

**Starter:**

Think about these questions and prepare to answer verbally:

1. What conditions can cause **drooping** in a patient's facial features?
2. If a patient is speaking in a **verbose** and **convoluted** manner, how can you ask them to provide details about their medical history in a clear way?
3. What medical information or procedures do you know **off by heart**?

**Spelling Test:**

1. estimate
2. persist
3. blurred
4. exacerbate
5. unnerving
6. pitch
7. dusk
8. peers
9. struggling
10. frightening
11. disparity
12. leaking
13. encompass
14. peripheral
15. conceal

### **Vocabulary this week:**

This week, we are going to approach the vocabulary in a slightly different way.

#### **Stage 1:**

- I will put you into a group in a breakout room and as a group, you will select six words or phrases from the spelling test.
- In your group, you will write a gap-fill sentence for each word or phrase.
- The sentence should be from a medical context, and you should leave a space where the word should go.
- Try to write the sentence so that the context can provide a clue regarding the missing word.

For example:

If my group chooses the word “peeling”, we could write a sentence like this:

“After being in the hot sun for three hours, the patient’s skin was \_\_\_\_\_ and red.”

You will have 20 minutes to do this in your group.

#### **Stage 2:**

Once you have finished, your group will be placed in a breakout room with a different group, and you will present or read your gap-fill sentences to them.

The idea of the activity is that the other group have to guess the missing words from your sentences, so it is important that you do not tell them which words you chose.

You will then do the same for the other group’s sentences.

#### **Stage 3:**

After the activity, you will send your six sentences to my email address, and I will collect them for a revision activity on Friday.

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