



Lesson Plan: Using Respectful Language with Patients

Teacher Guide

Topic: respectful language

Timing: 45–60 mins

Lesson type/focus: speaking and reading

Aims:

- **Speaking:** discuss and practise using respectful language
- **Reading:** read for specific information

Overview

The focus of this lesson is using respectful language with patients. The speaking activities discuss and practise the different ways carers should introduce themselves to patients. The reading activity focuses on finding specific information and provides students with some suggestions on how to greet new patients.

Note: This lesson supports the language introduced in the following:

- Course: [‘English for Care’](#)
- Unit: ‘Patient admission’
- Module: ‘Introducing yourself and welcoming a patient’ page 7

Teaching notes and answer key

Part 1: speaking

Put students into pairs or small groups and ask them to discuss questions 1 and 2 on the student worksheet. Encourage them to share examples from their own experience.

Elicit or supply the words *formal*, *informal* and *polite* to help them to talk about differences between greetings.

Do whole class feedback to discuss and share answers.



Suggested answers

1. How do you usually greet a friend or a colleague? How do you usually greet a stranger? Do you greet them in the same way? Why/Why not?

The language we use with friends is typically informal, while we use more formal language with strangers. With colleagues, it may well depend on factors such as seniority or how long the relationship has been to determine what kind of language is most suitable.

2. How would you greet a patient like the woman in picture A? How would you greet a patient like the woman in picture B?

Would you greet them in the same way? Why/Why not?

The way we greet younger or elderly patients is likely to vary as older people may feel disrespected if addressed with informal language. We may use Mr/Mrs/Ms with elderly patients instead of first names we may use with younger patients. We may also use Good morning/Good afternoon instead of Hi/Hello.

Part 2: reading

A. Have students work in pairs or small groups to discuss questions 1–4.

Share ideas as a class.

Answers

1. What does *respectful* mean? Think of examples from your daily life.

Respectful is an adjective that means showing respect or showing politeness.

2. What do the underlined words and phrases in the text mean?

feel confidence in = trust: have confidence in is also a common collocation

unless = except if

unsure = don't know very well / not familiar with

3. Answer the question and complete the sentences.

Students own answers many include:

Do patients feel confidence in you? If they know me, yes.

I can't leave a patient unless... I know they have taken their medicines.

I am unsure about... how many patients we have at the care home.

You could look at the underlined words and phrases in the context of the sentence.

Ask students to paraphrase the meaning of the sentence. For example,

This helps patients feel confidence in you as a professional healthcare worker.

This helps patients trust you.



Never call a patient by their first name unless they give you permission to do so.

If they don't give you permission, don't call a patient by their first name.

They are unsure about the different coloured uniforms which are worn.

They don't know which staff wear which coloured uniforms.

They are not familiar with the different coloured uniforms.

They are confused by the different coloured uniforms.

4. /ʌnˈʃʊə/ the consonant /s/ is pronounced as /ʃ/ in *shoes*

B. Have students work in individually, or in pairs, to read the text to find the answers to questions 1–4. Tell students to concentrate on finding the answers rather than any words they don't know at this stage.

Go through the answers as a class.

Answers

1.B 2.C 3.A 4.B

Have students read the text through again individually and highlight any new words. Deal with any vocabulary queries.

Part 3: speaking

Put students into groups of three and explain the role play.

Make sure everyone gets a turn at playing the patient and the carer and that the observer is giving feedback.

Listen to the conversations noting down examples of good language use and any errors. Go through any examples after the role play.

You could ask some of the groups to perform their role plays for the class.

THIS LESSON PLAN COMES FROM SLC'S ENGLISH FOR CARE COURSE:

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