

10

11

17

Doctor's  
appointment **18**  
at 2:30 pm

24

25

26

## Table of Contents

Reader's Notes .....	1
Introduction .....	3
Days of the Week.....	5
Months .....	9
Time .....	13
Appointment .....	17
Appointment Card .....	21
Information Card .....	24
Appointment for a Medical Test.....	27
Making an Appointment.....	32
Role Play: Making an Appointment .....	36
Cancelling an Appointment .....	39
Changing an Appointment.....	42
Receiving a Message .....	44
Sarah Has a Fever .....	47
Jill needs an Annual Check-up.....	52
Additional References .....	57

## Reader's Notes

The module 'Medical Appointments' addresses the need and ways to make appointments before visiting health care professionals and facilities. Comprehensive practice activities have been included to enable the learners to book medical appointments independently. An overview of the material covered in the module is provided in the introduction. This covers the salient features of the module and serves as a useful source of information for the facilitators. We recommend that the facilitators read the introduction so that they have complete information before going to the class. The introduction is written in plain language so that it can be incorporated into effective lesson delivery.

Activity sheets that support the learning objectives are included in the module to reinforce the key health concepts that are being explored. A sample lesson plan which includes the targeted Canadian Language Benchmark (CLB) level of the learners, a time estimation, and additional information about the topic has been provided with all activities. A CD which contains the visual glossary has been provided to assist the facilitator in explaining the new vocabulary. It is up to the facilitator to include, omit or adapt the activities according to the needs and level of the learners.

Keeping in mind the limited literacy level of the learners, the preferred method for teaching the curriculum envisages the following stages:

1. Introduce the subject and prompt a discussion, through brainstorm questions provided in the facilitator's notes. This reveals the existing knowledge the learners possess on the topic. Guide learners to relate their experiences and opinions about the topic. These discussions kindle interest and gain the attention of the learners, while providing an assessment to the teacher.
2. Introduce vocabulary by writing the key words on the board and teaching their meanings by showing pictures. When feasible, use of transparencies/ PowerPoint/ realia (real life objects)/ models/ charts may be made to augment the learning.
3. Actively maintain learner participation by miming, choral repetition, role play, questioning, inviting opinions etc.
4. Review the activity sheet thoroughly and address learners' questions. This is achieved by active questioning, hinting at answers, allowing the learners come to a conclusive solution and then revealing the correct answer.
5. Ask the learners to attempt the activity and clarify as much as possible, without giving the answers.

Facilitators should use their discretion to select the activity sheets that best align with the level of their learners. Recapitulation and repetition is important at all stages.

During facilitation, handouts and activities should be distributed to the learners. They should be prompted to seek clarifications about the handout contents.

Learners should be encouraged and motivated to obtain more information about health through reading, internet, suitable television/radio news and documentary programs in their first language and discussions with their family members and friends.

### **Focus Questions**

Facilitators should review the effectiveness of learning by focusing on some key questions and adapting the lessons according to the specific need of the learners. Focus questions include:

- Is the lesson appropriate for the learners' literacy level?
- Will the learners find the lesson interesting and useful?
- Does the lesson connect to the learning goals of the learners?
- Are the lessons being tailored to meet the needs of the learners?
- Is feedback being used to assess the effectiveness of learning by the class?
- Are the learners able to do what is expected of them at the end of instruction?
- Have the needs of the low literacy level learners been catered for to enable them to keep abreast with the rest of the class?
- Are lessons being recapitulated and reviewed regularly in the class?
- Are the learners acquiring adequate vocabulary about items related to health care?
- Can the learners describe problems related to health, hygiene, illness, sickness, injuries and symptoms orally and in writing?
- Have the learners been provided sufficient practice on what they will be assessed on?

## Introduction

You need to make an appointment before visiting a doctor. An appointment is the time and date you agree to meet or see someone. You can call your doctor's office to make an appointment. They will give you a date and time of when you can go and the address of the office. Sometimes, you will get an appointment card. This card has the information about the time and date of your appointment and the address. It will also have the name of the doctor. Time is written a.m. or p.m. after the number. For example, if we write the time as 11:30 **a.m.** it means that the appointment is before noon (12:00 p.m.). If we write the time as 1:30 **p.m.** it means that the appointment is after noon (12:00 p.m.). There are many different ways to write the date. Some of these are:

- Tuesday, November 14, 2010
- Tuesday, 14 November 2010
- Tues. Nov. 14/2010
- Tues. 11/14/10
- Tues. 11/14/2010

You need to make an appointment to see your doctor. If you cannot go to the appointment, you should call the doctor's office to tell them. You can make an appointment for another day. If you do not cancel your appointment 24 hours before your appointment, you may have to pay for the appointment.

A doctor may ask you to come again. He may want to see if you are feeling better. The receptionist (the first person you see when you go to an office; they check people in) will book your appointment. You can ask the receptionist to write it for you so that you remember the date and time.

The doctor's office may call you to change your appointment. You can choose another time and date that works for you.

Sometimes you need to make an appointment to see your doctor when you are not sick. You go for regular check-ups (visits to your doctor when you do not have any symptoms to make sure you are healthy). These check-ups are called annual (every year) or periodic (every 2 or 3 years) check-ups. It is important to get regular check-ups.

An important check-up for women is a Pap test. The Pap test checks for changes in the cells of your cervix. The cervix is the lower part of the uterus (womb). The Pap test can show if you have unhealthy (bad) cells that could lead to cancer. During a Pap test the doctor takes cells from your cervix. Your family doctor or a women's clinic can give you a Pap test. Every woman should have a Pap test every 1 to 3 years.

You need to make an appointment for most medical tests. You may need to call to make an appointment. Write the appointment date and time on a calendar to help you remember. You need to take your Alberta Personal Health Card to your appointment. It is very important to be fifteen minutes early for your appointment to fill out the forms.

Some lab tests (a test done in a laboratory where they have special equipment/machines and staff) need you to follow instructions. You may have to stop eating 10 hours before giving a blood sample for a blood sugar test. Giving a blood sample means a nurse will take some of your blood with a needle from your arm. Different tests are done at different places.

A radiology clinic does tests that take pictures of inside your body.

These tests include:

- X-rays (pictures of the bones and inside parts of your body)
- Ultra-sounds (used to look at internal parts of the body not bones)
- Mammograms (an x-ray of the breast)
- ECGs (heart tests)

## Days of the Week

### Facilitator's Notes

**Level:** Pre-benchmark, CLB 1

**Time:** 30-40 minutes

**Targeted Language Skills:** reading, writing

**Objective:** To enable learners to write the day of their appointment correctly.

**Material:**

- Copy of activity sheet (one per learner)
- Pencils and erasers
- A calendar

**Vocabulary:** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

**Information:** You need to make an appointment before visiting a doctor. An appointment is the time and date you agree to meet or see someone. You can call your doctor's office to make an appointment. They will give you a date and time of when you can go and the address of the office. Sometimes, you will get an appointment card. This card has the information about the time and date of your appointment and the address. It will also have the name of the doctor. Time is written a.m. or p.m. after the number. For example, if we write the time as 11:30 **a.m.** it means that the appointment is before noon (12:00 p.m.). If we write the time as 1:30 **p.m.** it means that the appointment is after noon (12:00 p.m.). There are many different ways to write the date. Some of these are:

- Tuesday, November 14, 2010
- Tuesday, 14 November 2010
- Tues. Nov. 14/2010
- Tues. 11/14/10
- Tues. 11/14/2010

You need to make an appointment for most medical tests. You may need to call to make an appointment. Write the appointment date and time on a calendar to help you remember. You need to take your Alberta Personal Health Card to your appointment. It is very important to be fifteen minutes early for your appointment to fill out the forms.

**Brainstorm:** Ask learners:

- How many days are there in a week?
- Can you name them?
- How do you remember the day of your appointment?

**Instruction:** 1. Write down the days of the week and their abbreviated forms on the

board. Show a calendar and ask the learners to read them aloud several times.

2. Distribute activity sheet 'Days of the Week 1'.
3. Use an example on the board to explain the task to the learners. Assure them that they will have many opportunities to hear the listening passage.
4. Check the learners' answers and get class consensus on their accuracy. Repeat the exercise many times until the responses are accurate.
5. Take the first activity sheet back and distribute activity sheet, 'Days of the Week 2'.
6. Circulate to assist where needed.

**Extension:** Bring a calendar to the classroom and ask learners to write the abbreviations for the days in the calendar.

## Activity: Days of the Week 1

Read the days of the week.

- a) Sunday
- b) Wednesday
- c) Tuesday
- d) Friday
- e) Monday
- f) Thursday
- g) Saturday

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Circle the short form for the days.

- a) Sun Sat SU
- b) W Wed M
- c) Tue T W
- d) F TH Fri
- e) Mon T M
- f) TH S Thu
- g) Sat F SA

## Activity: Days of the Week 2

Write a short form for the days.

- a) Wednesday
- b) Sunday
- c) Friday
- d) Tuesday
- e) Thursday
- f) Monday
- g) Saturday

Write a short form for the days.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_

## Months

### Facilitator's Notes

**Level:** Pre-benchmark, CLB 1

**Time:** 30 minutes

**Targeted Language Skills:** reading, writing

**Objective:** To enable learners to read and write the months for their appointment correctly.

**Materials:**

- Copy of activity sheet (one per learner)
- Pencils and erasers

**Vocabulary:** January, February, March, April, May, June, July, August, September, October, November, December

**Information:** You need to make an appointment before visiting a doctor. An appointment is the time and date you agree to meet or see someone. You can call your doctor's office to make an appointment. They will give you a date and time of when you can go and the address of the office. Sometimes, you will get an appointment card. This card has the information about the time and date of your appointment and the address. It will also have the name of the doctor. Time is written a.m. or p.m. after the number. For example, if we write the time as 11:30 **a.m.** it means that the appointment is before noon (12:00 p.m.). If we write the time as 1:30 **p.m.** it means that the appointment is after noon (12:00 p.m.). There are many different ways to write the date. Some of these are:

- Tuesday, November 14, 2010
- Tuesday, 14 November 2010
- Tues. Nov. 14/2010
- Tues. 11/14/10
- Tues. 11/14/2010

You need to make an appointment for most medical tests. You may need to call to make an appointment. Write the appointment date and time on a calendar to help you remember. You need to take your Alberta Personal Health Card to your appointment. It is very important to be fifteen minutes early for your appointment to fill out the forms.

**Brainstorm:** Ask learners:

- How many months are there in a year?
- Can you write the names?

Call volunteers to write the months on the board.

- Instructions:**
1. Distribute the handout, 'Months'.
  2. Tell the learners that the months of the year can be written in abbreviated form. It is necessary to know these variations as they will see them frequently on appointment cards and while marking their calendars and diaries for appointments.
  3. Write down the abbreviated forms of the months on the board and teach their pronunciation. Ask the learners to read them aloud several times.
  4. Have the learners read the table in question 1 with you. Read out each entry loudly while pointing to its written form on the board. Ask the learners to repeat it chorally.
  5. For question 2, first read out each entry of the abbreviated form of the month of the year and ask the entire class to read chorally with you. Call a volunteer to point out each reading on the board as it is done. Next, ask one student at a time to read it out loudly individually. Keep correcting, where necessary. Repeat for all the learners one by one.
  6. Distribute the activity sheet, 'Months'.
  7. Demonstrate with examples the method for attempting question 1 and then ask the learners to circle the correct abbreviations for the given months.
  8. Circulate and assist where needed.

## Handout: Months

### 1. Read the names of the months.

January Jan	February Feb	March Mar	April Apr	May May	June June
July July	August Aug	September Sep	October Oct	November Nov	December Dec

### 2. Read the names of the months.

a) Feb

b) Jan

c) Mar

d) May

e) June

f) Apr

g) Aug

h) Sep

i) Dec

j) Oct

k) July

l) Nov

## Activity: Months

### 1. Circle the short form for each month.

- |              |      |      |
|--------------|------|------|
| a) October   | Oct  | Aug  |
| b) September | Feb  | Sep  |
| c) March     | Nov  | Mar  |
| d) December  | Nov  | Dec  |
| e) January   | Sep  | Jan  |
| f) April     | Mar  | Apr  |
| g) November  | Nov  | Dec  |
| h) February  | Aug  | Feb  |
| i) July      | July | Jan  |
| j) May       | Mar  | May  |
| k) June      | July | June |
| l) August    | Apr  | Aug  |

## Time

### Facilitator's Notes

**Level:** Pre-benchmark, CLB 1

**Time:** 30 minutes

**Targeted Language Skills:** listening, speaking, reading, writing

**Objective:** To enable learners to read and write the time of their appointment correctly.

**Materials:**

- Copy of activity sheet (one per learner)
- Pencils and erasers
- A clock

**Vocabulary:** a.m. p.m.

**Information:** You need to make an appointment before visiting a doctor. An appointment is the time and date you agree to meet or see someone. You can call your doctor's office to make an appointment. They will give you a date and time of when you can go and the address of the office. Sometimes, you will get an appointment card. This card has the information about the time and date of your appointment and the address. It will also have the name of the doctor. Time is written a.m. or p.m. after the number. For example, if we write the time as 11:30 **a.m.** it means that the appointment is before noon (12:00 p.m.). If we write the time as 1:30 **p.m.** it means that the appointment is after noon (12:00 p.m.). There are many different ways to write the date. Some of these are:

- Tuesday, November 14, 2010
- Tuesday, 14 November 2010
- Tues. Nov. 14/2010
- Tues. 11/14/10
- Tues. 11/14/2010

You need to make an appointment for most medical tests. You may need to call to make an appointment. Write the appointment date and time on a calendar to help you remember. You need to take your Alberta Personal Health Card to your appointment. It is very important to be fifteen minutes early for your appointment to fill out the forms.

**Brainstorm:** Ask learners:

- What time is it now?
- Can you write the present time on the board?

**Instructions:**

1. Explain to the learners the way of writing dates and the times of the day. Tell them that it is necessary to know about expressing the time this way because they will frequently have to read and record such times on appointment cards and while marking their calendars and diaries for appointments.
2. Write a.m. and p.m. on the board and explain.
3. Write down various examples on the board and ask the learners to read them aloud several times.
4. Distribute handout, 'Time'.
5. Tell the learners that they will read the times one by one in question 1 for you.
6. Distribute activity sheet, 'Time'.
7. Allow time for learners to read the sentences. Ask questions to check comprehension.
8. Circulate to check learners work for errors.

**Extension:** Bring a clock in the classroom. Change times and ask what the time is.

## Handout: Time

### 1. Read the time aloud.

a) 6:00 a.m.

e) 1:45 a.m.

b) 4:20 p.m.

f) 7:45 p.m.

c) 11:00 a.m.

g) 8:00 a.m.

d) 12:00 p.m.

h) 9: 15 p.m.

### 3. Read the appointment time aloud.

a) 10/21/09 at 5:00 p.m.

b) Tues. Nov. 10, 10:45 a.m.

c) Thurs. Mar. 20, 3:30 p.m.

d) Fri. 3-27-09 10:15 a.m.

e) Mon. Dec. 3, 12:45 p.m.



## Appointment

### Facilitator's Notes

**Level:** Pre-benchmark, CLB 1

**Time:** 30 minutes

**Targeted Language Skills:** listening, reading, writing

**Objective:** To familiarize learners with the appointment procedure and appointment card.

**Materials:**

- Copy of activity sheet (one per learner)
- Pencils and erasers
- Appointment cards (one copy per learner)

**Vocabulary:** doctor, appointment, schedule

**Information:** You need to make an appointment before visiting a doctor. An appointment is the time and date you agree to meet or see someone. You can call your doctor's office to make an appointment. They will give you a date and time of when you can go and the address of the office. Sometimes, you will get an appointment card. This card has the information about the time and date of your appointment and the address. It will also have the name of the doctor. Time is written a.m. or p.m. after the number. For example, if we write the time as 11:30 **a.m.** it means that the appointment is before noon (12:00 p.m.). If we write the time as 1:30 **p.m.** it means that the appointment is after noon (12:00 p.m.). There are many different ways to write the date. Some of these are:

- Tuesday, November 14, 2010
- Tuesday, 14 November 2010
- Tues. Nov. 14/2010
- Tues. 11/14/10
- Tues. 11/14/2010

You need to make an appointment for most medical tests. You may need to call to make an appointment. Write the appointment date and time on a calendar to help you remember. You need to take your Alberta Personal Health Card to your appointment. It is very important to be fifteen minutes early for your appointment to fill out the forms.

**Brainstorm:** Ask learners:

- Do you get a card when you make an appointment with a doctor?
- What is written on the card?

**Instructions:** 1. Write down the key words on the board, show pictures where possible and teach their pronunciations and meanings. Ask the learners to read

them aloud several times.

2. Distribute the activity sheet, 'Appointment'.
3. Tell the learners to look at the pictures and ask them questions to ensure that they understand.
4. Ask the learners to copy the words, name, date and time of the appointment in the spaces under the pictures.
5. Circulate and assist where needed. Obtain consensus on the answers.

**Extension:** Photocopy blank appointment cards and distribute among the learners. Read an appointment and ask them to fill the card. (Extension Activity sheet found on page: 20)

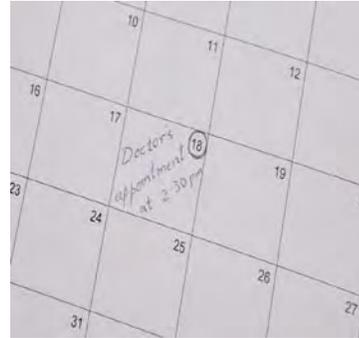
## Activity: Appointment

1. Look at the pictures and copy the words.



doctor

---



appointment

---

2. Copy the name, date and time of the appointment.



Anna listens to the date and time

Your next appointment is scheduled for:

Name: Anna

---

Date: Feb. 11

---

Time: 1:30pm

---

## Extension Activity: Appointment Cards

For: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Dr. Keith Miller  
125 3005 19 Av SW  
Calgary, AB  
403-457-6328

For: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Dr. Keith Miller  
125 3005 19 Av SW  
Calgary, AB  
403-457-6328

For: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Dr. Keith Miller  
125 3005 19 Av SW  
Calgary, AB  
403-457-6328

## Appointment Card

### Facilitator's Notes

**Level:** Pre-benchmark, CLB 1

**Time:** 30 minutes

**Targeted Language Skills:** reading, writing

**Objective:** To enable learners to read and write the information cards.

**Materials:**

- Copy of activity sheet (one per learner)
- Pencils and erasers

**Vocabulary:** appointment, hospital, information

**Information:** You need to make an appointment before visiting a doctor. An appointment is the time and date you agree to meet or see someone. You can call your doctor's office to make an appointment. They will give you a date and time of when you can go and an address of the office. Sometimes, you will get an appointment card. This card has the information about the time and date of your appointment as well as the address. It will also have the name of the doctor. Time is written a.m. or p.m. after the number. For example, if we write the time as 11:30 **a.m.** it means that the appointment is before noon (12:00 p.m.). If we write the time as 1:30 **p.m.** it means that the appointment is after noon (12:00 p.m.). There are many different ways to write the date. Some of these are:

- Tuesday, November 14, 2005
- Tuesday, 14 November 2005
- Tues. Nov. 14/2005
- Tues. 11/14/05
- Tues. 11/14/2005

You need to make an appointment for most medical tests. You may need to call to make an appointment. Write the appointment date and time on a calendar to help you remember. You need to take your Alberta Personal Health Card to your appointment. It is very important to be fifteen minutes early for your appointment to fill out the forms.

**Brainstorm:** Activity sheet 'Appointment' or ask learners:

- Do you get a card when you make an appointment with a doctor?
- What is written on the card?

**Instructions:**

1. Distribute activity sheet, 'Appointment Card'.
2. Write down the vocabulary on the board and teach their pronunciations and meanings. Ask the learners to read them aloud several times.
3. Tell the learners to look at the appointment cards and ask them

questions about the names of the doctors, times of appointments and the days/dates of appointments.

4. Ask the learners to copy the appointments.
5. Tell them to write their own information in the box at the bottom of the page.
6. Circulate and assist where needed.

## Activity: Appointment Card

Read and copy the information from the information card.



For: Salma Khan  
Date: 25 July  
Time: 9:25 am  
Dr Mary Smith  
305 Riverside  
Drive  
NE, Calgary, AB  
403-879-3645

Dr's Name: \_\_\_\_\_

Appointment Date: \_\_\_\_\_

Appointment Time: \_\_\_\_\_

For: Doris Wang  
Date: 17 August  
Time: 3:50 pm  
  
Dr Jerry Chang  
127 Cliff Road  
NW, Calgary, AB  
403-252-9148

Dr's Name: \_\_\_\_\_

Appointment Date: \_\_\_\_\_

Appointment Time: \_\_\_\_\_

### Your Information

Doctor's Name: \_\_\_\_\_

Dentist's Name: \_\_\_\_\_

Name of Hospital: \_\_\_\_\_

## Information Card

### Facilitator's Notes

**Level:** Pre-benchmark, CLB 1

**Time:** 30 minutes

**Targeted Language Skills:** reading, writing

**Objective:** To enable learners to provide personal information where needed.

**Materials:**

- Copy of activity sheet (one per learner)
- Pencils and erasers

**Vocabulary:** information, date of birth, purse, wallet

**Information:** You need to make an appointment for most medical tests. You may need to call to make an appointment. Write the appointment date and time on a calendar to help you remember. You need to take your Alberta Personal Health Card to your appointment. It is very important to be fifteen minutes early for your appointment to fill out the forms.

**Brainstorm:** Ask learners:

- Where do you live?
- Can you write your address?

**Instructions:**

1. Write down the new vocabulary on the board and teach their pronunciations and meanings. Ask the learners to read them aloud several times.
2. Distribute activity sheet, 'Information Card'.
3. Ask the learners to look at the information card and read the particulars of the card holder aloud. Ask the learners about the phone information of Health Link Alberta and read the numbers aloud.
4. Ask the learners to write down the particulars of the card holder.
5. Ask the learners to write down their own particulars in the appropriate spaces.
6. Ask the learners to fill in the blanks on the information card with their own information.
7. Circulate and assist where needed. Tell the learners that they can keep a personal information card in their purse/wallet for ease of reference when making appointments.

## Activity: Information Card

Look at Suzy's Information Card.  
Copy her information on the lines.

<p><b><u>INFORMATION CARD</u></b> (Keep this in your purse/wallet)</p> <p>Name: Suzy Wong</p> <p>Address: 553 Taralake Road NE T7K 8B4, Calgary AB</p> <p>Home Phone: 403-123-456</p> <p>Date of Birth: 21 June 1985</p> <p>Alberta Health Card Number: 12345-6789</p> <p>Health Link Alberta Phone: 403-943-5465 or 1-866-408-5465 (toll free)</p>
---

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home phone number: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Alberta Health Card Number: \_\_\_\_\_

Health Link Alberta phone: \_\_\_\_\_

## Activity: Information Card (continued)

Fill in the blank card with your own information.

<p><b><u>INFORMATION CARD</u></b> (Keep this in your purse/wallet)</p>
Name:
Address:
Home Phone:
Date of Birth:
Alberta Health Card Number:
Health Link Alberta Phone Number:

## Appointment for a Medical Test

### Facilitator's Notes

**Level:** CLB 1, CLB 2

**Time:** 30 minutes

**Targeted Language Skills:** reading, writing

**Objective:** To enable learners to find labs or radiology clinics near their houses from yellow pages.

**Materials:** Copy of activity sheet (one per learner)  
Pencils and erasers

**Vocabulary:** radiology, location, address, appointment, ultrasound, ECG, Pap

**Information:** You need to make an appointment before visiting a doctor. An appointment is the time and date you agree to meet or see someone. You can call your doctor's office to make an appointment. They will give you a date and time of when you can go and the address of the office. Sometimes, you will get an appointment card. This card has the information about the time and date of your appointment and the address. It will also have the name of the doctor. Time is written a.m. or p.m. after the number. For example, if we write the time as 11:30 **a.m.** it means that the appointment is before noon (12:00 p.m.). If we write the time as 1:30 **p.m.** it means that the appointment is after noon (12:00 p.m.). There are many different ways to write the date. Some of these are:

- Tuesday, November 14, 2010
- Tuesday, 14 November 2010
- Tues. Nov. 14/2010
- Tues. 11/14/10
- Tues. 11/14/2010

Different tests are done in different places. A radiology clinic does tests that take pictures of inside your body.

These tests include:

- X-rays (pictures of the bones and inside parts of your body)
- Ultra-sounds (used to look at internal parts of the body not bones)
- Mammograms (an x-ray of the breast)
- ECGs (heart tests)

It is important to get regular check-ups. An important check-up for women is a Pap test. The Pap test checks for changes in the cells of your cervix. The cervix is the lower part of the uterus (womb). The Pap test can show if you have abnormal (unhealthy) cells that could lead to cancer. During a Pap test the doctor takes cells from your cervix. Your family doctor or a

women's clinic can give you a Pap test. All women should have a Pap test every 1 to 3 years.

- Brainstorm:**
- Did you ever have to go for a lab test or an x-ray?
  - What problems did you face?
  - How did you find the lab?

- Instructions:**
1. Distribute the vocabulary activity and allow time for learners to match the pictures with the words.
  2. Circulate to help the learners individually.
  3. Distribute activity sheet, 'Appointment'.
  4. Discuss the Yellow Pages and explain the activity.
  5. Allow time for learners to read the yellow pages.  
Circulate to assist the learners individually.

- Answer Key:**
- |                                  |                       |
|----------------------------------|-----------------------|
| 1. b, c, d, e                    |                       |
| a. Castleridge Plaza             | b. 7:30 am to 5:00 pm |
| c. 20, 55 Castleridge Blvd. N.E. | d. Monday to Friday   |
| e. 403-777-3000                  | f. 8:00 am to 4:30 pm |

## Activity: Appointment for a Medical Test

Match the columns.

ECG



Ultrasound



Pap test



Mammography



Blood test



## Activity: Appointment for a Medical Test

Look at the Yellow Pages below. Answer the questions.



- X-ray
- Mammography
- Fluoroscopy
- Image-Guided Pain Therapy
- Bone densitometry
- Ultrasound
- Ultrasound-Guided Biopsy
- Vascular Centre
- Echocardiography
- Nuclear Imaging
- Myocardial Perfusion Imaging
- Exercise Stress Testing

To book an appointment call

403.555.1234

(7:30am – 5:00pm)

[www.radiologyclinic.com](http://www.radiologyclinic.com)

### CENTRAL

Northland Centre  
643 3 Street SW  
Ultrasound, Bone Densitometry,  
Mammography, X-ray,  
Echocardiography  
7:30am – 4pm, Mon-Fri

### NORTHEAST

Mount Villa Plaza  
503 Mount Villa Blvd NE  
Ultrasound, Nuclear Imaging, Bone  
Densitometry, Mammography, X-  
ray, Echocardiography  
8am – 4:30pm, Mon-Fri

### NORTHWEST

Northville Prof. Centre  
123 5 Avenue NW  
Ultrasound, Nuclear Imaging, Bone  
Densitometry, Mammography, X-  
ray  
8am – 9pm, Mon-Fri, Sat 9am –  
5pm, Sun & Holidays 10am – 4pm

### Sunrise Plaza

148 Sunshine Street NW  
Ultrasound, Bone Densitometry,  
Mammography, X-ray  
8am – 4:30pm, Mon-Fri

### SOUTHEAST

South Side Prof. Centre  
78 Sundry Road SE  
Ultrasound, Bone Densitometry,  
Mammography, Ultrasound-Guided  
Biopsy, X-ray  
7:30am – 4:30pm, Mon-Fri

### Mill Rise Common

8 Mill Rise Boulevard SE  
X-rays only  
7:30am – 11:30pm 7days/week

### Corner Brook Plaza

125 87 Street SE  
Ultrasound, Echocardiography,  
Bone Densitometry,  
Mammography, Myocardial  
Perfusion Imaging, Exercise Stress  
Testing. No X-ray.  
8am – 4:00pm, Mon-Fri

### SOUTHWEST

Westside Plaza  
83 Westside Lane SW  
Ultrasound, Bone Densitometry,  
Mammography, X-ray  
8:30am – 5pm, Mon-Fri

### Grey Prof. Centre

89 17 Avenue SW  
Ultrasound, Nuclear Imaging, Bone  
Densitometry, Mammography, X-  
ray, Fluoroscopy  
7:30am – 4:30pm, Mon-Fri, Sat  
8:30am – 4:30pm (except long  
weekends)

## Activity: Appointment for a Medical Test

### 1. Circle the types of tests that Radiology Clinics do.

a) Blood test

d) ECG

b) Mammography

e) Ultrasound

c) X-ray

f) Pap test

### 2. You live in the Northeast. You have to go for an x-ray.

a. Which clinic will you go to? \_\_\_\_\_

b. What is the address? \_\_\_\_\_

c. What is the phone number? \_\_\_\_\_

d. When can you book an appointment? \_\_\_\_\_

e. What days are they open? \_\_\_\_\_

f. What are the working hours? \_\_\_\_\_



## Making an Appointment

### Facilitator's Notes

**Level:** CLB 1, CLB 2

**Time:** 40 - 60 minutes

**Targeted Language Skills:** listening, speaking, reading, writing

**Objective:** To enable learners to make an appointment for their doctor's visit.

**Materials:**

- Copy of activity sheet (one per learner)
- Pencils and erasers

**Vocabulary:** appointment, patient, problem

**Information:** You need to make an appointment before visiting a doctor. An appointment is the time and date you agree to meet or see someone. You can call your doctor's office to make an appointment. They will give you a date and time of when you can go and the address of the office. Sometimes, you will get an appointment card. This card has the information about the time and date of your appointment and the address. It will also have the name of the doctor. Time is written a.m. or p.m. after the number. For example, if we write the time as 11:30 **a.m.** it means that the appointment is before noon (12:00 p.m.). If we write the time as 1:30 **p.m.** it means that the appointment is after noon (12:00 p.m.). There are many different ways to write the date. Some of these are:

- Tuesday, November 14, 2010
- Tuesday, 14 November 2010
- Tues. Nov. 14/2010
- Tues. 11/14/10
- Tues. 11/14/2010

You need to make an appointment for most medical tests. You may need to call to make an appointment. Write the appointment date and time on a calendar to help you remember. You need to take your Alberta Personal Health Card to your appointment. It is very important to be fifteen minutes early for your appointment to fill out the forms.

**Brainstorm:** Ask learners:

- Do you make an appointment before you visit a doctor?
- Whom do you talk with? What do you say?
- Do you face any problems?

- Instructions:**
1. Distribute activity sheet 'Making an appointment'.
  2. Tell the learners about the procedure for booking an appointment on the telephone and the need to carry their Alberta Health Care Card to the appointment.
  3. Role-play by acting as the nurse and call a volunteer to act as Kim to read the dialogue aloud. Ask questions to confirm comprehension.
  4. Call all the learners one by one to act as Kim and enact the dialogue.
  5. Demonstrate the method of attempting questions in the first part. Ask the learners to answer the questions by filling in the blanks.
  6. For the second question, demonstrate with a few examples on the board and ask the learners to circle the correct answers.
  7. Circulate and assist where needed. Obtain consensus on the answers.

- Answer Key:**
1.
    - a. Dr. Karim
    - b. Kim
    - c. Monday, September 15 at 2:30pm
    - d. Alberta Personal Health Card
    - e. Name
    - f. Back pain
  2.
    - a. Yes
    - b. No
    - c. No
    - d. Yes
    - e. No
    - f. Yes

## Activity: Making an Appointment

Read the story.



Kim: I would like an appointment with Dr. Karim please.

Nurse: Are you a patient of Dr. Karim?

Kim: No, I am not.

Nurse: Okay, so you are a new patient.

Dr. Karim will see you on Monday, Sep.15 at 2:30 pm.

Please bring your Alberta Personal Health Card when you come.

Can you spell your name please?

Kim: Kim Roy. R-O-Y

Nurse: What is the problem?

Kim: I have back pain.

Nurse: Thank you. See you on Monday.

## Activity: Making an Appointment

### 1. Read the story and fill in the blanks.

- a. Name of doctor \_\_\_\_\_
- b. Name of patient \_\_\_\_\_
- c. Kim's appointment is on: Date \_\_\_\_\_, day \_\_\_\_\_, time \_\_\_\_\_
- d. Kim will bring her \_\_\_\_\_
- e. What did Kim spell? \_\_\_\_\_
- f. What was the problem? \_\_\_\_\_

### 2. Read the story and circle the correct answer.

- |  |            |           |
|--|------------|-----------|
| a) Kim will see the doctor for the first time.               | <b>Yes</b> | <b>No</b> |
| b) Kim has an appointment on Tuesday.                        | <b>Yes</b> | <b>No</b> |
| c) Kim has an appointment in the morning.                    | <b>Yes</b> | <b>No</b> |
| d) Kim has a sore throat.                                    | <b>Yes</b> | <b>No</b> |
| e) Kim spelled her first name.                               | <b>Yes</b> | <b>No</b> |
| f) The nurse asks Kim to bring Alberta Personal Health Card. | <b>Yes</b> | <b>No</b> |

## Role Play: Making an Appointment

### Facilitator's Notes

**Level:** CLB 2

**Time:** 40 - 60 minutes

**Targeted Language Skills:** listening, speaking

**Objective:** To enable learners to make an appointment for their doctor's visit.

**Materials:**

- Copy of activity sheet (one per learner)
- Pencils and erasers

**Vocabulary:** patient, date of birth, hurting, tomorrow

**Information:** You need to make an appointment before visiting a doctor. An appointment is the time and date you agree to meet or see someone. You can call your doctor's office to make an appointment. They will give you a date and time of when you can go and an address of the office. Sometimes, you will get an appointment card. This card has the information about the time and date of your appointment as well as the address. It will also have the name of the doctor. Time is written a.m. or p.m. after the number. For example, if we write the time as 11:30 **a.m.** it means that the appointment is before noon (12:00 p.m.). If we write the time as 1:30 **p.m.** it means that the appointment is after noon (12:00 p.m.). There are many different ways to write the date. Some of these are:

- Tuesday, November 14, 2005
- Tuesday, 14 November 2005
- Tues. Nov. 14/2005
- Tues. 11/14/05
- Tues. 11/14/2005

You need to make an appointment for most medical tests. You may need to call to make an appointment. Write the appointment date and time on a calendar to help you remember. You need to take your Alberta Personal Health Card to your appointment. It is very important to be fifteen minutes early for your appointment to fill out the forms.

**Brainstorm:** Ask learners:

- Do you make an appointment when you plan to visit a doctor?
- Who do you talk to?
- What do you say?
- Do you face any problems?

- Instructions:**
1. Write down the vocabulary words on the board, and teach their pronunciations and meanings. Ask the learners to read them aloud several times.
  2. Tell the learners that they will practice making appointments.
  3. Distribute the activity sheet, 'Role-play – Making an Appointment'.
  4. Act as the receptionist and ask a volunteer to act as a patient. Role-play the script in the activity sheet.
  5. Check the comprehension by eliciting responses from the learners. For example, say, *“Do you have an Alberta Personal Health Card?”* Have the learners respond by using a phrase from the activity sheet. Practice all the dialogues by asking one learner at a time. Keep changing the learners for each dialogue, so that all the learners get practice.
  6. Now form pairs, designating one as the receptionist and the other as a patient requesting appointment. Ask the learners to practice several times. After sufficient practice, have the learners perform in front of the class.

## Role-play: Making an Appointment

Practice the dialogue for making an appointment.

Receptionist: Good afternoon, Lakeview Medical Center.

Amy: Good afternoon, I want to make an appointment.

Receptionist: Have you been to this clinic before?

Amy: No, I am a new patient.

Receptionist: Ok, please tell me your name.

Amy: My name is Amy Smith.

Receptionist: What is your phone number?

Amy: It is 403-518-3342.

Receptionist: Can you come in tomorrow at 11am?

Amy: I will be at work at that time. I get off at 3pm.

Receptionist: We can see you at 4:15pm. Will that be ok?

Amy: That is fine.

Receptionist: Our address is 570 Lakeview Drive NW.

Amy: Thank you.

Receptionist: Please bring along your Alberta Personal Health Card.  
See you tomorrow at 4:15pm.

Amy: Bye.

## Cancelling an Appointment

### Facilitator's Notes

**Level:** CLB 1, CLB 2

**Time:** 40 - 60 minutes

**Targeted Language Skills:** reading, writing

**Objective:** To enable learners to cancel their appointments if they are unable to go.

**Materials:** Copy of activity sheet (one per learner)  
Pencils and erasers

**Vocabulary:** cancel, appointment

**Information:** If you cannot go to the appointment, you should call the doctor's office to tell them. You can make an appointment for another day. If you do not cancel your appointment 24 hours before your appointment, you may have to pay for the appointment.

**Brainstorm:** Ask learners:

- Did you ever have to cancel an appointment?
- What did you do?
- Whom did you talk with?

**Instructions:**

1. Distribute activity sheet, 'Cancelling an Appointment'.
2. Tell the learners that they have to cancel an appointment if they are unable to go.
3. Role-play by acting as the nurse and call a volunteer to act as Dora to read the dialogue aloud. Ask questions to confirm comprehension. Call all the learners one by one to act as Dora and enact the dialogue.
4. Demonstrate with a few examples the method of answering the questions.
5. Ask the learners to attempt the questions.
6. Circulate and assist where needed. Obtain consensus on the answers.

**Answer Key:**

a. On Monday	b. Her son	c. Her appointment
d. Her son was sick	e. No, she didn't	f.

## Activity: Cancelling an Appointment

### Read about Dora.

Dora has a doctor's appointment on Monday.

She cannot go to the appointment.

She has to stay at home with her son.

He is very sick.

He needs to stay at home and rest for one week.

Dora needs to change her appointment.

### Answer the questions.

a) When is Dora's appointment? \_\_\_\_\_

b) Who is very sick? \_\_\_\_\_

c) How long does he need do rest? \_\_\_\_\_

## Activity: Cancelling an Appointment

Dora cancels her appointment.

Nurse: How can I help you?

Dora: I want to cancel my appointment

Nurse: Your name, please

Dora: Dora James, J-A-M-E-S

Nurse: When was your appointment?

Dora: On Monday at 2:30 pm

Nurse: Would you like to make another appointment?

Dora: Not right now. Thanks.

Answer the questions.

a) What did Dora cancel? \_\_\_\_\_

b) Why did Dora cancel the appointment? \_\_\_\_\_

c) Did Dora make a new appointment? \_\_\_\_\_

## Changing an Appointment

### Facilitator's Notes

**Level:** CLB 1, CLB 2

**Time:** 40 - 60 minutes

**Targeted Language Skills:** listening, speaking

**Objective:** To enable learners to phone to change their appointments.

**Materials:** Copy of activity sheet (one per learner)  
Pencils and erasers

**Vocabulary:** appointment, due, receptionist, located

**Information:** The doctor's office may call you to change your appointment. You can choose another time and date that works for you. If you cannot go to the appointment, you should call the doctor's office to tell them. You can make an appointment for another day. If you do not cancel your appointment 24 hours before your appointment, you may have to pay for the appointment.

**Brainstorm:** Ask learners:

- Did you ever have to change your appointment? How did you do that?
- Did you have difficulty talking on phone?

**Instructions:**

1. Distribute activity sheet, 'Role-play – Changing an Appointment'.
2. Write down the key words on the board and teach their pronunciations and meanings. Ask the learners to read them aloud several times.
3. Tell the learners that sometimes due to unforeseen events, the appointment has to be changed. Tell them that now they will practice rescheduling an appointment.
4. Act as the receptionist and call a volunteer to act as a patient requesting a change of appointment. Role-play the script in the activity sheet.
5. Check the comprehension by eliciting responses from the learners. For example, say, "When is the appointment?" Learners respond by using a phrase from the activity sheet. Practice all the dialogues by asking one student at a time to respond. Keep changing the learners for each dialogue, so that all the learners can practice.
6. Now form pairs, designating one as the receptionist and the other as a patient requesting a change in appointment. Ask them to practice several times. After sufficient practice, change the roles and ask them to repeat the exercise.

## Role-play: Changing an Appointment

### Practice the dialogue.

Receptionist: Good morning, Dr Leong's office.

Amrita: Good morning. I want to change my appointment.

Receptionist: Ok, what is your name?

Amrita: My name is Amrita Pam.

Receptionist: When is your appointment?

Amrita: It is at 12:45pm on Tuesday.

Receptionist: Okay, I have located it. When do you want to come?

Amrita: Can I come on Friday at 3:45pm?

Receptionist: Let me check. Yes, Dr Leong can see you at 3:45pm.

Amrita: Thank you.

Receptionist: Please bring along your Alberta Health Care Card.

Amrita: Sure.

Receptionist: Bye.

Amrita: Bye.

## Receiving a Message

### Facilitator's Notes

**Level:** CLB 1, CLB 2

**Time:** 20 - 30 minutes

**Targeted Language Skills:** listening, reading, writing

**Objective:** To enable learners to comprehend the phone calls from a doctor's office.

**Materials:** Copy of activity sheet (one per learner)  
Pencils and erasers

**Vocabulary:** message, appointment, confirm

**Brainstorm:** Ask learners:

- Do you receive calls from your doctor's office to confirm appointments?
- What do they say?

**Instructions:**

1. Distribute activity sheet, 'Receiving a Message'.
2. Introduce new vocabulary. Ask the learners to read them aloud several times.
3. Use an example on the board to explain the task to the learners.
4. Read out the entire listening script, 'Receiving a Message' slowly and ask questions from the learners to confirm comprehension.
5. Read the script again and tell the learners that they should now fill in the blanks on their activity sheets as you read out sentences one by one. Stop and repeat many times after each sentence, to enable the learners to respond to each item.
6. Encourage the learners to ask you to repeat, if they need to do so.
7. Check the learners' answers and get class consensus on their accuracy. Repeat the exercise many times until the responses are accurate.

**Answer Key:**

a. Amrit Kaur	b. Jane
c. Dr. Tom's office	d. 15 March at 3:15 pm
e. 403-766-8324	f. 241, 45th Street NE
g. confirm	

## Listening: Receiving a Message

Hi, this is a message for Amrit Kaur.

My name is Jane.

I am calling from Dr Tom's office.

This is to confirm your appointment on 15 March at 3:15 pm

Our phone number is 403-766-8324.

Our address is 241, 45th Street N.E.

Please call back to confirm.



## Activity: Receiving a Message

Listen to the words and fill in the blanks.

- a) Hi, this is a message for \_\_\_\_\_.
- b) My name is \_\_\_\_\_.
- c) I am calling from the office of Dr. \_\_\_\_\_.
- d) This is to confirm your appointment on \_\_\_\_\_ at \_\_\_\_\_.
- e) Our phone number is \_\_\_\_\_.
- f) Our address is \_\_\_\_\_.
- g) Please call back to \_\_\_\_\_.

Amrit Kaur	Jane	Tom's
Confirm	March	241, 45th Street N.E.

## Sarah has a Fever

### Facilitator's Notes

**Level:** CLB 2

**Time:** 40 - 60 minutes

**Targeted Language Skills:** listening, speaking, reading, writing

**Objective:** To familiarize learners with procedures of making an appointment.

**Materials:**

- Copy of activity sheet (one per learner)
- Pencils and erasers
- Strip story cut outs (one set per learner)

**Vocabulary:** fever, thermometer, telephone, receptionist, interpreter, appointment

**Information:** You need to make an appointment before visiting a doctor. An appointment is the time and date you agree to meet or see someone. You can call your doctor's office to make an appointment. They will give you a date and time of when you can go and an address of the office. Sometimes, you will get an appointment card. This card has the information about the time and date of your appointment as well as the address. It will also have the name of the doctor. Time is written a.m. or p.m. after the number. For example, if we write the time as 11:30 **a.m.** it means that the appointment is before noon (12:00 p.m.). If we write the time as 1:30 **p.m.** it means that the appointment is after noon (12:00 p.m.). There are many different ways to write the date. Some of these are:

- Tuesday, November 14, 2005
- Tuesday, 14 November 2005
- Tues. Nov. 14/2005
- Tues. 11/14/05
- Tues. 11/14/2005

You need to make an appointment for most medical tests. You may need to call to make an appointment. Write the appointment date and time on a calendar to help you remember. You need to take your Alberta Personal Health Card to your appointment. It is very important to be fifteen minutes early for your appointment to fill out the forms.

**Brainstorm:**

- Distribute activity sheet, 'Sarah has Fever'.
- Discuss the people in the pictures and the situation depicted.

**Instructions:**

1. Write down new vocabulary on the board. Explain their meanings and tell the learners to read them aloud several times. Say a word and ask the learners to point to the picture depicting it. Ask the learners to copy

these under the relevant pictures.

2. Using general and specific questions, elicit from the learners a story about the situation and the required response.
3. For lower level learners cut out the strip story. Provide every learner with a set. Have them relate the sentences to the pictures.
4. Write the story on the board.
5. Read the story aloud, pausing where editing is needed. Ask questions, such as “Is there another way to say this?”, “Is this okay?”
6. Ask the learners to copy the story onto their activity sheets and take turns reading the story to their partners.
7. Read the story aloud with the class several times and emphasize the need for getting a medical appointment when somebody is sick/ill.

**Answer Key:** Sample story: Sarah is not well, so her mom is taking her temperature. She has a fever and is not well. Her mother calls the family doctor. She speaks to a receptionist and makes an appointment. She writes down her appointment time.

- |                |                 |                |
|----------------|-----------------|----------------|
| a. Thermometer | b. Fever        | c. Telephone   |
| d. Interpreter | e. Receptionist | f. Appointment |

## Activity: Sarah has a Fever

1. Copy the words from the board.



a. \_\_\_\_\_



b. \_\_\_\_\_



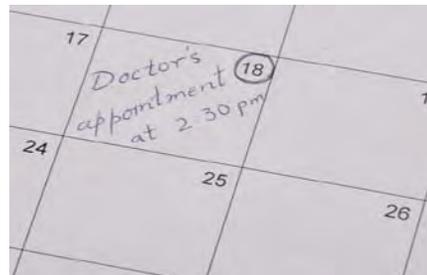
c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_

## Activity: Sarah Has a Fever

-----

Sarah is not well.

-----

Her mom is taking her temperature.

-----

Her mother calls the family doctor.

-----

She talks on the phone with the help of an interpreter.

-----

She speaks to a receptionist.

-----

She writes her appointment.

-----



## Jill Needs an Annual Check-up

### Facilitator's Notes

**Level:** CLB 1, CLB 2

**Time:** 40 - 60 minutes

**Targeted Language Skills:** listening, speaking, reading, writing

**Objective:** To familiarize learners with the concept and importance of annual/periodic check-ups.

**Materials:**

- Copy of activity sheet (one per learner)
- Pencils and erasers
- Strip story cut outs (one for each learner)

**Vocabulary:** appointment, check-in, questions

**Information:** Sometimes you go to the doctor when you are not sick. You go for regular check-ups (visits to your doctor when you do not have any symptoms to make sure you are healthy). These check-ups are called annual (every year) or periodic (every 2 or 3 years) check-ups.

**Brainstorm:** Ask learners:

- Do you go for a regular check-up?
- What is an annual check-up?

**Instructions:**

1. Distribute activity sheet, 'Jill needs an Annual Check-up'
2. Discuss people in the pictures and the situation depicted
3. Ask questions to elicit specific information about the situation in the pictures. Explain the necessity of making an appointment prior to going to a doctor/dentist/lab.
4. Introduce new vocabulary. Say a word and ask the learners to point to the picture depicting it.
5. Using general and specific questions, elicit from the learners a story about the situation. Write the story on the board.
6. For lower level learners cut out the strip story for each learner. Have them relate the sentences to the pictures.
7. Read the story aloud, pausing where editing is needed. Ask questions, such as "Is there another way to say this?", "Is this okay?"
8. Ask the learners to copy the story onto their activity sheets and take turns reading the story to their partners.
9. Have the learners read the story aloud several times and emphasize the need for getting a medical appointment before going to a doctor/dentist/lab.

**Answer Key:** Jill called her doctor. She spoke with the receptionist. She made an appointment for Wednesday at 3. She went to the doctor and check-in with the receptionist. The doctor asked her a few questions. Jill asked the doctor a few questions. The doctor asked Jill to make another appointment....

## Activity: Jill Needs an Annual Check-Up

Look at the pictures.

Tell a story.



### Activity: Jill Needs an Annual Check-Up

---

Jill called her doctor.

She spoke with the receptionist. She made an appointment.

---

She went to the doctor's office.

She told the receptionist about her appointment.

---

The doctor asked her questions.

Jill asked the doctor questions.

---

The doctor asked Jill to make another appointment.

---

She went back for her new appointment.

---

The doctor did her annual check-up.

---



## Additional References

- Regular Check-ups (AHS)  
<http://www.albertahealthservices.ca/595.asp>