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Professional English

Cao Đẳng Y tế Phú Thọ - Thư viện



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# Cambridge English for Nursing

Intermediate +



**Virginia Allum  
and Patricia McGarr**  
*Series Editor: Jeremy Day*

With Audio CDs



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and Patricia McGarr  
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# Introduction

The aims of *Cambridge English for Nursing* are to improve your communication skills at work and your English language knowledge in key areas of nursing. To give you practice in current healthcare situations, each of the ten units contains:

- discussion of the nursing topic
- listening activities reflecting everyday nursing scenarios
- a focus on communication, for example giving advice sensitively
- a medical focus, for example describing how the heart works
- charting and documentation – medical forms and how to use them
- abbreviations and acronyms used in healthcare
- an online glossary with a pronunciation guide

On the audio you hear people in the kind of healthcare situations that you encounter as a nurse, for example admitting a patient, explaining medical procedures, discussing lifestyle changes, handing over patients, taking part in training sessions, preparing a pre-op patient, and dealing with young patients in pain. In addition, online activities focusing on advances in technology will help you keep up-to-date with the latest medical equipment.

## How to use *Cambridge English for Nursing* for self-study

If you are working on your own, you can do the units in any order you like. Choose the topic that you want to look at and work through the unit doing the exercises and checking your answers in the answer key. Note down any mistakes you make, and go back and listen or read again to see what the problem was. It's a good idea to listen to the audio more than once and to read the audioscript afterwards to check that you've understood. For the speaking activities, *think* about what you would say in the situation. You could also try talking about the discussion points with your colleagues; the topics are all relevant for people who work in healthcare. Audioscripts and a comprehensive answer key with solutions to the activities as well as suggested answers for the discussion tasks are at the back of the book. In addition, you can find extra material and further activities for practice online at [www.cambridge.org/elt/englishfor nursing](http://www.cambridge.org/elt/englishfor nursing).

We hope you enjoy using the course. If you have any comments on *Cambridge English for Nursing*, we'd love to hear them. You can email us at [englishfor nursing@cambridge.org](mailto:englishfor nursing@cambridge.org).

Virginia

Patricia

Virginia Allum (BA, MA, Cert TESOL, Certificate in Nursing) lives and works in Australia and has extensive experience as a Registered Nurse working in hospitals in Sydney and on the Gold Coast. She also has palliative care experience gained while working as Director of a home nursing service in Sydney. She has taught English for nursing at a vocational training institute in Queensland and also works as a Lecturer and Nurse Facilitator in the diploma of nursing at the Gold Coast Institute of TAFE (Technical and Further Education) in Queensland.

Patricia McGarr (B Ed, Dip TESOL, MA TESOL, MBA) lives in Australia and works at Griffith University. She has wide-ranging international teaching experience, having managed a network of language institutes in Asia, project managed specialised English courses in Kuwait and Oman, and been instrumental in setting up industry-specific language projects in Vietnam and China. She managed the Insearch Language Centre, University of Technology, Sydney – one of the largest English language institutes in Australia – and set up several offshore programs that they delivered in Asia.

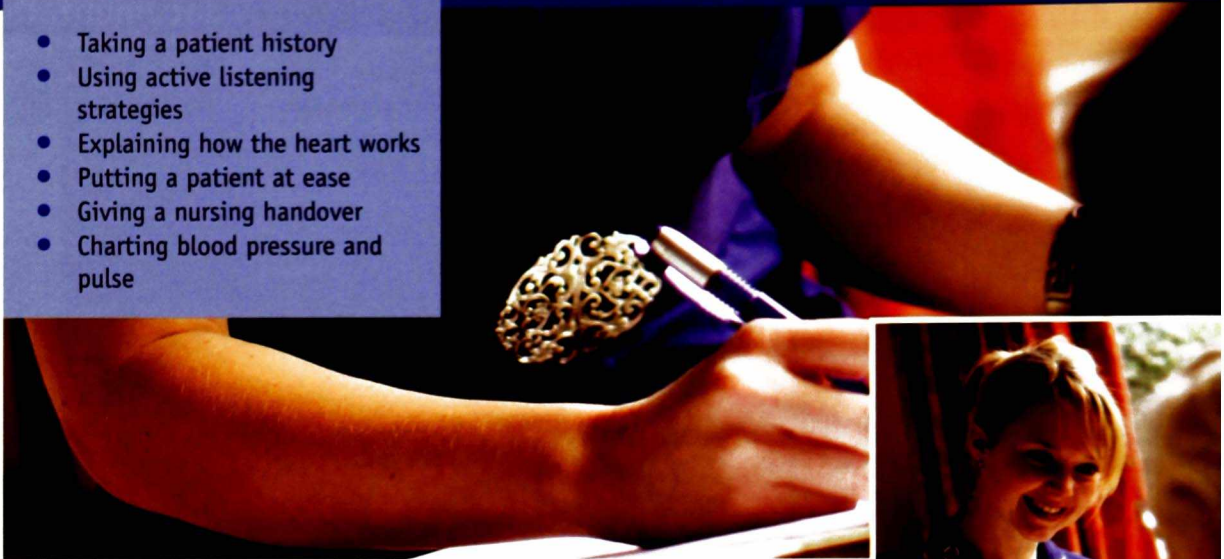
	<b>Skills</b>	<b>Medical focus</b>	<b>Charting and documentation</b>
<b>UNIT 1</b> <b>Patient admissions</b> <b>page 6</b>	<ul style="list-style-type: none"> <li>Taking a patient history</li> <li>Using active listening strategies</li> <li>Explaining how the heart works</li> <li>Putting a patient at ease</li> <li>Giving a nursing handover</li> <li>Charting blood pressure and pulse</li> </ul>	<ul style="list-style-type: none"> <li>The heart</li> <li>Explaining how the heart works</li> </ul>	<ul style="list-style-type: none"> <li>Patient Admission Form</li> <li>Patient Record</li> <li>Observation Chart</li> </ul>
<b>UNIT 2</b> <b>Respiratory problems</b> <b>page 14</b>	<ul style="list-style-type: none"> <li>Educating patients about asthma management</li> <li>Giving instructions effectively</li> <li>Using a nebuliser</li> <li>Talking to a child about asthma</li> <li>Putting a young patient at ease</li> <li>Describing respiration</li> <li>Charting respiratory rates</li> </ul>	<ul style="list-style-type: none"> <li>The respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>Respiratory rates</li> <li>Patient record</li> <li>Observation chart</li> </ul>
<b>UNIT 3</b> <b>Wound care</b> <b>page 22</b>	<ul style="list-style-type: none"> <li>Discussing wound management</li> <li>Asking for advice</li> <li>Describing wounds</li> <li>Taking part in Continuous Professional Development</li> <li>Using a Wound Assessment Chart</li> </ul>	<ul style="list-style-type: none"> <li>Wound bed preparation</li> </ul>	<ul style="list-style-type: none"> <li>Wound Assessment Chart</li> </ul>
<b>UNIT 4</b> <b>Diabetes care</b> <b>page 30</b>	<ul style="list-style-type: none"> <li>Discussing diabetes management</li> <li>Making empathetic responses</li> <li>Giving advice sensitively</li> <li>Using a Diabetic Chart</li> </ul>	<ul style="list-style-type: none"> <li>The pancreas</li> <li>Explaining hypoglycaemia and diabetes</li> </ul>	<ul style="list-style-type: none"> <li>Diabetic Chart</li> </ul>
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	<b>Skills</b>	<b>Medical focus</b>	<b>Charting and documentation</b>
<b>UNIT 7</b>	Reviewing IV infusions	IV cannulas	IV Prescription Chart Fluid Balance Chart
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<b>Pre-operative patient assessment</b> <b>page 62</b>	Giving pre-operative patient education Preparing a patient for surgery Allaying anxiety in a patient Using Pre-operative Checklists		
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<b>UNIT 10</b>	Attending the ward team meeting	Cerebrovascular accidents	Telephone Referral Form Katz ADL Index Discharge Plan
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# UNIT 1

# Patient admissions

- Taking a patient history
- Using active listening strategies
- Explaining how the heart works
- Putting a patient at ease
- Giving a nursing handover
- Charting blood pressure and pulse



## Taking a patient history

**1 a** In pairs, look at the picture and discuss the following questions.

- 1 What do you think the nurse is doing?
- 2 What information might you need to collect in this situation?
- 3 Why might this information be important?
- 4 What strategies have you found useful when greeting a patient for the first time?

**b** ▶1.1 Shona, the Ward Nurse, is admitting Mrs Chad. Listen to the conversation and answer the following questions.

- 1 Is Mrs Chad mobile?
- 2 Has she been waiting long?
- 3 Which hospital unit is she being admitted to?

**c** ▶1.1 Listen again and put the following sentences in the correct order.

- How are you today?
- I'd like to ask you a few questions, if it's all right with you?
- Not too bad, thank you.
- Good morning, Shona.
- Yes, of course. That's fine.
- Good morning, Mrs Chad. My name's Shona. I'll be admitting you to the ward today.

**d** ▶1.2 Listen to the rest of the conversation between Shona and Mrs Chad and answer the following questions.

- 1 Why is Mrs Chad in hospital?
- 2 What happened to her last year?
- 3 Does she have any allergies?
- 4 Does she have a relative who can be contacted during an emergency?

**e** ▶ 1.2 Listen again and match the questions (1–7) to the answers (a–g).

- |  |   |
|--|---|
| 1 Can you tell me your full name, please?            | a Not that I know of.   |
| 2 Can you tell me why you're here today?             | b No, I'm very lucky. I never have.   |
| 3 Have you had any serious illnesses in the past?    | c It's my son, Jeremy. Jeremy Chad.   |
| 4 Have you ever had any operations?                  | d Yes, I had a mild heart attack last year.                                   |
| 5 Now, are you taking any medications at the moment? | e Well, I've got high blood pressure, and I'm here for some tests.            |
| 6 Do you have any allergies to medications?          | f Yes, my doctor put me on some blood pressure tablets after my heart attack. |
| 7 Can you tell me the name of your next of kin?      | g Yes, it's Doreen Mary Chad.   |

**f** In pairs, take turns to ask and answer the questions from Exercise 1 e, using the following information and your own name and next of kin.

- I had my appendix out when I was fourteen.
- I take aspirin every day for my arthritis.
- I'm here for a chest X-ray.
- I had pneumonia two years ago.
- I'm allergic to nuts.

**g** In pairs, discuss how you might change your approach for the following patients.

- 1 An elderly patient who uses a walking aid
- 2 A young patient
- 3 A patient who has been waiting a long time

**Communication focus: using active listening strategies**

**2 a** In pairs, discuss the following questions.

- 1 What are active listening strategies?
- 2 Why do you think they are important?

**b** Complete the following active listening strategies using the words and phrases in the box.

eye contact   *mm*   nodding your head   *hm*   *I see*

- 1 Using expressions such as *Really?*, *Is that right?*, \_\_\_\_\_ and *Yes* or *No*.
- 2 Making 'listening noises' like \_\_\_\_\_ and \_\_\_\_\_ shows that you are interested in what the speaker is saying.
- 3 Leaning towards the other person and \_\_\_\_\_ also shows interest.
- 4 Smiling while maintaining \_\_\_\_\_ puts a patient at ease.

**c** ▶ 1.2 Shona uses several active listening strategies whilst taking Mrs Chad's details. Listen again and find examples in the audioscript on page 94.

**d** In pairs, practise taking patient details. Student A, you are Shona; Student B, you are Mrs Chad. Remember to use active listening strategies. Swap roles and practise again.



- e In pairs, prepare nurse–patient interviews. Student A, you are the nurse; look at the Patient Admission Form and think about the questions you will ask to complete it. Student B, you are the patient; read the patient details on page 86. Swap roles and practise again using the patient details on page 93.

**PATIENT ADMISSION FORM**

Patient details	
Full name	
DOB	
Reason for admission	
Past medical history	
Past surgical history	
Medication	
Allergies	
Next of kin	

**Share your knowledge**

In small groups, discuss the following questions and then feed back your group's ideas to the class.

- Is the process for taking a patient history the same in your country?
- How has the introduction of privacy laws and Nursing Informatics changed the way patient information is recorded and used?
- What do you know about Electronic Patient Records (EPR)?
- Are you familiar with coding for improved patient identification?

## Medical focus: the heart

### Explaining how the heart works

**3 a** In pairs, answer the following questions.

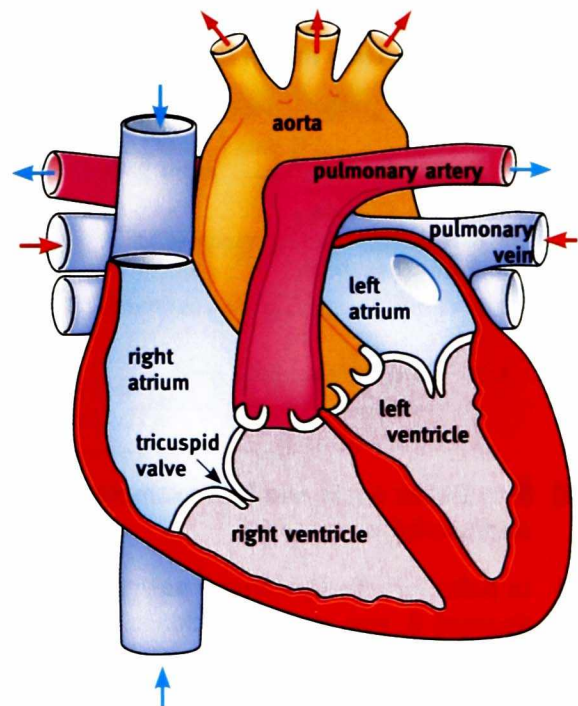
- 1 What is the cardiac cycle?
- 2 What does the heart do during a heartbeat?
- 3 What symptoms does a person have if there is not enough blood flow through the heart?
- 4 Why might nurses in the Cardiac Unit need to explain the cardiac cycle to their patients?

**b** Read the patient information leaflet. In pairs, discuss what the following parts of the heart do.

the atria   the valves   the ventricles   the pulmonary vein  
the pulmonary artery   the aorta

### How does your heart work?

The blood enters the right atrium, one of the upper receiving chambers of the heart. Blood is pumped through the tricuspid valve into the right ventricle. The right and left ventricles are larger than the right and left atria because they are responsible for the pumping action of the heart. The right ventricle pumps de-oxygenated blood away from the heart through the T-shaped pulmonary artery. By the time blood arrives in the lungs the body has taken out most of the oxygen and made use of it for tissue function. In a healthy heart, the blood flows efficiently through the heart to the lungs, which re-oxygenate the blood and return it to the heart through the pulmonary vein. Oxygenated blood enters the heart through the left atrium and is pumped to the left ventricle. The left ventricle is encased in thicker cardiac muscle than the right side because it has to pump oxygenated blood around the entire body via the aorta, the largest artery of the body. The cardiac cycle relies on the efficiency of the four valves between the atria, the ventricles and the pulmonary blood vessels. These valves open to let in sufficient blood flow to fill each heart chamber and then shut to prevent the backflow of blood. Irregularities in blood flow because of blockages in the blood vessels can lead to heart disease.



**C** In pairs, practise explaining how the heart functions. Student A, you are a nurse; Student B, you are a patient. Swap roles and practise again.