

## Health Speaking Lesson Plan

**Learning Objectives:** To develop spoken fluency; to present and practise 'Should' for giving advice/ suggesting; to present and practise some health-related vocabulary.

**Skill:** Speaking

**Preparation Time:** 10 minutes

**Completion Time:** 60 minutes

**Age/Level:** Adult/Pre-Intermediate

**Resources:** Health Dictation Warmer, What Should I Do? Game, pens, paper, a whiteboard and pens

### Preparation

Copy and cut up cards for What Should I Do game according to the instructions on the Teacher's Notes for this game.

### Warm-Up (12 minutes)

Do the activity entitled Health Dictation Warmer, in which the teacher dictates six sentences about health, and learners decide if each sentence is true for them personally or not before discussing them in pairs or small groups.

### Presentation (20–25 minutes)

- To present some health vocabulary, ask the class, 'What do people do when they have a health problem?' Take a few suggestions, for example 'Lie down,' or 'See a doctor'. Divide students into groups and allow four minutes to brainstorm more similar phrases. After four minutes, write up the groups' suggestions onto the board. Make sure these are covered: *Lie down, see a doctor, go to hospital, take a painkiller, get some rest, go to the dentist's, go to the optician's, take a day off.*
- To present/revise 'should' for giving advice: Say to the class 'My friend is always tired, and this is what I say to him'. Write on the board 'You \_\_\_\_\_ go to bed earlier'. Elicit the word *should*. To check concept, ask, 'Is it a good idea for my friend to go to bed earlier?' (Yes) and 'Does my friend have to go to bed earlier (No, *should* is for advice, not a rule). Now write the sentences 'You should to take a painkiller' and 'You should going to the dentist's'. Elicit a correction for each sentence, ('You should take a painkiller' and 'You should go to the dentist's') and elicit that, after *should*, you need a verb without *to* or *ing*. Drill the pronunciation of these sentences, ensuring that everyone can articulate the short vowel sound and silent *l* in *should*.

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### **Practice (20 minutes)**

- Play the game entitled **What Should I Do? Game**, in which groups of students read cards showing common health problems, and compete to give the best advice using 'You should...'  
(NB There are teacher's notes included in this game).

### **Closure (3–5 minutes)**

Having finished the game, ask students in open class if anyone in their group came up with any unusual or original advice. Also ask if anyone really has had any of the problems on the cards recently, and what they did about it.