

SOLT I German Module 5 Lesson 5

Student Manual



Disease and Medicine

At the end of this lesson, you will be able to discuss disease and medicine.

Get Medicine at the Pharmacy

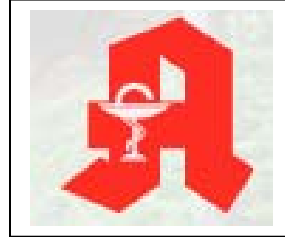
- Ask/answer questions at a pharmacy
- Discuss pharmacy services in the Target Region
- Request different types of medication prior to deployment

Discuss Diseases

- Ask/answer questions about childhood diseases
- Discuss common diseases in the Target Region
- Discuss prevention of common diseases
- Discuss different types of vaccinations



Die stolzen Besitzer der Mathilden Apotheke
im süddeutschen (D-66787) Wadgassen



Scenario

In der Apotheke

- Frau Lechner: Guten Tag, Frau Meyer!
- Frau Meyer: Guten Tag, Frau Lechner. Meine Tochter hat sich verbrannt.
- Frau Lechner: Sind Sie mit ihr beim Arzt gewesen, Frau Meyer?
- Frau Meyer: Nein, das war nicht nötig, es ist eine leichte Verbrennung. Ich dachte mir aber, dass ich mir in der Mathilden-Apotheke etwas holen kann, was mir daheim zur Behandlung fehlt. Ich hätte daher gerne drei Mullbinden, ein Jodspray und eine Schachtel Heftpflaster. Ach, außerdem haben wir keine Brandsalbe mehr zuhause.
- Frau Lechner: Hier sind die Sachen. Diese Brandsalbe ist sehr gut, aber viele Kunden benutzen lieber Johanniskrautöl für Verbrennungen. Bei beiden Medikamenten ist die Narbenbildung nicht stark.
- Frau Meyer: Das ist ja prima. Claudia ist sowieso so sehr auf ihr Aussehen bedacht; das wird sie dann beruhigen. Sie war damals mit ihren Masern für zwei Wochen im Krankenhaus und ist nun besonders ängstlich.
- Frau Lechner: Das tut mir leid; war sie nicht geimpft?
- Frau Meyer: Leider nicht, ich mache mir Vorwürfe. Also, ich kaufe auch noch das Johanniskrautöl.
- Frau Lechner: Nehmen Sie sich das nicht so zu Herzen, Frau Meyer. Dr. Berger hat meine Tochter Maria jetzt erst geimpft. Seien Sie froh, dass Claudia die Masern kein zweites Mal bekommen kann.

1. Get Medicine at the Pharmacy

Exercise 1 (Pair Exercise, Reading Comprehension)

Take turns reading the scenario to your partner. Answer the questions in German and compare them with those of another pair of students.

1. What is the name of the pharmacy and where is it located in Germany?
2. What kind of injury or illness was the reason for the customer's pharmacy visit?
3. Does the customer need a prescription?
4. For whom is the medication?
5. What medications and first aid items have been bought here? Who bought them?
6. What kind of vaccination was mentioned?

Exercise 2 (Pair Exercise)

Work with a partner and come up with a dialogue, naming five different types of medication that he/she needs to take prior to deployment to Germany. Your partner will write them down. What are these medications supposed to heal? Are the sicknesses they are supposed to prevent are a serious threat in the target area? Reverse roles and your partner will do the same thing. Discuss your findings with your peers and relate it to your personal experience.

Exercise 3 (Pair Exercise)

Take turns playing the role of a customer and a pharmacist. The customer will ask the pharmacist how he/she is supposed to take certain medicine (make one up), and then switch roles.

Exercise 4 (Pair Exercise)

Below are lists of medicines that you and your partner need to buy at a pharmacy. Take turns playing the roles of buyer and pharmacist. Have a conversation about buying the medications mentioned in the lists. Modify the conversation by mentioning the size of the bottle, tube, number of tablets, prices, dose, etc., as indicated in the sample set of questions and sentences below.

List for student A

Schlafmittel
Kräutertee
Venensalbe
Aspirin
Hansaplast Heftpflaster
Hustensirup / saft

List for student B

Franzbranntwein
Wattestäbchen
Reinigungsalkohol
Johanniskraut
Asthma Spray
Abführmittel

The following questions and requests may be used as conversation starters:

1. Wie viel Inhalt hat die Tube?
2. Was ist das Gewicht der Packung?
3. Zähle die Tabletten in der Schachtel.
4. Schätze, wie viel Milliliter du zum Einreiben brauchst.
5. Wie lange kommen Sie gewöhnlich mit Ihrem Spray aus?
6. Schlucke die Tropfen auf einem Zuckerwürfel.

Exercise 5 (Pair Exercise, Reading Comprehension)

Discuss the contents of the following advertisement slogans with each other and decide on the best selection of medicine to answer the following questions. Compare and discuss your answers with those of your peers.

- Saures Aufstoßen? *Rhoasalz* dämpft Ihre Magensäurebildung!
- *Bebanthen* Natur-Creme beruhigt Ihrer gereizten Haut.
- Das Beste für Ihren Hautausschlag: *Cortisonsalbe*!
- Angst vor dem Herzinfarkt? *Aspirin* verdünnt Ihr Blut!
- *Hansaplast*! **DAS** Heftpflaster für kleine Schnittwunden!
- *MB-Mullbinden* eignen sich vorzüglich für offene Wunden.
- *AguaMed* Medizinisches Mineralwasser hilft nervösen Mägen!
- *Soledum Balsam* behandelt effektiv Ihre Erkältung!



Exercise 5 (Pair Exercise, Reading Comprehension) (continued)

1. Which medicine is good for heartburn?
1. If you have an itchy skin, what should you ask for?
2. In case you have problems with your heart, which medicine would you ask for?
3. Imagine that you have a cut on your finger, which one of these will you ask for?
4. What is good for a nervous stomach?
5. What is good against a cold?
6. What would be a good cover for an open wound?
7. What helps with rashes?

2. Discuss Childhood Diseases**Exercise 6 (Pair Exercise)**

Below are several typical German childhood diseases. Match the diseases with their English equivalents. On a piece of paper briefly describe the symptoms of each disease. Discuss your results with your partner and compare with the typical childhood diseases of the U.S.

- | |
|------------------------|
| A. Windpocken |
| B. Ziegenpeter / Mumps |
| C. Röteln |
| D. Masern |
| E. Kinderlähmung |
| F. Keuchhusten |

- | |
|-------------------|
| 1. whooping cough |
| 2. Chicken pox |
| 3. Measles |
| 4. Rubella |
| 5. Mumps |
| 6. Polio |

Exercise 7 (Pair Exercise)

Below is a list of common diseases in Germany. Consult with your vocabulary list and check those diseases that may NOT exist in America. On a piece of paper briefly describe what these diseases are all about (symptoms, where they may occur, who may get them). Discuss your results with your partner and then with the class.

- | | | |
|------------------|---------------------|---------------------|
| 1. Neurodermitis | 2. Tuberkulose | 3. Tollwut |
| 4. Gelbsucht | 5. Malaria | 6. Rheumatismus |
| 7. Darmkrebs | 8. Lungenentzündung | 9. Asthma |
| 10. Röteln | 11. Eustress | 12. Nierenkrankheit |

Exercise 8 (Pair Exercise)

Ask your partner what childhood disease he/she has had or didn't have. Do you remember what this was like? Suggestions for opening questions are as follows:

Speaker A: Welche Kinderkrankheiten haben Sie / hast Du gehabt?
Was hat Deine Mutter / Ihre Mutter dagegen gemacht?

Speaker B: Ich habe Masern, Röteln und Windpocken gehabt.
Das war immer eine ziemlich nervige / schwierige Angelegenheit.

Exercise 9 (Pair Exercise)

Assume your child attends a German Kindergarten. She comes home and shows symptoms of a number of possible childhood diseases. It is late and you go to the next Apotheke on Nachtdienst. Explain all symptoms to the Apotheker/in (role-played by your partner) and together come to a conclusion what medicine(s) would help the child until she can be taken to a doctor the next morning.



Tip of the Day

Several years ago, a scientist in Munich discovered that children in the former East German states were less susceptible to asthma than children from Western Germany. She concluded that this was due to the kindergartens where the children in East Germany spent most of their time, and the fact that they were constantly catching all kinds of childhood diseases. Because the young people were open to infection, their susceptibility for allergies and asthma decreased.

Exercise 10 (Pair Exercise)

Especially if you come from the warmer parts of the United States, it is easy to misjudge the resistance of your body in the unpredictable climate of Central Europe. Discuss with your partner ways to prevent nasty “German colds,” an upset stomach, or the onset of arthritis due to exposure to cold and damp temperatures and then with the whole class.

The past perfect tense (Plusquamperfekt):

With the past perfect tense, German grammar allows speakers to talk about past events that happened before the recent past. This tense, in German called Plusquamperfekt, is thus a means to mark a time before the “normal” past. It helps to explain an event that happened before another event in the past:

1. Als wir zuhause ankamen, hatte deine Mutter schon alles für das Abendessen vorbereitet.
When we arrived at home, your mother had already prepared everything for dinner.
2. Bevor wir abgeflogen sind, hatte ich noch schnell ein paar Sandwiches gekauft.
Before we departed, I had quickly bought a couple of sandwiches.
3. Nachdem General Schneider die neuen Kollegen begrüßt hatte, besprachen wir die Pläne für unser Battalion.
After General Schneider had greeted the new colleagues, we discussed the plans for our battalion.

Forming the past perfect from the present perfect is done easily by using the verb forms of the simple past (Präteritum):

present perfect	past perfect
Wir haben alle Kasernentore abgeschlossen. <i>We have locked all gates of the garrison.</i>	Wir hatten alle Tore abgeschlossen. <i>We had locked all gates.</i>
Ihr seid zur Abschlussfeier gekommen. <i>You have come to the graduation.</i>	Ihr wart zur Abschlussfeier gekommen. <i>You had come to the graduation.</i>

This is a survey of past perfect forms:

ich	hatte gesagt	war gekommen
du	hattest gesagt	warst gekommen
er/sie/es	hatte gesagt	war gekommen
wir	hatten gesagt	waren gekommen
ihr	hattet gesagt	wart gekommen
sie/Sie	hatten gesagt	waren gekommen

Exercise 1

Please transform the **bold parts** of the following sentences into the past perfect tense and align the main clause verb to that tense:

1. Nachdem wir den Waffenschrank **aufschließen, reinigen** wir die Gewehre.
2. Nachdem du den Waffenschrank **aufschließt, reinigst** du das Gewehr.
3. Nachdem ihr den Waffenschrank **aufschließt, reinigt** ihr die Gewehre.
4. Als der Offizier die Belobigung **ausspricht, geht** der Schütze auf Urlaub.
5. Als du die Belobigung **aussprichst, geht** die Schützin auf Urlaub.
6. Als ihr die Belobigung **aussprecht, gehen** wir auf Urlaub.

Exercise 2

Please transform the following sentences into the past perfect tense:

1. Am letzten Tag ihres Urlaubs fahren sie auf die Zugspitze / sie werfen einen Blick auf das Tal.
2. Am letzten Tag deines Urlaubs fährst du auf die Zugspitze / du wirfst einen Blick auf das Tal.
3. Am letzten Tag eures Urlaubs fahrt ihr auf die Zugspitze / ihr werft einen Blick auf das Tal.
4. Im folgenden Monat empfängt er seinen neuen Dienstgrad / er nimmt an der Spezialübung teil.
5. Im folgenden Monat empfangt ihr euren neuen Dienstgrad / ihr nehmt an der Spezialübung teil.
6. Im folgenden Monat empfängst du deinen neuen Dienstgrad / du nimmst an der Spezialübung teil.

Idioms and Phrases:

Er scheint sehr krank zu sein.

He seems to be very sick.

Einen auf "krank" markieren / sich krank stellen

To malingering.

Auch ein Tablett Tabletten kann Gesundheit nicht immer retten.

Even a whole tray of pills can't always save your health.

Die Gesundheit ist die wichtigste Nebensache der Welt.

Health is the most important minor point in the world.

Abführmittel, das		laxative; purgative
Blutvergiftung, die		sepsis; septicemia; toxemia
Brandsalbe, die	(-n)	burn salve
Darmkrebs, der		colon cancer
Einreibemittel, das		liniment
empfindlich		sensitive, delicate
Erkältung, die	(-en)	(common) cold
Erwachsener, der	die Erwachsenen	adult
Eustress, der		“good“ stress; (greek prefix “eu” = “good”)
Franzbranntwein, der		alcoholic liniment
freiberuflich		free-lancing
Gelbsucht, die		jaundice
Gen, das	die Genen	gene
Gesundheitsamt, das		public health department
Gipsverband, der		plaster cast
Hautausschlag, der		skin rash
Hirnblutung, die		bleeding of the brain
impfen		vaccinate, to
Johanniskraut, das		St. John’s wort
Keuchhusten, der		whooping cough; pertussis
Kinderkrankheit, die	(-en)	childhood disease
Kinderlähmung, die		polio; poliomyelitis
Kräutertee, der		herb tea
lindern		ease
Magengeschwür, das		stomach ulcer
Magensäure, die		stomach acid
Masern, die		measles
Muskelkrampf, der	die Muskelkrämpfe	muscle cramp
nachweisen		proof
nüchtern		sober; fasting
Packung, die	(-en)	package
Rhoasalz, das		heartburn remedy
Röteln, die		rubella
Säure, die	(-n)	acid; sourness
Scharlach, der		scarlet fever; scarlatina
Tollwut, die		rabies
Tropfen, der	(die)	drop
Übelkeit, die		nausea; queasiness
Vene, die	(-n)	vein
Verbrennung, die	(-en)	burn
verschreibungspflichtige Arzneimittel		prescription drugs
Versorgung, die	(-en)	provision
Windpocken, die		chickenpox

Wissenschaft, die		science
Zäpfchen, das	(die)	suppository
Ziegenpeter, der		mumps

Supplemental Vocabulary

aufstoßen		to belch, to eructate
Bedarf, der	die Bedürfnisse	need; demand
bereit		ready
beruhigen		to calm
bezüglich		with regard to
dämpfen		to abate
Eßlöffel, der	(die)	table spoon
Freigabe, die		clearance
gegenseitig		mutual
Gewerbe, das (ein Gewerbe betreiben)		trade (to pursue a trade)
hartnäckig		stubborn; obstinately; persistent
hauen		to beat
Kaufleute, die		peddlers; merchants
lauten		to sound, to make out
lutschen		to suck on
mehr		more; anymore
Naschkatze, die		to have a sweet tooth
niederlassen		to settle
ordnungsgemäß		according to the rules
Quelle, die	(-n)	source; spring
reizen (eine gereizte Haut haben)		to irritate
schlucken		swallow
sicherstellen		to make sure
Sport treiben		to exercise
Teelöffel, der	(die)	teaspoon
umarmen		to hug
Umständen, unter		possibly
verbrennen		to burn
verdünnen		to dilute, to attenuate
verwöhnen		to spoil
Vorwurf, der	die Vorwürfe	charge; allegation
vorzüglich		exquisite; excellent
Würfel, der	(die)	cube; dice
Zucker, der		sugar



Now that you have learned about hospitals and clinics and how to describe medical symptoms, our next focus will be on learning about the pharmaceutical realm in German-speaking Europe. Swiss, Austrian, and German Apotheken can be totally modern, with lots of electronics, plenty of glass and stainless steel, or they can look like they were just imported from the Middle Ages, complete with tincture bottles and wooden herb containers. Apotheken are the only stores allowed by law to sell prescription medicines, but they also often carry a number of other products, from diet foods to veterinary medicines and cosmetic articles. In recent years, a large number of “Drogerie-Märkte” have sprung up. They offer drugstore goods such as soap, hair products, first-aid items, and a few over-the-counter medicines at reasonable prices, but no prescription drugs.

Many “Naturheilmittel” are only available in the “Apotheken.” The “Apotheker” (or Apothekerin) can give you information about these, and also tell you about other medicines available without a prescription in Germany. Alternative practitioners, an important constituency of the Apotheken market in Germany, have to go through rigorous training in order to practice, and the herbal remedies available in the “Apotheken” are subject to much more stringent testing than in the United States. The dosage, too, is better regulated than herbal remedies in the US. Recommendations for use are written on the packages, and a pharmacist will always advise you if you ask. There are a number of good books on herbal remedies that you can buy at bookstores and even at the Apotheken.

In many larger cities, so-called “Internationale Apotheken” stock international medicines, and the druggists can help to “translate” brand names from one country to another. Pharmacies are generally closed evenings, Saturday afternoons, Sundays, and holidays, but one pharmacy in the area is always available for “Notdienste.” A list of these Apotheken is usually available in the local paper or a sign is placed in the window of every Apotheke, telling which one in town is “dienstbereit.”

1. Get Medicine at the Pharmacy

Activity 1 (Pair Activity)

Take turns and read aloud the following situations to your partner. Once he/she answers all questions, you will switch roles.

1. Wohin geht man, um Medikamente zu bekommen?
2. Was kann man gegen Kopfschmerzen tun?
3. Was sollte man gegen Husten tun?
4. Was macht man wenn man gegen Antibiotika allergisch ist?



Activity 2 (Pair Activity)

For this activity you and your partner will play the role of a client. You are not feeling well and decide to go to the pharmacy to buy your symptoms to the pharmacist and ask him/her what you can take. (your partner) will ask you some questions about your health and from a number of remedies.

Activity 3 (Pair Activity, Reading Comprehension)

Read the following article independently and ask each other the questions below.

Die Apothekerinnen und Apotheker sind wegen ihres gesetzlichen Auftrages, die ordnungsgemäße Versorgung der Bevölkerung mit Arzneimitteln sicherzustellen, Angehörige eines Heilberufes wie die Ärzte, Zahnärzte und Tierärzte. Sie üben einen freien Beruf aus, sind zugleich aber auch gewerbetreibende Kaufleute.

1. Was ist der gesetzliche Auftrag der deutschen Apothekerinnen?
2. Welcher Berufskategorie gehören Apothekerinnen an?
3. Betreiben Apotheker ein Gewerbe?
4. Warum kann eine Beschäftigung als Apotheker auch als freiberuflich angesehen werden?

Activity 4 (Pair Activity)

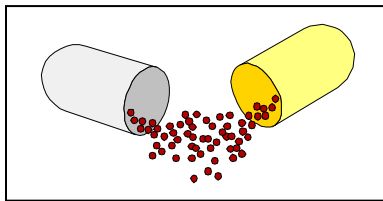
Dialogue 1

Use the following suggestions to be guided through two different dialogues between you and a pharmacist in a German Apotheke.

- Pharmacist: Greet the customer
Customer: Return the greeting. Ask the pharmacist if he/she has something for burns.
Pharmacist: Suggest a burn ointment. Find out if the customer already has a gauze bandage.
Customer: Say that you do.
Pharmacist: Ask if it is still sterile.
Customer: Say that it is not.
Pharmacist: Convince the customer that the non-sterile bandage is dangerous and can lead to infection. Sell him/her a new gauze bandage.
Customer: Close the transaction.

Dialogue 2

- Pharmacist: Greet the customer.
Customer: Let the pharmacist know that your cough is bothering you.
Pharmacist: Sell the customer a bottle of cough syrup.
Customer: Find out how much of it you have to take.
Pharmacist: Explain the dosage. Ask if a customer has a fever.
Customer: Indicate that you don't know.
Pharmacist: Sell the customer a thermometer.
Customer: Close the transaction.





Tip of the Day Because German prescriptions are written longhand by doctors, the Apotheker are well trained in reading (almost) illegible, hurried handwriting. If you ever have trouble deciphering a handwritten text, especially in the old spidery German letters, try the Apotheke around the corner.

Activity 5 (Group Activity)

Think about your “favorite” American over-the-counter medications for common sicknesses or injuries. Make a list of those medications which you doubt finding in Germany. Those are the ones that you by all means should take to the target region. Share your list with your partner’s and devise a useful description in German that will serve you – once you run out of what you brought along – to explain the properties of your American medicine to a German Apotheker.

Activity 6 (Group Activity)



Look at the picture of this “old” pharmacy in Germany. Discuss with your partner the differences between pharmacies in Germany and the United States based on the picture. For example, what kind of owner-customer relations would you expect in this Apotheke compared with those in a Rite Aid store or Walgreen’s in the USA? What kinds of products would be different and how would you get these products at home or in this place? Write down as a pair the results of your discussion and then compare them with other pairs in the class.

Activity 7 (Pair Activity)

Work with a partner and come up with a dialogue, naming five different types of vaccinations that he/she had to take prior to deployment. Your partner will write them down. If known, discuss the reasons for the vaccines thought to be necessary for your current target region. Reverse roles and your partner will do the same thing. Then discuss your personal experiences with the whole class.

2. Discuss Childhood Diseases

Activity 8 (Group Activity)

Impfung	Alter in vollendeten Monaten					
	Geburt	2	3	4	11 - 14	15 - 23 siehe a)
Diphtherie, Tetanus, Pertussis *		1.	2.	3.	4.	
Diphtherie, Tetanus b)						
Pertussis						
Haemophilus influenzae Typ b*		1.	siehe c)	2.	3.	
Poliomyelitis *		1.	siehe c)	2.	3.	
Hepatitis B *	siehe d)	1.	siehe c)	2.	3.	
Masern, Mumps, Röteln **					1.	2.
Influenza ****						
Pneumokokken *****						

The chart above is a copy of a German “Kinderimpfkalender.” Discuss in German when this child was vaccinated against which diseases. From top to bottom, list the given diseases and discuss with other class members and your instructor the Germanic words for this predominantly Latin list of medical terms. Consult your list of vocabulary.

Activity 9 (Group Activity, Reading Comprehension)

Read the following text out aloud to your partner and answer the questions below. With the entire class discuss the last question from an American perspective.

“Eurobarometer“ steht ganz oben für Apotheken:

Fünfundvierzig Prozent der Europäer benannten bei der letzten Eurobarometer-Umfrage Apotheker und Ärzte als wichtigste Quelle für gesundheitsbezogene Informationen. Danach folgt das Fernsehen mit 20 Prozent sowie Bücher und Zeitungen mit etwa sieben Prozent. Das Internet wird mit weniger als vier Prozent angeführt.

1. Woher beziehen die meisten Europäer ihre medizinischen Informationen? Wie lautet der Prozentsatz? _____ %
1. Fernsehprogramme werden auch als Informationsquelle benutzt. Wie hoch ist hier der Prozentsatz der europäischen Suchenden? _____ %
2. Wie wichtig sind Bücher und Zeitungen als Gesundheitsinformationsquelle? Geben sie die richtige Prozentzahl an. _____ %
3. Nur ein geringer Prozentsatz der Europäer sucht im Internet nach medizinischer Information. Geben Sie das Prozent an. _____ %
4. Im Bezug auf die vorige Frage – schätzen Sie die entsprechende Prozentzahl für die Vereinigten Staaten. Begründen Sie Ihre Schätzung und diskutieren Sie sie mit dem Rest der Klasse. Geschätzte Prozentzahl für die USA _____ %

Activity 10 (Group Activity)

Divide the class into four groups. Talk about the childhood immunization you may have received through various school vaccination programs in the United States. At what ages (or which school year) did you receive which kinds of vaccines? What was it like? You may tell interesting stories to your classmates based on your recollections. They may come out with a different ring now that you are telling them in a language that is not native to you. Reflect on that experience too!

1. Get Medicine at the Pharmacy

Activity 1 (Pair Activity)

Use the chart below to review the way in which medicines are dosed. Then create a conversation between a pharmacist and a client. Role-play the situation for the whole class.



Nehmen Sie	eine Tablette	dreimal am Tag	<i>take a tablet three times a day.</i>
-------------------	---------------	----------------	---



ein Dragee

morgens und abends	<i>take a pill morning and evening.</i>
-----------------------	---



einige Tropfen

vor dem Schlafengehen	<i>take some drops before bedtime.</i>
--------------------------	--



Reiben Sie	die Sportcreme
-------------------	-------------------

ein und lassen Sie einziehen	<i>rub (sport) cream on the skin and let it penetrate.</i>
---------------------------------	--



eine Salbe

ein und lassen Sie einziehen	<i>put ointment on the skin and rub it in.</i>
---------------------------------	--

Activity 2 (Pair Activity)

Take turns playing the role of a customer and a pharmacist. The customer will ask the pharmacist how to take certain medications (your choice) and how they will affect the body. Write down the pharmacist's advice. Then switch roles.

Activity 3 (Pair Activity)

The pharmacist is giving you advice about how to get well. Take turns and discuss the possible common sense health applications using the appropriate German vocabulary.

1. Wenn Sie Halsschmerzen haben, sollten Sie _____ nehmen.
2. Wenn man Kopfschmerzen hat, nimmt man am besten _____
3. Gegen Husten hilft am besten _____.
4. Ich glaube, ich habe einen gebrochenen Arm, weshalb ich im Krankenhaus wahrscheinlich _____ bekomme.
5. Bei einer Wundinfektion wird man mit _____ behandelt.
6. Wenn du dir auf den Finger gehauen hast und es nicht allzu schlimm ist, kann die Verletzung mit _____ behandelt werden.
7. Bei einem hartnäckigen Schnupfen verordnet ein Doktor _____.
8. Bei Bauchschmerzen könnte ein Apotheker _____ empfehlen.
9. Bei Migräne ist viel _____ angebracht.
10. Ein verstauchter Fuß erfordert unter Umständen einen _____.

Activity 4 (Pair Activity)

Mark those words below that indicate the need for IMMEDIATE medical emergency attention and those that “only” require first aid or the application of home remedies. Quiz your partner on the meaning of each sickness term, and then make your selections according to the three categories of 1) Notfälle, 2) Erste-Hilfe Fälle, and 3) Anwendung von Hausmitteln.

Pollenallergie _____

Allergische Schockreaktion _____

Prellung _____

Muskelkrampf _____

gebrochene Nase _____

Verstopfung _____

Hirnblutung _____

Magengeschwür _____

Blinddarmentzündung _____

Blutvergiftung _____

Herzinfarkt _____

Erkältung _____

Grippe _____

Übelkeit _____

Lebensmittelvergiftung _____

(komplizierte/normale) Geburt _____

Gehirnerschütterung _____

Activity 5 (Pair Activity)

Take turns playing different roles.

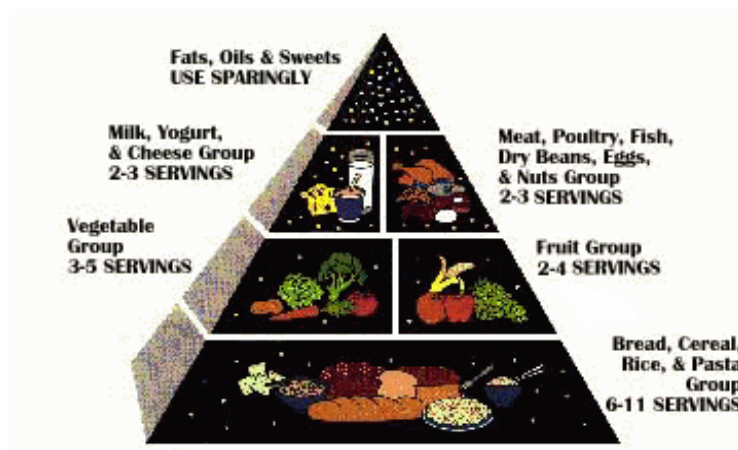
A: Doctor

B: Patient

- A. Greet the patient and ask what is wrong.
- B. State the reason for your visit (headache, fever, cough, and difficulty swallowing).
- A. Ask how long he has had these symptoms?
- B. Say three days already.
- A. Ask if he is allergic to any medication?
- B. Respond no, you are not.
- A. After checking the patient, tell him that he has an ear infection and the flu. Prescribe some antibiotics and recommend a lot of rest and lots of fluids.
- B. Ask the doctor if you have to come back after ten days.
- A. Say no, unless his condition doesn't improve.
- B. Finish the conversation and leave.

Activity 6 (Pair Activity)

Determine which activities are good for your health and which ones are not. Discuss the food pyramid with your partner, and then with the rest of the class.



Ist es gesund...

1. viel Fleisch zu essen?
2. oft Kartoffeln und Reis zu essen?
3. eine Naschkatze zu sein?
4. eine fettreiche Ernährung bevorzugen?
5. eine Schachtel Zigaretten pro Tag zu rauchen?
6. eine Flasche Brandy pro Woche zu trinken?

2. Discuss Childhood Diseases

Activity 7 (Pair Activity)

Pretend that you were sick for a while, but now you have recovered. You are going to write a letter to a German friend about your sickness, and what measures you have taken to get well again. In 5 minutes, write the letter on a piece of paper. After you have finished, exchange it with your partner. Proofread, and correct each other's spelling, grammar, content, etc. Discuss the corrections afterwards, and then read the final versions out aloud to each other or in a group.

Activity 8 (Group Activity)

Divide the class into four groups. Each group will discuss how good diet supports good health. Each group member must contribute ideas and reasons. Choose a person in the group to take notes and another who will present the results of the discussion in front of the class. All members must be prepared to answer questions from other groups.

Activity 9 (Group Activity)

Take turns being doctor and patient. Prescribe medicine for your partner according to the following chart. The patient must complain about his (imaginary or real) pains and diseases! Then write down a list of ailments and possible treatment. Be prepared to present your findings to your group or class, together with your partner.

Aufforderung	Dosierung	
nehmen Sie / nimm	zwei Tabletten einen Teelöffel einen Esslöffel ein Zäpchen zwei Kapseln fünfzehn Tropfen ein Dragee	dreimal täglich morgens und abends nach dem Essen vor dem Schlafengehen morgens nüchtern bei Bedarf
trage/tragen Sie reibe/reiben Sie	die Salbe das Gel die Creme	auf ein

Activity 10 (Group Activity)

Working with a partner, review the recovery statements and write new sentences for the following situations. Share them with other groups.

Beispiele: Bist Du schon wieder gesund/fit?
 Gute Besserung!
 Das ist ja tragisch/schlimm!
 Lass es Dir gut gehen!
 Lass dich verwöhnen/umarmen.
 Begib dich in gute ärztliche Behandlung!

1. Your friend has been discharged from the hospital.
2. Your aunt had surgery.
3. Your friend has broken his leg.
4. One of your relatives has cancer.
5. Your father is at high risk for cardiac arrest.
6. Your wife has been diagnosed with diabetes.



Activity 11 (Group Activity)

The following conversation takes place in a pharmacy. Take turns playing the different parts. Then recreate the dialogue between doctor and patient that must have preceded this one at the doctor's office during the investigation of the medical problems. Prepare both dialogues as a skit.

Asking about medication

Pharmacist: Greet the patient and ask him what he needs today.
Patient: Tell him that you need a new prescription for your blood pressure and something "natural" for lowering your high cholesterol.
Pharmacist: Give him garlic gel capsules and tell him to take three pills a day. Also tell him that the blood pressure medicine should be taken in the morning.
Patient: Ask him if the blood pressure medicine does not interfere with the gel.
Pharmacist: Tell him there is no problem with that. Ask him if he has any other questions.
Patient: Say no and leave.



Tip of the Day

Recent research has shown that there is a „window“ during the first half a year of a child's life. If the immune system of the child is trained then by multiple infections, it learns to react strongly against infections, and to tolerate allergens. Too many inoculations and excessive cleanliness cause the immune system to classify allergens as threats, and to develop allergic reactions to them.

Phrases

- Essen Sie oft fettreiche Nahrung?
- Haben Sie Herzbeschwerden?
- Hier ist das Rezept.
- Wahrscheinlich haben Sie ein „schlechtes“ Gen.
- Sie sollten mindestens zweimal wöchentlich Sport treiben.
- Ich empfehle Ihnen gute Nachtruhe.
- Sie müssen eine Pille dreimal am Tag einnehmen.



Activity 12

Match the left column of words with the right column, and then create a question for your classmates to answer.

die Kopfverletzung	the heart attack
die Schnittwunde	the whooping cough
der Sonnenstich	the acid
die Grippe	the sun stroke
der Herzinfarkt	the head injury
die Ansicht	the brain concussion
die Packung	the snake
die Windpocken	the emergency physician
die Säure	the accident scene
die Kinderlähmung	the opinion
der Keuchhusten	the flu
das Magengeschwür	the mushroom
die Schlange	the food
die Überhitzung	the cut
der Unfallort	the chickenpox
die Atemwege	the overheating
das Nahrungsmittel	the respiratory tract
die Gehirnerschütterung	the package
der Pilz	the stomach ulcer
der Notarzt	the polio

Activity 1

Create two sentences for each phrase below, and share them with your peers in class.

<i>krank sein</i>
<i>gesund sein</i>
<i>untersucht werden</i>
<i>behandelt werden</i>
<i>geröntgt werden</i>

Activity 2

Match the diseases with the medications below. Be prepared to defend your answer in class.

- | |
|---|
| 1. Durchfall
2. Vereiterung
3. Husten
4. Rheumatismus
5. Hoher Blutdruck
6. Diabetes |
|---|

- | |
|--|
| A. Hustensaft
B. Kohletabletten nehmen
C. Antibiotika nehmen
D. Einreibemittel
E. Sport treiben
F. Insulin spritzen |
|--|

Activity 3 (Listening Comprehension)

Read the following text about intervals between immunizations. You may not understand all the words, but try to puzzle out the meaning. If necessary, consult your dictionary, and then answer the questions below.

“Da manche Impfungen gleichzeitig durchgeführt werden können und bei anderen (Lebendimpfstoffen und passiven Impfungen) Zeitabstände zu beachten sind, kommt einem individuellen Impfplan eine wichtige Rolle zu. Hier berät Sie Ihr Hausarzt oder eine der Beratungsstellen (Tropenmedizinische Institute, Gesundheitsamt oder Gelbfieberimpfstelle). Bei Totimpfstoffen sind keine Abstände zu anderen aktiven Impfungen notwendig. Dazu gehören FSME-, Tetanus-, Cholera- und die injizierbaren Typhus- und Polioimpfungen (IPV).“

1. Can all immunizations be taken at the same time?
2. Where can you get more information about immunizations in Germany?
3. Which immunizations can be taken without regard to other immunizations?

Activity 4

Below is a list of common diseases in Germany. Check the diseases that you may have had, or someone in your family has had, and write two sentences about each one you may have experienced. Be prepared to share your answers in class tomorrow.

- | | | |
|--------------------|---------------------|------------|
| 1. Rheumatismus | 2. Tuberkulose | 3. Tollwut |
| 4. Herzkrankheiten | 5. Gelbsucht | 6. Masern |
| 7. Grippe | 8. Lungenentzündung | 9. Asthma |
| 10. Arthrose | 11. Nierenkrankheit | 12. Krebs |

Activity 5

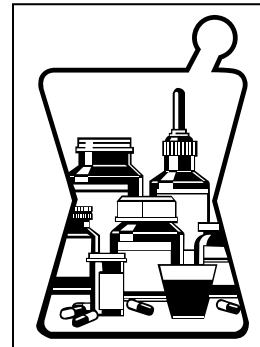
There are some preventive measures for common diseases. Pick one common disease that you know well. Write down in German what kind of prevention is needed for that disease. Tomorrow in class you will brief your peers about it .

Activity 6

Briefly write about characteristics and effects of childhood diseases chosen from the box below. Use the phrases below the box. Be careful, not all of the diseases listed are childhood diseases!

Masern	Grippe
Krebs	Verdauungsbeschwerden
Kopfschmerzen	Schnupfen
Keuchhusten	AIDS
Arthrose	Herzinfarkt
Mumps	Leberschaden
Scharlach	Windpocken

1. Hast Du schon _____ gehabt?
2. Wie lange warst Du krank als du _____ hattest?
3. Wurdest Du gegen _____ geimpft?
4. Haben deine Geschwister _____ bekommen?
5. Haben deine Kinder _____ bekommen?
6. Wie wurde _____ behandelt?



Activity 7

Prepare to give a presentation in class the next day about a childhood disease you experienced. Explain the symptoms, as well as the treatments and prevention that must take place. Be ready to answer questions from your classmates.