

# **Going to the Doctor**

# Classroom Materials/Extra Practice CD 3 Workbook Interactive Practice Tracks 11–23 Unit 10 Unit 10

#### **Unit Overview**

#### Goals

See the list of goals on the facing page.

#### Grammar

- · Participial adjectives
- Present perfect continuous
- Prepositions and gerunds

#### **Pronunciation**

- -ed endings
- Length of time to say stressed and unstressed syllables

#### Reading

- Read a medical history form
- Read a web page on immunization FAQs
- Reading Skill: Graphics

#### Writing

Write a paragraph about a visit to a doctor or hospital

#### **Preview**

- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: What do you see? How old do you think the child is? What do you think they are talking about?
- Read the preview questions aloud.
- Ask volunteers to share answers about their experiences with doctors or hospitals in the United States. You can help students explain their ideas by writing their information on the board.
- You may want to summarize similarities in students' stories. Use the board.

#### **Unit Goals**

- Tell the class: This list of unit goals shows us what we will be studying in Unit 10.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain recognize: Recognize hospital departments means to identify different departments. Explain reschedule an appointment: Reschedule means that we can't go to our appointment and we need to choose a different day or time. Explain interpret health history forms: Health history forms are papers with all the information about our health problems and those of our families. Explain symptoms: Symptoms are signs that something is wrong, for example, headache, stomachache, tiredness. Explain *immunizations: Immunizations are shots* (mime the action) to protect us from disease. Explain medical procedures: A medical procedure is what the doctor is going to do to us.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

### **Getting Started**

#### 5 minutes

### **Controlled Practice**

15 minutes



WHAT DO YOU KNOW?

#### **Teaching Tip**

Drawing on what students have experienced helps keep the lesson relevant and the students fully engaged.

- Set the context of the lesson. Write on the board: What do we go to the doctor's office for?
- Form pairs. Say: Answer the question together.
  Think of at least five reasons people go to a doctor.
- Call on volunteers to answer. You can model correct English by restating what the student said and having the class repeat.
- Say: Talk to your partner about the pictures. What is happening in each picture?
- Call on volunteers to say what is happening. (Example: *In picture 1, the babies are sleeping.*)
- State the lesson objective: We're learning words that relate to hospital departments.

#### **Presentation**

5 minutes

# A Look at the pictures....

- Have students cover the vocabulary words. Call on volunteers to say where each picture takes place.
- Have students uncover the vocabulary words. Say each department and have students repeat.

#### **Teaching Tip**

When students have matching exercises, tell them to do the ones they know first. Show them how to cross the words off the list as they use them. Then they can concentrate on figuring out the ones they don't know.

### **B** Match the pictures...

- Students can work alone or in pairs.
- Have students compare answers.

# **G** Listen and check...

- Play CD 3, Track 11. Have students circle any incorrect answers. Play Track 11 again and have students correct these items.
- Play Track 11 again. Have students repeat.

#### Expansion: Vocabulary Practice for 1C

- Form pairs. Say: *Use the new vocabulary and talk about the pictures.*
- Point to picture 1 and say: *The new babies are sleeping in the maternity ward.*
- Call on volunteers to say one of their sentences.

#### **Learning Strategy:** Make connections

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the words in Exercise 1B.
- Walk around and help students write the words and example sentences.
- Say: You can remember new vocabulary when you make connections between places and actions. Tell students they can use this strategy to remember other new vocabulary.

#### **Teaching Tip**

Have students add their vocabulary cards to their ziplock bags. Remind them to review vocabulary at home, on the bus, or during a break. Tell them to put the words they have learned into a different ziplock bag so they can concentrate on the words they need to practice.

#### **Controlled Practice**

#### 20 minutes

#### Communicative Practice 15 minutes



**PRACTICE** 

#### **Community Building**

Encourage students to check with a classmate when they are not sure of an answer. Write on the board: I'm not sure about number 4. What do you think? I answered number 4. This is what I think. But I didn't understand number 2. Say each sentence and have students repeat.

#### **Language Note**

Write on the board: *dial* = *push numbers on a phone to call someone.* 

#### WORD PLAY. Look at the telephone numbers....

- Call on students to read the chart with the phone numbers.
- Review with the class what each department means. Write answers on the board.
- Review with the class what a phone extension number is.
- Walk around and provide help as necessary.
   You may want to write words and definitions or example sentences on the board.
- Call on students to read the sentences and say which extension to dial and which department they are calling.

# Expansion: Speaking and Writing Practice for 2

- Review hospital departments and actions.
- Form pairs. Each pair writes two actions or reasons for going to each department on pages 186 and 187. Walk around and help as needed.
- Call on a student from each pair to talk about one department.

# Show what you know!

#### **GROUPS.** Discuss. Which places...

- As groups discuss the questions, walk around and provide help as necessary.
- To review this activity, form pairs with students from different groups. Have them share the stories their groups talked about.

# MULTILEVEL INSTRUCTION for Show what you know!

**Pre-level** Allow students to look at the book if they need help with vocabulary.

**Above-level** Students do the activity without referring to the book.

#### **Progress Check**

#### Can you . . . recognize hospital departments?

Ask students questions: Where are sick children? Where do you get an X-ray? Where does someone go to learn to walk after an accident? Make a list on the board. Ask students: Can you check this goal?



# Reschedule a doctor's appointment

# **Getting Started**

5 minutes



**BEFORE YOU LISTEN** 

#### What are your biggest problems...

- Call on students to read the ideas in the box. Answer any questions about meaning.
- Have students work in pairs or small groups.
- Call on volunteers to talk about some problems.

#### Presentation

15 minutes



**LISTEN** 



### A Yao Chen is talking...

- Ask: What is a medical receptionist? (the person who answers phones and makes appointments in a doctor's office)
- Have students read the statements and answer choices.
- Play CD 3, Track 12. Then ask volunteers to read the questions and say the answers. Write the correct answers on the board.

# B Another patient...

- Have students read the statements silently.
- Play CD 3, Track 13. Have students compare answers.
- Then play Track 13 again. Review the answers by asking volunteers to write the completed sentences on the board.
- Tell students they are going to listen again so they can check the sentences on the board. Play Track 14 again to confirm the answers.

#### Expansion: Reading Practice for 2A and 2B

• Form pairs. Have students alternate reading the completed sentences in Exercises 2A and 2B. Walk around and assist with pronunciation, pace, and

# Reschedule a doctor's appointment

#### **Presentation**

10 minutes

4

**PRACTICE** 



**CONVERSATION** 

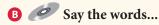
#### **Language Note**

Model voiceless. Put your fingers, palm inward, on your throat. Say *booked*, exaggerating the final "t" sound. You will not feel any vibration on your fingers. The voiceless *-ed* is a "t" sound. Then model voiced. Put your fingers, palm inward, on your throat. Say *confused*, exaggerating the final "d" sound. You will feel a vibration on your fingers. The voiced "*-ed*" is a "d" sound. The third "*-ed*" sound is the making of a new syllable, such as *frustrate* becoming *frustrated*.

# A Listen to the words. Notice...

- Play CD 3, Track 14. Have students listen.
- Have students read the Pronunciation Watch.
- Point out that regular verbs ending with a "t" or "d" sound in the present tense have an extra syllable sound in -ed.
- Play Track 15 again. Have students repeat.

### Controlled Practice 15 minutes



- Have students compare answers with a classmate.
- Play CD 3, Track 15. Tell students to listen and check their answers.

# **G** Listen and read...

- Tell students they are going to hear a conversation between an office assistant and a patient.
- Write on the board: What is the problem? What does Mr. Chen want to do?
- Play CD 3, Track 16. Call on students to say answer.
- Play Track 16 again. Have students listen and read.

#### **Culture Connection**

In the United States, it is very important to call to cancel or reschedule doctor's appointments in advance.

#### **A** PAIRS. Practice the conversation.

- Model the conversation for the class, using correct word stress, pronunciation, and appropriate emotion.
- Tell students to role-play both A and B.
- Call on volunteers to role-play the conversation.

#### Communicative Practice 15 minutes

#### **Teaching Tip**

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

#### **B** ROLE PLAY. PAIRS. Make a similar...

- Walk around and help as needed.
- Call on pairs to perform their role plays.

#### MULTILEVEL INSTRUCTION for 4B

Pre-level Have students follow the model conversation, changing only the names.

Above-level Have students change the names, days and times.

#### **Progress Check**

#### Can you . . . reschedule a doctor's appointment?

Ask the class to identify some reasons to reschedule an appointment. Make a list on the board. Ask the class how to reschedule an appointment. (call the office) Ask students: *Can you check this goal?* 

#### **Extra Practice**



# Talk about feelings about doctors

### **Getting Started**

#### 5 minutes

- Write on the board: *The movie was boring. We were bored.*
- Ask students: *Did we like the movie?* (no) *Why not?* (It was boring.) *How did we feel?* (bored)
- Write: Susan's day was long and <u>tiring</u>. At the end of the day, she felt \_\_\_\_\_.
- Call on a volunteer to answer. Write the correct answer: *tired*.
- Ask students what they notice about the difference in the word forms to describe the movie and day versus how people felt. (-ing and -ed) Circle the -ing and -ed in both sentences.
- Tell students that we call these adjectives participial adjectives. Point out that *-ing* describes the reason for the feeling and *-ed* describes the feeling.
- State the lesson objective: We are going to learn about participial adjectives. We'll use them to talk about our feelings about doctors.

### **Presentation**

#### 5 minutes

#### **Language Note**

Students may ask why we use the term *participial adjectives*. You can remind students that a present participle is the *-ing* form of the verb used in the continuous tenses; a past participle is the form of the verb used with *have* to form the perfect tenses. For regular verbs, that is *-ed*. When we use them as adjectives, they have nothing to do with tense.

#### **Participial Adjectives**

- Write on the board: *How does Vito feel? Why?*
- Have students call out the answer. You should hear something like: *Vito feels confused because the instructions are confusing.* Write this on the board.
- Have students read the Grammar Watch silently.
- Have students turn to page 288 for a list of participial adjectives. You may want to assign this list for homework.

### **Controlled Practice**

10 minutes

# 1

#### **PRACTICE**

#### A Circle the -ed forms....

- Have students compare answers.
- Call on volunteers to read each sentence and identify the participial adjective.
- Write the participial adjectives on the board.

#### **B** Complete the sentences...

- Write the words from the box on the board.
- Call on volunteers to say brief definitions or give example sentences with the words. For example, write: *frightening* = *something* or *someone* is scary. Hurricanes are frightening.
- Have students compare answers.
- Call on students to write the correct participial adjective on the board. Make corrections as necessary.

# Expansion: Vocabulary Practice for 1A and 1B

Have students practice the learning strategy from page 186. They can use index cards or pieces of paper. Have them write a participial adjective on the front of a card. On the back they should write either when they feel that way (for an *-ed* word) or something/someone that causes that feeling (for an *-ing* word). Students can add these cards to their ziplock bags.

# Talk about feelings about doctors

#### **Controlled Practice**

#### 15 minutes

#### Communicative Practice 15 minutes

# 2

#### **PRACTICE**

#### A Circle the correct word.

- Say: Let's review what we know. When do we use the -ing form of a participial adjective? For example, the movie is boring, (to talk about something or someone that causes a feeling) When do we use the -ed form of a participial adjective? For example, I am bored. (to talk about the way we feel)
- Do item 1 with the class. Call on a student to read the situation. Elicit answers. Emphasize: It was boring. Ask: What was boring? (waiting in the ER for hours)
- If students need more support, do item 2 with the class. Have a volunteer write the correct sentence on the board. Make necessary corrections.
- Have students compare answers with a partner.
- Call on students to write answers on the board. Call on other students to say if the sentence is correct and why or why not.

### **B** Complete the questions....

- Remind students to ask themselves if the word describes a feeling or something that causes a feeling.
- Have students compare answers with a partner.
- To review this exercise, ask volunteers to read the completed sentences. Write the correct adjectives on the board.

#### Expansion: Speaking Practice for 2B

 Form pairs. Have pairs alternate asking and answering the questions in Exercise 2B.

# Show what you know!

#### **Culture Connection**

In the United States, it is acceptable and important to talk with your doctor. Tell students to take the time to ask questions about anything they don't understand.

#### **GROUPS.** Discuss. Talk about experiences...

- Point out that students should talk about opinions and about experiences (things that have happened).
- To finish this exercise, ask for a show of hands: How many people said they had been confused when a doctor was talking to them? How many people talked about feeling embarrassed at the doctor's? How many people have been worried about medical bills?

# MULTILEVEL INSTRUCTION for Show what you know!

**Cross-ability** Have above-level students write some of the phrases for pre-level students to refer to when they are speaking, for example, *confused by, frustrated about, stressed by,* etc.

#### **Progress Check**

#### Can you . . . talk about feelings about doctors?

Ask students to review some of the feelings they have when they go to a doctor. Make a list on the board. Ask students: *Can you check this goal?* 



# Lesson 4

# Identify parts of the body

### **Getting Started**

#### 5 minutes

### **Controlled Practice**

15 minutes

- Call on two above-level students to come to the board. Tell other students to call out names they know for parts of the body. Have the students at the board write them.
- After a few minutes, have the above-level students sit down. Read the parts of the body and have students repeat.
- Say the lesson objective: We're going to learn more parts of the body.

# Presentation

10 minutes

# 1

**IDENTIFY PARTS OF THE BODY** 

#### **A GROUPS.** Look at the diagram...

- Tell students to first do the exercise without looking at page 281.
- Then have students check page 281 for any words they need.
- When students have finished the task, have them read the words together.

#### **B** CLASS. Compare your answers.

• When everyone has finished the task in Exercise 1A, read the answers. Have students check their answers, correct them, and repeat.

#### **Expansion: Speaking Practice for 1B**

• Form pairs. Have students point to the body parts, say the names, and say a sentence using the word, for example, *brain*, *I think with my brain*.

# Identify parts of the body

#### **Controlled Practice**

#### 15 minutes

#### Communicative Practice 15 minutes

# 2

#### **READ A MEDICAL HISTORY FORM**

#### A CLASS. Read the medical...

- Ask: What is a medical history form? (a form you fill out so the doctor can know something about you, so he or she can help you feel better)
- Work with the whole class. Call on volunteers to read line by line and talk about what words mean. Use the board.
- Say the names of the conditions. Have students repeat.

### **B PAIRS.** Discuss the questions...

- Ask: *Whose medical history is this?* (Natasha Rostov's)
- Tell students to write their answers next to the questions.
- Have pairs compare answers with other pairs.
- Call on students to write answers on the board. Make corrections as necessary.

#### ■ MULTILEVEL INSTRUCTION for 2B

**Cross-ability** Have above-level students show pre-level students where the answer is found on the medical history form. Tell pre-level students to ask above-level students any questions they have.

#### **Teaching Tip**

It's important to be sensitive to whether or not students are comfortable sharing medical information. Tell them that sharing their medical history form with a partner is completely optional.

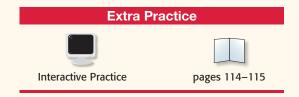
#### **G** Turn to page 282....

- Say: Let's review what we know. What is a medical history form? What are some of the conditions or illnesses listed on it?
- Walk around and help as needed.
- To review, have students show their completed medical history to a partner.

#### **Progress Check**

#### Can you . . . identify parts of the body?

Say a body part from page 192 and have students point to their bodies to show the location. Ask students: *Can you check this goal?* 



# Getting Started

5 minutes

### **Controlled Practice**

10 minutes



**BEFORE YOU LISTEN** 

#### **Teaching Tip**

Medical care varies widely from culture to culture. Give students time to talk together about medical care in their countries.

#### When you go to a doctor...

- Call on a student to read the questions in Exercise 1.
- Write on the board: *What are some ways to be sure* you get the information you need from a doctor?
- Call on volunteers to answer. (Accept various answers, including: ask questions, bring a translator, write things down.)

### **Presentation**

10 minutes



LISTEN



🛕 🏉 Ms. Ledesma...

- Tell students to look at the picture. Ask: Who are these people? What is happening?
- Say: You're going to listen to a patient talking to a doctor.
- Have students read the questions in Exercise 2A. Ask: What information are we listening for? (what the doctor wants the patient to do and why)
- Play CD 3, Track 17. Have students mark their
- Then play Track 17 again and have students raise their hands when they hear the answer.
- Review the answer with the class. Play Track 18 again for students to confirm the answer.

# B Read the statements...

- Have students read the statements before listening.
- Play CD 3, Track 17. Then have students compare answers.
- Call on students to read the statements and say if they are true or false.
- Play Track 17 again to confirm the answers.

#### **Expansion: Listening Comprehension** Practice for 2B

- Write on the board: 1. How do you know Ms. Ledesma has trouble sleeping at night? 2. Why can't *she lose weight? 3. Why is she under a lot of stress?* 4. How do you know she doesn't like to weigh herself?
- Have pairs answer the questions together.
- Call on volunteers to write answers on the board.
- Play CD 3, Track 17 again to confirm answers.

# Read the statements....

- Have students read through the statements and answer choices silently.
- Play CD 3, Track 18 and have students write the
- To review, call on volunteers to read the completed statements.
- Play Track 18 one more time to confirm.

# Talk about symptoms

#### **Presentation**

10 minutes

#### Communicative Practice 15 minutes

**CONVERSATION** 



A Listen to...

- Play CD 3, Track 19. Have students listen first without reading.
- Play Track 19 again. Have students listen and read.
- Have students read the Pronunciation Watch silently. Read the text aloud.
- Play Track 19 again. Stop after each sentence and point out the matching information in the Pronunciation Watch.
- Play Track 19 again. Have students repeat.

#### Expansion: Pronunciation Practice for 3A

- Write on the board: *Come to class.* Write the dots over come and class. Have students create two more sentences to continue the pattern in Exercise 3A. Then have students practice saying the three sentences with a partner.
- Do this activity two or three times.

# **Controlled practice**

10 minutes



B Listen and read...

- Play CD 3, Track 20. Have students read silently.
- Play Track 20 again. Have the class read aloud with the audio.

**PRACTICE** 

#### **A** PAIRS. Practice the conversation.

- Students take turns role-playing Dr. Barnes and Ms. Ledesma.
- Call on pairs to role-play their conversation for the class.

#### **B** MAKE IT PERSONAL. GROUPS. Talk about...

- Read the list of symptoms. Have students repeat. Answer questions about meaning.
- Have each group make a list of students and the symptoms they have had.
- Call on the reporter from each group to say the symptoms that everyone in the group has had.

#### ■ MULTILEVEL INSTRUCTION for 4B

**Pre-level** Form smaller groups of 2 or 3. This gives students more time to talk, ask questions, and write. Sharing information with the class will be easier.

**Above-level** Form larger groups of 5 or 6. This gives students more challenge when talking, asking questions, writing, and sharing information with the class.

#### **Extra Practice**



### **Getting Started**

#### 5 minutes

#### 15 minutes

- Write on the board: *Present continuous*.

  Past continuous.
- Ask: What do we already know? Using the verb work, give me a present continuous sentence using I. (I am working.) Write this on the board.
- Say: *Using the same verb and subject, give me a past continuous sentence.* (I was working.) Write this on the board.
- Extend the sentences. Write: *I am working right now. I was working when the lights went out.*
- Ask students if they can give you a present perfect continuous sentence, using the same verb and subject. To help them think about it, point out that the continuous part is -ing, so that will be the same. Ask them what they remember about present perfect. (have + past participle) Ask what the past participle of be is. (been) If they can't do it, write on the board: I have been working at this school for three years.
- State the lesson objective: We're learning present perfect continuous while we talk about medical symptoms.

#### **Presentation**

#### 10 minutes

#### **Present Perfect Continuous**

- Call on volunteers to read the sentences in the grammar box. Have them read both the negative and affirmative sentences.
- Then have students read the information in the Grammar Watch.
- To review, say: Let's review what we now know. How do we form the present perfect continuous tense? (Answers should include: have or has plus been plus the -ing of a verb)

#### **Language Note**

Students may have to be reminded of the abbreviated forms of the negative of the present perfect: *haven't* and *hasn't*.

### PRACTICE

### A nurse is teaching...

**Controlled Practice** 

- Tell students they are going to read the paragraph two times.
- Have them read the first time to understand the story. Write on the board: Who is the patient? What are his symptoms? What has he been doing or not doing? Call on students to answer the questions.
- Have students read the paragraph again and underline the present perfect continuous verbs.
- Walk around and help as necessary.
- Call on volunteers to read one sentence each and say any verbs they underlined.

#### **Expansion: Grammar Practice for 1A**

- Have students find the example of present perfect, but not present perfect continuous. (he's been)
- Call on a student to explain why it is not present perfect continuous. (It doesn't have the continuous, the -ing.)

#### B Complete the sentences....

- Do item 1 together. Have students call out what they think the answer is. When you hear it, write it on the board: *My uncle has been having chest pains*.
- Have students compare answers with a classmate.
   Then have volunteers write answers on the board.
   Make any necessary corrections.
- Form pairs. Have students practice reading the completed sentences.
- Ask: What is the common theme of the sentences? (They are all about medical symptoms.)

#### **Controlled Practice**

15 minutes

#### Communicative Practice 15 minutes



**PRACTICE** 

#### Ms. Ledesma is seeing...

- Tell students they are going to read the conversation for context first. Ask: *What are Ms. Ledesma's symptoms?*
- Do item 1 together. Call on a student to read the first two lines. Write the answer on the board. Remind students to think about word order in questions.
- To review, call on students to read the answers. Write them on the board. Make any necessary corrections.

#### Expansion: Speaking Practice for 2

• Form cross-ability pairs. Have students practice the complete conversation. Have students switch roles so they play both the doctor and Ms. Ledesma.

#### **Teaching Tip**

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

# Show what you know!

#### GET READY.

 Read the information to the class. Discuss any words students don't know.

#### **ROLE PLAY. PAIRS. Pretend you are...**

- Review the topic. Ask: What are the problems with the patient? What are the risks with high blood pressure and high cholesterol? What are some things the doctor will ask the patient to do? Write the ideas on the board.
- Walk around and help as needed.
- Call on pairs to perform their role play for the class.

# MULTILEVEL INSTRUCTION for Show what you know!

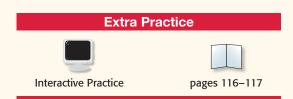
**Pre-level** Tell students to refer to the ideas on the board whenever they need to.

**Above-level** Tell students that when they are finished with the first role play they should role-play different conditions, such as diabetes.

#### **Progress Check**

#### Can you . . . talk about symptoms?

Ask the class to identify some symptoms of illnesses. Make a list on the board. Ask students: *Can you check this goal?* 



# Talk about immunizations

### **Getting Started**

#### 5 minutes

#### 15 minutes

- Write on the board: immune to immunizations immune system
- Have students use their personal dictionaries or talk together and come up with some definitions or examples of these terms.
- Write on the board:  $immune\ to = protected\ from$ *immunizations* = *shots/vaccinations* to *protect* someone from a sickness *immune system* = *the system in our bodies that* fights disease
- State the lesson objective: We're going to talk about immunizations.

#### **Presentation**

5 minutes



**BEFORE YOU READ** 

#### GROUPS. Discuss. What does it mean...

- Have groups write down their ideas. Then have them compare their ideas with another group.
- Call on one or two volunteers to answer the questions.

**READ** 

**Controlled Practice** 

#### **Language Note**

Write on the board: FAQ = Frequently AskedQuestions



### Listen and read...

- Ask: *What is a web page?* (a page on the Internet)
- Have students read through the questions before listening.
- Then have them close their books. Play CD 3, Track 21. Have students listen once before reading.
- Have students open their books. Play Track 21 again and have students read as they listen.
- Answer any questions students may have, but if they want to know what the boldfaced words mean, tell them there are vocabulary exercises on the following page.

# Talk about immunizations

#### **Controlled Practice**

#### 20 minutes

#### Communicative Practice 15 minutes

# 3

#### **CHECK YOUR UNDERSTANDING**

#### A Read the article...

- Call on a student to read the Reading Skill box.
- Call on a student to read the title, some headings, and the box in the bottom right corner of the web page.
- Have students read the article silently.
- Call on a student to say what the main idea is and why he or she thinks so.

### **B** Write *T* (true)...

- Write numbers 1 through 4 on the board.
- Call on volunteers to write *T* or *F* on the board.
- Call on students to read the statements and say if they are true or false.
- To review, form pairs. Have students find the statement or paragraph on the web page that contains the answer.

#### **©** PAIRS. Look at the headings...

- Ask: *How many questions are asked in the article?* (5)
- Call on students to read the questions.

# Expansion: Reading and Speaking Practice for 3C

 In pairs, have one student read one of the questions. Have the other student try to say the answer in his or her own words. Have students alternate who reads the question and who says the answer.

# 4

#### **VOCABULARY IN CONTEXT**

#### Look at the boldfaced words...

- Write a list on the board: *vaccinations*, *vaccines*, *reaction*, *participate*, *dose*, *require*, *confidential*.
- Have students read the sentences on the web page where the vocabulary words are found.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

# Show what you know!

#### **GROUPS.** Discuss. What can parents do...

- Assign a student the role of facilitator. This student will be sure everyone contributes an idea.
- Assign a student the role of reporter. This student will tell the class the group's ideas.
- Walk around and help as necessary.
- Call on the reporter to say one or two things parents can do to help their children deal with immunizations.

#### **Progress Check**

#### Can you . . . talk about immunizations?

Ask students to say why children should get immunizations. Ask students to say some of the diseases children get immunizations for. Ask students: *Can you check this goal?* 



# Write about an experience with a doctor

### **Getting Started**

#### 5 minutes

#### **Controlled Practice**

15 minutes



**BEFORE YOU WRITE** 

#### **Community Building**

Sometimes emotional or even traumatic stories will come up in class. Allowing students to share these stories can build trust in your classroom community.

### A GROUPS. Discuss. Talk about an experience...

- Ask a volunteer from each group to summarize what his or her group talked about.
- State the lesson objective: We are going to write a paragraph about an experience with a doctor.

#### MULTILEVEL INSTRUCTION for 1A

**Pre-level** Have students work in a small group of 2 or 3.

**Above-level** Have students work in a bigger group of 4 or 5.

### **Presentation**

10 minutes

### **B** Tetanus is a dangerous...

- Write *tetanus* on the board. Say it and have students repeat. Tell them it is a disease that people can get from cutting themselves or stepping on rusty metal.
- While students are reading the paragraph, write questions on the board: Who wrote the paragraph? (a construction worker) What happened to him? (he cut his hand and had to go to the emergency room) Why did he feel sick when the nurse said he had to get a shot? (he was scared) Why did he write how big he is? (to show that even though he is big, he gets scared, too)
- Have students answer the questions from the board with a partner. Then call on volunteers to answer the questions.

#### Expansion: Reading Practice for 1B

• Form pairs. Have students alternate reading the paragraph aloud.

### 2 WRITE

#### Write a paragraph...

- Remind students to explain what happened, why they had to go to the doctor or hospital, how they felt, and how the experience ended.
- Tell students to use the paragraph in Exercise 1B as a model.
- Walk around and help as necessary.

# 3 CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.

#### **Teaching Tip**

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

#### **Extra Practice**



# Talk about medical procedures and concerns

# Getting Started

5 minutes



**BEFORE YOU LISTEN** 

#### **GROUPS.** Discuss. Most people worry...

- Have students make a list of common worries.
- Call on volunteers to write their lists on the board. Compare the lists. Ask: *How are the lists the same?* How are they different?
- Ask: What do you think they are talking about in the picture? (Accept various answers, including maybe the woman is going to go into the hospital.)
- Say: Let's listen to the conversation between the patient and the doctor.

#### MULTILEVEL INSTRUCTION for 1

**Cross-ability** Have above-level students write the list. Have them help pre-level students with the vocabulary to express their ideas. Pre-level students can write the list on the board.

#### **Presentation**

10 minutes



LISTEN



A Listen to a conversation...

- Say: You're going to listen to a doctor talking to a patient.
- Ask: What information are we listening for first? (why Mrs. Garcia is talking to the doctor)
- Play CD 3, Track 22.
- Review the answer with the class. Play Track 22 again for students to confirm the answer.

#### **Teaching Tip**

If you don't finish a lesson by the end of class, orally review what you were studying before beginning the next class. In pairs or with the class, have students tell you what they remember about the previous lesson.

#### **Controlled Practice** 15 minutes



B Read the statements...

- Have students read the statements before listening.
- Play CD 3, Track 22.
- Have students compare answers.
- Play Track 22 again. Pause the CD when you hear the information. Have students repeat what they heard. Have a student read the statement and say if it's true or false. Review all the answers in this way.
- Play Track 22 again to confirm the answers.

#### Expansion: Speaking Practice for 2B

• Form pairs. Have students orally correct the false statements.



**G** Read the questions...

- Have students read the sentences and answer choices before listening.
- Play CD 3, Track 22.
- Have students compare answers.
- Call on students to read the completed sentences.
- Play Track 22 again to confirm the answers.

#### **Extra Practice**



# Talk about medical procedures and concerns

### **Getting Started**

#### 5 minutes

- Ask: What's a preposition? As students call out answers, write on the board: on, at, about, in, of, for, etc.
- Ask: What's a gerund? As students call out answers, write on the board: gerund = -ing form of a verb used as a noun.
- Write on the board: *My doctor is an expert <u>at helping</u> people relax*.
- Ask: Which word is the preposition? (at) Which word is the gerund? (helping) Underline these words when students say them.
- State the lesson objective: We're going to use prepositions and gerunds while we talk about medical procedures and concerns.

#### **Presentation**

#### 5 minutes

#### Preposition + Gerund

- Have students read the Grammar Watch silently.
- Call on a student to read the sentence in the grammar box.
- Form pairs. Ask students to choose a preposition + gerund phrase and write a sentence.
- Call on two or three volunteers to write their sentences on the board.
- Make corrections as necessary.

#### **Language Note**

You may have to clarify for students that sometimes -ing is a continuous form of a verb, sometimes -ing is a gerund, and sometimes -ing is an adjective. Write examples on the board.

### **Controlled Practice**

20 minutes

# 1

#### **PRACTICE**

### A Read the paragraph....

- Have students read for comprehension first. Ask: What is the paragraph about? (how people feel before going into the hospital)
- When students have completed the task, have them compare answers with a partner.
- To review, read the paragraph aloud. Tell students to raise their hands and say *Stop!* when you read a preposition and gerund. Write it on the board.

#### **Expansion: Reading Practice for 1A**

- Form pairs. Have students make a list of the worries in the paragraph. Then have them make a list of the solutions to those worries. If a solution is not written in the paragraph, have them make one up.
- To review, have students call out answers. Write them on the board.

#### **B** Unscramble the sentences....

- Review sentence structure. Ask: What usually comes first in a sentence? (the subject, usually a person) What comes at the end of a sentence? (a period)
- Do item 1 with the class. Have students call out the sentence. When you hear the right sentence, write it on the board.
- Walk around and help as necessary.
- Call on students to write the unscrambled sentences on the board.
- To review, call on students to read the sentences from the board. Make corrections as necessary.

# Talk about medical procedures and concerns

#### **Controlled Practice**

15 minutes

#### Communicative Practice 15 minutes



**PRACTICE** 

#### Look at the website...

- Have students who use computers explain the term *website*.
- Do the first item together. Have students call out the answer. When you hear the correct answer, write it on the board.
- Then call on a pair to read the question and answer.
- When students have completed the task, have them compare answers with a partner.
- Call on students to write answers on the board. Make corrections and answer questions as necessary.

#### Expansion: Reading Practice for 2

 Have pairs read the questions and answers. Have them alternate roles.

# Show what you know!

#### **GROUPS.** Talk about health matters...

- Assign more than one student in each group the role of recorder. Tell students to make lists of all the things that people in their groups are afraid of, think about, etc.
- Call on the students to write the health matters on the board.
- Talk with the class about their fears, worries, and beliefs.

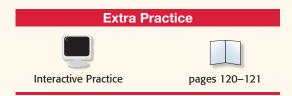
# MULTILEVEL INSTRUCTION for Show what you know!

**Cross-ability** Assign the original role of recorder to above-level students. Assign the role of writing on the board to pre-level students.

#### **Progress Check**

# Can you . . . talk about medical procedures and concerns?

If more than a class session has passed since you completed page 201, ask the class to identify some medical concerns they have. Write the list on the board. Ask students: *Can you check this goal?* 





# Show what you know!



#### **REVIEW**

#### For your Grammar Review...

- Have students turn to page 254 to review the grammar for this unit.
- Answer any questions students may have.

# 2

#### **ACT IT OUT**

#### **Teaching Tip**

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

#### **STEP 1. CLASS.** Review the conversation.

- Write on the board: The conversation is about
- Play CD 3, Track 20.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

#### STEP 2. ROLE PLAY. PAIRS...

- Have each pair read their role play information. Check comprehension. Ask: What's the patient been doing? How will the doctor feel? What do you think the doctor might tell the patient?
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

# 3

#### **READ AND REACT**

#### STEP 1. Read about Hilda and Federico.

- Have students read the problem silently.
- Check comprehension. Ask: What is Federico's medical condition? Why is Hilda worried?

#### **STEP 2. GROUPS.** What is the problem?...

- Tell students to summarize, without reading, the problems Hilda and Federico are having.
- Have groups complete the task.
- Call on a student from each group to say one thing he or she would tell Hilda.

### 4

#### CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

#### **Progress Check**

#### Which goals can you check...

Tell students to turn to page 185 (the first page of Unit 10). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about which goals they checked.



#### Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 10, encourage them to review the activities on the CD-ROM.

#### **Extra Practice**



Interactive Practice