Doctor Vs. Patient cards

A   B

Patient card **Illness description:** You have a cold, fever and headache since two weeks. You have been taking medicines at home, but your situation hasn't improved. Your body hurts and you don't feel like eating or drinking anything. Every time you eat something you throw up. **Task:** You are going to see the doctor today. Plan a dialogue with the doctor.	**Doctor's card** **Illness description:** Your patient has been suffering from a bad cold, headache and fever since two weeks. The patient has taken medicines and does not feel better still. To make things worse the patient can't eat. Every time the patient eats, s/he vomits. **Task:** plan a dialogue with the patient, giving him/her at least five solutions to the problem.
Patient card **Illness description:** You have serious food poisoning and your stomach hurts badly. You visit the toilet at least five times in thirty minutes. You have been taking medicines at home, but your situation hasn't improved. you don't feel like eating or drinking anything. Every time you eat something you visit the toilet soon after. **Task:** You are going to see the doctor today. Plan a dialogue with the doctor, telling him/ her how you feel.	**Doctor's card** **Illness description:** Your patient has been suffering from serious food poisoning. The patient visits the toilet very regularly. S/he has taken medicines and still does not feel better. To make things worse the patient can't eat. Every time the patient eats, s/he vomits. **Task:** plan a dialogue with the patient, giving him/her at least five Solutions to help the patient.
Patient card **Illness description:** You feel very sick. You have a fever and headache. You feel tired, your joints hurt badly and you feel very weak. You don't feel like eating anything. You have been keeping warm but you still feel bad. **Task:** You are going to see the doctor today. Plan a dialogue with the doctor detailing your situation.	**Doctor's card** **Illness description:** Your patient has a fever and headache. The patient feels tired and his/her joints hurt. S/he has lost his/her appetite. **Task:** plan a dialogue with the patient, giving him/her at least five suggestions to help the situation.

Patient card	Doctor's card
Illness description:	**Illness description:**
A sore throat is making you feel terrible. You have had the sore throat for a day now and it only gets worse. Now you can't eat anything or else your throat hurts badly. Your situation is very discomforting and you have sleepless nights	Your patient has a sore throat and s/he can neither eat nor sleep at night. The patient feels terribly bad. To make it worse, fevers and headache has worsened the situation.
Task: You are going to see the doctor today. Plan a dialogue with the doctor detailing your situation.	**Task:** it is your job to help the patient plan a dialogue with the patient, giving him/her at least five solutions to help the patient.
Patient card	**Doctor's card**
Illness description:	**Illness description:**
The last time you went playing football you broke your leg. The broken leg hurts badly. You can only walk when someone supports you. You feel uncomfortable and spend most of your time in bed.	Your patient has a broken leg. His/her leg hurts badly and the patient can't walk. To make it worse, the leg hurts badly.
Task: You are going to see the doctor today. Plan a dialogue with the doctor explaining how you feel.	**Task:** it is your job to help the patient plan a dialogue with the patient, giving him/her at least five solutions to help the patient.
Patient card	**Doctor's card**
Illness description:	**Illness description:**
You have a cough since two weeks. The situation is not improving, but worsening. When you cough your back and stomach hurts.	Your patient has bad cough that has been going on for a while. His/ her situation gets worse everyday. Her stomach and back hurts when s/he coughs.
Task: You are going to see the doctor today. Plan a dialogue with the doctor explaining how you feel.	**Task:** you must do something to help the patient. What five things should the patient do to get better?

Target vocabulary: words related to describing illnesses, for example, bad cough, cold, etc
Language focus: ***should***, ***you'd better***, How to give advice.
Objective: guide students to create and role play doctor patient conversations.
Level: pre-intermediate & intermediate
Time: about 1 to 2 hours

<u>Steps to follow</u>

A) **Brainstorming:**
Start by brainstorming the topic, seeing a doctor. The following questions will be great icebreakers.

1. Why people visit a doctor? Or why do you visit a doctor?
2. What are some common sicknesses that take people to the doctor in your town?
3. Do you always visit a doctor when you have a headache?
4. What should I do when I catch a cold?
5. Who had a headache recently? What did you do about it?
6. Have you ever been bitten by a dog? What should you do when bitten by a dog?
7. Have you ever had a high fever? How did you feel inside? How did you know your body temperature?

B) **Preparation**
   Pair students in groups of two: Patient vs. Doctor. Make one student a patient, the other a doctor. Cut out a patient card on A and a doctor's card on B and hand it to the students accordingly. Make sure they don't read each others cards. Give the students time to read what is written on the cards. This is a good time to let them ask you for explanation of words they don't understand. Discourage the use of dictionaries. Write out difficult vocabulary on the board and explain what they mean.

C) **Task:** Ask your students
    Patients: based on their cards, to plan and write down possible short dialogues to describe their situation to the doctor.
   Doctors: based on the card, to write down and practice possible short dialogues to advise your patient on his/her health problem(s).

  Optional:
   If you have the internet nearby or a library encourage students to read some more information on remedies for the sickness they have.

D) Production:
  Groups take turns to role play their dialogues. Create a class file for the written dialogues as part of student overall assessment.