Contagious disease!

Language level:	Pre-intermediate (A2)
Learner type:	Young learners; Teens; Adults; CLIL
Time:	30 minutes (longer if you dictate the text)
Activity:	Text reconstruction
Topic:	Science
Language:	Past simple; Direct & indirect objects
Materials:	Video; Worksheet

Preparation, materials and equipment

1. For this activity, you will need a US campaign video titled **1976 Swine Flu Propaganda**. To access the video on YouTube, click on the following link:

   http://www.youtube.com/watch?v=ASibLqwVbsk

2. Make a copy of the **Mystery Text** worksheet (page 5) and the **Flow Diagram** (also page 5) for each student. Also make an A3-sized display copy of the large **Flow Diagram** on page 6.

Decide how you are going to display the clip in class. Possibilities include:

- Laptop or desktop (good for small groups)
- Computer, projector + screen
- iPhone or other mobile device (good for one-to-ones/intimate classes)

Don't forget the loudspeakers

If you don't have Internet access in class, you could download or 'capture' the video from YouTube. Use **www.savevid.com** or a similar site. Note, however, that in doing so, you will be breaching YouTube's Terms of Use.

Lesson plan

1. Tell your students that you have a puzzle for them. Put them into pairs and give out copies of the **Mystery Text** worksheet. Ask students to read the text and guess/work out what '*it*' refers to. Ask students to write down their answers rather than shout them out.

2. Let everyone compare their answers but don't give them the solution yet.

3. Hold up a copy of the large **Flow Diagram** for your students to see but don't give out individual copies yet. Make sure everyone understands that the diagram is an illustration of the text. Tell students that you want them to create their own similar diagrams from the text.

   Note that you are using the Flow Diagram only to give students an idea of what you expect from them. You should then put the diagram out of sight so that they have to create their own using the text.

4. Once everyone has finished their diagrams, give out individual copies of the **Flow Diagram** and let students check their work.

5. Ask students if they have any more ideas about what '*it*' refers to.

6. Show the video: *1976 Swine Flu Propaganda* from 0:30 until the end.

7. Take all the copies of the **Mystery Text** from your students.

8. Ask students to use the **Flow Diagrams** to reconstruct the original texts.

9. Give back copies of the original text and let students compare them with their reconstructions. Alternatively, let them check their work by playing the clip again.

Variations

- Introduce the activity by writing the following frame on the board:

  Jo _____ it to his wife

  Ask students (in pairs or groups) to think of as many past simple verb forms as possible that could be put in the gap. For each possibility, students have to say what *it* refers to. Examples:

  Jo *lent* it to his wide (his motorbike)
  Jo *delivered* it to his wife (the bad news)
  Jo *recommended* it to his wife (the film)
  Jo *sent/emailed* it to his wife (the YouTube clip)
  Jo *passed* it to his wife (the salt)
  Jo *threw* it to his wife (the rugby ball)
  Jo *stuck* it to his wife (the chewing gum)
  Jo *sang* it to his wife (the love song)
  Jo *showed* it to his wife (the rash on his bottom)
  Jo *mentioned* it to his wife (the fact that they needed a holiday)
  Jo *returned* it to his wife (his wife's dress)
  Jo *suggested* it to his wife (a holiday to France)
  Jo *explained* it to his wife (the plot)

- Dictate the text or use it for a running dictation

- Rather than giving out paper copies of the text and diagram, display them on a screen or write them on the blackboard and ask students to copy them. This would save paper.

Follow ups

- Tell students the story of the 1976 Swine Flu outbreak (see Wikipedia for details: http://en.wikipedia.org/wiki/1976_swine_flu)
- Use the activity to introduce students to the topic of viruses or contagious diseases.
- The campaign video is very dated. Show students a modern campaign video and ask them to compare the two.
- Use the video to introduce the phenomenon of language change. These days, the term 'flight attendant' seems to have replaced 'steward' or 'stewardess'

Mystery text

Read the text below. Can you guess or work out what '*it*' is?

Don't shout out your ideas. Write them here: _____
_____
_____

"Joe brought it home from the office. He gave it to Betty and one of his kids and to Betty's mother. But Betty's mother went back to California the next day. On her way to the airport, she gave it to a cab driver, a ticket agent and one of the charming stewardesses. At school, Joe's kid gave it to some other kids and Mrs Meryl got it and gave it to her husband. In California, Betty's mother gave it to her best friend Dotty. But Dotty had a heart condition and she died. But before she died, Dotty gave it to her girlfriend, the mailman, the paper boy, and her vet when she went to pick up her Chihuahua."

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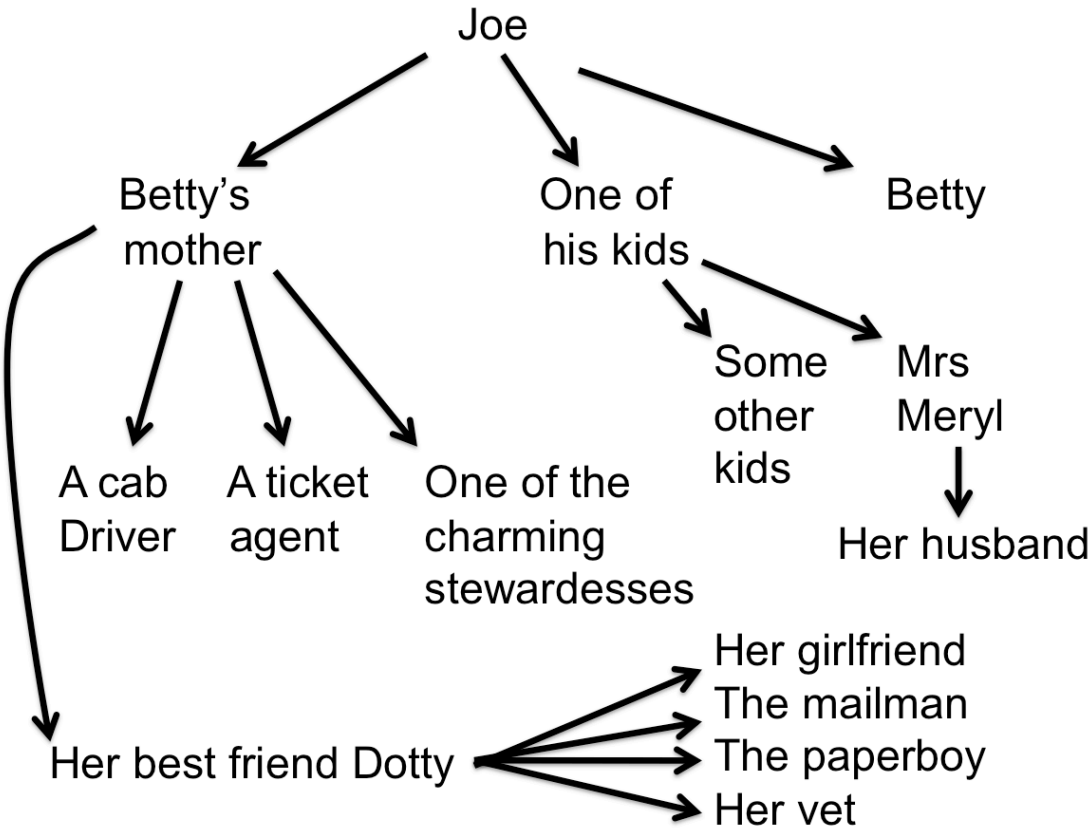
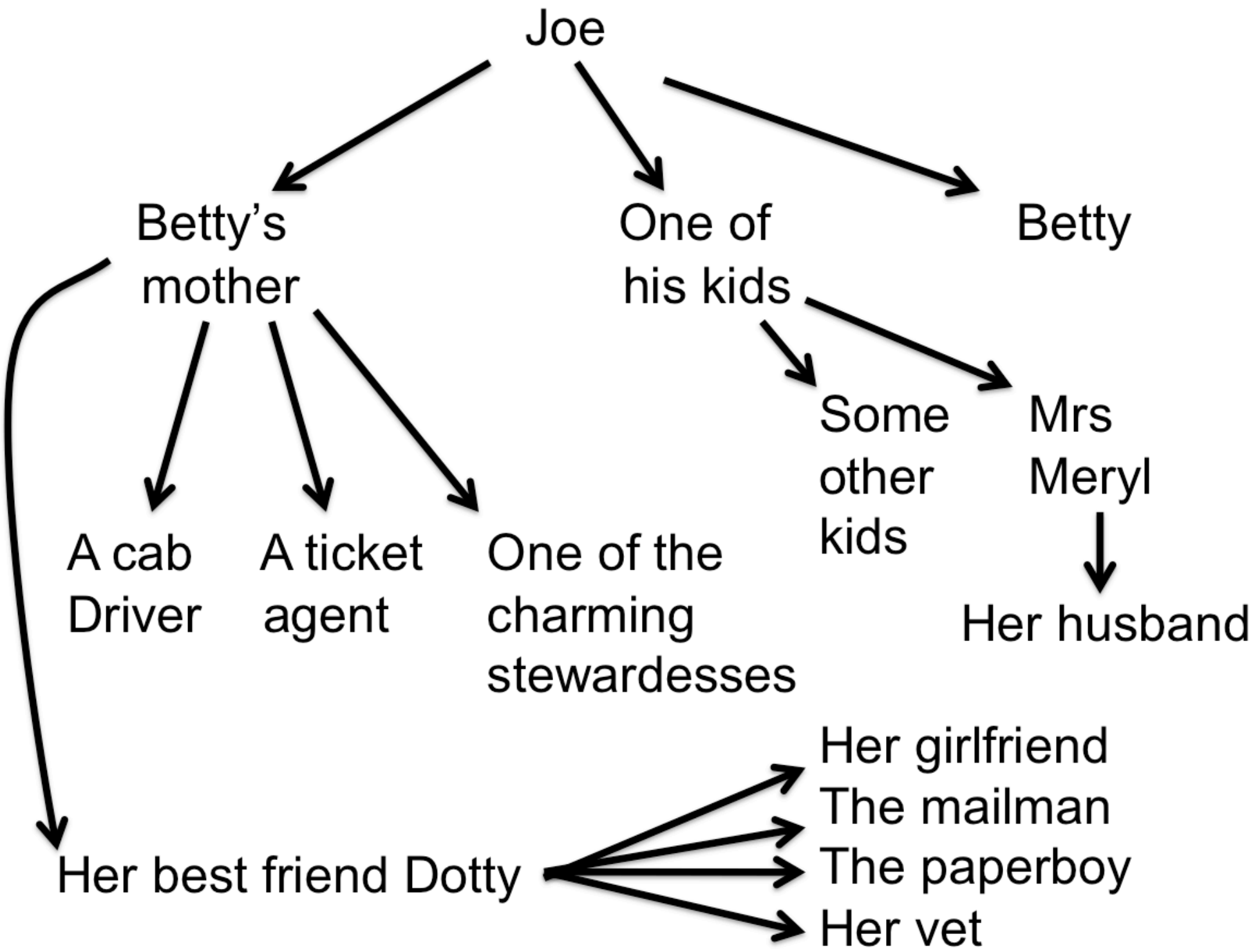
Flow diagram




Joe
Betty's mother
One of his kids
Betty
A cab Driver
A ticket agent
One of the charming stewardesses
Some other kids
Mrs Meryl
Her husband
Her best friend Dotty
Her girlfriend
The mailman
The paperboy
Her vet