



TEACHER'S GUIDE

LESSON 20: WHAT HURTS?

Video summary: Anna and her friends talk about getting hurt. Then Anna plays a game to learn the parts of the body.

Functional purpose: Talk about accidents, injuries and parts of the human body

Grammar: Irregular past tense forms: *got*, *hurt*, *gave* and *said*; comparative and superlative adjectives

Questions: What hurts?

Answers: My _____ hurts. (head, finger, leg, stomach, arm); I hurt my _____.

Key words:

Verbs	Nouns	Body Parts	Adjectives
bend	accident	arm	better
clap	bike	ears	faster
drop	body	eyes	the fastest
explain	garage	feet	harder
fall	leader	hand	higher
fix	roof	head	long
give/gave	person	knee	super
grab	tense	leg	
hit		nose	Prepositions
hurt		toes	above
kick			
pause			
practice			
raise			
say/said			
shake			
touch			
worry			

PREPARE TO WATCH

Get students' attention

- If possible, bring a puppet or doll to class. You can use it to show and practice parts of the body. You could also bring a small toy figure where the body parts detach.

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- Say, “Raise your hand.” Hold your own hand up in the air and point to it. Now say “hand”, and have students repeat.
- Point to a few other parts of your body or use the puppet. Say the name of the body part and have students repeat.
- Now pretend to hurt your hand – you can pretend to close the door on it, have a book fall on it, or some other accident. Say, “It hurts!” and mimic being in pain.
- Ask, in students’ native language if necessary, “How can I make my hand feel better?” Take student responses and write the remedies they mention on the board in English: put on ice, use a bandage, and the like.

Connect to students’ experiences

- Say, “In our last lesson, we talked about playgrounds. Sometimes we get hurt at the playground. Tell about a time you got hurt there or in some other place.”

Guess: What will happen?

- Remind students of the end of Lesson 18. Show Daisy floating up with the birthday party balloons (draw a flower connected to balloons if necessary).



- Next, show the photo of Daisy on a roof. Say, “In this lesson, Daisy has a problem. Daisy had the birthday party balloons. She floated up to the garage roof.”
- Ask, “What do you think happens after Daisy goes up on the roof? What does Anna do?”

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- How does Anna help Daisy? (She goes up to the roof but she drops Daisy.)
- What is the name of Anna's game? (Simon Says Super)
- Why does Daisy want the game to go faster? (She is angry at Anna.)
- Talk more about the video. Ask students what they liked, what made them laugh, what parts they want to see again.
- Teach one or two new words from the video, such as the parts of the body.

ACTIVITIES

1. Irregular Past Tense

Set up/materials

- Write the irregular verbs from this lesson on the board or on flash cards.

say / said

get / got

hit / hit

hurt / hurt

- Tell students that in this activity, they will learn about some words that do not add *-ed* to form the past tense in English.

How to

- Say, "In our last lesson we learned how to add *-ed* to a verb, or action word, to talk about something that is finished, or in the past. There are some verbs in English that change in another way."
- Point to the word *say* on the board or a flash card. Say, "Daisy wants to change the game. Max tells Daisy, 'Anna said not to touch it.' The action is finished. *Say* becomes *said* in the past tense. Circle the past tense form, *said*, on the board or show the flashcard."
- Remind students of the first part of the video where the teacher says, "Yesterday I hurt my hand." Say, "*Hurt* does not change when we talk about an action that is finished." Give an example with the present tense using a sport you play, "Every time I play basketball, I hurt my knee."
- Ask students for an example of *hit* in the present tense. "What does a batter in baseball or cricket do?" Students may answer, "S/he *hits* the ball." Circle the present tense verb form of *hit* on the board or show the flashcard."
- Give another example by hitting a table or object in the classroom. Ask, "What did I do?" Students should answer, "You *hit* the table." Circle the past tense form of *hit* or show the flashcard."
- Give an example of the present tense with *get* by asking a student: "I need a pencil. Can you get one from my desk, (student's name)?"

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- Ask, “What did (student’s name) do?” Students should answer, “S/he/they *got* you a pencil.” Circle the past form, *got* on the board or show the flashcard.
- Ask students to write their own sentences with *said*, *got*, *hit*, and *hurt*.

Variation

- For more advanced students, refer to the point in the video where the teacher says, ‘You can *get hurt* in an accident.’
- Explain, “This is the past participle of *hurt*. We say “I *got hurt*” because it is something that happened to us, not something we wanted to do. It is the passive voice, something we will study later.”

2. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet.

How to

- Ask students to form pairs and take turns asking and answering questions by reading the completed words and phrases on their activity sheets. The words are:

She got hurt playing soccer.

Simon said, “Touch your nose.”

The game uses parts of the human body.

Daisy wants the game to go faster.

- For the final box, students write about a game they play like “Simon Says.”
- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.

Variation

- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Ask students to modify the sentences to include the names of classmates and use different verbs.
- Have students write several sentences of this type, where they explain the function of different parts of the body:

I use my legs to _____. (walk)

I use my eyes to _____.

I use my hands to _____.



READ AND WRITE

She **got** **hurt** playing
soccer.

Simon said, "Touch
your **nose**."

The game uses parts
of the **human** **body**.

Daisy wants the
game to go **faster**.

Do you play a game like
Simon Says? What is it?



3. Listen and Speak

Set up/materials

- Give students the *Parts of the Body* practice sheet on the next page.
- Review or teach the names of parts of the body.
- Give students the *Listen and Speak* activity sheet.

How to

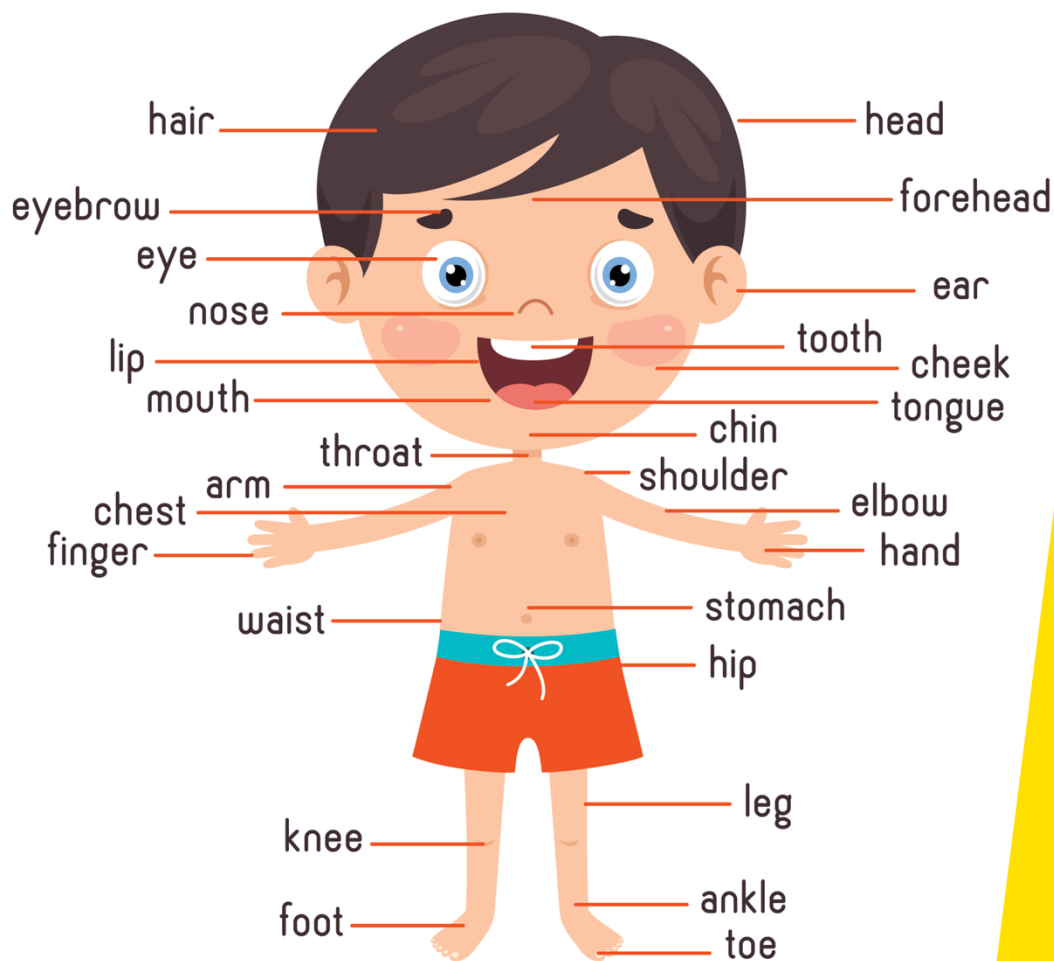
- Tell students that they will be working with a partner to play a guessing game with the body parts in English.
- Ask two students to demonstrate the example conversation for the class.
- Ask students for other clues they can give. For example, they could name a piece of clothing, such as “You put a hat on this.” (for *head*).
- Have students work in pairs and give a time for the activity to end. After the assigned time, have several students demonstrate their conversation.

Variation

- For more advanced students, have students talk about a time they hurt a part of their body. Or ask students to talk about ways they can help someone who is hurt such as giving them ice, a bandage, or kind words. This can also be done as a writing activity.



PARTS OF THE BODY



Practice saying the names of parts of the body.

● LISTEN AND SPEAK

Play a guessing game with your friend.

A: You have two of these. You use them to text.

B: Are they hands?

A: Yes! Now it's your turn.

B: Ok, you have ten of these. People usually cannot see them in the winter.

A: Is it my toes? You can't see them when I have shoes on!



Words: head, mouth, fingers, nose, ears, eyes, arms, hands, legs, knees, toes, feet

<https://learningenglish.voanews.com>

LEARN MORE

1. Does it hurt?

Set up/materials

How to

- Write three question words on the left side of the board: *Where, When, How much*
- Ask students what the pronoun *it* can replace in English (the pronoun replaces a thing, including parts of the body).
- Write the word *does* in the center of the board.
- Write *it hurt?* on the right side of the board.
- Pointing to each part of the board, have students say and repeat the three questions:

Where does it hurt? When does it hurt? How much does it hurt?

- Next, show students how to answer the three questions. Begin with *Where does it hurt?*
 - a) Simple answers: *It hurts here. It hurts here and here.* (students point to the place on the body).
 - b) Using prepositions: *It hurts on the side of my neck. It hurts in the middle of my back.*
- *When does it hurt?* Give a few examples of answers, then have students try to think of more, such as:

It hurts when I move it. It hurts when I touch it. It hurts at night. It hurts all the time. It hurts when I walk. It hurts when I lift my arm.
- *How much does it hurt?*

It hurts a lot. It hurts a little. It hurts pretty badly.
- Next, put students into pairs. One student can play the role of a patient, and the other, a doctor. The doctor asks the three questions (one at a time) and the patient gives the answers.

Variations

- Teach some vocabulary for common injuries, such as *twisted ankle, sprain, cut, bruise, broken bone, headache, insect bite or sting, scraped (or skinned), pulled or torn muscle.*

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- For more advanced learners, add the question *How did you hurt it?* (or include the body part: *How did you hurt your arm/leg, back, (etc.)*)? Then help students think of answers, using the past continuous and simple past tenses. For example:

I was running down the hill when I fell; I was playing basketball and the ball hit my finger.

- Doctors can “report” to the rest of the class, explaining what is wrong with their partner and the answers the partner gave. For example:

This is Ahmad. He hurt his leg playing soccer. It hurts below his knee. It hurts when he walks, and it hurts at night.

- Show how *Does it* can be used with many verbs (except BE) to form questions, such as:

Does it hurt? Does it work? Does it open? Does it go there?

Does it go fast? Does it taste good? Does it float? Does it take long?

2. Hurt feelings

Set up/materials

- This activity is for learners above the beginning level.

How to

- Write and draw on the board:

feelings {

- Say, “We can feel physical things, like when we hurt our arm or feel hot or feel cold. But we can also feel things in our mind and heart. What feeling does this represent?” (draw a smiling face: ☺)

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- As students answer, begin to write a few adjectives describing emotions in the bracket beside the word *feelings* on the board. For example, *happy, sad, angry*
- Ask students to name as many emotions as possible; write their responses in the bracket. They may need to use their native language for some adjectives, and the teacher can translate them into English.
- Next, say, “Sometimes we can feel hurt inside. For this, we can say *It hurt my feelings*, or *My feelings got hurt*.” Write the two expressions on the board.
- Ask students to describe situations or behaviors that can hurt people’s feelings.
- You can teach related terms to help students explain the causes, such as:

make fun of/laugh at insult not share with disrespect
ignore exclude criticize

Variation

- Students can do a writing activity where they explain a time in the past when their feelings got hurt, or what kind of situations or behaviors can create hurt feelings. They can also write about and/or discuss how to deal with hurt feelings.

3. Hokey Pokey Song and Game

Set up/Materials

- Find an online video showing the Hokey Pokey song to hear the tune and see how the game is played. [Here is one such video.](#)
- Review or teach the command form of some verbs used in the song: *put, do, shake, and turn*.

How to

- Have students stand in a large circle, with enough space between them so they have room to hold their arms out to each side without touching the next person. If that is not possible, break the class into smaller groups to form circles. Demonstrate how to put your hand into the circle, shake it, and put it back by your side. To show “turn yourself around,” rotate in place, coming back to face the center of the circle.
- Sing the song or play a recording of the song while students move through the actions it describes. Note that often people playing this game sing the song faster and faster as it progresses. Sometimes that means the players make a mistake and put in the wrong body part, but that is all part of the fun.

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- Here are the words to one version of the song:

You put your right foot in, you take your right foot out, you put your right foot in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

You put your left foot in, you take your left foot out, you put your left foot in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

You put your right arm in, you take your right arm out, you put your right arm in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

You put your left arm in, you take your left arm out, you put your left arm in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

You put your head in, you take your head out, you put your head in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

You put your knees in, you take your knees out, you put your knees in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

You put your shoulders in, you take your shoulders out, you put your shoulders in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

You put your elbows in, you take your elbows out, you put your elbows in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

You put your tummy in, you take your tummy out, you put your tummy in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

You put your nose in, you take your nose out, you put your nose in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

You put your whole self in, you take your whole self out, you put your whole self in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about.

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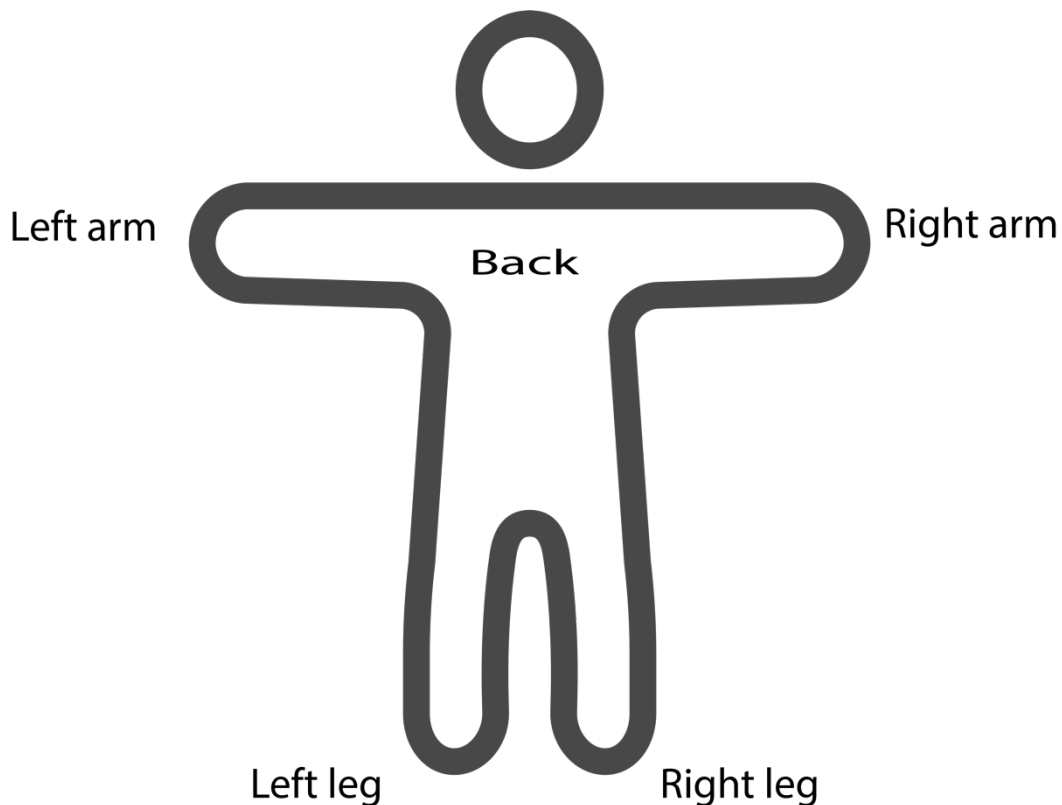
Variation

- Have one student come to the center of the circle and lead their classmates in part of the song. Provide a list of body parts from this lesson or on the board to help students think of what to say.

4. Simon Says

Set up/Materials

- Review the names of body parts and the imperative form of the verbs *touch*, *shake*, *move*, and the like.
- Teach the words *right* and *left* in reference to the parts of the body. Hold up your left hand and turn your back to the class. Say, “Here is how you can remember: The left hand and thumb make the letter *L*.”
- Draw a person's back on the board or show a picture that illustrates right and left.



- Have students stand at their desks or in an open area such as an athletic field or gym.

How to

- Stand at the front of the group and explain, “When you hear *Simon Says* before an action, do it. But if I only say an action and I do not say ‘Simon Says’, do NOT do it. If you do it, you have to sit down/go to the side of the group. Let's try an example.” Say the following while doing the actions:

Simon says, ‘Touch your head.’” Praise students who touch their heads.

“Hold up your right hand.” Watch – praise students who did NOT do the action because it was not a ‘Simon Says’ command.

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Remind students, “This is a practice. Remember you only do the action when Simon Says to do it. Let’s try some more.”

- After you do several actions, ask a student to come to the front and give the commands. Continue until everyone has had a turn or there are no players left standing because all have been eliminated.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Anna asked Daisy, "What _____?"
2. Daisy got hurt in an _____.
3. She hurt her _____ riding her bike.
4. Simon said, "Hit your _____."

Answer key:

1. hurts
2. accident
3. arm
4. head



QUIZ

1. Anna asked Daisy,
"What ?"



2. Daisy got hurt in an
.



3. She hurt her
 riding her bike.



4. Simon says, "Hit
your .

