

# Dictagloss

1. Read the text opposite to the class at normal pace. The learners listen for meaning.
2. Read the text again and as it is being read allow learners to jot down key words and phrases.
3. Working in small groups, the learners pool their words and phrases and attempt to reconstruct the text from their shared resources. Their version should contain the main ideas of the text and approximate the language of the passage.
4. Each group of learners produces their own reconstructed version, aiming at grammatical accuracy and textual cohesion but not at replicating the original text.
5. Each group reads their finished version to the class and each text is analysed and compared. The learners should then refine their own texts in light of the class discussion.

## Helpful Points:

1. It is useful to consider the most important language features of the text before hand so you can focus on these with the learners.
2. Write any new/challenging language on the whiteboard for scaffolding purposes.
3. This is a useful activity to consolidate new knowledge not introduce it.

## What's the matter?

Mandy is not feeling well. She has had a headache for two weeks. Some days it hurts a lot. Some days it is just a dull ache. She has also had an upset stomach – sometimes she vomits and sometimes she has diarrhea. She decides to go to the doctor.

Mandy phones the receptionist and makes an appointment. Her appointment is at 11.30am on Friday the 4<sup>th</sup> June.

On Friday Mandy goes to the doctor. When she gets to the Medical Centre she tells the receptionist her name. The receptionist tells her to take a seat in the waiting room and wait for the doctor to call her name. Mandy looks at some of the magazines while she waits but she doesn't really feel like reading.

Mandy hears the doctor calling her name. She stands up and follows the doctor into her surgery. Mandy's doctor is a woman. The doctor tells Mandy to have a seat.

"What seems to be the problem?" asks the doctor.

"I'm not feeling well," said Mandy. "I have a headache and sometimes I am vomiting and have diarrhea too."

"How long have you been like this?" asks the doctor.

"Well, I have had the headache on and off for about two weeks. I began vomiting three days ago and then got diarrhea yesterday," said Mandy.

"How bad is your headache?" asks the doctor.

"Sometimes it is really painful and sometimes it is a dull ache," said Mandy.

"Ah ha, and how often have you been vomiting and going to the toilet?" asks the doctor.

"I have vomited two or three times each day usually just after I have eaten some food and I have had diarrhea twice," said Mandy.

"Do you have a temperature?" asks the doctor.

"No," said Mandy.

The doctor listens to Mandy's heart, takes her temperature and looks down her throat. She sends Mandy to the laboratory for some tests. The laboratory is next to the Medical Centre.

The doctor tells Mandy to go to bed, drink lots of water and take two Panadol tablets every four hours. The doctor will phone Mandy when she gets the results of the tests.

# Steps in making a doctor's appointment

## 1. Greeting

Say "Good morning / Good afternoon"

Tell the receptionist your full name (first name and family name)

E.g. *Good morning this is Sue Smith here"*

## 2. Ask for an appointment

Say you would like an appointment.

Say who you want the appointment with

E.g. *"Could I have an appointment with Dr Brown, please?"*

## 3. Agree on a day and time

Say when you want the appointment

E.g. *"Could I have an appointment tomorrow, please?"*

If you are offered a time that doesn't suit you, tell the receptionist you need another time.

E.g. *"I'm sorry I can't come then. Could you give me another time please?"*

## 4. Give your name and spell your family name.

The receptionist will ask you your name. She may ask you to spell your name.

E.g. *"My name is Sue Smith. My family name is spelt S-m-i-t-h."*

## 5. Check the date and time

The receptionist will tell you the date and the time again and you say it is correct.

E.g. *"That's correct".*

## 6. Say thank you and goodbye

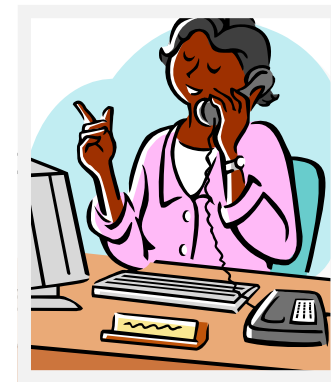
E.g. *"Thanks very much . Goodbye"*

# Running Dictation - Making a doctor's appointment

1. Choose a short text at the level of your learners.
2. Photocopy examples of the text and pin these on the classroom walls.
3. Explain that each pair/group must choose one person to write down the text.
4. The other members of the group take turns to go and read the text pinned on the wall. He/she memorises as much as they can & then returns to the group to dictate what they have remembered to the writer. The learner chosen to do the writing must write down what is dictated as accurately as possible. When the person reading and running has come to the end of his/her turn, the next person in the group sets off.
5. Continue in this manner until the group has written the whole version of the text.
6. The group that finishes first is the winner.

## Making a Doctor's Appointment

**Receptionist:** Hello, Christchurch Medical Centre here.  
**Sue:** Hello. It's Sue here. I want to make an appointment to see the doctor please.  
**Receptionist:** What's your Doctor's name?  
**Sue:** Doctor Brown.  
**Receptionist:** Let's see. What about 2 o'clock on Wednesday?  
**Sue:** Yes that's fine thank you.  
**Receptionist:** Can you tell me your full name please?  
**Sue:** Sue Leigh.  
**Receptionist:** Can you spell your family name please?  
**Sue:** L-E-I-G-H.  
**Receptionist:** O.K. Mrs Leigh, we'll see you on Wednesday at 2 o'clock then. Bye.  
**Sue:** Bye.



# Making a doctor's appointment

**Receptionist:** Hello, Christchurch Medical Centre here.

**Sue:** Hello. It's Sue here. I want to make an appointment to see the doctor please.

**Receptionist:** What's your Doctor's name?

**Sue:** Doctor Brown.

**Receptionist:** Let's see. What about 2 o'clock on Wednesday?

**Sue:** Yes that's fine thank you.

**Receptionist:** Can you tell me your full name please?

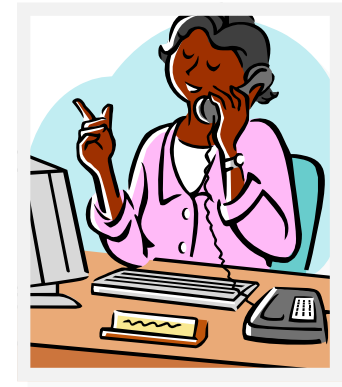
**Sue:** Sue Leigh.

**Receptionist:** Can you spell your family name please?

**Sue:** L-E-I-G-H.

**Receptionist:** O.K. Mrs Leigh, we'll see you on Wednesday at 2 o'clock then. Bye.

**Sue:** Bye.



# Making a doctor's appointment

Receptionist:

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Sue:

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Receptionist:

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Sue:

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Receptionist:

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Sue:

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Receptionist:

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Sue:

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Receptionist:

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Sue:

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Receptionist:

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Sue:

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# Visiting the Doctor

Interview your partner using the questions below. When you have finished let your partner interview you.

1. How often do you visit the doctor?  
(i) often (ii) sometimes (iii) not often (iv) hardly ever
2. Have you ever tried:  
(i) Chinese acupuncture (ii) herbal medicines (iii) other non-western medicine?
3. In your country does the government help pay for doctor's visits, medicine and hospitals?
4. Who pays for the healthcare of low income people?

# Sickness and injury

Working with your partner, list the names in English of some common sicknesses and injuries you know. Report your lists back to the whole class.

*Example:*

flu (sickness)

broken leg (injury)

**Sicknesses and injuries:**

# Useful language - Healthcare

## How are you today?

I'm well thanks.

I don't feel very well.

I'm fine thanks.

I feel ill.

## What's the problem?

I've got a head ache.

I've got back ache.

I've got tooth ache.

I've got a cough.

I've got a sore throat.

I've got pains in my chest.

I've got a stomach ache.

I've got ear ache.

I've got a cold.

I've got a temperature.

I've got a rash on my chest.

## How do you feel?

I feel dizzy.

I feel faint.

I feel breathless.

I feel shivery.

I feel ill.

I feel nauseous.

I feel tired.

I feel hot.

## What hurts?

My foot hurts

My back hurts.

My stomach hurts.

My shoulder hurts.

## What is sore?

My knee is sore.

My throat is sore.

## Common injuries.

I cut my finger.

I sprained my ankle.

I bruised my arm.

I broke my leg.

I burnt my hand.

## What's the diagnosis?

You've got the flu.

You've got a cold

You've got an ulcer.

You've got a bug.

You've broken your wrist.

You've got mumps.

You've got an infection.

You've got a virus.

You've got high blood pressure.

You've sprained your ankle.