

Lesson Function 1:	Introduce and practise topic-related vocabulary.
Lesson Function 2:	Create opportunities to practise fluency.
Level:	Intermediate to Advanced.
Time:	60 – 90 minutes
Preparation:	Photocopy 1 worksheet per student.

To start: Before giving the students the worksheet put them in pairs to brainstorm words they associate with the word 'accident'.

> A Students work in pairs. Monitor. Stop the activity. Elicit feedback. Check pronunciation.

> B Students can work alone or in pairs for this. Monitor. Stop the activity. Elicit feedback.  
 Answers: 1. scar 2. first aid kit 3. plaster cast 4. plaster 5. blood donor 6. stitches  
 7. sling 8. faint 9. bruise 10. sprain 11. crutches

> C. Students work in pairs. Monitor. Stop the activity. Elicit feedback. Confirm pronunciation.

> D. You could do this exercise as an open class discussion. Invite individual members of the class to define the difference. Encourage open discussion.

Answer:

Pain (noun) means a very uncomfortable/sharp sensation in the body or mind which can be either short and sudden or prolonged e.g. When I picked up the broken glass I felt a pain in my hand.

Hurt (verb, past = hurt, hurt) means a) cause physical pain (grazes, bruising, breaks etc) or emotional distress e.g. The little girl hurt herself when she fell off her bike. b) experience a very uncomfortable sensation e.g. My finger hurts.

Injure (verb – regular in past) means cause serious physical 'damage' (breaks, cuts, etc) e.g. 2 people were killed and 27 were injured in the explosion.

Ache (verb – regular in past) means experience a fairly uncomfortable/dull sensation in the body or mind which is prolonged. e.g. Trekking in the mountains makes my legs ache.

You could check the students' understanding by putting some example sentences on the board and inviting students to fill the gaps. Examples:

- 1) After doing an aerobic workout, all my muscles .....
- 2) Don't run near the swimming pool. You might slip and ..... yourself.
- 3) He was badly ..... when the car hit him. Both his legs were broken.
- 4) Ouch! I can't walk! My left ankle ..... too much.
- 5) Morphine is a drug which can be used to control .....

> E. Students work alone or in pairs. Stop the activity. Elicit feedback. Answers: 1. pain 2. hurt 3. ache 4. injured (hurt is possible) 5. hurt 6. hurt 7. injured (hurt is possible) 8. injured 9. treat 10. cure 11. treatment 12. heal 13. cure 14. healing

> F. Students work in pairs. Monitor. Stop the activity. Elicit feedback.

To finish: Brainstorming: Tell students to turn the worksheet over. Give them one minute to write down all the topic-related words they remember from this lesson. Then get the students to check with a partner. Who remembered the most words?

Quick open class discussion: Which words are the easiest/most difficult to remember? Why?

Homework: Students write a short article on the following topic:  
 'Should basic First Aid skills be part of the national school curriculum?'