

# English for Doctor-Patient Communication

## Upper-Intermediate Level

Modulo Corporate language training courses are designed to deliver usable language to learners, while developing confidence and competence. All lessons are adapted to match the needs of your employees, ensuring they get what they want and will use.

Lesson 1	<b>Presenting Complaints (1)</b> Taking personal details; Asking short and gentle questions; Presenting complaints
Lesson 2	<b>Presenting Complaints (2)</b> Stressing medical terms; Describing pain; <i>It's My Job</i> - Cardiologist
Lesson 3	<b>Presenting Complaints (3)</b> A presenting complaint; Tenses in the presenting complaint
Lesson 4	<b>Presenting Complaints (4)</b> Understanding body language; Writing a case report
Lesson 5	<b>Working in General Practice (1)</b> Medical jobs; Understanding a GP's job
Lesson 6	<b>Working in General Practice (2)</b> <i>Present perfect</i> and <i>past simple</i> ; Understanding a case history; Signs and symptoms
Lesson 7	<b>Working in General Practice (3)</b> Using non-technical language; Asking short questions in the general history; Using intonation
Lesson 8	<b>Working in General Practice (4)</b> Understanding social factors in general practice; Writing a referral letter
Lesson 9	<b>Instructions and Procedures (1)</b> Preparing for the first ward round; Giving instructions for a procedure; Explaining procedures
Lesson 10	<b>Instructions and Procedures (2)</b> Using imperatives; Reading about direct observations of procedural skills

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Lesson 11	<b>Instructions and Procedures (3)</b> Giving further instructions; Making polite requests to patients; Understanding instructions
Lesson 12	<b>Instructions and Procedures (4)</b> <i>It's My Job</i> - Junior Doctor; Writing case notes
Lesson 13	<b>Mid-course checkpoint 1</b> Review of key concepts; Testing of learners' progress
Lesson 14	<b>Explaining and Reassuring (1)</b> Stressing <i>suffixes</i> ; Patient care; Explaining investigations/procedures with <i>present passive</i>
Lesson 15	<b>Explaining and Reassuring (2)</b> Explaining gastroscopy (endoscopy); Reassuring patients; Explaining procedures with <i>be going to</i>
Lesson 16	<b>Explaining and Reassuring (3)</b> Explaining in detail and reassuring; Reading about a procedure
Lesson 17	<b>Explaining and Reassuring (4)</b> Explaining complications; Discussing complications; Writing about complications
Lesson 18	<b>Dealing with Medication (1)</b> Classifying drugs; Using abbreviations; Reading a drug chart
Lesson 19	<b>Dealing with Medication (2)</b> <i>It's My Job</i> - Nurse Practitioner; Discussing benefits and side effects
Lesson 20	<b>Dealing with Medication (3)</b> Using phrasal verbs; Explaining side effects with <i>can / may</i>

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Lesson 21	<b>Dealing with Medication (4)</b> Understanding concordance; Writing a clinical incident report
Lesson 22	<b>Lifestyle (1)</b> Understanding family history and social history; Describing lifestyle factors
Lesson 23	<b>Lifestyle (2)</b> Using language for exercise; Helping with stress; Being sympathetic
Lesson 24	<b>Lifestyle (3)</b> Encouraging patients and making suggestions; Understanding the patient's point of view
Lesson 25	<b>Lifestyle (4)</b> Reading about obesity; Word stress in noun phrases
Lesson 26	<b>Mid-course checkpoint 2</b> Review of key concepts; Testing of learners' progress
Lesson 27	<b>Parents and Young Children (1)</b> Qualities of a good paediatrician; <i>It's My Job</i> - Paediatrician
Lesson 28	<b>Parents and Young Children (2)</b> Talking about oneself; Non-technical language; Reassuring an anxious patient
Lesson 29	<b>Parents and Young Children (3)</b> <i>First conditional vs. second conditional</i> ; Relieving anxiety
Lesson 30	<b>Parents and Young Children (4)</b> Sharing experiences with colleagues; Reflecting on one's own experiences

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Lesson 31	<b>Communication (1)</b> Acknowledging verbal cues; Dealing with difficult patients
Lesson 32	<b>Communication (2)</b> Stress in the sentence; <i>Open and closed questions</i>
Lesson 33	<b>Communication (3)</b> Providing appropriate responses; Discussing alcohol
Lesson 34	<b>Communication (4)</b> Writing accurately for training or work applications; Understanding patient's psychology
Lesson 35	<b>Working in Psychiatry (1)</b> Appearance, behaviour, and manner; Describing patients
Lesson 36	<b>Working in Psychiatry (2)</b> <i>It's My Job - Psychiatrist; Past simple and past perfect; Using weak forms</i>
Lesson 37	<b>Working in Psychiatry (3)</b> Reading about psychiatric history; Eliciting history; Discussing self-harm
Lesson 38	<b>Working in Psychiatry (4)</b> Wishes and consequences in negotiations; Extracting from a mental state examination
Lesson 39	<b>Mid-course checkpoint 3</b> Review of key concepts; Testing of learners' progress
Lesson 40	<b>Terminal Illness and Dying (1)</b> Reacting to bad news; Recognizing and dealing with patients' emotions

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Lesson 41	<b>Terminal Illness and Dying (2)</b> Expressing likes, dislikes, and preferences; Creating an action plan
Lesson 42	<b>Terminal Illness and Dying (3)</b> Words and phrases related to death; Breaking bad news to patients
Lesson 43	<b>Terminal Illness and Dying (4)</b> Informing a relative about a death; Writing about preferred coping mechanisms
Lesson 44	<b>Working in a Team (1)</b> Discussing teamwork; Describing an example of good practice
Lesson 45	<b>Working in a Team (2)</b> Giving appropriate responses; Skills required for working with colleagues
Lesson 46	<b>Working in a Team (3)</b> Being polite; Asking for help from a senior colleague; <i>It's My Job</i> - Phlebotomist
Lesson 47	<b>Working in a Team (4)</b> Describing attitude and behaviour; Asking a senior colleague for help
Lesson 48	<b>Diversity at Work (1)</b> Avoiding and responding to tactless comments; Obtaining responses
Lesson 49	<b>Diversity at Work (2)</b> Reading about issues related to cultural background; Being aware of feelings
Lesson 50	<b>Diversity at Work (3)</b> <i>Reported speech</i> ; Saying long sentences

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Lesson 51

**Diversity at Work (4)**

Responding to a report; Understanding spiritual needs

Lesson 52

**End-course checkpoint**

Review of key concepts; Testing of learners' progress