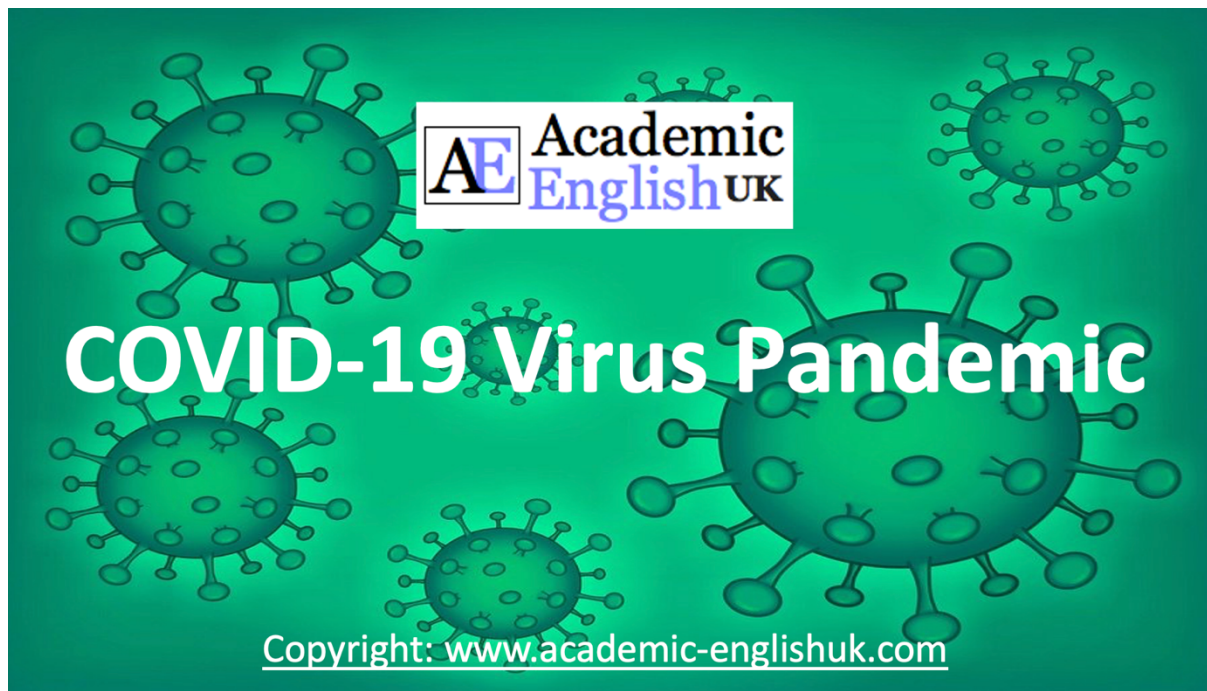




COVID-19



Lesson PDF Book

EXAMPLE

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Lesson Plan: COVID-19

Lessons: Introduction (internet search), reading, writing, listening, speaking (seminar).

Time: 6+ hours.

Level: *****[B2/C1].

Lesson Aim:

To focus on one key topic in great depth and develop a range of key academic skills based on this topic.

Introduction [60 minutes]

Distribute the **COVID-19 Worksheet**.

1. **Task 1:** students do research ([https://www. \[redacted\] com](https://www. [redacted] com)) to find out the key facts and figures of the COVID-19 epidemic.
2. **Task 2:** students research the acronym 'COVID-19' and find out how it affects the body.
3. **Task 3:** students label the Coronavirus Genome by going to an encyclopaedia website [https://www. \[redacted\] com](https://www. [redacted] com)
4. **Task 4:** Research symptoms caused by COVID-19.
5. **Task 5:** Research what a mutation of COVID-19 is.
6. **Task 6:** Research the top 6 vaccines.

Each task can be done in pairs or small groups. Include pair or group feedback.

Reading: Test-Type Questions [1:30 minutes + feedback]

- Refer to reading test teacher's notes in this PDF Book [pg.7].

Writing: Summary [30 minutes + tutor feedback]

- Refer to reading & writing summary teacher's notes in this PDF Book [pg.19].
[*Important: this is the same text as the reading test]
- Tutor to error correct & return - <https://www.academic-englishuk.com/error-correction>

Listening: Lecture & Test Questions [1:30 minutes + feedback]

- Refer to lecture listening teacher's notes in this PDF Book [pg.30].

Speaking: Seminar [30 minutes] [pg.41].

- Students revise notes from the reading & lecture texts.
- Students use their notes to hold a seminar discussion using the question prompts.
How to run a seminar: <https://www.academic-englishuk.com/seminars>

COVID-19 Worksheet

Task 1: Facts and Figures

Internet search – go here: [https://www. \[REDACTED\] com](https://www. [REDACTED] com) and find out:

i)	World Coronavirus Cases	
ii)	World Deaths	
iii)	World [REDACTED]	

iv) Search for data on your country:

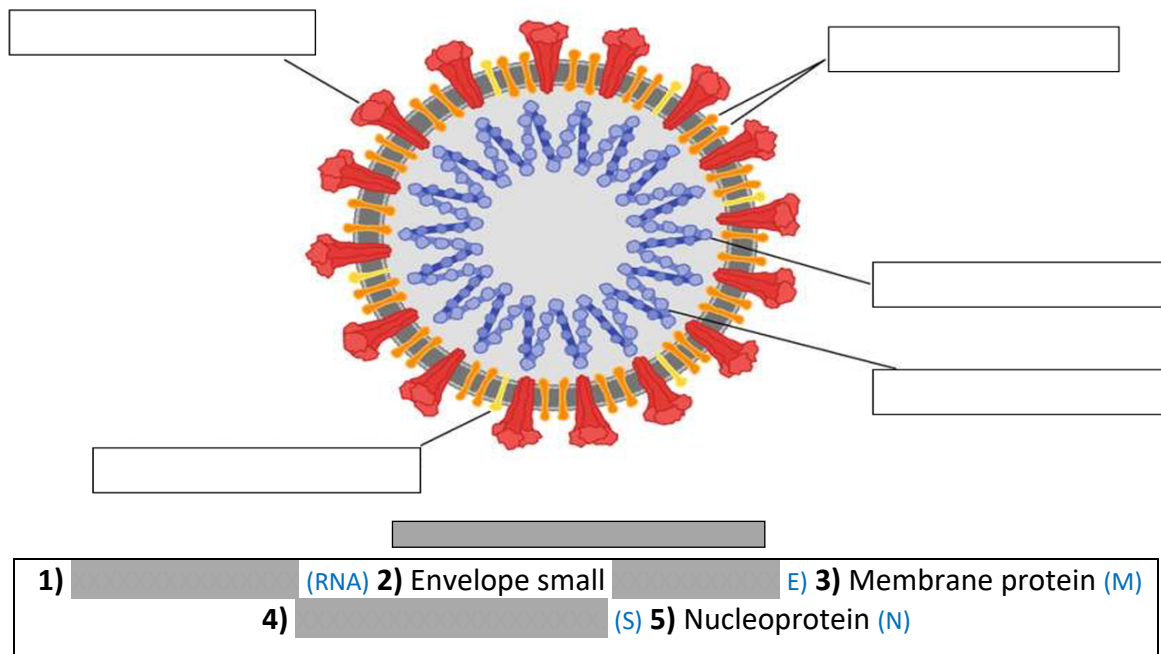
Coronavirus Cases	Deaths	[REDACTED]

Task 2: Use the internet to research these questions on COVID-19:

i) COVID-19 [REDACTED] What does it stand for?

ii) How does COVID-19 affect the body?

Task 3: The Coronavirus Genome. Go here: [https://www. \[REDACTED\] com](https://www. [REDACTED] com) and label the diagram below:



Task 4: COVID-19 Symptoms.

i) What are the [] of COVID-19? (provide at least three)

ii) What are [] of COVID-19? (provide at least two)

iii) How can you protect yourself from COVID-19?

Task 5: Mutations

i) What [] mutation?

Task 6: Vaccines

i) What are the [] being used at the moment?

Number	Vaccine name
1	
2	
3	
4	
5	
6	

Introduction Answers:
Teacher's answers / possible ideas
COVID-19 Worksheet

Task 1: Facts and Figures

Internet search – go here: (<https://www.> [com](#)) and find out:

i)	World Coronavirus Cases	102,143,218
ii)	World Deaths	2,203,230
iii)	World Recovered	73,993,418

(data accurate on 29/01/21)

iv) Search for data on your country: [United Kingdom](#)

Coronavirus Cases	Deaths	Recovered
3,743,734	103,126	1,673,936

(data accurate on 29/01/21)

Task 2: Use the internet to research these questions on COVID-19:

ALL ANSWERS INCLUDED IN PAID VERSION...



COVID 19 Pandemic

Reading Test **EXAMPLE**

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Student

Time: *Approximately 1 hour*

Two types of lesson

Lesson#1: [Easy] ***** [B2/C1]

1. Predict the content of the text & write down the key terms & ideas.
2. Read the text. Check words & meanings with a dictionary.
3. Answer the questions.
4. Check your answers (pass mark is 70%).

Lesson #2: [Hard] ***** [C1]

1. Read text – no dictionary.
2. Answer the questions.
3. Check your answers (pass mark is 70%).

Teacher

Two types of lesson

Lesson#1: [easy] ***** [B2/C1]

1. Distribute **text 1 (without reference words underlined)** a week before the test. Students read, check vocabulary & meanings.
2. Test day. Distribute **text 2 (with reference words underlined)** & the **questions** (no dictionary or notes).
3. Set 1 hour to read the text & answer the questions.
4. Take in & correct or go through answers in class (pass mark is 70%).
5. Extra activity. Students write the *summary (add 30 minutes to the test).

Lesson #2: [hard] ***** [C1]

1. Test day. Distribute **text 2 (with reference words underlined)** & the **questions**.
2. Set 1 hour to read the text & answer the questions.
3. Take in & correct or go through answers in class (pass mark is 70%).
4. Extra activity. Students write the *summary (add 30 minutes to the test).

COVID 19 Pandemic (Text 1)

By J Greenwood (2021)

1. In 2020, the world dealt with a situation unprecedented in modern times: the Covid-19 pandemic. Covid-19 [redacted] a group of viruses that includes Severe Acute Respiratory Syndrome (SARS) and Middle East [redacted] of which [redacted] globe in the recent past. Symptoms of these diseases range from relatively mild; including loss of [redacted] and muscle ache, to more severe consequences such as respiratory issues, organ failure and even death (Menni et al., [redacted] differently depending on their age, ethnicity and physical fitness. The fact that many people who [redacted] is one of the key contributing factors to its rapid spread around the globe.

2. The origins of Covid-19 are a widely debated issue. Bolsen et al. (2020) outline two [redacted] attention:

- 1) 'Its origins are " [redacted] transmitted "naturally" from bats to humans, possibly from a food market in Wuhan, China' and
- 2) '... a conspiracy theory [redacted] and leaked, deliberately or accidentally, from a research laboratory in Wuhan, China'.

Commentators on the [redacted] have come from live animals stored in the food market, whose parasites spread from the animals to humans. This usually happens when [redacted] the virus comes [redacted], and the virus mutates and enters a human cell (Morens et al., 2020). Critics of the first theory point to the fact that [redacted] being so contagious and deadly, it is more likely to have been deliberately engineered in a lab, with [redacted] as [redacted] (Gertz, 2020). The real origins of the Covid-19 pandemic may never be known, but the speed with which [redacted] is undeniable.

3. The first cases on Covid-19 were [redacted] on December 8th, 2019 (Pan et al., 2020). It was only on 3rd January, 2020 that Chinese officials provided information to the World [redacted] the ' [redacted] an unknown cause' (WHO, 2020). It has been argued that this late alert from Chinese officials is one [redacted]. By 21st January, [redacted] case, and by 31st January, the first two cases of Covid-19 had been confirmed in the UK. The subsequent [redacted] February, there [redacted] in 56 countries globally, and 2,874 deaths due to Covid-19 (Kantis et al., 2020). These numbers continued to rise, but at [redacted]. A nation's response to the [redacted] impact on the number of cases, and subsequently [redacted] would record.

4. Countries' responses to the pandemic differed widely. In China, the city of Wuhan was placed under strict [redacted] asked to remain at home and only go out for essential reasons such as grocery shopping and [redacted] out of Wuhan [redacted] stopped and roads were blockaded (Cyranoski, 2020). These 'lockdowns' as they became known, [redacted] in other

countries, such as the UK. It was not until 23rd March that authorities in the UK took similar measures, [REDACTED] confirmed cases across the UK (Kantis et al., 2020). Whilst it is not certain how effective [REDACTED] Covid-19, some [REDACTED] combination of travel bans, minimising social contact by shutting down institutions, and [REDACTED] in reducing the spread.

5. Looking forward, one key question is whether it be possible to completely control COVID 19 and its mutations. Most countries are [REDACTED] than before; [REDACTED] stocks of personal protective equipment (PPE) and financial support for businesses are in place. However, [REDACTED] are incredibly high [REDACTED] and business bankruptcy. Vaccines have also been developed to inoculate the world against [REDACTED] and Janssen are three [REDACTED] developed these. In the UK, vaccination using the Pfizer vaccine began on 17th December, 2020. The [REDACTED] of the population in 2021, starting with more vulnerable groups. Everyone in the UK is hoping that the [REDACTED], the key [REDACTED] vaccines be enough?

775 words

Reference List

Bolsen, T., Palm, R. & Kingsland, J.T. 2020, "Framing the Origins of COVID-19", *Science communication*, vol. 42, no. 5, pp. 562-585.

Cyranoski, D. 2020, "What China's coronavirus response can teach the rest of the world", *Nature (London)*, vol. [REDACTED].

Gertz B. (2020, January 26). Coronavirus may have originated in lab linked to China's biowarfare program. *The Washington Times*. [online]

Kantis, C., Kiernan, S. & Bardi, J. 2020 "Updated: Timeline of the Coronavirus", *ThinkGlobalHealth*, [Online] <https://www.thinkglobalhealth.org/article/updated-timeline-coronavirus>

Menni, C., Sudre, C.H., Steves, C.J., Ourselin, S. & Spector, T.D. 2020, "[REDACTED] will save lives", *The Lancet (British edition)*, vol. 395, no. 10241, pp. e107-e108.

Morens, D.M., Breman, J.G., Calisher, C.H., Doherty, P.C., Hahn, B.H., Keusch, G.T., Kramer, L.D., LeDuc, J.W., Monath, T.P. & Taubenberger, J.K. 2020, "[REDACTED] *The American journal of tropical medicine and hygiene*, vol. 103, no. 3, pp. 955-959.

Pan, A., Liu, L., Wang, C., Guo, H., Hao, X., Wang, Q., Huang, J., He, N., Yu, H., Lin, X., Wei, S. & Wu, T. 2020, "Association of Public Health Interventions with the Epidemiology of the COVID-19 Outbreak in Wuhan, China", *JAMA* : [REDACTED]

WHO, 2020, "Timeline: WHO's Covid-19 Response" [online] <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/interactive-timeline/>

+TEXT 2 INCLUDED IN PAID VERSION

Comprehension Questions

1. Headings – choose a subheading for each paragraph – one title is not needed

1	D	A	The source
2		B	
3		C	The new laws
4		D	
5		E	The control
		F	

___ / 4

2. True / False / Not Given – one question per paragraph

		T / F / NG
Paragraph 1		
i.	The virus that has new type of virus.	
Paragraph 2		
ii.	Bolsen et al. (2020) suggest the 'zootonic' of the virus is more plausible.	
Paragraph 3		
iii.	It took less than a the virus to the WHO once they had confirmed cases.	
Paragraph 4		
iv.	If the UK had gone confirmed cases would have been lower.	
Paragraph 5		
v.	Most countries are	

___ / 5

3. Open answer questions

Paragraph 1

What are two group?

i)	
ii)	

___ / 2

Paragraph 2

Which of the two [redacted] does the author believe is correct?

i)	
----	--

___ / 1

Paragraph 3

What determines the [redacted] in a country?

i)	
----	--

___ / 1

Paragraph 4

When did [redacted] a 'lockdown'?

China	
UK	

___ / 2

Paragraph 5

Name to [redacted] pandemic.

i)	
ii)	

___ / 2

4. Reference Words

Explain what these reference words connect to: (underlined in the text)

Paragraph	Word	Connection
1	<i>their</i>	<i>Answer: people</i>
1	its	
2	[redacted]	
2	it	
3	[redacted]	
4	Similar measures	
5	[redacted]	

___ / 6

5. Author's stance?

The author believes [] pandemic.	
Yes	No [choose one]
Why?	

___ / 2

6. Vocabulary

Key language – search for the word in the paragraph that means:

Paragraph	Explanation	Word
1	Never done or known before.	Answer: Unprecedented
1	Relating to or [] used to breathe.	
2	The point(s) or place(s) where something begins, arises, or is derived.	
2	[] nature.	
3	Essentially different in kind; not able to be compared.	
4	The [] surrounded by soldiers or police to stop people from going in or out.	
4	To control or limit something that is not wanted.	
5	Treat with [] against a disease.	
5	Exposed [] harmed.	

___ / 8

Overall Total: ___ / 33

Comprehension Questions ANSWERS

1. Headings – *choose a subheading for each paragraph – one title is not needed*

1	D	A	The source
2	A	B	The strategies to curb the spread

ALL ANSWERS INCLUDED IN PAID VERSION...



COVID 19 Pandemic

Summary Writing **EXAMPLE**

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Student

Two types of lesson

Lesson#1: [Easy] ***** [B2/C1]

1. Predict the content of the text. Write down key terms & ideas.
2. Read the text & check words & meanings with a dictionary.
3. Identify the key points & support & complete the **outline**.
4. Write the summary – only one paragraph (200-250 words).
5. Check key points with the **completed outline** & **model answer**.
6. Answer critical thinking questions & check suggested answers.

Lesson #2: [Hard] ***** [C1]

1. Read the text – no dictionary.
2. Identify the key points and support.
3. Write the summary – only one paragraph (200-250 words).
4. Check key points with the **completed outline** & **model answer**.
5. Answer critical thinking questions & check suggested answers.

Teacher

Two types of lesson

Lesson#1: [easy] ***** [B2/C1]

1. Distribute text a week /day before the test. Students read, check vocabulary & meanings.
2. Test day – distribute a **new copy of text** and **summary question**.
3. Set 1 hour to read the text, take notes and write a one-paragraph summary of 200-250 words.
4. Feedback¹: take in and mark [use correction code*].
5. Feedback²: distribute **completed outline** & **model answer**.
6. Summary marking: Should contain at least 4 main ideas with support – see summary key points.
7. Extra: Critical thinking questions / group discussion (30 minutes).

Lesson #2: [hard] ***** [C1]

1. Set 1 hour to read the **text** and write a one-paragraph summary of 200-250 words.
3. Feedback¹: take in and mark [use correction code*].
4. Feedback²: distribute **completed outline** & **model answer**.
5. Summary Marking: Should contain at least 4 main ideas with support – see summary key points.
6. Extra: Answer critical thinking questions / group discussion (30 minutes).

Correction code*: www.academic-englishuk/error-correction

COVID 19 Pandemic (Text 1)

By J Greenwood (2021)

1. In 2020, the world dealt with a situation unprecedented in modern times: the Covid-19 pandemic. Covid-19 [redacted] a group of viruses that includes Severe Acute Respiratory Syndrome (SARS) and Middle East [redacted] of which [redacted] globe in the recent past. Symptoms of these diseases range from relatively mild; including loss of [redacted] and muscle ache, to more severe consequences such as respiratory issues, organ failure and even death (Menni et al., [redacted] differently depending on their age, ethnicity and physical fitness. The fact that many people who [redacted] is one of the key contributing factors to its rapid spread around the globe.

2. The origins of Covid-19 are a widely debated issue. Bolsen et al. (2020) outline two [redacted] attention:

- 3) 'Its origins are " [redacted] transmitted "naturally" from bats to humans, possibly from a food market in Wuhan, China' and
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countries, such as the UK. It was not until 23rd March that authorities in the UK took similar measures, [redacted] confirmed cases across the UK (Kantis et al., 2020). Whilst it is not certain how effective [redacted] Covid-19, some [redacted] combination of travel bans, minimising social contact by shutting down institutions, and [redacted] in reducing the spread.

5. Looking forward, one key question is whether it be possible to completely control COVID 19 and its mutations. Most countries are [redacted] than before; [redacted] stocks of personal protective equipment (PPE) and financial support for businesses are in place. However, [redacted] are incredibly high [redacted] and business bankruptcy. Vaccines have also been developed to inoculate the world against [redacted] and Janssen are three [redacted] developed these. In the UK, vaccination using the Pfizer vaccine began on 17th December 2020. The [redacted] of the population in 2021, starting with more vulnerable groups. Everyone in the UK is hoping that the [redacted], the key [redacted] vaccines be enough?

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Outline: summary note-taking
take notes on the key points of the article.

1. Main idea:
Support:
2. Main idea:
Support:
3. Main idea:
Support:
4. Main idea:
Support:
5. Main idea:
Support:

Summary Key Points ANSWERS

A good summary should have at least 4 main ideas and 1-2 points of support for each main idea.

1. Main idea: Background of COVID 19
<p>Support:</p> <ul style="list-style-type: none"> • In 2020, the Covid- [redacted] in modern times. • Covid-19 is a disease caused by Coronavirus, SARS & MERS, both prevalent in the recent past. • Symptoms: loss of smell [redacted], respiratory issues, organ failure & even death (Menni et al., 2020). • Covid-19 is [redacted] rapid spread.
2. Main idea: The source of the pandemic
<p>Support:</p> <ul style="list-style-type: none"> • Origins widely debated issue. Two explanations: 1) "[redacted]" from bats to humans = a food market in Wuhan, China. 2) "a conspiracy theory" = human-[redacted] Wuhan, China (Bolsen et al., 2020). • Virus mutates and enters human cells (Morens et al., 2020). • This strain = [redacted] = biological weapon (Gertz, 2020). • Real origins of the Covid-19 pandemic may never be known.
3. Main idea: The transmission across the world
<p>Support:</p> <ul style="list-style-type: none"> • First cases = [redacted] (Pan et al., 2020). • Only on 3rd Jan, 2020 - China provided info. to WHO (WHO, 2020). • Late [redacted] virus. • By 28th Feb, = 84,090 cases, 2,874 [redacted] et al., 2020). • [redacted] = impact on the no. of cases and deaths.
4. Main idea: The response to COVID
<p>Support:</p> <ul style="list-style-type: none"> • China, Wuhan = [redacted] (grocery shopping and medical appointments). • Flights and trains [redacted] (Cyranoski, 2020). • 'Lockdowns' adopted later in other countries = the UK. 23rd Mar (Kantis et al., 2020). • Cyraniski, (2020) = [redacted] down institutions, and widespread testing = key factors in reducing the spread.
5. Main idea: The control
<p>Support:</p> <ul style="list-style-type: none"> • Most countries = more [redacted] with lockdowns, greater stocks of PPE and fin. support for businesses. • Econ. costs = high creating [redacted]. • Vaccines: Pfizer, Oxford-AstraZeneca and Janssen UK. Vaccination began 17th Dec, 2020. • The aim = [redacted] first. • key question: will these vaccines be enough?

Summary

Task: Write a 200-250 word summary on the key elements of the text.

Word Count: _____

Covid 19 - Model Summary

Task: Write a 200 - 250-word summary on the key features of the text

According to Greenwood (2021), the COVID 19 pandemic is an unprecedented crisis caused from the [REDACTED] Syndrome) and MERS (Middle East Respiratory Syndrome). The viruses create a variety of [REDACTED] [REDACTED] (Menni et al., 2020). The most significant factor is that COVID 19 is [REDACTED] advancement across the world. Bolsen et al (2020) presents two possible causes of the [REDACTED] a natural [REDACTED] in Wuhan, China and the second from an accidental leak from a laboratory. Interestingly, Gertez (2020) claims [REDACTED] virus [REDACTED] cause. The article suggests that countries were too slow in their response to controlling COVID 19. [REDACTED] argues that China should have [REDACTED] than they did and [REDACTED] too slow to instigate lockdowns. Lockdowns [REDACTED] in countries, [REDACTED] (Cyranski, 2020). Although these lockdowns have had severe economic costs, it has [REDACTED]. Nearly a year from the beginning of the epidemic, the world has responded with the development of three vaccines ([REDACTED] and Janssen) but it remains to be seen [REDACTED] controlling the virus.

243 words

Critical Thinking Questions

i) What's the stance of the author? What is the evidence for this?

[2 points]

ii) Is this a credible article? Yes /no – why?

[2 points]

iii) Highlight four ideas in the text you would use for an essay on 'How has COVID 19 impacted peoples' lives?'

[4 points]

iv) Highlight two areas in the text that you question, disagree with or lack evidence

[2 points]

Critical Thinking Questions ANSWERS

i) What's the stance of the author? What is the evidence for this?

The author is doubtful whether the vaccines will be enough.

"the [REDACTED] [REDACTED]"

[2 points]

ii) Is this a credible article? Yes /no – why?

Yes, good source choice with seven sources used.

Some of the sources are highly academic: (Science communication, [REDACTED] (British edition), [REDACTED] and hygiene, the journal of the American Medical [REDACTED])

[2 points]

iii) Highlight four ideas in the text you would use for an essay on 'How has COVID 19 impacted peoples' lives?'

P1: In 2020, the world dealt with a situation unprecedented in modern times: the Covid-19 pandemic.

ALL ANSWERS INCLUDED IN PAID VERSION....

[4 points]

iv) Highlight two areas in the text that you question, disagree with or lack evidence

P1: Both of which have been prevalent in areas of the globe in the recent past. Where? What happened? Were vaccines developed for these?

P1: Covid-19 seems to affect people differently depending on their age, ethnicity and physical fitness. Like who exactly? Any data to support this?

P2: ...

ALL ANSWERS INCLUDED IN PAID VERSION....

[Any 2 of these – obviously subjective but accept any credible student answer too].

[2 points]



COVID 19 Pandemic

Listening Test

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COVID-19 Pandemic

[listening test questions]

Author: C.Watts

Date: Jan 2021

Time: 12:16

Level: **** [B2/C1]

Download Links

Lecture: <i>Included in paid version</i>	MP3: <i>Included in paid version</i>	PowerPoint Download: <i>Included in paid version</i>
--	--	--

Check these words before listening:

Key vocabulary

1. Pandemic.
2. Virus, infection, symptoms, mutation, strain, vaccine.
[REDACTED]
4. Interchangeable.
[REDACTED]
6. SARS (*Severe Acute Respiratory Syndrome*) and MERS (*Middle East Respiratory Syndrome*).
[REDACTED]
8. The immune system
9. Body chemicals called 'interferons.'
[REDACTED] seizures and strokes.
11. Neurological.
[REDACTED] Distress Syndrome and Sepsis.
13. Antibodies.
[REDACTED]
15. To replicate.
16. A spike protein.
[REDACTED]
18. Variants.
[REDACTED]
20. Immunisation.
21. Herd immunity
[REDACTED]
23. Global recession
[REDACTED]

Teacher

LISTENING TEST QUESTIONS

Aim: *to develop the students' ability to listen to a 10 min+ lecture, to take notes and then use those notes to answer a range of test-type questions.*

Lesson Time: *Approximately 1:30-2:00 hours*

Lesson Plan

Lead in

- Ask Students to read the 'title' & predict the content of the lecture.
- 0. Ask students to write down key terms & language from the discussion.
- 1. Feed in / check key vocabulary.

Three types of lesson

Lesson#1: [hard]

1. Students listen once & take notes.
2. Give 5 minutes to tidy notes.
3. Listen again & add to notes (use a different **colour** pen).
4. Distribute questions – set 20-25 minutes to answer.
5. Feedback: distribute or project answers.

Lesson #2: [medium]

1. Students listen once & take notes.
2. Distribute questions: set 15 minutes for students to answer the questions from their notes.
3. Listen again. Students answer the missed questions as they listen.
4. Give extra 10 minutes to consolidate answers.
5. Feedback: distribute or project answers.

Lesson #3: [easy]

1. Distribute questions. Students have 10 minutes to look at the questions.
2. Students listen & answer the questions.
3. Give 5 minutes to tidy answers.
4. Students listen again. Check answers & answer missed questions.
5. 5-10 minutes to tidy answers.
6. Feedback: distribute or project answers.

Full URL Links:

Video: *Included in paid version*
MP3: *Included in paid version*
PPT: *Included in paid version*

COVID-19 Pandemic

by C.Watts (2021)

1. Introduction: When and where was COVID-19 first officially identified?

i) Where?	
ii) When?	

___/2

2. Facts and figures for January 2021: Fill in the numbers:

Country	Confirmed COVID-19 cases	Confirmed COVID-19 deaths
USA	26.3 million	i)
	ii)	iii)
	iv)	v)

___/5

3. Definition: Decide if these statements are true or false.

		True / False
i.	Coronavirus and COVID-19 are the same disease.	
ii.	Coronaviruses	
iii.	A previously studied.	
vi.	COVID-19 is the illness	

___/4

4. The science of COVID-19.

i)	How is COVID-19 other coronaviruses?
ii)	What are interferons?

___/2

5. Name associated with COVID-19.

i)	
ii)	
iii)	

___/3

6. Name two neurological symptoms associated with COVID-19.

i)	
ii)	

___ / 2

7. Name _____ associated with COVID-19.

i)	
----	--

___ / 1

8. How are these numbers associated with COVID-19?

	Why do some people get sick?	
i)	14%	
ii)	_____	
iii)	8 out _____	
	How COVID-19 spreads.	
i)	3 hours	
ii)	_____	
iii)	_____	

___ / 6

9. Mutations:

i) Explain how COVID-19 _____.

--

___ / 1

ii) What are the mutations called?

United Kingdom mutation	
South African mutation	

___ / 2

iii) Both variants above share a common mutation – what is it?

Both _____ called _____ on the spike protein.

___ / 1

iv) The new mutations are...

Which is correct? Choose only one:	
i) _____	ii) more deadly.

___ / 1

10. Vaccines: Multiple choice questions [circle the correct answer]

i. The vaccines work by delivering the genetic code of spike protein

- a)
- b) SARS-COV-2
- c)
- d) SAR-CV-2

___ / 1

ii. The Oxford-AstraZeneca vaccine of COVID-19 cases.

- a)
- b) 73%
- c)
- d) 73.4%

___ / 1

iii. Pfizer-Biotech vaccine trials of COVID-19 cases.

- a) 90.5%
- b)
- c) 95%
- d)

___ /

1

iv. The Oxford-AstraZeneca vaccine Pfizer-Biotech vaccine because...

- a)
- b) More successful.
- c)
- d) It's British.

___ / 1

11. The future or post COVID-19: Name for the future.

i)	<input type="text"/>
ii)	<input type="text"/>

___ / 2

12. Critical thinking

Is the lecturer optimistic or pessimistic about life post COVID? Why?

i.	Optimistic	Pessimistic
ii.	Why?	

___ / 2

Total Score ___ / 38

COVID-19 Pandemic **ANSWERS**

by C.Watts (2021)

1. Introduction: When and where was COVID-19 first officially identified?

i) Where?	Wuhan, China
ii) When?	16 January 2019

___/2

ALL ANSWERS INCLUDED IN PAID VERSION...

TRANSCRIPT: COVID-19 Pandemic Lecture

Written by C. Wilson (2021)

Hello and welcome to this lecture today on the COVID-19 virus pandemic. Since the virus was first officially identified on the 16 January 2019 in Wuhan, China, the number of COVID-19 cases has risen sharply worldwide, and hundreds of thousands of new infections are being reported every day....

FULL TRANSCRIPT INCLUDED IN PAID VERSION...



COVID-19 Pandemic

Speaking: Seminar

How to run a seminar: <https://www.academic-englishuk.com/seminars>

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Seminar Questions

Key sources:

Reading: **Greenwood (2021):**

Menni et al., (2020), [REDACTED] Morens et al., (2020), [REDACTED] Pan et al., (2020), (WHO, 2020), Kantis et al., (2020), [REDACTED]

Lecture: **Watts (2021)**

[REDACTED] (2021), Gothenburg University (2020)

1. Define COVID-19.
2. Discuss and evaluate [REDACTED] COVID-19.
3. Discuss how COVID-19 [REDACTED] mutates.
4. Discuss what both texts say about how effective the strategies of containing and controlling the virus are.
5. Discuss what [REDACTED] [REDACTED] post-COVID-19.
6. Summarise your findings.