

# Going to the doctor

Tutor Resources for the AMEP

Health

Post-beginner

## **Tutor Resources for the AMEP**

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Theme:

Health

Topic:

Going to the doctor

Task	Language focus	Learning activities	Resources
1. Can talk about symptoms	<p><b>Vocabulary</b>                      shoulder, knee, neck, elbow, hip, ankle, foot, wrist, chest, hand, fingers, stomach, throat, heart, kidney, bladder, lungs, liver, intestines, symptom, headache, toothache, stomach-ache, backache, earache, injury, sore, pain, cut, broken, dizzy, swollen, runny, blocked, temperature, rash, itchy, vomiting, cough, tired, tense, anxious, nauseous, diarrhoea, food poisoning, sinus infection, casualty, emergency, booked out, examination, sprained, limp, heal, roll up your sleeve, lift up your top, breathe in/out, hop up on the bed, get down</p> <p><b>Structure</b>                      I've got, I feel, I've been                      She's/he's got, she/he feels, she's/he's been                      How long have you been ___?                      How's your ___?                      Have you had ___?</p>	<p>Name parts of the body</p> <p>Talk about symptoms</p> <p>Role play talking to the doctor</p> <p>Answer questions about a story</p> <p><b>Extension</b>                      Role play talking to the doctor</p> <p>Locate simple past verbs</p>	<p>Worksheet 1: Parts of the body                      Worksheet 2: Symptoms                      Worksheet 3: What symptoms?                      Worksheet 4: Talking to the doctor dialogue                      Worksheet 5: A visit to Casualty</p>

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Task	Language focus	Learning activities	Resources
2. Can negotiate an appointment	<p><b>Vocabulary</b> appointment, receptionist, cancellation, patient, negotiating, refuse, suggest, suitable</p> <p><b>Structure</b> I was wondering, I'd like to, I'm sorry I can't</p>	<p>Role play making an appointment and negotiating changes</p> <p><b>Extension</b> Rebuild a dialogue</p>	Worksheet 6: Making an appointment

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### Symptoms and injuries

<b>Task 1:</b>	Can talk about symptoms
<b>Vocabulary:</b>	shoulder, knee, neck, elbow, hip, ankle, foot, wrist, chest, hand, fingers, stomach, throat, heart, kidney, bladder, lungs, liver, intestines, symptom, headache, toothache, stomach-ache, backache, earache, injury, sore, pain, cut, broken, dizzy, swollen, runny, blocked, temperature, rash, itchy, vomiting, cough, tired, tense, anxious, nauseous, diarrhoea, food poisoning, sinus infection, casualty, emergency, booked out, examination, sprained, limp, heal, roll up your sleeve, lift up your top, breathe in/out, hop up on the bed, get down
<b>Language structure:</b>	<p>I've got, I feel, I've been</p> <p>She's/he's got, she/he feels, she's/he's been</p> <p>How long have you been ___?</p> <p>How's your ___?</p> <p>Have you had ___?</p>

#### Activity instructions

##### *Name parts of the body*

- 📄 Worksheet 1: Parts of the body
- Learner writes the parts of the body on the picture. Help learner with any unknown vocabulary.
- Ask: Do you know any other body parts that are not on the picture?
- Learner writes words for other parts.

Show picture of internal organs on the worksheet and discuss.  
Learner reads words.

##### *Talk about symptoms*

- 📄 Worksheet 2: Symptoms
- A. Discuss the symptoms and injuries on the worksheet.
- Ask questions: Have you had any of these symptoms?
- Have you ever had a \_\_\_ (toothache, earache, broken arm etc)?
- Discuss.
- Ask: Do you know any other symptoms?
- Write down the names of any other symptoms that the learner knows.
- Act out some symptoms and injuries and learner guesses.
- B. Read the question on the worksheet: What's the matter? Learner repeats.
- Model the activity by making sentences from the words in the boxes.
- Learner repeats sentences then makes their own.
- Learner writes some sentences and reads.

- Worksheet 3: What symptoms?  
Discuss meanings of a cold and food poisoning.  
Ask questions: Have you ever had a cold/food poisoning?  
What symptoms did you have?

Show the pictures on the worksheet.  
Learner reads the possible symptoms.  
Learner ticks the possible symptoms.

### *Role play talking to the doctor*

- Worksheet 4: Talking to the doctor dialogue  
Ask questions: Have you been to a doctor in Australia?  
Did you talk to the doctor in English?  
Did you understand?  
Discuss only if the learner is comfortable doing so.

Read the dialogue together.  
Learner highlights any unknown words. Encourage learner to use a bilingual dictionary to look up meanings.  
Reverse roles and read again.

### *Answer questions about a story*

- Worksheet 5: A visit to Casualty  
Discuss hospital emergency departments.

Learner reads the story and highlights any unknown words.  
Explain unknown vocabulary or learner looks them up in their bi-lingual dictionary.  
Help learner to answer the comprehension questions.

### **Extension activities**

#### *Role play talking to the doctor*

- Worksheet 4: Talking to the doctor dialogue  
Role play the dialogue together without the script. It doesn't have to be perfect but must resemble a genuine dialogue.  
Change the symptoms in the dialogue.

#### *Locate simple past verbs*

- Worksheet 5: A visit to Casualty  
Learner finds all the simple past verbs in the story and makes a list.  
Learner writes the present tense of these verbs.  
Help learner separate the list into regular simple past, i.e. those with –ed ending and irregular simple past, e.g. had, ran, rang.

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### Making an appointment

**Task 2:** Can negotiate an appointment

**Vocabulary:** appointment, receptionist, cancellation, patient, negotiating, refuse, suggest, suitable

**Language structure:** I was wondering, I'd like to, I'm sorry I can't

**Activity instructions**

*Role play making an appointment and negotiating changes*

Ask questions: In your country, did you need to make an appointment to see a doctor?

Have you ever made an appointment in Australia?

What did you say?

📄 Worksheet 6: Making an appointment

A. Read the dialogue together. Explain any new vocabulary as you read.  
Reverse roles and read again.

B. Learner reads the sentences and circles correct words.  
When complete, learner reads again.

**Answers**

2 – hasn't, 3 – female, 4 – not suitable, 5 – 3.30, 6 – 95551082, 7 – 3.30; Smith

C. Learner reads about negotiating. Discuss.

D. Read the sentences in the box. Learner repeats.  
Learner completes the negotiations by writing the correct sentences from the box.  
Learner reads the completed dialogue.

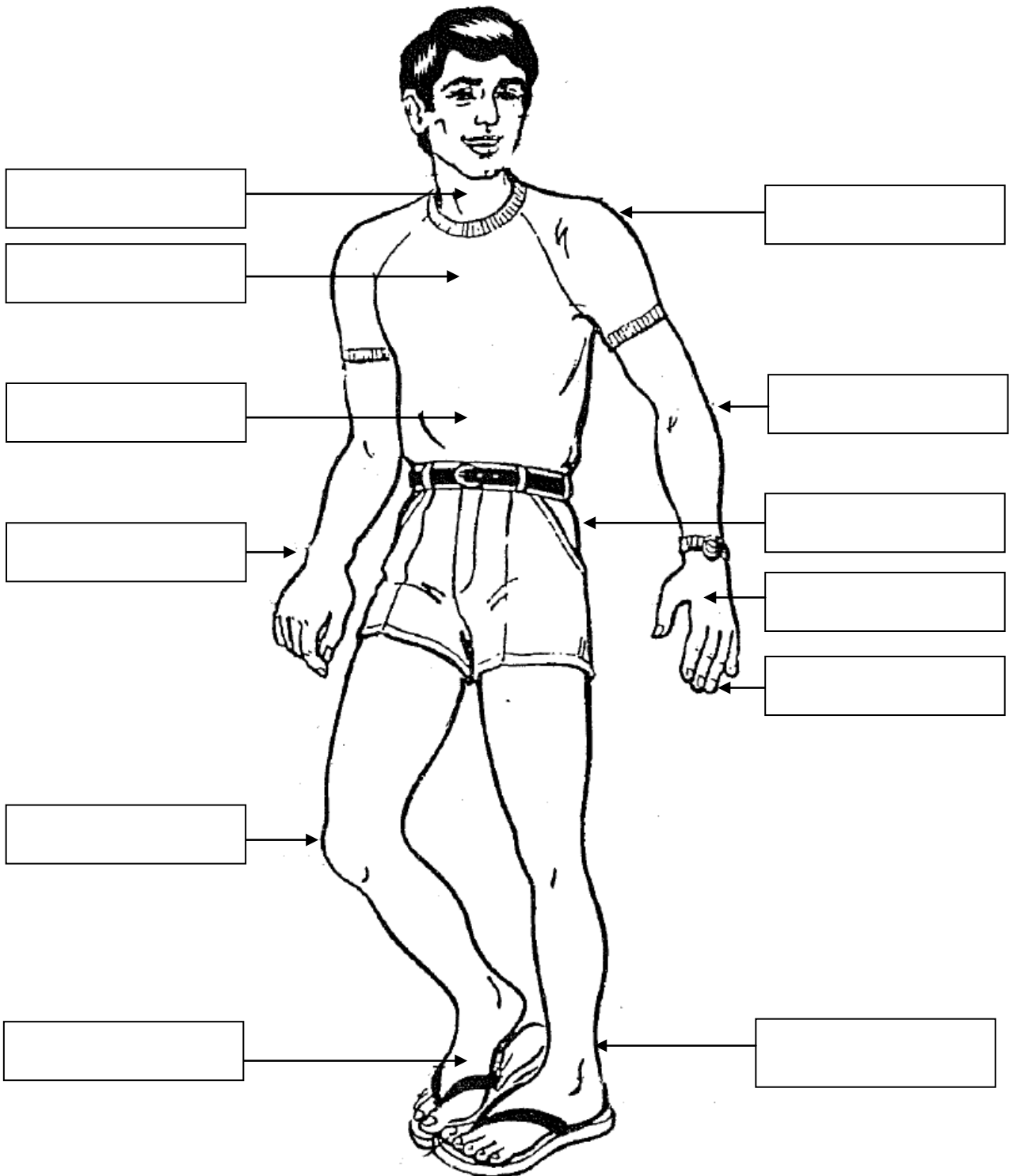
**Extension activity**

*Rebuild a dialogue*

📄 Worksheet 6: Making an appointment  
Cut up the dialogue and learner rebuilds.

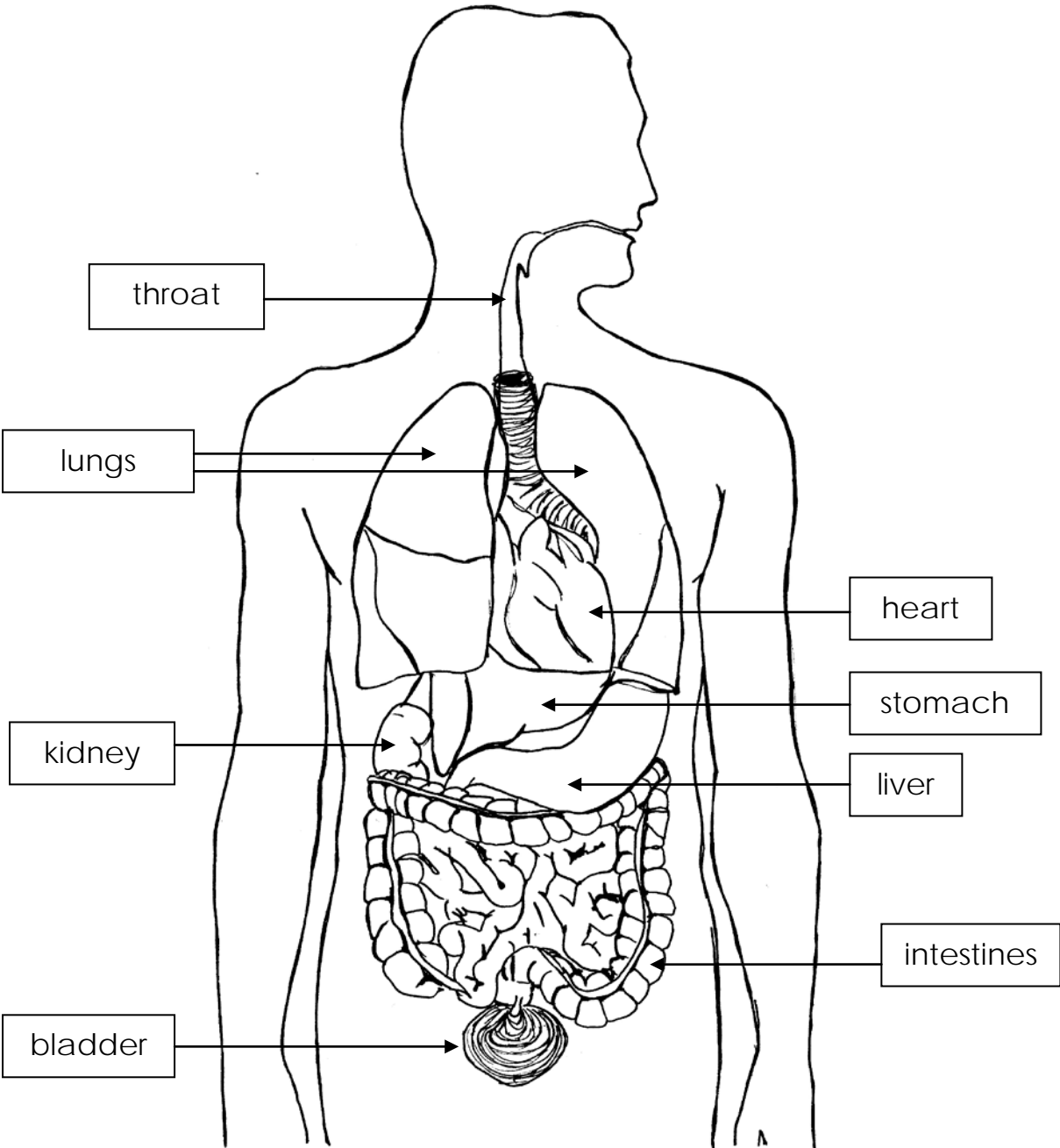
## Worksheet 1: Parts of the body

*Label the body parts.*





Look at the picture and read the words.



## Worksheet 2: Symptoms

### A. Read the words and discuss.

Our bodies give us signs to show us that we are sick.  
These signs are called symptoms.

Here are some common symptoms and some other common injuries.



headache



earache



cut



temperature



broken arm



dizzy



stomach-ache



sore back



vomiting



toothache



swollen ankle



cough

**B. Make sentences using the words in the boxes.**

**What's the matter?**

I've got \_\_\_\_

a sore throat.  
a pain in my chest.  
a headache.  
a toothache.  
a stomach-ache.  
a backache.  
an earache.  
a swollen ankle.  
a runny nose.  
blocked ears.  
a temperature.  
a rash.  
an itchy eye.

I feel \_\_\_\_

dizzy.  
tired.  
hot.  
tense.  
anxious.  
nauseous.

I can't breathe properly.

I've been \_\_\_\_

vomiting every morning.  
getting a lot of headaches recently.

I get chest pains after running.

There's something wrong with my eyes.

It hurts when I cough.

I've had diarrhoea.

## Worksheet 3: What symptoms?

*Read and tick the symptoms.*

Sylvia has a cold.  
What symptoms could she have?



- She's got a sore throat.
- She's got a toothache.
- She's got a runny nose.
- She's got a cough.
- She feels nauseous.
- She's got a rash.

Peter's doctor says he has food poisoning.  
What could his symptoms be?



- He's got a sore throat.
- He's got diarrhoea.
- He feels nauseous.
- He can't breathe properly.
- He's got pains in his stomach.
- He's got itchy skin
- He's been vomiting a lot.

## Worksheet 4: Talking to the doctor dialogue

*Read the dialogue.*

- Doctor:** Come in, Mrs Chen, take a seat. Now, how can I help you?
- Mrs Chen:** Well, I've been feeling really tired lately. I've just got no energy and I often feel dizzy when I stand up... and I've had a lot of headaches too.
- Doctor:** And how long have you been feeling like this?
- Mrs Chen:** Oh, a week or two.
- Doctor:** Right, and how have you been sleeping?
- Mrs Chen:** Oh, not too good.
- Doctor:** And how's your appetite?
- Mrs Chen:** Fairly normal, I suppose.
- Doctor:** OK, and have you had a lot of stress lately?
- Mrs Chen:** Well, just the usual, with work and the kids, you know.
- Doctor:** All right, well, let's take a look at you. If you'd just roll up your sleeve, and I'll take your blood pressure. Mm, it's a bit high. Now, could you lift up your top and I'll listen to your chest. Breathe in... out... in. OK, thanks. Now, these headaches, where exactly are they? At the front? OK, just hop up on the bed and sit on the edge facing me. Let's have a look. Mm, there does seem to be some fluid in your ears. Does that hurt at all?
- Mrs Chen:** No. Oh, that hurts a bit!
- Doctor:** Mm-mm. OK, you can get down now.
- Mrs Chen:** So, what do you think it is?
- Doctor:** Well, you've got a sinus infection. I'd suggest a couple of days off work, all right? You need rest.
- Mrs Chen:** OK.
- Doctor:** I'll give you a certificate for your employer, and also, I'll write you a prescription for some antibiotics. Take it easy for a few days, and if you don't feel better by Monday, come back and see me then.
- Mrs Chen:** And should I take vitamin tablets?
- Doctor:** Oh, I don't think so. If you're eating normally, with plenty of fresh fruit and vegetables, there's no need for extra vitamins.  
OK, here you are... one for the chemist and one for your boss.
- Mrs Chen:** All right, thanks very much, see you later.
- Doctor:** Bye.

## Worksheet 5: A visit to Casualty

The Emergency department in a hospital is sometimes called the Casualty department or the Accident and Emergency department.

*Read about Bella and answer the questions.*

A few days ago, I had my first experience with the emergency department of a large hospital.

Coming home from work, I ran to catch the bus. I tripped and twisted my ankle. That night, my ankle was swollen. I was in a lot of pain and I couldn't sleep. The next morning, I rang my doctor for an appointment.



She was booked out and suggested I go to Emergency at the nearest hospital. At the hospital, I waited about two hours before a doctor came and examined my ankle. The examination was very quick. He said my ankle was just sprained, not broken, and sent me home.

After all that, my ankle healed itself. I limped for a couple of days, but it is back to normal now. Next time, I'll wait and catch the next bus.

1. What problem did Bella have?

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2. Why didn't she see her own doctor?

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3. How long did she have to wait at the hospital?

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4. What did the doctor say is the matter with her ankle?

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5. How did her ankle get better?

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## Worksheet 6: Making an appointment

### A. Read the dialogue.

- Receptionist:** Belmont Medical Centre.
- Lisa:** Hello, I was wondering if I could make an appointment for tomorrow.
- Receptionist:** Yes. Which doctor do you usually see?
- Lisa:** Oh, I haven't been there before.
- Receptionist:** Well, Dr Smith is on tomorrow.
- Lisa:** Oh, and I'd like to see a female doctor if possible.
- Receptionist:** Dr Smith is a female doctor.
- Lisa:** Good. Well, can I come at four o'clock tomorrow?
- Receptionist:** Let's see. She's got someone at four, but she's free at five o'clock.
- Lisa:** No, five's too late for me. What about between one and four? Is there anything then?
- Receptionist:** We had a cancellation for three thirty. Would you like to come in then?
- Lisa:** Yes, that'd be fine.
- Receptionist:** And what's your name?
- Lisa:** Lisa Hassen.
- Receptionist:** Lisa Masson?
- Lisa:** No, Hassen, H-A-double S-E-N.
- Receptionist:** All right. And your telephone number, please?
- Lisa:** 9 triple 5-1-0-8-2.
- Receptionist:** 1-0-8-2. All right then. So, that's three thirty tomorrow with Dr Smith.
- Lisa:** Dr Smith?
- Receptionist:** Yes.
- Lisa:** OK. Thank you. Bye.
- Receptionist:** Bye.

*B. Circle the correct words.*

1. Lisa wants to see a **doctor** / dentist today / **tomorrow**.
2. She **has** / **hasn't** been to the centre before.
3. She wants to see a **male** / **female** doctor.
4. Five o'clock is **suitable** / **not suitable** for her.
5. There was a cancellation for **3.30** / **4.30**.
6. Her phone number is **9555 1082** / **9551 5082**.
7. Her appointment is at **3.15** / **3.30** with Dr **Smith** / **Evans**.

*C. Read about negotiating.*

Lisa was negotiating about which doctor she would see and about the time for her appointment.

When you negotiate, you have to know how to:

- refuse a suggestion politely
- suggest something else
- accept a suitable offer.



D. Write the correct sentences from the box below to complete the negotiation between a receptionist and a patient.

- Three's not a good time for me. Is there anything later?
- Five? Yes, OK. Five is fine for me.
- Oh, OK. I'll see Dr Stephens then.
- What about between four and five?
- ~~Yes, I'd like to see someone this afternoon if possible.~~
- Is Dr Wong there today?

**Receptionist:** Do you want an appointment today?

**Patient:** *Yes, I'd like to see someone this afternoon if possible.*

**Receptionist:** Well, you can see Dr Stephens.

**Patient:** \_\_\_\_\_

**Receptionist:** No, he's not. Dr Stephens is the only doctor with appointments this afternoon.

**Patient:** \_\_\_\_\_

**Receptionist:** You could see Dr Stephens at three o'clock.

**Patient:** \_\_\_\_\_

**Receptionist:** Yes, there's 3.30.

**Patient:** \_\_\_\_\_

**Receptionist:** I've only got one other appointment, at five o'clock.

**Patient:** \_\_\_\_\_