

My Health

Main ESOL Curriculum References

Spelling

Ww/E1.1a

Use and spell correctly some personal key words and familiar words (develop knowledge of a context based vocabulary and structural words).

Ww/E1.1b

Use knowledge of basic sound-letter correspondence and letter patterns to aid spelling.

Reading and vocabulary

Rw/E1.1a

Recognise a limited number of words, signs and symbols.

Rw/E1.2a

Use knowledge of basic sound-letter correspondence to help sound out unfamiliar words.

Speaking

Sc/E1.1b

Articulate the sounds of English to be comprehensible to a sympathetic native speaker.

Sc/E1.4a

Make simple statements of fact.

Teaching ideas

Vocabulary and spelling

- Use as a straightforward matching activity (work in pairs or small groups) using the words in the first table (although other words in the lower table may also be suitable).
- Use small sub-set of cards and play as a paired memory game.
E.g. place 6 picture cards and the 6 matching word cards face down on desk. Students take it in turns to turn over 2 cards. If the cards match the player keeps them and turns over another 2 cards. If the cards don't match they are replaced to the same positions (the other player watching carefully to see where the cards are positioned). Winner is the player who finishes with the most cards.

- **For a whole class game**

Makes a good warm-up activity, encouraging learners to chat to each other at the start of a lesson. Also good half way through a lesson when students can stretch their legs and become re-energised.

Spread the picture cards around the room on desk or table tops.

Encourage all the students to stand up – give each a word card.

Students walk around the room until they find the matching pictures. They then place their word cards next to the correct picture and get another word card from tutor.

Continue until all the words and pictures are correctly matched.

Students should then be encouraged to walk round again, writing any new vocabulary / spellings in notebooks to learn before the next session.

Speaking

Give each student a suitable word and/or picture card. E.g. headache, sore throat, etc.

Working in pairs, students practise simple exchanges such as

What's the matter?

I've got a headache.

What's the matter with?

He's / She's got a sore throat.



runny nose	cold	stomach-ache
headache	temperature	sneeze
sleep	visit	emergency
nurse	doctor	broken leg
sore throat	bandage	operation

cough	examine	ill
toothache	flu	migraine
accident	broken arm	hospital
shot	first aid	sick