



# Health Problems

by Susan Thomas



German

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## 1 Introduction

### The Resources

This collection of stimulating visuals offers communicative language practice. The teacher can select visuals and activities for the teaching of basic structures and items of vocabulary with complete beginners from age 9 upwards; the Teachers' Notes also suggest numerous activities for teaching more advanced structural uses.

Adaptable for any age and ability, the materials are set within the framework of enjoyable card and board games which encourage learners to practise practical communication skills. The use of cartoons makes the activities lively and challenging.

### Why use games?

With its range of eBooks, Linguascope has been producing visual and tactile materials which help modern language teachers to provide opportunities for learning which are more multisensory in their appeal. Because of their flexibility, they can be used to meet a wider range of learning needs than textbooks on their own can provide.

The emphasis on games-type activities is deliberate, since the acquisition of foreign language skills is as much practical as it is academic, and it is only through frequent practice that the learner can become sufficiently familiar with the language presented to be confident enough to use it for him/herself. Constant repetition, however, can be demotivating. By incorporating new vocabulary and grammatical structures into game-like situations in which the elements appear in randomised and enjoyable combinations, learners' involvement in the learning process can be engaged more effectively and sustained for longer than is often the case with textbook exercises. Game-situations, if designed with learning goals clearly in mind, can provide stimulating and challenging work which can support those with learning difficulties and promote the learning of our most gifted students.

#### So games are:

- enjoyable - they provide a relaxed context for language learning.
  - motivating - they concentrate the mind for a specific short term goal.
  - nonthreatening - winning or losing can depend on the random throw of a dice.
  - activity-based and tactile - learners become less self-conscious when physically involved and when their primary focus is on the aims of the game.
- They will help the learners to improve their familiarity with the new language and begin to transfer it to long-term memory.

#### Why use Linguascope eBooks?

Linguascope eBooks can be used to promote effective learning in the following ways:

- They support multisensory approaches which are tactile, visual, and designed for active use.
- They can make language visible by providing visual prompts and manipulable structures.
- They can provide challenges appropriate for classes of all abilities and mixed abilities.
- They support independent learning.
- They encourage co-operative learning.
- They help to build confidence.
- They are motivating.
- They can be used to promote creativity.
- They allow teachers to make efficient use of resources, by providing materials which are flexible, cost effective and time-saving.

## How materials can be used to support your teaching programme

### How to prepare the resources

The sheets can be prepared in a variety of ways to suit the needs and learning preferences of your classes. They can be printed on to paper, for use as handouts or worksheets.

They can be enlarged, for display or for making flashcards.

They can be printed onto card, perhaps enlarged, and then cut to make individual cards for games and activities.

Text can be added beneath pictures or on the backs of cards.

For maximum durability, visuals can be printed on to paper, glued on to thick card and laminated. They can be used on the IWB.

Visuals can be combined or grouped to make display materials, or used to compile a picture dictionary or topic reference book.

Blank masters can be used to create new sets of visuals, to make matching text cards and new games.

### Using the visuals

The visuals can be used to support classroom work in a number of different ways. For example, a visual can:

- be used to introduce a new word or phrase;
- serve as a prompt for the production of the spoken word or phrase in a practice or review exercise;
- serve as a reminder of the meaning of the associated written word or phrase;
- provide the starting point for introducing or revising related vocabulary;
- introduce a new structure;
- act as a stimulus for generating related structures;
- provide one of a series of examples to practise a teaching point;
- be used in conjunction with a spinner or dice to provide randomised prompts for practice or assessment.

Some of these functions will be more appropriate than others at different stages in the teaching programme.

### Presentation

The teacher introduces new vocabulary and phrases, referring to the visuals prepared for the IWB or as flashcards. Provide plenty of opportunity for the language to be heard and practised unobtrusively before anyone is called on to perform alone. 'Chorus work' and repetition is useful at this stage. Encourage learners to experiment with their voices, repeating the new words and expressions emphatically, softly, angrily, questioningly, etc. This helps to avoid monotony and encourages learners to get used to experimenting with intonation as well as pronunciation.

Learners who are good at processing sound input will quickly begin to associate visuals and sound and be able to reproduce the sounds accurately; others will find it helpful to be able to see the written words as well, so introduction of the written form should not be too long delayed. This is the stage at which to draw attention to the important phonetic aspects of the written word, so that learners will be able to work out the correct pronunciation for themselves if at a later stage they need to refer back to the items being presented now.

### Practice activities and games

Once the learners have become sufficiently familiar with the new elements to be reasonably sure of pronouncing them correctly, individual or group activities and games can be set up. These activities will help the learners to improve their familiarity with the new language and begin to transfer it to long-term memory. At this stage they should be encouraged to ask for confirmation of any vocabulary or pronunciations they may find they have forgotten or are not sure of. Included are suggestions for activities and games which can be used with many of the visuals in this book to achieve a range of learning outcomes.

Most of the activities suggested are based on traditional games and will be familiar. Younger learners are usually very good at making up their own variations of these games. The important thing is that they are actively using the language in a practical, meaningful way, and also having fun. Although some games can be noisy or boisterous, the effort learners bring to them can be considerable. Adults usually respond just as positively as younger learners; using language in the context of a game can help them to overcome initial shyness about using the language 'in public'.

For extended practice, learners can be directed to move round the room at timed intervals, changing partners or groups repeatedly. In some of the games, success relies on good co-operation between players. Other games are very competitive. Here the teacher may wish to give some thought on how best to involve the weaker student. The competitive games can be made into exciting team events, with a time element being introduced, or with students rushing out to the front with the correct card(s). However, these need to be played in a hazard-free area!

Most games will last between 5 and 15 minutes; writing games can take longer. Time should also be allowed for debriefing. Students can discuss any difficulties they encountered, the effectiveness of the activity, and how it could be varied, amended or extended to fit their own needs/interests/experience.

### Using the Target Language

The games should ideally be played using the target language. A player who failed to use the target language might be required to go back to the beginning of the game and start again. Learners will need to be taught appropriate language to use before embarking on the activities.

### Mix and Match

Picture resources for teaching and practising the use of the target language for games-playing, etc. can be found in *Linguascope eBook "Ici on parle français"*.

### Self assessment as part of learning

Activities and games based on cards are particularly useful for helping learners to become aware of techniques for monitoring their own progress. It is easy to test yourself, or a partner, by counting the number of cards correctly identified in the target language. These cards can then be discarded temporarily while the less well known cards are reworked, bringing all cards together for a further test afterwards. (See 'Have another Go' in the Suggested Activities section.)

### Teacher assessment

This can take place:

- during a teacher-controlled activity on the IWB;
- by observing individuals and groups at work;
- by joining in activities with an individual or group;
- in groups, using the foreign language assistant or more advanced learner who may be present;

- by providing individuals or groups with a worksheet to complete, based on the same visuals.

Such feedback provides the teacher with information for future reteaching or for planning future work.

### Reference

In all foreign language work, learners' confidence can be undermined by memory failure. The visuals can be used in a number of ways to provide on-going support for individuals or groups who may need it at a later stage in the programme. Learners are more likely to use language if they have the opportunity to refresh their memory quickly and unobtrusively. Visual 'markers' make for ease of reference.

For example:

Visuals and text can be used to make permanent wall displays which can be glanced at as/when necessary. If learners have notebooks or binders, sheets of copymasters can be provided for their own use at a later stage (useful for homework and revision, too).

The visuals can be used by learners to compile a scrap book or 'topic book' which can be consulted at any future stage in the programme. If the items can also be recorded a 'multi-sensory reference book' can be created.

### Notes on using the resources for grammar practice

These resources have been devised primarily as practice for communication. However you can also use and adapt the resources in this pack to practise grammar structures as appropriate to the target language, for example, verb practice.

In German, the sentence structure used to express that a part of the body is sore or hurting is:

Mein + masc. part of the body + tut weh  
 Meine + fem. part of the body + tut weh  
 Mein + neut. part of the body + tut weh  
 Meine + pl. part of the body + tun weh

For example: Mein Arm tut weh. (masc.)

Alternatively, the following structure may be used for some parts of the body:

Noun + -schmerzen

For example: Ich habe Kopfschmerzen.

## Suggestions for activities and games

The resources supplied in this book can be used singly or in a variety of combinations to support work at different stages of the teaching programme and with students of differing abilities and needs. For example,

**Visuals** can be used:

- with the whole class, to introduce vocabulary and structures;
- with individual students or groups, to practise or revise discrete items of vocabulary (words, phrases or sentences);
- they can be combined in many different ways to illustrate relationships between items of vocabulary;
- by shuffling groups of cards an element of randomness can be introduced to learning activities;
- single cards or groups of cards can be used as a starting point for using language creatively.

**Function cards** can be used in conjunction with visuals to encourage the transfer of learning from one situation to another.

**Board games** involving the use of visuals and/or dice or spinners can be used to set up activities which can be quite simple or very demanding.

Novel activities can be set up to fulfil a specific learning need which the teacher has identified, or familiar games formats can be used.

### Using visuals with the IWB

The IWB is particularly useful for introducing new vocabulary, but it can also be used for whole class work at various stages throughout the teaching programme. For example, it can be used to display visuals for:

- ensuring that students understand the concepts underpinning the work you are planning for them to do (particularly useful where there are students with special educational needs);
- reviewing vocabulary previously learned, in order to link it to new vocabulary you are about to introduce;
- presenting new vocabulary;
- teacher-led practice of new vocabulary;
- assessing whether new vocabulary has been well-enough learned for the class to proceed to group work;
- playing games in which the whole class can join;
- demonstrating an activity or game which learners are about to carry out in groups;

- inviting suggestions from students as to how language items they have already learned could be used in a variety of situations;
- triggering activities requiring students to make creative use of the language they have learned;
- organising feedback about an activity;
- assessing the quality of learning which has taken place during group work, or over a period of time;
- revising vocabulary learned at an earlier stage in the programme.

### IWB activities

Move selected picture items on the IWB slowly into focus for learners to name. Flash pictures up quickly. If the item is not named, repeat more slowly.

Reveal sections of picture items bit by bit for learners to name. Play 'Through the keyhole' guessing games.

Represent the position/location of items.

Play simple games, e.g. Noughts and Crosses, True or False, Guessing Game, Kim's Game.

Following Directions: The teacher reads out an itinerary. Learners take turns to draw the route on the IWB.

### Using visuals for activities and games

Sets of visuals can be used as props for many language learning activities as well as serving as 'game pieces' in a number of well-known game formats.

Many of the activities and games suggested below can be used for consolidating recent learning, and for helping students to monitor the effectiveness of their learning. Some will stimulate creative use of the language which has already been learned. They will variously encourage memorisation, speaking, listening, reading or writing, and sometimes combinations of these.

It is worth remembering that a single visual or set of visuals can be used in many different ways to achieve different learning outcomes. Notes in square brackets after each title will suggest likely outcomes, but teachers will have their own ideas to add to these.

### Familiar Game Formats

Note: Some games are suitable only for those cards which prompt a single word or a short phrase, e.g. verbs or nouns. Provide checklists of vocabulary. For visuals which prompt more advanced or open ended language, adapt games as appropriate.

**What's Shown on the Card?** [memorising, consolidating learning] Needed: Picture cards with a checklist of text. The following sequence of activities progresses from less to more demanding.

**Picture Spread:** Spread the cards picture up over the table. Take it in turns to choose an item and name it. If you are right, take the card. If you are wrong, put the card back. The player with the most cards at the end of the game wins. (Offers free choice of seen cards.)

**Pick a Card:** Fan out some cards for another player to choose and name. If s/he is wrong, the card is put back into the pack. (Choice of unseen cards.)

**Take that Card:** Place the cards in the middle of the table. Take it in turns to name the item on the top card. If you are wrong, the card goes to the bottom of the pack. (No choice of card.)

**Guess the Card:** Place a small number of cards without text face down. Players in turn guess (or take bets on) which one is on the top. (Choice of unseen cards. Winning based more on luck than knowledge. No time pressure.)

**Quick Flash:** The quizmaster holds up a card for one second only. The first player to name the item shown wins the card. (No choice of card. Competitive. Time pressure.)

Variation 1: **Guess What's Coming:** Produce cards on a theme out of a bag, box, pocket, etc.

Variation 2: **Have Another Go:** As in 'Take that Card', but if you are wrong, you put the card, picture up, in front of you. At the end of the game, if you still have cards, you try again, in turn, to give the right answer and so lose your cards. The last player with a card loses. (Note: This concept of retaining the card until the item of vocabulary is learnt can be applied to a number of games.)

**Line Solitaire** [memorising, consolidating recent learning, revising, monitoring]

Lay out some cards in a line. Name the first item, then turn the card over and check the answer. If you get it right, you carry on. If you get one wrong, then you try and learn it. Then turn all the cards back over, and start again. The aim is to find your longest run without any mistakes. From time to time you can shuffle the cards. (You can also play this in pairs or teams.)

Variation 1: Lay the cards out in say, rows of six, or in diamond or pyramid shapes and see how many rows you can get right.

**Noughts and Crosses** [consolidating recent learning,

revising, monitoring] Needed: 9 cards.

Lay out the cards 3 x 3 on the table. Take it in turns to name an item. If you are right, turn the card over, or place a coloured counter on it. The next player names an item. If s/he is correct, the card is turned over and placed sideways or a different coloured counter is placed on it. Three cards in a row wins the game.

**3 in a Row** [creative use of language]

Needed: Board of 12 pictures.

Choose a picture square and name the item, or say something about the picture. If you are right, put a counter on the square. The first player to get three counters in a row wins.

**I Spy...** [consolidating recent learning, revising]

Spread out selected cards over the table. Call out the beginning letter of an item for the other players to find. If someone points to the correct card and names it, they keep it and become the next quizmaster.

**Kim's Game** [consolidating recent learning, revising]

Spread out selected cards over the table. One player removes a card while the others turn away. The others then look at the cards. The first player to name the missing item wins a point.

**Bingo** [consolidating recent learning, revising, listening]

Choose 8 items from the 12 on a picture board and put a cross in one corner of each of the 8 squares. The quizmaster calls out the 12 items in any order. If you have marked one of the items called out, you put a counter on the square. The first player to cover all their marked squares calls out an agreed word.

Variation: **Memory Bingo:** Spread out selected cards on the table. Then put the cards away and write down any 8 that you can remember. Then the dealer shuffles the cards, and turns them over one by one. Check off the cards against the items on your list. The first player with 8 correctly spelt words (or with an agreed number of errors) wins.

**Charades** [consolidating recent learning, revising]

The first player takes one of some selected cards and mimes the item for others to guess.

**Snap** [consolidating recent learning, revising] Needed: 4 sets of cards.

Shuffle the cards and deal them out. You each in turn play a card. If one card played is the same as the previous one, the first person to name the item gets the card.



**Dominoes** [consolidating recent learning, reading]

Needed: Prepare sets of dominoes with pictures and text. Play in the usual way, matching words and pictures.

**Matching Pairs** [consolidating recent learning, revising]

Needed: 2 sets of picture cards.

Shuffle the cards and spread them out face down. The first player turns over two cards. If they match, and if the player can name them correctly, s/he keeps them and tries again. If they do not match, or if s/he cannot name them correctly, the cards are turned back down and the next player tries.

Variation: [reading, consolidating recent learning, revising] Needed: 1 set of picture cards, 1 set of text cards.

Spread out one set of cards picture up and the other set word up. Point to a card in set 1 and a card in set 2, then the checker sees if they match. If they do, you keep them. The player with the most 'pairs' wins.

**I Went to Market** [consolidating recent learning, revising]

Spread some suitable cards out on the table. One player starts a sentence. The next player repeats the sentence and adds an item. For example:

I'm going to the doctor's because I have... a cold... a broken leg... and indigestion...

**Guessing Game** [creative use of language, speaking, listening] Needed: Map or plan.

The first player thinks of one of the items or places and says where it is. The other players try to guess which one s/he is thinking of.

**True or False** [listening]

The teacher, or a learner points to an item and says where it is. Examples: 01. Picture 2. I'm hot. False.

The first player to call True or False correctly wins a point.

Variation 1: [speaking]

As above, but the caller repeats the sentence if true, corrects it if false.

Variation 2: [listening]

The teacher or learner reads out a list of statements.

The players jot down which are True and which are False. Check answers at the end.

**Story Time (1)** [creative use of language, writing]

Needed: Cards from various units.

Deal out to each player a small number of cards from different titles. Each player writes down a short story using vocabulary/ideas from all the cards. Time limit - 10/15 minutes. Each player then reads out her/his story. Variation 1: One player starts the story, others add one sentence each.

Variation 2: Learners or groups pick three or four cards at random. They devise a scene or set of scenes using as many of the picture prompts as possible.

**Story Time (2)** [creative use of language, writing]

Learners write a short story and illustrate it by cutting out and colouring in some pictures.

**DIY Matching Pairs** [creative use of language, writing, reading] Needed: Sets of pictures - a different set for each group.

Each group writes on slips of paper a sentence about each of their pictures for the next group to match up. Sentences are then mixed up. Groups move on to the next table to match the pictures and sentences.

Variations:

Many are possible. For example, matching up picture and statement, description, definition, question, context, dialogue, thought, opinion, text for postcard home, dream, memory, 2-line poem, comment on social or political issue, newspaper headline, cartoon caption.

**Function cards**

These can be used in conjunction with visuals to encourage the transfer of learning from one situation to another. Prepare sets of cards bearing prompts such as Ask for information, or Complain about something, or Express a worry. Combine them with picture prompts within games such as 3 in a Row.

## Picture resources

### 1 Health - Picture prompts (I)

Health problems are frequently reported to the teacher. In classrooms from time to time appear pupils who have had some sort of accident, either in the playground or on the sportsfield. Primary pupils frequently have a minor mishap during playtime. Younger children often like to report on behalf of their classmates. If you think a situation is likely to occur frequently you could put up appropriate images from the pictorial resource, along with a caption of speech bubble. With older students you may want to use one occurrence as a trigger to revise more general vocabulary. Set groups or pairs to work creating suitable speech bubbles of captions. The cartoon examples are not all linked to classroom happenings, but should provide amusing reminders of situations that can arise in more mundane ways.

#### Suggested language:

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. I'm hot                      | • 1. Mir ist heiß             |
| 2. I'm cold                     | • 2. Mir ist kalt             |
| 3. I'm wet                      | • 3. Ich bin nass             |
| 4. I'm tired                    | • 4. Ich bin müde             |
| 5. I'm exhausted                | • 5. Ich bin erschöpft        |
| 6. I'm hungry                   | • 6. Ich habe Hunger          |
| 7. I'm thirsty                  | • 7. Ich habe Durst           |
| 8. I feel dizzy                 | • 8. Mir ist schwindlig       |
| 9. I don't feel well            | • 9. Ich fühle mich nicht gut |
| 10. I feel sick                 | • 10. Mir ist übel/schlecht   |
| 11. I feel sea sick             | • 11. Ich bin seekrank        |
| 12. He doesn't feel like eating | • 12. Er mag nichts essen     |

#### Additional language:

- |  |   |
|--|---|
| Does it hurt?                                  | • Tut es weh?   |
| Yes, it hurts.                                 | • Ja, es tut weh.   |
| No, it doesn't hurt.                           | • Nein, es tut nicht weh.   |
| I've got a bruise.                             | • Ich habe eine Prellung.   |
| It's difficult to write/walk.                  | • Ich habe Schwierigkeiten beim Schreiben/Laufen.                         |
| I've got a cold, can I have a tissue?          | • Ich bin erkältet, kann ich ein Taschentuch haben?                       |
| I'm cold, can I put my coat on?                | • Mir ist kalt, kann ich meine Jacke anziehen?                            |
| I've hurt myself.                              | • Ich habe mir weh getan.   |
| I've hurt my...                                | Ich habe mir am (m.)/an der (f.)/am (n.)/an den (pl.) weh getan.          |
| I've broken my arm, so I need to use a laptop. | • Ich habe mir den Arm gebrochen, deshalb muss ich einen Laptop benutzen. |
| She's twisted her ankle.                       | • Sie hat sich den Fuß verstaucht.  |
| Can I get a plaster?                           | • Kann ich ein Pflaster haben?  |
| My plaster's come off.                         | • Mein Pflaster ist abgegangen.   |

#### Suggested Activities

See Familiar Game Formats.  
Examples: What's Shown on the Card?; True or False; Matching Pairs; Noughts and Crosses; Charades.

## 1. Health - Picture prompts (I)



## 2 Health - Picture prompts (II)

### Suggested language:

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. I've got stomach ache    | • 1. Ich habe Magenschmerzen    |
| 2. He's been sick           | • 2. Er hat sich übergeben      |
| 3. He's got diarrhoea       | • 3. Er hat Durchfall           |
| 4. I've got a rash/spots    | • 4. Ich habe einen Ausschlag   |
| 5. I've got a nosebleed     | • 5. Ich habe Nasenbluten       |
| 6. I've got sunburn         | • 6. Ich habe einen Sonnenbrand |
| 7. I haven't got any energy | • 7. Ich habe keine Energie     |
| 8. I've got a cold          | • 8. Ich habe eine Erkältung    |
| 9. I've got a temperature   | • 9. Ich habe Fieber            |
| 10. I've got a headache     | • 10. Ich habe Kopfschmerzen    |
| 11. I've got earache        | • 11. Ich habe Ohrenschmerzen   |
| 12. I've got toothache      | • 12. Ich habe Zahnschmerzen    |

### Suggested Activities

See Familiar Game Formats.

Examples: What's Shown on the Card?; True or False; Matching Pairs; Noughts and Crosses; Charades.

#### Additional activities:

**Dialogue at doctor's.** Example: Where does it hurt? How did it happen? How long have you had it? Open your mouth, put your tongue out, say Ahh... (Holiday jab) Roll your sleeves up. Are you left or right-handed? (Reporting) She... listened to my chest, looked at my tongue.

**Did you Have a Good Holiday?** (Variation of I Went to Market) No... terrible. My parents were seasick, my sister broke her leg, etc.

**Questions:** Why didn't you put any cream on? What did you drink? How did you cut your hand? Who gets indigestion? - Someone who eats or drinks too much. Why do you think you've got stomach ache? How long have you had it? When did you start getting earache? Have you had a headache before? How often do you get a headache? When did you first notice the rash?

## 2. Health - Picture prompts (II)



### 3 Health - Picture prompts (III)

#### Suggested language:

- |                                   |   |
|-----------------------------------|---|
| 1. I've cut myself                | • 1. Ich habe mich geschnitten                      |
| 2. I've bumped my head            | • 2. Ich habe mir den Kopf gestoßen                 |
| 3. I've twisted/sprained my ankle | • 3. Ich habe mir den Fuß verstaucht                |
| 4. I've burnt myself/my hand      | • 4. Ich habe mich verbrannt/mir die Hand verbrannt |
| 5. He's fallen out of a tree      | • 5. Er ist vom Baum gefallen                       |
| 6. I've broken my arm             | • 6. Ich habe mir meinen Arm gebrochen              |
| 7. I've been stung                | • 7. Mich hat etwas gestochen                       |
| 8. He is obese                    | • 8. Er ist fettleibig                              |
| 9. He had a heart attack          | • 9. Er hat einen Herzinfarkt gehabt                |
| 10. She smokes a lot              | • 10. Sie raucht sehr viel                          |
| 11. She drinks too much           | • 11. Sie trinkt zu viel                            |
| 12. She takes drugs               | • 12. Sie nimmt Drogen                              |
| 13. He had his face scratched     | • 13. Ihm wurde das Gesicht zerkratzt               |

#### Suggested Activities

See Familiar Game Formats.

Examples: What's Shown on the Card? True or False; Matching Pairs; Noughts and Crosses; Charades. Mix and match: With a Functions card, e.g. Express a worry or emotion.



## 3. Health - Picture prompts (III)

