

**Health B1/B2**

**Before the lesson:** familiarise yourself with the lesson materials starting at:

<http://www.eltoncourse.com/learners/lessons/b1b2lessons/b1b2reading/health1.htm>

**Stage 1 – 10 minutes**

1. Introduce the topic any way you like. There are three pictures on the next pages to help set the scene.
2. Put the class in pairs or small groups with the task of finding out:
  - a. When they were last ill
  - b. What they had
  - c. What they did about it
3. Monitor the task carefully so you can help with any lexis they need and identify the most interesting illnesses etc.
4. Get some feedback from the groups but don't go all round a big class – it'll take too long and is not the point of the task.

**Stage 2 – 15 minutes – lexis:** dictionary task.

1. Go to the first page of the lesson and project it.
2. **The task** is to divide the words into three groups. Like this:

Health problems / illnesses	Verbs	Ways to make you better

3. The task is to fill in the grid with the correct words from the jumbled list. Students may need their dictionaries for some of the lexis but if it is done in groups, learners at this level will know some of the words in each group.
4. When they have finished, rotate the groups' membership so that they can compare their answers.
5. Project the answers page by clicking on "Click here when you are ready to go on" and get them to check.

**Stage 3 – 10 minutes – verb-noun collocation**

1. In their current groups, the learners should now decide which verbs go with which nouns. You'll need to do an example first – catch measles is a good example because it's an infectious disease.
2. Rotate group membership again and get them to check together before you go on to the first exercise.

**Stage 3 – 5 minutes – the exercise at:**

<http://www.eltoncourse.com/learners/lessons/b1b2lessons/b1b2reading/healthhp1.htm>

1. If you have a terminal for every two students handy, you can get them to do the exercise in pairs. If you are projecting the site, get them to do it on paper.
2. When they have finished, they can hit 'Check' for the answer if they are using individual terminals or you can give a representative of each group the opportunity to drag and drop their answers before checking with everyone.
3. If they have had a problem with the difference between *have* and *catch*, note that you can't *catch a headache*.

**Stage 4 – the visit to the doctor – 15 minutes**

1. Now hit 'Next' to go on to the doctor-patient interview and project it. If you prefer to have this in writing for the students, here it is:

Doctor	Good morning. What seems to be the trouble?
Patient	Well, I've had this cold for ages now and I can't seem to be able to get rid of it. I don't think it's flu but I'm also feeling terribly headachy and I think I'm running a temperature.
Doctor	And how long have you had this?
Patient	Weeks and weeks.
Doctor	I see. Take off your shirt please and let me listen to your chest. Yes, you seem to have caught a rather nasty infection.
Patient	I see. Can you give me anything for it?
Doctor	Well, if it's a virus, antibiotics won't really be much of a remedy but I can try you on a course of penicillin, if you like.
Patient	OK, if you think it'll help.

Doctor	It may do. Take this prescription to the chemist's and come back to me if it hasn't cleared up in a week or so. You could also buy some ointment to rub on at night to help you breathe more easily. The pharmacist can tell you what sort of cream will help.
Patient	Thank you, doctor.

- Put the following lexis on the board: **for ages, to get rid of, flu, headachy, a temperature, chest, nasty infection, virus, antibiotic, remedy, penicillin, prescription, chemist's, ointment, run on, pharmacist, cream.**
- Focus on the collocational aspects of these as well as their meanings so you can supply or elicit chunks such as **run a temperature, rub on ointment** etc.

---

**Stage 5 – comprehension exercises – 10 minutes**

- Now click to go on to the doctor-patient interview comprehension exercise. The learners can do this on paper if you are projecting or on screen if they have their own terminals. In the former case, hit 'Show all questions' at the end so they can check.
- Now do the gap-fill either on screen or from this:

Doctor: Good morning. What seems to be the  ?

Patient: Well, I've had this cold for ages now and I can't seem to be able to  it. I don't think it's  but I'm also feeling terribly  and I think I'm  a .

Doctor: And how long have you had this?

Patient: Weeks and weeks.

Doctor: I see. Take off your shirt please and let me listen to your chest. Yes, you seem to have  a rather nasty .

Patient: I see. Can you give me anything for it?

Doctor: Well, if it's a ,  won't really be much of a  but I can try you on a  of penicillin, if you like.

Patient: OK, if you think it'll help.

Doctor: It may do. Take this  to the chemist's and come back to me if it hasn't  up in a week or so. You could also buy some  to rub on at night to help you breathe more easily. The  can tell you what sort of cream will help.

Patient: Thank you, doctor.

- Finally, if you have time, you could role-play a doctor-patient conversation allowing the students to invent the illness / health problem and forcing the 'doctor' to respond off the cuff. Challenging but fun and they should have the lexis they need by now for most ailments.
-





