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Unit 4: Medication and healthcare

Dialogue 1: patient charter (A2)

Dialogue 2: primary survey (A2)

Dialogue 3: fainting (A2)

Dialogue 4: choking (A2)

Dialogue 5: dementia care (B2)



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In this unit

Medication and healthcare

This unit contains dialogues related to a number of aspects concerning medication and healthcare, including three dialogues that deal with common first aid situations, presented as part of a training course.

Characters from dialogues

Person receiving care

- Mrs Jones is a 75 year old lady who lives in a residential care facility. She has generally enjoyed good health and remained active, though the ageing process is catching up with her in some ways.

Caregiver

- Peter is a 20 year old caregiver who has worked in the residential care facility for almost two years. He is well liked by the residents and his mature approach to his work means that he is often given responsibility for activities normally assigned to more experienced caregivers.

Care provision manager

- Mrs Rose is a care provision manager at a nursing home. She is the direct line manager of caregiver Peter.

First Aid course instructor

- Mr Law is the primary instructor on the First Aid professional development course that Peter attends.

CONTRACTIONS in English

Sometimes two words are joined together to form a new word that has the same meaning as the two original words. We call these words 'contractions'.

When the two words are joined together one or more letters are taken out and replaced with an apostrophe.

Contractions are often used in the unit dialogues to provide a more authentic speech pattern.

REFERENCE - Common contractions used in English:

Contraction	Original form	Example sentence
aren't	are not	You aren't my friend.
can't	cannot	I can't find my pencil.
couldn't	could not	He couldn't answer the question.
didn't	did not	I didn't want to eat any cake.
doesn't	does not	My dog doesn't eat fish.
don't	do not	I don't like to play football.
hadn't	had not	We hadn't visited London before.
hasn't	has not	She hasn't finished her coffee.
haven't	have not	They haven't arrived yet.
he'd	he had / he would	He'd been there before.
he'll	he will / he shall	He'll be coming later.
he's	he is	He's my brother.
I'd	I had / I would	I'd seen the person in the park.
I'll	I will	I'll collect the parcel tomorrow.
I'm	I am	I'm your friend.
I've	I have	I've got a new bicycle.
isn't	is not	That isn't my bicycle.
it's	it is	It's time for dinner.
let's	let us	Let's go to dinner together.
mustn't	must not	I mustn't eat too much.

Contraction	Original form	Example sentence
shan't	shall not	We shan't eat here again.
she'd	she had / she would	She'd always arrive early
she'll	she will / she shall	She'll bring a gift to the party.
she's	she is / she has	She's my sister.
shouldn't	should not	They shouldn't play in the house.
that's	that is	I think that's the last train tonight.
there's	there is	There's no food in the cupboard.
they'd	they had	They'd drunk all of the coffee.
they'll	they will	They'll pay for the food later.
they're	they are	They're coming later.
they've	they have	I think they've left the restaurant.
we'd	we had / we would	We'd already eaten at home.
we're	we are	We're drinking coffee.
we've	we have	We've finished our coffee.
weren't	were not	They weren't at the restaurant.
what's	what is	What's the time?
where's	where is	Where's the restaurant?
who'd	who had / who would	Who'd like coffee?
who'll	who will	Who'll make the coffee?
who's	who is / who has	Who's that man at the table?
won't	will not	I won't come here again.
wouldn't	would not	I wouldn't like to drink tea.
you'd	you had / you would	I think you'd like my food.
you'll	you will	You'll sit at the front today.
you're	you are	I think you're beautiful.
you've	you have	You've won a prize.

Dialogue 1: patient charter (A2)

Conversation between nursing home resident Mrs Jones and Peter, a young caregiver.

Situation: Mrs Jones has received a leaflet from a visiting health worker, though without her glasses she cannot read the leaflet immediately. She sees caregiver Peter walking by her room and calls him to read the leaflet for her. The leaflet outlines a charter for patients taking medicine while in nursing homes. During the conversation Mrs Jones and Peter discuss the various points of the charter.

Persons: Mrs Jones (resident), Peter (caregiver)

Location: The discussion takes place in Mrs Jones' room within the nursing home

Grammar points:

Articles with countable and uncountable nouns

Countable and uncountable nouns – 'much' 'many' 'lot(s)'



Mrs Jones: Peter? Is that you?

Peter: Yes Mrs Jones, do you need something?

Mrs Jones: Oh yes please Peter, I need some assistance with this leaflet.

Mrs Jones: Hello Peter. The health visitor has given me this leaflet to read but I can't find my glasses. It's not much use to me if I can't see the words properly. Can you read it for me?

Peter: Of course, but you receive so many leaflets and you don't normally read them. Why are you so interested in this leaflet?

Mrs Jones: Apparently it's all about my medication and my rights as a resident. The health worker said I should have a good look at it and spend some time to understand it.

Peter: I see it's a patient's charter, so you're correct, it's about your rights as a patient in relation to your medication.

Mrs Jones: And how many rights do I have, according to this charter?

Peter: It looks like there are ten points, or 'rights' as you said. The first one says you should be informed about all of your medicines and involved in any decisions about them.

Mrs Jones: Well I think I am.

Peter: A family member or representative should also be informed about your medicines, with your permission that is.

Mrs Jones: Yes, my daughters are kept informed, though I don't know how much they care

Peter: You know how much they care. You have twice as many visitors as most other residents.

Mrs Jones: Yes, I know, I was just having some fun with you.

Peter: The leaflet says that your doctor, pharmacist and nursing home staff should work together and act in your best interests.

It is also assumed that you can look after and take your own medicines, or that you can ask staff for help.

Mrs Jones: I can look after them but there are just so many tablets now. Some for this, some for that, though I'm never sure how much good they do me.

I take three tablets in the morning and four at night, I'm surprised I don't rattle when I walk.

Peter: It says you also agree that the nursing home can manage your medicines and that the medicines are kept in your room, or another place of your choosing.

Mrs Jones: I prefer to keep my medicines in my room, inside a cupboard.

Peter: Yes, I know. It also states that the nursing home keeps a record of your medicines, making sure staff are kept up to date with any changes, and that staff are trained and competent.

Mrs Jones: Well, are you?

Peter: You know I've attended many training courses, some of them were related to medication. You also know Mrs Rose wouldn't allow me to assist with anyone's medication if I wasn't properly trained.

Mrs Jones: That's true.

Is there much more information, it's becoming a little boring.

Peter: Just a few more points.

Your doctor will check that you are on the right medicines at least twice a year and you should also know that you can ask your doctor to review your medicines at any time.

Mrs Jones: I'm not sure how many times the doctor visits me here, but it's at least twice a year. I can always book an appointment too, if I need one.

Peter: Yes, you can. Dr Naik provides a very good service to the nursing home.

Mrs Jones: That's because we're his best customers.

Peter: Those are all the points on the leaflet. Is there anything else, as I don't have much time now before the lunches are served?

Mrs Jones: No, that's fine Peter and thank you for reading the leaflet for me. Just leave it on the table over there.

Peter: Do you mean on this table here? The one with your glasses on?

1.1. Exercises for dialogue 1



EXERCISE 1 – Listening skills

Put an X in the appropriate column.

True False

- 1) Mrs Jones asks Peter for assistance in writing a leaflet.
- 2) The leaflet was left for Mrs Jones by a health worker.
- 3) Mrs Jones take three tablets in the morning and four tablets at night.
- 4) Peter needs to leave because the lunches are being served.
- 5) Mrs Jones ask Peter to leave the leaflet in her drawer.

	True	False
1) Mrs Jones asks Peter for assistance in writing a leaflet.		
2) The leaflet was left for Mrs Jones by a health worker.		
3) Mrs Jones take three tablets in the morning and four tablets at night.		
4) Peter needs to leave because the lunches are being served.		
5) Mrs Jones ask Peter to leave the leaflet in her drawer.		



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) The patient's charter is about Mrs Jones rights as a patient in relation to her:
 - A. Hospital care
 - B. Care provision
 - C. Medication

- 2) What is required from the patient before their family members can be provided with information about their medicine?
 - A. Permission from the doctor
 - B. Permission of the patient
 - C. Permission from the nursing home manager

- 3) The leaflet explains that the doctor and the nursing home staff should 'work together' with which other service?
 - A. A hospital consultant
 - B. A health worker
 - C. A pharmacist

- 4) According to the leaflet, how often should the doctor check that the patient has the right medication?
 - A. Twice a year
 - B. Twice a month
 - C. Twice a day

- 5) What does Peter suggest that Dr Naik provides for the nursing home?
 - A. An excellent service
 - B. A good service
 - C. A very good service



EXERCISE 3 – Grammar

ARTICLES – WITH COUNTABLE AND UNCOUNTABLE NOUNS

Countable nouns relate to individual objects or people that we can count, distinguishing one thing from another.

Uncountable nouns relate to materials, liquids and other things where it is impossible to identify the individual elements or separate objects.

We can use the indefinite article (**a/an**) with singular countable nouns. A plural countable noun cannot be used with indefinite articles. Countable nouns (both singular and plural) can also be used with numbers.

'a' is used before a consonant – **'an'** is used before a vowel

- A girl
- Two girls
- An orange
- Two oranges

We cannot use the indefinite article or numbers with uncountable nouns.

- Sand (NOT a sand) (NOT two sands)
- Rain (NOT a rain) (NOT two rains)

A singular countable noun usually has an article or other determiner with it. We say, 'the orange', 'my orange' or 'this orange', but not just 'orange'. Plural and uncountable nouns can be used with or without an article or other determiner.

A **determiner** is a word that is used before a noun to show which particular example of the noun you are referring to.

Examples: 'the ball' 'a ball' 'any ball' 'my ball' 'each ball' 'some balls' 'this ball' 'that ball'

Common determiners used in English

the	a	an	another	no	some	any
my	our	their	her	his	its	each
every	certain	this	that	much		

Countable and Uncountable nouns in dialogue 1 (along with their determiners):

- The health visitor...
- Much use...
- Many leaflets...
- A (good) look...
- Some time...
- Many rights...
- The leaflet...
- So many tablets...
- Some for this, some for that...
- Much good...
- A cupboard...
- A record...
- Much more information...
- Many times...
- An appointment...
- A very good service...
- The points...
- Much time...

Fill in the gaps by adding the correct indefinite article (a/an) before the noun:

1. I have ____orange.
2. John has ____ banana.
3. At school I wrote ____ poem.
4. I attended ____ art class
5. I sat ____ examination.

Fill in the gaps by defining the noun as countable or uncountable at the end of the sentence:

6. I like to drink **water**. _____
7. Some **politicians** tell the truth. _____
8. We toasted the **bread**. _____
9. The children played out in the **rain**. _____
10. At the restaurant we ate **cakes**. _____



EXERCISE 4 – Grammar

COUNTABLE AND UNCOUNTABLE NOUNS – MUCH, MANY, LOT

‘Much’, ‘Many’ and ‘Lot(s)’ are used to indicate a large quantity of something. For example, ‘I have many books’ means that you have a large quantity of books.

Much and many (and a lot) are **quantifiers**, meaning that they indicate a quantity of something.

Example:

How much time do you have?	I haven't got much time.
	I've got a lot of time.
	I've got a lot.
How many apples are in the bowl?	There aren't many.
	There are a lot.
	There are a lot of apples.

In the **interrogative form** (How?) we use:

- **Much** with uncountable nouns (time, money, milk)
- **Many** with countable nouns (apples, pencils, friends)

In the **negative form** (I haven't got ...) we use:

- **Much** with uncountable nouns (time, money, milk)
- **Many** with countable nouns (apples, pencils, friends)

In the **affirmative form** (There are ...) we use:

- **A lot, a lot of, lots of** with uncountable and countable nouns

Choose the correct word from the choices below:

1. David didn't have _____ toys.
A. many
B. much
C. a lot

2. There wasn't _____ water in the bath.
A. many
B. much
C. a lot

3. Jenny has got _____ money.
A. many
B. much
C. a lot of

4. How _____ ducks were in the lake?
A. many
B. much
C. lots of

5. I hope we have _____ good weather on holiday.
A. many
B. much
C. lots of

6. How _____ money can you pay me?
A. many
B. much
C. a lot

7. Brian has got _____ toys.
A. many
B. much
C. lots of



EXERCISE 5 - Vocabulary

Answer the following questions based on the information in the dialogue:

1. A written statement of rights of a specified group is called a:

- A. Charter
- B. Permission
- C. Tablet

2. A person who is professionally qualified to prepare and dispense medicinal drugs is called a:

- A. Doctor
- B. Health visitor
- C. Pharmacist

3. A person who buys goods or services from a shop is called a:

- A. Customer
- B. Representative
- C. Patient

4. Supposing something without proof is to:

- A. See
- B. Keep
- C. Assume

5. What verb do we use to say that we will retain something?

- A. Spend
- B. Keep
- C. read

1.2 Vocabulary for dialogue 1



1. assume
2. charter
3. cupboard
4. customer
5. doctor
6. glasses
7. Health visitor
8. Inform
9. keep
10. leaflet
11. leave
12. medication
13. medicine
14. patient
15. permission
16. pharmacist
17. point
18. read
19. representative
20. review
21. rights
22. see
23. spend
24. tablet

Dialogue 2: primary survey (A2)

Caregiver Peter has been enrolled on a first aid course to become one of the nominated 'first aiders' at the Bridge Street nursing home. Peter must attend a number of training sessions before he can be recognised as a qualified first aid provider.

Situation: Peter is attending a specific first aid training workshop concerned with carrying out a primary survey, in the event of finding someone unconscious. The primary survey is designed to determine a number of factors quickly and in an order of priority, before any first aid is administered or the emergency services are called.

Persons: Mr Law (first aid training instructor) and Peter (caregiver)

Location: The session takes place in a training room.

Grammar points:

Superlative adjectives, use of the definite article



Mr Law: The first thing I want to cover with you is something called the primary survey.

It is one of the most important things you will learn during this course, so please pay attention and take notes.

Imagine that you have walked into a room and you find someone collapsed on the floor. You do not know what has happened.

In this situation we will follow a process called the primary survey, to give us the best opportunity to quickly determine what we need to do.

The easiest way to remember the primary survey is to think of Dr ABC, where Dr is shortened to D R. D R A B C.

These initials stand for danger, response, airway, breathing and circulation.

First of all, I need a volunteer. Peter would you like to assist me by lying on the floor over here?

Peter: Of course, should I do that now?

Mr Law: Yes, just lie on your back on the floor.

Peter I want you to act as though you are unconscious.

The first thing I do is look around to see if there is any danger to myself or others. When I'm certain that there's no danger I approach the patient.

Peter? Peter? Are you ok? Can you hear me?

As the patient doesn't respond to my voice I will gently tap his shoulders.

Peter this is Ian, are you ok?

As the patient still hasn't responded I will now open his airway. The airway is the passage in the throat. To open the airway, I gently place one hand on his forehead and using two fingers beneath his chin, I gently tilt the head back. I can also check inside his mouth to ensure there is no obvious obstruction or that his tongue hasn't fallen back into his mouth.

I will now check if the patient is breathing by placing my cheek close to the nose and mouth, while looking down the body for signs of breathing.

In this case I can see that he's breathing.

To check the patient's circulation, I press firmly on his forehead for around two seconds. When I release I'm looking for the pink colour to return to the area I pressed. If it returns the circulation is good, if not then I need to address his circulation.

I can see the circulation is fine so now I will check all around the body for any severe bleeding or obvious injury. Once that is done the primary survey is complete.

Peter: Can I return to my seat now?

Mr Law: Yes of course Peter, but can you remind us of what Dr ABC stands for in a primary survey?

Peter: Look for danger, check for a response, open the airway, check for breathing and finally check the patient's circulation.

Mr Law: The perfect answer Peter, excellent.

I'm pleased that you pay attention, even when you're unconscious.

Peter: At what point should you carry out a primary survey?

Mr Law: The optimal time for carrying out a primary survey is as soon as you encounter the situation.

The speed in which you act in an emergency situation is of the utmost importance.

However, never compromise the efficiency of your actions by rushing.

Peter: Can we practise the primary survey during this session?

Mr Law: Yes of course. Please work in groups of three people. One person will be the patient, one person will be the first aider, and the third person will be the observer.

Observers, please take notes and report back to the group on their performance after the primary survey has been completed.

2.1. Exercises for dialogue 2



EXERCISE 1 – Listening skills

Answer the following questions based on dialogue 2.

- 1) What does the 'D' of Dr ABC stand for? _____
- 2) Mr Law asks Peter to lie on his: _____
- 3) The airway is the passage in the: _____
- 4) After pressing Peter's forehead,
what colour is Mr Law looking for to return? _____
- 5) Which member of the group is responsible for
reporting back on the practice session? _____



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) How does Mr Law describe the primary survey in terms of its importance?
 - A. Very important
 - B. Most important
 - C. Extremely important

- 2) What is the first thing that Mr Law does when carrying out the primary survey?
 - A. Look for any danger
 - B. Check the patient's circulation
 - C. Tap the patient on the shoulder

- 3) As well as placing his cheek close to the patient's nose and mouth, how else does Mr Law check if the patient is breathing?
 - A. Listen carefully for the sound of breathing
 - B. Check the patient's pulse
 - C. Look down along the patient's body

- 4) How long does Mr Law advise pressing on the patient's forehead?
 - A. One second
 - B. Two seconds
 - C. Three seconds

- 5) As well as checking around the body for severe bleeding, what else is Mr law checking for?
 - A. Obvious injury
 - B. Obvious trauma
 - C. Obvious cuts



EXERCISE 3 – Grammar

SUPERLATIVE ADJECTIVE, USE OF THE DEFINITIVE ARTICLE

Adjectives

Adjectives are words that are used to describe nouns.

Most adjectives are used in front of a noun.

Example: It is a **beautiful** painting.

An adjective can also be used after a link verb (such as, 'is' 'are' 'were' 'looks')

Example: The painting is **beautiful**.

Superlative adjectives

A superlative adjective is an adjective that describes a noun in its most extreme form, which restricts the interpretation of the noun to being one particular thing.

Example: This is the **best** cake I have ever eaten.

In this case the superlative adjective forces us to discount all other cakes previously eaten by this person, when 'the best cake' is referred to.

Some common superlative adjectives used in English

closest	furthest	largest	smallest	shortest	tallest
fattest	thinnest	saddest	happiest	smartest	dumbest
best	worst	most	least	oldest	youngest

The definitive article

The word 'the' is one of the most common words in English. It is the only **definite article**. We use the definite article in front of a noun when we believe the hearer/reader knows exactly what we are referring to.

Example: The sun will rise at 6am.

As there is only one sun for us on earth, we restrict the interpretation to that particular sun.

By using a **superlative adjective**, we also restrict the interpretation of our statement and so the definitive article is used.

Example: She is the smartest girl in the class.

While there may be many girls in the class, there can only be one who is the smartest.

The definitive article can also be used if the noun it refers to has already been mentioned.

Example: A boy was out playing in the park when he said that he saw an unusual craft hovering in the sky. The boy was not known for making up stories.

In the case 'a boy' has already been mentioned, thereafter it is possible to use the definitive article 'the boy', as we now understand which boy in particular is referred to.

The definitive article can also be used to say something about all of the things referred to by a noun.

Example: The puffin is a bird that lives around northern and Arctic waters, unusual in that it nests in holes in the ground.

The definitive article is also used when talking about musical instruments.

Example: John plays the guitar.

It is also used when referring to a particular system or service.

Example: I think someone should call the police.

Example: I heard a good song on the radio.

The definitive article is also used with adjectives that describe groups of people.

Example: We have to make changes to support the disabled.

Example: This is a tax that will only benefit the rich.

The definite article and superlative adjectives in dialogue 2:

- The first thing...
- The most important things...
- The primary survey...
- The best opportunity...
- The easiest way...
- The perfect answer...
- The optimal time...
- The utmost importance...

From the list of words below, insert the most appropriate superlative adjective into the sentence:

closest	fastest	funniest	loneliest
shortest	smallest	tallest	utmost

- 1) He won the race easily, as he drove the _____ car he had ever driven.
- 2) She was very sad, as this was possibly the _____ time of her life.
- 3) Passing this exam was of the _____ importance for Jenny.
- 4) John was the only one who could see in the window, as he was the _____ one in the group.
- 5) David angrily screwed up the paper into the _____ ball possible.
- 6) To save time on the journey, Mary calculated the _____ route by car.
- 7) I chose the cake that was the _____ to me on the plate.
- 8) I laughed so much, it was the _____ story I had ever heard.



EXERCISE 4 – Grammar

SUPERLATIVE ADJECTIVE, USE OF THE DEFINITIVE ARTICLE

Add the missing words from the options available:

1. A man has collapsed, someone call the _____ .
A. Police
B. Coastguard
C. Ambulance
2. The _____ is a member of the cat family.
A. Tiger
B. Moose
C. Elephant
3. The _____ tend to eat less healthily.
A. Rich
B. Poor
C. Famous
4. John rock music, he always wanted to learn to play the _____?
A. Flute
B. Harp
C. Guitar
5. There was a robbery in town today, I heard about it on the _____?
A. News
B. Boat
C. River



EXERCISE 5 - Vocabulary

Answer the following questions based on the information in the dialogue:

1. Which word means to weaken or harm by accepting lower standards?

- A. Compromise
- B. Survey
- C. Respond

2. Which word means a thing that prevents or impedes passage?

- A. Circulation
- B. Obstruction
- C. Process

3. Which of the following means the most extreme, highest?

- A. Important
- B. Optimal
- C. Utmost

4. What word means to move or cause to move into a position by exerting continuous pressure?

- A. Tap
- B. Approach
- C. Press

5. What do you call the fleshy muscular organ in the mouth?

- A. Passage
- B. Throat
- C. Tongue

2.2 Vocabulary for dialogue 2



1. airway
2. approach
3. bleed
4. circulation
5. complete
6. compromise
7. danger
8. determine
9. imagine
10. important
11. lie
12. obstruction
13. optimal
14. passage
15. pay attention
16. press
17. primary
18. process
19. response
20. survey
21. tap
22. throat
23. tongue
24. utmost
25. volunteer

Dialogue 3: fainting (A2)

Caregiver Peter has been enrolled on a first aid course to become one of the nominated 'first aiders' at the Bridge Street nursing home. Peter must attend a number of training sessions before he can be recognised as a qualified first aid provider.

Situation: Peter is attending a specific first aid training workshop concerned with treating patients in the event of fainting. The workshop considers the reasons why someone might faint as well as specifying how a person who has fainted should be treated.

Persons: Mr Law (first aid training instructor) and Peter (caregiver)

Location: The session takes place in a training room.

Grammar points:

Prepositional phrases (place, time and movement)



Mr Law: During this session you will learn what to do if someone faints.

From time to time people faint and this can be due to a number of reasons.

Can anyone here suggest any reasons for why a person might faint?

Yes, Peter.

Peter: According to a medical book I've read, people faint as a result of pain, exhaustion, hunger or stress.

Mr Law: That's correct Peter, though there are some other reasons. Fainting could also be due to someone sitting down or standing up for a long time, or that someone is too hot.

When someone does faint, their pulse normally slows right down.

In most cases the patient will recover within a few minutes. If this doesn't happen, and someone is still unconscious after two or three minutes, then their situation could be more serious.

Peter: Would you carry out a primary survey in this case?

Mr Law: Yes Peter, you would carry out a primary survey.

However, there are three signs we can look for to determine if someone has just fainted.

The first is a brief loss of consciousness. If this happens the patient may fall to the floor.

The second sign is a drop in heart rate resulting in a slow pulse.

The final sign to look for is pale, cold, sweaty skin.

Peter: Does falling to the floor help a person to recover?

Mr Law: Yes, in the case of fainting lying down helps blood return to the brain.

The way we treat a person who has fainted, or a person who feels faint, is based on this fact.

Peter would you like to help me with a demonstration?

Peter: Yes of course.

Mr Law: If a person is feeling faint help them to sit on the floor, then gently lay them back.

Once they are lying on their back, this could be someone who has already fainted, raise their legs to around knee height.

You can use your own knees or use a chair if one is available.

Keeping the legs raised above the head will help the blood to return to the brain.

From this position look for signs of recovery in their face.

When the patient recovers, slowly help them to a sitting position and reassure them.

Make sure they are able to get plenty of air, which may mean opening a window.

If they still feel light headed or dizzy, ask them to remain seated until they have fully recovered.

If they don't recover in a few minutes, carry out a primary survey.

You can sit back down now Peter, thank you.

Can anyone remind us of the basic procedure for dealing with a patient that has fainted?

Peter: We should lie them down on the ground, raise their legs higher than their head, make sure they have air and then sit them up slowly.

Mr Law: Very good Peter, that's correct.

3.1. Exercises for dialogue 3



EXERCISE 1 – Listening skills

Answer the following questions based on dialogue 3.

- 1) Peter said a person may faint due to pain, exhaustion, hunger or: _____
- 2) When someone faints their pulse normally: _____
- 3) In most cases a person has fainted will recover in a few: _____
- 4) Would type of survey would you carry out
if a patient does not recover in a short time? _____
- 5) How many signs are there to look for to
determine if someone has fainted? _____



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) What may happen to a patient if they suffer a brief loss of consciousness?
 - A. They may close their eyes
 - B. They may become limp
 - C. They may fall to the floor

- 2) What could happen to a patient's heart rate if they faint?
 - A. It may stop
 - B. It may speed up
 - C. It may slow down

- 3) What sign should you look for in the skin of a patient that has fainted?
 - A. Pale, cold and sweaty
 - B. Red, warm and sweaty
 - C. Pale, warm and sweaty

- 4) How should you position a person that has fainted?
 - A. Make sure their face is looking upwards
 - B. Place their arms by their side
 - C. Raise their legs to around knee height

- 5) Where should you look for signs of recovery?
 - A. In their face
 - B. Along their body
 - C. At their feet



EXERCISE 3 – Grammar

PREPOSITIONAL PHRASES

A prepositional phrase will function as an adjective or adverb.

As an **adjective** the prepositional phrase will answer the question ‘which one?’

Example: Which key is it? The one **on the red hook**.

Example: Which cake shall I eat? The one **in the brown bag**.

As an **adverb**, a prepositional phrase will answer questions such as ‘how?’, ‘when?’ and ‘where?’.

Example: When did Janice arrive? She arrived **before lunchtime**.

Examples of prepositions of time, place movement and position

Prepositions of time and place	Prepositions relating to movement and position
At (<i>We left <u>at</u> midnight</i>)	To (<i>I will go <u>to</u> the shop</i>)
In (<i>I was born <u>in</u> 1980</i>)	Towards (<i>He pointed <u>towards</u> the gate</i>)
On (<i>He works <u>on</u> Saturday</i>)	Through (<i>He almost fell <u>through</u> the door</i>)
At (<i>We can meet <u>at</u> the bar</i>)	Into (<i>She looked <u>into</u> the water</i>)
On (<i>I left it <u>on</u> the floor</i>)	Across (<i>The bridge went <u>across</u> the stream</i>)
In (<i>We were <u>in</u> Spain this summer</i>)	Over (<i>There was a window <u>over</u> the door</i>)
	Along (<i>We walked <u>along</u> the path</i>)
	In (<i>We played football <u>in</u> the park</i>)
	On (<i>She sat <u>on</u> the old chair</i>)

Prepositional phrases in dialogue 3:

During this session...

From time to time...

According to...

Due to...

After two or three...

Carry out...

Look for...

Fall to...

Return to...

From this position...

Lie them down...

Circle the correct answer.

- 1) The theatre performance starts:
 - A. for 2.30
 - B. in 2.30
 - C. at 2.30

- 2) Madonna became famous:
 - A. in the 80's
 - B. on the 80's
 - C. at the 80's

- 3) Unfortunately I have to work:
 - A. over Saturday
 - B. at Saturday
 - C. on Saturday

- 4) She became scared as the dog came:
 - A. towards her
 - B. over her
 - C. across her

- 5) I've always lived:
 - A. at the UK
 - B. in the UK
 - C. over the UK



EXERCISE 4 – Grammar

PREPOSITIONAL PHRASES

Insert the most appropriate prepositional phrase from the list below to complete each sentence:

- 1) _____ the weather forecast, it will rain tomorrow.
- 2) The sports car was travelling _____.
- 3) The teacher was _____ that girls worked harder than boys.
- 4) Margaret didn't answer e-mails when she was _____.
- 5) The summer fete was triumph and the whole day went _____.
- 6) Bill and Ted were good friends, as they had many things _____.
- 7) She got into the wrong car _____.
- 8) The police officer was not _____ to discuss the case.
- 9) June felt that her boss took her _____.
- 10) David was running as he was _____.

of the opinion	for granted	According to	on leave	in a hurry
at liberty	at high speed	In common	by mistake	without a hitch



EXERCISE 5 - Vocabulary

Insert the correct words from the dialogue vocabulary (below) into the following passages:

Fainting is a 1. _____ loss of consciousness. A person may faint due to a number of factors including pain, 2. _____, hunger or stress. Fainting could also be caused due to someone 3. _____ up for a long period of time. There are three 4. _____ that you should look for to determine if someone has 5. _____. One of these signs is a drop in the patient's heart 6. _____, resulting in a slow 7. _____. Someone who has fainted should be given plenty of 8. _____, which could mean opening a window. Their legs should be raised to around knee 9. _____, ensuring that their feet are positioned 10. _____ their head.

3.2 Vocabulary for dialogue 3



1. above
2. air
3. brief
4. demonstration
5. dizzy
6. exhaustion
7. fact
8. faint
9. height
10. hunger
11. pulse
12. rate
13. reason
14. sign
15. situation
16. stand
17. stress

Dialogue 4: choking (A2)

Caregiver Peter has been enrolled on a first aid course to become one of the nominated 'first aiders' at the Bridge Street nursing home. Peter must attend a number of training sessions before he can be recognised as a qualified first aid provider.

Situation: Peter is attending a specific first aid training workshop concerned with treating patients who are choking. The workshop considers the reasons why someone might choke as well as giving a three-step approach to dealing with such a situation.

Persons: Mr Law (first aid training instructor) and Peter (caregiver)

Location: The session takes place in a training room.

Grammar points:

Present perfect tense



Mr Law: It's very easy for someone to get something stuck in their throat and to start choking.

I've done it myself on a number of occasions. Have any of you choked on an object?

OK, I see most of you have choked on an object at some point, though it looks as though you all survived.

Struggling for air can make someone panic. I've helped a number of people in that situation and it's important that you act quickly.

So what kind of things have you choked on? Peter?

Peter: I've choked on boiled sweets a few times and once I choked on a fish bone.

Mr Law: I've choked on boiled sweets myself, they can be quite a problem.

You would probably be amazed at some of the strange things that people have choked on.

Young children are particularly prone to choking as they often put strange things in their mouths.

Old people who don't have full sets of teeth can also be prone to choking, perhaps on fruit stones or even soft food.

So you can see that it's important to know how to deal with this hazard.

As you have helped me in other workshops Peter, would you mind helping me again?

Peter: No I don't mind at all. I've enjoyed taking part in the demonstrations.

Mr Law: Let's imagine that Peter has got something stuck in his throat.

Peter are you choking? Try and cough. Can you cough it out?

As Peter cannot cough out the object I need to take a different action.

Peter lean forward and I will slap you firmly on the back. I am slapping Peter between the shoulder blades around five times. Has that removed the object Peter?

As the object still hasn't moved I'm now going to give Peter up to five abdominal squeezes.

Locating a position between the breast bone and belly button I will use my fist to give short sharp squeezes. Has that removed the object Peter?

From this point you should alternate between slapping between the shoulder blades and giving abdominal squeezes, for at least two more rounds.

Ensure that you or someone else has called for an ambulance.

If the patient becomes unconscious and stops breathing, you should commence CPR at once.

Are you ok now Peter?

Peter: Yes, I think I managed to swallow it in the end.

Mr Law: So if you see someone choking, follow these three steps.

Cough it out.

Slap it out

Squeeze it out.

I've prepared some information leaflets on dealing with this situation. Please take one each from the table at the back of the room.

Now find a space in the room and work with a partner to practise your response to someone choking.

4.1. Exercises for dialogue 4



EXERCISE 1 – Listening skills

Insert the correct words in this **summary** of the dialogue.

Note: A summary is a brief statement or account of the main points of something.

Many people have 1. _____ on objects at some stage, it's a very common occurrence. If someone is choking it's important that you act 2. _____. It's also common for someone choking to start to 3. _____, as they 4. _____ for air. It is common for people, especially children, to choke on boiled 5. _____. Young children often put strange things in their 6. _____. Old people are also prone to choking as they do not always have full sets of 7. _____. Old people may be more likely to choke on a 8. _____ stone. It is important to know how to deal with this particular 9. _____. In the demonstration, Peter pretends that he has got something stuck in his 10. _____.



EXERCISE 2 – Listening skills

Circle the correct answer.

1. What is the first thing that Mr Law asks Peter to do to remove the blockage in his throat?
 - A. Cough it out
 - B. Spit it out
 - C. Pull it out

2. When Peter has leans forward, what does Mr Law do five times to Peter's back?
 - A. Hit it
 - B. Punch it
 - C. Slap it

3. What part of his body does Mr Law squeeze against Peter's abdomen?
 - A. His hand
 - B. His palm
 - C. His fist

4. If the blockage cannot be removed easily, what should you ensure someone has called for?
 - A. Help
 - B. Ambulance
 - C. Doctor

5. If the patient stops breathing, what procedure should you begin?
 - A. ECG
 - B. CPR
 - C. MOT



EXERCISE 3 – Grammar

PRESENT PERFECT

We use the 'present perfect' to say that an action happened at an unspecified time before now. The exact time is not important. It creates a link between the present and the past.

We cannot use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Spain, at that moment, that day, one day, etc.

We can use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

The present perfect is formed as follows:

Affirmative		
subject	to have	past participle
<i>He</i>	<i>has</i>	<i>passed</i>
Negative		
subject	to have + not	past participle
<i>He</i>	<i>Hasn't</i>	<i>passed</i>
Interrogative		
to have	subject	past participle
<i>Has</i>	<i>he</i>	<i>passed?</i>
Negative interrogative		
to have + not	subject	past participle
<i>Hasn't</i>	<i>he</i>	<i>passed?</i>

Example: I have been to the theatre many times.

Example: John has not passed his driving test.

Example: Have you finished your homework?

Example: Haven't they seen the northern lights?

Present perfect in dialogue 4:

I've done it myself...

Have any of you choked on an object...

You have choked on an object...

I've helped a number...

I've choked on boiled sweets...

People have choked on...

As you have helped me...

I've enjoyed taking part...

Someone else has called for an...

I've prepared some information...

Circle the correct answer.

1. This _____ been an enjoyable holiday.

- A. has not
- B. have not
- C. have

2. He hasn't _____ very hard at school this year.

- A. try
- B. tried
- C. trying

3. The girls _____ played much better than the boys.

- A. hasn't
- B. have
- C. has

4. I understand that Martin has _____ everyone my secret.

- A. tell
- B. telling
- C. told



EXERCISE 4 – Grammar

Insert the most appropriate prepositional phrase from the list below to complete each sentence:

- 1) _____ Jonathon started his lesson yet?
- 2) _____ heard this song before?
- 3) Julie _____ that film so many times.
- 4) We _____ such a good time.
- 5) Haven't _____ experienced the same thing?
- 6) She _____ in the shower.
- 7) Have _____ a good time?
- 8) John _____ any food this evening.

has seen	have had	hasn't	have you
You all	Has finished	we all had	hasn't eaten



EXERCISE 5 - Vocabulary

Answer the following questions based on the information in the dialogue:

1. How would we describe a sudden and uncontrollable fear or anxiety?
A. Panic
B. Hazard
C. Deal
2. How would we describe a hand with the fingers bent in towards the palm?
A. Stone
B. Breast
C. Fist
3. What are the large flat triangular bones at the top of the back called?
A. Shoulder shapes
B. Shoulder bones
C. Shoulder blades
4. What term do we use to describe hitting with the palm of the hand or a flat object?
A. Squeeze
B. Slap
C. Stick
5. Which word means to cause or allow something to pass down the throat?
A. Survive
B. Remove
C. Swallow

4.2 Vocabulary for dialogue 4



1. abdomen
2. abdominal
3. action
4. breast
5. choke
6. cough
7. deal
8. fist
9. hazard
10. lean
11. panic
12. quickly
13. remove
14. sharp
15. Shoulder blade
16. slap
17. squeeze
18. stick
19. stone
20. survive
21. swallow

Dialogue 5: dementia care (B2)

A meeting between Mrs Rose (care provision manager) and Peter (caregiver).

Situation: Mrs Rose has invited Peter to her office to discuss his knowledge of care for residents with dementia. Mrs Rose is keen to develop Peter further with specific professional training within the subject area. Through a process of questioning and inviting Peter to share his thoughts, Mrs Rose is able to determine that Peter would be a good candidate for the training.

Persons: Mrs Rose (care provision manager) and Peter (caregiver)

Location: The meeting place takes place in the office of Mrs Rose at the Bridge street nursing home.

Grammar points:

Narrative tenses



Mrs Rose: I had been thinking about upgrading the training of certain staff in the nursing home, particularly in dementia care. During a recent management meeting John Perry suggested that you were well equipped for this kind of training, and keen to develop your career.

How do you feel about this as an idea?

Peter: I'm quite flattered really, as I'm not sure why John would think that. I was working quite closely with Terry before he passed away, and I still provide Carol with a lot of support.

Mrs Rose: How do you feel about working with residents that have dementia, at its various stages?

Peter: I don't mind admitting that I struggled a little at the start, I may even have been a little impatient with some residents. However, as I interacted more with Terry, things became easier.

Mrs Rose: What do you mean by that?

Peter: I think I developed a better understanding of his needs. I wasn't expecting him to understand everything all of the time, as I did before.

Mrs Rose: Was there anything in particular that changed your perspective?

Peter: Yes, there was. I had been feeding Terry one lunch time, when he started spitting his food back out. He refused to eat anymore food and he returned to his room.

Around a week later one of the nurses told me that he had undergone some emergency dental treatment and this was the reason he was refusing food.

Mrs Rose: So how did that change things for you?

Peter: I realised that Terry had a problem in communicating his needs. I had been expecting Terry, like other residents, to tell me when things were wrong or uncomfortable for him.

Mrs Rose: I know that you became quite important to Terry, so what other things did you do to support him?

Peter: I think some of the normal things. I made sure that Terry had certain jobs to do around the nursing home, to give him a sense of routine.

Mrs Rose: What kind of jobs?

Peter: It sounds trivial when you say it, but I had arranged with the kitchen to let Terry take the bins out after meals, just to the side of the nursing home. He seemed to enjoy the responsibility and it meant he always had a chat with the kitchen staff.

Mrs Rose: That sounds like a good idea. Was there anything else?

Peter: I used to talk to him about his family and his past life, he'd been in the Navy you know? Anyway I found out that he had enjoyed cooking, well baking actually, before he came to the nursing home. So I organised for him to bake in the kitchens, not often, but enough to keep him engaged.

Mrs Rose: How did that go?

Peter: His baking was excellent and he could remember all of the recipes, however he used to forget where all the kitchen utensils were. This made him a little anxious and, well, embarrassed I think.

One day I took photographs of the insides of the cupboards, printed them out and stuck them to the fronts of the cupboards. They're still there in fact.

Mrs Rose: Did that help?

Peter: Yes, it did. Terry became far more confident, even though I know he still had to look at the pictures

Mrs Rose: It sounds to me as though you were quite a help to Terry.

What do you think are the most important aspects of care are for residents with dementia?

Peter: I had been reading a book on dementia care when Terry was around, though unfortunately I never finished it. I think I remember some of the main points though.

Mrs Rose: OK what are they?

Peter: One thing is to create a regular routine in a relaxed environment, which I think I did with Terry and the bins.

Keeping people involved in everyday tasks is important, though I know that can become more difficult as the illness progresses.

I also tried to avoid being critical with Terry, and I created the memory aids for him in the kitchen.

It's also really important to monitor diet and nutrition, as a bad diet can lead to other illnesses.

Dementia sufferers may also need additional support with personal hygiene.

I guess the other thing that worked with Terry was to have a sense of humour. There were moments when he could be really witty and he always enjoyed my silly jokes.

Mrs Rose: Well I have to say Peter I am very impressed with your commitment to looking after Terry, not to mention our other residents.

So my question is whether or not you would like to consider taking up this training opportunity?

Peter: I'd be delighted to. When does it start?

5.1. Exercises for dialogue 5



EXERCISE 1 – Listening skills

Put an X in the appropriate column.

True False

- 1) Mrs Rose has been thinking about upgrading the training of certain staff.
- 2) Peter is unhappy that John Perry has recommended him to Mrs Rose.
- 3) Peter always found working with dementia sufferers an easy task.
- 4) Peter developed an understanding of Terry's needs.
- 5) Terry underwent emergency hip replacement surgery
- 6) Peter believed that Terry had a problem in communicating his needs.
- 7) Peter organised jobs for terry to do to give him a sense of routine.
- 8) One of the jobs was for Terry to take out the bins after meals.
- 9) Terry didn't enjoy the responsibility of his job.
- 10) Terry didn't talk to anyone when he was doing his job.

	True	False



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) What military force did Terry used to belong to
 - A. Air force
 - B. Navy
 - C. Army

- 2) How did forgetting things make Terry feel?
 - A. Frustrated
 - B. Anxious and embarrassed
 - C. Indifferent

- 3) What was one of Terry's hobbies before he came to live at the nursing home?
 - A. Painting
 - B. Baking
 - C. Knitting

- 4) What can you create to help dementia sufferers remember things?
 - A. A sense of routine
 - B. Jobs to do
 - C. Memory aids

- 5) When aspects of lifestyle should you monitor with dementia sufferers?
 - A. Diet and Nutrition
 - B. Friendships
 - C. Fashion and clothing



EXERCISE 3 – Grammar

NARRATIVE TENSES

Narrative tenses are verb tenses that are used to talk about the past. They are often found in stories and descriptions of past events, such as personal anecdotes.

- Example:** He finished school at 4pm [past simple]
Example: He was studying all day long [past continuous]
Example: He had finished school by 4pm [past perfect]
Example: He had been studying all day long [past perfect continuous]

Identify the correct narrative tense used in the sentences below.

- 1) John hadn't been playing football for very long.
 - A. past simple
 - B. past continuous
 - C. past perfect
 - D. past perfect continuous

- 2) Sally counted her money every day.
 - A. past simple
 - B. past continuous
 - C. past perfect
 - D. past perfect continuous

- 3) The rain had stopped by the time we arrived?
 - A. past simple
 - B. past continuous
 - C. past perfect
 - D. past perfect continuous

- 4) They were shouting all night long?
 - A. past simple
 - B. past continuous
 - C. past perfect
 - D. past perfect continuous

- 5) She sewed the dress herself?
 - A. past simple
 - B. past continuous
 - C. past perfect
 - D. past perfect continuous

Narrative tenses use in dialogue 5:

Use in dialogue	Specific tense
I had been thinking...	past perfect continuous
John Perry suggested...	past simple
I was working...	past continuous
I struggled...	past simple
I interacted...	past simple
I developed...	past simple
I wasn't expecting...	Past continuous
I did before...	past simple
I had been feeding...	past perfect continuous
He refused to eat	past simple
One of the nurses told me...	past simple
He had undergone some...	past perfect
I realised that...	past simple
I had been expecting Terry...	past perfect continuous
I made sure that...	past simple
I had arranged with...	past perfect
He seemed to enjoy...	past simple
He'd been in the navy...	past perfect continuous
He had enjoyed cooking...	past perfect
I took photographs...	past simple
Terry became far more...	past simple
I had been reading...	past perfect continuous
I never finished it...	past simple
I did with Terry...	past simple



EXERCISE 4 – Grammar

NARRATIVE TENSES

1. I had been waiting around five minutes for the bus. 2. I was feeling cold. 3. The rain had stopped but the 4. wind was still blowing. 5. I moved back into the bus shelter for protection from the wind. 6. I heard a voice from along the street. It was Jane, 7. she had seen me from her house. 8. She arrived at the bus shelter a few minutes later. 9. She was wearing a beautiful green coat, I remember. 10. It looked very warm, and dry.

Write the correct tense below, corresponding to the passage above:

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



EXERCISE 5 - Vocabulary

Insert the correct words from the dialogue vocabulary (below) into the following passages:

1. _____ is a chronic and persistent disorder of the mental processes, caused by brain disease or injury. One common 2. _____ of dementia, is an inability to remember things, even the identity of close friends and relatives. Some help may be provided by using memory 3. _____. It can also help to introduce a sense of 4. _____ for dementia sufferers. Dementia can 5. _____ over time, and consequently it exists in a number of 6. _____. Sufferers may struggle to 7. _____ their needs effectively. Carers of dementia sufferers need to be well 8. _____ to deal with the challenges they may face. The role requires a significant level of 9. _____ to do it well. It is not a role that will be effectively carried out by an 10. _____ person.

5.2 Vocabulary for dialogue 5



1. admit
2. aid
3. aspect
4. bake
5. chat
6. commitment
7. communicate
8. dementia
9. dental
10. develop
11. embarrassed
12. equip
13. flatter
14. forget
15. hygiene
16. impatient
17. interact
18. navy
19. pass away
20. progress
21. routine
22. silly
23. spit
24. stage
25. trivial
26. upgrade
27. witty

End of unit 4 test

Fill in the blank sections using vocabulary from each of the dialogues:

Dialogue 1: patient charter (A2)

1. A _____ can legally prepare and dispense medication.
2. Some people willingly campaign for the _____ of others.
3. A person appointed to speak on your behalf is your _____.
4. It is often a good idea to ask _____ before doing something.
5. To perceive with the eyes is to _____.
6. A _____ is a piece of furniture with a door, that is used for storage.
7. Someone with a headache may take a painkilling _____.
8. The shopkeeper was always happy to see _____ arriving at his shop.

Dialogue 2: exercise – primary survey (A2)

1. The passage by which air reaches people's lungs is called the _____.
2. The best solution is the _____ solution.
3. You can make a sound by _____ your finger on a hard surface.
4. A book can stimulate the reader to _____ wonderful things.
5. To put yourself forward to do something is to _____.
6. When we get a cold we often get a sore _____.
7. Learning to drive is the _____ reason for taking driving lessons.
8. _____ warnings are often written in red or placed on a red background.

Dialogue 3: fainting (A2)

1. Spinning around repeatedly will make you _____.
2. Giving a _____ is an effective way of teaching something.
3. _____ is an extreme physical or mental state.
4. Something that is proven to be true is a _____.
5. When lightening appears it does so _____.
6. _____ help us to navigate unfamiliar places.
7. _____ occurs due to a severe lack of food.
8. I found myself in an awkward _____.

Dialogue 4: choking (A2)

1. A wet floor in a public place is a potential _____.
2. Young children often _____ strange inedible objects.
3. An upset stomach can cause _____ pain.
4. It is dangerous to _____ over a high balcony.
5. It is incredible how some animals _____ in very harsh conditions.
6. A postage stamp is designed to _____ to a letter.
7. A nail is hit with a _____ blow from a hammer.
8. You can _____ lemon juice directly into tea.

Dialogue 5: dementia care (B2)

1. Some criminals _____ to their crimes immediately.
2. I was _____ when I stumbled in front of a group of strangers.
3. My grandmother was ninety eight years old when she _____.
4. It is important for a salesman to _____ with his customers.
5. My brother is a very _____ person who always makes me laugh/
6. A cake is a sweet dessert that has been _____.
7. My mouth was numb after undergoing _____ treatment.
8. I find celebrity culture quite _____ and unimportant.

Vocabulary Unit 4 (A-Z)

A

abdomen
abdominal
above
action
admit
aid
air
airway
approach
aspect
assume

B

bake
bleed
breast
brief

C

charter
chat
choke
circulation
commitment
communicate
complete

compromise

cough

cupboard

customer

D

danger

deal

dementia

demonstration

dental

determine

develop

dizzy

doctor

E

embarrassed

equip

exhaustion

F

fact

faint

fist

flatter

forget

G

glasses

H

hazard

health visitor

height

hunger

hygiene

I

imagine

impatient

important

inform

interact

J

K

keep

L

leaflet

lean

leave

lie

M

medication

medicine

N

navy

O

obstruction

optimal

P

panic

pass away

passage

patient

pay attention

permission

pharmacist

point

press

primary

process

pulse

Q

quickly

R

rate

read

reason

representative

response

review

rights

routine

S

see

sharp

shoulder blade

sign

silly

situation

slap

spend

spit

squeeze

stage

stand

stick

stone
stress
survey
survive
swallow

T

tablet
tap
throat
tongue
trivial

U

upgrade
utmost

V

volunteer

W

witty

X

Y

Z
