

MEDICAL PAPERWORK

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Common vocabulary found on medical intake forms

Language/Culture Point: Vocabulary on medical intake forms

Objective: Students will become familiar with a common medical intake form.

Materials: 1) Student pages, 2) Sample adult medical intake form, 3) Medical patient information cards (enough for one card set per pair of students), 4) Signal cards (one set per student)

Preparation: This lesson requires the instructor to become familiar with the medical paperwork included in the student book. There may be terms that are unfamiliar or need simplification or translation for the students.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Sample adult medical intake form	-

TEACHING ACTIVITY

1. Direct students to the sample adult medical intake form in their books. Ask them if they know what it is and what information it is asking for.
2. Ask students: Have you ever filled out a form like this at the doctor’s office? Did you have someone help you?

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Medical patient information cards	- Using cards, using pictures



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TEACHING ACTIVITY

1. Using one of the medical patient information cards, introduce the person to the students. Present all of the information included in the person’s patient information on the back of the picture.
2. Do the same with a couple more medical patient information cards.
3. Repeat the information on the cards as necessary.
4. Take some time to define the major unfamiliar words and have students take notes in the space provided on the first page of the lesson in their book. Leave the more complex medical terms for step 7.
5. Talk about what “medical history” means. This is not just your own medical history, but that of your family, including your parents, grandparents, aunts, and uncles. You may not have cancer, but if your uncle had cancer it is a part of your medical history.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Signal cards	- Signal cards

TEACHING ACTIVITY

1. Make true/false statements about the cards you introduced. Students will use signal cards to indicate true/false/I don’t know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Sample adult medical intake form, medical patient information cards	- Using cards, modeling

TEACHING ACTIVITY

1. Tell students that today we are going to practice filling out a basic medical intake form.



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2. Using one of the medical patient information cards from step 2, model for students how to fill out the form for this person.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Medical patient information cards	-

TEACHING ACTIVITY

1. Have a student volunteer pick another medical patient information card. Work with that student to fill out the basic medical information form on the board based on the card.
2. Erase the medical information. Have two students choose another card and fill out the medical intake information based on the information on their card.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Medical patient information cards	-

TEACHING ACTIVITY

1. Put students in groups of two and give each student a picture of a sick person with patient information.
2. Students will work together to fill out the basic medical intake form. Each student should fill out the form in their book based on the card they were given. After they have each completed the form, they should share their answers with each other.
3. When students are finished, ask each pair a few questions about their patients.



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STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
20 minutes	- Sample adult medical intake form	- Vocabulary

TEACHING ACTIVITY

1. Have students look at the form and mark any other vocabulary that they are unfamiliar with. Mention that the Oxford Picture Dictionary has good examples of vocabulary words with pictures, and is helpful to practice and review them.
2. Go over the vocabulary with the students and have them take notes in their book. Tell students that when they actually go to the doctor, they can ask for help in filling out their medical intake forms.
3. Have students fill out the last form with their own personal information. Circulate and help students as needed.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	-

TEACHING ACTIVITY

1. Have all students stand up.
2. Ask simple questions about the medical form the students filled out using the medical patient cards. Students who can answer YES remain standing. Those who answer NO sit down. Continue asking questions and have students sit or stand depending on their answer. Remind students that “medical history” can be anyone in their family, so they are not revealing something about themselves personally.
Example Question: Do you have high blood pressure in your medical history?



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EXTENSION ACTIVITY

Time Frame	Materials	Teaching Strategies
Varies	- Extended medical intake form	-

TEACHING ACTIVITY

1. Provide students with the Extended Medical Intake Form. Have students take a look at the length of the form.
2. Have students fill out the form using their own information. If necessary, provide them with dictionaries or allow them to use their phones to look up words they don't know.
3. Tell students they can take the form home and complete it if they would like.