

Chapter 2: Your Doctor

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Teacher's Guide

Learning Objectives

- Students will identify two helpful ways to prepare for a doctor's appointment
- Students will know three important questions to ask their doctor or nurse
- Students will know how to ask their doctor or nurse to clarify information that they did not understand
- Students will describe eight common symptoms clearly
- Students will fill out a health history form, and ask for help on parts that they do not understand

CASAS Competencies

- 3.1.2** Identify and utilize appropriate health care services and facilities, including interacting with providers
- 3.2.1** Fill out medical history forms
- 3.6.1** Identify parts of the body
- 3.6.2** Identify medical-related vocabulary
- 3.6.4** Communicate with a doctor or other medical staff regarding condition diagnosis, treatment, concerns, etc. including clarifying instructions
- 4.9.3** Identify sources of information and assistance, and access resources within a system
- 7.4.4** Identify and utilize appropriate informational resources, including the Internet

Section 1: Discussing & Reading About Your Doctor

Suggestions for Discussing the Theme Picture

1. Show theme picture to introduce topic.

"What do you see?"

"Where are they?"

"What are they doing?"

"Why?"

2. Ask questions to stimulate discussion.

"What kinds of questions do doctors ask patients?"

"What kinds of questions do patients ask doctors?"

"How do you feel about seeing a doctor and asking the doctor questions?"



One common fear among ESL students is the fear of not knowing what to expect when they have to see a doctor. This chapter will introduce students to what happens at a doctor's appointment. Hopefully it will alleviate their fears, plus give them some very practical ways to prepare for seeing and talking with a doctor.

Suggestions for Teaching Key Vocabulary

Key vocabulary words are bolded in the text. Most are listed with some visual clue in vocabulary boxes, and listed again with more detail in the glossary. Help students locate and pronounce the key vocabulary before reading the text.

Suggestions for Teaching Health Content

- Before reading, discuss the pictures on the page.
- Have students take turns reading select paragraphs out loud.
- Discuss vocabulary. Have students use context clues to define key words.
- More advanced students may want to underline or highlight new information.
- Ask students about doctor's appointments in their own countries. How do doctors pass on information? Do they use written materials?
- How does the doctor-patient relationship differ in the US from their experience in their native country?
- What do they do to understand and remember what the doctor says?
- Asking students how they communicate with doctors will help them integrate their present strategies with the new strategies they learn in this chapter.

Key Vocabulary

checkups
symptoms
follow-up
referral
health history form
examining room
gown
medicines
picture dictionary
bilingual phrase book
medical interpreter
appointment
prescription
right
responsibility
medical history form

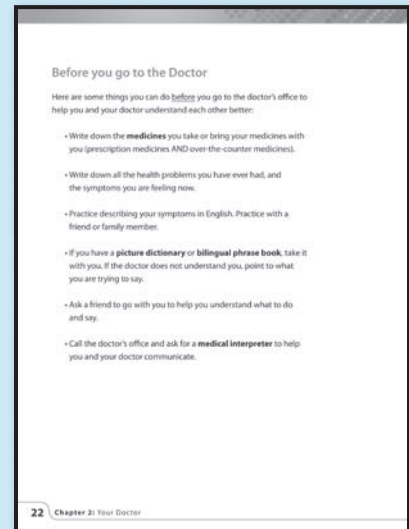
Issues to Address

Preparing for a visit to a doctor

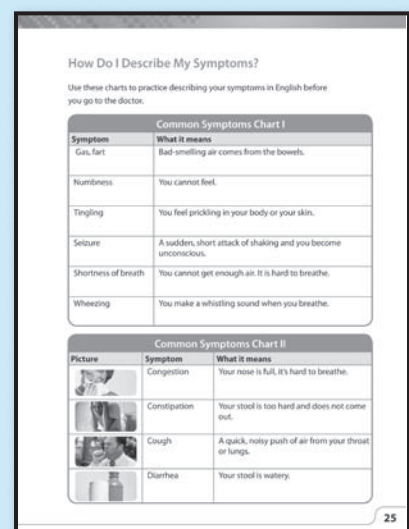
- Explain that bringing a friend can help with moral support, confidence to make sure to ask questions, and understanding and remembering what the doctor says.
- Encourage students to tape record an appointment, with the doctor's permission -- most doctors will not mind. This way, students can play back everything the doctor told them.
- When students write down information to prepare for a visit, they can write it in their own language. But they should also practice saying it in English.
- Remind students that if they need an interpreter they should ask for one when they make the appointment, and then remind the receptionist at the office when they first arrive.
- Let students know that if they do not feel comfortable with or trust a doctor, they have the right to find another one.

Understanding the doctor

- Explain to students that health words can be either very formal or slang. For example: feces/stool/bowel movement/BM/Number 2/poop. Teach the words that you think will be best. Perhaps stool and urine are the easiest ones to use with doctors. Also note the double meaning of some words like stool and chair.



Student book page 22



Student book page 25

Section 2: Activities

Pick and use as needed to develop skills.

Pronunciation Activity: Tap the Stress (X = LOUD tap, x = softer tap)

Teaching Steps:

- You tap or clap the rhythm of the group being studied.** Tap loudly for a big **X** and softly for a small **x**. Once you have set the rhythm, have students join you in tapping the rhythm.
- You say each word in time to the tapping.** Have students continue the beat as they repeat each word in unison after you. Repeat each word until students' rhythm and pronunciation are acceptable. Do not drag: keep up the tempo.

X x	x X x	X x x	x x X x
office	appointment	medical	diabetes
normal	insurance	history	in the morning
clinic	ask questions	blood pressure	every evening
doctor	important	family	in the drugstore
chronic	preventive	tape record	What's the matter ?
flu shot	My head hurts.	medicine	I feel dizzy .
checkup	My leg hurts.	dizziness	in my stomach
symptoms	My back aches.	waiting room	in my shoulder
sign in	My chest aches.	translator	in my elbow
elbow	prescription	heart disease	hypertension
shoulder	at risk of	When do I...?	medication
stomach	a high risk	Where do I...?	I feel awful .
better	a low risk	How do I...?	I am nervous .
fever	correctly	What do I...?	I don't think so.
feeling	completely	everything	
	examines		
	remember		

x X x x
thermometer
a treatment plan
my medicine
my family
it's higher than...
it's lower than...

x X x x X
a pain in my back
a pain in my chest
a pain in my ear
I don't understand.
How long has it hurt ?
Describe how it feels .

X x x X x
What are your symptoms ?
Where is it hurting ?
I have a question .
What are your problems ?



Math Activity: Understanding Blood Pressure Numbers

Doctors encourage people to keep track of their blood pressure. More and more people are buying blood pressure cuffs or use the cuffs provided in many drugstores. Blood pressure is also something they always check when you go to the doctor. For this activity you may want to invite a local health educator or nurse to come to your class to help take students' blood pressure. This activity provides an opportunity for students to get their blood pressure read. Then they can apply their numbers to the blood pressure chart. The health educator or nurse can help answer students' questions about their blood pressure.

Blood Pressure (Hypertension) Levels	
$\frac{120}{80}$	= normal, no risk
$\frac{120-139}{80-89}$	= borderline, some risk
$\frac{140-159}{90-99}$	= stage 1 hypertension or high risk
$\frac{160+}{100+}$	= not good, high risk



Grammar Activity: Feel and Have; When and After

This activity helps students construct sentences to explain how they are feeling.

I feel	tired all the time.
--------	---------------------

I have	a sore _____.
--------	---------------

Before using the following chart, explain the difference between when or while (during) and after.

I feel _____	when I _____. while I am _____.
	after I _____. immediately after I _____.



Grammar Activity: Practice Describing Symptoms

This activity gives students practice in making up sentences and short answers in response to questions the doctor may ask them. The charts suggest a range of answers, depending on how they feel and their symptoms. You will be the “doctor” and ask the questions. Students will practice giving answers from the charts. Adjust the charts and questions according to your students’ needs and English levels.

How are you feeling?			
Fine! Great! No complaints!	OK. Good.	Not so good. Tired. Run down.	Awful. Sick.

What are your symptoms?		
Not very hungry. I have a little cough. I think I have a fever. My back aches.	Upset stomach. Coughing a lot. Hot and sweaty. Backaches and head- aches	Can't eat anything. Can't stop coughing. A high fever. Headaches and dizzy all the time.

How long have you felt this way?			
Just once in awhile.	For a couple of days.	About a week	Maybe a month or more



Grammar Activity: Have You Ever & Common Responses

This activity will help students understand the verb tense of questions asked by doctors and on health history forms and help them answer correctly about their own health history.

Have students work in pairs to practice questions and answers, using words, phrases, and sentence patterns from the chart. See student worksheet at the end of this teacher's unit.

Question	Item Asked About	Appropriate Answers
Have you ever had _____	a headache? a toothache? a heart attack? a mammogram? an operation? ----- tuberculosis? measles? small pox? poison ivy?	Yes. No. I don't know.
Have you ever been _____	admitted to a hospital? diagnosed with TB? told your cholesterol is too high? given a prescription for high blood pressure?	Never Once A few times Sometimes Often All the time Every day
Have you ever felt _____	sick to your stomach? dizzy? pain in your back? a lump in your breast? tired for no reason?	



Hands-on Activities: Describing Symptoms

Have students look at pages 25 and 26 in their student books. Then have them practice describing their symptoms to a doctor using the list as a “cheat sheet” in a role-play. Have the “doctor” in the role-play probe by saying “Tell me more about your symptom, what kind of pain are you having? Students can make a copy of the list to use at a real doctor’s appointment.

Common Symptoms Chart II (continued)		
Picture	Symptom	What it means
	Dizziness	You feel faint, lightheaded, shaky or wobbly.
	Fatigue	You feel tired all the time.
	Fever	Your body is too hot, your temperature is too high.
	Headache	Pain or ache in your head.
	Itching	You want to rub or scratch.
	Nausea	You feel like you need to throw up.
	Pain	You feel an ache, hurt, stinging, or soreness.
	Rash	You have red marks, bumps, or spots on your skin.
	Sneeze	A quick push of air out of your nose and mouth.
	Sore throat	Your throat hurts, it's hard to swallow.
	Stomach ache	Pain or ache in your stomach.
	Vomit	To be sick, to throw up from your stomach.

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Student book page 26



Hands-on Activities: Fill Out a Health History Form

Have students look at page 30 in their student book and make their own “My Health History” chart. Use the same format and questions as the chart in the student book. Or go to or call a local health center or doctor’s office and ask for a copy of a real health history form and have students practice filling it out in class.

My Health History Chart				
Medicines I take	Health problems I have, or had before (include allergies to medications)	Family health history, health problems my family has had	Surgeries I have had, or times I have stayed in the hospital	Questions I want to ask
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Note: Students should not feel they have to share health information in class. They can start filling out the health history chart in class and complete it at home. They should then keep it for future use.



Hands-on Activity:

AskMe3™ Mix and Match

Put up AskMe3™ questions on large signs around the room. Hand out index cards with simple answers to the AskMe3™ questions that a doctor might say. Then have students go stand under the sign with the question that matches their answer. You can later use these cards to create dialogs and role-play visits to the doctor or pharmacy.



3 Good Questions

1. What is my main problem?
2. What do I need to do?
3. Why is it important for me to do this?

See www.askme3.org for more tips for helping students communicate with their doctor.



Technology Activity: Describing Symptoms to Your Doctor

Go to the website http://www.eslpod.com/website/show_podcast.php?issue_id=328 and listen to the ESL Podcast of a conversation with a doctor, and accompanying audio activities. Your students can listen as they read along with the conversation. Then you can discuss it, or do writing activities afterwards. If you cannot find the website, go to the home page www.eslpod.com and search in the Health/Medicine Category for “Describing Symptoms to Your Doctor.”

Section 3: Dialog

Suggestions for Teaching the Dialog

Help students read the dialog. Then have them practice the roles in pairs. To change the dialog, substitute other appropriate words for the underlined words. Finally, encourage chain drills and free conversations on the topic. The dialogs are listed by degree of difficulty. Beginning ESL students may only be able to do Dialog 1, but they will benefit from listening to classmates practice the others.

Dialog 1

Nurse: Mr. George Marshall? Mr. Marshall.

Parent: Yes?

Nurse: Right this way. The doctor will be with you shortly.

Patient: OK.

Dialog 2

Doctor: I'm Dr. Robbins. How are you today?

Patient: OK, thanks.

Doctor: Have you had any health problems?

Patient: Yes, I feel dizzy.

Dialog 3

Patient: What's my main problem?

Doctor: You have an infection. The medicine I give you will kill the infection.

Patient: What do I need to do?

Doctor: Start taking the medicine right away. Take it for the entire 14 days, even if you think the infection is gone before then.

Patient: Why is it important for me to do that?

Doctor: The medicine is an antibiotic. You need to take it all, so the infection will not return.

Section 4: Check Your Learning

Suggestions for Checking Learning

Quiz: Have students read the dialog and answer the questions. See student worksheet at the end of this teaching unit.

Doctor: You have some mild hypertension. I'm going to write you a script for some medication.

Patient: Excuse me, but I don't understand.

Doctor: Hypertension means high blood pressure. Your blood pressure is a little too high, so I want you to take some medicine.

Patient: Oh, OK. And what is a script?

Doctor: A script is another way of saying prescription.

Patient: OK, thank you for explaining that.

Doctor: No problem. I'm glad you asked!

1. What kind of health problem does the patient have?
 - High blood sugar
 - High blood pressure**
 - The flu
 - Asthma
2. What does the patient say the first time he does not understand the doctor?
 - Please say that again.
 - Please tell me one more time.
 - Excuse me, but I don't understand.**
 - What does that mean?
3. What does the doctor give the patient to help?
 - A script**
 - A shot
 - A referral
 - A test
4. What is a script?
 - A referral
 - A test
 - A shot
 - A prescription**

Sharing with Others: Having students share what they've learned with others helps them check and reinforce their learning. Some ideas for this chapter might be to have students go to a doctor's appointment with a relative or friend to help them better understand their doctor. Or suggest that students interview family members about their medical history and create a family health history tree to share with other family members.

Section 5: Additional Resources

Visit these websites for more information about talking with doctors.

Information

Ask Me 3

<http://www.npsf.org/askme3>

How To Talk to Your Doctor or Nurse

<http://www.4women.gov/Tools/HowToTalk.pdf>

Quick Tips When Talking to Your Doctor

<http://www.ahcpr.gov/consumer/quicktips/doctalk.pdf>

Activities

Reep Health Vocabulary Practice

<http://www.reepworld.org/englishpractice/index.htm>

Describing Symptoms to Your Doctor – ESOL Podcast

http://www.eslpod.com/website/show_podcast.php?issue_id=328

Visiting the Doctor: Lessons in Language and Culture

Dialogues, readings, puzzles and other activities.

<http://literacynet.org/vtd>

Free or Low Cost Services

County Health Department (for local free clinics)

<http://www.doh.state.fl.us/chdsitelist.htm>

Go Local (to find local services)

<http://www.nlm.nih.gov/medlineplus/golocal/index.html>

As you work through the topic of talking with your doctor with your students, keep a list of other resources you find helpful.

Other Resources

- _____
- _____
- _____
- _____
- _____
- _____

Section 6:

Student Worksheets

Student Worksheet: Check Your Learning

Read the dialogue and answer the questions.

Doctor: You have some mild hypertension. I'm going to write you a script for some medication.

Patient: Excuse me, but I don't understand.

Doctor: Hypertension means high blood pressure. Your blood pressure is a little too high, so I want you to take some medicine.

Patient: Oh, OK. And what is a script?

Doctor: A script is another way of saying prescription.

Patient: OK, thank you for explaining that.

Doctor: No problem. I'm glad you asked!

- 1. What kind of health problem does the patient have?**
 - High blood sugar
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 - Asthma
- 2. What does the patient say the first time he does not understand the doctor?**
 - Please say that again.
 - Please tell me one more time.
 - Excuse me, but I don't understand.
 - What does that mean?
- 3. What does the doctor give the patient to help?**
 - A prescription
 - A shot
 - A referral
 - A test
- 4. What is a script?**
 - A referral
 - A test
 - A shot
 - A prescription