



ENGLISH FOR EMERGENCY MEDICAL TECHNICIANS AND PARAMEDICS

INGLÉS PARA TÉCNICOS EN EMERGENCIAS
SANITARIAS Y PARAMÉDICOS

STUDENT'S BOOK

Paloma Climent Mínguez

ENGLISH FOR EMERGENCY MEDICAL TECHNICIANS AND PARAMEDICS

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SANITARIAS Y PARAMÉDICOS**



Paloma Climent Mínguez

Primera edición, 2013

Autores: Paloma Climent Mínguez

Maquetación: Patricia Penavella Soto

Edición gráfica: digitalart /FreeDigitalPhotos.net, jscreationzs/FreeDigitalPhotos.net, (sippskorn)/FreeDigitalPhotos.net, <http://www.freedigitalphotos.net>, cooldesign/Freedigitalphotos.net/

Edita: Educàlia Editorial, S.L.

Imprime: Igrafic

ISBN: 978-84-941593-7-4

Depòsit Legal: V-2097-2013

Printed in Spain/Impreso en España.

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Educàlia Editorial, S.L.

Avda de les Jacarandes 2 loft 327 46100 Burjassot-València

Tel. 960 624 309 - 963 768 542 - 610 900 111

E-Mail: educaliaeditorial@e-ducalia.com

<http://www.e-ducalia.com/material-escolar-colegios-ies.php>

INTRODUCTION

This course book, *English for Emergency Medical Technicians and Paramedics*, is specially written for those students learning the Intermediate Level VET Cycle of Emergency Health Care. But it would also be suitable and valuable for those pre-hospital care providers involved in immediate care, members of the emergency and rescue services, first-aiders, nurses, paramedics and medical students involved in the pre-hospital care industry. This also includes similar emergency responders and support staff, such as first responders from the local fire or police department, who may arrive on the scene before the ambulance to help assess the situation and stabilize the patient.

The role of Ambulance Services, Paramedics and Emergency Medical Technicians in the pre-hospital management of the acutely ill and injured has been increasingly recognized during the last few years. Due to this fact, there is now an increasing demand of English for medical emergencies.

As Medical English is a huge field, these professionals should acquire general medical English and then, specialized vocabulary related to this specialty. And this is the objective of this book, to develop essential pre-hospital skills.

It has been designed to be used in a classroom environment, for self-study or in distance education., because the solutions to all the exercises can be offered to allow the students to check their answers.

The book consists of nine *units* on different aspects of pre-hospital health care. Unit 1 is a revision of basic vocabulary and structures. The following units are specific, and cover different aspects of this specialized field.

Special attention has been given, not only to *vocabulary-building*, but also to *useful phrases* to develop their oral and written performances in face-to-face communication with the patient and other professionals, and in telephone and radio communication. Furthermore, several *specialized appendices* with more vocabulary and phrases can be found at the end of the book.

Grammar is presented in each lesson according to the needs of the different topics, and begins with basic structures so that students need not have previous knowledge of it.

The four skills (listening, speaking, reading and writing) are developed through each unit, with easier tasks in the first ones and then more complex activities in the last ones, when the students should be more confident, specially speaking.

Listening exercises include the different reading tests of each unit, dialogues, videos and links to several web sites to provide students, not only with authentic material, but also with adapted recordings included in the CD, to read and listen at the same time.

And *writing* is based on tasks that they may encounter in their professional contexts.

Speaking is developed with guided tasks, offering models that can be followed; and more complex activities in the last units. The level of difficulty of the spoken exercises can be graded, according to the students' needs and abilities, choosing more or less vocabulary and structures from the appendices.

Good clinical skills and competency are an essential part of their care to victims or injured people; but good communication skills also have a great effect in patients to develop health professionalism; and this is the goal of this book.

ACKNOWLEDGEMENTS

I would like to thank all the people who have helped me write and design this work.

Firstly, I would like to thank my students of the 2009/2010 and 2012/2013 courses that are now Technicians in Emergency Health Care for their generous help with the pictures taken and the videos recorded. Without their contribution, this work would not have been possible.

I am very grateful to Ms. Charly D. Miller, a retired Paramedic, EMS educator, Author, Consultant and expert witness, who has been very generous granting me permission to reproduce and adapt the patient communication materials in her website, <http://www.charlydmiller.com/>. They are proved to be an invaluable source of information.

At the same time, every effort has been made to acknowledge the Web sites from which the information of the different texts has been taken.

Special thanks are also due to my brother-in-law, M. Ángel Mendózar Montealegre for some of the drawings that can be found in the book, to Manuel Ángel Ferrer Valverde and M^a Ángeles Labian Jurado also teaching in this VET cycle, who have helped me with some of the topics, to my niece, Nuria Mendózar Climent, for helping me with some photos and to Dr M^a Santos Espejo Quijada, who has also helped me with the proofreading.

I am also grateful to all the people who have encouraged me with their help and support throughout these years, especially my family.

Any errors in the book or CD are my very own responsibility.

UNIT	CONTENT/ TOPIC	THEMES/ VOCABULARY	GRAMMAR AT WORK	FUNCTIONS / SKILLS	PAGE
1	First Encounters	<ul style="list-style-type: none"> The alphabet Days, months, seasons and parts of the day Cardinal & ordinal numbers The time Introductions, greetings and farewells Socializing Personal details Countries and nationalities 	<ul style="list-style-type: none"> Simple questions and answer forms <ul style="list-style-type: none"> Where are you from? What do you do? WH- question words A / an To be To have 	Successful conversations: <ul style="list-style-type: none"> Spelling names and surnames. The English alphabet. Writing numbers and dates Asking for and telling the time Asking for and giving personal information: age, name, address, etc. Finding out about people Distinguishing phonetic symbols and reading the pronunciation guide Reading and filling in prehospital care reports 	8
2	Careers in Health	<ul style="list-style-type: none"> The National Health Service Health professionals Regular verbs related to medical matters The spelling of the third person singular Applying for a job 1 	<ul style="list-style-type: none"> The simple present Frequency adverbs & adverbial expressions of frequency 	<ul style="list-style-type: none"> Finding out about the National Health Service Reading about the different Health Professionals Describing what people do Describing routines The pronunciation of /s, z, iz/ Understanding job advertisement Writing cover letter 	30
3	Emergency Medical Technicians and Paramedics	<ul style="list-style-type: none"> EMT's jobs, activities and responsibilities EMT's working conditions Levels of EMS training Personal traits or qualities; roles & responsibilities Common abbreviations used for EMTs The spelling of -ing Applying for a job 2 	<ul style="list-style-type: none"> Present simple vs. present continuous Time expressions 	<ul style="list-style-type: none"> Describing levels of prehospital education Describing the work of an EMT Describing routines and current activities Presenting information Understanding and using common abbreviations Writing application forms and CVs. Preparing job interviews 	44
4	A & E Departments	<ul style="list-style-type: none"> A typical EMT workday Different rooms in an A & E department Places in a hospital Hospital departments Hospital staff 	<ul style="list-style-type: none"> Questions and useful phrases to understand and give directions Prepositions of place and movement 	<ul style="list-style-type: none"> Explaining what an Emergency Room is Describing what different hospital departments do Asking for and giving directions Describing location 	62
5	The Human Body	<ul style="list-style-type: none"> Interesting facts about the human body The different parts of the human body Organs and systems 	<ul style="list-style-type: none"> The imperative Some verbs used in instructions 	<ul style="list-style-type: none"> Asking for and giving instructions Understanding instructions Giving instructions for different procedures Making posters with instructions 	78
6	The ambulance	<ul style="list-style-type: none"> Different types of ambulances Equipment that goes in the ambulance Containers The spelling of -ed in regular verbs. 	<ul style="list-style-type: none"> There is /are Some, any, no The present simple passive The past participle 	<ul style="list-style-type: none"> Description of the appropriate equipment and supplies necessary to equip an ambulance Explaining what things do Asking and talking about the description of parts and equipment Describing features and the uses of the different items The pronunciation of /t, d, id/ Designing an ambulance check off sheet 	96

7	Obtaining a patient history	<ul style="list-style-type: none"> • A Sample history • Phrases and expressions for the initial communication with patients. • The three magic words • A Prehospital care report 	<ul style="list-style-type: none"> • Present perfect and past simple • Time expressions used with the present perfect & the past simple • Questions to take the SAMPLE history 	<ul style="list-style-type: none"> • Communicating and dealing with the patient • Asking for and giving personal and medical information • Taking a SAMPLE history • Reassuring the patient • Writing a prehospital care report 	116
8	Patient assessment. Vital signs and symptoms	<ul style="list-style-type: none"> • Patient assessment and Vital signs • Signs and symptoms • Types of emergencies • Vocabulary to describe pain 	<ul style="list-style-type: none"> • The adjective. Comparison • Manner adverbs • Adjectives describing the intensity, character and duration of pain. 	<ul style="list-style-type: none"> • Understanding the different phases of patient assessment • Interpreting, describing and communicating vital signs • Describing signs and symptoms of different diseases • Describing and understanding pain • Understanding the frequency of symptoms • Asking appropriate questions about signs and symptoms 	134
9	EMS dispatch centre. An emergency medical dispatcher	<ul style="list-style-type: none"> • Tele-assistance and Emergency Coordination Centres • Emergency Medical Dispatchers (EMDs) roles, responsibilities, traits or qualities • Main chief complains in emergency calls • Communication systems and equipment • Effective radio communication 	<ul style="list-style-type: none"> • The present simple, the present continuous, will and be going to talk about the future. • Conditional clauses type 0 and I. 	<ul style="list-style-type: none"> • Communicating with other professionals • Answering, making and taking emergency calls • Asking for repetition and clarifying. • Solving problems • Following correct radio procedures • Keeping radio contact with an operator of an ECC and the medical facility • Taking and giving reports over the air • Completing records of emergency phone calls. Emergency call logs. • Writing EMDs guidecards 	154

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1

FIRST ENCOUNTERS

PRE-READING

Discuss in pairs.

- 🗣️ In which situations will you need to be able to speak English?
- 🗣️ What kind of vocabulary or phrases do you think you will need to communicate with your patients?

READING



🎧 As an emergency healthcare professional you will sometimes need English for different purposes: to cope with medical reading or journal articles related to emergency medicine; to communicate with other colleagues or with paramedical staff; to answer an incoming emergency call or for telephone exchanges; but you will specially be involved in situations in which your patient and his or her family, or even bystanders, do not speak Spanish.

In order to help them and to deal with these situations, you should develop your ability to communicate with them and improve your knowledge of technical English. It is important to learn some of the basic medical vocabulary and the common phrases to familiarize yourself with every emergency situation that you are likely to experience if you want to provide competent care despite the language difficulties you will find.



In this unit we are going to revise some basic vocabulary and grammar structures that you are likely to know, but perhaps they need revision: numbers, dates, the time, nationalities and common phrases to ask and give personal information, to greet and introduce yourself and others, etc.

LANGUAGE STUDY

VOCABULARY REVIEW

1. THE ALPHABET

Aa → /ei/	Ll → /el/	Ww → /'dʌblju:/
Bb → /bi:/	Mm → /em/	Xx → /eks/
Cc → /si:/	Nn → /en/	Yy → /wai/
Dd → /di:/	Oo → /əʊ/	Zz → /zed/
Ee → /i:/	Pp → /pi:/	
Ff → /ef/	Qq → /kju:/	
Gg → /dʒi:/	Rr → /a: */	Aa → /ei/
Hh → /eitʃ/	Ss → /es/	Ee → /i:/
Ii → /ai/	Tt → /ti:/	Ii → /ai/
Jj → /dʒei/	Uu → /ju:/	Oo → /əʊ/
Kk → /Kei/	Vv → /vi:/	Uu → /ju:/

1.  Listen to the different letters of the alphabet and repeat.
2. How many letters are there in the English alphabet? And in the Spanish alphabet?
3. Complete the chart. Which letters have the same vowel sound?

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

/ei/	/i:/	/ai/	/əʊ/	/e/	/u:/	/a:/
A	B	I	O	F	Q	R

4. Spell your name and surname and some of your classmates' names.

2. DAYS OF THE WEEK

Monday [ˈmʌndeɪ]	Tuesday [tjuːzdeɪ]	Wednesday [ˈwenzdeɪ]	Thursday [ˈθɜːzdeɪ]	Friday [ˈfraɪdeɪ]	Saturday [ˈsætədeɪ]
Sunday [ˈsʌndeɪ]	<p>1. Los días de la semana se escriben en inglés con inicial mayúscula. Generalmente, Sunday suele considerarse el primer día de la semana.</p> <p>2. Por regla general los días de la semana no suelen llevar artículo en inglés; suelen ir acompañados de la preposición ON.</p> <p>Ejemplo: <i>I work on Saturdays = Trabajo los sábados.</i></p>				

3. MONTHS OF THE YEAR

January [ˈdʒɪnjuəri]	February [ˈfebruəri]	March [mɑːtʃ]	April [ˈeɪprəl]	May [meɪ]	June [dʒuːn]
July [dʒuːlaɪ]	August [ˈɔːgəst]	September [sepˈtembə]	October [ˈɒkˈtəʊbə]	November [nəʊˈvembə]	December [dɪˈsembə]
<p>➤ Los meses del año se escriben en inglés con inicial mayúscula. Suelen ir acompañados de la preposición IN.</p>					

4. CARDINAL NUMBERS

0. Zero			21 twenty-one
1. One			22 twenty-two
2. Two	12. twelve	20. twenty	101 a hundred and one
3. Three	13. <u>thirteen</u>	30. thirty	102 a hundred and two
4. Four	14. <u>fourteen</u>	40. forty	150 a hundred and fifty
5. Five	15. <u>fifteen</u>	50. fifty	1000 a / one thousand
6. Six	16. <u>sixteen</u>	60. sixty	200 two hundred
7. Seven	17. <u>seventeen</u>	70. seventy	301 three hundred and one
8. Eight	18. <u>eighteen</u>	80. eighty	465 four hundred and sixty-five
9. Nine	19. <u>nineteen</u>	90. ninety	5,015 five thousand and fifteen
10. Ten		100. a hundred /	6,784 six thousand seven hundred
11. eleven		one hundred	and eighty-four
<p>➤ En inglés británico, cuando se dice un número a partir de cien (101, 465, 5,015), se emplea la conjunción AND delante de las unidades o decenas (1, 65, 15, etc.) Ejemplos: 107 = A hundred and seven 465 = Four hundred and Sixty-five 5,019 = Five thousand and nineteen.</p> <p>➤ Fíjate que se emplea una coma, en lugar del punto empleado en castellano.</p> <p>➤ Hundred y thousand son, en este caso, adjetivos numerales, por lo que su forma es invariable. Ejemplos: A / one hundred = cien Two hundred = doscientos</p>			



5.  ORDINAL NUMBERS

<p>1 1st first 2nd second 3rd third</p>	<p>12th twelfth 13th thirteenth 14th fourteenth</p>	<p>3 y ⇒ ieth</p>	<p>4 21st twenty-first 22nd twenty-second 48th forty-eighth 73rd seventy-third</p>
<p>2 4th fourth 5th fifth 6th sixth 7th seventh 8th eighth 9th ninth 10th tenth 11th eleventh</p>	<p>15th fifteenth 16th sixteenth 17th seventeenth 18th eighteenth 19th nineteenth 100th hundredth</p>	<p>20th twentieth 30th thirtieth 40th fortieth 50th fiftieth 60th sixtieth 70th seventieth 80th eightieth 90th ninetieth</p>	<p>➤ Cuando los ordinales se escriben con cifras, como en el caso de las fechas, no se escribe el artículo pero sí se dice. Ejemplo: 1st January = The first of January/January the first.</p>

EXERCISES

EXERCISE 1. Write the following numbers.

15:	234:
23:	757:
46:	923:
57:	459:
78:	3,657:
91:	9,875:
84:	4,632:

EXERCISE 2. Write the following ordinal numbers.

1 st :	89 th :
2 nd :	94 th :
3 rd :	15 th :
24 th :	9 th :
43 rd :	8 th :
67 th :	12 th :
98 th :	21 st :

EXERCISE 3. Write the following dates in words.

Example: *2/6/60 – the second of June, nineteen sixty.*

18/3/85 – the eighteenth of March, nineteen eighty-five

12 / 6 / 1998:	.....
24 / 5 / 1254:	.....
18 / 8 / 1888:	.....
11 / 1 / 1987:	.....
15 / 12 / 1951:	.....
23 / 9 / 2002:	.....
31 / 1 / 2001:	.....
5 / 2 / 36:	.....
20 / 4 / 82:	.....
30 / 8 / 50:	.....
11 / 5 / 41:	.....
3 / 7 / 74:	.....
2 / 11 / 13:	.....
8 / 12 / 91:	.....
1 / 1 / 69:	.....

EXERCISE 4. These abbreviations are often used for the days of the week and the months. Write the names in full.

1 Mon. _____	5 Wed. _____	9 Feb. _____
2 Aug. _____	6 Jan. _____	10 Sept. _____
3 Oct. _____	7 Apr. _____	11 Tues. _____
4 Sat. _____	8 Th. _____	12 Nov. _____

EXERCISE 5. Complete this British children's song about the number of days in each month.

*Thirty days has S.....,
A, J..... and N..... ;
F..... has twenty eight alone
All the rest have.....,
Except in Leap Year (=every four years), that's the time
When February's Days are*



EXERCISE 6. Recite the days of the week and the months of the year.

EXERCISE 7. Answer these questions.

1. What day is it today?
2. What day will it be tomorrow?
3. What month is it?
4. What day was it yesterday?
5. What is the eighth month?
6. What day will it be the day after tomorrow?
7. What day was it the day before yesterday?
8. What is the fifth day of the week?

EXERCISE 8. Write in letters when you and your family were born.

Example: *I was born on the twentieth of July, nineteen forty-three.*

1. I was born _____
2. My mother was born _____
3. My father was born _____
4. My older/younger brother was born _____
5. My grandfather _____
6. My older/younger sister _____

EXERCISE 9.  Listen to the following numbers and dates and write them.

1. 2.
3. 4.
5. 6.
7. 8.

6. PRONUNCIATION GUIDE

If you are trying to learn new words and phrases of medical English, it is useless if you don't learn their correct pronunciation, because you won't be able to use them in real-life social interactions. But when you look up a word in a dictionary, you will find its phonetic transcription, symbols that will tell you how to pronounce them correctly. That's why it is very important to know all the sounds (phonemes) used in the English language.

Go to appendix I, which is just a quick guide to the English phonetic symbols, and try to learn their distinctive features. You will find the phonetic transcription of several words in this course book to learn their correct pronunciation.

You can also listen to the word's audio pronunciation searching on a number of dictionary sources that contain many audio pronunciation files, such as the following one:
 - <http://dictionary.reference.com/browse/search>

7. THE TIME. WHAT'S THE TIME? / WHAT TIME IS IT?

It's ...

It's five to two		It's five past one
It's ten to two		It's ten past one
It's a quarter to two		It's a quarter past one
It's twenty to two		It's twenty past one
It's twenty-five to two		It's twenty-five past one

- Para decir la hora siempre se empieza por:
It is + los minutos + **PAST** (si es de y cinco a y media) + la hora
It is + los minutos + **TO** (si es de menos veinticinco a menos cinco) + la hora
- **O'clock** se usa para la hora en punto: 1.00 = one o'clock 7.00 = seven o'clock
- Otra manera de expresar la hora, cuando no es exacta, con **minutes**:
 1.11 = eleven **minutes past** one.
 5.41 = nineteen **minutes to** six.
- Sistema digital:

01.10	one ten	02.15	two fifteen	17:00	seventeen
03.25	three twenty-five	04.30	four thirty		hundred
05.40	five forty	06.45	six forty-five		(hours)
10:05	ten oh five	09:30	oh nine thirty		(hours)
- No podemos decir: **They are six o'clock.*

EXERCISES

EXERCISE 1. Write the time. Use PAST and TO.



It's				
It's				
It's				
It's				

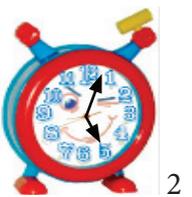
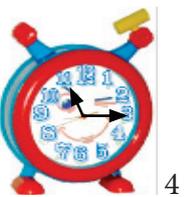
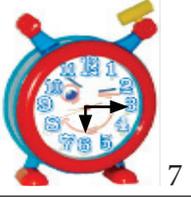
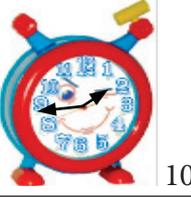
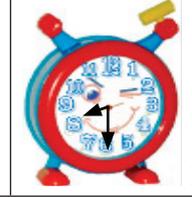
EXERCISE 2. Write the time with numbers.

1. It's ten to three	6. It's twenty-five past eight
2. It's a quarter past twelve	7. It's five to five
3. It's half past four	8. It's ten past two
4. It's twenty past seven	9. It's twenty-five to one
5. It's a quarter to nine	10. It's twenty to eleven

EXERCISE 3. Match the time with its corresponding watch.

 1	 2	 3	<p>A. It's five past nine.</p> <p>B. It's twenty past eight.</p> <p>C. It's half past eleven.</p> <p>D. It's six o'clock.</p> <p>E. It's ten to three.</p> <p>F. It's twenty-five past two.</p> <p>G. It's five to twelve.</p> <p>H. It's ten past four.</p> <p>I. It's three o'clock.</p>
 4	 5	 6	
 7	 8	 9	

EXERCISE 4. Write the time.

 1	 2	 3	 4	 5	 6
It's	It's	It's	It's	It's	It's
 7	 8	 9	 10	 11	 12
It's	It's	It's	It's	It's	It's



EXERCISE 5. Write the digital time.

12 : 3 5	0 3 : 4 5	0 9 : 15	0 7 : 2 0	12 : 3 5
It's				
15 : 4 0	18 : 2 5	16 : 3 5	2 0 : 5 0	2 2 : 0 5
It's				
0 8 : 15	2 1 : 3 5	0 2 : 5 5	12 : 0 0	0 8 : 3 0
It's				

EXERCISE 6. What's the time?

			¿ : ?	It's
0 8 : 3 0		0 6 : 3 0		It's
	10 : 0 5			It's

8. PARTS OF THE DAY AND SEASONS

In the morning
/'mɔ:nɪ/

in the afternoon
/'A.ft@'nu:n/

in the evening
/'i:v@nɪ/

At night
/nait/

at midday (noon) = 12.00 pm
/'mɪd'del/

at midnight = 12.00 am
/'mɪdnait/

At the weekend
/'wi:k'end/

(the) spring
/'sprɪŋ/

(the) summer
/'sʌm@/

(the) autumn/Fall
/'ɔ:t@m/ /fɔ:l/

winter
/'wɪnt@/

Las estaciones del año suelen ir acompañadas de la preposición **IN**.

* I work **from** eight **to** four. (Trabajo de las ocho a las cuatro.)

* My school opens **from** half-past eight **until** a quarter to ten. (Mi colegio abre desde las ocho y media hasta las diez menos cuarto.)

* I do shifts. I work one week **in** the morning and the next one **in** the evening. (Yo hago turnos. Trabajo una semana por la mañana y la próxima por la noche.)

* I go to work **at** eight o'clock. I finish **at** half-past three. (Voy al trabajo a las ocho. Termina a las tres y media.)

EXERCISES

EXERCISE 1. Answer the following questions.

1. What time do you go to school?
2. What time do you get up?
3. What time do you get home?
4. What time do you have lunch?
5. What time is it now?

EXERCISE 2. Complete the times on the clocks using the 24-hour clock.

- | | | | |
|------------------------|---|------------------------|---|
| 1. Oh seven thirty | <input style="width: 50px; height: 20px;" type="text" value=":"/> | 4. Seventeen fifteen | <input style="width: 50px; height: 20px;" type="text" value=":"/> |
| 2. Fourteen forty-five | <input style="width: 50px; height: 20px;" type="text" value=":"/> | 5. Twenty-one hundred | <input style="width: 50px; height: 20px;" type="text" value=":"/> |
| 3. Sixteen oh five | <input style="width: 50px; height: 20px;" type="text" value=":"/> | 6. Twenty-three eleven | <input style="width: 50px; height: 20px;" type="text" value=":"/> |



EXERCISE 3. Complete the following sentences with **on, in, at, until, from or to.**

1. I go to the swimming pool summer.
2. My school opens eight o'clock.
3. The journey my office the hospital takes twelve minutes.
4. I don't go to work night.
5. My sister usually studies the afternoon.
6. It is very cold winter.
7. Leaves fall the autumn.
8. The meeting is Monday.
9. My birthday is February.
10. New Year's Eve is 31 Dec.
11. Birds sing spring.

EXERCISE 4. Complete the spaces with the seasons of the year.

1. March, April, and May
2. June, July and August
3. September, October and November
4. December, January and February

EXERCISE 5. Word search. Find the following terms hidden in the letters below.

4 read across and 4 read down.

<p>Across</p> <ol style="list-style-type: none"> 1. The coldest season of the year. 2. The season when the leaves fall. 3. The fifth day of the week. 4. The first day of the week. <p>Down</p> <ol style="list-style-type: none"> 1. The second month of the year. 2. The hottest season of the year. 3. = 12.00 pm 4. The fourth month of the year. 	<table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>F</td><td>R</td><td>I</td><td>D</td><td>A</td><td>Y</td><td>S</td><td>S</td></tr> <tr><td>E</td><td>P</td><td>Q</td><td>N</td><td>P</td><td>R</td><td>O</td><td>U</td></tr> <tr><td>B</td><td>A</td><td>S</td><td>O</td><td>R</td><td>F</td><td>T</td><td>M</td></tr> <tr><td>R</td><td>U</td><td>V</td><td>O</td><td>I</td><td>M</td><td>X</td><td>M</td></tr> <tr><td>U</td><td>W</td><td>E</td><td>N</td><td>L</td><td>R</td><td>T</td><td>E</td></tr> <tr><td>A</td><td>U</td><td>T</td><td>U</td><td>M</td><td>N</td><td>U</td><td>R</td></tr> <tr><td>R</td><td>M</td><td>O</td><td>N</td><td>D</td><td>A</td><td>Y</td><td>O</td></tr> <tr><td>Y</td><td>A</td><td>W</td><td>I</td><td>N</td><td>T</td><td>E</td><td>R</td></tr> </table>	F	R	I	D	A	Y	S	S	E	P	Q	N	P	R	O	U	B	A	S	O	R	F	T	M	R	U	V	O	I	M	X	M	U	W	E	N	L	R	T	E	A	U	T	U	M	N	U	R	R	M	O	N	D	A	Y	O	Y	A	W	I	N	T	E	R
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9. SUCCESSFUL CONVERSATIONS / SOCIALIZING / SOCIALCHATS, INTRODUCTIONS AND GREETINGS

1. INTRODUCTIONS.

A.- INTRODUCING ONESELF.

Hello, I'm Mary.
 Hello, my name is Mary.
 I'm Mr Malone (Mr - para señores)
 I'm Mrs Malone (Mrs - para señoras casadas)
 I'm Miss Malone (Miss - para señoritas solteras)
 I'm Ms Malone (Ms - cuando no quieres decir si eres soltera o casada.)
 * Después de Mr, Mrs, Ms y Miss va el apellido, no el nombre.

B.- INTRODUCING OTHERS.

A) James:
 Mary, this is Michael.
 Mary, Do you know Michael?
 Mary, May I introduce (you to) Michael?
 Mary, Have you met Michael?
 Mary, I'd like to introduce you to Michael.
 B) Mary: Hello, How do you do?
 C) Michael: Hello, How do you do?
 * Nice to meet you / glad to meet you.

2. GREETINGS.

1.- NEUTRAL.

* Good morning (... 12)
 * Good afternoon (12 ... 4)
 * Good evening (4 ... 8)
 * Good night (8 ...) Es una despedida, no un saludo; se utiliza cuando uno se va.

2.- FORMAL.

A) How do you do?
 B) How do you do?

3.- POLITE, FRIENDLY.

* A) Hello, Mrs Red!
 How are you?
 B) Very well, thanks, and you?
 A) I'm fine, thank you.

4.- INFORMAL.

A) Hi, Paul. How are you?
 B) Very well, thanks.

A) Hi, Paul.
 B) Hi, Jane.

5.- VERY FAMILIAR, CASUAL.

A) Hi!
 B) Hi!
 A) How's things? / How are you getting on?
 B) All right / OK / Not Bad / Fine / Very bad / Not very well / Very Well / so-so / pretty good / not so good.

3. SAYING GOODBYE.

Good bye - bye - bye-bye - See you - See you later / tomorrow / soon / on Monday -
 Hope to see you again - Have a nice day / weekend / time / trip

4. TO EXCHANGE PERSONAL INFORMATION.

NAME: What's your name? / What is your name?

SURNAME: What's your surname? / What is your surname?

Who are you?

Are you ...?

AGE: How old are you? / What's your age? ---- I'm 16. / I'm 16 years old.

NATIONALITY: What nationality are you? ---- I'm Spanish. / I'm English.

Where are you from? ---- I'm from Spain. / I'm from England.

Where do you come from? ---- I come from Spain. / I come from England.

Whereabouts in Spain? ----- Alcázar de San Juan / Bournemouth.

Are you English? ----- No, I'm not. I'm Spanish.

Are you from Spain? ---- Yes, I am.

ADDRESS: Where do you live? ---- I live **IN** Alcázar.

What's your address? ---- 15, Gloria Street (calle), Road (carretera), Square (plaza), Avenue (avenida), Park (parque), Garden (jardín), Hill (colina).

MARITAL STATUS: Are you single (soltero), married (casado), divorced, widower (viudo), widow (viuda)?

OCCUPATION: What do you do? --- I study Politics. / I work in a bank.

What's your job? --- I'm an Engineer / I'm a student.

EDUCATION: What are you studying? ---- I'm studying Economics.



TELEPHONE NUMBER: What's your telephone number?

52024 ---- Five, two, ou, two, four ("ou" not "zero". Zero is AmE)

31225 ---- Three, one, double two, five (double two, not "two, two").

FAMILY: How many brothers or sisters do you have?

I have two brothers **and** one sister. / I have one brother and no sisters. / I don't have brothers **or** sisters.

HOBBIES: What are you interested **in**? ---- **In** History.

What are your hobbies? ---- I like dancing, reading, tennis, watching TV...

Do you like books? ---- Yes, I do.

Do you like reading? ---- Yes, I do.

What do you like?

What do you do in your spare time/free time? --- I play football / I play the piano / I go to the disco.

DATE OF BIRTH: When were you born? ---- I was born **IN** 1998.

5. NATIONALITIES.

* Fíjate que todas las palabras de nacionalidades, ya sean nombres o adjetivos, se escriben con inicial mayúscula.

Name of country or continent	adjective
China	Chinese
Japan	Japanese
Portugal	Portuguese
Switzerland	Swiss
Vietnam	Vietnamese
Iraq	Iraqi
Israel	Israeli
Pakistan	Pakistani
Thailand	Thai
Czechoslovakia	Czech
Germany	German
Greece	Greek
New Zealand	New Zealand
Iceland	Icelandic

Name of country or continent	adjective
Africa	African
America	American
Angola	Angolan
Australia	Australian
Brazil	Brazilian
Belgium	Belgian
Chile	Chilean
Europe	European
Hungary	Hungarian
India	Indian
Iran	Iranian
Italy	Italian
Mexico	Mexican
Morocco	Moroccan
Norway	Norwegian
Russia	Russian
Denmark	Danish
Finland	Finnish
Poland	Polish
Spain	Spanish
Sweden	Swedish
Turkey	Turkish

Name of country or continent	adjective
England	English
France	French
Holland	Dutch
Ireland	Irish
Wales	Welsh
Britain	British
Scotland	Scottish Scotch

EXERCISES

EXERCISE 1. Personal details. Put the following words in the correct places 1-10 in the form below.

	Age	Children	name	Country	Job	Married or single
	Nationality	Street	Surname	Town / village		

1 _____	Black _____
2 _____	Tom _____
3 _____	Forty-one _____
Address 4 _____	64 Highland Road _____
5 _____	Bournemouth _____
6 _____	England _____
7 _____	English _____
8 _____	married _____
9 _____	2 boys, 1 girl _____
10 _____	Paramedic _____

EXERCISE 2. Complete the dialogues. Then listen and check your answers.

James: Hi!, How _____ you today?
 Philip: _____! I'm _____ thanks. He is Michael.
 James: How _____ you do? Michael.
 Michael: Glad to _____ you James.
 James: _____ to meet you, too.
 Philip: Let's go. See you _____.
 James: So _____.
 Michael: _____ bye.

EXERCISE 3. Answer the following questions about you.

- 1.- What's your name?.....
- 2.- What's your surname.....
- 3.- How old are you?.....
- 4.- What's your telephone number?.....
- 5.- Where are you from?.....
- 6.- Where do you live?.....
- 7.- What's your address?.....
- 8.- What nationality are you?.....
- 9.- How many brothers or sisters have you got?.....
- 10.-What are your hobbies?
- 11.-How are you today?
- 12.- How do you do?.....
- 13.- What's the date today?.....
- 14.- What's your postal code?.....



SPEAKING

EXERCISE 1 Complete the first form with your personal details. Then choose another student and ask him / her questions until you complete the second form.

- | | |
|-------------------|-------------------|
| Name: | Name: |
| Surname: | Surname: |
| Age: | Age: |
| Date of birth: | Date of birth: |
| Telephone number: | Telephone number: |
| Nationality: | Nationality: |
| City: | City: |
| Address: | Address: |
| Family: | Family: |
| Job: | Job: |
| Hobbies: | Hobbies: |
| Habit: | Habit: |

Move around the class asking questions to other students.

10. TO BE, TO HAVE (GOT), A/AN & WH-QUESTIONS.

PRESENT SIMPLE OF THE VERB "TO BE"			
POSITIVE	NEGATIVE	QUESTION	SHORT ANSWER
I am (I'm) You are (You're) He is (He's) She is (She's) It is (It's) We are (We're) You are (You're) They are (They're)	I am not (I'm not) You are not (You aren't) He is not (He isn't) She is not (She isn't) It is not (it isn't) We are not (we aren't) You are not (you aren't) They are not (They aren't)	Am I ...? Are you ...? Is he ...? Is she ...? Is It ...? Are we...? Are you ...? Are they ...?	Positive: - Yes, I am - Yes, he is - Yes, we are Negative: - No, I'm not - No, he isn't - No, we aren't

PRESENT SIMPLE OF THE VERB "HAVE (GOT)"			
POSITIVE	NEGATIVE	QUESTION	SHORT ANSWER
I have (got) (I've) You have (got) (You've) He has (got) (He's) She has (got) (She's) It has (got) (It's) We have (got) (We've) You have (got) (you've) They have (got) (they've)	I have not (haven't) (got) You have not (haven't) (got) He has not (hasn't) (got) She has not (hasn't) (got) It has not (hasn't) (got) We have not (haven't) (got) You have not (haven't) (got) They have not (haven't) (got)	Have I (got)? Have you (got)? Has he (got)? Has she (got)? Has it (got)? Have we (got)? Have you (got)? Have they (got)?	Positive: - Yes, I have - Yes, she has - Yes, they have Negative: - No, I haven't - No, she hasn't - No, they haven't

A / AN

A/AN WITH SINGULAR NOUNS	A/AN WITH JOBS	We don't use a/an with plural nouns
<p>1- We use A before words beginning with a consonant sound and voiced H:</p> <ul style="list-style-type: none"> ~ A hospital ~ A syringe ~ A needle ~ A patient <p>2- We use AN before words beginning with a vowel sound and voiceless H:</p> <ul style="list-style-type: none"> ~ An hour ~ An adhesive tape ~ An intravenous cannula ~ An auxiliary nurse 	<p>We use a/an with jobs in the singular:</p> <ul style="list-style-type: none"> ~ I'm an Emergency Medical Technician ~ I'm a Paramedic ~ I'm a nurse 	

WH-QUESTIONS

<ul style="list-style-type: none"> ➤ WHAT ...? ➤ WHO ...? 	<ul style="list-style-type: none"> ➤ ¿QUÉ? ➤ ¿QUIÉN? 	<ul style="list-style-type: none"> ➤ Para preguntar por cosas ➤ Para preguntar por personas 	<ul style="list-style-type: none"> ➤ What's this? ➤ Who are you?
<ul style="list-style-type: none"> ➤ WHOSE ...? 	<ul style="list-style-type: none"> ➤ ¿DE QUIÉN? 	<ul style="list-style-type: none"> ➤ El poseedor 	<ul style="list-style-type: none"> ➤ Whose pills are these?
<ul style="list-style-type: none"> ➤ WHY ...? ➤ WHERE ...? ➤ WHEN ...? ➤ WHICH ...? ➤ HOW ...? 	<ul style="list-style-type: none"> ➤ ¿POR QUÉ? ➤ ¿DÓNDE? ➤ ¿CUÁNDO? ➤ ¿CUÁL? ➤ ¿CÓMO? 	<ul style="list-style-type: none"> ➤ Motivos ➤ Lugares ➤ El tiempo ➤ Un objeto específico ➤ La manera o modo 	<ul style="list-style-type: none"> ➤ Why are you happy? ➤ Where are you from? ➤ When do you study? ➤ Which book is yours? ➤ How do you spell "pizza"?
<ul style="list-style-type: none"> ➤ WHAT COLOUR...? 	<ul style="list-style-type: none"> ➤ ¿DE QUÉ COLOR ...? 	<ul style="list-style-type: none"> ➤ Color 	<ul style="list-style-type: none"> ➤ What colour are your eyes?
<ul style="list-style-type: none"> ➤ WHAT KIND OF...? 	<ul style="list-style-type: none"> ➤ ¿DE QUÉ CLASE? 	<ul style="list-style-type: none"> ➤ Clase 	<ul style="list-style-type: none"> ➤ What kind of trousers do you want?
<ul style="list-style-type: none"> ➤ WHERE ... FROM? ➤ HOW OLD ...? ➤ HOW MUCH ...? 	<ul style="list-style-type: none"> ➤ ¿DE DÓNDE ...? ➤ ¿CUÁNTOS AÑOS ...? ➤ ¿CUÁNTO? ➤ ¿CUÁNTA...? 	<ul style="list-style-type: none"> ➤ Lugar de origen ➤ Edad ➤ Cantidad (incontables) 	<ul style="list-style-type: none"> ➤ Where are you from? ➤ How old is Mary? ➤ How much sugar is there?
<ul style="list-style-type: none"> ➤ HOW MANY ...? 	<ul style="list-style-type: none"> ➤ ¿CUÁNTOS? ➤ ¿CUANTAS? 	<ul style="list-style-type: none"> ➤ Cantidad (plural, contables) 	<ul style="list-style-type: none"> ➤ How many syringes are there?
<ul style="list-style-type: none"> ➤ HOW LONG...? 	<ul style="list-style-type: none"> ➤ ¿CUÁNTO TIEMPO? 	<ul style="list-style-type: none"> ➤ Tiempo (duración del dolor) 	<ul style="list-style-type: none"> ➤ How long have you had this pain?

EXERCISES

EXERCISE 1. Complete the questions and answer them.

1. is your name?
2. old are you?
3. do you live?
4. is your address?
5. is your telephone number?
6. are you today?
7. is your best friend?
8. is the time?





9. do you go to bed?
10. do you study English?
11. is that?
12. scissors are these?
13. are you?
14. wheelchair is this?
15. is he from?
16. nationality are you?
17. is she from?
18.'s that man?

EXERCISE 2.  Read the answers and write the questions. Use the question words in brackets. Then listen and check.

1.? (What) – My name is Robbie.
2.? (Where) - I live in Madrid.
3.? (How old) – I'm 18 years old.
4.? (How many) – I've got one brother and one sister.
5.? (What kind) – I like pop music
6.? (Who) – He is my father.
7.? (Whose) – This is my thermometer.

EXERCISE 3. Read the questions and the answers. Then find the right word or phrase – A, B or C.

1. is California? – It's in the USA. A Who B Where C What
2. are you? – I'm 19 years old. A How old B What C Who
3. is Bob? – He's Jane's father. A Where B What C Who
4. can a dispatcher do? – He can provide assistance and instructions by voice
A What B Where C Who
5. brothers has she got? - Two A What B What kind C How many
6. is he wearing? – disposable gloves
A What kind B What C Where
7. is the hospital? – It's near the roundabout.
A Why B Where C Who
8. music do you like? – Reggae A What kind B What C Who
9. do you go to work? – In the morning.
A Where B How C When
10. do you drive the ambulance? – Two or three times a month.
A Why B When C How often
11. did you close the oxygen cylinder? – Because it is empty.
A Who B Where C Why
12. gloves do you prefer, latex, vinyl or nitrile? – Latex.
A Which B How C Why
13. do you study English? – At school. A What B Where C Who
14. goggles are these? – They're mine. A Who B What C Whose

EXERCISE 4. Complete the sentences with **How much?** or **How many?**

- 1..... patients are there in the ward?
- 2..... syrup is there?
- 3..... pairs of scissors are there in the ambulance?
- 4..... mineral water is there?

EXERCISE 5. Complete the sentences with the correct form of “to be” or “to have (got)” in the simple present.

1. I cold. I think I a cold.
2. I an Emergency Medical Technician and my sister a nurse.
3. I a headache.
4. She (not) feeling well. She a toothache.
5. you any aspirin?
6. How you?
7. The dog a broken leg.
8. your son a cold?
9. Excuse me. you the new paramedic?
10. I two children.
11. My sister and I doctors.
12. She (not) a good dictionary. She needs a medical dictionary.
13. My friend terminal cancer and is expected to live only a few weeks.
14. This patient attacks of palpitation and breathlessness.
15. The victim abdominal pains and sweating and vomiting.

EXERCISE 6. Complete the sentences with appropriate words.

A: Hi. My name **is** Cathie.

B: Hi. My is Freddy. I glad to meet you.

Cathie: I glad to you, too. Where you from?

Freddy: I from Wales. Where?

Cathie: I Scotland. What your job?

Freddy: I an Emergency medical dispatcher. And What you?

Cathie: I am nurse. Would you like to have a cup of coffee?

Freddy: That sounds great. Let's go.

READING

EN ROUTE TO A SUCCESSFUL JOB

During a typical day you will have to attend different calls and make various trips. All of them must be documented; thus, while en route to a medical facility or on the scene, you will have to ask several questions to the patient to fill in them with his or her personal and medical details. You will have several forms, such as Route Sheets or Prehospital Patient Record Forms (PPRs) also known as Prehospital Care Reports (PCRs).

Prehospital Care Reports include the patient personal details, history, assessment and treatment received during transportation. This form is completed within 24 hours after the transportation of a patient. It will be analysed in the following units.

Route sheets usually include the patient identification and information, and the date and time in and time out; the distance covered is also included and the type of vehicle used. There are daily and weekly forms. They include the routes followed, showing the workers' output in each operation.





AMBULANCE ROUTE SHEET						
Call number:			Dispatcher:			
Date:			AMBULANCE CODE:			
Driver:			Provider:			
PERSONAL DETAILS						
Patient's name:						
Gender:			Age/date of birth:			
Address:			City:			
Postcode/zip code:			Phone:			
Patient's SSN:						
Insurance policy, group and Medicare number:						
From:			to:			
TIMES	emergency call / dispatch	arrive scene	transportation	arrive destination	return to base station	available
Ambulance mileage						
Departure km:		arrival km:		total km:		
Observations:						

EXERCISE 1. Answer the following questions.

1. What kind of information can you find in a PCR?

2. And in route sheets?

3. Do you know the difference between postcode and zip code?

4. What is the meaning of SSN?

5. What is the meaning of ambulance mileage?

LISTENING

EXERCISE 1. Listen to the following dialogue about asking for personal details and write the questions the Emergency medical technician asks the patient.

.....
.....
.....
.....
.....

EXERCISE 2. Listen to the dialogue again, and fill in the gaps.

EMT: Hello, my is Tim and I'm an emergency medical technician. I'm
..... I'd just like to check your and I've got a few
..... so I can this form.

Patient: That's OK.

EMT: Right, what's your?

Patient: I'm Thomas... Thomas

EMT: And how do you that?

Patient: It's Thomas

EMT: What would you like to be called while you're with us?

Patient: Just call me Thomas.

EMT: Good... Thomas. How are you?

Patient: 56... I'm 56. I was born

EMT: and ... what's your?

Patient: It's Newborn Street.

EMT: Sorry, Thomas, did you say or?

Patient: I said

EMT: Thank you. And, what's your?

Patient: It's

EMT: Good. It's Is that right?

Patient: Yes, that's right. It's a Brighton number. The postcode is

EMT: Thank you, Thomas. Could you tell me your?

Patient: Oh... I don't know it; but you can see it here, in my
..... Here you are.

EMT: Very good. Thank you. One more question. Do you have a?
.....?

Patient: I'm afraid not, Tim.





EMT: That's right, Thomas. I have no more questions to ask you. I'll take the rest of information from your Oh, have a look... that is the hospital; we have just arrived... That's We have been with you That's fine. Now we are going to transport you to the hospital. Remain on your without moving, please.

Patient: All right; and

WRITING

EXERCISE 1. Now fill in the previous ambulance route sheet with all the information that you have from the dialogue.

EXERCISE 2. Write a composition describing your personal profile, address, family, hobbies...

Include this information:



- 1. Full name and nationality.*
- 2. Age, hometown and address.*
- 3. Marital status and family.*
- 4. Profession / studies.*
- 5. Hobbies, likings and dislikings.*
- 6. Aim in life.*