

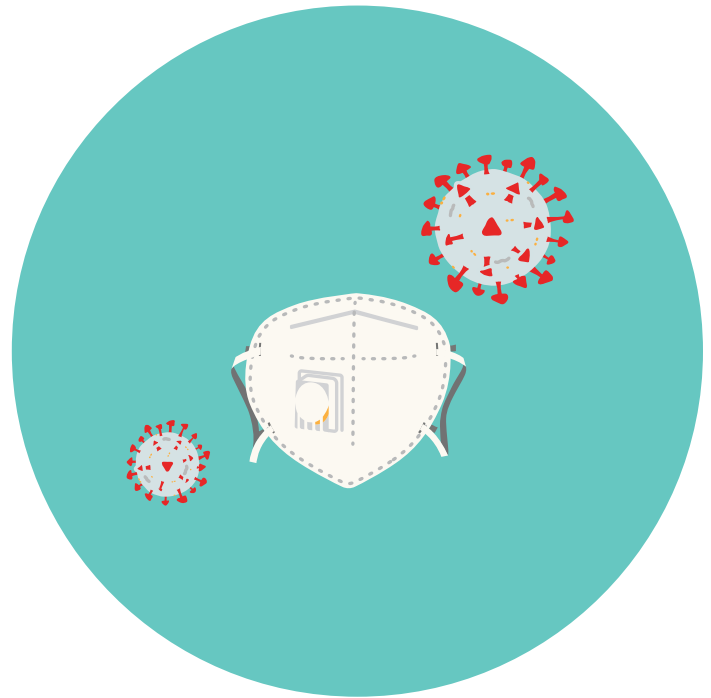
The Coronavirus

In this lesson, you will learn six facts about COVID-19, the coronavirus outbreak of 2019–20. Let's read and discuss!

Pre-Reading

A. Warm-Up Questions

1. Are you worried about the coronavirus? Why or why not?
2. What regions are currently most affected by this virus?
3. Is this outbreak getting worse or better in your region of the world?
4. What does it mean to be quarantined?



B. Vocabulary Preview

Match up as many words and meanings as you can. Check this exercise again after seeing the words in context on page 2.

- | | |
|--------------------------|--|
| _____ 1. outbreak | a) to get better |
| _____ 2. virus | b) to recognize the differences |
| _____ 3. quarantine | c) to identify an illness |
| _____ 4. contagious | d) an infectious agent that causes disease in living things |
| _____ 5. distinguish | e) the number of deaths (e.g., per illness or population) |
| _____ 6. mortality rate | f) a period or state of isolation to prevent the spread of infection |
| _____ 7. diagnose | g) able to be spread from one person to another through contact |
| _____ 8. vaccine | h) a liquid alternative to soap and water that kills disease-causing germs |
| _____ 9. recover | i) a sudden increase in something negative (e.g., disease or war) |
| _____ 10. hand sanitizer | j) a substance that provides immunity against a disease |

Reading

6 Facts about COVID-19

1. COVID-19 started in animals.

This particular coronavirus jumped from animals to humans in late 2019. The **outbreak** began at a seafood market in the Chinese city of Wuhan. A Chinese doctor who warned the medical community about the **virus** died from it on February 7, 2020.

2. COVID-19 is contagious.

According to many health experts, the average person who contracts COVID-19 will pass it on to about two other people. To limit the spread, those who have this **contagious** illness or who have been near someone who has it should go into **quarantine**.

3. COVID-19 symptoms are similar to the flu.

It's difficult to **distinguish** flu symptoms from coronavirus symptoms. Typical symptoms of this coronavirus are fever, cough, and shortness of breath. Most COVID-19 patients do not have a runny nose or sore throat.

4. The mortality rate of COVID-19 is unknown.

At this stage, health experts can only estimate the **mortality rate** of this coronavirus. Estimates range between 1% and 4%. Many countries lack the testing kits to **diagnose** this virus. We do know that elderly people are at a higher risk of death than young people.

5. There is no vaccine for COVID-19.

Health experts are working on a **vaccine** for this coronavirus. However, they estimate it will take at least 18 months before it is available. Fortunately, many people with the coronavirus **recover** without any treatment after one to two weeks.

6. Prevention is key to limiting the COVID-19 outbreak.

To prevent the spread of this virus, health experts recommend washing hands with soap and water for at least 20 seconds (or using **hand sanitizer**). It's also important to cover one's mouth with a sleeve or tissue when coughing or sneezing. People with flu symptoms should stay at home.

"This virus is very dangerous. It's public enemy number one and it's not being treated as such."

—WHO chief
Tedros Adhanom Ghebreyesus,
Feb 20, 2020

Vocabulary in Context

Circle the following words in the reading and identify the part of speech for each word. Use your dictionary to help you understand any words you aren't familiar with.

#	Word	Part of Speech
1	outbreak	
2	virus	
3	contagious	
4	quarantine	
5	distinguish	

#	Word	Part of Speech
6	mortality rate	
7	diagnose	
8	vaccine	
9	recover	
10	hand sanitizer	

Comprehension

Read the statements below.

If the statement is true based on the reading, write T beside the sentence.

If it is false, write F and correct the information in your notebook.

- _____ 1. The coronavirus started in a grocery store.
- _____ 2. The doctor who first spoke out about the coronavirus also had the disease.
- _____ 3. It's easy to tell if you have the flu vs. COVID-19.
- _____ 4. A vaccine for COVID-19 was available shortly after the outbreak.
- _____ 5. The best way to avoid COVID-19 is to avoid travel.

Vocabulary Review

A. Writing Questions

Practice writing questions using the vocabulary from this lesson (page 1). Change the word forms if you wish. Try to include at least one vocabulary word in each question. Share your questions out loud with a partner and try to make corrections together. Ask your teacher for help. Put your best question on the board.

- What is the difference between viruses and bacteria?
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Vocabulary Review cont.

B. Odd One Out

Choose the word or phrase that does NOT belong in each group.

- | | | |
|---|---|---|
| 1. a) contagious
b) spreads
c) diagnose | 3. a) soap
b) hand sanitizer
c) recover | 5. a) differentiate
b) recover
c) distinguish |
| 2. a) vaccine
b) cure
c) mortality | 4. a) distinguish
b) solitary confinement
c) quarantine | 6. a) diagnose
b) get better
c) recover |

C. Complete the Sentences

Complete the sentence with a word from the word list to the right.
Some words will not be used.

1. The doctor didn't _____ from the illness.
He died on Friday.
2. Bring _____ with you. There may not be any sinks
or soap dispensers.
3. Only a doctor can _____ your symptoms as being
caused by COVID-19.
4. Due to the recent coronavirus _____ ,
the government is limiting who can come into the country.
5. We don't have an official _____ yet. Not all of the
deaths have been recorded.
6. We need more test kits. It's difficult to _____
between this virus and the seasonal flu.

Word List

- outbreak
- virus
- quarantine
- spread
- distinguish
- mortality rate
- diagnose
- vaccine
- recover
- hand sanitizer

Useful Expressions

QUESTIONS

- Have you traveled to *China/Iran/Italy/Washington State* in the last month?
- Have you been on a cruise ship in the last 30 days?
- Are you experiencing any flu symptoms?
- Have you been in contact with anyone infected with COVID-19?
- Have you or any of your friends or family been under quarantine?

STATEMENTS

- I'm worried about catching the coronavirus.
- I'm a paranoid person. (I worry too much about things.)
- I'm stocking up on food and supplies because of the outbreak.
- I'm worried I might contract the coronavirus.
- I don't want to be put in quarantine.
- I'm not traveling right now because of the health risks.

Role-Play

AT THE BORDER

Get together with a partner. Act out a scene between a border security official and an international traveler. Try to use vocabulary from the reading.

Discussion

1. In your opinion, is the coronavirus currently “public enemy number one”?
2. What is the difference between viruses and bacteria?
3. Have you purchased emergency supplies due to this outbreak?
4. Is the world overreacting about this virus?
5. Would you get on a cruise ship right now?

Writing

Do a little more research on the coronavirus. Create your own list of facts using one of the topics provided.

Topic: _____

1. _____

2. _____

3. _____

4. _____

5. _____

Example Topics

- 5 Myths about the Coronavirus
- 5 Ways to Prevent the Spread of a Virus
- 5 Differences between the Coronavirus and the Seasonal Flu
- 5 Reasons Not to Travel during the Coronavirus Outbreak

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn six facts about COVID-19, the coronavirus outbreak of 2019–2020. They learn and review related vocabulary and discuss measures to prevent the spread of disease.

Note: This lesson will be updated as major changes occur.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: coronavirus, virus, outbreak, COVID-19, pandemic, epidemic, flu, health, symptoms, prevention

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. i | 3. f | 5. b | 7. c | 9. a |
| 2. d | 4. g | 6. e | 8. j | 10. h |

Reading

Have students read the article together or silently.

Encourage learners to underline any words they are unfamiliar with. Discuss the quote. Make sure your students know what WHO stands for (World Health Organization). Find out if they know what the WHO does.

Vocabulary in Context

- | | | |
|--------------|---------|----------|
| 1. noun | 5. verb | 9. verb |
| 2. noun | 6. noun | 10. noun |
| 3. adjective | 7. verb | |
| 4. noun | 8. noun | |

Comprehension

1. F – It started in a seafood market.
2. T
3. F – The symptoms are similar to the seasonal flu.
4. F – It could take up to 18 months before a vaccine is available.
5. F – The best way is to wash your hands.

Vocabulary Review

A. WRITING QUESTIONS

Answers will vary. Have students practice their questions out loud in pairs. Help students with question formation.

B. ODD ONE OUT

- | | | | | | |
|------|------|------|------|------|------|
| 1. c | 2. c | 3. c | 4. a | 5. b | 6. a |
|------|------|------|------|------|------|

C. COMPLETE THE SENTENCES

- | | | |
|-------------------|-------------|-------------------|
| 1. recover | 3. diagnose | 5. mortality rate |
| 2. hand sanitizer | 4. outbreak | 6. distinguish |

(continued on the next page...)

Answer Key cont.

Useful Expressions

Go over the useful questions and statements related to this outbreak.

Role-Play

Place students in pairs for this activity. Invite your students to perform their skits. You can decide whether or not you want to see a written dialogue. Encourage your students to use some of the vocabulary found in Vocabulary in Context on page 3.

Discussion

Put students in small groups or discuss the questions as a class. Invite your students to share their concerns or questions to help generate topics that would be useful for the follow-up research and writing exercise.

Writing

Have students do some extra research on a topic they want to know more about. Then have them write a list of facts similar to the one on page 2. They can use the space provided or their notebooks if more room is needed. Allow students to come up with their own related topic if they don't want to use one of the ones provided. Invite students to share their research with the class.

SPELLING NOTE:

This lesson shows the American spelling of the words *Traveled, Traveling, Traveler, and Practice*. Other English-speaking countries spell these words this way: *Travelled, Travelling, Traveller, and Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.