



The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Intermediate Level (CASAS reading scores of 201-220)

Health Unit: Week 2

Unit Overview

This is a 3-week unit where students will describe symptoms and ailments to a doctor using the *present perfect* and *for/since* and practice making doctor's appointments. They will also read prescription labels, fill out medical history and child immunization forms, and discuss healthy/unhealthy lifestyle practices.

Focus of Week 2

- Using the *present perfect* and *for/since* to describe symptoms and other activities.
- Reading prescription labels and having conversations with a pharmacist
- Filling out medical history and child immunization forms

Health Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Call and make a doctor appointment, and interpret/fill out a medical history form.</p> <p>Listening/speaking: Listen for and provide the appropriate information needed when making a doctor's appointment.</p> <p>Transitions: Understand the purpose of a medical history form.</p> <p>Grammar: Use the present perfect to describe things they have done.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Have you ever...Mingle • Handout: Present Perfect • Handout: Making a Doctor's Appointment, Student A and B • Handout: Medical History Form <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Making a Doctor's Appointment, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector

Lesson Plan

Warm Up: Grammar (50mins)

Description: Ss will ask/answer *present perfect* questions in a **mingle** and then do some form-focused practice.
Materials/Prep: **ELMO or overhead projector**; make copies of the ***Have you ever...Mingle*** and ***Present Perfect*** handouts.

Activity 1: Listening/Speaking/Life Skill (45mins)

Description: Ss will discuss what information is generally needed when making doctor's appointments, and listen to conversations between a receptionist/patient and practice their own conversations.

Materials/Prep: **ELMO or overhead projector**; make one copy of the ***Making a Doctor's Appointment, Teacher Copy*** and multiple copies of the ***Student A and Student B copies***.

Activity 2: Life Skill/Transitions (20-30mins)

Description: Ss will fill out a medical history form.

Materials/Prep: make copies of the ***Medical History Form***.

Wrap-up * Time permitting*

Ask Ss to write down 1-2 *present perfect* sentences in their notebooks. Then have a few Ss come up to the board and write one sentence down. Have the rest of the class correct the grammar if necessary.

Teacher Directions: Warm Up: Grammar

- **Materials:** ELMO or overhead projector; *Have you ever...Mingle, Present Perfect*

Step 1: Introduce the Activity

Write these questions on the board: (1) *Have you ever been sick? What did you have?* (2) *Have you ever visited a doctor's office in the US? What was it for?* (3) *Have you ever broken a bone? If yes, what bone(s)?* (4) *Have you ever been to the hospital? If yes, what for?*

As Ss come in, instruct them to write down their answers to the questions. Ask the ones who are on time, how you would answer the "have you ever" questions → LOOK FOR *Yes, I have; No, I haven't*. If they don't know those answers, write them on the board.

Allow 5-10 minutes for Ss to answer these questions and use this time as a buffer for the late Ss.

Once everyone is in class, go over a couple of the questions, highlighting how to answer them: *Yes, I have; No, I haven't*. Ss will need these responses for Step 2.

Step 2: Mingle

Pass out the **Have you ever...Mingle** handout to each student. Explain that they need to ask each question to their classmates and listen for their answers; if they answer "yes I have", then they have to write down YES in that column and the name of the student (and respectively the same for "no I haven't"). **Model** this for the Ss first.

Have you ever... Mingle		
Have you ever...	Yes or No	Name of Student
broken a leg?		
had the flu?		
been to the Emergency Room?		
used prescriptions in the US?		
used something other than medicine when you were sick?		
called a doctor's office to make an appointment?		
had surgery?		

Once almost everyone has asked/answer the questions, regroup and go over the questions and answers. Consider doing the **ball toss** in order to do this (reference p. 46 of the **Volunteer Manual, 2012** if necessary).

Step 3: Explaining the Grammar

Use the **Present Perfect** worksheet to explain/teach your class about the *present perfect*. **NOTE:** This grammar point is not new to them, but it is VERY complex and difficult to grasp and use appropriately, so go slow, check their understanding often, and be patient. 😊

When you get to the part about "how to write the grammar" explain that

Present Perfect

The *present perfect* is used to describe an action or event that started in the past and continues on in the present.

EXAMPLE 1

I HAVE FELT sick for two weeks.

December 1st December 14th December 19th

↓ ↓ ↓

PAST PRESENT FUTURE

feel sick feel sick

The *present perfect* is also used to describe something you have done in the past and MIGHT do again in the future.

Julia and Stacy have been to China. → This means that Julia and Stacy have been to China and MIGHT go again in the future.

George went to China in 2002. → This means that George went to China in the past; the action is finished. There is no indication that he might go again in the future.

How to write the grammar

You ALWAYS use the present tense form of "to have" (HAS/HAVE) + a past participle verb.

Examples of REGULAR past participle verbs:

Base verb	Past Participle
to cook	cooked
to play	played
to jump	jumped
to visit	visited
to work	worked
to call	called

Examples of IRREGULAR past participle verbs:

Base verb	Past Participle
to feel	felt
to be	been
to have	had
to do	done
to drink	drunk
to eat	eaten

Write sentences using the verbs above:

-
-
-
-
-

the REGULAR verbs are just the same as in the *past tense* → you add –ed. The IRREGULAR verbs, however, you have to memorize. (Explain that the irregular verbs in the *past* will ALSO be irregular in the *present perfect*.)

Write one sentence together as a class, and then have the Ss practice writing their own. When they're finished, call up Ss to write their sentences on the board. Correct them as a class.

Teacher Directions: Activity 1: Listening/Speaking/Life Skill

- **Materials:** ELMO or overhead projector; *Making a Doctor's Appointment, Teacher and Student A/B copies*

Step 1: Prep

Make copies of the **Making a Doctor's Appointment, Student A and Student B** copies on different colored paper if possible. If you have 14 Ss in class, you will need 7 copies of Student A and 7 copies of Student B.

Step 2: Setting the context

Ask Ss these questions as a class: *Where do you go when you're sick in your home countries? Do you need to make appointments to see the doctor? (If yes, is being on time important?) Do doctors always prescribe medicine? Do people use alternative medicine, like teas or herbs? Discuss.*

Then ask Ss: *What do you think the healthcare system is like here? Have you ever had to make a doctor's appointment over the phone? If yes, what that was that like (i.e., were you nervous?) Discuss.*

Afterwards, state that making appointments *before* showing up is very important in the US, and that they are going to practice this today.

Step 3: Making Appointments

Read the conversation on the **Making a Doctor's Appointment, Teacher Copy** handout and ask Ss to listen for the information exchanged between the Receptionist and Vang. Read it twice if necessary.

Making a Doctor's Appointment

Student A

Read the conversation slowly to your partner. Read it as many times as your partner needs.

Receptionist: Hello Como Clinic, how can I help you?
 VANG: I need to make an appointment.
 Receptionist: What's your name please?
 VANG: Vang Thong
 Receptionist: Can you spell that please?
 VANG: V-A-N-G, T-H-O-N-G.
 Receptionist: Thank you. What's your current address and phone number?
 VANG: 123 Winder Street, 612-123-4567
 Receptionist: Can you spell your street name for me please?
 VANG: Sure. W-I-N-D-E-R, S-T-R-E-E-T.
 Receptionist: Thanks. Why do you need to make an appointment?
 VANG: I have had a fever and cough for three days.
 Receptionist: Ok, I can get you in to see Dr. Vu tomorrow at 3:00pm.
 VANG: That would be great.
 Receptionist: Make sure to bring in your current health insurance information when you come in, and to arrive fifteen minutes early.
 VANG: I will.
 Receptionist: Have a good day.
 VANG: You too.

Making a Doctor's Appointment

TEACHER COPY

Read the conversation below.

Receptionist: Hello Como Clinic, how can I help you?
 VANG: I need to make an appointment.
 Receptionist: What's your name please?
 VANG: Vang Thong
 Receptionist: Can you spell that please?
 VANG: V-A-N-G, T-H-O-N-G.
 Receptionist: Thank you. What's your current address and phone number?
 VANG: 123 Winder Street, 612-123-4567
 Receptionist: Can you spell your street name for me please?
 VANG: Sure. W-I-N-D-E-R, S-T-R-E-E-T.
 Receptionist: Thanks. Why do you need to make an appointment?
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 Receptionist: Ok, I can get you in to see Dr. Vu tomorrow at 3:00pm.
 VANG: That would be great.
 Receptionist: Make sure to bring in your current health insurance information when you come in, and to arrive fifteen minutes early.
 VANG: I will.
 Receptionist: Have a good day.
 VANG: You too.

Afterwards, ask them what information they heard. Write any of the targeted information (name, address, phone #, symptoms, appointment times) on the board.

Then explain that *almost always* they will have to state and SPELL their first and last name (or the name of their child), supply their address (and spell the street name), give their phone number, state why their calling (symptoms), and discuss appointment times.

Now put the **handout** on the ELMO or overhead projector and read the dialogue again. Make half of the class be the Receptionist and the other half be Vang. When you're finished reading it once, have the class switch parts and read the conversation again.

Then pair up Ss. Give one student the **Student A** copy, and the other the **Student B** copy. Tell them that Student A will read the conversation first and Student B will have to listen for the missing information. Explain that Student A will read the conversation as many times as Student B needs. Once they're finished, tell them Student B will read the conversation and Student A will listen for the missing information. When they're both done reading and listening, have them check their answers by referencing the complete dialogue.

Step 4: More practice

Write Receptionist on the board; then ask the Ss what information the receptionist needs from the patient calling: *name, address, phone number, symptoms, appointment times*. Write down any appropriate answers the Ss give you and supply the rest if they forget. Then write Patient on the board and ask what the patient needs to do when calling: *spell their name and address; know what days/times will work for them; speak SLOWLY*. If the Ss don't say any of these things, write them on the board for them.

Explain that in pairs they are going to practice making their own phone calls by giving *their own* names, phone numbers if they want to (otherwise they'll have to make them up), etc. Student A will be the Receptionist first, and Student B will be the Patient first. They then will switch parts.

NOTE: This activity is all about fluency; not accuracy. So tell them they need to do the best they can from memory.

Walk around the room as they start practicing to make sure they're on task and stating the important information (name, address, etc.)

After about 10 minutes, regroup, and have a few pairs share their conversations for the class.

Finally, ask what was difficult/easy for them, and whether they feel that talking on the phone in English is easy or difficult for them. Emphasize AGAIN why spelling is important, and why they need to speak slowly.

Teacher Directions: Activity 2: Life Skill/Transitions

- **Materials: Medical History Form**

Step 1: Introduce the Activity

Ask the Ss who have made doctor's appointments, what typically happens when they go in for the first time → LOOK FOR *fill out forms*. If they don't tell you this, explain that when they make an appointment for the first time, either for themselves or their children, they will have to fill out a *medical history form*. Ask Ss what information is usually required/asked for on these forms. Write down any appropriate answers. Supply the information below if they don't say it:

- Short medical history, including past surgeries or major problems
- Current medical conditions
- Medications they are currently taking
- Immunizations they've received
- Allergies to any medications (or latex) they have
- Insurance information

Tell them it's common to NOT know all of this information, and that that's ok. They will, however, have to supply the doctor with it sometime.

Step 2: Medical History Form

Pass out the **Medical History Form** and explain that they need to fill it out to the best of their ability.

NOTE 1: It may be helpful to clarify for learners that this form is for the clinic/doctor, not for insurance. The doctor needs to know your medical history. Insurance companies can no longer (as of 2014) refuse to pay for treatment of pre-existing conditions.

Medical History Form

Form taken from www.mspdocs.org/documents/chevc/chevc/med-hist-hy-form-chevc-chevc.pdf
Fill out the information to the best of your ability. If you don't understand a question OR don't know the answer, just leave it blank.

MEDICAL/SOCIAL HISTORY FORM
PLEASE complete this form to the best of your knowledge. For first health assessment, fill out both sides.

Name	Date of Birth	Place of Birth	Occupation	Primary Care Physician
Date of Visit	Highest Level of School	Religious Preference (not required)	Organ Donor*	Who Referred You?

Medical History: List serious illnesses, injuries, operations, and other hospitalizations and indicate year these occurred.

PROBLEM	YEAR	PROBLEM	YEAR

LIST MEDICINES YOU TAKE NOW (INCLUDING VITAMINS, BIRTH CONTROL PILLS, OVER-THE-COUNTER DRUGS)

MEDICINE AND DOSE IF KNOWN	MEDICINE AND DOSE IF KNOWN

NOTE 2: This is an authentic medical form and was NOT adapted to meet your Ss' levels. This decision was intentional, so they could see what a real medical form looks like. Your job, then, is to make sure they can scan this document for information they *do* understand and can provide info on. You don't have to go over every piece of unknown vocab, unless it is apparent your students want you to.

Also, your class probably won't get to all 4 pages, but if they do, go over the 4th page together as a class → Project the graph and explain it to them and then have them answer the questions on their own medical form.

Have you ever... Mingle

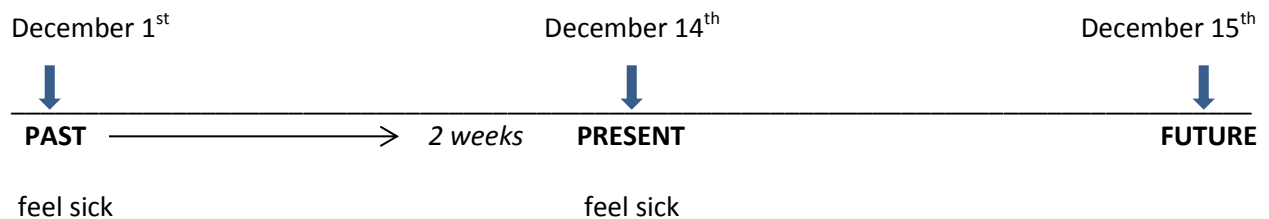
Have you ever...	Yes or No	Name of Student
broken a leg?		
had the flu?		
been to the Emergency Room?		
used prescriptions in the US?		
used something other than medicine when you were sick?		
called a doctor's office to make an appointment?		
had surgery?		

Present Perfect

The *present perfect* is used to describe an action or event that started in the past and continues on in the present.

EXAMPLE 1

I HAVE FELT sick for two weeks.



The *present perfect* is also used to describe something you have done in the past and **MIGHT** do again in the future.

Julia and Stacy have been to China. → *This means that Julia and Stacy have been to China and **MIGHT** go again in the future.*

George went to China in 2002. → *This means that George went to China in the past; the action is finished. There is no indication that he might go again in the future.*

How to write the grammar

You ALWAYS use the **present** tense form of “**to have**” (HAS/HAVE) + a **past participle** verb.

Examples of REGULAR *past participle* verbs:

Base verb	Past Participle
to cook	cooked
to play	played
to jump	jumped
to visit	
to work	
to call	

Examples of IRREGULAR *past participle* verbs:

Base verb	Past Participle
to feel	felt
to be	been
to have	had
to do	done
to drink	drunk
to eat	eaten

Write sentences using the verbs above:

- 1.
- 2.
- 3.
- 4.
- 5.

Making a Doctor's Appointment

TEACHER COPY

Read the conversation below.

Receptionist: Hello Como Clinic, how can I help you?

Vang: I need to make an appointment.

Receptionist: What's your name please?

Vang: Vang Thong

Receptionist: Can you spell that please?

Vang: V-A-N-G T-H-O-N-G.

Receptionist: Thank you. What's your current address and phone number?

Vang: 123 Winder Street. 612-123-4567

Receptionist: Can you spell your street name for me please?

Vang: Sure. W-I-N-D-E-R.

Receptionist: Thanks. Why do you need to make an appointment?

Vang: I have had a fever and cough for three days.

Receptionist: Ok. I can get you in to see Dr. Vu tomorrow at 3:00pm.

Vang: That would be great.

Receptionist: Make sure to bring in your current health insurance information when you come in, and to arrive fifteen minutes early.

Vang: I will.

Receptionist: Have a good day.

Vang: You too.

Making a Doctor's Appointment

Student A

Read the conversation *slowly* to your partner. Read it as many times as your partner needs.

Receptionist: Hello Como Clinic, how can I help you?

Vang: I need to make an appointment.

Receptionist: What's your name please?

Vang: Vang Thong

Receptionist: Can you spell that please?

Vang: V-A-N-G T-H-O-N-G.

Receptionist: Thank you. What's your current address and phone number?

Vang: 123 Winder Street. 612-123-4567

Receptionist: Can you spell your street name for me please?

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Receptionist: Thanks. Why do you need to make an appointment?

Vang: I have had a fever and cough for three days.

Receptionist: Ok. I can get you in to see Dr. Vu tomorrow at 3:00pm.

Vang: That would be great.

Receptionist: Make sure to bring in your current health insurance information when you come in, and to arrive fifteen minutes early.

Vang: I will.

Receptionist: Have a good day.

Vang: You too.

Now listen to your partner read the conversation and write the missing information. Your partner will read the conversation as many times as you need.

Receptionist: Hello Como Clinic, how can I help you?

Vang: I _____ to make an _____.

Receptionist: What's your _____ please?

Vang: Vang Thong

Receptionist: Can you _____ that please?

Vang: _____.

Receptionist: Thank you. What's your current _____ and _____?

Vang: 123 Winder Street. _____.

Receptionist: Can you _____ your _____ for me please?

Vang: Sure. _____

Receptionist: Thanks. _____ do you need to make an appointment?

Vang: I have had a _____ and _____ for three days.

Receptionist: Ok. I can get you in to see Dr. Vu _____ at _____.

Vang: That would be great.

Receptionist: Make sure to bring in your current _____ information when you come in, and to arrive _____ minutes _____.

Vang: I will.

Receptionist: Have a good day.

Vang: You too.

Student B

Listen to your partner read the conversation and write the missing information.
Your partner will read the conversation as many times as you need.

Receptionist: Hello, _____, how can I help you?

Vang: I need to make an appointment.

Receptionist: What's your name please?

Vang: _____.

Receptionist: Can you spell that please?

Vang: V-A-N-G T-H-O-N-G

Receptionist: _____. What's your _____
address and phone number?

Vang: _____. 612-123-4567.

Receptionist: _____ spell your street name for me, please?

Vang: _____. W-I-N-D-E-R.

Receptionist: Thanks. Why do you _____ to make an
_____?

Vang: I _____ a fever and cough for _____.

Receptionist: Ok. I can get you in to see _____ tomorrow at 3:00 pm.

Vang: That _____ great.

Receptionist: Make sure to _____ in your _____ health insurance
_____ when you come in, and to _____ fifteen minutes early.

Vang: I will.

Receptionist: Have a _____ day.

Vang: _____.

Now read the conversation *slowly* to your partner. Read it as many times as your partner needs.

Receptionist: Hello Como Clinic, how can I help you?

Vang: I need to make an appointment.

Receptionist: What's your name please?

Vang: Vang Thong

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Receptionist: Thank you. What's your current address and phone number?

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Vang: That would be great.

Receptionist: Make sure to bring in your current health insurance information when you come in, and to arrive fifteen minutes early.

Vang: I will.

Receptionist: Have a good day.

Vang: You too.

Medical History Form

Form taken from the Mayo Clinic at: <file:///C:/Users/jouellette/Downloads/Primary%20Care%20History%20Form.pdf>

Fill out the information to the best of your ability. If you don't understand a question OR don't know the answer, just leave it blank.



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MEDICAL/SOCIAL HISTORY FORM

PLEASE complete this form to the best of your knowledge. For first health assessment, fill out both sides.

Name	Date of Birth / /	Place of Birth	Occupation	Primary Care Physician

Date of Visit	Highest Level of School	Religious Preference (not required)	Organ Donor?	Who Referred You?

Medical History: List serious illnesses, injuries, operations, and other hospitalizations and indicate year these occurred.

PROBLEM	YEAR	PROBLEM	YEAR

LIST MEDICINES YOU TAKE NOW (INCLUDING VITAMINS, BIRTH CONTROL PILLS, OVER-THE-COUNTER DRUGS)

MEDICINE AND DOSE (IF KNOWN)	MEDICINE AND DOSE (IF KNOWN)

	YES	NO		YES	NO
HAVE YOU HAD AN ALLERGIC REACTION TO ANY MEDICINE? WHICH? _____ DESCRIBE REACTION: _____			DO YOU KNOW OF ANY CONDITION FOR WHICH YOU BELIEVE YOU NOW NEED OR WILL NEED TREATMENT? (MEDICINE, SURGERY OR PREGNANCY, ETC.) IF YES, WHAT? _____		
HAVE YOU EVER HAD A PNEUMONIA VACCINE?			HAVE YOU BEEN UNDER A PHYSICIAN'S CARE FOR A CHRONIC CONDITION? IF YES, WHY? _____		
HAVE YOU HAD AN ALLERGIC REACTION TO INSECT BITES OR STINGS? DESCRIBE: _____			HAVE YOU BEEN REJECTED FOR INSURANCE, MILITARY SERVICE OR EMPLOYMENT FOR A MEDICAL REASON? IF YES, WHY? _____		
DO YOU HAVE OTHER ALLERGIES: DESCRIBE: _____			HAVE YOU EVER HAD AN EYE EXAM? IF YES, WHEN WAS THE MOST RECENT? _____		
DO YOU SMOKE? IF SO, HOW MANY PACKS PER DAY? _____ DID YOU EVER SMOKE? IF SO, HOW MANY PACKS PER DAY? ____ YRS? _____			HAVE YOU EVER BEEN EXPOSED TO HAZARDS AT YOUR JOB? WHAT HAZARD? _____		
DO YOU DRINK ALCOHOL? (INCLUDING BEER) APPROXIMATE QUANTITY PER WEEK? _____ IS THIS A PROBLEM FOR YOU OR YOUR EMPLOYER?			DO YOU USE SEATBELTS REGULARLY?		
DO YOU USE ANY STREET DRUGS? WHAT? _____ HOW OFTEN? _____			DO YOU PRACTICE SAFE SEX? (MONOGAMOUS RELATIONSHIP / CONDOMS / CELIBATE)		
HAS A PSYCHIATRIST EVER TREATED YOU? IF YES, WHEN? _____ DID YOU RECEIVE IN-PATIENT TREATMENT? IF YES, WHEN? _____			DO YOU HAVE A LIVING WILL OR ADVANCE DIRECTIVES? IF NOT, ARE YOU INTERESTED IN MORE INFORMATION?		
<u>LEARNING NEEDS ASSESSMENT</u> ARE THERE ANY PERSONAL RELIGIOUS AND/OR CULTURAL ASPECTS WE NEED TO CONSIDER IN REGARDS TO LEARNING/TEACHING? IF SO, WHAT ARE THEY?			WHO LIVES WITH YOU? DO YOU FEEL SAFE AT HOME?		
WHAT IS THE EASIEST WAY FOR YOU TO LEARN? o READING o LISTENING o DEMONSTRATION			HAVE YOU HAD CHICKEN POX AS A CHILD?		
DO YOU HAVE A PHYSICAL DISABILITY? IS YES, DESCRIBE.			DID YOU HAVE YOUR ANNUAL MEDICAL PHYSICAL DONE? DATE: _____		

STATEMENT OF PRESENT HEALTH: (GIVE A DESCRIPTION OF PAST HISTORY, IF COMPLAINT EXISTS):

DO YOU FOLLOW A PARTICULAR DIET? PLEASE CIRCLE ALL THAT APPLY

· DIABETIC · LOW CALORIE · LOW CARB · LOW FAT · VEGETARIAN/VEGAN · OTHER _____

DO YOU PARTICIPATE IN REGULAR EXERCISE? YES/NO FREQUENCY: _____

WHAT TYPE? _____

HAVE YOU TRAVELED OUTSIDE THE UNITED STATES WITHIN THE PAST 5 YEARS? YES/NO

WHERE: _____

WHEN: _____

FEMALES ONLY:

WHEN WAS YOUR LAST MENSTRUAL PERIOD? _____

NUMBER OF PREGNACIES? _____ NUMBER OF BIRTHS? _____

ARE YOU CURRENTLY ON ANY BIRTH CONTROL? YES/NO IF YES, PLEASE INDICATE: _____

WOULD YOU LIKE A PHYSICIAN TO DISCUSS FAMILY PLANNING WITH YOU? YES/NO

IMMUNIZATIONS:

INFLUENZA: YES/NO DATE: _____

PNEUMOVAX: YES/NO DATE: _____

TETANUS: YES/NO DATE: _____

ZOSTAVAX (SHINGLES): YES/NO DATE: _____

OTHER: _____ DATE: _____



MedStar Physician
Partners

MedStar Health

FAMILY MEDICINE/INTERNAL MEDICINE REVIEW OF SYSTEMS

FAMILY HISTORY: PLEASE CHECK BOX AND CIRCLE RELATIONSHIP TO YOU.

PGF: Paternal Grandfather PGM: Paternal Grandmother M: Mother F: Father

MGF: Maternal Grandfather MGM: Maternal Grandmother B: Brother S: Sister

	PGF	PGM	MGF	MGM	M	F	B	S
Arthritis								
Asthma/COPD								
Cancer (type) _____								
Coronary Artery Disease								
Depression/Anxiety								
Diabetes								
GI Disorders								
High Cholesterol								
Hypertension								
Migraines								
Obesity								
Stroke								
Other: _____								

Health Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill/Speaking: Ask and respond to questions about a child's immunization form.</p> <p>Literacy: Read a short story about a health experience.</p> <p>Transitions: Understand the purpose of a child immunization form.</p> <p>Grammar: Use the present perfect to describe things they have done.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Making a Doctor's Appointment • Handout: Ku Thu is Afraid of the Doctor • Handout: Child Immunization Form • Handout: Calling for an Immunization Schedule, Student A and B <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012</u>: Ball Toss, p. 46 • Calling for an Immunization Schedule, Teacher copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector

Lesson Plan

Review: Grammar/Life Skills/Speaking (40mins)

Description: Ss will ask/answer *present perfect* questions and practice making doctor's appointments.

Materials/Prep: **Volunteer Manual, 2012: Ball Toss, p. 46;** make copies of **Making a Doctor's Appointment.**

Activity 1: Literacy (50mins)

Description: Ss will read a story about a woman who is new to the US, and therefore new to doctors/vaccinations; they will also practice the sound /th/ in isolation and in context.

Materials/Prep: make copies of **Ku Thu is Afraid of the Doctor.**

Activity 2: Life Skill/Speaking (30mins)

Description: Ss will read a child immunization form and practice calling a doctor's office to get their child's immunization history.

Materials/Prep: **ELMO or overhead projector;** make copies of the **Child Immunization Form** and **Calling for an Immunization Schedule, Teacher and Student A/B copies.**

Wrap-up

Ask Ss to tell you three things they learned today.

Teacher Directions: Review: Grammar/Life Skill/Speaking

- **Materials: Volunteer Manual, 2012: Ball Toss, p. 46, Making a Doctor's Appointment**

Step 1: Introduce the Activity

Write these questions on the board and instruct Ss to answer them in complete sentences in their notebooks: *Have you ever traveled to another country?* (e.g., Yes, I have traveled to China.) *Have you ever bought a house?* *Have you ever spoken English to a doctor?* *Have you ever been to a hospital?* *Have you ever filled out a medical history form?*

Step 2: Ball Toss

Allow Ss 10-15 minutes to write their answers. Then regroup and do the **ball toss** to go over the questions/answers. (Reference **p. 46** of the **Volunteer Manual, 2012** if necessary).

Step 3: Making a Doctor's Appointment

Ask Ss if they remember the receptionist-patient conversations they practiced yesterday. Then ask what information a receptionist will most likely ask them when they call to make an appointment: *full name, address, phone number, symptoms, appointment time.* Write down any appropriate answers on the board and supply what they don't say. Then ask them what *they* need to remember to do when they call to make an appointment: *to spell their name and street address, speak SLOWLY, and know in advance what days/times work for them.*

Then pair Ss up and pass out the **Making a Doctor's Appointment** handout. You only need one handout per pair. Explain that one student will be the receptionist first; the other will be the patient and will have to supply all of the information from memory (i.e., name, street address, etc.) **Model** this activity with another student first before having them do it. Also tell them they need to remember to spell their name and street address and to speak slowly. Afterwards, the partners will switch parts.

Once everyone is finished invite a couple of Ss to share their conversations with the class. After each one, ask the rest of the class to say if they forgot anything (like if they didn't spell their name, etc.).

Making a Doctor's Appointment	
Receptionist: Hello Health Partners Clinic, how can I help you?	
YOU: I _____ to make an _____.	
Receptionist: What's your name please?	
YOU: _____.	
Receptionist: Thank you. What's your current phone number and address?	
YOU: _____.	
Receptionist: What's your current street address?	
YOU: _____.	
Receptionist: Thanks. Why do you need to make an appointment?	
YOU: _____.	
Receptionist: Ok. What days and times next week are you available to come in to see Dr. Wang?	
YOU: _____.	
Receptionist: That doesn't work for her schedule. Is there another day you are available?	
YOU: _____.	
Receptionist: Great! That will work. Remember to bring in your health insurance information if you have it, and to arrive fifteen minutes early.	
YOU: I will.	
Receptionist: Have a good day.	
YOU: Thanks, you too.	

Teacher Directions: Activity 1: Literacy

- **Materials:** *Ku Thu is Afraid of the Doctor; Volunteer Manual, 2012: Letter Sound Drill, p. 113*

Step 1: Setting the Context

Write the word *vaccination* and *immunization* on the board and ask Ss to tell you what they mean. If they don't know, supply the definition for them (and give them examples – like the *FLU VACCINE*; discuss what the flu is and why people might want a vaccine for it). Then ask: *Has anyone received a vaccination? Did you have vaccinations in your home countries?* (If yes, where did you go to get them?) *Did any of you see someone like a "Medicine Woman" instead of a doctor?* (Explain the term "medicine woman" if necessary). Discuss.

Step 2: Reading

Pass out the **Ku Thu is Afraid of the Doctor** reading. Read it first for the Ss while they read along with you. Answer any questions about content/vocab afterward. Then read it again as a whole class. Before they answer the questions, tell them to read it one more time quietly to themselves.

When they start answering the questions, make sure they answer them in complete sentences (as some are targeting *present perfect* grammar structure).

As Ss finish, pair them up together and have them read the story again and then go over the questions/answers. Once everyone is finished, go over the answers together as a class.

Ku Thu is Afraid of the Doctor

Read the story below and then answer the questions.

Ku Thu is from Thailand. She has a 5-year-old daughter named Maya. They have been in the United States for one year. In their home village, their family didn't see a Western doctor. They saw a "medicine woman". A medicine woman is like a doctor, but she does not prescribe medicine. She uses other traditions to cure sicknesses.

Ku Thu and Maya have not been to a doctor in the US. Ku Thu doesn't want to go because she is afraid. However, Maya is ready for kindergarten and needs vaccinations so she can start school. Ku Thu doesn't know what a vaccination is. They didn't have vaccinations in her home village. Why does Maya need it? She wonders. Ku Thu wants Maya to go to school but she is afraid to bring her to the doctor. Her English isn't very good and she is afraid of the vaccinations.

Now answer these questions in complete sentences.

1. How long have Ku Thu and Maya lived in the US?
2. Have they been to the doctor?
3. Have they been to a medicine woman?
4. What is a medicine woman?
5. Did you have a Medicine Woman in your home country?
6. What does Maya need to start school?
7. Why is Ku Thu afraid to go to the doctor?
8. What do you think Ku Thu should do?

Step 3: Phonics

Write these words on the board: *this, thanks, therefore, them*. Ask them what sound they all have in common → /th/. Have the whole class practice this sound in isolation and then again with the words on the board.

Then follow the rest of the steps on **p. 113** for the **Letter/Sound Drill**.

Teacher Directions: Activity 2: Life Skill/Speaking

- Materials: ELMO or overhead projector; *Child Immunization Form, Calling for an Immunization Schedule, Teacher and Student A/B copies*

Step 1: Setting the Context

NOTE: The purpose of this handout is not to have the Ss understand every word or type of vaccine on the form but to expose them to an authentic document. The goal is also to point out that they do NOT have to vaccinate their child if it is against their beliefs.

Project the **Child Immunization Form** handout on the board. Ask anyone if they have seen a form like this before or if they know what the form is. If they don't, tell them what it's for. Then explain that ALL children in the state of MN will need a form like this before they can start childcare or school, and that it's up to the parent to fill this form out. Tell Ss that if they don't know their child's immunization schedule, they will have to call their doctor for it.

Then briefly explain the chart, especially pointing out the “1st Dose”, “2nd Dose” column, and where the columns for Hep B, MMR, and Varicella are (as they will need to know this for Step 2. (You do NOT need to explain what each vaccination is for.)

Go over the Medical Exemption and Conscientious Exemption portions on the form. **This part is extremely important for Ss to understand.**

Step 2: Calling for Information

Tell Ss that they will now practice calling a doctor's office to ask for this information. Project the **Teacher Copy of Calling for an Immunization Schedule** on the board and read it for the class first. Then have them practice reading it.

Put Ss in pairs and give one student **Student A** of the handout and the other **Student B**. Also pass out the **Child Immunization Form**. Explain that Student A will be the Receptionist first and Student B will be the Parent. Then they will switch parts. Tell the Ss that they will have to listen for the Immunization information and write it down correctly in the chart on the Immunization Form. Tell them to ask for their partner to repeat something if they don't understand him/her.

Making a Doctor's Appointment

Receptionist: Hello Health Partners Clinic, how can I help you?

YOU: I _____ to make an _____.

Receptionist: What's your name please?

YOU: _____.

Receptionist: Thank you. What's your current phone number and address?

YOU: _____.

Receptionist: What's your current street address?

YOU: _____.

Receptionist: Thanks. Why do you need to make an appointment?

YOU: _____.

Receptionist: Ok. What days and times next week are you available to come in to see Dr. Wang?

YOU: _____.

Receptionist: That doesn't work for her schedule. Is there another day you are available?

YOU: _____.

Receptionist: Great! That will work. Remember to bring in your health insurance information if you have it, and to arrive fifteen minutes early.

YOU: I will.

Receptionist: Have a good day.

YOU: Thanks, you too.

Ku Thu is Afraid of the Doctor

Read the story below and then answer the questions.

Ku Thu is from Thailand. She has a 5-year old daughter named Maya. They have been in the United States for one year. In their home village, their family didn't see a Western doctor. They saw a "medicine woman". A medicine woman is like a doctor, but she does not prescribe medicine. She uses other **traditions** to cure sicknesses.

Ku Thu and Maya have not been to a doctor in the US. Ku Thu doesn't want to go because she is afraid. However, Maya is ready for kindergarten and needs vaccinations so she can start school. Ku Thu doesn't know what a vaccination is. They didn't have vaccinations in her home village. *Why does Maya need it?* she wonders. Ku Thu wants Maya to go to school but she is afraid to bring her to the doctor. Her English isn't very good and she is afraid of the vaccinations.

Now answer these questions in complete sentences.

1. How long have Ku Thu and Maya lived in the US?
2. Have they been to the doctor?
3. Have they been to a medicine woman?
4. What is a Medicine woman?
5. Did you have a Medicine Woman in your home country?
6. What does Maya need to start school?
7. Why is Ku Thu afraid to go to the doctor?
8. What do you think Ku Thu should do?

Child Immunization Form



Pupil Immunization Record

FOR SCHOOL USE ONLY

- Complete; booster required in _____
- In process; 8 mos. Expires _____
- Medical exemption for _____
- Conscientious objection for _____

Name _____ Birthdate _____ Student Number _____

Minnesota Statutes Section 121A.15 requires children enrolled in a Minnesota school to be immunized against certain diseases, allowing for specified exceptions. This form is designed to provide the school with information required by the law.

Enter the MONTH, DAY, and YEAR for all vaccines the pupil received. DO NOT USE (✓) or (*).
Vaccines/doses in shaded boxes are recommended but not required by law.

Type of Vaccine	1st Dose Mo/Day/Yr	2nd Dose Mo/Day/Yr	3rd Dose Mo/Day/Yr	4th Dose Mo/Day/Yr	5th Dose Mo/Day/Yr
Diphtheria, Tetanus, and Pertussis (DTaP, DTP)					
Diphtheria and Tetanus (DT) – formulation for <7 yrs					
Tetanus and Diphtheria (Td, Tdap) – formulation for ≥7 yrs					
Polio (IPV, OPV)					
Measles, Mumps, and Rubella (MMR) (minimum age: on or after 1 st birthday)					
Hepatitis B (hep B)*					
Varicella (chickenpox)**					
Pneumococcal Conjugate (PCV)***					
Haemophilus influenzae type b (Hib)***					
Meningococcal (MPSV4, MCV4)					
Human Papillomavirus (HPV)					
Hepatitis A (hep A)					
Rotavirus					

Medical exemption: No student is required to receive an immunization if they have a medical contraindication or laboratory evidence of immunity. To receive a medical exemption, a physician must sign the following statement:

I certify that immunization is contraindicated for medical reasons or that laboratory confirmation of adequate immunity exists for the following immunizations:

Signature of physician _____ Date _____

Conscientious exemption: No student is required to have an immunization which is contrary to the conscientiously held beliefs of his/her parent or guardian. To receive this exemption, a parent or legal guardian must complete and sign the following statement and have it notarized:

I certify by notarization that immunization for my child is contrary to my conscientiously held beliefs. Indicate vaccine(s):

Signature of parent or legal guardian _____ Date _____

Subscribed and sworn to before me this _____ day of _____ 20_____

Signature of notary _____

History of varicella disease:

I certify that this child had chickenpox disease on this date: _____ (YR) and therefore does not need a varicella shot.

Signature of parent/legal guardian or physician/public clinic _____ Date _____

Calling for an Immunization Schedule

TEACHER COPY

Receptionist: Hello Grand Avenue Clinic, how can I help you?

Parent: I need my child's immunization history for his school.

Receptionist: Ok, what is your child's name and birthdate.

Parent: Zola Rudhi. Z-O-L-A R-U-D-H-I. Her birthdate is 10/10/10.

Receptionist: Thanks. Ok, it looks like she received the Hep B on 1/2/12 and 3/2/12.

Parent: What is Hep B?

Receptionist: The Hepatitis B shot.

Parent: Ok, thanks.

Receptionist: She also received the D-TaP on 3/2/12 as well.

Parent: What is the DTaP?

Receptionist: Diphtheria, Tetanus, and Pertussis.

Parent: Thank you.

Receptionist: Do you need anything else?

Parent: No, that's it. Thank you!

Calling for an Immunization Schedule

Student A

Receptionist: Hello Grand Avenue Clinic, how can I help you?

Parent: I need my child's immunization history for his school.

Receptionist: Ok, what is your child's name and birthdate.

Parent: His name is _____. (*Spell his name*). His birthdate is _____.

Receptionist: Thanks. Ok, it looks like she received the Hep B on February 14, 2012 and April 2, 2012.

Parent: What is Hep B?

Receptionist: The Hepatitis B shot.

Parent: Ok, thanks.

Receptionist: She also received the Varicella on June 6, 2012 as well.

Parent: Thank you.

Receptionist: Do you need anything else?

Parent: No, that's it. Thank you!

Student B

Receptionist: Hello Grand Avenue Clinic, how can I help you?

Parent: I need my child's immunization history for his school.

Receptionist: Ok, what is your child's name and birthdate.

Parent: His name is _____. (*Spell his name*). His birthdate is _____.

Receptionist: Thanks. Ok, it looks like she received the Hep B on April 4, 2012 and July 2, 2012.

Parent: What is Hep B?

Receptionist: The Hepatitis B shot.

Parent: Ok, thanks.

Receptionist: She also received the MMR on August 6, 2012 as well.

Parent: Thank you.

Receptionist: Do you need anything else?

Parent: No, that's it. Thank you!

Health Unit: Week 2, Wednesday

<p>Objectives <i>Learners will be able to...</i></p> <p>Life skill: Scan RX labels for key information and distinguish between prescription and over-the-counter medications</p> <p>Literacy: Read a conversation between a customer and a pharmacist.</p> <p>Grammar: Use the present perfect with <i>for/since</i> to describe how long an action has taken place.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Grammar Practice • Handout: Reading Medicine Labels • Handout: Filling a Prescription • <u>Textbook</u>: <i>Grammar in Action 3</i>, p. 101 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Laptop, LCD projector, and speakers
<p>Lesson Plan</p>	
<p>Review: Grammar (30mins) <u>Description:</u> Ss will review the <i>present perfect</i> tense, as well as <i>for/since</i> to describe how long the action has taken place. <u>Materials/Prep:</u> make copies of Grammar Practice</p> <p>Activity 1: Life Skill/Transitions (40mins) <u>Description:</u> Ss will read over-the-counter and prescription drug labels and answer questions about them. <u>Materials/Prep:</u> make copies of Reading Medicine Labels; test out this link: www.youtube.com/watch?v=TfvaTwdLSgs. If it works, grab a laptop, LCD projector, and speakers.</p> <p>Activity 2: Literacy/Life Skill (30-40mins) <u>Description:</u> Ss will read a conversation between a pharmacist and patient and answer questions about it. <u>Materials/Prep:</u> make copies of Filling a Prescription.</p> <p>Wrap-up *Time permitting* <u>Description:</u> Ss will do a mingle using the <i>present perfect</i> tense. <u>Materials/Prep:</u> make copies of Grammar in Action 3, p. 101</p>	

Teacher Directions: Review: Grammar

- **Materials: Grammar Practice**

Step 1: Grammar Review – form-focused practice

Pass out the **Grammar Practice** handout as Ss come in and have them work on it independently as you circle around and help them as necessary. Allow Ss 15 minutes to work on it; then regroup and go over the worksheet as a class.

The image shows a worksheet titled "Grammar Practice" with two columns of exercises. The left column contains instructions and examples for using the present perfect tense. The right column contains a list of 12 numbered sentences for students to complete using the present perfect tense.

Grammar Practice

The present perfect is used to describe an action or event that started in the past and continues on in the present.

EXAMPLE 1: I have lived (live) for five years.
EXAMPLE 2: She has moved (move) to Chicago in November 2010.

How to write the grammar:
 You always use the present tense form of the base (V1) and the past participle.

Examples of IRREGULAR past participles:
 (Write in the missing column.)

Base verb	Past Participle
to read	read
to go	gone
to come	come
to write	written
to work	worked
to eat	eaten

Examples of REGULAR past participles:
 (Write in the missing column.)

Base verb	Past Participle
to see	seen
to do	done
to be	been
to drink	drunk
to sit	sat

All in the correct form of the present perfect verb below.

- (1) I have lived (live) for five years.
- (2) He has moved (move) to Chicago in November 2010.
- (3) She has written (write) the book.
- (4) They have been (be) together for many years.
- (5) I have worked (work) for ten years.
- (6) She has written (write) several novels.
- (7) He has read (read) the book.
- (8) I have done (do) my homework.
- (9) He has come (come) to school today.
- (10) They have been (be) together for ten years.
- (11) I have seen (see) the movie.
- (12) She has done (do) her homework.

Teacher Directions: Activity 1: Life Skill/Transitions

- **Materials: Reading Medicine Labels; laptop, LCD projector, and speakers** (if internet works)

Step 1: Prep

Test this link to make sure it works: www.youtube.com/watch?v=TfvaTwdLSgs. It is a Claritin commercial. If it works, then set up the laptop/LCD projector and speakers. If not, follow the “LINK IS BAD” instructions in Step 2.

Step 2: Setting the Context

- LINK IS GOOD = Tell Ss you’re going to play a 30 second commercial and they will have to listen for what the commercial is selling and what the product is. Play it as many times as necessary. Afterwards, discuss if they think this medicine can be bought in a store or if a doctor has to prescribe it.
- LINK IS BAD = Introduce this activity by showing them the Claritin picture and asking them *what the name of the medicine is* and *what problem the medicine helps*. Then discuss if they think this medicine can be bought in a store or if a doctor has to prescribe it.



Step 3: Reading Prescription Labels


Write the terms *over-the-counter* and *prescription* on the board and ask the Ss what they mean. Write any appropriate answers on the board. If Ss don't know the answers, supply the answers for them. Discuss the differences.

Pass out the **Reading Medicine Labels** handout and instruct Ss to work on it independently. Circle around the room and help as needed.

When everyone has at least gotten to the third page, you can bring the class back together again and go over the answers. Project the pages on the board to do so.

Reading Medicine Labels

Look at the medicine box and answer the questions.



1. What is the name of the medicine?
2. What symptoms does the medicine treat?
3. How long does the medicine last?
4. How many tablets do you get in one package?

Read the back of the Claritin box and answer the questions below:

<p>Drug Facts</p> <p>Active ingredient (in each tablet): Levocetirizine HCl</p> <p>Warnings: Do not use if you have had an allergic reaction to cetirizine or any of its ingredients. Your doctor should determine if you need a prescription.</p>	<p>Purpose: Allergy relief</p> <p>Directions: Adults and children 12 years and older: Take 1 tablet once daily with water.</p>	<p>Drug Facts (continued):</p> <p>Directions (continued): Children 6 to 11 years: Take 0.5 tablet once daily with water.</p>
<p>Other information: • Tell your doctor if you are taking any other medicines, especially other allergy medicines.</p>	<p>Other information: • Tell your doctor if you are taking any other medicines, especially other allergy medicines.</p>	<p>Other information: • Tell your doctor if you are taking any other medicines, especially other allergy medicines.</p>

1. How many tablets do you get in one package?
2. How many tablets do you get in one package?
3. What is the name of the medicine?
4. What symptoms does the medicine treat?
5. How long does the medicine last?

Teacher Directions: Activity 2: Literacy

- **Materials: Filling a Prescription**

Step 1: Setting the Context

Read the conversation on the **Filling a Prescription** handout for the Ss. Afterwards ask them what the conversation was about.

Filling a Prescription

Read the conversation below and then answer the questions.

Pharmacist: Hi, how can I help you?
 Customer: I need to fill a prescription I had.
 Pharmacist: Oh, I will take about 10 minutes.
 "10 minutes?"
 Customer: I was expecting to get the medicine in 5 minutes.
 Pharmacist: Can you spell your last name please?
 Customer: Smith.
 Pharmacist: Found it. How can I help you with your medicine?
 Customer: Yes.
 Pharmacist: Oh, I will take about 10 minutes. I will take about 10 minutes. I will take about 10 minutes. I will take about 10 minutes.
 Customer: Yes.
 Pharmacist: Is there anything else I can help you with?
 Customer: No, thank you.
 Pharmacist: Oh, thank you for coming in. See you soon.

Questions

1. How long does it take to fill a prescription?
2. What is the patient's name?
3. How many minutes does it take to fill a prescription?
4. What is the important information the pharmacist gave about the medicine?

Step 2: Reading

Pass out the **handout** to the Ss and have them read the conversation and answer the questions. When they finish, pair them up and have them practice reading the dialogue. Each student should read each part before checking the comprehension questions.

Once everyone has practiced reading the dialogue, regroup and practice reading the conversation as a class: make one half be the Pharmacist, and the other half be Aubrey; then make them switch. Afterwards, go over the comprehension questions.

Grammar Practice

The *present perfect* is used to describe an action or event that started in the past and continues on in the present.

EXAMPLE 1: *I have felt sick for two weeks.*

EXAMPLE 2: *I have lived in MN since 2010.*

How to write the grammar

You ALWAYS use the **present** tense form of “**to have**” (HAS/HAVE) + a **past participle** verb.

Examples of REGULAR *past participle* verbs:

(Write in the missing verbs below.)

Base verb	Past Participle
to cook	cooked
to play	played
to jump	jumped
to visit	
to work	
to call	

Examples of IRREGULAR *past participle* verbs:

(Write in the missing verbs below.)

Base verb	Past Participle
to feel	
to be	
to have	
to do	done
to drink	drunk
to eat	eaten

Fill in the correct form of the *present perfect* verbs below.

1. (to be) I have _____ sick for a month.
2. (to eat) Ella has _____ eggs for breakfast since she was 10.
3. (to feel) Juan has _____ nauseous since 8:30am.
4. (to have) We _____ the flu for one day.
5. (to do) They have _____ their homework together every night this week.
6. (to have) They _____ cancer for two years.
7. (to have) She _____ an earache since last night.
8. (to feel) Farah and Abdul _____ sick since Tuesday.
7. (to be) John _____ vomiting for two hours.
8. (to live) We _____ in Indonesia since 2009.
9. (to have) He _____ a brain tumor since 2010.
10. (to have) The dog _____ a broken leg for one week.
11. (to feel) I _____ dizzy since I got pregnant.
12. (to cook) Peter _____ dinner for his wife since she got pregnant.
13. (to have) You and I _____ a cold for three days.
14. (to work) She _____ at the same company for three years.
15. (to be) You _____ nauseous since last month.

To describe how long you have been doing something, you use **FOR** or **SINCE**.

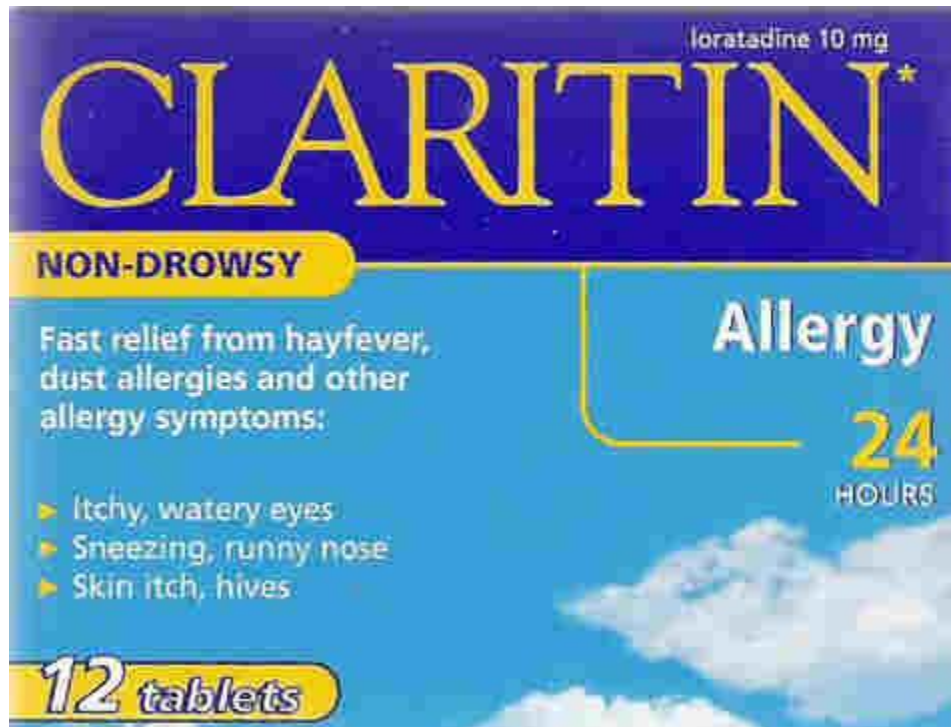
For = length of time	Since = a specific point in time
Two weeks	1999
Three days	Tuesday
Five minutes	December 1 st
Two years	5:30pm
A long time	Last night/week/month

- I _____ the flu _____ Tuesday.
- You _____ sick _____ three days.
- Julia and Juan _____ in MN _____ 1999.
- The cat _____ an ear infection _____ last week.
- She _____ nauseous _____ a day.
- We _____ at a restaurant _____ seven years.
- He _____ a cough _____ last month.
- They _____ tacos _____ a week.
- The cat _____ fish _____ it was a born.
- The baby _____ milk _____ it was born.

Now turn your paper over and write 5 sentences of your own.

Reading Medicine Labels

Look at the medicine box and answer the questions.



1. What is the name of this medicine?
2. What symptoms does this medicine help cure?
3. How long does the medicine last?
4. How many tablets do you get in one package?

Read the back of the Claritin box and answer the questions below.

<p>Drug Facts</p> <p>Active ingredient (in each tablet) Purpose Loratadine 10 mg.....Antihistamine</p>	<p>Drug Facts (continued)</p> <p>Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.</p>						
<p>Uses temporarily relieves these symptoms due to hay fever or other upper respiratory allergies:</p> <ul style="list-style-type: none"> ▪ runny nose ▪ itchy, watery eyes ▪ sneezing ▪ itching of the nose or throat 	<p>Directions</p> <table border="1"> <tr> <td>adults and children 6 years and over</td> <td>1 tablet daily; not more than 1 tablet in 24 hours</td> </tr> <tr> <td>children under 6 years of age</td> <td>ask a doctor</td> </tr> <tr> <td>consumers with liver or kidney disease</td> <td>ask a doctor</td> </tr> </table>	adults and children 6 years and over	1 tablet daily; not more than 1 tablet in 24 hours	children under 6 years of age	ask a doctor	consumers with liver or kidney disease	ask a doctor
adults and children 6 years and over	1 tablet daily; not more than 1 tablet in 24 hours						
children under 6 years of age	ask a doctor						
consumers with liver or kidney disease	ask a doctor						
<p>Warnings</p> <p>Do not use if you have ever had an allergic reaction to this product or any of its ingredients.</p>	<p>Other information</p> <ul style="list-style-type: none"> ▪ safety sealed: do not use if the individual blister unit imprinted with Claritin® is open or torn ▪ store between 20° to 25° C (68° to 77° F) ▪ protect from excessive moisture 						
<p>Ask a doctor before use if you have liver or kidney disease. Your doctor should determine if you need a different dose.</p>	<p>Inactive ingredients corn starch, lactose monohydrate, magnesium stearate</p>						
<p>When using this product do not take more than directed. Taking more than directed may cause drowsiness.</p>	<p>Questions or comments? 1-800-CLARITIN (1-800-252-7484) or www.claritin.com</p>						
<p>Stop use and ask a doctor if an allergic reaction to this product occurs. Seek medical help right away.</p>							
<p>If pregnant or breast-feeding, ask a health professional before use.</p>							

1. How many tablets should adults and children 6 years and over take?
2. How many tablets should children under 6 years of age take?
3. What should you do if you are pregnant or breastfeeding?
4. What symptoms does this medicine help relieve?
5. If you have questions, what number should you call?

Now look at the medicine label below and answer the questions.

(taken from Tutor Resources for the AMEP)



1. What is the name of the medication?
2. How many capsules should be taken and how often?
3. Who are the capsules for?
4. When did the patient buy the medicine?
5. Where did the patient buy the medicine?

Is this an over-the-counter medicine or a prescription? How do you know?

Look at the prescription label below and answer the questions.

MANITOBA Pharmacy

204 Manitoba Street

Winnipeg MB M2B 2Y2 Canada

Store # 0001

Phone: 204-204-2004

Rx# **2042042** Ref:0 Dr. Manitoba

Toba Man

**TAKE 1 CAPSULE THREE
TIMES DAILY UNTIL
FINISHED (ANTIBIOTIC)**

APO-AMOXI 500MG

AMOXICILLIN 500MG

RED/YEL/ELLIP/APO{500}

30 CAP

14 Oct 2007

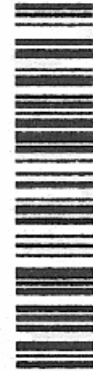
Total: 21.43

APX

00628123

EDS

KEEP OUT OF REACH OF CHILDREN



Tx# 24242424



**Important: Take this
medication for the
prescribed duration.**

1. What is the name and address of the pharmacy?
2. What is the Doctor's name?
3. What are the directions for this prescription?
4. How many capsules are in this prescription?
5. What is the date the prescription was filled?

Filling a Prescription

Read the conversation below and then answer the questions.

Pharmacist: Hi, how can I help you?

Aubrey: I need to have this prescription filled.

Pharmacist: Ok. It will take about 30 minutes.

30 minutes later

Aubrey: I have a prescription to pick up for Aubrey Wicks.

Pharmacist: Can you spell your last name please?

Aubrey: W-I-C-K-S

Pharmacist: Found it. Have you ever taken this medicine before?

Aubrey: No.

Pharmacist: Ok. Make sure to take 1 capsule three times a day, and take the medicine on a full stomach. Otherwise you might feel nauseous. If you have any questions please call the number on the bottle.

Aubrey: Thanks.

Pharmacist: Is there anything else I can help you with?

Aubrey: No, that's it.

Pharmacist: Ok, then your total comes to \$15.00.

Questions

1. How long does it take to fill the prescription?
2. What is the patient's name?
3. How many capsules does she need to take a day?
4. What other important instructions does the pharmacist give her about the medicine?
5. How much is the prescription

Health Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Fill out a health insurance application form</p> <p>Speaking and Listening: Read a dialogue about going to the clinic.</p> <p>Transitions: Understand the purpose of health insurance</p> <p>Grammar: Use present perfect with for/since to describe symptoms.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Going to the Clinic • Stand Out 4, 2nd ed., p. 94-95. <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Symptoms and Ailments (cut out words) • “Disappearing Dialogue” (Volunteer Tutor Manual) • Talk to your Doctor, Teacher Copy • Reading Test Practice <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Scissors • ELMO or overhead projector
Lesson Plan	
<p>Review (45mins)</p> <p><u>Description:</u> Ss will review symptoms/ailments by playing Memory and will then write <i>present perfect</i> sentences using <i>for/since</i> to describe how long each person in the picture has had the problem.</p> <p><u>Materials/Prep:</u> scissors; make copies of the Memory Game pictures and cut them out.</p> <p>Activity 1: Life Skill (30mins)</p> <p><u>Description:</u> Ss will fill out a Health Insurance Application Form</p> <p><u>Materials/Prep:</u> make copies of Stand Out 4, 2nd ed., p. 94-95.</p> <p>Activity 2: Life Skill/Speaking and Listening (30mins)</p> <p><u>Description:</u> Ss will read and practice a dialogue about going to the clinic.</p> <p><u>Materials/Prep:</u> make copies of the Going to the Clinic handout; teacher may reference “Disappearing Dialogue” instructions from the Volunteer Tutor Manual</p> <p>Activity 3: CASAS Prep (15mins)</p> <p>* Time permitting*</p> <p><u>Description:</u> Ss will take a practice CASAS reading test.</p> <p><u>Materials/Prep:</u> ELMO or overhead projector; make one copy of Reading Test Practice.</p>	

Teacher Directions: Review

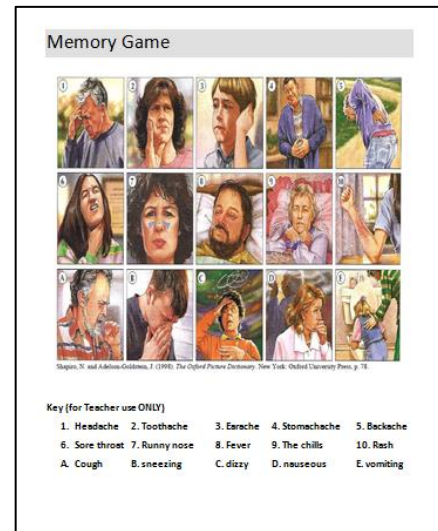
- **Materials: scissors; *Memory Game***

Step 1: Prep

Cut out 2 sets of the **Memory Game** pictures for each table of 3-4 Ss. (So if you have 12 Ss you will need to make 6 copies of the pictures and give 2 sets of the pictures to each table so they can play memory with them.)

Step 2: Vocab Review

Put Ss in groups of 3-4 and explain the rules for Memory: they have to turn a picture over, say what it is (i.e., *sore throat*) and then flip over another card hoping it matches. If it does, they get to go again; if not, it's the next person's turn.



After about 15 minutes, stop the game (assuming Ss are still playing it) and have them turn over all of their cards. As a group, tell them they need to identify what each picture is. (**NOTE:** Some are difficult to identify so you can supply those answers for them.) Tell the Ss that as a group they need to RACE to write down the *symptoms/ailments*. The first team to finish wins!

Step 3: Grammar Review

Go over the pictures as a class. Write the vocab words on the board; then tell the Ss that they need to use the *present perfect* to describe how long each person has had their problem (i.e., *She has had a fever for 2 weeks*). Go over a couple of examples first.

Teacher Directions: Activity 1: Life Skill/Transitions

- **Materials: *Stand Out 4, 2nd ed., p. 94-95***

Step 1: Setting Context

Write these questions on the board: 1. *In your home country, are doctors expensive?* 2. *How do people pay the doctors (with cash, food, insurance)?* 3. *Do people use health insurance in your home country?* 4. *What is a major difference between healthcare in your home countries vs. the US?* 5. *Why do you think people should have health insurance in the US?*

Go over each question first to make sure Ss understand them. Then put them in groups of 3-4 so they can practice asking/answering them. Once everyone is finished, regroup and discuss their answers.

Step 2: Health Insurance Forms

Explain that a common way people receive health insurance is through an employer. Project **p. 94** of **Stand Out 4** on the board. Have Ss scan the application for information/questions they do NOT understand; then go over that information. Do the same for **p. 95**.

Pass out **p. 94-95** and have Ss practice filling it out. Tell them that they may need to make up some of the information (such as “hours worked per week”).

Walk around the room and help Ss as needed.



Teacher Directions: Activity 2: Life Skill/Speaking and Listening

- **Materials:** *Going to the Clinic (dialogue); “Disappearing Dialogue” (Volunteer Tutor Manual)*

Step 1: Setting Context

Ask learners if they remember calling the doctor on Monday of this week. Ask those who were in class, what was the problem? (The patient had a fever and cough). How long has he had those symptoms? (For three days). Ask, what will he do next? (Go to the doctor). Ask, Who will he talk to first when he goes? Will he talk to the doctor first? (No, he’ll talk to the receptionist).

Step 2: Dialogue

1. Demonstrate both parts of the dialogue with a higher level learner at the front of the room.
3. Tutor initiates dialogue with all students responding.
4. Reverse roles (tutor responds to students).
5. Students form pairs and practice the dialogue together.

If time, complete the “Disappearing Dialogue” activity from the Volunteer Tutor Manual.

Teacher Directions: Activity 3: CASAS Prep

- **Materials: Reading Test Practice**

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Project the **Reading Test Practice** on the board and give everyone 5 minutes to complete questions 1-4. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Reading Test Practice

DOSEAGE: Adults: 1-3 tablets (dispensed as 4 tablets with water every 4-6 hours as needed. Do not exceed 4 doses in 24 hours except on doctor's advice.

CHILDREN: 17 years and over: 1-2 tablets. Dispersa m, or take a soft, water every 4 hours as needed. Do not exceed 4 doses in 24 hours except on doctor's advice.

DO NOT TAKE FOR MORE THAN 10 DAYS WITHOUT CONSULTING A DOCTOR.

CAUTION: DO NOT GIVE TO CHILDREN UNDER 17 YEARS OF AGE EXCEPT ON DOCTOR'S ADVICE. CONSULT A DOCTOR BEFORE GIVING THIS MEDICATION TO CHILDREN OR TEENAGERS. KEEP CHILDREN FROM DRINKING OR FEEDING.

Preparations containing aspirin should not be taken by people allergic to aspirin, or who are taking anti-coagulant therapy. People who suffer from ulcers or stomach ailments and pregnant women should consult a doctor before taking this preparation.

CAUTION: THIS PREPARATION IS FOR THE RELIEF OF MINOR AND TEMPORARY PAIN AND SHOULD BE USED STRICTLY AS DIRECTED. PERSISTENT OR EXCESSIVE USE WITHOUT MEDICAL SUPERVISION COULD BE HARMFUL.

Do Disprin in original packaging. This product contains paracetamol.

KEEP OUT OF REACH OF CHILDREN. STORE BELOW 30°C.

SAFETY SEAL: DO NOT USE IF FOUND TO BE OPEN OR DAMAGED

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DISPRIN ORIGINAL - fast and effective

- Disprin Original tablets are easy to swallow and can be dispersed in water. They are absorbed quickly to bring rapid, effective, temporary relief from pain associated with:

headaches & migraines	period pain
flu/fever	flu/fever
muscle and arthritic pain	muscle inflammation
menstrual pain (even on period)	menstrual pain, back and
toothache	toothache
cold and flu symptoms	cold and flu symptoms
cure hangover	cure hangover

Disprin Original is distributed by:



9 500631 017707 >

1. How many tablets can adults take at one time?

A. 2-4
B. 1-3
C. 1-2
D. 2-3

2. How many tablets can a 13-year old take?

A. 2-4
B. 1-3
C. 1-2
D. 2-3

Memory Game



Shapiro, N. and Adelson-Goldstein, J. (1998). *The Oxford Picture Dictionary*. New York: Oxford University Press, p. 78.



Key (for Teacher use ONLY)

- | | | | | |
|----------------|---------------|------------|----------------|-------------|
| 1. Headache | 2. Toothache | 3. Earache | 4. Stomachache | 5. Backache |
| 6. Sore throat | 7. Runny nose | 8. Fever | 9. The chills | 10. Rash |
| A. Cough | B. sneezing | C. dizzy | D. nauseous | E. vomiting |

Going to the Clinic

- Receptionist:** Hello, welcome to the health clinic. Do you have an appointment?
- Patient:** Yes, I'm here to see Dr. Vu. I have an appointment at 3:00.
- Receptionist:** Okay. What brought you in today?
- Patient:** I have a fever and cough.
- Receptionist:** How long have you had these symptoms?
- Patient:** I have a fever and cough for four days now.
- Receptionist:** Okay. Are you taking any medication?
- Patient:** I have been taking Nyquil for two days to stop the cough at night.
- Receptionist:** Okay. Do you have any allergies?
- Patient:** No, I don't.
- Receptionist:** Okay. Do you have your insurance card with you today?
- Patient:** Yes, here it is.
- Receptionist:** Thank you. Dr. Vu will be with you as soon as she is finished with her current patient. Please have a seat.
- Patient:** Okay, thank you.

Reading Test Practice






	DOSAGE: Adults 1-3 tablets dispersed in, or taken with, water every 4-6 hours as required. Do not exceed 4 doses in 24 hours except on doctor's advice.	DISPRIN ORIGINAL - fast and effective <ul style="list-style-type: none">Disprin Original Tablets are easy to swallow and can be dispersed in water. They are absorbed quickly to bring rapid, effective, temporary relief from pain associated with:<ul style="list-style-type: none"><input checked="" type="checkbox"/> headaches & migraine<input checked="" type="checkbox"/> period pain<input checked="" type="checkbox"/> headaches<input checked="" type="checkbox"/> fibrositis<input checked="" type="checkbox"/> rheumatic and arthritic pain<input checked="" type="checkbox"/> relieves inflammation associated with back and muscular pain, and strains and sprains<input checked="" type="checkbox"/> neuralgia (nerve pain)<input checked="" type="checkbox"/> toothaches<input checked="" type="checkbox"/> cold and flu symptoms<input checked="" type="checkbox"/> sore throats<input checked="" type="checkbox"/> reduces fever <ul style="list-style-type: none">Disprin Original is aluminium free.
	CHILDREN: 12 years and over 1-2 tablets. Disperse in, or take with, water every 6 hours as required. Do not exceed 4 doses in 24 hours except on doctor's advice.	
	DO NOT TAKE FOR MORE THAN 10 DAYS WITHOUT CONSULTING A DOCTOR. CAUTION: DO NOT GIVE TO CHILDREN UNDER 12 YEARS OF AGE EXCEPT ON DOCTOR'S ADVICE. CONSULT A DOCTOR BEFORE GIVING THIS MEDICATION TO CHILDREN OR TEENAGERS WITH CHICKEN POX, INFLUENZA OR FEVER. Preparations containing aspirin should not be taken by people allergic to aspirin, or who are taking anti-coagulant therapy. People who suffer from asthma or stomach ulcer and pregnant women should consult a doctor before taking this preparation.	
	CAUTION: THIS PREPARATION IS FOR THE RELIEF OF MINOR AND TEMPORARY AILMENTS AND SHOULD BE USED STRICTLY AS DIRECTED. PROLONGED OR EXCESSIVE USE WITHOUT MEDICAL SUPERVISION COULD BE HARMFUL. ® Disprin is a registered trademark. This product contains saccharin. KEEP OUT OF REACH OF CHILDREN. STORE BELOW 30°C. SECURITY SEALED - DO NOT USE IF FOIL IS TORN OR DAMAGED.	
	Made in the UK for: Reckitt Benckiser 44 Wharf Road West Ryde NSW 2114 Australia Reckitt Benckiser 289 Lincoln Road Henderson, Auckland 1231 New Zealand www.disprin.com	CONTACT LINE  RECKITT BENCKISER TOLL FREE AUST: 1800 022 046 NZ: 0800 40 30 30

1. How many tablets can adults take at one time?

- A. 2-4
- B. 1-3
- C. 1-2
- D. 2-3

2. How many tablets can a 13-year old take?

- A. 2-4
- B. 1-3
- C. 1-2
- D. 2-3

	DOSAGE: Adults 1-3 tablets dispersed in, or taken with, water every 4-6 hours as required. Do not exceed 4 doses in 24 hours except on doctor's advice.	DISPRIN ORIGINAL - fast and effective <ul style="list-style-type: none"> Disprin Original Tablets are easy to swallow and can be dispersed in water. They are absorbed quickly to bring rapid, effective, temporary relief from pain associated with: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> headaches & migraine <input checked="" type="checkbox"/> period pain <input checked="" type="checkbox"/> headaches <input checked="" type="checkbox"/> fibrositis <input checked="" type="checkbox"/> rheumatic and arthritic pain <input checked="" type="checkbox"/> relieves inflammation associated with back and muscular pain, and strains and sprains <input checked="" type="checkbox"/> neuralgia (nerve pain) <input checked="" type="checkbox"/> toothaches <input checked="" type="checkbox"/> cold and flu symptoms <input checked="" type="checkbox"/> sore throats <input checked="" type="checkbox"/> reduces fever Disprin Original is aluminium free.
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3. What symptoms does this medicine relieve?

- A. Headaches and toothaches
- B. Headaches and backaches
- C. Bronchitis
- D. Earaches

4. How many days can you take this medicine before consulting a doctor?

- E. 5
- F. 10
- G. 12
- H. 8