / rash
medication / bandage	It looks like you have...
prescription / pharmacy	How long have you had the symptoms?
allergy / cough	You should take this twice a day.

## PART TWO – GUIDED ROLE-PLAY (you are the doctor)

PATIENT NAME	
SYMPTOMS	
HOW LONG?	
PROBLEM	sunstroke
SOLUTION	medication, cream, drink a lot of water

## PART THREE – FREE ROLE-PLAY (create own info, you are the patient)

PATIENT NAME	*
SYMPTOMS	*
HOW LONG?	*
PROBLEM	
SOLUTION	

### PART FOUR – DISCUSSION:

What do you think of doctors in the UK?  
Should healthcare be free?