

English for Nursing

1

Vocational English
Teacher's Book



Ros Wright



ALWAYS LEARNING

PEARSON

Pearson Education Limited

Edinburgh Gate

Harlow

Essex CM20 2JE

England

and Associated Companies throughout
the world.

www.pearsonlongman.com

© Pearson Education Limited 2012

The right of Ros Wright to be identified as
author of this Work has been
asserted by him in accordance with the
Copyright, Designs and Patents Act
1988.

All rights reserved; no part of this
publication may be reproduced, stored
in a retrieval system, or transmitted in
any form or by any means, electronic,
mechanical, photocopying, recording,
or otherwise without the prior written
permission of the Publishers.

Photocopying: The Publisher grants
permission for the photocopying of
those pages marked 'photocopiable'
according to the following conditions.
Individual purchasers may make
copies for their own use or for use by
the classes they teach. Institutional
purchasers may make copies for use by
their staff and students, but this
permission does not extend to
additional institutions or branches.
Under no circumstances may any part
of this book be photocopied for resale.

First published 2012

ISBN: 978-1-4082-5215-4

Set in Palatino

The publisher would like to thank the
following for their kind permission to
reproduce their photographs:

Cover images: **Construction Photography:**

Buildpix l; **Getty Images:** David Trainor

background; LWA / Larry Williams c;

SuperStock: Tetra Images

Contents

Unit 1 Meeting colleagues page 3

Unit 2 Nursing assessment page 9

Unit 3 The patient ward page 16

Unit 4 Food and measurements page 24

Unit 5 The body and movement page 32

Unit 6 Medication page 40

Unit 7 The hospital team page 48

**Unit 8 Recovery and assessing
the elderly** page 56

Briefing

This unit deals with meeting people – nursing colleagues, patients and their visitors – for the first time. It introduces the idea of creating rapport and reducing patient anxiety, especially prior to a hospital test.

Introducing yourself to the team

Arriving in a hospital for the first time, whether it be as a **student nurse**, an **agency nurse** (a temporary nurse hired through an employment agency for medical staff) or a new employee, can be daunting. This section of the unit helps students carry out and understand simple introductions. It also presents some of the key personnel in a (UK) hospital: **ward sister** (or ward manager) or **charge nurse** (male equivalent), who run the ward/department; **staff nurse**, a registered nurse; **healthcare assistant** (HCA), whose role is to assist the patient with their daily routine (eating, personal hygiene, dressing, toileting, etc). Use of the present simple provides the language tool to accomplish this.

Reading a nursing schedule

This section focuses on telling the time and the use of prepositions of time to enable students to read and ask about their nursing schedules. Use of the **24-hour clock** is important for reading **employee time sheets** and **nursing schedules**, and reporting on **medical documents** and **charts**. Explanation of **visiting hours** and **patient mealtimes**, as well as hospital facilities (**coffee shop**, **newsstand** and **gift shop**) are more likely to be communicated through the **12-hour clock**. This section also provides the opportunity to review days of the week.

Meeting patients and their visitors

In this section students will learn expressions they can use to introduce themselves to the patient on their first meeting. Some patients feel more comfortable if medical staff use their first name, preferring the more informal contact, while others like to maintain a more formal relationship and might ask staff to use their title and surname. **Visiting hours** are possibly the most important time of the day for patients, as family and friends play an essential role in the recovery process. By completing a (medical) family tree, students will review/learn

vocabulary for family members. The final part of this section deals with regulations for visitors in a hospital situation. Students will be asked to read a **visitor's code**, which is followed by a chance to discuss regulations in their place of work or country.

Escorting a patient for tests

In this section, students familiarise themselves with the English terms for medical equipment used for testing: **X-ray machine**, **CT scanner**, **MRI scanner** and **ECG machine**. Previously known as a CAT (computerised axial tomography) scanner, the CT scanner takes computer images of the body's organs. The patient lies on a narrow table that slides into the centre of the scanner, which can image the entire body in less than 30 seconds. Similar in appearance, the MRI (magnetic resonance imaging) scanner uses a magnetic field and radio waves to produce detailed pictures of the body's organs and structures, resulting in clear, cross-sectional, black and white images of the body. It differs from the CT scanner in that it does not use radiation. The MRI is used to detect a variety of conditions, including those of the brain, spinal cord, skeleton, chest, lungs, abdomen, pelvis, wrists, hands, ankles and feet. In some cases, it provides clearer images than those produced by X-ray, CT scan, or ultrasound. The ECG (electrocardiogram) is the most common cardiac test. It is simple to perform, risk-free and inexpensive. Ten electrodes (or leads) are attached to the patient's limbs and chest in order to detect electrical impulses generated by the heart, which are then transmitted to the ECG machine. The ECG machine produces a graph (the ECG tracing) from which the following information can be determined: heart rate, heart rhythm, abnormalities, a prior or possible future heart attack.

Students also practise taking **appointments** for the **Radiology Department** and learn expressions to use when escorting patients for tests. Nurses are required to go through a process of identifying the patient via their **identity bracelet**, to ensure they have the correct patient, and then explaining what is about to happen, therefore keeping the patient informed at all times.

Preparing for this unit

Do the Entry test. For the Listening part of the test, use track 02.

Teacher's notes

Warm-up

With books closed, write on the board: *Hi/Hello, I'm .../my name's ... I'm from ...* and then introduce yourself to the class. Ask: *What's your name?* Point to the expressions on the board and encourage students to use these to introduce themselves. Then write: *I'm a(n) ...* and the words *teacher, student and nurse*, and ask students: *What do you do?* Point to the relevant word/expression on the board to help students answer the question if necessary. Then elicit the expression *nice to meet you* and write it on the board. Depending on your class, you may wish to ask students to stand up and mingle, introducing themselves to each other using the expressions on the board.

Introducing yourself to the team

Listening

- ▶ 02 Ask students to open their books and to look at the notice board. Ask: *How many new staff members are there in Ward C?* (five). Students can work individually or in pairs to look at job titles a–e and tick the ones they already know.

Tell students that they are going to hear three conversations between hospital staff. Ask them to listen and match the conversations to the job titles. Play the recording. If necessary, play it a second time, pausing after each conversation to allow students time to write their answers. Check answers as a class.

a 2, 3 b 2 c 1 d 1 e 3

Language

Depending on your class, you may wish to ask questions about the nurses in 1 to check students' understanding of the target language. On the board, write: *What's your name? What's his name? What's her name?* Point to a student and ask: *What's your name? Are you [name]?* Then point to another student and ask: *What's his/her name?* Repeat with a few students. Check that they are able to use the contracted forms of *be*.

Refer students to the Language box. On the board, write *teacher* and a question mark (?). Elicit from a stronger student: *Is he/she a teacher?* Then elicit a short answer: *Yes, he/she is./No,*

he/she isn't. Ask the same question about the people in 1. Finally, do the same with the third person plural. Ask students to read through the Language box individually.

- Ask students to complete conversations 1–3 individually, then check answers as a class. Then ask them, in pairs, to practise reading the conversations aloud. They can then swap roles and repeat the activity.

**1 am 2 Are 3 am 4 are 5 am 6 Is 7 isn't
8 is 9 am 10 am**

Speaking

- You may wish to go through the model conversation with a confident student first. Then ask students to use the model to introduce themselves to a partner.

Extra activity

Hand out character cards prepared in advance with fictitious names, job titles from 1 and countries of origin. Ask students to stand up, mingle and introduce themselves to five different people in the class using the identities on their cards.

Language

On the board, write the days of the week, putting a tick next to each one, and draw a stick figure walking towards a hospital. Refer students to the Language box and the sentence *He walks to the hospital every day.* Ask: *Where does he work?* (He works in the hospital.). Explain that the present simple is used for things that happen regularly and things that are usually true. Point out the third person singular form and encourage students to always pronounce the final -s. Also draw their attention to the third person *does/doesn't*. Ask them to read the Language box individually. Before attempting 4, you could drill these forms using verbs students have already come across (e.g. *live, work, walk*).

- Depending on your class, you may wish to elicit some (relevant) countries and their nationalities before asking students to complete this activity. Brainstorm countries and nationalities and write them up on the board. Check students' pronunciation of these, first chorally, then individually. Ask students to complete the text individually or in pairs and then check answers as a class. Check that students understand *agency nurse, shift and night shift*.

1 doesn't live 2 lives 3 works 4 has
5 doesn't work 6 have 7 work

Extra activity

Tell students that they are starting a new job in a hospital. Ask them to write a short introduction, including the following details: name, country of origin, job title, where you work, one thing you like about your job. Encourage them to use expressions from the unit. Then ask them, in small groups, to take turns introducing themselves. Encourage other students in the class to ask questions.

Reading a nursing schedule

Language

It is best to deal with the two sections of the Language box separately, in order to allow students to better assimilate the information.

On the board, draw clocks showing the following times: 01.00, 04.30, 10.15 and 12.45, and elicit the question *What time is it?* Ask students around the class to ask and answer the question. Depending on your class, you may need to spend more time ensuring students know how to say these basic times. With a stronger class, you may prefer to ask students to complete 1 before referring to the 'Telling the time' section of the Language box. This will allow you to gauge students' prior knowledge of the target items. Then ask students to read this part of the Language box individually.

Vocabulary

- 1 Ask students to label the watches and clocks individually using the words in the box. Check answers as a class. Then refer students to the words in the box again and ask: *Which ones are examples of the 24-hour clock?* (20.00, 12.00 (both), 14.45, 23.30 and 24.00).

A 14.45 B 9.20 a.m. C 23.30 D 12.00
E 24.00 F 3 p.m. G 8.15 a.m. H 20.00

- 2 Tell students that they are now going to learn expressions to tell the time. Ask them to work individually to match expressions 1–8 to the correct times in the box in 1. Ask them to compare answers with a partner, then check as a class.

On the board, write: *in, at*. Then ask students to underline examples of *in* and *at* in the expressions in 2.

On the board, write *clock times + in/at* and *part of the day + in/at*. Ask a stronger student to come to the board and circle the correct preposition in each case. Point out that we say *at night*, not *in night*. Refer students to the 'Prepositions of time' section of the Language box.

1 9.20 a.m. 2 20.00 3 12.00 4 14.45
5 23.30 6 3 p.m. 7 8.15 a.m. 8 24.00

Extra activity

For further practice, ask students to cover the expressions in 2 and to practise saying aloud the times in the box in 1.

Speaking

- 3 In pairs, students take turns asking and answering questions 1–4.

Listening

- 4  03 Depending on your class, you may need to review the days of the week before asking students to complete this activity. First ask them to simply listen and note down the times they hear. Play the recording. Then write on the board: *arrive/depart*. Refer students to the employee time sheet and ask them to find verbs with a similar meaning (*clock in, clock out*). Play the recording again and ask students to complete Tyler's time sheet. You may need to play the recording a third time before checking answers as a class. For weaker students, it may be beneficial to play the recording again while they read the audio script on page 72. Ask experienced nurses: *Do you have time sheets where you work? What information do they give?*

Tuesday: 16.45, 23.00
Wednesday: 15.30, 22.15
Thursday: 15.30, 22.15
Saturday: 6.00/6 a.m., 14.00/2 p.m.

Extra activity

For weaker students, bring in pictures of the following: car, bank, restaurant, cup of coffee, teddy bear, newspaper, plate of food. Ask students, in pairs or small groups, to match the pictures to the list of hospital facilities in 5. Check answers as a class.