


# MAKING A DOCTOR'S APPOINTMENT

**Lesson Length:** 1.5 hours

**Vocabulary & 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:** Calendar, Sample Insurance Card toy/real cell phones, Symptom & Illness Cards, Injury Cards 




## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes		- Brainstorming

### TEACHING ACTIVITY

1. Ask students, "How many of you have gone to the doctor in the U.S? Did you make the appointment? Did you do it in English or your native language?"
2. Use the discussion to start a vocabulary list about making a doctor's appointment and have students take notes.

## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Calendar</li> <li>- Insurance Card </li> <li>- Symptom &amp; Illness Cards </li> <li>- Injury Cards </li> </ul>	- Authentic Materials

### TEACHING ACTIVITY

1. Using the materials provided, talk to the students about a time you called to make a doctor's appointment. Be sure to talk about several questions that the receptionist asked you, specifically: your personal information, whether you are if you have been to their office/location before, if you have insurance, who your insurance company is, if

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you can bring your ID and insurance card, reason for your visit, and a day and time for the appointment. For example:



Last month, I didn't feel well for several days. I had itchy, watery eyes, I was sneezing a lot, and I had a runny nose. I called my doctor's office to make an appointment. The receptionist asked me for my name and birthday, so I told her Estes and November 20, 1980.

She also asked me if I had insurance, so I told her that I have Blue Cross Blue Shield. Then she asked me for the reason for my visit. I think she meant my symptoms, so I told her about my itchy, watery eyes and my runny nose.

Finally, she asked if I could come in that morning at 8am. I asked if there was an appointment available at 4pm, after I get off of work. She told me there was an opening at 4:30, so I took it! She reminded me to bring my ID and insurance card. She also asked if I had been to the office before and offered to give me directions.

2. Be sure that you have a way to represent the important information from the story. For example, draw a picture of a clock that represents the time of the appointment, point to a calendar for appointment days, act out your symptoms or use the symptom and illness cards, and hold up your insurance card when it comes up in the story.
3. Repeat the story as necessary.

### STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Symptom & Illness Cards  - Injury Cards 	- Question Asking and Answering



#### TEACHING ACTIVITY

1. Have students work in groups of 2-3 to answer the following questions about your story:
  - What information did the receptionist ask for?
  - When is the teacher's birthday?
  - Does the teacher have insurance?
  - Who is the teacher's insurance company?
  - What were the teacher's symptoms?
  - What time was the appointment?
  - Other questions relevant to the story.

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2. Have students share and write the correct responses on the board.
3. Review the story one more time for the students.

### STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	- Sample Dialogue - Symptom & Illness Cards  - Injury Cards 	- Think Aloud - Role Play

#### TEACHING ACTIVITY

1. Write the sample dialogue below on the board. To save time, you can do this before class.

#### Sample Dialogue:

Receptionist: Thank you for calling Dr. Mann's office. How can I help you?  
 Caller: Hello, yes, I need to make a Dr's appointment.  
 Receptionist: Okay, what's your name:?  
 Caller: My name is \_\_\_\_\_  
 Receptionist: Have you been here before?  
 Caller: No, I haven't  
 Receptionist: And your birthday?  
 Caller: My birthday is \_\_\_\_\_  
 Receptionist: And do you have health insurance? Who is your health insurance company?  
 Caller: Yes, it's\_\_\_\_\_  
 Receptionist: What is your reason for needing to see the doctor?  
 Caller: (I have \_\_\_\_\_, I feel \_\_\_\_\_, My \_\_\_\_\_ hurts/is swollen, etc)  
 Receptionist: Okay, I have an appointment today at 2:30. Does that work for you?  
 Caller: Yes, that works.



2. Tell students that today we are going to practice making an appointment with the doctor.
3. Draw Symptoms and Illness or Injury Card and direct students' attention to the sample dialogue.
4. 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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- Once you've completed the dialogue, choose a student to practice the dialogue with you. Read through it 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	- Sample Dialogue - Symptom & Illness Cards  - Injury Cards 	- Role Play

### TEACHING ACTIVITY

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

## STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Sample Dialogue - Symptom & Illness Cards  - Injury Cards 	- Role Play

### TEACHING ACTIVITY

- Put students in pairs to practice the dialogue. Give each student an illness or injury card.
- 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 on the board as a guide.

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- After students finish one conversation, they will switch roles.
- 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		- Role Play

### TEACHING ACTIVITY

- Ask students, "When the receptionist asks you for your last name, how do you respond?"
- Some students may say, "My last name is \_\_\_\_\_." Other students may simply say, "Gonzalez."
- 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.
- 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.
- Have students write a simple response for each question.
- 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

- 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.

