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Easy Nursing English

看単!

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Easy Speaking
&
Writing Tasks



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Rationale

As long-time teachers in Japan, we have found that many Japanese students are accustomed to giving word-for-word translations when called upon by a teacher, but lack the ability to “think on their feet” and use their English knowledge in real-life situations. Students worry about generating grammatically perfect English — and as a result they often say nothing. These Easy Speaking tasks were designed to encourage students to explain nursing vocabulary actively and interactively, using simple English and body language. Many professional nurses working in Japan have told us that just these skills — simple English and gestures — have enabled them to communicate successfully with foreign patients. The Easy Writing tasks allow students to explore topics related to nursing, thereby developing their ability to express themselves in English writing.

Application

These tasks may be photocopied and handed out to students for use in class. However, instructors can reduce preparation time — and save paper! — by using an OHP or projector to show tasks to all students. The Easy Speaking tasks can be used near the beginning of each class, when vocabulary and expressions for each chapter are introduced; they may also be used near the end of class for review. The Easy Writing tasks may be assigned for homework, or done in class. For students with advanced English skills, these Writing tasks may also be used as topics for group discussion.

目 的

長い間日本で教鞭をとってきて、私たちは、多くの日本の学生が教員の求める逐語訳をすることには慣れているものの、その場で機転をきかせたり、実生活の場面で英語の知識を活かす能力には乏しいことに気付きました。学生は文法的に正確な英語を組み立てることに気をつかい、その結果、何も話さないことがよくあるのです。この Easy Speaking Tasks は、学生が簡単な英語とボディーランゲージを使って、看護に関するボキャブラリーを積極的に、相互に説明しあうことを促すよう作成されました。このような簡単な英語とジェスチャーというスキルがあれば外国人の患者さんと意思疎通がはかれると、臨床現場の看護師の多くが言っています。Easy Writing Tasks では、学生が看護に関係した話題を掘り下げて考えることになると思われ、ひいては英文で自身のことを表現する力を向上させることになります。

使い方

この教材は、授業の際に学生にプリントを配布する形で使われることでしょう。しかし、クラス全員が見られるように OHP やプロジェクターを利用することで、準備の時間を減らすこともできますし、紙も節約できます。Easy Speaking Tasks は、各章の語彙や表現が紹介される授業の冒頭の時間に行うことができます。また、復習のために授業の最後に行ってもよいでしょう。Easy Writing Tasks は宿題とするか、あるいは授業中に行います。より英語力をもつ学生に対しては、この Easy Writing Tasks をグループディスカッションの論題としても利用することができるでしょう。

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a department name from the list on page 3, beginning with number 1; Student B should read the matching doctor name. Go through the list once. Then switch roles, and read through the list again.

b. Role play. Student A and B are both nurses who meet after not seeing each other for a long time. Choose department and doctor names from the vocabulary list, and make a conversation following the below pattern.

Nurse A: Where are you working now?

Nurse B: I'm working in (*for example: dermatology*).

Nurse A: Really? Isn't Dr. Kamano* there? She's a famous (*dermatologist*).

Nurse B: Yes! She's at that department.

*You can use your own imagination and give different family names to doctors

Switch roles. Use as many words as you can!

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Choose two kinds of doctors. Describe what these doctors do. Write as many details as you can.

Option 2: Choose two hospital departments that you are interested in. Perhaps in the future you would like to work in these departments. Explain why you are interested in them.

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 7, starting with number 1; Student B should read the next word. Go through the list in this way. Then switch roles, and read through the list again.

b. Role play. Imagine that Student A is an alien who knows little about human healthcare systems, but can speak English! Student B is a nurse. The alien should choose one word from the list. Then make a short conversation following the below pattern.

Alien: What is a/an _____?

Nurse: (*Give a short answer using simple English and gestures.*)

Alien: I see! That's very interesting.

Switch roles. Use as many words as you can!

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Choose one of the healthcare personnel on page 7 (vocabulary 1-18). Which of these jobs seems most attractive to you? The least attractive? Explain why.

Option 2: If you could be something else besides a nurse, what would you want to be? Explain your choice. You can use words from this chapter, or words for other professions.

Chapter 3

Medical supplies and equipment

医療用品と器具

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 11, starting with number 1; Student B should read the next word. Go through the list in this way. Then switch roles, and read through the list again.

b. Role play. Student A and B are both nurses. Nurse A should choose one word from the vocabulary list. Nurse A is looking for this item, but does not remember what it is called. Make a conversation following the below pattern.

Nurse A: I'm looking for (*use gestures only — no words! — to explain the item.*)

Nurse B: (*Search for word on list.*) I see! You're looking for (item).

Nurse A: Yes! That's what I'm looking for.

Switch roles. Use as many words as you can!

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Choose two vocabulary items from the list. For each item, describe: 1) the item's physical characteristics (外観) ; and 2) its function (機能) . Give as many details as you can.

Option 2: Imagine that you are in a hospital or clinic. Write as many details as you can about what you see, what you hear, what you smell, what you feel, and perhaps what you taste.

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 15, starting with number 1; Student B should read the next word. Go through the list in this way. Then switch roles, and read through the list again.

b. Role play. Once again, Student A is an alien who knows little about human healthcare systems, but can speak English well. Student B is a nurse. The alien should choose one word from the list. Then make a short conversation following the below pattern.

Alien: What is/are (a/an) _____?

Nurse: (*Give a short answer using simple English and gestures.*)

Alien: Oh, I see! Thank you for your explanation.

Switch roles. Use as many words as you can!

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Explain the meaning of **two** of the below vocabulary items. Try to give as many details as you can.

OTC medicine	herbal medicine	blood transfusion	
organ transplantation	antibiotics	dialysis	contraceptive

Option 2: Write about your **attitude** towards medicine. Do you try to avoid taking medicine, or do you not mind taking medicine? You can give examples of medicine you have taken in the past or are taking now.

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Chapter 5

External body 外部器官

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 19, starting with number 1; Student B should read the next word. Go through the list in this way. Then switch roles, and read through the list again.

b. Drawing task. On a separate sheet of paper, each student should draw a human figure. You can choose to make the figure female or male. Identify body parts using words in the Vocabulary Box. If you are unsure where a body part goes, ask your partner for help in English. Try to use your book as little as possible!

Vocabulary Box

abdomen	ankle	axilla	breast	cheek	chest	chin	elbow	
forearm	forehead	genitals	hallux	heel	hip	jaw	knee	nail
neck	nipple	shoulder	skin	upper	arm	thigh	wrist	

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Imagine that you are having an email exchange with a space alien. This alien has never seen a human figure before. Describe to this alien what human beings look like. Write as many details as you can.

Option 2: Different cultures have different notions of "beauty." In Japan, what do you think a beautiful woman looks like? A handsome man? How do you feel about the way beauty is defined in Japan?

Chapter 6

Internal body I Nervous, Sensory, Respiratory & Digestive system

内部器官 I — 脳神経系, 感覚系, 呼吸器系, 消化器系

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 23, starting with number 1; Student B should read the next word. Go through the list in this way. Then switch roles, and read through the list again.

b. Role play. Student A should silently choose one word from the list. Then, imagine that you are that body part. Try to explain what you are to Student B using simple English and gestures. Make a conversation following the below pattern.

Student A: I'm here, in the neck. Food and drink goes down me.

Student B: Are you the throat?

Student A: Yes! I'm very important. What do you do?

Switch roles. Use as many words as you can!

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Choose five of the words on page 23. Try to explain what these words mean by comparing them to something else (make a metaphor, or 比喻). For example: "The lung is like a balloon in the chest."

Option 2: Choose three of the words on page 23. Write about diseases or other health problems that can affect these body parts.

Chapter 7

Internal body II Circulatory, Blood and Immune, Endocrine, Reproductive & Urogenital system 内部器官 II — 循環器系, 血液・免疫系, 内分泌系, 泌尿・生殖器系

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 27, starting with number 1; Student B should read the next word. Go through the list in this way. Then switch roles, and read through the list again.

b. Role play. Student A should silently choose one word from the list. Then, Student A should ask Student B to describe this word using a metaphor (比喻), as well as gestures. Make a conversation following the below pattern.

Student A: What is a lung?

Student B: The lung? Well, it's like a balloon in the chest.

Student A: I see. That's a good metaphor.

Switch roles. Use as many words as you can!

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Choose two vocabulary items from the list. For each item, describe: 1) the item's physical characteristics (外觀); and 2) its function (機能). Give as many details as you can.

Option 2: Have you ever given blood? Explain why or why not. Write down your thoughts about giving blood.

Easy Speaking & Writing Tasks

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Musculoskeletal system

筋骨格系

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 31, starting with number 1; Student B should read the next word. Go through the list in this way. Then switch roles, and read through the list again.

b. Role play. Student A should silently choose one word from the list (numbers 7~25 only). Then make a conversation following the below format:

Student A: I've fractured my (*bone name; for example: cranium*).

Student B: Oh, that's too bad. Your (*body part; for example: head*) must hurt.

Student B can use a body part word from Ch. 5, p. 19.

Switch roles. Use as many words as you can!

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Write about your exercise habits, and how these have strengthened your body. If you do not exercise you can write about how a lack of exercise has affected your body!

Option 2: Have you or anyone you know ever broken a bone? Describe this experience.

Chapter 9

Illnesses and conditions I

病気と症状 I — 脳神経系, 耳鼻咽喉系, 呼吸器系, 消化器系, 血液・免疫系, 内分泌系

Nervous; Ear, Nose, Throat and Eye; Respiratory; Digestive; Blood and Immune; and Endocrine systems

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 35, starting with number 1; Student B should read the next word. Go through the list in this way. Then switch roles, and read through the list again.

b. Role play. Student A is again an English-speaking alien, who has a few more questions before departing for its home planet. Student B is a nurse. The alien should choose one word from the list. Then make a short conversation following the below pattern.

Alien: Human illnesses are new to me. What does _____ mean?

Nurse: (*Give a short answer using simple English and gestures.*)

Alien: I see. I appreciate your explanation.

Switch roles. Use as many words as you can!

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Have you had any of the illnesses or conditions listed on page 35? Choose 2 illnesses or conditions that you have experienced, and describe how these illnesses or conditions affected you.

Option 2: Write about what you usually do when you catch a cold, or feel a little under the weather (風邪気味).

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 39, starting with number 1; Student B should read the next word. Go through the list in this way. Then switch roles, and read through the list again.

b. Role play. Consider the below sentences.

The patient *is* arthritic. (arthritic = adjective [形容詞])

The patient *has* arthritis. (arthritis = noun [名詞])

Student A and B are nurses. Using words from the box, make sentences using the adjective (first) and noun (second) form of each word. Make a conversation following the pattern below the box. Switch roles after completing each conversation.

rheumatic/ rheumatism	clinically depressed/ clinical depression	
autistic/ autism	obese/ obesity	anemic/ anemia**
diabetic/ diabetes**	hyperlipidemic/ hyperlipidemia	senile/ senility
asthmatic/ asthma	arthritic/ arthritis	

Nurse A: My uncle* is (adjective form of word).

Nurse B: Really? I didn't know he had (noun form of word).

* Words from Chapter 9.

** You can use your own imagination and use different words here.

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: You have been asked to come to a class of 1st grade elementary school students and give some health advice. What advice would you give to the children?

Option 2: Write about **stress** in your life. What gives you stress? How do you relieve your stress?

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 43, starting with number 1; Student B should read the next word. Go through the list in this way. Then switch roles, and read through the list again.

b. Role play. Student A is a child's guardian (保護者); Student B is a nurse. Student A should read one sentence in the list below. Student B should look at page 43 and try to guess what the illness or condition is. Make a conversation following the pattern below the word list. Switch roles after completing each conversation.

- a. My nephew's cheeks are swollen. He looks like a hamster.
- b. My daughter has been coughing violently.
- c. A few weeks after my baby was born, I became very moody.
- d. My niece is so active! She never stops moving and talking.
- e. My grandson's eyes are red and itchy.
- f. The baby's skin looks yellowish.
- g. I'm so worried. Minka-chan has little spots all over her face.
- h. My teenage daughter's periods have stopped.
- i. My mother has found a lump in her breast.
- j. My wife is two months pregnant. She is always tired and has no appetite.

Guardian: (Read sentence above).

Nurse: It sounds like (*illness or condition*) / It could be ... (*illness or condition*)

Guardian: I see. Is that serious?

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Write about some of the illnesses or conditions you experienced as a child. Describe how you felt when you had these illnesses, and how you felt about going to hospitals.

Option 2: The word "monster parent" has become popular recently. In the future, do you think you could become a **good parent**? Explain why or why not.

I. Speaking

Work with a partner to do the below tasks.

a. Pronunciation practice. Student A should read out loud a word from the list on page 47, starting with number 1; Student B should read the example sentence (“Variations”) for each word. Go through the list in this way. Then switch roles, and read through the list again.

b. Role play. Consider the below sentences.

I have a *cramp* in my leg. (cramp = noun [名詞])

My wrist muscles *cramped* while writing. (cramped = verb [動詞])

Student A is a patient; Student B is a nurse. The words in the box below are all nouns. Student A should choose a word from the box and make a sentence using the verb form of that word. Make a conversation following the example conversation. Switch roles after completing each conversation.

sprain	dislocation	bruise	injury	scrape	wound	burn
fracture	cramp	laceration	suffocation	asphyxiate		

Patient: I almost drowned last summer.

Nurse: Oh my! / That’s too bad. / That must have been painful. / Are you all right now?

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Do you have any scars? Describe how you got them.

Option 2: Do you feel that you can handle emergency situations well? Explain why or why not.

I. Speaking

Work with a partner to do the below tasks. Stand up and be active! 😊

a. Role play one. Student A is a patient; Student B is a nurse. The patient should choose one complaint from the list on page 53 and read this complaint aloud. The nurse should listen, and then repeat what the patient said, showing empathy (understanding and concern). Follow the below conversation, and switch roles after completing each conversation.

Patient: I have a runny nose.

Nurse: Is that so? You have a runny nose.

Empathetic words

Oh, really?	I see.	Oh, my.
That's too bad.	Is that so?	I understand.

b. Role play two. Student A is a patient who temporarily cannot speak; Student B is a nurse. The patient should choose one complaint from the list, and try to communicate this complaint to the nurse using only gestures and body language. The nurse should try to guess the patient's complaint. Use the below conversation as a model, and switch roles after completing each conversation.

Nurse: What seems to be the problem?

Patient: (*Rubs eyes.*)

Nurse: Oh, I see. Your eyes are itchy.

Patient: (*Nods head to say "yes."*)

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Write about a time when you were ill. Use some expressions from this chapter to describe your physical condition at that time.

Option 2: "Complaint" can mean: a symptom or illness (主訴); and a general expression of dissatisfaction (ぐち). Let's think about the second meaning. Do you have any complaints about anything in your life now (school, relationships, etc.)? Write about your complaints.

I. Speaking

Work with a partner to do the below tasks. Stand up and be active! 😊

a. Role play one. Student A is a patient; Student B is a nurse. The nurse should read a question from the list on page 57, and the patient should give a simple response. Switch roles after completing each conversation. Try to do as many questions as you can.

b. Role play two. Student A is a patient; student B is a nurse. The nurse should read one of the questions in the list below. But these questions are no good! The patient should correct the nurse. Follow the model conversation below the list, and switch roles after completing each conversation.

1. Do you eat a lot?
2. Why don't you exercise?
3. Are you a heavy smoker?
4. Do you have a job?
5. Are you still single?
6. Are you chronically ill?
7. Do you have many stress in your work?
8. Can you sleep?
9. Are you allergic to medicine?
10. How many times have you had this fever?

Nurse: *(Read question from the list above.)*

Patient: What? Oh, you mean *(read correct question on page 57)*.

Nurse: Excuse me! That's what I meant to say.

Patient: *(Answer question.)*

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Do you have (or have you had) a part-time or full-time job? Write about this job: what do you do, and what do you like/dislike about this job?

Option 2: Do you have (or have you had) any allergies, or chronic health problems? Describe them.

I. Speaking

Work with a partner to do the below tasks. Stand up and be active! 😊

a. Role play one. Student A is a patient; Student B is a nurse. The nurse should read an instruction from the list on page 61, and the patient should try to follow this instruction. Switch roles after completing each conversation. Try to do as many instructions as you can.

b. Role play two. Student A is a nurse who temporarily cannot speak; Student B is a patient. The nurse should choose expressions from the list, and try to communicate them to the patient using only gestures and body language. The patient should try to guess what the nurse is trying to say. Use the below conversation as a model, and switch roles after completing each conversation.

Nurse: *(Makes a fist.)*

Patient: You want me to make a fist?

Nurse: *(Nods head to say "yes.")*

Patient: All right, I see. *(Makes a fist.)*

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Give instructions on how to do some kind of exercise, or some other physical activity such as a kind of sport. Give as many details as you can. (Imagine that you are writing this to "you.")

Option 2: Write about a time when you had a leadership role. What difficulties did you experience? Do you enjoy being a leader?

I. Speaking

Work with a partner to do the below tasks. Stand up and be active! 😊

a. Role play one. Student A is a patient; Student B is a nurse. The patient should read questions from the list on page 65, and the nurse should try to respond. Nurse, if you don't know how to respond, you can say, "Please wait a moment. I'll find out about that." Switch roles after completing each conversation. Try to do as many questions as you can.

b. Role play two. This time, form groups of three students. Imagine that you are all in a hospital in Ireland. Student A is an elderly Japanese patient; Student B is the patient's English-speaking relative; Student C is a nurse. The patient should read a Japanese question from the list. The relative should then act as an English interpreter. Use the below conversation as a model, and switch roles after completing each conversation.

Patient: 今主治医に会えますか？

Relative: My grandfather* would like to know if he can see the doctor now.

(or)

Can my grandfather see the doctor now?

Nurse: (*Respond to question.*)

*You can use your own imagination and give the patient/relative different relationships (for example: father, mother, aunt, uncle, friend, roommate, etc.).

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Have you ever experienced "culture shock," either abroad or in a different part of Japan? Describe this experience, and what you learned from it.

Option 2: When you visit a doctor, do you usually ask questions? If yes, what do you ask? Explain why you ask these (or don't ask any) questions.

I. Speaking

Work with a partner to do the below tasks. Stand up and be active! 😊

a. Role play one. Student A is a patient; Student B is a nurse. The nurse should read expressions from the list on page 69, starting with number 1. The patient should give a simple response. Go through the list in this way, using at least 10 expressions. Then, switch roles, go back to number 1 and go through the list again.

b. Role play two. Student A is a patient; Student B is a nurse. The nurse should read one of the expressions in the list below. But these expressions are no good! The patient should correct the nurse. Follow the model conversation below the list, and switch roles after completing each conversation.

- | | |
|---|--|
| 1. Excuse me. May I go in? | 6. Do you have any can't eat foods? |
| 2. I'm (name). I'm your prime nurse. | 7. What was your meal? |
| 3. I can speak little English. | 8. Please teach me if you feel any pain. |
| 4. Do you have anything questions? | 9. One more please. |
| 5. Press the nurse call if you need anything. | 10. I made you wait. |

Nurse: *(Read expression from the list above.)*

Patient: What? Do you mean, *(read correct expression on page 69)?*

Nurse: Pardon me! That's what I meant to say.

Patient: *(Respond to expression.)*

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: Do you know anyone who you think has very good communication skills (in Japanese)? Explain why you think this person is a skilled communicator.

Option 2: Ask someone who knows you well to describe your communication style or habits (in Japanese). Write down what they say, and your reaction to their words.

I. Speaking

Work with a partner to do the below tasks. Stand up and be active! 😊

a. Role play one. Student A is a patient; Student B is a nurse. The nurse should read an expression from the list on page 73, starting with number 1. The nurse should try to sound as caring or encouraging as possible, and the patient should give a simple response. Go through the list in this way, using at least 10 expressions. Then, switch roles, go back to number 1 and go through the list again.

b. Role play two. Student A is a patient; Student B is a nurse. The patient should “act out” a situation below, using gestures and body language. The nurse should choose expressions from page 73 to give support and encouragement to the patient. Follow the model conversation below the situations, and switch roles after completing each conversation.

1. Patient feels like he/she might vomit.
2. Patient is very worried about an operation.
3. Patient has fallen to the floor.
4. Patient is trying to get up from a bed.
5. Patient's labor pains(陣痛) have become severe.
- 6 Patient has just woken up after an operation.
7. Patient is leaving the hospital to go home.

Patient: *(Act out a situation above using gestures and body language.)*

Nurse: *(Read expression from the list on page 73.)*

Patient: *(Respond.)*

II. Writing

Choose one of the below options, and write a one-paragraph response.

Option 1: What do you enjoy most about your life as a nursing student? What do you enjoy least?

Option 2: Do you have a message you would like to give to your fellow students, or to the teacher?
Write it!

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