

*ENGLISH FOR PROFESSIONAL NURSING COMMUNICATION* Teacher's Book

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***ENGLISH  
FOR PROFESSIONAL  
NURSING COMMUNICATION***

**Teacher's Book**

**Colectivo de Autores**



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*The Authors*

## *INTRODUCTION*

The need of nurses to communicate professionally, a basic concern in recent years, has favored the design of **English for Professional Nursing Communication**, a course in English as a foreign language which takes students to an upper intermediate level of communicative competence. The book contents do not only cover the four main skills (listening, speaking, reading and writing) and their corresponding enabling subskills, but also key aspects of the language system (grammatical, lexical, phonological and cultural). As an ESP coursebook, the nursing content is present in every main section of each unit. The book is intended for nursing students and professional nurses as well. Throughout the course, the learners will achieve the authors' ultimate aim: to have the students communicate professionally in their nursing practice and in everyday situations.

### **Course length**

**English for Professional Nursing Communication** is a self-contained book. It includes sets of exercises to be done in and out of the classroom. It should cover from about 96 to 120 hours of class instruction. It is the authors' idea that some extra hours should be devoted to direct clinical experience practices in health services in order to provide the learners with opportunities to put what they have learnt into practice.

### **Course components**

There is the **Student's Book**, which contains sixteen units, each of them divided into **Reading, Language Study, Listening Practice, Professional Practice, Oral Practice** and **Writing**.

There is also the **Teacher's Book**, which contains suggestions on how to deal with each book section as well as important comments about the methodology behind each exercise. In addition, there is a **class cassette** that contains the listening materials for each unit. Here a variety of voices and accents have been used.

### **Methodology**

The book follows a comprehensive approach to language teaching. It takes the best of previous methods, approaches and language

theories and applies them to communication situations which nurses have to cope with in their daily routines. That is the reason why there are instances in which the focus is on the language, the learner or the learning process. Although the units are built around different topics, within each unit there are ideas or conceptions of the situational, the functional-notional, and the communicative approach, as well as of the skill-based or task-based syllabi. The authors have tried to integrate all those things that mostly benefit the teaching-learning process, so as to achieve the goals of the target needs in professional communication.

The course has the following features:

- It is goal-directed, with a clear purpose on communication that gives the learner the desire to request and/or convey information.
- It is challenging. The tasks gradually increase the required thinking and strategic abilities involved.
- It is interesting since the students are asked to perform in English some of the tasks they have to do in their mother tongue as part of their nursing training.
- It is meaningful because of the nature and way of doing the activities, which stimulate the learners to make good use of their personal knowledge in doing the tasks.
- It is authentic in terms of how the tasks are done.
- It is integrative and practices the four skills.
- It is linguistically, socially and culturally contextualized and is therefore appropriate as language is used in a particular socio-cultural context.
- It is personalized because the tasks require personal ideas, opinions and background knowledge.
- It is relevant in that the professional linguistic skills are developed.

## **Content**

As can be observed in the book map (***Student's Book***), both skills and knowledge are covered throughout the sixteen units.

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## *Unit One*

### **At the Workplace**

This is the first unit of the book, and the students' first encounter with English for their future professional life. Therefore, it starts leading them slowly through some general aspects related to jobs, the hospital and certain elements of a nurse's working activities. Teachers will notice that some of the linguistic and functional items in this unit have very likely been taught previously. Yet, they will be practiced in another context; thus further reviewed and fixed.

#### **UNIT PLAN**

**Getting in touch** introduces the topic of the unit by reviewing different professions, their activities and places of work

**Reading** is an excerpt from a textbook that introduces the topic of the hospital (workplace) and some features of the nursing staff

**Language Study** starts with a review of adjectives that express the characteristics required for different professions. It also presents and practices the prefixes *un- im- in-*, as well as the use of certain prepositions and giving directions to places.

**Listening Practice** includes a dialogue for the purpose of this section and goes over giving directions again. The pronunciation of certain 'key' words related to the hospital is practiced too.

**Professional Practice** starts to make students acquainted with questioning to get general personal information for professional purposes.

**Oral Practice** goes on practicing giving and obtaining personal data for professional purposes.

**Writing** deals with a known writing style: informal letters. It is related to the topic of the unit, which is describing the workplace.

#### **Getting in touch**

This section is as a starting point for the following sections; a way of introducing the students into the general topic of the unit.

Exercise 1. Students work individually. The teacher will walk around and answer any questions that may arise.

## ANSWERS

1-a

2-e

3-d

4-b

5-i

6-h

For exercise 2 and 3, students work in pairs. Pairs can regroup, so as to check similarities and differences in their answers to exercise 3.

## ANSWERS TO EXERCISE 3

a) Patients

b) Answers vary

c) Hospitals, consultation offices, clinics, etc/ health-care facilities

The answer to item c) of exercise 3 leads the teacher to introduce the topic of the reading text.

## Reading

This section provides the most general topic of the whole unit. Though aimed principally at the development of the reading skill, it is also designed to be the basis for further language and other skills practice.

Most probably students taking this course are in the clinical stage of their studies or have been working as a nurse for a while; therefore, the text describes the hospital structure, the organization of nursing care and also other aspects related to the job and workplaces.

As pre-reading questions which should get students to talk and/or brainstorm certain ideas about a hospital, the teacher can ask the following questions:

a) What is the essential purpose of a hospital? (To attend to the medical needs of people who require admission)

b) Who helps physicians care for patients? (Other allied health personnel)

c) Is there one type of nurse? (No)

Their answers should also lead them to feel the need for vocabulary. For example, **ward, to be admitted**, and the like.

Exercise 1 is for students to have a general comprehension of the text. The teacher walks around and may clear up any vocabulary doubts, or have students underline new words to be discussed in

plenary later. They may be even encouraged to look up words in the dictionary.

**ANSWERS**

- a) parts of a hospital
- b) purpose of hospitals
- e) characteristics of nurses' work
- f) types of nurses

Exercise 2: Students may work individually or in pairs answering the questions.

**ANSWERS**

- a) Hospitals are commonly organized...
- b) Medical & paramedical are...
- c) Nurses work 8 hrs round the clock
- d) The line between RN and LPN is...

Exercise 3: Students again can work individually, looking for the information in the text. Afterwards they check their answers in pairs and finally in plenary

**ANSWERS**

- a) Divided into wards (medical, surgical), departments (lab, x-ray) and units (intensive care, emergency, etc)
- b) In shifts:
  - Early or morning (7 am to 3 pm)
  - Evening (3 to 11 pm)
  - Night or late (11pm to 7 am)
- c) RN= four years of college  
LPN= 2 or 3 years of post-high school
- d) Dedication, patience, empathy, hard working

Exercise 4 aims at practicing vocabulary. Students have to go over the text again and find the corresponding words according to definitions or synonyms

**ANSWERS**

- |         |              |            |
|---------|--------------|------------|
| ward    | out-patients | the like   |
| perform | assist       | physicians |
| bedpans |              |            |

Exercise 5 is a post-reading exercise in which students personalize the information in the text as they compare their hospital to the one described in the text.

**ANSWERS:** Any logical, linguistically coherent sentences.

### Language Study

This section mainly aims at having the students practice language both at lexical and grammatical levels, so it is subdivided.

#### The Power of Words

Here the teaching focus is on vocabulary directly or indirectly related to the text in the previous section. The emphasis is on the adjectives that describe personality traits, particularly those necessary for a person who wants to be a nurse.

Exercise 1. The teacher can get the students to go over the reading text again and find the words that describe the personality traits of a nurse, or he/she can ask students what characteristics a nurse should have. Then, the teacher gets students to work individually or in pairs and later check the answers in plenary.

#### ANSWERS

- |              |               |           |
|--------------|---------------|-----------|
| a) Ambitious | d) Reliable   | g) Caring |
| b) Calm      | e) Workaholic | h) Kind   |
| c) Energetic | f) Empathetic |           |

#### NOTE:

**EMPATHY:** The ability to understand other people's feelings and problems.

**SYMPATHY:** The feeling of being sorry for someone who is in a bad situation and understanding how they feel.

**Optionally,** the teacher could extend the exercise by asking students to define two or more adjectives from the chart, whose definitions were not given. For example:

**Charming:** Someone or something that is very pleasing and attractive, nice.

**Honest:** Someone who does not lie, steal, etc, and behaves in a good, socially acceptable way.

**Impetuous:** Someone who tends to do things very quickly, without thinking carefully first.

**Lazy:** Someone who dislikes work and physical activity, and never makes any effort.

**Patient:** Someone who is able to wait calmly for a long time or to accept difficulties, people's annoying behavior, etc without becoming angry.

**Practical:** Someone who bases their decisions on what is possible and what will really work.

**Sensible:** Someone who is reasonable, practical and able to judge things well.

**Sensitive:** Someone who is able to understand other people's feelings and problems. OR Someone who is easily hurt, upset or offended by things that people say.

**Selfish:** Someone who cares only about themselves and not about other people.

**Unwilling:** [not before noun] Someone who does not want to do something and refuses to do it.

[only before noun] Someone who does not want to do something but does it.

This could be also set as homework for students to look up the definitions in the dictionary.

Exercise 2 provides an opportunity to practice word formation with prefixes used to express the antonym. These (**un-,im-,in-**) should be known by students, so the teacher will only have to remind them from the examples.

For exercise 2a, students could work individually (in written form). Checking could be orally, in small groups or pairs.

### **ANSWERS TO EXERCISE 2a**

**Un-**

unambitious  
unreliable  
unkind

**In-**

insensible  
insensitive

**Im-**

impunctual  
impractical  
impatient

- ❖ Notice that one of the adjectives is given with prefix **un-** (**unwilling**), so get the students to realize this little “trick”.

For exercise 3 students work in pairs while the teacher walks around helping and checking.

For 2b, and 3 **ANSWERS** will vary.

In exercise 4, there is personalization in the use of the linguistic item approached. Students work individually and in pairs or small groups. They then talk in a plenary session.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Grammar Hints**

In this subsection, some prepositions are analyzed. Students again may know them; thus the exercises will provide further practice.

Exercise 1. The teacher should have students analyze the chart and ask any necessary questions. The teacher will give only a brief explanation. Some examples could be provided (on BB) or elicited from students.

Examples:

Every morning I walk across the hospital to get to the ward.

I go to the third floor.

I usually walk towards the lifts with my classmates.

I go into the ward at 8:00 am. I go out for lunch at 12.

Then in exercise 2, students make sentences of their own.

Exercise 3 is intended to go over the vocabulary that corresponds to the parts of a ward, so that they can later do the following exercise. Here students can work individually or in pairs and later check in plenary or by changing pairs.

### **ANSWERS**

a) used to take people to upper floors

b) where dirty towels and ... are kept...

c) ward area where nurses keep...

d) where clean bedclothes, etc are kept

e) where nurses rest...

Teacher assigns exercise 4 to be worked on in pairs.

**NOTE** that students express where things are located, so prepositions are used to express place rather than movement here.

### **SOME POSSIBLE ANSWERS**

Room 1 is in the front of the ward.

The bathroom is between rooms 2 & 3.

The nurse's lounge is at the back of the ward.

The nurse's station is in the middle of the ward.

The doctor's office is next to room 6.

The dining hall is opposite room 1.

The dirty-linen room is near the nurse's lounge.

Exercise 5 is oral practice that sums up what has been worked on in the grammar hints. It also provides an opportunity for students to compare their own scenario to the one presented here.

Other prepositions of place could come up, such as *at the back*, *on the right*, *in front of*, etc.

## **Communicative Function: giving directions**

**Giving directions** is usually taught at more basic levels in any English course. Yet it has been included to give students the chance to review and consolidate it, since misunderstanding directions or giving them wrongly will bring about trouble. Nurses or nurses-to-be rendering their services in an English-speaking environment should master this communicative function.

Exercise 1 is a reminder of typical phrases for giving directions that students have studied before. The teacher could start by eliciting verbs used in giving directions and write them on the BB. For example, **walk, go, turn**. Then, elicit words and phrases that indicate direction, such as **right, left, straight ahead**. Then, assign the exercise to be done individually and later checked in plenary.

**ANSWERS:** Turn right./ Walk along the hall./ When you get out of the lift.../ Go straight ahead... / Turn left./ Go up to the.../ Walk down the hall./ X is just in front of you.

This exercise will also help students with the listening in the next section.



Exercise 2 is pair work in which students take turns giving directions and marking the route. Answers could be checked in plenary or by having members from different pairs change.

### **POSSIBLE ANSWERS**

A- Walk up to the ward entrance, go straight along the hall on the left of the clock, room 4 is the last on your left, next to the dirty-linen room

B- When you go out, walk on the right to the entrance. When you see the clock, turn left and walk up to the dining room. Turn left again, the room is the next door on your right.

C-Just turn right when you go out. Turn left on the hall and walk along, past the bathrooms, until you reach the end of the hall. Room 1 is on your right, near the ward entrance.

In exercise 3, students again apply the language previously practiced to a situation of their own. Yet, they personalize the information by giving actual directions to and from the ward, department or unit where they work or are being trained.

The teacher could bring a map to the classroom or have the students actually walk around the hospital to arrive at a certain place according to their partners' directions.

### **Listening Practice**

This section focuses on the practice of listening comprehension, so there are pre-listening, while-listening and post listening tasks. Students can listen to other speakers of English (besides their teacher and peers) with different accents.

Exercise 1. This exercise aims to have students talk, give opinions or speculate about hospital visiting hours. It also aims at giving the teacher a setting for leading students to the dialogue they'll listen to and for pre-teaching vocabulary if necessary.

These words/phrases are suggested for pre-teaching: *gall stones, surgical ward, admitted to (hospital)*

Exercise 2 should be read by the students before listening to tape, so that they know what to listen for. Besides the teacher makes sure

the sentences are understood. The teacher plays the tape once or twice (depending on the class level of aural skills).

After listening, students can answer them individually or consulting peers and later check orally in plenary.

### **ANSWERS**

a) T b) F c) F d) F e) T

### **Dialogue transcript:**

***A man has just come in frantically to the hospital through the Emergency Unit. He comes across a nurse in the hall.***

**Man:** Oh, sister. Would you tell me where I could find a cousin of mine who had surgery for gall stones yesterday?

**Nurse:** Oh, he must be in a surgical ward. You should first go to the information desk.

**M:** Where's that?

**N:** Walk along this hall up to the restrooms, then turn right and go straight on all the way up to the glass doors. Turn left and you'll see the information desk just in front of you.

**M:** Thanks a lot.

**N:** You're welcome.

### **At the desk**

**Man:** Excuse me, I'd like to know where Mr. Gerald Raison is staying.

**Receptionist:** When was he admitted?

**M:** Yesterday morning he had a gall stones operation .

**R:** Let's see... Here it is. He is on the third floor, room 2.

**M:** How can I get there?

**R:** Walk along this hall on the left, the elevators are just past the telephone booths. When you get out of the elevators on the 3<sup>rd</sup> floor, walk up the hall on your right. That's the men's wing.

**M:** Oh, thank you

**R:** Right.

Exercise 3 is for detailed listening since students have to pay attention to specific words and write them. Students work individually and can then check their answers with a partner or on the board.

### **ANSWERS**

Would could surgical along all glass

For Exercise 4, have students look at the map according to the items given. The teacher plays the tape again, and students must spot the different places.

### **ANSWERS**

Information desk = center right of the diagram (# 2)

Telephone booths = center of the diagram, across the information desk (# 4)

Men's wing = top left of the diagram (# 1)

Exercise 5 is a post-listening task in which students role play a similar dialogue to the one in this section, particularly the receptionist – hospital visitor segment. They must ask for and give directions to different places. Some pairs could dramatize it in front of the class.

**ANSWERS:** Any logical, linguistically coherent sentences.

As homework, students could describe what happened in the dialogue they worked on in class. It implies reporting imperative sentences as additional practice of a probably known structure.

### **Pronunciation Practice**

This subsection deals with the pronunciation of words which are introduced in the unit, related to the hospital and nursing activities.

In the first exercise examples of certain words are presented. Students should repeat after the teacher for practice.

In exercise 2, students work in pairs reading the given sentences to each other. Some students can read aloud for the whole class.

### **Professional Practice**

This section includes tasks nurses have to carry out as part of their professional practice. In this unit questions for general personal information are reviewed and practiced. Though they may look simple, question patterns generally tend to be troublesome for students.

Exercise 1. The teacher can do this as a class activity or as pair work preceding class checking. Teacher encourages students to think of the questions to obtain the necessary general information from a patient/relative on admission (probably before the doctor sees the patient).

Exercise 2a introduces the patient's Kardex file or record. Before assigning this exercise, the teacher should go over some vocabulary in the patient's information cards, particularly because of the cultural implications.

Students play the nurse's and patient's roles, which they should reverse for full practice. According to the number of students, teachers may have to design other cards.

### **CULTURAL NOTES:**

**Next of kin:** It's a formal expression referring to the most closely related family. **Relative** is a member of your family, not necessarily closely related.

**Drive:** It's used in the names of roads (not of streets).

**Muslim:** Someone whose religion is *Islam*.

(So, the patient can be a Muslim, but his/her religion is Islam)

**Senior wife:** The first, oldest wife in the harem. (Muslim society).

**County of residence:** County in some countries is used to refer an area of several towns governed together. Some other countries are divided into provinces. (These are generally larger than counties)

@ = pronounced **at**

. = pronounced **dot**

Exercise 3 shows how the same information (general data) can be relevant for nurses in a job application situation. It leads to a more personalized situation they may find in their future professional life. For students who are not nurses yet, a bit of imagination is required, but pretending to be someone else is enjoyed by young adults such as university/college students. The teacher can start by eliciting from students the items they would have to fill in in an application form before getting them to do the task. Afterwards students work individually. This could be set as homework if there is not enough time.

**ANSWERS:** These will vary as students write information of their own.

### **Oral Practice**

Clearly this is talking time for students, so there is a minimum of any other skill related to the tasks assigned in this section.

Exercise 1 is an extension of the last exercise in the previous section. Students work in pairs and the teacher goes round checking and helping.

Exercise 2: Here is an example of a professional fact file given to the students. It may be necessary to explain what it is and how/where/when it is used or kept. Besides, some vocabulary need to be pre-taught: **scrabble**, **B.S.N.** (*Bachelor of Science in Nursing*), **M.S.N.** (*Master of Science in Nursing*). Students work in pairs and the teacher goes round checking and helping. On plenary checking of the results, consensus may be reached about adding items. For example: *Number of years in the position or as a professional in the field; previous workplaces, etc.* The teacher could lead the discussion as to why the number of children or marital status is not required or relevant for a professional fact file.

Exercise 3: In a previous lesson, the teacher may have also asked students to bring facts about a professional they know (relative, specialist teacher or other) for this class. Students individually copy the form in their copybooks and fill it in with the facts from the professional they have selected. Then, they gather in groups of 3-4 students to share their information orally. The teacher goes round the class helping in case vocabulary questions arise, in relation to the facts from the professional chosen which they don't know how to express in English.

**ANSWERS:** No particular answers are provided for any of the exercises in this section because all exercises are mostly based on personal or imaginary information

**Optionally**, the teacher could ask another exercise to have the students role play. They pretend to be any of the professionals in the **Getting-in-touch** section of this unit asking each other aspects of the fact file. Once they are talking, the teacher goes round, helping and checking.

The teacher may have students dramatize any of the role plays in front of the class if convenient (depending on class size, general academic level, language proficiency and even students' age).

Another exercise could be to have pairs change and report their first partner's info. This provides the ground for switching pronouns to He - She (direct conversation is generally You - I). In the previous exercise they pretended to be someone else. This exercise allows them to practice reported speech too, if considered convenient.

**ANSWERS** No particular answers are provided. Besides, the question patterns are not new. For instance:

What's your name?	She's Wendy Randall
How old are you?	She is 47 years old
Where do you work?	She works at St Mark's Hospital
What's your job/position?	She is a Senior Head Nurse
What's your educational qualification?	She has a bachelor and a master degree in nursing

## Writing

This section aims at getting students to practice the fundamental writing skill, but it also sums up some of the aspects included in the unit. The designed task is a real one. In this unit, as it is the first, students are asked to work on an already known writing style: the informal letter. The principle of writing as a process activity is also considered throughout the different exercises.

Exercise 1: It is better assigned as individual work, giving students time to think since the words will bring ideas to their minds and may even lead them to go back to previous sections. Then students work in pairs and the teacher may decide to have a plenary checking.

Exercise 2 is a brainstorming task that should lead to subsequent writing.

The two exercises are interrelated and should give students tools for their individual writing later.

Exercise 3: Before having students write, the teacher may want to go over the format of an informal letter, though an unfinished example

is given. Here, though directed towards the topic of the unit, students are given a choice to describe a hospital or a ward.

**ANSWERS:** Any logical, linguistically coherent piece of writing.

Exercise 4: Students work in pairs checking each other's ideas and mistakes.

The teacher may collect in all the letters and redistribute them amongst the group.

As homework, the teacher may ask them to answer the letter they have read. The teacher may want to collect them to read at home, or "publish" the most creative, accurate or interesting letter on the classroom bulletin board.

**Note:** As the first unit, working with language items students should have learnt so far in most of the unit sections may lead the teacher to make a 'diagnosis' of his/her class level for this course which is supposed to be an intermediate or nearly-intermediate level of proficiency.

**Associated activities:** As a further extension of the students' language and professional training, they can do some research on Florence Nightingale's experience, ideas and contribution in hospital management and develop a project.

## *Unit Two*

### **A Profession for All**

#### **UNIT PLAN**

**Getting in touch** introduces the topic of the unit which is the controversial issue of male nurses.

**Reading** presents a magazine article on the topic of male nurses. It also practices reading skills from general to more detailed comprehension.

**Language Study** practices and reviews different prefixes and suffixes for the formation of verbs and nouns. There is also some practice on phrasal verbs that are relevant in the nursing practice. Finally, the language to get general information is reviewed, as well as the introduction to the nurse's interview of patients.

**Listening Practice** presents a nurse-patient interview at outpatients. The intonation of a series of short consecutive questions is also practiced.

**Professional Practice** deals with the nurse-patient interview, as well as with the admission forms nurses have to fill out.

**Oral Practice** centers on debates of certain controversial issues or dilemmas.

**Writing** is closely linked to the previous section, and students will develop the essay format of writing.

#### **Getting in touch**

This section gives the opportunity to talk about social prejudices related to professions which have been assigned to only one gender for years.

Elicit a debate about the theme and get students to give opinions. This will be used as a warm-up to introduce the reading.

#### **Reading**

Here a magazine article is presented. Students may not be very familiar with this written style, so the teacher may have to work on it briefly before assigning students to read it.

Work on the text in the usual methodological manner. This is a good moment to pre-teach some words such as: *challenge, caregiver, major,*



Exercise 1 is a pre-reading task, so as to give students a purpose for a first general reading of the text. Assign them to read the text quite rapidly, just skimming for the general idea.

**ANSWER:** c

Exercise 2 deals with comprehension of the text by means of a **Right/Wrong/Not stated** exercise. The teacher should ask students to explain the wrong ones. It can be worked on in pairs and checked orally.

**ANSWERS**

R            W                    Not Stated            R            R            W

Exercise 3: This is a typical exercise of vocabulary in which students can develop reading subskills (scanning). It requires a second slower reading of the text.

**ANSWERS**

- a) Gruelling      b) Secluded      c) Handful of men
- d) Due to          e) Choice          f) Currently
- g) Ability

Exercise 4 is intended to work on the main ideas developed in the text. The last item provides students with an opportunity to express what the situation is like in their country (ies).

**ANSWERS**

- a) He's the director of Medicaid and School of Health Services in Kansas City, Missouri.
- b) It's about men and women taking the leadership roles in administering healthcare services to citizens of the indigent communities.
- c) Yes, it did. It prepared him for the nursing profession and he learned things which he applies today.
- d) It nearly doubles the number of men currently employed.
- e) To help someone or change someone's life.
- f) The changing of society, men's knowledge about nursing. (Get students to explain how this is true in their countries).

## Language Study

### Word Formation

Exercise 1 introduces different suffixes and prefixes that are commonly used in health terminology. Others will be dealt with in later units.

Exercise 2 is recognition of words formed with prefixes or suffixes. For further practice, the teacher may also ask for definitions according to context.

### ANSWERS

- a) undecided
- b) enrolling
- c) preference
- d) disadvantages

Exercise 3: In this exercise the students may come up with many different combinations. You may bring dictionaries to the class and have the students look for the words they've made up. You may also encourage them to make as many words as they can and to share them with their classmates to see how many they figured out. There are some inserted in the reading **Challenge of the Male Nurse** which the teacher may take advantage of. Here are some examples.

E.g. *Undecided, uncover, enrolling, enable, disapprove, disable, recover*

*Glaucoma, carcinoma, alcoholism, sedentarism, hysterectomy, tonsillectomy, pancreatitis, diverticulitis, oncology, neurology*

Exercise 4: Students should write sentences to illustrate the meaning in context and these they can share with their classmates.

### ANSWERS

For exercises 3 and 4, answers will vary.

### Grammar Hints

After a brief presentation of the formation and use of phrasal verbs, two examples are given.

Exercise 1 is to match phrasal verbs to their definitions, as a first recognition phase.

## ANSWERS

a-5, b-4, c-6, d-3, e-2

Exercise 2 is reproductive since students identify from a list to complete sentences. It gives further practice and introduces other phrasal verbs.

## ANSWERS

- a) fill out
- b) care for
- c) put on
- d) take over
- e) take off

Exercise 3 is more demanding. Here students will write down or state orally the most common phrasal verbs they use in their daily work. This exercise can be set as homework.

**ANSWERS:** will vary.

### **Communicative Function: interviewing the patient (*getting general personal data*)**

In exercise 1 students go over content they have already practiced in unit 1 (**Professional Practice**), but adding some other questions.

Exercise 2 is a role-play to be worked in pairs as usual. Roles should be reversed to provide more practice. The teacher may provide hints to make the interaction faster and more effective.

**ANSWERS:** Any logical, linguistically coherent sentences.

These two exercises link this section with the rest of the sections of the unit.

### **Listening Practice**

Remind students of what they did in the previous unit, as your pre-listening in this section.

Some questions may be asked.

Mention the nurse's duties and activities you have studied so far, particularly in outpatients, what does the nurse do?

What preliminary questions would a nurse ask the patient before he/she sees the doctor?

**POSSIBLE ANSWERS:** What's your name? / What do you do? / Are you married? / Have you had...? / How old are you? / When did you first notice this? etc.

### Dialogue transcript

**Mr. Reynolds has made an appointment with the doctor. Before going into the physician's office, the nurse asks some preliminary questions.**

**N:** Good afternoon. John Reynolds, isn't it?

**P:** Yes. that's right.

**N:** How old are you, Mr. Reynolds?

**P:** I'm 65.

**N:** Are you retired or still working?

**P:** I work.

**N:** What brings you here today?

**P:** Well, I used to sleep 6-7 hours a night without waking up. Now, I'm up and down all night.

**N:** This seems unusual to you?

**P:** Yes, even though I don't feel tired or take naps during the day.

**N:** Um-hmm. Are you going to bed as usual? Do you get up at the same time every day?

**P:** Yes.

**N:** Even on weekends, do you follow the same routine?

**P:** I usually do.

**N:** Is there anything that may have caused the disturbance of your sleep pattern? Any environmental change in your bedroom? What about stress at work? Something like that?

**P:** No. None that I can think of.

**N:** All right. The doctor will see you in a minute.

*(The nurse walks out and some minutes later...)*

**N:** This way please.

**P:** Thank you.

In exercise 1, students listen to identify the items asked by the nurse. Students should read the items before they listen to the tape.

**ANSWERS:** age, occupation, reason for visit, symptoms

In exercise 2, students complete sentences. Here they have to listen for more details and keep more information in their minds. As in this section of the previous unit, there is an additional phoneme-grapheme correspondence practice.

### **ANSWERS**

- a) 65,retired
- b) 6 to 7, up and down
- c) take naps
- d) every day

Exercise 3 deals with the main aspects of the dialogue. This can be done as a class activity or in pairs.

### **ANSWERS**

- a)Because he has trouble sleeping
- b) No. The nurse interviews him first.
- c) Change in sleeping habits, change in environmental bedroom conditions or stress

Exercise 4 is a post-listening task to be worked in pairs and later checked in groups or plenary.

### **ANSWERS**

- a) Personal data and chief complaint
- b) Any logical answer according to their nursing knowledge

### **Pronunciation Practice**

Exercise 1 is for students to listen to the series of questions at the end of the interview. They should spot them, pointing out their characteristics. It practices intonation patterns for **Yes/No questions**

**Are you going to bed as usual? Do you get up at the same time every day?**

**Is there anything that may have caused the disturbance of your sleep pattern? Any environmental change in your bedroom? What about stress at work? Something like that?**

Students should imitate the intonation pattern by repeating after the model.

In exercise 2, students work in pairs reading aloud the questions to practice the intonation pattern. The teacher may have some students read aloud for the whole class.

### **Professional Practice** (*Nurse-patient interview*)

This is the first time students work with medical documents in the book. The lead-in questions introduce the topic. Get also students to give their opinions about medical records

**Lead-in questions:** Are records important documents? Why? What do they include?

Discuss the questions with your partner and be ready to state your opinion.

### **POSSIBLE ANSWERS**

They are very important documents which keep information on the patient's care, the quality of the care provided, the outcome of that care, the treatment received and the one he/she still needs; they also offer legal protection for professionals and patients as well.

The lead-in questions may also be used as motivation or warm-up to introduce the reading.

Exercise 1 is a dialogue to be read by students and it will provide them with the necessary information to complete the following exercise. Before starting, the teacher may go over some cultural aspects or may prefer to wait for students to ask.

**CULTURAL NOTES:** 1- **Chez** (name of the restaurant) is a word of French origin which means *place*. 2- **Obeah woman** is the name given to the person who believes in Yoruba and other African religions which are very popular in Cuba and many other Latin American and Caribbean countries. It stands for the Cuban term 'santera'.

The following questions are suggestions for a general reading comprehension. You may ask students after they have read and before giving the completion exercise.

- a) Why is Mrs. Mendoza interested in the program?
- b) What's her job?
- c) Has she tried dieting before?

### **ANSWERS**

a) Because she wants to lose weight, / Because her husband is upset with the way she looks in a bathing suit, so she needs to lose weight.

- b) She is a cook.
- c) Yes, she has. She's tried several times with little success.

Exercise 2 gets into more details and also paves the way for other documents in the following units.

**ANSWERS: ADMISSION FORM**

**Name:** Liz     **Age:** 43     **Civil State/Marital Status:** Married

**Occupation:** Cook

**Address:** 317 5<sup>th</sup>.Ave.     **Relationship:** Husband

**Family History:** Father alive and healthy, mother died of a stroke

Exercise 3 is a role play, so students work in pairs assuming roles to fill out the form. The prompts for both roles are given. Have students change roles. The teacher should emphasize questions in third person singular. The exercise can be later checked in plenary.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Oral Practice**

Students should work in small groups to discuss one of the controversial topics given in the exercise. Each group should choose one dilemma, and they must get ready to talk about it later in a plenary session.

First the teacher should explain what a dilemma is. This can be done by asking the students if they have ever been involved in one. For instance, to study medicine or to study nursing,

The teacher may also work out some "rules" for the debate that students will have to carry out, since the plenary session will turn out to be *parties on different sides of a controversial issue*.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Writing**

Before having students write, the teacher may encourage a little debate about the topic discussed. They may come up with very different opinions, depending on age, religion, prejudices, culture and so forth. The teacher may tell them that they are going to send their opinions on the topic to a survey that is going on in the city.

Here they should go back to the traditionally known composition piece of writing, in essay format. The teacher may go over this style

before having students actually write, particularly if it is going to be set as homework. If teams write about the topic they chose for the oral practice, then a leader and a secretary can be appointed for each team to “coordinate” their piece of writing. The teacher can have teams change their essays or can collect the essays from the different teams to read at home.

**ANSWERS:** Any logical, linguistically coherent sentences



## *Unit Three*

### **A Job Opportunity**

The unit aims at exposing students to examples of real-life English in the reassuring nursing context to help them be ready for the conditions of real life. There are activities that encourage students to respond on a personal level or to focus on the main information. Many of the ads create the opportunity for cross-cultural training. Most learners will be using English with other native and non-native speakers, and certainly with people of different cultures. These ads will provide an opportunity for students to reflect on their own culture in order to become more aware of the different attitudes, customs and traditions.

#### **UNIT PLAN**

**Getting in touch** introduces the topic of the unit by leading the students to become aware of the steps required to get a job.

**Reading** introduces a new type of text: advertisements. These offer certain work position for nurses.

**Language Study** deals with the use of modals, fundamentally the ones required in employment interviews.

**Listening Practice** includes two dialogue excerpts related to employment interviews.

**Professional Practice** is used as a summing up of the unit's main activity: the curriculum vitae as an essential document when applying for a job.

**Oral Practice** focuses on the employment interview. In addition, the question patterns with experiential present perfect and the modal 'can' to express ability.

**Writing** is central and the longest in the unit, dealing with the curriculum vitae and other documents required in the job application process.

#### **Getting in touch**

This section will give an opportunity to speculate on the learners' abilities when looking for a new job. The main objective in this section is to activate the learners' schemata, provide some room for oral participation and motivate the learners. Students should not be

interrupted. They should express their ideas freely. The teacher might write down one or two ideas on the board for a brief discussion or just go directly to the ads

## Reading

The ads are generally a little bit more difficult to understand than common reading passages. They are usually at a higher level than one might expect for learners at post-intermediate level. Foreign language users who are not of near-native speaker competence or have not lived in an English-speaking country are usually confronted with difficult language.

Before students read the text silently to do the different exercises, the teacher may pre-teach some vocabulary, such as ***vacancy, horsely, ICU***, and should also work on the following aspects.

**CULTURAL NOTE:** In Britain, nurses are ranked according to their experience. Therefore, A is the lowest grade. D grade means qualified with some years of experience so they take more responsibility, while grade H is just about the top of the grading scale. As you can see from the ad, this grade is managerial.

The distinction between **lead** and **manage** can also be pointed out: You lead a team of nurses and you manage a ward. Though you can be 'a nurse manager' meaning 'head of the staff'.

**Hands-On** means actually practicing as nurses in the ward not just supervising.

**Enhancements** means something more, it might be extra payment for working extra, or anti-social hours or money, or a car available for travel between centers or any staff pension scheme, i.e. you pay and the employer pays towards a staff pension in addition to state pension (for after retirement)

**Secondment** is when you get sent temporarily somewhere else to work to return later to your own job.

The goal of exercise 1 is to brainstorm what the title of an ad might infer. Students work in pairs or individually. The teacher answers any doubts that may arise.

**ANSWERS:** may vary.

Then students move to exercise 2, which is aimed at scanning some of the information in the ads.

Answers to this second exercise can be checked in plenary.

**ANSWERS**

- a) As a staff nurse
- b) An RN or Registered Nurse
- c) Old patients
- d) They have opportunities to study
- e) Over half the nurses are qualified
- f) In a superb location (first class education and funding) and at St James' Home
- g) At Walton Center NHS Trust

The teacher should move on to exercise 3. The teacher may have students try to figure out the meanings of the acronyms they haven't seen so far. Then the correct answers can be checked in teams or plenary.

**ANSWERS**

- HMP** stands for Her Majesty's Prison
- NHS** stands for National Health System
- ICU** stands for Intensive Care Unit
- RN** stands for Registered Nurse
- CV** stands for Curriculum Vitae ( also known as Résumé in USA)

For exercise 4, the teacher can get students to work individually or in pairs and later check the answers in plenary.

**ANSWERS**

**Duties of the job**

- Assessment of care need
- Liaison with other staff
- Lead and manage wards
- Ensure quality care
- Undertake referral assessments
- Work overtime

**Skills and qualifications**

- Elderly Care experience

Grade H nurse  
Grade D nurse  
RN  
Highest level of ability  
Two years of experience  
Clinical training

**Personal qualities**

Enthusiastic  
Highly motivated  
Be flexible  
Willing to work overtime

For exercise 5, the teacher encourages oral participation and speculation. It could be set in written form as homework.

**ANSWERS:** Any logical, linguistically coherent sentences

**Language Study**

**Grammar Hints**

The grammar point in this unit is the MODAL VERBS. This has probably been studied before. Therefore, the authors of the book recommend to begin its study by completing or filling in the blanks instead of explaining them. Although some grammar hints are given as a reminder.

**ANSWERS**

1. Can    2. Could    3. May    4. Might    5. Shal  
16. Should    7. Must    8. Will    9. Would

Exercise 1 is more reproductive, since students have to choose the right modal according to the sentence. Students work individually first and answer the items related to the employment interview process. Later on, it can be checked in pairs or plenary.

**POSSIBLE ANSWERS**

- a) May / Can    b) Should / Must    c) Might / Could    d) Should  
e) Might / Could

For exercise 2, the teacher can give the following prompts to elicit the general information the learners have about employment interviews. Later they can work in pairs and make other sentences.

Some ideas might be:

When interviewing, the interviewer...

- Must have information about the candidate
- Can ask personal questions
- Should not offend the candidate
- Will try to select the best candidate.

The **communicative function** of *asking and giving information* is a quite general one, and from communication and language viewpoints the appropriate and correct use of the patterns involved is relevant. Nevertheless, the function has not been boxed in the section, with “grammar-like” exercises, yet it is worked on throughout the sections of **Writing** and **Oral Practice** in different ways, through different channels. So, the teacher must keep this in focus.

## Listening Practice

Exercise 1 The teacher asks a single question to introduce the main aspects of the excerpts of texts about interviewing. Students could discuss in pairs and then check in plenary.

**ANSWER:** The interviewer tries to obtain as much information from the applicant as possible to find out whether the person fulfills the requirements for the position. That is to say, getting all the information that is necessary to make a decision.

(When the nurse interviews a patient, he/she questions the patient to elicit all the necessary information to make a diagnosis and decide on interventions)

Exercise 2 is a matching exercise to pre-teach any new word the students might not know or understand in the listening excerpts.

### ANSWER

- |                         |  |
|-------------------------|--|
| 1. <b>CV</b>            | A. Qualities                                   |
| 2. <b>Press release</b> | B. To talk in a confused way                   |
| 3. <b>Ramble</b>        | C. To match                                    |
| 4. <b>Traits</b>        | D. A piece of news disclosed to the public     |
| 5. <b>Fit in</b>        | E. Résumé or briefing of the professional life |

The first two exercises are pre-listening tasks to help further understanding. Exercises 3, 4 and 5 are while-listening tasks to assess the understanding of the excerpts.

For Exercise 3, the teacher plays the tape once or twice (depending on class level of aural skills). Then check answers orally. Students identify each speaker when the teacher checks by playing the tape again and stopping at each chunk of speech. Any doubts from students can be cleared up at this moment.

**ANSWERS:** Candidate's dialogue corresponds to the excerpt in the left column(#1) while Senior Interview's to the right column (#2) (*see transcript*)

### **Dialogue transcripts**

Candidate's opinion

I = Interviewer    C = Candidate

**I=**How can a candidate impress an interviewer?

**C=** Well, I guess it is mainly all down to good preparation. First, you must find out all about the job. Read the press releases or annual reports about the place you want to work in. Once you get to the interview you are in a better position to congratulate the interviewer for any recent success or ask "intelligent" questions.

**I=**Is that all?

**C=**No, you should show interest and enthusiasm for the job. Check on the dress code and finally your CV. Be concise and positive. Don't ramble...

Senior Interviewer's experience

**C:** Colleague    **S:** Senior Interviewer

**C:** Are there any questions you often ask when interviewing candidates?

**S:** Well, I must say yes. It is almost a ritual. Following the CV tells you about the person and the qualifications. So, a key question is: What do you like most or least about your job?

I usually ask them about their weakness. The candidates are very often honest about it.

**C:** Do you ask any personal questions?

**S:** Very rarely. I am mostly interested to know about their strengths and personality traits... Do they fit in? That's what I am looking for.

The teacher should proceed with exercise 4 to complete with information from the excerpts. The teacher plays just the candidate's opinion excerpt.

**ANSWERS: ADVICE SHEET**

- Find out about the job
- Read press releases/annual reports
- Ask "intelligent" questions
- Show interest and enthusiasm
- Check on the dress code
- Be concise
- Don't ramble

For Exercise 5, the teacher plays the Senior Interviewer's excerpt again to elicit the questions he/she might ask.

**ANSWERS IN THE TAPESCRIP**

Exercise 6 is a post-listening task to develop the students' oral skills and get some personalization of the issue worked on in this section. In this exercise students will express their ideas according to their knowledge or experience. They work in pairs or in small groups to allow discussion.

**ANSWERS:** Any logical, linguistically coherent sentences

**Oral Practice**

Exercise 1 gets students to go over the content in the reading section and leads them to the task.

Students work in teams first and then move on to discuss conclusions in plenary.

**ANSWERS ARE IN THE ADS OF THE READING SECTION AND DETAILED IN THE EXERCISES OF THAT SECTION**

If there is some time available, do a mock job interview. The class should be divided into panel interviewers and job applicants.

Preparation:

Have panel interviewers:

a) decide details of jobs  
(e.g. duration, salary, benefits)

b) determine qualification and  
language requirements

Have job applicants:

a. Create a short CV  
(specify educational back  
ground and experience)

b. Determine work conditions  
desired

## **The interview**

### ***Instruct :***

Panel interviewers

a) to interview each applicant  
b) to note down details about  
each applicant

Job Applicants

a. To apply for a job

## **The decision**

Have a committee report on the applicant they have chosen

The class will select the best applicant from those recommended  
by the committees

If time is short, move to exercises 2 and 3. These are mainly aimed  
to drill the use of the *experiential present perfect tense* and '*can*' to  
*express abilities*. (Question/Answer patterns).

Students make work in fixed pairs or they may go round asking the  
different questions to different partners and making notes on the  
answers (the type of 'Find someone who...'), then they can report  
the information they have collected.

**ANSWERS:** Any logical, linguistically coherent sentences

There is a wide variety of language functions and forms that can  
be practiced in this section: Questions asking about experience,  
qualifications, previous jobs, etc. Utterances giving opinions or  
suggestions, making recommendations. So the teacher should keep  
these in focus.

## **Writing**

This section is aimed at a first approach to formal letter writing  
and curriculum vitae drafting.



In exercise 1 students read the advertisement individually and then work in pairs to discuss the information they have gathered.

### ANSWERS

**Duties:** accompany patients, travel

**Skills:** working experience

**Qualifications:** proficiency in Spanish and English, if possible competent in a third language

**Personal qualities:** enthusiastic, willing to work overtime

For exercise 2 students work in pairs to analyze the CVs and discuss the differences. The teacher may lead them to important cultural and linguistic points such as:

Firstly, another word used for **CV** is **Résumé** ( AmE)

**D.O.B.** is an acronym for Date of Birth

When you read that R. Chauvet is French born in Martinique, remember that this island together with Guadalupe are both considered French territories ('Departments of France'). Therefore, their citizens are also French.

The acronym **FWI** stands for French West Indies

Later conclusions can be presented in teams or plenary.

After analyzing the two CV's students can move to exercise 3 to complete Sister Luana's CV with the information from her letter of application.

**CULTURAL NOTE:** In most English -speaking countries, nurses use the word **sister** as a kind of rank.

**ANSWER:** CURRICULUM VITAE

**Name and Surname:** Luana Gomes

**D.O.B:** February 29, 196x

**Place of Birth:** Brazil

**Nationality:** Brazilian

**Marital Status:** married

**No. of children:** 2

**Address:** Rua Oro Preto 35, Minas Gerais

**Present Position:** ICU Charge Nurse

**Employment history:** Private clinic in Rio from 1988 till 1997  
A & E unit Minas Gerais General Hospital  
from 1997 till 1999

ICU Minas Gerais General Hospital since 1999

**Education/Qualifications:** Graduated as a BSN (See acronym in fact file in Oral Practice section of Unit 1) Diploma Course from Havana Medical University

**Languages:** Portuguese (mother tongue), Spanish (fair command), English (fluent)

Exercise 4 is mainly intended for vocabulary enlargement, though it indirectly reinforces understanding and some words already seen in previous sections. Students read the memorandum. If possible, have the students notice the simple steps of a memo. They will go over it again in unit 6.

The teacher should have students notice the use of the acronym **CEO** (Chief Executive Officer) who is director of the hospital.

**CULTURAL NOTE:** A Board of Directors usually appoints CEO's. There are some countries where this CEO is not a medical doctor or health professional himself. He is mainly in charge of managing the hospital. In Cuba, every hospital director is a health professional.

Students can work individually and then it can be checked in plenary

**ANSWERS**

Occupation = Job    Type = Sort    Chief = Head  
Candidate for the post = Applicant

The memo together with the information gathered in exercises 2 and 3 lead students into exercise 5. Students should be given proper time to complete the chart to have a better analysis of the three candidates for the post. They should work individually.

**ANSWERS**

Name of applicant:

Luana F. Gomes            Judith Bailey            RosarioChauvet

Place of residence:

Minas Gerais            Ontario,Canada            Martinique

Age:

(42 in 200?)            (42 in 2004)            (36 in 2004)

Years of experience:

(16 in 2004)            (21 in 2004) 1 yr off    (17 in 2004) 1 yr off

Reasons for a new job:

Married to a Cuban                      Not stated in CV                      Not stated in CV

Likes and dislikes:

Work & challenges                      Not stated in CV                      Reading & sports

In exercise 6 students work in pairs or small groups and decide according to their points of view the best candidate for the post. They should also include any other information they think is useful in a CV. The teacher and students should beware not to confuse the CV with a biographical description.

After each pair or group selects the best candidate, in plenary, students decide who is the best candidate. Students have to justify their selections.

**ANSWERS:** Any logical, linguistically coherent sentences

In exercise 7, students complete the letter accepting the candidate, not forgetting to state their positive feelings towards the selected candidate. The exercise introduces students to the writing of professional letters which they will go over in more details in the next unit.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Professional Practice**

The exercise is related to what was practiced in the Writing section. But set it sufficiently in advance so the students can really do it in this session.

**ANSWERS:** Any logical, linguistically coherent sentences

**A number of associated activities can be done to extend out of the classroom the content worked on in this unit:** Research on jobs, prepare job ads, prepare CVs, write letters of recommendation, etc.

## *Unit Four* On Ethics

### UNIT PLAN

**Getting in touch** introduces the topic of the unit by leading the students to become aware of the ethical issues involved in their nursing practice. The main medical topic is hypertension.

**Reading** deals with different bioethical principles and with malpractice as expressed in codes of ethics for nurses. This is a different text type from the ones in previous units.

**Language Study** deals with noun forming suffixes, also with definitions.

**Listening Practice** presents a doctor-nurse dialogue to deal with the ethics in patients' treatment. There is also a pronunciation practice on contrasting sounds.

**Professional Practice** introduces the devices and instruments most commonly used by nurses. It also introduces the procedure of measuring blood pressure.

**Oral Practice** mainly develops nurse-nurse communication concerning the management of hypertensive patients.

**Writing** deals with professional letter writing

### **Getting in touch**

The first exercise is a problem-solving task aimed at introducing students to the topic of the unit, by getting the nurses' opinion about a hypertensive patient who has lost her husband. The exercise puts students in a difficult situation: whether to tell Mrs. Green about her husband's death or not. The nurse in this example did it although the doctor had indicated not to inform the patient until later. It is the students' task to decide whether this was a right decision. For this exercise, students can work either in pairs or in small groups in order to give their opinions about the problem.

**ANSWERS:** Any logical, linguistically coherent sentences

Exercise 2 is for brainstorming. This exercise activates the students' mind about nurses and their code of ethics, as a pre-reading task. Here students have the possibility to talk about the nurses' code

and the bioethical principles related to the profession. The teacher can ask students to go to the blackboard to write their ideas about the content of each box. Students can discuss these ideas in a whole class activity.

**ANSWERS:** Any logical, linguistically coherent sentences

### Reading

This section deals with different codes of ethics for nurses in different countries. While reading they will develop the skill of understanding texts and getting meaning from context. Throughout the suggested exercises, students have to generalize ideas about the three codes as well as distinguish the similarities and differences. They will also use the vocabulary presented in the text in a given situation.

Exercise 1 aims at teaching students to skim and scan the text. In this exercise, they have to identify the codes (1.1), to complete ideas about common aspects in the code (1.2) and to find out different aspects among them (1.3).

**CULTURAL NOTE:** **Client** means **patient** in the NHS (National Health System), Great Britain.

### ANSWERS

1.1 International Council of Nurses Code for Nurses

American Nurses' Association Code for Nurses

Code of Professional Conduct for the Nurse Midwife and Health Visitor (UK)

1.2

a) Competence    b) Restore or promote    c) Judgments, practice

d) Knowledge    e) Nursing care

1.3 Any logical aspect that is not found in the three codes.

Exercise 2 is to develop abilities to understand texts through answers to direct, indirect and inference questions. The students work in pairs and the answers can be checked in plenary.

### ANSWERS

a) In the code for nurses

b) That it contains guidelines for their job.

c) Accordingly

d) Any logical answers

Exercise 3 gives students the opportunity to apply the content of the codes to different situations concerning nursing malpractice and to give their opinion about each situation. The class can be divided into half. Each group will then analyze a situation, and state the consequences and a solution. Pair students from each half for them to comment about their problem and the solution found.

The teacher can make a comment to students about nurses' obligation to administer medication correctly in accordance with a physician's order. This includes applying the five "rights": the right drug, the right dosage, the right patient, the right route and the right time, which they will see in unit 8.

**POSSIBLE ANSWERS**

The nurse may be disciplined for the error (taking into account if the patient suffered harm, the previous record of the nurse, what penalty others received for the same error).

The nurse may be reported and may face professional misconduct charges.

The patient or their family may bring a civil action against the nurse or the hospital.

Exercise 4 deals with the vocabulary of the text, to be used to fill in spaces in an informal letter. This exercise can be done in class (in pairs) or can be set as homework.

**ANSWERS**

- |                        |       |                  |                  |
|------------------------|-------|------------------|------------------|
| Three codes for nurses | Race  | Politics         | Knowledge        |
| Fourfold               | Color | Association      | Professional     |
| Information            | Age   | Registered nurse | Responsibilities |
| Consideration          | Sex   | Activities       |                  |

**EXTRA FOR THE TEACHER TO USE OPTIONALLY  
NURSE'S PLEDGE**

I acknowledge that the special training I have received has prepared me as a responsible member of the Community.

I promise to care for the sick with all the skills I possess, no matter what their race, creed, colour, politics or social status, sharing no effort to conserve life, alleviate pain and promote health.

I promise to respect at all times the dignity of the patients in my charge.

I promise to hold in confidence all personal information entrusted to me.

I promise to keep my knowledge and skills at the professional level and to give the highest standard of nursing care to my patients.

I promise to carry out intelligently and loyally medical instructions given to me.

I promise that my personal life shall at all times bring credit to my profession.

I promise to share in the responsibility of other professions and citizens for promoting health locally, nationally and internationally.

*By Gwenyth E. Woodberry*

(For use in graduation ceremonies in Schools of Nursing, based on the International Code of Nursing Ethics)

## Language Study

### Word Formation

Again this unit deals with the formation of words, how the suffixes -**ion**, -**ation**, -**ment** form nouns from verbs (unit 2 dealt with some prefixes and suffixes).

The teacher's role in exercise 1 is to guide students in this analysis and could ask inductive questions to help students analyze the word formation process; for example:

- What are the verbs given in the examples?
- What suffix has been added to each?
- Do you know any other words that contain those suffixes?
- How are they formed?

Exercise 2 leads students to the identification of the constituent elements in nouns containing the suffixes -**ion**, -**ation**, -**ment**. Students could work individually and then check their answers with a partner.

### ANSWERS

Group A: protection, prevention

Group B: promotion, alleviation

Group C: obligation, restoration

Group D: employment, judgement

Exercise 3 aims at practicing the suffixes under study. In this exercise they have to add the appropriate suffix to each group of words. It can be done either individually or in pairs. Check it orally and in writing on the board.

### ANSWERS

- a) Consider - ation
- b) Consult - ation
- c) Commit - ment
- d) Affect - ion
- e) Participat(e) – ion
- f) Collaborat(e) – ion
- g) Communicat(e) -ion

As a follow-up activity, students can work in pairs trying to use the words in exercises 2 and 3 in sentences.

**Optionally**, a possible exercise could be for students to use the nouns to express ideas of their own to form a paragraph.

### Communicative Function: Defining

The teacher and the students can analyze together the example in the box. The teacher can ask students for another definition or supply another example.

Exercise 1 is for writing definitions using relative clauses with *who*, *which* and *that*. To work out the exercise, the words **client**, **nurse**, **competence** and **code** can be written in strips of papers. The same procedure is followed with the words that define these terms. Distribute the strips among the students and ask them to stand up and look for a partner to match the term with the corresponding words that define it. Students can define some terms and memorize their definitions to tell the class. More information could be added to each definition.

### ANSWERS

- a) A client is a person that receives services. (who)
- b) The nurse is the professional that collaborates in care.(who)
- c) Competence is a quality that means being fit, sufficient or capable.(which)
- d) A code is a system that contains principles or rules.(which)



Exercise 2 reinforces the meaning of words related to the topic. It can be done in pairs, taking turns to read the prompts and fill in the spaces. It can be also done individually or set as homework and later checked in pairs or in plenary.

**ANSWERS**

<sup>1</sup> N	U	R	S	I	N	G			<sup>2</sup> R	<sup>3</sup> A	C	E	
										G			
<sup>4</sup> D				<sup>5</sup> S			<sup>6</sup> C	L	I	E	N	T	
I		<sup>7</sup> S		U			A						
G		K		<sup>8</sup> F	O	U	R	F	O	L	D		
N		I		F			E						
<sup>9</sup> I	L	L	N	E	S	S		<sup>10</sup> F	A	M	I	L	Y
T		L		R			<sup>11</sup> N						
Y				I			E						
				N			<b>E</b>	<b>T</b>	<b>H</b>	<b>I</b>	<b>C</b>	<b>S</b>	
	<sup>12</sup> J	U	D	G	E		D						

Exercise 3 allows students to practice further, as they choose five words from the crossword puzzle to define.

**ANSWERS:** Any logical, linguistically coherent sentences.

Additionally, the teacher can ask students to write or to prepare a short talk using the words from the crossword puzzle.

**Listening Practice**

The listening section in this unit is based on a nurse-doctor conversation in which the nurse’s inappropriate communication is evident. The main goal of the section is to continue training students in understanding spoken English and to get the main ideas of the conversation.

The dialogue presented here is also used for training the students in the pronunciation of consonant sounds associated to words that deal with the nursing practice.

Exercise 1 is a pre-listening activity that helps students understand the recorded material. It introduces students to the topic of hypertension and the nurse's attitude when patients want to get information about their disease although this may not be convenient. Students work in pairs to express an opinion about the problem.

### **Dialogue transcript**

**Dr:** Good morning nurse. How have things been in the ward?

**N:** Hmm... Today things are okay, but yesterday afternoon Mr. Lucas had a rise of BP. It was so high that I had to page the doctor on duty. His nose was also bleeding.

**Dr:** And?

**N:** The doctor came and checked his BP. It was 200/130 in his right arm in a sitting position on the bed. He changed the treatment and prescribed reserpine IM, and 50 mg furosemide IV.

**Dr:** Hmm! Was there anything that might have caused the relapse?

**N:** Well, after visiting hours, I was checking his vital signs and I noticed that his BP had risen. He looked depressed because his brother had told him he could become impotent due to the BP medication.

**Dr:** Did he discuss this with you?

**N:** Yes, he did. And I told him that some hypertensive drugs could make men impotent.

**Dr:** Why did you say that? Are you sure you were right? Let me go in and see him.

Exercise 2 is a while-listening task to develop general comprehension of the dialogue. This exercise is done individually and the teacher can check the answer orally in a whole class activity.

### **ANSWERS**

- a) The dialogue is about a side effect of anti-hypertensive drugs.
- b) The doctor is worried about the nurse's attitude.

Exercise 3 demands detailed information from the nurse-doctor conversation. Since this is the first time in the book where students

are going to talk about nursing actions, it is advisable to elicit them from students before doing the listening task.

Prepare a whole class activity in which students present their information about the nurse and the doctor's actions. Divide the class into half. The first half listens to the dialogue in order to find out what the nurse did, and the other to determine what the doctor did.

**POSSIBLE ANSWERS**

**NURSE**

- checked VS (vital signs)
- paged Dr. on duty
- gave IM/IV injections

**DOCTOR**

- checked BP (blood pressure)
- changed Rx (treatment)

Exercise 4 is a post-listening exercise for students to discuss the different aspects approached in the dialogue. They work in pairs and later may change pairs.

According to the time available, this may be set an extra for "fast learners".

**Pronunciation Practice**

Exercise 1 allows students to become aware of the production of some consonant sounds in English. The teacher briefly explains and demonstrates how each sound is produced. The teacher also asks students to practice each sound by imitating after the demonstration and checks that students place the tongue in the correct position for the pronunciation of each word.

In this exercise the teacher can follow the procedure numbering the students 1, 2. All students number 1 will make the sounds corresponding to the odd numbered words. Students number 2 will make the sounds corresponding to the even numbered words. Then students, working in pairs, share the information they have by dictating the words to their partner.

**ANSWERS**

<b>Words</b>	/ è /	/ š /	/ • /	/ s /
1 Stitches				X
2 Breath	X			
3 Convulsion			X	
4 Throat	X			
5 Anxious		X		

**Words**                    / è /   / š /            / • /            / s /

6 Stomach				X
7 Nausea		X		
8 Hypertension		X		

Exercise 2 gives further practice. Students read each sentence to a partner who corrects pronunciation mistakes. Reverse roles. At the end, the teacher must do a general check in order to correct the pronunciation mistakes.

**ANSWERS:** According to the pronunciation practice previously practiced

There is a roleplay that sums up the whole section and what has been studied so far in the unit. It allows students to practice conversations about different situations a nurse can face in their daily routine. The teacher assigns roles and has students work in pairs. They may act out the conversation in front of the class and select the best pair.

The teacher should also have students assess or value the attitude of the nursing assistant concerning the way of treating the patient and wrong informing. If no time is available, this part can be set as homework to be done in written.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Professional Practice**

The aim of this section is to use the language in different professional situations allowing the students to practice and integrate skills.

This is the first unit in which students start to deal with the actions nurses have to carry out in their clinical practice, therefore, the teacher may start by giving a brief overview of these actions. If students already have good hands-on experience, the teacher can elicit them from students; then use their probable lack of vocabulary to introduce the section, mainly instruments and devices. A nursing procedure is also presented.

Exercise 1, by means of a picture that illustrates the word **nurse** through different instruments and devices, encourages language

practice and speculation about their use in nursing practice. It also leads to anticipate vocabulary. The teacher can explain that **a device** is an object or machine that has been invented to fulfill a particular purpose (e.g. a contraceptive). **An instrument** is a tool or other device used for performing a particular piece of work or a way of achieving something (e.g. surgical instruments). Students work in pairs to match instruments and devices with their use.

**ANSWERS** e- f- a- c- b- d

Exercise 2 allows students to use the communicative function presented in the **Language Study** section. Students can prepare their definitions in writing and memorize them to be presented orally.

**ANSWERS**

- a) A syringe is an instrument that is used to inject patients.
- b) The stethoscope is an instrument that nurses and doctors use to check BP.
- c) The scissors is an instrument to cut bandages.
- d) Adhesive tape is used to fix dressings to wounds.
- e) A thermometer is an instrument that is used to check temperature.
- f) Adhesive plasters are a type of dressing used to cover cuts, blisters, etc.

Exercise 3 is presented to pre-teach the parts of the sphygmomanometer and the stethoscope. Students have to select the parts from a chart and place them against the arrow that corresponds.

Students can work in pairs or teams and the answers later checked in plenary.

**ANSWERS:** (sphygmomanometer): b,c,e,i (stethoscope): f,h

Exercise 4A is an introduction to describe nursing procedures. Its purpose is to arrange the instructions for checking BP. Prepare them on cards and give an instruction to each student. Get them to look for the correct order for each step.

**ANSWERS:** BLOOD PRESSURE

Wash your hands and prepare the equipment

Identify the patient and prepare him/her psychologically

Put the patient in the correct position (sitting, lying on the bed, etc)

Wrap the inflatable bag round the patient's arm, five fingers above the elbow and secure the cuff tightly

Put the diaphragm of the stethoscope over the brachial artery

Place the stethoscope in your ears

Close the valve and inflate the cuff (reaching for the highest levels)

Open the valve slowly and observe the manometer

Take the systolic and diastolic pressures

Deflate the cuff completely and remove it

**The arrangement is:** a, c, j, b, d, h, e, f, g, i

Exercises 4B is a role play that is aimed at developing oral skills by using the language for checking BP and for reporting the steps to do it. Here the students have to use transition/connecting words like : **first , then..., next..., later..., after that... finally.**

**ANSWERS:** (the same arrangement as in 4A, but in a descriptive format)

First, you should wash your hands and prepare the equipment. Then you identify the patient and...

Exercise 5 trains students in the procedure of IM (intramuscular) injections.

In 5A, students complete the sentences corresponding to the steps of an intramuscular injection.

**ANSWERS**

a) Wash your hands and prepare the equipment b) Identify the patient and prepare him/her psychologically c) Select the site and palpate it

d) Clean the site with an alcohol sponge

e) Stretch the skin and insert the needle at an angle of 90°

f) Introduce the indicated dose

g) Remove the needle and make light digital pressure

h) Observe the patient's reaction

i) Wash your hands again and write your observations on the patient's chart.

In 5B, which is a role play, students use these steps to describe the procedure.

**ANSWERS:** Any logical, linguistically coherent sentences

## Oral Practice

Exercise 1 is a message that is going to be used for playing roles in a nurse to nurse conversation. Students have to use the information given on cards to practice the language orally. They have to work in pairs. Then the teacher can ask two or three pairs to go to the front to dramatize the roles.

**ANSWERS:** Any logical, linguistically coherent sentences

Exercise 2 has the purpose of developing oral skills. To do this, students have to use the information in the Kardex files to talk about hypertension. The teacher divides the class into two teams and has the first group work with Non-Pharmacological Control whereas the other group works with the Nursing Assessment for HBP. Students are paired from the different teams to exchange information about HBP. It could be done in some other ways. For example, students are divided in teams to read all the information and summarize it. Later they exchange the results of their teamwork.

**ANSWERS:** Logical, linguistically coherent sentences

Exercise 3A is an activity for students to transfer information from real life to the patient's chart. Here students focus on associated symptoms, other diseases, family history, medication and lab tests. Students can work individually. Then, they exchange their notebooks and check their partner's notes. Small groups could be an option and then exchange members of different teams to compare notes.

In this exercise, the teacher should work with the abbreviations that appear in the Kardex file. They are the following:

K (Potassium)	Na (Sodium)	Hb (Hemoglobin)	
Hct (Hematocrit)	BUN (Blood, Urea, Nitrogen)	ECG / EKG (Electrocardio- gram)	HBP (High Blood Pressure)

Exercise 3B develops a whole class activity in which students present their reports about their patients. An option could be group work. The teacher should take into account that this is just a brief account, not a complete case report as an introduction in this unit.

## Writing Professional Letter

This section is to inform students about the format of professional letters as they are very widely used in this field.

**Note** that the sample letter is a full block format because everything is organized to the left.

In exercise 1 the role of the teacher is to guide students in the analysis of the different parts and the vocabulary used in this kind of letter. The teacher should explain the different elements included in the heading, which are the address of the writer and the date given in full. The teacher should also point out that when writing addresses the order of the elements differs according to the rules established in each country. The teacher should emphasize its order in English.

The **addressee** contains the name and title of the person who will receive the letter and his/her address.

The **salutation** takes into account the person to whom the letter is addressed. Students should be given some examples of opening greetings:

Dear Sirs (if you are writing to a company or organization)

Dear Sir/Madam (if you don't know the name or the title of the person you are writing to)

Dear Mr. / Ms. / Miss (if you know the name and title, but you want to sound formal)

Dear (first name) (if you know the person's name and want to be less formal)

For **Re** (regarding), the teacher should explain that this line is used to write the subject matter or the main interest of the letter.

For writing **the body**, formal expressions are used and no contractions (e.g. *I'm*) are appropriate. Some of them appear in the box below:

### SOME COMMON PHRASES THAT CAN BE USED IN A PROFESSIONAL LETTER

Thank you for your letter of \_\_\_\_\_ (date) concerning ...

I am writing to inquire about...

I am writing to inform you that ...



I am pleased to inform you that ...  
I hope this information has been of use for ...  
Thank you for your time/ help  
I look forward to hearing from you.

For the **complimentary closure** or closing phrase differences should be established between **sincerely yours** (Am) // **yours sincerely** (Br) (if you know the person's name) and **very truly yours** (if you don't know the person's name).

In regard to the **signature**, three aspects are included: the signature itself, the printed name and job position or department.

Abbreviations used in letters and documents could also be taught to students and could be applied to different examples. These abbreviations appear in different parts of the professional letter.

#### COMMON ABBREVIATIONS:

asap= as soon as possible

Re= the letter is about the following topic

pp= before your name if someone else signs the letter for you

cc= copies are sent.

Encs = documents are enclosed

Exercise 2 deals with the parts of the professional letter. It is for recognition to help students for their future letter writing in this section.

#### ANSWERS

- |                          |                          |
|--------------------------|--------------------------|
| a) receives the letter   | b) phrase of greeting    |
| c) subject of the letter | d) content of the letter |
| e) complimentary         | f) addresses the letter  |
- close that finishes...

Exercise 3 is a recognition and reproduction exercise in which students can work in pairs in order to identify what is wrong or missing in the letter. After doing this, they should correct the errors.

#### ANSWERS

**Heading:** the date is missing

**Salutation:** it is informal for a professional letter

**Signature:** Simone's surname does not appear and has to be included, and there is no signature block.

**Addressee:** the address is missing

**The Body:** Informal expressions (SEE BELOW)

INSTEAD OF:

IT SHOULD BE:

I want

I would like

I am grateful

I would be grateful

You give me

You could give me

**CULTURAL NOTE:** In many Latin-American countries **Pepe** is the nickname for men named **José**.

Exercise 4 deals with the professional letter but can be set as homework. Students select a topic to write a letter to one of the addresses suggested in the exercise. Checking of the students' work can be done in any of the ways suggested in other units as it is convenient for the teacher.

**ANSWERS:** Any logical, linguistically coherent sentences

Exercise 5 is aimed at writing a professional letter applying for a job at one of the posts included in the classified section. This exercise gives students the opportunity to apply what they have learned to a new situation by using the format of a professional letter. Students work individually. A possible way to check this exercise could be by picking up the students' letters and correcting mistakes so that students can write their second draft later, in a classroom session or at home.

**ANSWERS:** Any logical, linguistically coherent sentences

## *Unit Five*

### **There's been an accident.**

#### **UNIT PLAN**

**Getting in touch** introduces the topic of the unit through a newspaper item related to accidents.

**Reading** is a case report of a patient who has fallen down.

**Language Study** deals with the communicative functions of reassuring and praising. It also reviews relative clauses, contrasting defining and non-defining clauses.

**Listening Practice** presents a description of the dressing trolley and enlarges vocabulary for instruments and devices.

**Professional Practice** deals with nursing interventions and their rationale. It also continues practicing procedures (wound dressing).

**Oral Practice** introduces the academic skill of describing data presented in graphic form.

**Writing** introduces the nurse's progress notes in the SOAP format.

#### **Getting in touch**

The news introduces the topic of accidents. The teacher asks students to read it and talk about it. The teacher can also ask students to talk about a case at Accident & Emergency/Casualty Department that they know of.

#### **Reading**

The teacher should start the section by asking students when accidents occur and the types of injuries they cause. This text is based on a true story.

The teacher lets students read the text to answer exercise 1.

#### **ANSWERS**

- a) He fell from the roof of his two-store house/ He had an accident.
- b) Yes, he does.

Exercise 2 is aimed at checking general comprehension about the text. Students work in pairs.

#### **ANSWERS**

- a) R
- b) R
- c) NSt
- d) W
- e) W
- f) R

Exercise 3 is an information transfer in which students scan information from the text. Ask students to complete the card using the patient's information given in the text.

**ANSWERS**

**Surname:** Blazer    **Name:** Jack    **Age:** 45  
**Marital status:** S   M   D   W  
**Main complaint:** Open fracture of his right leg  
**Vital signs:** BP: 132/90    R:18    HR:110  
**Lab results:** Hb 10 g/dl  
**Treatment:** IV antibiotics  
Surgery

Exercise 4 is intended to work on vocabulary from the text. It could be done in pairs.

**ANSWERS**

- a) squad   b) rescue   c) protrude   d) midway   e) splint
- f) line   g) strap   h) threatening   i) drowsy

Exercise 5 works with more detailed comprehension questions. Students can work individually or in pairs, and the answers can be checked in plenary.

**ANSWERS**

- a) She went to see what was happening.
- b) Yes, he was. He was unconscious and a bone was protruding from the skin.
- c) To keep him warm
- d) She informed that he had fallen about 30 feet and that he was unconscious for about three minutes.
- e) The headache and the short period of unconsciousness

Exercise 6 is a post-reading task to have students talk and give an opinion on aspects related to the content of the studied text.

The teacher should explain that 911 is the emergency number in the USA. Point out the correct way of verbalizing the number: **nine, one, one**

**CULTURAL NOTE: Nine eleven (9/11)** refers to September 11 (2001) which was the date of the terrorist attack on the Twin Towers

## ANSWERS

- a) Any logical answer.
- b) Yes, because he may have life-threatening injuries. (possibly)

### Language Study

#### Communicative Function: Reassuring and praising

**NOTE FOR TEACHER** The phrase If I were you is unprofessional, because the nurse can never be that patient.

In exercise 1 a short dialog is given to provide students with ways of reassuring and praising patients.

§ Discuss the topic with students and ask them to talk about the patient's mood.

§ Go over the dialog and explain the new vocabulary.

§ Ask students to identify the ways the physiotherapist uses to reassure and praise Mr. Odeline.

## ANSWERS

Reassuring	Praising
<ul style="list-style-type: none"><li>· You mustn't worry. You won't fall</li><li>· So far you've been doing well.</li><li>· You've made a lot of progress today!</li></ul>	<ul style="list-style-type: none"><li>· Good!</li><li>· Well done!</li><li>· That's good!</li><li>· This is very good!</li></ul>

Exercise 2 demands production. It leads students to provide expressions of reassurance according to Mr. Odeline's feelings and concerns.

## POSSIBLE ANSWERS

- a) Your speed will be the same after some practice.
- b) Your manager won't agree with you. You are such a good player to be on the bench.
- c) You look fine to me.
- d) You'll be as right as rain in no time.

Exercise 3 is also for students to make sentences they would say to prepare a patient psychologically for a procedure. They can work

in pairs or small groups, choosing a procedure and then make the sentences. Pairs or members of the group can be changed so as to report to another partner.

### **ANSWERS**

Any logical, linguistically coherent sentences

Advise students to try to avoid giving false reassurance to patients.

False reassurance means giving reassurance that is not based on fact. It's a way of minimizing patient's situation.

- "Don't worry, everything will be fine" minimizes patient's concerns. Other forms of false reassurance include telling the patient not to dwell on his or her problems or saying that an injection will not hurt. Although the intention of such comments is to reassure the patient, they actually serve to diminish trust in the professional. The nurse who gives false reassurance violates the patient's trust.
- It is much better to first let the patient express his or her concerns. After this, the nurse can supply any needed information and give reassurance based on facts.
- Emotional support allows the patient to tolerate the procedure in a calmer, more relaxed manner, resulting in better outcomes. It is important for the nurse to provide emotional support for the patient's family too. This is accomplished by answering any questions they may have.
- \* Providing them with information on the progress of a procedure.
- \* Giving more detailed information if indicated and time permits.

### **Grammar Hints: Relative clauses**

Exercises 1 and 2 are aimed at contrasting defining and non-defining relative clauses. Use the example given to introduce the explanation.

- Defining relative clauses explain or identify the thing or person you are talking about, and this information is essential to the meaning of the main clause. If the defining relative clause is taken away; the meaning of the main clause is not clear. On the other hand, the information in the non-defining relative clause is extra.

If the non- defining relative clause is taken away, the meaning of the main clause is still clear. Non-defining relative clauses usually have commas to set them off from the rest of the sentence.

- Remind students the use of the relative pronouns.
- **Who/whom** are used for people. **Whom** is preferred in formal English. In informal English **whom** is usually replaced by **who** or **that**.
- **Which** is used for things.
- **That** is used with both personal and non-personal reference. **That** may often be used instead of **who**, **whom** or **which**. **That** must not be used in non- defining relative clauses.
- **Whose** is used to show whom something belongs to. It may be used for people or things.
- **Where** is used to talk about a place.

Exercise 1 is a pair work. Encourage students to combine the two sentences into one. Sometimes the clause goes in the middle of the sentence, sometimes at the end. Ask students to identify the type of relative clauses in each sentence.

### ANSWERS

1. Type O-negative blood, which is called the universal donor, can be given to any patient.
2. The patient with diabetes mellitus, whose appetite is poor, should allow himself to eat foods that appeal to him.
3. Radiation therapy, which is used to destroy malignant cells, is not useful in cases of carcinoma of the pancreas.
4. The doctor whom you paged is in the OR now. (defining)
5. Infant and young children whose parents smoke are affected by exposure to secondhand smoke. (defining)
6. This is the new nurse who is starting the night shift. (defining)
7. The nursing process, which is patient centered, is a way for nurses to assess a patient's needs.
8. The ward where I was admitted to wasn't very clean. (defining)

**Exercise 2** is more demanding. Students work in pairs providing their own relative clauses to complete the sentences. Check the answers in plenary.

## POSSIBLE ANSWERS

- a) This is the equipment that is used to dress wounds.
- b) Insulin is a hormone that is produced in the pancreas./ Insulin is a hormone, which is produced in the pancreas
- c) A syringe, which is made of plastic or glass, is used to give injections.
- d) Total parental nutrition (TPN) provides nutritional support to patients who cannot ingest food orally.
- e) The patient in bed 15, who was admitted this morning, was transferred to the ICU.
- f) A new ward, which will have 50 beds, will be opened next month in the pediatric hospital.

## Listening Practice

Exercise 1 is a pre-listening activity. The teacher should encourage discussions on the use of the dressing trolley. Introduce the picture and elicit as much vocabulary as possible.

**ANSWERS:** Any logical, linguistically coherent sentences.

### Text transcript

A trolley has two shelves. The sterile equipment is on the top shelf. The container for used instruments is on the lower shelf. A bag for the soiled dressings is kept to the side of the trolley. A towel covers the upper shelf and the equipment is placed on it. In the middle there is a large pad, and behind it are some small absorbent dressings. In front of that there is a paper towel. On the right there are some forceps and scissors. On the left there are some cotton wool balls. Next to the cotton wool balls there is a small pot for lotions.

(Taken from *Nucleus Nursing Science*, Longman, 1978)

For exercise 2 students work individually while listening to the text. The teacher plays the tape once and students complete the multiple-choice exercise

### ANSWERS

- a) ii
- b) iii
- c) ii



For exercise 3, the teacher plays the tape again twice. Students work individually or in pairs to match the letters with the objects.

### **ANSWERS**

- |                              |                                   |
|------------------------------|-----------------------------------|
| a) bag for soiled dressings  | e) forceps and scissors           |
| b) large pad                 | f) pot for lotions                |
| c) small absorbent dressings | g) cotton wool balls              |
| d) paper towel               | h) container for used instruments |

### **Pronunciation Practice**

The teacher can take advantage of the tape to practice the correct pronunciation of the instruments and devices.

Exercise 4 is aimed at improving students' pronunciation of some technical terms. After pronunciation practice is over, have students write sentences and read them aloud to the rest of the class. Check pronunciation and intonation as necessary.

For exercise 5, elicit as much vocabulary as possible. If possible, the teacher may bring to class some material to facilitate the activity. As homework, the teacher can ask students to write about the use of some of the devices mentioned in class

### **ANSWERS**

- a) Speculums of different sizes, cytobrushes, gloves, syringes, needles, pen, patient's chart, etc
- b) Folded gauze, dressings, antibiotics, cotton swabs, gauze swabs, syringes, pen, patient's chart, etc
  - A sterile dressing is used to cover incisions, etc.
  - Forceps are used to remove stitches and dressings; to manipulate, hold or compress tissues, etc.
  - Syringes are used to give injections, irrigate wounds, aspirate gastric contents, etc.

### **Professional Practice**

This section practices nursing care and procedures.

The teacher should start by reminding students of Mr. Blazer's case and eliciting what nursing care this patient needs. At this point, it is recommended to pre-teach the words **assess/ assessment**, as they are not only important to understand the sentences in exercise 1 but also as part of the nursing process they will later see.

For exercise 1 students work in pairs to match the beginnings of the sentences with their corresponding endings. While checking, the teacher can take advantage of the use of prepositions in the different sentences.

**ANSWERS**

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

Exercise 2 deals with a very important nursing activity: the dressing of wounds.

2a) It can be done as a whole class activity, eliciting the different instruments and devices, and writing them on the BB. They may also be allotted a few minutes to write down the equipment and then check in plenary.

**ANSWERS**

clean gloves; sterile gloves; sterile, prepackaged dressing(s); clean, flat work surface; Montgomery straps (optional); disposable suture-removal set of scissors & forceps (optional); cleansing solution as ordered; applicators; plastic bag.

2b) Students can work individually or in pairs to organize the steps for the procedure. Then answers can be checked orally, either in a plenary session or exchanging pairs.

**ANSWERS**

- 2, 9, 5, 1, 7, 3, 8, 4, 6

2c) Here students work in pairs describing the procedure to each other or they could do it individually in written form. Before this, the teacher should remind students of the connectors they used in the previous unit and also present some other useful ones.

To indicate progression of ideas and to provide an orderly connection between the ideas (coherence), writers use logical connecting words, also called “transition words”.

The	{	first	
		second	step
		next	phase is
		last	stage
		final	

Other connectors that can also be used are ***First, Then, Afterwards, After this step,*** and ***Finally.***

**ANSWERS:** Logical, linguistically coherent sentences using the appropriate sequence markers in terms of the correct order of the steps

Exercise 3 deals with the rationale of nursing interventions. First students should look at the explanation and the example given. Once they are clear, they can proceed to write the rationale for different actions.

### **ANSWERS**

**Handwashing** helps prevent the spread of microorganisms.

**Gloves** protect the nurse from becoming contaminated by wound drainage.

**Positioning the patient comfortably** provides safety, privacy and comfort.

In exercise 4, this is extended by some other actions and their rationale elicited by students.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Oral Practice**

Data about research made on diseases or accidents can be presented in various ways:

- \* Tables or column charts.
- \* Bar charts
- \* Pie charts
- \* Line graphs
- \* Scatter diagrams
- \* Flow charts

Explain that pie charts can be used to compare different groups and to illustrate the division of the whole into different parts. The number of slices should be limited to five. Percentages and numbers should be placed inside the pie. The labels and descriptions of each

one of the slices should be outside the pie. If possible, the teacher should bring to class examples of these types of charts.

The section deals with different factors that lead to home accidents. These are expressed by means of statistics presented in the pie charts.

To use the information given, students must first understand the graph and then transfer that information verbally from the written text.

The teacher can start by eliciting vocabulary for describing figures. Then students should look at the pie charts.

The teacher should proceed to exercise 1. Students look at chart 1 and read the model written description. The teacher clears up any doubts. Once students have understood the paragraph, the teacher should move to the list of useful expressions used in the descriptions of figures.

In exercise 2, students look at chart 2 and answer the questions individually or in pairs. When the teacher checks they have understood, students and the teacher together can describe Chart 2.

### **ANSWERS**

- a) Chart 2 shows the incidence of home accidents taking into account the occupation of the injured people.
- b) The data refer to five groups: students, housewives, workers, unemployed persons, and others.
- c) The \_\_\_\_\_ and \_\_\_\_\_ sectors/slices are evidencing that \_\_\_\_\_ and \_\_\_\_\_ are at more risk of having accidents at home.

**SAMPLE DESCRIPTION:** Chart 2 shows the incidence of home accidents taking into account the occupation of the affected people. The data relate to six groups in the population: preschools, students, housewives, workers, retired and unemployed persons.

In general, the incidence of home accidents is higher in children than in adults; this indicates that preschool and students are more at risk of having accidents at home.

Depending on the time available, the teacher can ask students to compare the similarities and differences in the information and conclusions presented in each chart.

For exercise 3 the teacher divides the class in two teams. Each group describes a chart (3 and 4). Before doing the task, students look at the charts and at the useful expressions. They can ask any question about vocabulary or may look up for new words in the dictionary, if available.

Students write a paragraph using the information from each chart. Then each group reports to the other one. When reporting the information, ask students to:

\* Express the main idea.

\* Support it with details from the chart with the use of the expressions given.

### **SAMPLE ANSWERS**

Chart 3 shows the incidence of accidents at or near home taking into account the different causes of such accidents. The data relate to five factors: falls, miscellaneous trauma, vehicles, sharp objects and others. As can be seen in the chart, the most common causes of accidents at or near home are falls and miscellaneous trauma.

Chart 4 shows the incidence of injuries in home accidents taking into account the nature of such injuries. The data relate to five types of injuries: lacerations, contusions, fractures, sprains and others. The results indicate that contusion has the highest incidence.

#### **Note:**

In Chart 2 other occupations may include pre-school and retired people.

In Chart 3 other causes of accidents may comprise hot liquid, electricity, bite, sting, etc.

In Chart 4 other nature of injuries may refer to burn, abrasion, foreign body, dislocation, poisoning, internal injury, etc.

For exercise 4 students must collect information in their neighborhoods or community and present it in graphic form. They should also prepare to report it orally in front of the class. So this exercise is set as homework to be checked orally in a later session.

### **Writing**

This section introduces the SOAP format. This format originated with the problem-oriented medical record (POMR). There are other formats that are used in many hospitals (**SOAPIER** Format and

**APIE** Format). Teachers are provided with examples of the same case in these other formats.

In exercise 1 students look at the progress notes and the teacher explains the **SOAP** format while analyzing the example with them. The teacher also asks questions to check comprehension. E.g.

- How is S noted down?
- In your opinion, what else does O include?
- What does A provide?
- What information does P refer to?

**S** - stands for **Subjective Data** and refers to the data or symptoms the patient expresses. Quotation marks are often used to document the patient's specific statements. If the patient cannot give information or gave non-relevant to this problem, the "S" may be omitted or followed by *NONE*.

**O** – refers to **Objective data**: signs that the professional observes. It refers to objective findings and includes data collected by the nurse relevant to the problem. O data include what the nurse can see, feel, smell or hear, as well as relevant laboratory data, diagnostic tests and vital signs.

**A** - **Assessment** is the professional's conclusions about the subjective and the objective data. It represents a diagnosis, an impression or a condition change. This A is done after analyzing the data from the S and O portions and must be supportive by those data. If A cannot be gathered, write "further data-gathering necessary" or "abdominal pain, unknown etiology".

**P** – stands for **Plan**: immediate or future, including patient education. This portion deals with the nursing interventions. This section may simply state "continue present regimen" when A is made that the patient is progressing adequately using the plan already outlined. The plan can also specify revisions of the present nursing interventions as the need is assessed.

Exercises 2 and 3 are aimed at organizing and writing the nursing progress notes on Mr. Blazer's case using the SOAP format. Students work in pairs and answers can be checked on the board.

## ANSWERS FOR EXERCISES 2 AND 3

**S**-“I’ve got a very bad pain in my left leg”.

**O**-Localized discoloration of the skin and elevated temperature in this area.

- Loss of function and sensitivity to touch.

**A**- Pain related to trauma.

-Impaired physical mobility related musculoskeletal impairment.

-High risk for hyperthermia.

-High risk for infection related to open fracture.

**P**-Administered analgesic as ordered.

-Maintain reduction and immobilization.

-Elevate leg to minimize swelling.

-Assess pain after medication and contact physician as necessary

In exercise 4, students complete the SOAP notes. Depending on time available, it could be set as homework.

## ANSWERS

2/13795

#5 Generalized pruritus

1400

**S**- “My skin is itchy on my back and arms, and it has been like this for a week”

**O**- Skin appears clear; no rash or irritations noted. Marks where client has scratched noted on left and right forearms. Allergic to elastoplast but has not been in contact. No previous history of pruritus.

**A**- High risk for infection related to scratching secondary to pruritus.

**P**- Instructed not to scratch skin.

Applied calamine lotion to back and arms at 1430h.

Cut fingernails.

Assess further to determine if recurrence associated with specific drugs or foods.

Refer to physician and pharmacist for assessment..

Tom Ritchie, RN

## SOAPIER FORMAT

2/13/95

#5 Generalized pruritus

1400

**S-**“My skin is itchy on back and arms, and it has been like this for a week”.

**O-** Skin appears clear; no rash or irritation noted. Marks where client has scratched noted on left and right forearms. Allergic to elastoplast but has not been in contact. No previous history of pruritus.

High risk for infection.

**P-** Instruct not to scratch skin.

Apply calamine lotion if necessary.

Cut nails to avoid scratches.

Assess further to determine if recurrence associated with specific drugs or foods.

Refer to physician and pharmacist for assessment.

Instructed not to scratch skin. Applied calamine lotion to back and arms at 1430h. Assisted to cut fingernails. Notified physician and pharmacist of problem.

1600

**E-** States, “I am still itchy. That lotion did not help”.

**R-** Remove calamine lotion and apply hydrocortisone ungt. as ordered.

Tom Ritchie, RN

## APIE FORMAT

1/13/95

#5 Generalized pruritus

1400

**A-** High risk for infection (scratching). States, “My skin is itchy on my back and arms, and it has been like this for a week”. Skin appears clear.

No rash or irritations noted. Marks where client has scratched noted on left and right forearms. Allergic to elastoplast but has not been in contact.

No previous history of pruritus.

**P-** Instruct not to scratch.

Apply calamine lotion as necessary.

Cut nails to avoid scratches.



Assess further to determine if recurrence associated with specific drugs or foods.

Refer to doctor and pharmacist for assessment.

**I-** Instructed not to scratch skin. Applied calamine lotion to back and arms at 1430h.

Assisted to cut fingernails. Notified physician and pharmacist of problem.

**E-** States, "I am still itchy. That lotion did not help".

Tom Ritchie, RN

## *Unit Six*

### **The Nurse's Voice**

#### **UNIT PLAN**

**Getting in touch** introduces the medical topic in the reading: diabetes mellitus..

**Reading** is presented through short texts (current contents) related to diabetes. The e-mail format is also introduced.

**Language Study** practices the use of conditionals to express advice and warning. Conjunctions are also reviewed, as well as memos.

**Listening Practice** presents a doctor-nurse conversation around the central medical issue of the unit. There is also intonation practice to contrast question patterns.

**Professional Practice** introduces the shift handover report

**Oral Practice** provides different exercises for good practice on nurse's actions in dealing with diabetic patients.

**Writing** continues the nurse's progress notes in the SOAP format.

#### **Getting in touch**

The objective of the exercise is to preview part of the vocabulary that will be used later in the unit. Students answer the exercise individually by filling in the spaces in each group of words. Then they check their answers with their partners.

#### **ANSWERS**

- food, vegetables, fruits, carbohydrates, calories, proteins, fats
- jogging, walking, sedentary lifestyle, aerobics, swimming, running, tennis, cycling
- coffee intake, smoking, alcohol intake

#### **Reading**

Exercise 1 is used to train students in selecting the main idea of the text. To do this students have to write down the main idea as a heading in each box.

#### **ANSWERS**

c   -d   -b   -a

Exercise 2 asks students to identify key words that support the meaning of the main ideas of the text. Here students have to recognize the words that justify the reasons for selecting a particular heading for each box. Students can work individually or in pairs and then the teacher checks with the whole class

### **ANSWERS**

Text 1: obese- elderly- history of

Text 2: the diabetic diet - food- carbohydrates - proteins- dietary

Text 3: exercise

Text 4: instructions - you should -

Exercise 3 develops more detailed reading comprehension and trains students in explaining their ideas about the text. Pair students to work this exercise. The teacher can ask them to justify their **true** and **false** statements as they discuss them in pairs.

### **ANSWERS**

a) True      b) False: calories, carbohydrates and proteins must be distributed so that the blood level...

c) True      d) True      e) True

Exercise 4 reinforces understanding authentic materials about Diabetes Mellitus. It can be developed as a follow-up activity at home or could be applied to faster students as the average ones answer the **true/false** exercise.

### **ANSWERS**

a) Yes, there is. Family history is a risk factor of DM.

b) Yes, they can

c) Fluids

d) Every 1 hour while awake

e) When they are controlled/ when their diabetes is under control.

Exercise 5 is for students to give their opinion about the information in the text by replying an e-mail.

## **Language Study**

### **Communicative Function: Giving advice and instructions**

This subsection of the unit is devoted to giving advice and instructions by using conditionals.

Students read the information in the box about the use of conditionals to express the studied communicative functions and look at the examples of how this structure is formed.

**CULTURAL NOTE:** Remember the word **sick** has different meanings in American English and in informal British English.  
 (AmE) sick = be ill      (informal BrE) sick = feel nauseated and vomit.

The teacher should work this first activity by asking inference questions that help students get the grammatical hints for giving advice.

**Note** that the conditionals in this case have two different forms:

Using a command, for example, if you take pills for diabetes, be sure to take it when you are sick, to give an instruction.

Using *should*. For example, if you take oral anti-diabetic drugs, you should always take the pill, to give advice.

Exercise 1 aims at identifying conditionals for expressing instructions and for giving advice. The teacher divides the class into two and tells students to read the text. One group looks for instructions and the other for advice. Then students pair to check their answers.

**CULTURAL NOTE:** The word **shot** in American English corresponds to **injection** in British English.

**ANSWERS**

<b>INSTRUCTION</b>	<b>ADVICE</b>
if you take insulin shots, always take it when you are sick	if you are unable to eat your usual meals, you should try to take fluids / you should check your urine and your blood pressure / you should look for professional advice.
if vomiting, contact your physician	

Exercise 2 has the purpose of putting into practice conditionals for giving advice and instructions. Divide the class into two. One part works out instructions and the other advice. Pair students later to check their answers.

## ANSWERS

- a) If she is eating too much, she should control her diet.  
If you are eating too much, control your diet
- b) If he has a fever and indigestion, he should take his insulin.  
If you have a fever and indigestion, take your insulin.
- c) Even if she doesn't eat her regular meals, she should take her insulin.  
Even if you don't eat much, take your insulin injection.
- d) If his/her urine glucose tests are dark brown, he/she should...  
If your urine glucose tests are dark brown, ...
- e) If his blood glucose level is too high, he shouldn't exercise  
If your blood glucose level is too high, do not exercise.

### Grammar Hints: Connectors

Some information about connectors that express contrast, addition and alternative is provided. Students read the examples and identify the connector in each sentence. They should also explain the meaning of each connector.

Exercise 1 practices the use of connectors in context. Students complete the spaces individually and then check answers with their partner. For advanced students this exercise can be used for them to explain why they used such connectors.

### ANSWERS

The diabetic diet does not require the use of special foods or dietetic foods. Various sweeteners are available for diabetic people. Fructose is a natural sugar found in fruits. Because it is absorbed slowly and because part of its metabolism does not depend on insulin, it has been recommended as the sweetener for people with Diabetes Mellitus. Alcohol does not provide carbohydrates, protein, or fats; but it yields 7 kcal/g when metabolized and must be included in caloric calculation if weight loss is necessary.

Exercise 2 leads students to apply connectors to a new real life situation. It can be used for two purposes: using connectors and assessing the format of a memo.

The teacher should remind students of the memo format, as they worked with it in unit 3. Go over its main characteristics.

Heading: contains identifying information, subject (purpose of the memo) and date

Body: content

Signature: initials

There is no salutation or complimentary closing.

## ANSWERS

Remember to bring your poster and your paper about the treatment of diabetes. Leave it in the ward or in my office, but be careful with my other documents if you go there, they are important papers.

### Listening Practice

Begin the section by telling students that they will listen to a nurse talking to a doctor about a woman that is suspected of suffering from Diabetes Mellitus.

Exercise 1 is a pre-listening activity to motivate students and lead them to the other tasks. Students discuss in small groups the topics they think a nurse and a doctor would discuss while educating a diabetic person. As a whole class activity, the teacher writes the topics on the board as students elicit them. These topics are not erased for students to compare their expectation to the actual conversation they will listen to later.

### Dialogue transcript

**N:** Good morning, doctor Mc Lee

**Dr:** Good morning, Nurse Robinson. How are you feeling today?

**N:** Oh! Fine. And you?

**Dr:** Fine. Are there many patients in outpatients today?

**N:** A few, and they are all known patients. There is Mrs Chang too. This is her second visit.

**Dr:** Mrs. Chang you said? I don't remember who she is. Could you fill me in on her history?

**N:** She is a 30 year- old woman who came to your consultation office 5 days ago. She's lost about 7 kgs in the last 3 months; that's why she was very worried. She also said that she urinates several times during the night. She's been very hungry and very thirsty. She's eating too much, and her appetite has increased too.

You ordered lab tests and told me to arrange an appointment for her today. You suspected Type I Diabetes Mellitus.

**Dr:** Oh! We'll see this patient together. I'll explain to her the key components of self-management via diet, exercise and medication. You'll focus on diabetes education

**N:** Fine, doctor. I'll discuss how to self-monitor blood glucose levels, eye and foot care, and how to inject her insulin. Anything else?

**Dr:** I think that's O.K. But it's very important to educate diabetics on the integration of their regimen into their life style. Before she leaves, book another appointment for the family. We can discuss solving problems associated with diet, and any other possible health related issues.

**N:** All right, doctor.

Exercise 2 is a while-listening activity that guides students in their first listening. Students listen to get the general idea of the nurse-doctor conversation.

**ANSWER:** a) F b) F c) T

Exercise 3 is a listening activity for detail. Students work in pairs to complete the chart with information about the patient's problem. It can be checked orally.

**ANSWERS**

- Mrs. Chang
- Female
- Gets up at night to urinate
- Has increased appetite
- 30 years old
- Loss of weight
- ... thirsty

Exercise 4 is a listening task that emphasizes the nurse's actions while educating a diabetic person. Students listen to the dialogue once more, then they work in teams in order to identify the topics mentioned for the education of the patient.

**ANSWERS**

- Eye care
- Foot care
- Exercise
- Integration of life style and dietary regimen

**Intonation Practice**

Exercise 1 has the objective of contrasting intonation patterns in wh- and yes/no questions. Students listen to the tape in order to

contrast patterns. Insist on rise fall and rising intonation. Students listen and repeat model sentences.

Exercise 2 gives students the opportunity to read the statements aloud and check intonation patterns

**ANSWERS:** The given sentences with the correct pronunciation and intonation patterns

Exercise 3 is to apply the content of this section to a new situation. Students play roles by using the information from the dialogue and also practice the question intonation patterns.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Professional Practice Shift handover report**

Exercise 1 introduces the constituent elements of a shift handover report. Students work in pairs in order to analyze each sentence carefully and complete the boxes in exercise 2. A possible way to summarize these two exercises is by analyzing with the students the constituent elements of the report and by writing the chart below on the board. For this step the teacher can ask questions to guide students in grasping the logical format of the report and its elements.

#### **ANSWERS**

1. Name
2. Ward or room
3. Age
4. Doctor's name
5. Medical Diagnosis
6. Illnesses
7. Priority nursing diagnosis
8. Management (Medication with dosage )
9. Response to intervention
10. Lab tests performed and results
11. New test orders (lab tests )
12. Conditions for the new tests.

After students have recognized each element of the report, some students can elicit the questions the nurse asked to get the information in the handover report. These questions can be written on the board.



Exercise 3 is an application activity in which students have to prepare a shift handover report with the elements given in the chart. For this exercise the teacher can divide the class in half. Each group works with a chart and prepares a report. Pair students at random. This gives them the chance to report their information. The teacher can get a couple to present the shift handover report to the whole class

### **SAMPLE ANSWER FOR THE FIRST CASE:**

Diane War, 45 years old, in room 605, is a patient of Dr Smith's. She has impaired skin integrity related to her lack of knowledge about finger cut in diabetic people. She has a previous history of high blood pressure and obesity. She complains of lesion in her finger nails of her left hand. She also complains of headache and general malaise. Her skin is cold and sweating. She was ordered a urinalysis, which was negative and glycemia, which showed 7.5 mmol per liter. The doctor has ordered new tests: urea, creatinine and uric acid. She should not have anything by mouth tomorrow.

### **Oral Pactice**

Exercise 1 is a nurse-doctor role play. It aims at giving practice in this kind of professional activity as part of the nurses' training. The conversation is about diabetes as it is the main topic of the unit. The teacher should emphasize the use of the correct question patterns and a logical report of the patient's problem. As students work in pairs, the teacher can guide their talks as a way to monitor the activity. Students pair for the role play. Some students can dramatize this in front of the whole class.

**ANSWERS:** Any logical, linguistically coherent sentences

Exercise 2 presents a brief report of a case. This exercise allows the students to find out the connection between the patient's problem and Diabetes Mellitus, so it is a good activity for the whole class to speculate on and discuss. This exercise can be developed as a class activity and after the discussion, students work out the conversation in pairs.

### **ANSWERS**

Mr. Chao Lee, a 57 year-old male has been admitted twice from the emergency room with ulcers in his left foot. He has a history of hypertension and was diagnosed with diabetes and retinopathy.

Priority nursing diagnosis altered comfort related to pain. He has complained of pain and has a fever of 39°C. He was medicated with Dipirone and Benadryl at 2 pm and at 8 pm. He is injected sodium procaine penicillin b.i.d. His foot has got worse. Plan is to be consulted with ...

Any logical, linguistically coherent questions and answers for the follow-up role play.

Exercise 3 is an activity for the development of oral skills. Students have to decide and give opinions in this problem-solving task. They can work in 3 teams. One team works out the first case and discusses the most appropriate management for the patient. Another team works with the second case and develops their discussion on the management, as team one. The other team analyzes the two cases and decides who should be the first patient to receive treatment.

As a whole class activity the leader of each team can appoint a speaker to present the result of their discussion and the rest of the class can give opinions.

3a **ANSWERS:** Any logical, linguistically coherent sentences

3b **ANSWERS**

Case 1: The first thing to do is to give her a glass of sugary water

Case 2: To perform Benedict and Imberg tests

## Writing

Exercise 1 reminds the students of the SOAP NOTE, as this was introduced in the previous unit. Students read the chart in silence, emphasizing what each letter stands for, that is, S -O -A -P. To check whether they actually remember, the teacher can ask these questions:

1. According to the nursing process you follow, what does each letter mean to you?
2. Is the **S** used to specify what the patient exactly says or the nurse's interpretation of the problem?
3. Can the letter **O** be used to represent the result of physical exam?
4. What about the letter **A**? Is it used to include the nurse's actions?
5. Is letter **P** used to express expectations in the patient's follow-up?

For exercise 2 students work individually, in pairs or in small groups. After they have written the SOAP NOTE, they go to the board to write their answers or they may exchange notebooks if they have worked individually. This gives partners / classmates the opportunity to correct their own answers.

### **ANSWERS**

**S-** "I've lost about 80% of my weight lately" "I've been treated with insulin for a month, but I haven't checked my level of blood sugar"

**O-** 52 years old, hypoglycemic shock. Glycemia decreased. IV Dextrose 5% administered

**A-** Nutrition altered: more than body requirements r/t metabolic disorders. Patient has improved

**P-** Follow doctor's instructions for treatment. Keep the patient's level of blood sugar within normal limits.

Exercise 3 has the purpose of practicing the report writing as a way to establish phoneme-grapheme correspondence. This exercise can be worked out in teams and can be corrected as a whole class activity. A competition can be held, and the best report can be selected and rewarded.

### **ANSWERS**

Ten-year-old child admitted because he has lost 10 pounds of weight. He has fainted and lost muscle power. His grandparents are diabetic. A test of glycemia was ordered and results showed elevated levels.

He had a fever of 38.6°, so treated with Dipirone and a warm bath. Body temperature altered r/t a septic process. For tomorrow the doctor has ordered urinalysis, urine culture and WBC to rule out diabetes.

Exercise 4 could be an additional exercise to be done in class or could be given as homework

**ANSWERS:** Any logical, linguistically coherent sentences, following the studied format

## *Unit Seven*

### **Child Care**

#### **UNIT PLAN**

**Getting in touch** introduces the topic in the unit as it deals with different age groups.

**Reading** introduces the topic of physical examination, particularly of children, through short texts (as tips).

**Language Study** practices expressing reason and purpose relationships, as well as the way nurses express diagnosis.

**Listening Practice** presents a doctor-nurse conversation related to the progress of a hospitalized pediatric patient. There is also word stress practice.

**Professional Practice** deals with the procedure of venipuncture. Reporting and documenting a care plan is reinforced.

**Oral Practice** deals with the administration of medications, particularly dosage calculation. It also reviews vocabulary from the previous units and from this one

**Writing** introduces the nursing care plan.

#### **Getting in touch**

The circles in this exercise represent life from the moment of birth to adolescence. This figure is to be used as a warm up. It introduces the students to the topic of pediatrics which is in general the theme treated in the unit. This can be done in teams. Different teams can work out different contents. Later, they share the information by means of a whole class activity. An optional way could be filling out the information in the figure and commenting about it to the group.

What are the age groups? THE TODDLER, THE PRE SCHOOL CHILD, THE SCHOOLAGED CHILD, THE ADOLESCENT

#### **Reading**

Exercise 1 is used for skimming the text ***Physical Examination of the Child***. Students have to identify the common aspects for the physical exam of children at any age. Students can work individually skimming each text.

#### **ANSWERS**

a) Position, preparation and sequence

- b) Sitting the child on parent's lap (position) and using a Teddy bear (preparation)
- c) Explaining the steps of the exam and complimenting the child for his/her cooperation
- d) Examine from head to toes
- e) Not treating teenagers as children or as adults.

Exercise 2 combines reading and speaking. After students have read the texts they discuss the three statements that appear in the exercise. They work in teams. Each team can work on an item and later the teacher can reorganize groups with members of all teams to exchange ideas about the texts.

**ANSWERS**

Any logical, linguistically coherent sentences that fit with the information in the texts

Exercise 3 works on vocabulary. Students work in pairs to find out the words that belong to each definition. Tell the students to use these words to discuss the texts.

**ANSWERS**

compliment      willing      gown      wellness      sibling      gait

Exercise 4 allows students to read in detail. As they scan, they will find out differences in the physical examination of each group taking into account the items given: **Position, Preparation** and **Sequence**. As they compare, they will write the aspects in which each group differs. For example, sequence. After checking this exercise orally, students can go to the board to write their answers.

**ANSWERS**

	Position	Preparation	Sequence
Toddler	Parents present, child is held on their lap	Symbols such as toys or visuals necessary	Head, ear and nose throat is last
Preschool	Parent present, may hold child on his/her lap	Verbal communication and simple	Thorax, abdomen, extremities

		explanations	and genitalia. Later head, ear, nose and throat
School Child	The parent or sibling present during examination	Small talk about the family, school, friends, music or sports	Examine from head to toe
Adolescent	Examination without the parent or sibling	Give feedback about health and development	Examine from head to toe. Genitalia at the end

Exercises 5 closes the section. It should be carried out dynamically in class getting students' personal opinion about physical examination.

**ANSWERS:** Any logical, linguistically coherent sentences

Exercise 6 can be set as homework. Students should be ready to talk about each situation in the following class.

**ANSWERS:** Any logical, linguistically coherent sentences that fit with the information in the texts

## Language Study

### Communicative Functions: Expressing reason and purpose. Expressing diagnoses

Exercise 1 is used for identifying expressions of cause or reason and those of purpose. The teacher and the students can work together. The teacher's role is to explain differences in meaning and form in answers with *because*, *in order to*, *because of*, *for-phrase*, *since* and *as*, and can also contrast answers with *due to*.

Exercise 2 gives students possibilities to produce logical statements to express reason and purpose and also serves as a link to analyze diagnostic statements. Students can work in teams of three or four to answer the given *why* questions. It can later be checked in plenary.

### **ANSWERS**

Any logical, linguistically coherent sentences

Exercise 3 introduces students to expressing a diagnostic statement. The teacher can help students as they read. After analyzing the elements, the teacher can explain the cause-effect relationship that is expressed by asking *why* questions.

For example,

T: Why does she have fluid volume deficit?

St: Because of the fluid loss in his intestine

Exercise 4 is aimed at contrasting what nurses write and what they say when stating a diagnosis. Students work in pairs or in small groups expressing each diagnostic statement orally by using the forms stated in this section.

### **ANSWERS**

The patient / the child has... OR The diagnosis is...

- a) impaired skin integrity that is related to immobility
- b) altered nutrition (pattern) in less than body requirements that is related to an inadequate intake of protein
- c) altered respiratory function that is related to the amount of secretions
- d) altered bowel elimination by diarrhea that is related to malabsorption of lactose

Exercise 5 is a case study that is aimed at recognizing diagnostic statements in a given situation and expressing them orally.

Point out the different temperature values in fahrenheit and centigrade (celsius) degrees (Conversion formula in the Appendix of the Student's Book)

In this exercise the students can work in pairs in order to identify the correct diagnostic statement and give reasons for their choice.

## **ANSWER**

Alteration in bowel elimination: diarrhea r/t unknown cause (Written)  
Accept any logical form of utterance.

Exercise 6 documents the nursing interventions by using the SOAP format. In this exercise students can work in teams in order to formulate a diagnostic statement. Herein, the teacher can prepare other SOAP formats related to the topic of diarrhea (altered bowel elimination: constipation, fecal incontinence, flatulence or abdominal distension). Then the teacher can ask each team to prepare a different diagnostic statement. Students should report the case to the whole class.

Although it is not mentioned in the exercise, the format corresponds to the case study of Jeremy Green.

(**Fundamentals of Nursing: The Art and Science of Nursing Care.** Taylor Carol et al. Lippincott Co., 1989.)

## **ANSWER**

Alteration in bowel elimination: diarrhea r/t unknown cause (possible viral, rule out malabsorption of lactose or other causes)

## **Listening Practice**

Exercise 1 is a pre-listening task. Here students have to match words with their meanings. These words are used in the nurse-doctor conversation. The words and their meanings could be written on separate cards and placed on a table. Each student takes a card and looks for the student who has a card related to his/hers.

## **ANSWERS**

Vomiting = Empty the stomach through the mouth

Diarrhea = Watery stools frequent in quantity

Dehydration = There is less than the normal volume of water in the body

Bile = Bitter yellowish liquid produced by the liver

Exercise 2 is a Speech Bubbles activity that has to do with a nurse- doctor conversation. In this exercise advanced students can work out the conversation using the information in the boxes which serves as a guideline for their talk. They can add more information as they work in pairs.



**ANSWERS:** Any logical, linguistically coherent sentences

**Dialogue transcript**

**Nurse Edith Manfredi and Dr. Colladi are talking in the pediatric ward of a clinic. Listen to their conversation.**

**Dr:** Good morning, nurse.

**N:** Good morning, Doctor. How are you?

**Dr:** A little tired. I've done the twelve hours on duty at the clinic. Any new in-patients today?

**N:** Yes, but there was only one admission yesterday afternoon. A 4 year-old boy who was brought in by his mother because of vomiting and diarrhea.

**Dr:** Are there more details about the child?

**N:** Well, hmm, the child was brought in at 8 p.m. At that moment he had had 5 or 6 bouts of greenish vomit. It was bilious and abundant in quantity.

**Dr:** And the diarrhea?

**N:** Well, he had had four liquid and fetid depositions. When he arrived here he was awfully weak and dehydrated. He was given a saline solution 40g/min.

**Dr:** Has he had any other bout of vomiting or diarrhea?

**N:** No, doctor. He hasn't.

**Dr:** What did his mother say?

**N:** She reported that the child had eaten fish at the play school and that he had had a temperature of 38.5 °C. His mother also reported that she had given him Tylenol for his fever before bringing him to the hospital

**Dr:** Has he improved?

**N:** The patient is still dehydrated, but he is less thirsty. He has no cutaneous folds and he has no fever. He has also eliminated about 500ml of urine. An hour ago he drank two ounces of water and he had no problems. He looks better and more active.

**Dr:** What about his IV infusion?

**N:** It's okay. We fixed the flow of the infusion. We've controlled his venipuncture and checked his hydro mineral balance and we have observed his state of consciousness .

**Dr:** Any other problem?

**N:** No

Dr: Well, let's examine the child. I think it is time to remove the catheter and start a bland diet with a spoon of oil.

Exercise 3 is a listening task that summarizes the main aspects of the dialogue. Students work on this exercise individually and check their answers with a classmate.

### **ANSWERS**

4, mother, vomiting and diarrhea, greenish, watery and better

Exercise 4 contains more detailed information about the dialogue. This exercise has the purpose of listening to identify the nurse's actions regarding the child admitted to the hospital.

The teacher can write numbers on cards from one to six and can give a card to each pair with the objective of identifying the action that corresponds to the number given. Later, the whole group arranges all the actions when the exercise is checked orally.

### **ANSWERS**

Fix the amount of drops.

Control his venipuncture.

Check the hydromineral balance.

Observe his state of consciousness.

Remove the catheter.

Start a bland diet.

Exercise 5 is an information transfer activity that can be developed in small groups. To check this exercise orally, call some students to the front; but to check it in writing, have students exchange sheets of papers for their own checking.

**ANSWERS** in the dialogue transcript.

### **Pronunciation Practice: Word Stress**

The subsection aims at improving students' pronunciation of the language. There are some suggestions about word stress. Have students read the explanation carefully. The teacher here should emphasize on stress in English words.

Exercise 1 is aimed at practicing word stress by repetition. So students listen carefully as the teacher pronounces each word and

they identify the stressed syllable. Students repeat the words after the teacher while checking the answers.

### ANSWERS

**Trolley**  
**Bedpan**  
**Scissors**  
**Syringe(+)**  
**Blanket**

**Suture**  
**Thermometer**  
**Temperature**  
**Band-aid**  
**Hydrochloride**

**Scalpel**  
**Forceps**  
**Treatment**  
**Patient**

Exercise 2, on the other hand, practices stress by letting the students read the words aloud. Students could use them in different sentences as further practice.

### ANSWERS

**Infant**  
**Toddler**  
**Adolescent**

**Fortnight**  
**Handover**  
**Fitness**

**Adolescent**  
**Venipuncture**  
**Ice-bag**

### Professional Practice

Exercise 1 familiarizes students with the terminology related to venipuncture. Students read the information. The teacher answers any question related to vocabulary. If necessary some questions may be asked to check comprehension.

Tips are very important for a good venipuncture, thus avoiding unnecessary complications. They are useful for student or junior nurses in their training and practice.

In exercise 2, students role play to describe the steps for a perfect venipuncture. They should use the sequence markers so the teacher should insist on the use of *first, you should...*, etc.

After that, ... Later, ... Next, you have to ... First, you have to ... Finally, ... Then, you have to ...
---

Exercise 3 is aimed at matching the actions for monitoring an IV site and infusion in column A with their corresponding rationale in column B. It gives opportunities to express relationship between the actions and the reasons for their performance. Students can work individually or in pairs. The teacher can check it orally in class.

**ANSWERS**

A	B
<ol style="list-style-type: none"> <li>1. Monitor IV infusion at least once every hour.</li> <li>2. Inspect site for swelling, pain, coolness, or pallor at site of insulin which may indicate infiltration of IV. This necessitates removing IV and restoring at another site.</li> <li>3. Inspect site for redness, swelling, heat and pain at the IV site which may indicate phlebitis.</li> <li>4. Check for local systemic manifestations that indicate infection is present at the site.</li> <li>5. Be alert to complications of IV therapy.               <ol style="list-style-type: none"> <li>a) circulatory overload</li> <li>b) bleeding</li> </ol> </li> <li>6. Document IV infusion, any complication and patient's reactions to therapy.</li> </ol>	<ol style="list-style-type: none"> <li>4 Poor aseptic technique may allow bacteria to enter the needle or insertion site.</li> <li>5 Bleeding may be caused by anticoagulant medications.</li> <li>2 Needle may become dislodged from vein, an IV solution may flow into subcutaneous tissues.</li> <li>5 Infusing too much IV solution results in an increased volume of circulating fluid.</li> <li>1 Promotes safe administration of IV fluids and medications.</li> <li>6 Provides correct documentation and continuity of care.</li> <li>3 Chemical irritations or mechanical trauma cause injury to the vein and can lead to the development of phlebitis.</li> </ol>

Exercise 4 shows the steps in which the venipuncture is documented. The aim is to recognize the constituent elements in the form for further application to real life situations.

**ANSWERS**

The elements appear in the same order on the card: (1, 2, 3, 4, 5, 6, 7, 8, 9)

Exercise 5 allows students to document the venipuncture in four different cases. They should follow the model card from the previous exercise. Students can be encouraged to provide those elements that are not given in the situation, according to their nursing knowledge. The exercise can be done in pairs and later checked by changing pairs or as a whole class activity.

As follow-up, the teacher can have students discuss what tips would be useful to solve the problems presented in some cases.

This exercise may be set as homework.

### **ANSWERS**

- a) x-gauge x-inch inserted on metacarpial region on first attempt, sodium chloride 0.9% at 40 drops/min. Patient states my IV feels fine.
- b) x-gauge x-inch inserted on second attempt, 500 ml. Sodium chloride at 30 drops/min. Patient is restless.
- c) IV line inserted in cephalic vein of left arm on third attempt, 1000 ml. Dextrose 5% at 15 drops/min. Patient states my IV feels fine.
- d) IV infusion inserted correctly but running faster. Patient sleeping but his arm does not look right.

### **Oral Practice**

In exercise 1 students read and practice numbers using a medicine leaflet. Students have to discuss with their partner the amount of milligrams this medication can be supplied and the dosage for adults.

Exercise 2 allows students to practice prescriptions orally and in writing. As written and oral language differ, the teacher has to emphasize what is written and what is said.

### **ANSWERS**

- a) six twenty –five milligram tablets
- b) two oh point five milligram tablets
- c) two hundred and fifty milligram tablets
- d) ten twenty milligram tablets
- e) four three hundred and twenty five milligram tablets

This is a good opportunity to point out the fact that numbers carry no -s when acting as noun modifiers, i.e., *milligrams* lose the *s*. As it is the case of “X-year-old child”.

Exercise 3 keeps practicing numbers through dosage calculations. The students have to interpret the mathematical problems in order to get the correct calculi. Students work in pairs. They take turns reading the situation and explaining the dosage calculation process.

Useful expressions in doing the task would be ***divided by***, ***multiplied by***. The teacher can also have students use the attached formula for dosage calculation in the appendix of the Student’s Book.

### **ANSWERS**

Dosage Calculation Problems

a) 2 tabs every 8 hours = 6 tabs daily = 42 x 7 days

b)  $32 \times 4 = 128$  mg/ do =  $\frac{1}{2}$  tab

c)  $40 \times 30 = 1200$  mg/day       $1200 / 250 = 4$  tabs

d) 1 fluidram (fldr) = 60 drops = 1 teaspoon.

e) 1 teaspoon = 5 ml

syringe = 5 cc - - - 1 ml = 1 cc

$50 \times 20 = 1000$


$1000 / 4 = 250 = 2$  teaspoons

Exercise 4 is a board game for developing oral skills. Develop the game as a competition, as an activity for the entire class, with the objective of summarizing previous units. The teacher, including the contents already studied, can prepare the questions for each box.

Divide the class in teams and select a leader for each group. The leader will have a card with the questions that correspond to the numbers or symbols in each box. The students who ask for a symbol may have a surprise. The possible surprise could be a punishment suggested by the class, additional points, free card, etc.

Teams can be simultaneously working with their cards and boards, or members from different teams take turns asking cards from their leaders while the other students listen.

The teacher can keep the record of scores of the different teams on the board.

1	2	T	3	4	5		
		13		14	❖		6
♂		15					
12		HOME	17	16			7
11			10	9	8		

**Possible content for the cards:**

Card one: Define the term childhood

Card two: Give the synonym of the words disease, ability and necessity (Answer: illness, skill, need)

Card 1: Give a warning to a hypertensive patient.// Alert a hypertensive patient to the danger of his/her condition

Card three: Give advice to a 25 year-old hypertensive and diabetic pregnant woman who is overweight

Card four: Connect these ideas with and, or, but

The pulse rate is the number of pulsations felt in a minute \_\_\_\_\_ is palpated with the finger pads \_\_\_\_\_ to check it correctly, the patient should be sitting on a chair \_\_\_\_\_ lying in bed.

Card 5: Read these words aloud: Hypertension, palpate, pulsation

Card s: Read these doses : 8 X 25 mg tabs, 6 X 0.5 mg tabs, 10 X 50 mg tabs

Card P: What would you do with a 5 year-old boy whose IV fluid is running very slowly and his arm is edematous and painful?

Card 6: Report this information: A 6 year-old boy with vomiting and diarrhea. Medical diagnosis bacterial diarrhea. IV infusion with difficulties, sodium chloride.

Card 7 : Read this information to your classmate.

Metronidazole 250 mg/tab. 30 mg/Kg/day t.i.d.

Card A : Read this information to your classmate

Phenoxymethyl penicillin suspension 125 mg/ 5ml

Card 8 : Report the case of a patient you have.

Card 9: Read the ending of a professional letter that is addressed to the head nurse of a hospital. You know the position of the nurse, but you don't know the name. What is the correct ending?

Sincerely yours

Very truly yours

Love

Card 10: Report this information

Albert Lucas 10 days old. Dr. Patterson. Medical diagnosis pathologic jaundice. Change of blood. Orders vitamin C, E and A.

Card m : PUNISHMENT ! Go back to number 8. Your team loses five points.

Card 11: Dosage calculation

A boy who suffers from tonsillitis is treated with Cephalexin suspension q. 6 hrs. In a dose of 500 mg/Kg of body weight per day, 100 mg = 1 cc. (Answer: 6 cc)

Card 12: Look for a stethoscope and a sphygmo. Show and explain the steps to check BP.

Card \*:REWARD! You don't have to answer. Your team gets five additional points.

Card 13: Read the salutation of a professional letter that is addressed to the director of a hospital. You know the position of the man, but you don't know the name. What is the correct phrase?

Dear Madam                  Dear Sir                  Dear Johnson

Card ∴: Decision making: A 45 year-old diabetic female has presented high levels of BP that does not decrease with medication. The head nurse of the night shift injected the patient without consulting the doctor. on duty. Was it a right decision?

Card 14: The five "rights" in the nursing practice are : " the right drug, the right dosage, the right patient, the right route and the right time". Do you agree with them. Explain your answer.

Card v SURPRISE ! Multiply the points of your team by two if you pronounce this word correctly: Patient

Card 15: Answer: What do you think a nurse should do if a diabetic patient arrives at the doctor's office with high levels of blood glucose.

Card ∂: A PRESENT FOR YOU! You don't have to answer.

Card 16: A nurse forgot to give the medication to a 2 year-old child who was suffering from shortness of breath and now the child is worse. What would you do in such a situation?

Card 17: When you want to monitor an IV infusion, what steps do you follow? Use sequence markers.



## Writing

Exercise 1 encourages students to distinguish the components of the nursing care plan in context. Tell students that there are different formats for the nursing care plan and that the example shown in this section is one of the possible formats they can find in the literature.

Exercise 2 is a jigsaw text that contains the parts of the nursing care plan. As the information is mixed in each box, students have to select the lines that don't fit with the information in the card. Students can work in teams and in small groups, or can work in pairs.

**CULTURAL NOTE:** Point out to students that dates are expressed differently in American English and in British English. Day/month/year is AmE whereas in BrE it is Month/day/year

## ANSWERS

Card one: 5-5-2001 / 08:00 hrs / Jack Brown, RN

Card two: Ineffective Airway Clearance R / T Thick Secretions / Ineffective coughing patterns

Card three: Normal breathing patterns / Improve cough / Reduce amount of secretions

Card four: Continue Oxygen at 3 l / min per nasal cannula / Monitor respiratory status every 4 hours / check vital signs every four hours / Assess lung sounds

Exercise 3 provides more practice about the content of the nursing care plan. Students have to write the nursing care plan for the patient given.

## ANSWER

Date/Time Signature	Focus	Expected Patient outcome	Nursing Interventions
2/14/99 0800 h (students name)	Potential for infection r/t disruption of skin integrity	Goal is avoidance of infection due to skin dsirruption	Remove suture. Traet skin integrity
2/14/99 1000 h (students name)	Altered nutrition r/t nausea and vomiting	Intake goal is X ml/day	Maintan flui intake Eat high fiber diet Avoid constipation
	Ineffective airway clearance, at pain when coughing	Achievement of airway clearence without pain when coughing	Coughing and deep breating Walking several times per day. Increase exercise as tolerated Rest sufficiently

Exercise 4 provides more practice on the content of the nursing care plan. It also aims at transferring information from notes to the format of the nursing care plan. It develops the ability of writing and of ordering information in the nursing care plan.

**ANSWER**

<b>Date/Time Signature</b>	<b>Focus</b>	<b>Expected Patient outcome</b>	<b>Nursing Interventions</b>
3/3/00 TP, RN	Parenteral knowledge deficit R/T child diagnosed with cystic fibrosis	Parents learn chest physioterapy procedures (chest/postural drainage)	Give pamphlets demosntarte procedure for 30 minutes followed by practice Give emotional support Explain importance of procedures

## *Unit Eight*

### Short of Breath

#### UNIT PLAN

**Getting in touch** presents some aspects related to the topic of asthma, such as symptoms, precipitating factors, treatment, etc.

**Reading** presents a case study on asthma.

**Language Study** practices the real (open) conditional. There is also practice on the imperative pattern to instruct nurses.

**Listening Practice** presents a short text on early morning nursing care. There is also word stress practice.

**Professional Practice** deals with the goals or outcomes in the nursing care plan and their corresponding actions. The section works on the five rights for drug administration too.

**Oral Practice** deals with patient education

**Writing** introduces abbreviations, particularly those in prescriptions and nursing notes.

#### **Getting in touch**

With books closed, introduce the unit by asking students about the most common respiratory disorders seen in the ED (Emergency Department). Point out that it can also be called Emergency Room (ER) in American English.

As a way to introduce the reading, ask students what they know about asthma (kind of disease, symptoms, precipitating factors, and treatment).

#### **Reading**

This text is based on a true story.

In exercise 1, students answer general comprehension questions after reading the text, just skimming information. It can be done individually or in pairs and then checked orally in plenary.

#### **ANSWERS**

a) No, she hasn't      b) No, it hasn't

In exercise 2, students scan certain data of the patient. Students fill in the table according to the reading. Students can work individually and then check their answers with partners.

**ANSWERS**

**Client's name** Ms. Linda Wilson  
**Age** 38  
**Chief complaint** Acute dyspnea  
**Treatment** Albuterol and corticosteroids

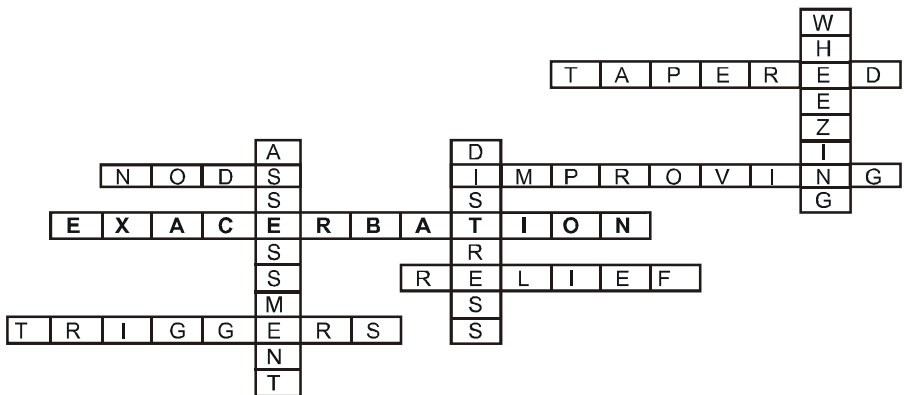
Students read the text again while they answer exercise 3. Ask students to work in pairs.

**ANSWERS**

a) T      b) F      c) T      d) T      e) F

Exercise 4 assesses student knowledge on vocabulary from the reading. It could be done in pairs.

**ANSWERS**



Exercise 5 is aimed at detailed comprehension. Students can work in pairs.

**ANSWERS**

- a) Yes, she is allergic to common molds, plants, animals, and aspirin.
- b) She uses an inhaler and an antihistamine daily.
- c) She is in acute respiratory distress. She is wheezing and she's using her accessory muscles to breathe and has intercostal retractions.
- d) After exposure to a trigger or up to 24 hours later.
- e) Shortness of breath, coughing, wheezing, chest tightness, tachycardia, diaphoresis, etc.

Exercise 6 is post-reading. It demands more detailed comprehension and also students' opinions. It could be done in pairs or small groups.

### ANSWERS

- a) The nurse should interview the patient when his/her condition stabilises and is able to speak normally. Once the patient is not in an acute respiratory distress.
- b) Asthmatic patients show signs of shortness of breath, coughing, wheezing, chest tightness, tachycardia, hypertension, diaphoresis, etc.
- c) If the patient smokes, I would advise him/her to quit smoking. I'd also advise him/ her to cover the mattress, to avoid being exposed to triggers or to eliminate the causative agents.

## Language Study

### Grammar Hints

This subsection deals with open conditional clauses with *may* and *will*.

Explain that these conditional clauses describe imaginary situations which could possibly become real in the future..

Point out the verb in the conditional clause and the verb in the main clause.

In exercise 1, students match the parts of the conditional sentences from the two columns to complete the ideas. It could be done individually and later checked in pairs.

### ANSWERS

1-b,    2-e/f,    3-c,    4-a,    5-d.

For exercise 2, ask students to write the verbs in the correct form to complete the conditional sentences. Students work individually and the answers are later checked in plenary.

### ANSWERS

- a) takes – will worsen                      d) there isn't – will require
- b) is – will ask                                e) will be - fails
- c) will reduce - teach

Exercise 3 demands production. Students complete the conditional sentences with their own ideas. They can work in pairs. Then students can change pairs and compare their answers.

### **POSSIBLE ANSWERS**

- a) "If Dr. Brown rings, I'll give him the message.
- b) I'll administer Ms. Wilson oxygen as ordered if she complains of dyspnea.
- c) "Ms. Wilson, if you take more breathing exercises you will feel better.
- d) The charge nurse will notify the physician immediately if the patient is in acute respiratory distress.
- e) If an old patient stays in bed for a long period of time, he may develop bedsores.
- f) A wound may be infected if the nurse doesn't apply an antibiotic cream on the wound.
- g) Children may miss school if they are exposed to triggers.

### **Communicative Function: Instructing nurses**

The kinds of instructions given by head nurses to other nurses are simple. Yet, the teacher should point out the ways these are expressed.

Students and the teacher analyze the example given.

In exercise 1, students find other examples in the reading. It can be done in pairs and checked orally in plenary. As it is time-consuming you may set it as a written homework.

### **ANSWERS**

- " You don't need your stethoscope to hear her wheezing.
- " You can obtain a more complete history from significant others....
- " Obtain a complete history.
- " Ask her about previous episodes of asthma, .....
- " Determine if she has a family history of asthma.
- " Ask her about known triggers, ...
- " Note whether she has other symptoms, ...

Ask students other ways of instructing nurses on what to do as a way to introduce Exercise 2 which is more demanding, so the teacher can write other useful phrases on the board.

For example:

- Make sure...
- You'd have to ...
- Can you make sure that...
- You might not be able to...
- We'll also need to...

Students work in pairs to prepare the instructions to nurses according to different situations. The answers can be checked in plenary.

### **ANSWERS**

- a) Make sure the patient hears and understands his diet regimen.
- b) Can you make sure that Mr. Hymes is mobilized every 2 hours as instructed?
- c) You'd have to check whether she has a high protein diet.
- d) Make sure that she is taking enough fluids now.
- e) Note if the patient is clean and dry.

### **Listening Practice**

Exercise 1 allows students to write about nurses' daily activities during the day shift, as a way to introduce the listening section. This task could be done individually or in pairs, and later checked orally in plenary.

### **ANSWERS**

- a) ...in the shift handover report.
- b) ...their patients.
- c) ...the a.m. care.
- d) ...early morning care.
- e) Any other answer students might give.
- f) Any other answer students might give.

### **Text transcript**

#### **Early morning care**

Every morning after the patient has woken up the nurse comes to his bed and gives him early morning care. This is what she does. First she offers him a bedpan or urinal, next she puts a table across the bed and gives him a basin with warm water, soap and towel to wash his face and hands. Then she helps him to clean his teeth, if he cannot do this himself. She tides the bedlinen and puts the bed in a

comfortable position. After doing these things she takes the washbasin away and cleans it. Finally, she writes “a.m. care given” on the patient’s chart. In the evening, before the patient goes to sleep, the nurse repeats these actions.

Taken from **Nucleus: Nursing Science**. Longman, 1978.

Exercise 2 is a while-listening task for general comprehension. Students work individually and the answers are checked orally in plenary.

**ANSWERS:** a) i b) ii

In exercise 3 students listen to the tape two or three times to organize the activities the nurse does to give early morning care.

**ANSWERS**

d, c, a, e, g, f, b, h.

### **Pronunciation Practice: Word Stress**

Exercise 1 practices word stress and pronunciation of words mentioned in the tape. Students repeat after the teacher.

**ANSWERS**

**Bedpan**                      **Washbasin**                      **Urinal**                      **Patient**                      **Towel**

**Bedlinen**                      **Offers**                      **Records**                      **Comfortable**

In exercise 2 students write sentences using some of the words from the previous exercise. They work in pairs reading the sentences to each other. The teacher should check word stress and sentence intonation.

**ANSWERS**

Any logical, linguistically coherent sentences

### **Professional Practice**

This section practices nursing care language.

Remind students of Mrs. Wilson’s case. Elicit what nursing care this patient needs and the goals to be achieved.

Exercise 1 is aimed at matching the goals with their corresponding nursing actions. Students work in pairs and they should support their answers.



## **ANSWERS**

Goal 1: a, f, i, k, l.      Goal 2: c, e, h, j      Goal 3: b, d, g.

Exercise 2 has the purpose of developing oral skills. Students have to be creative and use the vocabulary and communicative functions already learned in previous units and sections, particularly to give instructions and advice .

### **POSSIBLE ANSWERS**

- a) You must learn how to breathe correctly. Breathe with your abdomen: push out on inspiration, and exhale by pulling your abdomen in.
- b) These irritants stimulate secretions and they are usually detrimental to asthma, so you should remove them from your environment.
- c) Use the bronchodilator according to the prescribed schedule. If you exceed the prescribed dose you may have serious side effects such as heart irregularities and seizures.
- d) Try to give up smoking. Smoking produces more mucus and promotes airway blockage.

Exercise 3 aims at identifying the five aspects for **right** medication administration. Students can work individually to complete the chart. Answers can be checked in plenary.

### **ANSWERS**

- a) Identify the right patient.
- b) Select the right medication.
- c) Give the right dose.
- d) Give the medication at the right time.
- e) Give the medication by the right route.

Exercise 4 encourages discussion based on the importance of the Five Rights. Provide hints as necessary. Ask students to analyze the situations given and explain the rights neglected in each case. The task can be done in pairs or small groups.

### **ANSWERS**

- a) The nurse didn't administer the medication at the right time. The medication should be given before meals.
- b) The nurse didn't administer the right medication. She didn't check the labels carefully.
- c) The nurse didn't administer the medication to the right patient. She had to identify the patient by name and check the name band

against the patient's medication record before giving him the medication.

#### **NOTE**

**The right patient** means that the medication is given to the patient for whom it is intended. Incorrect identification of patients can occur when a nurse is busy, when patients of similar names are located in the same areas of an institution, and when patient identification procedures are not followed.

Administering **the right medication** means that the medication given is the medication that was ordered and appropriate for the individual patient. The nurse should check the medication label with the medication order.

Administering **the right dosage** means that the medication is given in the dose ordered which is appropriate for the individual patient. The nurse should be alert for clues that suggest that the medication dosage may not be correct, and should double-check medication dosages whenever a patient suggests that the dosage that he or she is used to taking is different from the dose the nurse is administering.

**The right route** means that the medication is given by the ordered route, which should be safe and appropriate for the individual patient. If the route is not specified or seems inappropriate, the nurse should check with the physician to clarify which route should be used. Other actions that help to ensure that a medication is given by the proper route include knowing the usual route/routes of administration of a medication, knowing the safety of administering a medication via the ordered route, and double-checking route administration before administering a medication.

**The right time** means that the medication is given at the time ordered. For instance, a medication may be more effective when given during waking hours, a medication that interacts may need to be given before meals, and a medication that causes gastric irritation may need to be given with meals. Before giving a medication, the nurse should always check the medication record to note when the medication was last administered, and, when necessary, the total number of doses administered.

## Oral Practice

The teacher can start by asking students what they think the nursing care plan for patients with respiratory disorders should include.

Introduce the term patient teaching/education. Let students elicit what they think it refers to and its importance.

For exercise 1, ask students about the necessary topics of patient education in pneumonia. State them on the board.

Divide the class into groups and assign each topic to a group. Promote discussions on what they think each topic consists of. Ask students to report their answers to the rest of the class.

### POSSIBLE ANSWERS

Topics:

**Signs and symptoms** that require contact with the physician: Fever, pleuritic chest pain, shaking chills, dyspnea, tachypnea, and coughing.

**Medications required** on an around-the-clock basis:

- Inform the patient that the doctor usually prescribes antibiotics, such as penicillin or erythromycin, based on the results of the Gram stain sputum.
- Discuss the patient's medication and give directions for taking it.
- Explain the need to complete the entire prescription (7 to 10 days) to prevent a relapse.

Procedures:

- Instruct the patient to sit upright, placing both feet on the floor.
- Let the patient assume a high Fowler's position if he or she remains in bed.
- Tell the patient to take a prolonged deep inspiration through the nose and slow exhalation through pursed lips.
- Stress the importance of effective coughing. It can help the patient expel lung secretions.

**Predisposing factors:** List the predisposing factors for pneumonia (such as exposure to infectious organisms, smoking and pre-existing health conditions) and express ways to avoid or eliminate them at home.

Hydration therapy:

- Promote adequate fluid balance; increase intake of fluid 2 litres per day to loosen secretions.

- “ Consider if the patient has a cardiovascular or renal disorder that prohibits fluid intake.
- “ Inhaling steam is advisable.

Activity:

- “ Urge patients to obtain adequate rest to promote full recovery and prevent a relapse.
- “ The patient may need several weeks before regaining their usual strength, vigor and feeling of well being.
- “ Caution patient that he or she may tire easily, and encourage him or her to alternate activity with rest to conserve his or her energy.

Other care measures:

- “ Urge client to avoid irritants that stimulate secretions (cigarette smoke, dust, etc).
- “ Discuss ways to avoid infecting others.

Exercise 2 is about a case of pneumonia.

Ask students to study the case. The teacher should ask questions to check the students' understanding of Mrs. Williams' case. Some of the questions could be:

- What is the patient's name?
- How old is she?
- Who is her next of kin?
- What brought Mrs. Williams to the doctor?
- Was she admitted to hospital? How long ago?
- What diagnostic procedure did the doctor order to confirm the diagnosis? - Gram stain sputum.

Then, have students use what they discussed in the previous exercise. It can be pair or group work.

**ANSWERS:** Any logical selection of the aspects in the previous exercise that are applicable to the case, expressed in linguistically coherent sentences

In exercise 3 get students to remember ways of explaining and reassuring patients before answering the questions. It can be done in pairs and checked orally later.

### **POSSIBLE ANSWERS**

- a) No, right now you need to cough. Coughing clears your lungs of excess of mucus produced by the infection.

- b) Pneumonia has aggravated your breathing problem; that's why you tire so easily; but it doesn't mean your condition isn't very serious.
- c) Complete recovery from pneumonia may take several weeks. Your body needs time to rest and return to normal; thus you should alternate activity with rest to keep your energy.

In exercise 4 students play roles in a nurse-patient conversation.

The teacher could add different suggestions in cards for different pairs, so that they can work out different dialogues from the basic role-play situation in the book.

Some suggestions might be:

- ◆ Medications: Penicillin G: \_\_\_ to take this drug 1 hour before meals or 2 hours after meals (on an empty stomach).  
 \_\_\_ to avoid fruit juices while taking this medication  
 \_\_\_ need to complete the full course (7 to 10 days) to prevent a relapse.
- Erythromycin: \_\_\_ (as above)  
 \_\_\_ to take the drug with a full glass of water and not with fruit juice.  
 \_\_\_ to take any missed dose within 8 hours.
- ◆ Procedure: Tell the importance of effective coughing. It can help a patient expel lung secretions.
- ◆ Activity: Discuss strategy to alternate rest and activity to promote full recovery and to conserve energy.
- ◆ Other care measures: Ways to avoid infecting others are:
  - ✓ Remind the patient to sneeze and cough into tissues.
  - ✓ Advise the patient to wash their hands thoroughly after handling contaminated tissues.

### Writing

This section practices the use of abbreviations in the medication order, when reporting cases or when writing notes. Good charting is

concise and brief; nurses use partial sentences and phrases. They drop the patient's name and terms referring to the patient, and also use abbreviations (but only those which are commonly accepted).

So, charts for the students' reference and further study are given in Exercise 1.

ANSWERS: q, IM, IV, NPO, BP, c/o, Dx, ST, y/o, FUO, NKA

Exercises 2 and 3 are focused in writing the full version of the cases and abbreviation recognition and production. They also provide incidental practice in reported speech that will be studied in detail in the next unit.

Both exercises could be done in pairs or individually.

### **Answers for Exercise 2**

- a) Assess vital signs every one hour while in distress.
- b) Administer systemic corticosteroid by mouth or intravenously immediately if severe exacerbation.
- c) The prescription states penicillin 20 millilitres for three days.
- d) Give nothing by mouth until bowel movements return, then give progressive diet.
- e) In applying ointment to the eyes, the patient is told to look upward.
- f) For gonococcal infection, irrigate each eye with normal saline solution four times a day.

### **Answers for Exercise 3**

**Case 1:** Mr. Gonzalez, room 513, 37 years old c/o strong pain on return from the theater, 10 mgs morphine IM given with good effect.

Venflon – removed from L hand. TPR and BP recorded ½ hourly.

**Case 2:** 21 y/o male c/o sore throat. No known allergies. Taking no meds. Has approx 2 ST per year. Eating and drinking normally. Was fine until yesterday morning when woke up c ST. Denies fevers, chills, sweats, SOB, or HA.

**Case 3:** TNC given. NPU since admission. At 8 p.m. BP - and PR unequal. Dr. Hall was informed. Pt. seen by Dr. Hall at 8.30 p.m. For burr-holes 10 p.m.

Exercise 4 is designed for homework. Ask students to go to the facilities they are working or studying in and fill in the table according to the information written in their patients' charts. It can be checked in a later session.

## *Unit Nine*

### **Emergency!**

#### **UNIT PLAN**

**Getting in touch** introduces the topic of medical emergencies.

**Reading** presents a magazine article about heart attacks

**Language Study** compares reported speech and direct speech.

**Listening Practice** deals with a conversation in which a doctor explains a graft operation to a patient. There is also sentence stress practice.

**Professional Practice** deals with the goals or outcomes in the nursing care plan and their corresponding actions. The section works out on the five rights for drug administration too.

**Oral Practice** works on getting the right information by asking the precise question.

**Writing** practices the items needed to fill in the patient's history and progress record

#### **Getting in touch**

The two questions here intend to create the mood of the whole unit.

Ask the questions yourself and listen to some of the students. The idea is not to go too deeply into technical knowledge but just to activate the learner's schematic knowledge. Although heart attacks are very common everywhere, do not expect such a direct answer. "Pain" should come out as the most common emergency since it is a symptom shared by many medical conditions.

#### **POSSIBLE ANSWERS**

- **An emergency** is any medical condition presented by a patient and that requires the quick action of the medical, nursing, technical, and/ or paramedical personnel to solve the patient's problem.
- Answers may vary in accordance with the students' schemata, although the most likely answers may cover either common symptoms such as (acute) pain, bleeding, fever, or conditions such as myocardial infarction, asthma, etc.

## Reading

The reading text presents a highly original newspaper article giving a step- by- step description of a heart attack. Ask the students to read the article with the three pre- reading questions in mind (Exercise 1). Set a reading time limit depending on the ability achieved by your class in the course so far. Though vocabulary is not the main objective in this section, explain any word students may have difficulty with.

### ANSWERS

- a) At 5:10pm / While he was sitting in the sauna at the gym.
- b) Noreen / His wife.
- c) In an intensive care unit.

The teacher assigns the True or False exercise (#2) to be done individually. The teacher should emphasize reasons are only given when students say the item is false. Check orally.

### ANSWERS

- a) F He was 51 years old.
- b) T
- c) T
- d) F He took two aspirins first.
- e) F They gave him oxygen / No. It was the paramedics who gave him nitroglycerin.
- f) F He was given morphine.
- g) T
- h) F There was a risk of bleeding.

Exercise 3 is a vocabulary exercise. Although simple because it is just for recognition, it gives learners an insight into the difference between scientific vocabulary and the words actually used by patients. Students match the columns individually and they later check their answers with a partner.

**ANSWERS:** d - b – e – c- a.

Items **a** and **d** in exercise 4 mainly have an educative goal. They tell students how fast the medical system should react to emergencies and the role of nurses in them. Item **b** recycles nursing knowledge but this time as it is spoken in English. Students work in pairs and the answers can later be checked in plenary.



## ANSWERS

- a) It took an hour and five minutes (from 5:10pm to 6:15pm)
- b) A lot of sweating; he was queasy; pain in his chest radiating to the upper left arm, and headache.
- c) Students will answer according to their nursing knowledge.
- d) Because nurses have to take your blood pressure and temperature, and because they always respond to the patients' calls, so they are always moving around.

Exercise 5 consists of post-reading questions that will work as a wrap up of the section. Students work in small groups to discuss the questions. Then the teacher can check the answers in plenary. Give as many students as possible the chance to express their viewpoints.

**ANSWERS:** Any logical, linguistically coherent sentences

## Language Study

### Grammar Hints

This subsection covers a grammatical structure commonly found in everyday speech. Have students notice the difference between what is actually said and the matching reported sentences. The three examples given in exercise 1 include the three most common verbs used in reporting speech (**ask, tell, say**) but they are not the only ones, as exercise two demonstrates. You can tell them that other verbs, such as **recommend, suggest, warn**, etc, are also used in reported speech.

Exercise 2 asks students to identify the direct speech sentences. Students look for the actual words in the reading passage to match the reported sentences given. They can work individually and later check their answers in pairs.

## ANSWERS

- |                       |                      |                       |
|-----------------------|----------------------|-----------------------|
| a) I don't feel well. | a) Get Noreen.       | a) I want to give you |
| b) There is a risk.   | b) What is the risk? | some medication.      |
| c) What do you mean?  | c) There won't be    | b) There is some      |
|                       | any problems.        | chance of bleeding.   |

Exercise 3 fulfills the objective of the grammar point. Students change the sentences into reported speech. It can be done individually or in pairs.

### **ANSWERS**

- a) S/ he said that/ told me the pain was getting better.
- b) S/ he asked me if I could give her/ him an aspirin.
- c) S/ he asked me what the last EKG showed.
- d) S/ he told me/ said that she/ he should get a life insurance.
- e) S/ he asked me when she/ he would leave the ICU.
- f) S/ he said that/ told me she/ he thought she/ he was running a fever.
- g) S/ he asked me if there was a chance of a further heart attack.

Exercise 4 allows students to use the grammatical structure practiced in this section. It will tell the teacher if students have really mastered the grammar point or not. The task could be done in pairs and later checked in plenary.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Listening Practice**

In this section students listen to a doctor who, during a ward round, is explaining to the patient his situation and future management. His talk is about a graft operation. .

Explain what a graft operation is. They should rapidly recognize it is from the nursing knowledge they already have.

Explain that in his words the doctor uses the phrase “starved of oxygen” means “not receiving enough oxygen”.

Before playing the tape, the teacher can begin by asking a set of questions, such as:

Who participates in the daily ward rounds? Who guides them? What do the rest of the people do?

Remind students that one thing nurses do is to listen to the explanations doctors give to patients. Then have students answer the pre-listening question in exercise 1.

### **POSSIBLE ANSWERS**

Because they work together with doctors in taking care of patients. They are the two sides of a coin, so they should know what doctors explain to patients about their conditions, treatment and the like.

Nurses are responsible for direct patient care and should follow the doctor's instructions.

### **Tapescript:**

The diameter of one of your coronary arteries is reduced, so one part of your heart muscle is starved of oxygen and other nutrients. If you don't have an operation, you will continue to have pain in your chest, and you may even have a further heart attack. Before serious damage is done, we must try to improve the flow of blood to your heart. We're going to remove a vein from your leg and use it to repair part of your coronary artery. The chances of recovery are very good and I am confident you'll feel a lot more comfortable after the operation.

Exercise 2 presents students with an "or" exercise which should pose no difficulties. Students listen to the text and choose the correct response. The teacher can check the answers frontally.

### **ANSWERS**

a) coronary      b) chest      c) leg

Exercise 3 is a cloze text. You may need to play the tape two or three times to complete the missing parts. Check the exercise by direct questioning.

### **ANSWERS**

The diameter of one of your coronary arteries is reduced, so one part of your heart muscle is starved of oxygen and other nutrients. If you don't have an operation, you will continue to have pain in your chest, and you may even have a further heart attack. Before serious damage is done, we must try to improve the flow of blood to your heart. We're going to remove a vein from your leg and use it to repair part of your coronary artery. The chances of recovery are very good and I am confident you'll feel a lot more comfortable after the operation.

### **Sentence Stress**

Word stress has been dealt with in previous units and other courses. Now students practice words in the sentence, and how these stressed words are distributed.

The teacher plays the tape so that they can listen to the stress given to the underlined syllables and words. The teacher should give

some examples of the words not commonly stressed. This is important because some languages have syllable stress while English is a time-stressed language. This means that the unstressed syllables between two stressed syllables are delivered at varying speed so as to keep the rhythm, and this is the reason why many students of English as a second or foreign language say that native English speakers “swallow” some words.

In exercise 1, students repeat the sentences after the tape, first in groups, then individually. Check that they imitate the model as closely as possible.

### **ANSWERS**

The sentences are written in the Student’s Book

In exercise 2 the teacher explains the activity and analyzes with the group which words in item **a)** should be stressed and which shouldn’t. Then the teacher reads that item out loud so as to model what he/ she wants students to do.

Students develop the activity in pairs. Each student in the pair will read the other four items and his/ her partner will say whether they were correct or not. Walk around the class, monitoring the activity.

### **ANSWERS**

One- heart- starved- oxygen – nutrients.

a) May – further – heart – attack.

b) Going – remove – vein – leg.

c) Chances – recovery – very good.

d) Feel- comfortable- operation.

In exercise 3, the teacher plays the tape and has students compare what they said with the original recording. If there were problems, ask students to repeat the five sentences after the tape.

As post-listening task, to sum up the section, students work in small groups to discuss the nursing preoperative actions for the patient in the listening text.

### **Professional Practice**

This section deals with two important parts of any nursing care plan process: the identification of diagnoses and the definition of

their desired outcomes, as well as the educative role nurses ought to play. At the same time, the section presents key vocabulary in dealing with myocardial infarctions.

Explain that for exercise 1 in the section they have to be attentive to some words in both the **Nursing Diagnoses** and **the Desired Outcome** information; those words are hints to help students matching correctly.

Students work individually. The teacher checks the exercise frontally, asking students which words helped them do the matching.

**ANSWERS:** d- a- b- c

Exercise 2 is to be done in groups. Tell students they can make notes but the main idea is to be able to say **why** orally. After some time, have students exchange their points of view. Finally the teacher checks the activity frontally.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Oral Practice**

The section in this unit deals with asking questions, something every nurse should know very well.

The Quiz in exercise 1 seems to be a simple, relaxing activity which stimulates the use of the language, but the main goal, however, is to engage students in a task that has proven to be a problem area.

In pairs, students will prepare the questions. Walk around the class, helping the weak students. Then, frontally, ask different students to read out the questions they prepared. See if they are grammatically correct. After that, explain how the rest of the activity will be carried out: they will stand up and work individually with a student from another pair asking and answering the questions. As soon as they complete the activity, they sit down.

To finish, ask students to tell you the answers given during the activity. See if they agree with those answers.

### **ANSWERS**

- What are the most typical symptoms of an M.I.?
- What is the medical term used to refer to “profuse sweating”?
- How do you make the diagnosis? / What’s the nursing diagnosis in this case?

- What is the most useful test for the diagnosis?
- What are the goals of the nursing actions?
- Can you tell us three nursing care actions you perform on patients with an MI?

For exercise 2, go over the **Element of Interest/ Importance** and the matching **Precise Question** in detail. Stress the value of this knowledge for every nurse. Devote an additional time to this subsection: ask students to cover the **Precise Question** column. Say some of the questions at random and ask students to tell you if it is referring to site, radiation, character, etc. Only when you sense they have grasped the point, move on to the role play activity.

**No answer key is needed**

The role-play (exercise 3) should pose no difficulty. Give some minutes for both members to read the information given. Role A could go over the questions in the previous page again while B reads his/ her piece of information. Encourage students to be creative. Then reverse roles.

**ANSWERS:** Any logical, linguistically coherent sentences

**Writing**

This guided writing will help students with future, more challenging activities.

Explain that it is part of a nurse's job to write the Progress Notes on the patient's chart and presented here is the basic information of a patient who suffered from an inferior MI.

Go over each day's notes, explaining any new words (and giving, at the same time, a good pronunciation model). Then, students should analyze how the first sentence was formed, i.e. which words were included to form a grammatically correct sentence.

Tell them the activity is to be done in pairs: first, students should discuss orally the best way to convey the information, and then, write in their notebooks each day's information in paragraph form.

After about 20 minutes, ask an advanced student to come to the board. He/ she will not, however, write his/ her Progress Notes; instead, the teacher will ask the others to dictate to him/her how they connected the prompts given. If each sentence is correct, then the student selected to write on the board will write it there. As there may

be some correct variants, help them choose the most appropriate to keep the most coherent paragraphing.

**ANSWER:**

(This is only a guide of the kind of writing the students may produce)

**December 1:** The patient felt a constricting chest pain while he was lifting a heavy wardrobe. The pain radiated to the left shoulder and arm. He was taken to hospital by an Emergency (department) ambulance. The anamnesis showed that he had had previous, milder heart pains.

On examination a typical fourth heart sound was found. The patient had tachycardia, was very anxious, and had nausea. There was increased jugular venous pressure (or his jugular venous pressure was increased). An EKG was run and showed an inferior MI. He was given oxygen and nitroglycerin. He denied having an ulcer or clotting problems, so morphine sulphate and a dose of recombinant streptokinase were administered intravenously. The patient was taken to the ICU.

**December 2:** The patient is hooked to a monitor and oxygen is (being) delivered by nasal cannula. He is (being) given aspirin and intravenous heparin. His symptoms and hemodynamics are stabilized.

**December 3:** There is no recurrent ischemic pain and there is electrical stability. The patient began to move under observation, following passive- range-of-motion exercises. He sat in a chair twice.

**December 4:** The patient (has) ambulated with a nurse. He took a shower in the wheelchair. The level of supervised activities has (been) increased.

## *Unit Ten*

### **It hurts!**

#### **UNIT PLAN**

**Getting in touch** introduces the topic of pain.

**Reading** presents the management of pain in cases of appendicitis.

**Language Study** presents the contrast between medical terms and layman's equivalents as well as the plurals of words of Latin and Greek origin. It also practices different ways of requests.

**Listening Practice** presents a nurse-patient conversation related to fears and anxieties before surgery. There is also intonation practice of tag questions.

**Professional Practice** deals with the nursing preoperative and the rationales for the different actions. The procedure for dressing a wound is also presented.

**Oral Practice** goes over the aspects of the previous section.

**Writing** works out a dicto-gloss on the topic of asepsis.

#### **Getting in touch**

The teacher gets the students to talk about the statement given and about what "IT HURTS" means to them. Get students to talk about the most common medical problems associated with pain that can be found in the ED. Then the teacher asks them what they know about appendicitis.

These notes will help teachers guide the discussion about the statement.

Pain is a very individualized experience and only the person who is experiencing pain can describe or evaluate it. The meaning of the pain influences the pain experience for the patient, pain threshold, pain perception and reaction to pain.

Numerous factors influence the meaning of pain for an individual, including age, sex, sociocultural background, environment, and past or present experiences. For people, pain can mean:

Harm or damage      -Fatal disease      -Necessary for cure



Complication, such as infection	-Increasing disability	-Punishment for sins
New illness	-Loss of mobility	-Challenge
Recurrence of illness	-Aging	-Appreciation of suffering of others
Something to be tolerated	-Healing	
Release from unwanted responsibilities		

*Pain tolerance* refers to the intensity of the pain that a person is willing to endure before seeking relief. It varies among individuals, some persons maintain a relatively stable pattern of pain tolerance while others have different levels of tolerance depending on the situation. *Pain threshold* refers to the intensity of the stimulus necessary for the person to perceive pain. As with other characteristics, it varies among and within individuals. A sunburnt back has increased sensitivity to pain; damage to nerve endings can block the pain sensation at its origin. Atrophy of nerve endings, degenerative changes in the pain-bearing pathways, and decreased alertness may reduce the perception of pain in the elderly.

People's response to pain is called *reaction to pain*. Some people may be fearful, apprehensive, and anxious, while others are tolerant and optimistic.

There are some factors that influence reaction to pain:

- Meaning of pain to individual
- Degree of pain perception
- Past experience
- Cultural values
- Fear, anxiety
- Age
- Social expectations
- Physical and mental health
- Parental attitudes toward pain
- Setting in which pain occurs
- Usual way of responding to stressors

(Adapted from Watson's & Royle's Medical-Surgical Nursing and Related Physiology)

## Reading

In exercise 1, let students read the text in silence and answer the questions. Later check in plenary.

### **ANSWERS**

- a) No, it isn't
- b) Yes, it is
- c) When the decision to operate is made

Exercise 2 assesses students' understanding and knowledge of vocabulary. It can be done in pairs and later checked in plenary.

**ANSWERS:** a-1, b-3, c-2, d-2, e-3, f-1, g-2.

Exercise 3 deals with more detailed comprehension questions. Students can work in pairs or individually and later compare answers with a partner.

### **ANSWERS**

- a) Yes, there is. Pain plays an important protective role. It helps people to avoid and correct the situation causing pain. It makes people seek for medical help. It provides information that helps doctors in making the diagnosis.
- b) It is described as abdominal pain of the visceral type. At first, it is mild, often cramping and usually lasts from four to six hours and some patients may not note it during sleep. As inflammation advances, the pain becomes somatic, steady and more severe, and motion aggravates it.
- c) The patient's body temperature is usually normal or up to 38° C. A temperature above 38.5° C is a positive sign of perforation.
- d) It is important so that the patient goes to the operation in the best condition possible.
- e) Intelligent and conscientious preoperative nursing care may contribute much to having the patient achieve an optimum condition that favors a satisfactory postoperative progress and minimizes the possibility of complications.

Exercise 4 provides further practice and understanding of the text. Students work in pairs to discuss the answers to the questions. Then pairs can be changed to compare answers with other partners.

## ANSWERS

- a) Patients with appendicitis often complain of anorexia. Nausea and vomiting can accompany appendicitis as well, but not in the great majority of the cases. Fever up to 38° C is not an alarming symptom, although peritonitis must be considered as a possibility with temperatures higher than 38.5° C. Tenderness and rigidity are more noticeable at this stage.
- b) Accept any logical, linguistically coherent sentences regarding reassuring, advising, or comforting.

Exercise 5 allows students to work on some other words from the text. It can be set as homework and later checked.

## ANSWERS

Pain is the result of a stimulus that damages tissue. There are sensory, emotional, and cognitive responses to pain. Although pain is a great source of human misery, it serves as an important protective mechanism. For instance, a right lower abdominal pain warns a person of a possible appendicitis, and urges this person to look for medical intervention; the life of patients with this kind of pain relies on a quick data collection or assessment which will make it possible to select the best treatment.

Pain due to appendicitis is reported as a mild abdominal pain, which is often cramping. When referring to location, the patient points to the epigastrium, but after a few hours it migrates to the right lower quadrant. When inflammation moves to the peritoneal area, any attempt to move increases pain sensation.

Nausea, vomiting and anorexia are not uncommon with pain caused by appendicitis. Fever is a warning symptom of perforation as well as rigidity and tenderness, which are extremely noticeable at this stage.

## Language Study

### The Power of Words

The teacher should point out the appropriacy in vocabulary use while speaking to a colleague or to a patient/relative. That is why, exercise 1 aims at contrasting medical terminology and the layperson's equivalents.

Students could complete the table individually and the answers can be checked frontally.

**ANSWERS**

Movement – motion    cough – tussis    lack of appetite – anorexia  
vomiting – emesis    sensitivity to touch – tenderness  
fever - pyrexia

Then the teacher and students should analyze the boxes with examples of word forming suffixes of Latin and Greek origin. Other examples can be added.

**NOTE**

Greek or Latin plurals are common in technical usage, whereas the regular plural (-s) is used in everyday language.

SINGULAR : Example: **Antenna**

LATIN or GREEK PLURAL: Scientific use **antennae** (In Biology)

ENGLISH or REGULAR PLURAL: General use **antennas** (and in Electronics)

Exercise 2 provides practice on the irregular endings of words of Latin and Greek origin. Students can complete the table individually or in pairs. The teacher walks around, monitoring and helping if necessary. It is important to be careful with the pronunciation of these Latin and Greek endings.

Answers can be checked in plenary (orally or on the blackboard).

**ANSWERS**

- |                        |                       |
|------------------------|-----------------------|
| a) Formula - Formulae  | f) Larva - Larvae     |
| b) Fungus - Fungi      | g) Ovum - Ova         |
| c) Neurosis - Neuroses | h) Testis - Testes    |
| d) Cervix - Cervices   | i) Bronchus - Bronchi |
| e) Alveolus - Alveoli  | j) Rectum - Recta     |

**Communicative Function Making requests (Asking people to do things)**

The teacher should explain the use of the different modals in making requests. Go over examples and notes with students.

Exercise 1 is for recognition of appropriate requests when asking people to do things, particularly the degree of politeness in contrast to commands. It can be done individually or in pairs and checked orally.

**ANSWERS:** A) b B) a C) b D) b

#### **NOTE**

When asking people to do things it is often more tactful to use a request rather than a command.

In speaking, intonation is important. It can change what is normally a polite formula into an impatient command. One way to tone down or weaken the imperative force of a command is to use a rising or fall-rise tone, instead of the usual tone:

Exercise 2 practices the intonation of polite requests. The use of rising or fall-rise intonation makes requests more polite, that is why it is important for the teacher to have students practice these intonation patterns.

#### **ANSWERS**

The sentences correspond to the answers in the previous exercise

Exercise 3 is more demanding, as students have to produce the requests by themselves according to the situations given. It can be done in pairs and later checked in plenary or by changing pairs to compare their answers.

#### **ANSWERS:**

- a) I have your enema ready. Would you lie on your side, please?
- b) I'd like you to roll up your sleeve. I'll check your BP.
- c) Could you raise your hips? If you do that I'll put the bedpan under you.
- d) Would you please take a deep breath?
- e) Can you step on the scale, please?
- f) Open your mouth and stick out your tongue, please.
- g) Now I'm going to insert this tube in your nose. Take a sip through the straw and swallow. Now I need to attach it to your nose.

### **Listening Practice**

Exercise 1 is a pre-listening task that introduces this section. Students can work in pairs or small groups.

**ANSWERS:** will vary and depend on students' feelings.

### **Dialogue transcript**

**Miss Morris:** How are you feeling today, Mr. Kent?

**Mr. Kent:** A little better now, but I still have this pain.

**Miss Morris:** I see. Don't get too worked up about it. It would be better if you tried to rest a little. I'll check your temperature and blood pressure now, and then go and arrange some things for your surgery.

**Mr. Kent:** Will that be all? Aren't you going to give me something for the pain?

**Miss Morris:** I'll talk to your doctor and see what we can do. Try to rest now.

A few minutes later...

**Miss Morris:** Mr. Kent, I have talked to your doctor and he'll have a word with you in a minute. Now let me start you on an IV infusion and...

**Mr. Kent:** Are you going to give me a shot? Why don't you give me a tablet instead? Shots make me nervous.

**Miss Morris:** Calm down, Mr. Kent. It won't hurt you much. The doctor decided to operate on you, that's why the IV infusion is needed. Please, hold out your arm. Are you allergic to any medication?

**Mr. Kent:** No, not that I know of. Miss. Morris, what if I don't want to be operated on?

**Miss Morris:** You are worried about the operation, aren't you?

**Mr. Kent:** Yes, I'm afraid something could go wrong.

**Miss Morris:** Don't be nervous about it, Mr. Kent. Unfortunately, there is no other possible way doctors can sort out this problem. I can assure you the surgeons are very skilled; besides your condition is not that serious.

**Mr. Kent:** But I...

**Miss Morris:** Try to get over it, Mr. Kent. I'll ask your wife to come and be with you. I'll be back in a few minutes.

Exercise 2 assesses students' general comprehension of the dialogue while listening to the recording. Students should work individually and the answers can be checked in pairs or in plenary.

## ANSWERS

- a) Mr. Kent and Miss Morris. / A patient and a nurse.
- b) They are in the hospital. / They are in the (medical -)surgical ward.
- c) They are talking about the patient's health problems, fears, and anxieties.

Exercise 3 helps to develop listening comprehension, and goes into more details. Students will listen to the tape to decide which sentences are true and which are false.

**ANSWERS:** a) T   b) F   c) T   d) F   e) T   f) T   g) F

Exercise 4 is a post-listening task for students to work in pairs and discuss the question given. Pairs can be changed later to continue discussing possible answers. Finally the teacher has different pairs elicit their answers and support their points of view.

**ANSWERS:** Any logical, linguistically coherent sentences

**(Possible answer)** Communicating is a way of being helpful by facilitating interactions that are focused on the patient and the patient's concerns. The purpose is to help the patient express and work through feelings and problems related to his or her condition, treatments, and nursing care. The patient feels cared for and understood.

## Intonation Practice

Exercise 1 gives information on tag questions used in the dialogue. Let students listen to the tape and identify whether the intonation is rising or falling. Go over examples. The teacher can provide more if necessary or elicit them from students.

In exercise 2 students have to produce the tags according to the situations given. Students should work individually. Answers can be checked frontally.

## ANSWERS

- |                |               |
|----------------|---------------|
| a) will he?    | e) is it?     |
| b) aren't you? | f) won't you? |
| c) do you?     | g) isn't it?  |
| d) shall we?   | h) will you?  |

Exercise 3 is devoted to practicing the intonation of tags. Students read the sentences from the previous exercise using the intonation pattern that corresponds. Ask students whether they are sure or uncertain according to the intonation given.

**ANSWERS**

Any logical pattern according to the students' feelings/intentions.

**Professional Practice**

Exercise 1 practices nursing care. Remind students of Mr. Kent's case. Elicit from students the nursing care this patient needs. Then students work in pairs to match the nursing actions and the corresponding rationales.

Take advantage of the use of linking words such as *to, in order to, so as to, so that.*

**ANSWERS:** 1. h, 2. f, 3. a, 4. j, 5. i, 6. c, 7. b, 8. g, 9. e, 10. d

Exercise 2 is a role play. Students work in pairs, then they reverse roles.

**ANSWERS:** Any logical, linguistically coherent sentences according to the situation given and the rationale in the previous exercise.

Exercise 3 aims at practicing the steps for taking care of a septic wound. The teacher asks students to go back to Unit 5 and review the steps to take care of an aseptic wound. Then have students do the exercise, individually or in pairs.

**ANSWERS**

a) It has become septic/infected.

- b) \_\_\_ Close patient's door. Explain procedure to patient.  
\_\_\_ Position the patient comfortably. Expose only wound area.  
\_\_\_ Wash your hands and put on disposable gloves.  
\_\_\_ Remove the dressing from the wound and discard it into a plastic bag.  
\_\_\_ Inspect the incision for bleeding, inflammation, drainage and healing.  
\_\_\_ Dispose gloves, wash your hands, and put on sterile gloves.  
\_\_\_ Gently flush all areas of the wound. Continue flushing until solution draining into basin is clear.



- \_\_\_ Dry wound edges and surrounding skin.
- \_\_\_ Apply a sterile dressing and remove gloves.
- \_\_\_ Secure dressing with tape.
- \_\_\_ Wash your hands again; document procedure and observations.

Exercise 4 provides further oral practice by having students work in pairs to discuss the features of each type of wound and the differences between them.

### **ANSWERS**

Common manifestations of wound infection are redness, swelling, pain, localized heat, purulent and/ or malodorous drainage.

### **Oral Practice**

Exercises 1 and 2 aim at getting information from and giving general information to patients before a surgical procedure. Before starting exercise 1, remind students of the patient interview, which they have already studied, particularly the initial general data in unit 2.

For exercise 1, students can prepare the questions individually. Then can later check them with a partner or in a whole class activity.

### **ANSWERS**

- a) What is your name?
- b) How old are you?
- c) What is your address?
- d) Are you single/married? or What is your marital status?
- e) When did you last eat? or When was your last meal?
- f) Have you been operated on before? or Have you had an operation before?
- g) Are you allergic to any medication? or Are you allergic to (penicillin)?
- h) Do you smoke? How much do you smoke? How many cigarettes a day do you smoke? How much do you drink?

In exercise 2, students can again work individually to make the sentences, but they could work with a partner. One of them makes the whole question the patient would ask and the other answers.

In this way, students continue practicing the question pattern, which is known to be a problem area, and they also sort of rehearse for the following exercise, which is a role play.

**POSSIBLE ANSWERS**

- a) With intravenous access in any surgical patient it is important to provide fluid and electrolyte replacement, also to provide access to administer intravenous medications or a blood transfusion if necessary during or after surgery.
- b) Food and fluids are restricted for any patient receiving general anesthesia. It is important for the patient to have an empty stomach to help ensure safe anesthetic administration and prevent aspiration.
- c) Nasogastric decompression may be necessary for patients who have not been NPO before surgery, due to the sudden onset of their problem.

Exercise 3 is a role-play. Students take roles and later reverse them. Finally the teacher may have some students act out the conversation in front of the class. Select the best pair.

**POSSIBLE ANSWERS:** Any other logical, linguistically coherent questions and answers are accepted

**Role A:**

What time will the operation begin?

How long will it take?

When will I be back to my room?

Where can my family and friends wait during my operation?

How will I be taken to the operating theater? (or operating room)

What type of anesthesia will I be given?

What medications will I be given for the pain after the operation?

**Role B:**

Well, your surgery has been scheduled for (9 a.m.).

The operation won't last long. Appendectomy is a simple procedure. After the operation is finished, you'll be in the recovery room until you are ready for transfer to the ward. // Until you come round from anesthesia.

Your family can stay in the waiting room until you're transferred from the theater to the ward.

You'll be transported in your own bed so don't feel worried; you'll be safe and comfortable. // In your own bed so that you'll feel safe and comfortable.

You'll be on general anesthesia. An anesthesiologist will be in charge of its administration. // This anesthesia produces a sleep-like state so you'll feel nothing during the operation.

You'll be administered a pain medication to control any postoperative discomfort so don't expect to have lots of pain.

## Writing

This section allows students to practice the writing skills learned in previous units.

Exercise 1 is a clustering, the teacher will get from students as many words as possible to provide them with an *appropriate* acquaintance of terms related to the topic. A list of possible words are given.

To preteach some or all the words, the teacher will ask students to define the word **asepsis** as well as the other words.

<b>ASEPSIS:</b>	antiseptic	disease(s)	sepsis
	bacteria	contamination	sterilization
	microbes	infection	wound
	viruses	disinfection	pus
	septicemia		

Exercise 2 is a dicto-gloss. The text will be read three times (the teacher can read it more than three times if necessary) while students look at the words on the board.

In exercise 3, students comment on and/or discuss the topic in small groups; the discussion can be guided through questions.

In exercise 4, students write what they remember about the paragraph. Here students work individually, though they may later compare paragraphs in pairs. They cooperate by providing their partner with information they did not grasp while taking down notes.

Different people focus on different aspects while listening and taking down notes.

In exercise 5, the teacher checks writing by giving the students copies of the text to compare. Flip charts or an overhead transparency could be used to show the original text. Another way of checking is to ask the best student(s) to read what they have written, the rest of the class listen and indicate errors, missing information, sequence problems, or any other difficulty.

### **Text: Asepsis**

Regardless of where they practice, preventing the transfer of microorganisms is a concern of every nurse. Nurses devote time, energy, and talent to develop aseptic practices. These practices include those techniques used to keep objects or people free from microorganisms.

The two major categories of aseptic practice are medical asepsis and surgical asepsis. Nurses practice these techniques to ensure patient safety and comfort and to prevent the spread of infection.

The measures of medical asepsis or “clean technique” include handwashing, gloving, gowning, and disinfecting, while surgical asepsis refers to “sterile techniques”. Sterile techniques are used when invasive, manual or operative procedures are performed.

(Adapted from Ruth Craven and Constance J. Hirnle (1992) *Fundamentals of Nursing*. Chapter 34. Pages 934- 979)

## *Unit Eleven*

### **Reward and Praise**

#### **UNIT PLAN**

**Getting in touch** introduces the theme of the unit (“Reproductive Tract Infections—Management of RTIs among women”), by means of an extract from an article, taken from the Internet, as well as hints on promoting a discussion on the topic.

**Reading** presents a reading text taken and adapted from the WHO Internet WebSite “Improving the management of RTIs among women”.

**Language Study** presents and practices some useful abbreviations and some grammar hints: “-ing” form (gerunds), and special vocabulary related to the theme.

**Listening Practice.** Here there is practice of listening for information about different types of questions used in the nursing interview, presents and practices special vocabulary and practices the pronunciation of some words and special terms.

**Professional Practice** presents and practices the techniques and vocabulary used in making a Nursing Care Plan.

**Oral Practice** presents and practices the techniques and vocabulary and forms used in the nursing interview.

**Writing** introduces and practices writing the Nursing Health History.

#### **Getting in touch**

This section prepares students for understanding, assimilating, and evaluating the information given in the leads and text from Internet. It introduces the main topic of the unit. It can be used to motivate a discussion among students about the topic.

In exercise 1, divide the class into small groups and encourage students to discuss the topics given.

Exercise 2 enables students to become familiar with basic note-taking techniques. The written summary may be read immediately after the discussion

#### **ANSWERS**

1. Any logical and suitable reasoning on the topics given
2. The Summary should be brief and coherent.

## Reading

Go over exercise 1 with students before reading the text. It is basically a true (T) or false (F) exercise to be worked on individually. The teacher checks the answers around the class. Students could be asked to give reasons for the false statements.

### ANSWERS

- a. (T)
- b. (F)
- c. may experience stigma. (X)  
may experience discrimination. (X)
- d. (T)

Exercise 2 is vocabulary practice in a multiple choice exercise for definitions and asynonyms or antonyms. The teacher assigns the exercise and checks the answers orally.

### ANSWERS

- |                    |                |               |
|--------------------|----------------|---------------|
| a). Depend         | b). Competence | c). Avoid     |
| d). Achieving      | e). Disgrace   | f). Encounter |
| g). Characteristic | h). Agitation  | i). Reduced   |

The questions in exercise 3 demand a more detailed comprehension of the text. Students could work in pairs to find the answers in the text. Later the teacher can check the answers orally in a whole class activity.

### ANSWERS

- a) The difficulty faced by women of receiving quality care.
- b) Disruption of relations with primary partner, pelvic inflammatory disease, infertility, ectopic pregnancy.
- c) Developing operational research to improve the management of RTIs among women.

Exercise 4 is a post-reading task. Students can work in pairs or small groups to answer the question given. It can be later checked frontally.

**ANSWERS:** Any logical, linguistically coherent sentences

## Language Study

The objective is to train students in recognising and using these

common and useful abbreviations. Students have already worked on some acronyms in unit 3.

Assign exercise 1. Encourage students to find the abbreviations in the texts. Help with meaning. Students may work in pairs to write what the abbreviations stand for. As follow-up, get students to add others. Check the answers frontally.

### **ANSWERS**

WHO (World Health Organization)

RTIs (Reproductive Tract Infections)

AIDS (Acquired ImmunoDeficiency Syndrome)

STD (Sexually Transmitted Disease)

RHT (Reproductive Health Team)

HIV (Human Innunodeficiency Virus)

In exercise 2, students make sentences using the abbreviations. This could be set as homework and checked in a later session.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Grammar Hints: -Ing forms**

The objective is to make students familiar with and use the most common “-ing” forms (gerunds) in medical and nursing texts, and in communication situations.

The teacher uses the example given to introduce the explanation. The teacher may provide more examples (or elicit them from students) to illustrate the information from the box.

In exercise 1 students should identify whether the –ing form is a gerund or a present participle, thus, whether it functions as a verb or as an adjective. Students work in pairs and the answers are later checked in plenary.

### **ANSWERS**

a) Gerund (as noun)

b) Both present participles (verbs of shortened clauses)

c) Both present participles (verbs of shortened clauses)

d) Gerund (as noun) and present participle(as verb of a shortened clause)

e) Present participle (as adjective)

In exercise 2, students go back to the reading text to find other -ing forms. They should state their function. Here again, students can work in pairs and answers checked in plenary.

### **ANSWERS**

- present participle (as verbs of clauses) = accomplishing / reviewing / conducting/
- meeting / receiving / ranging / having
- present participle (as adjective) = developing
- gerund (or verbal noun) = planning

Exercise 3 allows students to contextualize the forms from the previous exercise. They make sentences individually and then compare with a partner.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Communicative Function: Making suggestions.**

The objective is to have the students practise new forms of making suggestions in common nursing professional situations.

Students read the sentences in silence while the teacher reads aloud and models the pronunciation.

Set the exercise. Students will suggest to the patient what to do, using the expressions given. They must work in pairs and reverse roles.

The empty bubbles are for the teachers to create new hints.

It is assumed, as it is the case in Cuba, that most nurses work in the community. That is the reason why the situations given deal with health problems that can be found in primary health care (community practice). In other countries, however, hospital practice can turn out to be more generalized. Then the exercise does not only have a linguistic purpose but an educational one too.

**ANSWERS:** Any logical, linguistically coherent sentences.

### **Listening Practice**

The objective is to introduce, through a conversation, the special vocabulary related to RTIs; and to introduce different types of questions used in the nursing interview.

Exercises 1 and 2 are pre-listening tasks. The teacher can divide the class into small groups. Students match the definition to the



corresponding disorder and look for the key words that led them to their choice. The teacher later checks the answers to both exercises orally in plenary.

### **ANSWERS**

1 ( b)

2 (sexually transmitted process)

The conversation deals with some specialized vocabulary related to RTIs and the different types of questions used in the nursing interview. (as review from previous units)

The teacher sets the scene and should point out the meaning of “*afternoon duty*” (in Cuba, ‘*visita de terreno*’).

Play the conversation for exercise 3 (Multiple Choice). Check the answers orally.

### **ANSWERS**

a (the neighborhood)

b (to have a conversation with Olivia’s daughter tonight)

c (leukorrhea)

### **Dialogue transcript.**

**Nurse:** Good afternoon, Olivia. How are you feeling today?

**Olivia:** Oh, I’m fine, but I’m worried about my daughter Louise.

**Nurse:** What seems to be the trouble with her?

**Olivia:** She has had a bad discharge from her vagina lately and a terrible pain in her belly. She is really anxious.

**Nurse:** Do you not think it might be better to see the doctor?

**Olivia:** I think she is afraid of suffering from cancer. She had an abnormal Pap smear three months ago.

**Nurse:** Don’t worry. I’ll talk to her tonight. You know Olivia. There are many disorders that may cause these symptoms; such as trichomonas or candidas infections, pelvic inflammatory processes and others.

**Olivia:** Thank you very much, nurse. Now, you can take my blood pressure. I hope it’s normal.

With books closed the teacher can present the conversation line by line, stopping at certain points to explain the new vocabulary. More detailed questions could be asked at this stage, before the role reading.

e.g. What's Louise's problem? Why is she afraid? What diseases could present with the same symptoms? etc

Students may practise the conversation after the tape.

In exercise 4 they role read the dialogue in fixed pairs. They should reverse roles. Then the teacher checks by having some free pairs role read for the whole class. Emphasize pronunciation and intonation.

Exercise 5 is a role-play. Students read the information given in the boxes and prepare their conversations. The teacher gives time and helps with language and vocabulary. Finally, checks mistakes.

**ANSWERS:** Any logical, linguistically coherent sentences.

### Pronunciation Practice. Word Stress

The objective is to present and practise word-stress in polysyllabic words. The (\*) in bold type marks the stress or accent in the pronunciation of medical words and terms. The teacher may avoid overteaching pronunciation; he/she may focus on practising word-stress in sequences of words within sentences and statements.

First, model the pronunciation using the examples given. Then, you can provide more examples.

In exercise 1, students listen to the words and write them in the correct column. The teacher checks answers.

**NOTE:** The word *discharge* can be **dis**charge meaning 'ending hospitalization' (Sp: alta hospitalaria) or **dis**charge meaning 'secretion'.

### ANSWERS

( <u>+</u> +)	(+ <u>+</u> )	(+ <u>+</u> +)	<u>+</u> + +)	(+ + <u>+</u> )	(+ <u>+</u> +)	(+ + <u>+</u> +)
		DIAGNOSIS				REPRODUCTIVE
TREATMENT						
		INFECTIONS				
			VAGINAL			
DISCHARGE	DISCHARGE					
				MISDIAGNOSED		
					DISRUPTION	
						INFLAMATION
	DISEASE					

In exercise 2, students listen to the words from the list and underline the stressed syllable. They do the task in pairs. Then, they practise reading the words to each other. Teacher helps and corrects mistakes.

### **ANSWERS**

asymptomatic

deteriorate

recommendation

management

accomplishing

developing

demonstrated

discrimination

Students write sentences in exercise 3. They can do the task in pairs reading the sentences to each other. Teacher helps and corrects mistakes. The exercise could be set as homework.

### **ANSWERS**

Any logical, linguistically coherent sentences.

### **Professional Practice      Nursing Care Plan**

The objective is to present a comprehensive model of a Nursing Care Plan which will help students to apply their skills to two given medical cases or nursing situations. The teacher leads a brief comment on the information given in the Chart (Components of a Comprehensive Nursing Care Plan), including the study of the situation given.

In exercise 1, the teacher should go over the sample with students, particularly concerning vocabulary and abbreviations although most of them have already been introduced in previous units. E.g. I & O = input and output

Assign pair work for exercise 2. Students will read the cases and make the corresponding nursing care plans for each case. The class could be divided in half so that each part works on a case. If time runs short, students can work on the first case and the second case could be set as homework. The teacher helps with vocabulary and checks the exercise.

### **ANSWERS**

#### **The corresponding nursing care plan.**

Consider the way in which students apply their skills in making a comprehensive nursing care plan, according to the information they get from the cases given.

## **Oral Practice      The Nursing Interview.**

The objective is to have the students practise the different types of questions and the special language used in the nursing interview to elicit the information needed. This section provides practice in the special vocabulary, language and professional situations to help students achieve the desired goal.

The teacher comments with students on the information given in the Chart.

For role-play 1 students analyse the situations given and do the tasks. The teacher should explain *lab work* meaning 'lab study/lab tests', and *void* as a technical term for 'urinate'

- (1). Students prepare and do the nursing interview using the information given above.
- (2). Students explain the different items (a, b, and c) to the teacher.

Role-play 2 follows the same procedure as in Role-play 1.

### **ANSWERS**

The Nursing Interview.

Consider the way in which students apply their skills in eliciting information from patients, using the different types of questions and the given situations.

### **Writing**

#### **Writing a Nursing Health History.**

The objective is to introduce and practice writing the Nursing Health History. The teacher comments on the nursing history as a professional technique to obtain subjective data about the effects of the illness on the patient's daily functioning and ability to cope; data about all the patient's basic needs, not just the biological ones. The specific content of a nursing history varies in different settings and with different nursing models. The teacher may talk about the general content of a nursing health history.

Assign exercise 1. Students may work in pairs or in small groups.

The teacher checks the answers of some pairs or groups, correcting possible mistakes.

Assign (2). You can do it in class, or give as homework, depending on the time available. If you set it as homework, encourage the students to do it individually and to hand it in a sheet of paper the next session. If so, the teacher takes them in to check them and do the possible corrections.

## **ANSWERS**

Writing a Nursing Health History.

Consider the way in which students apply their skills in writing the nursing health history, using the given situations.

## *Unit Twelve*

### **Outbreaks in the Tropics**

#### **UNIT PLAN**

**Getting in touch** introduces the theme of the unit (Tropical Diseases- Dengue) by means of a map (taken from Internet), as well as hints to promote a discussion on the topic.

**Reading** presents a text taken and adapted from the WHO Internet WebSite.

**Language Study** practices the suffixes –ly and –ic and vocabulary related to the theme.

**Listening Practice** provides listening for information in a doctor-patient interview (Malaria), and also practices the pronunciation of some words and special terms.

**Professional Practice** presents and practices the techniques and vocabulary used in the physical examination.

**Oral Practice** presents and practices the techniques, vocabulary and forms used in Change-of-shift Reports (*Shift Handover Reports*).

**Writing** presents and practices writing Nursing Orders (nursing actions, interventions, measures, or strategies).

#### **Getting in touch**

This section prepares students to understand, assimilate, and evaluate the information given in the leads and text from Internet. It introduces the main topic of the unit. It can be used to motivate a discussion among the students about the topic.

Divide the class into small groups and encourage students to answer the questions and to discuss world distribution of dengue outbreaks as shown in the map. The teacher walks round the class helping and correcting. Then check the answers from the different teams in plenary.

#### **ANSWERS**

Any logical and suitable reasoning expressed in linguistically coherent sentences.

#### **Reading**

Students answer the question in exercise 1 and support their answer. This task could be done in pairs and later checked frontally.

## ANSWER

No plus any logical and suitable reasoning.

Students match the elements from the table columns in exercise 2. Use this task to introduce the theme of the reading and to pre-teach any vocabulary.

## ANSWERS

(1.c)      (2.a)      (3.b)

After a somewhat quick reading, students can go back to exercise 1 to confirm their initial answers.

## ANSWERS: “second round” of pre-questions

- There is DF (dengue fever), DHF (dengue hemorrhagic fever) and DSS (dengue shock syndrome)
- No. It’s, on the contrary, more frequent in developing countries. It is typical of the tropical and subtropical regions of the world.

Students do exercise 3 (true (T) or false (F)) after reading the text again. Check answers around the class.

## ANSWERS

a) (T)      b) (F)      c) (F)  
d) (F)      e) (T)

## CULTURAL NOTE

*‘The Americas’* for the WHO means North America (Canada, the USA and Mexico), Central and South America. That is to say, more geographically speaking than culturally, socially or historically. Therefore the division between North America and Latin America is considered by other organizations such as the UN,

The teacher sets exercise 4. Students answer the questions. It can be done in pairs. The teacher checks the answers orally.

## ANSWERS

- In Africa, the Americas, the Eastern Mediterranean, South-East Asia and the Western Pacific
- In 1981
- Rapid expansion of urbanization, inadequate supply of piped water supplies, increase movement of human populations within and

- between countries, and further development and spread of insecticide resistance in the mosquito vector populations.
- d) Because a vaccine has not been developed and there are 4 serotypes that can cause the disease.
  - e) The only method that has proved to be efficient is to combat the mosquito vector in domestic and natural containers.
  - f) Establishing a surveillance of vector density and disease transmission, developing selective and sustainable vector control, ... etc.
  - g) Any logical answer.

## Language Study

### Word Formation

The objective is to train students in recognising and using these common suffixes (–ly and –ic) in scientific and medical texts.

After going over the examples in the book, move to exercise 1. Encourage students to find the words ending in –ly and –ic, that are functioning only as adverbs and adjectives. Help with meaning. Check on the board.

### ANSWERS

#### Adverbs (-ly)

frequently  
hepatomegaly  
steadily  
dramatically  
etc.

#### Adjectives (-ic)

haemorrhagic  
hypovolaemic  
endemic  
epidemic  
etc.

In exercise 2, students will form adverbs (adding the suffix –ly), and adjectives (adding the suffix –ic), where appropriate. They can work in pairs. Check answers from the pairs.

**NOTE:** Make students aware that adverbs expressing time frequency are formed from nouns, not from adjectives (*month - monthly*). The same as with *year, week, hour*



## ANSWERS

### Words

Strategy

Rapid

Syndrome

Anxious

Metabolism

Month

### Adverbs

rapidly

anxiously

monthly

### Adjectives

strategic

syndromic

metabolic

In exercise 3, students can work in pairs again to write sentences with each of the new words that they have already formed. Answers can be checked on the board.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Communicative Function: Instructing people how to do things.**

The objective is to have students practise new forms of giving instructions in common nursing professional situations.

First students may read the information in silence or the teacher may read it and discuss it with students. In this way, the teacher models the pronunciation of the phrases in the box.

For exercise 1, using the expressions given in the box, students will write instructions for people living in a tropical country on how to combat the vector mosquito (*Aedes aegypti*) —as the best method of preventing the transmission of dengue. Students should work in pairs. The teacher can check the answers in plenary.

**ANSWERS:** Any logical, linguistically coherent sentences

In exercise 2 students write down instructions on how to prevent a dengue shock syndrome in those patients with dengue fever. This will prepare them for the role-play. Answers can be checked by having students read their sentences to each other, or frontally.

**ANSWERS:** Any logical, linguistically coherent sentences

Exercise 3 is a role-play. Students use previous information to prepare themselves for the role-play. They play the roles and reverse them.

The teacher helps students with vocabulary and special language and later checks the exercise.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Listening Practice.**

The objective is to introduce, through a dialogue, the special vocabulary related to Tropical Diseases; and to motivate discussion on the main topic of the unit.

Exercise 1 is a pre-listening task. Encourage students to talk and discuss the given statements

Optionally each student can write a sentence related to the heading of the unit. The teacher may write 5 or 6 sentences on the board and have students discuss their opinions.

The teacher sets the scene for the dialogue, in which a doctor interviews a patient with malaria.

**ANSWERS:** Any logical reasoning is accepted

### **Dialogue transcript**

**Doctor:** Good morning. What seems to be the trouble?

**Mr Jones:** I just don't feel well since I came back from my trip. I have had headaches; I was sick; I had fever, and my urine is so dark. I'm very worried.

**Doctor:** Where did you go?

**Mr Jones:** I went to Thailand, Singapore, Indonesia and Bangladesh.

**Doctor:** When did you come back?

**Mr Jones:** Under three weeks ago.

**Doctor:** How often does the fever come on?

**Mr Jones:** Every two or three days.

**Doctor:** Any rash?

**Mr Jones:** No.

**Doctor:** What about contact with hepatitis?

**Mr Jones:** I don't think so.

**Doctor:** What vaccines did you have before you left?

**Mr Jones:** Typhoid, paratyphoid, cholera, and a polio booster, I think.

**Doctor:** Nurse, please, prepare the patient for the physical examination.

(Adapted from List. Pract. A, Unit 8 "Tropical Diseases" in *Medicinally Speaking*)

The teacher plays the dialogue once for students to answer the questions in exercise 2.

Answers can be checked in plenary.

**ANSWERS**

- a) Two
- b) The doctor and the patient
- c) Interviewing the patient

In exercise 3, students listen to the dialogue again to do the multiple choice exercise. The teacher checks the answers frontally.

**ANSWERS**

- a) Fever, headache and nausea
- b) Asia
- c) Poliomyelitis

The following exercises are post-listening ones.

In exercise 4, students talk about the different vaccinations, and the teacher can even have them talk about the nurse's role in vaccination campaigns. Students work in pairs and later change partners to discuss the answers.

**ANSWERS:** Any logical, linguistically coherent sentences

**SCHEDULE OF ROUTINE IMMUNIZATION IN CHILDHOOD AT PRESENT RECOMMENDED IN CUBA**

VACCINE	DOSE	BOOSTER	AMOUNT	VIA
BCG	<i>Newborn before leaving hospital</i>		0,05 ml	ID
<b>HBV</b>	1 <sup>st</sup> 12-24 h after birth			
	2 <sup>nd</sup> <i>one month</i>	<i>At twelve months</i>	0,5 ml	IM
	3 <sup>rd</sup> two months			
DPT	4 <sup>th</sup> six months			
	1 <sup>st</sup> three months			
	2 <sup>nd</sup> four months	At seventeen months	0,5 ml	IM
VA-MENGOC-BC	3 <sup>rd</sup> five months			
	1 <sup>st</sup> three an a half months		0,5 ml	IM
MMR	2 <sup>nd</sup> five and a half months			
	Twelve months		0,5 ml	SC
DT		5-6 years (one dose)	0,5 ml	IM
<b>ANTI-TYPHOID</b>	1 <sup>st</sup> & 2 <sup>nd</sup> at 9-10 years	1 <sup>st</sup> 11-12 years	<i>0,5 ml initial dose</i>	SC
		2 <sup>nd</sup> 15-16 years	1,0 ml booster	
<i>Tetanus Toxoid</i>		1 <sup>st</sup> 13-14 years	0,5 ml	IM
		< 52 every 10 yrs > 52 every 5 yrs		

(English for 4<sup>th</sup> Year Nursing Students (2<sup>nd</sup> Semester), 1999)

For travellers to or from tropical areas, the vaccination card against Yellow Fever is compulsory.

Other tropical diseases require prophylactic treatment.

For example, Malaria: Four 500mg tabs daily X 3 days of chloroquine & one tab of primaquine daily for 7 days.

In exercise 5, students read the paragraph in silence while the teacher reads it aloud, modelling pronunciation and intonation. The teacher answers any question that may arise. Then, the teacher promotes a discussion around it. Students may work in small groups or the discussion can be done as a whole class activity.

If time runs short, it could be set as a written homework and later collected to be checked.

**ANSWERS:** Any logical, linguistically coherent sentences

Exercise 6 is a role-play. Get students to read the instructions for each role. Let them work in pairs. The teacher walks round the class helping and correcting. Some pairs can be asked to dramatize in front of the class.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Pronunciation Practice.**

The objective is to continue (unit 11) practising word-stress in polysyllabic words.

In exercise 1, the teacher models the pronunciation of the words in the box. Then, you can provide more examples. Students listen to the words and repeat.

#### **Words**

**Urine**

**Fever**

**Hepatitis**

**Typhoid**

**Paratyphoid**

**Cholera**

**Malaria**

**Tetanus**

In exercise 2, students write sentences with some of the words and read them to a partner. The teacher helps and corrects mistakes.

**ANSWERS:** Any logical, linguistically coherent sentences

## Professional Practice

### Physical Exam.

The objective is to present a comprehensive model of physical examination techniques which will help students to apply their skills to any medical or nursing situation. The teacher leads a brief comment on the information given.

In exercise 1, students read the case and choose the correct item.

The teacher checks the exercise orally.

**ANSWER:** (d)

For exercise 2, students work in pairs and decide which questions they ask to elicit information for each of the criteria of the physical examination.

#### **SAMPLE ANSWERS:**

**Onset:** When did the pain begin?

**Quality:** What kind of a pain is it? What is the pain like?

**Intensity:** Is it a mild pain? Excruciating?

**Frequency and duration:** How long have you had this pain? Does it come and go?

**Aggravating or alleviating factors:** Does anything make it worse (or better)? How do you get relief?

**Associated factors:** Is there anything that makes the pain come on? Do you feel anything else? Is it the same at day and night?

**Course:** Has the pain stayed in that one place? Has it become better (or worse)?

Before setting exercise 3, the teacher may go over the parts of the body.

Then students work with a partner, and prepare the guide to a physical examination for a patient who has just arrived at the ER, presumably suffering from dengue fever. They refer to the example given.

<p><b>NOTE:</b> Teachers may consult Barbara Bates' <i>A Guide to Physical Examination</i>, Ed. Rev. 1986</p>
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**Optionally**, some pairs may be encouraged to dramatize in front of the class. Going over previous units, some others may describe the steps of certain examination procedures (vital signs, for example) and others could express the rationale.

ANSWERS:

Any logical, linguistically coherent sentences according to their nursing knowledge.

Consider the way in which students apply their skills in doing the physical exam with the information they are given.

### **Oral Practice      Shift Handover Reports**

The objective is to provide students with fluency practice in a nursing context; raising awareness of ways of reporting at the change-of-shift or shift handover.

The teacher should take advantage of students' knowledge on this topic. Students know it in their mother tongue, besides they dealt with it in unit 6. So have them elicit most of the information. The teacher helps with "how to say it in English" providing further, more production tasks.

The following notes should help the teacher when going over the different aspects of the report with students.

Nurses use oral reports to communicate nursing interventions and patient status. Oral reports are also given when a patient is transferred from one unit to another (e.g., from the ER to the medical floor), at a change-of-shift, and when family members request reports of the patient's condition. A *change-of-shift report* is given to the on-coming nurse by the nurse who has been responsible for the patient. Reports are usually given in a meeting, on ward rounds, or on audiotape.

The oral reports use the Kardex and nursing care plan as a basis for the information to be included. The listener also uses the Kardex as a guide to clarify information given by the previous nurse and to fill in the details of the routine.

A shift handover report generally includes:

- **Basic identifying information for each patient.** (Name, age, and room number, medical diagnosis or reason for admission, admission date, and physicians)
- **A description of the patient's present conditions.** (Significant measurements)
- **Significant changes in the patient's condition.** (Report both deterioration and improvement in condition, i.e., "At 1400 her blood pressure was 150/94; baseline was under 130/30 until that time")
- **Progress in goal achievement for identified nursing diagnoses.** (e.g., "Mrs. Martin is at risk for Impaired Skin Integrity. We are presently meeting our goal of intact skin")
- **Results of diagnostic tests or other therapies performed in the last 24 hours.** (e.g., "Blood cultures were negative.")
- **Significant emotional responses.** (E.g., "She has been crying since she was told she won't be able to go home")
- **Description of invasive lines, pumps, and other apparatus.** (E.g., Foley catheter)
- **Description of important activities that occurred on your shift.**
- **Description of care the on-coming nurse needs to do.** (E.g., "Her bed still needs to be changed."). Include laboratory and diagnostic tests and preps that the on-coming nurse should do or special observation that she should make (e.g., "She is scheduled for surgery in the morning, and should be NPO after midnight.")

**Example of report:** "Her respirations are slow, and she has weak cough effort. I helped her turn and cough hourly. Her lungs are clear, but she still does not deep breathe well. You should continue to have her cough and deep breathe hourly unless you see improvement."

This section is developed by means of a group work.

The teacher uses the questions to elicit information from students and motivate them. Then he/she divides the class into two groups. One group is the off-going shift and the other is coming on; then viceversa.

Each group prepares a report for the other, to enact the role-play. Give out Cards A to one group and cards B to the other. Students

work in their groups reading the cases to understand, then selecting the information they think appropriate for the shift report.

The teacher helps with comprehension problems and checks the accuracy of the handover notes.

**ANSWERS:** Any logical, linguistically coherent sentences according to the cases given

Consider the way in which students apply their skills in making the oral handover reports, using the given situations.

### **Writing Nursing Orders**

The objective is to introduce and practice writing the Nursing Orders.

#### **Note:**

Nursing interventions are the activities and behaviour performed to change present client/patient responses to the desired responses described in the outcomes.

Nursing activities may be something you do for the client/patient or something you help him/her to do for him/herself.

The teacher comments on the information in the box and clears up doubts if necessary. Students read it silently. The teacher may elicit other examples from students.

In exercise 1 students may work in pairs or in small groups. Teacher checks the answers of some pairs or groups, correcting possible mistakes.

Set exercise 2. It can be done in class or set as homework, depending on the time available.

If set as homework, encourage students to do it individually and to hand it in on a sheet of paper in the next class. If so, the teacher collects all the sheets of paper to check them and do the possible corrections.

**ANSWERS for exercises 1 and 2:** Any logical, linguistically coherent sentences

Consider the way in which students apply their skills in writing nursing orders, using the given situations.



## *Unit Thirteen*

### A Look Back, A Look Ahead

#### UNIT PLAN.

**Getting in touch** introduces the vocabulary and the theme of alternative medicine.

**Reading** is a journal article dealing with the topic of the unit, which is Alternative Medicine

**Language Study** practices the compounds, vocabulary related to the unit and practices forms of making generalisations and recommendations.

**Listening Practice** deals with listening for information about Alternative Medicine and practices the pronunciation of some words.

**Professional Practice** practices the vocabulary used to assess a family.

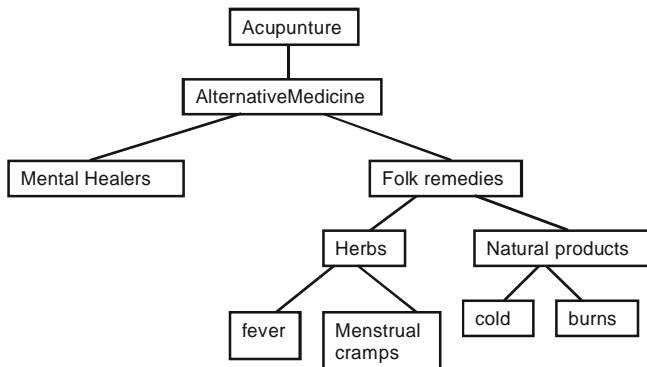
**Oral Practice** introduces and practices how to lead an educative talk

**Writing** introduces and practices some elements to prepare a biomedical poster.

#### Getting in touch.

To begin this section we suggest using a semantic map. This exercise prepares students to understand, assimilate, and evaluate the information to be read. By means of this map the teacher is going to group the students' ideas in introducing the major theme in general semantic categories or in categories that reflect the organisation or content of the article to be read.

#### Possible map:



Optionally, the teacher can provide any other exercise to diagnose students' knowledge on the topic and practice or introduce vocabulary as well as to motivate them to begin the reading activity.

In exercise 1, students look at the pictures and answer the question in pairs. The answer can be checked in plenary.

**ANSWER:** Any logical, linguistically coherent sentences

Exercise 2 is used to pre-teach some words that are necessary to understand the text. Students match the words with their definitions individually or in pairs. Then answers can be checked frontally.

**ANSWERS:** e-1, d-2, c-3, b-4, 5-a

### **Reading**

In exercise 1, students read the article quickly, silently, to suggest a title. The different answers are discussed orally.

**ANSWER:** Any logical title

For exercise 2, students read the passage again and either individually or in pairs, decide which sentences are true and which are false.

Check students' answers in plenary. They should give reasons for the *false* statements.

**ANSWERS:** T, F, T, T

For exercise 3, students read the text in more detailed to find the different words as instructed. Students can compare the answers with a partner. The teacher checks the answers around the class.

**ANSWERS**

a) Retain      b) Avoidance      c) Assessing      d) Furthermore

In exercise 4, students complete the categories of the self-care treatment. The teacher can follow the same procedure as in the previous exercise.

**ANSWERS:** Reasonable answers according to the text

For exercise 5, divide the class into three or four groups to discuss the author's opinion in paragraph 7. Check any individual experience.

**ANSWER:** Any logical, linguistically coherent sentences

Either in the classroom or as an out-of-the-school activity, you may have students work on folk remedies of their geographical areas or self-care practices transmitted from older generations. It could be designed just as a teaching task or a project work to be later presented orally or in poster form (writing in this unit).

## Language Study

### Grammar Hints

This subsection practices the use of the definite and indefinite articles (*a/an/ the*)

In exercise 1, students read the examples to familiarize themselves. Give some time.

Before students move on to the next exercise, check that they understand the examples very well. Explain whatever is necessary. According to the class, the teacher may add more information.

Students fill in the blanks with the appropriate article in exercise 2. Check students' answers around the class.

### ANSWERS

Self-care is defined as **the** practices a lay person uses on his or her own behalf in health promotion.

Primary health care is **an** integral part of **the** contemporary health care system.

Cover **the** boil with axle grease 3 or 4 times **a** day.

**The** patient is suffering from **an** acute asthma attack.

**The** nurse must ask pertinent questions during **the** assessment.

**A** nurse must ask pertinent questions during **the** assessment.

The teacher assigns exercise 3 and checks the answers orally. It may also be set as homework to be checked orally in the following session.

### SAMPLE ANSWERS

Self-care can be used by **a** person...

...holistic nurses need to be familiar with **the** origins of folk remedies...

**The** traditional Western Medicine model..., etc

## Word Formation Compounds

This subsection practices the use of compounds.

The teacher should give students time to study the examples. The teacher explains more if necessary and may provide other examples to clarify the topic.

For exercise 1, according to the text, students match the elements in column **A** with those in column **B** to form compounds. Then students compare answers with a partner.

Check students' answers around the class.

### ANSWERS

- health promotion
- self-care
- healing practice
- physical ailment
- life transition

Students write sentences with the compounds from the previous exercise. The teacher can check students' answers around the class or frontally.

**ANSWERS:** Any logical, linguistically coherent sentences

## Communicative Function Giving and Getting Opinions

Go over the information in the box and the examples of useful phrases to give and get opinions.

Students work in pairs to find out each other's opinions and the reasons for those opinions about one topic. After about 5 minutes discussing the topic, they are told to stop. Then one member of the pair should switch to a new partner and go on to the next topic.

The teacher should encourage students to use the given phrases.

**Hint:** Try to take an adversarial role, that is, play the "devil's advocate" once in a while to keep the discussion lively.

**ANSWERS:** Any logical, linguistically coherent sentences according to the topics given

## Listening Practice

Exercise 1 is a pre-listening task to lead students into the topic. They quickly read the letter and its response to give their opinion about it.

The teacher should set the scene before playing the tape.

**Suggestion:** A brief talk about alternative medicine was given in a radio program two days ago. Listen to it and answer the exercises.

**Text transcript:** Alternative Medicine

### **PART ONE**

*Alternative medicine* is any form of health care that is not provided by *conventional doctors and nurses*—that is, those who are officially registered. In many countries, alternative medicine is the traditional, old-fashioned health care which is provided by *local healers*.

There are hundreds of different *alternative therapies*. Some, like the ancient Chinese **acupuncture**, which often relieves pain without any *side effects* at all, are based on ancient traditions. Others, like certain types of **psychotherapy**, are very new. Why are they becoming so *fashionable*? There are several reasons. First, patients are now questioning the usefulness of *conventional medicine*. Today, they are realising that some treatments in conventional medicine do not work.

### **PART TWO**

Conventional doctors are not very successful at treating back pain. If the patient has a “*slipped disc*”, surgery can sometimes help. But most back pain is not caused by slipped discs. It is often caused by bad posture, or by tension in the muscles of the neck and back. Therapies such as the **Alexander technique**, which teach the patient better posture, can *relieve* the symptoms and cure the *underlying cause* of the pain. Sometimes back pain is caused by a minor irregularity of the vertebrae. When the bones do not lie exactly in line, **manipulation** (a technique of pushing the soft tissues or the bones back into place) is used. There are many forms of manipulation, ranging from very gentle techniques to powerful ones. Gentle techniques include the many different **massage** therapies. **Osteopathy** is the more powerful therapy where the patient can hear a “click” when his bones go back into place. **Chiropractice** is another manipulative therapy.

### **PART THREE.**

A second reason why people are turning to alternative therapies is that *conventional treatments* can have serious side effects; traditional acupuncture heals without side effects.

**Biofeedback** depends on adjustment within the nervous system and in hormones which control blood pressure.

**Homeopathy** is another therapy, which does no harm. In theory, a *homeopathic remedy* works by causing a *mild, artificial illness* which stimulates the patient's own natural *healing* response.

A third reason why alternative medicine are becoming more popular is that most of them are based on the principle of **holism**- that is, treatment of the whole patient. The philosophy behind *holistic medicine* is that all parts of a healthy body work in harmony, the whole body is in harmony, the whole body is in harmony with the mind.

A final reason for the popularity of alternative medicine is that most *alternative therapists* give the patient more time than conventional doctors do.

(Taken and adapted from **Medicine Today** by Trisha Greenhaig. Longman 1993.)

In exercise 2, students listen to grasp the general idea of the complete text. Depending on the class level, it may be necessary to play it twice. Check the answer orally.

**ANSWER:** The author is in favor of alternative medicine

There are many reasons:

- Conventional doctors are not very successful at treating back pain.
- Conventional treatments can have serious side effects.
- It is based on the principle of holism.
- Alternative therapists give the patient more time than conventional doctors do.

For more detailed comprehension, the following exercises deal with parts of the texts. The teacher can play the tape once or twice in each part to answer the exercises.

Exercise 3 is for part one. Students answer the true or false exercise. Answers can be checked frontally. The teacher could ask students to give reasons for the false answers.

**ANSWERS:** a)T, b)F, c)F.

Students answer questions about the second part of the text in exercise 4. Students can check answers with a partner while the teacher checks around the class. Answers can also be checked in plenary.

## ANSWERS

- a) Alexander technique and manipulation.
- b) Osteopathy and Chiropractic.

In exercise 5, students take down notes while listening to part three.

## ANSWERS

- Serious side effects of conventional treatment.
- Principle of holism. The whole patient. A healthy body works in harmony. Body in harmony with mind
- More time.

After checking the answers, the teacher can promote a brief oral discussion around the topic as a post-listening task. This also leads to exercise 6

Exercise 6 is for students to give their opinions about the topic in writing. If time runs short it can be set as homework, or started in class and have students finish it at home.

**ANSWERS:** Any logical, linguistically coherent sentences

**Optionally** students can write a letter to a newspaper with their opinion on the topic or you can have them simulate a call to a radio station to give their opinion.

## Pronunciation Practice

This subsection focuses on the correct location of stressed syllables in polysyllabic words.

Students look at the list of words and write each of them in the corresponding column in exercise 1. Students compare answers with a partner.

## ANSWERS

\*+\*\*: **Acupuncture**, **Osteopathy**, **Homeopathy**. (On the second syllable)

\*\*+\*(\*): **Psychotherapy**, **Chiropractic**. (On the third syllable)

+\*\*: **Biofeedback**. (On the first syllable.)

In exercise 2, the teacher plays the tape for students to check. Students repeat the words after the tape.

## **Professional Practice**

### **Family assessment**

The teacher can begin this section by giving a brief talk about the family. Students could discuss their families in pairs (characteristics, number of members, etc). Then ask about their concept of family.

**Concept:** The family is a social group whose members share common values, occupy specific positions, and interact with each other over time. Adults bear and rear children, engage in economic and political co-operation, and care for the elders.

The teacher can also ask what kinds of family they know (**Possible answer:** Functional and dysfunctional), how to assess a family. Which are the areas to assess?

### **POSSIBLE ANSWERS**

- Developmental stage (Family Behaviour).
- Wholeness. (Family themes and rules are explicit and implicit)
- Communication. (Family interaction and patterns of communication between members are recognised)
- Support (Types of support family members give each other: emotional or financial)

The teacher should point out that it is very important to observe, compare and interview when assessing a family.

After this introduction, students do exercise 1. Give them time to study the chart. Explain if necessary.

For exercise 2, divide the class into 4 groups. Select a leader. Each group discusses the questions in the chart.

The leader of each group takes the role of a family/community nurse. The rest of the group members are the family. Be aware of having functional and dysfunctional ones.

Deliver some cards with simulated cases.

Example: The Fuentes Rodriguez family belongs to El Distrito Jose Marti health area. It is composed of PFC a 67- year- old male, his wife MRD a 57- year- old woman, their two daughters (NFR. 30 years old and LFR 25 years old) and a son (JFR 23 years old).

The father is asking for help to obtain some medications that he should take daily, his wife is diabetic and hypertensive. The only



person who works in the family is JFR and he spends his money on his personal affairs. He says: "Everybody should support themselves. The girls left school and they are nobody now". Manuela says, "We used our little money to help NFR get married. She is not in our house anymore. But income is not enough even for food and medications".

At the end each family/community nurse will report to the rest of the class the result of the interview. The teacher checks the errors.

**ANSWERS:** Any logical, linguistically coherent sentences

## **Oral Practice**

### **Round table.**

The teacher can start by making a comment about educative talk and pointing out the following hints:

Concept Importance      Way of doing

Personnel involved      Places where it may take place

In exercise 1, the teacher reads the information in the chart and explain if necessary. Students read silently. She/he selects the most difficult expressions and models the pronunciation.

For exercise 2, these topics can be written on the board:

- Alternative Medicine.
- Family.

Ask students to provide topics from their immediate experience.

The teacher divides the class into groups of 4 or 5 students. Each group selects a topic and prepares the round table. Give 20 minutes.

All the students must participate in the presentation of the round table. The rest of the class should ask questions to keep the activity lively.

The teacher and/or peers correct the errors, though this exercise is mainly for fluency.

**ANSWERS:** Any logical, linguistically coherent sentences

## **Writing**

### **How to prepare a biomedical poster**

Introduce this section talking about the pros and cons of this format.

In exercise 1, students read the text in silence. The teacher should

explain the IMRAD format in scientific articles and discuss with students the authors' opinion regarding the three major items presented in the text.

I = Introduction

M = Methods

R = Results

D = Discussion (Conclusions included)

For exercise 2, divide the class into 4 groups. Give an article from a journal or any nursing magazine to each group. Students write the title and the abstract in class.

Optionally students can bring their own article to the class.

At this point, it is a good moment to set a piece of independent work, to be completed in approximately 30 days; that is to say, the actual preparation of the poster and its presentation.

**ANSWERS:** The titles, abstracts and posters according to the articles.

## *Unit Fourteen*

### **Lending a Sympathetic Ear**

#### **UNIT PLAN.**

**Getting in touch** introduces the language for the following sections, particularly the information found in nursing advertisements.

**Reading** presents nursing advertisements and the vocabulary associated with this genre.

**Language Study** practices ways of persuading people to do things, as well as acronyms commonly used in nursing practice.

**Listening Practice** deals with doctors' discussion of conditions that may lead to coma; it also practices the intonation of wh-questions

**Professional Practice** deals with the necessary nursing actions for unconscious patients.

**Oral Practice** is based on a board game. It reviews relevant aspects worked so far in the book.

**Writing** practices the necessary elements to present a topic at a seminar.

#### **Getting in touch**

A question is given to activate the students' schemata by having them say what information can be found in advertisements, as they already studied this text genre in unit three.

**ANSWER:** Any logical, linguistically coherent sentences

#### **Reading:**

The approach advocated in this section varies in relation to the next two units. It is based on the fact that in real life we apply the kinds of reading according to our reading interests. We sometimes skim a text; others we scan it; and if we like the topic (as when we are following a news item), we read it in detail from top to bottom. This means that even when for pedagogical reasons we ask students to skim first, then scan, and finally study a text in detail, this process does not necessarily have to be so.

An ad is not difficult reading material in itself as it has been seen in previous units, since there is no complexity of concepts.

Begin the section by asking the question in exercise 1. Tell students to read as fast as possible to find its answer.

**ANSWERS:** Coma / unconsciousness

Before serious work is done on comprehension, it is imperative to deal with the large number of abbreviations that appear in the first ad.

In exercise 2, students figure out what each abbreviation means in the context of the advertisement. They can work individually or in pairs. Answers can be checked frontally.

**ANSWERS**

- |                     |              |              |                |
|---------------------|--------------|--------------|----------------|
| a) Registered Nurse | b) Hours     | c) Week      | d) Population  |
| e) Continuous       | f) Education | g) Medical   | h) Coordinator |
| i) Services         | j) Schedule  | k) Vacations | l) Benefits    |

The suggested procedure for exercises 3, 4 and 5 is the same. The teacher can read or ask students to read aloud the questions for the ad; give about 10 minutes for students to read silently and answer the questions. Finally check their responses frontally.

**ANSWERS**

**Exercise 3. Ad I:**

- a) Work in midtown/ pleasant environment/ continuous education/ day schedule/ no weekends/ liberal sick and vacations/ medical benefits.
- b) 21- 28 hours.
- c) Work with pediatric comatose patients/ monitor children's medical development/ parent health education/ coordinate medical services for assigned caseload.
- d) Carmen Dipsting
- e) By phone (304- 4876)
- f) Any logical answer

**Exercise 4. Ad II:**

- a) Five
- b) Diabetes, vascular lesions, encephalitis, meningitis, and uremia.
- c) License and current registration.
- d) By sending a letter to the address given, or by phone.

**Exercise 5. Ad III:**

- a) Two

- b) Heart defects and cerebral lesions
- c) No. Only those with a Master's degree and 4- 5 years' experience in the medical conditions treated there.
- d) Effective communication skills.
- e) Susanne Trow- Skin.
- f) By phone (213- 7907)

## **Language Study**

### **Communicative Function: Persuading people**

The idea of persuading people is not 100% new to the students. At this level they have already practiced and used communicative expressions such as convincing people, agreeing and disagreeing, giving information, and expressing emotions, all of which play a role in persuading people to do or believe things. But this is the first time they have to integrate a group of functions to fulfill a purpose: to effect some change of belief or action on the part of the listener.

The notes in the student's book are intended for their individual study. Therefore, move on to exercise 1 by asking the questions below the notes. Probably students will first refer to the obvious benefits advertised in the three ads. Accept their answers but go on writing on the board the four essential elements to be fulfilled, and explaining why they are essential and what they consist of.

Ask them to read the example situation silently. When they have finished, ask a few questions to check if they understood both the situation and the characteristic features of the four elements present in the nurse's words.

### **ANSWERS**

By telling people of the benefits they will have if they are accepted for the positions offered / by using eloquent words / by giving facts on the content of the jobs / by following a logic organization of ideas.

In exercise 2, students role play a delicate, ethical matter. The teacher divides the class into two. Have them discuss in subgroups the basic ideas they will put forward to persuade the partners in the role-play. Help students as needed. After a few minutes, ask students to go back to their seats.

Pair up students to role-play. Finally, check the activity by asking an A from a pair to perform the role play with a B from another pair.

If time enough is available, or students are having problems, listen to some more pairs, but never fixed partners.

### **POSSIBLE ANSWER**

Role A should say things like:

I know what X means to you and I understand your hopes to see him recover, but you know how hard we have worked to keep him alive, using the most modern equipment and technology; however, there is no doubt that clinically he is brain dead. The only thing that compensates most families in cases like this is to know that another person lives thanks to a donation of target organs; that is why I would like you to consider authorizing organ donation as soon as we remove him from the equipment, etc.

Role B should say things like:

You don't really know how much X means to all of us. We know he is breathing under support, but his heart is beating properly. I am sure that there is some hope. Why are you so sure he is brain dead? I want you see things from our perspective. Would you remove him from the machines if he were your father or brother? Wouldn't you think it twice? Why do you want to do that to my family? Etc.

### **The Power of Words: Abbreviations**

*Abbreviations* is another relevant point in nurses' knowledge of the language in medical science but has been dealt with in unit 8, so it should not pose serious difficulties. The teacher can get students quickly go over the examples given.

Students complete the boxes in exercise 3. They can work in pairs and the answers checked in plenary.

### **ANSWERS**

#### a) Systems

CNS	Central nervous system
CVS	Cardiovascular system
GIS	Gastrointestinal system
RS	Respiratory system
GUS	Genitourinary system

b) Ancillary tests

BUN	Blood urea Nitrogen
CBC	Complete blood count
CPK	Creatinine phosphokinase
CT	Computerized tomography
ECG / EKG	Electrocardiogram
EEG	Electroencephalogram
FBS	Fasting blood sugar
Hct	Hematocrit
IVP	Intravenous pyelogram
UA	Urinalysis

c) Miscellaneous

cm	Centimeter
dl	Deciliter
F	Fahrenheit
g	Gram
IM	Intramuscular
IV	Intravenous
Lb	Pound
MI	Myocardial infarction
MmHg	Milimeters of mercury
Stat	Immediately
TPN	Total parental nutrition
URI	Upper respiratory Infection
VS	Vital signs
WBC	White blood count

**Professional Practice**

This section allows students to apply their nursing knowledge of coma and introduces a complete discharge form. The case used here shows the most typical symptoms of hypersomolar nonketotic coma.

Begin the section by asking:

Which are the types of comas most widely known by the population?

Students should mention diabetic coma as one of them. If they don't, ask them.

Introduce the case for this section. Explain or pre- teach any words they may not know.

For exercise 1, students read it and answer the questions. They can work in pairs. After about 10 minutes, check the answers frontally.

**ANSWERS:**

- a) Knowledge deficit of hypersomolar nonketotic coma
- b) Accept any logical answer, because the nursing care for this patient is the same as any other in which the patient is unable to help him/herself and with a serious medical condition.

There can be several diagnoses, from the total inability of the patient to do anything to knowledge deficit of the condition by patient and relatives alike. The objective of knowledge deficit leads to item b, so here concentrate on what they would do while the patient is unconscious.

Exercise 2 should take the rest of the lesson time. It is here where the teacher asks students to formally complete a discharge form. The goal is to have students transfer the information they have to an authentic form.

Students work in pairs. Walk around the class, monitoring and helping. After about 20 minutes, check the activity. Ask a student to begin, but instead of listening to the complete form filled out, invite the rest of the students to say what they think of each individual section of the form being read. Stimulate students' participation, especially the weakest students, who may feel eager to do it since they know the content from their nursing studies.

**ANSWERS**

All the relevant data given in the section, including the attending physician's name.

**Listening Practice**

Some basic vocabulary about coma seen in the previous sections appear in the listening material of this section. This will help students' understanding of the dialogue.

As an introduction, the teacher can begin with a semantic mapping / clustering/ or brainstorming technique.

For instance, the teacher writes the word "coma" on the board, and copies the associated words and phrases elicited by students. Then ask them to classify the words according to the condition: Signs? Symptoms? Complications? Risk factors? etc.



Students read exercise 1, then the teacher plays the tape once. Finally he/she checks their answers orally.

**ANSWER:** d (the cause of coma)

**Dialogue transcript                  Resident (R)                  Intern (I)**

**R:** Well, let's talk for just a few minutes about coma. First, let's try and classify the problem. We have to consider poisonings, and probably the most common are alcoholic and barbiturate. Next, there are metabolic conditions, such as diabetes, uremia, and hypoglycemia. One must also consider epilepsy. Now, what can you tell me about cerebral lesions?

**I:** Of course, we have to consider trauma and the various vascular lesions, such as hemorrhage, thrombosis, and embolism.

**R:** I think we should also keep brain tumor, encephalitis, and meningitis in mind.

**I:** What do you think Mr. Sato has?

**R:** It sounds to me like an extradural hemorrhage. This implies a tear in the middle meningeal artery, and the history certainly sounds characteristic. Let's see if the neurosurgery resident has come down yet, and agrees with us.

(Adapted/abridged from Unit 5, **MEDICINE Practical Surgery** Ed. Rev. 1990)

Exercise 2 focuses on specific words. Students could be asked to predict what the missing words are. Then the teacher plays the recording. This time play the tape two or three times, according to students' ability to understand native English speakers. Perhaps they can compare their answers with a partner before plenary checking of the responses. If so, replay the tape before checking.

**ANSWERS**

Poisoning: alcoholic

Metabolic conditions: diabetes – hypoglycemia

Cerebral lesions: thrombosis – embolism – meningitis.

Exercise 3 is a post-listening exercise. Students work in small groups to discuss the nurse's role and actions with a comatose patient. Finally, each group reports to the rest of the class.

**ANSWERS:** Any logical, linguistically coherent sentences

## **Intonation Practice**

This subsection looks again at the **wh**- question intonation pattern. Get students to remember the use of falling intonation when getting information with this kind of question.

The teacher plays the tape for students to listen to the question pattern. Some students repeat after the tape. Then they work in pairs, practicing the questions given in the exercise. Finally, check the activity, asking the other classmates to say whether the pattern used was right or wrong.

## **Oral Practice**

The objective of the oral practice in this unit will be achieved through a board game, which is intended to give a relaxing atmosphere while practicing studied contents.

The teacher must reproduce as many boards and sets of cards as teams in the class.

Enough dice (one for each team) and objects (buttons are perfect!) to identify each player are necessary. Maybe students were asked to bring these objects in the previous lesson.

The teacher goes over the rules with students. Make sure they understand the game before they start so as to prevent misunderstandings.

Form the teams according to your students' language level and distribute them in the classroom in such a way that they do not interfere with one another.

The teacher walks around the classroom, controlling discipline as possible and writing down errors. There will always be a lot of noise. At the end of the lesson, students get feedback and can benefit from an error correction section.

This is a sample set of cards:

### **Surprise Cards**

You have a day off work tomorrow. You can't play the next turn!

You have to work overtime. Throw the dice again!

You are needed in the next ward. Go there and answer a question!

You have a pain. You can't work tomorrow, nor can you play the next turn!

Your work is excellent. Move forwards four spaces!  
There was a complaint about your work. Go back three spaces!  
You are sleepy after the night shift. You can't play the next turn!  
You gave an injection to a child and he didn't cry. You have won an extra point!  
A patient has just said you are the best nurse in hospital. You have an extra point!  
You didn't sleep during the night shift. You have won two extra points!  
You give support to all patients. You have an extra point!  
You need some time to rest. You can't play the next two turns!

### **Ward Cards**

Wear latex gloves when handling all body excretions.  
Encourage frequent movement and ambulation by postoperative patients.  
If the nasogastric tube is in place, you don't have to tape it to the patient's nose.  
Saturation of dressing with bright red blood is evidence of frank bleeding.  
If the patient's jaws are clenched during seizure, force an object between the teeth.

### **Question Cards**

What does *q.i.d* mean?  
Why should patients on chemotherapy know that hair loss might occur in body parts other than the head?  
How do you make the bed of a bed-bound patient?  
Mention one nursing care action for patients on prolonged bed rest.

### **ANSWERS:**

No possible answers are given since teachers have to design their own set of cards according to their class.

### **Writing**

One of the things nurses do in their mother tongue when preparing for an exam or seminar is to review literature, and from there, they take notes or develop ideas. The objective of this section is to provide an opportunity to do the same in English.

Read out the introduction to the exercise and go over the writing tips in detail. It would be ideal if a model paragraph could be

reproduced to show students what each tip means. If not possible, discuss the ideas given in the box orally. This oral preparation gives the best students a chance to “show” their English, but at the same time allows the weak students to gather ideas from the stronger students.

One of the things the teacher must deal with is the best way of dividing/ connecting the ideas in the box so that the paragraphs students write will be as coherent as possible.

Students can work in pairs. Collaborative learning should never be neglected.

Walk around the classroom, giving help. After about half an hour, ask them to exchange notebooks and evaluate their peers’ work. Finally, check one of the student’s writing on the board.

**ANSWER:** (This is only a possible way of paragraphing the text)

The first step in managing the comatose patient is to protect the airway. Sometimes this simply requires gentle oropharyngeal suction and an oral airway, while at other times intubation and assisted ventilation are required. The circulation must be maintained simultaneously.

If there is hypotension caused by systemic acidosis, correct the coexisting respiratory failure. Hypoglycemia usually plays a role in the patient’s unresponsiveness, so a blood test should be done for glucose determination. If there is any possibility of a narcotic overdose, naloxone should be given intravenously. These are the basic steps to manage a comatose patient.

As follow-up, the necessary use of the passive voice can be pointed out. The steps are given in a descriptive way in contrast to other formats previously studied in which imperative sentences (as in instructions) were common.

This passive construction characterizes most scientific and academic writing.

## *Unit Fifteen*

### **Delicate Matters**

#### **UNIT PLAN.**

**Getting in touch** introduces the topic of sexually transmitted diseases.

**Reading** presents a case of AIDS transmitted from mother to baby and the consequences

**Language Study** practices the use of the prefix *non-* in word formation, also the use of the passive voice, and different ways of expressing sympathy.

**Listening Practice** deals with a doctor's speech at a conference; it also practices the intonation of sentences to express contrast.

**Professional Practice** introduces the letter of referral as a source of information for the patient's record.

**Oral Practice** reviews the description of information presented in graphic form.

**Writing** practices the necessary elements to prepare a pamphlet for health promotion.

#### **Getting in touch**

While breaking the ice, this section will raise students' awareness as to the content of the text.

The teacher asks the questions, giving as many students as possible the chance to participate. The main purpose, however, is to activate students' schematic knowledge; that is why the teacher should devote only a few minutes to this activity, and does not deviate in any respect.

#### **ANSWERS**

- a) An STD, as its name indicates, is any disease, not necessarily venereal, transmitted from one person to another during a sexual activity, again not necessarily, intercourse. They are classified in treatable (chlamydial infection, trichomonas, etc) and untreatable (AIDS).
- b) Students' personal answers
- c) No. For example, sharing needles with HIV seropositives has contaminated drug addicts. Some cases of children in foster homes have also been reported when they have shared

toothbrushes with children suffering from bleeding gums and who were HIV seropositives.

## **Reading**

This unit departs from the tenet that reading is a far from passive process; the reader interacts with the text, bringing his/ her knowledge to reach an understanding of it. That is why the reading in the section requires the students to use both top-down skills (the use of non- text information, knowledge of the subject to predict content, and the engaging of appropriate schematic knowledge) and bottom-up skills (word- and text- attack skills).

Exercise1 is for students to skim a text, reading as fast as possible, to get the general idea of the topic.

This time the teacher can ask the questions one by one, letting students find the answers, or some minutes can be allotted for individual work. Check the answers with the whole class.

### **ANSWERS**

- a) It's about a baby who had AIDS.
- b) No, she wasn't. She was given contaminated blood with the AIDS virus
- c) It is sensationalist. It is obvious that the journalist tried to write an attention-grabbing headline. However, it is hard to imagine how the NHS could have killed him. And what is more, the central idea of the article is not the baby's case but a public criticism to the lack of support given by the government to the many people who were given HIV- infected blood by the NHS.

In exercise 2 students have to scan the text to locate specific pieces of information. Explain the aim of the exercise clearly, go over the questions with the class, and then give them about five minutes to find the answers. Check frontally.

### **ANSWERS**

- a) John
- b) Three years old
- c) About 1200
- d) She's the director of the British College of Health.
- e) During a gynecological operation
- f) To the Prime Minister

So far, students must have a good, global idea of the text content so exercise 3 will help them understand a few new words as used in this context. This kind of exercise is fairly easy and known by the students. Just assign a few minutes and check it frontally.

### **ANSWERS**

a-3; b-6; c-1; d-5; e-4; f-2.

Exercise 4 (study reading) will guide students to the central issues of the article. The time allotted will depend largely on the ability of the group to retrieve straightforward factual information. Students then can work in pairs. The answers can be checked in plenary.

It is recommended to read the questions out loud to model the pronunciation of those words that students may not be familiar with (Wray, launch, Rigge).

### **ANSWERS**

- a) He is positive and has AIDS Related Complex.
- b) To win compensation for the forgotten victims of AIDS
- c) He's a leukemia victim who had been given repeated blood transfusions and a bone marrow transplant. He was also given contaminated blood.
- d) They should have/ be given every possible form of support.
- e) In Great Britain/ England because:
  - NHS is the way the British Healthcare System is called.
  - The Observer is an English newspaper.
  - Davy is from Edinburgh, the capital of Scotland.
  - Jane is an English mother
  - There is a mention of the British College of Health.

The questions in exercise 5 ask students to produce personal responses to, or make inferences based on the text. Pair up students and tell them they need not write complete answers, but just a few notes will suffice. This exercise could also be given as homework.

**ANSWERS:** Any logical, linguistically coherent sentences

### **Language Study**

This section is fairly long. It may take more than one direct contact hour to do all the exercises in it. If it is not possible, exercises 1 (Word-formation) and/or 2(Grammar hints) could be given as homework.

## Word Formation

The idea behind this subsection is to have the students become aware of the meaning given to a word by the prefix **non-**. It is advisable to let students read the explanations silently first; then, go over the examples given by showing the meaning conveyed.

The teacher could say something like:

“ If we say someone is a nonsmoker, we mean that person does not smoke (write it on the board, highlighting the underlined words).

If we say something is nonclinical, what idea do we try to convey?  
The teacher could go on this way with the rest of the items.

Exercise 1 can be done individually or in pairs, either case, do it orally and rapidly. It has been designed as a springboard to exercise 2.

### ANSWERS:

- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| a) non- alcoholic | b) noncrystalline | c) nonradioactive |
| d) noncontagious  | e) nonfatal       | f) nonmalignant   |

Exercise 2 asks students to show their understanding of the prefix in complete sentences, by paraphrasing their content. Paraphrasing is, no doubt, an important strategy to develop if we really want to prepare our students to cope with any communication act.

**ANSWERS:** (There is usually more than one grammatical pattern to express the idea)

- a) The patient's cough is not productive.
- b) The variations of his BP are not significant.
- c) Her disease is not infectious.
- d) It isn't pathogenic.
- e) ...and she doesn't have a fever.
- f) ...it isn't toxic.
- g) The surgery done was not invasive.
- h) The management is not surgical.

**Grammar Hints** is perhaps the most important subsection in this unit, basically because the teaching of the passive voice is generally reduced to meaning 3 showed in the highlighted notes.

The headline used to introduce the section is an example of the passive.



The teacher can carry out a pedagogical grammar analysis of that sentence: ask students to say which the form of **be** is, why it has to be that one in particular, and which the main verb is.

Before going to the highlighted passive voice uses, it is suggested to write on the board one of the sentences from the reading text containing an irregular verb and to do the same as with the headline sentence. It would be advisable to select one which has a different form of **be**. Again, this should be done very rapidly.

It is of paramount importance to work hard in the rest of the subsection. The notes included after each example will serve as a reference when the students do their independent study; but in class, the teacher should write the model sentences (under each of the four uses) and develop a heuristic conversation. That is to say, talk to the class to allow them to learn by discovering the uses by themselves.

“Find Someone Who...” (exercise 1) is a well-known exercise students should be familiar with. Yet the teacher can go over the tense patterns required: “Are you...?, Have you...?”. It is also important to explain the mechanics carefully and to ask students to stand up, move around the classroom getting the information required, and record the answers in their notebooks.

While they are doing the exercise, the teacher just monitors their performance and helps, but does not interfere with corrections unless he/she feels there is something that needs immediate correction.

The questioning phase helps to practice the passive voice structure in the second person and in the third person singular. After about five minutes, ask students to go back to their seats and check the answers frontally. A new element can be added: students referred to in the answers should say why, when, where, etc the thing as such happened.

It might be something like this:

S1: Carlos was operated on for appendicitis.

T: Is it true, Carlos? When was that?

Carlos: I was operated on when I was in junior high school.

S2: Nancy has been given two blood transfusions.

T: Nancy, I didn't know that! Why were you given blood twice?

Nancy: I have been given two transfusions because I have an iron deficiency problem.

This way, the passive sentences will be used with the first person singular.

**ANSWERS:** These depend on students' experiences

Exercise 2 can be set as homework or left to be done in a remedial teaching session.

**ANSWERS**

- a) Mr. Rodriguez was admitted to the ward yesterday (use 2)
- b) I was told to give her a procaine penicillin injection (use 4)
- c) An anaphylactic shock was produced (use 3)
- d) Amazingly, she was saved with an epinephrine shot by the nursing student on call (use 1)

**Communicative Function: Expressing sympathy**

It is advisable to start by saying that sympathy is the expression of understanding and care for someone else's suffering, and that the nurse must know how to do this, because showing sympathy is inherent in nursing.

Allow students some time to read and internalize the content of the examples in exercise 1. Instead of coldly going over the sentences given, the teacher can ask a few questions to help students focus on the important details.

The teacher could ask something like:

- How can we, linguistically, show sympathy?
- What do you understand by "fixed formula"?
- And what is meant by a "communicative expression"?
- Which fixed formula do we use when we see a friend whose mother or father has just died?
- And which expression would you use in such a case? Regret? Worry? Sorrow?
- Can you tell me an expression of sorrow to show sympathy?

You can also tell students that intonation adds "color" to the expressions of sympathy.

Check whether students have understood, if they got the gist of the matter.

Exercise 2 is a pair- work activity that combines the use of the communicative function and some more vocabulary of STDs. If the exercise is very demanding for a certain group of students, item a) can be done as a whole class activity. Then students go back to pair work again.

### **POSSIBLE ANSWERS**

- a) I know this is / may be an uncomfortable moment/ situation...
- b) This must be very difficult for you to assume.
- c) I see how you feel, Mr./ Mrs..., and I am very sorry you have to go through this.
- d) I guess you cannot do anything about this terrible thing.
- e) I understand your feelings. We will do the best to help you.

**Note:** For more “sympathy expressions”, see Teaching Notes, unit 16 (Answers to exercise 2 in the Communicative Function subsection of the **Language Study**)

The use of formulas should not pose any difficulty for the students.

### **Listening Practice**

The listening sections in this and the next unit aim at improving the subskills of developing appropriate expectations, scanning “activated” information, recognizing ideas, inferring word meaning from context, and recognizing the relationship between topics and sub- topics.

The section begins with pre- listening questions (Exercise 1) to activate the students’ background knowledge of the topic to be heard. Let students discuss the questions in pairs, and then check some of their answers frontally. Prompt some of the key language of the text if it does not come out spontaneously; for example:

T: Ok. you say not using condoms is a risky activity, but why?

Then concentrate on the obviously most important part of the section. Each exercise here will prepare the student for the next step towards more detailed comprehension.

### **ANSWERS:**

- a) The period of life between childhood and adulthood (or any other logical definition or description)
- b) (“Risky activities” are not necessarily the same everywhere. Here are just a few of them.): smoking, unsafe sex, use of drugs, alcohol intake.

Exercise 2 (first listening) focuses on one important element of any listening: the voice of the speaker.

The voice of the speaker transmits important pieces of information to the brain. If, for example, a speaker sounds confident, we will pay closer attention to what is said than if he/ she does not. And we will usually concentrate more on any utterance if someone who is experienced says it. So the voice we listen to will greatly influence the information we internalize. With this first exercise, we provide a listening purpose without demanding from the student special concentration on the listening content.

Let students read the questions, explain any word students may not be familiar with, and play the tape through.

After that the teacher can either check the questions right away frontally, or ask students to compare their answers; then, check their responses in plenary. In any case, however, if there is no agreement among most of the students, it is advisable to replay the tape, this time concentrating on those items that happened to be more controversial.

### **ANSWERS**

A Middle-aged

B Updated

### **Text transcript:**

Moderator: Our program begins with an introduction by Dr. Richard Boradisky.

Dr. Boradisky: Most people understand that adolescence now is a time of transition: it's a time of instability; it's a time of exploration that basically takes one step forward and ten steps backwards. We are in a situation with adolescents, whether we like it or not, adolescents are risk-takers. We seem to be able to handle some of the risky activities like smoking, and drugs and alcohol. And we have some good programs when we come to prevention in these areas. But when it comes to sexuality, we have tremendous hang-ups; and that's really what we are going to be addressing today.

In our country, we suggest that probably more than 90% of adolescents don't use birth control the first times they have sex. STDs in Canada are climbing, and I think that it's become epidemic in this country; and I think the last statistics that I heard about AIDS is that

within the next 5 to 6 years, they're suggesting that 50% of AIDS cases will be transmitted heterosexually.

We know that in Canada gonococcal infections are climbing. We are now starting to see syphilis rates in this age group climbing; and chlamydia is rampant and epidemic in this group. So, we are dealing here with a real health problem and we have a long way to go with regards to educating adolescents about sexuality.

Exercise 3 is based on some essential language of the unit. Read the exercise out loud to provide a good pronunciation model; then play the tape and check students' comprehension.

**ANSWERS**

- a. Smoke – use drugs
- b. AIDS – gonococcal infections – syphilis- chlamydial

Exercise 4 is the most difficult one in the section because now a change of word brings about a change of meaning. Have some students read the items out loud. The teacher should explain that he/she is going to play the tape twice: the first time to identify the wrong word; the second, to find the right one. If students are not good at listening, the teacher can vary the procedure: after the second listening, students compare their answers in pairs. The teacher plays the tape a third time. Then answers are checked frontally.

**ANSWERS**

Wrong	Right
Exploitation	exploration
Horrendous	tremendous
Pandemic	epidemic
Homosexually	heterosexually

Exercise 5 is composed of two post- listening questions, and the idea is to have students expand the points made in the listening material, by giving their point of view. It can also be an excellent exercise for homework, not as a written assignment, but as a guide to reflect and to prepare to talk about in the next lesson.

No matter how it is given to students, the questions lend themselves to emphasize many positive aspects of sex education in any country and to identify areas that need improving.

**ANSWERS:** Logical, linguistically coherent sentences, covering two central aspects: the educative role of any health professional and the caring for the sick.

### Intonation Practice

This subsection takes advantage of the excellent rising- falling intonation pattern used in the talk by Dr. Boradisky to show contrast. Explain the aim of the exercise, have students read the sentences to familiarize them, and then play the segment with the model sentence.

Conduct a whole- group repetition after the tape and then ask the students to practice saying those sentences to a partner. After that, ask some students to tell the sentences out loud. This is the best moment to correct any intonation problem.

An enjoyable, **optional** activity could follow. The teacher prepares a set of slips of paper with **but-** clauses, like this:

...but if the patient is infected,	we have to wear gloves.
...but if the hands are not clean,	you have to wash them right away.
...but when the client is anxious,	the nurse has to be very tactful

Design as many slips as students in the class. Each student will have only one slip, either the **but-** clause part or the main clause one. Follow these steps:

- Tell students that they have to memorize the part of the sentence in their piece of paper.
- They will stand up and walk around the classroom, saying their part of the sentence with the appropriate intonation. The objective is to find who has the matching part.
- When they find the matching partner, they both go to the teacher who will eventually decide if they are right or wrong. If right, they sit down and wait until everyone has finished.
- Once they are all finished, ask them to say the two parts again to the whole class. And again, check the correct intonation.

The teacher may make the activity a bit more complex by designing two or three **but**- clause slips that can match more than one main clause. Or he/she can add an element of fun if one **but**- clause and one main clause do not match. If this is so, make sure those pieces of paper go to the best students. It is difficult to forget the rising-falling intonation after an exercise like this one.

### Professional Practice

The forms or records nurses have to fill in vary from country to country; sometimes even from ward to ward in the same hospital. Luckily, however, those variations are not basically in content but in the organization of the elements to be recorded.

The nursing record presented in this unit is used in some British and African hospitals.

### Cultural note

British use **social security**, whereas in the US and other countries they say **governmental assistance**

This section begins with a letter of referral and its format fulfills all the requirements of a professional letter.

Start by asking students to look at the nursing record for a minute, paying attention to the different boxes in the form. Explain any word they do not understand. Then, ask a few questions to verify their understanding:

- How many different sections is this nursing record divided into?
- Which of the sections is filled in during the physical exam? (A: Physical assessment)
- Where will you take the rest of the information from? (A: The interview/ a referral)

The teacher should have students read the letter of referral silently. When they are finished, the teacher asks some questions about the letter:

- Who sent the letter?
- Does Dr. Ackerman work in a hospital?
- Who is the letter to?
- Where does Dr. Link work?

- What is the patient's name?
- Does she have family support?
- Why do you think so?

Then, students to complete the nursing record individually. After 6 or 8 minutes, let them compare their answers with a partner. To conclude the exercise, the teacher pretends to be the attending physician in the Obstetrics Ward and they have to report the information they have in their records about Ms. Roberts.

Be very attentive to any detail they might have missed from the letter.

### ANSWER

Ward: Obstetrics

Admitting Nurse: (Student's name)

Surname: Roberts	First Names Glenn	Next of Kin	Relationship
Adress	6 Langley Street	Adress	
Tel. no.		Tel. no.	
Date of birth		Immediate contact: Mrs. Stevens (social worker)	
Marital Status	M. S. W. D. (Sep.)	Tel. no.	
Date of Admission	22 December - 200....	Time	Day/Night call
Source W/L	A/E	OPD.	TR. (GP Ref.)
Reason for Admission	fluid loss ----- uterina contractions	G.P. Dr. Dr. Joseph Ackerman	
Medical Diagnosis	Preterm / premature rupture of membranes	Adress 20 City Center Rd., Brampton, Anerio, E9 N5F	

### RELEVANT MEDICAL HISTORY CURRENT MEDICATION PERSONAL BELONGINGS

34 week's gestation	Tocolytic agent	Clothing
Chlamydial cervicitis		Money
		Valuables

### PHYSICALASSESSMENT SOCIALAND PSYCHOLOGICALASSESSMENT

O/E condition normal limits	Skin Condition	Occupation Nil
Ability to communicate	Allergies	Social Activities
Mobility	Cardio/Resp. Function	Emotional Status: very anxious
Ht. Wt.	B. P. 130/80 T.P.R. normal.	Family Support Nil Health Services H.V. Dist. Nurse
Diet		Physio. O.T. Other
Bladder	Sight/Hear	Social & Vol. Services:
Bowel		Home Help Soc. Worker Mrs. Stevens
Hygiene	Sleep	Meals on wheels
		Other



## Oral Practice

Students already dealt with graphs in a previous unit, so after a brief introduction, the teacher may proceed to have students do the exercise.

The following procedure is suggested.

- Divide the class into half. The task is based on 8 charts. One group will work with the set of males (Charts 1,2,3,4) and the other with the set of females (Charts 1,2,3,4).
- From each group form two subgroups. It is impossible to predict the number of students each teacher has in his / her class, but if the number is uneven, for instance, 5 members in a team, one of them will be in charge of note- taking. Whatever the teaching situation is, keep in mind that it is central for the final activity of this task to have the data given about males and females discussed in the small group work.
- Students read the task. The teacher should check they understand what they have to do at each step. It is advisable to go over the **Useful Expressions** with the whole class before splitting the group.
- Make it clear that they cannot look at their peers' chart. Any piece of information they want/ need should be obtained through questions.

1- 2: Assign about 8 minutes to do this. Move around the class, monitoring and providing help to weak students.

3: Tell the class how the subgroups are formed, and emphasize the importance of note- taking.

4: After the exchange of information in 3, each half is ready to prepare a short oral presentation of the data collected. It is very likely that at least two subgroups have discussed the same set of charts; so to prevent them from giving the same sort of details, it is convenient to give the following cards to different teams of the same subgroup:

### **Card 1**

Base your presentation on these points:

Number of (male/ female) patients suffering from STDs in the area.

The most common diseases found.

The role of the family nurse in the area to reduce those figures.

## **Card II**

Base your presentation on these points:

The number of (male/ female) cases treated in the health district.

The least common diseases found.

Your interpretation of the manifestation of STDs in the area.

To guarantee students' participation in 5 insist on their taking notes during each presentation, or the teacher can prepare in advance (to show in an overhead projector (OHP) or a poster) all the data given in the "Answers".

5. There are many significant or interesting things in the data given, and there is not an exact matching of diseases between males and females, or between sectors. This will promote discussion.

Let students speculate as much as they can. Be ready to guide the discussion through questions in case the class does not readily participate. Prepare a set of questions. For example:

- What does the distribution (of diseases) according to gender tell you? (A: Almost all the diseases are underdiagnosed in the sectors)
- In which of the diseases have men been more reluctant to go to a doctor? (A: Trichomonas).
- Why do you think so? (A: No man detected).
- Will the situation of trichomonas be improved if only women are treated? Why?
- What does the figures for Hepatitis B and pediculosis pubis show? (A: an unusual matching)

## **SAMPLE ANSWERS**

2- (What students are expected to **say** in **set of males, chart 1**):

My chart shows the cases of males suffering from STDs in health sector 1 in the last semester. The most common STDs are gonorrhoea and syphilis with 25 and 20 cases, respectively. The other STDs found out were AIDS, with 3 cases, chancroid, 2 cases, and hepatitis B, with 14 cases. The number of cases of chancroid is surprising because it is a very uncommon disease.

3- (Example of the **notes** student 1 (set of males, chart 1) is expected to take from his/ her partner's information).

Health sector 2: gonorrhoea and syphilis predominant, like in my sector. Pediculosis not found in my sector. Few with AIDS.

Health sector 3: Syphilis, gonorrhoea. Also balanitis. Interesting: 1 case with chancroid. Also AIDS.

Sector 4: herpes and pediculosis have most cases. Epididymitis! And they found hepatitis B. AIDS.

4- Each team will take the information relevant to their group from the tables below, according to the card given to them:

Set of males		Set of females	
Gonorrhoea	63	Chlamydia	23
Syphilis	61	Candidiasis	39
AIDS	18	Hepatitis B	14
Chancroid	3	Syphilis	9
Hepatitis B	15	Herpes Simplex	33
Pediculosis Pubis	16	Pediculosis pubis	17
Balanitis	19	Gonorrhoea	38
Herpes Simplex	24	AIDS	9
Epididymitis	8	Trichomoniasis	53
		Anal Warts	4

And they will apply their subject knowledge to question 3 in each card.

### 5- POSSIBLE ANSWERS

- Many cases may not have been diagnosed, and this is shown by the lack of matching evidence in the cases suffering from gonorrhoea, syphilis, herpes, and trichomoniasis.
- The AIDS cases in men are double those of women, which indicates that...(any logical answer).
- The number of cases of chancroid in our area is interesting because this condition is not very common.
- The only STDs that seem to match are pediculosis and hepatitis B.
- It is also interesting that only 19 men suffered from balanitis, because we know that trichomonas (present in 53 women) and candidiasis (present in 39 women) are germs that produce balanitis.

- There is a perfect matching of epididymitis in men and chlamydial in women in sector 4, because the latter is usually the major cause of the former.

## Writing

This section encompasses two important ideas, the educative role nurses ought to play in health promotion and writing as a process.

In the Oral Practice section at least one of the small groups should have talked about the role of the nurse to reduce STDs in a health area. That talk will serve as a prompt to jog students' memory in this section.

### Cultural note

British use **health district** to refer to the area normally assisted by a general practitioner. If the area is a large one, they call it **health authority**. The word **area** for English-speaking countries is somewhat undetermined. Therefore the Cuban "área de salud" should not be literally translated.

If in that section group work worked well, keep the same teams; otherwise you should re-structure the small groups.

Explain what a pamphlet is and why it is written; also explain that the title should be attention-grabbing if they really want to catch people's attention and invite the readers into the text.

Make sure each prompt is discussed thoroughly and that they all contribute to the piece of writing. The teacher can explain that a long pamphlet is not expected, and students should pay close attention to these points (written on board):

- Updated content
- Coherence
- Spelling, grammar, and word order
- Mechanics and punctuation
- Layout

The teacher should check that each team member writes the pamphlet in his or her notebook.

When they finish the first draft, select the notebook with the most legible handwriting, give it to another small group, and explain the next step: to analyze the other team's work according to the five points on the board.

If there are 4 small groups or teams, have teams 1 and 2, and 3 and 4, exchange the notebooks selected. After that, give each team a piece of paper to write their comments about their peers' leaflet. This will avoid complaints about incorrect underlined sentences, crossed or added words in another student's notebook. Then, sit the two teams together, so that they discuss the "errors" observed and how they think the leaflet can be improved.

After that, split the groups again, give each team a new sheet of paper, and ask them to write their second draft. Let them know, however, that they should be very careful because that draft will be given to students from another class to see what they think of it. That means that in the next writing practice section they are going to do the same with pamphlets from other classes.

Finally, make sure the teams identify their pamphlets with a slogan at the end of it for future identification.

The teacher should keep a record of the members of each team for the writing practice in the next unit.

**No answer key is given.** Nonetheless, the teacher can guide students to design a leaflet similar to the one in the Reading Section, next unit.

## *Unit Sixteen*

### Towards the End of Life

#### **UNIT PLAN.**

**Getting in touch** introduces the topic of cancer

**Reading** presents the language in leaflets related to the medical topic.

**Language Study** practices the use of the suffix *-less-* in forming adjectives, there is also practice for comparisons, and work on imperatives to give advice.

**Listening Practice** deals with nurses explaining their condition and/or management to patients; it also practices the pronunciation of contrasting sounds.

**Professional Practice** deals with nursing diagnoses and interventions, as well as with breast self-examination.

**Oral Practice** works on the language and vocabulary needed to prepare an introduction at a conference.

**Writing** practices the description of information presented in tables.

#### **Getting in touch**

The section draws students' background knowledge of cancer. Pair up students and give a few minutes for them to exchange their subject knowledge or points of view. Then, check their answers, listening to as many students as possible. Do not let the best students dominate the discussion.

#### **ANSWERS**

- 1) Students should refer to the millions of people who die every year, the side effects of the drugs used to treat the condition, the fact that the disease can appear at any age or in either gender, that all races are affected alike, and that the patient generally experiences a great deal of pain.
- 2) Some forms of cancer may. For example, smoking is a risk factor for lung, mouth, or pharyngeal cancer. Breast cancer can be cured if found early.

#### **Reading**

This is the second unit in which reading material is approached by

having the students use top- down and bottom- up skills. The reading strategies practiced are the same everybody uses when reading in the mother tongue, so the main aim is to make students aware that these strategies can be transferred when reading in a foreign language.

In exercise1 (skimming the text) the teacher asks the questions, pausing after each one to allow students to find the answers. This reading strategy will give them the gist of the text.

### **ANSWERS**

- a) Three parts: an introduction to malignant melanoma, the 7- point checklist, and the advice column about sunburn.
- b) Skin cancer.
- c) Skin mole and sunburn.
- d) A checklist

Exercise 2 (scanning the text) is to be done individually. Just as done in the previous unit, explain the goal of the exercise (locating specific pieces of information) and allow about 5 minutes for the reading.

**ANSWERS:** a) T b) F c) F d) T

Exercise 3 asks students to find the synonyms or definitions of words whose meaning is central for detailed comprehension. Students could work in pairs but the exercise is certainly not a complex one.

### **ANSWERS**

pick up – blunt – ragged outline (have them notice the pronunciation of ragged) – oozing – crusting

Exercise 4 (study reading) will check students' understanding of the text. Have different students read the questions aloud, checking if the class understood them. While the students are working, walk around the classroom, monitoring your weak students.

### **ANSWERS:**

- a) When found early and treated quickly.
- b) When there is a change in the normal look or feel of a skin mole.

- c) Mole size point 2 and mole form point 4.
- d) It can ruin your holiday and age your skin prematurely.
- e) By using sunscreen preparations or by avoiding the sun during the middle of the day.
- f) People who have a skin type which always burns or tans with difficulty.

The pair work in exercise 5 will tell the teacher the “reading” or degree of internalization students got from the general message of the leaflet. The important thing, however, comes when answers are checked in plenary: the education of the population to prevent diseases.

### **ANSWERS**

- a) To educate the population/ to inform the population
- b) Because it will make the result of the campaign more fruitful (or any other logical answer).
- c) No. Both messages warn us to look after our skin systematically for life.

#### **Medical information to the teacher:**

Sunscreens are topical agents that protect the skin from the damaging effects of ultraviolet light.

The ultraviolet spectrum is divided by convention into three major groups: UVC (wavelengths from 200 to 290 nm); UVB (290 to 320nm); and UVA (320 to 400nm). The ozone layer absorbs wavelengths below 290nm, so that except for isolated circumstances relative to certain occupations, protection is only necessary against wavelengths in the UVA and UVB ranges.

UVB is the predominant cause of sunburning and skin cancer. Only about 10% of sunburn is caused by UVA.

The sun protection factor (spf) is defined as a ratio of the amount of ultraviolet light required to produce minimal redness after a sunscreen is applied to the ultraviolet dose required to produce the same minimal redness without the sunscreen. The higher the spf, the more effective the product. People with fair skin who burn easily and tan poorly should be given sunscreens that have a high protection factor.



## Language Study

### Word Formation

The word formation subsection is intended to extend students' awareness of the process followed to create new words to express new meanings. This awareness was started in the previous unit with the introduction of the prefix **non-**, and is now followed by suffixation (suffix – **less**).

It would be good to let students read the information silently for a few minutes and then check their comprehension by asking a few questions. Another approach would be to ask students to read the sentence out loud, copy the word “harmless” on the blackboard, underline the suffix, and say what it denotes. Then, ask them to read silently the information and examples given.

In exercise 1 students work individually to form the new words. Then they check their answers with a partner and finally the teachers check the answers frontally.

#### ANSWERS

- a) Careless: without care
- b) Lifeless: without life
- c) Helpless: without help
- d) Toothless: without teeth
- e) Useless: without use

In exercise 2, students complete sentences with adjectives ending in –less. Here the same procedure can be followed.

#### ANSWERS

- a) harmless    b) colorless    c) endless
- d) speechless    e) hopeless

### Grammar Hints: Comparisons

The second subsection presents a grammatical pattern that is too often neglected in textbooks. The pattern is a complex one because it not only takes two comparative forms but also a change of syntax.

Different ways may be followed to approach the subsection. Keep in mind, however, that it is usually better to explain everything yourself,

leaving the notes in the students' books for individual study outside the classroom.

Exercise 1 shows students' understanding of the meaning of this structure.

The teacher pairs up students, explains the exercise, and lets them work for about 5 minutes. The teacher monitors students' work without interfering unless serious difficulties are noticed.

To check the answers, do not use the fixed pairs, but rather ask one student from a pair to read the sentence beginning and another student from a different pair to complete with the sentence ending.

**ANSWERS:** 1-f, 2-c, 3-a, 4-g, 5-d, 6-b, 7-e.

Exercise 2 is to be done in pairs, too. If the teacher senses, however, that students have not fully understood the point yet, he/she can ask them to read item 1 silently and then check frontally how they would complete the sentence (from their response in item 1). This will usually help the teacher detect if there are still any difficulties. If so, copy the answer on the board and analyze it again.

The exercise is a good source to see if comparatives need remedial teaching, in which case the teacher will have to work accordingly.

### **ANSWERS**

- a) The longer the stay, the higher the hospital cost (will be).
- b) The later cancer is diagnosed, the more difficult it is to cure.
- c) The better the nurse, the safer patients feel.
- d) The more correctly treatment is applied, the sooner the sick will improve.
- e) The bigger the patient's wound, the more careful the nurse has to be.
- f) The more young people in a health district, the more important it is to provide systematic health education.

### **Communicative Function**

**Giving Advice** should be well known to students at this level. They may have seen different forms to express this communicative function during previous courses. It was also dealt with in unit 6. The point, however, is that nurses should go over this function from time to time because it is central to their daily work.

The grammatical form reviewed here only includes imperatives, but the teacher must begin by having students elicit different expressions to give advice. If they say an imperative, write it on the board and use it to emphasize that this is the one you will be concentrating on in this section. If they do not say it, choose any of the examples from the reading text and write it on the board.

Students read the examples given. Tell them that imperatives can sound very impolite, but that effect is softened if the person shows good intentions.

Exercise 1 is for students to give advice using affirmative and negative imperatives. To get the main idea of the exercise, have them notice item a), which clearly shows that the idea expressed in the advice is the same even though the verbs are different.

Monitor the answers closely and be ready to accept any logical answer, provided that it is an imperative that keeps the idea of the opposite column.

### **POSSIBLE ANSWERS**

#### **Dos**

- Remember to check your partner
- Sunbathe in the morning or early evening
- Go to your family doctor if you notice a breast nodule
- Take the stitches out carefully
- Protect your lungs/ keep away from smoking
- Take your medication regularly
- Cut down your coffee intake
- Talk to your patients calmly
- Work out systematically
- Use vegetable oil in cooking

#### **Don'ts**

- Don't forget to check your partner
- Don't sunbathe during the middle of the day
- Don't lose time if you have a breast nodule.
- Don't take the stitches out so carelessly
- Don't smoke
- Don't forget your medication.
- Don't drink so much coffee
- Don't shout at the patients
- Don't lead a sedentary life.
- Don't use animal fat in cooking

Exercise 2 is a bit more complex. It makes students combine the expressions of sympathy with the expressions of advice.

Begin by going over what sympathy means and some of the expressions or formulas they used in unit 14. Tell them that in real life we often express our sorrow, concern, etc., and immediately after that we give advice, which is the essence of this exercise. Read the exercise aloud and copy the “You can say” example (I was saddened...) on the board. Ask students to say which part expresses sympathy and which one advice. Then, ask them to work in pairs. Finally, students help the teacher to select the most appropriate combinations of sympathy and advice from the answers they give for each case.

**POSSIBLE ANSWERS:** Any logical, linguistically coherent sentences that combine sympathy and advice would be accepted. Yet some possible combinations are given.

(The expressions of advice are underlined)

- a) I was very sorry to learn about your condition; however, don't give up. Be calm and follow your treatment properly.
- b) I wish there were something I could say to comfort you. Please don't despair. Everything will work out fine.
- c) I know how difficult this must be right now but let time pass; then, adopt a child. Many people do and they make nice families.
- d) Please, call if there is anything I can do. Don't hesitate to call. I am here for you.
- e) Everything will be all right. Follow your diet strictly. Eliminate alcohol and stop smoking. And cheer up.

### Listening Practice

If the teacher feels it necessary, he/she can re-read the first two paragraphs of the teaching notes for the listening section in the previous unit.

The listening material in this unit is fairly short and so should allow the teacher to work comfortably in an hour class.

Exercise 1 is a pre-listening task. Students work in pairs to answer the questions. Then answers can be checked frontally.

## ANSWERS

a) The prognosis varies, as in most cases of cancer. It is determined by the moment the tumor is detected and the site in which it is located.

b) *Colostomy* is a portion of the colon brought to the abdominal skin surface. The opening in the exteriorized colon permits elimination of flatus and stool through the stoma.

Exercise 2, item A asks students once again to concentrate on the speaker's voice.

Item B checks students' understanding of a key idea of the male nurse's talk. The redundant clues present should make this an easy task.

Ask them to read the two questions; then, play the recording only once, and check their responses frontally.

## ANSWERS

A) a) calm    b) persuasive

B) Yes

### Text transcript:

A 52-year old cook with carcinoma of the bowel.

Nurse: the test showed that you've got a nasty growth in the bowel, which will have to be removed. It is far too dangerous to leave it. The operation has every chance of removing the disease. The exact type of operation, however, will depend upon what the surgeon finds at operation, but the possibility is that you may have to have an opening made on the skin of your abdomen. This is something which a lot of people can cope with, and may only be of a temporary nature.

(E. Glendinning & B. Holmström **English in Medicine**, Practice 1, p.77, CUP, 1999)

Exercise 3 asks students to concentrate on the actual words uttered by the nurse. If convenient the teacher reads the pairs of sentences aloud, asking students to tell the difference in meaning. They can also state which of the two sentences in the pair is more logical in this context. This anticipation is a strategy that we must teach our students to use.

Play the tape once and ask them to compare their answers. If they disagree, play the tape again and see if they now agree.

## ANSWERS

- a) in the bowel
- b)...far too...
- c)...every chance...
- d)...the surgeon finds...

Exercise 4 is a cloze exercise, although short, should be played three times: the first just to become familiar with the content of the segment; the second to fill in the blanks; and the third, to check their answer. Notice that the five words to complete the cloze are normally unstressed, and so it requires students to concentrate more on the spoken chain.

## ANSWERS

May – on – is – can- of

The teacher can call students' attention to the fact that some specialized terms used by doctors and nurses when communicating among themselves are not always shared by their patients, who have their own words or expressions to describe the same things. This explains why it is so important for a nurse to know the medical word and the lay equivalent. Tell students that in this short text the nurse uses two lay terms to mean *cancer* and *colostomy*. Ask them to tell you the two words (**nasty growth** and **opening**).

Exercise 5 is an extension that links the topic to the nursing care of patients with colostomy. If they have never performed nursing interventions in a case like this one, ask them to apply their nursing knowledge and experience according to what they assume happens in such cases. The order of the interventions they will refer to is not so important in your lesson as the actions performed.

## ANSWERS

There may be many answers. Central points are:

- Apply a skin barrier around the stoma to prevent skin irritation.
- Remove the skin barriers and inspect the skin q 2-3 days.
- Cleanse the patient's skin with mild soap and water, rinse well, and dry it.
- Assess the quality and quantity of stool to document return of normal bowel function.

- Encourage patient to discuss feelings and fears. Clarify any misconception.
- Provide a quiet and calm environment.

### **Pronunciation Practice**

Exercise 1 presents two contrasting sounds students are familiar with, sound / š / in column 1 and sound / tš / in column 2. The teacher pronounces the words and asks students to identify the phonemes.

For exercise 2, try to speak faster but repeat each word at least twice. Students identify which words belong to column 1 and which to column 2. Check the answers in plenary.

At this point students should say the words aloud.

#### **ANSWERS:**

machine (1)	situation (1 and 2)	conscious (1)
pressure (1)	chin (2)	mission (1)
fortune (2)	sexual (1)	crutches (2)
cheap (2)		

In exercise 3, students work in pairs reading the sentences to each other. Then ask some students to read out the four sentences. Instead of doing all corrections, encourage students to say whether the key words were pronounced correctly or not and correct the wrong pronunciation.

#### **ANSWERS**

The words in the sentences are the same as the ones in the previous exercise.

### **Professional Practice**

Nursing therapeutic interventions are basically the same in the entire world. In some countries, nursing actions are divided into three categories: independent, interdependent, and collaborative; but in most of them only the former and the latter are recognized as valid; that is why in this unit we are asking students to use independent and collaborative actions only.

Exercise 1 is a recognition exercise. Students work in pairs to match the diagnoses to the corresponding nursing interventions. After about

10 minutes of discussion and cooperative work, check the answers frontally, asking students to explain the reasons for the matching.

## **ANSWERS**

Nursing Diagnoses:

Knowledge deficit: interventions c, h

High risk for pain: interventions a, d

High risk for self- esteem disturbance/ body image disturbance: interventions e, f

High risk for anxiety/ fear: interventions b, g.

Exercise 2 is of high educative and linguistic value. As the exercise demands, pair students up so that they work together in organizing the instructions for correct breast self-examination. Check item a. Then go to item b.

## **ANSWERS**

- a) One possible way of organizing the instructions is: 6 – 1 -5 –7 – 3- 2 – 4.
- b) Two of the pictures show a woman in front of a mirror. The others show the exam of the breast and the axilla (some students may argue that in one of them the woman is examining the nipple or that in another the woman has changed to the other breast; this can lead to a good fluency activity)

It is highly recommended, to borrow a manikin of a woman from a nursing simulation department. Ask one student to stand by the manikin and follow his/her classmates' instructions while they tell him/her the different steps of BSE in English.

## **Oral Practice**

The oral practice in this section follows the same idea of the previous unit, i.e., realistic, subject- based presentations

The teacher should explain that in most hospitals in the world, nurses participate in professional meetings (conferences, workshops, etc) and it is one of the reasons why they should practice this academic activity. They already prepared a presentation for a seminar in written in a previous unit. Now they have an opportunity to do it orally. Though, in the process some writing is involved (as skill integration, real life tasks generally require this).



Before pairing up students for exercise 1, the teacher may feel that some other useful expressions are necessary, particularly if his/her class is weak as a whole.

For exercise 1, tell students to be creative and to make logical organized “paragraphs”. Although, it is quite guided, keep a balance of pairs, between advanced and weak students. If the class is very weak as a whole, it is convenient to guide them on how to relate one idea to another.

Walk around the class, basically helping (not telling) students to decide on the best way to develop the ideas. After about 20-25 minutes stop the activity and have the pairs exchange.

### **ANSWERS**

- 2: As we all know, mucositis pain varies with the site of the pain and with the degree of mucosal injury. The nurse’s support should then be given by the effective use of analgesics and the prevention of secondary complications.
- 3: The second problem, bone pain, is related to direct tumor invasion of bone and neural structures and requires collaboration among several disciplines: radiation and physical therapy, oncology, and of course, nursing.
- 4: The third problem we will discuss is postmastectomy pain syndrome, which occurs as a result of surgical interruption of the intercostal branchial nerve. And that is why nursing approaches involve the identification of patients at risk and the coordination of early interventions.

In exercise 2, students discuss and compare their peers’ work for about five minutes. Devote some minutes clarifying and explaining the doubts they may have. It is a good idea to end the class/ hour by asking some good students to present their “speech”. Students can select the best presentation.

### **ANSWERS:**

Mainly the oral presentations of the content previously organized.

### **Writing**

The section continues process writing started in the previous unit. Remind students of what that piece of writing consisted of, form small groups with the group members who worked together in the previous unit (if a record has been kept as suggested) and analyze

exercise1 collectively. Explain any word or concept they might have problems with.

Allow about 10 minutes to work on exercise 2. When the time is over, collect the leaflets and the comments. Tell students both papers will be given to the leaflet owners for them to analyze critically their suggestions, and to write the final draft of the leaflet. Also inform them that they will have to do the same with theirs, and that it is only after that that you will check the leaflets to give your evaluation.

The previous unit asked students to describe charts. This one asks them to describe tables. To guarantee variation, each table contains completely different information, and at the same time they cover a large number of malignancies.

Exercise 3 introduces another purpose for writing. This time, they will do in writing what they did orally in the previous unit; that is to say, presenting data resulting from research. They orally practiced describing graphs, now they will write it as for the *Results* section of a paper to be published or for a poster (which they already worked on previously). As a closing unit, it gives them an opportunity to deal with scientific, academic writing.

Go over the activity with the whole class. Try to pair up students in such a way that you reach a balance among groups and subgroups, and between fast and weak students.

Explain the task to the class and ask them to review the speaker's *Useful Expressions* in the oral practice section, unit 15. Then, divide the class into 3 groups and assign a table to each.

Allow 20 minutes to prepare their work. The activity done in the previous unit should help enormously in the development of this one. Emphasize they are expected to make judgments of the figures, speculating whenever possible. Let them exchange notebooks, analyze and evaluate their peer's work. Students could present their descriptions in a bulletin board, as a poster or an article to be published.

**No answers are given.**

## *Appendix 1:*

### HINTS ON CROSS-CULTURAL AWARENESS

#### **Situation 1**

You are in an internationalist mission. You are in a pediatric consultation in Kuwait and the doctor suggests a mother to use some Swiss powdered milk, which was recently introduced in the country, to feed her child. The poster shows a crying baby, a package of powdered milk in the middle and a smiling baby to the right. Days later, the mother returned, and when you asked about the results of the powdered milk, she says she did not give it to her baby.

Can you think of a reason for such rejection?

#### **Situation 2**

For Arabs, relationships and religion come before business. Arrange the Arab loyalties in their order of importance

The Arab Islamic community \_\_\_\_\_

Nuclear family \_\_\_\_\_

Muslim Arab friends \_\_\_\_\_

Non-Arab Muslims \_\_\_\_\_

Extended family \_\_\_\_\_

#### **Situation 3**

You have a South Korean patient. The name written in the patient's chart is Chul Pak Su. How would you address him?

\_\_\_\_\_ Mr. Chul      \_\_\_\_\_ Mr. Pak      \_\_\_\_\_ Mr. Su

#### **Situation 4**

You are working at an international clinics. A Japanese is in the outpatient consultation office. You are giving some advice.

The Japanese nods several times. He means

\_\_\_\_\_ Yes      \_\_\_\_\_ I understand      \_\_\_\_\_ I'm interested

#### **Situation 5**

There was an earthquake in South America. You are part of the Cuban medical task force. In an emergency situation, you volunteer to help a South American colleague who needs something.

Which of the following questions you should not ask?

\_\_\_\_\_ ¿Queréis que os alcance algo?

\_\_\_\_\_ ¿Dime, te paso algo?

\_\_\_\_\_ ¿Quieres que te coja alguna cosa, por favor?

**Appendix 2:**  
**USEFUL ADDRESSES**

**ROYAL COLLEGE OF  
NURSING**  
**20 Cavendish Square**  
*London W 1 M. OAB*  
*U.K.*

**COMMONWEALTH NURSES'  
FEDERATION**  
*Royal Commonwealth Society*  
*18 Northumberland Avenue*  
*London WC2N 5BJ*  
*United Kingdom of Great Britain &*  
*Northern Ireland*

**NURSING STANDARD (journal)**  
*RCN Glynteg House*  
*Station Terrace Ely*  
*Cardiff CFS 4XG*  
*Wales, U.K.*

**SCHOOL OF NURSING AND  
MIDWIFERY UNIVERSITY OF  
DUNDEE**  
*Tayside Campus, Ninewells*  
*Dundee, DD1 9SY*  
*Scotland, U.K.*

**THE CANADIAN NURSE  
L' INFIRMIÈRE  
CANADIENNE**  
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**Appendix 3:**  
MORE ON MEASUREMENTS

**LINEAR EQUIVALENTS FOR THE ENGLISH  
AND METRIC SYSTEMS**

ENGLISH	METRIC
1 inch	2.5 centimeters
12 inches (1 foot)	30 centimeters
39.4 inches (1 yard)	1 meter

**Note:** The metric and English equivalents for length are rarely used for drug dosage calculations, but can be used when applying a paste, cream or ointments that need to cover a certain area; e.g., topical nitroglycerin ointment. Both systems are used, however, for linear measurements; e.g., wound size, head circumference, abdominal width and height.

**VOLUME AND WEIGHT EQUIVALENTS**

Metric system	Apothecaries' system	Household measurements
<b>Volume</b>		
—	1 minim	1 drop
1 milliliter	15-16 minims	15-16 drops
4-5 milliliters	1 fluidram	1 teaspoon
15 milliliters	4 fluidrams	1 tablespoon (3-4 teaspoons)
30 milliliters	1 fluidounce	2 tablespoons
180 milliliters	6 ounces	1 cup
240 milliliters	8 ounces	1 glass
500 milliliters	1 pint	—
1000 milliliters (1 liter)	1 quart	—
<b>Weight</b>		
0.60-0.65 milligrams	gr 1/100	—
0.5 milligrams	gr 1/120	—
0.4 milligrams	gr 1/150	—
0.3 milligrams	gr 1/200	—
0.2 milligrams	gr 1/300	—
1000 micrograms	gr 1/60	—
1.0 mg	gr 1/60	—
6.0 mg	gr 1/10	—
60-65 milligrams	1 grain	—
1 gram	15 grains	—
4-5 grams	1 dram	—
30 grams	8 drams	1 ounce
454 grams	—	1 pound
1 kilogram	—	2.2 pounds

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