

Many students tell us that they do not need to cover this topic as they see a doctor who speaks their own language. However, we cannot stress enough the importance that all students learn basic health vocabulary in case an interpreter is not available, they move (or their doctor moves) away from the suburb, or they have an emergency or need to go to hospital and no interpreters are available immediately.

#### Section 1: Making an appointment

INTRODUCTION	Warm up questions Vocabulary
FUNCTIONS & STRUCTURES	Making an appointment
WRITING	Filling in personal information (for beginners)
SPEAKING PRACTICE	Role play: asking for help (for post-beginner+)

#### Section 2: Health & the Human Body

INTRODUCTION	Vocabulary: general health, vaccinations and internal organs
ACTIVITY	Labeling parts of the body 'Simon says' ; reinforcing body parts
FUNCTIONS & STRUCTURES	Describing Symptoms
DIALOGUE	Discussions with a doctor
SPEAKING PRACTICE	Role play: asking for help (for post-beginner+)
READING	Understanding Prescriptions
EXTENSION	Writing and discussion exercises

#### Warm up questions

1. Do you have a regular doctor you visit? What's your doctor's name?
2. Where is your doctor's surgery? What's the contact number?
3. Does your doctor accept appointments? Do you need to pay for making an appointment?
4. Do you know how to call an ambulance in case of emergency?
5. What free services does Medicare cover? What services do you need to pay for? Is there a similar government health program in your own country?
6. Do you usually see a doctor on your own, or accompanied by a relative/friend? Why?
7. Do you need an interpreter if you go to the doctor?
8. Have you ever been to hospital in Australia? How long were you there for? Was there an interpreter available?

## Vocabulary

General practitioner (GP)/ doctor  
Nurse  
Specialist  
Medicare card  
Reception/receptionist  
Appointment  
Form  
Personal details  
Interpreter  
Patient  
Medical history  
Allergies  
Next of kin  
Emergency

## MAKING AN APPOINTMENT

### Functions and Structures

FUNCTIONS	STRUCTURES
Greeting	<ol style="list-style-type: none"><li>1. Can I help you?</li><li>2. How can I help you?</li></ol>
Asking to see a doctor	<ol style="list-style-type: none"><li>1. Yes, I need to see a doctor.</li><li>2. Can I see Doctor Smith please?</li><li>3. I'd like to see Doctor ...</li><li>4. Yes, I have an appointment at 4 o'clock</li></ol>
Checking patient's status	<ol style="list-style-type: none"><li>1. Have you been here before?</li><li>2. Is this the first time you see a doctor/Dr... here?</li><li>3. Do you have an appointment?</li><li>4. Have you got your Medicare card?</li><li>5. May I have your Medicare card please?</li></ol>
Responding	<ol style="list-style-type: none"><li>1. Yes, I have.</li><li>2. No, I'm a new patient.</li><li>3. Yes, here it is.</li><li>4. Yes, here you are.</li></ol>
Asking personal information from new patients	<ol style="list-style-type: none"><li>1. Could you fill in the form please?</li><li>2. May I have your name, address and phone number please?</li></ol>
Checking identity for registered patients	<ol style="list-style-type: none"><li>1. May I have your address and home number please?</li><li>2. Your address and phone number please?</li></ol>
Giving personal information	My address is ... My home number is... My mobile number is ...
Confirming	Ok. Take a seat please. <ol style="list-style-type: none"><li>1. The doctor/Dr... will see you soon.</li><li>2. The doctor/Dr... will be with you soon.</li><li>3. The doctor/Dr... won't be long.</li><li>4. The doctor/Dr... will call your name.</li></ol>

## **Example Dialogues:**

### **Dialogue 1: To see a doctor for the first time**

Hello, can I help you?

Yes, I need to see a doctor please.

Have you been here before?

No, I'm a new patient.

OK. Could you fill in the form please?

Sure. (student fills in the form and hands it to the receptionist). Here you are.

Good. May I have your Medicare card please?

Yes, sure.

Thanks. Take a seat please. The doctor will call your name.

### **Dialogue 2: To see a doctor without an appointment**

Hi, can I help you?

I'd like to see Dr Price please.

Do you have an appointment?

No.

All right. Have you got your Medicare card?

Yes. Here you are.

May I have your address and home number please?

Yes. My address is 11 Bella Street Burwood. My phone number is 9715 3612.

OK. Take a seat please. Doctor Price will be with you soon.

### **Dialogue 3: To see a doctor with an appointment**

Good afternoon. How can I help you?

Good afternoon. I have an appointment at 4 o'clock.

Your name, please?

Helen Johnson.

Oh, yes. Take a seat please. Dr Gleeson will see you soon.

## **Writing Exercise:**

### 1. Filling in personal information

Teach the student to first identify the vocabulary (e.g. surname, address, suburb, postcode), help the student to fill in her personal information.

a) Cut up the personal information and ask the student to put it back in place.

b) Prepare different names and addresses and ask the student to put in the right place to reinforce the vocabulary

## Patient Details

Miss / Mrs / Ms / Mr

Surname:

First Name:

Date of Birth:

Address:

Suburb/town:

Postcode:

Phone no      Home:

Work:

Mobile:

Medical History:

Allergies:

Current Medication:

Next of kin (contact in case of emergency):

Contact number:

Relationship to you:

## Speaking practice:

Role Play: Asking for help

Sometimes questions about past medical history, allergies and current medication are also included in the form to be filled out by new patients. Get a form from a local medical centre and have the student practice this information so that they can write it down or can discuss it with the doctor and know how to ask for an interpreter. They will also need to practice the following structures:

- 1) Excuse me. Can you help me with this please?
- 2) What do/should I write here?
- 3) Sorry, I am not sure what I should write here/what this word means.
- 4) Sorry, I don't understand this/this word. I need a ..... interpreter in please.

## Section 2: The Human Body and Health

### Vocabulary

Health	Parasite	Dizziness
Sick / unwell	Virus	Fainting
Symptom	Bacteria	Cold
Pain	Injection	Influenza
Sore	Swollen	Allergy
Illness	Rash	Diabetes
Rest	Itchy	Cancer
Diet	Blood pressure	Tumor
Exercise	Infection	Fracture
Disease	Sprain	Cramp
Broken bone	Temperature	Fever

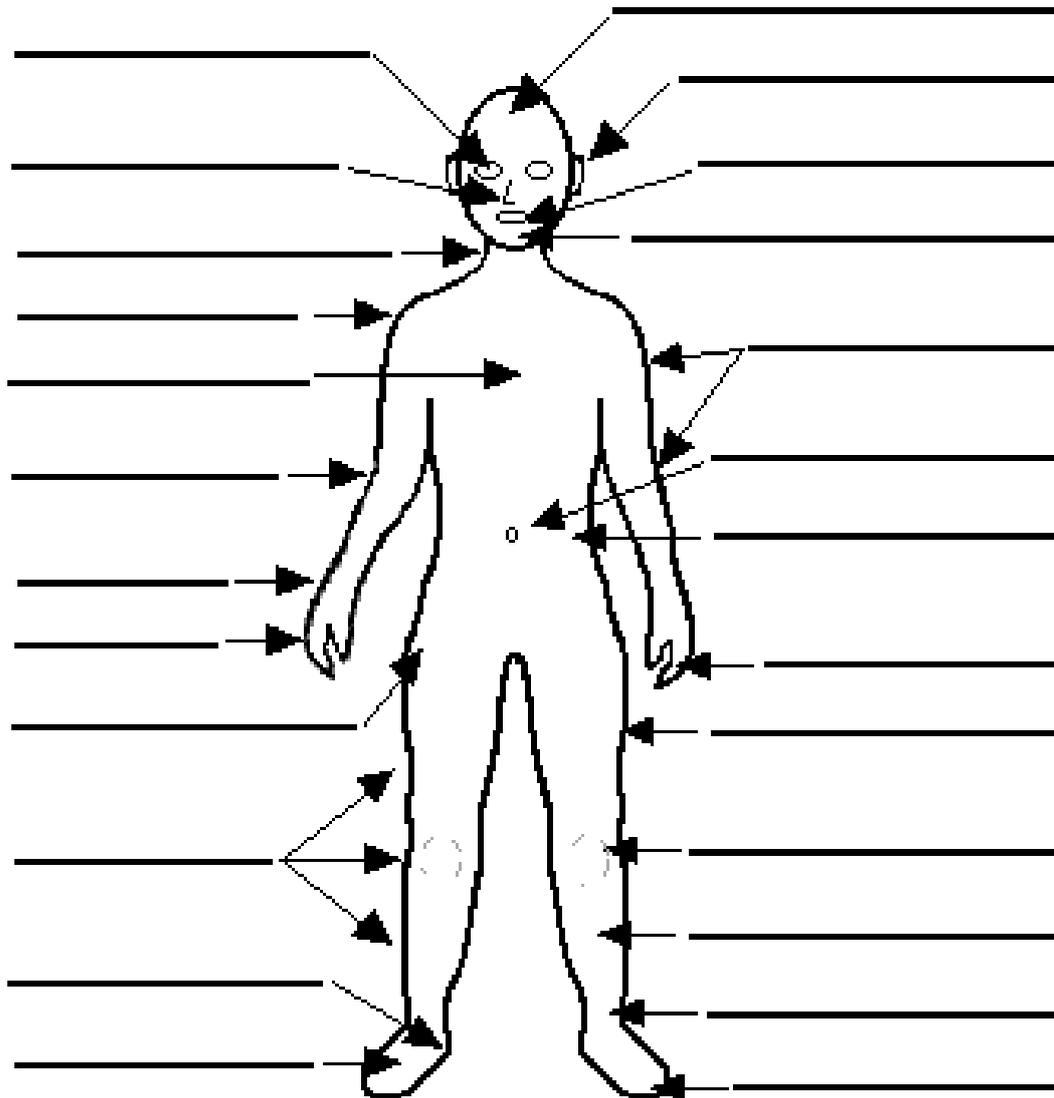
**Common vaccinations**

Chicken Pox  
 Measles  
 Whooping Cough  
 Mumps  
 Rubella  
 Hepatitis  
 Meningococcal

**Internal organs and parts of the body**

Brain	Throat
Liver	Bowel
Kidney	Lungs
Stomach	Skin
Blood	Heart
Bones	Veins
Intestine	Muscle

**Label the body parts**



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ankle	ear	hand	leg	shoulder
arm	elbow	head	mouth	thigh
belly button	eye	heel	nose	toes
chest	fingers	hip	neck	waist
chin	foot	knee	shin	wrist

**Activity: reinforcing body parts**

Play a game of "Simon Says" using parts of the body as the focus.

**DESCRIBING SYMPTOMS**

Go through each symptom with your student and ask them to highlight any they don't understand. They can look up the dictionary for each symptom and write the meaning next to each word. Ask them to then match the symptom to the body part (there could be multiple body parts for each symptom).

Symptom	Body Part
rash	stomach
runny	ears
sore	joints
ache	lung
sprained	body
congestion	abdominal
itchy	ankle
blocked	glands
cramps	nose
stiff	eyes
pain	throat
swollen	chest

## Functions and Structures

- Try to elicit any structures from each of the functions first.
- Ask students in turn to read through the functions and structures, assisting with pronunciation and vocabulary.
- PRONUNCIATION: Functions and structures and dialogues provide the perfect opportunity to practice pronunciation. If you refer to the NSW AMES handbook, chapter 3 (which you will receive in the training session), it will outline aspects such as syllables, stress patterns, rhythm, intonation and linking. These techniques can be applied to the functions and structures and dialogues.

FUNCTIONS	STRUCTURES
Doctor asking about patient	I. Hello, I'm Dr. Roberts <ul style="list-style-type: none"> <li>• How can I help you?</li> <li>• What seems to be the trouble?</li> <li>• What seems to be the matter?</li> <li>• Have you been here before?</li> </ul>
Describing what is wrong	I. <b>I have a</b> pain in my chest II. <b>My son has</b> a runny nose III. <b>I've got a</b> migraine IV. <b>I've been</b> vomiting all night V. <b>My daughter can't</b> sleep at night VI. <b>I'm having trouble</b> with my knee
Asking for more information	I. When did this start? II. How long have you had this? III. How long has this been going on?
Giving Advice	I. You should rest and take a day off work II. You shouldn't drink coffee III. I need to send/refer you to a specialist IV. I will need to do some tests V. Whatever you do, don't lift heavy objects
Going to the chemist	I. This prescription is for me/my child II. Can I get this prescription filled? III. The doctor told me to get this for my child (hand over the prescription)

## Dialogue Practice

These are made-up samples for English practice only and the doctor's advice is not to be taken literally.

Doctor: What's the problem?  
Patient: I've got a sore throat and an earache.  
Doctor: When did this start?  
Patient: Four days ago.  
(examination of patient)  
Doctor: You should gargle with salty water and take Panadol for your earache. You shouldn't go swimming.

Doctor: What's the problem?  
Patient: I've got a rash all over my body.  
Doctor: Mm. How long have you had this?  
Patient: About two days.  
(examination of patient)  
Doctor: You shouldn't scratch yourself. You should apply the ointment twice a day.

Doctor: What's wrong?  
Patient: I feel dizzy when I stand up.  
Doctor: When did this start?  
Patient: About a week ago.  
(examination of patient)  
Doctor: You really need to go to a specialist. I'll write you a referral. You shouldn't get up quickly after lying down.

Doctor: What happened to you?  
Patient: My ankle hurts. I fell on the stairs.  
Doctor: When did you fall?  
Patient: This morning.  
(examination of patient)  
Doctor: You should put ice on it and keep it elevated. Whatever you do, don't walk on it.

Doctor: What can I help you with today?  
Patient: I've got a bad cold, runny nose, sore throat and a temperature. I think I need antibiotics.  
Doctor: How long have you had these symptoms?  
Patient: Since yesterday morning.  
(examination of patient)  
Doctor: Ok you don't need antibiotics for a cold. You need to rest in bed, have lots of fluids and take panadol to keep your temperature down. If you don't feel any better in two days come back and see me. I'll write you a doctor's certificate until then.

## Understanding Prescriptions

	What?	How many/much?	When? How?	How Often?	Total per Day
a.	Tablet	One		Every 4 hours	6 tablets
b.					
c.					
d.					
e.					
f.					

a.

<b>DOSAGE</b>	\$16.00
TAKE ONE TABLET EVERY FOUR HOURS	
P MROWKA	10/04/96
<b>KEEP OUT OF REACH OF CHILDREN</b>	

b.

<b>THE MIXTURE</b>	\$12.95
TAKE TEN ML BY MEASURE THREE TIMES A DAY	
C JORDENS	08/08/94
<b>KEEP OUT OF REACH OF CHILDREN</b>	

c.

<b>DOSAGE</b>	
TAKE ONE TABLET FOUR TIMES A DAY. TAKE WITH MEALS	
T. RUSINA	11/05/94
<b>KEEP OUT OF REACH OF CHILDREN</b>	

d.

<b>EAR DROPS</b>	\$12.95
FOUR DROPS INTO EACH EAR THREE TIMES A DAY	
M. BARAC	24/02/95
<b>KEEP OUT OF REACH OF CHILDREN</b>	

e.

<b>CAPSULES</b>	\$24.95
TAKE ONE CAPSULE AT THE SAME TIME EVERY DAY UNTIL COURSE COMPLETE	
P. MANIDIS	2/1/95
<b>KEEP OUT OF REACH OF CHILDREN</b>	

f.

<b>OINTMENT</b>	\$18.50
APPLY TO RASH EVERY FOUR HOURS	
J. WARNER	18/12/94
<b>KEEP OUT OF REACH OF CHILDREN</b>	

**Writing practice:**

Write a paragraph about the following:

Imagine you have a cold. Write down how you feel (6 things) and what you will do to get better.

**Discussion:**

The tutor can stimulate some discussion from the questions below:

1. What are your favourite foods?
2. Do you think they are healthy/unhealthy? Why/why not?
3. How much exercise do you do?
4. If you don't do any, how could you include exercise into your daily routine?
5. Can you remember what active games you played as a child?
6. What active games do your children/grandchildren play?
7. What do you do if you have a cold?
8. Do you know any natural remedies to cure a cold?

n.b. the vocabulary lists and discussion questions in this lesson plan are by no means exhaustive. Please expand and add any additional material that is relevant to your student (i.e. gender specific) and tailor this lesson plans to their needs, particularly if they have a specific health condition.