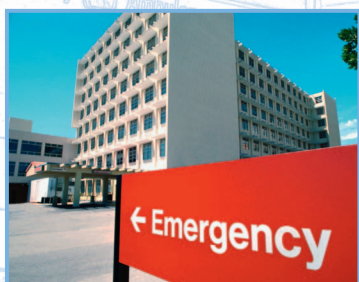


English for Nursing

2

Vocational English
Teacher's Book



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Pearson Education Limited

Edinburgh Gate

Harlow

Essex CM20 2JE

England

and Associated Companies throughout
the world.

www.pearsonlongman.com

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First published 2011

ISBN: 978-1-4082-5212-3

Set in Palatino

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

Cover images: *Front*: Photolibrary.com:
Comstock c, Corbis l, David Trainor
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Briefing

This unit begins by introducing hospital personnel and departments and then deals with the admissions process, i.e. checking in a patient and welcoming them onto the ward/into the room.

Hospital jobs and personnel

Nurses work as part of an extensive team, especially within the context of a hospital and this first section presents a variety of personnel and their roles. It makes the distinction between several key nursing personnel; the **triage nurse** who **is responsible for** making sure the most urgent cases are treated as a **priority**, the **sister** or **charge nurse** (male equivalent) who runs the ward/department, **deals with** the budget and staff employment and the **scrub nurse**, who looks after patients during and after **surgery**. Students then look in more detail at the responsibilities of a **practice nurse** working in a doctor's surgery (USA: doctor's office) and an **agency nurse** (employed on short-term contracts through a nursing employment agency), specialising in **renal care** (kidney diseases). Students focus on usage of the *present simple* and the *present continuous* to describe nursing roles and responsibilities as well as daily routines.

Hospital departments and facilities

The main aim of Section 2 is to develop lexis of specific hospital departments – **Casualty** (UK/Ireland), **Dermatology**, **Pathology**, etc. – and facilities including **canteen**, **waiting room**, **bank**, **vending machines**, etc. It should be noted that emergency care is also offered in the Emergency Department (UK/Ireland) and Emergency Room or **ER** (USA). Appropriate word stress greatly facilitates communication with patients and colleagues. Students will work on stress patterns of the various hospital departments. This section also reviews language of place and movement and provides an opportunity for students to practise directing patients and visitors around a hospital.

Admissions

Section 3 looks at admitting the patient to hospital. An extract from a (USA) patient educational leaflet explains the **triage** process, describing the patient journey from their arrival at the reception desk,

through waiting in a **cubicle** to their **assessment**. A discussion activity invites students to draw on their experience to use the triage process to prioritise a series of patients presenting at ER.

Later, this section seeks to develop a set of requests that a nurse might make with a patient newly arrived in ER: *Could you take a seat in the waiting room, please? Could I ask you a few questions, please? Could you tell me what happened?* The admissions process requires nurses to be accurate when taking patient details. A review of how to pronounce letters of the alphabet by encouraging students to group letters with the same sound completes this section of the unit.

Checking in a patient

After familiarising themselves with terms and expressions that typically appear in the **Patient Details** section of an admissions form, students will then go on to develop a set of questions used to complete the form. Questions are related to the patient – **full name**, **DOB (date of birth)**, **gender**, **marital status** and **occupation** – as well as contact details of their **next of kin** (family member, carer, even neighbour). There are also questions about smoking and **allergies**. It is important to ask for the patient's **preferred name**, as it helps develop a stronger relationship with the patient. 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** (Mr/Ms, etc.) and **surname**. As the patient is shown into their room/ward (a large room for up to six same-sex patients – very common in the UK/Ireland), it is up to the nurse to inform them about the facilities available to them – **buzzer**, **locker**, etc.

Teacher's notes

Hospital jobs and personnel

Vocabulary

- 1 Before you open the book, ask students to introduce themselves and say a little about why they are attending the course. Experienced nurses: Ask students to explain what they hope to improve during the course. Pre-experience nurses: Ask students to explain which area(s) of nursing they find the most interesting.

Then draw a pyramid on the board and write one of the following at each point of the triangle: *nursing/English/my future*. Encourage students (individually) to write or draw words/sentences/objects to represent how they feel about each topic. Ask students to discuss their ideas with a partner. Then ask students to introduce their partner to the rest of the group, explaining the points on their pyramid.

Open the book on page 4 and ask students to look at the picture at the top of the page. Ask: *What department do you think it is?* (Emergency Room/ER or Casualty/Accident & Emergency/A&E). If necessary, pre-teach/ elicit *triage room* and *surgery*.

Ask students, individually or in pairs, to match the job titles with the hospital personnel they see in the picture.

a 8 b 1 c 4 d 2 e 7 f 3 g 9 h 5 i 6

- 2 Ask students, individually or in pairs, to match the job titles in 1 with the descriptions. If necessary, encourage them to deduce the meanings from the picture. Come together as a group to check answers.

For further language practice, draw two columns on the board. In column 1, write: *carry, deal, give treatment, look, responsible, specialise*. In column 2, write: *after, for, in, out, to, with*. Ask students to match the verbs to the correct preposition. Then choose one of the activities for further practice of the target language.

1 b 2 d 3 f 4 c 5 h 6 i 7 e 8 a 9 g

Extra activity

On the board, write all the phrasal verbs from Exercise 2. Divide your group into two teams. Ask students to cover the page and using the phrasal verbs on the board, take turns to describe one of the job titles on page 4 to the opposite team. The team with the most correct answers wins the game.

Language

Depending on your group, you may wish to ask students to complete 3 *before* going through the Language box. This will serve as a 'diagnostic test' to check their current understanding of the target structures for this unit.

Present simple v present continuous

Refer students back to the picture and 2 on page 4. On the board, write:

1 *What does the scrub nurse do?*

2 *What is the scrub nurse doing now?*

Elicit answers:

1 *She looks after patients during surgery.*

2 *She is pushing a patient trolley through the Admissions area.*

Ask students to compare the two forms and ask: *When do we use the present simple? When do we use the present continuous?*

Suggested answer: We use the present simple to talk about routines and things that happen all the time. We use the present continuous to talk about things that take place at the time of speaking/things that are not permanent. Give students time to assimilate the points covered in the Language box.

If necessary, review present simple and present continuous forms in more detail.

Reading

- 3 Tell students they are going to read an interview with practice nurse Reena Chaudry. Ask them to read and underline the correct verb forms in the text.

If necessary, ask a stronger learner to select the best answer in the first sentence.

1 work 2 like 3 carry out 4 change 5 treat
6 am 7 give 8 are running 9 'm learning
10 don't have 11 like going 12 play

Listening

- 4 ▶ 02 Tell students they are now going to hear an interview with agency nurse Carlos da Silva. Ask them to listen and answer the question.

Check students understand: *agency nurse, renal care, paediatrics, emergency medicine.*

a renal care

- 5 Refer students to the beginnings of sentences 1–8. Tell them to listen again and complete the sentences about Carlos. Play the recording again if necessary.

For further language practice, ask students to turn to the audio script 02 on page 70 and underline the examples of the present simple and circle the examples of the present continuous. (Present simple: *I work, I specialise, I spend, I carry out, administer, play, do I like?, I don't like, there is, can be, I want, I hope, I go climbing*; Present continuous: *I'm working, I'm looking after, is waiting, I'm teaching*)

Students may be confused with the examples of verbs followed by *-ing*: *like + -ing, go + -ing*, that appear in this audio script. Check their understanding of these after the above activity. Explain both examples will be covered later in the course.

- 1 renal care.
- 2 a transplant unit in Auckland.
- 3 a little girl who is waiting for a kidney transplant.
- 4 carries out her tests, administers her medication and plays games.
- 5 teaching her how to play dominoes.
- 6 likes dealing with children./doesn't like dealing with paperwork.
- 7 qualify as an advanced practice nurse.
- 8 he goes climbing in the mountains.

Speaking

- 6 In pairs, students take turns to interview each other using questions in 5. Students should then introduce their partner to the rest of the group.

Hospital departments and facilities

Vocabulary

- 1 Tell students to look at the hospital plan taken from a patient educational leaflet. Ask: *Which department names do you recognise?* Ask students, individually or in pairs, to complete the definitions using the words in the box.

Alternatively, do this activity as a group chorus and then give students time to complete the definitions in writing to reinforce the target language.

Come together as a group to check answers. Check students understand: *nervous system, skin disorder, midwife/midwives, recover.*

1 emergency cases 2 operations 3 kidney
4 skin disorders 5 elderly 6 test results
7 babies 8 children 9 heart 10 X-rays
11 nervous system 12 exercises

Pronunciation

- 2  03 On the board, write *renal*. Ask how many syllables there are in the word and then elicit the correct stress pattern. Ask a stronger student to write the stress pattern above the word on the board (see key opposite). If necessary, check the stress pattern of *dermatology*.

Ask students, individually or in pairs, to put the names of the hospital departments in 1 into the correct box according to their stress pattern. Avoid correcting at this stage.

Students then listen to the recording and check answers. Play the recording again and ask students to repeat the stress patterns they hear. Play the recording several times until you are happy students are able to reproduce the same/approximate pronunciation and stress pattern. Reassure them that some terms are difficult to pronounce even for a native speaker.

Note: Follow the table opposite for correct pronunciation patterns.

Note: Students may recognise these words from their own language but will tend to place the stress in the wrong place in English. Ask them to compare stress patterns in their L1.

●● Renal	●●● Casualty Surgery	●●●● Pathology Maternity Neurology
●●●● Geriatrics Paediatrics	●●●● Dermatology Cardiology Radiology	
●●●● Physiotherapy		

Extra activity

On the board, write: *facilities, orthopaedics, pharmacy, registration, patient, entrance, toilets, information, coffee, hospital, emergency* (these words all appear on the hospital plan on page 6). Ask students to add these words to the correct column in the table in 2 according to their stress pattern. See answers below.

●● patient entrance toilets coffee	●●● pharmacy hospital	●●●● facilities emergency
●●●● orthopaedics registration information		

Speaking

If students need to review prepositions of place, they could do 4 and 5 before 3.

- 3 Refer students to the speech bubbles at the bottom of the page. Using the hospital floor plan, ask students (in pairs) to take turns asking and answering questions about the location of facilities and departments in the hospital. Encourage the correct stress pattern.

Vocabulary

- 4 Ask students, individually or in pairs, to choose the correct prepositions of place to complete the explanations. Come together as a group to check answers.

1 between, and 2 on, the left of
3 on, opposite 4 in, at 5 next to, on
6 in front of

- 5 Ask students, individually or in pairs, to match the symbols to the facilities. Ask: *Which facilities can you find in hospitals in your country? Which facilities would you like to see in hospitals in your country? Why is it important to provide facilities such as these in hospitals? Do we really need to provide these facilities in hospitals?*

a 6 b 9 c 7 d 8 e 4 f 5 g 2 h 3 i 1

Listening

- 6 ▶ 04 Depending on your students, you may wish to review prepositions of movement before you start this activity. Tell students they are going to hear three nurses giving visitors directions to different hospital facilities. Ask them to listen and complete the instructions. Come together as a group to check answers.

1 straight on, front of, at, end 2 second, left, turn, of, turn right 3 turn left, go, next to

- 7 ▶ 05 Ask students to look at statements 1 and 2. Then refer them back to the hospital plan on page 6. Explain they are situated at the main entrance and that they are going to hear directions being given by a nurse. As they listen, students should follow the directions on the hospital plan with their finger, then circle the correct answer.
- 8 Ask students to check their answers by turning to the audio script on page 70.

1 main entrance 2 4th

Extra activity

Dictate these scenarios to the group (or prepare as a handout) and then put students into pairs and ask them to roleplay four or more of the situations to practise giving directions using the hospital floor plan on page 6.

1 You want to visit your sister who has just had her first baby. You are at the main entrance.

2 You are looking for a shop to buy your wife some flowers. She's in room 202. You are next to the bank.

3 You are late for your X-ray and lost. You are on the second floor in front of the Neurology Department.

4 You hear an announcement that your eight-year-old son is waiting for you at the registration desk. You are on the 5th floor visiting your mother after her hip operation.

5 You arrived 20 minutes late for your appointment with the dermatologist. You are at the main entrance.

6 You are leaving hospital today. The consultant gave you a prescription for painkillers. You are still in your room on the 4th floor but want to know where the pharmacy is located.