<table>
<thead>
<tr>
<th>COMPLAINT</th>
<th>COMPLAINT</th>
<th>ADVICE</th>
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<tbody>
<tr>
<td>I feel</td>
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<td>I feel</td>
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<td>I feel</td>
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<tr>
<td>My ___________</td>
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<td>My ___________</td>
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<td>My ___________</td>
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<td>I've got</td>
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<td>I've got</td>
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ACTIVITY
Pairwork, groupwork: writing, speaking

AIM
To write complaints about health and corresponding advice.
To play a game by matching advice to complaints.

GRAMMAR AND FUNCTIONS
Asking and saying how you feel:
    I feel ...
    My ... hurts
    I've got ...
Sympathising and giving advice: should, shouldn't

VOCABULARY
Adjectives to describe how you feel
Nouns for illnesses

PREPARATION
Make one copy of the worksheet for each pair of students in
the class but do not cut it up yet. You will need to provide
scissors for each group of four students.

TIME
30 minutes

PROCEDURE
1 Write the following incomplete sentences on the board
   and ask the students to suggest different ways of
   completing them:
       I feel ...
       My ... hurts
       I've got ...

   2 Now ask the students to work in pairs.
   3 Give one copy of the worksheet to each pair of students
      and ask them to complete the health complaints on their
      worksheets by writing in the spaces provided. They should
      not complete the advice column yet. Be on hand to answer
      questions and offer help for this part of the activity.
   4 When the students have done that, ask them to work with
      another pair of students and to exchange their worksheet
      with them.
   5 Now pairs of students should read the complaints on their
      new worksheet and write a relevant piece of advice, using
      should or shouldn't, for each complaint in the spaces
      provided on the worksheet.
   6 When the students have done that, ask them to stay in
      groups of four for the rest of the activity. Ask each pair to
      cut their worksheet up as indicated, keeping the advice
      cards separate from the complaint cards. They should then
      combine complaint cards and advice cards in their groups.
      (There will be two complaint cards for every advice card.)
   7 Ask them to shuffle the complaint cards and the advice
      cards and put them in two separate piles on the table.
   8 Explain how to play using the instructions below.
   9 Now the students are ready to play the game. While they
      are playing, go round to each group and check they are
      playing correctly.

HOW TO PLAY THE GAME

1 Each player takes four complaint cards and two advice
   cards.
2 Player A puts down a card showing the first half of a
   complaint.
3 Player B must complete the complaint correctly using one
   of his/her cards.
4 Player C puts down a card showing a piece of advice for
   the complaint. If it is correct, he/she keeps the three cards
   and puts down the first half of a new complaint.
5 If a player cannot put down a correct card, he/she picks
   one up from the appropriate pile on the table and the next
   player puts down a card.
6 When all the cards are finished, the player with the most
   cards is the winner.