

# English for Nursing

# 1

Vocational English  
Course Book



Ros Wright and Bethany Cagnol  
with Maria Spada Symonds  
Series editor David Bonamy



CD-ROM



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|                                           |                                                        | Function                                                                                                                     | Language                                                                              | Vocabulary                                                                                                                  |
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# 5

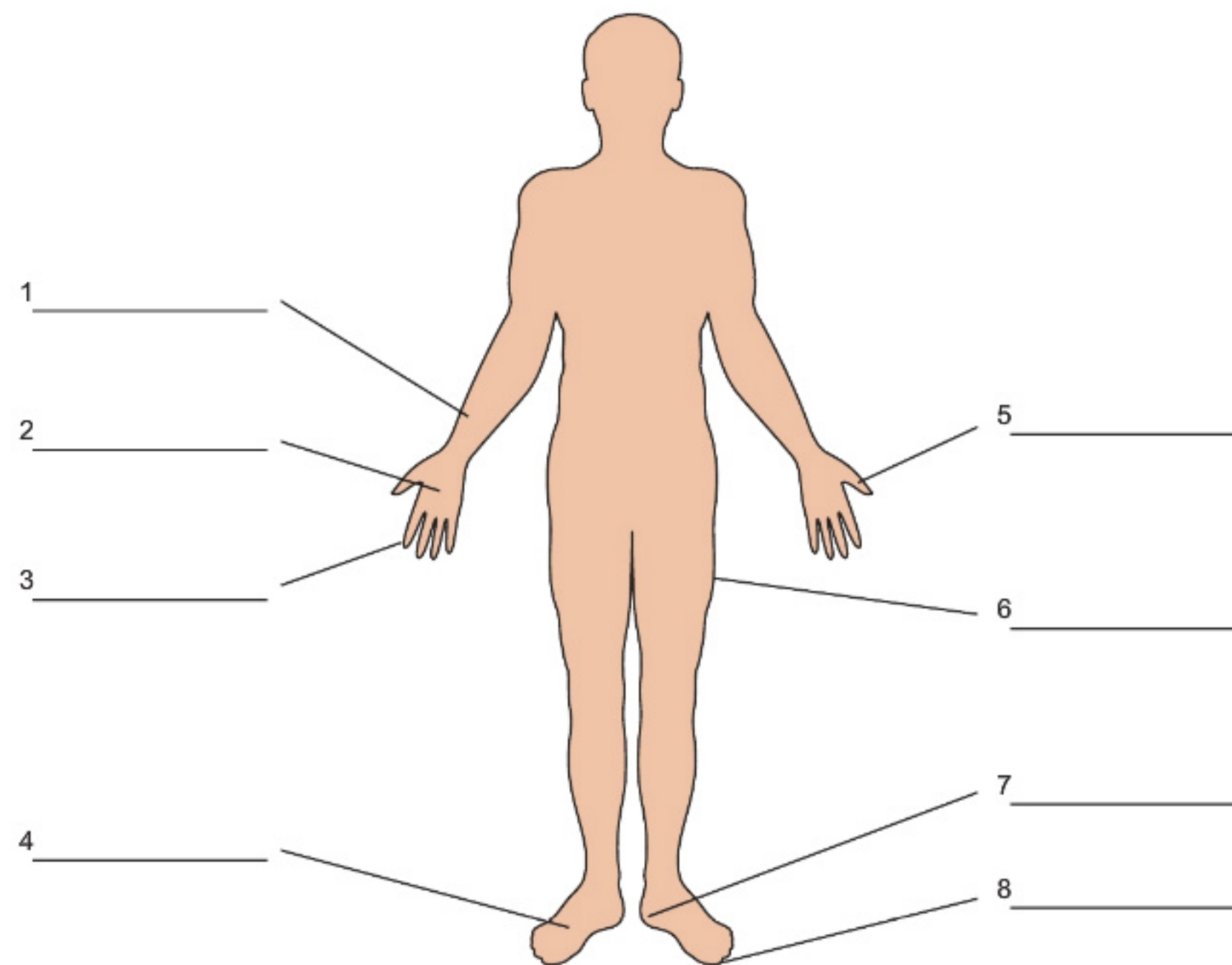
## The body and movement

- the body: limbs and joints
- the body: torso and head
- set goals and give encouragement
- document Range of Motion (ROM) exercises

### The body: limbs and joints

**Vocabulary** 1 Label the parts of the body in this illustration with the words in the box.

arm finger foot hand heel leg thumb toe



2 Circle the joints in the illustration in 1. Then label them with the words in the box.

ankle elbow hip knee shoulder wrist

**Listening** 3 27 Listen to a conversation between a nurse and a patient and tick ✓ the parts of the body you hear.

- |                                 |                               |                                |
|---------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> arm    | <input type="checkbox"/> foot | <input type="checkbox"/> leg   |
| <input type="checkbox"/> knee   | <input type="checkbox"/> hand | <input type="checkbox"/> thumb |
| <input type="checkbox"/> finger | <input type="checkbox"/> heel | <input type="checkbox"/> toe   |

4 Listen again. Which body parts does the nurse tell the patient to:

- |           |         |
|-----------|---------|
| 1 push?   | 3 lift? |
| 2 rotate? | 4 bend? |

### Language

#### Imperative

We use **the imperative** (infinitive without *to*) to tell somebody to do something or give them instructions.

**Lift** your leg.  
**Push** the chair.  
**Bend** your arm.  
**Rotate** your hand.

## 2 Complete these conversations with the correct form of *be*.

- 1 Mike: Hello, I (1) \_\_\_\_\_ Staff Nurse Mike Davies.  
(2) \_\_\_\_\_ you the charge nurse?  
Sonya: Hi. Yes, I (3) \_\_\_\_\_. I'm Sonya Chaudhry.  
Mike: Nice to meet you, Sonya. Where are you from?  
Sonya: I'm from India.
- 2 Student nurse: Excuse me, (4) \_\_\_\_\_ you Ward Sister Kennedy?  
Sister: No, I (5) \_\_\_\_\_ not.  
Student nurse: Oh! Sorry about that. (6) \_\_\_\_\_ she in Ward C?  
Sister: No, she (7) \_\_\_\_\_. She (8) \_\_\_\_\_ in Ward B.  
Student nurse: Oh, OK. Thanks very much.
- 3 Student nurse: Excuse me, I need a healthcare assistant.  
Healthcare assistant: I (9) \_\_\_\_\_ a healthcare assistant. Can I help you?  
Student nurse: Hi, sorry. I (10) \_\_\_\_\_ a student nurse. I need a little help.  
Healthcare assistant: No problem. What do you need?

## Speaking 3 Work in pairs. Introduce yourselves. Use this model to help you.

A: *Hi. My name's [your name]. I'm a[n] [your job title].*  
B: *Hello, [partner's name]. I'm [your name], a[n] [your job title].*  
A: *Hi, really nice to meet you. Are you from [partner's country]?*  
B: *Yes, I am! And you? Where are you from?*  
A: *I'm from [your country].*  
B: *Nice to meet you, too!*

## Language

### Present simple

|                    |                                   |                        |
|--------------------|-----------------------------------|------------------------|
| I/you/we/they live | I/you/we/they do not (don't) live | Do I/you/we/they live? |
| he/she/it lives    | he/she/it does not (doesn't) live | Does he/she/it live?   |

We use the **present simple** to talk about something that is always or usually true. *They **work** in this hospital.*

We also use it to talk about things that happen regularly. *He **walks** to the hospital every day.*

## 4 Complete this text with the correct present simple form of the verbs in brackets.

Dale is an agency nurse from the Nurse Pro Agency.  
He is a Canadian but he (1) \_\_\_\_\_ (not live) in Canada.  
He (2) \_\_\_\_\_ (live) in the UK now and he (3) \_\_\_\_\_ (work) here too. Dale (4) \_\_\_\_\_ (have) two friends at this hospital: Peter and Marcus; but he (5) \_\_\_\_\_ (not work) the same shifts as them. 'I (6) \_\_\_\_\_ (have) classes during the day,' he says, 'and so I usually (7) \_\_\_\_\_ (work) during the night shift.'

# Reading a nursing schedule

## Language

### Telling the time

Nurses use the **twelve-hour clock** when they talk to patients, visitors and colleagues.

12.00: *twelve o'clock*  
3 p.m.

We often use the **24-hour clock** for schedules, documents and charts.

14.00: *two o'clock/fourteen hundred hours*  
8.20: *eight twenty/twenty past eight*

### Prepositions of time

We use **at** with clock times.

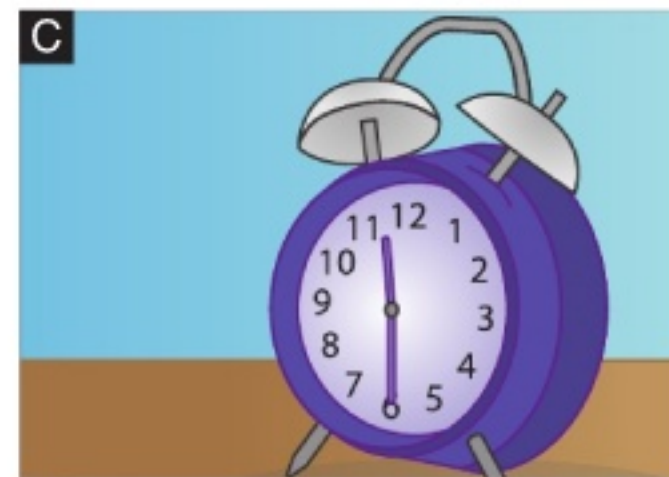
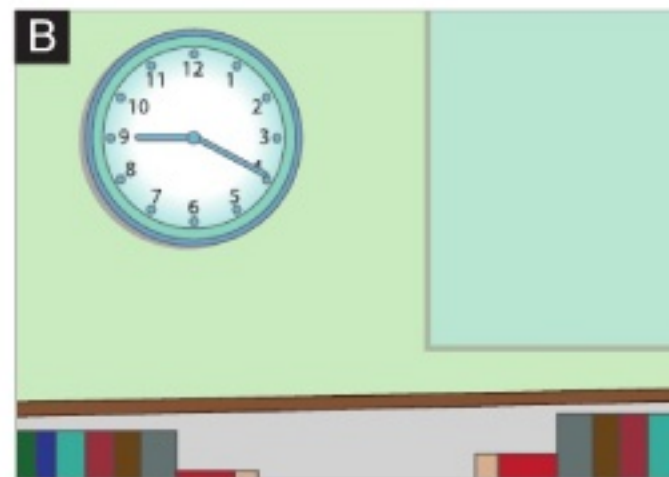
*I start/finish work/my shift **at** 7 a.m.*

We use **in** with parts of the day and longer periods of time.

***in** the morning/afternoon/evening  
but: **at** night*

## Vocabulary 1 Label illustrations A–H with the times in the box.

20.00 12.00 14.45 23.30 8.15 a.m. 9.20 a.m. 24.00 3 p.m.



## 2 Match these ways of telling the time (1–8) to the times in the box in 1.

- 1 nine twenty in the morning \_\_\_\_\_
- 2 eight o'clock in the evening \_\_\_\_\_
- 3 midday \_\_\_\_\_
- 4 quarter to three in the afternoon \_\_\_\_\_
- 5 half past eleven at night \_\_\_\_\_
- 6 three in the afternoon \_\_\_\_\_
- 7 quarter past eight in the morning \_\_\_\_\_
- 8 midnight \_\_\_\_\_

## Speaking 3 Work in pairs. Ask and answer these questions with your partner.

- 1 What time is it now?
- 2 What time do you get up in the morning?
- 3 What time do you start work/your shift every day?
- 4 What time do you/does your shift finish?

A: *What time is it now?*

B: *It's half past seven.*