


Film and TV

TV / Medical TV series

Teacher's notes

homework before the lesson. It would then only be necessary to quickly correct these parts in class. The exercises which could be done as preparatory homework are marked with a symbol. 

Age: Teenagers/Adults

Level: Pre-intermediate (A2)

Time: 90 minutes

Activity: In this lesson, students will:

1. practise talking about the body and medical issues;
2. improve listening comprehension of real-life English from video clips taken from two UK-based TV shows;
3. focus on vocabulary for talking about the body, and about medical problems and their treatment;
4. consolidate new language from this lesson by carrying out simple medical tests in class.

Language focus: speaking, listening, vocabulary, reading

Materials: one copy of the worksheet per student, a PC or projector, an internet connection in the classroom, a measuring tape or ball of string for the final task

1. Vocabulary (15 minutes)

Aims: to create interest in the topic of the human body, to identify language that students already know related to this topic, to introduce or consolidate less common vocabulary for body parts

Procedure: Before handing out the worksheet, divide the class into three groups. Ask each group to choose a person who is going to write suggestions for the group. Make sure that this person has a pen and a piece of paper. Hand out the worksheets and read aloud the instructions for Task 1a. Elicit some examples of acceptable answers (e.g. Group 1 could write 'brain' and Group 3 could write 'toe'). Then allow each group one minute to suggest and write the words that correspond to their group.

When the time is up, ask groups to swap their answer sheets and then to correct the suggestions of another group. Monitor the class as they do this to help resolve doubts. Groups award one point for each correct word and then add up the total and identify the winning group. Provide feedback, focusing on good vocabulary which was suggested. Pay particular attention to body parts which won't be mentioned in Task 1b. (The parts mentioned in 1b are: *nose, ears, toes, feet, wrist, elbow, nails, thumb, bones, blood, lungs, stomach, brain, kidneys.*)

Now ask students to work in pairs to complete the missing letters in Task 1b. Monitor as they do this, helping weaker students by suggesting certain letters or clarifying the meanings of the definitions. If all students fail to find certain words, allow them to use a dictionary. Finally, elicit the correct answers and focus on pronunciation.

(Note: You might want to explain to students that the body parts in this task have been selected as they are related to later tasks in this lesson. However, students may want to look online or in a book if they want to see a more comprehensive list of body parts in English.)

Key:

1. nose,
2. ears,
3. toes,
4. feet,
5. wrist,
6. elbow,
7. nails,
8. thumb,
9. bones,
10. blood,
11. lungs,
12. stomach,
13. brain,
14. kidneys

Notes:

1. This lesson is aimed at lower-level learners (approximately A2). However, certain vocabulary from this lesson would typically belong at higher levels. This is because the videos referred to are authentic and therefore not graded for language learners. You may wish to let students know that a small number of words from the lesson (e.g. 'blink', 'guzzle') are from a higher level. Let students know that they shouldn't worry if they find the lesson challenging or if they hear certain words that they don't understand.
2. This lesson contains exercises which focus on listening, speaking, vocabulary and some brief reading. If you wish to maximise class time for listening and speaking, you could ask students to complete the vocabulary exercises as preparatory

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2. Read and speak (10 minutes, plus 10 minutes extra if doing the Kahoot activity)

Aims: to introduce more vocabulary related to the body and health, to provide spoken practice of this vocabulary, to develop interest in the topic of the lesson (the body and medicine)

Procedure: Students work again in pairs. Tell students that for this task, they need to speak to their partners as much as possible to explain the reasons why they have chosen a certain answer. Read the worksheet instructions aloud. Set a time limit of about six to seven minutes to do the task. Monitor the students as they do this, making sure that they are speaking in English to justify their answers. You may also need to help weaker students to understand the definitions from the mini-dictionary.

For the next stage of the task, if your students have smartphones or other devices which can connect to the internet, you may prefer to elicit and check answers using a Kahoot game:

- Open the Kahoot game on the class computer by clicking on the following link: <https://play.kahoot.it/#/k/2730b75c-d4a5-4ef8-9e4e-8f52b3b7d099>. You will see a Game PIN on screen.
- Allow each student to sign in on their phone by going onto the <https://kahoot.it/> website and entering the PIN. Then start the game, allowing students to play individually.
- As the answer to each question is revealed, make sure students mark this in the original exercise from their worksheets. Encourage some classroom discussion about surprising answers.
- At the end of the game, choose the winner. Then ask students to briefly look through their worksheet again to make sure that all the answers are clear to them.

If you prefer not to use technology, simply elicit the correct answers. For the more difficult questions/sentences, ask students who guessed correctly to explain what their reasoning was.

Key:

1. feet (the adult body contains 206 bones, each foot and ankle contain 26 bones)
2. more bones than (a baby has around 305 bones – some fuse together as the baby grows up)
3. nose (your ears also continue to grow during your whole life)
4. 6–10%

5. less than (babies blink about twice a minute; adults blink 10–15 time a minute)
6. right (the lung on the left is smaller to make room for the heart)
7. blonde (and people with red hair have the lowest hair density)
8. feet
9. middle finger (and the nails on your fingers grow much faster than those on your toes)
10. 50–60%

3. Vocabulary, speak, listen and speak (30 minutes)

Aims: to study vocabulary that will help students to understand a short video, to provide listening practice, to understand a TV clip, to provide speaking practice on topics related to health and diet

Procedure: Ask students to work in pairs. Give them a few minutes to complete the vocabulary Task 3a. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

Key:

Vocabulary	Definition
1. to guzzle	(4) to start to feel like you need a drink
2. large	(1) to drink a lot of liquid very quickly
3. a myth	(6) to give a healthy amount of water to somebody
4. to get thirsty	(5) ill because you didn't drink enough water
5. dehydrated	(2) big
6. to hydrate	(3) a story which a lot of people believe but it is not true

Tell students that the video in the next task will talk about the correct amount of water to drink per day. Before watching the video, they need to talk about their own personal opinions on this topic. Ask them to briefly discuss the questions in Task 3b in pairs. Monitor as they do so, encouraging them to use vocabulary from the previous task. Provide feedback and comment on whether there seems to be any general consensus in the class.

Read aloud the initial worksheet instructions for Task 3c, including the question: 'Does the doctor think that it is

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important to drink eight glasses of water a day?' Play the video ('How Much Water Do I need to Drink? | Brit Lab – BBC Earth Lab' www.youtube.com/watch?v=Sv1d44YOljg), and then elicit the answer

Key:

No – the doctor thinks that 'eight glasses' is an ambiguous amount and that everybody has different requirements, depending on their diet and circumstances.

Before playing the video for a second time, ask students to work in pairs and to read the true or false sentences. They might be able to remember some of the answers at this stage. Play the video, then allow the pairs to discuss their answers. Finally, elicit the correct answers.

Key:

- a. True
- b. False – our kidneys need about 500 millilitres to function correctly.
- c. False – a person needs about 15 glasses a day but needs extra if they are sweating.
- d. True
- e. False – this is a popular myth but a study has shown that people actually get thirsty at the right moment (which is before they become dehydrated).
- f. True

Ask students in pairs to discuss the questions in Task 3d. Give feedback. Focus on language which students have used which will be relevant to the following activity (health problems, hospital).

4. Vocabulary, listen and speak (25 minutes)

Aims: to study vocabulary that will help students to understand a short video, to provide listening practice by viewing a TV clip, to provide speaking practice on topics related to hospitals

Procedure: Ask students to work in pairs. Give them a few minutes to complete the vocabulary task, 4a. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

Key:

Vocabulary	Definition
1. to be stuck	(3) to listen to sounds or people talking to you

2. a needle	(6) to take or pull something away using air
3. to hear	(1) to be fixed in one position; hard to move
4. deaf	(2) a very thin sharp metal tube used for putting medicine into your body or for taking blood out
5. 'I need space'	(4) not able to hear sounds or people talking to you
6. to suck (something out)	(5) a typical expression which people say when they need time alone or away from a person

Read aloud the instructions to Task 4b. Ask students to read sentences a–e. They should do this in pairs and help each other to understand the sentences. Then play the video ('Ear Trouble | 24 Hours in A&E – Channel 4' www.youtube.com/watch?v=ussEtMkSY4) and ask students to briefly compare answers to the questions. Play it again and let students decide their final answers. Finally, elicit the answers.

Key:

- a. ear, b. 25, c. his mother, d. spend some time away from him, e. yes

Ask students in pairs to discuss the questions in Task 4c. Give feedback.

5. Project: Body tests (10 minutes)

Aims: to consolidate new language from the lesson, to provide speaking practice of language related to the body, to aid long-term recall of language from the lesson by allowing students to participate in physical tests

Procedure: Ask students to work in groups (the number of students per group is not important, but try to have the same number in each). Tell the class that they are going to test some theories about the body. As an example, explain the first theory: 'The distance from your wrist to your elbow is the same as the length of your foot'. Ask for a brave volunteer to come to the front of the class to show whether this theory is true for him/her (the volunteer will need to have flexible legs!).

Now read aloud the instructions for the task. Explain how students can make the necessary measurements for each theory. Point out that the measurements don't need



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to be exact – they only need to show whether there is an approximate similarity in length/distance for each theory.

Some ideas for measuring:

- **Theory 1** – Sit on a chair, take off a shoe, raise your foot to your forearm to compare. (If a student is wearing a skirt, they should probably face the wall before doing this!)
- **Theory 2** – Simply open your hand as much as possible from thumb to middle finger, and raise this to your face to compare.
- **Theory 3** – Use measuring tape or string to measure your own height, then open your arms wide and measure the distance between hands. (If you don't have tape or string, you could stand in front of the board and mark your height with chalk/pen, then open your arms

and bend your body to see if your arm span is roughly the same.)

- **Theory 4** – Use your finger to measure your ear, then use the same finger to measure the distance between one of your eyes and your mouth.

The students may have questions at this stage so make sure to answer them. Emphasise that if students are not comfortable doing a particular task (due to a physical condition or social factors), they can exempt themselves from it.

Set a time limit of about five minutes for the groups to test the four theories and write down their results. Monitor them as they do this, encouraging them to speak English.

Ask students to discuss the final two questions as a class.



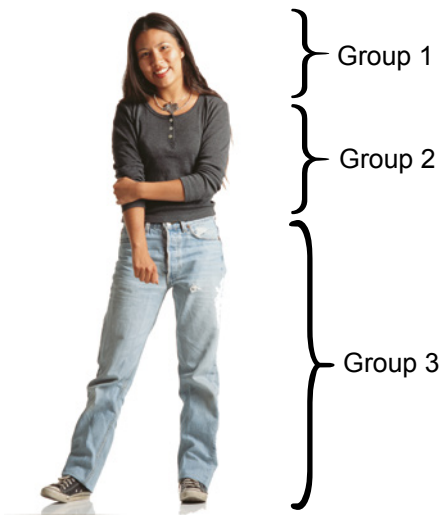
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Worksheet

1a. Vocabulary

Look at the picture of the person. You have one minute to write parts of the body for the section that corresponds to your group. The parts can be external (outside) or internal (inside, like organs).



1b. Vocabulary

Now look at the definitions below. Complete the missing letters for each part of the body.

External (outside) parts of the body	
Definition	Name
1. This is in the middle of your face	N _ _ E
2. You need these to listen	_ A _ S
3. You have five of these on each foot	T _ _ S
4. The plural of 'foot'	F _ _ _
5. The point where your hand meets your arm	W _ I _ T
6. The point in the middle of your arm	E L _ _ _
7. The hard pieces at the end of your fingers and toes	N _ I _ S
8. The big finger on the side of your hand	_ H _ M _

Internal (inside) parts of the body	
Definition	Name
9. The hard pieces that create the structure of the body	B _ _ _ S
10. The red liquid in your body	_ L _ _ D
11. The organs that take in air (and oxygen)	L _ _ G S
12. When you eat, food passes from your mouth to your ...	_ T _ M _ C _
13. The organ that you use to think	B _ A _ N
14. Two organs in your lower back that clean the body	K _ _ N _ Y S





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Worksheet

2. Read and speak

Work in pairs. Read the ten sentences and choose the correct word to complete each sentence. For difficult vocabulary, use the mini-dictionary.

- 25% of the bones in your body are in your _____.
 - nose
 - feet
 - wrists
- A baby has _____ an 85-year-old adult.
 - more bones than
 - fewer bones than
 - the same number of bones as
- A part of the body which grows during your whole life is your _____.
 - stomach
 - brain
 - nose
- Your head has approximately _____ of the total weight of your body.
 - 6–10%
 - 20–25%
 - 35–40%
- A baby blinks _____ a 50-year-old adult.
 - more than
 - less than
 - with the same frequency as
- Most people have two lungs. The lung on the _____ side is bigger.
(* note: your left/right side corresponds to your left/right hand)
 - left
 - right
- If you have _____ hair, you generally have more hairs on your head than people with other hair colours.
 - red
 - brown
 - blonde
- The part of your body with the most glands for sweating is your _____.
 - neck
 - feet
 - hands
- The nail on your _____ grows faster than the other nails on your body.
 - middle finger
 - little finger
 - big toe
- Generally, water composes approximately _____ of the weight of a human body.
 - 10–20%
 - 50–60%
 - 80–90%

Now follow the Kahoot link if your teacher tells you to: <https://kahoot.it>

Mini-dictionary:

- to **grow** = to become bigger
- **approximately** = more or less (not exactly)
- **weight** = how heavy a thing is (e.g. 50 kilograms)
- to **blink** = to close your eyes just for a second
- a **gland** = a part of your body that produces chemicals
- to **sweat** = to produce liquid on your skin when you feel hot



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Worksheet

3a. Vocabulary

In one of the next tasks, you will watch a video about drinking water. To help you to understand the video, first match the vocabulary to the definitions.

Vocabulary	Definition
1. to guzzle	(4) to start to feel like you need a drink
2. large	() to drink a lot of liquid very quickly
3. a myth	() to give a healthy* amount of water to somebody
4. to get thirsty	() ill because you didn't drink enough water
5. dehydrated	() big
6. to hydrate	() a story which a lot of people believe but it is not true

(*healthy = it helps you to feel well and not ill)

3b. Speak

Discuss with your classmate:

How much water do you drink every day?

Do you think that you drink the correct amount of water every day?

Why is it important to drink water?

3c. Listen

Watch this video from the TV series Brit Lab (BBC). In this clip, a doctor answers the question: 'How much water do I need to drink?'

www.youtube.com/watch?v=Sv1d44YOljg

Watch the video for the first time and answer the question in the box:

Does the doctor think that it is important to drink eight glasses of water a day?

Now watch the video for the second time. Decide if the sentences below are true or false.

- Generally, a glass of water is bigger in the USA than in the UK. _____
- Our kidneys only need approximately 50 millilitres of water a day. _____
- If a person is sweating, he/she needs to drink a minimum of 15 glasses of water. _____
- People generally get more water from food than from drink. _____
- People only get thirsty when they are very dehydrated. _____
- Coffee can help to hydrate our bodies. _____

3d. Speak

Discuss with your classmate:

Do you feel surprised about any of the information in the video?

In your country or region, is it OK to drink water from the tap, or do you need to buy bottles of water?

Do you know anybody who doesn't drink enough water? Explain.



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Worksheet

4a. Vocabulary

In the next task, you will watch a video about a hospital. To help you to understand the video, first match the vocabulary to the definitions.

Vocabulary	Definition
1. to be stuck	(3) to listen to sounds or people talking to you
2. a needle	() to take or pull something away using air
3. to hear	() to be fixed in one position; hard to move
4. deaf	() a very thin sharp metal tube used for putting medicine into your body or for taking blood out
5. 'I need space'	() not able to hear sounds or people talking to you
6. to suck something out	() a typical expression which people say when they need time alone or away from a person

4b. Listen

Watch this video from the TV series 24 Hours in A&E (Channel 4). In the UK, the A&E Department is the part of a hospital where people go if they have had an accident or an emergency. In this clip, a little boy has had a small accident.

www.youtube.com/watch?v=ussEtTMkSY4

Listen carefully. Choose the correct option to finish each sentence.

- The boy has something stuck in his ...
 - nose
 - ear
 - eye
- The boy's mum is ...
 - 25
 - 35
 - 45
- The boy lives with ...
 - his parents
 - his mother
 - his father
- The boy's mum says that after five minutes with him you want to ...
 - spend more time with him
 - spend some time away from him
- Can the boy hear his mother?
 - no
 - a little bit
 - yes

4c. Speak

Discuss with your classmate:

Describe the personalities of the boy and his mother.

Would you like to work in a hospital? Why or why not?

Are you happy with the quality of hospitals in your country? Is it expensive to go to hospital?



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Worksheet

5. Project: Body tests

Work in groups. The table below shows four common theories. A 'theory' is an idea which could be true, but people need to do experiments to decide if it really is true or false. For each theory in the table, do the action to see if the theory is true for you. Then write how many students in your group find each theory to be true.

Body theories

The distance from is the same as ...	This theory is true for ____ students in my group <i>(write the number)</i>
1. Your wrist to your elbow	the length* of your foot	
2. The top of your thumb to the top of your middle finger	the length of your face	
3. The top of your left hand to the top of your right hand (with your arms open completely)	the distance from your feet to the top of your head	
4. The top of your ear to the bottom of your ear	the distance from your eye to your mouth	

(*length = how long it is – e.g. the length of his leg is one metre)

Discuss with the class:

- In the whole class, which theory is the most correct?
- In the whole class, which theory is the least correct?