

Speaking Lesson Plan

Scheduling a Doctor's Appointment

Bethany Anderson

Azusa Pacific University

DOCTOR'S APPOINTMENT

Context

This course will be offered in the town of West Liberty, Iowa, a small town in rural Iowa with a majority Hispanic population. Most students have Spanish as their L1 and are primarily from Mexico, Central America, and Puerto Rico. Students' level of education is fairly limited, with few having graduated from high school, and most having attended school through the seventh or eighth grade. Most students are employed at one of the nearby meat packing facilities, or work in production or construction. Students' levels of proficiency vary widely, with the majority falling in the low beginning to high beginning level as measured by the CASAS pretest and a minority at the low intermediate level.

Classes are held at a community learning center, in affiliation with a local community college. Attendance is voluntary and there is a small, one-time fee to register. Classes typically run from September to May with open enrollment throughout the year. The class is comprised of adults ages 18-65, with the majority of students within the age range of 30-50 years. There is a roughly 50-50 split of male to female. Class size is 6-12 students on average but attendance is variable and classes can have as many as 20 students (usually at the start of classes in the fall). Classes meet twice weekly in the evening and are two hours in length with one 10-minute break.

Classroom size is small but adequate, and rooms are equipped with desk chairs, a white board and a projector. Each student is provided with a *Step Forward* student book, which correlates to CASAS competencies, and they may optionally purchase a *Word by Word* picture dictionary (bilingual Spanish version). Extra copies of picture dictionaries are available for in-class use. Students are accustomed to small amounts homework, but some do not have a computer or internet access at home (apart from their mobile phone).

DOCTOR'S APPOINTMENT

The purpose of this course is to improve students' listening and speaking skills with a specific focus on topics of immediate relevance to learners' day-to-day lives (interactions at work, grocery store, doctor's office, children's school, etc.). The course will follow a task-based approach, primarily utilizing interactive speaking and comprehension activities. A pre-and post-CASAS assessment will be administered, as well as regular informal teacher-administered assessments to measure students' mastery of lesson and unit outcomes.

Outcomes and Rationale

Unit Theme: Describing Symptoms and Visiting the Doctor

Outcomes

Upon completion of this unit, students will be able to:

- Describe pain, symptoms and basic illnesses
- Use the vocabulary and forms presented in this unit to practice a simple simulated phone conversation to set up a doctor's appointment
- Understand and give basic health advice
- Role-play a conversation describing physical symptoms and giving health advice

Rationale

The theme of illness and doctor's appointments will be interesting and motivating to this group of learners based on the necessity of communicating pain and health problems in daily life situations. In previously conducted interest surveys, a significant percentage of students reported that communicating with a health care professional about their own or a family member's health problems was a personal priority. Most students are familiar with the process of making

DOCTOR'S APPOINTMENT

appointments and going to a clinic to see the doctor, but mainly rely on the assistance of an interpreter, so the idea of going through this process while depending on their own use of English can be an intimidating prospect.

The learning outcomes of this unit are influenced by the principles of motivation and interaction, providing instruction that fosters learners' intrinsic motivation by relating directly to a useful and relevant context as well as allowing students to learn interactively through authentic communicative tasks. Lessons will follow both a theme-based and task-based approach to encourage students to solve specific communication problems within a real-life context (Brown and Lee, p. 46-50).

DOCTOR'S APPOINTMENT

Speaking Lesson Plan**Title:** Scheduling a Doctor's Appointment**Time Frame:** 2 hour lesson**Assumptions:** Students have previously learned how to provide personal information (name, address, date of birth, etc.) Students have previously been introduced to health problems/illness vocabulary.**Materials Needed**

- Copies of Queens Library appointment dialogue [Appendix G – p. 21], 2 original copies, plus enough copies for all Ss with personal information (name, date of birth, etc.) whited out
- *Word by Word* picture dictionaries (student copies) [Appendix E – p. 19]
- *Building Blocks* appointment dialogue scripts copies for all Ss [Appendix H – p. 22]
- *Building Blocks* worksheet [Appendix I – p. 23], copies for all Ss
- Receptionist script sheets [Appendix J – p. 24], enough for half the number of students
- Set of cards with symptoms vocabulary terms [Appendix K – p. 25]

Lesson Outcomes

Upon completion of this lesson, students will be able to:

- Use “would like to” form to request a doctor's appointment
- Understand and respond appropriately and comprehensibly to questions commonly asked when scheduling a doctor's appointment

DOCTOR'S APPOINTMENT

- Ask for clarification when they don't understand the speaker
- Use new forms and vocabulary appropriately to complete a comprehensible mock phone conversation scheduling a doctor's appointment

Warm-Up (10 min)

Doctor's appointment: Activating previous knowledge

- Ask Ss, "Have you ever scheduled a doctor's appointment over the phone? What information do you need to give when you call?" (Repeat question in Spanish if needed to aid comprehension.)
- Have students work with a partner to make a list of information they might need to provide.
- Ask each pair to tell you one thing from their list and write Ss' replies on board. (Examples: Name, Date of birth, Address, Insurance, Phone number, Health problem, etc.)

Vocabulary Presentation (15 min)

- Ask for a volunteer to come to the front (or call on a confident reader) and use Queens Library resource [Appendix G] to model a conversation between a receptionist and someone making an appointment at a clinic. Ask students to listen for information patient needs to give. (I am receptionist, S is patient. Hold cell phones and stand far apart, facing forward to show it is a telephone, not in-person conversation.)
- After modeled phone conversation, ask Ss what information was requested. Write Ss answers on board (*last name, first name, spelling of name, date of birth, insurance*).

DOCTOR'S APPOINTMENT

- Have Ss choose a partner. Hand out written dialogue [Appendix G] and have Ss read dialogue in pairs, supplying their own personal info, and switching roles after the first time (explain that they can provide invented information if they don't feel comfortable telling their actual personal information).
- Move around the room, listening to dialogues and making note of common pronunciation errors.
- After dialogues are finished, address pronunciation problem areas with the whole class.
- Call on a few students and ask, "How do you spell your name?" Review problem letter names as needed (A, E, I, G, J, etc.).

Form Focus: "Would Like To" (20 min)

- Say, "I'd like to make an appointment." Explain meaning in Spanish and tell Ss that this is a *polite* way to make a request. Have class repeat the phrase once or twice.
- Write on board: "I would like to make an appointment." Circle "I would" and write "I'd" above. Repeat phrase both ways so Ss can hear the difference. Explain that although both are correct, "I'd" is used more frequently. It is important to be able to understand both forms but they can choose which way they prefer to say it.
- On board, above "I would like to make an appointment," write, "How can I help you?"
- Go around to individual Ss and ask, "How can I help you?" to prompt them to answer with, "I'd like to make an appointment."
- Have Ss move around the room and ask 5 people, "How can I help you?" (to be answered same as above.)

DOCTOR'S APPOINTMENT

- After completing activity, erase board and assess Ss' grammar and comprehensibility by asking each S, "How can I help you?" and listening to their response.

Dialogue: Scheduling an Appointment (15 min)

- Divide Ss into groups of 4 to practice scheduling phone conversations. Hand out *Building Blocks* dialogue scripts [Appendix H] and worksheets [Appendix I] to all Ss.
- Appoint 2 Ss in each group to read the first dialogue, the other two Ss in the group will listen.
- Instruct listening Ss to listen for key information while the other group members read the dialogue, filling out worksheet with the correct information.
- After groups complete first dialogue, have them switch roles: listening Ss become the dialogue readers and vice-versa. Rotate roles for each dialogue.
- Move around the class, listening to Ss' dialogues and checking for comprehension and for comprehensible pronunciation (ask listening Ss, "Do you understand what your partner is saying?" and observe how they are completing worksheets). Address significant errors in pronunciation.
- After group work, go over worksheet answers as a class. Instruct Ss to score their own worksheets and write corrections to the side without erasing. Collect worksheets.

Break (10 min)

Review Pain/Illness Vocabulary (15 min)

- Using vocabulary from *Word by Word* p. 88-89 [Appendix E], mime several vocabulary terms, ask Ss to shout out answers

DOCTOR'S APPOINTMENT

- Practice with a partner
 - Instruct Ss to practice using complete sentences with vocabulary from p. 88-89.
Write a couple example sentences on board, using first person (*I have a headache, I have a fever, etc.*).
 - Partner A (book open) chooses symptom from book, mimes, partner B (book closed) says name of ailment ("I have _____"), switch

Phone Conversation Practice (25 min)

- Ss stay with same partner
- Hand out "receptionist" script sheet [Appendix J] to one S in each pair
- Read over receptionist questions one by one, class repeats to practice pronunciation
- Ask class, "What can you say if you don't understand what the receptionist says?" Write responses on board (*I'm sorry, I didn't understand/ Can you repeat that, please? Excuse me?, etc.*) Tell Ss to use one of these phrases during the phone conversation practice if they didn't understand.
- Instruct Ss to place chairs back-to-back and take out their cell phones to pretend to use
- Tell "patient" to think of an imaginary health problem they need to see the doctor about
- "Patient" and "Receptionist" role-play phone conversation to set up an appointment
- Ss switch roles
- Ss switch to a new partner and repeat
- Move around to listen to pairs practice and assess mastery of vocabulary and forms.
Address errors as needed.
- 5 minutes before end of activity time, ask 1-2 pairs to share dialogue in front of class.

DOCTOR'S APPOINTMENT

Wrap-up (10 min)

- Symptom charades
 - Divide class in 2 teams
 - Write “Team A” on one side of board and “Team B” on the other
 - Have Ss take turns coming to the front, taking a vocabulary card [Appendix K] and acting it out. Teammates try to guess, are given 1 point if they can guess in 30 seconds. Time permitting, play until each S has had a chance to act out a vocabulary term.
 - Declare the winning team!
- Extra-class assignment
 - Have Ss choose a partner to call on the phone to practice making an appointment before next class session.
 - Partners exchange phone numbers, agree on a day and time to call, and decide who will be the receptionist and who will be the patient. “Receptionist” takes script sheet home, “Patient” will be the one to call.

Assessment Plan

- Check comprehensibility of Ss' question during “would like to” practice time. Note pronunciation errors and go over as a class.
- Observe dialogue practice and check for comprehensible pronunciation. Note common errors and go over as a class. Collect self-scored dialogue worksheets to assess Ss' comprehension of vocabulary. Provide both positive and corrective feedback on worksheets and return them at the next class session.

DOCTOR'S APPOINTMENT

- Listen to pairs practice during phone conversation activity to check Ss' ability to understand and respond to questions. Make note of students who have a hard time successfully completing this activity and assign extra practice by having them listen to phone dialogues on *Step Forward* CD [Appendix B] or watch doctor appointment video [Appendix C] at home.

DOCTOR'S APPOINTMENT

References

- Brown, H. D. & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). White Plains, NY: Pearson.
- Crawford, K. (2004). *Building Blocks: English for the Community*. Elk Grove Adult and Community Education. Retrieved from http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/Domain/189/Elk_Grove_Medical_EL_Civics.pdf
- EF English Live (10 August, 2011). *Fun English Lesson 23 –Feeling Sick*. Retrieved from <https://www.youtube.com/watch?v=VPM2WYQetEo>
- Kids' pages for small ages. Illnesses flashcards. Retrieved from http://www.kids-pages.com/folders/flashcards/Illnesses/Illnesses_medium.pdf
- Lee Memorial Health System (February 26, 2013). *What to expect from a physical*. Retrieved from <https://www.youtube.com/watch?v=1JXqZgcapAE>
- Molinsky, S. J. and Bliss, B. (2007). *Word by word picture dictionary, English/Spanish* (2nd ed.). White Plains, NY: Pearson.
- Queens Library. Making a Doctor's Appointment by Phone. In *Intermediate English for your health* (worksheet 3A-2). Retrieved from https://www.queenslibrary.org/sites/default/files/health_literacy/teacher/Dialogue_Sheets_L.pdf

DOCTOR'S APPOINTMENT

Quizlet Inc (2016). Retrieved from <https://quizlet.com/127663588/test>

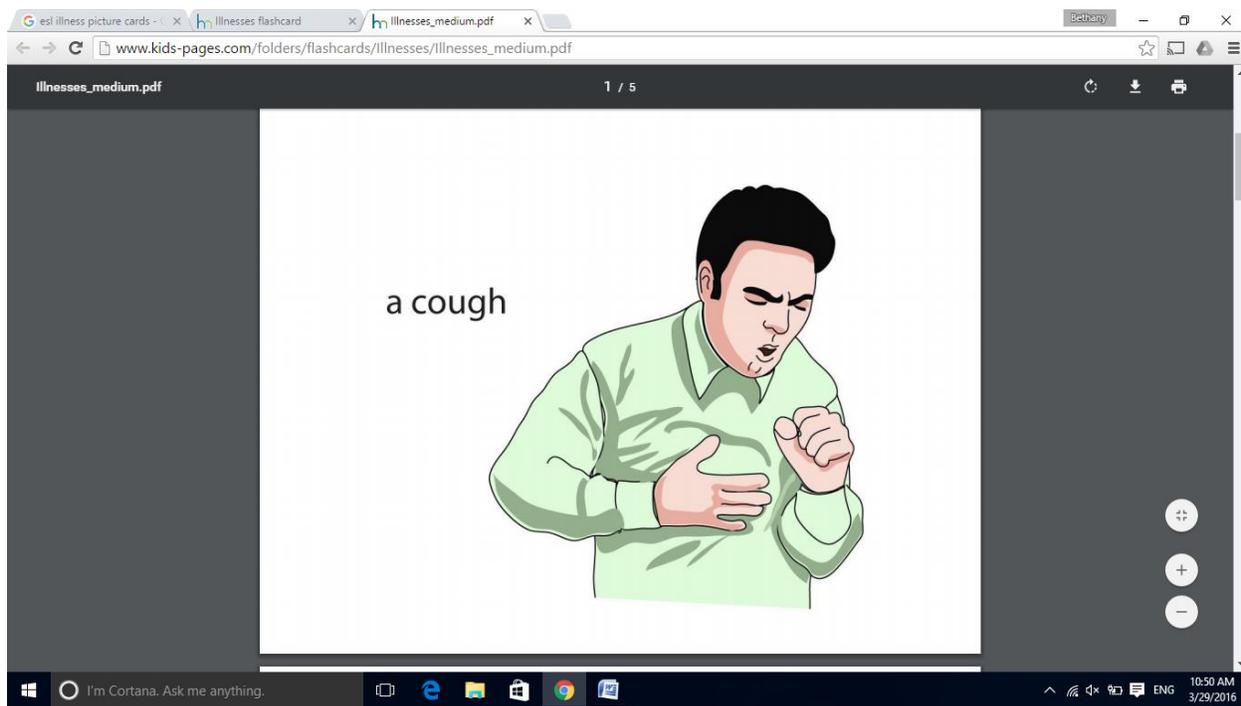
Spigarelli, J. (2008). *Step forward 1: English for everyday life*. Oxford: New York, NY.

DOCTOR'S APPOINTMENT

Appendix A

Illnesses Flashcards

http://www.kids-pages.com/folders/flashcards/Illnesses/Illnesses_medium.pdf



DOCTOR'S APPOINTMENT

Appendix B

Step Forward 1 Student Book

Page 100, Exercise 1B

B Listen and look at the pictures.

1 Ms. Lee
2 Mr. Diaz
3 Ms. Singh
4 Ms. Singh
5 Mr. Patel
6 Mr. Gold
7 Mr. Gold
8 Ms. Vega
9 Ms. Vega

nose head
neck
chest arm
hand
leg back
foot

Audio Transcript, Exercise 1B

onions.
11. W: I buy grapes when they are on sale. Grapes are a healthy snack.
N: grapes
12. W: I'm also buying potatoes. Tomorrow, we'll have potatoes with dinner.
N: potatoes

Pg. 91 Lesson 2—Exercise 3B
M = Mr. Garcia, MS = Mrs. Garcia
MS: OK, let's see what's on sale this week. Ground beef is \$1.89 a pound. That's great. We need ground beef. Peanut butter is \$3.99. No, that's too expensive. We need tuna fish and carrots. We don't need beans and we don't need spaghetti this week. Oh, that's my favorite cheese! It's \$2.10 a pound. It's on sale this week. I can have a little cheese. Ramon? Do you need anything special from the supermarket?
M: Well, don't forget my oranges.
MS: OK, oranges.

Pg. 95 Lesson 4—Exercise 1E
P1 = Pizza Store Employee 1, P2 = Pizza Store Employee 2, P3 = Pizza Store Employee 3, C1 = Woman Customer 1, C2 = Man Customer, C3 = Woman Customer 2
1. P1: Are you ready to order?
C1: Yes, I am. I'd like two large pizzas with onions and one small pizza with pepperoni.
P1: Anything to drink?
C1: Yes, please. I'd like two small sodas.
P1: That's two large pizzas with onions, one small pizza with pepperoni, and two small sodas.
C1: Yes, that's right.

4. W: I never eat lunch at home.

UNIT 9 Your Health
Pg. 100 Lesson 1—Exercise 1B
R = Receptionist, W1 = Woman 1, W2 = Woman 2, W3 = Woman 3, M1 = Man 1, M2 = Man 2, M3 = Man 3
1. R: Doctor's office. How can I help you today?
W1: This is Ming Lee calling. My head hurts.
2. R: Doctor's office. How can I help you today?
M1: Hello. This is Miguel Diaz. I hurt my nose.
R: I'm sorry to hear that.
M1: Yes. I got hit in the nose with a baseball. It really hurts!
3. R: Hello, Ms. Singh. I understand that you need to see the doctor.
W2: Yes. My neck hurts.
4. R: Is there anything else?
W2: Yes. My back hurts, too.
5. R: Doctor's office. Can I help you?
M2: This is Raji Patel. My chest hurts.
R: Mr. Patel, do you need an ambulance?
M2: No, it's not that bad. I just want to see the doctor.
6. R: Doctor's office? Can I help you?
M3: Yes. This is Niles Gold. I have to see the doctor about my arm. My arm hurts.
7. R: Does anything else hurt?
M3: Yes, my hand hurts, too.
8. R: So, Ms. Vega, do you need to see the doctor this week?
W3: Yes I do. My foot hurts.
9. R: OK, Ms. Vega. The doctor can see you tomorrow at 11 a.m. Is there anything else?
W3: Yes, my leg hurts, too.

DOCTOR'S APPOINTMENT

Appendix B, cont.

Step Forward 1 Student Book

Page 100, Exercise 1D

Mr. Patel (5) Mr. Gold (6, 7) Ms. Vega (8, 9)

hand leg foot

C Listen and repeat the words.

1. head 3. neck 5. chest 7. hand 9. leg
2. nose 4. back 6. arm 8. foot* *one foot / two feet

D Look at the pictures. Complete the sentences.

1. Ms. Lee's head hurts. 4. Ms. Singh's _____ and _____ hurt.
2. Mr. Diaz's _____ hurts. 5. Mr. Gold's _____ and _____ hurt.
3. Mr. Patel's _____ hurts. 6. Ms. Vega's _____ and _____ hurt.

DOCTOR'S APPOINTMENT

Appendix C

Video: "Fun English Lesson 23 –Feeling Sick"

<https://www.youtube.com/watch?v=VPM2WYQetEo>

Start at :59

Transcript:

Emily: Dr. Green, I don't feel well.

Dr. Green: What's the matter, Emily?

Emily: I've got a terrible cough.

Dr. Green: What else is wrong?

Emily: My stomach hurts and I can't stop sneezing.

Dr. Green: It sounds like you have a cold.

Emily: I also have a headache and sometimes I feel dizzy.

Dr. Green: Any other symptoms? Is anything else the matter?

Emily: I think I have a sore throat, and I'm always tired.

Dr. Green: You should stay home tomorrow, you should take some aspirin, and go to bed.

Emily: So I shouldn't go to work tomorrow? Is that right?

Dr. Green: Well, see how you feel tomorrow. If you don't feel better, call the nurse and we'll make another appointment.

Emily: Thank you, Doctor. I really appreciate it.

Dr. Green: Wait! You forgot your aspirin.

Appendix D

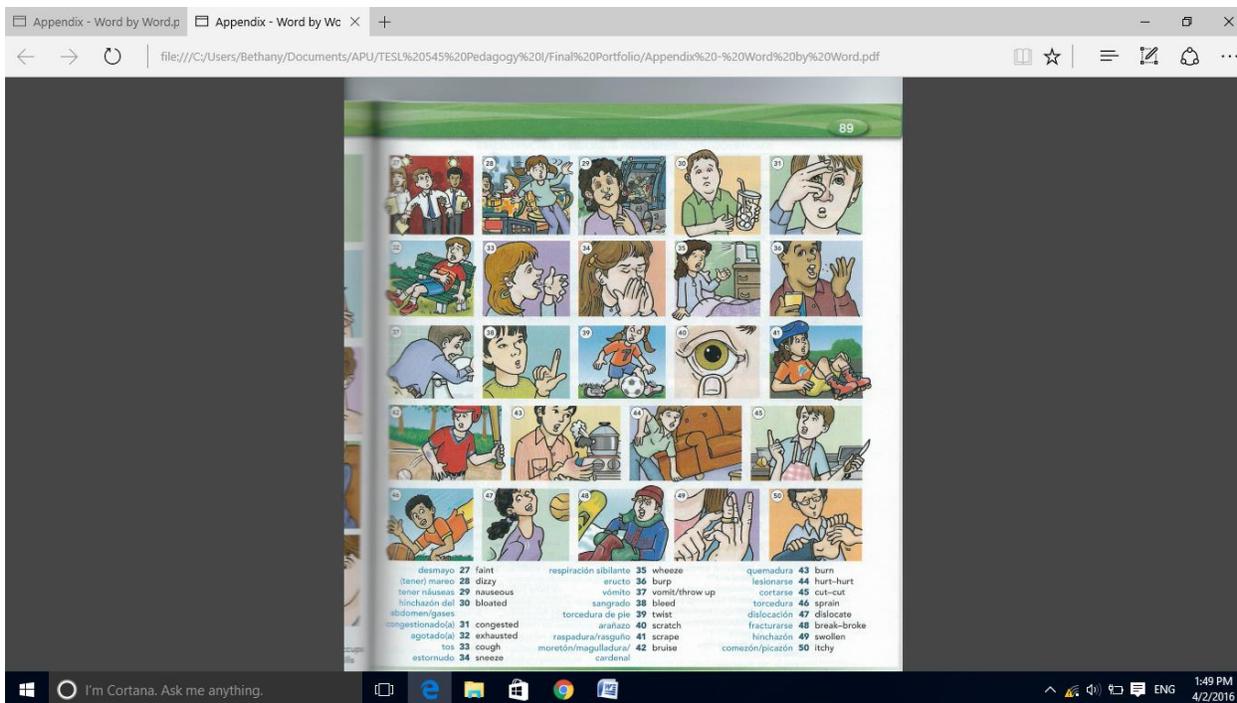
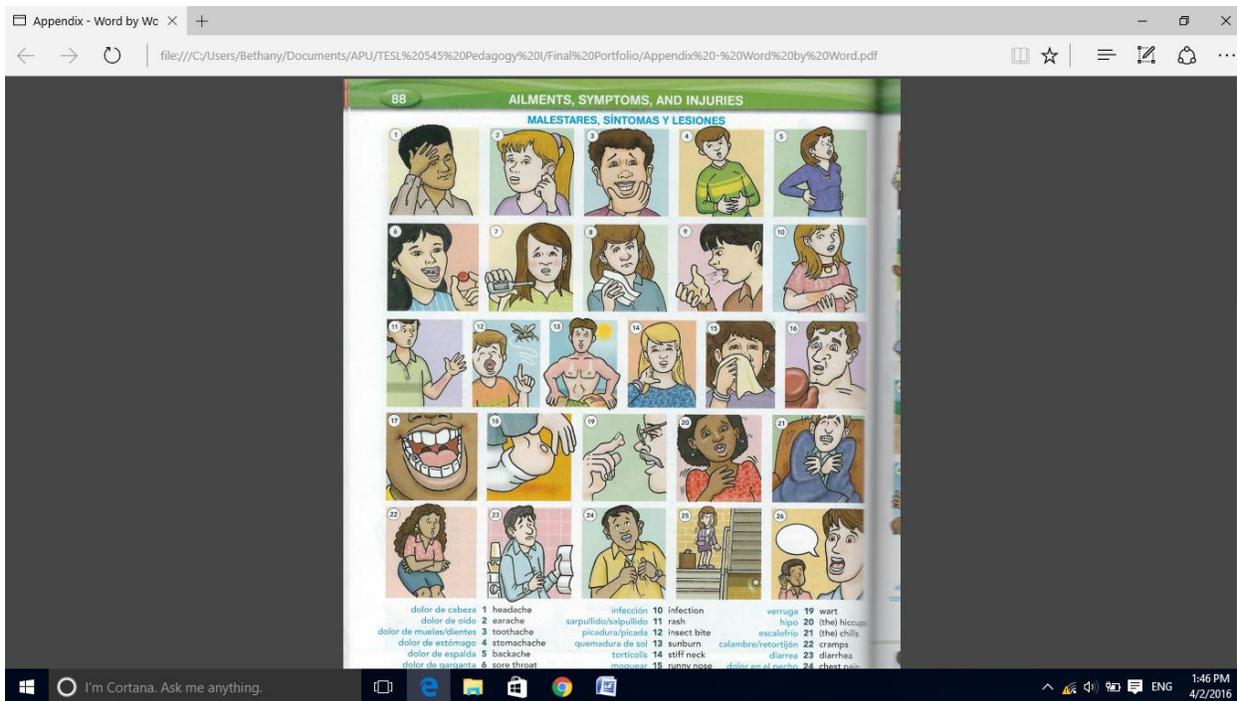
Symptom Phrase Cards

I don't feel well	I've got a terrible cough. <i>(I have a terrible cough)</i>
My stomach hurts	I can't stop sneezing
I have a headache	I feel dizzy
I have a sore throat	I'm always tired

DOCTOR'S APPOINTMENT

Appendix E

Word by Word Picture Dictionary



DOCTOR'S APPOINTMENT

Appendix F

Quizlet Symptoms Study Set

<https://quizlet.com/127663588/test>

The screenshot shows a web browser window displaying a Quizlet test titled "Test: Illnesses/Symptoms". The browser address bar shows the URL "https://quizlet.com/127663588/test". The Quizlet navigation bar includes options for Cards, Learn, Speller, Test, Scatter, and Gravity. The user's name "anderbee" is visible in the top right. Below the navigation bar, there is a breadcrumb trail: "Back to progress on Illnesses/Symptoms".

The main content area is titled "16 Matching questions" and includes a "Show images" checkbox and a "Print test" button. On the left, there is a list of 10 symptoms, each with an empty checkbox:

- I have a burn
- I have a stomachache
- I have a fever
- I have a sprained ankle
- I have a broken arm
- I have a runny nose
- I have an earache
- I have a sore throat
- I have a headache
- I have a toothache

On the right, there are three image options labeled a, b, and c:

- a**:  Tengo sarpullido
- b**:  Tengo tobillo torcido
- c**:  Tengo dolor de cabeza

On the far right, there is a "Question types" sidebar with the following settings:

- Question types: Written, Matching, Multiple choice, True/False
- Start with: English, Spanish, Both
- Question limit: 16 of 16 available terms
- Buttons: "Create new test" and "Advertisement Upgrade to remove ads"

The Windows taskbar at the bottom shows the time as 11:50 AM on 3/19/2016.

DOCTOR'S APPOINTMENT

Appendix G

Queens Library Dialogue

https://www.queenslibrary.org/sites/default/files/health_literacy/teacher/Dialogue_Sheets_L.pdf

Doctor's Appointment d × +

file:///C:/Users/Bethany/Documents/APU/TESL%20545%20Pedagogy%20I/Final%20Portfolio/Doctor's%20Appointment%20dialogue.pdf

Queens Library
Intermediate
ENGLISH FOR YOUR HEALTH
Adult Learner
ESOL Program

Making a Doctor's Appointment by Phone

Yang Chen is making an appointment to see her doctor. Listen to the conversation.

Receptionist: Hello, City Health Center.

Yang: Hello. I'd like to make an appointment to see a doctor this week, please.

Receptionist: I'm sorry. We are fully booked this week. The earliest I can give you is next Thursday.

Yang: That's fine.

Receptionist: What is your last name?

Yang: Chen.

Receptionist: Chen? Is that C-H-E-N?

Yang: Yes.

Receptionist: And your first name?

Yang: Yang. Y-A-N-G.

Receptionist: Your date of birth?

Yang: May 13, 1958.

Receptionist: Do you have insurance?

Yang: I have GVC.

Receptionist: How's 2:00 next Thursday?

Yang: 2 o'clock next Thursday. Okay. Thank you.

Worksheet 3a-2

I'm Cortana. Ask me anything.

10:15 AM
3/18/2016

DOCTOR'S APPOINTMENT

Appendix H

Building Blocks Listening Activity (Audio Transcript)

http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/Domain/189/Elk_Grove_Medical_EL_Civics.pdf (p. 63-64)

The image displays two screenshots of a PDF document titled "Doctor's Appointment Listening Activity". The first screenshot shows pages 27 and 28, and the second shows pages 63 and 64. The document contains audio transcripts for five conversations about making medical appointments.

AUDIO TRANSCRIPT p. 28

REAL LIFE LISTENING 2

Let's learn about making medical appointments. Have you made a medical appointment in English? Listen to these people making appointments and answer the questions. Short answers are okay. Be sure you understand these words before you begin: achy, appetite, available, conflict, influenza, flu, insomnia, sick to my stomach, sneeze, thirsty.

Conversation 1

RECEPTIONIST: Hello. This is the Clinica Tepati. May I help you?
 YOGI: Hi. I'd like to make an appointment.
 RECEPTIONIST: Alright. What are your symptoms?
 YOGI: I've been feeling very thirsty. I want to drink water all the time.
 RECEPTIONIST: Can you come in this Friday at 3:30?
 YOGI: Yes, I can. Thanks.

Conversation 2

RECEPTIONIST: Good morning. This is the South City Clinic. How can I help you?
 RAJINDER: I need to make an appointment.
 RECEPTIONIST: Okay. Why do you feel you need an appointment?
 RAJINDER: I've been feeling sick to my stomach. I have no appetite at all.
 RECEPTIONIST: We don't have any appointments this week, but how about the 20th at noon?
 RAJINDER: That sounds good. Thanks.

Conversation 3

RECEPTIONIST: Good afternoon. This is the Effort Medical Clinic.
 DUOC: Hello. I want to make an appointment with a doctor.
 RECEPTIONIST: What's wrong?
 DUOC: I've been sneezing and have a runny nose all the time. Maybe I have the flu.
 RECEPTIONIST: I'm not sure, but you can have an appointment with a nurse practitioner on Thursday.
 DUOC: No, I'm sorry. I have a conflict. I can't make it on a week day. Are there any weekend appointments?
 RECEPTIONIST: Sure. How is Saturday at 11:00?
 DUOC: Perfect. Thank you.

Conversation 4

RECEPTIONIST: This is the Meadowview Clinic. How may I direct your call?
 IGOR: Hi. I need to make an appointment. I've been feeling really achy.
 RECEPTIONIST: No problem. How is the 12th at 1:00 for you?
 IGOR: I have a class at that time. Is it possible to have an appointment earlier in the day?
 RECEPTIONIST: There's an open time at 8:00. Will that work?
 IGOR: Yes. I'll be there.

Conversation 5

RECEPTIONIST: Molina Medical Clinic. How can I help you?
 MEHRNAZ: Can I make an appointment?
 RECEPTIONIST: What's the problem?
 MEHRNAZ: I've been having insomnia. I can't sleep.
 RECEPTIONIST: Are you available on the 13th at 2:00?
 MEHRNAZ: Which day is the 13th?
 RECEPTIONIST: That's Monday.
 MEHRNAZ: Sure, I can make it.
 RECEPTIONIST: Good. I'll see you then.

DOCTOR'S APPOINTMENT

Appendix I

Building Blocks Listening Comprehension Worksheet

http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/Domain/189/Elk_Grove_Medical_EL_Civics.pdf (p. 28)

Appendix - Building Blo × +

file:///C:/Users/Bethany/Documents/APU/TESL%20545%20Pedagogy%20/Final%20Portfolio/Appendix%20-%20Building%20Blocks%20p.%2063-64.pdf

Making a Medical Appointment

REAL LIFE LISTENING 2

D. Listen to these people making appointments. Write short answers.

Conversation 1

Circle the day of his appointment: Monday Thursday Friday

What time is his appointment? _____

Conversation 2

Circle the date of her appointment: 12th 20th 28th

What time is her appointment? _____

Conversation 3

Circle the day of her appointment: Tuesday Thursday Saturday

What time is her appointment? _____

Conversation 4

Circle the date of his appointment: 12th 20th 28th

What time is his appointment? _____

Conversation 5

Circle the day of her appointment: Monday Tuesday Wednesday

What time is her appointment? _____

Student Workbook 28

I'm Cortana. Ask me anything.

1:57 PM 3/18/2016

Appendix J

Receptionist Script

(You are A, your partner is B)

A. Hello, Iowa Medical Clinic, this is _____ . How may I help you?

B. I'd like to make an appointment.

A. Your last name, please?

B. _____

A. Can you spell that?

B. _____

A. First name?

B. _____

A. Your date of birth?

B. Month/day/year

A. Your address, please?

B. _____

A. And telephone number?

B. _____

A. What is your insurance?

B. _____

A. Ok, and what is the reason for the appointment?

B. I have a fever/ My stomach hurts, etc.

A. Would you like morning or afternoon?

B. _____

A. Ok, how about _____ at _____ ?

(day)

(time)

B. Yes, that's fine

No, I can't come that day.

A. 



Ok, we will see you

Ok, how about (day) at (time)?

(day) at (time).

DOCTOR'S APPOINTMENT

Appendix K

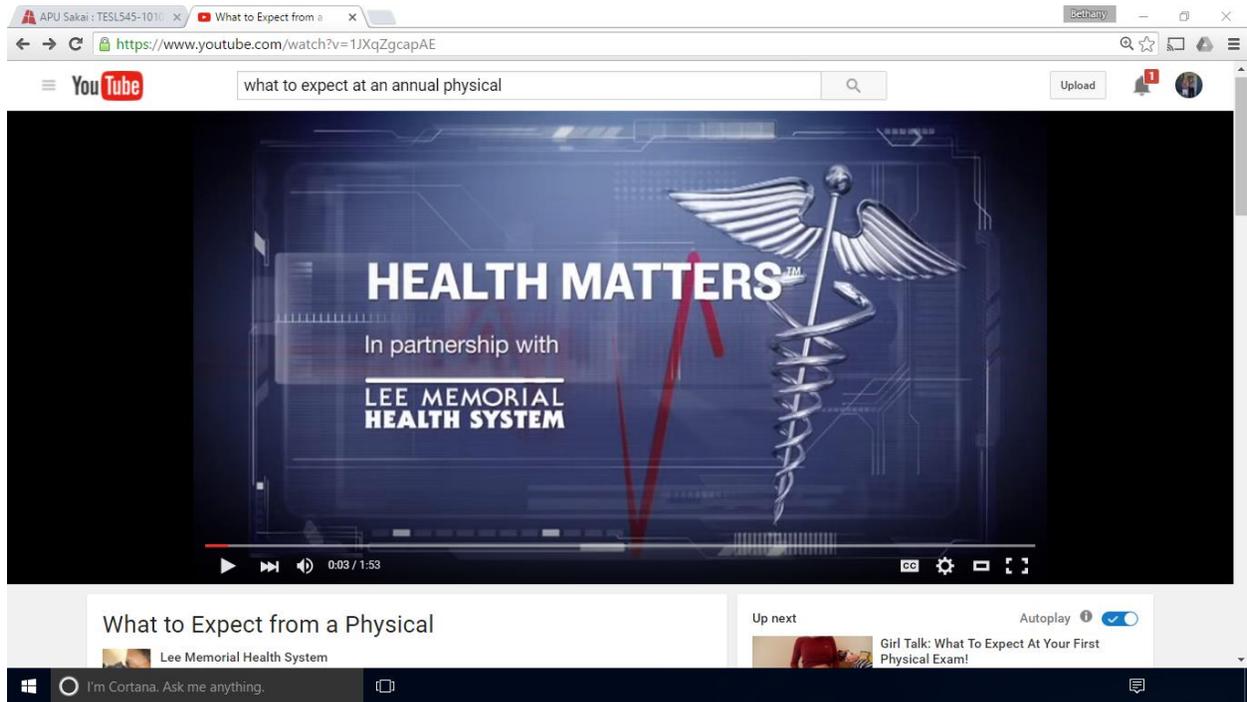
I have a headache	I have an earache	I have a toothache
I have a stomachache	I have a backache	I have a sore throat
I have a fever	I have a cold	I have a cough
I have a rash	I have a runny nose	I have chest pain
I have a broken _____	I have a sprained ____	I have a burn

DOCTOR'S APPOINTMENT

Appendix L

What to Expect from a Physical (video)

<https://www.youtube.com/watch?v=1JXqZgcapAE>



DOCTOR'S APPOINTMENT

Appendix M

Medical Advice

Use **You could** / **You should** / **You need to** and the words in the box to give advice to these people:

- rest in bed
- use a heating pad
- take ibuprofen
- use an ice pack

Patient: I have a sprained ankle



1.

Doctor: _____

Boss: I need to go home. I have a fever.



2.

Employee: _____

My back hurts.



3.

Friend: _____

Appendix N

I have a headache	I have a sprained ankle	I have a toothache
I have a stomachache	I have a backache	I have a sore throat
I have chest pain	You should use a heating pad.	You should go to the doctor.
You should take ibuprofen.	You should use an ice pack.	You should go to the dentist.
You should take antacid tablets.	You should rest in bed.	You should drink some tea with honey.