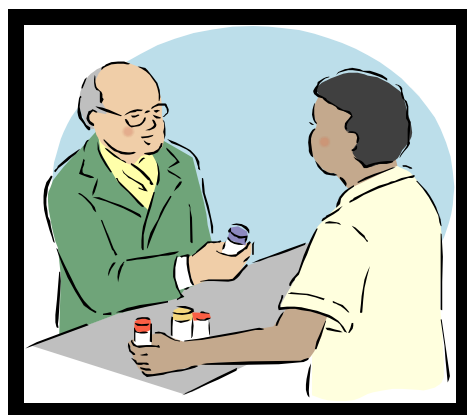


ESL Health Unit

Unit Five

Taking Medications



Advanced Beginning

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

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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

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Acknowledgments

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

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

The initial concept and activities for this unit were developed by Heather Musselman and Sun Mi Chung, in collaboration with elder learners at Golden Slipper Senior Center and University Square in Philadelphia. Additional activities and revision by Marni Baker Stein, author of *Talk it Through: Listening, Speaking and Pronunciation* (Houghton Mifflin), Lisa Minetti and Hilary Bonta of the English Language Programs at the University of Pennsylvania. Patricia Dillon, RN, PhD, of Temple's School of Allied Health, provided input on health content.

Taking Medications
A Thematic Unit for Intermediate Level Learners

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Note to Teachers!

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

Resources for Health Topics:

- MedicineNet
<http://www.medicinenet.com/medications/focus.htm>
- Food and Drug Administration office of Public Affairs:
http://www.fda.gov/fdac/features/1997/697_old.html
- Mayo Clinic.com
<http://www.mayoclinic.com/invoke.cfm?id=SA00078>
- American Cancer Society
http://www.cancer.org/docroot/ETO/ETO_5.asp?sitearea=ETO
- National Center for Complementary and Alternative Medicine <http://nccam.nih.gov/>

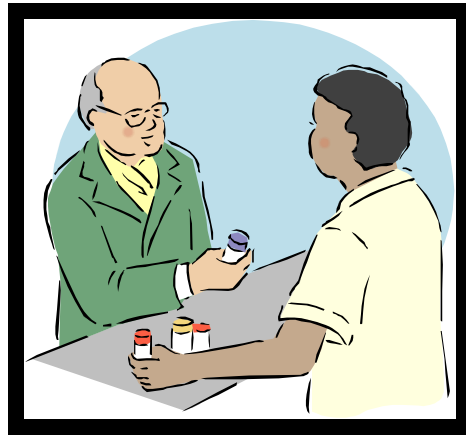
Resources for Language Topics:

- CyberGrammar Online
<http://www.ex.ac.uk/~damyhill/grammar/pronounadv.htm>
- About.com
http://esl.about.com/library/grammar/blgr_prep9.htm

ESL Health Unit

Unit Four Taking Medications

Lesson One Managing Your Medications



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 ways to remember and stay on your medications
- Discuss important questions to ask your doctor and pharmacist
- Review of verbs and verb phrases (subject-verb agreement and verb tense—past and present.)
- Review of adverbs of frequency (often, frequently, never...)

Lesson One: Managing Your Medications

Reading and Writing Practice



Before You Read!

In this lesson, you will read about Lena and Youssef's problems taking their medications.

Activity One:

Before you read, discuss the following questions with your classmates and teacher.

1. Do you take any **prescription** medications (*medicine you can only get with a note from your doctor*)? Do you take any **over the counter** medications (*medicine you can buy at any drugstore*)? Make a list.

Prescription medications	Over the counter medications
	

2. Do you always remember to take your medicine at the right time?

3. Do you ever forget to take your medicine? If so, what do you do?

Before we go on: a quick review of subject-verb agreement

Every sentence has a *subject* and a *verb*. The *subjects* are people or things and the *verbs* are the actions or state of being. In the simple present tense, verbs agree with their subject. For example:

Mrs. Rodriguez *takes* medication every morning.

Her children *take* medication only when they feel sick.

In the first sentence, *Mrs. Rodriguez* is the subject and *takes* is the verb.

Notice that the verb ends in *-s*. In the second sentence, *children* is the subject and *take* is the verb. Notice that the verb does not end in *-s*.

In sentences in the simple past tense, notice that we cannot see a difference in the verb form. For example,

Mrs. Rodriguez *took* medication every morning last week.

Her children *took* medication last week because they had a cold.

Practice 1

Underline and label the subject (S) and verb (V) in the following sentences.

1. Estella's husband is in the hospital now.
2. You need to exercise every day.
3. Juan needed to go to the hospital last week.
4. We visit our relatives once a year.
5. They lived in the United States for 10 years.
6. Victor waits for the doctor.

Practice 2

Read the following sentences and fill in the correct verb form. Discuss each one with your partner. Discuss why you chose the verb form you wrote.

1. Carlos _____ (read) about this drug in the newspaper yesterday.
2. I think the doctor's office _____ (be) near the library.
3. He _____ (have) surgery last week.
4. She _____ (take) medication for high blood pressure every day.
5. The nurse _____ (take) him back though that hallway fifteen minutes ago.
6. Salma has diabetes. She _____ (watch) her diet and _____ (exercise) every day.
7. He got angry with his doctor and _____ (walk) away from him.

Health Watch

Tips to Remember and Stay on Your Medications

It is important to remember to take your medicine. Use daily reminders to schedule your medication doses. Try to take your medicine around activities that you do daily such as brushing your teeth, eating your meals, or doing other daily activities. Other ways to help yourself remember to take your medicine could be:

- Set your alarm clock to go off when it's time to take your medicine.
- Write yourself a note to take your medicine.
- Ask a family member or a friend remind you.
- Use a medication box that will hold your entire day's supply of medicine. This will let you know if you missed a dose of medicine.

If you have tried these tricks and still have trouble remembering your medicine, talk to your doctor or pharmacist about what to do.

Information adapted from MedicineNet.com

Reading One: Lena's list of medications

This story was generated by the course developer for instructional purposes.

Next read Lena's story and answer the questions that follow with your classmates and teacher. Before you discuss your answers, underline each verb phrase. When you answer the questions, make sure your verbs are correct.

My name is Lena and I am 75 years old. Every time I go to the doctor he gives me new medication. I take prescription medicine for my eyes and my high blood pressure every day. Last month, I started to get nervous and my doctor gave me Paxil pills. Last week I hurt my foot and my doctor told me to buy an over-the-counter drug for the pain.

I have so many medicine bottles in my house. I get confused about which pills I need to take. Sometimes I forget to take my pills. Other times, I can't even get the caps off the bottles. I just decided to stop taking all of my pills. It's too many drugs to take anyway!

1. Why does Lena need to take medication?
2. What is Lena's problem?
3. What has Lena decided to do about her problem?
4. Do you think this is a good solution?
5. What do you think Lena should do?

Reading Two: Youssef's problem

This story was generated by the course developer for instructional purposes.

Next read Youssef's story and answer the questions that follow with your classmates and teacher. Before you discuss your answers, underline each verb phrase. When you answer the questions, make sure your verbs are correct.

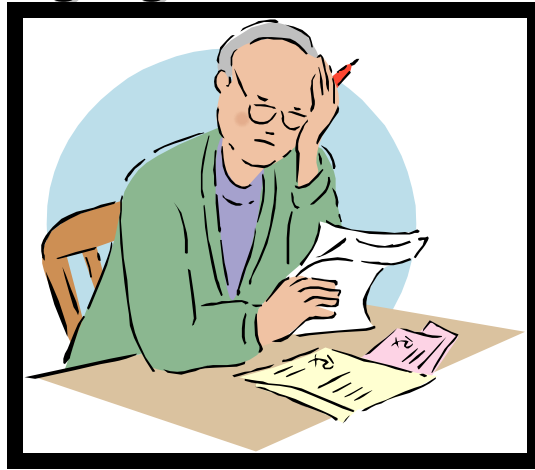
My name is Youssef. I take six different prescription medications. I know that I have to take my blood pressure medicine. I also have medicine to help me lower my cholesterol, but the rest of the medications I'm not sure about. They are really expensive – so, I only buy the ones I need the most. Also, the directions are hard to understand and it is hard to read the labels. When I am at my doctor's office, I ask the nurse to explain, but sometimes I forget. Luckily, my neighbor takes some of the same medications so he tells me what to do when I have a problem. He's a big help.

1. What medication does Youssef take?
2. What is Youssef's problem?
3. What is Youssef's solution to his problem?
4. Do you think this is a good solution?
5. What should Youssef do?

ESL Health Unit

Unit Five Taking Medications

Lesson One Managing Your Medications



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.

- Learn ways to remember and stay on your medications
- Discuss important questions to ask your doctor and pharmacist
- Review of verbs and verb phrases (subject-verb agreement and verb tense—past and present.)
- Review of adverbs of frequency (often, frequently, never...)

Lesson One: Managing Your Medications

Listening and Speaking Practice

Before you Listen!

Activity One:

When you get new medicine from your doctor, it is important to understand what you are taking and when to take it. The National Council on Patient Information and Education www.talkaboutrx.org says you should ask your doctor or pharmacist the questions below. Read through this list with your classmates and teachers and then discuss the question that follows:

- What does the medicine do?
- Is there a less expensive medicine?
- How and when do I take the medicine?
- What should I do if I miss or forget a dose?
- What are the possible side effects and what do I do if I have any?
- Will this new prescription work safely with the other prescription and over-the-counter medicines or dietary supplements I am taking?

1. When you go to your doctor, do you usually ask these questions about your medication?

Listening One: Medications Counseling

****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.**

Now you will listen to conversation between Maribel and her doctor. Maribel has many questions about the medication she will begin taking. Listen to answers that the doctor gives Maribel and then discuss the questions that follow with your classmates and teacher.

Doctor Phillips: I'm giving you a new medicine today, Maribel.

Maribel: What is the medicine called?

Doctor Phillips: It is called Coumadin.

Maribel: What does the medicine do?

Doctor Phillips: It is used to prevent blood clots from forming or growing larger.

Maribel: How often should I take this medicine?

Doctor Phillips: You should take it once a day.

Maribel: What should I do if I miss a dose?

Doctor Phillips: You should take the missed dose as soon as remember it. But if it is almost time for the next dose, skip the missed dose and continue your regular schedule. Do not take a double dose. Write down the date of the missed dose. If you miss a dose for 2 or more days, call me immediately.

Maribel: What are the possible side effects and what do I do if I have any?

Doctor Phillips: Some side effects include: dizziness or headaches, decreased appetite, nausea, or vomiting. If you have any of these side effects, call me immediately.

Maribel: Will this new prescription work safely with the over-the-counter medicines I take for my headaches?

Doctor Phillips: No. Do not take aspirin or ibuprofen. Your pharmacist will give you a list of the medicines you should not take while taking Coumadin.

Maribel: Okay. Thank you very much Dr. Phillips.

Activity One:

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

1. The doctor gave Maribel a new medicine.

T F

2. The medicine is named Colfax.

T F

3. Maribel should take the medicine once a day.

T F

4. Dr. Phillips says the medicine has no side effects.

T F

5. Maribel cannot take aspirin while taking this new drug.

T F

Activity Two:

Maribel asks her doctor many questions about her new medicine. In the box below, write down how the doctor answers Maribel's questions about her new medicine.

Maribel's Question	The Doctor's Response
What does the medicine do?	
How often should I take this medicine?	
What should I do if I miss a dose?	
What are the possible side effects and what do I do if I have any?	
Will this new prescription work safely with the over-the-counter medicines I take for my headaches?	

Activity Three:

Practice the dialogue with a partner. Take turns being Maribel and Dr.

Phillips.

Health Watch: A list of questions for your pharmacist

The National Council on Patient Information and Education also suggests that at the pharmacy, or wherever you get your medicines, you should ask the following questions about your prescriptions:

- Do you have written information about my medicine? Is it available in a language other than English?
- What is the most important thing I should know about this medicine?
- Can I get a refill? If so, when?
- How and where should I keep this medicine?

Information adapted from MedicineNet.com

Talk About It!

Before we begin, let's review how to use adverbs of frequency when speaking and writing in English.

Adverbs of Frequency

Adverbs of Frequency answer the question "How often?" or "How frequently?" They tell us how often somebody does something.

Adverbs of frequency come **before** the main verb (except the main verb "to be"):

- We **usually** go shopping on Saturday.
- I **often** forget to take my medicine.
- She is **always** late.

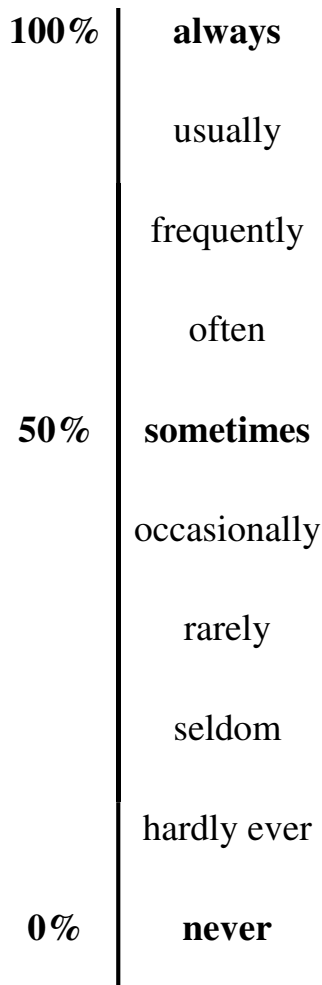
Occasionally, sometimes, often, frequently and usually can also go at the beginning or end of a sentence:

- **Sometimes** I have problems swallowing my medication.
- I have problems understanding the labels **occasionally**.

Rarely and *seldom* can also go at the end of a sentence (often with "very"):

- I talk to the doctor about my medications **rarely** (*not very often*).
- John goes to the pharmacy very **seldom** (*not very often*).

Adverbs of frequency express a continuum of meaning with “always” meaning 100% of the time, never meaning 0% of the time and all of the other adverbs falling in between:



Practice 1

Now check your understanding by filling in the gaps with the correct adverb of frequency. There may be more than one correct answer.

1. My sister and I (30%) _____ go to the doctor together.
2. Andrea (90%) _____ keeps her medications organized in color-coded containers.
3. I (20%) _____ take the time to organize my medications.
4. I have (0%) _____ asked my pharmacists for help managing my medications.
5. Lena (50%) _____ forgets to take her medication.
6. The pharmacist said I should (100%) _____ keep my medicine in a cool, dry place.
7. People (60%) _____ ask their doctors for information about their medication.
8. Youssef (70%) _____ buys only some of his medications.

Activity One:

Read the following medication labels and answer the questions that follow with your classmates and teacher.

PRESCRIPTION LABEL ONE:

CVS Pharmacy

PH: 215-662-0333

3915 Walnut Street, Philadelphia, PA 19104

RX: 376083

Prescriber: Dr. Judy Summers

Take one tablet twice a day.

ADALET 10 MG TABLETS

QTY 30

1 Refill

Rph. Larry Gross

Date Filled: 4/23/04

Take with food.

May cause disorientation or dizziness. Avoid driving or operating machinery while taking this medication.

If you were prescribed this medication,

1. How many pills should you take every day?
2. How often should you take it?
3. Can you take it on an empty stomach (*without eating any food*)?
4. What are the side effects?
5. What is the name of the pharmacist?
6. What is the prescription number?

PRESCRIPTION LABEL TWO:

CVS Pharmacy

PH: 215-662-0333

3915 Walnut Street, Philadelphia, PA 19104

RX: 376083

Prescriber: Dr. Judy Summers

Take two tablets per day, one in AM and one in PM.

LOZOL 5 MG TABLETS

QTY 25

2 Refills

Rph. Larry Gross

Date Filled: 4/23/04

May be taken with or without food.

May cause headache.

May cause skin rash.

If you were prescribed this medication,

1. How many pills should you take every day?
2. What is the name of the medication?
3. What is the name of the pharmacist?
4. What are the side effects?
5. What is the prescription number?
6. How many refills do you have?

Health Watch: Understand Over-the-Counter Drug Labels

OTC medicine label contain important, easy-to-read usage and safety information.

What's On The Label

- **Active Ingredient.** The main substance in product; amount per unit.
- **Purpose.** Product action or category (such as antihistamine, antacid, or cough suppressant.); reason for use.
- **Uses.** Symptoms or diseases the product will treat or prevent.
- **Warnings.** When not to use the product; conditions that may require advice from a doctor before taking the product; possible interactions or side effects.
- **Directions.** Specific age categories, how to take, how much, how often, and how long.
- **Other Information.** How to store the product properly
- **What to do if an overdose occurs.**
- **Inactive Ingredients.** Substances such as colors or flavors.

Health Watch: Understand Over-the-Counter Drug Labels

FOR EXAMPLE ONLY:

Drug Facts

Active Ingredient (in each tablet)	Purpose
Name of Medication 2 mg	Antihistamine

Uses temporarily relieves the symptoms due to hay fever or other upper respiratory allergies:

- sneezing
- runny nose
- itchy, watery eyes
- itchy throat

Warnings
Ask a doctor before use if you have

- glaucoma
- a breathing problem such as emphysema or chronic bronchitis
- trouble urinating due to enlarged prostate gland

When using this product

- you may get drowsy
- avoid alcoholic drinks, alcohol, sedatives, and tranquilizers may increase drowsiness
- be careful when driving a motor vehicle or operating machinery
- excitability may occur, especially in children

If pregnant or breast-feeding, ask a health professional before use.

Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.

OTC medicine labels contain important, easy-to-read usage and safety information.

What's On the Label

- **Active Ingredient.** The main substance in product; amount per unit.
- **Purpose.** Product action or category (such as antihistamine, antacid, or cough suppressant); reason for use.
- **Uses.** Symptoms or diseases the product will treat or prevent.
- **Warnings.** When not to use the product; conditions that may require advice from a doctor before taking the product; possible interactions or side effects.

Directions

adults and children 12 years and over	take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
---------------------------------------	---

children 6 years to under 12 years	take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours
------------------------------------	---

children under 6 years	ask a doctor
------------------------	--------------

Other Information store at 20-25° C (68-77° F)

- protect from excessive moisture

Inactive Ingredients D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pre-gelatinized starch

- **Directions.** Specific age categories, how to take, how much, how often, and how long.
- **Other Information.** How to store the product properly.
- **What to do if an overdose occurs.**
- **Inactive Ingredients.** Substances such as colors or flavors.

Taken from WebMD Public Information with the FDA.

Activity Two:

Discuss the following statements with your classmates and teacher. For each one, fill in the gap with an adverb of frequency and explain why.

always usually frequently often

sometimes occasionally rarely seldom

hardly ever never

1. I _____ ask my doctor the name of the medicine she gives me.
2. I _____ ask my doctor what my medicine is for.
3. I _____ ask my doctor if there is a cheaper medicine I can take.
4. I _____ ask my doctor when I should take my medicine, how much to take, and for how long.
5. I _____ ask my doctor if I can take the medicine with other medicines.
6. I _____ ask my doctor what side effects the medicine may have and what to do if they occur.
7. I _____ ask my pharmacist if there is written information in my native language that I can take home.
8. I _____ throw away expired medicines.
9. I _____ share medications with others.

ESL Health Unit

Unit Five Taking Medications

Lesson One Managing Your Medications



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.

- Learn ways to remember and stay on your medications
- Discuss important questions to ask your doctor and pharmacist
- Review of verbs and verb phrases (subject-verb agreement and verb tense—past and present.)
- Review of adverbs of frequency (often, frequently, never...)
- Read and understand prescription and over-the-counter

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Lesson One: Managing Your Medications

Real Practice!

One easy way to help you and your doctor better manage your medical treatment is to keep an accurate, up-to-date Medicine log. Fill in the log below. Make copies to keep at home in case of an emergency as well as to bring to your doctor's appointment.

Medicine Log

Prescription Medicine Log (make copies as needed.)					
Medicine Name/Dose	Color/Shape	Reason For Taking	Prescribed By	Date Started/Stopped	Side Effects/notes
(sample:) Precose 50mg 3 x day	White/round	Diabetes	Dr.Johnson	5/98 to present	Take at each start of meal
1.					
2.					
3.					
4.					
5.					

Over-The-Counter Medicine Log

(make copies as needed.) List Vitamins, Minerals, Herbs, too.

Name/Dose	Reason For Taking	How Often	Side Effects/Notes
(sample:) Tums 500mg	Get Calcium	1 tablet 2x Daily	None
1.			
2.			
3.			
4.			
5.			

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ESL Health Unit/Advanced Beginning, Unit Five: Taking Medications, Lesson One: Managing Your Medications, Real Practice

A Thematic Unit for Intermediate Level ESL Teachers
Advanced Beginning Level, Unit Five: Taking Medications
Lesson One: Managing Your Medications

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.

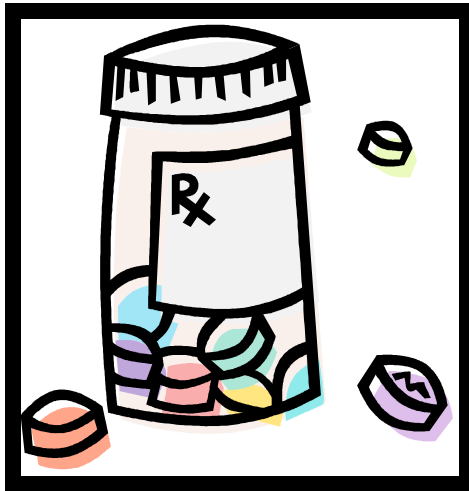
I learned to...

- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns
- Be able to use the phrase “used to”
- _____

ESL Health Unit

Unit Five Taking Medications

Lesson Two: Taking Medications Safely



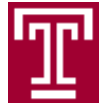
Reading and Writing Practice

Advanced Beginning

Goals for this lesson:

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

- Know the risk factors and prevention tips for falling
- Learn how to prevent dangerous drug interactions
- Review using prepositions to describe place and movement



Lesson Two – Taking Medications Safely

Reading and Writing Practice

Before You Read!

In this lesson, you will read about Supark and some problems he had with drug interactions. Before you read, complete the following activities with your classmates and your teacher.

Answer these questions with a partner:

1. Do you take more than one medication?
2. Do you know anyone who has suffered from a drug interaction?
3. Do you know anyone who has suffered from a serious fall?
4. What might happen if you take too many medications?

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. A **drug interaction** is a problem that can occur from taking more than one medication at a time.*
- 2. The **stool** in front of my favorite chair is made of wood. I like to put my feet on it when I sit in the chair to read the newspaper.*
- 3. I **tripped** over the stool. I didn't see the stool and I fell.*
- 4. I was **injured** after my fall. My foot was swollen and I couldn't move.*
- 5. My springtime **allergies** are terrible. I can't stop sneezing and coughing.*
- 6. I was **dizzy** after taking my medication. My head was spinning and I lost my balance.*

Now read about Supark.

Reading Three: Dangerous Side Effects

This story was generated by the course developer for instructional purposes.

My name is Supark and I am from Thailand. I have several health problems. I am always on medication so I have to be careful about drug interactions. I had an accident in my home. I was walking across the living room and I tripped over a stool. I was injured, so my wife took me to the doctor.

The doctor asked me questions about my medications. I told him that I take pills for high blood pressure and painkillers for my knee. On that day I took a Benadryl tablet to help with my springtime allergies. My doctor told me that some of my pills could make me dizzy. He also said that anyone taking several medications is at risk of falling.

After that, my doctor and I discussed managing my medications. He also sent a social worker to our house to look at our rooms and show us ways we can prevent falling accidents. Now I am much more careful about walking in the house.

Activity One:

1. How did Supark fall?
2. Why does the doctor think Supark fell?
3. What did Supark's doctor do to help him with this problem?
4. Why did the social worker go to Supark's house?

Now read the following Health Watch article and answer the questions that follow.

Activity Two

Health Watch: What you Should Know about Drug Interactions

If you take several different medicines or see more than one doctor, be sure to discuss drug interactions. Talk about the drugs you take so that you can avoid problems.

Drug interactions can do the following:

- Make your medicine less effective.
- Cause **side effects**.

Some drug interactions can be **harmful** to you. Before you take your medication, you should always do the following:

- Read the label every time you use any prescription or over-the-counter drug.
- Learn about drug interactions.

Learning More About Drug Interactions

- Talk to your doctor or pharmacist about the drugs you take.
- When your doctor prescribes a new drug, talk about all the drugs, dietary supplements, vitamins, botanicals, minerals and herbals you take, as well as the foods you eat.
- Ask your pharmacist for written information for each prescription drug you take. This will provides more information about potential drug interactions.

Information adapted from the Food and Drug Administration

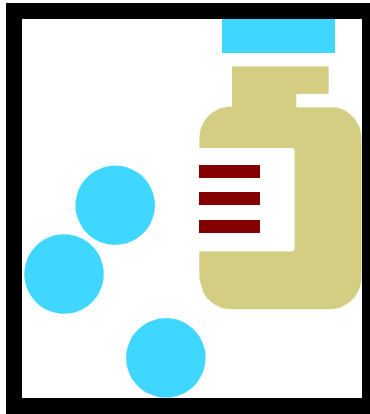
Answer the following questions about drug interactions.

1. What can drug interactions do?
2. What should you do before you take your medications?
3. How can you learn more about drug interactions?

ESL Health Unit

Unit Five Taking Medications

Lesson Two: Taking Medications Safely



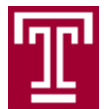
Listening and Speaking Practice

Advanced Beginning

Goals for this lesson:

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

- Know the risk factors and prevention tips for falling
- Learn how to prevent dangerous drug interactions
- Review using prepositions to describe place and movement



Lesson Two: Taking Medications Safely

Listening and Speaking Practice

Before You Listen!

Before you listen, read through the following Health Watch article. Discuss any words you do not know with your classmates and teacher and answer the questions that follow.

Health Watch: Preventing Falls

There are many reasons why a person can fall. If you know these reasons, you can prevent a serious fall.

Factor #1: Lack of Physical Activity

If you do not exercise regularly your body loses strength and flexibility. This causes falls.

What you can do:

- Exercise every other day for about 15 minutes.
- Get your balance when getting up from a chair or bed.

Factor #2: Medications

Some medicines can make you lose your balance. If you are taking a lot of medications you can fall more easily.

What you can do:

- Know the side effects of all the medications you take.
- Remove all medications you no longer use from your home.
- Ask your doctor or pharmacist to review all of your current medications to look for possible dangerous interactions.

Factor #3: Environmental Hazards

The most common hazard for falls is **tripping** over objects on the floor.

What you can do:

- Walk through your home to look for problems.
- Ask an occupational therapist or social worker to visit your home.

All Living Spaces

- Use a bright color strip on steps.
- Put nonskid tape on carpet edges.
- Put one phone in each level of the home and post emergency numbers at each phone.
- Make sure lighting is bright.

Adapted from report by K.R. Tremblay Jr., Colorado State University Cooperative Extension housing specialist and professor, design and merchandising; C.E. Barber, Colorado State University professor, human development and family studies. 5/96. Revised 3/01.

1. Fill in the chart below using information from the Health Watch.

Problem	Suggestions
Getting no exercise	
Taking multiple medications	
Dangers in the home	

Listening Two: Making Your Home Safe

****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.**

Listen to conversation between Berta and Dr. Gallagher, her social worker. Dr. Gallagher has come to Berta's house to talk to her about problems with her house that could cause her to fall or hurt herself.

Berta: I'm so glad you could come to my house Dr. Gallagher. My daughter helps me keep my house clean, but I know there's more I can do to prevent falling. I really need your help. Why don't we start upstairs in the bedroom?

Dr. Gallagher: OK. It's dark here in your bedroom. You should have a telephone and a lamp next to your bed. Bright lighting helps you see better.

Berta: You're right. It's so hard for me to see in here at night. Shall we continue downstairs? We have to go through this hallway. Oh, be careful. I left my purse there on the floor. Be careful not to trip.

Dr. Gallagher: Oh! Thanks for the warning! I didn't see that. Berta, you should make sure that there is nothing on the floor in your hallways. This could make you fall!

Berta: Yes, I know. I just put it there for a moment.

Dr. Gallagher: You have no handrails on your stairs. This is a dangerous falling hazard, Berta. You should put in handrails on both sides of the stairways. You will need to hold on to them. You should do this as soon as you can.

Berta: OK, I think my son-in-law can help me do that. Let me show you the living room.

Dr. Gallagher: I see a lot of electronic equipment here – a computer, television, DVD player. In this area, you should remove the electrical cords from your walking paths. You might trip and fall. Berta, always try to keep your pathways clear.

Berta: Oh, I'm used to those cords. I don't trip on them.

Dr. Gallagher: Maybe you won't trip, but your houseguests might. It's always a good idea to keep objects off the floor and keep the pathways clear.

Berta: You've told me quite a few things. Can I write them down? I don't want to forget what we've discussed.

Dr. Gallagher: Sure. Here are the tips you should remember: Don't leave anything on the floor. Use handrails so that you can hold on to something. Make sure all of your rooms have good lighting. Keep a telephone and lamp next to your bed. If you do fall, call someone for help immediately.



**USE HANDRAIL
AND MOVE ONE
STEP AT A TIME**

Activity One:

Listen for the main idea and write it in the space below. What are Dr. Gallagher and Berta talking about?

Activity Two:

Listen and check the tips that you hear Dr. Gallagher say.

- Keep the floors wet
- Leave the lights on when you go to bed
- Keep a telephone next to your bed
- Leave things on the floor
- Put in handrails on the stairways
- Put little rugs on all of the floors
- Remove cords from walking paths

Activity Three:

Listen again and try to fill in the missing words from the tips Dr. Gallagher gives for each of Berta's rooms listed below.

Bedroom:

OK. It's dark here in your bedroom. You should have a telephone and a _____ next to your bed. Bright _____ helps you see better.

Hallway:

Oh! Thanks for the warning! I didn't see that. Berta, you should make sure that there is nothing on the _____ in your hallways. This could make you _____!

Stairs:

You have no handrails on your _____. This is a dangerous _____ hazard, Berta. You should put in handrails on both sides of the _____. You will need to hold on to them. You should do this as soon as you can.

Living Area:

I see a lot of _____ equipment here – a computer,
_____, DVD player. In this area, you should remove the
electrical _____ from your walking paths. You might
_____ and fall. Berta, always try to keep your pathways
clear.

Talk About It!

Remember Supark from Reading One of this lesson? Let's talk about Supark's risk for falling before his accident and some of the ways he can make improvements. Before you begin, review the meanings of the following prepositions of position and direction with your classmates and teacher.

Prepositions of Position

at the back of	between	on the other side of
at the bottom of	in the corner of	to the right of
at the top of	in the middle of	on the side of
behind	next to	on top of
beneath	to the left of	opposite

List from http://esl.about.com/library/grammar/blgr_prep9.htm

Activity One:

Work with a partner to practice using prepositions of position. Look at the picture. Complete the sentences with the correct preposition of position based on the picture.



Picture taken from: <http://www.clta.on.ca/EAOnline/FlashedESL/CatsMX.swf>

1. The lamp is _____ the chair and the sofa.
2. The sofa is _____ the window.
3. The flowers are _____ the dresser.
4. The table is _____ the room.
5. The bunk beds are _____ the room.

Activity Two:

Read the description of Supark's living room below. Underline the prepositions of position.

Supark's Living Room

Supark lives in a small apartment. In his living room there is a large sofa, two end tables, a coffee table, a large chair, a television, a fan, and a bookcase. There is a broken lamp on top of one of the tables.

The sofa is old and comfortable but it is difficult to get in and out of. The two tables are to the left and to the right of the sofa.

The coffee table is in front of the sofa and is covered with magazines. There are also magazines beneath the coffee table, on the floor in front of the television and on top of the bookcase. The bookcase is full of books.

There is a cord on the floor connecting the fan to an outlet in the wall. The only way to turn the fan on and off is by unplugging it. The plug is behind the chair.

In the middle of the room, between the sofa and the television there is a rug that covers the hardwood floors.

Next, think about the falling hazards (dangers) in Supark's living room.

How can he make his home safer? As you discuss your solutions, remember to use correct prepositions to describe the changes you think Supark should make to his living room.

1. What are the falling hazards?
2. What changes do you think Supark should make to his living room to make his home safer?

ESL Health Unit

Unit Five Taking Medications Lesson Two: Taking Medications Safely



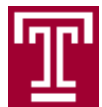
Real Practice

Advanced Beginning

Goals for this lesson:

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

- Know the risk factors and prevention tips for falling
- Learn how to prevent dangerous drug interactions
- Review using prepositions to describe place and movement



Lesson Two: Taking Medications Safely

Real Practice!

Checking your Home

Carefully walk through your home with the checklist below. Answer yes or no to each question. Report the results to your class and discuss any actions you have taken or need to take.

FLOORS

My floors are always dry. Yes No

There is nothing laying on my floors (papers, cords, etc.) Yes No

There are no loose rugs on my floors. Yes No

LIGHTING

All of my lights are bright enough to see clearly. Yes No

STAIRS

I have handrails on my stairs. Yes No

My stairs are well-lit. Yes No

BATHROOM

I can get on and off the toilet seat easily. Yes No

I have grab bars in my bath and shower. Yes No

KITCHEN

I can easily reach the items that I need. Yes No

The kitchen is well-lit. Yes No

LIVING ROOM

I can easily get in and out of my sofa and chair. Yes No

There are no cords or papers or loose rugs on the floor. Yes No

BEDROOM

I have a telephone and lamp next to my bed. Yes No

I can easily get in and out of my bed. Yes No

OUTSIDE YOUR HOUSE

The steps are clearly marked. Yes No

There is a handrail on the steps Yes No

The steps are well-lit. Yes No

What things do you need to do to make your house safer?

1.

2.

3.

4.

5.

Checklist and suggestions from the NSW Multicultural Health Communication Service, Sydney Australia

*A Thematic Unit for Intermediate Level ESL Teachers
Advanced Beginning Level, Unit Five: Taking Medications
Lesson Two: Taking Medications Safely*

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...

- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns
- Be able to use the phrase “used to”
- _____

ESL Health Unit
Unit Five
Taking Medications
Lesson Three:
Alternative Medicine



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 about different types of alternative medicines and practices.
- Discuss effective strategies for talking to your doctor about alternative medicine.
- Review how to agree and disagree appropriately in English.



Lesson Three – Alternative Medicine

Reading and Writing Practice

Before You Read!

In this lesson, we will read about and discuss alternative medicines and medical treatments.



Alternative Medicine means using practices and methods that are different from modern ones. Examples of alternative medicine include: acupuncture, Chinese herbal medicine and massage therapy (for descriptions of these alternative medical treatments see the Before You Listen section below).

Questions:

1. Have you ever received any kind of alternative medical treatment? If so describe it.
2. Are alternative medical treatments common in your culture? If yes, please describe.

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 was **diagnosed** with cancer 6 months ago. My doctor told me in the clinic.*
- 2. A typical cancer treatment using chemicals and drugs is called **chemotherapy**.*
- 3. After chemotherapy, patients feel sick in the stomach. Doctors say **nausea** is the most common side effect of chemotherapy.*
- 4. In China, patients often use medicine made of plants. **Herbal treatments** are very common.*

Reading Four: Alternative Medicine

This story was generated by the course developer for instructional purposes.

Now read about Ching-Yi and her conflict with traditional Chinese medicine and conventional medicine and answer the questions that follow with your classmates and instructor.

My name is Ching-Yi and I am from Taiwan. About 6 months ago I was **diagnosed** with cancer. My doctor talked to me about treatment. He said, “You need to have surgery and then begin **chemotherapy**.” I told him I wanted to talk to my Chinese doctor about **herbal treatments**. He became upset. He told me that I could get sicker if I used these treatments.

So I talked to my Chinese doctor and he suggested I see someone new, Dr. Yang. I talked to my new doctor about traditional Chinese herbal treatments. She said that herbal treatments can help reduce my **nausea** during my **chemotherapy** treatment. She said I can use herbal treatments, but that I must report everything I take to her. I feel worried about my cancer, but I am glad that I can use both Western and Chinese medicine to help fight it.

1. How did Ching-Yi's first doctor feel about Chinese herbal medicine?
2. How does Dr. Yang feel about Chinese herbal medicine?
3. What do you think about alternative medicine?

ESL Health Unit

Unit Five Taking Medications

Lesson Three Alternative Medicine



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.*

- Learn about different types of alternative medicines and practices.
- Discuss effective strategies for talking to your doctor about alternative medicine.
- Review how to agree and disagree appropriately in English.





Lesson Three – Alternative Medicine

Listening and Speaking Practice

Before You Listen!

Study the vocabulary below in the chart. Discuss each type of alternative treatment with your partner.

<p><i>Traditional Chinese Medicine</i></p> <p>This is from China. It comes from the idea that sickness results from the wrong flow of the life force (qi) through the body.</p>	
<p><i>Acupuncture</i></p> <p>Acupuncture stimulates your body. Acupuncturists put very small needles into the skin and tissues underneath.</p>	

Herbal Medicine

Herbal medicines are made from plants. They are used to treat disease and promote health.



Massage Therapy

Massage therapy is about moving our body tissues to help us become healthier and to reduce pain and stress.



Listening Three: Learning about Alternative Treatments

****Note to instructor:** Record this listening passage onto a cassette (if possible with someone to play the second role in the dialogue) and have students listen to the recording to make sure the questions they wrote were correct.

Speaker: Dr. Kim is telling us about alternative treatments today. He will answer any of your questions during his talk.

Dr. Kim: I am going to talk about some alternative medical treatments today. First, let's talk about traditional Chinese medicine. This came from China thousands of years ago. This comes from the belief that illness is caused by the wrong flow of the life force (qi) through the body.

Patient: Dr. Kim, what are some examples of traditional Chinese medicine?

Dr. Kim: Some examples of traditional Chinese medicine are *herbal remedies, massage and acupuncture*.

Patient: Dr. Kim, what is acupuncture?

Dr. Kim: That's a good question. Acupuncture is one of the most accepted alternative medicine methods in the Western world. The idea is to put very small needles into the skin, where the qi, or life force, flows through the body.

Patient: Is acupuncture painful?

Dr. Kim: No, it is not painful.

Patient: Are there other kinds of alternative treatments?

Dr. Kim: Yes. Massage therapy is another treatment. It is about moving body tissues to improve our health. There are many ways to do massage therapy.

Patient: What does this help?

Dr. Kim: Some people believe this therapy helps reduce pain and stress.

Patient: These therapies are really interesting.

Dr. Kim: I agree. If you want to use any alternative treatment, be sure to talk to your doctor about it.

Information in this listening exercise was adapted from the Mayo Clinic

Activity One

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

1. Traditional Chinese medicine came from China hundreds of years ago. T F
2. Herbal remedies and acupuncture are examples of Chinese medicine. T F
3. Acupuncture is accepted in the Western world. T F
4. Acupuncture is painful. T F
5. Massage therapy may help pain and reduce stress. T F

Activity Two:

Listen again and try to fill in the missing words from the following segments from Dr. Kim. When you finish compare answers with your neighbor.

Segment One

I am going to talk about some medical treatments today. First, let's talk about traditional Chinese medicine. This came from China _____ of years ago. This comes from the belief that _____ is caused by the wrong flow of the life force (qi) through the body.

Segment Two

That's a good question. Acupuncture is one of the most _____ alternative medicine methods in the Western world. The _____ here is to put very small needles into the _____, where the qi, or life force, flows through the body.

Activity Three:

Practice the dialogue with a partner. Take turns being Dr. Kim and the patient.

Talk About It!

Read through the following Health Watch box before you begin.

Health Watch: Talking with Your Doctor About Alternative Methods

The following are some things you can do if you talk with your doctor about alternative medicine.

- Let your doctor know that you are thinking about an alternative treatment.
- Gather information before your discussion. Look for information from reliable sources on the benefits and risks of the alternative treatment.
- Ask your doctor if your alternative treatment will interfere with your regular medical treatment.
- Make a list of questions and bring it along with any information you want to talk about.

Adapted from information from the American Cancer Society

Let's review how to agree and disagree appropriately when discussing your opinion in English.

Here are some phrases to use to agree and disagree in English. Practice saying these phrases with your teacher.

Agreeing

I agree with you.

Exactly.

You're right.

That's a good point.

Absolutely.

I know exactly what you mean.

Disagreeing

I'm sorry, but I don't agree.

Well, you have a point there, but...

Actually, I don't think so. I think...

Maybe, but I don't think that...

I'm not sure I agree.

I see what you mean, but

Activity One:

Look at this sample dialogue and underline the phrases of agreeing and disagreeing. The first one has been done for you. Then practice the dialogue with a partner.

Sylvie: What do you think about acupuncture, Juan?

Juan: Acupuncture? I think it is a waste of time and money!

Sylvie: I'm not sure I agree. My doctor told me that it can help me reduce my pain.

Juan: Maybe, but I don't think that it is worth the money. Doesn't it cost \$50 for one hour? I can buy a bottle of aspirin for \$2 - two dollars.

Sylvie: I see what you mean. Acupuncture is definitely more expensive than taking a painkiller. They say it lasts longer than medicine, and actually cures the cause of the pain.

Juan: That's a good point. Maybe it isn't a total waste. If you try it, let me know how it goes!

Activity Two:

Do you agree or disagree with the following statements? Respond to the following sentences using one of the phrases you learned above.

1. Western doctors don't care about their patients. They just care about money!

2. Alternative medicine is a waste of time.

3. People who use acupuncture are crazy.

4. Western medicine works better than traditional Chinese medicine.

5. Alternative medicine can help you heal faster.

Activity Three:

Work with a partner to role-play the following situation (take turns playing the different roles). As you do, be sure to use appropriate phrases as you agree/disagree with each other.

Situation One:

Roles:

Doctor Martinez: Marcia wants to stop taking her pills and start taking herbal remedies. You do not agree with her.

Marcia: You do not like taking drugs. You want to stop taking your blood pressure pills. You want to begin taking Chinese herbal remedies. You also want to start doing acupuncture. You believe this will make you feel better.

Situation:

Doctor Martinez: Marcia, how are you feeling? How is that new blood pressure medicine working?

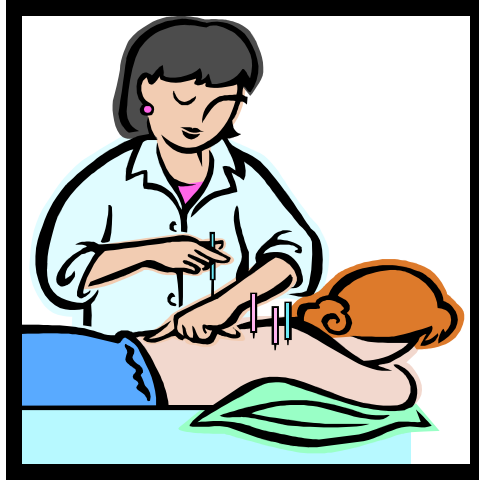
Marcia: Actually, I want to stop taking my medicine.

Play out the rest of the conversation...

ESL Health Unit

Unit Five Taking Medications

Lesson Three Alternative Medicine



Reading and Writing Practice

Advanced Beginning

Goals for this lesson:

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- Review how to agree and disagree appropriately in English.

Lesson Three – Alternative Medicine

Real Practice!

Questions to ask at your first doctor visit

The first doctor visit is very important. You will want to ask some questions at the first doctor visit. Practice this dialogue with a partner. Underline each question the patient asks. Then role-play with your partner.

Acupuncture Visit

Doctor: Nice to meet you. How are you feeling?

Patient: Well, not very well. I am having a lot of headaches. My sister told me that acupuncture might help me.

Dr. Kim: Yes, it has helped many people with headaches.

Patient: Dr. Kim, what are the risks of this therapy?

Dr. Kim: There are no risks. But you may feel a little uncomfortable.

Patient: Does it hurt?

Dr. Kim: Not really. You have to lie very still or it may hurt a bit.

Patient: How long will I need to get treatment?

Dr. Kim: We usually do acupuncture treatments for 8 weeks. Then we will see how you are feeling. We can decide then if you want to continue.

Patient: Do you think this therapy will really help me?

Dr. Kim: Yes, I believe it can be very helpful. Many patients feel better after acupuncture.

Patient: How long have you been practicing?

Dr. Kim: I have been here at the hospital for 12 years.

Patient: How much does it cost?

Dr. Kim: It is \$50 per visit.

Patient: Will my insurance pay for it?

Dr. Kim: I'm sorry, but usually insurance doesn't pay for this.

Patient: Thank you for answering all of my questions. I need to think about it.

*A Thematic Unit for Intermediate Level ESL Teachers
Advanced Beginning Level, Unit Five: Taking Medications
Lesson Three: Alternative Medicine*

Checklist for Learning

Vocabulary Log:

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Adjectives:

Verbs:

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I learned to...

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- Understand the difference between count and non-count nouns
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