



MAKING A DOCTOR APPOINTMENT

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Personal and other information related to making a doctor’s appointment

Language/Culture Point: Using incomplete sentences appropriately

Objective: Students will be able to answer several common questions when making a doctor’s appointment.

Materials: 1) Student pages, 2) Toy/real cell phones, 3) Symptom cards (from Lesson Two), 4) Illness cards (from Lesson Two), 5) Injury cards (from Lesson Three)

Preparation: Lesson five requires you to create questions based on a video of a dialogue between a patient and receptionist. Create a list of 5-6 questions that students will answer in small groups.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages	- Brainstorming

TEACHING ACTIVITY

1. Ask students if they have gone to the doctor in the U.S. Did they make the appointment? Did they do it in English or their native language?
2. Use the discussion to start a vocabulary list about making a doctor appointment. Have students take notes in the space provided in their books.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Video	- Authentic materials



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TEACHING ACTIVITY

1. Play video of patient calling to make an appointment. Encourage students to focus on the information of the call.
2. Repeat video second time, if necessary.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Question asking and answering

TEACHING ACTIVITY

1. Write the questions you created about the video on the board.
2. Put students in to groups of 2-3 to answer the questions.
3. When students are finished, review the questions as a class.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Symptom and illness cards, injury cards	- Using cards, dialogues, think aloud

TEACHING ACTIVITY

1. Tell students that today they are going to practice making an appointment with the doctor.
2. Draw an illness or injury card and direct students' attention to the sample dialogue in their book. Conduct a Think Aloud in which you complete the sample dialogue on the board using your own personal information and the illness/injury card.



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3. Once you've completed the dialogue, choose a student to practice it with you. Read through the dialogue twice, once as the person making the appointment and once as the receptionist.

*NOTE: Some students may not have health insurance. Tell them they can say, "I don't have insurance."

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages, dialogue, toy/real cell phones, illness/injury cards	- Dialogues

TEACHING ACTIVITY

1. Have a student volunteer choose a new Symptom & Illness or Injury card and read it aloud.
2. Work with the student to complete the dialog on the board with their own personal information and the illness or injury on the card.
3. Have the volunteer and another student read the completed dialog twice, being sure that they read each role in the dialog once.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Symptom & illness cards, injury cards, toy/real cell phones	- Using cards, dialogues, role play

TEACHING ACTIVITY

1. Put students in pairs to practice the dialogue. Give each student an illness or injury card.
2. Students will sit with their backs to each other to simulate a real phone conversation in which they cannot see the other person. If needed, the students can use the sample dialogue in the student pages as a guide.



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3. After students finish one conversation, they will switch roles.
4. Have students exchange cards and change partners to practice as many times as possible, time permitting.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	-

TEACHING ACTIVITY

1. Ask students, “When the receptionist asks you for your last name, how do you respond?”
2. Some students may say, “My last name is ____.” Other students may simply say, “Gonzalez.”
3. Explain to students that either response is correct. When answering questions like these, we don’t always need to use a complete sentence. It is ok to simply give the information requested.
4. Review the questions asked earlier in the lesson. As a class, list the questions on the board and the short, incomplete sentences that answer the questions.
5. In the space provided in their books, have students write a simple response for each question.
6. Time permitting, have two students demonstrate the dialogue for the class using short answers.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Exit check

TEACHING ACTIVITY

1. As students leave, ask them a series of questions they might be asked when making a doctor’s appointment. Students can respond with complete sentences or just the necessary information.