

Unit opener page

Be aware of, and arouse interest in, the topics for the unit

Draw students' attention to the photograph. Ask: *What can you see?* (a doctor and a patient.) Ask about what their relationship is like (good) and for some possible reasons why. Accept any reasonable suggestions as the purpose here is to invite interest in the unit.

Get students to look at the Wordle. Ask how many words they know, but do not give feedback at this stage.

Happy patients

Understand and practise target vocabulary: patient-friendly skills

Introduction

This unit focuses on ways in which health organizations and health professionals can provide patient-centred care, and what makes them successful in this area.

A

Give students time to study the images. Introduce the phrase *My doctor is good at ...* and follow this with the example given, *giving clear information*, illustrating that *good at* is followed by *~ing + object*.

Write the phrase *patient-centred care* on the board and elicit vocabulary for what they think this implies. Collect ideas on the board. Students discuss the question about their own experiences in small groups. Compare ideas in a class discussion. You may need to elicit *atmosphere*, *privacy*, *flexible* and *managing appointments*.

Answers

Students' own answers.

B

Students label the photographs on page 48 and 49.

🎧 Play the recording. Students check their answers, then listen and repeat.

Answers & Transcript 🎧 060

- A. creating a pleasant atmosphere
- B. ensuring privacy
- C. making follow-up calls
- D. providing friendly service
- E. working flexible hours
- F. managing appointments
- G. knowing patients
- H. giving clear information

C

Using the information from the photos and the captions, students discuss the reasons why they like medical professionals. They do this in pairs or small groups.

D

Students write the letter of the photograph behind each item. Check in pairs.

Answers

- 9. The doctor understands you. G
- 10. The doctor contacts you about important things. C
- 11. The doctor's surgery is a happy place. A
- 12. Your doctor gives you all the facts. H
- 13. It is never too busy in the medical centre. F
- 14. The assistants are really nice to you. D
- 15. Only the doctor knows your information. B
- 16. You can always see a doctor. E

E

Students complete the table on page 49 and then work in groups to explain their choices. The idea is to think further about the skills medical professionals need, and to find examples (locally, nationally or internationally).

Answers

Students' own answers. You could, on the board, add up the class scores and see what the group thinks is the highest scoring.

English in action: Hospital meals

Order food in a hospital cafeteria

Extend range of spoken responses about food

A

Ask the students to look at the pictures. Elicit where the people are (a cafeteria). Ask: *Where's the cafeteria?* (In a hospital because one of the customers is a patient.)

Ask students about their favourite things in a cafeteria: *Which one do you usually go to? Where is it? What's your favourite coffee? Or do you prefer tea, hot chocolate?, etc. What do you eat?*

Elicit one or two ideas for what each picture is about. Then students continue in pairs. Elicit a few ideas, but do not confirm or correct.

Answers

Students' own answers.

B

1. Students read through the gapped conversations in order to get a general idea of each. Check understanding of words like *regular, large, black* (and elicit the opposite *white*), *hot, change* and *receipt*. Individually, students complete any gaps that they can.
2. ④ Play the recording so that students can check their ideas. Students can do a further check in pairs. Go over any answers students had difficulty with and replay the conversations if necessary.

④ Play the recording again, pausing after each line for repetition. Then students can practise the conversations in pairs. Monitor and make a note of common errors for later feedback.

NOTE *Do you want ...?* and *Would you like ...?* have the same meaning, but *Would you like ...?* is more polite. However, with polite intonation, *Do you want ...?* is perfectly acceptable nowadays.

Answers & Transcript ④ 061

- 1
Server: Next, please.
Customer: A cappuccino, please, and an Americano.
Server: Regular or large?
Customer: Both regular.
Server: Is the Americano with milk?
Customer: No, black, please.
- 2
Server: There you are.
Customer: Thanks.
Server: Anything else?
Customer: Yes. Two cheese and tomato paninis, please.
Server: Do you want them hot?
Customer: Yes, please.

- 3
Server: That's £9.50 please.
Customer: Do you take cards?
Server: Sorry. Not under £10.
Customer: That's OK. Here you are.

- 4
Server: Ten pounds. Thank you. Your change and your receipt.
Customer: Thanks.
Server: See you later.
Customer: Bye.

Extra activities

- Students practise the conversations again, but substitute different types of coffee or drinks, food and prices.
- Students practise the conversations again without reading the lines aloud – write prompts on the board or students can simply see how much they can remember.

C

Elicit some possible responses for the first question, *Is the Americano with milk?*, and write them on the board:

- *Yes, that's right.*
- *No, black, please.*
- *No, tea with milk, please.*

Students practise asking and answering the remaining questions and statements. Monitor and make a note of common errors.

Ask some pairs to repeat their question and response. Correct the response if necessary and drill with the whole class. When several responses have been drilled, ask students to repeat the activity once more in pairs.

Possible answers

1. Is the Americano with milk?
Yes, that's right./No, black, please./No, tea with milk, please.
2. Would you like a bag?
Yes, please./No, thank you./How much are they?
3. I'll bring the paninis over to you.
Thank you./I'm on Table 2.
4. Have you got 50p?
No, sorry./Yes, here you are.
5. Sorry, we haven't got any cheese and tomato left.
OK, chicken, please./What have you got?
6. Sugar and spoons are over there.
Thank you./Where, please?

Knowing your patients

Understand and practise target vocabulary: features of hospital meals


Pronounce the *schwa* /ə/ sound correctly in words from the unit

Introduction

Focus students on the title. Elicit why they think a nurse should know their patients well, and how this may be related to food. Revise *soft* and *hard skills* from Unit 2.

A

Draw students' attention to the photo of the patient with a meal in a hospital ward. Elicit their experiences with this situation. What do they know about food in hospitals (and to what extent is their knowledge factual or biased)? Give students time to read the hospital menu and express their likes and dislikes. Check whether they understand how it works (top row information).

1. In pairs, students predict the contents of the gaps (suggest they write in pencil, so they can make changes later).
2.  Play the conversation. Students discuss answers in pairs. Elicit answers. Discuss why each answer is correct or not. Elicit the three courses of a regular meal: starter, main course and dessert. Read the conversation and play the recording again, pausing after each line for repetition and drilling. Encourage suitable intonation patterns for the questions and answers.
3. Students practise the conversation. Let them role-play, if possible without the transcript. Monitor. When students have finished the role play, drill any phrases students had difficulty with.

Answers

1. Students' own answers.


Transcript 062

Nurse: Good evening, Mr Lake. How are you?
 Patient: I'm very well, thank you. What's for dinner?
 Nurse: Well, let's see. The starter is homemade vegetable soup.
 Patient: Oh, OK. Is it salty? I can't have salt, you see.
 Nurse: No, it isn't. It's very nice. Then the main course is spinach lasagna with mushrooms.
 Patient: Is there a salad?
 Nurse: Yes, there is. There is a mixed salad.
 Patient: Oh, nice. What about a drink?
 Nurse: There is a special mango juice for you today.
 Patient: Mango juice? Does it have sugar? How sweet is it? I can't have sugar you know.
 Nurse: I know, Mr Lake. Would you prefer some mineral water?
 Patient: Yes, please. Are there extras? What's for dessert?

Nurse: Ah. Dessert is chocolate cake. But you can't have it! There is too much sugar in it.
 Patient: Oh, really? Chocolate cake is my favourite.
 Nurse: Sorry, Mr Lake!

Pronunciation: Saying *schwa* (1)

This activity focuses on the sound at the end of words, but of course it is used extensively in many unstressed syllables or words such as *are, was, does, of* – which are dealt with in the next Pronunciation box – and indeed in most unstressed syllables, which are dealt with in the lesson later.

-  Play the recording.

Transcript 063

extra
 centre
 lasagne
 salad
 double
 vegetable
 chocolate

When you drill students from now on, show them where the *schwa* sounds are used, and help them to practise.

All the words in the box appear in this lesson. Once students have repeated the words, drill some sentences. The *schwa* sounds are in bold, although don't worry too much about the function words at this point.

*There **are** some great **extras**.*

*I see **a** lot **of** patients every day.*

B

Explain to students that they will need to look at a menu on CB page 154 in order to complete this task. Explain that the menu is slightly different from the one on page 51 of the Course Book – the headers are the days of the week. Students prepare and rehearse the conversation. Have some pairs perform in class.

Answers

Students' own answers.

C

This is a freer activity. All students first prepare a menu, choosing from the options in the Course Book. Then they prepare and rehearse a similar conversation to Track 61. They do this in turn, three times – every time, one of the students is an observer and takes notes. The observer reports back to another group or the class as to what the meal(s) was/were.

Private or public?

Complete notes on a talk about public and private hospitals

Predict the next word to understand a talk

Introduction

Refer students to the subheading. Ask: *Why do some people prefer public or private hospitals?* Elicit ideas, although it may be that students cannot think of this. Tell students they will learn more about this. Use the title and introduction of the lesson, *Private or public?*, to teach the meaning of the words. Say the words for the class and practise the pronunciation. Ask: *How do you know health facilities like hospitals are successful?* Ideas: no waiting lists, no empty beds, good doctors and nurses, low fees, and good communication with patients and families.

A

Students discuss and suggest reasons. Write their ideas on the board, but do not correct. If they are unfamiliar with a specific hospital, elicit general suggestions for what would be a good hospital.

B

Students study the table and complete it with words from the box. Stimulate students to agree on the best combinations.

Answers

1.	successful	research	operation	hospital
2.	reliable	doctor	information	medication
3.	new	technology	staff	insurance
4.	high	fees	risk	blood pressure
5.	difficult	exercise	message	decision

C

Focus students on the UView information. Read the question aloud for them: *Private or public?* Elicit ideas, but accept all. Check they understand the meaning of the words *success* and *failure*. In pairs, students then write down three sets of adjective + noun that they think the speaker might use to answer the question, e.g., *reliable service, low fees*, etc.

D

④ Play the recording. Students complete the slide with information (ticks and crosses), and compare answers in pairs. Elicit answers. Replay the recording if necessary.

Answers

	Lismore Hospital	St. Vincent's
This hospital is small.	x	✓
This hospital has more patients.	✓	x
There are not as many employees at this hospital.	x	✓
The hospital meets the needs of patients.	✓	✓
There are empty beds at this hospital.	x	✓

Transcript 064

Hello. I'm Liam Grant. Welcome to Healthcare Talk. This time on Healthcare Talk, I'm going to tell you a story. It's quite a familiar one – I mean, it happens all the time. The story is about two hospitals. The first hospital is called Lismore Hospital. It's a large medical facility. It employs 500 people and has 197 beds. The second hospital is St Vincent's. St Vincent's is small, with only 124 employees and 80 beds. They both operate in the same town. The services from both hospitals are reliable and ... um ... successful. In other words, the services meet the needs of the patients. Remember that. The services of both hospitals meet the needs of their patients. But there are differences. St Vincent's is small, and not many people go there. Sometimes they have empty beds. Lismore Hospital, on the other hand, has no empty beds – there are not enough beds. Why? Why do patients go to Lismore Hospital and not to St Vincent's? This story is about two hospitals and it's about their services, but really, it's about patients, and the choices they have.

Listening skill: Making notes during a talk

Use the box to show how the transcript extract relates to the written notes. When you have gone over all the information, ask students to cover the notes in the box. Ask them to look at the extract from the transcript and rewrite the notes.

E

1. Go through the notes, checking students understand the information and the abbreviations. Students try to complete the notes in pencil.
2. After students have compared answers for a minute or so, ask them if they had the same notes or different.
3. ④ Play the recording. Students check their answers and make corrections. Show the answers using a visual medium. Refer students to the relevant part of the transcript for Track 065 for any problem areas.