



OH NO!



Scan to review worksheet

Expemo code:
149M-Q3AB-84LR

1 Warm up

Match the words and pictures.

A) hit my head	B) break my arm	C) cut my finger	D) burn my hand	E) sprain my ankle
F) spill a hot drink	G) fall off my bike	H) slip on the ice	I) break a glass	J) trip over the sidewalk



1



2



3



4



5



6



7



8



9



10

Now answer these questions:

- Which phrases relate to **injuries** to your body? Example: break my arm
- Which phrases relate to **accidents**? Example: break a glass
- Do you have any experiences with these accidents or injuries? Did you have to go to the hospital?



2

Listening



When people have accidents, they visit the Emergency Room (ER) Department of the hospital. Listen to the three dialogues and decide if the sentences are true or false. If they are false, be ready to explain why.

Dialogue 1

1. The man slipped on the ice.
2. He broke his foot.

Dialogue 2

1. The man had a car accident.
2. He broke his arm.

Dialogue 3

1. The accident happened in the kitchen.
2. One person is hurt.



Listen again and circle the word that you hear.

1. I've **recently** / just / now slipped on the ice.
2. Have I **break** / breaking / broken it?
3. What **have you done** / did you do / are you doing to yourself?
4. I've **felt** / fallen / falling off my bicycle.
5. We've **have** / had / having a bit of an accident at home.
6. You **weren't** / aren't / haven't been very lucky.



3 Language point

These sentences from the listening use the present perfect form. Study the sentences and choose the best option to complete the information or answer the questions.

- What's happened to you?
- You've **broken** your arm.
- You **haven't been** very lucky....

Now pick the best option:

1. These sentences refer to actions or states in **the present / the past**.
2. We make the present perfect with the auxiliary verbs **do or does / have or has / was or were** + past participle.
3. When we study verbs, we need to learn three forms: the infinitive, the past simple and the past participle. What ending does the past participle have for regular verbs?
4. Which verbs in the examples above have an irregular past participle?

Look at the table of irregular verbs in the Appendix. You need to study these forms.

Study these sentences. Notice the contractions and practice saying all the sentences out loud.

positive sentences	I/you/we/they 've/have slipped on the ice.	He/she/it 's/has slipped on the ice.
negative sentences	I/you/we/they haven't/have not slipped on the ice.	He/she/it hasn't/has not slipped on the ice.
yes/no questions	Have I/you/we/they slipped on the ice?	Has he/she/it slipped on the ice?
short answers	Yes, I/you/we/they have . No, I/you/we/they haven't .	Yes, he/she/it has . No, he/she/it hasn't .
question-word question	What's happened to you? What have you done to yourself?	



There are several ways to use the present perfect. Read these sentences and answer the questions.

A: That doesn't look good! What have you done to yourself?

B: I've **just** fallen off my bicycle. I've hurt my arm.

Circle the correct word:

- The present perfect indicates that we **can** / **can't** see the present results of something that happened in the past.

I've **just** slipped on the ice.

It happened an hour ago.

Circle the correct word:

- We use the word **just** in present perfect sentences to talk about things that happened a **long** / **short** time ago.
- In present perfect sentences, **just** goes before **the main verb** / **has or have**.

4

Practice

Complete these sentences with *have/has* and the past participle of the verb in parentheses. Use contractions where you can.

1. She _____ the window. (break)
2. Sorry about all the smoke. We _____ the toast. (burn)
3. Ouch! I _____ **just** _____ my hand. (cut)
4. He _____ all his homework. (do)
5. _____ he _____ off his bike? (fall)
6. They're very hungry because they _____ any lunch. (not have)
7. You _____ yourself. You should call the doctor. (hurt)
8. Who _____ on the ice? (slip)
9. She _____ her ankle; she's broken it. (not sprain)
10. _____ **they** _____ over the sidewalk? (trip)



5

Speaking

Work in pairs. Student A: look at the instructions on this page. Student B: look at the instructions on the next page.

- You are going to play an acting or drawing game to practice the vocabulary and grammar from this lesson. There are two ways to play the game. You can act or you can draw. You can use each item in your list only once.
- Acting: without speaking, take turns to act out one accident and the resulting injury from your list for your partner.
- Drawing: without using any words or letters, draw a picture of one accident and the resulting injury from your list for your partner.
- Your partner will guess the accident and injury, using the present perfect with just. Make sentences like this, "You've just ... and ...".
- If you have time, use these ideas to roleplay a dialogue between a doctor and a patient, as in the listening. Start like this: What's happened to you? Or What have you done to yourself?

Student A

accidents: fall off a horse, have a car accident, slip on a banana peel, trip over the sidewalk, your own idea

injuries: break your arm, cut your knee, hit your head, sprain your wrist, your own idea



Work in pairs. Student B: look at the instructions on this page. Student A: look at the instructions on the previous page.

- You are going to play an acting or drawing game to practice the vocabulary and grammar from this lesson. There are two ways to play the game. You can act or you can draw. You can use each item in your list only once.
- Acting: without speaking, take turns to act out one accident and the resulting injury from your list for your partner.
- Drawing: without using any words or letters, draw a picture of one accident and the resulting injury from your list for your partner.
- Your partner will guess the accident and injury, using the present perfect with just. Make sentences like this, "You've just ... and ...".
- If you have time, use these ideas to roleplay a dialogue between a doctor and a patient, as in the listening. Start like this: What's happened to you? Or What have you done to yourself?

Student B

accidents: break a glass, fall in the shower, spill a hot cup of tea, slip on the ice, your own idea

injuries: burn your hand, cut your finger, hurt your arm, sprain your ankle, your own idea

6

Extra practice/homework

Find and correct mistakes in some of these sentences. If the sentence is correct write a check ✓ next to it.

1. Oh no! He's cutted his hand very badly.
2. They's fallen down the stairs, but they're ok.
3. Ouch! I just have hit my head on the shelf.
4. She hasn't had a good time, I'm afraid.
5. I haven't broke my leg; it's only sprained.
6. Have sprained you your ankle?
7. She has just tripped on the sidewalk?
8. What have you did to yourself?
9. I haven't spilled my coffee, but someone has.
10. I haven't made my homework, so I don't know the answer.



OH NO!

7 Optional extension

For minor injuries, doctors or pharmacists often suggest these treatments. Match the words and the pictures.

bandage
cream or ointment

band aid / plaster (UK)
ice

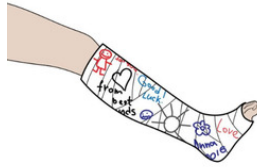
cast
medicine/painkillers



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____

Which treatments are best for these injuries?

break your arm / burn your hand / cut your finger / hit your head / sprain your ankle



8

Appendix

Irregular verbs

infinitive	past simple	past participle
be	was/were	been
become	became	become
blow	blew	blown
break	broke	broken
burn	burned	burned
buy	bought	bought
choose	chose	chosen
cut	cut	cut
do	did	done
fall	fell	fallen
forget	forgot	forgotten
get	got	gotten (UK got)
go	went	gone
have	had	had
hit	hit	hit
hurt	hurt	hurt
know	knew	known



OH NO!

make	made	made
meet	met	met
put	put	put
ride	rode	ridden
run	ran	run
see	saw	seen
sing	sang	sung
shoot	shot	shot
spend	spent	spent
spill	spilled	spilled
swim	swam	swum
take	took	taken
tell	told	told
throw	threw	thrown



Transcripts

2. Listening

Dialogue 1: -

Doctor: Who's next?

Patient 1: I am.

Doctor: Oh no! What's happened to you?

Patient 1: I've just slipped on the ice.

Doctor: When did this happen?

Patient 1: About an hour ago. My foot hurts. Have I broken it?

Doctor: Let me check. No, you haven't. But you've sprained your ankle.

Dialogue 2: -

Doctor: Oh no! That doesn't look good! What have you done to yourself?

Patient 2: I've just fallen off my bicycle. I've hurt my arm.

Doctor: Let me see. Can I touch it?

Patient 2: Ouch! That really hurts!

Doctor: You've broken your arm. And I think you've hit your head too.

Patient 2: Maybe I have. I'm not sure.

Doctor: We need to check that out.

Dialogue 3: -

Doctor: Hello. How can I help you?

Patient 3: Well, we've had a bit of an accident at home in the kitchen.

Doctor: Both of you?

Patient 2: Yes. I've burned my hand, and he's cut his finger.

Doctor: Oh no! How did that happen?

Patient 2: I forgot that the pan on the stove was hot, and I touched it. When I screamed, he dropped a glass!

Doctor: Oh, dear. You haven't been very lucky....



Key

1. Warm up

5 mins.

Call attention to the pictures and demonstrate the task with the first exercise. Work with the whole class to match the words and pictures. Pose the follow-up questions and make sure students understand that *sprain* has the same vowel sound as *train*, /eɪ/. Students can answer the final question in pairs or as a whole class activity. Keep answers brief and do not correct grammar at this stage.

1I, 2B, 3D, 4C, 5G, 6H, 7J, 8A, 9E, 10F

1. burn my hand, cut my finger, hit my head, sprain my ankle
2. fall off my bike, slip on the ice, trip over the sidewalk
3. Student's own answers.

2. Listening

10 mins.

Explain the context and go over the instructions for the first listening activity. Play the recording and then check answers. For the second listening activity, students will recover more detailed information from the recording. Give students a minute to work in pairs and recall/predict the correct word. Then play the recording again for them to check. They can listen twice if they need to. If you have time after you check answers, students could read the transcript out loud in pairs.

Dialogue 1:

1. T
2. F - He sprained his ankle.

Dialogue 2:

1. F - He fell off his bicycle.
2. T

Dialogue 3:

1. T
2. F - two people are hurt.

Circle the word that you hear:

- | | | |
|-----------|-----------|------------------|
| 1. just | 2. broken | 3. have you done |
| 4. fallen | 5. had | 6. haven't been |

3. Language point

10 mins.

In this lesson students are introduced to present perfect simple verb forms. This lesson is the first in a block of four in this course plan dealing with different uses of this form. In this lesson, students see the use of the present perfect with *just* for recent past events/actions with present results.

There are three parts to this stage. The first part deals with the form. Go through the examples and questions one by one. For regular participles, remind students that they should pronounce the *-ed* endings like in the past simple, with one of the three endings /d/, /ɪd/ or /t/. For irregular participles, direct students to the verb table in the Appendix. Students can refer to this during lessons and they should also spend some time studying it at home. If you are using the next lessons in this course plan, tell students that they can prepare for these by studying all the verbs in the table.



OH NO!

In this second stage of the lesson, students see examples of all variations of the present perfect form. Give them a minute to look at these by themselves. Then drill all the example sentences with the students; it's best to use the forms with contractions for this.

In the final stage, students find out more about one usage of the present perfect and the use of *just*. All usages of the present perfect share the idea of making a connection, or bridge, between the past and the present. Other usages will be explored in future lessons in this course plan.

Note: in American English, the present perfect is used less often than in British English; the past simple is used instead. American English speakers sometimes use the present perfect with *just* and they understand it. Most low-level students of English are looking for competence in an international context and expect to use English with other non-native speakers. Therefore, mastery of this language area is a worthwhile aim even if American English is the main language of instruction.

- | | |
|---|---|
| 1. the past | 2. have or has |
| 3. -ed (happened). Note: it has the same form as the past simple but can be used as part of a multi-word verb form with an auxiliary. | 4. broken (break/broke/broken) and been (be/was or were/been) |

-The present perfect indicates that we **can** see the present results of something that happened in the past.

-We use the word **just** in present perfect sentences to talk about things that happened a **short** time ago.

-In present perfect sentences, just goes before **the main verb**.

4. Practice

10 mins.

Go over the instructions and do the first one as an example with the class, making sure students know that they need to add two things to each sentence. There is a mixture of irregular and regular verbs in the exercise. Students can consult the verb table in the Appendix if they need to. Students work alone and then check answers in pairs and then with the whole class. You may need to spend some time on *they haven't had any lunch*, which uses *have* as an auxiliary and as the main verb - students may find it strange to see two forms of *have* in the same sentence. Drill all the sentences if you have time.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

- | | | | |
|--------------------|-----------------------|-----------------|---------------|
| 1. 's broken | 2. 've burned | 3. 've just cut | 4. 's done |
| 5. Has he fallen | 6. haven't had | 7. 've hurt | 8. 's slipped |
| 9. hasn't sprained | 10. Have they tripped | | |

5. Speaking

13 mins.

In this stage, students will activate the language from the lesson in an acting/drawing activity. Make sure students understand the aim of the activity is to get their partner to produce the language from the lesson and that they will have to use their imagination. Choose the activity type which best suits your teaching context, or let students choose. It's also fine to mix and match.

Set up A/B pairs and go over the instructions with the class and make sure students are looking at the correct page. Give them a couple of minutes to look through the options and check any unknown vocabulary. They need to plan logical pairs of accidents and injuries and invent one idea of their own for an accident and an injury.

Set up pairs and give students a few minutes to act out their phrases and guess both the accident and injury, using the present perfect and *just*. It might be a good idea to get a student to demonstrate one item first. Students



should guide each other to the intended phrase, rather than just saying, "You're wrong" after one attempt. Monitor and support as necessary.

Early finishers can imagine an ER dialogue based on any of the items from the exercise.

Then round off the activity by asking a few students to act/draw and challenge the group to produce the intended phrase, perhaps using their own ideas. You could also offer error correction, including pronunciation.

6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

- | | |
|----------------------------|----------------------------------|
| 1. He's cut... | 2. They've fallen... |
| 3. I've just hit... | 4. correct |
| 5. I haven't broken... | 6. Have you sprained your ankle? |
| 7. Has she just tripped... | 8. What have you done... |
| 9. correct | 10. I haven't done... |

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students match treatments with pictures. Go over these with the whole class and drill pronunciation. Demonstrate the follow-up activity with the whole class and then students can continue in pairs. Encourage them to use *should* in their responses and accept any reasonable answers. Monitor and support students and offer correction as needed.

- | | | |
|-------------------------|------------|----------------------------|
| 1. ice | 2. bandage | 3. cream or ointment |
| 4. medicine/painkillers | 5. cast | 6. band aid / plaster (UK) |