

EVERYDAY LIFE

MINOR ILLNESSES

Age: Adult

Level: Elementary

Time: 60 minutes

Activity: In this lesson, students will:

1. review vocabulary related to common illnesses and problems;
2. identify useful language for giving advice in an example conversation between colleagues;
3. take part in a role-play task describing illness and giving advice.

Language focus: Vocabulary related to common illnesses (cold, cough, fever, headache, etc.)

Global focus: Wellbeing

Materials: One copy of the worksheet per student; one transcript per student; the listening and something to play it from

Exercise 1

These questions activate prior knowledge on the topic. We have avoided potentially sensitive questions, such as 'when was the last time you went to the doctor's?' However, you could expand on the questions in this exercise at your discretion.

Note: learners may not know the verb 'treat' (to make better).

Exercise 2

a. Students complete each phrase with the correct word. This activity provides students with ideas for the speaking exercises later in the lesson. Note: stomach ache is sometimes used as a countable noun (e.g. I've got a stomach ache).

Key:

- | | |
|--------------------------------|-----------------------------------|
| 1. I've got a cough . | 5. I've got stomach ache . |
| 2. I've got a cold . | 6. I've got a fever . |
| 3. I've hurt my leg. | 7. I've cut my finger. |
| 4. I've got toothache . | 8. I've got a headache . |

b. Students focus on some pronunciation features in the target sentences. Teacher says each sentence and students mark stressed words (on the correct syllables) and the words that link. It would be best for the teacher to do one or two examples with the students for this activity. If you feel your students need more support, then you can model each phrase and mark the features of pronunciation one by one.

Key (possible answers):

- | | |
|------------------------|---------------------------|
| 1. I've got a cough. | 5. I've got stomach ache. |
| 2. I've got a cold. | 6. I've got a fever. |
| 3. I've hurt my leg. | 7. I've cut my finger. |
| 4. I've got toothache. | 8. I've got a headache. |

Suggestion – add a game

You may wish to consolidate this vocabulary with an additional game stage. This will give learners a chance to practise the pronunciation of each phrase, and ensure they understand each term. You could try:

Mime – One student mimes a phrase in the table and other students guess what the phrase is.

Mime, Draw, Describe – One student either mimes a phrase to their team mates, draws the phrase, or describes it (in English!). This can be a class competition.

You could end Exercise 2 with an optional discussion:

When was the last time you had any of these illnesses or problems?

Exercise 3

This exercise is designed to generate ideas for the speaking exercises later in the lesson. Students work together to think of things that might make each illness better or worse. Examples are provided.

Exercise 4

a. Students listen to a conversation between colleagues at work and answer the questions.

Key:

1. Maria has **toothache**.
2. James (probably) gives better advice than **Liz**.

b. Ask students to listen to the conversation again and complete the phrases in the table. Note that the space between phrases in each column shows which conversation each phrase appears in. Conversation 1 is between Liz and Maria. Conversation 2 is between James and Maria.

Alternative: first, students predict what the missing words might be in each phrase. Then they listen and check.

EVERYDAY LIFE

MINOR ILLNESSES

Key (possible answers):

Asking if someone is okay	Showing you care
<p>Liz How are you <u>doing</u>? What's <u>up</u>?</p> <p>James Are you okay? What's the <u>matter</u>?</p>	<p>Liz Oh <u>dear</u>! Oh <u>no</u>!</p> <p>James I'm sorry to <u>hear that</u>.</p>
Offering advice	Accepting/declining advice
<p>Liz You <u>should</u> (probably) + V1</p> <p>James If I <u>were you</u>, I'd + V1 <u>How about</u> + Ving</p>	<p>Maria Are you <u>sure</u>?</p> <p>Maria I <u>don't think so</u>. Yes, I think that <u>might help</u>.</p>

Optional stages

- It may be worthwhile for students to look at the conversation and identify further useful language which they may have missed during the listening.
- You may find it worthwhile for students to practise the dialogue in groups of three.

Pronunciation

This stage draws learners' attention to the language for showing sympathy. Learners may dramatize this in such a way that, while it is fun in class, may make it sound a bit false or even sarcastic. Clearly model using a soft tone and the intonation of each phrase for learners to repeat.

You may wish to practise this in a series of short dialogues.

Student A: I've got a toothache

Student B: Oh no!

Instruct Student A to respond to Student B depending on how genuine and sympathetic they sound:

Student A: I've got a toothache

Student B: (not genuine) Oh no!

Student A: You don't care!

Student B: (Genuine) Oh no!

Student A: OK, maybe you do!

Exercise 5

a. Students practise the dialogue in a controlled way, using language from Exercise 4. They can repeat this a few times to gain confidence and further exposure to the target phrases.

b. Divide the class into two groups:

Student A – sick friend

Student B – sympathetic friend

Give students time to prepare for the role-play – they may need this extra support given their level. Encourage Student As to think of the details about their illness, such as how they feel, when it started, and perhaps whether they have taken any medication. During this time, instruct Student B to think of possible questions they may ask Student A. You may wish to provide some ideas to help them, such as 'How are you feeling?', or encourage them to look back at their notes from the lesson.

c. Match each Student A with a Student B. Students have a conversation like in Exercise 5a, but without the support. When students finish, ask them to speak to a different partner. They can repeat this as long as time allows and for as long as students stay engaged in the activity. Importantly, the sympathetic colleagues (Student As) can decide if they wish to give good advice or bad advice. They can refer back to the table in Exercise 3 to help them.

When students have practised this multiple times, and changed roles, they can then discuss the reflection questions.

If time allows, you could end class with a 'backs to the board' or miming activity to review the illnesses. Put the students in teams. One student in each team cannot see the whiteboard. The teacher writes a word on the board, and the other students in the team must explain the word (or phrase) to the student who can't see it. The first student to shout out the phrase gets a point for their team.

EVERYDAY LIFE

MINOR ILLNESSES

WORKSHEET

EXERCISE 1

Work with a partner. Discuss the questions.

1. What common illnesses do people get?
2. What are well-known ways to treat those illnesses?

EXERCISE 2

a. Complete each sentence using a word from the box.

cold cough cut fever headache hurt stomach ache toothache



○ ○ ○
1. I've got a cough.



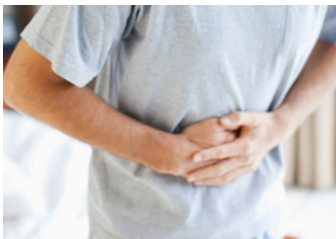
2. I've got a _____.



3. I've _____ my leg.



4. I've got _____.



5. I've got _____.



6. I've got a _____.



7. I've _____ my finger.



8. I've got a _____.

b. Listen to your teacher say each phrase and mark:

- the stressed syllables
- the words which join together

EVERYDAY LIFE

MINOR ILLNESSES

WORKSHEET

EXERCISE 3

Work with a partner. Choose four of the problems from Exercise 2. Discuss what might make each problem better or worse.

Problem	What would make it better	What would make it worse
<i>I've got a cold.</i>	<ul style="list-style-type: none"> • <i>drinking something warm</i> • <i>rest</i> 	<ul style="list-style-type: none"> • <i>smoking</i> • <i>drinking alcohol</i>

EXERCISE 4

a. Listen to Maria talking to two colleagues at work. Answer the questions.

1. What is Maria's problem?
2. Who gives Maria the best advice – Liz or James?

EVERYDAY LIFE

MINOR ILLNESSES

WORKSHEET

b. Listen again. Complete the phrases in the table.

<p>Asking if someone is OK</p> <p>Liz How are you _____? What's _____?</p> <p>James Are you OK? What's the _____?</p>	<p>Showing you care</p> <p>Liz Oh _____! Oh no!</p> <p>James I'm sorry to _____.</p>
<p>Offering advice</p> <p>Liz ... you _____ probably eat some ice cream.</p> <p>James ... if I _____, I'd take some medicine. _____ taking a couple of those?</p>	<p>Accepting/Declining advice</p> <p>Maria Are you sure?</p> <p>Maria I don't _____. Yes, I think that might help.</p>

Pronunciation – showing you care

It is important to use the right tone when showing you care. Listen to your teacher say each phrase. Try to copy their tone.

EXERCISE 5

a. Work with a partner. Practise a conversation using the model below. Use phrases from Exercise 4 to help you.

Student A	Student B
Greet Student B.	
	Respond. Sound sick.
Student B sounds sick. Find out what the problem is.	
	Explain your problem.
Show sympathy. Offer some advice.	
	Accept or decline the advice.
End the conversation.	



MINOR ILLNESSES

WORKSHEET

b. Your teacher will give you one of the roles below.

Student A:

You are sick. Decide which illness you have. Think about the details of your illness, such as:

- how long you have been ill;
- how you feel;
- whether you have taken any medication.

Student B:

You are Student A's friend. They look sick. Prepare to ask them questions about their illness. Remember, you will need to show Student A that you care about them.

c. Follow the instructions below.

Student A – speak to as many Student Bs as you can. Describe your problem and listen to their advice.

Student B – speak to as many Student As as you can. Listen to their problems, show sympathy and offer some advice.

Reflection:

- Who gave you the best/worst advice?
- Did you find it easy to offer advice?
- Did your classmates show that they cared about your problems?
- Which language from the lesson do you think will be most useful for you?
- What more can you do outside class to build on the vocabulary from this lesson?

EVERYDAY LIFE

MINOR ILLNESSES

TRANSCRIPT

- Liz:** Morning Maria, how are you doing?
- Maria:** Hi Liz. Urgh. Not good actually.
- Liz:** Oh dear! You look in pain. What's up?
- Maria:** I've got terrible toothache. It's really painful.
- Liz:** Oh no! Have you taken anything for it?
- Maria:** No. I don't know what's best to be honest.
- Liz:** Hmm. Well, you should probably eat some ice cream.
- Maria:** Ice cream? Are you sure?
- Liz:** Yes. I mean, putting ice on an injury is really important.
- Maria:** But ...
- Liz:** ... and ice cream is really delicious, so it will make you feel a lot better.
- Maria:** I don't think ...
- Liz:** I'll see if there's any in the freezer. Just wait there, back in a minute.
- James:** Morning Maria, are you OK?
- Maria:** Hi James. Not really.
- James:** Oh. I'm sorry to hear that. What's the matter?
- Maria:** I've got terrible toothache.
- James:** Oh. That doesn't sound good. Have you taken anything for it?
- Maria:** No, not yet.
- James:** Well, if I were you, I'd take some medicine.
- Maria:** Actually, Liz has just gone to get me some ice cream from the freezer.
- James:** Ice cream?! I don't think that will help. Well ... maybe, I guess.
- Maria:** I don't think so. Plus, it's 8 am! I don't really want to eat ice cream.
- James:** I've got some painkillers in my room. How about taking a couple of those?
- Maria:** Yes, I think that might help. Thanks James. Oh, hi Liz.
- Liz:** There's no ice cream in the freezer.
- Maria:** That's OK, because ...
- Liz:** ... but don't worry, I'll just pop to the shop for you.
- Maria:** No, Liz, really it's ...
- Liz:** Back in a minute!