

¿Qué le duele?

¿Qué le duele?

Beginning Spanish for Healthcare Professionals

SECOND EDITION

María Fraser-Molina

Durham Technical Community College

Constanza Gómez-Joines

Durham Technical Community College

CAROLINA ACADEMIC PRESS

Durham, North Carolina

Copyright © 2008
María Fraser-Molina and Constanza Gómez-Joiner
All Rights Reserved

ISBN 10: 1-59460-422-3
ISBN 13: 978-1-59460-422-5

Library of Congress Control Number: 2008923490

Second Edition

Carolina Academic Press
700 Kent St.
Durham, NC 27701
Telephone (919) 489-7486
Fax (919) 493-5668
www.cap-press.com

Printed in the United States of America

Contenido (Contents)

Agradecimientos (Acknowledgments)	ix
Prefacio (Preface)	xi
Capítulo preliminar (Preliminary Chapter)	xiii
El alfabeto en español (<i>The Spanish Alphabet</i>)	xiii
Los números (<i>Numbers</i>)	xv
Los días de la semana (<i>Days of the week</i>)	xvii
Los meses del año (<i>Months of the year</i>)	xviii
Capítulo 1	3
Primera parte	3
En el consultorio del médico. (<i>At the doctor's office</i>)	3
Presentaciones, saludos y despedidas (<i>Introductions, Greetings, and Farewells</i>)	3
Artículos definidos e indefinidos (<i>Definite and Indefinite Articles</i>)	5
Los artículos definidos (<i>the</i>)	5
Los artículos indefinidos (<i>a, an, some, or a few</i>)	6
Género de los sustantivos (<i>Gender of Nouns</i>)	6
El plural de los sustantivos (<i>The Plural of Nouns</i>)	8
Segunda parte	10
La familia (<i>The Family</i>)	10
Adjetivos generales (<i>General Adjectives</i>)	11
Algunos adjetivos de nacionalidad (<i>Some Nationality Adjectives</i>)	11
Pronombres personales (<i>Subject Pronouns</i>)	14
El presente del verbo “ser” (<i>The present tense of the verb “ser”</i>)	14
Los adjetivos	16

Capítulo 2	21
Primera parte	21
Verbos que terminan en -ar (<i>Verbs that end in -ar</i>)	21
Vocabulario relacionado (<i>Related Vocabulary</i>)	22
El presente de los verbos -ar (<i>The Present Tense of -ar Verbs</i>)	24
Hablar (<i>to speak</i>)	24
Las preguntas sí/no (<i>Yes/No Questions</i>)	26
Segunda parte	27
Palabras interrogativas (<i>Interrogative Words</i>)	27
Vocabulario relacionado (<i>Related Vocabulary</i>)	27
Preguntas útiles (<i>Useful Questions</i>)	28
La hora (<i>The Time</i>)	30
Capítulo 3	35
Primera parte	35
Lugares en el hospital (<i>Places in the Hospital</i>)	35
Departamentos (<i>Departments</i>)	36
¿Dónde está...? (<i>Where is...</i>)	36
Direcciones (<i>Directions</i>)	37
Números ordinales (<i>Ordinal Numbers</i>)	40
Los números 101–1000 (<i>Numbers 101–1000</i>)	43
Segunda parte	44
Estar... (<i>To be...</i>)	44
El presente del verbo “estar” (<i>The Present Tense of the Verb “to be”</i>)	46
El presente del verbo “tener” (<i>The Present Tense of the Verb “to have”</i>)	48
Capítulo 4	55
Primera parte	55
Verbos que terminan en -er e -ir (<i>Verbs that end in -er and -ir</i>)	55
Vocabulario relacionado (<i>Related Vocabulary</i>)	56
El presente de los verbos -er e -ir (<i>The present tense of -er and -ir verbs</i>)	57
¿Hace cuánto? (<i>How long have you...?</i>)	59
Segunda parte	60
Mandatos (<i>Commands</i>)	61
Vocabulario relacionado (<i>Related vocabulary</i>)	62
Ser vs. Estar	63

Capítulo 5	69
Primera parte	69
Las partes del cuerpo (<i>Anatomical Parts of the Body</i>)	69
Los pronombres de objeto indirecto y el verbo “doler” (<i>Indirect Object Pronouns and the Verb “doler”</i>)	72
Segunda parte	74
Enfermedades y condiciones (<i>Illnesses and Conditions</i>)	74
Vocabulario relacionado (<i>Related vocabulary</i>)	76
Las recetas (<i>Prescriptions</i>)	76
Para recetar (<i>How to Prescribe</i>)	78
El futuro (<i>The Future</i>)	79
Glosario (español a inglés)	83
Glosario (inglés a español)	101
Guiones orales para las secciones de “Escuchemos” (Oral Script)	119
Capítulo preliminar	119
Capítulo 1	120
Capítulo 2	121
Capítulo 3	123
Capítulo 4	124
Capítulo 5	126
Apéndice (Appendix)	127
Verbos con cambio de radical (<i>Stem-Changing Verbs</i>)	127
Querer (<i>to want; to love</i>)	127
Pedir (<i>to ask for; to request</i>)	127
Volver (<i>to come back; to return</i>)	128
Índice (Index)	129
Lista de pistas del disco compacto (CD Track List)	134

Agradecimientos

(Acknowledgments)

We wish to express our appreciation to the editorial staff at Carolina Academic Press, whose effort has been indispensable to us in the creation of this text, and to Todd Gilmore, whose illustrations capture the essence of what we want to communicate.

Several colleagues were particularly generous with advice and suggestions. Elizabeth E. Tolman from the University of North Carolina at Chapel Hill offered her expertise in proofing the textbook. Our Durham Tech colleague Thomas Gould acted as a consultant and provided us with insightful comments and ideas concerning titles and directions. Marco A. Alemán, M.D. served as medical consultant and provided us with useful suggestions concerning the clinical aspects of the text, he also served as one of the voices in the CD. Megan Bauer patiently compiled the glossaries at the end of the book and Ruy Burgos-Lovèce created the index. For the second edition, we are grateful to our colleague, Shannon Hahn, who worked with us on the pre- and post-reading cultural activities and on the Study Tips for the students.

We are also grateful to the following friends who generously donated their time and wonderful native voices to record the CD that accompanies the textbook: Liliana Sznajdman, Hugo Castillo, María D. Velázquez, and Luis Molina.

Students in Dr. Gómez-Joinés' classes at UNC Hospitals deserve much credit for evaluating the manuscript and providing us with their candid input and suggestions. We are also very grateful to Richard M. Helgans, Human Resource Development Consultant at UNC Hospitals, for his support and willingness to allow us to pilot the materials in the classes. Finally, our sincere thanks to our family and friends for their encouragement and help overcoming obstacles encountered along the way.

Prefacio

(Preface)

Welcome to the second edition of *¿Qué le duele? Beginning Spanish for Healthcare Professionals*. The purpose of this book is to teach healthcare professionals how to communicate with their Hispanic patients on a basic conversational level.

Methodologically, *¿Qué le duele?* takes a highly practical approach. Emphasis is placed on helping students to develop listening and oral communication skills. The material presented is a combination of clear grammar explanations and relevant vocabulary. It avoids the extensive grammar explanations of other textbooks, focusing instead on highly applicable and relevant material; more involved grammatical topics are presented in an appendix. Exercises in each chapter begin with simple drills that test students' recognition and comprehension of the material learned. These are followed by more involved and interactive exercises (such as role-plays) geared towards the practice of Spanish in real-life scenarios. In addition, the program contains an auditory component, which helps improve students' listening comprehension skills. At home, students are able to listen to the enclosed CD, reinforcing the material learned in class, while developing an ear for the Spanish language, and improving their pronunciation by means of repetition drills.

In addition to the grammar, vocabulary, and interactive activities, each chapter of *¿Qué le duele?* contains a short text that teaches the student about different aspects of Hispanic culture. As human beings, we have a tendency to view different cultures and their customs using our own framework of reference. This limitation may lead to many misconceptions, to many stereotypes, and to certain biases. To combat this natural tendency, *¿Qué le duele?* emphasizes that the understanding of a group's culture is as important as the understanding of its language. By means of the cultural explanations it is hoped that students will develop a keen sensitivity and appreciation of Hispanic culture.

In this new edition, students will find pre- and post-reading activities for every cultural reading section. The pre-reading activities will help students brainstorm about their own culture and experiences; the post-reading activities will ask students to apply what they learned in the reading to different real-life scenarios, and to compare and contrast their own culture to the Hispanic one. In addition, we

have added Study Tips throughout the chapters and developed a PowerPoint presentation for instructors to use in the classroom.

It is important to consider that *¿Qué le duele?* is not a textbook in the traditional sense. It has a two-fold purpose. On the one hand, it can serve as a traditional textbook. On the other hand, healthcare professionals are able to carry it around their job, using it as a reference tool when speaking with Hispanic patients. As opposed to many textbooks, *¿Qué le duele?* is relatively small and contains an index that allows students to locate the material needed “on the spot.” Another feature is its Spanish/English and English/Spanish glossary. Again, the emphasis of the book is on practicality.

Finally, *¿Qué le duele?* is adaptable to classes of different types and lengths. Many hospitals, universities, and community colleges are offering six- to eight-week introductory Spanish courses with an approximate total of twelve hours of instruction per course. This book is ideal for such a setting, as it can be divided into two parts: the first part for level 1, and the second part for level 2. Because it is so comprehensive, *¿Qué le duele?* is also ideal for semester-long classes offered at community colleges or universities.

The material in this book provides a sound overview of healthcare-related grammar explanations, vocabulary, and expressions. Because the healthcare field is an extensive one, it is up to the teacher, however, to assess the students’ specific needs, and to adapt *¿Qué le duele?* to these needs. The teacher should pick and choose the activities that he/she finds most suitable for the specific class.

¿Qué le duele? is not only an effective program for the instruction of basic Spanish, but a practical tool for the healthcare professional as well. It provides the building blocks that a student needs in order to communicate successfully with Hispanic patients.

Components: Student Text, CD, and Oral Script



Capítulo preliminar (Preliminary Chapter)



El alfabeto en español (*The Spanish Alphabet*)

LETRA	NOMBRE	EJEMPLO
a	a	Ana
b	be (grande)	bebé
c	ce	Cecilia; Carolina
d	de	Daniel; dedo (<i>finger</i>)
e	e	elefante
f	efe	Felipe
g	ge	Geraldo; García
h	hache	hospital
i	i	Isabel
j	jota	Javier
k	ka	kilómetro
l	ele	Lola
m	eme	Mónica
n	ene	nachos
ñ	eñe	niño
o	o	Olga
p	pe	Pedro
q	cu	química
r	ere	Alfredo
s	ese	Susana
t	te	Tatiana
u	u	usted
v	ve (chica)	Verónica
w	doble ve (uve doble)	Washington
x	equis	excelente
y	i griega	soy (<i>I am</i>); yerno (<i>son-in-law</i>)
z	zeta	zorro



Study Tip

To practice the alphabet, spell out English words using the Spanish alphabet. If you study with a group, have a Spelling Bee in Spanish.

The letters ch, ll, and rr were included in the alphabet until 1994. Dictionaries published before 1995 have separate entries for these combinations of letters.



P-1 Las letras: What letters are missing? Write in the letter that is missing in order to complete the following proper nouns. Then, write the name of the letter in parentheses. Follow the example.

Modelo: México (eme)

1. ____ ashington (_____)
2. ____ licia (_____)
3. ____ uerto Rico (_____)
4. Ar ____ entina (_____)
5. Bo ____ ivia (_____)
6. ____ cuador (_____)
7. Fel ____ pe (_____)
8. Urugua ____ (_____)
9. Pe ____ ú (_____)
10. Car ____ lina (_____)



P-2 Escuchemos: You will hear a series of words or names spelled out. Write the letters that you hear in the blanks below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



P-3 En pareja: Now it's your turn. Spell out your first and last names in Spanish to your partner. Your partner will write down both. Make sure to check his/her spelling. Then, switch roles.

Los números (*Numbers*)

- 0 cero
- 1 uno
- 2 dos
- 3 tres
- 4 cuatro
- 5 cinco
- 6 seis
- 7 siete
- 8 ocho
- 9 nueve
- 10 diez
- 11 once
- 12 doce
- 13 trece
- 14 catorce
- 15 quince
- 16 diez y seis o dieciséis
- 17 diez y siete o diecisiete
- 18 diez y ocho o dieciocho
- 19 diez y nueve o diecinueve
- 20 veinte
- 21 veinte y uno o veintiuno
- 22 veinte y dos o veintidós
- 23 veinte y tres o veintitrés
- 24 veinte y cuatro o veinticuatro
- 25 veinte y cinco o veinticinco
- 26 veinte y seis o veintiséis
- 27 veinte y siete o veintisiete
- 28 veinte y ocho o veintiocho
- 29 veinte y nueve o veintinueve
- 30 treinta
- 31 treinta y uno
- 32 treinta y dos
- 33 treinta y tres
- 34 treinta y cuatro



Study Tip

To practice the numbers, start a phone directory of friends and family writing out the phone numbers in Spanish.



35	treinta y cinco
36	treinta y seis
37	treinta y siete
38	treinta y ocho
39	treinta y nueve
40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien



Notice that numbers 16-19 and 21-29 have two optional spellings. Starting with 31, numbers must be written as three separate words.



P-4 ¡Contemos! Following the logical sequence, fill in the blank with the missing number.

1. uno, _____, tres, cuatro, cinco
2. tres, seis, _____, doce, quince
3. seis, doce, _____, cuarenta y ocho
4. quince, dieciséis, _____, dieciocho
5. veinte, veinticinco, _____, treinta y cinco
6. cuarenta y cinco, cincuenta, _____, sesenta
7. setenta, setenta y uno, _____, setenta y tres
8. sesenta, _____, ochenta, noventa
9. setenta y cinco, _____, setenta y siete, setenta y ocho
10. ochenta, ochenta y cinco, _____, noventa y cinco



P-5 Escuchemos: Listen to a series of numbers and write down the numerical equivalent of what you hear.

For example, if you hear “cinco,” you write 5.

- 1 _____
- 2 _____
- 3 _____

- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____



P-6 En pareja: With a partner, take turns counting aloud (from 0-100) following the patterns provided.

1. even numbers (student #1)
2. odd numbers (student #2)
3. multiples of five (student #1)
4. multiples of ten (student #2)

Los días de la semana (*Days of the week*)

el lunes	<i>Monday</i>
el martes	<i>Tuesday</i>
el miércoles	<i>Wednesday</i>
el jueves	<i>Thursday</i>
el viernes	<i>Friday</i>
el sábado	<i>Saturday</i>
el domingo	<i>Sunday</i>

- Notice that the days of the week are not capitalized in Spanish.
- In Hispanic countries, the weekly calendar begins on Monday.
- If you want to express that something will happen *on* a given day of the week, you will need to use the definite singular masculine article *el*.

For example,

La cita es el lunes. *The appointment is on Monday.*

- If you want to express a habitual event or action, you will need to use the definite plural article *los*.

For example,

La clase es los sábados. *The class is on Saturdays.*

Los meses del año (*Months of the year*)

enero	<i>January</i>
febrero	<i>February</i>
marzo	<i>March</i>
abril	<i>April</i>
mayo	<i>May</i>
junio	<i>June</i>
julio	<i>July</i>
agosto	<i>August</i>
septiembre	<i>September</i>
octubre	<i>October</i>
noviembre	<i>November</i>
diciembre	<i>December</i>



Study Tip

To practice the days of the week, months of the year, and dates, get or create a calendar in Spanish. Make a list of birthdays, anniversaries, and other important dates in Spanish.

- Like the days of the week, the months are not capitalized in Spanish.
- To indicate dates in Spanish, you must follow a set pattern:

el + (day of the week) + number + *de* + month.

For example,

El (viernes) 25 de febrero *(Friday) February 25*

- Because the structure is different in Spanish, the numerical equivalent of the date will be expressed differently. In other words, February 25 will be written in number form as 25/2. It is suggested therefore that healthcare professionals write out the dates for Hispanic patients in order to avoid any confusion.
- The ordinal number **primero** is used to indicate the first day of the month. All other dates use cardinal numbers.

For example,

El primero de agosto *August 1*



P-7 Las fechas: Write out the date for the following:

Modelo:

Saturday, May 20

El sábado 20 de mayo

1. Monday, August 15 _____
2. Saturday, January 3 _____
3. Wednesday, July 31 _____
4. Thursday, March 18 _____
5. Tuesday, October 1 _____
6. Friday, April 12 _____
7. Sunday, November 24 _____
8. Wednesday, December 31 _____
9. Tuesday, January 1 _____
10. Saturday, May 20 _____



P-8 Escuchemos: El señor Rodríguez has had a lot of health problems lately. He has a lot of doctor’s appointments coming up and he is very confused. Listen to all the different dates and write them down. (Write the numbers in numerical form but spell out the months).

Modelo: El 25 de junio.

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



P-9 En pareja: Walk around the room and ask ten classmates when they were born. Follow the example.

Modelo:

Student #1 ¿Cuál es la fecha de su nacimiento?
(When is your date of birth?)

Student #2 El 25 de febrero.
(Provide your date of birth.)



Study Tip

Whenever possible, study out loud. Hearing yourself say the Spanish words will help you feel more comfortable speaking in the language.

Práctica:

A. Practice spelling the following proper nouns and words aloud.

1. emergencia
2. dentista
3. rayo X
4. España
5. Argentina
6. Washington
7. karate
8. fecha
9. nacimiento
10. julio



B. Fill in the blank with the vocabulary word that is missing.

1. diez, _____, doce, trece
2. siete, _____, nueve, diez
3. sesenta y nueve, setenta, _____, setenta y dos
4. noventa y siete, _____, noventa y nueve
5. miércoles, jueves, _____, sábado
6. domingo, _____, martes
7. febrero, marzo, _____, mayo
8. noviembre, _____, enero, febrero
9. agosto, _____, octubre
10. mayo, junio, _____, agosto



C. For each, write out the date.

Modelo:

13/2 El trece de febrero

1. 29/1 _____
2. 15/3 _____
3. 16/ 7 _____
4. 3/8 _____
5. 11/12 _____

- 6. $1/10$ _____
- 7. $29/4$ _____
- 8. $22/11$ _____