ESL Health Unit

Unit One
The Doctor’s Office

Advanced Beginning

Concept and initial activities by Heather Musselman with additional activities and materials by Marni Baker Stein and Hilary Bonta

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Acknowledgments

Thematic units were developed by ESL practitioners teaching ESL Health Literacy classes to elder immigrants at five senior centers in Philadelphia. Each instructor selected two topics of greatest interest to their class from a list of health literacy topics, identified by immigrant elders participating in focus groups in Philadelphia and San Jose. SHINE staff conducted regular curriculum development meetings at which teachers discussed themes emerging from their classes and methods for encouraging learners to write about these topics. Many of the lesson activities within the units are based on learner narratives, in which elder immigrants share their experiences accessing healthcare in the US.

The project would like to thank the elder immigrants who participated in the ESL Health Literacy classes and who shared their stories and health concerns with us. Many thanks to the teachers who taught the classes, participated in the curriculum development process, formulated the topics upon which the units are based and developed many of the activities in the units. We would also like to express our gratitude to Gail Weinstein for her work on the Learners’ Lives as Curriculum framework, which provided the inspiration for this curriculum development process. Many thanks to Marni Baker Stein, Hilary Bonta, Melissa Halaway and Sharon Nicolary for their careful work in developing additional activities and instructional materials, ensuring that activities were at consistent proficiency levels, and standardizing the format of units.

The initial concept and activities for this unit were developed by Heather Musselman, in collaboration with elder learners at the Golden Slipper Senior Center in Philadelphia. Additional activities and revision by Marni Baker Stein, author of Talk it Through: Listening, Speaking and Pronunciation (Houghton Mifflin) and Hilary Bonta of the English Language Program at the University of Pennsylvania. Patricia Dillon, RN, PhD, of Temple’s School of Allied Health, provided input on health content.
# The Doctor’s Office
A Thematic Unit for Intermediate Level Learners

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<tr>
<td>Goals for this Lesson</td>
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</tr>
</tbody>
</table>
### Note to Teachers!

The following websites were used in developing this site. You may find them useful references to support your instruction.

**WebMD “Check Your Symptoms”**
http://my.webmd.com/medical_information/check_symptoms/default.htm

**Talking With Your Doctor: A Guide for Older People**
http://www.niapublications.org/pubs/talking/p5.htm

**The Mayo Clinic: Compiling your family medical history: Using the past to prepare for your future.**
Goals for this lesson:
Below are some of the goals of this module. Which ones are your goals too? Check (✓) them.

- [ ] describe your feelings
- [ ] understand a voicemail message
- [ ] learn new vocabulary
Lesson One: Making Appointments

Reading and Writing Practice

Before You Read!

Look at the pictures (A-D) and answer the questions.

Who do you see in these pictures?
Where are they?
Who is the man calling? Why?

Vocabulary Review

doctor

doctor’s office

appointment

emergency

voicemail

phone call

feel sick

ill

happy

nervous

upset

scared
Questions

In your country:

1. Why do you call a doctor’s office?

2. Who answers the phone when you call the doctor – a person or a machine?

3. When you call the doctor’s office…
   What do you say?
   Is it easy or difficult?
   How do you feel (nervous, scared, happy)?

In the United States:

4. Do you make appointments with the doctor?

5. When you call the doctor’s office…
   What do you say?
   Is it easy or difficult?
   How do you feel (nervous, scared, happy)?
Grammar Tip: Simple Present Tense

The To Be Verb
I am nervous. We are nervous.
You are nervous. You are nervous.
He/she/it is nervous. They are nervous.

Regular Verbs (feel, call)
I feel nervous. I always call the doctor.
You feel scared. You call the doctor sometimes.
He/she feels angry. He/she calls the doctor often.
We feel fine. We call the doctor once a month.
You feel okay. You call the doctor once a week.
They feel comfortable. They never call the doctor.
Fill in the blanks with the correct form of the verb:

1. I __________ (be) angry.

2. He __________ (be) nervous.

3. She __________ (be) hungry.

4. You __________ (be) thirsty.

5. They __________ (be) sad.

6. We __________ (be) happy.

7. You __________ (feel) angry.

8. I __________ (call) my daughter once a week.

9. She __________ (feel) okay.

10. They __________ (call) me every day.
Reading One: Calling the Doctor’s Office

Now, please read the story and then answer the questions with your classmates and your teacher.


Answer the questions:

1. What happens to the man when he calls the doctor?

2. How does the man feel?

3. How do you feel when this happens to you? Circle the words that describe how you feel.

   angry          scared          nervous          worried

   comfortable   okay            fine
Writing Practice:

Now, write about how you feel when you talk to your doctor:

When I call the doctor I feel...
Goals for this lesson:
Below are some of the goals of this module. Which ones are your goals too? Check (✓) them.

- understand a voicemail message
- learn new vocabulary
- describe why you call the doctor
- make an appointment
Lesson One: Making Appointments

Listening and Speaking Practice

Before You Listen!

*People call the doctor for many reasons. Why do you call the doctor?*

| □ Schedule an Appointment | □ You feel sick and need to see a doctor |
| □ Confirm an appointment   | □ Ask a question about a bill           |
| □ Ask the doctor a question | □ Request a prescription refill       |
| □ Change an appointment   | □ Ask the nurse a question             |
| □ Request a referral      | □ Talk about an emergency              |
**Vocabulary Review**

*Review these words and expressions with your classmates and teacher.*

<table>
<thead>
<tr>
<th>VOCABULARY WORD</th>
<th>MEANING</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral</td>
<td>a permission form to see another doctor</td>
<td>I need a referral to see the doctor.</td>
</tr>
<tr>
<td>Bill</td>
<td>amount of payment for doctor’s services</td>
<td>I have to pay my bill.</td>
</tr>
<tr>
<td>Prescription</td>
<td>note from doctor for medicine</td>
<td>I need a prescription for my pain.</td>
</tr>
<tr>
<td>Refill</td>
<td>note from doctor for more of the same medicine</td>
<td>I don’t have anymore medicine. I need a refill.</td>
</tr>
</tbody>
</table>
Review these phrases with your classmates and teachers.

<table>
<thead>
<tr>
<th>PHRASES</th>
<th>MEANING</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To schedule an appointment</td>
<td>to make an appointment</td>
<td>Patient: I need to schedule an appointment for Monday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secretary: How about 2:00 p.m.?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient: That’s fine. Thank you.</td>
</tr>
<tr>
<td>To confirm an appointment</td>
<td>to find out when your appointment is</td>
<td>Patient: I need to confirm my appointment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secretary: Your appointment is at 5:00 p.m. on Monday.</td>
</tr>
<tr>
<td>To change an appointment</td>
<td>to choose a new time or date</td>
<td>Patient: I need to change my appointment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secretary: When would you like to come in?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient: Can I come in next week?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secretary: That is fine. You can come in next Tuesday at 10:00 a.m.</td>
</tr>
</tbody>
</table>
| To request a referral | to ask for a paper so that you can see another doctor | Patient: I need a referral to see another doctor.  
Secretary: What doctor do you need to see?  
Patient: A heart specialist. |
|-----------------------|--------------------------------------------------------|------------------------------------------------------------------|
| To request a prescription refill | to ask for more medication | Patient: I need a prescription refill.  
Secretary: What medicine are you taking?  
Patient: Motrin. |
| To stay on the line | To wait on the phone for someone to answer | “Please stay on the line and someone will be with you soon.” |
Listening One: Voicemail Message

Listen to the following voicemail message from a doctor’s office.

Hello. You have reached the Health Center Plus. Please choose from the following options. Listen carefully. If this is an emergency, press 1. If you want to schedule, change, or confirm an appointment, select 2. If you want to refill a prescription press 3. If you want to request a referral, press 4. If you are sick and you wish to speak to the nurse press 5. If you have a question about a bill press 6. If you are calling from a rotary phone, please stay on the line for the next available representative.

Now listen again and write the number for each choice.

| ___ Schedule an Appointment | ___ You feel sick and need to see a doctor |
| ___ Confirm an appointment | ___ Ask a question about a bill |
| ___ Ask the doctor a question | ___ Request a prescription refill |
| ___ Change an appointment | ___ Ask the nurse a question |
| ___ Request a referral | ___ Emergency |

After you have written a number beside each reason, share your answers with your classmates and your teacher.
Listening Two: Making an Appointment

Listen to the conversation.

Why does the patient call the doctor’s office?

Secretary: Dr. Lopez’s office. How may I help you?

Patient: Hi. I’d like to make an appointment.

Secretary: When would you like to come in?

Patient: Tomorrow.

Secretary: What kind of problem are you having?

Patient: I have a bad headache.

Secretary: Ok, let me help you schedule something. Could you come in tomorrow at 2:00?

Patient: Yes, that would be fine.

Secretary: Okay, we’ll see you then.

Patient: Thank you. Bye.

Listen again and answer the questions.

1. When is the appointment?

2. What is the patient’s problem?

With a partner, practice reading the dialogue.
Talk About It!

Making an Appointment:

Use these expressions to make an appointment:

Could I make an appointment please?

I would like to make an appointment.

(or I’d like to make an appointment)

I need an appointment for next week.

Work with a partner. One person is the secretary and the other is the patient.

Practice making an appointment.
ESL Health Unit

Unit One
The Doctor’s Office

Lesson One
Making Appointments

Real Practice
Advanced Beginning

Goals for this lesson:
Below are some of the goals of this module. Which ones are your goals too? Check (✓) them.

☐ understand a voicemail message
☐ learn new vocabulary
☐ describe why you call the doctor
☐ make an appointment
Lesson One: Making Appointments

Real Practice!

Call your doctor’s office after hours. Listen to the voicemail message.

Write the number next to each choice that you hear.

___ Emergency
___ Ask the nurse a question
___ Request a prescription refill
___ Ask a question about a bill
___ You feel sick and need to see a doctor
___ Change an appointment
___ Ask the doctor a question
___ Confirm an appointment
___ Schedule an appointment
Checklist for Learning

Vocabulary Log:

*In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.*

*New words I learned during this lesson:*

**Nouns:**

**Adjectives:**

**Verbs:**

*What can you do?*

*Below are some of the language goals you worked on during this lesson. Check (✓) what you learned from this lesson. Add more ideas if you wish.*

*I learned to…*

- [ ] describe your feelings
- [ ] understand a voicemail message
- [ ] learn new vocabulary
- [ ] describe why you call the doctor
- [ ] make an appointment

- [ ] ___________________________________________
ESL Health Unit

Unit One
The Doctor’s Office

Lesson Two
Describing Pain and Symptoms

Reading and Writing Practice
Advanced Beginning

Goals for this lesson:
Below are some of the goals of this module. Which ones are your goals too? Check (✓) them.

- list common health problems and symptoms
- use different words to describe pain
- describe your symptoms to a doctor
- prepare for your visit to the doctor
Lesson Two – Describing Pain and Symptoms

Reading and Writing Practice

Before You Read!

Look at the picture and answer the questions.

How does the man feel?

How often do you feel this way?
Vocabulary

- a backache
- an earache
- a headache
- a stomachache
- a toothache

- a cold
- a cough
- a fever
- the flu
- sore eyes
- a sore throat

Fill in the blanks with the correct form of the verb (to have):

1. I ________ a cold.

2. He ________ a sore throat.

3. My daughter ________ the flu.

4. Do you ________ a headache?

5. My husband ________ a toothache.
Reading Two: Describing symptoms

Now you are going to read a story about Nina. Please read the story and then answer the questions with your classmates and your teacher.

Today I feel very sick. I think I have a cold. I have a headache and a sore throat. I have an earache and I’m coughing. I feel terrible. I can’t go to work. I have an appointment with the doctor today at 2:00. I hope I feel better tomorrow.

1. How does Nina feel today?

2. What are her symptoms?

3. What is she going to do?

4. Read the story one more time. Underline the verbs.

   Today I feel very sick.

_________________________

ESL Health Unit/Advanced Beginning, Unit One: The Doctor’s Office
## Grammar Tip: have + noun; feel + adjective

<table>
<thead>
<tr>
<th>What’s the matter?</th>
<th>How do you feel?</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a headache</td>
<td>I feel sick.</td>
<td>sick/fine (well)</td>
</tr>
<tr>
<td>You have a sore throat.</td>
<td>You feel sad.</td>
<td>sad/happy</td>
</tr>
<tr>
<td>She has the flu.</td>
<td>She feels bad.</td>
<td>bad/good (better)</td>
</tr>
<tr>
<td>We have a cold.</td>
<td>We feel awful.</td>
<td>awful/great</td>
</tr>
<tr>
<td>You have a stomachache.</td>
<td>You feel terrible.</td>
<td>terrible/terrific</td>
</tr>
<tr>
<td>They have a backache.</td>
<td>They don’t feel well.</td>
<td></td>
</tr>
</tbody>
</table>

Fill in the blanks with the correct form of the verbs have or feel. When you are finished, practice this conversation with a partner.

A: Hi Serhiy. How are you?

B: I __________ terrible.

A: What’s the matter?

B: I __________ a headache and a sore throat.

A: That’s too bad. Do you __________ a cold?

B: Yes. I __________ an appointment to see the doctor today.

A: Well, I hope you __________ better.

B: Thanks.
Writing Practice

*Now write about how you feel today.*

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
ESL Health Unit

Unit One
The Doctor’s Office

Lesson Two
Describing Pain and Symptoms

Listening and Speaking
Advanced Beginning

Goals for this lesson:
Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

☐ list common health problems and symptoms
☐ use different words to describe pain
☐ describe your symptoms to a doctor
☐ prepare for your visit to the doctor
Lesson Two: Describing Pain and Symptoms

Listening and Speaking Practice

Before You Listen!

Look at the picture of the body. Study the body parts. Work with your teacher and classmates to name some other parts of the body.

http://www.hilltopmontessori.org/SRI/links/lower-el/kids/the_human_body/parts_of_the_body/human_body.gif
Listening Two: Talking to Your Doctor

Listen to a conversation between a patient and a doctor. Sasha does not feel well and goes to see the doctor.

Dr. Smith: Hello, Sasha. How are you feeling today?
Sasha: I don’t feel well.
Dr. Smith: What’s wrong? Can you tell me how you feel?
Sasha: Well, I have a terrible headache.
Dr. Smith: Hmm…Anything else? Does your throat hurt?
Sasha: Yes, it hurts a little. I have a cough too.
Dr. Smith: Do you have a fever?
Sasha: Yes, I have a low fever.
Dr. Smith: It sounds like you may have the flu.
Sasha: Oh, that’s terrible.
Dr. Smith: Don’t worry. I will give you some medicine and you will feel better soon.
Sasha: Okay. Can I go to work tomorrow?
Dr. Smith: No. Stay home tomorrow, get some rest, and drink plenty of juice and water.
Sasha: Thank you, Doctor.
Dr. Smith: Okay, take care of yourself and I hope you feel better soon.
Answer the questions.

1. How does Sasha feel today?

2. What are his symptoms?

3. What kind of illness does he have?

4. What does the doctor tell him?
Pronunciation: Sentence Stress

When we listen in English, it is easier to hear one word more than the others. This word is louder than the other words. It is usually more important. This word has the *main stress*. Listen a second time to the conversation and circle the word that has the *main stress*. Listen a third time and repeat.

Dr. Smith: Hello, Sasha. How are you *feeling* today?
Talk About it!

Activity One:

When you go to the doctor, it is very important to describe your pain clearly. Look at the picture below.

How strong is your pain?

0____1____2____3____4____5____6____7____8____9____10

no pain  hurts a little  hurts a lot  severe pain

I don’t have any pain.  It hurts a little.  It hurts a lot.  I’m in severe pain.

http://www.nsfunnfit.ca/daycare.html
www.debsquest.com/POETRY/face_the_facts.htm
It is also important to know how to describe your symptoms. Read the list of symptoms and review them with your teacher.

<table>
<thead>
<tr>
<th>BODY PART</th>
<th>DESCRIPTION OF SYMPTOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nose</td>
<td>My nose is stuffed up.</td>
</tr>
<tr>
<td></td>
<td>I have allergies.</td>
</tr>
<tr>
<td></td>
<td>I’m sneezing a lot.</td>
</tr>
<tr>
<td>Ear</td>
<td>I have an earache.</td>
</tr>
<tr>
<td>Eyes</td>
<td>I can’t see clearly.</td>
</tr>
<tr>
<td>Teeth</td>
<td>I have a toothache.</td>
</tr>
<tr>
<td>Throat</td>
<td>My throat hurts.</td>
</tr>
<tr>
<td></td>
<td>I have a bad cough.</td>
</tr>
<tr>
<td>Head</td>
<td>My head hurts.</td>
</tr>
<tr>
<td></td>
<td>I feel dizzy.</td>
</tr>
<tr>
<td>Skin</td>
<td>I have a rash.</td>
</tr>
<tr>
<td>Neck/ Back</td>
<td>My neck hurts.</td>
</tr>
<tr>
<td></td>
<td>My back hurts.</td>
</tr>
<tr>
<td>Chest</td>
<td>I have chest pain.</td>
</tr>
<tr>
<td>Arm/hand</td>
<td>I think my arm is broken.</td>
</tr>
<tr>
<td>Stomach</td>
<td>My stomach hurts.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>I threw up.</td>
<td>I vomited.</td>
</tr>
<tr>
<td>Foot/leg/ankle</td>
<td>I think I sprained my ankle.</td>
</tr>
<tr>
<td></td>
<td>I think my leg is broken.</td>
</tr>
<tr>
<td></td>
<td>I think my foot is broken.</td>
</tr>
</tbody>
</table>
Activity Two:

Look at the pictures below. Choose 5 and talk about them. Describe the symptoms and how much pain each person feels.

Example: Picture #6:

The girl has a sore throat. She’s in severe pain.

Activity Three:

*Work with a partner to role-play a visit to the doctor’s office.*

*Your partner is the doctor and you are the patient.*

**The doctor should ask:**

What are your symptoms?

What does your pain feel like?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>no pain</td>
<td>hurts a little</td>
<td>hurts a lot</td>
<td>severe pain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The patient should:**

Use your information from Activity 2 to describe your pain and symptoms to the doctor.

**The doctor and the patient should:**

Present a “Role-Play” to the class. Who is the best doctor and the best patient?
Goals for this lesson:
Below are some of the goals of this lesson. Which ones are your goals too? Check (√) them.

- list common health problems and symptoms
- use different words to describe pain
- describe your symptoms to a doctor
- prepare for your visit to the doctor
Lesson Two: Describing Pain and Symptoms

Real Practice!

A. Make a chart listing your problem, symptoms and degree of pain (how much pain) to take with you on your next doctor’s visit.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Symptoms</th>
<th>Degree of pain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Now write a list of all the medications and vitamins you take.

<table>
<thead>
<tr>
<th>Medications</th>
<th>Vitamins</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://www.hubin.org/images/publicinfo_pictures/whatis/medication.jpg" alt="Medication" /></td>
<td><img src="http://www.mtstandard.com/medicaldirectory/art/vitamins.jpg" alt="Vitamins" /></td>
</tr>
</tbody>
</table>
Checklist for Learning

Vocabulary Log:

In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.

New words I learned during this lesson:

Nouns:

Adjectives:

Verbs:

What can you do?

Below are some of the language goals you worked on during this lesson. Check (✓) what you learned from this lesson. Add more ideas if you wish.

I learned to...

- describe your feelings
- understand a voicemail message
- learn new vocabulary
- describe why you call the doctor
- make an appointment
- _______________________________
Goals for this lesson:
Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

☐ describe your personal health history
☐ ask for information about your doctor’s office
☐ ask questions when you do not understand
☐ prepare a family health history
Lesson Three: Knowing Your Health History

*Reading and Writing Practice*

**Before You Read!**

*Discuss the new vocabulary words with your teacher and classmates.*

<table>
<thead>
<tr>
<th>VOCABULARY WORD</th>
<th>MEANING</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>medication</td>
<td><img src="http://www.hubin.org/images/publicinfo_pictures/what_is/medication.jpg" alt="Image" /></td>
<td>My doctor gives me medication for my stomachache.</td>
</tr>
<tr>
<td>allergic</td>
<td><img src="http://www.niehs.nih.gov/kids/images2/matt2.gif" alt="Image" /></td>
<td>I am allergic to cats.</td>
</tr>
</tbody>
</table>
Reading Three: Problem at the Doctor’s Office

After a visit to the doctor, one patient talked about a problem that she had when she was talking with her doctor:

“I went to the doctor. She asked me many questions. What medication do I take? How much? When? Did I ever have surgery? Am I allergic to anything? Does anyone in my family have high blood pressure? I didn’t know the answers to her questions. This was a problem.”

1. What is the problem?

2. Why is it important to know your health history?

3. Do you know your health history?
## Reading Four: A Family Health History

In the box below, read Yelena’s description of her family health history. Do the activity with your classmates and your teacher. Please read the health history form and then answer the questions with your classmates and your teacher.

<table>
<thead>
<tr>
<th>Health History Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Father:</strong></td>
</tr>
<tr>
<td><strong>Mother:</strong></td>
</tr>
<tr>
<td><strong>Grandmother (her father’s mother):</strong></td>
</tr>
<tr>
<td><strong>Grandfather (her father’s father):</strong></td>
</tr>
<tr>
<td><strong>Yelena:</strong></td>
</tr>
</tbody>
</table>
Fill in the blanks with the correct form of the verb:

1. Yelena’s father _________ high blood pressure.

2. Yelena’s mother _________ diabetes.

3. Yelena’s Grandmother _________ arthritis.

4. Yelena’s Grandfather _________ healthy.

5. Yelena _________ high cholesterol and a thyroid problem. She _________ medicine and vitamins regularly.
**Grammar Tip: Possessives**

<table>
<thead>
<tr>
<th>Possessive Pronoun</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I—my</td>
<td>My mother is sick today.</td>
</tr>
<tr>
<td>You—your</td>
<td>How is your mother feeling?</td>
</tr>
<tr>
<td>He—his/She—her</td>
<td>Her back hurts.</td>
</tr>
<tr>
<td>we—our</td>
<td>Our son feels sick.</td>
</tr>
<tr>
<td>you—your</td>
<td>How are your parents?</td>
</tr>
<tr>
<td>they—their</td>
<td>Their grandmother is in the hospital.</td>
</tr>
<tr>
<td>Yelena—Yelena’s</td>
<td>Yelena’s back hurts.</td>
</tr>
<tr>
<td></td>
<td>Are Yelena’s and Mary’s parents okay?</td>
</tr>
</tbody>
</table>

*Fill in the blanks with the correct possessive pronoun:*

1. __________ (you) daughter has a toothache.

2. __________ (I) wife feels sick.

3. __________ (he) head hurts.

4. __________ (she) parents are healthy.

5. __________ (we) our son has the flu.

6. __________ (Yelena) leg is broken.
Reading Five: Reading a Doctor’s Form

Look through the following form from a Doctor’s office. This form asks you questions about your personal health history. Read the form and then discuss any words you do not know with your classmates and instructor. What do you know about your health history? What don’t you know?
# HEALTH HISTORY

<table>
<thead>
<tr>
<th>Name: ______________________________________</th>
<th>Date: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>(First)              (Middle)              (Last)</td>
<td></td>
</tr>
</tbody>
</table>

| Street Address: ______________________________________________________ |

| City: _________________________ | State: ________________ |

| Zip:___________ |                 |

| Telephone: (_____)_____________ |                 |

| Date of Birth: ____/____/____ | Gender: ☐ Female ☐ Male |

| Height: _____ feet ______inches | Weight: ______lbs |

| Martial Status: ☐ Single ☐ Married ☐ Widowed |                 |

This history form provides us with information to help us understand all your healthcare needs. Please complete the entire form by answering each question as through as possible.

## GENERAL INFORMATION

1. **When was your last physical exam?** *(exam in a doctor’s office)*  
   ____/____/____

   Name of Doctor: ________________________ Telephone:(_____)_____________

2. **Place of Birth (Where were you born?):** ___________________________

3. **What is your current occupation (job now)?** ___________________________

4. **Please list all allergies (foods, drugs, environment)**_________________________
LIFESTYLE & HABITS:

Smoking

1. Do you smoke? Yes □ No □
   
   If yes, how many packs a day do you smoke? ______________

Alcohol

2. Do you drink alcohol? Yes □ No □
   
   If yes, how times a week do you drink? ______________

Caffeine

□ □

3. Do you drink caffeine (coffee, soda, tea)? Yes No
   
   If yes, how many cups a day? ______________

Daily Exercise

4. How many times a week do you exercise? ______________

Television Habits

5. How many hours a day do you watch television? ______________

Sleep Habits

6. How well do you sleep? ______________
   
   How many hours a night? ______________
   ______________
**ILLNESS OR OPERATION**

1. Please list all serious illnesses and accidents you have experienced.

<table>
<thead>
<tr>
<th>Illness or Operation</th>
<th>Year of Illness</th>
<th>Were you hospitalized? (Write YES or NO)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
1. What medications do you take? Please list both prescription drugs (medicine with a note from doctor) and nonprescription drugs (medicine without a doctor’s note):

________________________________________

________________________________________

________________________________________

________________________________________
Writing Practice:

Read Yelena’s description of her family’s health history again. Think about your family health history. Write a story about your family’s health history in the space below.
Goals for this lesson:
Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- [ ] describe your personal health history
- [ ] ask for information about your doctor’s office
- [ ] ask questions when you do not understand
- [ ] prepare a family health history
Lesson Three: Knowing Your Health History

Listening and Speaking Practice

Before You Listen!

*What do you know about your doctor’s office?*

*Work with your classmates and your teacher to answer the following questions.*

1. Where is your doctor’s office?
2. When is your next appointment?
3. What do you do if you have an emergency?
4. Does your doctor’s office have a translator (*person who can speak your language and English*) who can help you?
Listening: Know Your Doctor’s Office

Ramona is a new patient at Dr. Fuentes’ office. Listen to the telephone conversation between Ramona and Alex Jones. Alex Jones is the receptionist who works at the front desk in Dr. Fuentes office.

**Alex Jones:** Hello, Dr. Fuentes’ office, this is Alex Jones speaking.

**Ramona:** Hi. My name is Ramona Jimenez. I’m a new patient and I have a few questions about my appointment next week.

**Alex Jones:** How can I help you?

**Ramona:** Could you tell me where your office is?

**Alex Jones:** Sure, we are at 3401 Chestnut Street.

**Ramona:** Excuse me...I didn’t understand. Could you repeat that please?

**Alex Jones:** Sure. We are at 3401 Chestnut Street. Do you know where that is?

**Ramona:** Yes. That is near my apartment.

**Alex Jones:** Oh, okay.
Ramona: I have another question. What information do I need to bring with me?

Alex Jones: You need to bring a list of ALL of the medicines you take, including non-prescription drugs, including eye drops, vitamins, and laxatives.

Ramona: I’m sorry…what was that? Did you say you want me to of my medicines?

Alex Jones: That’s right. You should bring all of your medicines. You should also bring the phone number of your regular pharmacy and the names and addresses of your other doctors. When you come, you will fill out a health history.

Ramona: Ah…okay. If you don’t mind, I have another question.

Alex Jones: Go ahead.

Ramona: Could you tell me again when my appointment is?

Alex Jones: Sure. Your appointment is at 10:00 a.m. on Friday.
Ramona: I’m sorry. Can you repeat that?

Alex Jones: 10:00 a.m. Friday.

Ramona: Could I ask you one more question?

Alex Jones: Sure. No problem.

Ramona: If I have an emergency before my appointment, what number should I call?

Alex Jones: First call our regular number. If we are not in, you should call our emergency number: 203-489-0987

Ramona: I’m sorry…could you say the number again more slowly?

Alex Jones: 2-0-3-4-8-9-0-9-8-7

Ramona: Okay…good. Thank you very much for your time!

Alex Jones: Can I help you with anything else?

Ramona: No. That’s all for now. Thanks and see you on Friday!
1. Ramona asks several questions about her next visit to the doctor’s office.

Below, write the answer Alex Jones gives to each of the Ramona’s questions. Discuss your work with your classmates and your instructor.

<table>
<thead>
<tr>
<th>Ramona’s Question</th>
<th>Alex’s Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you tell me where your office is?</td>
<td></td>
</tr>
<tr>
<td>What information do I need to bring with me?</td>
<td></td>
</tr>
<tr>
<td>Could you tell me again when my appointment is?</td>
<td></td>
</tr>
<tr>
<td>If I have an emergency before my appointment, what number should I call?</td>
<td></td>
</tr>
</tbody>
</table>

2. Four different times during the conversation, Ramona has trouble understanding Alex. Listen to the conversation again. What does Ramona say when she does not understand Alex? Complete the following sentences with Ramona’s words:

a. Excuse me...

b. I’m sorry…

c. I’m sorry…

________________________
Talk About It!

*Before you begin the Talk About It activities, think about your answers to the following questions.*

1. Is there a history of heart disease, hypertension, diabetes, cancer, or other illness in your family? If yes, what illnesses?
2. Has anyone in your family ever had surgery? If yes, what kind of surgery?
3. Do you have any allergies to medication or food?
4. Are you taking any medications?
5. Do you smoke?
6. Do you drink? (alcohol)
7. Do you exercise?
8. How many hours do you sleep each night? Do you have any problems sleeping?
9. Do you know your normal blood pressure?
Activity:

*Role-play a visit to the doctor using the dialogue below. Take turns being the doctor and the patient.*

<table>
<thead>
<tr>
<th>Doctor:</th>
<th>How are you feeling today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient:</td>
<td>I’m okay.</td>
</tr>
<tr>
<td>Doctor:</td>
<td>Well, I’d like to ask you a few questions about your health history.</td>
</tr>
<tr>
<td>Patient:</td>
<td>Okay.</td>
</tr>
<tr>
<td>Doctor:</td>
<td>Do you have any health problems?</td>
</tr>
<tr>
<td>Patient:</td>
<td></td>
</tr>
<tr>
<td>Doctor:</td>
<td>Okay. Are you taking any medications?</td>
</tr>
<tr>
<td>Patient:</td>
<td></td>
</tr>
<tr>
<td>Doctor:</td>
<td>Do you have any allergies?</td>
</tr>
<tr>
<td>Patient:</td>
<td></td>
</tr>
<tr>
<td>Doctor:</td>
<td>Have you ever had any surgeries?</td>
</tr>
<tr>
<td>Patient:</td>
<td></td>
</tr>
<tr>
<td>Doctor:</td>
<td>Do you exercise?</td>
</tr>
<tr>
<td>Patient:</td>
<td></td>
</tr>
<tr>
<td>Doctor:</td>
<td>Do you smoke?</td>
</tr>
<tr>
<td>Patient:</td>
<td></td>
</tr>
<tr>
<td>Doctor:</td>
<td>Do you have any trouble sleeping?</td>
</tr>
</tbody>
</table>

____________________________
| **Patient:** | 
| **Doctor:** Could you tell me about your family health history? Is there a history of heart disease, diabetes, cancer, or other illness in your family? |
| **Patient:** | 
Checklist for Learning

Vocabulary Log:

In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.

New words I learned during this lesson:

Nouns:

Adjectives:

Verbs:

What can you do?

Below are some of the language goals you worked on during this lesson. Check ( ✓) what you learned from this lesson. Add more ideas if you wish.

I learned to...

☐ describe your feelings
☐ understand a voicemail message
☐ learn new vocabulary
☐ describe why you call the doctor
☐ make an appointment
☐ _____________________________________________________________