ESL Health Unit

Unit Two
The Hospital

Lesson One
Emergency

Reading and Writing Practice
Advanced Beginning

Goals for this lesson:

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

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

Reading and Writing Practice

Before You Read!

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

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

1. Have you been to the Emergency Room in the United States? What happened?

2. Was it a good or bad experience?

3. Why do people go to the Emergency Room?
Look at the pictures of medical emergencies. Study the vocabulary words with your classmates. Ask your teacher if you do not understand a word.
Medical Emergencies

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

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

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

**Grammar Tip: Simple Past Tense**

**The To Be Verb**

I was in the Emergency Room.         We were in the waiting room.

You were sick.                       You were in the hospital.

He/she/it was nervous.               They were with the doctor.
Regular Verbs (example: call, help, wait)

Regular Verb + ed = Past Tense

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

Activity:

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

1. Yesterday, my son ____________ (call) the doctor.
2. My husband ____________ (work) in a hospital for many years.
3. Last year, we ____________ (help) my Mother move to a new apartment.
4. Before the accident, he ____________ (walk) to work.

5. We ____________ (wait) at the station for two hours.

Irregular Verbs

Some verbs in past tense do not end in –ed. They are spelled differently in past tense. Study the list below.
| Прощение | Прошедшее | Пример
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>He was nervous</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>She broke her arm.</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>I bought a train ticket.</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>She came to my house.</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>Yesterday, I cut my finger.</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>He fell down.</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>We gave her flowers.</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>They went to the pharmacy.</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>She had a headache.</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>She met my doctor.</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>He ran to the bathroom.</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>I saw my friend.</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>We sat in the waiting room.</td>
</tr>
</tbody>
</table>
Activity:

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

1. Yesterday, my friend ___________ (see) her doctor.

2. When she was sick, she ___________ (take) many medications.

3. Last year, he ___________ (have) a car accident.
4. Last week, he ____________ (fall) and ____________ (break) his wrist.
5. We ____________ (meet) our daughter at the hospital.

Reading One: A Visit to the Emergency Room

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

A.

1. When did the story take place?
   a) present
   b) past
2. How do you know?

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

1. How did Izabella break her hand?

2. Who took Izabella to the Hospital?

3. How long did Izabella wait to see the doctor?

4. What did the nurse do?

5. How did Izabella feel?

6. What did the doctor put on Izabella’s hand?

C. Read the sentences below about an accident that Carlos had yesterday and his experience in the emergency room. Fill in the blanks with the correct form of the verb in the simple past tense.
a. Yesterday Carlos ________ (walk) to work. He ________ (fall) on the sidewalk. He ________ (be) in a lot of pain and could not walk. Carlos ________ (look) at his ankle. It ________ (be) very swollen. He ________ (decide) to go to the emergency room.

b. Carlos ________ (see) a taxi and got inside. He ________ (tell) the taxi driver to take him to the emergency room. The driver ________ (follow) the signs to the Emergency room and ________ (help) Carlos inside with a wheelchair.

c. Carlos ________ (talk) to the nurse. She ________ (take) his temperature, pulse, and blood pressure. She also ________ (ask) him questions about his current medical history and about his problems, medications and allergies.

d. Carlos ________ (go) to a desk to register. A man ________ (ask) him about his insurance information. He ________ (ask) to see his Medicare, Medicaid or HMO card.
e. Carlos __________ (wait) for two hours. He __________(see) many patients in the **waiting room**. Finally a nurse __________(call) his name. A nurse __________ (come) and wheeled his **wheelchair** into the **examination room**. She __________ (ask) him more questions and __________(look) at his ankle.

f. Next Carlos __________(see) the doctor. He asked more questions and __________ (give) Carlos a **physical examination**. He __________ (tell) Carlos he would need an **x-ray**.

g. The nurse wheeled Carlos to another room for an **x-ray**. After the **x-ray**, Carlos __________ (go) back to the small examination room. He __________(wait) for an hour. He was bored.

h. The doctor __________ (come) with Carlos’s **x-ray**. He __________ (say) it was **sprained** but not broken. He wrapped Carlos’s ankle in a **bandage**.

i. Carlos’s son __________ (come) to pick him up. Carlos__________(tell) him about his long day in the emergency room.
D. Read about Carlos’s accident again. Look at the words in **bold**. These words may be new to you. Study their meanings by looking at the chart below.
<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>swollen</td>
<td>Enlarged, bigger</td>
<td>When I broke my arm, it was very swollen.</td>
</tr>
<tr>
<td>wheelchair</td>
<td>A chair with wheels to help you when you cannot walk</td>
<td>I used a wheelchair when I broke my leg.</td>
</tr>
<tr>
<td>temperature</td>
<td>A measure of how hot your body is</td>
<td>The doctor checked my temperature. It was 100 degrees (Fahrenheit).</td>
</tr>
<tr>
<td>pulse</td>
<td>Your heart beat</td>
<td>The nurse checked my pulse. It was very fast.</td>
</tr>
<tr>
<td>Blood pressure</td>
<td>The flow of your blood.</td>
<td>My blood pressure was very high.</td>
</tr>
<tr>
<td>medication</td>
<td>Drugs that make you feel better when you are sick</td>
<td>I took medication to help my high blood pressure.</td>
</tr>
<tr>
<td>allergies</td>
<td>Sickness from grass or animals that makes you</td>
<td>I always have allergies in the spring.</td>
</tr>
<tr>
<td><strong>Word/Phrase</strong></td>
<td><strong>Meaning</strong></td>
<td><strong>Sentence</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>sneeze or cough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>register</td>
<td>To sign up</td>
<td>I had to register when I got to the hospital.</td>
</tr>
<tr>
<td>insurance information</td>
<td>Information about your healthcare plan</td>
<td>The nurse in the emergency room asked me about my insurance information</td>
</tr>
<tr>
<td>waiting room</td>
<td>A room with chairs where you can wait for the doctor to see you</td>
<td>I waited in the waiting room for one hour.</td>
</tr>
<tr>
<td>examination room</td>
<td>A room where the doctor looks at you and talks about your health</td>
<td>The nurse took me to the examination room and I waited there for the doctor.</td>
</tr>
<tr>
<td>physical examination</td>
<td>When the doctor looks at you to learn about your health</td>
<td>I go to the doctor once a year for a physical examination.</td>
</tr>
<tr>
<td>x-ray</td>
<td>A picture that shows the inside of your body.</td>
<td>The doctor took an x-ray to see if my leg was broken.</td>
</tr>
</tbody>
</table>

1
### Word/Phrase | Meaning | Sentence
--- | --- | ---
sprained | Twisted, turned | I sprained my ankle when I fell. It hurt a lot.
bandage | A cloth you can use to wrap around your leg or arm | The doctor wrapped my ankle with a bandage.

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

I fell down the steps.
I bumped my head on the door
I twisted my ankle.
I hit my toe on the table.

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

Listening and Speaking Practice

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

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

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

Health Watch: Medical Emergency Action Steps

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

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

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

1. Say calmly, “This is a medical emergency. I need an ambulance.”

2. Tell what is wrong with you or the person (**he fell, he is not breathing**, etc.)

3. Tell your location – where you are - and give your name.

4. Follow any instructions you are given.

5. DO NOT HANG UP the phone until asked to.
After you call:

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

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

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

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

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

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

| - Drug overdose          |
| - Poisoning             |
| - Serious burns         |
| - Electric shock        |
| - Seizure               |

*DON’T WAIT, MINUTES CAN MAKE A DIFFERENCE BETWEEN LIFE & DEATH! CALL 9-1-1!*
<table>
<thead>
<tr>
<th>You burn your finger while picking up a hot pan.</th>
<th>You have a pain in your chest that is now in your neck, jaw, or left arm.</th>
<th>You have difficulty speaking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You cannot stop throwing up (vomiting).</td>
<td>You have a fever of 105 F.</td>
<td>You hit your toe on the table.</td>
</tr>
<tr>
<td>You have a severe headache.</td>
<td>You ate too much and have a stomachache.</td>
<td>You have severe stomach pain.</td>
</tr>
<tr>
<td>You have a bad headache.</td>
<td>You have sudden back pain.</td>
<td>You are dizzy and have no feeling in your hands and feet.</td>
</tr>
<tr>
<td>You have a bad cough and chest and a low fever.</td>
<td>Boiling water spilled onto your arm.</td>
<td>Your husband or wife is unconscious.</td>
</tr>
<tr>
<td>You have severe chest pain.</td>
<td>You feel a squeezing in you chest.</td>
<td>You have difficulty breathing.</td>
</tr>
<tr>
<td>You feel tired after walking 3 miles.</td>
<td>You are suddenly extremely tired.</td>
<td>Your husband or wife cannot get out of bed and feels very sick.</td>
</tr>
</tbody>
</table>

Now listen to the following dialogue between a 9-1-1 dispatcher (the person who answers the call) and a caller. Answer the questions that follow with your classmates and teacher.
Listening One: Calling 911

911 Dialogue

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

Dispatch: 911. Where's your emergency?
Li Mei: Hello. I need an ambulance.
Dispatch: Where are you?
Li Mei: Uh, I'm in South Philadelphia.
Dispatch: Where in South Philadelphia? Give me an address.
Li Mei: 888 South 19th Street.
Dispatch: 888 South 90th Street?
Li Mei: No, No, South 19th.
Dispatch: 90th? … nine … zero?
Li Mei: No 19th, one….. nine.
Dispatch: 19th, is that right?
Li Mei: Yes, that’s right.
Dispatch: What's going on?
Li Mei: My husband fell down in the bathroom and he can’t move. Please send someone quickly. I can’t move him.
Dispatch:  Ok, don’t try to move him. Ok?

Li Mei:  Ok.

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

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

Dispatch:  How old is he?

Li Mei:  He is 60.

Dispatch:  He’s 16?

Li Mei:  No, no… 60… six… zero

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

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

Dispatch:  What pills?

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

Dispatch:  OK, so he fell in the bathtub?

Li Mei:  Yes.

Dispatch:  Do you live in an apartment or house?

Li Mei:  In a house.
**Dispatch:** OK, are you with him now?

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

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

**Li Mei:** Ok.

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

**Li Mei:** Yes.

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

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

1. Li Mei’s husband (fall) _______________ in the bathtub.

2. Li Mei (call) _________________ 9-1-1.

3. She (tell) _________________ the dispatcher her location and the problem.

4. Her son (wait) _________________ with his father in the bathroom.

5. The ambulance (come) ________________ to the house.
Activity Two:

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

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

<table>
<thead>
<tr>
<th>List 1</th>
<th>List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>sixteen</td>
<td>sixty</td>
</tr>
<tr>
<td>thirteen</td>
<td>thirty</td>
</tr>
<tr>
<td>fourteen</td>
<td>forty</td>
</tr>
<tr>
<td>nineteen</td>
<td>ninety</td>
</tr>
<tr>
<td>eighteen</td>
<td>eighty</td>
</tr>
</tbody>
</table>
Activity Four:

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

Activity One:

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

1. 19 South 20th Street
2. 1600 Walnut Street
3. 13 South Broad Street
4. 40 Maple Street, Apartment 14 – B
5. 80 North Main Street
Activity Two:

Role Play the following situation with a partner.

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

Use this information to help you answer the questions:

Your address is 1530 South 60th Street.

You’re neighbor is awake.

She is breathing but her chest hurts.

She is 60 years old.

She has a heart problem.

She takes medication for her heart.

You are with her now on the steps.
Role #2: You are a 9-1-1 dispatcher. You need to get information from the caller.

Ask the caller:

What is the problem?
Where are you?
What is the address?
Is your neighbor awake?
Is she breathing?
How old is she?
Does she have any health problems?
Does she take any medication?
Are you with her now?
Lesson One – Emergency

Real Practice
Advanced Beginning

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

☐ Use the simple past tense when telling a story
☐ Learn how to effectively communicate when you call 9-1-1 in an emergency
☐ Pronounce numbers and street addresses
A. It is important to PREPARE yourself and your family for a medical emergency. Practice answering these basic questions to help you prepare:

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

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