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Unit 1: Communication

Dialogue 1: skype meeting (A2)

Dialogue 2: course introduction (A2)

Dialogue 3: reporting an emergency (A2)

Dialogue 4: heart attack procedure (B1)

Dialogue 5: receiving a complaint (B1)



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In this unit

Communication

This unit contains dialogues related to a range of communication scenarios. The scenarios presented represent scenarios that a care worker may find themselves engaged in, including attendance at a professional development course in First Aid. The dialogues attempt to present a broad range of scenarios built around particular grammar points.

Characters from dialogues

Caregiver

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

Care provision manager

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

Relatives of person receiving care

- Mr & Mrs Williams are the son and daughter-in-law of John Williams, an elderly man in need of respite care at the nursing home.

Relatives of person receiving care

- Mr Brian Wilkins is the concerned son of nursing home resident Mr James Wilkins.

First Aid course instructor

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

Person receiving care

- Mr Reg Smith is a nursing home resident who suffers a fall in the gardens of the nursing home.

CONTRACTIONS in English

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

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

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

REFERENCE - Common contractions used in English:

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

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

Dialogue 1: skype meeting (A2)

Conversation between Mrs Rose (Care provision manager at Bridge Street nursing home) and Mr and Mrs Williams (Son and daughter-in-law of Mr John Williams senior)

Situation: Care provision manager Mrs Rose conducts a pre-arranged Skype meeting with Mr and Mrs Williams, the son and daughter-in-law of Mr John Williams. The objective of the skype meeting is to determine if a period of respite care can be provided for Mr John Williams while his son and daughter attend a family wedding overseas.

Persons: Mrs Rose (Care provision manager), Mr Williams & Mrs Williams, the son and daughter-in-law of Mr John Williams.

Location: Mrs Rose attends the meeting from her office at the Bridge Street nursing home, Mr & Mrs Williams attend the meeting from their own home.

Grammar points:

Modals – can / could

Future time – will and going to



Mrs Rose: Hello, am I speaking with Mr & Mrs Williams from Clearview Avenue?

Mr Williams: Yes, I'm Mr Williams and this is my wife, Jane.

Mrs Rose: Oh good. I'm Mrs Rose, the care manager from the Bridge Street care home. I received your request for a Skype meeting. So how can I help you?

Mr Williams: My eighty-seven-year-old father, John Williams, lives with us. In three months' time we'll be attending our daughter's wedding in Bermuda.

Mrs Rose: So you're going to Bermuda? How lovely.

Mrs Williams: Yes, we're going for ten days but we're worried about leaving my father-in-law alone. Our son is also going to the wedding and so there's no one who can take care of John.

Mrs Rose: I see. So are you looking for a period of respite care for your father, John?

Mr Williams: Yes, I think so. My father can do most things for himself, but he doesn't like staying in the house alone at night.

Mrs Rose: And how long would you like your father to be cared for?

Mrs Williams: We're going to Bermuda for ten days, though we were hoping John could be taken care of for twelve days. This will give us time to prepare and then recover from the trip and the travelling.

Mrs Rose: That sounds reasonable. Our respite packages range from a single night up to six weeks, so twelve days or nights would not be a problem.

Mrs Williams: That's good. Could we ask about the care you provide?

Mrs Rose: Yes of course. We provide accommodation in a single room with an adjoining bathroom. Each room has a television, although we also have a communal lounge area. All meals are provided and we will also provide a laundry service for guests who stay for more than one week. The rooms are cleaned each day and bed linen is changed twice a week.

Mrs Williams: That sounds good. John likes things to be clean.

Mrs Rose: You mentioned earlier that your father 'can do most things for himself'. Could you be more specific?

Mr Williams: Yes of course. My father can still take care of most of his bathroom activities, including bathing, shaving and going to the toilet. He does need some assistance getting in and out of the bath. He can feed himself and dress himself. His main problem now is walking.

Mrs Rose: Can he walk?

Mr Williams: Yes, he can walk, but only short distances. Until last year he could walk quite well but he had a fall and damaged his ankle. I think he's lost his confidence now.

Mrs Rose: That's a shame.

Mr Williams: He also takes some medications though he sometimes forgets.

Mrs Rose: I see.

Mrs Williams: If John stays at your care home, could he bring some of his own things with him?

Mrs Rose: Yes, guests can bring their possessions with them as it can help them to feel at home. What kind of things were you thinking of?

Mrs Williams: John has some photos of his wife and other family members. He likes to read so he will probably want to bring a small number of his library books.

Mrs Rose: Bringing those kind of small items will be fine.

Mr Williams: Mrs Rose, could you check if you have space available in June? From the 18th to the 30th

Mrs Rose: Yes, those dates are fine, do you want to make a reservation?

Mr Williams: Could we bring my father to look around the facilities before we make a commitment?

Mrs Rose: Certainly, when could you get here?

Mr Williams: How about Thursday afternoon, around 4pm? Can you finish work early?

Mrs Williams: Yes, I think I can. I could go in earlier that day to complete my hours.

Mr Williams: Could we agree on 4pm on Thursday?

Mrs Rose: Yes, that will be fine. I'll put that in the diary for my colleague, as I'm going to be on leave on Thursday. Ask for Mr Perry when you arrive and he'll show you around.

Mr Williams: OK.

Mrs Rose: Could you also bring a list of the medication that your father is currently taking?

Mrs Williams: Yes, I'll prepare that for you.

Mrs Rose: OK, I hope your father likes the facility and I will get to meet him in June.

Mrs Williams: I'm sure he will.

Mrs Rose: Is there anything else I can help you with today?

Mr Williams: No, I think you've covered everything we need to know at this stage. Thank you for your help today.

Mrs Rose: It's my pleasure. Goodbye and have a nice day.

Mrs Williams: You too, goodbye.

1.1. Exercises for dialogue 1



EXERCISE 1 – Listening skills

Put an X in the appropriate column.

True False

- 1) Mr & Mrs Williams are going to Benidorm.
- 2) Accommodation is provided in a twin room.
- 3) John Williams likes things to be clean
- 4) John Williams cannot walk.
- 5) Mrs Williams will prepare a list of medication for Mrs Rose.

	True	False
1) Mr & Mrs Williams are going to Benidorm.		
2) Accommodation is provided in a twin room.		
3) John Williams likes things to be clean		
4) John Williams cannot walk.		
5) Mrs Williams will prepare a list of medication for Mrs Rose.		



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) Why do Mr & Mrs Williams want to arrange a respite stay for John Williams?
 - A. They are finding it hard to manage looking after him
 - B. John Williams needs a holiday
 - C. They are attending a wedding in Bermuda

- 2) How long is the shortest respite package available?
 - A. One night
 - B. Two nights
 - C. Seven nights

- 3) Which of the following activities does John Williams need assistance with?
 - A. Shaving himself
 - B. Taking a bath
 - C. Using the toilet

- 4) What does John Williams like to do?
 - A. Play golf
 - B. Read
 - C. Swim

- 5) At what time will Mr & Mrs Williams visit the nursing home?
 - A. 4pm
 - B. 4am
 - C. Never



EXERCISE 3 – Grammar

MODAL VERBS

We use modal verbs to show if we believe something is certain, probable or possible (or not). We also use modals to do things like talking about ability, asking permission, making requests and offers, and so on.

The modal verbs are:

- can
- could
- may
- might
- shall
- should
- will
- would

MODAL VERBS: can / could

For possibility

We use the modal 'can' to make general statements about what is possible:

It **can** be wet in April.

You **can** fall quite easily on the rocks.

We use 'could' to show that something is possible in the future, but not certain:

If you don't eat your breakfast you **could be** hungry later.

We use 'could have' to show that something is/was possible now or at some time in the past:

The game is over, they **could have** won the championship by now.

They **could have** already finished the job.

For impossibility

We use the negative 'can't' or 'cannot' to show that something is impossible:

That **can't be** his drawing.
You **cannot be** engaged at your age.

We use 'couldn't/could not' to talk about the past:

We knew it **could not be** his drawing.
She was telling lies. She **could not be** engaged at her age.

For ability

We use 'can' to talk about someone's ability to do something:

She **can speak** several languages.
He **can swim** like a fish.
They **can't dance** very well.

We use **can** to talk about the ability to do something at a given time in the **present** or **future**:

You **can make** a lot of money if you are lucky.
Help. I **can't breathe**.
They **can run** but they **can't hide**.

We use **could** to talk about **past** time:

She **could speak** several languages.
They **couldn't dance** very well.

Permission:

We use **can** to ask for permission to do something:

Can I ask a question, please?
Can we go home now?

could is more **formal** and **polite** than **can**:

Could I ask a question please?
Could we go home now?

We use **can** to **give** permission:

You can go home now if you like.
You can borrow my pen if you like.

We use **can** to say that someone **has** permission to do something:

We can go out whenever we want.
Students can travel for free.

Instructions and requests:

We use **could you** and as a **polite** way of telling or asking someone to do something:

Could you take a message please?
Could I have my bill please?

can is less polite:

Can you take a message please?

Offers and invitations:

We use **can I ...** to make offers:

Can I help you?
Can I do that for you?

We sometimes say **I can ...** or **I could ...** to make an offer:

I can do that for you if you like.
I can give you a lift to the station.

Modal verbs can / could in dialogue 1

How can I help you?
 Who can take care of John?
 My father can do most things for himself
 John could be taken care
Could we ask about the care you provide?
Could you be more specific?
Can he walk?
 Guests can bring their possessions
 It can help them to feel at home
Could you check if you have space available in June?
Could we bring my father?
Can you finish work early?
 I think I can
 I could go in earlier
Could we agree on 4pm on Thursday?
Could you also bring a list?
 Is there anything else I can help you with today?

From the table below, insert the most appropriate verb into the sentence:

could we make	you could fail	can I help	we could find
she could swim	It can't be	she can	could you

- 1) Helen is studying languages at university. _____ speak English, Italian and Spanish.
- 2) When we were at school, _____ help whenever we wanted.
- 3) If you don't study hard, _____ your exams.
- 4) At the age of 7 _____ 20 meters.
- 5) _____ you with your homework?
- 6) _____ make me a cup of tea?
- 7) Georgina is always polite. _____ true she was rude to her teacher!
- 8) _____ some sandwiches. We are starving!



EXERCISE 4 – Grammar

FUTURE TIME – WILL AND GOING TO

You can often use the present tense to talk about something that is arranged/scheduled:

Example: My flight leaves at 6.00am.

'Will' is used to indicate future facts, promises, commands, assertions and prediction that you believe to be true for the future:

Example: I will cook dinner tonight (Certainty)

'Will' can also be contracted: I'll; You'll; He'll/She'll; We'll; You'll; They'll.

Example: I'll cook dinner tonight = I will cook dinner tonight

You can use words such as 'perhaps, probably, hopefully, I think, I hope' with 'will' to make a prediction about the future or to express 'want' or 'be willing to':

Example: My husband is running late. I think I will collect the children from school in case he cannot get to school on time.

I hope you can come with me to Rome.

'Going to' is used to talk about plans and intentions or a prediction in the future based on facts in the present:

Example: There are a lot of clouds in the sky. It's going to rain! (Prediction)

You may use 'going to' once you have made your decision about the future:

Example: There is a terrible traffic jam. We are going to be late for our meeting.

Future time in dialogue 1:

We'll be attending

You're going to Bermuda

Our son is also going to the wedding

He will probably

That will be fine

I'll put that in the diary

I'm going to be on leave

I'll prepare that for you

I will get to meet him

I'm sure he will

Fill in the gaps by adding the correct verb:

- 1) My exams are very near. I _____ study harder.
- 2) On the 14th of January it is my birthday. _____ be 35 years' old
- 3) I hope _____ come and visit me next year
- 4) I think _____ buy a take away tonight.
- 5) There is a large queue at the cinema. We _____ miss the start of the film.
- 6) The floor is wet, be careful! You _____ slip.
- 7) The flight coming from Vienna is late. Our flight _____ be delayed.
- 8) I hope I _____ get a good grade for my English exam.
- 9) I am sure you _____ do a good job decorating your new house.
- 10) The film _____ at nine.
- 11) He _____ probably be late because of traffic
- 12) I _____ be quiet while you talk to your parents.



EXERCISE 5 - Vocabulary

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

1. What type of care can be provided to offer a period of rest or relief from something?

- A. Nursing care
- B. Dementia care
- C. Respite

2. What space is designed to be shared by a community?

- A. Kitchen
- B. Communal
- C. Bedroom

3. What term describes someone who you work with professionally?

- A. Colleague
- B. Partner
- C. Friend

4. How might you describe an enjoyable event?

- A. Adequate
- B. Functional
- C. Lovely

5. What would you make to book something in advance?

- A. Judgment
- B. Mistake
- C. Reservation

1.2 Vocabulary for dialogue 1



1. adjoining
2. alone
3. assistance
4. colleague
5. communal
6. confidence
7. facility
8. father-in-law
9. lovely
10. mention
11. package
12. possession
13. provide
14. reservation
15. respite
16. Skype
17. wedding
18. worry

Dialogue 2: course introduction (A2)

Conversation between Peter (caregiver) and Mr Law (First Aid course instructor)

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

Persons: Peter (caregiver), Mr Law (First Aid course instructor)

Location: The session takes place in a training room.

Grammar points:

Modals - should



Mr Law: Good morning everybody. Before we start you should make sure that you have something to write on. During the session you should take notes.

My name is Ian Law and I will be your trainer for this first aid course. As we'll work together over a number of sessions, you should call me by my first name Ian. Is that ok?

Peter: Yes, that's fine.

Mr Law: This morning I will explain to you what first aid is and what the role of a first aider is.

By the end of this session you should know the key principles of first aid.

Can anyone tell me what first aid is?

Peter: I think so. First aid is the help that you give to someone who is injured, before you call the emergency services.

Mr Law: That's a good answer. What's your name?

Peter: Peter

Mr Law: What Peter has said is not inaccurate, though a first aider may not always need to call the emergency services.

In fact, in many situations it is not necessary to call the emergency services. You should try to remember this.

[Peter raises his hand] Yes peter?

Peter: Does a first aider make that decision?

Mr Law: Not always. Though a first aider should be prepared to take that responsibility.

Peter: OK

Mr Law: At Coalville first aid training we believe that first aid is the management of an injury or sudden illness, before the medical services arrive or until the patient is well enough to continue their activities.

First aid is not medical treatment and it should not be compared with the kind of treatment given by a paramedic or doctor.

First aid is often about making common sense decisions that are in the best interest of the patient.

With the right knowledge a first aider can make the difference between permanent or temporary injury, or even the difference between life and death.

Within a short space of time on this course, you should gain essential lifesaving skills. This should make you all confident and competent first aiders.

[Peter raises his hands] Yes Peter?

Peter: You mentioned some principles of first aid. Will we cover those today?

Mr Law: Yes, we will. I'm just about to tell you what they are.

The first principle of first aid is to preserve life.

This includes maintaining the safety and well-being of everyone involved in an emergency.

I will tell you about the 'primary survey', which is a process of steps to assist you in continually evaluating a situation

The second principle is to prevent deterioration. This means that you should always try to ensure that the condition of the patient does not get worse.

[Peter raises his hands] Peter?

Peter: Is it always possible to prevent deterioration?

Mr Law: No not always. Sometimes a patient's condition is too severe. But you should always follow the recommended processes and do the best that you can.

Peter: Thank you

Mr Law: The third principle of first aid is to promote recovery.

In addition to requesting professional medical services, a first aider should provide reassurance for a patient. This should help to reduce anxiety and discomfort caused by their recent condition.

A first aider should consider what they could do in each situation to promote recovery.

Peter: Are there any other things that a first aider is obliged to do?

Mr Law: Another good question Peter. I will explain some of the other things that a first aider should do in their role.

A first aider should take charge in a medical emergency or situation, as they will know how to assess the situation.

A first aider is responsible for ensuring that first aid kits are kept up to date and that they're fully stocked.

A first aider should also ensure that first aid kits are accessible to those that may need them.

As I have already mentioned, a first aider should follow the recommended protocol when dealing with any situation.

Peter: It sounds like a first aider has many responsibilities.

Mr Law: Yes Peter, they have. That is why you should all pay attention during all of the classes on this course.

You should also ask questions if you see or hear anything that you don't understand.

Does anyone have any questions now?

Peter: No, I think what you've said is very clear.

Mr Law: OK, let's start with the first lesson.

2. Exercises for dialogue 2



EXERCISE 1 – Listening skills

Answer the following questions based on dialogue 2.

- 1) Should a first aider always call the emergency services?
- 2) What is the first principle of first aid?
- 3) Is first aid the same as medical treatment?
- 4) What type of survey should be carried out by a first aider?
- 5) What is a first aider responsible for keeping fully stocked?



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) How should Peter address the course instructor?
 - A. My Law
 - B. Sir
 - C. Ian

- 2) What elements of first aid does the instructor say will be taught?
 - A. The main rules of first aid
 - B. The key principles of first aid
 - C. The primary methods of first aid

- 3) Peter said that first aid is:
 - A. Help that you give to someone who is injured
 - B. Help that you give to someone who is ill
 - C. Help that you give to someone who is unconscious

- 4) First aid is often about making what type of decisions?
 - A. Good decisions
 - B. The right decisions
 - C. Common sense decisions

- 5) What should a first aider follow when dealing with any situation?
 - A. The leader.
 - B. Recommended protocol
 - C. His / her instincts.



EXERCISE 3 – Grammar

MODAL VERBS

We use modal verbs to show if we believe something is certain, probable or possible (or not). We also use modals to do things like talking about ability, asking permission making requests and offers, and so on.

The modal verbs are:

- can
- could
- may
- might
- shall
- should
- will
- would

MODAL VERB: should

You can use 'should' to make suggestions and give advice.

Example: You should call Peter.

Modal verb 'should' in dialogue 2:

You should make sure

You should take notes

You should call me

You should know

You should try to remember this

A first aider should be prepared

You should gain essential

You should always try

You should always follow

A first aider should provide

A first aider should consider

A first aider should take charge

A first aider should also ensure

A first aider should follow

You should all pay attention

You should also ask questions

Insert the most appropriate modal verb in each sentence.

- 1) A teacher _____ always take care of the pupils
A. could
B. should

- 2) Mr. Jones has lost his wallet, he _____ go to the police station
A. should
B. can

- 3) When I was young I _____ run very fast
A. should
B. could

- 4) If you study harder you _____ achieve a better grade
A. should
B. could

- 5) When you see a red traffic light you _____ stop
A. should
B. could



EXERCISE 4 – Grammar

MODAL VERBS

Connect the correct phrases together, place the correct number after each letter:

- | | | |
|------------------------------|---------------------------------------|---------|
| A) When you go to Rome | 1) she should rest. | A _____ |
| B) Maria is not feeling well | 2) you should relax and watch a film. | B _____ |
| C) When you finish work | 3) you should visit the Colosseum | C _____ |
| D) When Mark was young | 4) should always be polite | D _____ |
| E) Nurses in hospitals | 5) he could read for hours. | E _____ |



EXERCISE 5 - Vocabulary

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

1. Which word means to keep something from happening?
A. prevent
B. promote
C. preserve

2. Which word means intense?
A. worse
B. severe
C. deterioration

3. Which of the following could lead to a conclusion or resolution?
A. decision
B. protocol
C. reassure

4. Which of the following suggests something will last the longest?
A. temporary
B. competent
C. permanent

5. Which word means to do something to remove doubts and fears?
A. promote
B. injure
C. reassure

Vocabulary for dialogue 2



1. always
2. competent
3. decision
4. deterioration
5. first aid
6. inaccurate
7. injure
8. paramedic
9. permanent
10. prepare
11. preserve
12. prevent
13. principle
14. promote
15. protocol
16. reassure
17. recovery
18. role
19. session
20. severe
21. stock
22. temporary
23. train
24. trainer
25. treatment
26. well-being
27. worse

Dialogue 3: reporting an emergency (A2)

Telephone conversation between care giver Peter and an emergency services respondent, after Peter finds care resident Mr. Smith unconscious in the care residence gardens.

Situation: Care giver Peter is taking a break in the gardens of the nursing home when he comes across an unconscious Mr. Smith, a resident at the nursing home. Mr. Smith is lying face down, with no obvious sign of injury. Peter uses his mobile phone to contact the emergency services.

Persons: Peter (care giver), emergency services 'operators' (telephone voices), Mr. 'Reg' Smith (passive actor in the scene)

Location: The garden of the Bridge Street nursing home.

Grammar points:

Present continuous tense



Peter: Mr. Smith. Mr. Smith can you hear me?

Mr Smith, Reg! Can you hear me?

Operator 1: Hello, emergency operator, which service do you require? Fire, police or ambulance.

Peter: Ambulance please.

Operator 1: I'll just connect you now.

Operator 2: Hello, where are you calling from?

Peter: From the Bridge Street nursing home on Bridge street, in Coalville. I'm in the gardens at the rear of the property.

Operator 2: Do you have a number for the property?

Peter: Yes, it's 34. It's the building near the supermarket in Bridge Street.

Operator 2: OK thank you. What is the nature of your emergency?

Peter: I've just found one of our residents, unconscious in the garden. He's just lying on the ground, he isn't moving.

Operator 2: Is there access to the garden area from the street?

Peter: Yes, there's a drive at the right of the building that leads to a gate, that's the garden.

Operator 2: May I ask your name?

Peter: My name's Peter, I'm a care worker at the nursing home.

Operator 2: OK Peter, is there any obvious sign of injury to your resident, any cuts, bruises or evidence of a fall?

Peter: Not that I can see

Operator 2: Is your resident in any danger from things in the immediate area?

Peter: No, I don't think so.

Operator 2: OK I'll send someone along immediately. Is your resident breathing?

Peter: Yes he's breathing, but he's breathing in a shallow way.

Operator 2: Are you able to position your resident so he is lying on his side?

Peter: Yes, I think so.

OK, I've done that

Operator 2: Now tilt your resident's head back by placing one hand on his forehead and lifting his chin using two fingers.

Peter: OK. I've done that.

Operator 2: How is the patient breathing now?

Peter: He's still breathing, although he seems to be wheezing a little, as though he can't get his breath.

Operator 2: Can you tell me anything else about the patient?

Peter: Yes, I can see now that he's sweating.

Operator 2: Is anyone else there with you and the patient?

Peter: No. I'm hoping one of the other staff members comes out soon.

Operator 2: Well just relax you're doing very well. We'll have someone with you shortly.

Peter: Is there anything else I can do?

Operator 2: You can try talking to the patient to see if he responds. You can also check that the patient is still breathing.

Peter: I think the ambulance has arrived. I can hear the crew walking along the path.

Operator 2: OK Peter, just explain to the crew how you found the patient and his current condition.

Peter: I will, thank you.

3. Exercises for dialogue 3



EXERCISE 1 – Listening skills

Answer the following questions based on dialogue 3.

- 1) Which emergency service does Peter ask for?
- 2) Where is the garden in relation to the property (nursing home)?
- 3) Peter said that Mr Smith was lying on the ground,
what did he say that he wasn't doing?
- 4) In what way was Mr Smith breathing?
- 5) Where does the operator tell Peter to 'place one hand'
on Mr Smith's body?



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) What other building is the nursing home near to?
 - A. bakery
 - B. garage
 - C. supermarket

- 2) What state did Peter find Mr Smith in?
 - A. unconscious
 - B. bleeding
 - C. shock

- 3) What did the operator ask if there was evidence of?
 - A. fall
 - B. electric shock
 - C. poison

- 4) How does the operator ask Peter to position Mr Smith?
 - A. with his legs in the air
 - B. lying on his side
 - C. sitting in a chair

- 5) What could Peter see that Mr Smith was doing?
 - A. coughing
 - B. sweating
 - C. choking



EXERCISE 3 – Grammar

PRESENT CONTINUOUS TENSE

The present continuous is formed using the present tense of the verb *to be* plus the present participle of a verb (the *ing* form of a verb).

The present continuous is used to talk about:

Things that are happening at the time of speaking:

Example: I am listening to my favourite songs

Something which is temporary:

Example: Margaret is studying for her final exams

Things that happen repeatedly and often used with the adverb 'always'

Example: He's always listening to music instead of studying.

Things that are changing/developing:

Example: Maria's English is improving fast

Things in the future:

Example: Are you going to England next year?

Things that are new and are in contrast with the past

Example: What kind of music are teenagers listening to nowadays?

Present continuous tense in dialogue 3:

He's just lying on the ground, **he isn't moving**

Is your resident breathing?

Yes, **he's breathing**, but **he's breathing** in a shallow way

How **is the patient breathing** now?

He's still breathing

He's sweating

I'm hoping

The patient is still breathing

Complete the sentences using the correct form of the present tense of the verb in brackets:

- 1) I listen to the radio when I'm (to drive) _____ my car
- 2) I'm (to draw) _____ a picture of my cat.
- 3) She's (to cook) _____ dinner for her friends.
- 4) Mark (to write) _____ a new book.
- 5) Would you like to come for dinner tomorrow night?
I'm sorry I can't come tomorrow night. I'm (to meet) _____ Luisa to do to the cinema.
- 6) The chocolate on the cake is (to melt) _____.

Self-study: Try to think of sentences yourself that use different form of the present tense (present simple and present continuous) listed above. Write them down and discuss them with a fellow learner.



EXERCISE 4 – Grammar

PRESENT CONTINUOUS TENSE

Insert the correct form of each verb in the following passage:

One night during the week I (to go, usually) 1. _____ out with my friends to the cinema.

Then we (to go) 2. _____ back to my parents' house, where my mother (to cook) 3.

_____ a delicious meal. However, this week is different. We (to go) 4. _____ to the

restaurant for dinner. My mother is (to cook) 5. _____ dinner. I hope the

food will be as nice as hers.

Self-study: Write a passage describing things you do during your week. Use different forms of the present tense (present simple and present continuous). Compare your passage with that of a fellow learner.



EXERCISE 5 - Vocabulary

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

1. Which word means of little depth?

- A. sweat
- B. shallow
- C. shortly

2. Which of the following words could describe how someone is breathing?

- A. wheezing
- B. moving
- C. connecting

3. Which of these is part of a face?

- A. cut
- B. bruise
- C. chin

4. Which of the following is based on facts?

- A. access
- B. evidence
- C. building

5. Which of the following could indicate that an injury has been suffered by someone?

- A. nature
- B. crew
- C. bruise

3.2 Vocabulary for dialogue 3



1. access
2. breathe
3. bruise
4. building
5. chin
6. condition
7. connect
8. crew
9. cut
10. emergency
11. evidence
12. forehead
13. immediate
14. move
15. nature
16. position
17. property
18. relax
19. require
20. shallow
21. shortly
22. sweat (noun)
23. sweat (verb)
24. unconscious
25. wheeze

Dialogue 4: heart attack procedure (B1)

Conversation between Peter (caregiver) and Mr Law (First Aid course instructor)

Situation: Peter is attending a specific first aid training workshop, dealing with the treatment of heart attack patients. As an active participant Peter asks a number of questions during the session.

Persons: Peter (caregiver), Mr Law (First Aid course instructor)

Location: The session takes place in a training room.

Grammar points:

Broader range of intensifiers such as so, such, too and enough



Mr Law: During this session we will look at how you might tell if someone has a heart attack. We'll also make sure you have enough information to know what to do in such an emergency.

Can anyone tell me what a heart attack is?

[Peter raises his hand] Yes Peter?

Peter: Is it when the heart suddenly stops beating?

Mr Law: Not exactly. What you have described Peter is something we call a 'sudden cardiac arrest'.

A heart attack is different.

A heart attack is when the blood supply to the heart is blocked, normally by a blood clot.

Many people will recover from a heart attack. However, there is a chance that the heart attack will cause the heart to stop, which is known as a cardiac arrest.

This is why it is so important to arrange for medical assistance if you suspect a heart attack. Medical assistance that is too late could result in the patient's death.

Peter: How can we tell if someone is having a heart attack?

Mr Law: There are four things that we look for to determine a heart attack. We call these the four 'P's.

The first is pain in the chest, which can move to the jaw and down one arm.

The second is pale skin, which may look a little grey.

The third is Perspiration.

And the fourth thing to consider is the patient's pulse, which may be rapid and weak during a heart attack.

Early diagnosis is such an important factor in dealing with heart attack patients.

Peter: Can the symptoms be confused with other problems?

Mr Law: There is a condition called angina, which is more common in older people.

Angina symptoms include chest pains, including the jaw and arm, and a patient can begin to perspire.

If you know your patient has angina ensure they take their medication, which normally stops the pain and perspiration.

However, if the pain persists you should suspect a heart attack. You cannot be too careful in these situations.

[Peter raises his hand] Peter?

Peter: How do we treat a patient with a suspected heart attack?

Mr Law: The first thing you should do is to phone for an ambulance and say that the patient is having a heart attack.

It is so important to give the medical services enough time to respond.

Once you have called for an ambulance you should arrange the patient in a sitting position. Ideally this will be on the floor with their back and knees supported.

If the patient is over sixteen years old and are able to take Aspirin, give them one 300mg tablet and ask them to chew it slowly.

Peter: What else can we do?

Mr Law: You should continue to monitor your patient as they could develop a condition called shock, which is life threatening.

You should keep checking their levels of response, breathing and pulse.

If they do go unconscious remember your primary survey protocol. Be prepared to give CPR if necessary.

So can anyone remind us what the four 'P's are when we suspect a heart attack?

[Peter raises his hand] Peter?

Peter: The first P is pain, mainly in the chest. The second P is Pale skin, which may look grey. The third P is perspiration and the fourth P is pulse, which may be weak and too fast.

Mr Law: Excellent Peter, well done.

Now I want you to work with a partner and practice positioning a suspected heart attack patient as I've described.

Find a space in the room where you have enough room and remember to keep the back and legs of the patient supported.

4. Exercises for dialogue 4



EXERCISE 1 – Listening skills

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

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

Mr Law explained to the group that he would teach the group how to tell if someone was having a heart attack, and what they should do in such an 1. _____. Peter suggested that a heart attack was when the heart suddenly stopped 2. _____. What Peter described was actually a 3. _____ 4. _____. A heart attack is when the blood supply to the 5. _____ is blocked, normally by a blood 6. _____. The four things to look for to identify a heart attack are 7. _____ in the chest, 8. _____ skin, 9. _____ and to consider the patient's 10. _____, which may be rapid and weak.



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) What should you arrange for if you suspect a heart attack?
 - A. blankets and hot water
 - B. bandages and ointment
 - C. medical assistance

- 2) What other condition might the symptoms of a heart attack be confused with?
 - A. angina
 - B. stroke
 - C. fainting

- 3) If someone is having a heart attack, what colour might their skin appear?
 - A. blue
 - B. white
 - C. grey

- 4) How old should a patient be before you consider giving them an aspirin?
 - A. over 6 years
 - B. over 16 years
 - C. any age

- 5) If a heart attack patient becomes unconscious, what protocol should you follow?
 - A. Heimlich maneuver
 - B. primary survey
 - C. internet protocol



EXERCISE 3 – Grammar

INTENSIFIERS

Intensifiers are used in English to make adjectives stronger. 'To intensify' means to make something stronger.

Example: We can say that 'I am reading an exciting book'. In this example 'exciting' is the adjective.

But if we want to emphasise how exciting the book is we could say:

'I am reading a very exciting book'. ('very' is the intensifier)

'I am reading an incredibly exciting book'. ('incredibly' is the intensifier)

There are many intensifiers in English and some of the them are considered to be stronger than others. In the example above (reading an exciting book) 'incredibly' would be considered a stronger intensifier than 'very'.

Use of intensifiers: so, such, too, enough

SO

So is used to indicate 'very'. It is generally placed before an adjective or an adverb

Example: It is so cold today!

Example: Maria plays the violin so well

Example: He walks so fast that I have to run to keep the pace.

SUCH

Such is also used to indicate ,very, and it is always used before an adjective and a noun. After such you need to use a/an.

Example: She is such a nice girl.

Example: He is such an incredible writer, that I think he will become famous one day.

TOO

You can use 'too' to indicate 'a lot of'. It is sometimes used to show a negative opinion.

Example: there are too many flies by the river.

Example: it's too cold today.

You can use it before an adverb to intensify it.

Example: You run too fast.

Example: You talk too loud

You can use it before much and many.

Example: You are eating too much food.

Example: You have too many books

ENOUGH

Enough is used to indicate you have what you need. It is placed before a noun and after a verb or an adjective.

Example: I have enough money to buy a train ticket to London

Example: Are you drinking enough water?

Example: She isn't old enough to go to the concert alone.

Intensifiers in dialogue 4:

Have enough information

It is so important

That is too late

Early diagnosis is such an important

You cannot be too careful

It is so important to give the medical services enough time to respond

Which may be weak and too fast

Find a space in the room where you have enough room

Complete the following sentences by inserting the correct intensifier.

- 1) It is _____ cold today!
A. too
B. such
C. enough
- 2) I have _____ book to read while on holiday.
A. too
B. enough
C. such
- 3) I am eating _____ much.
A. enough
B. such
C. too
- 4) I don't have _____ money to buy the bus ticket back home.
A. too
B. enough
C. such
- 5) It was _____ an enjoyable holiday!
A. too
B. so
C. such
- 6) Georgina swims _____ well!
A. too
B. so
C. such



EXERCISE 4 – Grammar

Intensifiers

Connect the correct phrases together, place the correct number after each letter:

- | | | |
|------------------------------------|-------------------------------------|---------|
| A) It was too difficult to read as | 1) so they had to open another room | A _____ |
| B) The jumper was so expensive | 2) I didn't understand it | B _____ |
| C) There were too many students | 3) that we decided to go for a walk | C _____ |
| D) It was such a nice day | 4) to buy the cake | D _____ |
| E) We didn't have enough money | 5) so we didn't buy it | E _____ |



EXERCISE 5 - Vocabulary

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

Peter came across a man slumped on the floor, he called but the man did not 1. _____. Peter ran to the man and got down on his 2. Knee. Peter checked the man's heart rate by feeling his 3. _____. The man's pulse was weak and his skin was 4. _____. Peter suspected the man was having a 5. _____ 6. _____. The man spoke and said he had 7. _____ in his chest, arm and 8. _____. Peter had an Aspirin tablet in his pocket, which he gave to the man and told him to 9. _____ it. Peter advised the man to relax, telling him that he would 10. _____ for the emergency services to attend the situation.

4.2 Vocabulary for dialogue 4



1. arrange
2. attack
3. block
4. cardiac
5. chance
6. chew
7. clot (noun)
8. clot (verb)
9. heart
10. ideal
11. jaw
12. knee
13. monitor
14. pain
15. pale
16. perspire
17. pulse
18. respond
19. shock
20. sudden
21. supply
22. support
23. suspect
24. symptom

Dialogue 5: receiving a complaint (B2)

Conversation between care giver Peter and Mr Brian Wilkins, the son of care home resident James Wilkins.

Situation: Mr Brian Wilkins approaches Peter (care giver) with concerns about his father Mr James Wilkins. James Wilkins is a resident at the nursing home and he is entering the later stages of dementia, resulting in his inability to remember things becoming more frequent. He has also been losing weight. The situation is proving a little difficult for his family to deal with.

Persons: Peter (caregiver), Mr Brian Wilkins (son of resident)

Location: Mrs Rose's room within the nursing home

Grammar points:

Relative clauses



Mr Wilkins: Hello, it's Peter isn't it?

Peter: Yes, I'm Peter, is there something I can help you with?

Mr Wilkins: Well, I can see that you're a little busy, but I would really like to speak with someone about my father. Can you help?

Peter: I'll do my best, shall we just step into this room for privacy?

Mr Wilkins: Yes, of course.

Peter: So what is it that I can help you with?

Mr Wilkins: This is not very easy to say, but I have a number of complaints I'd like to make.

Peter: Would you like me to fetch Mrs Rose for you? She may be in a better position to respond to your complaints.

Mr Wilkins: That won't be necessary at this stage. It's just that the girl who looks after my father in the evening is not very kind. My father also thinks she is taking things from his room.

Peter: I'm sure that's not the case Mr Wilkins. The girl you mention, her name is Gail, is a very experienced and trusted carer.

Mr Wilkins: She may be, but my father is not happy with her. My father had a book, I bought it for him around two weeks ago, and now it's gone missing.

Peter: I believe the book you bought for your father is inside your father's wardrobe. He said he wanted to keep it there so it wasn't collected with our own library books.

Mr Wilkins: Are you sure? My father said someone has taken it.

Peter: I can't be completely sure without looking, but I can check for you.

Mr Wilkins: My father also said that he isn't being fed properly. He said that he's missing meals.

Peter: Again I'm not sure if that's the case. I can say that your father hasn't missed any meals while I've been on duty. Rachel, the lady who serves his food in the evening, will be here in around ten minutes. We can ask her if he has missed any meals.

Mr Wilkins: But it's clear to see, he's getting so thin. He's always been a big strong man.

Peter: I'm sure he has Mr Wilkins, but he's older now and less active than he used to be. His condition, especially at this stage, can also contribute to weight loss.

Mr Wilkins: It just seems so quick, he doesn't look like the man he used to be.

Peter: I understand the nurse who met with you and your wife last month explained how your father might change.

Mr Wilkins: Maybe, I can't really remember all of the details.

Peter: Would you like me to arrange a short meeting with the nurse so she can answer any questions you have?

Mr Wilkins: Yes, I suppose so. But what about the girl, Gail? My father is not happy with her.

Peter: I'm not able to comment about the performance of other staff. If you wish to pursue a complaint about a staff member you will need to speak with Mrs Rose. Shall I call for her?

Mr Wilkins: No, I don't want to create a problem. I just worry about my father.

Peter: I understand Mr Wilkins, it's a difficult time. But I can tell you that your father is being looked after by people who care about him. We all want him to be as comfortable as possible.

Mr Wilkins: Yes, I know that.

Peter: If you can wait a moment I will look for the book you asked about in your father's wardrobe.

Peter: The book you were looking for was in the wardrobe, as I thought it was.

Mr Wilkins: I guess my father was mistaken then. Maybe I was a little too quick to complain.

Peter: That's perfectly fine, it's important that you can talk to us. I will make a report of your concerns, the ones you raised today, and present it to Mrs Rose. I'll ask her to arrange a meeting with the nurse to discuss your father's condition.

Mr Wilkins: Thank you Peter, I appreciate your help.

Peter: I also saw Rachel when I fetched the book. She said that your father has been eating all of his meals, though you are welcome to speak with her yourself.

Mr Wilkins: OK Peter, I'll speak to her on my way out.

Peter: And remember Mr Wilkins, you can always speak to a care manager, like Mrs Rose, if you have any additional concerns about your father's well-being.

Mr Wilkins: I appreciate that and I will keep it in mind.

5. Exercises for dialogue 5



EXERCISE 1 – Listening skills

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

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

Mr Wilkins told Peter that he wanted to make a number of 1. complaints about the treatment of his father. He suggested that someone had taken a 2. book from his father's room. He also suggested that the lady that looked after his father in the 3. evening is not very 4. kind. Peter suggested that the book may be in the 5. wardrobe. Mr Wilkins was also worried about his 6. father because he seemed to be getting so 7. thin. Peter tried to reassure Mr Wilkins by saying that he thought his father hadn't missed any 8. meals while he was on duty. Peter said he could arrange for Mr Wilkins to have a short meeting with the 9. nurse. When Peter returned with the book, from the wardrobe, Mr Wilkins admitted that he may have been a little too 10. quick to make a complaint. Ultimately Mr Wilkins was happy with how Peter dealt with his concerns.



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) Why did Peter invite Mr Wilkins to a different room?
 - A. for privacy
 - B. to sit down
 - C. to make him feel important

- 2) Who did Peter first suggest he would fetch to speak with Mr Wilkins?
 - A. Gail
 - B. Mrs Rose
 - C. the nurse

- 3) Who is the lady that serves meals in the evening?
 - A. Maria
 - B. Gail
 - C. Rachel

- 4) What did Peter say that he couldn't comment on?
 - A. the meals served in the evening
 - B. where the book may be
 - C. the performance of other staff

- 5) Rachel said that Mr Wilkin's father had:
 - A. been eating all of his meals
 - B. put the book in the wardrobe himself
 - C. lost weight in recent weeks



EXERCISE 3 – Grammar

RELATIVE CLAUSES

Relative clauses are non-essential parts of the sentence and are often preceded by the relative pronouns. Relative clauses are used to give additional information about people or things.

Example: The rucksack that I bought him for his birthday is broken.

Example: The woman who lives across the road is a doctor

The relative pronouns are:

Subject	Object	Possessive
who	whom, who	whose
which	which	whose
that	that	

There are two types of relative clauses. It is important to know the difference between them as it affects the relative pronoun that introduces the clause.

Defining clauses

Defining clauses tell us more about the person or thing we are talking about. It is not separated from the main clause with a comma. If the defining clauses is removed from the whole sentence, then the meaning of the sentence may change.

Example:

Example: The woman who lives across the road is a doctor

Example: The rucksack that I bought him for his birthday is broken.

The pronoun 'that' can sometimes be omitted

Example: *The rucksack that I bought him for his birthday is broken* is the same as *The rucksack I bought him for his birthday*

Non-defining clauses

Non-defining clauses tell us more about the person or thing we are talking about. They are separated by a commas or parentheses from the main clause and if removed the meaning of the sentence does not change.

Example: My rucksack, which I wear to school every day, is broken

Example: My mathematics teacher, whose son lives across the road from me, explained very well how to work out fractions.

Relative Clauses in dialogue 5:

It's just that the girl who looks after my father in the evening is not very kind.

My father had a book, (that) I bought it for him around two weeks ago, and now it's gone missing.

I believe the book (that) you bought for your father is inside your father's wardrobe.

Rachel, the lady who serves his food in the evening, will be here in around ten minutes.

I understand the nurse who met with you and your wife last month explained how your father might change.

I will look for the book (that) you asked about in your father's wardrobe

The book (that) you were looking for was in the wardrobe

I will make a report of your concerns, the ones you raised today, and present it to Mrs Rose.

From the list of pronouns below, insert the most appropriate one into each sentence:

which	who	that	who
whose	that	who	that

- 1) The girl, _____ father is my teacher, has just finished her university degree.
- 2) The man, _____ looked very sad, is my best friend.
- 3) The book _____ you bought me last year is missing.
- 4) I passed the exam _____ I took last week.
- 5) My school, _____ is next to the hospital, is closed today because of floods.
- 6) Bees, _____ are insects, are very important for the production of honey.
- 7) Mary, _____ is very good at directions, has given me the route plan for my next journey.
- 8) The nurse _____ looks after my mother is leaving.



EXERCISE 4 – Grammar

Relative clauses

Insert the correct relative pronoun in the following passage:

I applied for a job last year. It's a job 1. _____ attracted many applicants. At the interview it was very hot. The woman 2. _____ was sitting next to me was feeling unwell. I called the receptionist 3. _____ was sitting next to a window and asked her if the person 4. _____ was feeling unwell could sit near her to get some fresh air. The receptionist, 5. _____ looked very annoyed, reluctantly agreed. Not long after the woman felt much better.

They eventually called me in for the interview. There were 3 managers conducting the interview. The one, 6. _____ looked like my next door, was very friendly and made me feel at ease. On the other hand, the one, 7. _____ hair were very short, seemed very serious and did not ask many questions. A few weeks later, a letter arrive telling me I had got the job 8. _____ I wanted so much.



EXERCISE 5 - Vocabulary

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

1. Which of the following words is most associated with worrying?
A. complain
B. pursue
C. concern

2. Which of the following words could relate to someone's professional ability?
A. privacy
B. performance
C. wardrobe

3. Which of the following could you do to an appointment?
A. fetch
B. miss
C. feed

4. Which of the following words could mean 'to chase'?
A. pursue
B. explain
C. concern

5. Which word relates most closely to losing weight?
A. strong
B. busy
C. thin

5.2 Vocabulary for dialogue 5



1. appreciate
2. busy
3. buy
4. check
5. comfortable
6. complain
7. concern
8. condition
9. experience
10. explain
11. feed
12. fetch
13. miss
14. necessary
15. performance
16. privacy
17. properly
18. pursue
19. Strong
20. thin
21. trust
22. wardrobe

End of unit 1 test

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

Dialogue 1: skype meeting (A2)

1. To relieve carers for a short period of time, a care home may offer _____ care.
2. A bedroom may have an _____ bathroom.
3. The father of someone's spouse is their _____.
4. A marriage ceremony is commonly referred to as a _____.
5. You can _____ something without going into detail.
6. Your _____ is likely to improve the more you do something.
7. The nursing home is a _____ providing care for residents.
8. The things we own are our _____.

Dialogue 2: course introduction (A2)

1. Good practice is built on solid _____.
2. We can help a sick or injured person by giving them _____.
3. A principle of first aid is to _____ life.
4. We describe someone getting better from an illness as their _____.
5. A training session is most often delivered by a _____.
6. Something that lasts a very long time is said to be _____.
7. Something that does not last very long is said to be _____.
8. The contents of a first aid kit should be fully _____.

Dialogue 3: reporting an emergency (A2)

1. Impact on your skin with a blunt instrument may cause a _____.
2. Impact on your skin with a sharp instrument may cause a ____.
3. If someone is in serious medical danger, we should call the _____ .
4. A pool with a low water level may be described as a _____ pool.
5. The area immediately above the eyes is referred to as the _____.
6. A person who exercises strenuously may begin to _____.
7. A team operating an ambulance is referred to as a _____.
8. It can be difficult to prove something without _____.

Dialogue 4: heart attack procedure (B1)

1. To understand what is medically wrong with a person we can consider their _____.
2. A heart attack can be caused by a blood ____.
3. We can measure someone's heart rate by feeling their _____.
4. The bones that contain our teeth make up our ____.
5. Before we swallow most food we should _____ it.
6. The organ that pumps blood around the body is the _____.
7. Somebody with very light skin may be described as looking ____.
8. When we ask someone a question we expect them to _____.

Dialogue 5: receiving a complaint (B1)

1. Most people _____ having a relaxing holiday.
2. We _____ things so that others can understand our ideas or situations.
3. Most people _____ their own shopping.
4. An elephant is considered to be a very _____ animal.
5. Many people are most _____ when they are in their own home.
6. Exercise and a low calorie diet can help people to remain _____.
7. Changing rooms in shops are designed to provide us with _____ when we try clothes on.
8. When people are not happy with something they often _____.

Vocabulary Unit 1 (A-Z)

A

access
adjoining
alone
always
appreciate
arrange
assistance
attack

B

background
breathe
bruise
building
busy
buy

C

cardiac
chance
check
chew
chin
clot
colleague
comfortable
communal
competent

complain

concern

condition

confidence

connect

crew

cut

D

decision

deterioration

E

emergency

evidence

experience

explain

F

facility

father-in-law

feed

fetch

first aid

forehead

G

-

H

heart

I

ideal

immediate

inaccurate

injure

J

jaw

K

Knee

L

lovely

M

mention

miss

monitor

move

N

nature

necessary

O

P

package

pain

pale

paramedic

performance

permanent

perspire

position

possession

prepare

preserve

prevent

principle

privacy

promote

properly

property

protocol

provide

pulse

pursue

R

reassure

recovery

relax

require

reservation

respite

respond

role

S

session

severe

shallow

shock

shortly

Skype

stock

strong

sudden

supply

support

suspect

sweat

symptom

T

temporary

thin

train

trainer

treatment

trust

U

unconscious

V

W

wardrobe

wedding

well-being

wheeze

worry

worse

X

Y

Z
