

What's wrong?

Aims

Practice saying how you feel and wishing someone well.

Language focus

Functions

Telling someone you're not feeling well; wishing someone well

Set-up

Group activity

Lesson link

For use after Unit 5, Lesson B

Time

25 minutes

Preparation














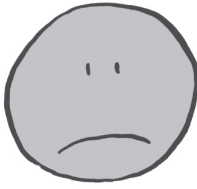

Duplicate one worksheet for every group of four students. Cut apart and place the cards labeled **A** in one stack and the cards labeled **B** in another.

3. Explain the activity. Tell them that Student A should take a card showing a health problem from the **A** pile, and Student B should take a card from the **B** pile that wishes the sick person well. Students use the cues on their cards to have a conversation similar to the model conversation above. The two students who are not participating in the conversation should monitor and correct mistakes. Then two different students draw cards and have a conversation. As the activity progresses, students should have a chance to have a conversation with everyone in the group.
4. As students are working, walk around to monitor the activity and help as needed. Make sure that all students in the groups are taking turns having conversations and monitoring their classmates. Encourage students to add extra information to make the conversations more interesting. Make note of any errors or problems to review later.

Procedure

1. Tell students they are going to work in groups and take turns saying how they feel (as if they had health problems) and wishing one another well. With books closed, elicit a basic sample conversation and write it on the board. Student B begins the conversation.
B: *How are you?*
A: *I'm not feeling well. / I don't feel so good. / I feel awful.*
B: *What's wrong?*
A: *I have a cold. I want to stay home today.*
B: *I hope you feel better. / Take it easy. / Get well soon.*
2. Put students in groups of four, and distribute two stacks of cards to each group – the **A** cards and the **B** cards. Ask students to place them face down on the table, making sure not to mix the two piles of cards. (You might have students label the backs of the cards **A** or **B**.)

What's wrong?

<p>A</p> <p>... (not) feeling well a backache</p> 	<p>B</p> <p>How are you? Take it easy.</p> 
<p>A</p> <p>... (not) feel so good a cold</p> 	<p>B</p> <p>How are you? Get well soon.</p> 
<p>A</p> <p>... (not) feeling well An earache</p> 	<p>B</p> <p>Are you OK? Take it easy.</p> 
<p>A</p> <p>... (not) feel so good a fever</p> 	<p>B</p> <p>How are you? Get well soon.</p> 
<p>A</p> <p>... (not) feeling well a headache</p> 	<p>B</p> <p>Are you OK? Take it easy.</p> 
<p>A</p> <p>... (not) feel so good a sore throat</p> 	<p>B</p> <p>How are you? Get well soon.</p> 
<p>A</p> <p>... feel awful a stomachache</p> 	<p>B</p> <p>How are you? I hope you feel better.</p> 
<p>A</p> <p>... (not) feeling well a toothache</p> 	<p>B</p> <p>Are you OK? Take it easy.</p> 