



Department of biology

(English Language)

Stage -1-

Lecture 6

Caringfortheelderly

By

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7 Caring for the elderly

Scrub up



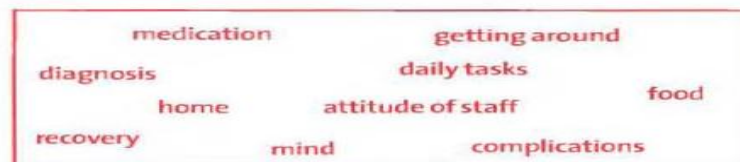
- 1 Think of an elderly person you know well and how ageing has affected them. Think about the answers to these questions. Then talk to your partner about the person.

- What daily tasks does he / she need help with?
- How does he / she keep mentally fit?
- How does he / she keep physically fit?
- What worries him / her?
- How happy is he / she?
- How healthy is he / she?

- 2 Discuss what special difficulties are faced by elderly patients and the staff who are caring for them. Use the words below to help you, and write sentences.

EXAMPLE

They may have more side effects from drugs.



Listening 1

A care home

- 1 Discuss the questions with a partner.

- Would you like to live in a care home when you are old? Why / Why not?
- In your notebook, make a list of the advantages and disadvantages of care homes.

EXAMPLE

+ You always have company. - You don't live with your family.

- 2 Listen to two elderly people in a care home talking. Do they mention any of the points in your list?



- 3 Listen again and tick (✓) the things that Edith (the first speaker) mentions.

Edith doesn't like ...

- ☐ the staff
- ☐ Barbara
- ☐ her own name
- ☐ bingo
- ☐ coach trips
- ☐ her own home
- ☐ her old life
- ☐ the food
- ☐ washing up

Edith wants ...

- ☐ respect
- ☐ friends
- ☐ privacy
- ☐ to play bingo
- ☐ more stimulation
- ☐ less stimulation
- ☐ to go to the seaside
- ☐ independence
- ☐ more food
- ☐ to go home

Reading

- 1 Write your name as fast as you can with your right hand, then do the same with your left hand. Was one easier? Does it look better? Discuss the reason why with a partner.
- 2 Read the article, and decide if these sentences are true (T) or false (F).
 - 1 You can learn to write with the wrong hand. _____
 - 2 Learning makes new nerve cells grow. _____
 - 3 As we get older, large numbers of brain cells die. _____
 - 4 If our brain is healthy, it continues to develop when we are old. _____
 - 5 Mental stimulation keeps your memory good. _____

Old age and the brain

If you hold a pen in your 'wrong' hand, writing becomes uncomfortable and difficult. But keep doing it and you will get better at it – you learn. This is because connections between neurons in your brain get stronger, and your brain grows.

In our early years our brains grow very fast as we learn language, writing, numbers, music, and how to coordinate movement. By the time we are teenagers, each neuron in our brain has connected to tens of thousands of other neurons, and every time we have a new thought or memory, our brains make new connections. Just as muscles get stronger by using them, the brain develops when it is stimulated. Without stimulation, it gradually dies.

A healthy brain does not lose huge numbers of brain cells as it ages. It continues to rewire itself and grow new neurons. However, degenerative brain diseases are very common in old age, and so we associate ageing with diseases such as Alzheimer's disease.

Even though these diseases are very common in the elderly, it is a mistake to think that old age automatically equals mental decline. When elderly people who do not have Alzheimer's disease suffer age-related losses of memory and motor skills, it is often not because of ageing, but because of inactivity and lack of mental stimulation.



- 3 Find words in the text with these meanings.

- 1 to make things happen at the same time
c _____
- 2 to change the electrical connections
r _____
- 3 conditions that kill brain cells
d _____
- 4 loss of the ability to use your brain well
m _____ d _____
- 5 connected to getting old
a _____ -r _____
- 6 the ability to control your body's movement
m _____ s _____

- 4 Try these brain exercises. Do you know any others?

- Name the colours of the following words as fast as you can. Don't read the words but say what colour they are.

BLUE BROWN PURPLE YELLOW
GREEN MULTICOLOURED ORANGE
RED BLACK PINK WHITE GREY

- Read a page of writing upside-down.



ADLs (n)

Activities of Daily Living. These include eating, bathing, dressing, toileting, and walking. A person's ability to perform these activities without help is used when assessing how much care they need.



If you see a little less spring in my step, if your name fails to leap to my lips, you'll know why. And if I tell you a funny story for the second time, please laugh anyway.

Charlton Heston

Film star and Alzheimer's sufferer

Signs and symptoms

Alzheimer's disease

- 1 Discuss with a partner what you know about Alzheimer's disease. How does it affect the following things?
 - the memory
 - walking
 - behaviour
 - daily life
 - speech
- 2 Read the text. Which effects did you mention?
- 3 Decide if each symptom is more connected with movement (M), thought (T), or behaviour (B). Then compare your ideas with your partner.

Alzheimer's disease damages the brain, destroying memory and reason. People with Alzheimer's disease suffer confusion and loss of cognitive function. They need more and more nursing care as they become progressively more helpless, and finally die. The illness has three stages:

early stage

- forgetting recent conversations or events T
- minor changes in abilities and behaviour _____
- repetition _____

middle stage

- needing some help with ADLs _____
- wandering _____
- loss of interest in other people _____
- unusual behaviour _____
- shuffling gait _____

later stage

- needing constant help with ADLs _____
- forgetting names _____
- complete loss of memory _____
- inability to recognize familiar people, objects, or places _____
- getting easily upset or aggressive _____
- confusing night and day _____
- confinement to bed or a wheelchair _____
- difficulty in swallowing _____
- loss of speech _____

• Language spot

will

We use *will*

- to talk about future facts.

*In twenty years' time, there **will be** more old people and fewer young people.*

- to make predictions and express hopes about the future. We often use words such as *I think ...*, *I hope ...*, and *probably* when we do this.

*I **think** I'll die when I'm 90!*

*I **don't think** I'll play sport when I'm 80.*

*I **hope** I **won't** live in a care home.*

*With family around, you'll **probably have** a long and healthy old age.*

- when we decide what to do, have, etc.

*Tea or coffee? Er... I'll **have** coffee, please.*

- to make offers, requests, and promises. We can also use *Shall I ...?* for offers.

*I'll **get** you a drink.*

*Shall I **get** you something to eat?*

*Will you **do** me a favour?*

*I **won't be** back late, so don't worry.*

» Go to Grammar reference p.119

- 1 Complete the sentences with the words below. Then decide if each one is a future fact (F), a prediction (P), or a decision you're making (D).

- | | I'll be able | I'll have | I'll probably | |
|---|------------------------------------------------------------|-----------|---------------|--------------|
| | I'll sleep | Shall I | will open | |
| 1 | The new hospital _____ in 2010. | | | <u>F</u> |
| 2 | I don't think you _____ tonight if you have a nap now. | | | <u>_____</u> |
| 3 | _____ go out tonight? Er... no, I think I'll stay at home. | | | <u>_____</u> |
| 4 | You _____ to go home a week after your operation. | | | <u>_____</u> |
| 5 | I _____ chicken curry with rice, please. | | | <u>_____</u> |
| 6 | I'm working tonight, so I _____ be tired tomorrow. | | | <u>_____</u> |

geriatrics (n)
the medical care of old people
gerontology (n)
the scientific study of old age
and ageing

'Elderly' and 'older' are
acceptable words to use about
the elderly. 'Old' is considered
rude by many people.

- 2 Complete this dialogue of offers and requests. Use 'I'll, will, or won't and one of the verbs below.

fall pass stand do see

A Will¹ you pass² me my glasses? Then I _____³
be able to _____⁴ the television.

B Here you are.

A Thanks. Oh and _____⁵ you _____⁶ me
another favour?

B What now?

A _____⁷ you help me _____⁸ up? I want to
switch it on.

B You _____⁹ probably _____¹⁰ over.
I _____¹¹ do it.

A Thank you. I _____¹² trouble you again.

- 3 Listen and check. Then practise the dialogue with your partner.

- 4 How do you imagine yourself at 75 years old? Discuss it with your partner. Talk about these topics.

family home friends health
sport hobbies routine travel

EXAMPLE

A Where do you think you'll live when you're 75?

B I hope I'll live at home with my family.

Vocabulary

Problems and aids

- 1 Work in pairs. Match the adjectives with the cases. Say the adjectives as you do the exercise. The stressed part of each word is in **bold**.

An elderly person who ...

- | | |
|-----------------------------------|----------------|
| 1 cannot leave her bed | a frail |
| 2 often wets himself | b immobile |
| 3 breaks a bone easily | c bedridden |
| 4 can't hear very well | d confused |
| 5 cannot move around freely | e independent |
| 6 often can't remember things | f forgetful |
| 7 wears his pyjamas in the street | g incontinent |
| 8 can't see very well | h shortsighted |
| 9 likes to be free | i deaf |

- 2 Match each vocabulary item with a picture.



- | | |
|--------------------------|-------------------------|
| 1 hearing aid _____ | 7 power chair _____ |
| 2 walking stick _____ | 8 helping hand _____ |
| 3 glasses _____ | 9 false teeth _____ |
| 4 pressure pad _____ | 10 artificial hip _____ |
| 5 incontinence pad _____ | 11 walking frame _____ |
| 6 bath lift _____ | 12 commode _____ |

- 3 Work in pairs. Take turns to choose a vocabulary item from above and explain what it is used for. The other student must guess the item.

EXAMPLE

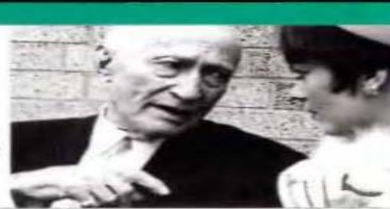
A It's for helping people who are immobile to get around.

B Is it a power chair?

A No, try again.

If I'd known how old I was going to be, I'd have taken better care of myself.

Adolph Zukor
Film producer
(just before his 100th birthday)



Listening 2

Assessing a patient

- 1 An elderly patient is admitted to hospital after a fall. Listen as a nurse talks to the patient's daughter, and complete the table.



0 = none	✓ = mild	✓✓ = moderate	✓✓✓ = severe
deafness	✓✓✓		
loss of sight			
restricted movement			
sleep disorders			
problems feeding self			
incontinence			
signs of confusion			

- 2 Listen again and make notes.

EXAMPLE

deafness ✓✓✓ very deaf, hearing aid

Speaking

- 1 An elderly patient who you are nursing is going to be transferred from your ward to a care home. With a partner, invent details about the patient and make notes. Include details about these topics.
- state of health
 - medication
 - other treatment
 - help needed
 - hearing and sight
 - mental state
 - mobility
 - personality

- 2 Now work with a different partner to exchange information.
Student A – You are the patient's nurse. Tell Student B, a hospital transfer specialist, about your patient.
Student B – You are the hospital transfer specialist. Find out as many details as possible about the patient, and make notes.
- 3 Now change roles.

Writing

Letter of introduction to a care home

You are a hospital transfer specialist. Using the notes you made when listening to the patient's nurse in the *Speaking* exercise, write a letter of introduction to the care home.

Body bits

The effects of ageing

Complete the labels using the words below.

wrinkled	focus	constipation
growth rate	impairment	sensitivity
fragile	discoloured	leakage
restrict	grey	

- a Hair loses pigmentation and turns _____.¹ It becomes thinner and its _____² slows down.
- b The lenses of the eyes become stiffer and thicker. It becomes harder to _____³ on near objects.
- c Deterioration of the inner ear causes hearing _____⁴.
- d Teeth become _____⁵ and fragile, and fall out.
- e Skin loses elasticity and becomes dry and _____⁶. It also becomes thinner, causing increased _____⁷ to the cold.
- f Digestion slows down, causing _____⁸.
- g Fatty deposits _____⁹ the blood flow and cause high blood pressure.
- h The bladder can't hold as much urine, and there is some _____¹⁰.
- i Bones become _____¹¹.



Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can talk about some of the main issues of geriatric care
- I can understand an article about the brain
- I can use *will* to talk about the future
- I can use *will* to express decisions, and to make offers and requests
- I can talk about the physical problems and aids of the elderly
- I can understand a description of the physical effects of ageing

Key words

Nouns

care home
cognitive function
confinement
confusion
gait
independence
mobility aid
nap
shuffling
stimulation

Adjectives

deaf
degenerative
frail
immobile
incontinent

Look back through this unit. Find five more words or expressions that you think are useful.



Thank You