



Readings and Language Activities
for Healthy Choices

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Health Stories Teacher's Guide
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Overview

Health Stories is a set of three student books, workbooks, and audio CDs specifically designed for literacy, low-, and high-beginning-level adult English language learners. Health is an important subject for everyone, but an especially important one to integrate into the ESL classroom. English learners face great challenges when interacting with medical professionals, managing an illness, or maintaining healthy habits with limited language, knowledge, and access to health-care resources. The goals of *Health Stories* are:

- to increase students' awareness and understanding of common health issues
- to strengthen their knowledge of the U.S. health-care system
- to facilitate acquiring the language skills they need to handle health issues for themselves and their families.

Health Stories provides informative and entertaining readings focusing on relevant health topics. Learners will explore a variety of problems, from the common cold to a diagnosis of type 2 diabetes. Themes include nutrition, allergies, injuries, exercise, dental health, food safety, medication, first aid, and others. Lesson themes in *Health Stories* are parallel in all three levels, although specific topics are different at each level. For example, the unit on allergies deals with pollen at the introductory level, shellfish at the low-beginning level, and penicillin at the high-beginning level. The lessons are not designed to be sequential, so they can be taught in any order. The *Health Stories* texts can be used independently or as a supplement to any core curriculum; they coordinate well with health themes commonly taught in adult ESL classes.

The 14 stories in each book provide opportunities for students to learn about common illnesses, medical procedures, and preventive health practices. In the follow-up activities, students learn additional practical information, explore their own values and health practices, share ideas and solutions, and gain better understanding of the issues. They also build vocabulary and practical communication skills. In particular, students acquire effective and appropriate language to use with doctors and other medical professionals. And as students' skills and understanding develop, they are better able to make effective decisions on matters affecting their own health and the health of their family members.

A teacher using *Health Stories* is not expected to be an authority on any particular medical topic. The

stories themselves convey basic information. In each story, selected key health words appear in bold-faced type; these are defined simply and briefly in Health Words, a glossary at the end of each student book. Since the subject matter in health-focused texts necessarily requires specialized vocabulary, words may at times seem difficult for the level in which they appear. Explanations in the context of the story are reinforced by the explanations in the glossary. Definitions are succinct, but offer the key concepts needed to understand each term, without overwhelming students or teachers with medical detail.

The dialogs in each lesson often present further information on the lesson topic, while modeling appropriate exchanges between a patient (or relative of a patient) and a health-care provider. Each lesson also provides an additional reading in the form of a piece of realia, or the representation of an actual text that students may come across, such as a label, instruction sheet, or medical brochure. These realia provide additional medical facts. Finally, additional background information is provided in this teacher's guide, in the lesson notes for each story.

While the information in these texts is as up-to-date as possible, teachers should recognize that medical opinion sometimes changes over time. It's important to stay current with health news as new treatments are developed or new guidelines replace existing practices. It should also be noted that even experts may differ on proper medical practice.

Up-to-date health information can be found at a variety of reliable and useful websites, including those of the Centers for Disease Control and Prevention, the National Institutes of Health, the Food and Drug Administration, and the Mayo Clinic. In addition, large hospitals and medical schools often have useful websites, as do organizations that focus on particular diseases. You can also search on the name of a disease or health condition. Just be careful to evaluate the reliability of the sources from which this information comes.

The workbook for each level presents practice activities focused on language skills, including additional vocabulary and listening practice. An audio CD accompanies each level. CDs provide a reading of the story and dialog for each lesson, as well as prompts for all listening activities. CDs also include prompts for workbook listening activities.

This teacher's guide contains notes for using each of the *Health Stories* books. The notes for each

lesson have three sections, Preview, Background, and Exercises. Preview lists the main themes of each story. It also suggests warm-up or story discussion activities, focusing on key concepts and vocabulary needed to understand the story. Preview activities let students draw on prior experiences and share ideas or knowledge about issues in the story. Background, as previously noted, presents selected basic medical information about the lesson topic. The Exercises section suggests ways to prepare for, carry out, or expand on selected exercises that follow the stories.

Using the *Health Stories* Books

Preview Activities

The illustrations that accompany each story are useful prompts for warm-up or preview activities. They can help create interest in the story, provide a starting point for discussion, and help introduce new vocabulary. They also help students reflect on personal experiences. Have students look at the illustrations, particularly the one that precedes the story. Encourage students to describe what they see, or prompt them with questions (e.g., “What do you see? Is this a man or a woman? Where is he or she? What do you think is the problem?”). If possible, have students use the illustration to guess what the story is about. Keep in mind that at the lower levels, students’ responses may be only phrases or single words. For beginning-level learners, using words to identify objects in pictures is an important first step in vocabulary building.

As you introduce or review vocabulary, write the words on the board and explain them through pictures (including the story illustrations) or, when possible, real items. Encourage students to explain words they already know.

Stories

To present the stories, you can have students first listen to the audio one or more times to get a sense of the story line. Or you may prefer to have students initially follow the written text while listening to the recording. Pose a general comprehension question to focus students’ listening and reading. On repetitions of the story, you may want to add other, more specific questions.

While working on the story and the follow-up activities, focus on pronunciation with students. Many basic and frequently used health words are multisyllabic (e.g., *temperature*, *emergency*, *medication*). Students will need to recognize correct pronunciation for accurate comprehension and may need to produce the terms themselves. Additional focus on pronunciation can be found in accompanying workbook activities.

A key goal at these levels is to give students repeated exposure to key words and sentence patterns. Sentences from the stories are recycled consistently in follow-up exercises. The word-for-word repetition of vocabulary and phrasing is intentional; it provides valuable practice for students.

Complete the Story

In the introductory level, each story is followed by a cloze exercise. Use this to integrate the four language skills: reading, writing, listening, and speaking. This activity presents the story in paragraph form. It requires students to refer to the story to find specific words and see where the words fit into sentences.

Comprehension Activities

After each story, there is a comprehension exercise: Yes/No questions at both the literacy and low-beginning levels, and simple information questions at the high-beginning level. If possible, encourage students to respond to questions in complete sentences; at the lower levels, have students provide correct statements when an answer is No. These activities can be done either orally or in writing.

You Decide

This exercise appears at the literacy level, following the cloze activity. Students find a brief list of items that may or may not be helpful to the main story character. This task helps build vocabulary and offers students an opportunity to think critically.

Vocabulary Exercises

These exercises help students reinforce their understanding of words from the story and expand vocabulary with related words. Encourage students to explain the vocabulary in their own words, use it in new sentences, or comment on the sentences.

Dialogs

Each lesson in the *Health Stories* student books contains a dialog based on the story. These dialogs, which can also be heard on the audio, model useful questions a patient or support person can ask in various situations and enable students to practice recognizing questions that medical personnel might ask, as well as to practice appropriate responses.

Have the students listen before reading the dialog. Play the audio several times if necessary. Check comprehension and discuss content. Then play the audio again one or more times. You can also read the dialog from the student book; stop after each line and have students repeat what was said. This activity prepares students to act out the dialog and provides useful pronunciation practice. Students can then practice with partners, using their books if necessary.

Encourage them to improvise their own conversations based on the dialog and to create new conversations on related topics. For additional practice, write these new conversations on the board for students to copy and say.

Realia

As noted above, each lesson contains a piece of realia, used to reinforce and expand vocabulary, provide additional information, and model a document learners are likely to encounter. Realia activities give students additional practice in reading comprehension, reinforced by level-appropriate follow-up questions. Whenever possible, it is helpful to show real versions of the realia, as well as any other items mentioned in a story.

Listening Exercises

Listening exercises, either word- or picture-based, are included in both student book and workbook lessons. The prompts for these exercises are on the audio CDs. They are also printed at the end of the books so that you can read them if the audio is not available, or you can have students prompt each other. The printed prompts also let students check their answers and do follow-up activities.

Problem Solving/Checklists

In low- and high-beginning levels, students find either a checklist of items related to the story topic or various solutions to a problem related to the story. These activities are particularly suitable for pairs or small groups. Delegate responsibilities to a leader, recorder, and reporter in each group. In whole-class follow-up sessions, have students compare and discuss their suggestions and find new solutions to particular dilemmas. Checklists that elicit students' own practices can be followed up by creation of a grid tallying class responses.

Complete the sentences/Think about it/About you

These activities conclude lessons at the introductory level. *Complete the sentences* tasks assess whether students have understood the main point of a lesson and test recognition and correct usage of words in the story. *Think about it* provides additional opportunity for students to offer suggestions for story-related problems. *About you* (or *Check yes or no about you*, Introductory Level) isolates details or key messages from the story and relates them directly to students' individual habits.

What about you?

In low- and high-beginning levels, this activity lets students personalize various experiences in the stories and reflect on their own health conditions. The exercise also gives students guided writing practice as well as the opportunity to ask a partner questions, stimulating information sharing and conversation.

Topics for Discussion or Writing

The Topics for Discussion or Writing can be used for whole-class or small-group discussion, as well as for written responses. Write down what students say if they are not yet ready to write independently. Keep in mind that students at the lower levels may respond to a writing topic with only a few sentences or even just a few words or phrases. With high-beginning students, these writing activities can provide an opportunity to introduce basic paragraph structure.

Using the *Health Stories* Workbooks

The workbooks that accompany *Health Stories* provide focused practice on specific language points from corresponding student book lessons. They offer more practice in vocabulary, listening, reading, and writing. Exercises can be completed or reviewed orally so that they also provide speaking practice. In addition, the workbooks offer pronunciation practice, with exercises focusing on pronunciation and spelling. Answer keys for the workbooks are at the end of this teacher's guide.

All of the workbook exercises can provide effective practice for students working alone, in pairs, in small groups, or as a whole class. The written activities can also be done for homework. Answers should be reviewed in class; there is no answer key in the workbook. Prompts for listening activities are on the *Health Stories* audio CDs; the scripts for the prompts are in the back of the workbooks.

Introductory Level Lesson Notes

Lesson 1: Too Much Sodium

Preview

This story addresses themes of facing a diagnosis of high blood pressure, recognizing that a dietary change is necessary in treating it, and making decisions about food from information found on Nutrition Facts labels.

Details in this story offer the opportunity to teach or review vocabulary for health, food, and shopping.

If possible, bring in a blood pressure cuff so students recognize the device and associate it with the routine medical test. Encourage students to mime how a medical professional takes your blood pressure. Find out what students may already know by eliciting

responses to other questions (e.g., “Does someone take your blood pressure at the doctor’s office? Is it good for the numbers to be high? Is high blood pressure a serious problem?”).

Teach or review that sodium is a major element in salt. Since a low-sodium diet is often recommended for a person with high blood pressure, talk about foods that are naturally low in sodium (e.g., fresh fruits and vegetables) versus ones that are typically high in sodium (e.g., canned or other prepared foods). Point out some low-sodium alternatives to high-sodium products (e.g., soup, cereal, snack food, cheese, bread, sauces, etc.). Use pictures or, if possible, bring in examples of low- and high-sodium products.

Examine a nutrition facts label by passing products around or showing sample labels on an overhead. Have students look for sodium information. Identify products that may or may not be good for a person with high blood pressure.

Ask students if they use a lot of salt on their foods. Elicit responses about other things they put on food to make it taste better (e.g., “I put salsa on my food. I put pepper on my food.”). Have students consider which items are high or low in sodium.

Introduce or review other key vocabulary as needed (e.g., *blood pressure, heart attack, diet, sodium, mg [milligram], soup, label, cup, low-sodium, fresh, salt, salt shaker*).

Background Information

Blood pressure refers to the force of blood when it moves through the body. A normal blood pressure is 120/80 or lower. A blood pressure of 140/90 or above is considered high. The serious health problems associated with high blood pressure include heart attack, heart disease, stroke, and kidney failure.

A common recommendation in treating high blood pressure is to limit sodium, an element in salt. One level teaspoon of salt contains approximately 2,400 milligrams (mg) of sodium.

Exercises

You decide. Brainstorm more foods that are good and not good for Jalal (e.g., “Grapes are good for Jalal. Potato chips are not good for Jalal.”).

Dialog If possible, expand this dialog by having students suggest other things the doctor can tell Jalal (e.g., don’t smoke, lose weight, exercise regularly, limit alcohol and caffeine, get more sleep, reduce stress, take medication, etc.).

Nutrition Facts Have students discuss other information on a label that a shopper may want to know (e.g., calories, total fat, cholesterol).

About You In Question 3, elicit responses from students about fresh foods they buy (e.g., “I buy broccoli. I buy carrots. I buy apples.”).

Lesson 2: Pollen Problems

Preview

This story addresses themes of seasonal allergies and making the adjustments to cope with them.

Details in this story offer the opportunity to teach or review vocabulary related to things that cause allergies and common allergy symptoms.

Explain the word *pollen* as tiny particles that are released from trees, grasses, and weeds. Demonstrate how pollen can enter the nose and throat and cause an allergy attack. Then act out some symptoms of an allergy attack (e.g., itchy eyes, sneezing, etc.).

Teach or review the names of the four seasons and the months of the year. Ask students which seasons are often difficult for people with allergies. If possible, identify local trees, grasses, and weeds that can cause allergies.

Ask students to make a list of other things that can trigger an allergy (e.g., dust, mold, food, animals, perfume, etc.). Elicit responses from students about things they have an allergy to (e.g., “I have a pollen allergy. I have a dust allergy. I have a cat allergy.”)

Introduce or review other key vocabulary as needed (e.g., *spring, pollen, trees, breathes, outside, allergy, itchy, watery, sneezes, closes, windows, opens, summer, grass*).

Background

Pollen allergy affects one in 10 people in the U.S. It’s recommended that people allergic to pollen stay indoors when pollen levels are highest.

Exercises

Dialog If appropriate, expand this dialog by discussing other things that can help relieve allergy symptoms (e.g., taking medicine, staying indoors, wearing a mask, using an air conditioner, using an automatic dryer, etc.) These suggestions will be reinforced in the listening activity.

Listening Before beginning the listening activity, review the language that explains each picture.

About You In Question 4, create or review a list of things that can make someone sneeze (e.g., pollen, pepper, dry weather, perfume, smoke, dust, air pollution, a virus, etc.).

Lesson 3: Tired at Work

Preview

This story addresses the themes of not getting sufficient sleep and the consequences of being overly tired. It also stresses the importance of time management and making sleep a priority.

Details in this story offer the opportunity to teach or review vocabulary about telling time, leisure activities, and reasons for getting fired.

Elicit responses from students about the times they go to bed and get up (e.g., “I go to bed at 11:00 P.M. I get up at 6:00 A.M.”). Have students calculate the number of hours they sleep and discuss whether or not they are sleeping enough. Raise other questions (e.g., “Do you feel tired when you get up? Do you feel tired at work? Do you feel tired at other times of the day?”).

Have students consider this issue from the viewpoint of a parent whose child is tired in the morning or inattentive and sleepy at school. Ask students to discuss why children sometimes stay up too late (e.g., doing homework, watching TV, playing games, etc.). Discuss how much sleep children of different ages need.

Ask students if they watch TV. Elicit responses about when they watch and which types of programs they find interesting. Talk about the kind of programs that are on late at night.

Teach or review the concept of getting fired. Encourage students to talk about some reasons people get fired. Ask about rules in their workplaces and if sleeping on the job is a violation of one of them.

Brainstorm appropriate expressions for approaching a co-worker who is sleeping on the job (e.g., “Wake up! Get up! You’re sleeping!”).

Introduce or review other key vocabulary as needed (e.g., *late-night*, *favorite*, *shows*, *tired*, *falls asleep*, *co-worker*, *shoulder*, *fired*, *sleep*, *head*, *desk*, *minutes*, *tonight*).

Exercises

You decide. Have students expand the list with other things a person needs to do versus other activities they may only want to do. Encourage students to create sentences expressing their ideas (e.g., “I need to eat. I want to go to the mall.”).

Dialog Encourage students to give other responses to the question “Why are you so tired?” (e.g., sick child, noisy neighbor, etc.).

About You In Question 2, have students identify solutions for people who fall asleep at work (e.g., “They can drink coffee. They can stand up and stretch. They can go outside for a few minutes.”).

Lesson 4: A Painting Accident

Preview

This story addresses the themes of responding to a medical emergency and treating a broken bone. It also stresses the importance of ladder safety.

Details in this story offer the opportunity to teach or review vocabulary for occupations, colors, painting equipment, parts of the body, and injuries.

Teach or review the words *house painter* and *ladder*. Elicit responses from students about when they use a ladder (e.g., “I use a ladder to change a light bulb. I use a ladder to clean my windows.”). Demonstrate, using a real stepladder if possible, how to keep your body between the ladder rails. Stress that leaning to one side can result in losing your balance and falling. Elicit ideas about using a ladder safely (e.g., I stand in the middle. I ask someone to hold it. I move the ladder a lot.”).

Encourage students to think about injuries that can occur from a fall. Ask students if they think a broken bone is serious and when it is appropriate to call 911 (e.g., “I call 911 if the person is unconscious. I call 911 if the person can’t walk.”).

Discuss the process of treating a broken leg. Consider possible stages of treatment (e.g., x-ray, setting a bone, having a surgical procedure, putting on a cast, etc.). Encourage students to share stories of broken bones.

Teach or review colors by identifying examples in the classroom, using colored paper, or using colored pencils or crayons.

Introduce or review other key vocabulary as needed (e.g., *house painter*, *high*, *loses balance*, *falls*, *hurts*, *leg*, *ambulance*, *hospital*, *x-ray*, *broken*, *bone*, *yellow*, *blue*).

Background

If you think someone has a broken leg, it is important to get that person to a hospital emergency room or medical center as soon as possible. If the person cannot walk, call 911 for an ambulance.

Exercises

You Decide Expand this list with other things Koji can use while he recovers at home (e.g., food, books, wheelchair, safety railing in a shower, etc.).

Dialog For additional practice, substitute another injured body part for the leg in the dialog (e.g., “It’s my ankle. It’s my back. It’s my knee.”).

About You In Question 3, have students brainstorm other medical emergencies that require calling 911 for help (e.g., heart attack, choking, bleeding badly, unconsciousness, not breathing, etc.).

Lesson 5: More Exercise

Preview

This story addresses the need for physical activity, seeking out options for exercise, and ways of incorporating exercise into everyday life.

Details in this story offer the opportunity to teach or review vocabulary for types of exercise, distance between places, and clothing and items that are useful for exercise.

Encourage students to name various places that they sit (e.g., “I sit in class. I sit on the bus. I sit on my sofa.”) Have students think about sedentary occupations versus more active ones. Elicit responses from students about their activities at work (e.g., “I sit a lot. I stand a lot. I walk a lot.”).

Ask questions about places in the local community that offer exercise classes (e.g., “Where are they? How much do they cost? What kind of exercise classes do they offer?”).

Have students think about other ways to include exercise in everyday life (e.g., taking the stairs instead of the elevator, walking short distances instead of driving, etc.). Have students give reasons why some people drive to places to which they can easily walk (e.g., “They’re tired. The neighborhood isn’t safe. They have heavy things to carry. They can get someplace faster.”).

Discuss inactivity as a particular problem among children. Elicit activities that especially appeal to younger people (e.g., bicycle riding, running, skating, competitive sports, etc.).

Identify and discuss additional items that may be useful to have while exercising (e.g., water, towel, athletic shoes, comfortable clothing, etc.).

Introduce or review other key vocabulary as needed (e.g., *exercise, energy, flyer, recreation center, blocks, clothes, car keys, tired, drive*).

Background

Studies show that regular exercise lowers your risk of heart disease and high blood pressure, high cholesterol, and many other serious health problems. People who have been inactive should consult a doctor before starting regular exercise.

Exercises

You decide. Expand the list, and, if possible, be more specific regarding the benefits of regular exercise (e.g., creates healthier heart and lungs, eases depression, improves sleep, etc.).

Dialog Have students make sensible suggestions for a person who has been inactive (e.g., “Try swimming. Try the low-impact exercise class. Try walking short distances.”).

Lesson 6: No More Candy

Preview

This story addresses the themes of avoiding sweets and brushing regularly to maintain healthy teeth. It also deals with a dental examination, including advice to a child with several cavities.

Details in this story offer the opportunity to teach or review vocabulary for sweets, teeth, dental procedures, and oral health habits.

Elicit responses to questions about candy (e.g., “Do you like candy? How much candy do you eat? What kind do you eat?”).

Teach or review that cavities are holes in the teeth caused by decay. Explain that brushing the teeth helps fight tooth decay. Ask students about their tooth-brushing habits. Talk about visiting the dentist. Have students discuss procedures in a dental office (e.g., x-rays, teeth cleaning, finding cavities, getting fillings, etc.).

If students have children, ask them about their children’s tooth-brushing habits (e.g., “Does your son brush his teeth? How often? Do you need to remind him?”). Ask students how often they take their children to see the dentist. Ask if the dentist gives them things after a visit (e.g., toothpaste, toothbrush, dental floss, etc.).

Teach or review the word *appointment*. Model dialogs to give students practice in making dental appointments for themselves or their children.

Introduce or review other key vocabulary as needed (e.g., *candy, brush, teeth, dentist, x-rays, cavities, twice, appointment, fillings, toothbrush, lollipop*).

Background

Brushing at least twice a day will prevent cavities and help maintain healthy teeth and gums. Bacteria and food that remain on the teeth can soften the enamel. Acid collects on the teeth and then cavities form. Brushing with fluoride toothpaste makes the enamel stronger and makes it more difficult for cavities to develop. Healthy food choices also help prevent tooth decay. The American Dental Association recommends that a child visit the dentist by his or her first birthday.

Exercises

Matching Consider other things that can help your teeth (e.g., dental floss, fluoride toothpaste, healthy foods, etc.).

Dialog Direct students to vary the number of cavities for additional practice with numbers. Also have them give other advice about diet (e.g., “He needs to stop drinking so much soda.”).

About You? In question 3, encourage students to ask each other about the dentists they see (e.g., “What is your dentist’s name? Where is the office? What language does the dentist speak? How much do you pay?”).

Lesson 7: Wash Your Hands

Preview

This story addresses the importance of washing one’s hands, particularly after contact with dirty things. The regular reminders given in the story to a new restaurant worker draw attention to the role of hand washing in preventing illness.

Details in this story offer the opportunity to teach or review vocabulary for occupations, duties in a restaurant, steps of hand washing, and money.

Introduce the topic of hand washing and ask students when they usually wash their hands (e.g., after touching garbage, after using the bathroom, after working outside, after touching an animal).

If possible, demonstrate the steps of proper hand washing as they are presented in the lesson. Explain each step at a sink or act out each step and encourage students to repeat the steps.

Have students talk about various jobs in restaurants (e.g., cook, prep cook, waiter, dishwasher, etc.). Ask students to consider various tasks, particularly ones where the hands can get very dirty. Act out the four activities represented in the story. Have students think

about things they routinely touch that can be very dirty (e.g., money, doorknobs, handles, telephones, etc.).

Discuss the tip that Diego receives when he leaves work at the end of the story. Discuss other occupations where workers receive tips (e.g., hairdresser, taxi driver, parking valet, etc.).

Introduce or review other key vocabulary as needed (e.g., *cook, wash, hands, garbage, restroom, job, tip, money, dirty*).

Background

The hands can be very dirty without actually looking dirty because you can’t see germs. People need to wash their hands before, during, and after food preparation. It’s also important to wash them before eating, after using the restroom, and after touching an animal or its waste. It is very important to wash your hands even more often when you are sick.

Exercises

You decide. If appropriate, expand this list and also highlight items that you should wash your hands *before* touching. Create new sentences (e.g., “I wash my hands before I hold a baby. I wash my hands after I blow my nose.”).

Dialog Substitute a new activity to explain why the worker is busy (e.g., “Yes. I’m mopping the floor. Yes. I’m emptying the garbage.”)

Lesson 8: Fever Medicine

Preview

This story addresses the themes of recognizing symptoms of illness, reading information on a medicine label, understanding expiration dates, and purchasing a new product.

Details in this story offer the opportunity to teach or review vocabulary related to symptoms of illness, reading a thermometer, medications, and the pharmacy.

Teach or review that a normal body temperature is 98.6 degrees F. Explain that a body temperature above that indicates a fever. Discuss types of thermometers students own or have used in a doctor’s office (e.g., digital, electronic ear, plastic strip, pacifier thermometers, etc.).

List other symptoms of a virus in addition to a fever (e.g., cough, runny nose, sore throat, headache, nausea, etc.). Talk about other infections that are passed easily from one person to another (e.g., flu, strep throat, cold, etc.).

If possible, show a bottle of children's pain reliever or a copy of a label on an overhead. Highlight some of the things you find on a medicine label (e.g., directions, ingredient, dosage, warning, expiration date, etc.). Ask students to name products that may be useful in reducing a fever. Discuss which products are suitable for children and adults. List some places in the community where people can buy these medicines.

Introduce or review other key vocabulary as needed (e.g., *temperature, degrees, fever, medicine cabinet, fever medicine, date, label, old, expired, pharmacy, forehead, virus, adult*).

Background

It is recommended that children over the age of three months use acetaminophen or ibuprofen for a fever or to relieve discomfort. Always follow the directions on the label, read all warnings, and consult your child's doctor about any questions.

If an infant younger than three months has a temperature of 100.4 degrees Fahrenheit (38 degrees Celsius) or higher, it is important to call the doctor or go to the emergency room immediately. A fever in a very young infant can be a sign of a serious medical problem.

Exercises

You decide. Expand this list with other ways to make a young child with a fever more comfortable.

Dialog Create new dialogs by changing the age of the child (e.g., "My three-year-old has a fever.") or changing the symptom.

Taking medicine. Help students find web sites with information about common medicines for children. Determine the dosage for children of other ages and weights.

About You In Question 4, have students name the medicines they have at home or other things they find useful for treating colds and flu.

Lesson 9: Calling 911

Preview

This story addresses the themes of assisting a neighbor in an emergency by calling 911 and giving information to paramedics.

Details in this story offer the opportunity to teach or review vocabulary related to parts of the body, medical emergencies, personal identification, and apartments.

Find out what students already know about signs of a cardiac problem. Elicit specific areas of the body in which pain may indicate a heart attack (e.g., chest, arm, neck, jaw, etc.). Introduce or review the expression "I don't feel well." Practice other expressions that can alert someone that you are in serious need of assistance (e.g., "My chest hurts. I'm sick. I feel terrible. Help me!"). Practice appropriate reassuring responses (e.g., "Don't worry. Help is coming. You're going to be okay.>").

Practice dialing 911 with a telephone visual or a toy telephone. Introduce questions that are asked by emergency operators (e.g., "What's the emergency? What happened? Who needs help? Where do you live? Where are you?") and practice responses to these questions.

Ask students if they know their neighbors. Have students identify a neighbor and state his or her approximate age (e.g., "My neighbor's name is John. He is about 45 years old."). Discuss where they often see their neighbors.

Ask students whether or not they have cell phones. Discuss items that people carry in purses or wallets that could be helpful in an emergency (e.g., list of medications, allergy information, identification, emergency phone numbers, etc.).

Introduce or review other key vocabulary as needed (e.g., *laundry room, holding, chest, worry, chest pains, paramedics, oxygen, mask*).

Background

Call 911 immediately if you suspect that you or anyone else is having the symptoms of a heart attack. Paramedics have the oxygen, medication, and other equipment necessary to help someone in this emergency situation.

Exercises

Dialog Repeat, substituting other medical emergencies (e.g., "My neighbor is unconscious. My neighbor is bleeding. My neighbor can't breathe."). Encourage students to give their own addresses for additional practice.

Dora's Purse Have students give ideas about what to do with Dora's purse or the most important contents (e.g., medication, insurance card, wallet) if she needs to go to the hospital. Ask about other things a neighbor can do for Dora (e.g., call family members or friends, lock her door, feed her cat while she's in the hospital, etc.).

About You In Question 1, have students say the name of a neighbor and where they usually see that person.

Lesson 10: Visiting Hours

Preview

This story addresses the themes of reading signs and understanding information in a hospital, as well as visiting a friend in the hospital.

Details in this story offer the opportunity to teach or review vocabulary for telling time, understanding signs, and identifying people and places in a hospital.

Elicit from students the names of various hospitals in the community. Have students call to find out visiting hours or look on web sites.

Direct students to name things they see when they walk into a hospital (e.g., chairs, patients, fountain, plants, nurses, signs, etc.). Model and practice something you might say at a reception desk. (e.g., “I am here to visit Mary Jones. Her last name is spelled J-O-N-E-S. Can you tell me which room she is in?”).

Practice saying random room numbers in the way they are often expressed in a hospital (e.g., Room 235, Room 612, Room 428, said as “Room two thirty-five, Room six twelve, Room four twenty-eight.”).

Elicit the meaning of an *Out of Order* sign on an elevator. Discuss other places where students might see “Out of Order” signs (e.g., vending machines, parking meters, public restrooms, etc.).

Teach or review ordinal numbers *first* through *tenth*. Indicate when they are commonly used (e.g., dates, city streets, floors in a building, etc.). Hold up fingers and ask students to say the corresponding ordinal number.

Introduce or review other key vocabulary as needed (e.g., *friend, visit, sign, wall, visiting hours, reception desk, room, elevator, stairs, floor, sorry, over, tomorrow*).

Background

In some hospitals visiting hours are not strictly enforced. Talk to the nursing staff and find out if it’s OK to visit outside of normal visiting hours. Remember that patients need rest, and their recovery is the most important consideration.

Exercises

You decide. Expand this list to include other things that can be useful to someone in the hospital.

Dialog Insert new names and new room numbers. Encourage students to spell the new last names for additional practice.

Understanding Signs Elicit or present other signs that give information in a hospital (e.g., ICU, wet floor, bio-hazard, etc.).

Lesson 11: Talk about Smoking

Preview

This story addresses themes of a father’s effort to discourage his child from smoking. He points out the serious health risks of smoking in spite of the glamorous way that it is portrayed in a movie.

Details in this story offer the opportunity to teach or review vocabulary for body parts, internal organs, and smoking-related illnesses.

Find out what students already know about the health risks of smoking. Elicit reasons why people continue to smoke in spite of this knowledge (e.g., addiction, social habit, enjoyment, etc.).

Have students discuss reasons why many young people start smoking (e.g., to look cool, peer pressure, to lose weight, etc.). Think of ways, apart from citing diseases, to dissuade teenagers from smoking (e.g., yellow teeth, bad breath, wrinkles, reduced athletic performance, expense).

Elicit ways that cigarettes are advertised (e.g., magazines, billboards, and product-placement in movies, etc.). Ask students how cigarettes are advertised in their native countries.

Introduce or review other key vocabulary as needed (e.g., *movie, actress, cigarette, daughter, smoke, die, lung cancer, heart disease, nonsmoker, worry*).

Background

Smoking may be the cause of diseases in nearly every organ of the body. Toxins from cigarette smoke travel everywhere that blood flows. In addition to lung cancer and heart disease, cigarette smoking is linked to leukemia, cataracts, pneumonia, and cancers of the cervix, kidney, pancreas, and stomach, among other diseases.

Nine out of ten tobacco users start before the age of eighteen. Parents should have regular discussions with their teens about smoking.

Exercises

You decide. Students should check all the items on the list. Encourage students to list other body parts and consider how smoking can affect them.

Dialog Have students practice talking to teens about smoking, using other reasons that could be effective warnings (e.g., “Tell her she can’t run fast. Tell her it’s bad for her skin.”).

About You In Question 1, have students name famous people who smoke and may influence teenagers to start.

Lesson 12: Flu Season

Preview

This story addresses the themes of preventing illness during flu season. Along with some helpful advice, the story highlights the poor choice of visiting people who have the flu.

Details in this story offer the opportunity to teach or review vocabulary related to common illnesses, months of the year, the family, and flu-prevention strategies.

Teach or review the meaning of the word *flu* and its symptoms (e.g., headache, fever, stuffy or runny nose, muscle aches, sneezing, sore throat, tiredness, stomach symptoms, cough, etc.). Ask how long a person is typically sick with the flu and what can be done to relieve discomfort.

Elicit responses from students about ways to prevent getting the flu. Consider the measures taken in the story. If possible, encourage students to supply details about some of the suggestions (e.g., “Get a flu shot in the fall. Sleep eight hours every night. Wash your hands several times a day.”).

Think about ways to stop germs from spreading to other people (e.g., avoiding close contact, staying home when you are sick, covering your mouth and nose, washing your hands, not touching your eyes, nose, or mouth).

Introduce or review other key vocabulary as needed (e.g., *flu*, *season*, *sick*, *well*, *vitamins*, *flu shot*, *friend*, *headache*, *family*).

Background

Flu viruses can spread from person to person through coughing and sneezing. A person can also get the flu by touching mouth or nose after touching something with flu virus on it. It’s possible to infect others one day before symptoms develop and up to five days after getting sick.

The Centers for Disease Control and Prevention suggests that the best way to avoid the flu is by getting a flu shot each fall. This is particularly recommended for people in the following groups:

- anyone 60 years and older, with or without a chronic health condition
- anyone living in a long-term care facility
- anyone 2–64 years old with chronic health conditions
- anyone between the ages of 6–23 months
- anyone pregnant

- anyone working as a health-care worker providing direct patient care
- anyone taking care of children less than six months old
- anyone in contact with a person at high risk for complications from the flu

Exercises

You decide. Have students think of other things they can do to protect themselves from the flu.

Dialog Practice with other ages or encourage students to practice giving their age in response to the question, “How old are you?”

Flu Shot Notice Encourage students to supply information about flu shots in their community. If shots are available at a public health clinic, share the name of the clinic, the address, the phone number, the day and time flu shots are given, and the cost. If there is a fee, practice ways to ask if the fee can be waived.

About You In Question 1, have students give examples of healthy meals. Consider a class project of healthy meal planning.

Lesson 13: Making an Appointment

Preview

This story addresses the themes of treatment for a sore throat and the process of getting a doctor’s appointment.

Details in this story offer the opportunity to teach or review vocabulary for symptoms of an illness, numbers, times, and home remedies for a sore throat.

Teach or review the meaning of *sore throat*. Talk about how people can get sore throats. Ask students if they call a doctor when they get a sore throat. Discuss whether or not it’s a good idea to wait before calling a doctor.

Review the process of making a doctor’s appointment. Ask if a person immediately answers calls to a doctor’s office or if there is a recording with a menu of options first. Elicit how they feel when they have to wait on the phone (e.g., angry, frustrated, bored, anxious, etc.). Clarify the difference between making and canceling an appointment and point out the importance of canceling if they are not going to keep an appointment.

Have students practice pressing the numbers one to nine using either a telephone visual or a toy telephone.

Direct them to press different numbers by using phrasing they may hear on a recorded menu of options (e.g., “Press two. Press one.”).

Practice language for making and for canceling an appointment (e.g., “I need to make an appointment. I need to cancel an appointment.”). Introduce some expressions that indicate the immediate need for an appointment (e.g., “I need to come in today. I can’t wait. I am sick now.”).

Have students suggest home remedies for a sore throat (e.g., gargling, tea with lemon, throat lozenges, etc.). Elicit ideas about when a sore throat requires a doctor’s examination (e.g., high fever, swollen glands, difficulty swallowing).

Introduce or review other key vocabulary as needed (e.g., *sore throat*, *recording*, *press*, *appointment*, *voice*, *receptionist*, *sick*, *gargles*, *lemon*, *better*, *fever*, *cancels*).

Background

A sore throat is often a symptom of a cold or flu virus. After a week or so, the body will build antibodies to destroy the virus. On the other hand, strep throat is bacterial and needs to be treated with an antibiotic obtained through a doctor. It can be very serious and if left untreated, may affect the heart or kidneys, or cause scarlet fever, tonsillitis, pneumonia, sinusitis, and/or ear infections. The following symptoms should alert a person to see a doctor:

- Severe prolonged or recurring sore throat
- Difficulty breathing or swallowing
- Difficulty opening the mouth
- Pain in joints
- Earache
- Rash
- Fever (over 101°) for more than three days
- Blood in saliva
- Lump in neck or swollen glands
- Hoarseness lasting for over two weeks

Exercises

You decide. Brainstorm other items that can help George feel better. Encourage students to explain why a particular remedy is effective.

Dialog Direct students to change the problem (e.g., “I have a very sore back.”) and to vary the time of the appointment.

About You After Question 2 and 3, encourage students to describe other ways they treat a sore throat.

Lesson 14: A Burn in the Kitchen

Preview

This story addresses the themes of reacting to an injury at work and knowing the best treatment for it, regardless of common misconceptions.

Details in this story offer the opportunity to teach or review vocabulary related to ways of getting and treating burns.

Elicit responses about things that are very hot and can burn you (e.g., stove, iron, heater, light bulb, etc.). Discuss deep-frying and how hot oil can splash out of a fryer and burn someone.

Ask students about various things people use to treat minor burns (e.g., cold water, cool water, cold compresses, ice, aloe vera lotion, antibiotic ointment, butter, bandages, etc.). If possible, bring in samples or pictures to clarify meaning.

Teach or review the meaning of the prepositions *under* and *on* as they appear in the story. Have students talk about how long it is appropriate to hold a burn under cool or cold water (e.g., five minutes, 10 minutes, etc.). Ask students about medical supplies they may have at work or at home to treat burns.

Teach or review the interjection *ouch*. Elicit times when a person might say *ouch*.

Teach or review the restaurant occupations *cook* and *dishwasher*. Discuss the duties that each may have (e.g., “A cook prepares food. A dishwasher washes the dishes.”).

Introduce or review other key vocabulary as needed (e.g., *cook*, *deep-frying*, *egg rolls*, *hot*, *oil*, *splashes*, *hand*, *sink cold*, *water*, *ice*, *butter*, *bad*, *burn*, *ointment*, *bandage*, *stove*).

Background

For first-degree burns, hold the burned area under cold running water for a minimum of five minutes. You can also cool a burn with cold compresses or immerse the burn in cold water. Never put ice on the burn. It may cause the burn to take longer to heal. If necessary, take an over-the-counter pain reliever such as aspirin, ibuprofen, naproxen, or acetaminophen.

Exercises

You decide. In pairs or small groups, encourage students to identify which items on the list Quon needs and doesn’t need (e.g., “He needs cold water. He doesn’t need ice.”).

Dialog Modify the dialog for students to practice the option, “Put a cold compress on it.”

About You In Question 2, help students talk about specific ways they can burn themselves (e.g., “I burn myself on the frying pan. I burn myself drinking hot coffee.”).

Low-Beginning Level Lesson Notes

Lesson 1: Choosing Juice

Preview

This story addresses themes of comparing products and making decisions about buying food based on information on Nutrition Facts labels.

Details in this story offer the opportunity to teach or review vocabulary for types of orange juice, shopping, and percentages.

Ask students if they drink orange juice and if so, the time of day they usually drink it. Ask what kind of orange juice they usually buy and what type of container it comes in (e.g., bottle, carton, frozen container, etc.).

Distinguish between a product that is 100% juice and other juice products. If possible, bring in examples of different juices for comparison. Compare the Nutrition Facts labels by passing products around or showing labels on an overhead.

Remind students that juice products that are not 100% juice may also contain large amounts of water, sugar, and many other things. Point out what may be a long list of other ingredients on products that are not 100% juice. Teach or review the words *chemicals* and *dye*.

Discuss the kinds of things in the supermarket to which children are often attracted (e.g., sweet-tasting products, eye-catching labels, products heavily advertised, etc.). Brainstorm a list of things parents sometimes buy for their children (e.g., cookies, candy, sweet drinks, etc.). Examine the list as a whole-group activity and determine which items on it are better choices than others.

Have students discuss a shopping trip they took with a young child. Elicit ways to respond to a child attempting to persuade a parent to buy a particular item (e.g., “I’m not buying that. I don’t have money for that. That isn’t good for you.”).

Introduce or review other key vocabulary as needed (e.g., *supermarket*, *daughter*, *orange juice*, *family*, *bottle*, *delicious*, *Nutrition Facts label*, *ingredients*, *water*, *sugar*, *chemicals*, *dye*, *healthy*, *shopping cart*).

Background Information

Consumers looking for 100% juice need to avoid juice products with names containing *drink*, *beverage*, *cocktail*, and *ade*. These products are not 100% juice, and many have as little as 10% juice. The other 90% may be composed of water, sugars, artificial sweeteners, preservatives, artificial flavors, and dyes.

Exercises

Dialog Have students vary percentages in the exchange (e.g., “It has only 20% juice. What is in the other 80%?”).

Nutrition Facts Label If possible, research the purpose of some of the chemical additives and encourage students to explain what they do (e.g., “Sodium benzoate is used as a preservative.”).

What about you? In Question 2, ask students about products on which they look closely at ingredients or a Nutrition Facts label (e.g, packaged food, sauces, soups, ice cream).

Lesson 2: Allergic to Shellfish

Preview

This story addresses food allergies and allergic reactions. It gives specific instructions regarding restaurant food preparation and points out the danger that arises when a restaurant worker does not fully comprehend a customer’s instructions.

Details in this story offer the opportunity to teach or review vocabulary related to seafood, ordering food in a restaurant, and symptoms of an allergic reaction.

Teach or review the word *seafood*. Elicit or teach types of shellfish. Use pictures to clarify the meaning of the seafood words featured in the story.

Discuss the meaning of *food allergy*. Elicit responses from students about food allergies that they or someone they know may have (e.g., “I am allergic to eggs. My nephew is allergic to peanuts. My friend is allergic to shrimp.”).

Talk about possible symptoms of a food allergy (e.g., skin rash, upset stomach, wheezing, etc.). Identify some that are potentially very serious (e.g., difficulty breathing, fainting, cardiac arrest, etc.). Ask students what they would do for a person having a severe

reaction (e.g., call 911, assist with medication, take the person to the hospital).

Discuss the instructions that the main character in the story gives the waiter about using caution with her food. Teach or review the words *counter*, *grill*, and *utensils*, and discuss why the cook needs to clean them very well.

Introduce or review other key vocabulary as needed (e.g., *seafood*, *shellfish*, *allergic*, *breathing*, *rash*, *upset stomach*, *dangerous*, *waiter*, *cook*, *careful*, *food allergies*).

Background

Shellfish is one of the most common causes of food allergies. Allergic reactions to shellfish may be extremely serious and lead to anaphylactic shock, a severe and potentially fatal reaction. People with a shellfish allergy need to make others aware of their condition. They should also wear a medical alert tag and carry epinephrine (adrenaline) or emergency medication. It's recommended that they avoid seafood restaurants because a non-shellfish meal can become contaminated with shellfish from a grill, fryer, cooking oil, counter, or utensils.

Exercises

Allergic Reactions to Food Inform students that the medication epinephrine comes in a container that looks like a pen and is injected into the thigh. See what students already know about giving CPR. If possible, research the procedure or encourage students to take a class to learn CPR.

Checklist Elicit the names of other food items found in a seafood restaurant and distinguish the shellfish among them.

What about you? In Question 3, encourage students to learn more about allergies triggered by common foods (e.g., peanuts, walnuts and other tree nuts, fish, eggs, etc.).

Lesson 3: Under Stress

Preview

This story addresses the themes of things that create stress, the physical side effects from stress, and the measures taken to alleviate it.

Details in this story offer the opportunity to teach or review vocabulary for physical symptoms, doctor's examinations, and recreational activities.

Teach or review the meaning of *worry* and elicit responses about things people typically worry about. Encourage students to discuss what parents provide for their families (e.g., food, housing, clothing, education, etc.). Ask students about the hours they typically spend at work and if they normally work more than eight hours a day.

Ask students about physical symptoms associated with stress (e.g., back, shoulder, and neck pain, headaches, fatigue, sleep disturbances, teeth grinding, etc.). In particular, focus on headaches, neck pain, and teeth grinding, as mentioned in the story. Ask students whether symptoms like these should be checked by a doctor.

Teach or review the concept of being *under stress*. Elicit or review students' ideas about causes of stress. Ask students what people can do to reduce stress (e.g. exercise, relax, sleep, eat well, meditate, take a vacation, etc.).

Talk about leisure activities that can sometimes cost a lot of money (e.g. movies, theater, amusement parks, restaurants, etc.). Have students consider how much it costs for a family of five to see a movie in a local theater. Encourage students to estimate or research prices of items at a concession stand (e.g. popcorn, drinks, candy).

Introduce or review other key vocabulary as needed (e.g., *manager*, *supports*, *worries*, *college*, *grinds*, *teeth*, *symptoms*, *exams*, *tests*, *stress*, *relax*, *movie*, *tickets*, *rubs*, *popcorn*).

Background

Real illnesses may be the reason behind many of the symptoms of stress. People experiencing physical or emotional symptoms should be thoroughly examined by a medical professional.

Exercises

Dialog Encourage students to vary their answers in response to the question, "What are your symptoms?" (e.g., "I can't sleep. My stomach hurts. I have heart palpitations. My jaw hurts.").

Problem Solving Encourage students in pairs or in small groups to think about other constructive ways to reduce stress. As a class activity, have students discuss which ideas are affordable and effective.

What about you? In Question 1, ask students about things that cause money worries.

Lesson 4: A Heavy Box

Preview

This story addresses the themes of lifting heavy items correctly to prevent injury and requesting help when you need it.

Details in this story offer the opportunity to teach or review vocabulary for body parts used in lifting, common injuries, and understanding directions.

Elicit responses from students about occupations where lifting may be required (e.g., mover, nurse, construction worker, delivery person, factory worker, gardener, custodian, etc.).

Teach or review the words *light* and *heavy*. Have students create a list of items that are heavy (e.g., refrigerator, piano, full trash can, large pile of newspapers, etc.). Then elicit responses from students about items on the list that they can and can't lift without assistance (e.g., "I can lift a full trash can. I can't lift a piano.").

See what students may already know about preventing back injuries. Bring in a large empty box and put it on the floor. Encourage volunteers to come to the front of the class and lift it. Tell them to imagine it is very heavy. Look for students who are bending their knees versus those with their legs straight. If necessary, model the steps of lifting correctly as explained in the lesson.

Discuss back injuries and elicit ways people get them (e.g., lifting heavy objects incorrectly, sitting or standing for prolonged periods, being out of shape, etc.). Have students suggest ways to prevent back injuries.

Elicit polite ways to ask for help when you need it (e.g., "Can you please help me? Can you give me a hand? Would you mind helping me lift this?"). Have students name devices that can assist people in moving heavy objects (e.g., dollies, forklifts, hand trucks, etc.). Bring in pictures of these items to clarify meaning.

Introduce or review other key vocabulary as needed (e.g., *warehouse*, *boxes*, *light*, *heavy*, *move*, *bends*, *straight*, *supervisor*, *hurt*, *back*, *squat*, *hips*, *knees*, *lift*, *close*, *help*).

Background

According to the Bureau of Labor Statistics, more than one million workers suffer back injuries each year. Back injuries are responsible for one out of five workplace injuries. Many occupations pose a significant risk of an employee getting a back injury. However, many back injuries can be avoided by using correct lifting procedures.

Exercises

Dialog Substitute other heavy items for the box (e.g., desk, plant, cabinet, etc.).

Lifting a Heavy Box Have students work in pairs. Direct one student to imagine that he or she is lifting a heavy object on the floor. Have the other student give directions for lifting safely.

What about you? In Question 5, have students talk about things they routinely need (and ask for) help with at work (e.g., "I ask for help when there are a lot of customers. I ask for help when I need to get a patient into a wheelchair.").

Lesson 5: A Shoulder Injury

Preview

This story addresses the themes of a surgical procedure after a shoulder injury and following the doctor's directions for the recovery period.

Details in this story offer the opportunity to teach or review vocabulary related to an injury of a specific body part, postoperative care, and resuming normal activities.

Teach or review the verb *slip*. Ask students about the things on which people can slip (e.g., ice, water, etc.). Brainstorm the names of other body parts you can injure in a fall if you slip.

Discuss shoulder surgery and the physical limitations a person may have afterwards. Teach or review the term *rest* and make sure that students understand the Julia can't use her shoulder. Have students think of everyday household activities that require the use of a shoulder (e.g., washing dishes, sweeping, vacuuming, folding laundry, etc.).

Mention that *physical therapy* may be recommended after an injury. Talk about how a physical therapist works with patients to help them regain strength and feel better. Mime stretching and using weights and pulleys to explain the exercises in the story. Encourage students to think of other good exercises for older people.

Elicit responses from students about activities that can be dangerous, particularly for an older person (e.g., walking down steps, getting out of a bathtub or shower, walking on uneven ground, etc.). Have students talk about helpful ways to avoid slipping on icy steps (e.g., hold the handrail, wear shoes with good tread, walk slowly, watch where you're stepping, etc.).

Introduce or review other key vocabulary as needed (e.g., *steps, winter, icy, slips, ice, shoulder, painful, surgery, rest, sweep, vacuum, lift, heavier, physical therapy, physical therapist, exercises, stretches, weights, pulleys, stronger, better, husband, swimming*).

Background

Falls are a serious health risk to millions of older people in the U.S. One in three people age 65 and older falls each year. Fractures are often the most serious result when an older person falls. However, many of these falls and the resulting trauma can be prevented. Exercises to improve strength, balance, and flexibility may assist in preventing falls. People can also make adjustments at home, such as installing grab bars, handrails, and good lighting, as well as removing items that can cause someone to slip or stumble.

Exercises

Dialog Encourage students to vary the frequency that someone may need physical therapy (e.g., “You need physical therapy two times a week.”).

Getting Physical Therapy Use a telephone directory and guide students to find advertisements for physical therapists in your area. Pose the same follow-up questions that appear in the exercise.

What about you? In Question 5, have students name the types of exercises they do.

Lesson 6: Flossing Helps

Preview

This story addresses the themes of becoming more aware of good oral hygiene and including flossing in an everyday oral health routine.

Details in this story offer the opportunity to teach or review vocabulary for things used to maintain healthy teeth and gums, conditions that cause tooth decay and gum disease, and understanding a dentist’s instructions.

Elicit from students some things people use to take care of their teeth. Ask students which of those things can clean between the teeth. Ask students how often they visit a dentist.

Ask students about foods that are good for your teeth (e.g., fruit, vegetables, whole grains, etc.) and what foods to avoid (e.g., sugary sodas, candy, cookies, etc.). Teach or review the word *plaque* and explain it as a film on the teeth where bacteria can grow and cause tooth decay and gum disease.

Discuss what happens during a routine dental visit (e.g., teeth-cleaning, examination, x-rays, etc.). Ask students what they like and don’t like about going to the dentist (e.g., “I like the way my teeth feel after a cleaning. I don’t like getting cavities filled.”).

If possible, bring in a packet of dental floss. Remove about 18 inches of dental floss to show the amount suggested in the story. Ask students if using floss is a regular part of their teeth-cleaning routine.

Introduce or review other key vocabulary as needed (e.g., *teeth, diet, sugary, twice, fluoride, dentist, smile, plaque, film, bacteria, floss, gum disease, toothbrush, inches*).

Background

The American Dental Association recommends that people brush twice a day and use floss to remove plaque from between the teeth and from around tooth surfaces. In addition, the ADA recommends the use of fluoride toothpaste, eating a balanced diet, and regular dental visits.

Exercises

Problem Solving In pairs or in small groups, have students share information about a dentist in the community (e.g., “What is your dentist’s name? Where is the office? What language does the dentist speak? How much do you pay?”).

What about you? In Question 4, have students say the brand name of the toothpaste they use (e.g., “I use ____.” “I brush my teeth with ____.”). Ask students to say whether or not the toothpaste contains fluoride.

Lesson 7: Two Cutting Boards

Preview

This story addresses the importance of using separate cutting boards for meat and vegetables and of sanitizing kitchen tools.

Details in this story offer the opportunity to teach or review vocabulary related to items in the kitchen and actions that may result in food-borne illness.

If possible, bring in a plastic and a wooden cutting board. Ask students which cutting board may be a better choice for cutting raw or uncooked food and why. Ask students if they have cutting boards in their kitchens at home and if so, how many and what they are made of.

Ask students how they clean their cutting boards. Elicit responses about the things they use to clean them

(e.g., hot water, soap, scrub brush, sponge, dish cloth, automatic dishwasher, etc.). Note any responses about different methods (e.g., “I clean my wooden cutting board with soap and water. I put my plastic cutting board in the dishwasher.”).

Teach or review the word *bacteria* and ask students about common food sources of bacteria (e.g., raw meat, poultry, or seafood, eggs, produce, etc.). Discuss ways to prevent getting sick from these foods (e.g., wash hands, utensils, food surfaces; keep raw foods away from other foods; cook foods at safe temperatures; refrigerate cooked food promptly, etc.).

Show students one teaspoon and a one-quart container. If possible, bring in a chlorine bleach container. Emphasize that chlorine bleach is a toxic substance and only a very small amount (one teaspoon) is used in water to sanitize areas in the kitchen. Ask students how they clean areas around their kitchens. In particular, ask if they use anything in addition to soap and hot water.

Introduce or review other key vocabulary as needed (e.g., *soup, chicken, vegetables, cutting board, bacteria, sick, raw, different, knife, counter, soapy, chlorine bleach, quart, rinses, kitchen towel, laundry*).

Background

To prevent cross-contamination from a cutting board, the FDA recommends use of smooth cutting boards composed of hard maple or a non-porous material like plastic. These can be cleaned easily as long as they do not contain any cracks. Cutting boards should be washed with hot water, soap, and a scrub brush to remove all traces of food. They should then be sanitized either in an automatic dishwasher or rinsed in a solution of 1 teaspoon (5 milliliters) of chlorine bleach in 1 quart (about 1 liter) of water. To be safe, use one cutting board for raw foods, such as meat and fish, and another for foods like fresh fruit, vegetables, and bread.

Exercises

Dialog Substitute other foods that can contain bacteria (e.g., raw pork, raw shellfish, etc.).

Checklist Ask students about places in the home where they may occasionally use small quantities of chlorine bleach (e.g., in the laundry, in the kitchen, in the bathroom, etc.).

What about you? In Question 3, have students name the products they use to wash their cutting boards or the kind of detergent they use in the dishwasher.

Lesson 8: Getting a Refill

Preview

This story addresses the themes of procrastination and why it’s important, before you run out, to refill medication that you will continue to take.

Details in this story offer the opportunity to teach or review vocabulary related to prescription medications, days of the week, time of day, and interactions with a pharmacy assistant.

Teach or review the word *asthma*. Explain it as a condition that makes it hard to breathe. Encourage students to think of things that may trigger an asthma attack (e.g., smoke, dust, pets, air pollution, stress, exercise, perfume, some plants, etc.). Tell students that some people use prescription medication to control asthma.

If possible, bring in a sample prescription drug label. Pass it around or project the label on an overhead and ask students to identify where it indicates the number of refills available. Point out other information on the label. Ask students to answer questions about the label (e.g., What is the patient’s name? What is the prescription number? What is the name of this medication?).

Talk about the process of getting either a new prescription or a refill at a pharmacy. Ask students if they request a refill over the telephone, and if so, what information they provide. Ask students how long they typically wait for a prescription or a refill. Ask for reasons why there are sometimes no more refills on a prescription (e.g., “The doctor needs to examine the patient. The patient doesn’t need any more of this medication.”).

Introduce or review other key vocabulary as needed (e.g., *asthma, medicine cabinet, medication, pharmacy, refill, forgets, prescription number, fax, pick up, wait, later*).

Background

Asthma is a chronic respiratory disorder characterized by shortness of breath, wheezing, and tightness of the chest. Cases of asthma have risen dramatically in the past 20 years, most likely as a result of environmental factors.

Never wait until you run out of medication before calling a pharmacy for a refill. Pharmacists recommend that people call approximately one week before they need it. This is especially important for individuals who take medication regularly.

Lesson 9: Calling Poison Control

Preview

This story addresses the themes of keeping vitamins out of reach of children and the serious consequences of forgetting to put on a child-resistant cap.

Details in this story offer the opportunity to teach or review vocabulary related to children's vitamins, other potentially harmful substances, appropriate places to keep vitamins and other substances out of children's reach, and calling a Poison Control center.

Teach or review the term *child-resistant cap*. If possible, bring in some products that have child-resistant caps (e.g., pain relievers, vitamins, prescription medication, etc.). Demonstrate the process of opening them and compare it to opening a regular cap. Ask students if they deliberately buy or don't buy products with child-resistant caps.

Ask students with children if they give their children a children's vitamin. Elicit the names of some of the products and whether or not they are modeled after cartoon characters. Ask if their children like them and how they taste.

Talk about places to store things that you want to keep out of reach of children (e.g., high shelf, locked cabinet, on top of the refrigerator, etc.). Ask about things in the home that you wouldn't want a child to get a hold of (e.g., cleaning supplies, medicines, alcohol, plants, pesticides, etc.). Discuss other things that help keep children safe around the home (e.g., locks or latches on cabinets, electrical outlet covers, gates across stairways, etc.).

Find out what students may already know about calling a Poison Control center. Provide a telephone number for the one in your community. Remind students that several questions may be asked when they call. Emphasize that these questions are not meant to invade one's privacy, but rather to evaluate the victim

and recommend treatment in a poisoning emergency. Remind students that assistance is offered in many different languages.

Introduce or review other key vocabulary as needed (e.g., *children's vitamin*, *cartoon characters*, *taste*, *yum*, *tomorrow*, *child-resistant cap*, *top shelf*, *dangerous*, *forgets*, *bottle*, *runs*, *chewing*, *upset*, *empty*, *Poison Control center*).

Background

The U.S. National Poison Hotline is 1-800-222-1222. When you call this number, you will be automatically linked to the nearest poison center. The service is fast, free, and private, and addresses the needs of adults and children. If the victim has collapsed or is not breathing, call 911 immediately. Center personnel can suggest how to respond to toxins that are ingested or inhaled, or that have come in contact with the skin.

Poison Control staff must ask several questions. They use the information to determine if a case presents a serious risk. Many poisonings can be treated safely at home after advice is offered over the telephone. Specially trained nurses and pharmacists are available 24 hours a day, seven days a week to offer treatment, preventive advice, and information about potential poison hazards.

Exercises

Dialog To expand the dialog, have students practice responses to routine questions asked at a Poison Control center (e.g., "What is the child's name? What is the child's age? What is the child's weight? What are the child's symptoms? What did the child take? How much did the child take? When did the child take it? What have you done so far? Is the child taking other medication? How is the child's general health? What is your name? What is your relationship to the child? What is your city and county? What is your zip code? What is your telephone number? Where is the nearest hospital?").

Checklist For items that students have in their homes, ask specifically where they keep them and if that location is accessible to a child (e.g., "Where do you keep the bleach? Can your child reach it?"). Also, have students check the products that have child-resistant caps.

What about you? In Question 5, review the telephone number for the U.S. National Poison Hotline: 1-800-222-1222. If access to the Internet is possible, see what you can find out about your local Poison Control center.

Lesson 10: Packing for the Hospital

Preview

This story addresses the themes of packing for the hospital and remembering important information for the hospital staff.

Details in this story offer the opportunity to teach or review vocabulary for clothing, personal items, allergies, medication, and members of a hospital staff.

Teach or review the word *suitcase* and have students suggest what to pack in one before going to a hospital. Elicit items of clothing that would be useful (e.g., pajamas, slippers, bathrobe, etc.). Also, elicit personal items that a person should bring (e.g., toothbrush, toothpaste, razor, shampoo, hairbrush). If possible, show pictures to clarify the meaning of the terms.

Teach or review the word *staff*. Explain it as the people who work in a particular place. Brainstorm names of hospital staff that patients and visitors can have contact with (e.g., doctors, nurses, dieticians, social workers, translators, etc.). Ask students about people who may accompany a patient during hospital admittance (e.g., mother, father, daughter, son, sister, brother, friend, neighbor).

Ask about other important things that the hospital staff may need (e.g., insurance information, identification, prescription drugs, allergy information, health history, emergency telephone numbers). Teach or review the word *chart*. Remind students that this is the place where information about a patient is recorded.

Ask students to think of some items that a patient might enjoy during a stay in the hospital (e.g., books, magazines, word games, newspaper). Have students list items that can be found in a hospital gift shop (e.g., flowers, toys, cards).

Introduce or review other key vocabulary as needed (e.g., *pajamas, slippers, bathrobe, razor, soap, shampoo, toothbrush, toothpaste, health insurance, prescription drugs, original containers, allergies, antibiotics, strawberries, staff, admitted, record, chart, organization, gift shop*).

Background

Never bring large amounts of money, credit cards, jewelry or other expensive items, or valuable papers to the hospital. Check with the hospital about cellular phones. In some areas, they may be prohibited. Do not

bring appliances or machines to the hospital without the approval of the hospital staff. In general, it is not a good idea to bring food as it may conflict with dietary restrictions. Label all personal items with your name.

Exercises

Checklist Have students look at the information and think about the person on a hospital staff who may need it (e.g., “The doctor needs his medical history. The admittance clerk needs his insurance information.”).

What about you? In Question 1, encourage students to give examples of ways to be helpful to someone going into the hospital (e.g., “I visit him. I pick up his mail at home. I bring him a book to read.”).

Lesson 11: Talking about Alcohol

Preview

This story addresses themes of a father’s effort to discourage his child from drinking alcohol or riding in vehicles with teens who have been drinking.

Details in this story offer the opportunity to teach or review vocabulary for the effects of alcohol on drivers and alternatives to getting into a car with a driver who is impaired.

Teach or review the word *teenager*. Discuss some of the pressures a teenager faces (e.g., alcohol, drugs, sex, etc.). Ask students with children whether they talk about alcohol or other serious subjects with their teenagers. Ask students whether or not their parents discussed these issues with them.

Have students talk about the effects of alcohol, especially on a person driving. Encourage students to discuss the effects of alcohol on one’s senses and physical capabilities. Teach or review the words *vision, hearing, and reactions*.

Discuss the negative impact that alcohol abuse may have on a teenager (e.g., poor grades, behavior problems, legal penalties, etc.). Elicit ways they can get to know their teenager’s friends and their parents. (e.g., “Invite them to your home. Get involved in school activities.”).

Brainstorm ideas to prevent teenagers from riding in cars with people who have been drinking (e.g., give money for transportation, pick them up whenever they need a ride, etc.). Encourage students to consider what they would do to avoid riding with an impaired driver (e.g., call a taxi, call a friend, take public transportation, etc.).

Teach or review the word *trust*. Elicit responses about things parents can trust their children to do (e.g., “I trust my child to come home on time. I trust my child to stay away from alcohol.”).

Introduce or review other key vocabulary as needed (e.g., *alcohol, teenager, drinking, dangerous, decisions, safe, legal, driving, vision, hearing, reactions, accidents, promises, passenger, friends, nervous, transportation, trust*).

Background

Automobile accidents are the leading cause of death of teenagers in the U.S. When alcohol is involved, a teenager’s crash risk is substantially higher than an adult’s. Teenagers are much more likely to engage in risky behaviors. Discussing the use of alcohol and drugs helps teenagers become more aware of their responsibilities as both a driver and a passenger. Parents should continually stress the serious facts about alcohol and substance abuse.

Exercises

Dialog Encourage students to think of people or organizations who may be good sources of support or information for parents (e.g., school nurse, family doctor, teacher, other parents, Mothers Against Drunk Driving [MADD], etc.).

Problem Solving Assist students in thinking of appropriate things to say to a person who shouldn’t be driving (e.g., “Where are your keys? Let me call someone for you. Don’t drive. It isn’t safe.”).

What about you? In Question 3, encourage students to give reasons why they think drinking is dangerous.

Lesson 12: A Child with Pink Eye

Preview

This story addresses the themes of recognizing and treating conjunctivitis and preventing its spread.

Details in this story offer the opportunity to teach or review vocabulary related to the symptoms of conjunctivitis, visiting a pediatrician, directions about medication, and general tips about prevention of conjunctivitis.

Teach or review the infection *conjunctivitis*. Explain that it is also commonly known as pink eye. Point out that its symptoms usually include a red and itchy eye as well as a discharge, a fluid that may be yellow in color. Mention that conjunctivitis is contagious, or spreads easily.

Teach or review the word *preschool*, where children go before kindergarten. Talk about the close contact between children in preschools. Discuss other illnesses that are passed easily from one child to another (e.g., colds, flu, strep throat, etc.).

Teach or review the word *pediatrician*, a doctor who treats children. Encourage students to give reasons why parents bring their children to pediatricians (e.g., fever, rash, cough, sore throat, ear infection etc.). Remind students that a doctor should see anyone with symptoms of conjunctivitis.

Ask students when they would remind children to wash their hands (e.g., after school, after using the bathroom, after playing outside, after touching an animal, after contact with a sick person, etc.).

Introduce or review other key vocabulary as needed (e.g., *preschool, early, red, itchy, rubbing, conjunctivitis, pink eye, infection, spreads, pediatrician, discharge, bacterial, prescription, antibiotic eye drops, contagious*).

Background

Bacterial pink eye symptoms include eye pain, itching, swelling, redness, and discharge that is generally yellow or green in color. Pink eye is treated with prescription antibiotic eye drops or ointment. Never use another person’s medication or remaining medication from a previous infection. These may be unsuitable for a present condition or perhaps contaminated from previous contact.

Children with pink eye should not be in school. Once children with bacterial pink eye get antibiotic treatment, they may usually return to school 24 hours later. To prevent the spread of conjunctivitis, wash your hands frequently with warm water and soap. Avoid touching your eyes with your hands. Do not share towels, washcloths, or pillowcases. These items should be changed and washed frequently. Contaminated eye makeup should be thrown away. Never use anything that may have come in contact with another person’s eyes.

Exercises

Dialog Encourage students to substitute, “How long do I give them to my son?” or “How long do I take them?” to vary the dialog.

Problem Solving For the suggestion *See a Doctor*, have students find or share information about pediatricians in their community.

What about you? In Question 1, have students talk about other things they may have used to ease the symptoms of conjunctivitis (e.g., warm compresses, chamomile tea bags, etc.).

Lesson 13: Translating at the Doctor's Office

Preview

This story addresses the themes of physical challenges of living with arthritis and consulting a doctor with the assistance of a translator.

Details in this story offer the opportunity to teach or review vocabulary related to hand movements in cooking, the use of a translator, and common arthritis treatment options.

Teach or review the condition *arthritis*. Discuss how pain and stiffness are common symptoms. Point out that Mi-Ok, the character in the story, has arthritis in her *hands*. Ask about other places in the body that can be affected by arthritis.

Mime the way that Mi-Ok uses her hands to cook, slice vegetables, pick up pots, and open jars. Show a pained facial expression to convey the discomfort she experiences performing these tasks. Ask students to name other activities that are possibly challenging for someone with arthritis in his or her hands (e.g., getting dressed, bathing, gardening, opening windows, etc.).

Teach or review the word *translates*. Explain that Mi-Ok's son translates to help the doctor and Mi-Ok understand each other. Have students discuss other occasions when having a translator may be very important (e.g., in a hospital, in a court of law, in a government office, etc.). Ask students if they feel comfortable speaking in English with a doctor. Ask students if they have ever translated for or gotten translation from a family member or friend.

Talk about the treatment options mentioned in the story: medication, injections, physical therapy, and surgery. Ask students which option they think would be the most helpful.

Introduce or review other key vocabulary as needed (e.g., *hands, cook, vegetables, pots, jars, son, Korean, examines, medication, translates, injections, physical therapy, surgery, explains, nods, prescription, pills, pain, eat out*).

Background

Nearly one in three adults has been diagnosed with arthritis. Symptoms are generally characterized by inflammation and restricted movements of the joints along with pain, stiffness, swelling, warmth, and redness of the skin. Although osteoarthritis is the most common type in older people, there are many different types of arthritis, and it can affect people in all age groups. Patients must be evaluated thoroughly, as symptoms may vary greatly.

Doctors recommend treatment to slow the progressive damage in joints as well as to ease chronic pain.

Exercises

Dialog Substitute other family members (e.g., father, grandmother, grandfather, etc.) in the line "We want your mother to understand everything."

A Prescription for Arthritis Medication Bring in other sample labels and check comprehension with the same follow-up questions.

Problem Solving Have students practice making requests before a doctor's appointment (e.g., "I need a translator who speaks Korean. I need a translator who speaks Spanish.").

What about you? In Question 2, encourage students to name people they have accompanied to the doctor (e.g., mother, father, husband, wife, son, daughter, friend, neighbor, etc.).

Lesson 14: A Bad Cut

Preview

This story addresses the themes of reacting to a bad cut at work and determining whether or not it requires medical treatment.

Details in this story offer the opportunity to teach or review vocabulary for first aid for a cut and treatment for it at an emergency clinic.

Teach or review *knife* and the occupation *cook* as used in the story. Have students discuss the ingredients in soup that need to be cut before cooking and which things are more difficult to cut. Teach or review the word *index finger* to indicate the finger Javier injures and the adjectives *long* and *deep* to emphasize the seriousness of the cut.

Ask students if they ever cut themselves using a knife at work or at home. Ask what they do to treat a cut (e.g., wash it, apply pressure, put ointment on it, put a bandage on it, etc.). If appropriate, encourage students to tell about an incident when they needed stitches.

Discuss the correct way to use a knife for cutting. Mime the right way (cutting away from your body) and wrong way (cutting toward your body). Elicit suggestions for using a knife safely (e.g., "Watch what you're doing. Work slowly and carefully. Cut away from your body. Keep your hands dry. Don't work on a wet surface.").

Ask students to consider co-workers or people at home who could be helpful in an emergency. Discuss whether or not they have emergency contacts at work or

at school, and if so, who is listed. Ask students where they would go if they needed emergency medical treatment.

Introduce or review other key vocabulary as needed (e.g., *cook, onion, soup, sharp, knife, slips, cuts, index finger, drops, cut, long, deep, towel, wraps, tightly, manager, apply pressure, bleeding, stitches, sister, emergency clinic, tetanus shot*).

Background

To stop a cut from bleeding, apply pressure with a clean cloth, towel, tissue, or gauze. Do not remove it even if the blood soaks through the material over the cut. Put another clean cloth over it and apply more pressure. Continue the pressure for a full 15 to 20 minutes. Resist looking at the cut during that period. Then you can check to see if the bleeding has stopped. Repeat the process if the bleeding doesn't stop.

See a doctor if your wound is deep or if the edges appear jagged or don't stay together. You may need stitches or a skin adhesive to properly close the wound. These things can help reduce the amount of scarring. Tetanus shots are often recommended after a bad cut to prevent tetanus infection.

Exercises

Dialog Encourage students who are able to handle past-tense structures to say the full forms of the questions. If appropriate, have students practice dialogs using complete past-tense questions and answers.

Caring for Stitches Explain the terms *redness, drainage, warmth, or swelling* as necessary.

Checklist Have students make lists of things that may help people with other types of injuries (e.g., burn, fall, sprain, bump, etc.).

What about you? In Question 5, bring in a telephone directory and have students look for emergency clinics in your area.

High-Beginning Level Lesson Notes

Lesson 1: Fast Food Decision

Preview

This story addresses themes of exploring healthier options to fast food in a daily diet.

Details in this story offer the opportunity to teach or review vocabulary for fast food meals, numbers for calories and fat grams, and examples of nutritious meals.

Ask students for examples of fast food restaurants in your community. Have students name the types of foods they serve (e.g., hamburgers, hot dogs, pizza, tacos, etc.). Ask students if they ever eat this type of food and, if so, how often. Think of adjectives that often describe this type of food (e.g., heavy, greasy, fast, sweet, cheap, tasty, filling, salty, etc.). Ask students to name some area restaurants that serve nutritious meals.

Teach or review the words *calories* and *fat grams*. Explain calories as units to measure the energy a food produces and fat grams as units to measure fat in a food. Remind students that fast food is generally high in calories and fat grams. Using the Internet or other sources, research some popular fast food items and find out what they contain in calories and fat grams.

Teach or review the size *extra-large*. Talk about other adjectives that may describe very large portions of a menu item (e.g., double, triple, jumbo, super-size, giant, bottomless, etc.). Ask students to think about menu items with which these words are often used (e.g., hamburgers, sodas, French fries, shakes).

Introduce or review other key vocabulary as needed (e.g., *lunch, fast food, signs, decision, cheeseburger, pizza, fried chicken, a taco, hot dog, co-worker, calories, fat grams, invites, healthy, sighs, excited, delicious, heavy, greasy, low, hurry*).

Background

Some fast food restaurants are offering more nutritious options in response to more health-conscious consumers. Ingredients and nutrition information are now available on some menus. People should choose fast foods carefully, as the majority of it is still high in calories and fat grams.

Exercises

Fast Food Menu Encourage students to research other common fast food menu items and to find out the number of calories and fat grams in these items.

Problem Solving Ask students to plan healthy lunches that they can bring from home. Have students share their menus orally.

What about you? In Question 2, ask students if they think fast food is bad and if so, why.

Lesson 2: Allergic to Penicillin

Preview

This story addresses dealing with an allergic reaction to penicillin and understanding that some reactions can be life-threatening.

Details in this story offer the opportunity to teach or review vocabulary related to body parts, infections, antibiotics, and people who need to know about an allergy.

Teach or review the word *penicillin*, a frequently prescribed antibiotic used to treat many kinds of bacterial infections. Elicit or teach the types of infections where penicillin may be prescribed (e.g., strep throat, some ear infections, pneumonia, urinary tract infections, some skin infections, etc.).

Teach or review ways of expressing that you are allergic to something (e.g., “I am allergic to _____. I have a/an _____ allergy. I have a reaction to _____.”). Discuss the symptoms of an allergic reaction (e.g., skin rash, upset stomach, wheezing, etc.). Identify some allergic reactions that are potentially very serious (e.g., difficulty breathing, fainting, a drop in blood pressure, cardiac arrest, etc.). Ask students how to help a person having a severe allergic reaction (e.g., call 911, assist with medication, take someone to the hospital, etc.).

Teach or review the word *hives* and explain the condition as large red spots that appear on the body. Ask students about things that may trigger hives (e.g., food, medicine, insect stings, food additives, topical skin products, stress, etc.). Ask if they’ve ever had hives and what helped the spots to disappear.

Name some of the people who should know that you have a drug allergy (e.g., doctor, nurse, dentist, pharmacist, etc.). Discuss identification that a person might wear or carry to alert others of their allergy (e.g., medical alert bracelet or necklace, alert card in the wallet, etc.).

Introduce or review other key vocabulary as needed (e.g., *penicillin*, *strep throat*, *rash*, *spots*, *back*, *chest*, *stomach*, *worried*, *stop*, *examining room*, *allergic*, *prescription*, *antihistamine*, *tell*, *medical professionals*, *alert card*, *wallet*, *life-threatening*, *parking attendant*).

Background

Some penicillin allergy symptoms can be mild, involving no more than a rash or itchy eyes; they can be controlled with antihistamines. Others may be severe and involve life-threatening breathing problems where emergency treatment is required. If you are allergic

to penicillin, it’s good to make others aware of your condition, particularly medical professionals who could inadvertently prescribe it. Your doctor may recommend a skin test to determine whether or not you have a penicillin allergy.

It’s important to finish a course of antibiotics, even if you feel better before you have taken all of the medicine. The infection may come back if you stop taking the medicine too soon. Remind students that there are many other kinds of antibiotics in addition to penicillin. Also remind them that antibiotics do not work for colds, the flu, or other viral infections.

Exercises

Dialog Have students substitute other concerns for, “I have this rash all over my body.” Suggest using other common reactions (e.g., “I am nauseous. My face is swollen. My eyes itch. My stomach is upset. I am dizzy.”).

Medical Alert Card Encourage students to make their own cards with their doctor’s name, their address, phone number, blood type, and known allergies.

What about you? In Question 4, research the names of common antibiotics other than penicillin.

Lesson 3: Losing Weight

Preview

This story addresses the themes of increased health risks for overweight people and a character’s resolve to lose weight by following his doctor’s advice.

Details in this story offer the opportunity to teach or review vocabulary for physical symptoms, health problems associated with being overweight, and healthy ways to lose weight.

Teach or review the word *overweight* and elicit some of the problems experienced by an overweight person. Ask students whether or not they think people often gain weight in the years after high school. Elicit responses from students about why this is often true (e.g., “People don’t exercise. They aren’t active. They eat too much fat.”).

Find out what students already know about the more serious health problems associated with being overweight (e.g., heart disease, type 2 diabetes, high cholesterol, high blood pressure, etc.). Remind students that those illnesses claim the lives of thousands of people in the U.S. each year.

Ask students about the advice that a doctor would give an overweight person (e.g., diet, exercise, etc.). Ask students if they think it’s better to lose weight quickly or slowly and sensibly, as recommended in the

story. Ask students how long they think it would take to lose 50 pounds slowly.

Ask students about good exercises for a person who is clearly out of shape and beginning to exercise after a long time. (e.g., walking, swimming, stretching, etc.). Have students talk about cooking techniques that are better for someone attempting to lose weight (e.g., bake, broil, steam, etc.) and ones that are not as good (e.g., frying or cooking with butter and oil).

Introduce or review other key vocabulary as needed (e.g., *weighs, pounds, high school, healthy, physical exam, lose, overweight, increase, heart disease, type 2 diabetes, high cholesterol, high blood pressure, suggestions, diet, exercise, slowly, sensibly, overnight, advice, stairs, balanced, fry, bakes, broils, steams, lighter, college*).

Background

Sixty-five percent of adults in the U.S. are considered to be overweight. Being overweight increases the risk of several serious medical conditions: coronary heart disease, type 2 diabetes, high cholesterol, high blood pressure, and some types of cancer, among others.

Exercises

Dialog Create new dialogs by having the speaker vary his or her weight and the number of pounds heavier he or she is today than in high school.

Healthy Cooking Encourage students in pairs or in small groups to share a healthy, low-fat recipe.

What about you? In Question 5, ask students to share the kinds of exercise that they do daily (e.g., walking, running, riding a bicycle, skating, dancing, etc.).

Lesson 4: Seeing Stars

Preview

This story addresses the theme of responding to a head injury by taking the victim to a hospital for an evaluation.

Details in this story offer the opportunity to teach or review vocabulary for ways to hit your head, symptoms of a head injury, and hospital tests that determine a concussion.

Teach or review the word *concussion*. Explain it as an injury to the brain. Elicit responses from students about ways to get a head injury (e.g., falling off a bicycle, hard contact in sports, an automobile accident, etc.). Talk about Lucy getting a concussion by climbing on a wobbly, old chair and falling backwards.

See what students already know about physical signs of a concussion (e.g., dizziness, nausea, vomiting, confusion, etc.). Make sure students understand the difference between *conscious* and *unconscious*. Teach or review the term *seeing stars* as another symptom. Explain that it refers to little flashes of light that some people may see after a head injury.

Ask students about how a family member or a friend may react to someone who has had a head injury. Elicit possible feelings (e.g., worried, anxious, upset, nervous, concerned, frightened, etc.). Discuss possible responses to the situation (e.g., calling 911, taking the victim to a hospital, talking calmly to the person, etc.).

Discuss the evaluation that a person with a head injury may have in a hospital. Model typical questions they could be asked (e.g., “Can you say the alphabet? What day is it? Who is the president? What is your name?”). Remind students that these questions are for the purpose of checking a patient’s memory and ability to concentrate. Talk about other things that check for brain injury, such as a special brain x-ray called a CAT scan, also known as a CT scan. Teach or review the words *balance* and *reflexes* as other areas that are routinely tested.

Ask students about ways to prevent getting a head injury (e.g., using seatbelts in a car, wearing a helmet when playing sports, using a sturdy stepladder for climbing, etc.). Ask students to think about where and how head injuries occur and to discuss falls and related risks for babies, toddlers, children, teens, adults, and seniors.

Introduce or review other key vocabulary as needed (e.g., *dust, high, shelf, wobbly, chair, tips over, falls, backwards, hits, husband, crash, upset, conscious, clearly, seeing stars, injury, dangerous, balance, reflexes, CAT scan (CT scan), brain, stepladder, nighttime*).

Background

Any head injury should be taken seriously. Although most concussions are mild, some can have lasting effects. To be safe, it is strongly recommended that a person get an evaluation by a medical professional. Most people with mild brain injuries recover fully after sufficient time and rest. The following signs may indicate a concussion:

- seeing stars or flashes of light
- dizziness or light-headedness
- nausea or vomiting
- headaches, blurred vision, or sensitivity to light
- slurred speech or saying things that don’t make sense

- difficulty with thinking or concentration
- problems with memory or decision making
- feeling overly tired
- difficulty with coordination or balance
- feelings of irritability or anxiety without reason

Exercises

Dialog Encourage students to think of other ways for a person to get a big bump on the head (e.g., “I fell off my bicycle. I got hit in the head with a baseball. I fell off a chair.”).

Care for Concussion Have students brainstorm the names of some common aspirin-free medications for headaches. Also, point out that the doctor gives these instructions to Lucy’s husband, as he is the person who is caring for her.

What about you? In Question 4, ask students for a first-hand account of when they or someone they know had a head injury.

Lesson 5: Walking and Weights

Preview

This story addresses the themes of the dangers of osteoporosis and the benefits of an active lifestyle, especially for senior citizens.

Details in this story offer the opportunity to teach or review vocabulary related to health risks among older people, ways to slow the progress of osteoporosis, and physical activities for seniors.

Teach or review the condition *osteoporosis*, a disease that makes your bones break easily. Ask students about things that can help or even prevent osteoporosis (e.g., exercise, calcium in the diet, vitamin D, etc.).

Check what students know about the benefits of regular exercise at any age (e.g., strengthens bones and muscles, improves posture, reduces risk of fractures, delays or prevents diseases, improves balance and flexibility, etc.). Talk about ways that older people can stay active (e.g., walking, gardening, swimming, etc.). Ask students what they do to stay active.

Discuss household pets that some people keep. Focus on some of the responsibilities of caring for a dog (e.g., feeding, walking, grooming, etc.). If any students have dogs, ask how many times a day they walk their dogs and where they walk.

Teach or review the distances *a quarter mile* (0.40 kilometers) and *a mile* (1.6 kilometers). Ask students how much walking they do. Ask students to estimate the distances that they often travel (e.g., “It is about a half-mile to the park. It is about 10 miles to work.”). Ask students what places they walk to.

Introduce or review other key vocabulary as needed (e.g., *retired, dog, active, neighbor, energy, tired, excited, pain, exercise, muscles, bones, osteoporosis, disease, walking, weights, mile, better, shoes*).

Background

Exercise can help prevent or treat osteoporosis. Walking is considered to be one of the best weight-bearing exercises and particularly suitable for seniors. It strengthens the bones supporting the body’s weight with minimal risk of fracture. Other weight-bearing exercises include stair climbing, running, hiking, and weight lifting. Building bone density early in life is the best way to prevent osteoporosis later. Getting adequate amounts of calcium and vitamin D is also helpful in maintaining bone strength.

Exercises

Dialog Have students make other suggestions in the role of the doctor (e.g., “You need to increase the calcium in your diet. You need more vitamin D. You need to start climbing stairs.”).

Exercise for Seniors Encourage students to bring in ads for various athletic shoes or shoes designed specifically for walking. Have students describe the shoes, say the price, and say why they would or would not recommend these shoes for Vita.

Checklist Ask students which items they think are the most important ones to bring on a walk.

What about you? In Question 3, brainstorm a list of sports and activities that can be done at every age.

Lesson 6: No Room for Wisdom Teeth

Preview

This story addresses the themes of needing to have wisdom teeth removed and undergoing oral surgery.

Details in this story offer the opportunity to teach or review vocabulary for problems with teeth, oral surgery, identifying dental professionals, and understanding directions for care at home.

Make sure students know where in the mouth molars are located. Teach or review the terms *wisdom*

teeth or *third molars*. Explain that they are the last set of molars to come in. Explain that *impacted* means the teeth are coming in, but there is no room for them to grow. Discuss some problems that impacted wisdom teeth can cause (e.g., infections, overcrowding of other teeth, and pain).

Ask students if they have wisdom teeth or if their wisdom teeth have been *extracted*, or taken out. Ask students if they have had *oral surgery* for wisdom teeth or other dental issues. Remind students that oral surgery is generally performed by an *oral surgeon*.

Teach or review the word *anesthetic*, the drug a patient receives so that he or she doesn't feel pain. Discuss the symptoms that a person can feel after oral surgery (e.g., bleeding, swelling, jaw stiffness, bruising, soreness, etc.). Have students think about the types of medication that may be prescribed after oral surgery (e.g., antibiotics, prescription-strength pain relievers, special mouth rinse, etc.).

Ask students for suggestions about a nutritious post-operative diet that includes cool liquids and soft foods (e.g., milk, juice, yogurt, smoothies, applesauce, pudding, shakes, cottage cheese, etc.). Then have students discuss foods that should be avoided (e.g., chips, hard breads, nuts, seed, etc.).

Introduce or review other key vocabulary as needed (e.g., *college student*, *studying*, *dentist*, *taken out*, *grow*, *infections*, *hurt*, *teeth*, *extract*, *oral surgery*, *anesthetic*, *sleeps*, *bleeding*, *swelling*, *pain*, *diet*, *caring*, *mouth*, *return*, *problems*).

Background

Oral surgery to remove wisdom teeth is often performed on teenagers and young adults. This procedure is usually done because the wisdom teeth are impacted and there is not enough room for them in the mouth. The removal of wisdom teeth can help prevent infections, bone loss, weakening of the jawbone, overcrowding, and damage to other teeth.

Exercises

Dialog Encourage students to think of other relevant questions to ask an oral surgeon after a procedure (e.g., “What can she take for the pain? What can I do for her swelling? What can she eat? When do we return to the office? What if we have a problem at home?”).

What about you? In Question 2, encourage students to discuss times when they had problems with their teeth and went to the dentist.

Lesson 7: The Chicken Casserole

Preview

This story addresses themes of storing food safely and the prevention of food-borne illness.

Details in this story offer the opportunity to teach or review vocabulary related to food, ways to get food poisoning, and a safe way of refrigerating leftover food.

Teach or review the word *leftovers*. Explain that it is food remaining from a previous meal that you may want to eat sometime later. Elicit responses from students about leftovers that they have in their refrigerators. Ask how long they routinely keep leftovers before throwing them away.

Ask students about the way they store leftovers in their refrigerators. Encourage students to discuss a meal they cooked at home recently. Ask how long they left the food out before putting it into the refrigerator. Find out if the food was warm or cool when they put it in. Ask what kind of container they used and whether or not it had a lid that fit tightly. Ask if they wrote a date on the container or checked that the temperature inside the refrigerator was 40 degrees F. Some of these measures may seem excessive, but they are the recommended safe food-handling steps modeled in the story.

Teach or review the word *bacteria*. Say that it is germs. Discuss how large amounts of bacteria on food can cause *food poisoning*. Elicit possible symptoms of food poisoning (e.g., cramps, nausea, vomiting, fever, diarrhea, dehydration, abdominal pain, etc.). Ask students to share an experience when they or someone they know had food poisoning (e.g., “I ate some salad with mayonnaise at a picnic. It was sitting in the sun too long.”).

Find out what students already know about preventing food-borne illness (e.g., wash your hands often, keep raw foods away from other foods during preparation, cook foods at a safe temperature, defrost foods correctly, throw out food that you're not sure about, avoid raw, uncooked, or unpasteurized products, etc.).

Introduce or review other key vocabulary as needed (e.g., *casserole*, *leftovers*, *refrigerator*, *warm*, *oven*, *shallow*, *container*, *lid*, *tightly*, *date*, *temperature*, *degrees*, *Fahrenheit*, *throw away*).

Background

Bacteria can multiply when food is not prepared or stored properly. Large amounts of bacteria can cause food poisoning. Rest and drink plenty of fluids if you develop food poisoning. Don't use medications that stop diarrhea, as that can slow the process of the body ridding itself of bacteria. Call a doctor if you feel ill for longer than 48 hours or if blood appears in your stools. Get emergency medical assistance or call 911 if you have severe symptoms or belong to a high-risk group (older adults, infants and children, or persons with chronic illnesses), or if you suspect botulism, a particularly dangerous type of food poisoning.

Exercises

Dialog Encourage students to vary the symptoms they are describing to the nurse practitioner (e.g., "I have cramps. I have a fever. I am dehydrated.").

Problem Solving Elicit responses from students about foods that they recently threw away (e.g., "I threw away an old slice of pizza. I threw away some sour milk.").

What about you? In Question 1, ask students to describe some leftovers they have eaten recently.

Lesson 8: Coughing and Sneezing

Preview

This story addresses the themes of working in spite of not feeling well and then rethinking that decision.

Details in this story offer the opportunity to teach or review vocabulary related to work schedules, reasons to work, cold symptoms, and cold medicines.

Teach or review the occupation *taxi driver* and the term *shift*. Talk about Alek's 10-hour shift. Ask students about the hours or shifts and the number of days a week they work. Talk about occupations where people receive supplemental income through *tips* (e.g., taxi driver, hairdresser, waitress, etc.).

Elicit responses from students about symptoms of a common cold (e.g., headache, fever, coughing, sneezing, etc.). Discuss how a virus may be contagious, or passed easily from one person to another. Encourage students to talk about ways to avoid catching colds and spreading germs (e.g., avoid touching hands with others, wear a mask, turn away when people are coughing and sneezing, wash hands often, stay

away from sick people, etc.). Discuss ways keep your immune system strong (e.g., rest, take vitamins, eat healthy foods, drink water, etc.).

Talk about over-the-counter cold remedies. If possible, ask students to name some common products. Teach or review the words *dizziness* and *drowsiness* and explain that they may be side effects of some kinds of medications. List some activities that can be dangerous when taking these medications (e.g., driving, using machinery, etc.). Remind students that some medications come in non-drowsy formulas.

If possible, bring in a cold medicine label to examine other warnings that may appear on the label. Elicit opinions about whether or not students think cold medicines are helpful. Discuss other ways to alleviate symptoms of a cold (e.g., eat soup, drink fluids, take pain relievers, etc.).

Introduce or review other key vocabulary as needed (e.g., *support*, *coughing*, *sneezing*, *rest*, *passengers*, *unhappy*, *turn away*, *virus*, *angry*, *spreading*, *germs*, *pharmacy*, *cure*, *label*, *operating*, *machinery*, *warning*, *dangerous*, *time off*, *money*).

Background

Viruses are very easily spread indoors or in closed areas like cars and buses. Large virus-containing droplets are released every time a person coughs, sneezes, or even speaks. They are carried through the air to other people who may get infected directly or through contact with surfaces the droplets touch.

There is no cure for the common cold. Cold medicines do not prevent others from catching a cold or make a cold go away any faster. Although they may relieve some symptoms, you should not take medicines that can cause dizziness or drowsiness when you need to drive. Also, never use antibiotics to combat a cold virus. If symptoms don't improve in about a week, consult a doctor to rule out a bacterial infection.

Exercises

Dialog Have students change the symptoms in the first line of the dialog (e.g., "What can you recommend for a fever? What can you recommend for a runny nose?").

Problem Solving Encourage students to name products that have been effective in relieving cold symptoms. Discuss whether or not these medications come in non-drowsy formulas.

What about you? In Question 5, ask students how many days of work they miss a year because of sickness.

Lesson 9: A Busy Nurse-Practitioner

Preview

This story addresses common misconceptions about antibiotics and gives examples of when it's appropriate and inappropriate to use them.

Details in this story offer the opportunity to teach or review vocabulary for medical professionals, common illnesses, the purpose of antibiotics, and the dangers of overuse.

Teach or review the occupation *nurse-practitioner*. Explain it as a person who can diagnose and treat minor illnesses. Ask students if they have ever been treated by a nurse-practitioner in a doctor's office or have spoken with a nurse-practitioner on the telephone.

Teach or review the words *viruses* and *bacteria*. Emphasize that they are very different types of germs. Ask students to name some bacterial infections (e.g., strep throat, some ear infections, pneumonia, urinary tract infections, some skin infections, etc.). Then teach or review the names of some common viral illnesses (e.g., cold, cough, flu, etc.). Elicit products or remedies that may be helpful in taking care of these illnesses at home.

Remind students that viruses do not respond to antibiotics. Discuss the dangers of overusing antibiotics and the risks of bacteria becoming *antibiotic-resistant*. Talk about the serious consequence of an antibiotic not working when a person really needs it.

Explain that some ear infections may call for the use of antibiotics. Elicit some symptoms of an ear infection (e.g., fever, pain, nausea, dizziness, etc.). Remind students that it is best to be evaluated in a doctor's office. Teach or review the word *otoscope*, the instrument used for examining inside the ear. Ask students if any of their children have had ear infections and how they were treated.

Introduce or review other key vocabulary as needed (e.g., *patients*, *cold*, *symptoms*, *pharmacy*, *antibiotics*, *disappointed*, *better*, *germs*, *cough*, *flu*, *antibiotic-resistant*, *stomachache*, *fever*, *ear*).

Background

The U.S. Centers for Disease Control and Prevention calls antibiotic resistance “one of the world's most pressing public health problems.” Because antibiotics are often used inappropriately, some bacteria have developed ways to survive powerful drugs. This makes it far more difficult to cure infections, and it heightens the risk of acquiring infections in a hospital.

Antibiotics effectively treat most bacterial infections, but they're not useful against a cold, the flu, or other viruses. Do not pressure a medical professional to prescribe antibiotics for a viral infection.

Exercises

Dialog Have students substitute other symptoms for the runny nose and cough. If possible, ask students to name symptoms that may require antibiotics (e.g., “I have a high fever. I have a very sore throat.”). Have the nurse-practitioner recommend that a patient come in for an examination (e.g., “You may have a bacterial infection. I think you need to see the doctor.”).

Checklist Ask students about which products they have at home or which ones they buy when they are not feeling well.

What about you? In Question 1, encourage students to think of other concerns they may discuss with a nurse-practitioner before going to a doctor's office (e.g., “My baby is fussy. He is pulling at his ear. Do you think I should bring him in?”).

Lesson 10: Tonsils Out

Preview

This story addresses the themes of parental concern and having a consultation with a specialist regarding a child who is frequently sick.

Details in this story offer the opportunity to teach or review vocabulary for common illnesses, symptoms of tonsillitis and other tonsil-related health problems, medical specialists, a tonsillectomy, and diet after a tonsillectomy.

Teach or review the word *tonsillitis* and explain it as a word for various throat infections involving the *tonsils*, tissue masses in the back of the throat. Ask students if they or their children occasionally have tonsillitis. Elicit responses about how tonsillitis is generally treated (e.g., fluids, antiseptic mouthwash, antibiotics, pain relievers, hot tea, etc.). Mime some of the difficulties people may have with tonsillitis by showing discomfort with eating, drinking, and swallowing.

Remind students that tonsil problems may also create difficulties with breathing. Mime snoring or breathing loudly while sleeping. Ask students if they or anyone in their family snores. Mime snoring that is loud and irregular with sudden stops and starts. Ask how students feel in the morning if they listen to someone snore all night (e.g., tired, exhausted, frustrated, angry, worried, etc.).

Introduce the term *ENT*, a doctor for the ear, nose, and throat. Say that he or she is a specialist for those parts of the body. Ask students about the names of other medical specialists (e.g., cardiologist, orthopedist, obstetrician, rheumatologist, etc.). Discuss the area of expertise that each specialist has.

Teach or review the word *tonsillectomy*, an operation to take out the tonsils. Ask students to describe any first-hand experiences with a tonsillectomy.

Remind students that after a tonsillectomy, patients need to have foods that are soft on their throats. Encourage students to generate a list of foods that would be suitable after this surgery (e.g., ice pops, gelatin, ice cream, soup, etc.).

Introduce or review other key vocabulary as needed (e.g., *tonsils*, *sick*, *throat*, *swallowing*, *eat*, *drink*, *breathe*, *snores*, *noise*, *awake*, *loud*, *irregular*, *exhausted*, *ears*, *nose*, *operation*, *soft*, *quiet*, *covers*).

Background

Tonsils are two small masses of tissue on each side of the back of the mouth, near the back of the tongue. They act as part of the body's immune system and help filter germs that enter the body. Tonsillectomies may be performed for several reasons. Generally, they are recommended for patients with an excessive number of sore throats or with chronic or recurring tonsillitis, i.e., when the tonsils themselves become infected and create problems. Tonsillectomies have also been beneficial for patients with swollen tonsils that obstruct breathing, or with sleep apnea (a condition in which breathing stops in sleep) or loud and irregular snoring. Some doctors have also advised tonsillectomies for chronic ear infections and for swollen lymph nodes that do not respond to antibiotics. Children with these issues are often healthier after their tonsils are removed.

Exercises

Dialog Encourage students to be more specific about tonsillitis (e.g., “She gets strep throat a lot. Her tonsils are always swollen.”).

Checklist Ask students which items they have at home and where they keep them.

What about you? In Question 2, ask students who get (or whose children get) tonsillitis how they treat it (e.g., “I take my child to the doctor. I take medicine. I drink tea with lemon.”).

Lesson 11: Missing a Vaccine

Preview

This story addresses themes of vaccines necessary to register a child in school and a parent finding out where his child can get a missing hepatitis B vaccine.

Details in this story offer the opportunity to teach or review vocabulary for items needed for school registration, school personnel, immunizations, and places that offer immunizations.

Talk about documentation that a parent may need in order to register a child in public school (e.g., proof of residency, birth certificate, past school records, evidence of a physical exam, immunization records, etc.). Ask parents of school-age children which papers they needed to register their children in school. Discuss local requirements.

Review or teach the names of immunizations that a child is required to have for school registration (e.g., diphtheria, pertussis [whooping cough], tetanus [DPT], measles, mumps, rubella [MMR], etc.). If possible, bring in a sample of the immunization record document that is used in your community. Remind students that this record contains important information about types of vaccines and dates when they were received. Ask students with children where they keep this important record and when they have shown it.

Teach or review *hepatitis B*, a disease that attacks the liver. Remind students that the vaccine for hepatitis B is required for school and that it is given in a minimum of three doses.

Talk about places in the community where immunizations are given. Ask students where they or their children have received immunizations. If possible, get information from the public health department in your community about immunization sites, their addresses, phone numbers, and schedules.

Introduce or review other key vocabulary as needed (e.g., *registering*, *summer*, *homework*, *forms*, *nurse*, *immunization records*, *immunizations*, *dose*, *vaccine*, *disease*, *virus*, *liver*, *protection*).

Background

Immunizations necessary for school registration may differ depending on the state and the age of the child being enrolled. In general, requirements include vaccinations against diphtheria, pertussis (whooping

cough), tetanus (DPT), Haemophilus influenzae type b (Hib), pneumococcal diseases, measles, mumps, rubella (MMR), polio, and hepatitis A and B. Many schools now require tuberculosis screening as well as a vaccination for varicella (chicken pox).

Exercises

Dialog Encourage students to substitute other missing vaccines for hepatitis B. Have students find out how many doses are needed and more about the disease the vaccine protects you from.

Immunization Information If possible, bring in a flyer or other information about the health department in your area. Ask students the same follow-up questions as in the exercise.

What about you? In Question 1, encourage parents, especially those of very young children, to talk about the vaccines their children already have and the ones they need in the future.

Lesson 12: Type 2 Diabetes

Preview

This story addresses the themes of a parent's concern over a child's symptoms and a diagnosis of type 2 diabetes.

Details in this story offer the opportunity to teach or review vocabulary related to some symptoms of type 2 diabetes, an explanation of type 2 diabetes, and medical advice on how to treat it.

Teach or review the word *overweight*. Elicit responses from students about reasons that many children and teenagers are overweight today (e.g., unhealthy diet, too much fast food, not enough exercise, too much soda, extra-large portion sizes, high-calorie foods and drinks, etc.). Ask students about serious illnesses sometimes associated with being overweight (e.g., heart disease, high blood pressure, diabetes, stroke, cancer, etc.).

Discuss reasons besides diet that an increasing number of children and teenagers are overweight. Ask what many children spend their time doing (e.g., playing video games, watching TV, sitting at the computer, etc.). Ask about activities children should be doing instead of sitting (e.g., running, climbing, jumping, playing ball, skating, etc.). Ask students about the exercise habits of their own children (e.g., "How much do your children exercise? What kind of activities do they do?").

Teach or review *type 2 diabetes*. Explain that it sometimes affects overweight adults and children. Find out what students may already know about type 2 diabetes (see information in Background below). Introduce Mateo, who is 12 years old and overweight. Teach or review some of his symptoms: *feels thirsty all the time, urinates often, and has no energy*.

Discuss the high-calorie foods and sugary sodas consumed by Mateo in the story. Focus on the snack foods and drinks often available in vending machines. Ask students how often they or their children consume food from vending machines. Ask what they typically eat or drink and if there are vending machines in the children's schools. Talk about healthier substitutes for typical vending machine choices (e.g., water, apples, oranges, etc.).

Introduce or review other key vocabulary as needed (e.g., *high-calorie, sugary sodas, thirsty, urinates, energy, concerned, lab tests, glucose, blood, worried, checking, exercise, medication, diet, avoid, vending machine, water fountain*).

Background

Type 2 diabetes is a disease that affects how the body uses glucose, a sugar that the body needs. In type 2 diabetes, the body does not respond normally to insulin, the hormone that takes the sugar from the blood into the cells, supplying the body with energy. A person's blood glucose level is too high with type 2 diabetes, a problem that can lead to serious health issues.

People with type 2 diabetes are generally overweight. Although once considered an adult disease, cases of type 2 diabetes among children and teenagers have increased dramatically because more and more individuals in this age group are overweight. Being physically inactive and having a family history of the disease are other risk factors. People from African American, Native American, Hispanic, Asian, and Pacific Island backgrounds have a higher probability of getting type 2 diabetes.

Type 2 diabetes is the most common form of diabetes. Treatment generally includes eating a healthy, balanced diet, getting regular exercise, taking prescribed medications, and checking blood sugar levels regularly.

Exercises

Dialog Encourage students to offer other suggestions for ways to control diabetes (e.g., "He needs to check his blood glucose levels. He needs to exercise. He needs medication. He needs to watch his diet.").

Checklist Ask students to talk about good and bad foods they have at home. Ask about things they need to eat more of (e.g., “I need to eat more vegetables.”).

What about you? In Question 4, have students discuss other conditions or diseases that can be determined through a lab test (e.g., cancer, sexually transmitted diseases, arthritis, hepatitis, etc.).

Lesson 13: Protect Your Skin from the Sun

Preview

This story addresses the themes of the dangers of exposing your skin to the sun and the diagnosis of skin cancer.

Details in this story offer the opportunity to teach or review vocabulary related to signs of skin cancer, how a dermatologist identifies it, and important ways to decrease the risk of skin cancer.

Elicit responses from students about places in your community where people sometimes go to enjoy the outdoors. Ask about recreational activities people do outside. Ask about places in the U.S. that are well-known for their beaches (e.g., Florida, California, Hawaii, etc.). Discuss that some people like to sit outside to *get a tan* because they like the appearance of darker skin.

Teach or review the term *skin cancer* and the most common form of skin cancer, *basal cell carcinoma*. Remind students that most skin cancers develop on areas of the body that get the most sun exposure. Identify parts of the body that can get more sun than others (e.g., face, ear, neck, lips, hands, etc.). Elicit ways to decrease the risk of getting skin cancer (e.g., stay out of the sun in the middle of the day, wear clothing and hats that cover as much skin as possible, wear sunglasses, have a doctor check your skin every year, etc.).

Ask students if they use sunscreen when they go outdoors, and if so, what the sun protection factor (SPF) is. Remind students to use an SPF of at least 15. Ask students about places where they use sunscreen (e.g., beach, swimming pool, playground, outdoor work site, etc.).

Teach or review the word *dermatologist*, a doctor who specializes in skin problems. Tell students that a dermatologist may perform a *biopsy* and remove a sample of skin to examine under a microscope for cancer cells. Remind students that it's much better to detect and diagnose skin cancer early.

Introduce or review other key vocabulary as needed (e.g. *beach, sun, sunscreen, tan, handsome, shaving,*

bump, microscope, cancer cells, remove, advice, protect, avoid, long-sleeved, outdoors, skin).

Background

The most common type of cancer is skin cancer. Most skin cancers are the result of too much exposure to ultraviolet (UV) rays from the sun. Skin cancers are generally divided into two groups: melanomas and non-melanomas. Non-melanomas seldom spread to the rest of the body and, unlike melanomas, are not as likely to be fatal. Still, they should be treated, as they can cause significant scarring or other problems.

To lower your risk of getting skin cancer, limit your exposure to the sun, especially in the midday hours. It helps to wear clothing that covers as much skin as possible. A wide-brimmed hat and sunglasses that block UV rays are also important. Use a sunscreen with an SPF of 15 or higher. Avoid tanning beds and sunlamps, as they also give out ultraviolet rays. Examine your skin once a month and include skin checks by a physician as part of an annual exam. Consult a doctor or a dermatologist if you see any of the following skin changes:

- a change in the size, color, symmetry, or texture of a mole
- a change in the surface of a mole, including bleeding, oozing, or scaliness
- a new growth or nodule on the skin
- a sore that does not heal
- a change in sensation, tenderness, itchiness, or pain in a mole

Exercises

Dialog Encourage students to vary the amount of time that the bump has been noticeable (e.g., one month, three months, five months, etc.).

Checklist Ask students whether or not they keep sunscreen at home.

Topics for Discussion or Writing In Question 3, encourage students to give names of other medical specialists (e.g., cardiologist, rheumatologist, oncologist, hematologist, etc.).

Lesson 14: The Bee Sting

Preview

This story addresses the themes of an allergic reaction to a bee sting and recognizing that it requires emergency medical help.

Details in this story offer the opportunity to teach or review vocabulary for things that attract bees, removing

a bee's stinger, signs of an allergic reaction, and treatment in a hospital emergency room.

Ask students if a bee has ever stung them and, if so, on what area of the body. Ask students what they do when they see a bee or when one flies near them (e.g., swat at it, run, ignore it, scream, etc.).

Discuss removing a bee's stinger and ask students if they have ever removed a bee's stinger on their own body or someone else's. Ask how they did it and what things they used to help in the process (e.g., tweezers, fingernail, knife, etc.).

Ask students how they might know whether or not they are allergic to a bee sting (e.g., rash, swelling, itching, difficulty breathing, etc.). Find out if anyone has felt these symptoms following a bee sting. Ask students what they would do if they experienced those symptoms (e.g., go to a hospital emergency room, call the doctor, call 911, etc.).

Talk about other things to which people can have serious allergic reactions (e.g., food, chemicals, latex, etc.). See what students know about treating someone with a serious reaction (see information in Background below).

Introduce or review other key vocabulary as needed (e.g., *fragrant, perfume, annoyed, sting, cough, sneeze, itch, rash, allergic reaction, injection, serious*).

Background

Call 911 or get emergency medical assistance if the following symptoms of an allergic reaction are present: large areas of swelling, difficulty breathing, tightness in throat or chest, swelling of the lips or throat, hives, fainting, dizziness, confusion, rapid heartbeat, nausea, cramps, vomiting, pain, swelling, or swelling that has blocked airways.

In the case of an allergic reaction, always check for medications a person may already be carrying. These may include an auto-injector of epinephrine and antihistamine pills. Use these medications as directed, but only give the antihistamine if it is possible to do so without the person choking. Have the person lie still on his or her back with the feet positioned at a level higher than the head. Loosen tight clothing and, if possible, cover the person with a blanket. Turn the person to one side if there is vomiting or bleeding from the mouth. Do not give anything to drink. Begin CPR if there are no signs of breathing, coughing, or movement.

Exercises

Dialog Encourage students to get more information on the medication that the person will need to carry with her in the future. This is most likely an auto-injector of epinephrine.

Treating a Bee Sting Encourage students to find out how to treat stings or bites from other insects or spiders.

What about you? In Question 3, ask students where they eat when they eat outside. Ask if bees are ever a problem.

Answer Key

Introductory Level

Lesson 1

Complete each sentence. (page 4)

- | | |
|---------|----------------|
| 1. has | 4. tastes |
| 2. says | 5. pushes away |
| 3. buys | |

Matching: Meanings (page 4)

- | | | |
|------|------|------|
| 1. d | 3. f | 5. c |
| 2. e | 4. a | 6. b |

Who says that? (page 5)

- | | |
|-----------|-----------|
| 1. doctor | 4. doctor |
| 2. Jalal | 5. Jalal |
| 3. doctor | 6. Jalal |

Good Foods (page 5)

- | | | |
|------|------|------|
| a. 4 | c. 6 | e. 2 |
| b. 5 | d. 1 | f. 3 |

Missing Letters (page 6)

- | | |
|------------------------------|---------------------|
| 1. so <u>d</u> ium | 6. att <u>a</u> ck |
| 2. care <u>f</u> ul | 7. lo <u>w</u> er |
| 3. p <u>r</u> essure | 8. bloo <u>d</u> |
| 4. p <u>r</u> ob <u>l</u> em | 9. se <u>r</u> ious |
| 5. f <u>r</u> esh | 10. die <u>t</u> |

Same Sound (page 6)

- | | |
|------------------|--------------------|
| 1. find, diet | 4. pressure, every |
| 2. too, foods | 5. shaker, label |
| 3. sodium, lower | |

Lesson 2

What is the category? (page 7)

Seasons:

- | | |
|-----------|-----------|
| 1. fall | 3. spring |
| 2. summer | 4. winter |

Symptoms:

- | | |
|-----------|-------------|
| 1. sneeze | 3. itch |
| 2. cough | 4. headache |

Months:

- | | |
|----------|---------|
| 1. April | 3. July |
| 2. May | 4. June |

Complete each sentence. (page 7)

- | | |
|------------|-----------|
| 1. air | 4. watery |
| 2. wife | 5. home |
| 3. outside | |

Who says that? (page 8)

- | | |
|-----------|-----------|
| 1. doctor | 4. Eli |
| 2. Eli | 5. Eli |
| 3. doctor | 6. doctor |

Listening (page 8)

- | | | | |
|------|------|------|------|
| a. 3 | b. 1 | c. 4 | d. 2 |
|------|------|------|------|

Copy and speak. (page 9)

(Students will copy each word. Here are the number of syllables in each.)

- | | | | |
|------|------|------|-------|
| 1. 4 | 4. 2 | 7. 2 | 10. 3 |
| 2. 4 | 5. 1 | 8. 2 | 11. 3 |
| 3. 1 | 6. 1 | 9. 3 | 12. 3 |

Same Sound (page 9)

- | | |
|----------------------|-----------------|
| 1. windows, itchy | 4. closes, home |
| 2. sneezes, breathes | 5. eyes, wife |
| 3. pollen, wants | |

Lesson 3**Complete each sentence. (page 10)**

- | | |
|------------|------------|
| 1. morning | 4. minutes |
| 2. asleep | 5. miss |
| 3. taps | |

Matching: Meanings (page 10)

- | | | |
|------|------|------|
| 1. d | 3. f | 5. e |
| 2. c | 4. a | 6. b |

Who says that? (page 11)

- | | |
|--------------|--------------|
| 1. co-worker | 4. Tina |
| 2. Tina | 5. co-worker |
| 3. Tina | 6. co-worker |

Listening (page 11)

- | | | |
|----------|----------|----------|
| 1. 11:00 | 3. 8:00 | 5. 2:00 |
| 2. 9:30 | 4. 10:30 | 6. 12:30 |

Missing Letters (page 12)

- | | |
|--------------|--------------|
| 1. sometimes | 7. co-worker |
| 2. minutes | 8. watches |
| 3. begins | 9. until |
| 4. favorite | 10. asleep |
| 5. tired | 11. shoulder |
| 6. tonight | 12. fired |

Same Sound (page 12)

- | | |
|---------------|--------------------|
| 1. sleep, TV | 4. opens, shoulder |
| 2. my, fired | 5. head, let |
| 3. tap, can't | |

Lesson 4**Match the words and pictures. (page 13)**

- | | | |
|--------------|-------------|-----------|
| 1. ambulance | 2. hospital | 3. doctor |
|--------------|-------------|-----------|

Matching: Meanings (page 13)

- | | | |
|------|------|------|
| 1. f | 3. d | 5. b |
| 2. c | 4. e | 6. a |

Unscramble the sentences. (page 14)

- Koji loses his balance.
- He hurts his leg very badly.
- Mrs. Cole calls an ambulance.
- He can't work for six weeks.

Listening (page 14)

- | | | | |
|------|------|-------|------|
| 1. 8 | 3. 4 | 5. 12 | 7. 7 |
| 2. 6 | 4. 5 | 6. 2 | 8. 3 |

Which sound? (page 15)

S

- | | | | |
|-------------|----------|------------|-----------|
| 1. hurts | 3. sorry | 5. balance | 7. that's |
| 2. hospital | 4. six | 6. weeks | 8. house |

Z

- | | | | |
|-----------|----------|----------|----------|
| 1. Cole's | 3. rings | 5. falls | 7. has |
| 2. calls | 4. goes | 6. is | 8. loses |

Same Sound (page 15)

- | | |
|------------------|---------------|
| 1. off, calls | 4. bone, goes |
| 2. x-ray, okay | 5. blue, to |
| 3. ladder, badly | |

Lesson 5**What is the category? (page 16)**

Things for Exercise:

- | | |
|------------|-------------------|
| 1. water | 3. towel |
| 2. clothes | 4. athletic shoes |

Places to Sit:

- | | |
|---------|---------------|
| 1. car | 3. home |
| 2. work | 4. restaurant |

Exercises:

- | | |
|-------------|------------|
| 1. aerobics | 3. walking |
| 2. swimming | 4. biking |

Complete each sentence. (page 16)

- | | |
|-------|---------|
| 1. at | 4. at |
| 2. at | 5. from |
| 3. in | |

Who says that? (page 17)

- | | | |
|-----------|---------|-----------|
| 1. doctor | 3. Bill | 5. doctor |
| 2. doctor | 4. Bill | 6. Bill |

Listening (page 17)

- | | | | |
|------|------|------|------|
| a. 4 | b. 2 | c. 1 | d. 3 |
|------|------|------|------|

Copy and speak. (page 18)

Students will copy each word. Here are the number of syllables in each.

- | | | | |
|------|------|------|-------|
| 1. 2 | 4. 4 | 7. 2 | 10. 1 |
| 2. 1 | 5. 2 | 8. 3 | 11. 2 |
| 3. 3 | 6. 3 | 9. 1 | 12. 3 |

Same Sound (page 18)

- | | |
|-----------------|----------------|
| 1. flyer, tired | 4. Bill, picks |
| 2. keys, need | 5. go, only |
| 3. more, four | |

Lesson 6**Complete each sentence. (page 19)**

- | | | |
|------------|----------|----------|
| 1. eats | 3. has | 5. gives |
| 2. forgets | 4. makes | |

Matching: Meanings (page 19)

- | | | |
|------|------|------|
| 1. b | 3. d | 5. f |
| 2. e | 4. a | 6. c |

Unscramble the sentences. (page 20)

- Gino eats a lot of candy.
- He forgets to brush his teeth.
- The dentist examines him.
- Gino needs to come back for fillings.

Listening (page 20)

- | | | | |
|------|------|------|------|
| 1. 6 | 3. 2 | 5. 1 | 7. 5 |
| 2. 3 | 4. 4 | 6. 0 | 8. 7 |

Missing Letters (page 21)

- | | |
|----------------------|-------------------------|
| 1. te <u>th</u> | 6. <u>c</u> andy |
| 2. de <u>n</u> tist | 7. <u>t</u> wice |
| 3. e <u>x</u> amines | 8. ap <u>p</u> ointment |
| 4. ca <u>v</u> ities | 9. fill <u>i</u> ngs |
| 5. loll <u>i</u> pop | 10. too <u>th</u> brush |

Same Sound (page 21)

- | | |
|--------------------|-------------------|
| 1. teeth, needs | 4. seven, dentist |
| 2. candy, cavities | 5. makes, day |
| 3. brush, another | |

Lesson 7**What is the category? (page 22)***Parts of the Hand:*

- | | |
|------------|-------------------|
| 1. fingers | 3. fingernails |
| 2. wrists | 4. backs of hands |

Things That Are Dirty:

- | | |
|------------|-------------|
| 1. money | 3. restroom |
| 2. garbage | 4. floor |

Things for Hand-Washing:

- | | |
|----------------|----------|
| 1. sink | 3. water |
| 2. paper towel | 4. soap |

Complete each sentence. (page 22)

- | | |
|-------------|-----------|
| 1. walks | 4. mops |
| 2. prepares | 5. washes |
| 3. empties | |

Hand-Washing (page 23)

2, 4, 7, 3, 6, 1, 5

Listening (page 23)

- | | | | |
|------|------|------|------|
| a. 2 | b. 3 | c. 4 | d. 1 |
|------|------|------|------|

Which sound? (page 24)

S

- | | | | |
|-----------|-----------|----------|---------------|
| 1. wrists | 3. soap | 5. backs | 7. restaurant |
| 2. rinse | 4. thanks | 6. mops | 8. walks |

Z

- | | | | |
|-----------|-------------|----------|------------|
| 1. cleans | 3. prepares | 5. goes | 7. fingers |
| 2. tells | 4. busy | 6. hands | 8. empties |

Same Sound (page 24)

- | | |
|------------------|-------------------|
| 1. job, mop | 4. dry, I'm |
| 2. rinse, wrists | 5. restroom, food |
| 3. done, money | |

Lesson 8**Complete each sentence. (page 25)**

- | | |
|----------|----------|
| 1. takes | 4. looks |
| 2. opens | 5. goes |
| 3. finds | |

Matching: Meanings (page 25)

- | | | |
|------|------|------|
| 1. b | 3. d | 5. a |
| 2. c | 4. f | 6. e |

Unscramble the sentences. (page 26)

- Maria opens the medicine cabinet.
- She looks at the date on the label.
- The medicine is expired.
- She picks up new medicine for José.

Listening (page 26)

- | | | | |
|------|------|------|------|
| 1. 2 | 3. 1 | 5. 3 | 7. 8 |
| 2. 6 | 4. 7 | 6. 4 | 8. 5 |

Missing Letters (page 27)

- | | |
|----------------------|--------------------------|
| 1. ad <u>u</u> lt | 7. f <u>e</u> ver |
| 2. fore <u>h</u> ead | 8. op <u>e</u> ns |
| 3. deg <u>r</u> ees | 9. medic <u>i</u> ne |
| 4. cab <u>i</u> net | 10. temper <u>a</u> ture |
| 5. phar <u>m</u> acy | 11. lab <u>e</u> l |
| 6. vir <u>u</u> s | 12. exp <u>i</u> red |

Same Sound (page 27)

- | | |
|------------------|-------------------|
| 1. some, doesn't | 4. it, this |
| 2. takes, label | 5. degrees, fever |
| 3. finds, buys | |

Lesson 9**What is the category? (page 28)***People Who Can Help:*

- | | |
|--------------|-----------|
| 1. neighbor | 3. doctor |
| 2. paramedic | 4. nurse |

Things in a Purse:

- | | |
|-----------------|------------------------|
| 1. medication | 3. identification |
| 2. address book | 4. list of medications |

Parts of the Body:

- | | |
|---------|----------|
| 1. jaw | 3. arm |
| 2. neck | 4. chest |

Complete each sentence. (page 28)

- | | |
|-----------|------------|
| 1. sees | 4. examine |
| 2. calls | 5. give |
| 3. arrive | |

Who says that? (page 29)

- | | |
|-----------------|-----------------|
| 1. Ming | 4. 911 Operator |
| 2. 911 Operator | 5. Ming |
| 3. Ming | 6. 911 Operator |

Listening (page 29)

- | | | | |
|------|------|------|------|
| a. 3 | b. 1 | c. 4 | d. 2 |
|------|------|------|------|

Copy and speak. (page 30)

Students will copy each word. Here are the number of syllables in each.

- | | | | |
|------|------|------|-------|
| 1. 2 | 4. 2 | 7. 3 | 10. 2 |
| 2. 2 | 5. 1 | 8. 4 | 11. 2 |
| 3. 3 | 6. 2 | 9. 1 | 12. 1 |

Same Sound (page 30)

- | | |
|----------------|---------------------|
| 1. chest, ten | 4. pains, neighbors |
| 2. thank, mask | 5. don't, holding |
| 3. keys, she | |

Lesson 10**Complete each sentence. (page 31)**

- | | |
|--------------|----------|
| 1. wants | 4. sees |
| 2. finds out | 5. takes |
| 3. waits | |

Matching: Meanings (page 31)

- | | | |
|------|------|------|
| 1. b | 3. a | 5. f |
| 2. d | 4. c | 6. e |

Elsa's Visit (page 32)

3, 8, 5, 1, 7, 6, 2, 4

Listening (page 32)

- | | |
|----------------------------|----------------------------|
| 1. 10:00 A.M. to 8:30 P.M. | 4. 5:00 P.M. to 8:00 P.M. |
| 2. 9:30 A.M. to 4:30 P.M. | 5. 7:30 A.M. to 11:00 A.M. |
| 3. 11:00 A.M. to 6:30 P.M. | 6. 2:00 P.M. to 7:00 P.M. |

Which sound? (page 33)

S

- | | | | |
|----------|----------|-------------|----------|
| 1. sign | 3. takes | 5. sorry | 7. wants |
| 2. waits | 4. nurse | 6. hospital | 8. books |

Z

- | | | | |
|----------|--------------|------------|----------|
| 1. cards | 3. magazines | 5. hears | 7. visit |
| 2. rooms | 4. hours | 6. flowers | 8. is |

Same Sound (page 33)

- | | |
|-------------------|------------------|
| 1. take, waits | 4. friend, well |
| 2. flowers, hours | 5. floor, before |
| 3. visit, in | |

Lesson 11**Complete each sentence. (page 34)**

- | | |
|-------------|------------|
| 1. watching | 4. smoking |
| 2. lights | 5. talking |
| 3. looks | |

Matching: Meanings (page 34)

- | | | |
|------|------|------|
| 1. b | 3. d | 5. e |
| 2. a | 4. f | 6. c |

Unscramble the sentences. (page 35)

1. They are watching a movie on TV.
2. A beautiful actress is on the screen.
3. Many people die from smoking.
4. They are sick more than nonsmokers.

Listening (page 35)

- a. 4 b. 1 c. 2 d. 3

Missing Letters (page 36)

- | | |
|-------------|----------------|
| 1. daughter | 6. people |
| 2. smoking | 7. sick |
| 3. cancer | 8. movie |
| 4. disease | 9. never |
| 5. lung | 10. nonsmokers |

Same Sound (page 36)

- | | |
|--------------------|-------------------|
| 1. stop, watch | 4. smoke, don't |
| 2. die, lights | 5. please, screen |
| 3. sick, cigarette | |

Lesson 12**What is the category? (page 37)***Flu Symptoms:*

- | | |
|----------------|----------|
| 1. headache | 3. fever |
| 2. stomachache | 4. cough |

Months in Flu Season:

- | | |
|-------------|-------------|
| 1. February | 3. January |
| 2. March | 4. December |

Things for Staying Healthy:

- | | |
|-------------|------------------|
| 1. sleep | 3. washing hands |
| 2. vitamins | 4. flu shot |

Complete each sentence. (page 37)

- | | | |
|---------|-----------|--------|
| 1. want | 3. washes | 5. has |
| 2. gets | 4. plays | |

Unscramble the sentences. (page 38)

- Many people are sick with the flu.
- Hana and her family want to stay well.
- On Saturday, Hana visits her friend.
- She comes home with a terrible headache.

Listening (page 38)

- a. 1 b. 4 c. 2 d. 3

Copy and speak. (page 39)

(Students will copy each word. Here are the number of syllables in each.)

- | | | | |
|------|------|------|--------------|
| 1. 3 | 4. 2 | 7. 1 | 10. 3 (or 2) |
| 2. 1 | 5. 3 | 8. 3 | 11. 2 |
| 3. 4 | 6. 3 | 9. 2 | 12. 2 |

Same Sound (page 39)

- | | |
|-----------------|---------------------|
| 1. washes, lot | 4. play, stay |
| 2. with, visit | 5. Saturday, family |
| 3. gets, center | |

Lesson 13**Complete each sentence. (page 40)**

- | | | |
|------------|------------|----------|
| 1. calls | 3. gets | 5. feels |
| 2. presses | 4. gargles | |

Matching: Meanings (page 40)

- | | | |
|------|------|------|
| 1. f | 3. b | 5. d |
| 2. a | 4. e | 6. c |

Sore Throat (page 41)

- 4, 6, 8, 7, 1, 5, 2, 3

Listening (page 41)

- | | | | |
|------|------|------|------|
| 1. 3 | 3. 4 | 5. 7 | 7. 5 |
| 2. 1 | 4. 6 | 6. 2 | 8. 0 |

Which sound? (page 42)

S

- | | | | |
|-----------|----------|---------|------------|
| 1. drinks | 3. voice | 5. salt | 7. minutes |
| 2. press | 4. asks | 6. sick | 8. sore |

Z

- | | | | |
|----------|------------|-------------|------------|
| 1. hears | 3. calls | 5. doesn't | 7. needs |
| 2. feels | 4. candies | 6. doctor's | 8. gargles |

Same Sound (page 42)

- | | |
|--------------------|--------------------|
| 1. minutes, drinks | 4. sore, recording |
| 2. week, tea | 5. lemon, press |
| 3. salt, calls | |

Lesson 14**Which category is it? (page 43)***Things That Burn:*

- | | |
|------------|-----------|
| 1. hot oil | 3. stove |
| 2. iron | 4. heater |

Jobs in a Restaurant:

- | | |
|-------------|---------------|
| 1. waitress | 3. dishwasher |
| 2. cook | 4. busboy |

Things to Help a Burn:

- | | |
|---------------|--------------------|
| 1. ointment | 3. bandage |
| 2. cold water | 4. pain medication |

Complete each sentence. (page 43)

- | | |
|--------------|-----------|
| 1. splashes | 4. puts |
| 2. holds | 5. covers |
| 3. turns off | |

Unscramble the sentences. (page 44)

- Quon is a cook in a restaurant.
- Hot oil splashes on his hand.
- Quon runs to the sink.
- He holds his hand under cold water.

Listening (page 44)

- a. 4 b. 2 c. 3 d. 1

Missing Letters (page 45)

- | | |
|---------------|----------------|
| 1. waitress | 7. bandage |
| 2. restaurant | 8. terrible |
| 3. ointment | 9. frying |
| 4. covers | 10. splashes |
| 5. butter | 11. finally |
| 6. water | 12. dishwasher |

Same Sound (page 45)

- | | |
|------------------|-------------------|
| 1. stove, okay | 4. splashes, hand |
| 2. frying, I'm | 5. butter, under |
| 3. boy, ointment | |

Low-Beginning Level

For selected exercises, not including ones that call for rewriting sentences.

Lesson 1

Complete the story. (page 4)

- | | |
|-------------|--------------|
| 1. finds | 5. looks |
| 2. points | 6. has |
| 3. drinks | 7. puts down |
| 4. picks up | 8. reads |

Write the correct number. (page 5)

- a. 4 b. 2 c. 3 d. 1

Write the percentages you hear. (page 5)

- | | |
|--------|---------|
| 1. 80% | 6. 100% |
| 2. 40% | 7. 30% |
| 3. 10% | 8. 50% |
| 4. 60% | 9. 90% |
| 5. 20% | 10. 70% |

Pronunciation and Writing (page 6)

- | | |
|---------------------------|---------------------------|
| 1. <u>straw</u> berry – 3 | 7. dye – 1 |
| 2. juice – 1 | 8. house – 1 |
| 3. <u>col</u> or – 2 | 9. <u>sug</u> ar – 2 |
| 4. <u>heal</u> thy – 2 | 10. aisle – 1 |
| 5. <u>nutri</u> tion – 3 | 11. <u>deli</u> cious – 3 |
| 6. <u>chemi</u> icals – 3 | 12. <u>bott</u> le – 2 |

Answer the questions. (page 6)

1. b 2. c. 3. b 4. b

Lesson 2

Complete the sentences. (page 7)

- | | |
|--------------|--------------|
| 1. seafood | 4. difficult |
| 2. shellfish | 5. stomach |
| 3. allergic | |

Listening (page 8)

- | | | | |
|------|------|------|------|
| 1. b | 3. b | 5. b | 7. b |
| 2. a | 4. b | 6. a | |

Pronunciation and Writing (page 9)

- | | |
|--------------------------|---------------------------|
| 1. <u>shell</u> fish – 2 | 7. eat – 1 |
| 2. grilled – 1 | 8. crab – 1 |
| 3. <u>utens</u> ils – 3 | 9. <u>diffi</u> cult – 3 |
| 4. <u>count</u> er – 2 | 10. <u>sea</u> food – 2 |
| 5. <u>allerg</u> ic – 3 | 11. food – 1 |
| 6. <u>breath</u> ing – 2 | 12. <u>understand</u> – 3 |

Answer the questions. (page 9)

1. b 2. c 3. a 4. b

Lesson 3

Complete the story. (page 10)

- | | |
|--------------|-----------|
| 1. headaches | 5. stress |
| 2. hurts | 6. relax |
| 3. teeth | 7. work |
| 4. doctor | 8. family |

Write the correct number. (page 11)

- a. 4 b. 1 c. 2 d. 3

Write the dollar amounts you hear. (page 11)

- | | |
|---------|----------|
| 1. \$45 | 6. \$60 |
| 2. \$90 | 7. \$15 |
| 3. \$65 | 8. \$50 |
| 4. \$70 | 9. \$85 |
| 5. \$25 | 10. \$30 |

Pronunciation and Writing (page 12)

- | | |
|---------------------|------------------------|
| 1. <u>suppor</u> ts | 9. <u>hour</u> s |
| 2. <u>retur</u> ns | 10. <u>every</u> one |
| 3. <u>under</u> | 11. <u>hur</u> ts |
| 4. <u>theater</u> | 12. <u>wor</u> ries |
| 5. <u>doctor</u> | 13. <u>resta</u> urant |
| 6. <u>work</u> s | 14. <u>popcor</u> n |
| 7. <u>clerk</u> | 15. <u>pressur</u> e |
| 8. <u>manag</u> er | |

Answer the questions. (page 12)

1. b 2. c 3. b 4. a

Lesson 4

Complete the story. (page 13)

- | | |
|-----------|----------|
| 1. works | 5. holds |
| 2. bends | 6. takes |
| 3. shows | 7. puts |
| 4. squats | 8. tells |

Write the correct number. (page 14)

- | | | |
|------|------|------|
| a. 3 | c. 5 | e. 2 |
| b. 1 | d. 4 | |

What do they mean? (page 14)

- | | | |
|------|------|------|
| 1. b | 3. a | 5. b |
| 2. a | 4. b | |

Pronunciation and Writing (page 15)

- | | |
|----------------------|-----------------------|
| 1. <u>straight</u> | 9. <u>large</u> |
| 2. <u>warehouse</u> | 10. <u>close</u> |
| 3. <u>knees</u> | 11. <u>welcome</u> |
| 4. <u>boxes</u> | 12. <u>supervisor</u> |
| 5. <u>heavy</u> | 13. <u>move</u> |
| 6. <u>squat</u> | 14. <u>again</u> |
| 7. <u>something</u> | 15. <u>give</u> |
| 8. <u>appreciate</u> | |

Answer the questions. (page 15)

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. c | 4. b |
|------|------|------|------|

Lesson 5

Complete the sentences. (page 16)

- | | |
|----------|----------|
| 1. slips | 4. wants |
| 2. falls | 5. helps |
| 3. has | |

Listening (page 17)

- | | | | |
|------|------|------|------|
| 1. b | 3. a | 5. b | 7. b |
| 2. a | 4. b | 6. a | |

Pronunciation and Writing (page 18)

- | | |
|--------------------------|-------------------------|
| 1. <u>pulleys</u> – 2 | 7. years – 1 |
| 2. steps – 1 | 8. sweep – 1 |
| 3. <u>surgery</u> – 3 | 9. weights – 1 |
| 4. <u>directions</u> – 3 | 10. <u>physical</u> – 3 |
| 5. <u>vacuum</u> – 2 | 11. <u>shoulder</u> – 2 |
| 6. <u>therapy</u> – 3 | 12. <u>swimming</u> – 2 |

Answer the questions. (page 18)

- | | | | |
|------|------|------|------|
| 1. c | 2. b | 3. a | 4. c |
|------|------|------|------|

Lesson 6

Complete the sentences. (page 19)

- | | |
|-----------|-----------|
| 1. visits | 4. cleans |
| 2. has | 5. takes |
| 3. helps | |

Write the correct number. (page 20)

- | | | |
|------|------|------|
| a. 5 | c. 4 | e. 3 |
| b. 2 | d. 1 | |

What do they mean? (page 20)

- | | | |
|------|------|------|
| 1. b | 3. a | 5. b |
| 2. b | 4. a | |

Pronunciation and Writing (page 21)

- | | |
|----------------------|-------------------------|
| 1. <u>avoid</u> | 9. <u>beautiful</u> |
| 2. <u>plaque</u> | 10. <u>teeth, tooth</u> |
| 3. <u>toothbrush</u> | 11. <u>fluoride</u> |
| 4. <u>explain</u> | 12. <u>between</u> |
| 5. <u>healthy</u> | 13. <u>examination</u> |
| 6. <u>disease</u> | 14. <u>toothpaste</u> |
| 7. <u>cleans</u> | 15. <u>cause</u> |
| 8. <u>good</u> | |

Answer the questions. (page 21)

- | | | | |
|------|------|------|------|
| 1. c | 2. a | 3. c | 4. b |
|------|------|------|------|

Lesson 7

Complete the story. (page 22)

- | | |
|------------------|-------------|
| 1. soup | 5. meat |
| 2. cutting board | 6. bacteria |
| 3. hands | 7. food |
| 4. vegetables | |

Write the correct number. (page 23)

- | | | |
|------|------|------|
| a. 4 | c. 2 | e. 3 |
| b. 5 | d. 1 | |

What do they mean? (page 23)

- | | | |
|------|------|------|
| 1. b | 3. b | 5. b |
| 2. a | 4. b | |

Pronunciation and Writing (page 24)

- | | |
|-------------------|---------------------|
| 1. <u>laundry</u> | 9. <u>teaspoon</u> |
| 2. <u>dries</u> | 10. <u>bacteria</u> |
| 3. <u>quart</u> | 11. <u>again</u> |
| 4. <u>meat</u> | 12. <u>bleach</u> |
| 5. <u>soup</u> | 13. <u>pieces</u> |
| 6. <u>food</u> | 14. <u>soapy</u> |
| 7. <u>board</u> | 15. <u>daughter</u> |
| 8. <u>counter</u> | |

Answer the questions. (page 24)

1. c 2. b 3. a 4. b

Lesson 8**Complete the sentences. (page 25)**

1. medication 4. refills
2. cabinet 5. doctor
3. pharmacy

Days of the Week (page 26)

2. Monday 5. Thursday
3. Tuesday 6. Friday
4. Wednesday 7. Saturday

Ted calls the pharmacy on Thursday.

Circle the telephone number you hear. (page 26)

1. 555-1489 4. 555-2058
2. 555-0926 5. 555-3180
3. 555-8317

Write the number of refills you hear. (page 26)

1. 2 3. 0 5. 3
2. 4 4. 1 6. 5

Pronunciation and Writing (page 27)

1. assistant – 3 7. speaks – 1
2. breathe – 1 8. fax – 1
3. doctor – 2 9. prescription – 3
4. refills – 2 10. telephone – 3
5. asthma – 2 11. Saturday – 3
6. every – 2 12. wait – 1

Answer the questions. (page 27)

1. b 2. c 3. a 4. b

Lesson 9**Complete the story. (page 28)**

1. vitamins 5. bottle
2. characters 6. room
3. telephone 7. mother
4. cap 8. Poison

Listening (page 29)

1. b 3. b 5. a 7. b
2. a 4. a 6. b

Pronunciation and Writing (page 30)

1. taste – 1 7. vitamins – 3
2. empty – 2 8. children – 2
3. tomorrow – 3 9. characters – 3
4. telephone – 3 10. shelf – 1
5. upset – 2 11. poison – 2
6. years – 1 12. one – 1

Answer the questions. (page 30)

1. b 2. a 3. c 4. c

Lesson 10**Complete the sentences. (page 31)**

1. suitcase 4. drugs
2. hospital 5. list
3. insurance

Write the correct number. (page 32)

- a. 5 c. 2 e. 1
b. 3 d. 4

What do they mean? (page 32)

1. a 3. b 5. a
2. b 4. a

Pronunciation and Writing (page 33)

1. insurance 9. doctors
2. razor 10. slippers
3. allergic 11. strawberries
4. father 12. purse
5. nurses 13. organization
6. record 14. allergies
7. personal 15. important
8. other

Answer the questions. (page 33)

1. c 2. a 3. c 4. b

Lesson 11**Complete the story. (page 34)**

1. talks 5. promises
2. tells 6. feels
3. affects 7. gives
4. causes 8. trusts

Listening (page 35)

1. b 3. b 5. a 7. b
2. a 4. b 6. a

Pronunciation and Writing (page 36)

- | | |
|-------------------------|------------------------|
| 1. trust – 1 | 7. <u>parents</u> – 2 |
| 2. <u>promise</u> – 2 | 8. safe – 1 |
| 3. <u>accidents</u> – 3 | 9. <u>money</u> – 2 |
| 4. <u>teenager</u> – 3 | 10. drink – 1 |
| 5. <u>decisions</u> – 3 | 11. <u>alcohol</u> – 3 |
| 6. ride – 1 | 12. <u>nervous</u> – 2 |

Answer the questions. (page 36)

- | | | | |
|------|------|------|------|
| 1. c | 2. a | 3. b | 4. a |
|------|------|------|------|

Lesson 12

Complete the story. (page 37)

- | | |
|-----------|---------------|
| 1. left | 5. bacterial |
| 2. itchy | 6. several |
| 3. yellow | 7. antibiotic |
| 4. pink | 8. clean |

Write the correct number. (page 38)

- | | | |
|------|------|------|
| a. 5 | c. 2 | e. 1 |
| b. 3 | d. 4 | |

What do they mean? (page 38)

- | | | |
|------|------|------|
| 1. a | 3. a | 5. a |
| 2. b | 4. b | |

Pronunciation and Writing (page 39)

- | | |
|------------------------|-------------------------|
| 1. <u>appointment</u> | 9. <u>easily</u> |
| 2. <u>bacterial</u> | 10. <u>week</u> |
| 3. <u>spreads</u> | 11. <u>reaches</u> |
| 4. <u>early</u> | 12. <u>pediatrician</u> |
| 5. <u>prescription</u> | 13. <u>years</u> |
| 6. <u>infection</u> | 14. <u>antibiotic</u> |
| 7. <u>clean</u> | 15. <u>preschool</u> |
| 8. <u>contagious</u> | |

Answer the questions. (page 39)

- | | | | |
|------|------|------|------|
| 1. b | 2. c | 3. a | 4. b |
|------|------|------|------|

Lesson 13

Complete the sentences. (page 40)

- | | |
|------------|---------------|
| 1. affects | 4. talks |
| 2. hurts | 5. translates |
| 3. tells | 6. nods |

Write the correct number. (page 41)

- | | | |
|------|------|------|
| a. 5 | c. 1 | e. 4 |
| b. 3 | d. 2 | |

What do they mean? (page 41)

- | | | |
|------|------|------|
| 1. a | 3. a | 5. a |
| 2. b | 4. a | |

Pronunciation and Writing (page 42)

- | | |
|---------------------------|-----------------------------|
| 1. <u>arthritis</u> – 3 | 7. <u>prescriptions</u> – 3 |
| 2. <u>mother</u> – 2 | 8. <u>affects</u> – 2 |
| 3. slice – 1 | 9. <u>injections</u> – 3 |
| 4. <u>understands</u> – 3 | 10. pills – 1 |
| 5. think – 1 | 11. <u>translates</u> – 2 |
| 6. <u>treatments</u> – 2 | 12. pain – 1 |

Answer the questions. (page 42)

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. b | 4. c |
|------|------|------|------|

Lesson 14

Complete the story. (page 43)

- | | |
|------------|-------------|
| 1. manager | 5. finger |
| 2. kitchen | 6. pressure |
| 3. knife | 7. minutes |
| 4. towel | 8. stitches |

Listening (page 44)

- | | | | |
|------|------|------|------|
| 1. b | 3. a | 5. a | 7. a |
| 2. a | 4. b | 6. a | |

Pronunciation and Writing (page 45)

- | | |
|---------------------|-----------------------|
| 1. <u>towel</u> | 9. <u>tetanus</u> |
| 2. <u>knife</u> | 10. <u>restaurant</u> |
| 3. <u>onion</u> | 11. <u>cutting</u> |
| 4. <u>bleeding</u> | 12. <u>around</u> |
| 5. <u>clinic</u> | 13. <u>pressure</u> |
| 6. <u>finger</u> | 14. <u>sister</u> |
| 7. <u>emergency</u> | 15. <u>index</u> |
| 8. <u>stitches</u> | |

Answer the questions. (page 45)

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. c | 4. b |
|------|------|------|------|

High-Beginning Level

Lesson 1

Complete the story. (page 4)

- | | |
|------------------|----------------|
| 1. fast | 5. delicious |
| 2. bad | 6. greasy |
| 3. fat | 7. low |
| 4. quarter-pound | 8. extra-large |

Meanings (page 4)

1. a 2. a 3. b 4. a

Listening (page 5)

1. 25 5. 455
 2. 450 6. 14
 3. 37 7. 79
 4. 77 8. 31

What do they mean? (page 5)

1. b 3. b 5. b
 2. a 4. a

Pronunciation and Writing (page 6)

1. grams 7. chocolate
 2. heavy 8. spinach
 3. lunch 9. double
 4. fast 10. signs
 5. decision 11. calories
 6. cheeseburger 12. greasy

Answer the questions. (page 6)

1. b 2. c 3. b 4. a

Lesson 2**Complete the sentences. (page 7)**

1. body 4. antibiotics
 2. penicillin 5. antihistamine
 3. hives 6. wallet

Meanings (page 7)

1. b 2. b 3. a

Listening (page 8)

1. a 3. b 5. a 7. b
 2. b 4. a 6. a

Pronunciation and Writing (page 9)

1. office 9. professionals
 2. wallet 10. terrible
 3. better 11. carry
 4. attendant 12. allergic
 5. allergy 13. tells
 6. penicillin 14. feeling
 7. worried 15. recommends
 8. carefully

Rewrite each sentence correctly. (page 9)

1. This morning Sami sees a terrible rash on his body.
 2. The doctor looks carefully at Sami's rash in the examining room.

3. "These spots on your body are hives," says the doctor.

4. "A penicillin allergy can be life-threatening," he says.

5. He also tells Sami to carry an alert card in his wallet.

Lesson 3**Complete the sentences. (page 10)**

1. weighs 5. walks
 2. gets 6. eats
 3. advises 7. steams
 4. gives

Meanings (page 10)

1. a 2. b 3. a

Listening (page 11)

1. a 3. a 5. a 7. a
 2. b 4. b 6. b

Pronunciation and Writing (page 12)*Number of syllables:*

1. 1 3. 2 5. 2 7. 3
 2. 1 4. 3 6. 4 8. 3
 S

1. cooks 3. balanced
 2. advice 4. serious

Z

1. pounds 3. diabetes
 2. physical 4. advises

Answer the questions. (page 12)

1. b 2. c 3. b 4. a

Lesson 4**Complete the story. (page 13)**

1. crash 5. CAT scan
 2. stars 6. concussion
 3. doctor 7. medication
 4. balance 8. stepladder

Meanings (page 13)

1. b 2. a 3. b

Listening (page 14)

- a. 2 b. 4 c. 1 d. 3

Write the word you hear. (page 14)

1. head 5. doctor
 2. conscious 6. CAT
 3. hospital 7. rest
 4. injury

Pronunciation and Writing (page 15)

- | | |
|----------------------|----------------------|
| 1. pain | 7. <u>dangerous</u> |
| 2. tests | 8. <u>conscious</u> |
| 3. stars | 9. <u>injury</u> |
| 4. head | 10. <u>speaking</u> |
| 5. <u>balance</u> | 11. <u>backwards</u> |
| 6. <u>concussion</u> | 12. <u>reflexes</u> |

Answer the questions (page 15)

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. c | 4. b |
|------|------|------|------|

Lesson 5**Complete the sentences. (page 16)**

- | | |
|-----------------|-----------|
| 1. doctor | 5. mile |
| 2. muscles | 6. shoes |
| 3. osteoporosis | 7. energy |
| 4. walking | |

Meanings (page 16)

- | | |
|------|------|
| 1. a | 2. b |
|------|------|

Listening (page 17)

- | | | | |
|------|------|------|------|
| 1. a | 3. b | 5. a | 7. b |
| 2. b | 4. a | 6. b | |

Pronunciation and Writing (page 18)

- | | |
|---------------------|---------------------|
| 1. <u>person</u> | 9. osteoporosis |
| 2. <u>neighbor</u> | 10. <u>exercise</u> |
| 3. starts | 11. <u>doctor</u> |
| 4. <u>better</u> | 12. <u>anymore</u> |
| 5. <u>important</u> | 13. tired |
| 6. <u>apartment</u> | 14. <u>stronger</u> |
| 7. <u>retired</u> | 15. <u>energy</u> |
| 8. first | |

Rewrite each sentence correctly. (page 18)

- Vita is 71 years old.
- "Exercise?" asks Vita. "At my age?"
- "It's very important at your age," says the doctor.
- After five weeks, Vita can walk one mile.
- Vita doesn't need her neighbor to walk Coco anymore.

Lesson 6**Complete the story. (page 19)**

- | | |
|-----------------|-----------------|
| 1. surgeon | 5. gauze |
| 2. surgery | 6. ice |
| 3. anesthetic | 7. antibiotics |
| 4. wisdom teeth | 8. instructions |

Meanings (page 19)

- | | | |
|------|------|------|
| 1. b | 2. a | 3. a |
|------|------|------|

Listening (page 20)

Write the correct number.

- | | | | |
|------|------|------|------|
| a. 2 | b. 1 | c. 4 | d. 3 |
|------|------|------|------|

Write the word you hear. (page 20)

- | | |
|------------|-----------------|
| 1. teeth | 5. four |
| 2. room | 6. instructions |
| 3. dentist | 7. problems |
| 4. oral | |

Pronunciation and Writing (page 21)

- | | |
|--------------------|------------------------|
| 1. <u>surgery</u> | 7. <u>instructions</u> |
| 2. teeth | 8. <u>infections</u> |
| 3. <u>molars</u> | 9. <u>extract</u> |
| 4. <u>swelling</u> | 10. chair |
| 5. <u>surgeon</u> | 11. third |
| 6. <u>impacted</u> | 12. mouth |

Answer the questions. (page 21)

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. c | 4. c |
|------|------|------|------|

Lesson 7**Complete the story. (page 22)**

- | | |
|--------------|-------------------|
| 1. casserole | 5. days |
| 2. container | 6. temperature |
| 3. lid | 7. refrigerator |
| 4. date | 8. food poisoning |

Meanings (page 22)

- | | | |
|------|------|------|
| 1. b | 2. a | 3. b |
|------|------|------|

Listening (page 23)

- | | | | |
|------|------|------|------|
| 1. b | 3. b | 5. a | 7. b |
| 2. a | 4. a | 6. a | |

Pronunciation and Writing (page 24)

Number of syllables:

- | | | | |
|------|------|------|------|
| 1. 3 | 3. 2 | 5. 3 | 7. 1 |
| 2. 2 | 4. 3 | 6. 3 | 8. 1 |

- | | |
|---------------------|---------------------|
| 1. <u>delicious</u> | 3. <u>casserole</u> |
| 2. <u>minutes</u> | 4. fits |

Z

- | | |
|---------------------|---------------------|
| 1. <u>degrees</u> | 3. <u>remembers</u> |
| 2. <u>leftovers</u> | 4. foods |

Answer the questions. (page 24)

- | | | | |
|------|------|------|------|
| 1. b | 2. c | 3. a | 4. c |
|------|------|------|------|

Lesson 8

Complete the story. (page 25)

- | | |
|--------------|------------|
| 1. passenger | 5. support |
| 2. sneezing | 6. taxi |
| 3. head | 7. germs |
| 4. virus | 8. tip |

Match the definitions. (page 25)

- | | | |
|------|------|------|
| 1. e | 3. f | 5. a |
| 2. d | 4. c | 6. b |

Listening (page 26)

Write the correct number.

- a. 2 b. 4 c. 3 d. 1

Write the word you hear. (page 26)

- | | |
|-------------|--------------|
| 1. coughing | 5. careful |
| 2. rest | 6. dangerous |
| 3. virus | 7. time |
| 4. pharmacy | |

Pronunciation and Writing (page 27)

- | | |
|--------------------------------|-------------------------------|
| 1. <u>d</u> izziness | 6. medic <u>a</u> tion |
| 2. <u>p</u> assengers | 7. <u>s</u> pre <u>a</u> ding |
| 3. mach <u>i</u> ner <u>y</u> | 8. <u>w</u> ar <u>n</u> ing |
| 4. <u>o</u> perating | 9. <u>c</u> ough <u>i</u> ng |
| 5. <u>d</u> rows <u>i</u> ness | |

Answer the questions. (page 27)

1. b 2. c 3. a 4. b

Lesson 9

Complete the story. (page 28)

- | | |
|-----------------------|----------------|
| 1. cold | 5. bacterial |
| 2. nurse-practitioner | 6. antibiotics |
| 3. pharmacy | 7. bacteria |
| 4. symptoms | 8. need |

Match the definitions. (page 28)

- | | | |
|------|------|------|
| 1. d | 3. b | 5. f |
| 2. c | 4. a | 6. e |

Listening (page 29)

- | | | | |
|------|------|------|------|
| 1. a | 3. b | 5. a | 7. a |
| 2. b | 4. a | 6. b | |

Pronunciation and Writing (page 30)

Number of syllables:

- | | | | |
|------|------|------|------|
| 1. 3 | 3. 2 | 5. 2 | 7. 4 |
| 2. 5 | 4. 1 | 6. 1 | 8. 1 |

S

- | | |
|--------------------------|--------------------------|
| 1. <u>p</u> harmacy | 3. nurse |
| 2. antibi <u>t</u> otics | 4. disapp <u>o</u> inted |

Z

- | | | | |
|--------------------|-----------|-----------------|--------|
| 1. <u>h</u> usband | 2. please | 3. <u>b</u> usy | 4. has |
|--------------------|-----------|-----------------|--------|

Answer the questions. (page 30)

1. a 2. c 3. b 4. a

Lesson 10

Complete the sentences. (page 31)

- | | |
|--------------|--------------|
| 1. large | 5. health |
| 2. difficult | 6. operation |
| 3. loud | 7. quiet |
| 4. throat | |

Meanings (page 31)

1. a 2. a 3. b

Listening (page 32)

Write the correct number.

- a. 2 b. 1 c. 4 d. 3

What do they mean? (page 32)

- | | | |
|------|------|------|
| 1. a | 3. b | 5. a |
| 2. a | 4. b | |

Pronunciation and Writing (page 33)

- | | |
|----------------|-------------------|
| 1. better | 9. weeks |
| 2. tonsillitis | 10. swallowing |
| 3. room | 11. feels |
| 4. sleeps | 12. tonsillectomy |
| 5. food | 13. well |
| 6. recommends | 14. irregular |
| 7. keeps | 15. worry |
| 8. difficult | |

Answer the questions. (page 33)

1. a 2. c 3. b 4. c

Lesson 11

Complete the story. (page 34)

- | | |
|----------------|-------------|
| 1. grade | 5. school |
| 2. record | 6. Clinic |
| 3. vaccine | 7. dose |
| 4. hepatitis B | 8. children |

Meanings (page 34)

1. b 2. a 3. b

Listening (page 35)

- | | | | |
|------|------|------|------|
| 1. a | 3. a | 5. b | 7. a |
| 2. b | 4. a | 6. b | |

Pronunciation and Writing (page 36)

- | | |
|-----------------------|----------------------|
| 1. <u>record</u> | 7. <u>liver</u> |
| 2. <u>virus</u> | 8. third |
| 3. nurse | 9. <u>department</u> |
| 4. <u>serious</u> | 10. <u>homework</u> |
| 5. card | 11. <u>every</u> |
| 6. <u>information</u> | 12. <u>register</u> |

Rewrite each sentence correctly. (page 36)

1. She says, "Your son is missing his third dose of the hepatitis B vaccine."
2. "Does he need it?" asks Liem.
3. "Yes," says the nurse. "We can't register him for school without it."
4. The school nurse gives Liem some information from the Public Health Department.
5. "You are all ready for school," says Liem. "Are you excited?"

Lesson 12**Complete the sentences. (page 37)**

- | | |
|-----------------|------------|
| 1. overweight | 4. thirsty |
| 2. sugary | 5. type 2 |
| 3. high-calorie | 6. high |

Meanings (page 37)

- | | | |
|------|------|------|
| 1. a | 2. b | 3. b |
|------|------|------|

Listening (page 38)

- | | | | |
|------|------|------|------|
| 1. b | 3. a | 5. a | 7. a |
| 2. a | 4. b | 6. b | |

Pronunciation and Writing (page 39)

- | | |
|--------------------|-----------------------|
| 1. <u>glucose</u> | 7. <u>urinates</u> |
| 2. <u>calorie</u> | 8. <u>disease</u> |
| 3. <u>sugary</u> | 9. <u>information</u> |
| 4. <u>healthy</u> | 10. <u>medication</u> |
| 5. <u>diabetes</u> | 11. <u>overweight</u> |
| 6. <u>water</u> | 12. <u>vegetables</u> |

Answer the questions. (page 39)

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. c | 4. b |
|------|------|------|------|

Lesson 13**Complete the story. (page 40)**

- | | |
|------------------|--------------|
| 1. dermatologist | 5. shirt |
| 2. carcinoma | 6. sunscreen |
| 3. advice | 7. skin |
| 4. sun | |

Match the definitions. (page 40)

- | | | |
|------|------|------|
| 1. e | 3. a | 5. b |
| 2. d | 4. c | |

Listening (page 41)

Write the correct number.

- | | | | |
|------|------|------|------|
| a. 4 | b. 2 | c. 1 | d. 3 |
|------|------|------|------|

What do they mean? (page 41)

- | | | |
|------|------|------|
| 1. b | 3. a | 5. b |
| 2. a | 4. b | |

Pronunciation and Writing (page 42)*Number of syllables:*

- | | | | |
|------|------|------|------|
| 1. 3 | 3. 1 | 5. 1 | 7. 4 |
| 2. 1 | 4. 2 | 6. 3 | 8. 2 |

S

- | | |
|----------------------|---------------------|
| 1. <u>biopsy</u> | 3. <u>carcinoma</u> |
| 2. <u>microscope</u> | 4. <u>sunscreen</u> |

Z

- | | | | |
|---------|----------|------------------|----------|
| 1. nose | 2. loves | 3. <u>refers</u> | 4. hours |
|---------|----------|------------------|----------|

Answer the questions. (page 42)

- | | | | |
|------|------|------|------|
| 1. a | 2. c | 3. b | 4. b |
|------|------|------|------|

Lesson 14**Complete the sentences. (page 43)**

- | | |
|------------|----------------------|
| 1. perfume | 5. allergic reaction |
| 2. bee | 6. emergency room |
| 3. soap | 7. medication |
| 4. rash | |

Meanings (page 43)

- | | |
|------|------|
| 1. a | 2. b |
|------|------|

Listening (page 44)

- | | | | |
|------|------|------|------|
| 1. b | 3. b | 5. a | 7. a |
| 2. a | 4. a | 6. b | |

Pronunciation and Writing (page 45)

- | | |
|--------------------|------------------------|
| 1. <u>allergic</u> | 7. sneeze |
| 2. <u>coughing</u> | 8. bee |
| 3. itch | 9. <u>reaction</u> |
| 4. <u>annoyed</u> | 10. <u>finger nail</u> |
| 5. <u>perfume</u> | 11. <u>injection</u> |
| 6. rash | 12. <u>stinger</u> |

Answer the questions. (page 45)

- | | | | |
|------|------|------|------|
| 1. a | 2. c | 3. b | 4. c |
|------|------|------|------|

