

ESL Health Unit

Unit Two The Hospital

Lesson One Emergency

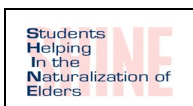


Reading and Writing Practice ***Intermediate***

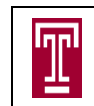
Goals for this lesson:

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

- Use the simple past tense when telling a story
- Use the past progressive when telling a story.



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Lesson One: Emergency

Reading and Writing Practice

Before You Read!

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

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

1. Have you or anyone you know been to the Emergency Room in the United States? What happened? Was it a good/bad experience?
2. Was this experience different from visiting an Emergency Room in your native country? How was it different?

Reading One - A Visit to the Emergency Room

Now you are going to read the story of Izabella's trip to the emergency room. Read about Izabella's experience and then answer the questions.

1

One year ago, I broke my hand. I was going to my dentist when I fell. When I got to the dental office I called my son and told him this bad news. He took me to the emergency room of the Jefferson Hospital. He helped me to fill out the forms and waited with me and my husband for one hour. Then he went back to his job.

I with my husband stayed there to wait for a doctor. I felt nervous about my English. We waited for the doctor for a very long time. At last the nurse called me to a big room. There were many patients. He measured my blood pressure and gave me two tablets of Tylenol, and asked me something.

Two or three hours passed when the doctor examined my hand and took an x-ray. My hand was swollen and I could not move it. I wanted to tell the doctor about that, but I could not explain in English. He asked me something but I understood only some words. After they examined my hand they put on the cast and when it dried I was let out.

Questions:

Answer questions about Izabella's story and then discuss them with your classmates and your teacher.

1. How did Izabella break her hand?
2. Who took Izabella to the Hospital?
3. Did the doctor see Izabella right away?
4. What did the nurse do for Izabella?
5. Was Izabella able to effectively communicate with her nurse and her doctor?
6. What did the doctor put on Izabella's hand?
7. When was she allowed to leave the emergency room?

Before we go on, here is a grammar lesson on telling stories with the simple past tense.

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

Examples:

One year ago, I **broke** my hand

My son **helped** me to fill out the medical forms

The nurse **gave** me two tablets

To form the simple past:

Verb + ed (regular): help + ed = helped

Or irregular form: gave

Regular Verbs

Most verbs are regular verbs. Regular verbs are those whose past tense and past participles are formed by adding a -d or an -ed to the end of the verb.

To help is a good example of a regular verb:

(present tense) **help** *(past tense)* **helped**

Sometimes the last consonant must be doubled before adding the -ed ending. For example:

(present tense) **plan** *(past tense)* **planned**

Irregular Verbs

There is no formula to predict how an irregular verb will form its past-tense and past-participle forms. There are over 250 irregular verbs in English.

Although they do not follow a formula, there are some fairly common irregular forms.

Some of these forms are:

Present	Simple Past
---------	-------------

be	was
break	broke
buy	bought
come	came
cut	cut
fall	fell
give	gave
go	went
have	had
meet	met
run	ran
see	saw
sit	sat
stand	stood
take	took
tell	told

How do I know whether a verb is regular or irregular?

Dictionaries are the best way to find out whether a verb is regular or irregular.

When to use the past progressive tense

Sometimes when we tell a story we also need to use the **Past Progressive Tense** to emphasize a continuous action - something that was happening, going on, during some time in the past. To form the past progressive we use:

was or were + verb + ing

example: was +go + ing = was going

I **was working** in the supermarket all day yesterday.

We **were waiting** for the doctor for several hours.

We often use the past progressive tense to talk about something that took place (in the simple past) while something else was happening:

I **was waiting** in the car while Carlos bought the groceries.

The past progressive can also be used to describe an action that was not finished when another action happened.

Carlos **was walking** to the supermarket when he fell and broke his arm.

*Often the past progressive is used with words of time like **while**, and **when**.*

Activity One:

Read through Izabella's story again and underline all of the verbs or action words. What do you notice about these words? What tense does Izabella use to tell her story?

Activity Two:

*Read the sentences below that tell a story about an accident that Carlos had yesterday and his experience in the emergency room and talk about the meanings of the words in **bold** with your classmates and teacher. Then, fill in the blanks with the correct form of the verb (simple past or past progressive).*

1. Carlos _____ (walk) to work when he _____ (stumble) on the sidewalk and fell. He _____ (be) in a lot of pain and could not walk. Carlos _____ (look) at his **swollen** ankle and _____ (decide) to go to the emergency room.
2. Carlos _____ (see) a taxi and got inside. He _____ (tell) the taxi driver to take him to the emergency room. The driver _____ (follow) the signs to the Emergency room and _____ (help) Carlos inside with a **wheelchair**.
3. Carlos _____ (talk) to the **Triage Nurse** who _____ (take) his **temperature, pulse, and blood pressure**. She also _____ (ask) him questions about his current medical history including past medical problems, **medications and allergies**.
4. Carlos _____ (go) to a desk to **register**. A man _____ (ask) him about his insurance information, and _____ (ask) to see his Medicare, Medicaid or HMO card.

5. Carlos _____(wait) for two hours. While he _____(wait) he _____(see) that some patients entered the **examination area** immediately after seeing the **triage nurse**.
6. Two large doors _____(open) and someone wearing hospital clothes _____(call) his name. A nurse _____(come) and wheeled his wheelchair through the doors into a large area with many small examination rooms. The nurse wheeled him into a room, _____(ask) him more questions and _____(look) at his ankle.
7. Next Carlos _____(see) an emergency-medicine physician. He asked more questions and _____(give) Carlos a **physical examination**. He _____(tell) Carlos he would need an **x-ray**.
8. An emergency room technician wheeled Carlos to another room for an **x-ray**. After the **x-ray**, Carlos _____(go) back to the small examination room. He _____(wait) for an hour. He was now getting bored.
9. The doctor _____(come) with Carlos's x-ray. He _____(say) it was sprained but not broken. While he was

carefully _____(wrap) Carlos's ankle in a special bandage he gave him instructions about how to take care of his ankle.

10. Carlos's son _____(come) to pick him up. As he wheeled him out to his car in a wheelchair, Carlos _____(talk) about his long day in the emergency room.

Activity Three:

Accidents sometimes happen when we're not paying attention. The sentences below describe accidents that happened when people were not paying attention to what they were doing. Read them and underline the verbs.

Ivan: I was driving to work and talking on the cell phone, when a car stopped suddenly in front of me. I put on the breaks but hit the car anyway.

Sung: I was watching television upstairs when the doorbell rang downstairs. As I was hurrying to answer the door, I tripped and broke my leg.

ESL Health Unit

Unit Two The Hospital

Lesson One Emergency



Listening and Speaking Practice *Intermediate*

Goals for this Lesson

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

A medical emergency **demands immediate** action. Follow these simple steps to get help if you have, or **witness**, a medical emergency:

From any telephone **DIAL 9-1-1** for reporting a medical, fire or police emergency. When calling from a pay phone, **9-1-1** calls are free.

1. State calmly, “This is a medical emergency. I need an ambulance.”
2. Tell what is wrong with the victim (**unconscious** victim, bad fall, heart attack, etc.)
3. Give location of the **victim**, nearest cross street and your name.
4. Follow any instructions you are given.
5. **DO NOT HANG UP** until asked to.

After you call,

1. ***DO NOT MOVE THE VICTIM*** unless there is danger from fire or other hazard.
2. Keep the victim warm and comfortable.
3. Apply **first aid**, according to your ability.

4. Remain with the victim.
5. Watch for, or have others watch for, emergency **vehicles**, and assist **rescue personnel** in locating the victim.

What is a medical emergency?

An accident or sudden illness may be a **MEDICAL EMERGENCY** that needs immediate attention. These are some conditions requiring immediate medical care:

- Not breathing or difficulty breathing
- Unconscious person
- Choking
- Severe bleeding or injury caused by a vehicle accident, fall, gunshot, stabbing, or other assault.
- Heart attack warning signs such as:
 - *severe squeezing pains or discomfort in the chest
 - *pain or discomfort that radiates from the chest into either arm, neck, or jaw
 - *sweating or weakness, nausea or vomiting
 - *pain or discomfort that extends across the shoulders to the back
- Suspected poisoning

-Drug overdose

-Serious burns

-Electric shock

-Seizure

**DON'T WAIT; MINUTES CAN MAKE A DIFFERENCE BETWEEN LIFE
AND DEATH!**

Questions:

1. What information should you tell the 9-1-1 dispatcher?
2. What actions should you take with the victim?

Activity One:

Play the game – Is it an emergency?

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

Directions:

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

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

You burn your finger while picking up a hot pan.	You have a pain in your chest that spread to your neck , jaw, or left arm.	You have difficulty speaking.
You cannot stop	You have a fever of	You hit your toe on the

throwing up.	105° F.	table.
You have a sudden severe headache.	You ate too much and have a stomachache.	You have severe abdominal pain.
You have a bad headache.	You develop sudden back pain.	You are dizzy and have a numb tingling feeling.
You have a bad cough and chest pain accompanied by a low-grade fever.	A pot of boiling water spilled onto your arm.	Your spouse is unconscious.
You have acute chest pain.	You feel a squeezing in you chest.	You have difficulty breathing.
You feel tired after walking 3 miles.	You are suddenly extremely tired.	Your spouse cannot get out of bed and hasn't urinated for 12 hours.

Now listen to the following dialogue between a 9-1-1 dispatcher and a caller. Answer the questions that follow with your classmates and teacher.

Listening One - Calling 911

****Note to teacher: Do not pass out the written message in the box below until students are ready for the "Talk About It!" activity. Record it onto a cassette (ask a friend to "play" one of the parts) and have students listen to the recording. Play once or twice before they begin to listen for specific information.**

911 Dialogue

Li Mei heard her husband shout for help from the bathroom. He slipped and fell when he was climbing into the bathtub and now he can't move. She decides to call 911.

Dispatch: 911, where's your emergency?
 Li Mei: Hello, I need to get a ...
 Dispatch: Hello? Hello?
 Li Mei: Are you there?
 Dispatch: I didn't hear what you said. Your cell phone's cutting out.
 What do you need?
 Li Mei: I need an ambulance.
 Dispatch: Where are you?
 Li Mei: Uh, I'm in South Philadelphia.
 Dispatch: Where, where in South Philadelphia? Give me an
 address.
 Li Mei: 888 South 19th Street.
 Dispatch: 888 South 90th Street?
 Li Mei: No, No, South 19th.
 Dispatch: 90th? nine ... zero?
 Li Mei: No 19th, one..... nine.
 Dispatch: 19th, is that right?
 Li Mei: Yes, that's right.
 Dispatch: What's going on?
 Li Mei: My husband fell down in the bathroom and he can't
 move. Please send someone quickly. I can't pick
 him up.
 Dispatch: Ok, don't try to move him. Ok?
 Li Mei: Ok.
 Dispatch: I have an ambulance on the way but I need to ask you
 questions. Ok? Is your husband awake? Is he breathing?
 Li Mei: Yes, he's breathing. He's awake but he is in a lot of pain
 and he can't move.
 Dispatch: How old is he?
 Li Mei: He is 60.
 Dispatch: He's 16?
 Li Mei: No, no... 60... six... zero
 Dispatch: 60? Ok..... Does he have any health problems? Is he
 on any medications?
 Li Mei: Yes, he has back problems and high blood pressure. He
 takes pills for his blood pressure.
 Dispatch: What pills?
 Li Mei: I don't know the name. They are small blue pills.
 Dispatch: OK, so he's fallen in the bathtub?
 Li Mei: Yeah, inside.

Dispatch: Is there an apartment number?
Li Mei: Uh, no, it's just a house.
Dispatch: OK, are you with him?
Li Mei: No my son is with him.
Dispatch: Go to the bathroom and stay with him while we're
talking. If he needs medical help I can tell you
what to do.
Li Mei: Ok.
Dispatch: Is your front door open?
Li Mei: No, but I'll send my son outside now to wait for the
ambulance.
Dispatch: Good, they are almost there.

Activity One:

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

1. Li Mei's husband (fall) _____ in the bathtub.
2. He (take) _____ a bath when he (fall) _____ and
now he can't move.
3. Li Mei (call) _____ 9-1-1.
4. She (tell) _____ the dispatcher her location and the
problem.

5. While Li Mei and the dispatcher (talk) _____ her son (wait) _____ for the ambulance outside of the house.

6. Li Mei (have) _____ problems making the dispatcher understand her address and her husband's age.

Activity Two:

Now retell Li Mei's story to a partner. Be careful to use past tense and past progressive tense as you retell the story. Use the above sentences to help you.

Activity Three:

Li Mei had problems pronouncing numbers. The following exercise will help you hear and practice pronouncing different stress patterns. Listen to the difference as your teacher pronounces the following numbers.

1. Sixteen 2. sixty

1. Thirteen 2. thirty

1. Forty 2. fourteen

1. Nineteen 2. ninety

1. Eighty 2. eighteen

Activity Four:

Now listen as your teacher pronounces one word from each pair. Hold up one finger if you hear your teacher saying the word from list one and two fingers if you hear the word from list two.

Talk About It!

Activity One:

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

1. 19 South 20th street.

2. 1600 Connecticut Avenue.
3. 13 South Broad
4. 40 Maple Street, Apt 14 – B

Activity Two:

Role Play the following situation with a partner

Role #1: You have invited your neighbor to dinner. Your address is 1530 South 60th street. Your neighbor falls as she is walking up the steps to your apartment. She is awake but in a lot of pain and she cannot move her leg. You are very worried because

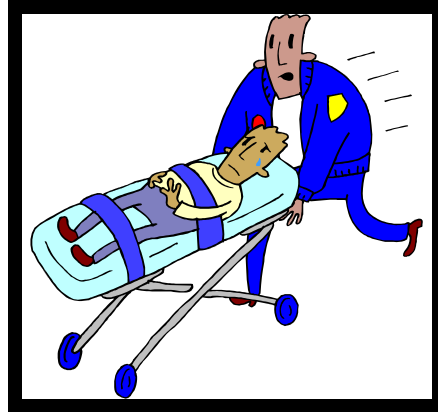
your neighbor has recently had heart surgery. You call 9-1-1.

Role #2: You are a 9-1-1 dispatcher: You are trying to get as many details as you can from the caller so that you can give the information to the paramedics. Make sure you get the caller's exact address, the location of the victim, the condition of the victim and any medical information the caller has about the victim.

ESL Health Unit

Unit Two The Hospital

Lesson One Emergency



Real Practice *Intermediate*

Goals for this Lesson

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

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

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Lesson One: Emergency

Real Practice!

The best way to respond to a medical emergency is to PREPARE yourself and family for any potential medical emergency that you think might occur at your location. Answer these basic questions:

1. What medical emergency are you most worried about occurring in your house?

*A Thematic Unit for Intermediate Level ESL Teachers
Intermediate Level, Unit Two: The Hospital
Lesson One: Emergency*

Checklist for Learning

Vocabulary Log:

In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.

New words I learned during this lesson:

Nouns:

Adjectives:

Verbs:

What can you do?

Below are some of the language goals you worked on during this lesson. Check (✓) what you learned from this lesson. Add more ideas if you wish.

I learned to...

- Use the simple past and past progressive tense when telling a story
- Learn how to effectively communicate with the 9-1-1 dispatcher in the case of an emergency
- Pronounce numbers and street addresses
- _____

Think about a time that you or someone you know had an accident. Write about it below making sure you use the simple past and past progressive tense. When you are finished, share your story with a partner.
