



LEVEL 1
LESSON 27
I CAN'T COME IN

Topics Asking about health problems Giving advice for health problems	Prepare Before Class List of home remedy ideas from your culture or that of the students Toy doctor kit - thermometer, stethoscope and other items
Learning Strategy Analyze information	Goals Grammar: Irregular past tense verbs Speaking: Health problems and excuses Pronunciation: Wh-questions and Yes/No question intonation

Day 1

Introduce the Lesson Topic

Ask students, “How do you know when you are sick?” Let students respond with the words for symptoms. Write the words on the board.

Answers may include:

- cough
- sore throat
- sneeze
- aches and pains
- fever
- feeling tired

Continue, “These things are a kind of information. You think about the information your body is giving you, and then give a name to your health problem. Maybe it’s a cold, or the flu or something else.”

Say, “Imagine that you wake up and feel sick. What do you have to do? If it’s a school day, or a work day, do you call or email someone?”

Explain, “People who are working need to give an excuse (or reason) when they cannot go to work. In today’s lesson we find out what Anna tells her boss when she is sick. Do you think she will have a good excuse for staying home?”

Present the Conversation

Tell students that the video will show Anna calling her doctor. She does not feel well.

If students are acting out the conversation, give students copies of the conversation.

Ask students what they think of Anna's plan to stay home and watch movies: "Is that a good way for her to feel better?"

Main Video Script – Lesson 27

1. Listen:

I do not feel well. I think I'm sick.

Speak:

I ___ not ___ well. I think I'm _____.

Listen:

I was sick last week, too. I had the flu.

Speak:

I _____ sick last week, too. I _____ the flu.

2. Listen:

When did you start feeling sick?

Speak:

When _____ you _____ feeling sick?

Learning Strategy

Explain to students that when learning English, we often get new information. Today's lesson will help us learn to think carefully about information.

Give an example: "What is a high body temperature?"

Students in countries that use Celsius will know that the normal temperature is 37 degrees Celsius. In the U.S. and some other countries, Fahrenheit is used, and the normal body temperature is 98.6 Fahrenheit.

Ask students, "If your temperature is 100 degrees Fahrenheit, is that high?" Explain that 98.6 is normal on the Fahrenheit scale, so 100 is not very high. "In the video, Dr. Bennett thought about the information. She decides that Anna is not too sick. But she tells Anna to stay home and rest. You can think about the meaning of information, too, any time you read or listen in English. Let's try it when we do the activities in this lesson."

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After the key words, the video teaches about irregular past tense verbs. Here is the script:

Speaking Practice Script – Lesson 27

1. In English some past tense verbs are not regular. Regular verbs have an -ed ending.

In the lesson, you hear Anna use a regular past tense verb, “painted.”

Anna: In the morning I painted for hours.

2. Irregular verbs do not take an -ed ending like regular verbs.

Here are three types of irregular verbs in English:

- Verbs that do not change
- Verbs where the last sound changes
- Verbs where a vowel changes.

Not all verbs fit into these three patterns.

3. Here are some examples:

In the lesson, you hear two verbs that remain the same in the present and past tenses.

They are “hurt” and “cut.”

<i>Present</i>	<i>Past</i>
hurt	hurt
cut	cut

4. In these verbs, the last sound changes:

<i>Present</i>	<i>Past</i>
build	built
make	made

5. Finally, in these verbs, the vowel changes in the middle of the word:

<i>Present</i>	<i>Past</i>
draw	drew
drink	drank

6. These verbs have different rules:

<i>Present</i>	<i>Past</i>
do	did
feel	felt
hear	heard
say	said
sleep	slept

Activity Sheet

Hand out copies of the Activity Sheet. Ask students to look at the image on the page. Review the health problems indicated on the image by asking students to name them and having the class repeat the names aloud.

- 1) headache
- 2) fever
- 3) upset stomach
- 4) cut
- 5) broken bone
- 6) bruise

Introduce the idea of home remedies. Say, “On this page you can see what a doctor might tell you to do for these health problems. These are in the column called ‘treatment’ on your paper. There are also what we call ‘home remedies,’ or traditional ways to treat a health problem at home. Maybe you do a home remedy when you cannot go to a doctor. Or you do it before the problem becomes worse. For example, in my family, when someone has a cold, we give them honey and lemon juice. Can you think of home remedies for some of these problems (on the board)?” Ask students for examples.

Tell students to form pairs. Ask them to match the health problems with treatments and write them in the lower part of the worksheet. Check the students’ work by showing or saying the matches:

- 1) headache - get some rest
- 2) fever - drink lots of liquids
- 3) upset stomach - take some medicine
- 4) cut - put a bandage on it
- 5) broken bone - see a doctor
- 6) bruise - put some ice on it.

Tell them to have conversations about the health problems and home remedies. When all students have completed the activity, have several pairs demonstrate how they thought about the information in their conversations.

Respond with questions like: “Is this a good advice? Do you know something else that will help?” Give students a chance to answer.

Pronunciation Practice

The Pronunciation Practice video teaches how to ask two kinds of questions: Wh-questions and Yes/No questions. Play the video or read the explanation below.

Pronunciation Practice Video Script – Lesson 27

1. When English speakers ask questions that start with Wh- or H- their voice goes down at the end.

These are called Wh-Questions. Listen to these questions:

Ms Weaver: Why not? What is wrong? Anna, what do you mean? Why can't you come to work today?

Dr. Bennett: When did you start feeling sick?

3. When English speakers ask a question that begins with Do, Is, and Can, their voice goes up at the end of the question.

These are called "Yes/no questions" because you can answer them with one word.

Listen to the doctor's question:

Dr. Bennett: Do you have a sore throat?

Anna: Yes, I have a sore throat.

2. Now you try it.

Listen:

Why are you learning English?

Speak:

_____ you learning English? (Why are)
(graphic shows words falling downward with intonation)

4. Now, you try it.

Listen:

Do you like Voice of America?

Speak:

_____ you _____ Voice of America? (Do, like)
(graphic shows words rising upwards with intonation)

Practice Asking Questions

Tell students to write five Wh-questions and five Yes/No questions about English (or another topic you choose) in their notebooks. Have them work with a partner to compare. Can they answer all of their partner's questions? If not, the pair can move to work with another pair of students.

When partners have worked together for ten minutes, ask them to share their two best questions by writing them on the board. See if the class can answer the questions.

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Ms. Weaver uses the verb forms "slept" and "drank."
2. At American businesses, it is polite to answer the phone by saying your name.
3. Anna says, "I painted for hours."
4. Dr. Bennett is thinking about Anna's temperature and what it means.
5. In American culture, it is not polite to speak when another person is speaking.

Collect the papers or ask students to trade papers and check the answers together.

Writing

Discuss the vocabulary that may be used for the topic. Write some of them on the board for students to use in their written work.

Write the writing topic on the board:

What happens when you get the flu? Does your family have a special way to get well again?

Conversation

- Anna: Hello! I am sure that today, in Washington, D.C., there are a lot of great things to do. But I am not doing any of them. I am **sick**. Right now, I'm going to call my boss and tell her I cannot come in to work.
- Caty: Hello?
- Anna: Ms. Weaver, Hi. I can't come to work today.
- Caty: Why not? What is wrong?
- Anna: Well, yesterday I felt fine.
- Anna: In the morning, I **ainted** for hours. In the afternoon, I cut **wood**. Then, I built a **fire**.
- Caty: Anna, what do you mean? Why can't you come to work today?
- Anna: I do not feel well. I think I'm sick.
- Caty: I'm sorry to hear that. I was sick last week, too. I had the **flu**.
- Anna: (**sneezes**) What did you do?
- Caty: I **slept** a lot and I **drank** a lot of water. Do you have a **doctor**?
- Anna: Yes, I do.
- Caty: You should call your doctor. And get lots of **rest**!
- Anna: Thanks, Ms. Weaver. I'll call right now. I'm calling my doctor.
- Dr. Bennett: (to herself) Now, where does this thing go?
- Dr. Bennett: Hello. This is Dr. Bennett. How can I help you?
- Anna: Hello, Dr. Bennett. This is Anna.
- Dr. Bennett: Oh, Hi, Anna. How can I help you?
- Anna: I think I'm sick.
- Dr. Bennett: Let me ask you a couple of questions. Do you have a sore throat?
- Anna: Yes. I have a sore throat.
- Dr. Bennett: Do you have a **cough**?
- Anna: Yes. I have a cough.
- Dr. Bennett: When did you start feeling sick?
- Anna: This morning. Yesterday I felt great. In the morning I painted, for hours - in the afternoon I cut wood -
- Dr. Bennett: Excuse me, Anna. But I don't need to know all that. Do you have a **fever**?
- Anna: Oh. My **thermometer** says 125 degrees?! What??
- Dr. Bennett: Yeah, that's not right.
- Anna: Oh. Wait. The thermometer was in my hot cup of coffee.
- Dr. Bennett: Please take it again, Anna.
- Anna: Okay, the thermometer says 100.5 degrees.
- Dr. Bennett: 100.5 degrees is not too high. I want you to drink lots of water. Rest in bed and get lots of sleep.

Anna: That is what my boss said to do. Um, Dr. Bennett, when can I go to work?

Dr. Bennett: Don't go to work for a couple of days.

Anna: Yes! I mean, I don't want to make my co-workers sick.

Dr. Bennett: That's right. Call me back in a couple of days.

Anna: I will, Dr. Bennett. And thanks.

Anna: Well, you heard the doctor – no work for a couple of days. I need water, sleep and um ... lots of movies! Well, the doctor didn't say anything about movies. But it can't hurt! Until next time!

Key Words

cough - *n.* the act of forcing air through your throat with a short, loud noise often because you are sick

doctor - *n.* a person who is skilled in the science of medicine

fever - *n.* a body temperature that is higher than normal

fire - *n.* the light and heat and especially the flame produced by burning

flu - *n.* a common disease that is caused by a virus and that causes fever, weakness, body aches, and breathing problems; also called influenza

rest -*v.* to stop doing work or an activity

sick - *adj.* affected with a disease or illness; ill

sneeze - *v.* to suddenly force air out through your nose and mouth with a usually loud noise because your body is reacting to dust or a sickness

sore - *adj.* feeling or affected by pain

thermometer - *n.* an instrument used for measuring temperature

throat - *n.* the tube inside the neck that leads to the stomach and lungs

wood - *n.* the hard substance that makes up the stems and branches of trees and shrubs

Past Tense Verbs

cut / cut - *v.* to use a sharp tool (such as a knife) to open or divide (something, such as paper or wood)

do / did - *v.* to perform an action or activity

drink / drank - *v.* to take a liquid into your mouth and swallow it

feel / felt - *v.* used to describe someone's physical or mental state

hear / heard - *v.* to be aware of (sound) through the ear

hurt / hurt - *v.* to be a source or cause of pain

paint / painted - v. to cover (something) with paint or to put paint on (something)

say / said - v. to use your voice to express (something) with words

sleep / slept- v. to rest your mind and body by closing your eyes and becoming unconscious

STEP 1

Use the letters in the box below to spell the correct names of the health problems. Then write the names next to the correct treatments at the bottom.

1
a d h a e c e h

2
v e f e r

3
r b e s u i

4
t u p e s
s m c o t h a

5
n k r o e b
b o e n

6
c t u

Do you know what to do for an upset stomach?

Yes, You should drink some soda.

STEP 2

Now ask your friends about any home remedies they may have for the health problems above. Write their answers below. Then let them ask you about any home remedies you may know.

Health problems	Treatment	Home remedy
4 - upset stomach	take some medicine	drink some soda
	get some rest	
	put some ice on it	
	drink lots of liquids	
	put a bandage on it	
	see a doctor	

Quiz - Level 1, Lesson 27 - I Can't Come In

Listen. Circle the letter of the correct answer.

1. How do you know that Ms. Weaver is talking about the past?

- a. She uses past tense verbs.
- b. Ms. Weaver says the word "before."
- c. She says the words "last year."
- d. Ms. Weaver uses the present continuous.

4. What strategy is Dr. Bennett using?

- a. Dr. Bennett is predicting.
- b. She is rehearsing a conversation.
- c. Dr. Bennett is analyzing information.
- d. She is summarizing.

2. Why does Dr. Bennett say, "This is Dr. Bennett. How can I help you?"

- a. She does not want to talk to anyone.
- b. Dr. Bennett knows that Anna is sick.
- c. She does not know who is calling.
- d. Dr. Bennett is asking Anna for help.

5. Why does Dr. Bennett say, "Excuse me"?

- a. Dr. Bennett cannot hear Anna.
- b. She has another patient.
- c. Dr. Bennett does not like Anna.
- d. She wants a chance to speak.

3. What does Anna say?

- a. Anna waited in the morning.
- b. She painted for hours.
- c. Anna picked wildflowers.
- d. She painted some flowers.