

1 Rearrange the letters to make words and put them under the correct headings.

badgane sairpn claf snpie brun caerm neelobsed
kedniy bsruie acibintotis mniedice tbuhm

Parts of the body	Treatments	Injuries

2 Choose the correct words to complete the dialogues.

Jade Hi, Paddy. Why weren't you at school today?

Paddy I was in hospital!

Jade Oh no! What happened?

Paddy I fell off my bike at the weekend and ¹burned / ²twisted my ³ankle / ⁴scalp.
So I went to the doctor this morning. He gave me some ⁵painkillers /
⁶antibiotics and told me to go home and rest.

Jade OK. So why were you in hospital?

Paddy Because I tripped on the steps when I was leaving the doctor's surgery and
⁷broke / ⁸had my ⁹wrist / ¹⁰waist!

Ned Have you seen Martin? He's got a black ¹¹eye / ¹²nose.

Isobel Really? How did he do that?

Ned He was doing karate with Dave yesterday evening and Dave hit him in the
face.

Isobel Oh no! Did he apologise?

Ned No! So Martin got really angry and kicked Dave. Dave fell onto the floor,
¹³banged / ¹⁴sprained his head and then had a really bad ¹⁵nosebleed / ¹⁶bruise.
There was blood all over the floor.

Isobel What a disaster!

3 **SPEAKING** Work in groups. Look at these photos. Try to make an interesting story about how each person got his/her injuries. Then compare your ideas with another group.



He was on a skiing holiday with his family when he decided to try a new ski slope. At first, everything was fine, but then ...

3A Parts of the body

Aims: To recycle vocabulary for parts of the body, treatments and accidents and injuries.

Time: 10–15 minutes

Materials: One handout for each student

Exercise 1

- Give each student a handout and ask them to do exercise 1. Read out the three headings and check that students understand the three categories. The first and last letters of each word are given. Check answers with the class.

KEY

Parts of the body: calf, kidney, spine, thumb

Treatments: antibiotics, bandage, cream, medicine

Injuries: bruise, burn, nosebleed, sprain

Exercise 2

- Students work individually or in pairs to complete the dialogues. Ask different pairs of students to read out the completed dialogues.

KEY

- 1 twisted
- 2 ankle
- 3 painkillers
- 4 broke
- 5 wrist
- 6 eye
- 7 banged
- 8 nosebleed

Exercise 3

- Look at the photos with the class and elicit the words for the injuries (*broken ankle; sprained wrist; black eye; broken arm*). Students then work in groups to create stories about how each person got the injury. Encourage them to think of unusual or funny ideas. You could then invite one or two groups of students to tell the rest of the class their stories.