



[www.tlcpack-project.eu](http://www.tlcpack-project.eu)

## **Unit 2: Daily Tasks**

Dialogue 1: appointment at the hairdresser (A2)

Dialogue 2: preparing a bath (A2)

Dialogue 3: introducing a care plan(A2)

Dialogue 4: discussion about sleep patterns (B1)

Dialogue 5: staff meeting (B2)



This project has been funded with support from the European Commission.  
This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.  
Project number: 543336-LLP-1-2013-1-DE-KA2-KA2MP Agreement: 2013-4182/001 – 001

## Content

Content	2
In this unit	3
Contractions in English	4
Dialogue 1: appointment at the hairdresser	6
1.1 Exercises for dialogue 1	8
1.2 Vocabulary for dialogue 1	15
Dialogue 2: preparing a bath	16
2.1 Exercises for dialogue 2	18
2.2 Vocabulary for dialogue 2	24
Dialogue 3: introducing a care plan	25
3.1 Exercises for dialogue 3	28
3.2 Vocabulary for dialogue 3	36
Dialogue 4: discussion about sleep patterns	37
4.1 Exercises for dialogue 4	40
4.2 Vocabulary for dialogue 4	48
Dialogue 5: staff meeting	49
5.1 Exercises for dialogue 5	52
5.2 Vocabulary for dialogue 5	58
End of unit test	59
Vocabulary for Unit 2 (A-Z)	62



## In this unit ....

### Daily tasks

This unit contains dialogues related to a number of daily tasks that a care worker may be engaged in within their care responsibilities. The unit includes tasks that represent both formal and informal interactions with colleagues, residents and external agencies. While the example scenarios may not be reflective of any one particular care facility, it is intended that this generic approach provides a suitable vehicle for relevant language acquisition.

### Characters from dialogues

#### Person receiving care

- Mrs Jones is a 75 year old lady living in a residential care facility.

#### Caregiver

- Peter is a 20 year old working in a residential care facility. 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.

#### Hairdresser

- Yvonne is the proprietor of the local hairdressing salon, Tints & Curls.

#### Co-worker of Peter

- Maria Rossi is a co-worker of Peter, though she is particularly responsible for the night-time care of residents at 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.

<b>Contraction</b>	<b>Original form</b>	<b>Example sentence</b>
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: appointment at the hairdresser (A2)

Initial conversation between care home resident Mrs Jones and Peter, a young caregiver, followed by a conversation between Peter and Yvonne, the proprietor of a local hairdressing salon.

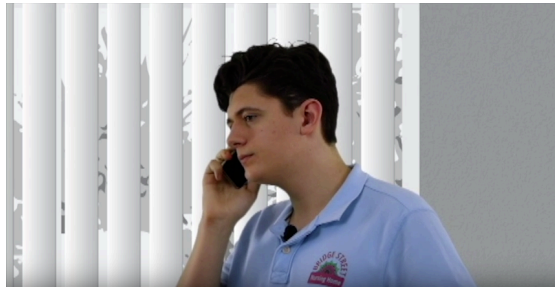
Situation: Mrs Jones will be receiving a visit from her granddaughter and she wishes to look her best by having her hair 'done'. Mrs Jones asks Peter to make an appointment with Yvonne, the hairdresser at the local salon.

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

Location: The discussion takes place in Mrs Jones' room within the nursing home, while Peter makes the telephone call from a separate room within the nursing home.

### Grammar points:

Comparative and superlative adjectives



**Peter:** Good afternoon Mrs Jones. Mrs Rose said that you wanted to see me.

**Mrs Jones:** Hello Peter, yes that's correct.

**Peter:** Is there something that you need?

**Mrs Jones:** It's my birthday next week and one of my granddaughters is coming to visit.

**Peter:** Oh, which one?

**Mrs Jones:** Sadie, she's the eldest of my grandchildren. She has a little girl of her own now.

**Peter:** That will be nice to see them.

**Mrs Jones:** Well it would be, if my hair wasn't greyer than a squirrel.

**Peter:** Are you suggesting that you need to visit the hairdresser?

**Mrs Jones:** Yes, I will feel happier if I can look better than I do now.

**Peter:** OK I'll call Yvonne and see if she has an appointment available before your birthday.

**Mrs Jones:** Thank you Peter. Tell Yvonne that Thursday is better than Wednesday for me.

**Peter:** OK I will.

**Mrs Jones:** Can you also ask if Yvonne can do my hair? I think she's better than the other girls.

**Yvonne:** Hello, Tints and curls hair salon, Yvonne speaking.

**Peter:** Hello Yvonne, this is Peter from Bridge Street nursing home. I'm calling on behalf of Mrs Jones.

**Yvonne:** Hello Peter. How is Mrs Jones? Didn't she have a hip operation recently?

**Peter:** Yes, she did and she's recovering well. She says that she feels fitter than she has felt for years. She's certainly much happier these days.

**Yvonne:** Well good for her! Did you want to make an appointment for her?

**Peter:** Yes, please. Sometime next week before Friday. She said that Thursday is better than Wednesday for her.

**Yvonne:** That's not a problem as Wednesday is a busier day for us. Does she want a cut or a cut and colour?

**Peter:** I think both. She said her hair is 'greyer than a squirrel'. So I'm certain she wants a colour.

**Yvonne:** I can fit her in on Thursday morning at 11am if that's ok. What do you think?

**Peter:** That's perfect. Also can I check if you can do Mrs Jones' hair yourself?

**Yvonne:** Yes, I can, but why's that?

**Peter:** Well I'm not sure if I should say, but Mrs Jones thinks your better than the other girls.

**Yvonne:** Well that's certainly a nice compliment but all the other girls here have been trained by me. I don't think anyone here is any better or worse than anyone else.

**Peter:** I'm sure you're right, but Mrs Jones has more confidence in you.

**Yvonne:** Only because I'm older, and that's not such a good compliment to receive.

**Peter:** I'm sure it's because you have more experience.

**Yvonne:** I think you're just trying to be kind Peter. So, can we agree on an appointment for next Thursday at 11am?

**Peter:** Yes, I have made a note of it already. Can you also tell me how much it will cost?

**Yvonne:** A cut is £10 and a colour is £15. If she also wants her hair set it will be more expensive.

**Peter:** OK I will tell her that. I'm sure she'll be pleased not to have hair like a grey squirrel.

**Yvonne:** It depends on the colour she chooses, but she could end up looking more like a red squirrel.

**Peter:** That's true, though I certainly won't mention that to Mrs Jones.

## 1.1. Exercises for dialogue 1



### EXERCISE 1 – Listening skills

Put an X in the appropriate column.

True False

- 1) Mrs Jones will be visited by her grandson.
- 2) Mrs Jones feels that her hair is greyer than a squirrel.
- 3) Yvonne asks about Mrs Jones' recovery.
- 4) Mrs Jones' hairdressing appointment is on a Friday.
- 5) Yvonne is the youngest hairdresser at the salon.

	True	False
1) Mrs Jones will be visited by her grandson.		
2) Mrs Jones feels that her hair is greyer than a squirrel.		
3) Yvonne asks about Mrs Jones' recovery.		
4) Mrs Jones' hairdressing appointment is on a Friday.		
5) Yvonne is the youngest hairdresser at the salon.		





## EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) What special occasion is Mrs Jones about to celebrate?
  - A. wedding anniversary
  - B. christening
  - C. birthday
  
- 2) What is the name of Mrs Jones' eldest grandchild?
  - A. Sadie
  - B. Suzie
  - C. Sarah
  
- 3) Which day did Mrs Jones say would be 'better' for her?
  - A. Tuesday
  - B. Wednesday
  - C. Thursday
  
- 4) What is the name of the hair salon where Yvonne works?
  - A. Curl up and dye
  - B. The pamper parlour
  - C. Tints and curls
  
- 5) What did peter suggest Yvonne had more of?
  - A. money
  - B. grey hair
  - C. experience



### EXERCISE 3 – Grammar

#### COMPARATIVE ADJECTIVES

Comparative adjectives are used to compare things.

**Example:** Maria is **taller than** Georgina

You can change an adjective into a comparative adjective by changing the adjective in this way:

Adjective (adj.)	Form	Example
One syllable	Adj. + er	Bigger; smaller; taller,
Two, three and more syllables (not ending in y)	More + adj.	More beautiful; more elegant; more expensive
Two syllables ending in y	The y changes into i + er	Happier; easier; funnier

The comparative adjective is generally followed by 'than'.

**Example:** Mark is **smaller than** Luke

**Example:** My book is **heavier than** yours

There are some exceptions where some adjectives don't follow the rule above:

Adjective (adj.)	Form
Good	Better
Bad	Worse
Far	Farther, Further
Well	Better
Little	Less
Many	more

**Comparative adjectives in dialogue 1:**

If my hair wasn't greyer than a squirrel  
 I will feel happier  
 I can look better than I do now  
 Thursday is better than Wednesday  
 I think she's better than the other girls  
 She says that she feels fitter than she has felt for years  
 She's certainly much happier these days  
 Wednesday is a busier day for us.  
 Her hair is 'greyer than a squirrel'  
 Mrs. Jones thinks your better than the other girls  
 I'm older  
 You have more experience  
 it will be more expensive.

From the table below, insert the correct comparative adjectives to intensify the original adjective:

	Adjective (adj.)	Form
1	beautiful	
2	pretty	
3	big	
4	large	
5	intelligent	
6	generous	
7	well	
8	arrogant	
9	tidy	



## EXERCISE 4 – Grammar

### SUPERLATIVE ADJECTIVES

Superlative adjectives are used to indicate the quality of something to the greatest or least degree.

**Example:** Maria is **the tallest** in the class

**Example:** Georgina is **the youngest** in the class

You can change an adjective into a superlative adjective by changing the adjective in this way:

Adjective (adj.)	Form	Example
One syllable	The +adj. + est	The biggest; the smallest; the tallest,
Two, three and more syllables (not ending in y)	The + most + adj.	The most beautiful; the most elegant; the most expensive
Two syllables ending in y	The + the adj. with the y changed into i + est	The happiest; the easiest; the funniest

The superlative adjective is always preceded by 'the'.

**Example:** Mark is **the smallest**

**Example:** My book is **the heaviest**

There are some exceptions where some adjectives don't follow the rule above:

Adjective (adj.)	Form
good	the best
bad	the worst
far	the farthest, the furthest
well	the best
little	the least
many	the most

**Superlatives in dialogue 1:**

She's the eldest of my grandchildren

Complete the sentences using the correct form of the superlative adjective of the adjective in brackets:

1. Mark is \_\_\_\_\_ in his class (tall)
2. Jupiter is \_\_\_\_\_ planet in the solar system (large)
3. The Beatles are considered the band that has sold \_\_\_\_\_ records (many)
4. Maria has \_\_\_\_\_ eyes I have ever seen (beautiful)
5. Mark always tells \_\_\_\_\_ jokes amongst his friends (funny)
6. You have \_\_\_\_\_ laughter in the group (loud)



### EXERCISE 5 - Vocabulary

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

1. What would you be paying someone if you told them they were beautiful?

- A. a compliment
- B. an appointment
- C. a suggestion

2. How might you describe an unwelcome or harmful situation?

- A. visit
- B. problem
- C. appointment

3. How do people wish you to feel on your birthday?

- A. older
- B. busy
- C. happy

4. People go to gyms to get what?

- A. fit
- B. better
- C. busy

5. Which of the following will always be female?

- A. hairdresser
- B. granddaughter
- C. squirrel

## 1.2 Vocabulary for dialogue 1



1. appointment
2. better
3. busier
4. certain
5. compliment
6. eldest
7. expensive
8. feel
9. fit
10. granddaughter
11. hairdresser
12. happy
13. need
14. older
15. perfect
16. problem
17. receive
18. squirrel
19. suggest
20. visit

## Dialogue 2: preparing a bath (A2)

Conversation between Peter (caregiver) and Mrs Jones (resident)

Situation: Mrs Jones, who has recently had a hip operation, has now healed sufficiently to take a bath rather than a shower. Care worker Peter intends to prepare the bath for Mrs Jones.

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

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

### Grammar points:

Gerunds



**Peter:** Good morning Mrs Jones, it's Peter.

**Mrs Jones:** Oh do come in Peter, I've been waiting for you.

**Peter:** How are you today, did you sleep well?

**Mrs Jones:** No, not really. I didn't sleep well at all.

**Peter:** Oh, why was that?

**Mrs Jones:** There was some noise in the corridor. Sleeping is difficult for me at the moment.

**Peter:** Why's that?

**Mrs Jones:** I'm worried about hurting my hip in my sleep.

**Peter:** Worrying can keep you awake. The nurse said that your hip has healed very well, so try not to worry.

**Mrs Jones:** Yes, I'll try. Now did you say I could take a bath this morning.

**Peter:** Yes, I did. Bathing can be relaxing so maybe it will help with your sleeping too.

**Mrs Jones:** I prefer bathing to showering. I'm glad the nurse is allowing me to take a bath.



**Peter:** I'll check if the bathroom is free. I think Mrs Brown was in there earlier.

**Mrs Jones:** That's no surprise, I think her hobby is bathing. She might just wash herself away one of these days.

**Peter:** I don't think that's quite true. Her real hobby is knitting.

**Peter:** The bathroom is free and I've started to run the water.

**Mrs Jones:** You're such a good boy Peter, you're always helping.

**Peter:** Helping is my job, though I also enjoy it.

**Mrs Jones:** Can you fetch me some clean underwear from my drawer, and my clothes from the hanger?

**Peter:** Yes of course, shall I take them into the bathroom for you?

**Mrs Jones:** Yes please, and make sure the water is not too hot.

**Peter:** The water is ready and it's not too hot. Do you need assistance getting to the bathroom?

**Mrs Jones:** If you can just help me out of this chair I will be ok.

**Mrs Jones:** Can you pass me my wash bag from the cupboard?

**Peter:** Is this it, the blue one?

**Mrs Jones:** Yes, it is. It has all of my soaps and shampoos in it, even a little perfume.

**Peter:** Smelling nice always makes me feel better. That's what I like about bathing and showering

**Peter:** Hello, Mrs Jones, have you finished yet?

**Mrs Jones:** Almost. The nurse said that drying the wound after bathing is important, so I'm doing that carefully.

**Peter:** That's good. Be careful not to rub too hard. Do you need assistance getting back to your room?

**Mrs Jones:** No Peter, I feel quite confident in walking.

**Peter:** Looking at your care plan I see you are scheduled to change your physiotherapy exercise today. Shall I come to your room after lunch to assist you with the exercises?

**Mrs Jones:** Yes please Peter, though people will start to think my hobby is exercising. I seem to be exercising every day.

## 2. Exercises for dialogue 2



### EXERCISE 1 – Listening skills

Answer the following questions based on dialogue 2.

- 1) Where did Mrs Jones say the noise was coming from? .....
- 2) What part of Mrs Jones' body was she worried about hurting? .....
- 3) What did Peter say Mrs Brown's hobby was? .....
- 4) What did Peter say makes him feel better? .....
- 5) What did Mrs Jones do to the wound after bathing? .....



## EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) What is difficult for Mrs Jones at the moment?
  - A. sleeping
  - B. eating
  - C. breathing
  
- 2) How did the nurse describe the way Mrs Jones' hip had healed?
  - A. not very well
  - B. well
  - C. very well
  
- 3) What does Mrs Jones prefer to showering
  - A. chocolate
  - B. washing
  - C. bathing
  
- 4) What did Peter start to run?
  - A. a race
  - B. the water
  - C. for office
  
- 5) What did Mrs Jones ask Peter to fetch from her wardrobe?
  - A. clean pyjamas
  - B. clean underwear
  - C. clean clothes



### EXERCISE 3 – Grammar

#### GERUNDS

The gerund is the *ing* form of a verb. It is a noun made from a verb by adding *ing* to the verb.

**Example:** listen – listening; read – reading; run – running; joke- joking.

Gerunds can be used as a subject, complement or object in a sentence:

**Example:** Listening is a good skill to have (listening is the subject of the sentence)

**Example:** His favourite sport is running (running is the complement of the sentence)

**Example:** You really like reading (reading is the object of the sentence)

You can change a gerund in the negative form by adding *not* in front of it.

**Example:** The best thing to help your knee to recover is not running.

#### Gerunds in dialogue 2:

Sleeping is difficult for me at the moment

Worrying can keep you awake

Bathing can be relaxing

It will help with your sleeping too

I prefer bathing to showering

I think her hobby is bathing

Her real hobby is knitting

You're always helping

Helping is my job

Smelling nice always makes me feel better

That's what I like about bathing and showering

The nurse said that drying the wound after bathing is important

I feel quite confident in walking

People will start to think my hobby is exercising

From the table below, insert the most appropriate gerund into the sentences:

reading	sailing	looking	smoking
cooking	riding	not smoking	practising

- 1) Would you mind \_\_\_\_\_ in the restaurant?
- 2) \_\_\_\_\_ is an important skill to have.
- 3) My teacher always recommends \_\_\_\_\_ speaking in another language.
- 4) \_\_\_\_\_ is a passion of mine.
- 5) \_\_\_\_\_ is harmful to your health.
- 6) Mt grandfather was a chef and he still enjoys \_\_\_\_\_.
- 7) He really enjoys \_\_\_\_\_ after his granddad.
- 8) \_\_\_\_\_ a bike is something I have never been able to do.



**EXERCISE 4 – Grammar**

Insert the correct form of infinitive or gerund of the verb in brackets.

to answer	walking	listening	cooking
completing	travelling	not smoking	walking

- 1) She has \_\_\_\_\_ several calls every day. (answer)
- 2) Your main job is \_\_\_\_\_ the report for each patient (complete)
- 3) They really enjoy \_\_\_\_\_ in the park (walk)
- 4) My friend dislikes \_\_\_\_\_ by plane (travel)
- 5) My main exercise is \_\_\_\_\_ the dogs (walk)
- 6) \_\_\_\_\_ is one of your best skills! (listen)
- 7) I really enjoy \_\_\_\_\_ when on holiday. (sunbathe)
- 8) Do you mind \_\_\_\_\_ as it makes me feel ill. (smoking)



### EXERCISE 5 - Vocabulary

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

1. How do you transfer something to someone else?

- A. turn
- B. pass
- C. fall

2. Which of the following can be switched on and off?

- A. light
- B. Supervisor
- C. nurse

3. A person is likely to become what, before taking an examination?

- A. strange
- B. nervous
- C. quiet

4. What do you do when you think about things in the past?

- A. wonder
- B. pass
- C. remember

5. How would you laugh in a light and repetitive way?

- A. wonder
- B. resolve
- C. giggle

## 2.2 Vocabulary for dialogue 2



1. awake
2. bag
3. bath
4. bathe
5. clothes
6. corridor
7. drawer
8. dry
9. enjoy
10. hanger
11. heal
12. hobby
13. hurt
14. knitting
15. noise
16. prefer
17. ready
18. run
19. sleep
20. smell
21. wait
22. wash



### Dialogue 3: introducing a care plan (A2)

Conversation between Mrs Rose (Care provision manager at Bridge Street nursing home) and care worker Peter.

Situation: Mrs Rose feels that it is time that Peter takes responsibility for developing and maintaining care plans with residents. Although Peter has seen care plans before, his engagement with them has been informal. Mrs Rose wishes to provide Peter with an overview of the care plan model before Peter is fully instructed on how to create and maintain care plans.

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

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

**Grammar points:**

Possessive case (genitive) – use of 's

Modals – have to



**Mrs Rose:** OK Peter, do you know what this meeting is about?

**Peter:** Yes, I think so. I have to learn how to create care plans for residents.

**Mrs Rose:** That's correct Peter, we're going to look at the idea behind our residents' care plans.

What do you think a care plan is?

**Peter:** I'm not completely sure, I think it's a document we all have to complete to keep our residents safe.

**Mrs Rose:** Yes, it's true that we all have to complete care plans, but we all have to know what they are for too.

A care plan is a record of needs, actions and responsibilities. It's also a tool for managing risk.

**Peter:** Oh I see. Is it something we have to write, as carers?

**Mrs Rose:** Ideally it's something we write with our residents. Each resident's care plan should be something they feel they own.

We also have to ensure it is based on a thorough assessment of need.

**Peter:** Who is responsible for determining each resident's needs?

**Mrs Rose:** Ultimately it is the care coordinator's responsibility, though this is in consultation with the different professions and agencies involved with each resident.

**Peter:** And as you're a care coordinator, do you have to ensure all care plans are fit for purpose?

**Mrs Rose:** Yes, that's correct, along with John Perry and Maria Rossi.

**Peter:** And is it the care home's policy to have care plans for all residents?

**Mrs Rose:** Yes it is, though we also conform to the relevant national legislation.

We aim to use our care plans to meet each resident's health and social needs.

**Peter:** What format does it take?

**Mrs Rose:** I'm sure you've seen the paper versions of care plans, there's one in each of the resident's rooms.

We also have each care plan stored digitally. When we have to update care plans it is much easier to do it this way.

**Peter:** What do you mean?

**Mrs Rose:** When we update the version on the computer, it means all of the carers' records are updated. Can you see why this is important?

**Peter:** Yes, I think so. If we have to change something like medication or exercise programmes, it's important that we all know about it at the same time.

**Mrs Rose:** Yes, that's right, so keep in mind that when you are writing or updating care plans, you have to work with the shared file on the computer. The residents' care plans are all in one folder.

**Peter:** OK

**Mrs Rose:** When writing a care plan we have to try and use each resident's words and phrases. We try and use familiar and comfortable language.

**Peter:** Is that possible with all residents?

**Mrs Rose:** No, not all. In some cases we have to discuss the care plan with the resident's family.

**Peter:** In your opinion Mrs Rose, who is the care plan really for?

**Mrs Rose:** That's a good question. Some people's opinion is that it's a bureaucratic exercise, but I believe it is for the benefit of the resident.

I sometimes have to remind people of that.

**Peter:** I would have to agree with you. The residents' wellbeing has to be at the centre of all of the things that the care home does. That's why I chose to work in this profession.

**Mrs Rose:** That makes two of us.

**Mrs Rose:** Do you feel that you have a good understanding of the general function of a care plan Peter?

**Peter:** Yes, it seems to make a lot of sense to me. I've looked at some of John's care plans and they seem to cover the main points.

**Mrs Rose:** As a care coordinator, John's care plans will be good examples to follow. So would Maria's.

**Peter:** OK

**Mrs Rose:** Now you don't have to write your own care plans to begin with, I can ask John to help you.

**Peter:** Yes, I enjoy working with John.

**Mrs Rose:** OK I'll have to look at John's schedule over the next week then I'll propose a time for you to continue this work with him.

**Peter:** That sounds good to me, thank you.

**Mrs Rose:** OK Peter, I think that's enough for today. I have to attend a managers' meeting in twenty minutes.

### 3. Exercises for dialogue 3



#### EXERCISE 1 – Listening skills

Answer the following questions based on dialogue 3.

- 1) A care plan is a record of responsibilities, actions and what else? .....
- 2) What relevant legislation do the care plans conform to? .....
- 3) Besides paper versions, how else are care plans stored? .....
- 4) What is intended to be both comfortable and familiar for residents? .....
- 5) Who did Mrs Rose suggest would help Peter with writing care plans? .....



## EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) A care plan is a tool for managing what?
  - A. risk
  - B. staff
  - C. residents
  
- 2) Ideally, who should a care worker write a care plan with?
  - A. the resident
  - B. Mrs Rose
  - C. the nurse
  
- 3) Who does Mrs Rose believe the care plan should benefit?
  - A. Peter
  - B. the nursing home
  - C. the resident
  
- 4) What does Peter think about the idea of a care plan?
  - A. it's not something he understands
  - B. it could be an inconvenience
  - C. it makes a lot of sense
  
- 5) Where does Mrs Rose need to go after her meeting with Peter?
  - A. to receive a Skype call
  - B. a managers' meeting
  - C. a training course about care plans



### EXERCISE 3 – Grammar

#### POSSESSIVE CASE (genitive) –USE OF ‘S

The possessive case (genitive) is used to indicate possession.

It is formed by adding an apostrophe and s ('s) to show that something belongs to someone or to show a relationship between things.

**Example:** Jonh's house is very big (John's house = the house that belongs to John / the house of John)

Generally, we use 's with people and animals. However, it is also used with organisations, places and companies.

There are some simple rules to follow when using the possessive case (genitive):

#### 1. Singular (add 's)

**Example:** My friend's house is in the centre of London

**Example:** The museum's new collection is attracting many visitors

#### 2. Singular nouns ending in s (add 's)

**Example:** James's party was a success

**Example:** Frances's cooking class was enjoyable

*\*Note that the Associated press consistently use a single apostrophe for proper noun ending with S  
example: Davy Jones' locker*

#### 3. Plural nouns ending in s (only add ')

**Example:** All my friends' bikes are faster than mine

**Example:** Your parents' bedroom has a great sea view

#### 4. Plural nouns not ending in s (add 's)

**Example:** The children's bedroom needs painting

**Example:** The men's toilet is out of order

#### 5. Implicit noun (add 's)

**Example:** Your house is bigger than Mark's (Your house is bigger than Mark's house)

**Example:** Whose book is this? It's Louise's. (Whose book is this? It's Louise's book)

### **Possessive case – use of s & s' in dialogue 3:**

Our residents' care plans

Each resident's care plan

Who is responsible for determining each resident's needs?

Ultimately it is the care coordinator's responsibility

And is it the care home's policy to have care plans for all residents?

Each resident's health and social needs

There's one in each of the resident's rooms.

All of the carers' records are updated

Use each resident's words and phrases

The resident's family

The residents' well being

John's care plans

John's schedule

A managers' meeting

Insert the most correct form of possessive case in each sentence.

1. My \_\_\_\_\_ bag is new.
  - A. Mothers'
  - B. Mother's
  
2. The \_\_\_\_\_ clothes needs ironing
  - A. Children's
  - B. Childrens'
  
3. \_\_\_\_\_ new motorbike is very fast
  - A. Jameses
  - B. James's
  
4. \_\_\_\_\_ old school is now closed.
  - A. George's
  - B. Georges
  
5. The \_\_\_\_\_ violins are on stage.
  - A. Players's
  - B. Players'
  
6. Your car is faster than \_\_\_\_\_ .
  - A. Julie's
  - B. Julie'





## EXERCISE 4 – Grammar

### MODALS – HAVE TO

‘Have to’ is used to express certainty, necessity and obligation. It can be used in the present, past or future tense.

**Example:** You have to study two books for this exam.

**Example:** I had to study two books for this exam.

**Example:** You will have to study two new books for your exam.

Note: Remember that when used for certainty, ‘have to’ only has the present and past form. Whereas, for necessity and obligations, ‘have to’ can be used in the present, past or future.

### Modals – have to in dialogue 3:

I have to learn

We all have to complete

We all have to know

We have to write

We also have to ensure

Do you have to ensure all care plans are fit for purpose?

We have to update

We have to change

You have to work

We have to try

We have to discuss

I sometimes have to remind

You don’t have to write

I’ll have to look

I have to attend

Complete the sentences using the words listed in the box below.

had to buy	don't have to go	has to be	have to change
don't have to attend	will have to reapply	don't have to have	have to ensure

- 1) Someone has sent you a present but there is no card. It \_\_\_\_\_ you mother! She likes to surprise!
- 2) If your application is not received on time, you \_\_\_\_\_ for the course.
- 3) Last Wednesday I \_\_\_\_\_ a new book for my exam.
- 4) In your job you \_\_\_\_\_ all files are safely stored.
- 5) Do you \_\_\_\_\_ your job every two years?
- 6) I \_\_\_\_\_ to work tomorrow because it is bank holiday.
- 7) You \_\_\_\_\_ the training tomorrow because it is your day off.
- 8) You \_\_\_\_\_ a lot of money to be happy.



### EXERCISE 5 - Vocabulary

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

1. Which word best describes information stored on a computer?  
A. completely  
B. digitally  
C. functionally
2. How would you describe gaining an advantage or profit from something?  
A. idea  
B. record  
C. benefit
3. Which word best describes the possibility of something unpleasant or unwelcome happening?  
A. risk  
B. work  
C. phrase
4. How could you give someone the latest information?  
A. attend  
B. understand  
C. update
5. Which word describes things that you know well?  
A. safe  
B. bureaucratic  
C. familiar

### 3.2 Vocabulary for dialogue 3



1. attend
2. benefit
3. bureaucratic
4. completely
5. digitally
6. document
7. example
8. familiar
9. function
10. idea
11. opinion
12. own
13. phrase
14. plan
15. record
16. resident
17. risk
18. safe
19. tool
20. understand
21. update
22. work
23. write

## Dialogue 4: discussion about sleep patterns (B1)

Conversation between Peter (caregiver) and Mrs Jones (resident)

Situation: Mrs Jones has been struggling to sleep since having surgery on her hip. She discusses her situation with Peter, a young caregiver who works at the residential nursing home. Peter is responsible for establishing the extent of Mrs Jones' sleeping problems, to report to his superior for possible intervention by the resident nurse.

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

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

**Grammar points:**

Past simple tense



**Peter:** Hello Mrs Jones, it's Peter.

**Peter:** Mrs Jones, are you ok?

**Mrs Jones:** Oh hello Peter, I'm sorry I must have fallen asleep again.

**Peter:** I just wanted to bring you the book you asked for. I went to the library this morning and I remembered you had asked about this book.

**Mrs Jones:** That's wonderful Peter, thank you. I just hope I can stay awake long enough to read it.

**Peter:** Is your sleeping a problem at the moment?

**Mrs Jones:** Yes, I think it is. I only slept for a couple of hours again last night.

**Peter:** Is your hip still hurting?

**Mrs Jones:** That's the strange thing, it doesn't really hurt.

**Peter:** What do you think the problem is then?

**Mrs Jones:** I think I'm a little nervous about sleeping awkwardly on my hip. I'm scared I might do some damage.

**Peter:** I saw the physiotherapist yesterday. He said that your hip was healing well.

**Mrs Jones:** I know it doesn't make sense really. I was wondering if I could take anything to help me sleep.

**Peter:** I'm afraid you will need to speak with the nurse about that.

**Mrs Jones:** I spoke to her before but I was afraid to ask for any tablets

**Peter:** Why was that?

**Mrs Jones:** I was taking the pain medication at the time.

**Peter:** I can speak to the nurse for you if you want me to?

**Mrs Jones:** Yes please, though it would help if the care home were quieter at night.

**Peter:** What do you mean by that?

**Mrs Jones:** It's the night staff, they're not very quiet. Last night I heard two of them talking outside my room.

**Peter:** Really?

**Mrs Jones:** Yes, they were laughing and giggling about something. I was thinking about getting up to say something to them.

**Peter:** I'm sure they didn't mean to disturb you.

**Mrs Jones:** They also disturb me when they're turning lights on and off, and opening and closing doors.

**Peter:** I can speak to their supervisor, but you do understand that they have to check on a number of the residents during the night?

**Mrs Jones:** Yes, I understand. I just wish they could be quieter about it.

**Peter:** I worked with the night team a few weeks ago and I'm sure none of them mean to disturb anyone. In fact, I thought they were very good.

**Mrs Jones:** I thought they were good too, but now they seem to be keeping me awake.

**Peter:** I will speak to the supervisor and hopefully they will be a little more considerate around your room.

**Mrs Jones:** Thank you Peter, though I don't want to get anyone into trouble.

**Peter:** No you won't. I had to pass on a resident's concerns before and Mrs Rose worked hard to make sure the issue was resolved.

**Mrs Jones:** Now where did you put that new book Peter? I finished the other one yesterday.

**Peter:** I put it on your table. Here it is.

## 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.

Put an X in the appropriate column.

True False

- 1) Mrs Jones apologised to Peter for falling asleep again.
- 2) Peter told Mrs Jones that a couple of hours of sleep was adequate.
- 3) Mrs Jones couldn't sleep because her hip was hurting.
- 4) Peter saw the physiotherapist yesterday.
- 5) Mrs Jones complained about the noise made by the night staff.

	True	False
1) Mrs Jones apologised to Peter for falling asleep again.		
2) Peter told Mrs Jones that a couple of hours of sleep was adequate.		
3) Mrs Jones couldn't sleep because her hip was hurting.		
4) Peter saw the physiotherapist yesterday.		
5) Mrs Jones complained about the noise made by the night staff.		





## EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) Where has Peter been earlier in the day?
  - A. the library
  - B. the shops
  - C. the kitchen
  
- 2) How long did Mrs Jones sleep each night before her operation?
  - A. around seven hours
  - B. around eight hours
  - C. around six hours
  
- 3) How do the night staff disturb Mrs Jones?
  - A. by talking loudly
  - B. by singing
  - C. by laughing and giggling
  
- 4) Who will Peter speak to about the problem of the night team disturbing Mrs Jones?
  - A. Mrs Rose
  - B. the police
  - C. the supervisor
  
- 5) When did Mrs Jones finish her last book?
  - A. earlier that day
  - B. yesterday
  - C. last week



### EXERCISE 3 – Grammar

#### PAST SIMPLE TENSE

The simple past tense is formed by adding *ed* to the verb:

Talk > talked; walk > walked; paint > painted; call > called; explain > explained.

**Example:** I walked in the park yesterday

**Example:** I talked to Louise last week.

**Example:** The teacher explained a new grammar rule

The past simple tense is used to talk about:

*Something that happened once in the past*

**Example:** I bought a new car last week

**Example:** I talked to the prime minister

*Something that happened repeatedly in the past (habits)*

**Example:** We always walked when we were on holiday.

**Example:** He played the piano when he was at school

*Something that lasted in the past (duration in the past)*

**Example:** I lived in Austria for 2 years

**Example:** He played the violin for two years

'Ago' is often used with the past simple tense

**Example:** I played tennis two years ago.

**Example:** I started a new job 3 weeks ago.

*Question form:*

You use 'did' to make the questions:

**Example:** Did you talk to Louise last week?

**Example:** Did you eat a pizza last night?

*Negative form:*

You use 'didn't' to make the negative simple past:

**Example:** I didn't talk to Louise last week.

**Example:** I didn't play football when I was at school.

**Most popular irregular verbs:**

<b>Verb</b>	<b>Irregular past simple</b>	<b>Verb</b>	<b>Irregular past simple</b>
be	was/were	pay	paid
begin	began	put	put
break	broke	run	ran
bring	brought	say	said
buy	bought	sell	sold
build	built	send	sent
choose	chose	set	set
come	came	sit	sat
cost	cost	speak	spoke
cut	cut	spend	spent
do	did	stand	stood
draw	drew	sleep	slept
drink	drunk	take	took
drive	drove	teach	taught
eat	ate	tell	told
feel	felt	teach	taught
fight	fought	think	thought
find	found	understand	understood
get	got	wear	wore
give	gave	win	won
go	went	write	wrote
grow	grew		
have	had		
hear	heard		
hold	held		
keep	kept		
know	knew		
leave	left		
lead	led		
let	let		
lie	lay		
lose	lost		
make	made		
mean	meant		
meet	met		

**Past simple in dialogue 4:**

I just wanted to bring you the book you asked for.

I only slept for a couple of hours

I slept

I saw

He said

I spoke

I was

Why was that?

I heard

They didn't mean

I worked

I thought

I had to pass on a resident's concerns

Now where did you put that new book Peter?

I finished

Complete the following sentences by inserting the form of the verb.

- 1) I \_\_\_\_\_ a new jumper yesterday.  
A. buy  
B. bought  
C. will buy
  
- 2) I \_\_\_\_\_ all my homework yesterday afternoon.  
A. finished  
B. finish  
C. have finished
  
- 3) I \_\_\_\_\_ for a new job last week.  
A. apply  
B. will apply  
C. applied
  
- 4) She \_\_\_\_\_ to her parents a month ago.  
A. spoke  
B. speak  
C. will speak
  
- 5) Yesterday you \_\_\_\_\_ your last exam at college.  
A. take  
B. took  
C. taken
  
- 6) I \_\_\_\_\_ to Louise for the first time in years yesterday afternoon.  
A. talk  
B. took  
C. talked



## EXERCISE 4 – Grammar

### PAST SIMPLE TENSE

Complete the text below using the correct form of the past simple tense of the verb in brackets.

I 1. (arrive) \_\_\_\_\_ in London last week for my work placement at London Central hospital. I

2. (meet) \_\_\_\_\_ my host family at Gatwick airport at 5.00pm where 3. The plane (land) \_\_\_\_\_ after a delay of one hour.

The family 4. (welcome) \_\_\_\_\_ me with a big smile. They 5. (seem) \_\_\_\_\_ very friendly.

We 6. (leave) \_\_\_\_\_ the airport at around 6.30. We 7. (reach) \_\_\_\_\_ their home within 20 minutes. Their house 8. (be) \_\_\_\_\_ very close to the airport.



### EXERCISE 5 - Vocabulary

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

1. How would you describe a view or opinion, that is not necessarily based on knowledge or facts?

- A. function
- B. record
- C. opinion

2. Which of the following could describe a small group of words?

- A. phrase
- B. record
- C. plan

3. Something that belongs to you could be described as your:

- A. familiar
- B. own
- C. safe

4. What is a thought or a suggestion as to a possible course of action?

- A. idea
- B. opinion
- C. tool

5. Which of the following would you most likely do in relation to a meeting?

- A. write
- B. update
- C. attend

## 4.2 Vocabulary for dialogue 4



1. afraid
2. asleep
3. awkward
4. considerate
5. damage
6. disturb
7. fall
8. giggle
9. hopefully
10. light
11. nervous
12. nurse
13. only
14. pass
15. quiet
16. remember
17. resolve
18. strange
19. supervisor
20. turn
21. wonder



## Dialogue 5: staff meeting (B2)

Short staff meeting chaired by Mrs Rose (care provision manager) and attended by Maria (night care supervisor) and Peter (caregiver), who is representing his line manager Mr John Perry.

Situation: Mrs Rose welcomes the two staff members to a staff meeting and proceeds to address the agenda, which was provided to all of the attendees prior to the meeting. The three colleagues systematically address the agenda items following a formal meeting process.

Persons: Mrs Rose (care provision manager), Maria (night care supervisor) and Peter (caregiver)

Location: The meeting place takes place in the Bridge street nursing home meeting room.

### Grammar points:

Future continuous tense



**Maria:** Morning Mrs Rose, am I the first to arrive?

**Mrs Rose:** Morning Maria. Yes, you are the first but we're still on time.

**Maria:** Are we waiting for John Perry?

**Mrs Rose:** Actually John won't be attending today, something came up at the last minute.

**Maria:** Is everything ok?

**Mrs Rose:** Yes, it's nothing to worry about. We'll be joined by Peter today. He'll be attending on behalf of John.

**Peter:** Good morning both. Did I hear my name?

**Mrs Rose:** Morning Peter. I was just explaining to Maria that you're attending on behalf of John.

**Maria:** Morning Peter.

**Mrs Rose:** This meeting shouldn't take too long. We'll be working to the agenda I sent you both by e-mail. Do you have copies with you?

**Peter / Maria:** Yes.

**Mrs Rose:** OK, the first thing I want to discuss is the upcoming changes to the laundry service. From March 1<sup>st</sup> we'll be changing the company that we use for laundry.

**Maria:** Is that because of the recent issues with lost clothing?

**Mrs Rose:** Partly, though we had already started discussions with the new company; their prices are better. Of course I'll be monitoring the quality of the laundry service over the first few weeks.

**Maria:** Will you also be monitoring the sorting and returning of resident's clothing?

**Mrs Rose:** Yes, I will, but I don't think we'll ever get a completely perfect service.

The new laundry company will also collect slightly earlier than the previous company. Can you ensure your staff members are informed that all laundry must be packaged and labelled by 11am each day?

**Peter:** Yes, I'll be meeting our team this afternoon and I'll be passing on all information from this meeting.

**Mrs Rose:** The second item is more related to your team Maria.

**Maria:** OK?

**Mrs Rose:** While this is not a serious issue, I have received a small number of complaints about the noise levels of staff during the night, as well as some issues about main lights being switched on.

**Maria:** Well, my staff need to be active during the night. It's not just a case of sitting around, there are a range of checks to be carried out.

**Mrs Rose:** Yes, I understand that and I have no complaints about the quality of their work. I just want to know if we can reduce noise levels and the use of the main lights. What do you think?

**Maria:** I've heard a couple of the staff talking a little loudly around some residents' rooms. I can ask them to be more considerate of sleeping residents.

**Mrs Rose:** And the lights?

**Maria:** The low-level night lights are not working, so we'll be using the main hall lights for at least another week. I can't do anything about that. Maybe you can call the electrician to bring the job forward.

**Mrs Rose:** Ah yes, I remember now. I'll be calling the electrician tomorrow to see if we can get the night lights working sooner.

**Maria:** I think that would help.

**Mrs Rose:** I'll be keeping an eye on the noise levels too, so please ensure that situation improves.

**Maria:** OK

**Mrs Rose:** I've had an update on Reg Smith. As you know it was a heart attack he suffered in the gardens. Luckily Peter was on hand to call an ambulance.

**Peter:** That's true, but I did feel a little isolated with him in the garden. Once I was on the phone with the operator I had no way of notifying any other staff.

**Mrs Rose:** Yes, I recognise that. I've decided that I'll be reviewing how we monitor residents in the gardens. Do you have any ideas?

**Peter:** I did wonder if we might install a surveillance camera and link it back to reception.

**Maria:** That sounds like a good idea.

**Mrs Rose:** I'll make a note of that and discuss it at the next managers' meeting.

**Mrs Rose:** So finally we have 'Any Other Business'. Do either of you have anything you want to discuss?

**Peter:** Yes, I do. I'll be taking a group of residents on a trip to a local theatre in two weeks' time. There are ten residents going and I need another staff member to attend.

**Mrs Rose:** Will you be attending yourself Peter?

**Peter:** Yes, I will.

**Maria:** If you can give me the dates Peter, I will ask some of my staff. Gail would probably like to attend, as she'll be transferring to the day care team soon.

**Mrs Rose:** Can I suggest that you sort that arrangement out between the two of you?

**Peter:** Yes, I'm sure we can.

**Mrs Rose:** OK then I think we can conclude the meeting. I will be circulating the minutes of the meeting to all staff, once I've prepared them that is.

## 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.

Mrs Rose held a staff meeting that was attended by Maria and Peter. Peter was attending on behalf of 1. \_\_\_\_\_. Before the meeting Mrs Rose had sent both Maria and Peter an 2. \_\_\_\_\_. Mrs Rose explained that the nursing home would be changing its 3. \_\_\_\_\_ service provider. One of the reasons was issues with lost 4. \_\_\_\_\_. In future all laundry needed to be packaged and labelled by 5. \_\_\_\_\_. The second item discussed was in relation to Maria's 6. \_\_\_\_\_. Mrs Rose had received a number of complaints about the levels of 7. \_\_\_\_\_. Maria did admit that she had heard a couple of the staff talking 8. \_\_\_\_\_. Mrs Rose confirmed that resident Reg Smith had suffered a 9. \_\_\_\_\_ in the gardens of the nursing home. Mrs Rose explained that she would review how they 10. \_\_\_\_\_ residents when they are in the garden.



## EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) How did Mrs Rose send the agenda to Maria and Peter?
  - A. letter
  - B. fax
  - C. E-mail
  
- 2) What did Mrs Rose say she would be monitoring in terms of the new laundry service?
  - A. sorting and returning
  - B. the brightness of the white linen
  - C. general cleanliness
  
- 3) What did Mrs Rose say were being left switched on during the night?
  - A. street lights
  - B. low-level night lights
  - C. main lights
  
- 4) What was the final item of the meeting agenda
  - A. review of the minutes
  - B. any other business
  - C. date of the next meeting
  
- 5) What did Mrs Rose say that she would do with the minutes of the meeting, once she had prepared them?
  - A. write them
  - B. amend them
  - C. circulate them



### EXERCISE 3 – Grammar

#### FUTURE CONTINUOUS TENSE

The future continuous tense is used to talk about things that are in progress at a specific time in the future. We use it to talk about things we assume are happening at that specific time in the future.

It is formed by:

Will be + the 'ing' form of the verb.

**Example:** I will be watching the football at 4pm

**Example:** This time tomorrow afternoon I will be sitting by the pool.

Contracted form 'll be + ing form of the verb.

**Example:** I'll be sleeping by the time you arrive back home.

#### Future continuous tense in dialogue 5:

He'll be attending

We'll be working

We'll be changing

I'll be monitoring

Will you also be monitoring ...?

I'll be meeting

I'll be passing

We'll be using

I'll be calling

I'll be keeping

I'll be reviewing

I'll be taking

Will you be attending yourself Peter?

I will be circulating

Insert the correct future continuous tense to complete the sentences:

- 1) What do you think will be \_\_\_\_\_ tomorrow night? (happen)
- 2) Mrs Brown will be \_\_\_\_\_ at 7.00pm this evening. (eat)
- 3) The teacher will be \_\_\_\_\_ a new grammar rule while you are on holiday. (teach)
- 4) I will be \_\_\_\_\_ the biology exam when you arrive home. (sit)
- 5) This time next year, you will be \_\_\_\_\_ a new school. (attend)
- 6) If she carries on in this way, she will be \_\_\_\_\_ a new book by tomorrow. (read)
- 7) He will be \_\_\_\_\_ a new suit for the wedding. (wear)
- 8) I'll be \_\_\_\_\_ to a new apartment next month? (you, move)
- 9) Jane will be \_\_\_\_\_ a record of all the incidents that happen at work. (keep)
- 10) My music teacher said that we will be \_\_\_\_\_ in a concert this time next year.  
(perform)



## EXERCISE 4 – Grammar

### FUTURE CONTINUOUS TENSE

Insert the correct form of the verb to complete the sentences:

- 1) I (to call) \_\_\_\_\_ the doctor.
- 2) Peter (to play) \_\_\_\_\_ his guitar.
- 3) My friends (to arrive) \_\_\_\_\_ at the cinema at 9.00pm.
- 4) Mrs Jones (to finish) \_\_\_\_\_ her dinner by the time you get back.
- 5) I (to return) \_\_\_\_\_ my book to the library tomorrow.





### EXERCISE 5 - Vocabulary

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

Mrs Rose decided to install 1. \_\_\_\_\_ cameras at the nursing home, to monitor residents in the garden. The cameras were installed by a qualified 2. \_\_\_\_\_. While the cameras were expensive, Mrs Rose believed them to be of a high 3. \_\_\_\_\_. Mrs Rose didn't mind paying a higher 4. \_\_\_\_\_ for this type of equipment. The decision to install the cameras had been made at a staff meeting and recorded in the 5. \_\_\_\_\_. She felt that the cameras would 6. \_\_\_\_\_ the safety of residents.

Mrs Rose sent out two 7. \_\_\_\_\_ of the agenda. Sending the agenda before the meeting was to 8. \_\_\_\_\_ that Maria and Peter knew what to expect and could prepare questions and/or notes. Mrs Rose did not mention any 9. \_\_\_\_\_ meetings. After the meeting Maria and Peter 10. \_\_\_\_\_ to their care work duties.

## 5.2 Vocabulary for dialogue 5



1. agenda
2. business
3. change
4. circulate
5. copies
6. electrician
7. ensure
8. improve
9. label
10. laundry
11. loudly
12. minutes
13. price
14. quality
15. reduce
16. return
17. serious
18. sort
19. surveillance
19. transfer
19. upcoming

## End of unit 2 test

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

### Dialogue 1: appointment at the hairdresser (A2)

1. Before visiting a hairdresser, it is sensible to make an \_\_\_\_\_.
2. My \_\_\_\_\_ is my son's daughter.
3. My doctor prescribed a new diet and exercise programme; I feel \_\_\_\_\_ again.
4. Having my hair coloured is more \_\_\_\_\_ than having it cut.
5. When my hair looks good I \_\_\_\_\_ better about myself.
6. I am the \_\_\_\_\_ of three children, as I was born first.
7. I try to \_\_\_\_\_ my children at least once per month, as I enjoy this social activity.
8. After the hairdresser, my hair looks \_\_\_\_\_ than it did.

### Dialogue 2: preparing a bath (A2)

1. I sometimes lie \_\_\_\_\_ at night, if I cannot sleep.
2. I always put my clean clothes on a \_\_\_\_\_.
3. Playing the guitar is my main \_\_\_\_\_, I just do it for fun.
4. I \_\_\_\_\_ my arm when I fell off my bicycle.
5. The wound on my leg has taken a long time to \_\_\_\_\_.
6. All of the \_\_\_\_\_ from the railway keeps me awake at night.
7. I keep all of my soaps and shampoos in a special \_\_\_\_\_.
8. I \_\_\_\_\_ reading when there is nothing to watch on the television.

### Dialogue 3: introducing a care plan (A2)

1. It is wise to keep a \_\_\_\_\_ of important information.
2. When I first started to learn a language I could not \_\_\_\_\_ many words.
3. When situations change you should \_\_\_\_\_ the resident's care plan.
4. I am not very \_\_\_\_\_ with non-European cultures.
5. Cycling without a helmet is a \_\_\_\_\_ I don't want to take.
6. I have to \_\_\_\_\_ a meeting with my bank manager.
7. My \_\_\_\_\_ hours are 8am until 5pm, with one hour for my lunch.
8. He needed a special \_\_\_\_\_ to remove the casing from his engine.

### Dialogue 4: discussion about sleep patterns (B1)

1. A person causing difficulty or who is hard to deal with may be described as \_\_\_\_\_.
2. People with good memories are able to \_\_\_\_\_ many things.
3. A person who supervises a professional or work activity is called a \_\_\_\_\_.
4. Someone who is tries not to inconvenience or harm others may be described as \_\_\_\_\_.
5. To be fearful of consequences is to be \_\_\_\_\_.
6. When a matter is concluded it is \_\_\_\_\_.
7. To avoid waking others at night you should attempt to be \_\_\_\_\_.
8. If you fail to be quiet, you may \_\_\_\_\_ others.

**Dialogue 5: staff meeting (B2)**

1. I didn't buy the car as we couldn't agree on a suitable \_\_\_\_\_.
2. To lose weight I need to \_\_\_\_\_ the amount of calories that I consume.
3. To avoid paying a fine you should \_\_\_\_\_ your library books on time.
4. I need to \_\_\_\_\_ this advertising leaflet if I want it to be effective.
5. I was told that to make money I should start my own \_\_\_\_\_.
6. I had to call an \_\_\_\_\_ to fix the lights in my house.
7. If I study hard I think I can \_\_\_\_\_ my grades in the examinations.
8. A formal meeting should be based on an \_\_\_\_\_.

## Vocabulary Unit 2 (A-Z)

### A

afraid  
agenda  
appointment  
asleep  
attend  
awake  
awkward

---

### B

bag  
bath  
bathe  
benefit  
better  
bureaucratic  
busier  
business

---

### C

certain  
change  
circulate  
clothes  
completely  
compliment  
considerate

copies  
corridor

---

**D**

damage  
digitally  
disturb  
document  
drawer  
dry

---

**E**

eldest  
electrician  
enjoy  
ensure  
example

---

**F**

fall  
familiar  
feel  
fit  
function

---

**G**

giggle

granddaughter

---

**H**

hairdresser

hanger

happy

heal

hobby

hopefully

hurt

---

**I**

idea

improve

---

**J**

---

**K**

knitting

---

**L**

label

laundry

light

loudly

---



**M**

minutes

---

**N**

need

nervous

noise

nurse

---

**O**

older

only

opinion

own

---

**P**

pass

perfect

phrase

plan

prefer

price

problem

---

**Q**

quality

quiet

---

**R**

ready

receive

record

reduce

remember

resident

resolve

return

risk

run

---

**S**

safe

serious

sleep

smell

sort

squirrel

strange

suggest

supervisor

surveillance

---

**T**

tool

transfer

turn

---

**U**

understand

upcoming

update

---

**V**

visit

---

**W**

wait

wash

wonder

work

write

---

**X**

---

**Y**

---

**Z**

---

