

# ***ESL Health Unit***

## **Unit Two The Hospital**



### **Advanced Beginning**

**Concept by Heather Musselman with additional activities and materials by Melissa Halaway and Sharon Nicolary**

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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.

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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 Melissa Halaway and Sharon Nicolary 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 Hospital

### A Thematic Unit for Basic Level Learners

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# ***ESL Health Unit***

## **Unit Two The Hospital**

### **Lesson One Emergency**



### ***Reading and Writing Practice Advanced Beginning***

#### **Goals for this lesson:**

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

- Understand the simple past tense when reading a story
- Learn how to use the simple past tense to tell stories about your life.
- Learn vocabulary for describing emergencies.



## **Lesson One: Emergency**

### ***Reading and Writing Practice***

#### **Before You Read!**

*In this lesson, you will read about Izabella's trip to the emergency room.*

*Before you read, discuss the following questions with your classmates and your teacher. Then study the vocabulary words.*

1. Have you been to the Emergency Room in the United States? What happened?
2. Was it a good or bad experience?
3. Why do people go to the Emergency Room?

*Look at the pictures of medical emergencies. Study the vocabulary words with your classmates. Ask your teacher if you do not understand a word.*

## Medical Emergencies



- |                              |                      |                  |
|------------------------------|----------------------|------------------|
| A. be injured/be hurt        | G. get frostbite     | M. bleed         |
| B. be unconscious            | H. burn (yourself)   | N. can't breathe |
| C. be in shock               | I. drown             | O. fall          |
| D. have a heart attack       | J. swallow poison    | P. break a bone  |
| E. have an allergic reaction | K. overdose on drugs |                  |
| F. get an electric shock     | L. choke             |                  |

Shapiro, N. and Adelson-Goldstein, J. (1998). *The Oxford Picture Dictionary*. New York: Oxford University Press.

First a grammar lesson on telling stories with the simple past tense

When we tell stories in English, the **simple past tense** is usually used. The simple past is used to talk about an action that began and ended in the past.

### **Grammar Tip: Simple Past Tense**

#### **The *To Be* Verb**

I **was** in the Emergency Room.

We **were** in the waiting room.

You **were** sick.

You **were** in the hospital.

He/she/it **was** nervous.

They **were** with the doctor.



**Regular Verbs** (example: call, help, wait)

Regular Verb + **ed** = Past Tense

Call	Help	Wait
(present)  I help you every day.	(present)  My daughter calls me every week.	(present)  We wait in the Emergency Room often.
I help <u>ed</u> you yesterday.	I called the doctor.	I waited in the Emergency room for two hours.
You helped your wife	You called 911.	You waited to talk to the doctor.
He/She helped the doctor.	He/She called the pharmacy.	He/She waited for me in the car.
We helped cook dinner.	We called her brother.	We waited for the nurse.
They helped me walk to the car.	They called the insurance company.	They waited a long time.

Activity:

*Fill in the blanks below with the correct past tense form of the verb.*

1. Yesterday, my son \_\_\_\_\_ (call) the doctor.
2. My husband \_\_\_\_\_ (work) in a hospital for many years.
3. Last year, we \_\_\_\_\_ (help) my Mother move to a new apartment.
4. Before the accident, he \_\_\_\_\_ (walk) to work.
5. We \_\_\_\_\_ (wait) at the station for two hours.

## Irregular Verbs

Some verbs in past tense do not end in **-ed**. They are spelled differently in past tense. Study the list below.

<b>Present</b>	<b>Past</b>	<b>Sentence</b>
be	was/were	He was nervous
break	broke	She broke her arm.
buy	bought	I bought a train ticket.
come	came	She came to my house.
cut	cut	Yesterday, I cut my finger.
fall	fell	He fell down.
give	gave	We gave her flowers.
go	went	They went to the pharmacy.
have	had	She had a headache.
meet	met	She met my doctor.

run	ran	He ran to the bathroom.
see	saw	I saw my friend.
sit	sat	We sat in the waiting room.
stand	stood	They stood in line.
take	took	I took the medicine.
hold	held	He held my hand.

Activity:

*Fill in the blanks below with the correct past tense form of the verb.*

1. Yesterday, my friend \_\_\_\_\_ (see) her doctor.
2. When she was sick, she \_\_\_\_\_ (take) many medications.
3. Last year, he \_\_\_\_\_ (have) a car accident.
4. Last week, he \_\_\_\_\_ (fall) and \_\_\_\_\_ (break) his wrist.
5. We \_\_\_\_\_ (meet) our daughter at the hospital.

## Reading One: A Visit to the Emergency Room

*Now you are going to read the story of Izabella's trip to the emergency room. Read about Izabella's experience and then answer the questions.*

Last year, I broke my hand. I fell at the dentist's office. I called my son and told him the bad news. He took me to the emergency room of Jefferson Hospital. He helped me to fill out the forms and waited with me and my husband for one hour. Then he went back to his job. My husband and I stayed there to wait for a doctor. I felt nervous about my English. We waited for the doctor for a very long time. Finally, the nurse called me to a big room. There were many patients. He took my blood pressure and gave me Tylenol, and asked me something. The doctor examined my hand and took an x-ray. My hand was swollen and I could not move it. I wanted to tell the doctor, but my English was not good. He asked me something but I did not understand. Then they examined my hand and they put on the cast.

A.

1. When did the story take place?

- a) present
- b) past
- c) future

2. How do you know?

B. *Write the answers to each question about Izabella's story and then discuss with your teacher or classmates.*

1. How did Izabella break her hand?
2. Who took Izabella to the Hospital?
3. How long did Izabella wait to see the doctor?
4. What did the nurse do?
5. How did Izabella feel?
6. What did the doctor put on Izabella's hand?

C. Read the sentences below about an accident that Carlos had yesterday and his experience in the emergency room. Fill in the blanks with the correct form of the verb in the **simple past tense**.

- a. Yesterday Carlos \_\_\_\_\_ (walk) to work. He \_\_\_\_\_ (fall) on the sidewalk. He \_\_\_\_\_ (be) in a lot of pain and could not walk. Carlos \_\_\_\_\_ (look) at his ankle. It \_\_\_\_\_ (be) very **swollen**. He \_\_\_\_\_ (decide) to go to the emergency room.
- b. Carlos \_\_\_\_\_ (see) a taxi and got inside. He \_\_\_\_\_ (tell) the taxi driver to take him to the emergency room. The driver \_\_\_\_\_ (follow) the signs to the Emergency room and \_\_\_\_\_ (help) Carlos inside with a **wheelchair**.
- c. Carlos \_\_\_\_\_ (talk) to the nurse. She \_\_\_\_\_ (take) his **temperature, pulse, and blood pressure**. She also \_\_\_\_\_ (ask) him questions about his current medical history and about his problems, **medications** and **allergies**.






- d. Carlos \_\_\_\_\_ (go) to a desk to **register**. A man \_\_\_\_\_ (ask) him about his **insurance information**. He \_\_\_\_\_ (ask) to see his Medicare, Medicaid or HMO card.
- e. Carlos \_\_\_\_\_ (wait) for two hours. He \_\_\_\_\_ (see) many patients in the **waiting room**. Finally a nurse \_\_\_\_\_ (call) his name. A nurse \_\_\_\_\_ (come) and wheeled his **wheelchair** into the **examination room**. She \_\_\_\_\_ (ask) him more questions and \_\_\_\_\_ (look) at his ankle.
- f. Next Carlos \_\_\_\_\_ (see) the doctor. He asked more questions and \_\_\_\_\_ (give) Carlos a **physical examination**. He \_\_\_\_\_ (tell) Carlos he would need an **x-ray**.
- g. The nurse wheeled Carlos to another room for an **x-ray**. After the **x-ray**, Carlos \_\_\_\_\_ (go) back to the small examination room. He \_\_\_\_\_ (wait) for an hour. He was bored.
- h. The doctor \_\_\_\_\_ (come) with Carlos's x-ray. He \_\_\_\_\_ (say) it was **sprained** but not broken. He wrapped Carlos's ankle in a **bandage**.

i. Carlos's son \_\_\_\_\_ (come) to pick him up.

Carlos \_\_\_\_\_ (tell) him about his long day in the emergency  
room.

D. Read about Carlos's accident again. Look at the words in **bold**. These words may be new to you. Study their meanings by looking at the chart below.

<b>Word/Phrase</b>	<b>Meaning</b>	<b>Sentence</b>
<b>swollen</b>	Enlarged, bigger	When I broke my arm, it was very swollen.
<b>wheelchair</b>	A chair with wheels to help you when you cannot walk	I used a wheelchair when I broke my leg.
<b>temperature</b>	A measure of how hot your body is	The doctor checked my temperature. It was 100 degrees (Fahrenheit).
<b>pulse</b>	Your heart beat	The nurse checked my pulse. It was very fast.
<b>Blood pressure</b> 	The flow of your blood.	My blood pressure was very high.
<b>medication</b> 	Drugs that make you feel better when you are	I took medication to help my high blood

<b>Word/Phrase</b>	<b>Meaning</b>	<b>Sentence</b>
	sick	pressure.
 <b>allergies</b>	Sickness from grass or animals that makes you sneeze or cough	I always have allergies in the spring.
<b>register</b>	To sign up	I had to register when I got to the hospital.
<b>insurance information</b>	Information about your healthcare plan	The nurse in the emergency room asked me about my insurance information
<b>waiting room</b>	A room with chairs where you can wait for the doctor to see you	I waited in the waiting room for one hour.
<b>examination room</b>	A room where the doctor looks at you and talks about your health	The nurse took me to the examination room and I waited there for the doctor.
<b>physical examination</b>	When the doctor looks at you to learn about	I go to the doctor once a year for a physical <sup>1</sup>

<b>Word/Phrase</b>	<b>Meaning</b>	<b>Sentence</b>
	your health	examination.
<b>x-ray</b>	A picture that shows the inside of your body.	The doctor took an x-ray to see if my leg was broken.
<b>sprained</b>	Twisted, turned	I sprained my ankle when I fell. It hurt a lot.
<b>bandage</b>	A cloth you can use to wrap around your leg or arm	The doctor wrapped my ankle with a bandage.

E. *Accidents sometimes happen when we're not paying attention. The sentences below describe accidents. Read them and underline the verbs.*

I fell down the steps.

I bumped my head on the door

I twisted my ankle.

I hit my toe on the table.

Think about a time when you or someone you know had an accident. Write about it below. Use the simple past tense. Share your sentences with a partner.

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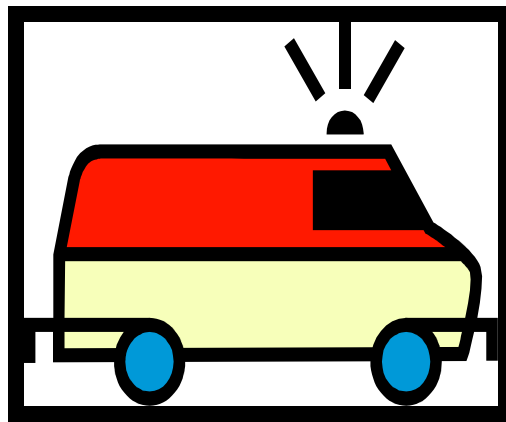
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# ***ESL Health Unit***

## **Unit Two The Hospital**

### **Lesson One Emergency**



### ***Listening and Speaking Practice Advanced Beginning***

#### **Goals for this lesson:**

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

- Use the simple past tense when telling a story
- Learn how to effectively communicate when you call 9-1-1 in an emergency
- Pronounce numbers and street addresses



## Lesson One: Emergency

### *Listening and Speaking Practice*

#### **Before You Listen!**

- A. *Read the information about when to call 9-1-1. Discuss the meanings of any words you do not know with your classmates and teacher. Then answer the questions that follow.*

#### **Health Watch: Medical Emergency Action Steps**

*In a medical emergency, follow these simple steps to get help.*

From any telephone **DIAL 9-1-1** for a medical, fire or police emergency.

When calling from a pay phone, **9-1-1** calls are free.

1. Say calmly, "This is a medical emergency. I need an ambulance."
2. Tell what is wrong with you or the person (**he fell, he is not breathing,** etc.)
3. Tell your location – where you are - and give your name.
4. Follow any instructions you are given.
5. **DO NOT HANG UP** the phone until asked to.



After you call:

1. **DO NOT MOVE THE PERSON** unless there is danger from fire.
2. Keep the person warm and comfortable.
3. Apply first aid if you know it.
4. Stay with the person.
5. Watch for the ambulance, policeman, or fireman.

What is a medical emergency? An accident or sudden illness may be a **MEDICAL EMERGENCY** that needs immediate attention. These are some examples of medical emergencies:

- Not breathing or difficulty in breathing
- Unconscious person (*not awake*)
- Choking (*stops breathing*)
- Severe bleeding or injury caused by a car, fall, gun, knife
- Heart attack warning signs such as:
  - \* severe pain in the chest
  - \* pain that goes from the chest into the arm, neck, or jaw
  - \* sweating or weakness, nausea or vomiting
  - \* pain that goes from the shoulders to the back

-Drug overdose

- Poisoning

-Serious burns

-Electric shock

-Seizure

***DON'T WAIT, MINUTES CAN MAKE A DIFFERENCE BETWEEN  
LIFE & DEATH! CALL 9-1-1!***

B. Play the game – Is it an emergency?

\*\*Note to teacher: Xerox the page with the game cards and cut them out.  
Refer to chart A.

Directions:

1. Divide learners into two teams.
2. Give each group a set of cards instructing them not to read until everyone is ready to begin.
3. Team members will take turns reading a card aloud.
4. Then the team should collectively decide which of three categories to place the card, (1) call 9-1-1, (2) call a doctor, (3) treat at home.
5. The winning team categorizes the cards correctly in the least amount of time.

*Chart A: (for the “Is it an Emergency?” game)*

You burn your finger while picking up a hot pan.	You have a pain in your chest that is now in your neck, jaw, or left arm.	You have difficulty speaking.
You cannot stop throwing up (vomiting).	You have a fever of 105 F.	You hit your toe on the table.
You have a severe headache.	You ate too much and have a stomachache.	You have severe stomach pain.
You have a bad headache.	You have sudden back pain.	You are dizzy and have no feeling in your hands and feet.
You have a bad cough and chest and a low fever.	Boiling water spilled onto your arm.	Your husband or wife is unconscious.
You have severe chest pain.	You feel a squeezing in you chest.	You have difficulty breathing.
You feel tired after walking 3 miles.	You are suddenly extremely tired.	Your husband or wife cannot get out of bed and feels very sick.

*Now listen to the following dialogue between a 9-1-1 dispatcher (the person who answers the call) and a caller. Answer the questions that follow with your classmates and teacher.*

## Listening One: Calling 911

### 911 Dialogue

*Li Mei heard her husband shout for help from the bathroom. He fell in the bathtub and now he can't move. She decides to call 911.*

**Dispatch:** 911. Where's your emergency?

**Li Mei:** Hello. I need an ambulance.

**Dispatch:** Where are you?

**Li Mei:** Uh, I'm in South Philadelphia.

**Dispatch:** Where in South Philadelphia? Give me an address.

**Li Mei:** 888 South 19th Street.

**Dispatch:** 888 South 90<sup>th</sup> Street?

**Li Mei:** No, No, South 19th.

**Dispatch:** 90<sup>th</sup>? ..... nine ... zero?

**Li Mei:** No 19<sup>th</sup>, one..... nine.

**Dispatch:** 19<sup>th</sup>, is that right?

**Li Mei:** Yes, that's right.

**Dispatch:** What's going on?

**Li Mei:** My husband fell down in the bathroom and he can't move.

Please send someone quickly. I can't move him.

**Dispatch:** Ok, don't try to move him. Ok?

**Li Mei:** Ok.

**Dispatch:** I have an ambulance on the way, but I need to ask you questions. Ok? Is your husband awake? Is he breathing?

**Li Mei:** Yes, he's breathing. He's awake, but he is in a lot of pain. He can't move.

**Dispatch:** How old is he?

**Li Mei:** He is 60.

**Dispatch:** He's 16?

**Li Mei:** No, no... 60... six... zero

**Dispatch:** 60? Ok... Does he have any health problems? Is he on any medications?

**Li Mei:** Yes, he has back problems and high blood pressure. He takes pills for his blood pressure.

**Dispatch:** What pills?

**Li Mei:** I don't know the name. They are small blue pills.

**Dispatch:** OK, so he fell in the bathtub?

**Li Mei:** Yes.

**Dispatch:** Do you live in an apartment or house?

**Li Mei:** In a house.

**Dispatch:** OK, are you with him now?

**Li Mei:** No, my son is with him.

**Dispatch:** Go to the bathroom and stay with him while we talk.

**Li Mei:** Ok.

**Dispatch:** Is your front door open?

**Li Mei:** Yes.

**Dispatch:** The ambulance is almost there.

**Activity One:**

*Change the verbs in the following sentences to the **past tense**.*

1. Li Mei's husband (fall) \_\_\_\_\_ in the bathtub.
2. Li Mei (call) \_\_\_\_\_ 9-1-1.
3. She (tell) \_\_\_\_\_ the dispatcher her location and the problem.
4. Her son (wait) \_\_\_\_\_ with his father in the bathroom.
5. The ambulance (come) \_\_\_\_\_ to the house.



**Activity Two:**

*Now retell Li Mei's story to a partner. Be sure to use the past tense. Use the above sentences to help you.*

**Activity Three:**

*Li Mei had problems pronouncing numbers. The following exercise will help you hear and practice pronouncing numbers. Listen as your teacher pronounces the following numbers. Then repeat after your teacher.*

**List 1**

sixteen

thirteen

fourteen

nineteen

eighteen

**List 2**

sixty

thirty

forty

ninety

eighty

**Activity Four:**

*Now listen as your teacher pronounces one word from each pair. Hold up one finger if you hear your teacher saying the word from list one (e.g. sixteen) and two fingers if you hear the word from list two (e.g. sixty).*

## **Talk About It!**

### **Activity One:**

*Read the following addresses aloud to a partner. Your partner will tell you if you are saying the numbers correctly.*

1. 19 South 20<sup>th</sup> Street
2. 1600 Walnut Street
3. 13 South Broad Street
4. 40 Maple Street, Apartment 14 – B
5. 80 North Main Street

## **Activity Two:**

*Role Play the following situation with a partner.*

**Role #1:** You invited your neighbor to dinner. Your neighbor falls as she walks up the steps to your apartment. She is awake but in a lot of pain. She cannot move her leg. You call 9-1-1.

*Use this information to help you answer the questions:*

Your address is 1530 South 60<sup>th</sup> Street.

You're neighbor is awake.

She is breathing but her chest hurts.

She is 60 years old.

She has a heart problem.

She takes medication for her heart.

You are with her now on the steps.

**Role #2:** You are a 9-1-1 dispatcher. You need to get information from the caller.

*Ask the caller:*

What is the problem?

Where are you?

What is the address?

Is your neighbor awake?

Is she breathing?

How old is she?

Does she have any health problems?

Does she take any medication?

Are you with her now?

# ***ESL Health Unit***

## **Unit Two The Hospital**

### **Lesson One Emergency**



#### ***Real Practice Advanced Beginning***

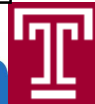
#### **Goals for this lesson:**

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

- Use the simple past tense when telling a story
- Learn how to effectively communicate when you call 9-1-1 in an emergency
- Pronounce numbers and street addresses

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## Lesson One – Emergency



### Real Practice!

*A. It is important to PREPARE yourself and your family for a medical emergency. Practice answering these basic questions to help you prepare:*

1. Where do you live?
2. What is your address?
3. Do you have any health problems?
4. Do you take any medication?
5. How old are you?



**B.** *Now write a list of all the medications and vitamins you take. Make sure that your close family members and friends have this list in case you have an emergency.*

<p><b>Medications</b></p> 	<p><b>Vitamins</b></p>  <p><a href="http://www.mtstandard.com/medicaldirectory/art/vitamins.jpg">http://www.mtstandard.com/medicaldirectory/art/vitamins.jpg</a></p>

## 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.*

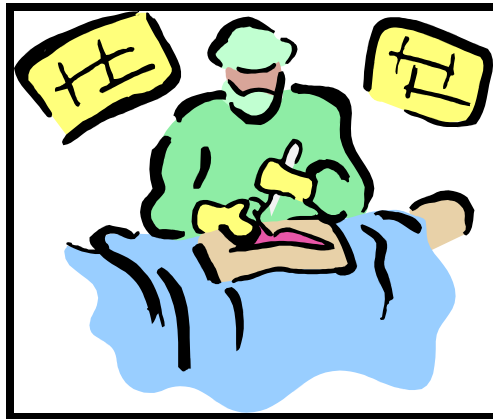
*I learned to...*

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

# ***ESL Health Unit***

## **Unit Two The Hospital**

### **Lesson Two Surgery**



### ***Reading and Writing Practice Advanced Beginning***

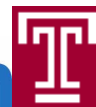
#### **Goals for this lesson:**

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

- Understand more about what to expect when having surgery
- Prepare a list of personal health information to give to a family member or friend who can give it to your doctor in case you have to have emergency surgery.

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## Lesson Two: Surgery

### *Reading Writing Practice*

#### **Before You Read!**

*In this lesson, you will read about the frustrating experience one patient had when he could not communicate with his doctor. Before you read, discuss the following questions with your classmates and your teacher.*

1. Do you ever have problems talking with your doctor?
2. How does it make you feel?
3. In the United States, you can have an interpreter (*a person who speaks your language and English*). Do you have an interpreter in your doctor's office or the hospital?
4. One Spanish-speaking patient in Philadelphia said, "*I had three surgeries. My children were my interpreters.*" Do you have children or a friend to help you in at the doctor's office or hospital?

## Reading Two: Emergency Surgery

*Read about a story about a patient and a doctor. This patient could not talk to his doctor because of his English. Please read the story and then answer the questions with your classmates and your teacher.*

“My friend went to the hospital in an ambulance. He needed **urgent** (urgent means *important now*) surgery, but the doctors couldn’t understand him and he could not understand the doctors. My friend had to call his English teacher. He asked her to come to the hospital to help him. She came to the hospital. She helped him speak to his doctor.”

*Russian Speaker, Philadelphia*

*Questions:*

1. Why did the patient go to the hospital?
2. What problem did he have?
3. Did you ever have a problem communicating with your doctor? What happened? How did this make you feel?

## Activity One:

The *Mayo Health Clinic* says that your children, close friends, and or caretakers (*person who takes care of you*) should have this information about you if you go to the hospital for surgery.

1. **Names of doctors**—The names of all your doctors can help your doctor understand your health history.
2. **Birth date**—This is important for medical records (*written information about your health history.*)
3. **List of allergies**—Are you allergic to things such as medication?
4. **Advance directives**—This is a legal document (*paper*). It tells your wishes about your health care.
5. **Major medical problems**—This tells about your medical problems, including such diseases as diabetes or heart disease.
6. **List of medications**—A list of medicines you are taking. You should tell your doctor if you use blood thinners (*medicine to make your blood thin.*)
7. **Religious beliefs**—This is important in case blood transfusions are needed. Blood transfusions are when you are given blood from another person.

8. **Insurance information.** The name of your health insurance company and your policy numbers. These numbers are usually on your health insurance card.
9. **Prior surgery—**Have you had surgery in the past?
10. **Lifestyle information—**Do you drink alcohol or use tobacco?

*Do you have someone (a child, friend, or caretaker) who can give this information to someone if you have an emergency? Work with your teacher to fill in the following form and then give a copy to a close friend or relative in case you have an emergency.*



**Health Information for:** \_\_\_\_\_

**1. My doctor's name and telephone number:**

**2. My birth date:**

**3. A list of my allergies:**

**4. Major medical problems:**

**5. Medications I am taking:**

**6. Religious beliefs:**

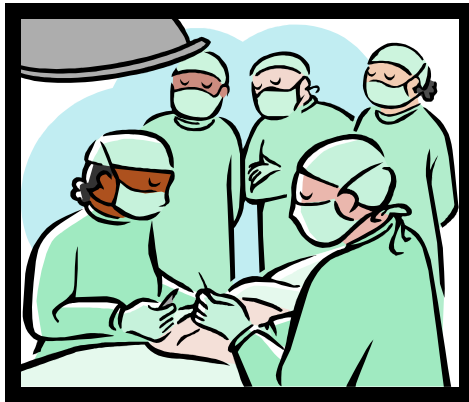
**7. Insurance information** (name and telephone number of your health insurance company and your policy numbers):

**8. Prior surgery:**

# ***ESL Health Unit***

## **Unit Two The Hospital**

### **Lesson Two Surgery**



#### ***Listening and Speaking Practice Advanced Beginning***

##### **Goals for this lesson:**

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

- Understand more about what to expect before surgery
- Use the present perfect tense to talk about your health history

## **Lesson Two: Surgery**

### ***Listening and Speaking Practice***

#### **Before You Listen!**

*With your classmates and instructor, talk about things you can or can't do before you have an operation (surgery) and then make a list in the space below. Example: Don't eat before the surgery.*

**Listening Two - Understanding Pre-op** (*this means before your operation/surgery*) **Instructions**

*Listen to the following telephone conversation and then discuss the answers to the questions with your classmates and teachers.*

**Nurse:** You're surgery is on September 25<sup>th</sup> at 9am.

**Patient:** What do I need to do before the surgery?

**Nurse:** You need to follow some very important instructions.

**Patient:** Instructions?

**Nurse:** Instructions are things you need to do.

**Patient:** O.K. I understand.

**Nurse:** You should do exactly what I tell you. If you don't, it could endanger your life during the surgery.

**Patient:** I'm sorry. I don't understand what "endanger" means.

**Nurse:** It means it could be dangerous or harmful for your life.

**Patient:** Okay. What do I need to do?

**Nurse:** You need to fast after midnight the night before the surgery.

**Patient:** I'm sorry. I don't understand. What do you mean by "fast?"

**Nurse:** It means don't eat anything.

**Patient:** Nothing? Can I drink something?

**Nurse:** Yes. You can have clear liquids up to two hours before the surgery. After that, you cannot drink anything. Not even water.

**Patient:** Clear liquids? Does that mean I can only have water?

**Nurse:** Clear liquids means anything you can see through such as apple juice or chicken broth. Also, do not take any aspirin or ibuprofen for three weeks before the surgery.

**Patient:** Why can't I take those?

**Nurse:** Aspirin or Ibuprofen can make you bleed during surgery.

**Patient:** Okay. I'll be sure to follow those instructions.

**Nurse:** Great. If you have any questions feel free to call me.

**Patient:** Thanks. I will.

*Questions:*

1. Should the patient follow the nurse's instructions? Why?
2. How does the patient ask when she doesn't understand?
3. What does "fast" mean?
3. When does the patient need to start fasting?
4. What can the patient drink after midnight?
5. What are "clear liquids?"
6. Why can't the patient take aspirin or ibuprofen for three weeks before the surgery?

## Talk About It!

*First a grammar lesson on the present perfect.*

### Grammar Tip: Present Perfect

#### Regular Verbs

We use the present perfect tense to ask questions or to talk about any time in the past up to now.

To make a question with present perfect, use:

**have/has + pronoun or noun + ever + past participle**

*Have you ever visited a friend in the hospital?*

To answer a question with the present perfect, use:

**have/has + never + past participle (negative)**

**have/has + past participle (positive)**

*No, I haven't. I have never visited a friend in the hospital.*

*Yes, I have. I have visited a friend in the hospital.*



## **Regular Past Participle**

With regular verbs, to form the past participle, add **-ed** to the main verb.

call **called**

ask **asked**

cook **cooked**

help **helped**

play **played**

learn **learned**

talk **talked**

walk **walked**

visit **visited**

## **Practice**

*Work with a partner. Practice asking and answering questions. Begin your questions with “Have you ...?”*

call your family recently

talk to your friends today

cook dinner for your family

help a sick person

## Irregular Verbs

You have probably learned before that some verbs in past tense do not end in **-ed**. This is the same for some past participles. See the examples below:

Have you ever broken your arm? Have you ever had surgery?

Some past participles do not end in **-ed**. Some past participles are spelled differently in past tense. These past participles are irregular (*not regular*).

Study the list below.

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>	<b>Sentence</b>
Be	was/were	been	Have you ever been to the hospital?
Break	broke	broken	She has never broken her leg.
Buy	bought	bought	Have you ever bought medicine?
Cut	cut	cut	Have you ever cut your finger?
Fall	fell	fallen	They have never fallen down the steps.

Give	gave	given	She hasn't given me my medicine yet.
Go	went	gone	I haven't gone to the doctor in two weeks.
have	had	had	Have you had your appointment yet?
meet	met	met	Have you met the doctor yet?
run	ran	run	I haven't run for a week.
see	saw	seen	She hasn't seen the doctor yet.
Sit	sat	sat	Have you ever sat in a doctor's office for a long time?
stand	stood	stood	Have you ever stood in line for a long time?
take	took	taken	Have you ever taken medicine?

## **Practice**

*Now choose three questions above in the sentence column to ask your partner.*

*Practice using the present perfect with irregular past participles to ask and answer questions.*

**Activity One:**

*Rose has taken her sister to the emergency room. Her sister needs an operation. Rose needs to discuss her sister's medical background with the nurse by answering the following questions. Fill in the blank with the correct form of the verb in the present perfect.*

**Nurse:** I need to ask you questions about your sister's conditions. Ok?  
Has she had any health problems?

**Rose:** Yes. She has high blood pressure and heart disease. For the past 10 years she (have) \_\_\_\_\_ some problems with asthma.

**Nurse:** How many years has she had these problems?

**Rose:** She (have) \_\_\_\_\_ high blood pressure for 20 years and heart disease since 1999.

**Nurse:** Has she had any heart attacks or strokes?

**Rose:** Yes. She had a heart attack in 1999.

**Nurse:** Has she had any operations for her heart or any other problems?

**Rose:** Yes. She (have) \_\_\_\_\_ two operations for her heart.

**Nurse:** How many operations?

**Rose:** She had two.

**Nurse:** When?

**Rose:** She had one bypass surgery in 2000 and one in 2002.

**Nurse:** Has she been in the hospital for anything else?

**Rose:** No. She (have not) \_\_\_\_\_.

**Nurse:** Does she smoke?

**Rose:** No. She smoked before she had a heart attack, but she has quit recently.

**Nurse:** Does she drink alcohol?

**Rose:** Yes. Sometimes

**Nurse:** Does she take any illegal drugs?

**Rose:** No.

**Nurse:** Has she eaten anything today?

**Rose:** Yes. She (eat) \_\_\_\_\_ breakfast.

**Activity Two:**

*Now role-play this same situation with a partner. Imagine your sister is going into the hospital for surgery. Take turns acting out the conversation with one person playing the role of nurse and the other person playing the role of the sister of the sick patient.*



**Role #1:** Nurse

*Ask your partner the following questions about her sister:*

Has she had any health problems?

How many years has she had these problems?

Has she had any heart attacks or strokes?

Has she had any operations for her heart or any other problems?

How many operations? When?

Has she been in the hospital for anything?

Does she smoke?

Does she drink alcohol?

Does she take any illegal drugs?

Has she eaten anything today?

**Role #2:** Sister of a sick patient

*Listen to the nurse as she asks you questions. Answer the questions about your sick sister.*

**Practicing Asking for Clarification:** (Instructions for the teacher)

- 1) Two people leave the classroom. While they are gone, the teacher passes out three to four index cards with medical instructions (see chart B for the cards) to one of the remaining students. That student reads the cards aloud and the class discusses the card to make sure everyone understands.
- 2) Student number one returns to the classroom. The cards are read to the student two times. He/she may ask two questions for clarification.
- 3) Student number two returns to the classroom. Student number one must tell student number two what was read from the cards. The other students in the room may correct anything that is incorrect or missing. The cards are read again to check the accuracy of student number one's memory.

### **Activity Three: Asking for Clarification**

When you are in the hospital, the doctor may give you instructions about what you can and cannot do. If you do not understand the doctor, you should ask him some questions so that you can understand.

*If you don't understand, you can say:*

Could you repeat that please?

Can you say that again?

I'm sorry. I didn't understand you.

Excuse me?

You mean...?

I don't understand what \_\_\_\_\_ means?

What does \_\_\_\_\_ mean?

*Chart B: Medical Instructions*

Take two Tylenol and lie down for two hours.	Fast after midnight.	Drink only clear liquids.
Do not take any aspirin.	Keep your foot elevated.	Stay in bed for a week.
Call the hospital if you have severe pain.	Do not eat any salt.	Eat only simple foods for a week.
Take 3 tablets every four hours.	Drink plenty of fluids.	Call the ER if you have a fever over 102 F.

# ***ESL Health Unit***

## **Unit Two The Hospital**

### **Lesson Two Surgery**



#### ***Real Practice Advanced Beginning***

##### **Goals for this lesson:**

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

- Understand more about what to expect before surgery
- Use the present perfect tense to talk about your health history

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## **Lesson Two – Surgery**

### ***Real Practice!***

*The best way to stay safe and get the best care possible in your hospital is to be an active member of your healthcare team. Review these simple suggestions before you go to the hospital.*

## *What Can You Do?*

- Tell the doctor what medicine and vitamins you are taking.
- Tell the doctor about any allergies and problems with any medicines.
- Tell the doctor your important health information.
- Ask someone, such as your personal doctor, to be in charge of your care.
- If you are having surgery, make sure you understand everything about the surgery. If you have questions, ask your doctor.
- Learn about your condition and treatments.
- Know how and when to take your medication.
- When you leave the hospital be sure to understand what you should or should not do at home.
- Make sure you can read your prescription.
- When you pick up your medicine from the pharmacy, ask questions such as: Is this the medicine my doctor prescribed for me? How often should I take the medicine? Can I eat all kinds of food with this medicine? Can I take all of medicines together? Are there any side effects?
- Ask questions anytime.

Adapted from information from the St. Joseph Medical Center

**A Thematic Unit for Beginning Level ESL Teachers**

*Beginning Level, Unit Two: The Hospital*

*Lesson Two: Surgery*

## 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 Two The Hospital**

### **Lesson Three Taking Charge While You Are in the Hospital**



#### ***Reading and Writing Practice Advanced Beginning***

##### **Goals for this lesson:**

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

- Learn new vocabulary for talking about medical situations.
- Practice reading closely for the main ideas and details of a story.

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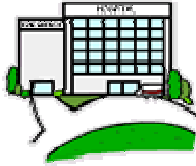
## ***Lesson Three: Taking Charge While You Are in the Hospital***

### ***Reading and Writing Practice***

#### **Before You Read!**

*In this lesson, you will read Frank's description of his trip to the hospital.*

*Before you begin, look at the pictures below and write a story with your partner. Tell what happened to Frank. Use the questions below to help you.*



(All pictures taken from [www.clipsahoy.com](http://www.clipsahoy.com))

*Questions to help you with your story:*

1. What happened to the man?
2. What did he do after this?
3. How did he feel?
4. Where did he go the next day?
5. Who did he meet there?
6. What happened next?
7. What did he ask the doctor?

8. What did the doctor say to him?

9. What did the doctor give him?

10. How did the man feel?

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## Reading Three – A Confusing Trip to the Hospital

*Frank talks about feeling confused about her visit to the local hospital:*

Two months ago, I **tripped** on a **cord** and **fell down** in my apartment. I **hurt** my left side and my head. I could walk but I **ached** a little. At night, I **lay** on my left side and the **walls** and the **ceiling** began to **spin**. It was **terrible**. I **turned** on my back and the feeling disappeared. But it happened again later. This time, it was worse. When I turned, the feeling **went away**.

I waited until morning. Then I got out of bed slowly. Nothing happened. I called my doctor's emergency service. She said, "Go to the hospital." After that, my son took me to County Hospital. I was the only patient in the hospital. It was Sunday. The nurse took me to a small room. And I lay there 3 hours. The nurse took my blood pressure constantly all 3 hours. They **measured** my heart too. They took me to another room and did something to my head. But they didn't tell me anything. I didn't understand.

Finally, the doctor came and **shook** my hand. He told me his name. He said, "Everything is okay." I asked him, "What is wrong with me?" He said, "It's in your ear." The nurse gave me 2 pills. She said, "In 10 minutes, go on your left side." And I was afraid. But **nothing happened**. They gave me a **prescription**. Now, I am feeling very good.

**Activity One:**

*Read the sentences and write T if the statement is true and F if the statement is false.*

- \_\_\_\_\_1. Frank fell down the stairs.
- \_\_\_\_\_2. He hurt her left side.
- \_\_\_\_\_3. He ached a little.
- \_\_\_\_\_4. He lay down on her right side and the room began to spin.
- \_\_\_\_\_5. This happened five times.
- \_\_\_\_\_6. He called her doctor's office.
- \_\_\_\_\_7. He called an ambulance.
- \_\_\_\_\_8. He was the only patient in the emergency room.
- \_\_\_\_\_9. The nurse checked her blood pressure.
- \_\_\_\_\_10. They checked her heart and head.
- \_\_\_\_\_11. The doctor said it was her heart.
- \_\_\_\_\_12. The nurse gave her two pills and she was fine.

**Activity Two:**

*Now discuss the questions below with your classmates and teacher.*

1. What was wrong with Frank's health?
2. What did the doctor tell him? Was the doctor clear?
3. What questions should Frank ask about his health?

**Activity Three:**

*What are the main ideas in this story? Practice telling Frank's story again in your words with your partner.*

# ***ESL Health Unit***

## **Unit Two The Hospital**

### **Lesson Three**

## **Taking Charge While You Are in the Hospital**



### ***Listening and Speaking Practice***

#### **Goals for this lesson:**

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

- Practice asking for information and expressing your opinion politely in healthcare situations.
- Understand cultural differences between how patients and healthcare professionals communicate in the United States and other countries..
- Study should + verb, have to + verb, need to + verb, and could + verb
- Practice listening to and understanding numbers.

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## **Lesson Three - Taking Charge While You Are in the Hospital**

### ***Listening and Speaking Practice***

#### **Before You Listen!**

*Discuss these questions with your classmates and teacher.*

1. How do you feel when you talk to your doctor or nurse in the hospital?
2. Do you understand what they say?
3. Do you understand the tests they do?
4. Do you understand the medicine they give you?
5. Do you understand what is wrong with you?

*Read this with your classmates and your teacher before you listen. Discuss any words you don't know with your teacher.*

## **Good Communication in the Hospital**

You should be able to communicate (*communicate* means *talk to and understand*) with your doctor or nurse in the hospital. You should understand everything that is happening to you. You should understand all tests done, medications, and advice your doctor gives you.

*Practice these expressions to help you communicate with your doctor or nurse.*

### **Expressions**

#### **Stating a Preference**

I would like to get a second opinion.

I would like to speak to my doctor.

I would like my son to come with me.

I would like to know what is wrong with me.

I'm sorry, but I'm not comfortable with that.

#### **Asking for Information**

Could you explain this to me? I don't understand this procedure.

I'm sorry, but I don't understand what that is.

Could I talk to the doctor? I need to know about this medication.

When will I be able to see the doctor?

Could you explain what that means?

Could you explain these tests you are doing?

What kind of test is this? What will happen to me?

Why do I need this test?

Will it hurt?

What are the side effects of this medication?

Could you tell me what the results of the blood test were?

## Listening Three – Communicating Successfully in the Hospital

**Nurse:** Mrs. Alvarez, you can come with me.

**Mrs. Alvarez:** Okay.

*The nurse takes Mrs. Alvarez into a room.*

**Nurse:** Now, Mrs. Alvarez, could you put on this hospital gown?

I'll be back in a minute.

**Mrs. Alvarez:** Sure.

*The nurse comes back and checks her blood pressure, takes her pulse.*

**Nurse:** Mrs. Alvarez, do you have any allergies? Are you allergic to any medicines?

**Mrs. Alvarez:** No, I'm not allergic to anything.

**Nurse:** Okay. Good. Your blood pressure is good.

**Mrs. Alvarez:** Okay.

**Nurse:** The doctor will be with you in a few minutes.

**Mrs. Alvarez:** Thank you.

**Doctor:** Hi Mrs. Alvarez. How are you today?

**Mrs. Alvarez:** Well, I fell down the stairs and now I feel achy. My head hurts a little.



**Doctor:** O.K. We're going to do a test on your head now.

**Mrs. Alvarez:** What kind of test is it? What will happen to me?

**Doctor:** The test is called a CAT Scan.

**Mrs. Alvarez:** I'm sorry, but I don't understand what that is.

**Doctor:** It is a test to see if you have any head injuries.

**Mrs. Alvarez:** Why do I need this test?

**Doctor:** You need this test because you fell down the stairs and you hit your head. It's the only way we can see if there's a problem.

**Mrs. Alvarez:** Okay. I understand. Could you tell me what will happen to me? What is this test?

**Doctor:** You will lie down and we will put your head under something that looks like a donut.

**Mrs. Alvarez:** Will it hurt me?

**Doctor:** No, it won't hurt and you won't feel anything. It's very simple. It is a test we do to find out if there are any injuries to your head or any other problems.

**Mrs. Alvarez:** Okay. I understand. But I would like my daughter to come with me.

**Doctor:** I'm sorry; she can't come in with you. But she can wait in the waiting room.

*Mrs. Alvarez is now in the CAT Scan room.*

**Technician:** Now Mrs. Alvarez, hold your breath. Okay now let your breath go.

*(Picture above is taken from [www.hhp.umd.edu/.../gusto/othertesting.html](http://www.hhp.umd.edu/.../gusto/othertesting.html))*

### **Activity One:**

*Talk about these questions with your partner.*

1. Why did Mrs. Alvarez go to the hospital?
2. What did the nurse do?
3. What did the doctor say?
4. What questions did Mrs. Alvarez ask?
5. How did the doctor explain the CAT Scan?
6. Did Mrs. Alvarez understand everything in the end?

### **Activity Two:**

*Now practice reading the dialogue out loud with your partner.*



### **Activity Three:**

*Read the following situations. Work with a partner. Write what you can say to the healthcare professional.*

1. You are having severe chest pain. You call 9-1-1 and an ambulance comes. You want to go to a specific hospital. What can you say to the emergency medical technician (*this is the person who takes you to the hospital*)?
2. You want to know which hospital your doctor says you should go to for your condition. What can you say to your doctor?
3. You look at the hospital identification nametag on your wrist it is not your name. It has another name on it. What can you say?
4. You are in the emergency room. The doctor is examining you and something really hurts. What can you say to the doctor?

5. The nurse gave you an IV drip (*remember we learned this in Lesson 2?*). Your arm is very swollen and it looks black and blue. What can you say to the nurse?

6. You've had a bad reaction to a medication (*this means problems because of your medication*). You want to change the medication or the dosage (*this means the amount of medication you take*). What can you say to the nurse or doctor?

### **Culture Box: Cultural Ideas and Healthcare**

Different cultures have different ideas about **contact** between health care professionals and patients. Here are some examples. Read them and discuss any words you don't know with your teacher.

- Patients should know everything about their condition, even if it is bad.
  
- A health care professional is allowed to touch a patient's body during examination.
  
- A patient should look a doctor or nurse in the eye as they speak. It is ok to look away sometimes.
  
- The patient makes the final decision (this means *choice*) about medical treatment. If the patient is too sick, family members and doctors can help.
  
- The patient's family members can stay in the hospital only during **visiting hours**. Most patient care is provided by health care professionals, not family members.

### **Activity One:**

*With your classmates or teacher, talk about the culture box. Are these ideas the same in your country?*

### **Activity Two:**

*Now read the story below about Minh, whose husband has different cultural beliefs about a doctor touching his body.*

My husband was in the hospital for about 2 hours. He was feeling very dizzy and had bad headaches. Finally, we made an appointment with his doctor. His doctor was worried. He sent us to a **specialist** for tests. A **neurologist\*** examined my husband and he touched his head. In my culture, it is very bad to touch a person's head. My husband was very upset. He left the hospital. My husband doesn't want to go back to the doctor.

\* **neurologist** – A doctor who treats the brain and nervous system.

### **Activity Three:**

*In your group or pair, answer the following questions*

1. What cultural ideas did the doctor not know?
2. What is kind of physical contact between patient and doctor is okay in your country?
3. Has a doctor or health care professional ever done anything to upset you?
4. What should Minh do?

## Before You Listen!

*How do you say and write the following numbers? Fill in the chart with the correct information and discuss your answers with your classmates and teacher.*

Number	How do you say it?
100	
1,000	
10,000	
100,000	
1,000,000	
130	
1, 230	
13,030	
130,313	
1, 213,433	
6%	
4.5%	
$\frac{1}{4}$	
$\frac{1}{3}$	

1/2	
1969 (the year)	
1976 (the year)	
1988 (the year)	
1992 (the year)	
2002 (the year)	

## Vocabulary

*Talk with your teachers and classmates about these vocabulary words before you listen.*

1. **interpreter:** someone who speaks English and your language
2. **diagnosis:** what the doctors says is your medical problem
3. **treatment:** how the doctor helps you with your medical problem
4. **demand:** to command, ask for something strongly



## Listening Four - Language Problems and Health Care

About 32 million people in the United States speak a language other than English at home. 11% of patients need interpreter services. During the 1980s, 9.5 million people came to America from over 100 countries. Many health care providers have not given professional interpreter services to their non-English speaking patients. Patient care suffers because of this. People have to ask their children to interpret for them. Sometimes, non-English speaking patients wait a long time because there are no interpreters for them. Communication problems cause problems in diagnosis and treatment.

U.S. health care providers should give interpreting services to non-English-speaking patients. Non-English speaking patients should demand (*this means to ask for strongly*) interpreting services when they need them.

*Adapted from <http://www.diversityrx.org>*

**Activity One:**

*Listen the first time for the main idea.*

1. What is the main idea of this listening?

**Activity Two:**

*Listen again and fill in the blanks with the missing numbers and words.*

1. About \_\_\_\_\_ people in the United States speak a language other than English at home.
  
2. During the \_\_\_\_\_, 9.5 million people came to America from over \_\_\_\_\_ countries.
  
3. Non-English speaking patients should \_\_\_\_\_ interpreting services when they \_\_\_\_\_ them.

**Grammar Tip: should + verb, need to + verb, have to + verb,  
could + verb**

<b>Should + verb</b>	<b>Need to + verb</b> <i>and</i>	<b>Could + verb</b>
<p>You <b>should</b> go to the hospital.</p> <p>People use <b>should + verb</b> to give advice.</p> <p><b>Should + verb</b> means something that is good for you to do</p> <ol style="list-style-type: none"> <li>1. Non-English speaking patients <b>should demand</b> interpreting services.</li> <li>2. U.S. health care providers <b>should give</b> interpreting services to non-English-speaking patients.</li> </ol>	<p><b>Have to + verb</b></p> <p>You <b>need to have</b> a CAT scan.</p> <p>People use <b>need to + verb</b> and <b>have to + verb</b> to tell people what is necessary to do.</p> <p><b>Need to + verb</b> and <b>have to + verb</b> are stronger than <b>should + verb</b>.</p> <ol style="list-style-type: none"> <li>1. You <b>need to have</b> a blood test.</li> <li>2. Do I <b>need to go</b> to the hospital?</li> </ol>	<p>You <b>could ask</b> your doctor for advice.</p> <p>People use <b>could + verb</b> to tell people what is possible for them to do.</p> <ol style="list-style-type: none"> <li>1. You <b>could ask</b> for a second opinion. A second opinion is when you ask another doctor for advice.</li> <li>3. You <b>could go</b> to the hospital if you can't see the doctor.</li> </ol>

## **Talk About It!**

### **Activity One:**

*Read the following situations. What should the patient do or say?*

*\*Note – as you are reading, discuss any words you do not know with your classmates and instructor. If necessary, use a dictionary to help you understand the meaning of the new words.*

### **Situation #1**

Carla went to the hospital after her doctor said her heart was beating irregularly. She knows that she will have some medical tests. She doesn't understand how long she will be in the hospital. She doesn't know when she will go home. She feels bad because she thinks a nurse explained this to her before.

### **Situation #2**

Wen-liu has been in the hospital for a day. He is very angry with his nurse. This nurse never smiles. He makes faces when Wen-liu asks a question. Wen-liu waits for a long time when he calls for the nurse. One time, the nurse yelled at him when he asked for a drink.

### **Situation #3**

Maria's husband has cancer. Her doctor has been very kind. She respects him. Her doctor said, "Your husband can get many different treatments." Maria is confused. She would like to get a second opinion. She is afraid to tell her doctor this.

**Activity Three:**

***My Rights as a Patient***

*Discuss the definition below with your teacher.*

A “Right” says that you should be treated in a certain way by law.

A. *Read the two stories below.*

“The nurses at X hospital don’t enjoy or respect their patients...I felt bad because I didn’t speak English. They didn’t help me.”  <i>Spanish Speaker, Philadelphia</i>	“I think the X hospital is friendly and kind. They care about their patients. I have a problem speaking English, but I feel comfortable with them.”  <i>Korean, Philadelphia</i>
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B. *These two people live in the same city. They are the same age. They had different experiences in the hospital. Answer these questions.*

1. Why do they have different opinions about hospital X?
2. Do they agree about anything?
3. Do they have a “right” to respectful treatment in a hospital?

*What other “rights” do they have as patients?*

*C. In small groups read each sentence. Discuss the words you don’t know with your teacher. If the sentence is true, write T on the line. If the sentence is false, write F on the line.*

- \_\_\_\_\_ 1. You have the right to free medicine while in the hospital.
- \_\_\_\_\_ 2. You have the right to respectful treatment by all hospital staff.
- \_\_\_\_\_ 3. You have the right to emergency services.
- \_\_\_\_\_ 4. You have the right to know the names of all the healthcare professionals who help you.
- \_\_\_\_\_ 5. You have the right to a television in your hospital room.
- \_\_\_\_\_ 6. You have the right to have someone in the operating room with you.
- \_\_\_\_\_ 7. You have the right to decide what treatments and procedures you want.
- \_\_\_\_\_ 8. You have the right to a private room.
- \_\_\_\_\_ 9. You have the right to privacy.



# ***ESL Health Unit***

## **Unit Two The Hospital**

### **Lesson Three Taking Charge While You Are in the Hospital**



#### ***Real Practice Advanced Beginning***

#### **Goals for this lesson:**

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

- Learning about your rights as a patient.



## **Lesson Three: Taking Charge While You Are In the Hospital**

### **Real Practice!**

*Do you want to learn more about your rights as a patient? The next time you go to the doctor's office, ask your doctor to explain what rights you have as a patient.*

**A Thematic Unit for Beginning Level ESL Teachers**

*Beginning Level, Unit Two: The Hospital  
Lesson Three: Taking Charge While You Are in the Hospital*

## 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
- \_\_\_\_\_