

Tic-Tac-Toe: *Talking about medical appointments with on / at / by / in / from . . . to*

Grouping	Groups of four
Target Language	Talking about medical appointments, using prepositions of time: <i>on / at / by / in / from . . . to</i>
Materials	Activity Master 31
Class Time	20 minutes

Teacher Preparation

Copy Activity Master 31, one for every four students.

Procedure

- Put students in like-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 31.
- Explain that students are going to play Tic-Tac-Toe with correct sentences using the words in the Tic-Tac-Toe grids. Here are the rules:
 - A student on Team 1 points to a square in the grid (for example, office / be / closed / 1:00–2:00) and then makes a correct sentence with those words (for example, *The office is closed from 1:00 to 2:00.*) Team 2 decides if the sentence is correct. If the sentence is correct, Team 1 marks an X over that time phrase in the grid.
 - Team 2 takes a turn by pointing to another square on the grid and making a correct sentence. If the sentence is correct, Team 2 marks an O over that time phrase in the grid.
 - The first team to get three marks in a row—vertically, horizontally, or diagonally—wins.
- Circulate during the activity to make sure that students' sentences are correct.
- Have teams play a second round.

Extension

If some groups finish before the rest of the class, have pairs write all the sentences in the grid.

Answer Key

Round 1

The office is closed from 1:00 to 2:00.
 My appointment is in the morning.
 You need to get here at / by 10:15.
 The doctor wants to see you in ten days.
 The clinic is open from Monday to Friday.
 Can you come on Wednesday afternoon?
 Dr. Pataki has openings on July 21 and July 23.
 You need to come back in three days.
 We close at noon.

Round 2

You need to come back in five weeks.
 The doctor is not available from January 25 to February 2.
 The dentist can see you in a few minutes.
 The doctor has an opening at 4:15.
 My daughter has a check-up on Tuesday afternoon.
 The pharmacy is open from 8:00 to 6:00.
 You need to arrive at the office at / by 3:40.
 The nurse can call you in the evening.
 I have an appointment on November 6.

Tic-Tac-Toe: Talking about medical appointments with on / at / by / in / from . . . to

Round 1

office / be / closed / 1:00–2:00	my appointment / be / the morning	you / need / get here / 10:15
doctor / want / see you / ten days	clinic / open / Mon.–Fri.	can / you / come / Wednesday afternoon?
Dr. Pataki / have / openings / July 21 and July 23	you / need / come back / three days	we / close / noon

Round 2

you / need / come back / five weeks	doctor / not be available / Jan. 25–Feb. 2	dentist / can / see you / a few minutes
doctor / have / opening / 4:15	my daughter / have / check-up / Tuesday afternoon	pharmacy / be / open / 8:00–6:00
you / need / arrive / at the office / 3:40	nurse / can / call / you / the evening	I / have / blood test / Nov. 6

Miming Game: *What's the matter?*

Grouping	Groups of three students
Target Language	Identifying health problems, simple present tense, simple past
Materials	Activity Master 32
Class Time	15 minutes

Teacher Preparation

- Copy Activity Master 32, one for every three students.
- Cut each copy into 15 cards and clip each set together.

Procedure

1. Put students in like-ability groups. Give a set of cards to each group.
2. Explain that students are going to take turns picking up a card and miming the health problem on the card. The team guesses the problem and writes it in a correct sentence on the board.
3. Model the activity. Invite two students to come to the board with you. You take the role of Student A. For example:
 - A: [Picks up a card and begins to mime a headache.]
 - B: *You have a headache*
 - A: *Yes. Write it down.*
 - C: [Writes *You have a headache.* on the board.]
 - A: [Compares the sentence on the board to the one on the card to make sure the sentence on the board is correct.]

Note: Teams must erase the sentence once they have checked it.

4. Continue to model the activity. This time pick one of the three cards that describes an injury.
 - A: [Picks up a card and begins to mime biting into a sandwich and then breaking a tooth.]
 - B: *You broke your tooth.*
 - A: *Yes.*
 - C: [Writes *You broke your tooth.* on the board.]

A: [Compares the sentence on the board to the one on the card to make sure the sentence on the board is correct.]

5. Circulate during the activity to help teams identify errors in their sentences and to remind teams to erase their sentences after each turn.

Multilevel Option

Pre-level: Have pre-level students write only the health problem and not the complete sentence. For example:

headache

dizzy

Extension

If some teams finish before the rest of the class, have them work together to write a list of all the health problems they can remember without looking at the cards. Have them submit their lists to you for your spelling corrections.

Variation

Have students do the activity in groups of 4.

Miming Game: *What's the matter?*

You have a headache.

Your arms are itchy.

You have a sore throat.

You're dizzy.

You have a cough.

Your eye is swollen.

You have a fever.

You're nauseous.

You have heartburn.

You sprained your ankle.

You have a stiff neck.

You broke your tooth.

You have an earache.

You cut your finger.

You have chest pains.

Picture-based Story: *Bad Habits*

Grouping	Pairs and then whole class
Target Language	Talking about habits that contribute to stress and ways to reduce stress
Materials	Activity Master 33
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 33, one for each student.

Procedure

1. Give a copy of Activity Master 33 to each student.
2. Explain that students are going to write a conversation based on the information in the pictures.
3. Put students in cross-ability pairs to discuss the questions about the pictures on Activity Master 33.
4. Have students report their ideas to the class. Make sure students understand the scenes:
 - (1) Dan is a bus driver. He works at night. He works a lot.
 - (2) Dan lives alone. He's eating junk food for dinner while watching TV.
 - (3) Dan can't sleep. He's worried about money. He's thinking about his bills.
 - (4) Dan goes to see his doctor. He's worried about his health.
5. Ask the class: *What is causing stress in Dan's life? What does the doctor tell Dan?* Write key vocabulary words on the board.
6. Have students return to working in pairs to write a draft of their conversation between Dan and his doctor. Circulate around the classroom helping students with their writing.
7. As students finish their written conversations, put them together with another pair to share their writing and give one another feedback.
8. Have students write a final copy of their written conversation to submit to you for your corrections and feedback.

Multilevel Option

Above-level: Have above-level students be the scribes in their pairs.

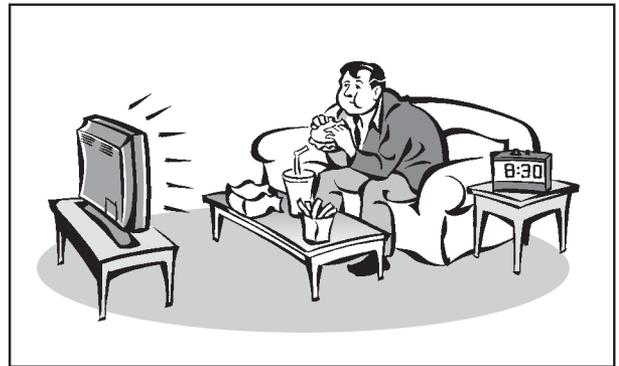
Extension

Have students role-play the conversation between Dan and his doctor.

Picture-based Story: *Bad Habits*



- What is Dan's job?
- Is it stressful work? Why?



- What is Dan doing?
- Is this a healthy habit? Why not?



- Why isn't Dan sleeping?
- What is he thinking about?



- Where is Dan?
- How is his health?
- What is the doctor going to say to Dan?

1. **PAIRS:** Discuss the questions under each picture.
2. **CLASS:** Talk about the pictures with the teacher. Write down the new vocabulary.
3. **PAIRS:** Write the conversation between Dan and his doctor together.

Survey: *Reasons for Missing Class or Being Late*

Grouping	Whole-class mixer
Target Language	Ways to express reasons, simple past
Materials	Activity Master 34
Class Time	20 minutes

Teacher Preparation

Copy Activity Master 34, one for each student.

Procedure

1. Give a copy of Activity Master 34 to each student.
2. Explain that students are going to walk around the classroom to take a survey. Students will ask each other about why they missed classes or were late for class. They will write the information in the chart on Activity Master 34. Tell students they will have 15 minutes for the activity.
3. Brainstorm with the class some possible reasons students miss class or are late for class and write them on the board. For example:
 - Because I had to work.*
 - Because I had to take care of my daughter.*
 - Because I was sick.*
 - Because I had to take my sister to the clinic.*
 - Because the weather was very bad.*
 - Because I had car trouble.*
 - Because I missed the bus.*

4. Play the part of Student A. Call on an above-level student to play the part of Student B. Then model the activity:

A: *Toni, did you ever miss a class?*

B: *Yes.*

A: *Why did you miss the class?*

B: *Because I had to take my son to the clinic.*

A: [Writes name and reason in chart.]

Write Student B's answer on the board.

5. Continue to play the role of Student A. Walk around the classroom. Stop at the desk of another above-level student. Ask him or her to play the part of Student C. Ask Student C when and why he or she missed a class. Write Student C's answers on the board.

6. Circulate during the activity to help students with new vocabulary and spelling of words.

Multilevel Options

Pre-level: During the activity, have pre-level students refer to the vocabulary on the board as they write their classmates' answers.

Above-level: Tell above-level students to do the activity without looking at the vocabulary on the board.

Extension

After the class has finished the activity, have students look at the information in their survey and discuss the following questions:

What are the most common reasons for missing class?

What are the most common reasons for being late to class?

What can students do to come to class more often?

Survey: *Reasons for Missing Class or Being Late*

Did you ever miss a class?
Why did you miss the class?

Name	Reason for missing class

Were you ever late to class?
Why were you late?

Name	Reason for being late

Board Game: *Conversations About Your Health*

Grouping	Groups of 4
Target Language	Identifying health problems, making a doctor's appointment, talking about medicine labels, talking about an injury
Materials	Activity Master 35, a coin, two markers for each group
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 35, one for every four students.

Procedure

- Put students in like-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of 4 a copy of Activity Master 10, a coin, and two markers.
- Explain that students are going to play a board game. They have to form a conversation using the line in the box that they land in. Here are the rules:
 - Pair 1 flips a coin to move. *Heads* means the team moves the marker ahead two squares and *tails* means the team moves their marker ahead one square.
 - Pair 1 moves the marker to a square. They read the line and have to use that line in a correct conversation. For example:

(Thanks for calling.)

A: *I can't come in today because I have to go to the doctor. I don't feel well.*

B: *That's too bad. Thanks for calling.*

Pair 2 listens to make sure Pair 1's conversation is correct. If Pair 1's conversation is correct, Pair 2 takes a turn.

- If Pair 1's conversation is incorrect, Pair 1 moves the marker back one square, and Pair 2 takes a turn.
 - If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
- Circulate during the activity to make sure students' conversations are correct.

Multilevel Option

Pre-level: Allow the pairs of students 10 minutes to read all the lines on the game board and look in the unit in the Student Book to take some notes to help them during the game. This will help the pre-level student prepare for the challenge of this game.

Board Game: *Conversations About Your Health*

START	1	2	3
	Did you ever break a toe? →	How many refills can I get? →	I'm sorry to hear that. ↓
7	6	5	4
What's the matter? ↓	Take care of yourself. ←	When is your appointment? ←	Thanks for calling. ←
8	9	10	11
I need to make an appointment please. →	I had an accident. →	I have to take my daughter to the clinic. →	I broke my tooth. ↓
FINISH	14	13	12
	I hope he gets well soon. ←	That's too bad. ←	Can you come in tomorrow at 10:30? ←