

ESL Health Unit

Unit Three Managing Illness



Advanced Beginning

**Concept by Shelley Reece and Oscar Jimenez
with additional activities and
materials by Lisa Minetti, Melissa Halaway and Sharon Nicolary**

Made possible by a generous grant from MetLife Foundation.

Additional support provided by Temple University and San Jose State University.

This unit was developed as part of the SHINE-MetLife Foundation Health Literacy Initiative, as one component of Project SHINE, Center for Intergenerational Learning.

For more information about this project, go to www.projectshine.org

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, Sharon Nicolary and Lisa Minetti 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 Shelley Reece, in collaboration with elder learners at the Norris Square 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, Sharon Nicolary and Lisa Minetti 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.

Managing Illness

A Thematic Unit for Basic Level Learners

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ESL Health Unit

Unit Three Managing Illness

Lesson One Diabetes



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 and talk about the symptoms of diabetes
- Understand and talk about risk factors of diabetes
- Understand and talk about ways to prevent and manage diabetes
- Use yes/no and wh-questions to ask for information



Lesson One: Diabetes

Reading and Writing Practice

Before You Read!

In this lesson, you will read stories from people who have diabetes. Before you begin reading, complete the following activity with your classmates and your teacher.

Answer these questions with a partner:

1. How often do you visit the doctor's office?
2. Do you go to the doctor's office when you feel healthy?
3. How do you stay healthy?

Vocabulary

*Study these new vocabulary words before you read. Read the sentences and guess the meaning of the **bold** words from context. Discuss the words with your teacher.*

- 1. I visited my doctor for a **physical**. He gave me an exam and asked questions about my health.*
- 2. After my exam, my doctor did a **blood test**. He checked my blood for disease.*
- 3. I am always **thirsty**. I drink a lot day and night. I always want to drink more.*
- 4. I exercise and eat well **to maintain my health**. Staying healthy is important.*
- 5. I don't feel well. My head hurts and I have a sore throat. Are these **symptoms** of a **disease**? Am I sick?*

Reading One

Next read Marcia's story and answer the questions that follow with your classmates and teacher.

My name is Marcia Lin. I am 68 years old. I have been in the United States for 18 years.

Last year I went to my doctor for a physical. My doctor checked my weight and my vision. I am not overweight, but my vision is blurred. I cannot see the numbers at the bus stop clearly. After my physical, my doctor sent me to another office to have a blood test.

One week later, my doctor called me. She told me I have diabetes. I was surprised. I learned about diabetes. I needed to change my lifestyle.

I changed my diet and exercise habits. Now I eat healthy foods. I drink a lot of water and I eat a lot of vegetables. I don't eat rice or fried foods. Now I exercise every day. I walk to the bus stop.

I feel good. I like to stay healthy.

New words

To check: to look at

Lifestyle: way of living

Habits: frequent activities

Blurred vision: seeing

unclearly

1. What did the doctor check during Marcia's physical?
2. Is Marcia overweight?
3. How is Marcia's vision?
4. What did the doctor tell Marcia when she called?
5. How did Marcia's lifestyle change after she found she had diabetes?
6. How does Marcia feel now?

Health Watch: Diabetes Facts

Diabetes is a disease. In this disease, your body cannot change food into energy. Healthy bodies use a chemical called **insulin** to change sugar and starches in foods, such as cookies and rice, into energy. If you have diabetes, your body does not make insulin or use insulin well.

What causes diabetes? Scientists do not know exactly. You might get diabetes if it is in your family. You might get it if you are overweight and don't exercise.

Diabetes is a serious disease. It kills almost 210,000 people each year. A lot of people do not know they have diabetes. Some people have symptoms, but some do not. If you have **any** of the following symptoms, contact your doctor:

- Extreme thirst (*often very thirsty*)
- Frequent urination (*releasing liquids from the body*)
- Unexplained weight loss (*no reason*)
- Blurred vision (*cannot see clearly*)

Discuss any words you do not know with your classmates and teacher.

Diabetes Risk Test

Could you have diabetes and not know it? Answer the following questions with your classmates and teacher.

There are 18.2 million Americans with diabetes – and many don't know it!

Are you at risk? Take this test to find out.

To find out if you are at risk, check yes to each statement that is true for you.

If the statement is not true for you, check no. Then count the checks in the yes column to understand your risk for diabetes.

		<u>Yes</u>	<u>No</u>
1.	My weight is equal to or above that listed in the chart below.		
2.	I am under 65 years of age <u>and</u> I do not exercise.		
3.	I am between 45 and 64 years of age.		
4.	I am 65 years old or older.		
5.	a. I am a woman. I had a baby that weighed more than nine pounds at birth.		
	b. I have a sister, brother or parent with diabetes.		
	Totals:		

If you check no 4 or 5 times

You are probably at low risk for having diabetes now. Don't forget about it!

You may be at higher risk in the future.

If you check yes 2 or more times

You are at greater risk for having diabetes. Ask your doctor about diabetes at your next office visit. Only your health care provider can tell you if you have diabetes.

At-Risk Weight Chart Body Mass Index	
Height in feet and inches	Weight in pounds
4'10"	129
4'11"	133
5'0"	138
5'1"	143
5'2"	147
5'3"	152
5'4"	157
5'5"	162
5'6"	167
5'7"	172
5'8"	177
5'9"	182
5'10"	188
5'11"	193
6'0"	199
6'1"	204
6'2"	210
6'3"	216
6'4"	221

If you weigh the same or more than the amount listed for your height, you may be at risk for diabetes.

Information above obtained from the American Diabetes Association (<http://www.diabetes.org>)

Now read Minnie's story and answer the questions that follow with your classmates and teacher.

Reading Two:

My name is Dominga (Minnie) Diaz. I am 47 years old. I have been in the United States for 10 years.

I always cook at home. I love to prepare food for my family. Our favorite dish is meat and rice. We love dessert too.

Last month, I lost 10 pounds. This month I lost 5 more. I weigh 143 pounds and I am 5'4". I do not know why I lost weight. I did not change my diet and I do not exercise. I drink a lot of orange juice, but I often feel thirsty. I wake up during the night to go to the bathroom.

I told my father about my changes in health. He knows my symptoms. He has diabetes. He suggests that I go to the doctor's office for a physical and blood test. I called my doctor and made an appointment. Do I have diabetes?

New Words

To make an appointment: to schedule a meeting

To suggest: to give advice

Activity One:

Answer the following questions based on the reading.

1. How much does Minnie weigh?
 - a. forty seven pounds
 - b. one hundred and forty three pounds
 - c. ten pounds

2. How old is Minnie?
 - a. forty seven
 - b. one hundred and forty three
 - c. ten

3. Which statement about Minnie's lifestyle is true?
 - a. Minnie likes to cook.
 - b. Minnie exercises every day.
 - c. Minnie does not eat desserts.

4. Does Minnie have any of the following symptoms of diabetes? Circle the symptoms she has:
 - a. Extreme thirst
 - b. Frequent urination
 - c. Unexplained weight loss
 - d. Blurred vision

Activity Two:

Do you think Minnie is at risk for diabetes? Using the information in the reading and the chart from the last lesson, assess her risk below.

		<u>Yes</u>	<u>No</u>
1.	Minnie's weight is equal to or above that listed in the chart above (on the previous page).		
2.	Minnie is under 65 years of age <u>and</u> she gets little or no exercise during a usual day.		
3.	Minnie is between 45 and 64 years of age.		
4.	Minnie is 65 years old or older.		
5.	a. Minnie is a woman. She had a baby weighing more than nine pounds at birth. b. Minnie has a sister, brother or parent with diabetes.		
Totals:			

If you check no 4 or 5 times

She is probably at low risk for having diabetes now. She may be at risk later.

If you check yes 2 or more times

She is at greater risk for having diabetes. At her next office visit, she should ask her doctor about it.

ESL Health Unit

Unit Three Managing Illness

Lesson One Diabetes



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 and talk about the symptoms of diabetes
- Understand and talk about risk factors of diabetes
- Understand and talk about ways to prevent and manage diabetes
- Use yes/no and wh-questions to ask for information

Lesson One: Diabetes

Listening and Speaking Practice

Before You Listen!

What do you already know about the symptoms and risk factors for diabetes? Decide which statements are true (T) or false (F).

1. People with diabetes always have symptoms. *T F*

2. If someone in the family has diabetes, you are at greater risk. *T F*

3. An unhealthy lifestyle can cause diabetes. *T F*

4. If you have diabetes, your body uses insulin well. *T F*

5. Feeling hungry all the time is a symptom of diabetes. *T F*

Listening One:

****Note to teacher: Do **not** pass out the written message in the box below. Record it onto a cassette (if possible with someone to play the second role in the dialogue) and have students listen to the recording. Play once or twice before they begin to listen for specific information.**

Dimitri just learned he has diabetes. He has a lot of questions for the nurse. Listen to the conversation and then answer the questions that follow with your classmates and teacher.

Dimitri: I feel worried. My doctor told me I have diabetes. I have many questions about the disease.

Nurse: Don't worry Dimitri. I can help you learn more about diabetes.

Dimitri: What do I need to do to stay healthy?

Nurse: You have to take care of yourself every day. This means:

- Make a meal plan.
- Exercise for 30 or more minutes most days.
- Take your diabetes medicine.

Dimitri: How do I make a meal plan?

Nurse: You need to eat a low-fat, low-salt diet. You have to avoid desserts.

Dimitri: Do I have to exercise too?

Nurse: You should do physical activity on most days of the week. Try walking or ride a bicycle.

Dimitri: Why is exercise so important?

Nurse: Your low-fat, low-salt diet works best with exercise. Exercise also helps your insulin work better. Remember, insulin helps your body change food into energy.

Dimitri: But I'm too tired to exercise!

Nurse: You have to do it. It is hard at first, but it will get easier. I promise you'll feel better soon.

Dimitri: Do you think I can do it?

Nurse: Of course you can! Millions of people with diabetes live healthy lives. Come to our support group. You can meet other people with diabetes. Our first meeting is next Monday.

Dimitri: OK. I will come. Thank you for answering my questions.

Nurse: You're welcome.

Activity One:

Choose whether the following statements are true or false based on the listening:

- | | | |
|---|---|---|
| 1. Dimitri has diabetes. | T | F |
| 2. The nurse suggests a low-fat diet. | T | F |
| 3. Dimitri likes to exercise. | T | F |
| 4. The nurse tells Dimitri to exercise most days. | T | F |
| 5. The support group meets Monday. | T | F |
| 6. Dimitri will go to the support group. | T | F |

Activity Two:

Practice the dialogue with a partner. Take turns being Dimitri and the nurse.

Talk About It!

Now, read through the following *Health Watch* segment and then do the activity with your classmates and teacher.

Health Watch: Tips for Preventing Diabetes

To help prevent diabetes, the National Diabetes Education Program tells adults age 60 and over to take the following steps:

STEP ONE: Exercise regularly

- **Warm Up.** Warm-ups get your body ready for physical activity.
- **Walk.** Get walking shoes. Find a safe place to walk, such as a shopping mall or a community center.
- **Stretch.** You don't need a special time or place to stretch. Stretch slowly. You should not feel pain.

STEP TWO: Eat Right

Make healthy food choices. Try some of these tips:

- Eat less. Eat less often.
- Eat three normal meals at regular times.
- Eat more fresh fruit, vegetables, nuts and whole grains.
- Don't eat a lot of fried foods.
- Drink six to eight glasses of water every day.

Discuss any words you do not know with your classmates and teacher.

From the National Diabetes Education Program, www.ndep.nih.gov

Grammar Tip: Question Formation

Asking for Information Using Yes/No and Wh-questions

Yes/No Questions

Wh-Questions

<p><u>Form:</u> helping verb + subject + verb</p> <p>Do you feel healthy?</p> <p>Can Marcia see clearly?</p>	<p><u>Form:</u> <i>Wh-word</i> + <i>helping verb</i> + <i>subject</i> + <i>verb</i></p> <p>What should you do to stay healthy?</p> <p>How often does Marcia visit the doctor?</p> <p>Wh-words: <i>Who, what, when, why, where, how</i></p>
--	--

Pronunciation Note: Intonation (Melody)

Native speakers of English use rising and falling intonation (pitch) in questions. Listen to your teacher pronounce the following questions.

Yes/No → *rising pitch*

Do you feel healthy?

Wh-Questions → *falling pitch*

What should you do to stay healthy?

Activity One:

Identify the type of question a nurse might ask. Circle WH for a Wh-question and YN for Yes/no question.

- | | | |
|-------------------------------------|----|----|
| 1. How old are you? | WH | YN |
| 2. When was your last physical? | WH | YN |
| 3. Have you lost weight recently? | WH | YN |
| 4. Do you feel dizzy? | WH | YN |
| 5. Who has diabetes in your family? | WH | YN |
| 6. Do you often feel thirsty? | WH | YN |
| 7. Do you see clearly? | WH | YN |
| 8. What kind of foods do you eat? | WH | YN |
| 9. How often do you exercise? | WH | YN |
| 10. Where do you usually exercise? | WH | YN |

Activity Two:

Practice reading the questions in Activity One. Read Yes/No questions with a rising pitch pattern. Read Wh-questions with a falling pitch pattern. Listen to your teacher for samples.

Activity Three:

In this activity, you will work with a partner to ask questions and describe symptoms.

Situation One

Partner A: You are a nurse. Ask your patient questions about his health.

Write down his/her answers. When you ask the questions, pay attention to your pitch patterns.

1. What's your name?	
2. How old are you?	
3. How much do you weigh?	
4. Do you feel dizzy?	
5. Do you see clearly?	

Partner B: You are a patient. Read your story and answer the nurse's questions about your health. Describe your symptoms.

Your name is Tina. You are 65 years old. You are a little overweight. You are 5'3'' and weigh 160 pounds. Recently, you have not felt good. You often feel dizzy, have blurred vision, and often go to the bathroom.

Situation Two

Partner A: You are a nurse. Ask your patient questions about his health.

Write down his/her answers. When you ask the questions, pay attention to your pitch patterns.

1. What's your name?	
2. How old are you?	
3. How much do you weigh?	
4. Have you lost weight recently?	
5. Do you exercise?	

Partner B: You are a patient. Read your story and answer the nurse's questions about your health. Describe your symptoms.

Your name is Alex. You are 70 years old. You have diabetes. You are very overweight. You are 5'11'' and weigh 275 pounds. You know you need to lose weight, but you love food! You do not want to follow a special diet. You want to eat the food you love.

ESL Health Unit

Unit Three Managing Illness

Lesson One Diabetes



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 and talk about the symptoms of diabetes
- Understand and talk about risk factors of diabetes
- Understand and talk about ways to prevent and manage diabetes
- Use yes/no and wh-questions to ask for information

Students
Helping
In the
Naturalization of
Elders

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Lesson One: Diabetes

Real Practice!

You need to take care of yourself, even if you do not have diabetes. It is very important that you:

- Live a healthy lifestyle
- Keep your weight at a normal level
- Take your medication as prescribed

Living a healthy lifestyle includes:

- Following a balanced meal plan
- Being physically active
- Regular visits to your doctors

Set goals for yourself!

Think about the information that you have learned in this unit. Do you live a healthy lifestyle? A food diary can help you pay attention to your lifestyle. Use the template below and write down what you eat.

Food Diary	
Breakfast	
Mid-morning	
Lunch	
Mid-afternoon	
Evening meal	
Before bed	

Get the support you need

You may feel scared, shocked, overwhelmed, or even angry about your diabetes.

A positive attitude (*feeling*) about your diabetes can help you to maintain your health. Talk to others who have diabetes. Ask your doctor about joining a peer-support group or visiting an information session.

A Thematic Unit for Beginning Level ESL Teachers

Beginning Level, Unit Three: Managing Illness

Lesson One: Diabetes

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 Three Managing Illness

Lesson Two High Blood Pressure



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 and talk about the symptoms of high blood pressure
- Understand and talk about risk factors for high blood pressure
- Understand and talk about ways to prevent and manage high blood pressure
- Use *will* and *be going to* to talk about the future

Lesson Two: High Blood Pressure

Reading and Writing Practice

Before You Read!

In this lesson, you will read stories from people who have high blood pressure. Before you begin reading, answer the following questions with your classmates and your teacher.



Picture taken from: <http://health.allrefer.com/pictures-images/blood-pressure-check.html>

Look at the picture above and answer the following questions with a partner:

1. What kind of test is the man having?
2. Have you ever had this test?
3. When is the last time you had this test?
4. WhAT does this test measure?

5. Why is this test important?

Reading Three

Next read Elsa's story and answer the questions that follow with your classmates and teacher.

My name is Elsa Raudales. I am from Honduras. I have been in the United States for twenty years. I have high blood pressure.

I went to the doctor for a physical and he asked about my lifestyle. I told him I eat a lot of fast food and I do not exercise. He checked my

blood pressure and told me it was too high. I was surprised! I had no symptoms.

Now, I take medicine for high blood pressure. I take one pill in the morning and a different pill at night. I no longer eat fast food and I try to exercise some days. I need to check my blood pressure every month.

New Words:

High Blood Pressure



Picture taken from:

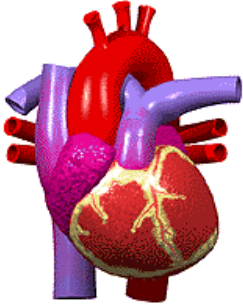
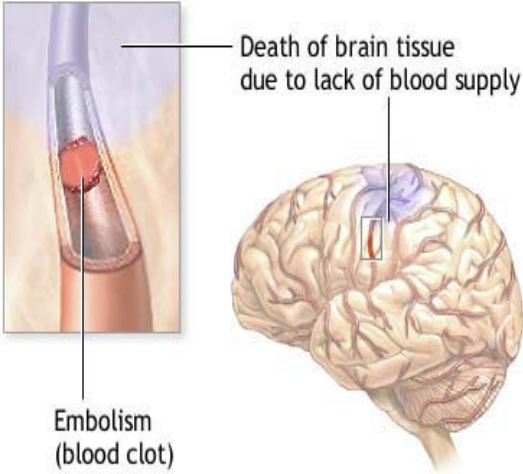
<http://achms.org:4306/pte/Highbp/Page19.htm>

Questions:

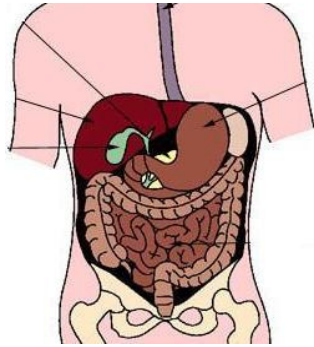
1. How long has Elsa been in the United States?
2. Why did Elsa visit the doctor?
3. What did the doctor do during Elsa's visit?
4. What were Elsa's symptoms of high blood pressure?
5. How does Elsa take care of her high blood pressure?

Vocabulary

Look at these vocabulary words before you read *Health Watch*.

Vocabulary Word	Definition
<p>Arteries</p>  <p>Picture taken from: http://achms.org:4306/pte/Highbp/Page35.htm</p>	<p>These are tubes that carry blood from the heart to other parts of the body.</p>
<p>Stroke</p>  <p>Death of brain tissue due to lack of blood supply</p> <p>Embolism (blood clot)</p> <p>ADAM.</p> <p>Picture taken from: http://health.allrefer.com/pictures-images/stroke-1.html</p>	<p>This is a sudden decrease or loss of feeling and movement.</p>

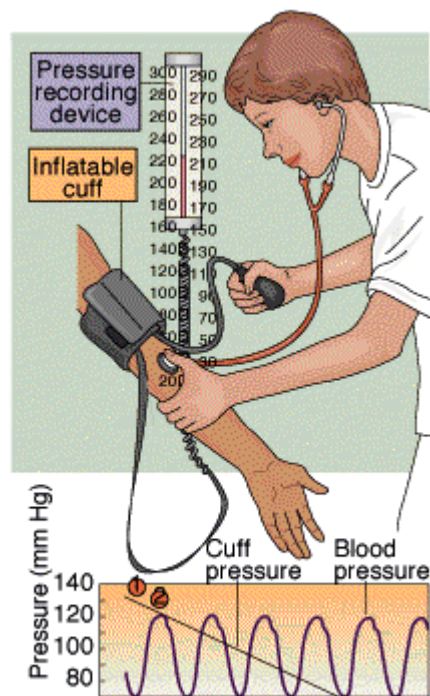
Organs



Picture taken from: <http://www.swiss-magen-darm.com/en/picts/euebersicht.jpg>

A structure in the body that completes an important job. For example, the heart pumps blood. The stomach digests food.

Systolic and Diastolic



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http://faculty.southwest.tn.edu/jwilliams/blood_pressure_determination.htm

These are the two measurements of your blood pressure. The systolic number is on the top. The diastolic is on the bottom.

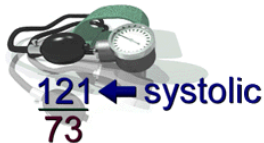
Health Watch: What is High Blood Pressure?

When you have [high blood pressure](#), or hypertension, the force of blood in your **arteries** is too strong. High blood pressure is very dangerous. It is called a "silent killer" because it often does not cause symptoms.

High blood pressure can hurt your arteries and your organs, such as the heart and brain. High blood pressure can lead to heart attack and [stroke](#).

We measure blood pressure with two numbers: **systolic** and **diastolic**. It is important to look at both numbers in your blood pressure reading.

- The **systolic number measures** the force in your arteries when your heart beats. **It is the first or top number** of a blood pressure reading.



Picture taken from <http://achms.org:4306/pte/Highbp/Page38.htm>

- The **diastolic number measures** the force in your arteries when your heart is at rest. **It is the second or bottom**



Picture taken from <http://achms.org:4306/pte/Highbp/Page37.htm>

Measurements	Systolic	Diastolic
High blood pressure (hypertension) is: ESL Health Unit/Advanced Beginning, Unit Three: Managing Illness	140 or above	90 or above

High Blood Pressure Risk Test

Could you have high blood pressure and not know it? Answer the following questions with your classmates and teacher.

There are 50 million Americans with high blood pressure, and most have no symptoms. Are you at risk? Take this quiz to find out. Select true or false for the statements below. How many risk factors do you have?

Risk Factors Quiz		<u>Yes</u>	<u>No</u>
1.	Does someone in your family have high blood pressure?		
2.	Are you over 55 years old?		
3.	Do you eat unhealthy foods?		
4.	Do you smoke?		
5.	Do you drink alcohol?		
6.	Are you overweight?		
7.	Do you exercise regularly?		
9.	Do you manage your stress?		

If you answer yes to several questions

You may be at risk for developing high blood pressure. Ask your doctor

about high blood pressure at your next office visit. Only your health care provider can tell you if you have high blood pressure.

Reading Four

Now read the following story and answer the questions that follow with your classmates and teacher.

My name is Ludmilla and I am 72 years old. I am from Slovakia. I have had high blood pressure since I was 55.

I have seen many different doctors. The doctors have given me a lot of advice. One doctor told me to change my diet and exercise. A different doctor told me that only medication helps lower my high blood pressure.

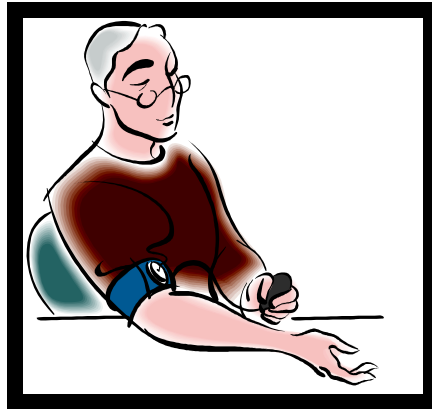
I always eat healthy food and take my medication, but it isn't always easy. I sometimes eat my favorite soup, which has a lot of salt. I feel too tired to exercise every day. I have been on different medications because some pills didn't work. Some pills made me feel sick.

1. When did Ludmilla learn she had high blood pressure?
2. What advice did the doctors give her?
3. What problem has she had with her diet?
4. What problem has she had with her medication?

ESL Health Unit

Unit Three Managing Illness

Lesson Two High Blood Pressure



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 and talk about the symptoms of high blood pressure
- Understand and talk about risk factors for high blood pressure
- Understand and talk about ways to prevent and manage high blood pressure
- Use *will* and *be going to* to talk about the future



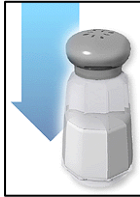
Lesson Two: High Blood Pressure

Listening and Speaking Practice

Before You Listen!

What are some changes we could make to help lower the risk of high blood pressure? List them below and discuss your answers with your classmates.

Use the pictures below to help you start your list.



Pictures taken from:
<http://achms.org:4306/pte/Highbp/Page15.htm>
<http://achms.org:4306/pte/Highbp/Page08.htm>
<http://achms.org:4306/pte/Highbp/Page18.htm>
<http://achms.org:4306/pte/Highbp/Page09.htm>
<http://achms.org:4306/pte/Highbp/Page27.htm>

Vocabulary:

*Study these new vocabulary words before you listen. Read the sentences and guess the meaning of the **bold** words from context. Discuss the words with your teacher.*

- 6. My doctor put me on a **low-sodium** diet. I cannot eat a lot of salt.*
- 7. The doctors studied high blood pressure for a long time. Their **research** showed that high blood pressure can run in families.*
- 8. My brother likes to eat a **snack** after dinner. He loves potato chips.*
- 9. My doctor told me **to cut back on** salt. He says I should eat fewer salty foods.*

Listening Two:

****Note to teacher: Do **not** pass out the written message in the box below until students are ready for the “Talk About It!” activity. Record it onto a cassette and have students listen to the recording (if you have time, it may be helpful to ask a friend or family member to record this message so that your learner(s) can practice listening to an unfamiliar voice). Play once or twice before they begin to listen for specific information.**

Listen to the following conversation from a call-in radio talk show. A doctor is talking about treatment for high blood pressure. Listen to the conversation and then answer the questions that follow with your classmates and teacher.

Dr. Mercy: Now we have Jim calling from Philadelphia. Hi Jim!

Jim: Hi Dr. Mercy. I have high blood pressure and I’ve been on a low-sodium diet for about 10 years.

Dr. Mercy: Great. How can I help you?

Jim: Well, I feel healthy. I eat healthy foods and take my medication, but I don’t like my low-salt diet. Is it OK for me to eat a bag of potato chips?

Dr. Mercy: A whole bag? Sorry, but I don't think you should eat so many potato chips. They're too high in fat and salt. New research shows that people who have low sodium in their diets have lower blood pressure overall.

Jim: But I found low-salt potato chips! I want to eat my favorite snack. Besides, I take my medication. Isn't that enough to control my blood pressure?

Dr. Mercy: I don't know for sure, but medication is probably not enough. Since you have had hypertension for so long, it's best to treat it with a combination of both lifestyle changes AND medication. If you really want to eat low salt potato chips, just eat a small amount, not the whole bag.

Jim: So, if I eat just a few potato chips I will be OK?

Dr. Mercy: Well, cutting back on your salt is only one way to manage your high blood pressure. What else do you do

stay healthy? Do you exercise regularly and manage your stress?

Jim: Yes, I do. I ride my bike every day. I feel relaxed. So does this mean I can eat my low-salt potato chips?

Dr. Mercy: Yes, but don't eat the whole bag! Please talk more with your doctor about your diet. Thanks for calling.

Jim: Thanks for your advice. Bye!

Activity One:

Choose whether the following statements are true or false based on the listening:

- | | | |
|--|---|---|
| 7. Jim wants to eat potato chips. | T | F |
| 8. The doctor wants Jim to cut back on his salt. | T | F |
| 9. Jim never exercises. | T | F |
| 10. Medication alone will control high blood pressure. | T | F |
| 11. Jim should talk to his doctor more about his diet. | T | F |

Activity Two:

Practice the dialogue with a partner. Take turns being Jim and the doctor.

Vocabulary:

*Study these new vocabulary words before you read. Read the sentences and guess the meaning of the **bold** words from context. Discuss the words with your teacher.*

- 1. My doctor will **treat** my disease. When I visit his office, he will take care of me.*
- 2. My friend is a positive **influence** on me. She lives a healthy lifestyle, but I do not.*
- 3. Changing your diet takes a lot of **effort**. It is hard to make changes.*
- 4. To stay healthy, we need a **combination** of diet and exercise. We need to do both.*
- 5. High blood pressure leads to **life-threatening** problems. Without treatment, people can die.*

Talk About It!

Now, read through the following Health Watch segment and then do the activities with your classmates and teacher. Discuss any words you don't know with your teacher.

Health Watch: How do we treat high blood pressure?

You have treatment choices for high blood pressure. If you do not treat your high blood pressure, it will probably get worse (bad). It can lead to life-threatening problems like a heart attack or stroke.

Treating high blood pressure is a lifelong effort. Your lifestyle is one of the biggest influences on your blood pressure. Making healthy changes in your lifestyle and taking medication are the most common treatments for high blood pressure.

Lowering your blood pressure

There are three ways to lower your blood pressure:

- Medications

- Lifestyle changes

- A combination of medications and lifestyle changes

Treatments are different for each person, and can change over time.

The best way to treat hypertension is to change unhealthy lifestyles. Your medications work better if you have a healthy lifestyle. When you have high blood pressure, you will probably need several medications.

When you discuss treatment with your doctor, she will look at your blood pressure, your other health problems, and your risk factors for heart disease.

You'll also decide what your blood pressure should be. You will make a plan with your doctor.

Activity One:

Now answer these questions.

1. What will happen if you don't treat your high blood pressure?
2. What are three ways to lower your blood pressure?
3. Are treatments the same for each person?
4. What is the best way to treat high blood pressure?
5. What will your doctor look at when you talk about treatment?

Grammar Tip: Be Going to and Will: Talking about the Future

Be going to

Will

<p><u>Statements:</u> <i>to be + going to + verb</i></p> <p>She <i>is going to</i> check her blood pressure.</p> <p>We <i>are going to</i> exercise this week.</p>	<p><u>Statements:</u> <i>will + verb</i></p> <p>We <i>will</i> eat nutritious food.</p> <p>She <i>will</i> manage her stress.</p>
<p><u>Questions:</u></p> <p>(Wh-word) + <i>be</i> + subject + <i>going to</i> + verb</p> <p>(How) <i>are you going to</i> change your diet?</p> <p><i>Are you going to</i> visit the doctor tomorrow?</p>	<p><u>Questions:</u></p> <p>(Wh-word) + <i>will</i> + <i>subject</i> + verb</p> <p>(What) <i>will</i> we eat tomorrow?</p> <p><i>Will</i> you exercise with me next week?</p>

Pronunciation Note: Reductions

Native speakers of English often reduce the words *going to* and *will* in speech.

Going to → *gonna* When are you *gonna* visit the doctor?

Will → *'ll* I *'ll* visit the doctor next week.

Activity One:

Underline the future verbs with *will* in the Health Watch reading above.

Then, underline *will* and *be going to* in the following dialogues.

Katia: What are you going to do to prevent high blood pressure?

Daniela: I'm going to lose weight.

Katia: How are you going to do that?

Daniela: I'm going to eat a low salt and low fat diet, and exercise every day.

Katia: Good luck!

Franz: When are you going to see the doctor?

Estella: I'm going to see the doctor at 10 a.m. tomorrow.

Franz: What's he going to do in your appointment?

Estella: He's going to check my blood pressure.

Carlos: Will you help me with my diet?

Mirta: Sure, I'll help you cook healthy meals.

Carlos: Will you clean this kitchen too?

Mirta: Sorry, you'll have to do that on your own.

Activity Two:

Now take turns reading the dialogues in Practice One and Activity One with a partner. While speaking, try to reduce *be going to* to *gonna* and *will* to its contraction *'ll*.

Activity Three:

Fill in the blanks with the correct form of the verb.

Using **be going to**

1. Jasna _____ (get) her medication tomorrow.

2. You _____ (begin) your exercise program next week.

6. We _____ (watch) our weight.

7. I _____ (check) my blood pressure.

8. They _____ (go) to their support group next week.

Using **will**

1. Maria _____ (visit) her doctor every month.
2. Marco _____ probably _____ (need) to take two types of medication.
3. Rosa told her doctor, “I promise I _____ (take) my medication every day.”
4. Maria’s doctor _____ (ask) about her other health problems.
5. They _____ (exercise) at least three times a week.

Activity Four:

Max has high blood pressure. Read his story and write your answers to the question. Discuss with your classmates.

Max's Story

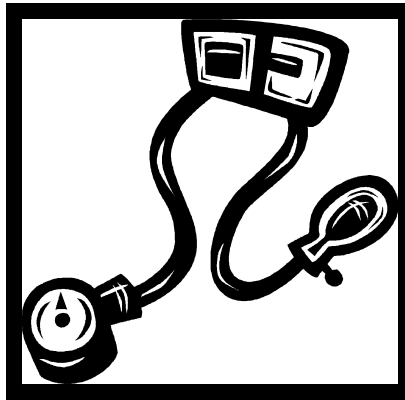
Max is 68 years old. Max is overweight and never exercises. He loves eating meat and potatoes. He loves cooking. He uses a lot of salt in his food. Max loves to drink wine and he usually enjoys a glass of red wine at lunch and dinner. Max went to the emergency room last month. His blood pressure was 160/90. Next week Max is going to see his doctor.

What will Max do in the future to treat his disease?

ESL Health Unit

Unit Three Managing Illness

Lesson Two High Blood Pressure



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 and talk about the symptoms of high blood pressure
- Understand and talk about risk factors for high blood pressure
- Understand and talk about ways to prevent and manage high blood pressure
- Use *will* and *be going to* to talk about the future



Lesson Two: High Blood Pressure

Real Practice!

With your teacher, talk about a place where you can get your blood pressure checked such as a drugstore or clinic. Then compare your numbers with the chart below.

Blood Pressure	SYSTOLIC		DIASTOLIC
Optimal	120 or less	and	80 or less
Normal	130 or less	and	85 or less
High Normal	130 – 139	or	85 – 89
Hypertension			
Stage 1	140 – 159	or	90 – 99
Stage 2	160 – 179	or	100 – 109
Stage 3	180 or higher	or	100 – 109

If you find that your blood pressure is high, see your doctor. Even if it is not high now, consider the following ways to control your blood pressure.

Ten Ways to Control High Blood Pressure

1. Know your blood pressure. Have it checked regularly.
2. Know what your weight should be. Keep it at or below that level.
3. Don't use too much salt in cooking or at meals. Avoid salty foods.
4. Eat a diet low in saturated fat.
5. Control alcohol intake. Don't have more than one drink a day.
6. Take your medicine exactly as prescribed.
7. Keep appointments with the doctor.
8. Follow your doctor's advice about physical activity.
9. Make certain your family members have their blood pressure checked regularly.
10. Live a normal life in every other way.

Adapted from the American Heart Association, <http://www.americanheart.org>

A Thematic Unit for Beginning Level ESL Teachers

Beginning Level, Unit Three: Managing Illness

Lesson Two: High Blood Pressure

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.

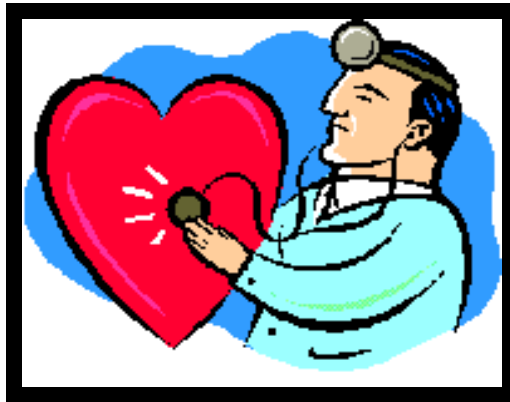
I learned to...

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

ESL Health Unit

Unit Three Managing Illness

Lesson Three Heart Attack and Stroke



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 and be able to talk about the symptoms of heart attack and stroke
- Understand and be able to talk about risk factors for heart attack and stroke
- Understand and be able to talk about ways to prevent heart attack and stroke
- Listen for and use common reductions in spoken English
- Use present and past continuous



Lesson Three: Heart Attack and Stroke

Reading and Writing Practice

Before You Read!

In this lesson, you will read stories from people who have had a heart attack or a stroke. Before you begin reading, complete the following activity with your classmates and your teacher.

When we get sick, we can have many symptoms.

How do we know when to go to a doctor about our symptoms? Check the symptoms you think are serious:

- headache
- stomachache
- pain in the chest
- sweating (what happens when you are hot)
- nausea (feeling sick in your stomach)
- blurred vision
- unexplained weight loss

http://www.centenarycardiology.com/Conditions/Heart_Attack.htm



Reading Five: Mohammed's Story

Next read Mohammed's story and answer the questions that follow with your classmates and teacher.

My name is Mohammed. I am 66 years old. I have been in the United States for 22 years.

Two years ago, I woke up one night with a pain in my stomach. I didn't know what to do, so I just went back to sleep. Then the next day, when I was working, I felt pain in my chest. It didn't hurt a lot, but my chest felt tight. I told my boss I felt strange, and he told me to go to the hospital. At the emergency room, the doctors told me that I had a mild heart attack. I was surprised.

Since my heart attack, I have seen many doctors and had many tests. I have changed my lifestyle too. I eat less now and stopped smoking. My wife learned about heart-healthy cooking. I do everything I can to stay healthy. I still worry about having another heart attack. My wife worries a lot too.

New words

strange: not normal

mild: weak, not strong

lifestyle: way of life

worry: think about, with fear

Questions:

1. When did Mohammed have his heart attack?
2. What were his symptoms of a heart attack?
3. How did Mohammed's life change after his heart attack?

Health Watch: Heart Attack Signs and Symptoms

A heart attack is when part of the heart muscle is damaged or dies because it isn't receiving oxygen from blood. Heart attacks have many different signs and symptoms.

For example, heart attack symptoms in women, in older adults and in people with diabetes are less noticeable. Some people have no symptoms at all. But if you have many signs and symptoms you may be having a heart attack.

Warning signs and symptoms of a heart attack include:

- Chest discomfort you feel for more than a few minutes
- Chest pain that comes and goes
- Discomfort or pain in other parts of your upper body: shoulders, arm, back, neck, jaw or stomach
- Weak, irregular, or slow pulse
- Difficulty breathing
- Cold sweat
- Lightheadedness
- Nausea and vomiting



<http://www.diseases-explained.com/HeartAttack/symptomsfahatt.html>

A heart attack usually happens suddenly. It can happen anytime — at work or play, while you're resting, or while you're in motion. Many people have warning signs and symptoms hours, days or weeks before a heart attack. The earliest sign of an attack is chest pain (*angina*) that comes when you work hard and feels better when you rest.

Information adapted from <http://www.mayoclinic.com>

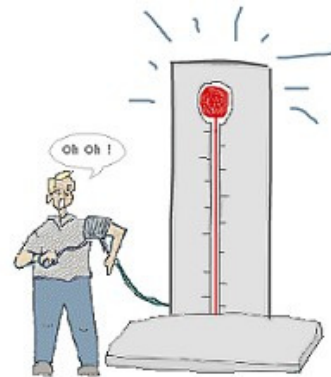
Discuss any words you do not know with your classmates and teacher.

Heart Attack Risk Factors

Are you at risk for a heart attack and do not know it? Read through the following information with your classmates and teacher and answer the questions.

Approximately 1.1 million Americans have heart attacks each year. About 460,000 of them will die because of a heart attack. Risk factors for heart attack include:

- high blood pressure
- high blood cholesterol
- smoking
- obesity (*overweight*)
- physical inactivity
- diabetes
- stress
- too much alcohol



Other risk factors include:

- gender (*male/female*) - males are at greater risk at a younger age than women
- genetics (*the genes in your family*)
- age

Are you at risk for a heart attack? Take this quiz to find out. Answer yes or no to the statements below. How many risk factors do you have?

Risk Factors Quiz		<u>Yes</u>	<u>No</u>
1.	Has someone in your family had a heart attack?		
2.	Are you over 65 years old?		
3.	Do you have high blood pressure?		
4.	Do you smoke?		
5.	Do you have high blood cholesterol?		
6.	Are you overweight?		

7.	Do you exercise regularly?		
8.	Do you manage your stress?		
9.	Do you have diabetes?		

If you answer yes to several questions

You may be at risk for a heart attack. Ask your doctor about your risk factors at your next office visit. Only your health care provider can tell you if you are at risk of a heart attack.

Reading Six: Julio's Story

Next read Julio's story and answer the questions that follow with your classmates and teacher.

My name is Julio. I am 68 years old. I have been in the United States for 18 years.

My stroke happened on a typical Sunday. In the morning when my wife and I were eating breakfast together, my hand felt heavy. I had no pain and I could move it normally. I told my wife it felt strange. After breakfast I felt better and we went to church. I felt fine in church.

After church we went to my daughter's house for lunch. The meal was great -- but I could not pick up my fork with my left hand. Now this was serious. I began to worry. I had been in the hospital three times in the past year with heart problems, so I asked my wife to drive me to the hospital immediately. When we arrived, I could not get out of the car without help.

For the next few hours things happened very quickly. I can't really remember many things, but I remember the doctor and nurse saying the word *stroke*.

Questions:

5. How long has Julio been in the United States?
 - a. sixty eight years
 - b. eighteen years
 - c. eighty years

6. How did Julio's hand feel at breakfast?
 - a. serious
 - b. heavy
 - c. painful

7. When did Julio begin to worry about his hand?
 - a. at breakfast
 - b. in church
 - c. at lunch

8. Before the stroke, why had Julio been in the hospital?
 - a. for heart problems
 - b. for a heart attack
 - c. for high blood pressure

9. Circle the symptoms of stroke that Julio felt:
 - a. Pain
 - b. Difficulty moving
 - c. Heaviness
 - d. Blurred vision

Health Watch: Stroke Signs and Symptoms

If you are having a stroke, it is important to get treatment within three hours of the symptoms. Watch out for:

- Weakness (*no strength*), numbness (*no feeling*) or paralysis (*unable to move*) of the face, an arm, or a leg - especially on only one side of the body
- Sudden blurred vision (*unable to see clearly*) in one eye
- Difficulty speaking or understanding simple statements
- Loss of balance or coordination
- Sudden, severe, and unexplained headache — often described as “the worst headache of my life”
- Extremely sudden nausea, fever, and vomiting
- Brief loss of consciousness or fainting

If you have stroke-like symptoms, seek emergency care IMMEDIATELY.

Discuss any words you do not know with your classmates and teacher.

Stroke Risk Factors

Are you at risk for a stroke? Read through the following information with your classmates and teacher and answer the questions.

Risk factors for stroke include:

- high blood pressure
- heart disease
- smoking
- diabetes
- obesity
- diets high in alcohol, cholesterol, fat and sodium (*salt*)
- using birth control pills, especially if combined with smoking, for women over 35
- chronic (*all the time*) stress
- personal or family history of stroke

Questions:

1. Which risk factors for stroke are the same as the risk factors for heart attacks? Check them below:

- High blood pressure
- Heart disease
- Smoking
- Diabetes
- Obesity
- Stress
- Gender
- Age
- Family history
- Diets high in alcohol, cholesterol, fat and sodium (*salt*)

ESL Health Unit

Unit Three Managing Illness

Lesson Three Heart Attack and Stroke



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 and be able to talk about the symptoms of heart attack and stroke
- Understand and be able to talk about risk factors for heart attack and stroke
- Understand and be able to talk about ways to prevent heart attack and stroke
- Listen for and use common reductions in spoken English
- Use present and past continuous



Lesson Three: Heart Attack and Stroke

Listening and Speaking Practice

Before You Listen!

Answer the questions below:

1. Think about the risks of a heart attack or stroke that we read about in class. What changes can we make to help lower these risks?
2. Sometimes when we speak in English we shorten or reduce words so that we can speak quickly. These are called “reductions”. Some common reductions include:

Standard written form	Reduced spoken form	Meaning
got to	gotta	necessity
have to	hafta	(you must)
has to	hasta	
want to	wanna	desire (you want)
going to	gonna	future (you will)
ought to	oughtta	advice (you should)

Practice saying reductions with your classmates and teacher. Make up a sentence using each of the reduced forms and practice saying it out loud.

Listening Three:

****Note to teacher: Do **not** pass out the written message in the box below until students are ready for the “Talk About It!” activity. Record it onto a cassette and have students listen to the recording (if you have time, it may be helpful to ask a friend or family member to record this message so that your learner(s) can practice listening to an unfamiliar voice). Play once or twice before they begin to listen for specific information.**

Listen to the following conversation between two friends. Andres has recently had a series of strokes. His friend Luis is very worried about him.

Listen to the conversation and then answer the questions that follow with your classmates and teacher.

Luis: So... Andres, what did the doctor say?

Andres: Well, I told the doctor I was feeling weak and nauseous. He said I had several strokes.

Luis: Why? What caused them?

Andres: He said that my high blood pressure is probably the biggest cause and I *hafta* get it down.

Luis: I thought you were taking medication for that.

Andres: Well...I was. You know, I lost some weight and I was feeling better so I stopped. The doctor said that was a bad idea.

Luis: That's right Andres...you can't just stop taking your medicine.

Andres: Okay, “doctor”! I know that now!!

Luis: What else did he say? What are you *gonna* do now?

Andres: He said I *oughtta* stop smoking.

Luis: Good luck! You've been smoking for 40 years!

Andres: I know – but I've *gotta* stop...and I *hafta* lower my cholesterol too.

Luis: How are you *gonna* do that?

Andres: My wife has me on a new diet – all low-fat, low-cholesterol foods – lots of fruits and vegetables...oh and no salt!

Luis: Ay! No salt?

Andres: Right...no cigarettes...no salt.

Luis: Wow...I wish I could help you get better.

Andres: You can!

Luis: Really? How?

Andres: Yeah – the doctor says I need to exercise three or four times a week. I'm *gonna* start walking every morning...why don't you come along?

Listen to the conversation and check the reductions that you hear:

- gotta
- hafta
- hasta
- wanna
- oughtta
- gonna

Now fill in the blanks of the following excerpts from the conversation.

Write⁴² the full written form of the reductions you hear.

- He said that my high blood pressure is probably the biggest cause and I _____ get it down.
- What are you _____ do now?
- He said I _____ stop smoking.
- I know – but I've _____ stop and I _____ lower my cholesterol too.
- How are you _____ do that?
- I'm _____ start walking every morning

Now answer the questions about the listening. Try to use the reductions we studied.

1. What did the doctor tell Andres about his blood pressure?
2. What did the doctor tell Andres about his smoking?
3. What does Andres need to do about his diet?
4. What is Andres' new exercise plan?

Talk About It!

Now, read through the following Health Watch segment and then do the activity with your classmates and teacher.

Health Watch: Preventing Heart Attack

If you have had a heart attack before, or if you have several risk factors, the following steps may help prevent heart attacks and save your life.

- Take an aspirin tablet (160 or 325 mg) every day. Ask your health care provider before taking daily aspirin.
- If you smoke, quit now. This is the most important lifestyle change.
- Lower the cholesterol level in your blood. Some people can do this by changing their diet, losing weight, and exercising more. Other people need medication.
- Lower the amount of fat in your diet.
- Control blood pressure. High blood pressure is a common cause of heart disease.
- Control diabetes. Diabetes increases your risk of heart attacks.

If you think you are having a heart attack, **get help immediately**. Time is

very important.

- Do not ignore chest pain or discomfort.
- Call 911 for an ambulance. Do not try to drive yourself to the hospital.
- If you have aspirin and you are not strongly allergic, chew and swallow 1 pill. Aspirin may help weaken your heart attack. Chewing the aspirin helps your body use it quickly.

Information excerpted from <http://www.emedicinehealth.com>

Discuss any words you do not know with your classmates and teacher.

Grammar Tip: Present and Past Continuous

Present Continuous

Past Continuous

<p><u>Form:</u> <i>am/is/are</i> + (not)+ verb-<i>ing</i></p> <p>I <i>am</i> (not) <i>exercising</i>.</p> <p>Andres <i>is smoking</i>.</p> <p>You <i>are dieting</i>.</p>	<p><u>Form:</u> <i>was/were</i> + (not)+ verb-<i>ing</i></p> <p>I <i>was</i> (not) <i>exercising</i>.</p> <p>Andres <i>was smoking</i>.</p> <p>You <i>were dieting</i>.</p>
<p><u>Questions:</u></p> <p>(Wh-word) + <i>is/are</i> +subject + verb-<i>ing</i></p> <p><i>What are you eating?</i></p> <p><i>Is he taking his medication?</i></p>	<p><u>Questions:</u></p> <p>(Wh-word) + <i>was/were</i> +subject + verb-<i>ing</i></p> <p><i>What were you eating?</i></p> <p><i>Was he smoking too much?</i></p>

Activity One:

Identify the verb forms in the following statements. Circle Present for the present continuous and Past for the past continuous.

- | | | |
|--|----------------|-------------|
| 11. When Julio was sleeping, he woke up. | <i>Present</i> | <i>Past</i> |
| 12. Why are you taking that aspirin? | <i>Present</i> | <i>Past</i> |
| 13. They weren't going to the hospital. | <i>Present</i> | <i>Past</i> |
| 14. Are you feeling dizzy? | <i>Present</i> | <i>Past</i> |
| 15. Before his stroke, he was smoking a lot. | <i>Present</i> | <i>Past</i> |
| 16. Was Luis asking many questions? | <i>Present</i> | <i>Past</i> |
| 17. I'm not exercising often. | <i>Present</i> | <i>Past</i> |

Activity Two:

Fill in the blanks with the correct form of the present or past continuous.

1. Before Andres had a stroke, he _____
(smoke) cigarettes.
2. These days, Mohammed's wife _____ (cook)
healthy foods.
3. Mohammed _____ (worry) about having
another heart attack.
4. When Julio _____ (eat) lunch at his
daughter's house, he could not pick up his fork.
5. If you think you _____ (have) a heart attack,
seek help immediately.
6. I lost weight last year when I _____ (diet).
7. How _____ Andres _____ (feel) when he had his
stroke?
8. What _____ Julio _____ (do) when he felt pain
in his stomach?

Activity Three:

Read about Hyung Jin. Then in the space below, write about how he was feeling before the heart attack and how he is feeling now.

Before the Heart Attack

Hyung Jin was at a high risk for having a heart attack. He was smoking 2 packs of cigarettes a day. He had a very stressful job. He had high blood pressure. Because he was always traveling in his car for work, he ate most of his meals in fast food restaurants. He wasn't exercising often. He was taking medication for his blood pressure but he didn't check his blood pressure regularly. He didn't make appointments with his doctor. He suffered a heart attack 6 months ago.

Now

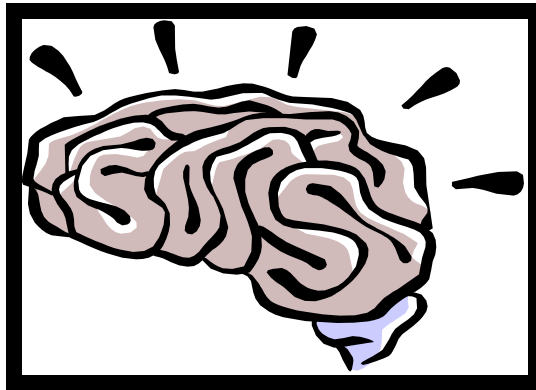
Hyung Jin no longer smokes. He is more relaxed now. He is traveling less. He is eating well and exercising regularly. He is also taking medication for his blood pressure. He is going to the doctor and checking his blood pressure regularly. He feels better now.

<p style="text-align: center;">What was he doing before he had the heart attack?</p> <p style="text-align: center;">(Past Continuous)</p>	<p style="text-align: center;">What is he doing now to prevent another heart attack?</p> <p style="text-align: center;">(Present Continuous)</p>
<p><i>He was smoking 2 packs of cigarettes a day.</i></p>	<p><i>He is not smoking anymore.</i></p>

ESL Health Unit

Unit Three Managing Illness

Lesson Three Heart Attack and Stroke



*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 and be able to talk about the symptoms of heart attack and stroke
- Understand and be able to talk about risk factors for heart attack and stroke
- Understand and be able to talk about ways to prevent heart attack and stroke
- Listen for and use common reductions in spoken English
- Use present and past continuous



Lesson Three: Heart Attack and Stroke

Real Practice!

As you read above, in order to reduce your risk of a heart attack, you should lower your cholesterol. Some people can lower their cholesterol with diet and exercise. Others need to take medication. Here are some simple things that may help you lower your cholesterol.

Checklists for Lowering Your Cholesterol

- ✓ Eat a wide variety of foods low in fat and cholesterol.
- ✓ Eat fruits and vegetables every day.
- ✓ Eat cereals, breads, pasta and other whole-grain products.
- ✓ Eat fish, poultry without skin and meat with less fat.
- ✓ Eat fat-free or 1% milk dairy products—not whole-milk dairy products.
- ✓ Enjoy 30–60 minutes of vigorous activities on most (or all) days of the week.
- ✓ Maintain a healthy weight.

Use this checklist to help you think about your diet. At the end of the day, check off the foods that you ate. After one week, look at your checklists and identify your eating patterns. Talk about your checklist with your health care provider.

Days of the week

	<i>Sun</i>	<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thurs</i>	<i>Fri</i>	<i>Sat</i>
<i>Fruits and vegetables</i>							
<i>Cereals and pastas</i>							
<i>Fish and poultry</i>							
<i>Low fat dairy products</i>							

Sample completed checklist

Days of the week

	<i>Sun</i>	<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thurs</i>	<i>Fri</i>	<i>Sat</i>
<i>Fruits and vegetables</i>	✓	✓	✓	✓	✓	✓	✓
<i>Cereals and pastas</i>		✓	✓	✓		✓	

<i>Fish and poultry</i>	✓	✓			✓	✓	✓
<i>Low fat dairy products</i>	✓	✓	✓	✓		✓	✓

A Thematic Unit for Beginning Level ESL Teachers

Beginning Level, Unit Three: Managing Illness

Lesson Two: High Blood Pressure

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
- _____