**Introduction**

*An Introduction to Spanish for Health Care Workers* facilitates better communication between health care providers and the growing Spanish-speaking community in the United States. It is not a phrase book or a translator. It is a first course in Spanish, progressively merging conversation and a health care lexicon in various medical contexts. Although it does not call for a prerequisite knowledge of Spanish, this book is also helpful to people who speak limited Spanish and aspire to apply their Spanish in a medical setting. Topics include building the patient-practitioner relationship, the patient’s chief complaint, taking medical history, and defining current symptoms. We progress to injuries, pharmacotherapy, diet and nutrition, tests and procedures, diagnoses, and specialized topics such as hospitalizations, dentistry, illnesses, tropical and infectious diseases, mental health, palliative care, maternity, and sexual protection.

Prior to this edition, we solicited comments and suggestions from professors from all over the United States who had adopted the text, and from a group of professors who had not adopted the text. These led to the following refinements, including the addition of color for a more attractive presentation. We crafted many newer graphics that prompt conversation. There are 174 color illustrations. We updated the lexicon and expanded it to support talking about cancer, substance abuse, and additional tropical and infectious diseases. We condensed some grammar explanations and relocated them to topical areas where they were easily integrated into medical dialogue. We replaced translation exercises with target-language activities. To reduce the use of English, beginning in chapter 6, we wrote the instructions for most exercises and activities in Spanish. We clarified *Drama imprevisto* instructions without imposing excessive structure, and many of these were changed to more closely resemble actual, proven improvisation games that are used in theater classes. We added an audio program to the Web site, lengthened the online quizzes, and made some of the illustrations and classroom activity sheets available for download. We updated the links to World Wide Web sites that can be useful for research and post-communicative projects.
The crucial precepts of the book are context and communication. Vocabulary is organized by specific medical themes, and grammar lessons support the goal of conversing with patients. While sitting on a Cancún beach during spring break, no thirsty student thinks, “What an ideal place to use a stem-changing verb in the present tense!” Rather, the need to communicate trumps grammar; and the student ventures, “Quiero una piña colada por favor.” The message is first, and the student learns correct speech by using language for a purpose.

The text is divided into sections that are named for the practical communication goals, such as “Test a Patient’s Orientation.” This affirms the student’s goal of learning the functional language that delivers health care in a patient’s preferred language. Grammar appears in the context of specific communication tasks. For example, command forms are taught in the context of giving medication instructions. This is a guided, learn-by-doing approach in which students acquire language while using it in meaningful interaction.

The text is supported by a DVD-format video program. There are twenty-four video clips that are brief enough to enhance “replay-ability” and not overwhelm the student. Video segments are called La trama (the plot) and Demostración. La trama is a series of interactions between the Flores family, Dr. Vargas, and nurse Rosmery. These closely follow the lexicon and structure as they develop in the book. Demostración is a segment that demonstrates a specific communication task in health care. For example, in chapter 4, Rosmery demonstrates taking telephone numbers, and students practice this skill while watching the video. The final two chapters present an Atracción especial, in which the cast performs improvisation exercises from chapters 11 and 12. Spanish subtitles can be toggled.

The text is also supported by a companion Web site, where you’ll find the audio program, tips for teachers and learners, and self-correcting quizzes to test skills while reinforcing medical vocabulary and related grammar. You’ll be able to download helpful graphics such as the skeleton and the pain scale, and classroom activity sheets that support survey-taking communicative activities. The Web site also provides links to medical and language sites on the World Wide Web and the opportunity to download the audio program and DVD sound tracks to your personal digital audio player. You may access the audio program with quick response (QR) codes in the text. (These are three-dimensional UPFs.) Find the Web site at yalebooks.com/medicalspanish.

A soccer goal icon identifies a broad communication goal, and heads a large section of material. This backward design in lesson planning calls for focus on what students soon will know how to do. With a goal in mind, we provide 275 learning experiences in the form of in-class activities that compel students to speak Spanish in the classroom, pre-
paring them for the emotional and linguistic challenges of speaking to native-Spanish-speaking patients. These are organized under the headings *Hacia precisión*, which are the more mechanical exercises that promote accurate speech; and *Hacia fluidez*, which are the interaction activities that promote communication abilities in interpretive, interpersonal, and presentational modes.

A bicycle icon denotes *Ejercicios*, or directed mechanical activities that usually have one correct response and are intended to promote accuracy. There tend to be more *Ejercicios* in the first chapter, where everything may be new to you; and in the chapter about pharmacy, where accuracy is critical. Find an Answer Key to the *Ejercicios* at the end of the book; we have omitted from the Answer Key those exercises whose responses may vary.

An icon of faces identifies communicative *Actividades*, which are interactive and more open-ended. They call for students to use Spanish to complete a practical task that is typical to a medical setting. These require autonomous language production. The instructor provides coaching and consultation, and students practice with partners, play roles, and solve problems.

Two Greek drama masks signal unscripted improvisation activities, called *Drama imprevisto*. This cross-pollination of theater and language acquisition is a hyperextension of the communicative classroom. Improvisation requires spontaneous speech. During improvisation, you practice the Spanish that you know, and may clarify your message with gestures as needed. This helps to keep your thoughts in the target language and reduces the frustration of being a novice speaker. Improvisation exercises help groups of students to become supportive teams. When you improvise, you climb a scaffold of grammar and vocabulary and speak within a loosely prescribed social and lexical context. Of all the risks you’ll take as a novice speaker, improvisation may be the most enjoyable. Improvisation is a fun way to build confidence. You can monitor and correct your own speech. Self-correction is more effective than instructor-originated correction, which is called recasting.
Where the DVD icon appears, students are prompted to watch a section of the video and to do activities based on the video program. At times, a student will not understand a video scene upon first viewing, although this will resolve after completing the corresponding chapter and reviewing the video. Each scene illustrates the structure, vocabulary, and communication goals of the chapter in which it appears. These are integrated into the text with activities based on the video. This allows students to observe good models interacting with patients, to check their comprehension, and to practice new skills while being coached by peers and the instructor.

When acquiring a second language, it is not possible to review too much. A three-arrow recycling icon appears next to Recicla\~\j e activities that consolidate learning by showing new uses for previously learned vocabulary and structures. These first appear in chapter 3 and are placed at the end of each chapter prior to the Cultural Note feature.

The girder icon alerts you to a grammar explanation that is peppered with language examples. Grammar should be secondary to immersion and communication, but is a worthwhile shortcut to developing more accurate speech.

Earbuds let you know that the identified vocabulary list or conversation is available on the book Web site, from where you’ll be able to download these files to your personal digital audio player. If you have a smartphone or other portable device with a QR code scanner and Internet connection, you’ll be able to scan the code and listen to the audio without turning on your computer. The audio program transcript may be downloaded from the Web site as well.

A Cultural Note appears at the end of each chapter. These inform you on matters of immigration, acculturation, world views, diverse customs, communication styles, and language accommodation to support your development of an even more culturally-competent practice.
The medical information and illustrations included in the text are not intended to diagnose or treat illnesses. Although these dialogues, vignettes, and exercises are derived from lexical needs assessments and the authors’ experiences interpreting for and observing diverse practitioners, they are included here for the sole purpose of teaching language.
Chapter 1
«Buenos días, soy el doctor»

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<th>Vocabulary</th>
<th>Structure</th>
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<td>Gender and Number of Nouns and</td>
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<td>Professions</td>
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<td>Countries and Ethnicities</td>
<td>Subject Pronouns and the Verb</td>
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<td>Personal Characteristics</td>
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<td>Agreement of Adjectives, Nouns,</td>
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<td>and Indefinite Articles</td>
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<td></td>
<td>Pronunciation of Vowels</td>
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<th>Communication Goals</th>
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</tr>
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Video
Trama: «Buenos días, soy el doctor Vargas» 18

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By the time you finish this book you will be able to conduct essential medical interviews in Spanish, including patient registration, history-taking and physical examinations, common procedures, instructions for diet and pharmacotherapy, and health education. You will be able to talk about common illnesses, mental health, reproductive care, and safer sex practices. You will be more aware of some cultural dynamics of the healing relationship. With practice and experience, you will be able to communicate effectively in Spanish in your medical setting. By the end of this chapter you will be able to greet patients in Spanish, introduce yourself by name and profession, and describe people.

Greet Your Patient and Introduce Yourself

Diálogo

Dr. Vargas: Buenos días. Soy el doctor Vargas.
Sr. Flores: Buenos días, doctor. Soy Francisco Flores.
Dr. Vargas: Mucho gusto.
Sr. Flores: El gusto es mío. ¿Cómo está usted?
Dr. Vargas: Bien, gracias, ¿y usted?
Sr. Flores: Bien, bien, gracias.

Vocabulario: Saludos y despedidas
(Greetings and Farewells)

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
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<tbody>
<tr>
<td>Hola</td>
<td>Hello</td>
</tr>
<tr>
<td>Buenos días</td>
<td>Good morning</td>
</tr>
<tr>
<td>Buenas tardes</td>
<td>Good afternoon</td>
</tr>
<tr>
<td>Buenas noches</td>
<td>Good evening; good night</td>
</tr>
<tr>
<td>¿Cómo está usted</td>
<td>How are you?</td>
</tr>
<tr>
<td>Estoy bien, gracias</td>
<td>I am fine, thank you.</td>
</tr>
<tr>
<td>Muy bien</td>
<td>Very well</td>
</tr>
</tbody>
</table>
Chapter 1  «Buenos días, soy el doctor»

Me alegro. I’m glad.
¿Y usted? And you?
Estoy mal. I’m ill.
Lo siento. I’m sorry.
De nada. You’re welcome.
Mucho gusto. Pleased to meet you.
Encantado/a. Pleased to meet you.
El gusto es mío. The pleasure is mine.
Igualmente. Same here
Adiós. Good-bye.
Hasta luego. See you later.

Preguntas útiles

¿De dónde es usted? Where are you from?
¿Cómo se llama usted? What is your name?

Expresiones útiles

Soy el doctor Vargas. I am Doctor Vargas.
Me llamo Francisco Flores. My name is Francisco Flores.
Soy de Puerto Rico. I am from Puerto Rico.
Soy puertorriqueño. I am Puerto Rican.
Le presento a la doctora García. I introduce you to Doctor García.

HACIA PRECISIÓN

1.1 Ejercicio

Write two of the above expressions for each of the following language functions. Include accents and punctuation marks.

A. Greeting

B. Taking leave

C. Introducing oneself

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D. Expressing joy/sympathy

E. Responding to an introduction

1.2 Ejercicio

The lines of the following dialogue are out of order. Work in small groups to put them in the correct order by numbering them in the spaces provided. Then take turns reading your finished product to the class.

_____ Dr. Vargas: Buenos días. Soy el doctor Vargas.

_____ Sr. Flores: Bien, bien, gracias. Doctor, le presento a mi esposa Marisol García de Flores.

_____ Dr. Vargas: Muy bien, gracias, ¿y usted?

_____ Sr. Flores: El gusto es mío. ¿Cómo está usted?

_____ Dr. Vargas: Encantado.

_____ Dr. Vargas: Soy de Puerto Rico.

_____ Sra. Flores: Igualmente. Usted habla español. ¿De dónde es usted?

_____ Dr. Vargas: Mucho gusto.

_____ Sr. Flores: Buenos días, doctor. Soy Francisco Flores.

HACIA FLUIDEZ

1.3 Actividad

Repeat the greetings and farewells after the instructor. After the instructor demonstrates with several students, get up and move around the room, greeting each person. It is customary to shake hands when you greet someone. When finished, volunteer to act out for the class the best of your exchanges. Many people consider hola too casual for a first meeting. The letter h is silent in Spanish, as in hola (OH-la) and hospital (os-pi-TAL). (There are pronunciation notes at the end of each of the first five chapters.)
1.4 Actividad

From your places, take turns introducing yourselves to your neighbor by name.

Student 1: Buenas tardes. Me llamo Paul. ¿Cómo se llama usted?
Student 2: Buenas tardes. Me llamo Carol.
Class: Hola, Carol. ¿Cómo está usted?
Student 2: Bien, gracias. (Then to student 3) Buenas tardes. Me llamo Carol. ¿Cómo se llama usted?

Continue in this way until everyone has had a turn.

1.5 Actividad

Finish and act out the following conversations with a partner.

A. —Buenas tardes. Me llamo ___________. ¿Cómo se llama usted?
   —Me ____________________________________________.
   —Mucho ________________________________________.
   —______________________________________________.

B. —¿Cómo ________________________________________ ?
   —Estoy muy bien, gracias.
   —Me ____________________________________________.
   —¿Y usted? ¿ ________________________________________ ?
   —Estoy ________________________________________.

C. —Hola, me llamo _____________. ¿De dónde ____________ ?
   —Soy ____________________________________________.
   —Hasta luego.
   —______________________________________________.