

## Unit 17

**Level:** Beginners

**Age:** Adults

**Time needed:** 90–120 minutes

**Language objectives:** Active: *adverbs of frequency; dentist; tooth/teeth; (emergency) appointment; she's paying.* Passive: *clean; open your mouth; a filling.*

**Materials:** Unit 17: one copy of the worksheet per student; one set of flashcards (*TOOTH, TEETH, DENTIST*); one copy of the photo of Alan one copy of the appointment card for each student. Materials from Unit 16: one set of flashcards (*DOCTOR, RECEPTIONIST*).

### Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 16.
- Ask them to explain to the students that each lesson will now focus on an aspect of everyday life. This is to help prepare them for living in the UK.
- Ask them to explain that the topic of *At the dentist* is to be covered in Unit 17, as it will be easier for the students if they know what to expect.
- Ask them to check that the student is registered with a dental practice.
- Ask them to explain that, although the majority of NHS services are free, there is a charge (20% of cost) for anything more than a check-up at the dentist.
- Ask if they can return at the end of the lesson to clarify, if necessary, any language items.
- If they are not available at the end of the lesson, agree on the best means of communication with the teacher.

### Before the lesson

- Print out the new flashcards of *tooth, teeth, dentist* and copies of the worksheet.
- Bring in the flashcards of *doctor* and *receptionist* from Unit 16.
- Print out the photo of Alan.
- Print out copies of the appointment card and cut them up (you need for each student).
- If possible, bring in a diary.
- On the board, write the following: **100% 90% 40% 0%**

### Procedure

1. When the students enter, smile and say Hello, how are you? and wait for an appropriate response. Ask the students *What's the date today?* and write it on the board. Ask *What time is it?* and write that on the board too.
2. Hold up the flashcard of the tooth and say *Tooth – repeat, please – tooth.* Hold up the flashcard of teeth and say *Teeth – repeat, please – teeth.* Hold up the tooth flashcard again and contrast the two by saying *One tooth, but two, three, four... many teeth.*
3. Mime having a *sore tooth.* Allow a short time to see if any student wants to attempt to say *Sore tooth.* If nobody volunteers this, then say *I've got a sore tooth.* Then hold up the flashcard of the dentist and say *When I've got a sore tooth, I need to see a dentist. Dentist – repeat please – dentist.*
4. Point to **100%** written on the board and say *When I've got a sore tooth, I always go to the dentist.* Write the word **ALWAYS** under the **100%** and ask the students to repeat the word.
5. Hold up the photo of Alan, the man without many teeth. Point to **0%** on the board. Say *This is Alan. He never goes to the dentist.* Write the word **NEVER** under the **0%** and ask the students to repeat the word.
6. Point to **90%** written on the board. Say something true about what you usually wear, for example *I usually wear trousers.* Write the word **USUALLY** under the **90%** and ask the students to repeat the word.
7. Point to **40%** written on the board. Say something true about what you sometimes wear, for example *I sometimes wear a white shirt.* Write the word **SOMETIMES** under the **40%** and ask the students to repeat the word.

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8. Refer to Exercise 1 on the student worksheet. Ask the students to write their name and the date in the spaces provided.
9. Refer to Exercise 2. Ask the students to complete the sentences so that they are true for them.
10. Refer to Exercise 3. In this exercise, students turn the sentences in Exercise 2 into questions. Model the first two questions to provide the example: *Do you often go to the doctor when you're ill?* and *Do you often go to the park at the weekend?* Write the questions on the board and invite a confident student to ask you the questions. Answer using the form (for example) *I always see the doctor when I'm ill* and *I sometimes go to the park at the weekend.* Ask the students to prepare and write the other questions on the worksheet. Circulate and monitor as they write.

**Key:** *Do you often go to the doctor when you're ill?; Do you often go to the park at the weekend?; Do you often go to the museum on Sunday?; Do you often go to church on Sunday?; Do you often go to the supermarket on Wednesday?; Do you often go to the market on Saturday?; Do you often go to the mosque on Friday?; Do you often go to the dentist when you have a sore tooth?; Do you often taken an aspirin when you have a headache?*

11. Refer to Exercise 4. In pairs, ask the students to ask their partners the questions from Exercise 3 and complete the sentences using the information given by their partner.
12. Hold up the flashcards of the dentist and the receptionist and quickly revise the vocabulary. Now hold up the flashcard of the receptionist again. Say *I need to see a dentist, so I need to make an appointment with the receptionist.* If you have a diary, mime looking for a free space in it. Say *When I need to make an appointment, I say, 'I'd like to make an appointment to see the dentist, please.'* Repeat, please – **'I'D LIKE – TO MAKE AN APPOINTMENT – TO SEE THE DENTIST – PLEASE'**. As this is a fairly lengthy statement, break it down into the suggested chunks to make it more manageable for the students. When the students have tried each chunk a few times, write the sentence on the board.
13. Clap out the syllables for *I'd like* and ask *How many?* Write the stress pattern o O above the words.

Continue in the same way for the other chunks until you have the stress pattern for the whole sentence (o O – o O o oOo – o o o Oo – o).

14. Refer to Exercise 5. Play the first dialogue and ask the students *When is the appointment?* Repeat the process for the following dialogues. After the last one has been played, mime extreme toothache and say *I have a very sore tooth. I need to see the dentist today. I need an emergency appointment.* Repeat, please – *emergency – repeat, please – an emergency appointment.* Write the word *emergency* on the board, clap out the number of syllables and write the stress pattern (oOoo) above it. Add the words *an* before and *appointment* after, clap out and write the stress pattern for the expression (ooOoooOo). Play the last dialogue again.

### Transcript – Track 1

1. Caller: Hello. I'd like to make an appointment to see the dentist, please.  
Receptionist: Certainly. Who's your dentist?  
Caller: Dr. Mitchell.  
Receptionist: How about Monday at 2 o'clock?  
Caller: That's fine.
2. Caller: Hello. I'd like to make an appointment to see the dentist, please.  
Receptionist: Certainly. Who's your dentist?  
Caller: Dr. Mitchell.  
Receptionist: How about Tuesday at 11 o'clock?  
Caller: That's great.
3. Caller: Hello. I'd like to make an appointment to see the dentist, please.  
Receptionist: Certainly. Who's your dentist?  
Caller: Dr. Mitchell.  
Receptionist: How about Friday at 10.20?  
Caller: That's fine.
4. Caller: Hello. I'd like to make an emergency appointment, please.  
Receptionist: I have today at 3.30?  
Caller: That's great. Thanks.

15. Play one of the first three dialogues again, line by line, and invite a confident student to write it on the blackboard. This will serve as a prompt in the next activity.

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16. Hand out the appointment cards. The students should mingle, asking each other for appointments until their appointment card is full. Demonstrate asking for an appointment with a confident student, saying *Hello. I'd like to make an appointment to see the dentist on Monday, please*, then writing their name down on your own appointment card on the first line and showing the students what you've done. Gesture that they should stand up, mingle and do the same.

### Appointment cards

This activity is not a role-play, as students are only required to practice asking for appointments. This puts the focus solely on the language that is useful for them without the complication of taking the part of a receptionist.

17. Refer to Exercise 6. Taking each photo in turn, ask the students what they can see as follows:

- Photo 1: *Who's this?* (Dentist.)  
*What's he saying?* (Hello.)
- Photo 2: This is the receptionist and a woman who is paying. *What's she doing?* – repeat, please – *she's paying the receptionist.*
- Photo 3: *Who's this?* (Receptionist.)  
*What's she saying?* (Hello.)
- Photo 4: *Who's this?* (Dentist.) *What's he saying?* – *He's saying, 'Open your mouth' – repeat, please – 'Open your mouth'.* Mime opening your mouth. If you feel it to be appropriate, you can introduce the words *X-ray*, *filling* and other dental-related words at this point.
- Photo 5: *What's the woman doing?* (Making an appointment.)
- Photo 6: *Who's this?* (Dentist.)  
*What's he saying?* (Goodbye.)

18. Play the first dialogue and ask *Which picture?* When the correct picture has been identified, ask the students to write the number 1 in the space provided. Repeat the process for the remaining dialogues.

### Transcript – Track 2

1. Caller: Hello. I'd like to make an appointment to see the dentist for a check-up, please.  
Receptionist: Certainly. Who's your dentist?

- Caller: Dr. Mitchell.  
Receptionist: Let me just have a look ... I have Monday 23rd at 2 pm?  
Caller: That's great.  
Receptionist: Can I have your name, please?  
Caller: Julie Donaldson.  
Receptionist: Can you spell your surname, please?  
Caller: D-O-N-A-L-D-S-O-N.  
Receptionist: Right, so that's you booked in for Monday 23rd at 2pm.  
Caller: Thank you.
2. Julie: Hello. I have an appointment to see Dr Mitchell.  
Receptionist: Certainly. Can you give me your name, please?  
Caller: Donaldson – Julie Donaldson.  
Receptionist: Ah, yes. He'll be with you in a few minutes. Just take a seat and I'll call you when he's ready.  
Julie: OK.
3. Dentist: Hello Mrs Donaldson. How are you?  
Julie: Very well, thanks.  
Dentist: Have you had any problems since I last saw you?  
Julie: No, everything's been fine.  
Dentist: Good, good. Well, sit down in the chair and I'll have a look.
4. Dentist: Now then, Mrs Donaldson. If you will just open your mouth ... That's good ... Can you open a little wider, please?
5. Dentist: Well, that all seems fine now. Just that one small filling. Can you make an appointment to see me again in six months.  
Julie: OK. Thanks very much. Goodbye.
6. Receptionist: Would you like to pay now?  
Julie: Yes, of course. How much is it?  
Receptionist: £23.50, please.  
Julie: Can I pay by card?  
Receptionist: Certainly, I'll just get the machine. Here you are ...

**Key:** first image – 3; second image – 6; third image – 2; fourth image – 4; fifth image – 1; sixth image – 5

## Unit 17

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19. Say Goodbye and wait for the students to say goodbye to you.

### Notes for an interpreter – Part 2

- Did the students understand what happens at a dental appointment? Did they understand the concept of emergency appointments?
- Is there anything needing clarification?
- The students should continue adding new words to their vocabulary notebook.
- The students should practise all the language covered as much as possible before the next lesson.

# Absolute Beginners

by Frances Marnie

## Unit 17

1 Name: \_\_\_\_\_ Date: \_\_\_\_\_

2 always – usually – sometimes – never?

I \_\_\_\_\_ go to the doctor when I'm ill.

I \_\_\_\_\_ go to the park at the weekend.

I \_\_\_\_\_ go to the museum on Sunday.

I \_\_\_\_\_ go to church on Sunday.

I \_\_\_\_\_ go to the supermarket on Wednesday.

I \_\_\_\_\_ go to the market on Saturday.

I \_\_\_\_\_ go to the mosque on Friday.

I \_\_\_\_\_ go to the dentist when I've got a sore tooth.

When I have a headache, I \_\_\_\_\_ take an aspirin.

3 Do you often \_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

## Unit 17

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4 My partner is \_\_\_\_\_ .

He/ She \_\_\_\_\_ goes to the doctor when he/ she is ill.

He/ She \_\_\_\_\_ goes to the park at the weekend.

He/ She \_\_\_\_\_ goes to the museum on Sunday.

He/ She \_\_\_\_\_ .

He/ She \_\_\_\_\_ .

He/ She \_\_\_\_\_ .

He/ She \_\_\_\_\_ .

He/ She \_\_\_\_\_ .

He/ She \_\_\_\_\_ .

5 When is the appointment?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Absolute Beginners

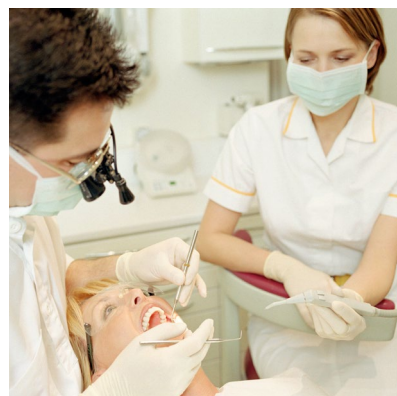
by Frances Marnie

one stop english

## Unit 17



Hello



Hello



Goodbye

Goodbye.



WORKSHEET

# Absolute Beginners

by Frances Marnie

## Appointment Card

**Time**      **Name**

Mon 9.15

Tues 10.30

Wed 11.45

Thurs 2.15

Fri 3.30

Fri 4.45

\_\_\_\_\_

\_\_\_\_\_

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## Appointment Card

**Time**      **Name**

Mon 9.15

Tues 10.30

Wed 11.45

Thurs 2.15

Fri 3.30

Fri 4.45

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## Appointment Card

**Time**      **Name**

Mon 9.15

Tues 10.30

Wed 11.45

Thurs 2.15

Fri 3.30

Fri 4.45

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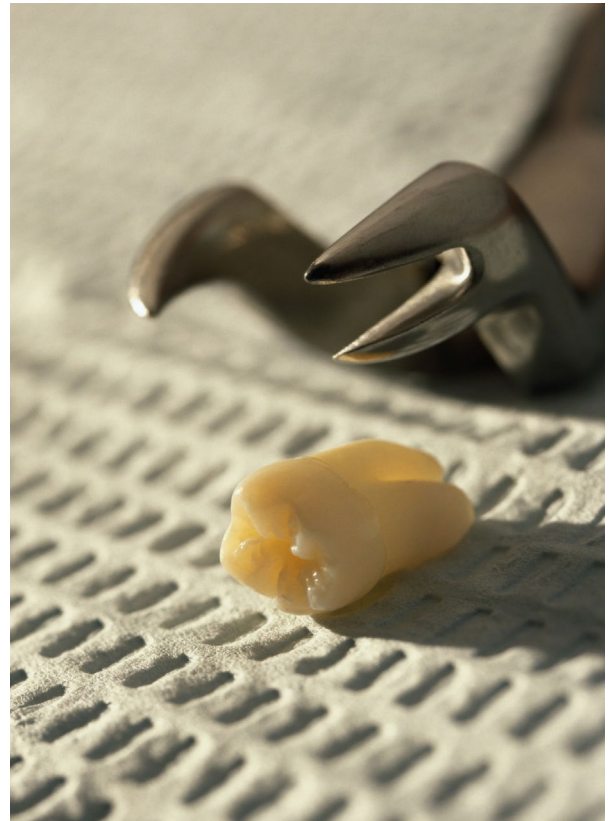
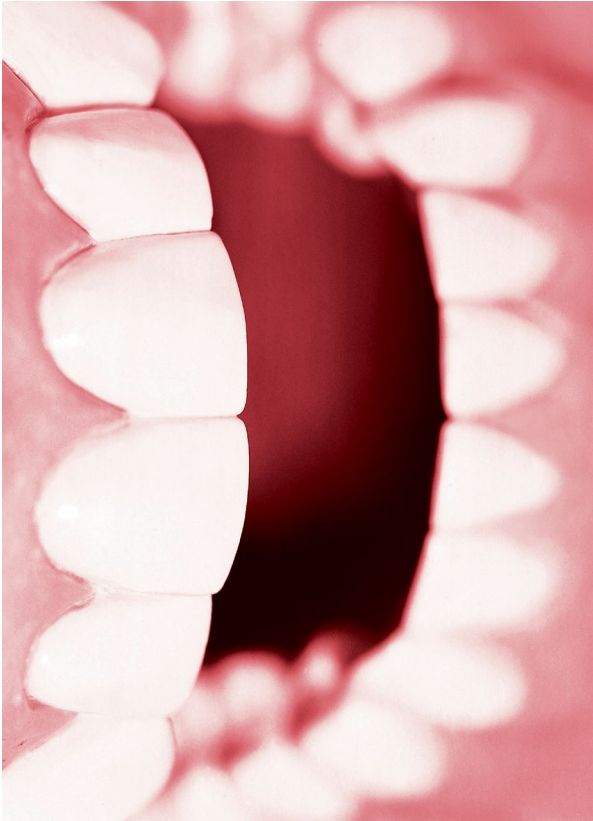




# Absolute Beginners

by Frances Marnie

onestopenglish



FLASHCARDS

TOOTH

TEETH

DENTIST

# Absolute Beginners

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## Unit 17



ALAN