

English for Health and Social Care Workers

Answer key

Unit 1: Communication

Working in social care

1

a ordering and collecting prescriptions **b** preparing meals **c** helping with shopping
d assisting with travel **e** administering medication **f** carrying out cleaning duties
g delivering personal care **h** managing finances and budgeting

2 (Sample answers)

Writing reports about service users, attending staff meetings, attending staff appraisals (supervision), reporting changes in mood or behaviour

3

Polly: c and g

Steve: d and h

Maryssa: b, c, f and g

4

Polly: likes – assisting with online shopping; **dislikes** – carrying out admin tasks.

Steve: likes – helping with budgeting and finance; **dislikes** – doesn't mention any.

Maryssa: likes – cooking; **dislikes** – personal care duties.

Introducing yourself and establishing rapport

1

a Good morning, *how are you today? My name's Steve.*

b Hello, it's Mrs Driver, *isn't it? I'm Maryssa, I took care of you last year.*

2

a 5

b 4

c 2

d 1

e 3

3

- a Just call me Delia.
- b You can call me Jim.
- c My name's Nancy, but most people call me Nan.
- d I prefer to be called by my surname.

Effective communication in social care

2

- a Communication helps the carer provide better care and understand the service user.
- b Smiling, nodding, shaking the head
- c Barriers are things that stop the communication process.

3

- a physical condition
- b sensory impairment
- c background noise
- d non-verbal communication
- e personal space

6 (Sample answers)

Braille This is a code using raised dots. People who are visually impaired or blind can 'read' the code by touching the raised dots.

Sign language (British Sign Language or BSL in the UK) is used by people who are hearing impaired (deaf).

Makaton This is a simplified form of language that uses signs and symbols. Carers can use it with service users with learning and physical disabilities or hearing impairment.

7

- a *Yam alright chick?*
- b *Ay up me duck*
- c *Watcha darlin'.*
- d *Why aye pet?*

10

Miro is a non-native speaker. Joe speaks with a heavy local accent and uses local expressions.

11

- a nice to meet you b I didn't understand c Do you mean
d you repeat that, please

14

- a Please stop me if you don't understand.
b Let me know if you need me to repeat anything.

Grammar focus: Asking questions

2

- a What b Who c Where d When e Why f How

4

- a Closed b Open c Closed d Open e Open

5

- e The question Why is the heating on? It's July? asks for a detailed response. The other questions ask for simple factual answers.

6

- a Open b Open c Closed d Closed e Open f Closed
g Closed h Open

7

- 1 d 2 e 3 f 4 h 5 c 6 a 7 g 8 b

8

- a How are you feeling today? How do you feel today? How are you today?
b Tell me about your son?
c Tell me about your day? How did you spend your day? What did you do today?
d What kinds of food do you like for breakfast?

10

Yemi and Polly will help June wash and dress and prepare her meals.

12

- a met Polly b wash and dress c hearing impaired

13

Breakfast: toast and jam; sometimes cereal
Lunch: a sandwich (ham, tuna or cheese); soup
Dinner: ready meal; yoghurt

14

- a ring the doorbell b disrespectful c unhappy

15

Polly speaks too fast and asks too many questions (multiple questions) at once. It's not easy for June to hear or understand.

16

- a How b what

17

	Question	Answer
a	what kinds of	Toast and jam / cereal
b	And for	Sandwich and soup
c	how about	Ready meal
d	anything else	Yoghurt

Making social conversation

1

Phyllis's family

2

- a Tell me about b How old are c Do they all live d And what about

3

a family **b** news and current affairs **c** weather **d** TV programmes **e** food

(Sample answers)

TV soaps (what was on TV last night).

Reminiscences and the old days.

If they attend day services, what is happening there at the moment.

Sport.

How they feel that the service that they are receiving is going. Are they happy or not happy? What could we do to improve?

4 (Sample answers)

Music, sport, film, celebrities and TV (soaps, what films have they seen on DVD/cinema, football teams, etc).

What have they been up to socially; where have they been; what have they been doing, etc.

What have they been up to at school, college, day services.

What they like to do and where they like to go: what's hot and what's not.

Do they have a significant person in their life, and do they want to talk about them?

5

a 3 **b** 7 **c** 6 **d** 5 **e** 1 **f** 2 **g** 4

7

Show interest

Really?
Uh-huh.
That's interesting.
Mmmm.
1972!

Show positive agreement

That's great.
Wow!
I'm really pleased (for you).
Excellent.
That's wonderful.
How exciting.

Show negative agreement

That's terrible.
Oh no!
What a shame.
How awful.
You're joking.

8 (Sample answers)

- a** How exciting. Really? Uh-huh. That's great. Excellent. That's wonderful.
- b** That's terrible. Oh no! You're joking. How awful.
- c** What a shame.
- d** That's great. Wow! I'm really pleased for you. Excellent. That's wonderful. How exciting. 1972!

10 (Sample answers)

Open questions: Tell me about your family, Phyllis. And what about the rest of the family?

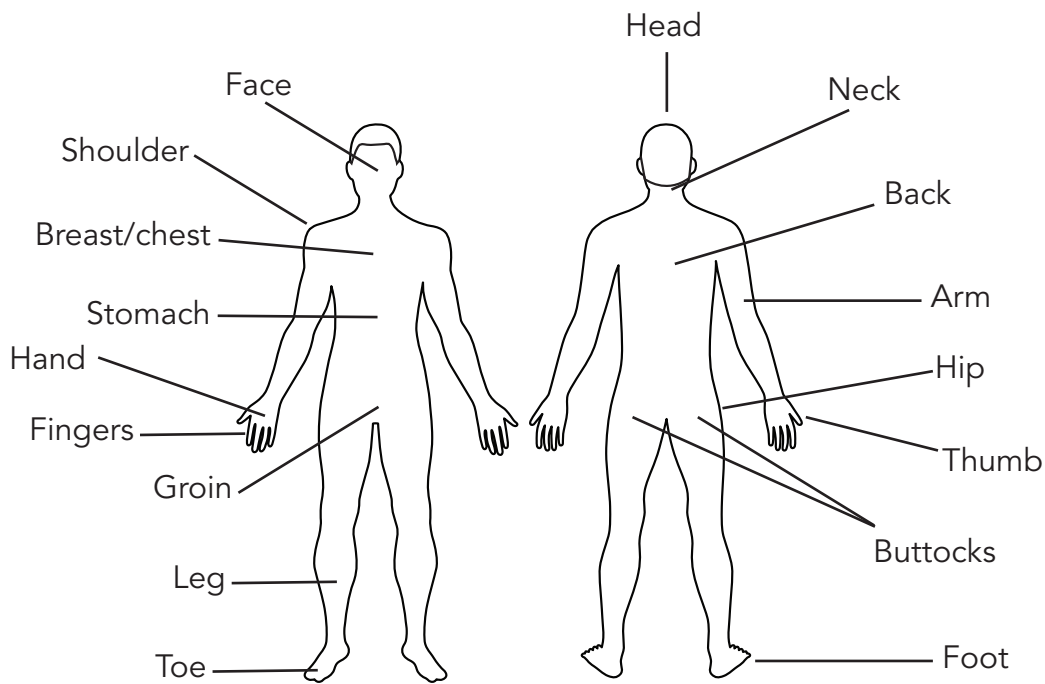
Repetition: Nine!

Show interest: Wow! I'm impressed. How old are they?

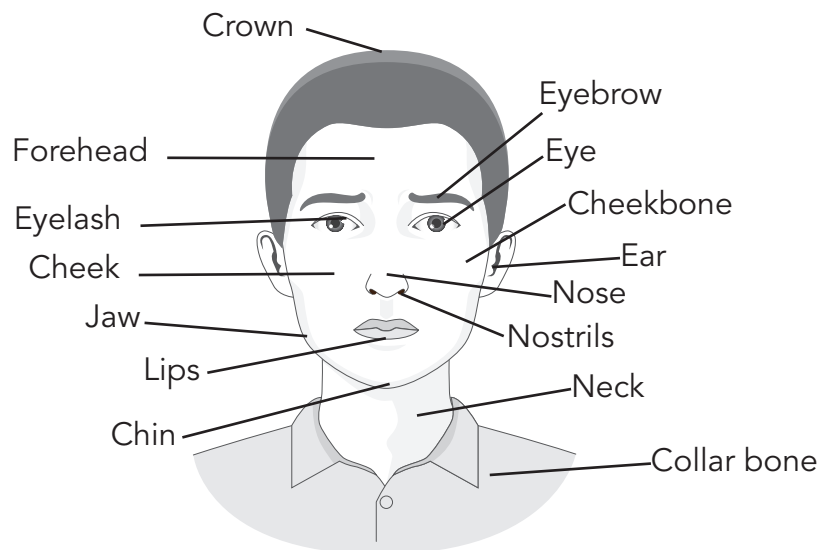
Follow-up questions to gain more information: Do they all live locally?

Medical focus: Parts of the body

1



2



3

Upper limb (arm): arm, hand, armpit, elbow, wrist, finger, thumb

Lower limb (leg): ankle, foot, knee, leg, shin, thigh, calf, toe

4

a face

b shin

c buttock, calf, hip

d collarbone

e armpit, wrist

Unit 2: Personal care

In their shoes

2

Carers should remember that every service user is different.

Assisting with personal hygiene and grooming

1

Washing	Dental care	Grooming
soap, shampoo, conditioner, shower gel, flannel, sponge, towel, disposable wipes	toothbrush, toothpaste, mouth wash	deodorant, body lotion, brush, comb, razor, mirror, nail brush, perfume, hand cream, talcum powder

2

Doreen: Oral care/denture care

Ted: Shave

Howard: Bath/shower

3

a Doreen: toothbrush, toothpaste

b Ted: razor

c Howard: soap, flannel

4 (Sample answers)

mobility, hygiene, diet

5

a have a shower

b pyjamas

c is not able

d a bath chair

6

a 6 b 8 c 7 d 4 e 2 f 1 g 3 h 5

7

She carries out all the stages except stage 1 – the service user states she wants a shower.

8

a 4 b 5 c 2 d 3 e 1

9

a ok for you? b ready to do your hair c towel around you d brush your teeth

Grammar focus: *will* versus *going to*

2

2.1:

My son's going to bring my granddaughter round this afternoon.

I'm just going to press this button.

2.2:

I'm just going to put the bath-board in the bath.

Now I'll help you dry your back.

I'm going to lift your legs over the bath.

I'll just make sure the bathroom is clean.

3

- a I'm going to (wash)
- b I'll (just wait)
- c I'll (call)
- d are (you) going to (visit)
- e I'm going to (check)

Assisting with dressing

1

- a undo/do up b take off/put on c loosen/tighten
- d roll up/roll down e pull up/pull down

2

- a take off
- b undo
- c roll down
- d take off, tighten, undo
- e pull up, take off, undo

3

- a dressing stick
- b shoe horn
- c sock aid
- d stocking aid

4

(Sample answers)

Stocking aid: First, put the stocking over the rounded part of the aid and roll it down. Then, hold the two handles, push your foot into the stocking and put your foot onto the floor. Finally, pull the stocking up using the aid.

Sock aid: Pull the sock over the plastic part of the aid. Then, use the cords to pull the sock over your foot.

Dressing stick: First, put your arm into the sleeve (of your coat). Then use the dressing stick to pull the sleeve up your arm.

Shoe horn: First, put the shoe horn in your shoe. Then put your foot into the shoe. Finally, pull out the shoe horn.

5

- a F
- b F
- c T
- d T
- e F

6

- a She uses a shoe horn.
- b She does want to go to the party at the day centre.
- e She wants to wear the perfume her son bought for her birthday. Polly's mother has the same perfume.

7

- a What would you like to wear today?
- b What about the red dress?
- c Do you want to wear your new perfume?
- d Which shoes do you want to put on?

Talking about bodily functions

1

- a have/go for a bowel movement
- b pass a motion
- c have diarrhoea
- d be constipated
- e pass water
- f vomit
- g go to the toilet
- h have/do/go for a poo
- i have the runs
- j be bunged up
- k go to the toilet
- l go for/have a pee
- m have problems with the waterworks
- n throw up/be sick
- o have/do a shit
- p have the shits
- q have/do a piss
- r puke up

2

- a When was the last time you had a poo?
- b Is it difficult for you to pass a motion?
- c Are you still feeling constipated?
- d How often have you been sick today?
- e Are you having problems with your waterworks?

Assisting with toileting

1 (sample answers)

Wear PPE, wash the genital area gently wash your hands, assist the service user with toilet paper, wipes, incontinence pads, sanitary pads/tampons, use air freshener, close the door, encourage the service user to wash their hands, wash your own hands again

2 (sample answers)

Use of bodna for ablutions; Mr Hoque is very private; he doesn't like having to ask for help; he doesn't like to accept help from a younger person, even a carer; feelings of loss of authority

3

- a cooking
- b to go to the toilet
- c closes door living room; speaks in a quiet voice

4

- a close
- b wash, put on
- c loosen, take
- d change
- e fill up
- f wait

5

- a He knocks on the bathroom door to warn Mr Hoque he wants to come back in.
- b He says, 'It's not a problem, Mr Hoque. I'm here to help.'
- c He offers to help him to pull up his own trousers.

6

- a O
- b R
- c O
- d R
- e O

7

Offer help:

How can I help you this morning?

Would you like me to help you loosen your trousers and take them down Mr Hoque?

Would you like any help to clean and dry the genital area?

Request help:

Can you help me get to the bathroom, please?

Medical focus: Urinary tract infections (UTIs)

2

- a abdomen b waste c urine d blood e ureters
f bladder g urine h urethra i penis/vagina j vagina/penis

3

- 1 are frequent, especially in women
- 2 transferred from the bowel to the bladder
- 3 following a prolapse of the vagina or womb
- 4 older men, an enlarged prostate
- 5 cancer treatment, diabetes or constipation
- 6 frequent need to use the toilet
- 7 nausea, vomiting and back pain
- 8 service users with recurring infections

4

- a Can you tell me about the problems you're having?
- b Does it hurt when you pass urine?
- c Do you frequently have to pass urine? / Do you have to pass urine frequently?
- d Do you have any other symptoms?

5 (Sample answers)

Encourage the service user to eat lots of fruit and fibre.

Encourage the service user to drink plenty of fluids (especially if he/she is constipated – this stops people from emptying their bladder completely).

Explain that their medication might be causing their UTI.

Advise your service user to contact the doctor if he/she experiences symptoms of UTI.

Report writing (1)

2

- To communicate with service users.
- To communicate with colleagues.
- To record actions carried out with the service user
- To record factual information about the visit.

✓
✓
✓

3

a lively	b daughter	c slept	d hair
e clothes	f breakfast	g Bathroom	h mood

4/5**Mood**

Ms Matthews seemed quite lively when I arrived this morning.

I left Ms Matthews in a good mood.

Physical state

She had slept well.

Her mobility was normal.

Develop/maintain rapport

I asked her about her evening.

We talked about the upcoming party at the day centre.

Actions and justification

I got Ms Matthews out of bed and she requested help to shower and wash her hair.

She explained there was a party at the day centre, so I helped her choose suitable day clothes.

She then asked for some breakfast, which I prepared – cereal, toast and jam – and she ate.

Internal communication with colleagues

Pavel – Ms Matthews has written a shopping list. Could you please collect her shopping? Thanks.

Follow-up tasks

Bathroom, kitchen and living room cleaned and tidied.

Unit 3: Food and nutrition

In their shoes

1 (Sample answers)

Forgetting to eat (perhaps due to dementia)

Side effects of medication which may affect appetite or cause sickness

Ill-fitting false teeth (dentures)

Physical illness, such as a stroke which may have affected the individual's muscles

around their mouth for chewing or their ability to lift drinks with their hands

Depression which may cause poor appetite

A visual impairment which may affect a person's ability to see the food they are about to eat

2 (Sample answers)

- a Ill-fitting dentures make it difficult to chew and can cause mouth ulcers. Difficulty to swallow, sit up to eat or drink. Difficult to hold cutlery. Unable to see and/or imagine the food due to poor sight or blindness.
- b After discharge from hospital, especially if they have broken bones, etc or during illness.
- c Encourage service users as much as possible; make meal times enjoyable; prepare healthy, tasty food, also a variety, according to the wishes of the service user; use adapted utensils.

3 (Sample answers)

Help the service user to visit the toilet; complete any necessary religious ablutions.

Ensure the service user is comfortable.

Clear the eating area.

Be positive about food.

Food and drink items

2

- a Occasionally: chocolate, sweets, sugary foods
Any time: green vegetables,
- b dairy products, products containing wheat (bread, pasta etc.), eggs, seafood
- c items high in saturated fat, low in carbohydrates, high in protein.

3

- a halal b kosher c pescetarian d vegan e gluten-free f vegetarian

Using adapted utensils

1

- a two-handled mug b plate guard c non-slip mat
d insulated bowl e adapted cutlery

3

- a non-slip mat ✓ b insulated bowl c adapted cutlery ✓ d plate guard ✓

4

- a T b T c F d T

c The first time she tries, Martha drops the spoon.

5

- a stop your plate from moving
b help you grip

6

- | | |
|---|------------------|
| a It will stop your food from spilling. | Plate guard. |
| b It will keep your food hot if you need longer to eat. | Insulated bowl. |
| c The handles will make it easier to hold. | Two-handled mug. |

7

- a hold b push, push c grip d grip

Providing active support at meal times

2

- a 7 b 8 c 5 d 2 e 1 f 6 g 3 h 4

3 (Sample answers)

- g** Carers must try to avoid making the service user feel embarrassed or a nuisance; it can lower their self-esteem, and they may not want to eat as a result.
- h** For many service users meal times are difficult – maybe they have no appetite, are embarrassed because of difficulties eating or using utensils, etc. So carers should try to make meal times as enjoyable as possible: make them a social occasion. This will encourage service users to eat and so avoid malnourishment.

4

They communicate using sounds, nods and gestures.

Using encouragement and praise

1

- a He has stomach ache and a headache.
- b The day before.
- c Vegetable soup and a piece of toast.

2

- a You're doing well.
- b Could you just try a little more?
- c That's good.
- d You've done well.

3

- a P b E c P d P

Grammar focus: Past simple review

1 (Sample answer – you may not remember all of this information)

Irene (87) lives in Oldham, Lancashire. She lived with her husband until he died ten years ago. Since then her mobility has decreased. She is unable to walk far unaided and moved into sheltered accommodation two years ago. Her daughter Megan (58) lives close by and visits most days and works in close partnership with her mother and the carers. Irene's son, Tony, lives in London but has little contact. Irene is very sociable and enjoys her visits from the carers and her daughter, as well as attending the day centre twice a week.

2

- a Type 2 diabetes.
- b Whole-wheat cereal
- c Her glucose level is quite high, so a bacon sandwich with ketchup would not be a good idea.

3

She asks her to help prepare the breakfast.

5

Mrs M: I tested my glucose level before you arrived and it was high: 14.2.

Polly: Lots of people with Type 2 diabetes have quite high blood glucose levels in the morning.

Ms M: Yes, the nurse told me to be careful.

Polly: I went on a training course recently in food and nutrition. I learnt that people with diabetes need to watch what they eat, especially in the mornings.

6

a arrived b asked c was d chatted e decided f helped g sat h took

8

watched: asked, helped, talked, washed

listened: arrived, trained, used

decided: chatted, needed, tested

9

a arrived b was c took d asked e was f decided g helped h chatted

Medical focus: Type 2 diabetes

1/2

a T b F c T d T e F

3

b The condition affects children as well as adults.

e Type 2 diabetes develops slowly over time, and patients may not realise they are diabetic.

5 (Sample answers)

Include starchy carbohydrate foods at each meal.

Cut down on the fat you eat, particularly saturated fats.

Eat more fruit and vegetables.

Include more beans and lentils.

Aim for at least two portions of oily fish a week.

Limit sugar and sugary foods.

Reduce salt to 6g or less a day.

Drink alcohol in moderation only.

Study skills (1): Strategies for reading

4

- a Read
- b Recall
- c Review

Unit 4: Manual handling

Equipment for manual handling

1

- a sling hoist
- b slide sheet
- c handling belt
- d transfer board
- e lifting cushion
- f support rails

2

- a from your wheelchair to the toilet (transfer board)
- b reposition you in bed (slide sheet)
- c in and out of the bath (lifting cushion)
- d lift you out of bed (sling hoist)
- e you get in and out of the shower (support rails)
- f you stand up from the chair (handling belt)

Giving clear, friendly instructions

1 Marina has problems walking and getting in and out of bed and her chair.

2 (Sample answer)

sit up, bend her leg, move to the edge of the bed, hold onto something, pull herself up

3

1 e 2 b 3 d 4 g 5 a 6 c 7 f

4 (Sample answers)

- e Can you just straighten up slowly for me? Push the walking frame forward.
- b Now can you just sit on the edge of the bed?
- d Could you just put your weight on your left leg first? Now your right leg.
- g Can you lift up your leg for me? Now the other one.
- a Could you just roll over to your right side for me?
- c Can you hold onto the walking frame?
- f Could you bend your foot and lift your heel for me?

5 (Sample answers)

a

Bend your knee.

Put your foot flat on the bed.

Put your hand on your right shoulder.

Roll over onto your right side.

Look towards my colleague.

Now slide.

Roll onto your back.

b

Move your bottom to the edge of the wheelchair.

Lean forward slightly over your feet.

Use your hands to push up from the wheelchair.

Swing your bottom around to the toilet.

Slowly and carefully sit back down.

Hold onto my arm.

7

Carer 2 sounds more friendly.

The carer's voice rises (moves up) and falls as he speaks. It sounds friendly.

9

		Before transfer	During transfer	After transfer
a	Are you comfortable, or do you need me to re-position you?			✓
b	Are you ready to transfer?	✓		
c	Are there any pressure areas I need to consider before I move you?	✓		
d	Is everything OK?		✓	
e	Are you in any pain?	✓		

10

- a I'm going to help you stand up.
- b We're going to transfer you into your wheelchair.
- c He's just going to hold the frame for you.
- d They're just going to lift you up onto your bed.

Risk assessment for manual handling

1

- a She has weakness in both legs and has difficulties walking around the care home.
- b Carers should always use the handling belt to lift Marina.
- c Marina does not always want to use her frame and may get upset. Carers should try to support, encourage and praise her.

2

- a T b F c T

4

- a 3 b 4 c 5 d 2 e 1

Encouraging a service user to participate actively

2

- a Take your time.
- b You're doing very well.
- c That's it.
- d Well done.

3

- d **Explore the service user's concerns:** *You look a little worried.*
- a **Empathise with the service user:** *Sometimes it feels a bit overwhelming.*
- e **Explain the reason for the transfer:** *You need to move around more.*
- c **Try to reach a shared decision with the service user:** *Why don't you try using the support rails to help you?*
- b **Support the service user:** *I'm here with you.*

4

- a **Explore the service user's concerns:** You sound a bit unsure.
- b **Empathise with the service user:** I understand; it's not always easy.
- c **Explain the reason for the transfer:** It's important that you use your legs. The GP wants you to do as much exercise as possible.
- d **Try to reach a shared decision with the service user:** How about you try using your frame? If it's too painful, I'll transfer you to your wheelchair.
- e **Support the service user:** We'll do it together.

Grammar focus: Modals for polite requests

1

- a preparing food, washing, dressing and going to the toilet
- b a sling hoist

2

- a excited about b a new pub c busy d a full English breakfast e no pain

4

- a Would you mind passing me the sling, please?
b If you could support Martin with your hand on his back and guide the hoist.
c Could you just hold on to the cross bar for me, please?
d Can you just push Martin a bit more to the left, please?
e Keep holding on for a moment, OK?

Medical focus: Pressure ulcers

1

- a 4 b 1 c 5 d 2 e 3

2

- a When pressure on the skin stops the blood flow, the skin becomes thinner and breaks down and pressure ulcers develop.
b Service users over 70, those with diabetes and those who have difficulty moving around.
c Good nutrition, not smoking, changing position frequently.

3

- a Service user confined to bed: shoulders or shoulder blades, elbows, back of the head, rims of the ears, knees, ankles, heels or toes, spine, tail bone (at the bottom of spine)
b Wheelchair user: buttocks, back of arms and legs, back of the hip bone

Report writing (2)

1

At first, but, First, while, so, and, and, as, Then, Even though, At the end of, in order to

2

The writer wants to ...	Example	Conjunction
... add information	In addition	<i>and, as well as</i>
... illustrate cause and effect	because	<i>so, as, consequently, as a result,</i>
... provide supporting information	for example	<i>for instance</i>
... demonstrate an aim	to	<i>in order to</i>
... offer a contrast	however	<i>but</i>
... give a concession	although	<i>even though</i>
... show a sequence	after	<i>At first, first, while, then, at the end of, before</i>

3

a When **b** and **c** Then **d** as **e** However **f** so that

Unit 5: Pain and medication

In their shoes

2

- a** If the service user is informed about their medication they can make decisions about their own health. It can also help them understand their condition and manage it better.
- b** There are possible safety issues if the service user ... lives alone, has memory problems, take three or more types of medication (including herbal remedies, vitamins, etc), gets their prescriptions from more than one doctor or pharmacy.
- c** The carer's role is to ...
- help administer medication according to the service user's plan of care.
 - only give authorised medication from a labelled container (bottle, etc).
 - follow their training when giving medication.
 - help to inform and educate the service user about their medication.
 - be aware of common side effects.
 - report any problems with medication to a supervisor or care home manager.

Monitoring dosages (forms, routes, frequency, quantity)

1

Carers should follow the 'Seven Rights of Medication' step by step to make sure they administer medication safely to their service users.

2

a injection b patch c tablet and capsule d cream/ointment e inhaler
f syrup g suppository h spray i IV drip j drops

3

a 5 b 2 c 8 d 1 e 4 f 10 g 3 h 6 i 7 j 9

4

a inhaler b drops c injection d tablet/capsule/spray/drops
e suppository f cream/ointment g patch h suppository
i tablet/capsule j spray

5

- a Take one tablet twice a day.
- b Take one tablet a day in the morning.
- c Take two tablets twice a day at mealtimes or just after.

6

- a Take two 250mg tablets every eight hours if you need to.
- b Take 15ml twice a day.
- c Take one drop three times a day.
- d Take one 1mg tablet every other day at six o'clock in the evening.

7

	Service user	Medication	Uses	Form	Dosage
a	Derek	Codeine	pain killer	tablet	1 x 60mg up to 4 hourly
b	Sylvie	Amoxil	antibiotic	tablet	2 x 250mg every 8 hours
c	Mrs Smith	Lactulose	constipation	syrup	15ml, twice daily
d	Mr Dawson	Azopt	glaucoma	drops	One drop per eye, 3 times a day

8

- a You can dissolve some tablets under the tongue.
- b However, you must swallow capsules whole to release the little pills inside slowly.

Administering medication

1

- a morning b monitored dosage pack c dosage d experiences more pain

2

- a 8 b 5 c 6 d 3 e 1 f 7 g 4 h 2

4

- a after eating
- b nauseous
- c disappeared NB: pain and numbness also 'wear off'

6

- a Are you ready for your morning medication?
- b Have you eaten your breakfast?
- c How is your pain this morning?
- d Have you swallowed them?
- e Let me just put my gloves on.
- f Let me just check this with your MAR chart.
- g Here are your tablets and your water.
- h Now let me sign your MAR chart.

7

- a e b g c b d f e h f d g c h a

Grammar focus: Modals (*may/might*)

2

- a swelling b rash c weight gain d shaking e breathing difficulties f headache

4

- a nausea, vomiting (or sickness) and constipation
- b confusion, drowsiness and dizziness
- c Dry mouth, sweating and facial flushing

5

- a According to the leaflet you may/might get constipation.
- b These tablets may/might cause drowsiness.
- c They may/might make you feel sick.
- d You might/may suffer nausea and vomiting.
- e You might/may experience abdominal pains.
- f You might/may notice some sweating.

6

- a 5 b 6 c 4 d 3 e 2 f 1

7 (Sample answers)

You may/might experience a slow heart rate.

You might/may notice a slow heart rate.

You might/may have any of the following: nausea, vomiting or constipation. You might also feel some confusion, drowsiness, headaches or dizziness.

A dry mouth, sweating and facial flushing are also possible with codeine.

The medication may cause hypotension.

You might suffer problems with your heart – either a fast or a slow heartbeat or palpitations.

It is possible you might have problems passing urine.

Finally, you might also suffer a rash.

Medical focus: Stroke

2

- a 6 b 5 c 2 d 7 e 1 f 3 g 4

4

dizziness, weakness/numbness in arm, slurred speech, face dropped on one side, paralysis of one side of body, loss of/blurred vision, balance and co-ordination problems, dysphasia, severe headaches, loss of consciousness, dysphagia.

Asking about pain

1

She wants to remind carers that pain is not just physical but there is also a psychological aspect to it.

2

a 3 b 4 c 5 d 2 e 1

3

1 d 2 c 3 a 4 b

4

a How b Where c Are d Can e Is f Can

5

- a How painful is it on a scale of 0 to 10?
- b 0 is no pain and 10 is the worst pain possible.

7

- a Can you show me on the pain scale?
- b Point to the picture on the pain scale for me.

9

a 2, 3, 5 b 4 c 1, 2, 6

Study skills (2): Recording and learning new vocabulary

3 (Sample answers)

See the word in context (in example sentences which demonstrate its meaning).

Learn about other meanings of the word.

Learn about word families (related adjectives, verbs, nouns, etc).

Understand grammar rules linked to the word.

Learn plurals.

6 (Sample answers)

- a The photo helps you understand the topic of the text; this should also help you understand the word *device*.
- b Examples of *solid oral dose medicines* are given – tablets and capsules – ie the words around the new word or expression can help you understand it.
- c Knowledge of another language might help you understand the meaning of *formulations*: Spanish – *formula*, French – *formule*, etc.
- d Knowledge of another language might help you understand the meaning of *prevail*: French *prévaloir*, etc. The words around the new word – good practice – and the context should also help you understand the meaning.

7

- a Say words aloud as you write them to help you pronounce and remember them.
- b Write the new word in a meaningful sentence.
- c Write new words on post-it notes and stick them around your study area.
- d Then test yourself every two days and every three days until you are confident you know the words.
- e Write new words in a notebook and test yourself while you are on the bus or waiting for the train.

Unit 6: Health and safety

In their shoes

1

a trips and falls

b burns and scalds

c injuries from operating machinery

d sharps injury (an incident where a sharp object eg needle, blade, broken glass or cannula penetrates the skin)

e electrocution

f accidental poisoning

3 (Sample answers)

Diabetic coma, food poisoning, epileptic seizure, burns, fainting, bleeding, shock, choking, fractures, stroke, heart attack

Assessing and reassuring a service user

1

limited mobility, poor vision, poor balance, ill-fitting footwear, confusion, medication, continence

2

a T b T c F d T e T f F

3

- c A carer should never move a service user who has had a fall. The carer should cover the service user with a blanket to keep them warm.
- f The carer should complete the incident form herself and inform the service user's family and their own manager.

5

a 3 b 2 c 1 d 3

6

a A b R c R d A e A f A

7

- a here to help b Try not to c doing well/deep breaths
- d to stay calm/looks worse than it is e be in pain/comfortable for you f is on its way

Calling the emergency services

2 (Sample answers)

People speak too fast, background noise, strong accent, bad line

3

- a ambulance b lying at the bottom of the stairs c 20 minutes
- d make sure Phyllis is warm

4

a 4 b 5 c 1 d 3 e 2

3

a vulnerable **b** exacerbate **c** severely impact on **d** vacate **e** negate

4 (Sample answer)

The assessment doesn't ask Phyllis to change her normal way of life, eg to stop using the stairs. It asks her carers to encourage Phyllis to do things to make sure she stays as safe as possible, eg take a glass of water, stay upstairs until her carer arrives.

Reporting an incident

2

a fall **b** swelling

3

- a** reach the dining room/her bedroom
- b** her balance/an ear infection
- c** complete an Accident Form
- d** the swelling on his elbow
- e** call Martin's GP
- f** call a doctor/unsure

4

a M **b** C **c** C **d** M **e** M **f** M **g** C **h** M **i** M

5

- a** how can I help? **b** I need to report an incident **c** the GP out
- d** assessment **e** Can you fill in an Accident Form **f** Thanks for informing me

Medical focus: Epilepsy

2

- a** those over 65 **b** drug or alcohol abuse **c** seizures or 'fits'
- d** involuntary responses in the body **e** lose consciousness **f** bowel and bladder
- g** 'trance-like' state

4

		Must	Must not
a	Stop the service user from hurting themselves.	✓	
b	Move the service user to a safe warm place.		✓
c	Stop the service user from swallowing their tongue using your fingers.		✓
d	Turn the service user on their side in the recovery position.	✓	
e	Talk to the service user and try to reassure them.	✓	
f	If the service user experiences breathing difficulties, call 999.	✓	

5

a cushion b restrain them c convulsions d regain consciousness
e respiratory problems

Report writing (3)

1

when, while, During, As, when

3

a was waiting, arrived b called round/were cooking c reminded
d was leaving/, phoned e was/left.

4

a tripped/fell/was taking b stumbled/broke c was lying/managed
d was calling/arrived e was/contacted

Unit 7: Supporting the service user with their ADLs

In their shoes

3

- a C b SU c SU d C e Both

5

- a It contributes to good physical health, eg a healthy heart.
- b They might become isolated, neglect their home and stop participating in activities, which can affect their mental health.
- c It means employing more carers to take care of basic needs, which is expensive.

Assisting with shopping

1

Bakery items: bread, croissant

Fresh food: poultry, milk, meat, vegetables, fruit

Frozen foods: ice cream, frozen peas

Store cupboard foods: tomato sauce, rice, tin of sweetcorn

3

- a washing-up liquid (pets)
- b bleach (toiletries)
- c flour (household)
- d towel (home entertainment)

5

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Spaghetti bolognaise	Chicken casserole and rice	Fish and chips	Ham salad	Lunch suggestions mentioned – pizza / sausages	Lunch suggestions mentioned – pizza / sausages	(Not discussed)

6

beef mince

tins of tomato

chicken

fish

lettuce, cucumber, tomatoes coleslaw

bread, bacon, sausages, frozen pizzas

fizzy pop, milk, coffee.

Using public transport

1

a 4

b 1

c 6

d 2

e 3

f 5

3

a travel card

b need to catch

c top it up

d where can we

4

a In her bag.

b Number 108.

c Once a week.

d At the supermarket.

5

a her travel card

b swipe her travel card

c watch the sign

d thank the driver

6

a 3

b 4

c 2

d 1

Encouraging independence

1 (Sample answers)

Giving him options to choose from, eliciting what he wants to eat, involving him in the decision-making process, giving him achievable tasks to help prepare the meal

2

a **Conversation A:** beef, carrots, turnips. **Conversation B:** beef, carrots, peas, swede

b She's busy and doesn't have much time.

c B – He doesn't like turnips.

3

Ann encourages independence – she elicits Matt’s preferences, gives choices if necessary, and doesn’t make the decisions for him.

4

Technique	Example
<p>Open questions <i>(Questions that encourage the service user to give more information, not just Yes/No)</i></p>	<p>Do you want any other vegetables? What do you need? What kind of meat do you normally use for your stew? OK, so you need beef and ...? What else do you need?</p>
<p>Giving suggestions</p>	<p>Do you want beef, chicken, pork ...? How about turnips?</p>
<p>Expressions of praise and encouragement</p>	<p>That’s right. Good. You’re doing really well, Matt.</p>
<p>Sounds</p>	<p>Uh-huh? Mmmmm</p>

Medical focus: Angina

3

- a a build-up of plaque
- b and oxygen to the heart muscle
- c heart attack or stroke
- d pain in the chest
- e for a few minutes
- f physical activity or stress
- g and widening the arteries
- h headaches, flushing and dizziness
- i minutes after the second dose
- j don’t respond to medication

Visiting the GP

2

- a eye
- b penlight (torch)
- c is not painful

3/4

- a open, look (I)
- b Keep (I)
- c touch (Q)
- d long (Q)
- e looks, call, infection (E)

5

- a prescription b eye drops c five d bathe e flannel f warm g couple

Grammar focus: Reported speech

3

- a 4 b 6 c 1 d 5 e 3 f 2

4

- a She said she had a sore throat.
- b She said she didn't have a sore throat any more.
- c She said she had also had a headache the day before.
- d She said she hadn't had a sore throat for a long time.
- e She said she could feel a sharp pain behind her eye.
- f The doctor said it wouldn't hurt.

5

- a She said she doesn't like the dentist. / She said she didn't like the dentist.
- b He said don't worry, he's not a dentist.
- c He said he's going to clean and polish your teeth. / He said he was going to clean and polish your teeth.
- d He said it wouldn't hurt.

Study skills (4): Listening and note-taking

2 (Sample answers)

accent, vocabulary, speed, volume, the length of time you have to listen, background noise, the topic, lack of visuals (slides) or facial expression (if unable to see the speaker)

4

Symbol	Meaning
+	plus, in addition to
&	and
↔	between
=	equals, is
→	leads to, results in
@	at
∴	because
∴	therefore

5

- a 3 b 5 c 4 d 6 e 7 f 2 g 1

Unit 8: Safeguarding

Types of abuse

1

a financial abuse

b psychological abuse

c physical abuse

2

a 3

b 4

c 2

d 1

3 (Sample answers)

Institutional abuse: Poor care standards, rigid routines, lack of staff learning, development and support.

Neglect: When a carer doesn't act to provide basic care to a service user (fluids, food, warmth, comfort, medical attention, hygiene)

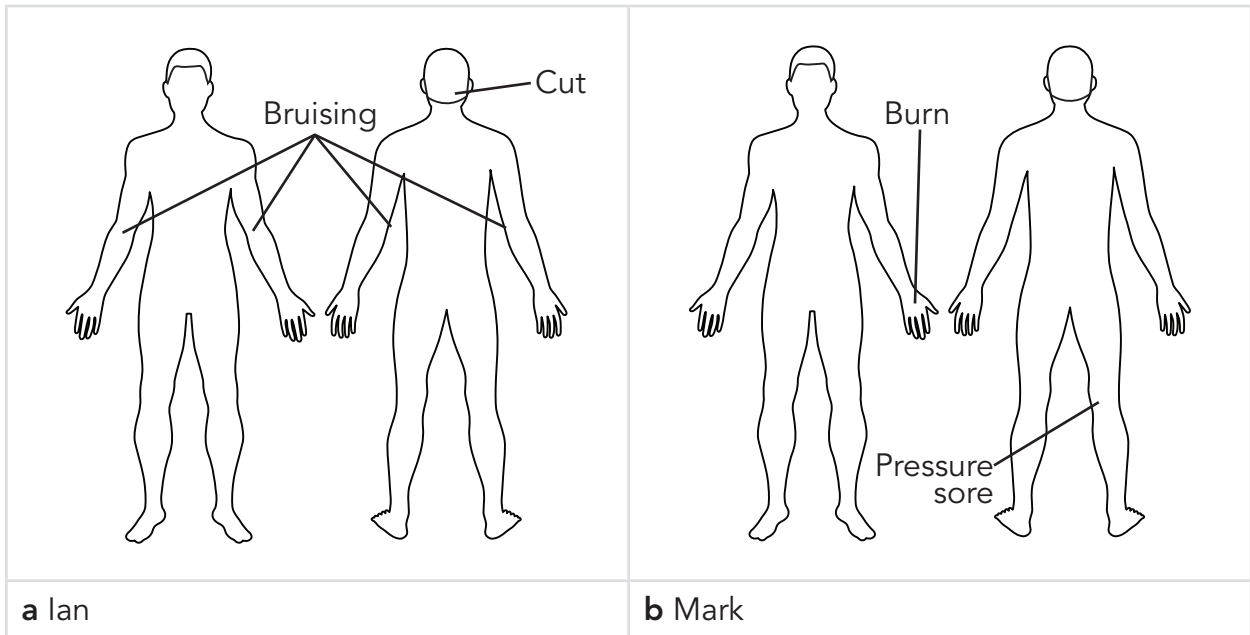
4/5

- a sores around the genital area, sexually transmitted infections (STIs), pregnancy (sexual abuse)
- b unpaid bills, empty food cupboards, items missing from the home (financial abuse)
- c broken bones, bruises, bites, burn marks (physical abuse)
- d bedsores, malnutrition, dehydration, dirty clothing and bedding (neglect)
- e anxiety, low self-esteem, lack of sleep (psychological abuse)

6

- a Ian: bruising on upper arms, cut on back of head
- b Mark: pressure sore on top back of right leg, burn on right hand

7



8

- a** 3 **b** 4 **c** 5 **d** 1 **e** 6 **f** 2

Dealing with disclosure

1

All kinds of abuse, including institutional abuse.

2

- a** F **b** T **c** T **d** F **e** T

3

- a** Peddy is very quiet **d** Billy didn't follow Peddy after the incident.

Sexual abuse

4

- a** 2 **b** 3 **c** 5 **d** 1 **e** 6 **f** 4

5

- a** 4 **b** 2 **c** 6 **d** 5 **e** 1 **f** 7 **g** 3

6

I need your permission to report this to my senior manager.

9

a X b ✓ c X d X e ✓ f X g ✓

11

a c b d c b d b

12

- a Do you want to tell me more?
- b I want to try to help you, David, but you need to tell me exactly what happened.
- c I'm afraid I can't make promises.
- d It's my job to report incidents like this to the management team.

13 (Sample answer)

Physical abuse

14

How does that sound?

15

a stole his money b not badly c attack him again d his manager

16

- a Take your time, David.
Go on.
- b I don't want you to worry, though; we will sort this out.
Thanks for telling me. It was the right thing to do.

Medical focus: Dementia

1

a 2021 b one million c 800,000 d two-thirds e 65

Dementia is categorised as a set of symptoms that are caused by other diseases, eg Alzheimer's disease and vascular dementia.

2

- memory loss
- difficulty with language
- confusion in unfamiliar situations
- depression
- changes in personality
- hallucinations
- neglect of their health and nutrition
- incontinence
- mobility issues
- with vascular dementia: muscle weakness, paralysis on one side of body

3

- a F b T c T d F

4

- a There is no cure for dementia.
- d Reality orientation therapy has only a little effect.

Reporting an abuse allegation

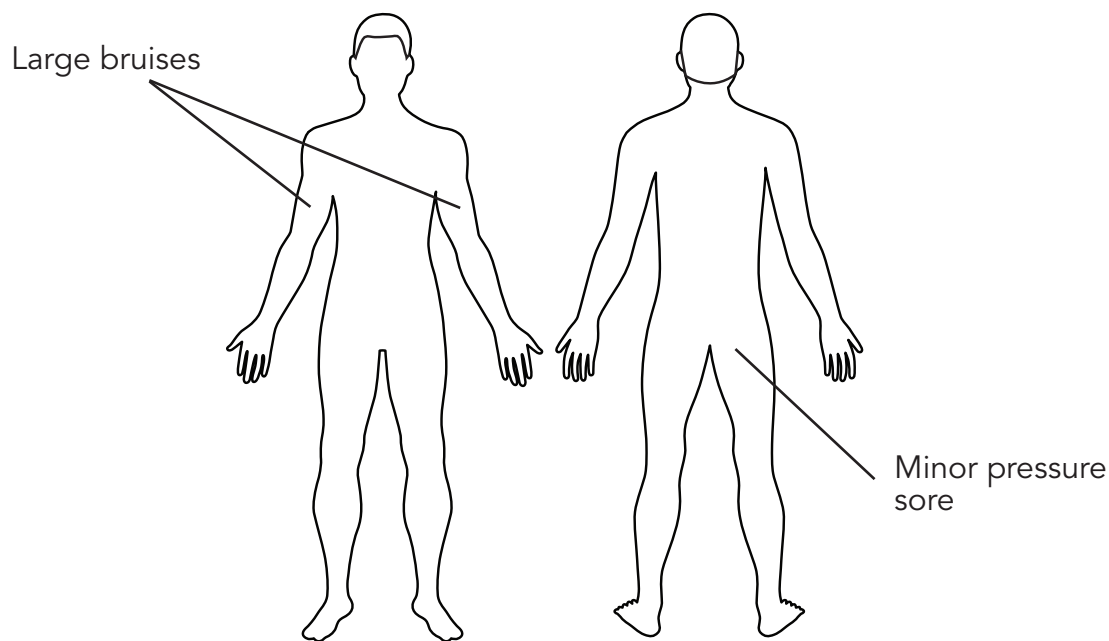
1

- a sexual advance b accusation/allegation c incident form d sexual assault

5

- a accusation/allegation b allegation/accusation c sexual assault
- d incident form

6



7

- a Physical abuse (pressure sore, urine, windows open, bruises) and emotional neglect (untidy room, curtains open, urine) and possible physical abuse (bruising on arms) that may or may not be intentional.
- b The pressure sore is the result of not being turned as frequently as necessary. The bruising on the arms may be due to poor manual handling by staff. The untidy room and open window and curtains may be due to lack of staff to replace Rezaur and/or due to lack of time, incompetence or lack of training for other staff members on how to care for Danny.
- c Use an appropriate soft tone of voice and tell him that everything will be OK. Smile at him and place a reassuring hand on his shoulder. Help him to wash and get dressed and maybe go out for a walk, go for a drink and something to eat. Spend some quality one-to-one time with him. Clean and tidy his room.

Grammar focus: Relative clauses (*who, which, that*)

2

- a Sylvie, who usually cares for me, is away on holiday this week.
- b She took the medication that/which was on the table by mistake.
- c Have you taken all the antibiotics that/which your doctor prescribed?
- d (No correction necessary.)
- e I sometimes have carers who come from Poland.

3

a who

b which/that

c which

d which

Report writing (4)

1

a talkative

b quiet

c angry

d angry

e sad

f cheerful

2

a Encouraged

b Prepared

c Chatted

d tidied, cleaned

e dispensed, signed

f Reminded

g Wrote

h Informed

Unit 9: Challenging situations

In their shoes

1

a serious family illness

b being overworked

c financial worries

d relationship problems

e crowded spaces

f death of a close friend or relative

2 (Sample answers)

receiving bad or worrying news

reacting to the behaviour of others towards you

responding to something you have heard, seen or read in the media

being in an environment you find frustrating or restricting

being in an environment you find intensely irritating, eg somewhere noisy

not having information about something, and being afraid as a result

being anxious about a forthcoming event

being unable to achieve the objectives which you have set yourself

Recognising and acknowledging emotional states

1

- a depressed, discontented, down, miserable, sad, unhappy, upset, withdrawn
- b tired, weary, bored
- c angry, cross, furious, irritated, annoyed

2

- a depressed
- b tired
- c angry

3

- a You sound sad.
- b You look very tired.
- c You seem quite angry.

4

- a I have a lot on my plate. (busy)
- b My life is just falling apart. (depressed/sad)
- c Everything's such a mess. (depressed/sad)

Demonstrating empathy

1

She should look for signs of depression, loneliness or self-neglect.

2

- a husband
- b boring
- c totally unlike
- d an English
- e students

3

- a You look, What's wrong
- b miss him a lot
- c to listen
- d Remind me
- e You must have been

Mary starts her question with '*Remind me, ...*' to show interest and respect for the service user.

4

a F b F c T d T

- a George died of lung cancer.
- b He died in a hospice.

5

- a If you don't mind me asking, how did he die?
- b It must have been hard to watch him suffer.
- c How are you feeling now?
- d Maybe someone can come and keep you company.

6

How would you feel about talking to someone about your feelings?

8

- a That must be awful. / That must have been awful.
- b You must be so proud of him. / You must have been so proud of him.
- c He must be in real pain. / He must have been in real pain.
- d It must be hard to watch him suffer. / It must have been hard to watch him suffer.

10 (Sample answers)

- a That/It must be very difficult for you.
- b You sound very busy. You must be exhausted.
- c You must be worried.

Types of challenging behaviour

1

Aggression towards another person: hitting, biting, pinching, pushing, verbal abuse

Self-injury: biting, head banging, pinching

Destruction: throwing objects, drawing on walls/books

Other: rocking, loud humming, tapping something on the table

3

- a Social attention b Tangibles c Escape d Sensory

4

- a S b SA c E d T

5

Name	What does he/she do?	Why?
a Khalid	<u>Rocks</u> in chair, <u>hums</u> loudly	He's <u>bored</u> .
b Rowen	<u>Wets</u> himself	He likes individual attention <u>from the teacher</u> .
c Carmella	<u>Hits</u> another child	She prefers to be <u>alone</u> .
d Helen	<u>Throws</u> a dish at her teacher	She's <u>hungry</u> .

De-escalating a challenging situation

1 (Sample answers)

Use the service user's preferred name (eg *Mr Wright* or *Peter*).

Show interest in the service user's concerns.

Establish eye contact.

Interrupt the service user.

Keep a safe distance from the service user.

Don't talk to a service user from behind.

Avoid wearing jewellery.

Apologise, if appropriate.

Don't collude with the service user.

Don't attempt to physically restrain a service user.

Identify reasons for the service user's anger.

2

- 1 f 2 b 3 a 4 d 5 e 6 c

3

It could be any of the reasons so far discussed: Social attention, Tangibles, Escape, Sensory.

4

What does he do?	Why?	Reason for behaviour (<i>circle</i>)
Shouts at his carer, shows aggressive behaviour to his carer and pushes him away	Upset with his mother	SA

5

- a bought
- b tries to calm Bala down
- c the policy on challenging behaviour
- d apologises to Tunde

6

Tunde uses steps 1, 2, 4 and 5.

7

Step 1: I can see you're angry.

Step 2: I want you to tell me what the problem is without shouting or getting upset.

Step 4: I know you do, but sometimes you buy so many, you don't have enough money for food.

Step 5: But you know this behaviour is totally unacceptable. If it happens again, I'll have to report it to your case manager. / More importantly, if this type of behaviour continues, you could lose the right to live in your flat.

9 (Sample answers)

A diary can help service users identify what triggers their anger.

The diary could include: what happened, the cause, how he/she reacted and what made it better.

If the service user is willing to share the information with the carer, the carer can work with him/her to find out the causes of the anger and find effective ways of managing these feelings.

Completing an ABC chart

1

- a Consequent events
- b Antecedent events

2

- a An ABC chart is used for recording aggressive behaviour by service users.

3

- a a member of the public
- b having a drink and a sandwich
- c coffee spilt over the table
- d escorted Youssef out of the cafe
- e calmed down
- f talked about his behaviour
- g had spoiled his own day.

4

- a Amit took Youssef away from the situation (he took him outside), spoke calmly but firmly to him. He then encouraged Youssef to talk about what had happened and why his behaviour was not appropriate.
- b It was successful in the main because Amit used an effective de-escalating technique. However, maybe he should also have asked Youssef to apologise to the other customer.

5 (Sample answer)

ABC Chart

Name: Bala Patel

Date and time of incident: 3/09/2015 at 09:00

Description of behaviour: Bala shouted at me (Tunde), then put his face in mine and pushed me backwards.

Antecedent events: Bala was very angry about a conversation with his mother the previous day about DVDs. Bala likes to buy DVDs, even when he cannot afford them. When people tell him that he should not buy DVDs, he gets very angry.

Consequent events: I (Tunde) told him that his behaviour was unacceptable and a risk to staff safety. As a result, his behaviour could be reported to his case manager and he could lose the right to live in his supported living flat.

Signature: TB

Grammar focus: Conditionals

2

If you don't have enough money, you have to borrow from your mum, don't you?

Sometimes you have to listen to people, even if it's something you don't want to hear.

If it happens again, I'll have to report it to your case manager.

If this type of behaviour continues, you could lose the right to live in your flat.

3

- a If Youssef is aggressive to someone again, ask him to apologise to the person immediately.
- b Youssef often becomes aggressive, when he feels threatened.
- c If Amit doesn't act quickly, Youssef will possibly use physical violence.
- d It's better if Amit avoids taking Youssef to busy cafes and restaurants.
- e When Amit talks to Youssef quietly and calmly, he stops being aggressive.
- f If you need advice on dealing with challenging behaviour, speak to your supervisor.

4

- a If he gets angry, just follow the six steps for de-escalating challenging situations.
- b Well, if that happens, then you need to leave the room and ask a colleague to help you.
- c If his behaviour doesn't improve, he may lose his accommodation.
- d We can advise you about courses that are available, if you like.

Medical focus: Autism Spectrum Disorder

1, 2

- a incorrect (It is more common in boys.)
- b correct
- c correct
- d correct
- e correct

3

- a social interaction
- b tone of voice
- c facial expressions
- d routine and solitude
- e smell or colour
- f above-average intelligence
- g obsessive interest
- h exceptionally talented

Unit 10: Personal and professional development

In their shoes

1

A carer

2

Doris: caring, patient, encouraging. Brian: honest, kind, good listener

Describing attributes

1

a 5 b 7 c 8 d 4 e 3 f 2 g 6 h 1

2

uncaring, unsympathetic, unapproachable, unhappy, unkind, unfriendly, unstructured
dishonest, disorganised, inflexible

3

have

Talking about career pathways

1

Nadia: patient, flexible, adaptable

Dan: cheerful, organised, open-minded,

2

Nadia

Career pathway: care assistant – team leader.

Career goal: manager

Dan

Career pathway: support worker – senior support worker

Career goal: social worker

3

a 3

b 5

c 7

d 4

e 1

f 2

g 6

4

a career change

b transferable skills

c accredited

d post

e appraisal

f supervisor

(Sample answer)

Jackie possesses the ability to communicate with young people, and motivate and encourage them to succeed in tasks. She has patience and understanding, time management and organisational skills. She is flexible

Applying for a job in social care

1

a candidate

b application form

c person
specification

d short list

e offer

f DBS (Disclosure and Barring
Service) check

g panel interview

h reference

2

a 5

b 3

c 6

d 1

e 4

f 2

3 (Sample answer)

Experience: taking care of elderly people through taking care of his elderly father, communicating by telephone, good interpersonal skills, ability to prioritise workload and use initiative, good written and spoken skills from his previous employment in customer service.

5

a honest and patient

b an advantage

c organisational

Answering typical interview questions

1

a 3

b 4

c 2

d 1

2 (Sample answers)

a Can you describe what type of people or groups you might work with?

Employers like to see that you have done your research and know the tasks of a care worker (in the UK) and who they usually work with, eg social workers, cleaning and catering staff.

b Can you provide an example of how you've contributed to effective team working?

Employers want to know that you can work well in a team. You need to show your teamwork skills and demonstrate that you can work with colleagues including managers. If you have ever supervised another person, then talk about this in your interview.

c If you were delivering personal support to someone, how would you maintain their dignity and show them respect?

Here you can demonstrate your care skills. You need to give an example of an occasion when you encouraged someone to be independent, while offering them choice and being supportive. You should also talk about the importance of using good communication skills in this situation.

d When going into someone's home, how would you know they are safe and healthy? If you felt concerned, what would you do?

For this question, the interviewer is inviting you to show that you know how to check that a service user is in a safe environment. Explain that you would check the person has food and water, a clean place to sleep and that they look generally cared for. Point out that you would also talk to the service user to find out how they are. If you were worried about the service user, then you would need to report it to your manager immediately.

4

- a team leaders, catering staff and domestic workers
- b each other through the service user's
- c listen to the person and show that I understand; I offer them a choice; be as independent as possible
- d check the person is clean; signs of abuse; I'd report these to my manager

6

It's about giving everyone equal access to services and facilities and making sure everyone has a voice and that they are valued as part of society.

7

- a individual personal care needs b respectful way c cultural beliefs
- d privacy and dignity e religious calendar events f daily life of the home

Attending supervision

2

- a Communication skills b End-of-life support (palliative care)
- c Death of a resident d New policy information
- e Problems carers face f Performance review

3

- 1 d 2 c 3 a 4 b 5 f 6 e

4

a (Communication skills) and f (Performance review)

5

- a F (He wants to discuss studying for Diploma Level 2.)
- b T c T d T e F (He is happy with the feedback so far.)

Receiving feedback

1

- a false assessment
- b problem-solving skills; meet the standards
- c as well as areas for improvement; your confidence
- d provided in writing; colleagues and service users
- e based on facts

3

- a Spelling and grammar mistakes have been noted in the daily record sheets.
- b Other staff could misunderstand what he has written and take inappropriate action.
- c She wants him to attend a report writing skills course.
- d His time keeping – he has been late to work three times.
- e Philip can transfer credits from the Care Certificate.

4

- a 3 b 1 c 2 d 4

5

The supervisor prepares Philip for feedback

There is another area that I need to address with you.

The supervisor asks Philip for consent

Is that OK?

The supervisor offers Philip clarification

I mean you can carry over points you earned ...

The supervisor encourages Philip to carry out a self-assessment

How about your work in general? What are your thoughts?

How do you feel about this aspect of your work?

How did you feel it went?

6

- a I'm pleased you're happy with my performance.
- b I accept that this is sometimes a problem for me.
- c Thanks, I appreciate your comments. / I appreciate your comments – thanks.
- d I agree with your assessment in the main. / In the main, I agree with your assessment.
- e I'll try to put your suggestions into practice.

7 (Sample answers)

- a Thanks, I appreciate your comments.
- b I accept that this is sometimes a problem for me. / I agree with your assessment in the main.
- c Your feedback is very helpful. I'll try to put your suggestions into practice.
- d I'm pleased you're happy with my performance.

Continued professional development (CPD)

1 (Sample answer)

They are all worthwhile and effective ways of developing yourself professionally. Some are more informal than others, eg discussions with colleagues (you can learn from more experienced carers and they can learn from you too) or reading a magazine article. It is important to choose methods of professional development that are appropriate for you and your style of learning.

2

- a Time management skills b Basic sign language c Food and nutrition
- d Moving and handling e Record keeping f Equality awareness

3

- 1 b 2 a 3 e 4 d 5 f 6 c

4 (Sample answers)

Communication, safeguarding, health and safety, confidentiality, dementia, mental health and learning disability awareness, assertiveness training, problem solving, decision making, organisation skills

A language action plan

4

- a also studying English.
- b university students
- c care issues in English
- d English subtitles
- e audio books in the car
- f I have already read
- g emails to my cousin