

ILLNESSES

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Vocabulary related to common symptoms and illnesses.

Language/Culture Point: Which symptoms to tell our doctor vs. our supervisor, using “I think.”

Objective: Students will be able to talk about their symptoms and illnesses.

Materials: 1) Student pages, 2) Symptom cards (enough for one card per student) 3) Illness cards (enough for one card per student)



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures	- Using pictures

TEACHING ACTIVITY

1. Direct students to the pictures of the sick people in their books. Say, “Tell me about this picture.”
2. Elicit from students what they think the illness or symptoms for each picture might be.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures	- Using pictures

TEACHING ACTIVITY

1. Using the pictures in the student pages, talk about the symptoms each person has and what illness they have. As you mention each symptom, act it out for the students. Say, “I think she has the flu,” or the illness that the symptom goes with. Show students that sometimes the same symptoms occur for different illnesses.
2. Repeat as necessary.



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STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Symptom cards, illness cards	- Match up

TEACHING ACTIVITY

1. Give each student one symptom or illness card.
2. Choose a student and have them read their card. Then have them match the illness or symptom to the correct picture.
3. Continue for all students until each picture has the corresponding symptom and illness card.
4. Allow students time to note in the space provided the symptoms and illness for each picture.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Symptom cards, illness cards	- Match up

TEACHING ACTIVITY

1. Tell students that today we are going to practice talking about symptoms and illnesses when we are not feeling well. Sometimes we do not know what our illness is, but we can describe our symptoms.
2. Draw a symptom card. Read it aloud and act out the symptom. Then think aloud about what your illness might be. Go through several illnesses to see if they match up, and then find the correct one. When you find the correct one, say, "I think I have ____." For example:
I have itchy, watery eyes and I'm sneezing a lot. What is my illness? Let's see. Is it a cold? No, I don't think that's right. Is it the flu? No, not the flu. Ah, here it is! I think I have allergies.

Do a few more as examples for the students.



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STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Symptom cards, illness cards	- Match up

TEACHING ACTIVITY

1. Draw another symptom card. Read it to the class and act out the symptoms.
2. Ask a student what your illness is. Have them look through the illness cards to decide which illness you have. Prompt them to say, "I think you have ___."
3. Switch roles with the student. Do the activity again with new symptoms and a new illness.
4. Then, have two students demonstrate together.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Symptom cards, illness cards	- Match up

TEACHING ACTIVITY

1. Pass out one symptom card or one illness card to each student.
2. Students must try to find their match. Those with symptom cards must act out their symptoms as they search for their illness.
3. When everyone has found their match, have them read them to the class. The student with symptoms will read and act out the symptoms. The student with the illness will say, "I think you have ___."
4. Then, collect all of the cards and redistribute. Allow students to switch roles-those who had symptoms will now have an illness and those who had an illness will now have symptoms.
5. Continue with the time available so that students have time to work with each set of symptoms and each illness.



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STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages	- Graphic organizer

TEACHING ACTIVITY

1. Explain to students that it is common for us to not know the name of our illness. When we call the doctor or call in sick to work, we can describe our symptoms.
2. We can use the phrase, “I think ____.” to make a guess about what our illness is.
3. This is helpful when talking to our supervisor, because sometimes our supervisor doesn’t want the same information as our doctor.
4. Have students think about what they might say differently to their doctor rather than their supervisor.
5. Make two columns on the board, one for “Doctor” and one for “Supervisor.”
6. Give the students a few examples to start. Under “Doctor” write, ‘I have vomiting and diarrhea.’ Under “Supervisor” write ‘I have a stomachache,’ or ‘I think I have the stomach flu.’ Have the students help you fill out the rest of the chart, thinking about what they will tell their doctor and what they will tell their supervisor. Be sure to demonstrate using, “I think ____.” when talking to a supervisor.
7. Explain to students that even if we don’t know the illness, we can make a guess when talking to our supervisor to communicate how ill we are, without going into too much detail.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Symptom cards, illness cards	- Games



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TEACHING ACTIVITY

1. Have one student come to the front of the class. Show them an illness and have them act out the symptoms. If necessary, help them first match the illness with the symptom card to ensure they demonstrate the correct symptoms for the illness.
2. The other students need to guess the illness.
3. When a student guesses correctly, have them also name the symptoms. This student will be the next to act out the next illness.
4. Continue as time allows.