

LESSON 1 **GOAL** Show concern and offer help

VOCABULARY Describing symptoms

A Read and listen. Then listen again and repeat.

I feel ...

dizzy nauseous weak short of breath

I've been ...

vomiting coughing sneezing wheezing

I have pain ...

in my chest in my hip in my ribs in my stomach

B PAIR WORK Discuss what you would suggest to someone with some of the symptoms from the Vocabulary.

C **LISTEN TO ACTIVATE VOCABULARY** Listen and check the symptoms each patient describes. Then listen again. If the patient has pain, write where it is.

	dizziness	nausea	weakness	vomiting	coughing	sneezing	wheezing	pain	If pain, where?
1									
2									
3									
4									
5									
6									

PRONUNCIATION Intonation of lists

A Use rising intonation on each item before the last item in a list. Use falling intonation on the last item. Read and listen. Then listen again and repeat.

1 I feel weak and dizzy.

2 I've been sneezing, coughing, and wheezing.

3 I have pain in my neck, my shoulders, my back, and my hip.

B PAIR WORK Take turns using the Vocabulary to make lists of symptoms. Practice correct intonation for lists.

GRAMMAR Drawing conclusions with **must**

Remember: Can, could, should, will, and must are modals. Modals don't change form. Always follow modals with a base form.

Use the modal **must** + the base form of a verb to draw a conclusion and indicate that you think something is probably true.

A: I think I just broke my tooth!
B: Oh, no. That **must hurt**.

A: The doctor said I should come in next week.
B: That's good. It **must not be** an emergency.

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Drawing conclusions with probably and most likely

GRAMMAR PRACTICE Complete the statements by drawing conclusions, using **must** or **must not**.

1 You look awful! You in a lot of pain.

2 If your daughter feels nauseous, she to eat anything.

3 The doctor said you're in perfect health! You really good.

4 If Gary has a headache, he to take a nap.

5 I called the dentist's office, but no one answered. She in today.

6 Ana sick anymore if she's gone back to work.

CONVERSATION MODEL

A Read and listen to someone showing concern and offering help.

A: I'm sorry, but I don't think I can come to the meeting this morning.
B: Really? Is there anything wrong?
A: Well, actually, I don't feel very well. I've been coughing since last night, and I feel a little short of breath.
B: Oh, no. That must be awful. Would you like me to call a doctor?
A: That's really nice of you, but I'm sure I'll be fine.
B: Then call me later and let me know how you feel, OK?
A: I will. Thanks.

B **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Show concern and offer help

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model to describe other symptoms. Then change roles.

A: I'm sorry, but I don't think I can
B: Really? Is there anything wrong?
A: Well, actually, I don't feel very well. I
B: That must be Would you like me to?
A: That's really nice of you, but I'm sure I'll be fine.
B: Then call me later and let me know how you feel, OK?
A:

RECYCLE THIS LANGUAGE.

Show concern

Oh, no. / I'm sorry to hear that.
That's (too bad / terrible / a shame).
You must feel awful / terrible / horrible / pretty bad.

DON'T STOP!

- Describe more symptoms.
- Make other offers to help.

Other ways to offer to help

- make a doctor's appointment for someone
- drive someone to a hospital or a clinic
- pick up something from a pharmacy
- bring someone some soup or tea