

INTRODUCTION

EL CIVICS HEALTH 28.5 (Intermediate)

TALKING TO MEDICAL PERSONNEL

This guide will take you through the Health Objective 28.5. The objective is to: *“Access the health care system and be able to interact with the providers.”*

There are three tasks for this assessment.

In Task 1, students will perform a level-appropriate role-play with the examiner who will take the part of the health care provider. Students will make a medical appointment by telephone and communicate up to 8 appropriate utterances, a greeting, a statement of name, a closing and up to 5 interactions. IL-A will need to negotiate for another date/time. Students will write the appointment on a piece of paper.

There are several teaching activities to achieve the objective. These are suggestions only and can be adapted to meet your students' specific needs.

Page 4: The first page of Task 1 contains a suggested list of materials and activities.

Pages 5-8: **Health Problems; What's the Matter? Scenarios; Sample Dialogue; Schedule Practice.** These pages contain practice sheets to help with performing the role-play with a health care provider.

Page 9-11: **Health 28.5 Assessment: Task 1.**

Page 12: **Health 28.5 Rubric: Task 1.** This task is worth 18 points which will be added to Task 2 and Task 3 Rubrics for the final score.

In Task 2, students will complete an authentic medical history form.

Page 13: The first page of Task 2 contains a suggested list of materials and activities.

Pages 14-17: **Information in a Medical History Form Practice Sheet; Personal Information Sheet; Vocabulary List: Illnesses:** These pages provide information about medical history forms, an opportunity to collate personal information and vocabulary practice.

Pages 18-19: **Practice Medical History Form:** For further practice, instructors can use their own sample forms.

Pages 20-21: **Health 28.5 Assessment: Task 2.**

Page 22: **Health 28.5 Rubric: Task 2:** This task is worth 18 points which will be added to Task 1 and 3 rubrics for the final score.

In Task 3, students will simulate a visit to a doctor.

Content A: Students will perform a level-appropriate role-play with the examiner who will take the part of the health care provider. During a simulated visit to the doctor, students will make up to 6 appropriate utterances, including a greeting, a closing, and 4 interactions with the doctor that include a description of the illness, symptoms, and responses to the doctor's questions.

Content B: Students will use level-appropriate clarification techniques as needed in order to comprehend the doctor's (examiner's) diagnosis and instructions (e.g. You have the flu, fill this prescription, take one pill twice a day and get a lot of rest.) and take notes on them or remember the information. After the role play the examiner will check each student's comprehension of the information learned by asking 2 level-appropriate comprehension questions that students will answer orally.

Page 23: The first page of Task 3 contains a suggested list of materials and activities.

Pages 24-28: **Health Problems Practice; Vocabulary List: Symptoms; Sample Dialogue; Practice Dialogue.** These pages provide practice in communicating with a doctor about symptoms, pain or illnesses.

Page 29: **Health 28.5 Assessment: Task 3.**

Page 30: **Health 28.5 Rubric: Task 3.** This task is worth 25 points which will be added to Task 1 and 2 rubrics for the final score.

Page 31: **Health 28.5 Objective Final Score:** The total points for this objective are 52 points. At the intermediate level, students only need to score:

Low Intermediate 36
High Intermediate 41

This number should be explained to students. The score a student receives on Task 1 will be added to Tasks 2 and 3 for the final score. If a Low Intermediate student scores 12 on Task 1 and 15 on Task 2, for example, they need to score 9 points on Task 3 to pass the objective.

Pages 32-33: **Appendix.** Additional exercises to practice Health Problems.

REMINDER – The activities in this packet are meant to be suggestions for your use on completing the objectives. These additional assessments are not meant to be “additional work for you and your students”. They are to be incorporated into your regular classroom activities.

HEALTH 28.5 OBJECTIVE: TASK 1

Make a Doctor's Appointment

Perform a telephone role-play with a healthcare provider in which students make a medical appointment, communicate 8 appropriate utterances and up to 5 interactions and record the appointment date and time.

Level: Intermediate

Task 1	Materials	Suggested Activities
<p>Given a calendar listing previously scheduled appointments and activities, the student will perform a level-appropriate role-play with the examiner who will take the part of a health care provider. Student will make a medical appointment by telephone and communicate up to 8 appropriate utterances, a greeting, a statement of name, a closing and up to 5 interactions (IL=4, IH=5). IL-A will need to negotiate for another date/time.</p>	<ol style="list-style-type: none"> 1. Health Problems 2. What's the Matter Scenarios 3. Sample Dialogue: Making a Medical Appointment 4. Schedule Practice 5. Health 28.5 Assessment: Task 1 6. Health 28.5 Rubric: Task 1 7. Appendix 	<ol style="list-style-type: none"> 1. Brainstorm a list of reasons to make a medical appointment. Develop a list of questions to ask community health care providers. 2. Practice asking and answering questions about health problems. Use the Health Problems as a guide. Additional practice activities are in the Appendix. 3. For further practice, give Ss the What's the Matter Scenarios and have them guess the health problem. Direct Ss to write their own scenario and have their partners guess the problem. Discuss results. 4. Practice the Making a Medical Appointment Dialogue. Use the Schedule Practice to make the appointment. 5. Role-play in pairs calling a doctor's office to make an appointment or have students write their own dialogues, changing the information. 6. Review Health 28.5 Rubric: Task 1 so Ss understand the requirements. 7. Ss perform Task 1 Assessment.

Health Problems

Directions: Practice with a partner. Partner A asks, "What is the matter?" Partner B responds with one of the problems below. "I have a headache" or "My head hurts."

 <p>Headache/head hurts</p>	 <p>Broken arm/arm hurts</p>	 <p>Toothache/tooth hurts</p>
 <p>Backache/back hurts</p>	 <p>Ear ache/ear hurts</p>	 <p>Stomach ache/stomach hurts</p>
 <p>cold</p>	 <p>Cut finger</p>	 <p>fever</p>
 <p>Broken leg</p>	 <p>Sprained ankle</p>	<hr/>

What's the Matter?

Scenarios

Directions: Read the story. What is the problem? Write the answer.

Scenario A

Eduardo was at work today but then began to feel sick. First he felt very hot. Then his body began to shiver like he was cold. His head hurt and then the rest of his body began to ache. He went home and went to bed. When he woke up he had a fever of 101°. His throat felt red and scratchy and he coughed so hard he couldn't go to sleep. _____

Scenario B

Suni fell down the stairs and her ankle hurts. She does not see any bones coming out but her ankle is red and swollen. She can move the ankle a little but can't stand on her foot. _____

Scenario C

Petra loves to garden. During the spring, though, it's hard because there is so much pollen in the air. When she breathes in the pollen she sneezes and her eyes get red and watery. She does not feel sick when she is inside a building, but she feels sick when she goes into her garden. _____

Scenario E

Jin Li went for a walk and touched poison oak, a poisonous plant. Now the skin on her hands and arms is red and itchy. If she scratches her skin, the area that is red gets bigger. It is very uncomfortable. _____

Write your own scenario. Read it to your partner. Ask your partner to guess the problem.

Your Scenario

What is the problem? _____

SAMPLE DIALOGUE: MAKING A MEDICAL APPOINTMENT

Directions: Practice the dialogue. Change the questions and statements using vocabulary in the boxes below. Use the sample schedule on the next page to make the appointment.

- Receptionist: Good morning, Oceanside Medical Group. May I help you?
- Patient: Hello. My name is _____. I'd like to make an appointment with Dr. Brown. 1.
- Receptionist: Sure. Are you a new patient at this office?
- Patient: Yes, I am a new patient. 2.
- Receptionist: Okay. What is the problem?
- Patient: I have a sore back. 3.
- Receptionist: Are you available to come in next Monday morning?
- Patient: I work in the morning. Can I come in the afternoon next week? 4. 5.
- Receptionist: Okay. How about next Thursday at 4 o'clock?
- Patient: That's fine.
- Receptionist: Great. Your appointment is next Thursday at 4:00 p.m. See you then. Goodbye.
- Patient: Thanks. Goodbye.

Additional Vocabulary

1. I want to make an appointment with _____. I need to make an appointment with _____.	4. I am busy next week. I go to school in the morning. I have a meeting at that time.
2. No, I am not new.	5. Do you have any openings in the afternoon (evening, at night etc.)? Do you have anything sooner (later)? I can see the doctor in the afternoon.
3. I have a backache. I have a stomachache. I have indigestion. I have the flu. I feel sick.	

Schedule Practice

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	School	School	School	School	
9:00	School	School	School	School	
10:00	School	School	School	School	
11:00	School	School	School	School	
12:00					
1:00		Work		Work	
2:00		Work		Work	

Circle the right answer.

- | | | |
|---------------------------------------|-----|----|
| 1. Can you come in Monday at 12:00? | Yes | No |
| 2. Can you come in Thursday at 10:00? | Yes | No |
| 3. Can you come in Friday at 2:00? | Yes | No |
| 4. Can you come in Wednesday at 1:00? | Yes | No |
| 5. Can you come in Tuesday at 9:00? | Yes | No |

Look at the times when you said no. Write a sentence telling when you could come in. For example, "I can't come in Thursday at 10:00, but I could come in at 12:00."

HEALTH 28.5 ASSESSMENT: TASK 1

Sample Sentences

Students will perform a role play with the assessor who will take the part of the health care provider. The student will make a medical appointment by telephone and communicate at least 4 questions or statements and write the appointment date and time on a notepad provided to them.

Here are examples of statements and questions that are used when making an appointment over the telephone:

1. Hello. My name is (first/last) . I'd like to make an appointment with Dr. _____.
 2. Hello. This is (first/last name) . I want to make an appointment with the doctor.
 3. I need to make an appointment with the doctor.
 4. Yes, I am a new patient. OR No, I'm not new.
 5. I have _____ (a backache, a stomachache, a cold, the flu, etc.)
 6. I feel sick.
 7. I work in the morning.
 8. I go to school in the morning.
 9. I am busy at that time.
 10. Can I come in the afternoon next week (tomorrow, on Friday etc.)?
 11. Do you have any openings in the afternoon (evening, morning, at night, etc.)?
 12. Do you have anything sooner (later)?
 13. I can see the doctor in the afternoon (evening, morning, etc.).
-

Here are examples of assessor's questions:

1. Are you a new patient at this office?
 2. What is the problem? OR What's the matter? OR
What seems to be the problem?
 3. Are you available to come in next Monday morning (Tuesday afternoon, etc.)?
 4. Can you see the doctor tomorrow morning? OR
How about next Thursday afternoon at 4:00?
- Every role play will begin with: "Good morning. Oceanside Medical Group. May I help you?"
 - Every role play will end with: "Ok, your appointment is on _____ (day), _____ (date) at _____ (time). See you then. Goodbye." Student says good-bye.

**Adapted from El Civics Health Unit #28, Sweetwater Adult School*

HEALTH 28.5: TASK 1

Assessment Script

Directions: Evaluate students one at a time in a separate room. The student will make a medical appointment by telephone and communicate up to 8 appropriate utterances, a greeting, a statement of name, a closing and up to 5 interactions (IL=4, IH=5). Student will write the appointment date and time on a notepad provided to them. Use the **Assessment Schedule** to provide an available time. I-A students will need to negotiate a different time.

Receptionist:	Oceanside Medical Group. May I help you?
Patient:	Hello. My name is _____. I need to see the doctor. (offer a greeting, statement of name)
Receptionist:	What's the matter? OR What is the problem?
Patient:	I have a _____ (Interaction #1)
Receptionist:	Are you a new patient?
Patient:	_____ (interaction #2)
Receptionist:	Can you come in _____ at _____ (use Assessment Schedule for appropriate times)
Patient:	_____ (Interaction #3— can't make it and must give a reason or suggestion for a new time)
Receptionist:	Okay. How about next _____ at _____?
Patient:	At _____ on _____? (Interaction #4)
Receptionist:	Yes, _____ on _____.
Patient:	_____ (Interaction #5)
Receptionist:	Your appointment is _____ at _____. See you then. Goodbye.
Patient:	_____ (closing)

HEALTH 28.5 TASK 1

Assessment Schedule

Directions: Look at the schedule to see if you can make the appointment.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		Work		Work	
9:00		Work		Work	
10:00	Work	Work	Work	Work	
11:00	Work	Work	Work	Work	
12:00					
1:00	School		School		School
2:00	School		School		School
3:00	School		School		School

Write your appointment here.

You have an appointment with Dr. Brown on

_____ at _____.

HEALTH 28.5 RUBRIC: TASK 1

Making an Appointment

Content A: Given a calendar listing previously scheduled appointments and activities, the student will perform a level-appropriate role-play with the examiner who will take the part of the health care provider. The student will make a medical appointment by telephone and communicate up to 8 appropriate utterances, such as a greeting, a statement of name, a closing and up to 5 interactions (IL=4, IH=5). **Content B:** The student will write the appointment date and time on a separate piece of paper. **Total Points = 18**

Scoring Rubric	Points
Content A (16 points possible)	
Utterance is appropriate, clear, and has correct content. There may be errors, but they do not interfere with meaning.	2
Utterance is appropriate and has correct content. There may be errors that interfere with the meaning, but utterance can be understood with inference.	1
Utterance is incorrect, or there is no utterance.	0
Content B (2 points possible)	
Appointment date and appointment time written correctly.	2
Only one (date OR time) is written correctly; the other is missing or incorrect.	1
Both appointment date and appointment time are missing or written incorrectly.	0

Content A (up to 8 interactions)

1. Greeting	0	1	2
2. Statement of Name	0	1	2
3. Question/Statement #1	0	1	2
4. Question/Statement #2	0	1	2
5. Question/Statement #3	0	1	2
6. Question/Statement #4 (IH-A only)	0	1	2
7. Question/Statement #5 (IH-A only)	0	1	2
8. Closing	0	1	2

Content B (Date and Time)

0	1	2
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Total Score:

HEALTH 28.5 OBJECTIVE: TASK 2

Complete a medical history form.

Level: Intermediate

Task 1	Materials	Suggested Activities
<p>Students will fill out an authentic medical history form.</p>	<ol style="list-style-type: none"> 1. Information in a Medical History Practice Sheet 2. Personal Information Sheet 3. Vocabulary List: Illnesses 1. Vocabulary List: Illnesses (Answer Key) 2. Practice Medical History Form 3. Health 28.5 Assessment: Task 2 4. Health 28.5 Rubric: Task 2 	<ol style="list-style-type: none"> 1. Discuss sections in a medical history form. Ss practice with Information in a Medical History Form. 2. Review Health 28.5 Rubric: Task 2 so Ss understand the requirements. 3. Students fill out Personal Information Sheet for future reference when completing medical history forms. 4. Ss learn vocabulary using Vocabulary List: Illnesses. 5. Ss complete Practice Medical History Form. 6. Ss perform Task 2 Assessment.

INFORMATION IN A MEDICAL HISTORY FORM

When you visit a new doctor's office, they usually ask you to fill out a medical history form. The form may have the following sections:

1. Personal Information
2. Medications
3. Past Medical History (illnesses, surgeries, allergies)
4. Personal/Social Habits
5. Family History

Directions: *Read the following statements and decide which section of the form each one belongs in. Write the number of the section next to the statement.*

Example: 1 *My phone number is 760-916-0034.*

 My father is 55 years old, and he is in good health.

 I drink 2 cups of coffee every morning.

 I had an operation for a broken nose in 1994.

 I take a pill to lower my blood pressure twice a day.

 I am married.

 My mother died of cancer at age 59.

 I used to smoke a package of cigarettes a day until last January.

 I was very sick with pneumonia three years ago.

 I was referred to this office by my neighbor, George Smith.

 My skin breaks out in a rash when I eat strawberries.

PERSONAL INFORMATION SHEET

Medications

	Name	Strength/Dosage	# Times Taken/Day
1.	_____		
2.	_____		
3.	_____		
4.	_____		

Surgeries/Operations

	Type of surgery/operation	Year
1.	_____	
2.	_____	
3.	_____	

Family History

Relation	If Living		If Deceased	
	Age	Health	Age at Death	Cause
Father:				
Mother:				
Siblings:				
Children:				

HEALTH 28.5 VOCABULARY LIST: ILLNESSES

Directions: Match the illness and its description. Write the letter of the description next to the illness.

	Illness	Description
1. _____	Allergies	A. intense, severe headaches
2. _____	Appendicitis	B. a blocked or broken blood vessel in the brain
3. _____	Arthritis	C. a high sensitivity to certain plants, animals, chemicals, foods, or dust.
4. _____	Asthma	D. liver disease, caused by a virus
5. _____	Cancer	E. elevated levels of fatty substance in the blood causing blockage of arteries
6. _____	Depression	F. difficulty in breathing
7. _____	Diabetes	G. infection in the right side of abdomen causing swelling and pain
8. _____	Hepatitis	H. a feeling of temporary sadness
9. _____	High Cholesterol	I. a serious viral or bacterial disease of the lungs
10. _____	Heart Attack	J. a disease that causes lumps (tumors) to grow in the body
11. _____	Migraines	K. the body's inability to absorb sugar properly
12. _____	Pneumonia	L. a heart seizure
13. _____	Stroke	M. inflammation of the joints (hands, hips, knees), resulting in pain

HEALTH 28.5 VOCABULARY LIST: ILLNESSES Answer Key

Directions: Match the illness and its description. Write the letter of the description next to the illness.

	Illness	Description
1. __C__	Allergies	A. intense, severe headaches
2. __G__	Appendicitis	B. a blocked or broken blood vessel in the brain
3. __M__	Arthritis	C. a high sensitivity to certain plants, animals, chemicals, foods, or dust.
4. __F__	Asthma	D. liver disease, caused by a virus
5. __J__	Cancer	E. elevated levels of fatty substance in the blood causing blockage of arteries
6. __H__	Depression	F. difficulty in breathing
7. __K__	Diabetes	G. infection in the right side of abdomen causing swelling and pain
8. __D__	Hepatitis	H. a feeling of temporary sadness
9. __E__	High Cholesterol	I. a serious viral or bacterial disease of the lungs
10. __L__	Heart Attack	J. a disease that causes lumps (tumors) to grow in the body
11. __A__	Migraines	K. the body's inability to absorb sugar properly
12. __I__	Pneumonia	L. a heart seizure
13. __B__	Stroke	M. inflammation of the joints (hands, hips, knees), resulting in pain

PRACTICE MEDICAL HISTORY FORM

Health History Questionnaire

Date _____

Patient Name _____ Date of Birth _____
Address _____ City _____ State _____
Home Phone _____ Cell Phone _____
Referred by: _____
Occupation _____ Employer _____

Briefly explain the reason for your visit today: _____

HISTORY OF PAST ILLNESS: Have you had any of the following

Diabetes.....	No	Yes	Hepatitis	No	Yes
Strokes.....	No	Yes	Tuberculosis... ..	No	Yes
Cancer.....	No	Yes	Depression.....	No	Yes
Heart Disease....	No	Yes	Eating Disorder... ..	No	Yes
Pneumonia.....	No	Yes	Allergies.....	No	Yes

Please list other Serious Illnesses _____

Are you allergic to any medications? _____ If yes, which ones? _____
Are you allergic to anything else? _____ If yes, please explain: _____

Medications: List medications that you currently take, dosage and times taken each day

Operations: Write in the type and the year _____

Serious injuries or accidents which you have had: _____

HEALTH 28.5: TASK 2 ASSESSMENT

PERSONAL HISTORY

Patient's Name _____ Today's Date _____

Date of Birth _____ Age _____ Sex _____

Referred by: _____ Marital Status _____

Occupation _____ Employer _____

CHIEF COMPLAINT—Please describe the reason for your visit today:

MEDICATIONS—Please list the name, strength, and number of times taken daily:

1. _____
2. _____
3. _____
4. _____
5. Do you take Aspirin every day? _____

ALLERGIES—Include all allergies:

Do you have any allergies to medications: _____ Yes _____ No

If so, please list: _____

Other: _____ Iodine? _____ Shellfish? _____

SURGICAL HISTORY—Please list any prior surgeries chronologically (include year):

1. _____
2. _____
3. _____
4. _____
5. _____

MEDICAL HISTORY—Have you ever had any of the following? When?

Asthma	___ Yes	___ No	Rheumatic fever	___ Yes	___ No
Diabetes	___ Yes	___ No	Seizures	___ Yes	___ No
Heart attack	___ Yes	___ No	Strokes	___ Yes	___ No
High blood pressure	___ Yes	___ No	Tuberculosis	___ Yes	___ No
Pneumonia	___ Yes	___ No	Thyroid disorder	___ Yes	___ No
Cancer	___ Yes	___ No	If yes, what type?	_____	

PERSONAL HABITS:

Do you currently smoke?	___Yes	___No	If yes, for how long? _____	Packs/day___
Did you smoke in the past?	___Yes	___No	If yes, for how long? _____	Packs/day___
Do you drink alcohol?	___Yes	___No	Drinks per week? _____	
Do you use drugs?	___Yes	___No	If yes, what type? _____	

Do you consume caffeine in the following?

Coffee?	___Yes	___No	If yes, cups per day _____	
Tea?	___Yes	___No	If yes, cups per day _____	
Soda?	___Yes	___No	If yes, cups per day _____	
Chocolate?	___Yes	___No		

FAMILY HISTORY:

If living:

If deceased:

RELATION	AGE	STATE OF HEALTH	AGE AT DEATH	CAUSE OF DEATH
Mother				
Father				
Siblings				
Children				

HEALTH 28.5 RUBRIC: TASK 2

Complete a Medical History Form

Students will complete an authentic medical history form.

Use the rubric below to score the form. The content is worth 16 points. Legibility, neatness, and spelling are worth 2 points. The total possible score is 18 points.

Scoring Rubric	Points (18 possible)
Content	
90% of the items assigned to the Intermediate Low-Advanced level students are correct.	16
80% of the items assigned to the Intermediate Low-Advanced level students are correct.	14
70% of the items assigned to the Intermediate Low-Advanced level students are correct.	12
80% of the items assigned to the Beginning Low-Beginning High level students are correct.	10
70% of the items assigned to the Beginning Low-Beginning High level students are correct.	8
Less than 70% of the items assigned to the Beginning Low-Advanced level students are correct.	0
Legibility, Neatness, and Spelling	
Neat and legible. Spelling errors do not interfere with meaning.	2
Not neat or legible, or spelling errors interfere with meaning.	0

Content Score: _____

Legibility Score: _____

Total Score: _____

HEALTH 28.5 OBJECTIVE: TASK 3

Visit to the Doctor

Level: Intermediate

Task 3	Materials	Suggested Activities
<p>Students will perform a level-appropriate role-play with a health care provider. During a simulated visit to the doctor, student will make up to 6 appropriate utterances, including greeting, closing, and up to 4 interactions with the doctor. Students will use level appropriate clarification techniques as needed in order to comprehend the doctor's diagnosis and instructions.</p>	<ol style="list-style-type: none"> 1. Vocabulary List: Symptoms 2. Vocabulary List: Symptoms Answer Key 3. Sample Dialogue: Seeing the Doctor 4. Four Common Illnesses and Symptoms 5. Practice Dialogue: Seeing the Doctor 6. Health 28.5 Assessment: Task 3 7. Health 28.5 Rubric: Task 3 	<ol style="list-style-type: none"> 1. Learn vocabulary for describing symptoms using Vocabulary List: Symptoms. 2. Ss practice talking with a doctor using Sample Dialogue: Seeing the Doctor. 3. Learn about illnesses and symptoms using Four Common Illnesses and Symptoms. Ss write their own dialogues using the information about common illnesses on Practice Dialogue: Seeing the Doctor. 4. Review the Health 28.5 Rubric: Task 3 so Ss understand the requirements. 5. Ss perform Task 3 Assessment.

HEALTH 28.5 VOCABULARY LIST: SYMPTOMS

Directions: Match vocabulary words with correct definitions.

Symptoms

Definitions

- | | |
|--------------------------|---|
| 1. _____ chills | a. to expel food, liquid through the mouth; to throw up |
| 2. _____ constipated | b. a feeling that you are going to vomit |
| 3. _____ depressed | c. a feeling of temporary sadness |
| 4. _____ diarrhea | d. higher than normal body temperature |
| 5. _____ dizzy | e. pain in the stomach because of something you ate |
| 6. _____ fainting | f. not able to sleep on a regular basis |
| 7. _____ fever | g. illness caused by eating contaminated food |
| 8. _____ indigestion | h. difficulty in moving waste from one's bowels |
| 9. _____ insomnia | i. a feeling of losing consciousness and balance |
| 10. _____ headache | j. without feeling or sensation |
| 11. _____ nauseated | k. an overheated feeling throughout the body |
| 12. _____ numbness | l. bowel movements are too often or watery |
| 13. _____ rash | m. a pain in the head |
| 14. _____ sweats | n. to fall unconscious; to pass out |
| 15. _____ swelling | o. red spots or irritation on the skin |
| 16. _____ vomiting | p. become larger |
| 17. _____ food poisoning | q. a cold feeling throughout the body |

HEALTH 28.5 VOCABULARY LIST: SYMPTOMS Answer Key

Directions: Match vocabulary words with correct definitions.

Symptoms

Definitions

- | | |
|--------------------------|---|
| 1. __q__ chills | a. to expel food, liquid through the mouth; to throw up |
| 2. __h__ constipated | b. a feeling that you are going to vomit |
| 3. __c__ depressed | c. a feeling of temporary sadness |
| 4. __l__ diarrhea | d. higher than normal body temperature |
| 5. __i__ dizzy | e. pain in the stomach because of something you ate |
| 6. __n__ fainting | f. not able to sleep on a regular basis |
| 7. __d__ fever | g. illness caused by eating contaminated food |
| 8. __e__ indigestion | h. difficulty in moving waste from one's bowels |
| 9. __f__ insomnia | i. a feeling of losing consciousness and balance |
| 10. __m__ headache | j. without feeling or sensation |
| 11. __b__ nauseated | k. an overheated feeling throughout the body |
| 12. __j__ numbness | l. bowel movements are too often or watery |
| 13. __o__ rash | m. a pain in the head |
| 14. __k__ sweats | n. to fall unconscious; to pass out |
| 15. __p__ swelling | o. red spots or irritation on the skin |
| 16. __a__ vomiting | p. become larger |
| 17. __g__ food poisoning | q. a cold feeling throughout the body |

Health Problems Practice

Directions: Use the information about these illnesses and their symptoms in the sample and practice dialogues with a doctor.

Illness/Problem	Symptom
Cold	Coughing, sneezing, runny nose
Flu	Feel cold (chills) but high fever, tired, body aches, sore throat, cough
Sore throat	Throat hurts, hard to swallow
Fever	Feel hot, high temperature
Headache	Head hurts
Earache	Ear is red, swollen, hurts to touch
Stomach ache, indigestion	Stomach hurts (indigestion is a stomach ache from food)
Back ache	Back hurts, difficult to move or sit down
Toothache	Area in and around tooth is sore, red, swollen
Rash	Itchy, red skin. If scratched, the area that is red can get spread (get bigger)
Burn	Area has been touched by fire, very painful, red or with blisters (white bubbles on the skin)
Allergy	Sneezing or swelling because of exposure to specific food, product
Cut	Skin has been opened by a sharp object, may be bleeding
Broken arm (leg, ankle, wrist)	Area is swollen, very painful due to a fall or other accident, bone may be coming out of skin
Sprained arm (leg, ankle, wrist)	Painful, swollen, but can move, so not as serious as a broken bone

Directions: Circle T for True or F for False.

1. **T** **F** You get the chills if you have a cold.
2. **T** **F** Indigestion is a stomach ache from bad food.
3. **T** **F** If you have an earache it is hard to sit down.
4. **T** **F** A sprained ankle is more serious than a broken ankle.
5. **T** **F** It's hard to swallow if you have a sore throat.
6. **T** **F** A burn may get bigger if you scratch it.

SAMPLE DIALOGUE: SEEING THE DOCTOR

Directions: Practice the dialogue below. Change the questions and statements using the **Additional Vocabulary** below or the **Health Problems** from the previous page. (Answers for yes/no questions in parentheses.)

Doctor: Good morning. How can I help you?

Patient: Good morning. I have the flu.

Doctor: Do you have a fever?

1.

Patient: Yes, I have a fever. It's 100 degrees. (*No, I don't have a fever.*)

Doctor: What other symptoms do you have?

Patient: I have a sore throat, and my body aches.

2.

Doctor: When did these symptoms start?

Patient: They started a couple of days ago.

Doctor: Do you take any medications now?

3.

Patient: No, I don't take any medication. (*Yes, I take medication.*)

Doctor: Okay. I'm going to check you.

Take a deep breath.

4.

Patient: Okay. (*Patient takes a deep breath*)

Doctor: I'm going to give you a prescription for medication to help you.
Thank you for coming in. Goodbye.

Additional Vocabulary:

1. Do you have a headache? Do you have nasal congestion? Are you tired?	2. I am very tired. I have a cough. I have a headache.
3. What medications do you take? Do you have allergies? Are you allergic to any medications?	4. Cough. Open your mouth. Say "ahh". Roll up your sleeve. Make a fist. Touch your toes.

PRACTICE DIALOGUE: SEEING THE DOCTOR

Directions: Write your own conversation between a doctor and patient. Using the "Sample Dialogue" as an example, change the information and write a dialogue about having a cold, a backache or allergies. Use information and symptoms from "Four Common Illnesses and Symptoms" sheet.

Doctor: Hello. How can I help you today?

Patient: Good morning. _____

Doctor: Do you have _____?

Patient: _____

Doctor: Do you have any other symptoms or pains?

Patient: _____

Doctor: _____

Patient: _____

Doctor: _____

Patient: _____

Doctor: _____

Patient: _____

Doctor: _____

Patient: _____

HEALTH 28.1 ASSESSMENT: TASK 3

This assessment, a role-play between the student (patient) and the assessor (doctor), will be guided by student answers. The assessor will respond to students' answers with any of the following possible questions/directions or any questions that he/she deems appropriate.

Possible questions/directions:

1. How can I help you today?
What is the purpose of your visit today?
How do you feel?
2. Do you have a fever? (chills, headache, cough etc.)
Do you have any other symptoms?
3. Show me where the pain is.
Where does it hurt?
4. How long have these pains been bothering you?
How long have you felt like this?
5. Do you take any medications?
What medications do you take?
Do you have allergies?
Are you allergic to any medications?
6. I'm going to check you now. Sit on the examining table...
Take a deep breath.
Cough.
Open your mouth. Say "ahh".
Roll up your sleeve.
Make a fist.
Touch your toes.

- **Each role play will begin with:**

Doctor: Good morning. How can I help you today?

Patient: (responds with description of problem or reason for visit).....

- **Each role play will end with:**

Doctor: I'm going to give you a prescription for medication. Thank you for coming in. Good-bye.

**Adapted from El Civics Health Unit #28, Sweetwater Adult School*

HEALTH 28.5 RUBRIC: TASK 3

Visit to the Doctor

Content A: During a simulated visit to the doctor, student will make up to 6 appropriate utterances, including a greeting, a closing, and at least 4 interactions with the doctor that include a description of the illness, symptoms, and responses to the doctor's questions. Students will use level-appropriate clarification techniques as needed and take notes or remember the information **Content B:** After the role-play, the examiner will ask 2 level-appropriate comprehension questions that students will answer orally.

Use the rubric below to score each response. Each response is worth 2 points. The total possible score is 16 points.

Scoring Rubric	Points
CONTENT A	(12 points possible)
Utterance is appropriate, clear, and has correct content. There may be errors but they do not interfere with meaning.	2
Utterance is appropriate and has correct content. There may be errors that interfere with meaning, but the utterance can be understood with inference.	1
Utterance is inappropriate, incomprehensible, or incorrect or there is no utterance.	0
CONTENT B (Comprehension Questions)	(4 points possible)
Utterance has correct content.	2
Utterance is incorrect or there is no utterance.	0

Content A

1. Greeting	0	1	2
2. Interaction #1	0	1	2
3. Interaction #2	0	1	2
4. Interaction #3	0	1	2
5. Interaction #4	0	1	2
6. Closing	0	1	2

Content B (Comprehension Questions)

1. Question #1	0	2
2. Question #2	0	2

Content A Score: _____

Content B Score: _____

Total Score: _____

HEALTH 28.5 OBJECTIVE: FINAL SCORE

Student _____	Total Points Task 1 _____
Class Level _____	Total Points Task 2 _____
Date _____	Total Points Task 3 _____
Circle One: Pass Not Pass Total Score _____	

Add the scores of Tasks 1, 2, and 3 together for the final score. Use the rating scale below to determine if a student has passed or not passed.

Rating Scale	
Total Points Possible (Tasks 1-3):	52
Advanced:	46
Intermediate High:	41
Intermediate Low:	36
Beginning High:	24
Beginning Low:	19

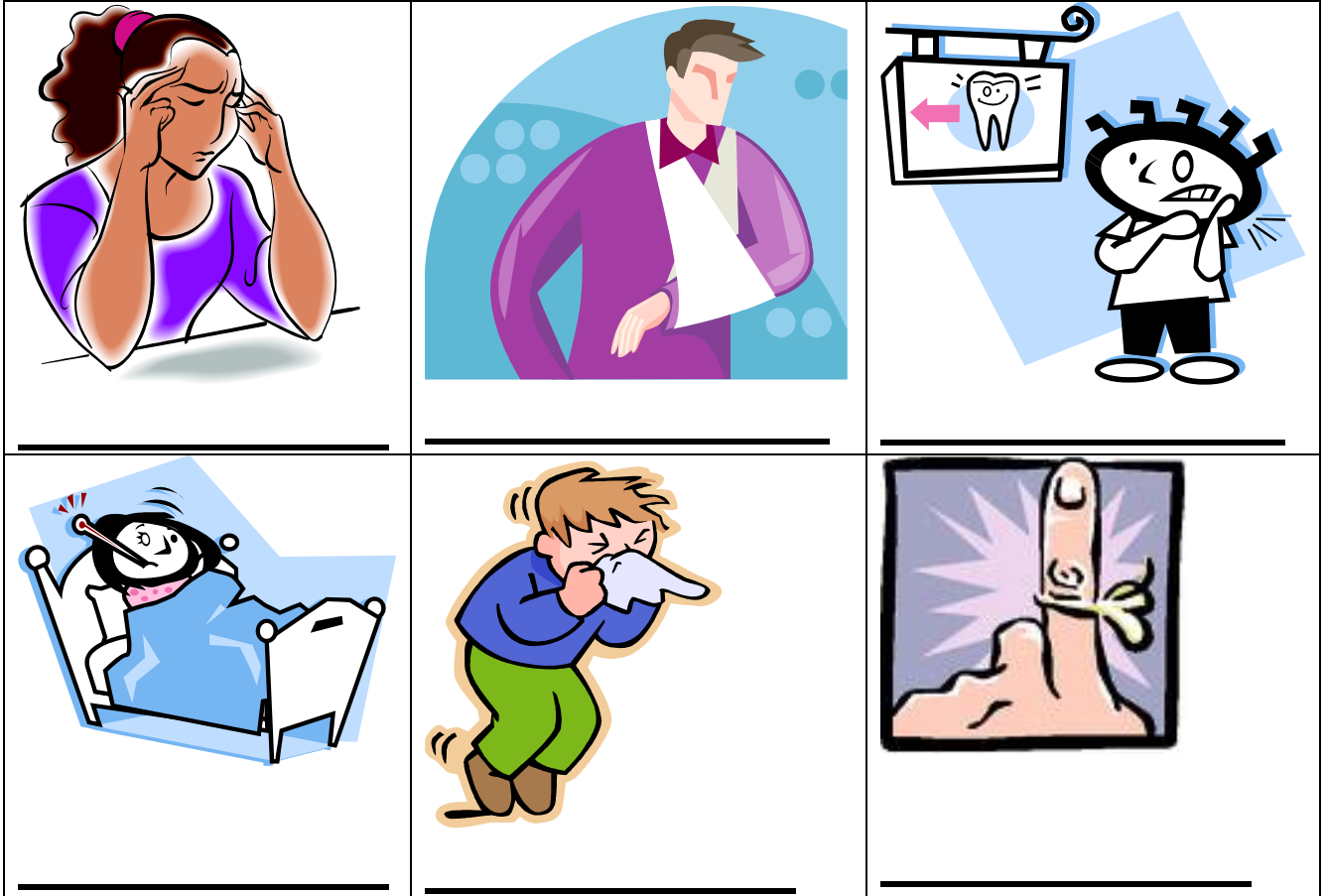
Appendix 1: Health Problems Practice

Directions: Look at the Health Problems for one minute. Put the worksheet away and write down as many health problems as you can.

Taken from South San Francisco Adult Education
EI Civics Module 28

Appendix 2: Health Problem Practice

Directions: Write the name of the correct health problem. Write a sentence about the symptoms for each health problem.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____