

Program Information	Scheduling Appointments		Liz Gage	Project Learn Summit County		
	Health & Wellness		NRS EFL(s) : 2-4	1.5 Hours		
Instruction	<u>ESOL Standards</u>					
	Receptive		Productive		Interactive	
	1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	2.1.1	3. Speak and write about level-appropriate complex literary and informational texts and topics.		2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	3.2.1
	6. Analyze and critique the arguments of others orally and in writing.		4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.		5. Conduct research and evaluate and communicate findings to answer questions or solve problems.	2.5.2
	7. Adapt language choices to purpose, task, and audience when speaking and writing.		7. Adapt language choices to purpose, task, and audience when speaking and writing.	2.7.1		
	8. Determine the meaning of words and phrases in oral presentations and literary and informational text.	2.8.1	9. Create clear and coherent level-appropriate speech and text.			
			10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	3.10.1, 3.10.2		
	<u>CAREER COMPONENTS</u>			<u>DIGITAL LITERACY</u>		
	<input type="checkbox"/> Individual Education, Career, and Life Plans <input type="checkbox"/> Ongoing Assessment and Learning <input type="checkbox"/> Career Advising <input type="checkbox"/> Instruction and Job Training Services			<input type="checkbox"/> Basic Computer Skills <input type="checkbox"/> Internet and Communications <input type="checkbox"/> Productivity Software <input type="checkbox"/> Information Literacy		

	<p>LEARNER OUTCOME(S)</p> <ul style="list-style-type: none"> • 2.8.1 & 2.5.2 & 2.7.1: Use frequently occurring vocabulary for making an appointment for a doctor visit, interview and other scheduled meetings. • 3.10.2 & 3.2.1: Be able to verbally make and write/email a request for an appointment, respond to an appointment or cancel an appointment • 2.1.1: Identify key words and phrases from listening activity. • 3.10.1 & 3.8.1: Apply knowledge of basic grammatical structure by creating sentences and verbally scheduling a meeting. 	<p>ASSESSMENT TOOLS/METHODS</p> <ul style="list-style-type: none"> • Online Quiz • Teacher observation • Written dialogue • Class Presentation
	<p>LEARNER PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Basic to intermediate grasp of the English language • Prior vocabulary lesson on injuries, healthcare issues and other reasons to need to visit a doctor, Urgent Care or Emergency Room 	

	INSTRUCTIONAL ACTIVITIES	RESOURCES
	<ul style="list-style-type: none"> • Warm Up Conversation Question (5 mins) – When was the last time you made an appointment? Why? • Making an appointment (10 mins) – using <i>are you, can we, would, what about</i> and <i>is</i> to form a question asking to meet. Follow up with example sentences and pull more example sentences from students. • Responding to an appointment (10 mins) – <i>yes, I'm afraid..., I'm sorry..., I really don't think I can on...</i> Follow up with example sentences and pull examples sentences from students. • Canceling an appointment (5 mins) – example sentences used to cancel: <i>Unfortunately, due to some unforeseen business... Would it be possible to reschedule...</i> • “Making an Appointment” quiz (15 mins) – students take turn reading the sentences and selecting the correct answer. • Listening (15 mins) - Listen to a video or recording of someone making an appointment. Students can read and follow along to each section. If attached listening activity is too difficult, focus on one section and read and listen several times while focusing on vocabulary. • Group Work (25 mins) – with a partner, each group will write a dialogue on making an appointment for one of these reasons (Schedule and appointment with your child’s teacher about their bad grades. Schedule a doctor check-up appointment for you. Schedule an appointment for a job interview at a local business. Schedule an appointment to visit the eye doctor.) Make sure to include a greeting, reason for appointment, date, time, location and confirmation information. Then each group presents their dialogue to the class. 	<ul style="list-style-type: none"> • Quiz - https://www.myenglishpages.com/english/communication-exercise-appointments.php • Making an appointment listening and reading - https://magoosh.com/english-speaking/how-to-make-an-appointment-in-english/

	<p>DIFFERENTIATION</p> <ul style="list-style-type: none"> • Content can be varied to challenge all levels. • Group work activity and an opportunity to share with the class.
Reflection	<p>TEACHER REFLECTION/LESSON EVALUATION</p> <ul style="list-style-type: none"> • How engaging was the lesson? Did students seem to be interested? Did students grasp the concept? If content is too advanced, omit the listening activity and group work. Instead create a dialogue as a group for one to two reasons. • Were students uncomfortable talking in front of the class? Did encouragement and praise help with uncertainties while practicing the language in writing, speaking and reading?
	<p>ADDITIONAL INFORMATION</p>