

Unit 10: I don't feel very well

The story: We meet Claire, a pharmacist, and Greg, a customer at the pharmacy. Greg initially goes to the pharmacy to get something for a headache, but then he falls for Claire and goes back repeatedly claiming to have other health problems.

1 I need something for a headache

Aim:	Learners will be able to ask for something for a headache.
Grammar:	-
Lexis:	medical jobs, lexis to describe how you feel

- a** Focus learners' attention on the title of this section and point out the structure *something for a headache*. Then have learners look at the photo and tick the right answers. Be sure to model the pronunciation of the items *pharmacy, pharmacist, medicine* and *plasters*.

Key: 1 pharmacist 2 pharmacy 3 plasters, medicine

- b** Learners read the question and the options, and then listen to the recording and tick the correct answer.

Key: He doesn't feel well.

- c** Learners can work in pairs to read the phrases from the conversation and match. Then play the recording again to check.

Key: 1c 2a 3b 4d

- d** In this step learners role-play the dialogue from 1b. You could model the pronunciation of *enough, headache, anymore, serious* and *should* before learners begin. Note that *should* is covered in detail in Section 2. Learners read the tapescript first, and then, to develop fluency, try the role-play using the phrases in 1c for support. You could have pairs act for the class if they enjoy this.

2 What should I do for a cold?

Aim:	Learners will be able to find basic advice on common illnesses and information about medicine on a website.
Grammar:	<i>should / shouldn't</i>
Lexis:	health problems and remedies

- a** Learners discuss the question in pairs. Then, in plenary, invite them to share other ways they get advice when they don't feel well.
- b** Now draw attention to the website which has advice for some common health problems. As learners read, they can label the photos around the text and then check with a partner. Note that the definite / indefinite article is used here with the health problems as this is more typical in international English: *the flu, a headache*. When checking in plenary, model and drill pronunciation of *headache, cough, throat, stomach ache, backache* and *blocked* (one syllable).

Key: 1 headache 2 cough 3 sore throat 4 stomach ache 5 backache
6 fever 7 blocked nose

- c** This sorting exercise focuses on the lexis contained in the text. Check in plenary. You might want to model pronunciation of *massage, steam inhalation, cough syrup, spray, aspirin* and *painkillers*.

Language info: The English word *serious* and the German word *seriös* are false friends. *It isn't serious* means *Es ist nicht wirklich schlimm* and *serious stomach ache* is *starke Bauchschmerzen* in German.

Key: advice you should rest, drink a lot of water or tea, take vitamin C, try steam inhalation, stay at home, see your doctor, try yoga or swimming, have a massage, use hot / cold packs. You shouldn't drink alcohol, smoke, do any sport, eat fatty or spicy food, sit for too long. **medicine** cough syrup, nose spray, aspirin, painkillers

- d** Learners read the questions, listen again to the conversation from 1b, and answer with a partner. After checking in plenary, refer learners to the grammar item *should / shouldn't* for giving advice.

Key: He has a headache. He should drink more water and take aspirin.

- e** Learners can now practise giving and asking for advice. If you think it's necessary, you could first look back at the website in 2b and ask learners to give you advice using the mind maps (not reading from the text): *I don't feel well. What should I do for a cold?* Elicit one or two ideas then let learners practise in pairs.

Further practice: *Go for it! A1 Teacher's Resource Book*, Unit 10, Activity 1 "Health crossword puzzle"

3 Take one tablet twice a day

Aim:	Learners will be able to find basic information about medicine on a label or package insert (leaflet) and talk about which medicine they take for common health problems.
Grammar:	–
Lexis:	types of medicine and doses

- a** This is a quick introduction to the topic of taking medicine and shouldn't get too complicated. Learners talk about their habits in pairs – useful language here might be *It depends* and the adverbs of frequency.
- b** Draw learners' attention to the leaflet for the StoMed and ask them to read and answer the questions individually. Check in plenary.

Key: 1 stomach ache 2 one tablet every six hours

- c** Learners identify the names of the medicines and write their answers under the pictures. Check in plenary.

Key: 1 cream 2 cough syrup 3 tablets 4 ear drops 5 nose spray

- d** Learners work in pairs and match the instructions to the medicine from 3c. Point out that we say *Take five mils / millilitres mornings and evenings*. When checking, encourage learners to use full sentences with *should* or the imperative form.

Key: 1c 2a 3d 4e 5b

- e** Explain that learners will hear five people with different health problems. Pause the recording after each one so that learners have time to discuss the right medicine and doses from 3c and 3d, and to formulate their answers (using the second person singular). Elicit advice for each problem before playing the next situation.

Key: (possible answers) **1** tablets (painkillers) **2** cough syrup **3** cream, tablets (painkillers) **4** ear drops **5** nose spray

- f** This simple listening returns to the story of Greg and Claire and prepares learners to hear about another health problem. Strong groups can do Steps 3f and 3g at the same time, listening the first time without reading the questions in 3g. Then read and discuss in pairs before listening again.

Key: pharmacist and customer

- g** Learners read the six questions and answer in pairs. Then play the recording again to check. Check briefly in plenary.

Key: **1** He has a stomach ache. **2** He had fish and chips and some whisky. **3** StoMed **4** every six hours **5** the small one with 12 tablets **6** a lifestyle questionnaire

- h** Wrap up this section by having learners work in pairs or groups to compare their habits when they're ill. They might also like to discuss Claire's advice and whether they agree with it. Collect feedback briefly in plenary.

4 How's your work-life balance?

Aim:	Learners will be able to complete a simple questionnaire about lifestyle, discuss the results, and ask and answer other questions about lifestyle.
Grammar:	<i>much / many / a lot (of)</i>
Lexis:	healthy / unhealthy lifestyle habits

- a** Learners work in pairs or small groups to discuss this question as an introduction to the topic of lifestyle and work-life balance.
- b** Learners work individually to read and complete the lifestyle questionnaire. Make sure they calculate their results at the end before comparing their results and answers with a partner.

Language info: The word *ill* is used in British English to express that someone has a health problem. The American English word is *sick*. In British English, however, *sick* has connotations of stomach problems.

- c** Invite learners to say whether their partners have a healthy lifestyle and to give an example to support their answer.
- d** Focus learners' attention on *how much ...?* and *how many ...?* Ask them to underline examples in the questionnaire. Then show them the two cards: *How much meat ...?* and *How many hamburgers ...?* Help learners identify the rule about countable and uncountable nouns, and then focus on the possible answers to these questions in the grammar element on the left. In pairs, learners write two more questions like in the questionnaire. Each learner writes one of the questions on a card or piece of paper.
- e** Learners mingle and ask their classmates the additional question. Collect feedback in plenary, inviting answers from all learners.
- f** This is the final part of the story with Greg and Claire. Learners read the statements first, and then listen to the recording and tick what's true.

Key: True: 1, 3, 4

Further practice: *Go for it! A1 Teacher's Resource Book*, Unit 10, Activity 2 "Healthy food for a happy life"

5 Drink onion juice with honey

Aim:	Learners will be able to understand an Internet health forum, write a forum entry, and talk about natural and traditional remedies.
Grammar:	–
Lexis:	lexis for simple traditional remedies; <i>My back hurts</i> .

a You could lead in by focusing on the cartoon. Elicit the meaning of *hurts*. Do learners go to a doctor for this problem? Then learners talk about when they do / don't go to the doctor.

b Focus learners on the health forum. Learners match the advice to each problem and check with a partner. Collect feedback in plenary.

Key: (*from the top*) You shouldn't drink coffee after 4 p.m; You need ear drops. Go and see your doctor; Have a hot bath after you play; A glass of milk helps.

c Learners discuss in small groups what they think the craziest advice on the forum is. Then brainstorm any more advice – crazy or helpful – for each problem to add to the forum. Collect feedback on the board in plenary.

d In this step, learners swap traditional ideas for typical health problems, following the examples in the book. Help with vocabulary, but keep it simple, using known lexis where possible.

Extension activity: You could put learners in groups and suggest they take turns playing the role of hypochondriacs. The other group members give them advice.

Task: Go for it! Get well soon!

Aim:	Learners play a game asking for and giving advice for different health problems.
Grammar:	–
Lexis:	–

- a** Have learners focus on the photos and using the example, discuss advice for the different situations with a partner.

Key: (*possible answers*) Lisa should wear sun cream; Dan and Lynn shouldn't smoke; Jim shouldn't eat so much junk food, he should do more sport; Leo shouldn't work so many hours. He should go home and relax.

- b** Divide the class so that you have about three medical experts for each patient. Have the medical experts work in one group, and the patients in another group.
- c** To prepare, give out cards or pieces of paper and have patients and medical experts follow the instructions for their group in the book. Patients each need four cards with health problems. The experts each need four cards with advice. Remind learners to use the ideas in the unit to help them.

You could have learners create lists rather than write on cards, if you prefer. It also doesn't matter if multiple learners use the same ideas on their cards. There are more cards at www.hueber.de/go-for-it

- d** Make new groups with one patient and three experts. The patient reads out a problem and each expert selects an advice card. There is no right or wrong answer: the patient selects the answer he or she finds funniest / most interesting / best for the problem and reads it out. The expert who played that card wins the health problem card and one point.
- e** Now the patient reads another card out and once again the experts try to find the best advice for that problem in their hand of advice cards. As with the previous health problem, the patient chooses the best, funniest, most interesting answer and gives the health problem card to that expert.

The winner is the expert with the most points at the end of the round. The round finishes when the patient has advice for all the health problems. Learners can change cards and roles and play again.

Video: Video and worksheets for Unit 10 → www.hueber.de/go-for-it

Unit 11: Let's go out!

The story: Linda and Bill make plans to go to the Athena Art Gallery in New York City on Saturday evening for the opening night of Frog Fantasia, an exhibition of 3-D printed art by New York artist Liz de Fontain. Then we read about the artist and her plans for the future.

1 What's that?

Aim:	Learners will be able to understand a poster for an art exhibition.
Grammar:	-
Lexis:	entertainment

- a** Focus the learners on the poster and elicit which animal is depicted.

Language info: This story in this unit is set in New York and American English has been used. The info boxes throughout the Classroom Activities and Extra Practice pages illustrate the differences.

Key: frogs

- b** Learners fill in the gaps in the sentences. Check answers in plenary. You may need to explain some of the words but encourage learners to try and work it out alone first.

Key: 1 art exhibition 2 movie theater poster 3 warning sign 4 zoo poster 5 3-D printer guide

- c** In this step learners focus again on the poster and this time speculate about what it's for.

Key: It's a poster for an art exhibition.