

Student A

You and Student B are waiting at the doctor's. You are old friends and you start talking. Ask Student B what the problem is, and how it happened.

Ask and answer Student B's questions about you. Give Student B a recommendation.



how happened



problem



recommendation

Student B

You and Student A are waiting at the doctor's. You are old friends and you start talking. Ask Student A what the problem is, and how it happened.

Ask and answer Student A's questions about you. Give Student A a recommendation.



how happened



problem



recommendation

1 This exercise further reviews auxiliary verbs from lesson 2B, as well as the context of health from lesson 2D. If SS get less than five right in this exercise, ask them to review the Grammar Reference on page 114 of the Student's Book.

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|------------------------|-----------|
| 1 don't | 5 was |
| 2 could / might / will | 6 didn't |
| 3 has | 7 doesn't |
| 4 am | 8 'll |

2 This exercise reviews modal verbs from lessons 2A, 2B and 2E.

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|-----------------|------------|---------|
| 1 manage to | 3 ought to | 5 could |
| 2 don't have to | 4 mustn't | |

3 This exercise reviews question tags from lesson 2D.

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|--------------|---------------|---------|
| 1 didn't you | 3 aren't they | 5 is it |
| 2 do you | 4 won't it | |

4 This exercise reviews Word Bank 6 on page 68 of the Student's Book.

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|------|------|------|
| 1 UK | 3 UK | 5 US |
| 2 US | 4 US | |

5 This exercise reviews Word Bank 3 on page 65 of the Student's Book.

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|---------|--------|------|
| 1 about | 3 on | 5 in |
| 2 of | 4 with | |

6 This exercise reviews Word Bank 9 on page 69 of the Student's Book.

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|---------|----------|---------|
| 1 elbow | 3 throat | 5 thumb |
| 2 wrist | 4 teeth | |

7 This exercise reviews Word Bank 10 on page 70 of the Student's Book.

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|---|--------|---------|
| 1 do | | |
| 2 are going to do / are doing / will do | | |
| 3 made | 4 made | 5 doing |

8 This reading reviews the language of driving from lesson 2B and Word Bank 8. The first reading task tests SS' ability to identify the chronological order of events in a text.

- Chloë broke her leg.
- Steve agreed to help a friend.
- It started to snow.
- They went onto a very big road.
- Steve did something illegal.
- Steve couldn't control the car.

9 The second reading task tests global understanding of the text.

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|---------------|--------|---------------|
| 1 False | 3 True | 5 Doesn't say |
| 2 Doesn't say | 4 True | 6 True |

10 The recording reviews going to the doctor from lesson 2E. It also reviews *should* and *ought to* from the same lesson, as well as the modal verbs from

throughout Unit 2. It also serves as a preparation task for the following speaking task, where SS replicate a similar conversation. Be generous with spelling here: the most important thing is that SS capture all of the information accurately. Play the recording twice.

- She's hurt her ankle.
- He mentions her sock.
- She can put ice on her foot.
- She's in a big football game.
- She must wait six to eight weeks.
- It's called The Red Pumas.
- They've won ten games.
- She's got a stomach ache.

11 For the speaking tasks, print one role-card for each student. If you have an odd number of SS in your class, play the second role yourself in one conversation (it is best to do this with the weakest S in the class, so that you can provide them with added support).

Give SS a minute or two to prepare their roles (without writing anything down) before the role-play begins.

Mark the conversation as follows:

- 3pts for using vocabulary from Unit 2 (especially *temperature*, *flu / a cold* for Student A, and *hurts* and *headache* for Student B)
- 3pts for giving recommendations using *should* or *ought to*
- 2pts for pronunciation, and not pausing too much
- 2pts for successfully completing the task (in this case, exchanging all the information on the cards)

12 This exercise reviews Writing 2 from page 61 of the Student's Book.

Jack

R u going 2 the party? Is yr sister coming 2?
Hope so! I might b late – but will be there b4 8.
OK, c u soon!

Pete

- Give 1pt for changing *Are* to *r*
- Give 1pt for changing *you* to *u*
- Give 2pts for changing *too* and *to* to *2*
- Give 1pt for changing *your* to *yr*
- Give 1pt for changing *be* to *b*
- Give 1pt for changing *before* to *b4*
- Give 1pt for changing *see* to *c*
- Give 2pts for cutting *I* in *I hope so* and *I* in *I will be there*

4.2

Doctor OK, Melanie Frost. How old are you?
 Mel Call me Mel. Er... I'm 18.
 Doctor 18. Right, er ... Mel. So what can we do for you today?
 Mel It's my ankle. I hurt it playing football.
 Doctor I see. Can you walk OK?
 Mel No, it's very painful.
 Doctor OK, take your sock off, and let's have a look at it. Right yes... Just move it to the right and left. OK. I think it's OK. It's not broken.
 Mel Do I need any medicine?
 Doctor No. But when you get home you should put some ice on it. They will help.
 Mel OK.
 Doctor Uhm... but you shouldn't do any exercise. You need to relax a little.
 Mel But doctor, we've got a big game on Saturday! My team is in the city final!
 Doctor Mel, you can't play in that game. Your ankle needs six to eight weeks to get better. You mustn't do any sport before then.
 Mel Oh no! But it's the end of the football season. It's really important for me.
 Doctor Your health is also important. You mustn't play any sports.
 Mel Oh no, what a disaster!
 Doctor I'm sorry. ... So, you're a pretty good football player, are you?
 Mel Yeah! I love it!
 Doctor What's your team called?
 Mel The Red Pumas.
 Doctor Oh right. They're very good, are they?
 Mel Yeah! We've played eleven games this year, and we've won ten. We want to win the final too.
 Doctor Yes, the final, without you.
 Mel I know.
 Doctor Don't worry. I know you're disappointed, but it's just one game.
 Mel Yeah.
 Doctor So is there anything else I can do for you today?
 Mel Well yes, I've also got a stomach ache at the moment.
 Doctor A stomach ache? Hmm, when did that start?
 Mel Just last night.

[fade]