**Teacher’s notes Level B.1.2**

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| A picture containing text, outdoor, sign, yellow  Description automatically generated**Lesson outcomes**By the end of the lesson students will have: * learned the basic vocabulary of common infections and illnesses.
* Started to save this vocabulary for future reference and practised it.
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| **Time** | **Procedure** | **Materials** |
| **5 minutes** | **Activity 1:**  The 5 Aches* Display lesson objectives
* Draw an outline sketch of the head and upper body with the heading “the 5 Aches”
* Mime each of the “aches” and elicit the name.
* Input the names when students don’t know, write them up and get students to repeat the correct pronunciation either together or one by one. *Headache, earache, toothache, backache, stomach (tummy) ache.* For an online lesson display also **sore throat**. Sore throat isn’t an ache. What is the difference do they think? *It’s an inflammation, which is painful.*
 | **PPT** |
| **10 minutes****10 minutes****10 minutes****20 minutes** |  **Activity 2:** to have to get to feel* Print out and photocopy Appendix 1 or show the slide of the names of common illnesses and infections.
* Explain that **to get** here can mean to “obtain,” contract or become.
* Give the students, in pairs, a set time to put each name with the verbs usually used to describe them. Give an example: to **get flu’** or to **have flu’** but to **feel hot, cold, feverish.**
* Give out or display the list in the correct order, and ask whether students often get any of these symptoms or illnesses. Get them to describe a couple of situations.

**Activity 3:** skin and bone* Move on to broken bones, sprains, pulled muscles and pains. Show the slide with the target language and mime each of the conditions, or online, ask students to suggest conditions caused by the situations illustrated on the slide. *eg.* *To pull or strain a muscle, twist your ankle, break a bone/leg/arm, to have a rash, cramp, sore foot/heel, to cut your finger to graze your knee*. Students suggest phrases from the list. Repeat several times to get them to speak the words.
* Ask them to do the short gapfill activity. **Choose a word from the list A) to complete the sentences B). There are 2 extra words.**

*Answers: a. grazed/cut b. pulled/strained c. cut d. rash e. blister* **Activity 4:** TreatmentsVerb + object* Elicit several treatments for headaches. The aim of this activity is to encourage the use of minimal pairs, verb plus object, **eg. go to bed, take a pain-relief tablet.**
* In pairs, students continue with the other “aches” and the broken bones, sprains, pulled muscles and pain slide.

**Activity 5:** Record and remember* Suggest ways of remembering the new vocabulary ***eg. in alphabetical order, by theme, writing a list or with pictures***. Explain that it is important to keep a record. Students can choose the way they remember best and begin to catalogue the new vocabulary. This activity should continue later or at home
 | **(Optional)Felt-tip pens and coloured paper.** |
| **5 minutes** | **Reflection:*** Who has had a cough, cold or flu’ symptoms recently?
* Who has been to the doctor’s or clinic for medical advice?
* Who has fallen over, sprained an ankle or even broken a bone, perhaps playing sport? Tell your stories.
* Why is it a good idea to keep a written list of this vocabulary?
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**Students’ handout**

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| A picture containing text, outdoor, sign, yellow  Description automatically generated**Lesson Outcomes** By the end of the lesson you will have: * learned the basic vocabulary of common infections and illnesses.
* saved this vocabulary for future reference and practised it.
* given and received advice about the most common illnesses and injuries and various treatments.
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**Activity 1:** The 5 Aches

* All together, look at the outline sketch of the head and upper body with the heading “the 5 Aches”.

What are the 5 aches? If you don’t know, then choose from the following list: headache, earache, toothache, backache, stomach (tummy) ache, sore throat.

Nb. Sore throat isn’t an ache. What is the difference do you think?

 **Activity 2:** To have to get to feel

* Look at Appendix 1 or the slide of the names of common illnesses and infections.
* In pairs, put each name with the verbs usually used to describe them. Give an example: to **get flu’** or to **have flu’** but to **feel hot, cold, feverish.**
* Now look at the correct order. Do you often get any of these symptoms or illnesses?
* Describe an experience.

  **Activity 3:** Skin and bone

* Broken bones, sprains, pulled muscles and pains. Look at the slide with the target language and watch the teacher. Guess the right phrase from the list. Repeat several times to practise speaking the words.
* Do the short gapfill activity. Complete the statements B) with a word from the list A):

**A) cut; blister; cramp; pulled; rash; graze; broke**

**B) a. I fell over and …….. my knee; b. I …. a muscle while I was playing football; c. When I was chopping onion for the sauce, I …. my finger with the knife; d. I’ve just walked through some stinging nettles and now I have a terribly itchy …; e. My new shoes are a bit hard and so I’ve got a …. on my heel that is very sore.**



 **Activity 4:** Treatments (verb and object)

* What do you know about treatments for headaches? Suggest some remedies you know, **eg. go** to bed**, take** a pain-relief tablet, **drink** some camomile tea
* Continue in pairs. Use the 5 aches and the broken bones, sprains pulled muscles and pains slide.

 **Activity 5:** Record and remember

* How do you remember new vocabulary? In alphabetical order, by theme, writing a list or with pictures or a list with definitions? Choose the way you remember best and begin to catalogue the new vocabulary.



 **Activity 6: Reflection:**

* Who has had coughs, colds or flu’ symptoms recently?
* Who has been to the doctor’s or clinic for advice?
* Who has fallen over, sprained an ankle or even broken a bone playing sport? Tell your stories.
* Why is it a good idea to keep a list of this vocabulary?

**Appendix 1**

**Common infections, symptoms and illnesses**

|  |  |  |  |
| --- | --- | --- | --- |
| Illness | To have | To get | To feel |
| A runny nose | x | x |  |
| A cold |  |  |  |
| A bruise |  |  |  |
| Sunburn |  |  |  |
| Backache |  |  |  |
| Shivery |  |  |  |
| Dizzy |  |  |  |
| Flu’ |  |  |  |
| Stomach ache |  |  |  |
| A fever or a temperature |  |  |  |
| A cough |  |  |  |
| Toothache |  |  |  |
| A sprain |  |  |  |
| A headache |  |  |  |
| Earache |  |  |  |
| A sore throat |  |  |  |
| A blister |  |  |  |
|  Feverish |  |  |  |
|  Nausea |  |  |  |
|  Indigestion |  |  |  |
|  Hot |  |  |  |
|  Hayfever |  |  |  |

**Answers:**

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| --- | --- | --- | --- |
| *Illness or symptom* | *To have* | *To get* | *To feel* |
| *A runny nose* | *x* | *x* |  |
| *A cold* | *x* | *x* |  |
| *A bruise* | *x* | *x* |  |
| *Sunburn* | *x* | *x* |  |
| *Backache* | *x* | *x* |  |
| *Shivery* |  |  | *x* |
| *Dizzy* |  |  | *x* |
| *Flu’* | *x* | *x* |  |
| *Stomach ache* | *x* | *x* |  |
| *A fever or a temperature* | *x* | *x* |  |
| *A cough* | *x* | *x* |  |
| *Toothache* | *x* | *x* |  |
| *Illness or symptom* | *To have* | *To get* | *To feel* |
| *A sprain* | *x* | *x* |  |
| *A headache* | *x* | *x* |  |
| *Earache* | *x* | *x* |  |
| *A sore throat* | *x* | *x* |  |
| *A blister* | *x* | *x* |  |
| *Feverish* |  |  | *x* |
| *Nausea* | *x* |  | *x* |
| *Indigestion* | *x* | *x* |  |
| *Hot* |  |  | *x* |
| *Hayfever* | *x* |  |  |