

Teacher notes: Feeling Ill Vocabulary (Pre-Intermediate)

Aim

The aim of these vocabulary activities is to introduce between ten and twenty useful vocabulary items for the level, with an emphasis on checking the meaning and using the words and phrases. The students should be able to use the language actively once they have completed the tasks.

Each vocabulary worksheet can be used as a lesson in itself. It provides practice in speaking, reading and writing as well as introducing vocabulary. However, the worksheets are designed to be flexible. The first two exercises can be used as a lead-in to a lesson on the topic area, introducing vocabulary before going on to a listening or reading from the class coursebook. The final speaking activity can be used as a follow up to a lesson on the topic area. The writing task makes a natural homework activity.

The tasks are designed to help students match words to meaning, and to use and personalise vocabulary. However, it is always a good idea to think about which words your students will find difficult. If you have a monolingual class it is easy to predict this, and think of check questions to make sure they understand the words.

Teacher's notes

Feeling ill

1

Lead in briefly by asking students around the class the question. Find out how much vocabulary the students know by eliciting symptoms.

2

Do one or two as an example. Then put the students in pairs to match the phrases with the words. In the feedback, check understanding by miming the words.

[Note that in American English *I feel sick* means the same as *I feel ill*, but in British English *I feel sick* means I am going to vomit. This should be easy to mime!]

Answers

I can't stop	shivering	sneezing		
I've got	a headache	stomachache	a sore throat	a bad cough
	a runny nose		a high temperature	
I feel	tired	weak	ill	sick
	awful			

3

Check that the students know what the illnesses are, then ask them to work with a partner to prepare a description of one of the illnesses using the symptoms in exercise 2. When they are ready, mix the pairs. Each student must describe his/her illness. Their partner must guess what it is.

4

Ask the students to read the description of Derek's symptoms. What is wrong with him?

Answer

Probably a bad cold or flu.

Put the students in pairs to decide what is good advice for Derek.

Suggested answers

You should go to bed

You should take an aspirin

You should take some medicine

You should drink water

You should eat soup

You should take vitamins

You should go to hospital – possibly, but his illness is probably not that serious.

5

Put the students in pairs to prepare their roleplays. Monitor and help. When they are ready, ask the students to present their roleplay for the class. You could briefly model a typical roleplay to get them started.