



English for Nursing 1

1. Introduction to Health Professions
2. Anatomy and Physiology of the Human Body
3. Introduction to the Hospital
4. The Nursing Process





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English for Nursing 1

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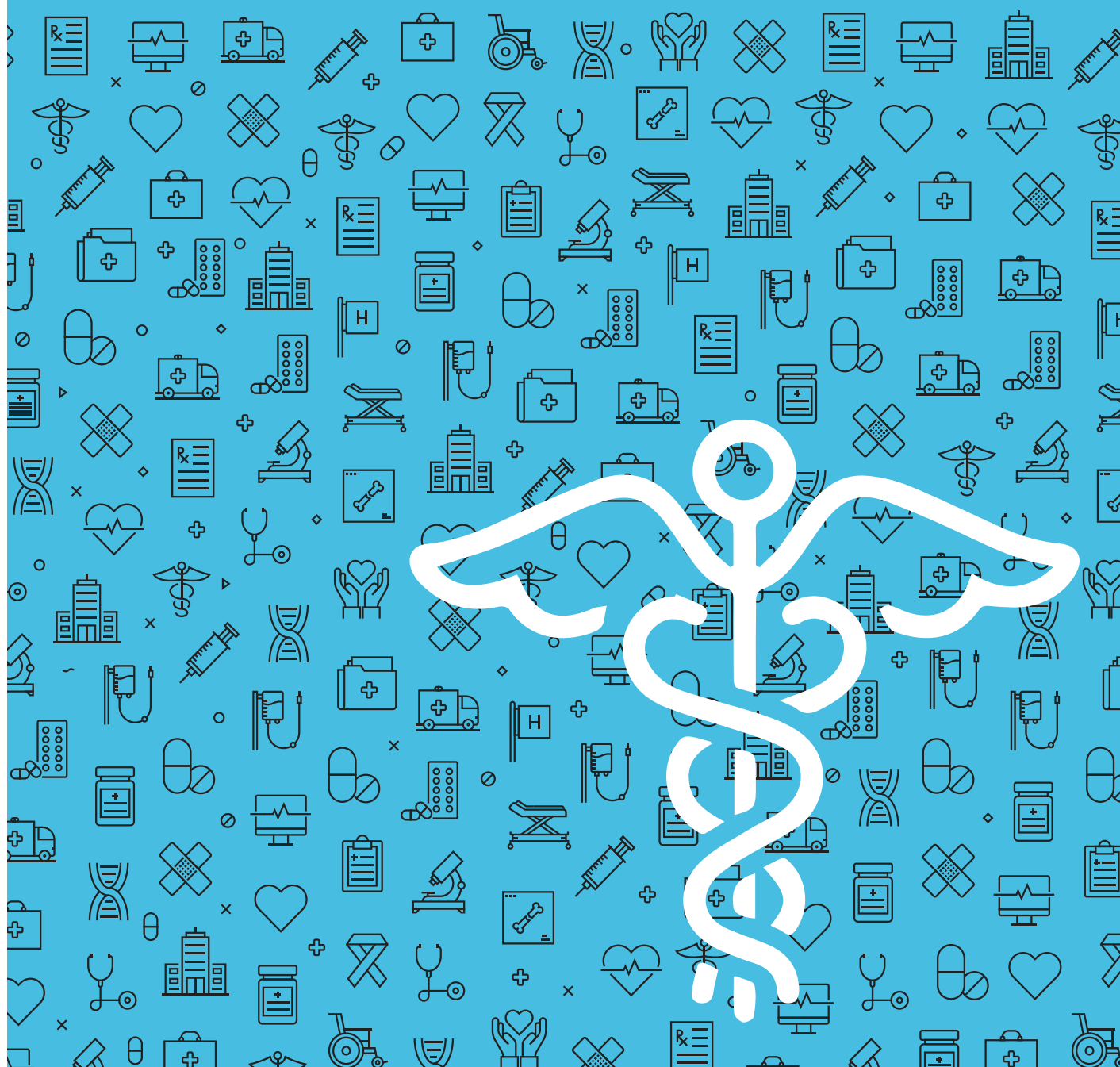
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Unit 1

Introduction to Health Professions

English For Nursing 1



1.1 Language for Greetings and Introductions

1. Look at the following pictures. With your partner, match the people in the pictures to their jobs.



1.



2.



3.



4.



5.



6.

nurse (n) /nɜːs/	radiologist (n) /ˌreɪ.diˈɒl.ə.dʒɪst/	pharmacist (n) /ˈfɑːmə.sɪst/
nutritionist (n) /njuːˈtrɪʃ.ən.ɪst/	doctor (n) /ˈdɒk.tər/	physiotherapist (n) /ˌfɪz.i.əʊˈθer.ə.pɪst/

2. Quickly read the following dialogue between Sandra, Jessica, Susan and Harrison.
Where are they?

Sandra	Good morning Jessica.
Jessica	Hi Nurse Sandra.
Sandra	Jessica, it's now 07.30 am and I am going to end my shift. This is Nurse Susan, your nurse for the next shift.
Susan	Hi Sandra, I'm Susan, your nurse. I will be in charge of your nursing treatment during your hospitalization in this shift, but I also will get help from other nurses, like Sandra.
Jessica	Alright, Nurse Susan. Nice to meet you.
Susan	How are you feeling right now?
Jessica	I have a headache and feel nauseous. I can't take any food or have my breakfast either since the smell triggers my nausea.
Susan	You can eat bite by bite. Please do this.
Jessica	I'll do it.
Susan	I'll check in with you again at 9 am for vital signs.
Jessica	Ok, thank you.

In another session, Susan introduces Harrison to Jessica.

Susan	Hello, good morning Jessica.
Jessica	Hi Susan, morning.
Susan	Jessica, I come here with Dr. Harrison.
Harrison	Hi Jessica, I'm Dr. Harrison, your primary doctor.
Jessica	Good morning, Dr. Harrison.
Harrison	I'm going to ask you some questions related to your complaint and examine you.
Jessica	Okay.
Dr. Harrison	Nurse Susan, may I know her situation?

Susan	Jessica is 43 years old, her blood exam from the lab shows that her random blood glucose is 280 mg/dl. She now has a headache and is feeling nauseated.
Dr. Harrison	Alright, thank you nurse Susan. Ms. Jessica, how is your nausea?
Jessica	It is quite bad I think, I feel like I'm going to throw up every time I smell food, thus I couldn't have anything, not even a spoon of food.
Dr. Harrison	Okay, how many days have you been feeling like this?
Jessica	It's been about 4 days, that's why I am feeling so weak.
Dr. Harrison	Well, how about your headache?
Jessica	I feel a bit dizzy right now.
Dr. Harrison	Okay, Jessica we will continue observing your condition and will run further examinations, for your body weight as well as your blood glucose levels. Moreover, we will ask a nutritionist to see you to discuss your diet and food choices. For the meantime, I will prescribe an anti-emetic for your nausea. Do you have any drug allergies that you know of?
Jessica	No, I don't have any drug allergies that I know of.
Dr. Harrison	Alright, I will visit you again tomorrow at 8 o'clock in the morning.
Jessica	Okay, thank you, Doctor.
Harrison	You're welcome.
Susan	Alright Jessica I will organise to have a nutritionist come see you in about a half an hour.

3. *Answer the following questions.*

- a. Who is Sandra?
- b. Who is hospitalized?
- c. Who is Harrison?

- d. How did Sandra greet Jessica?
- e. How did Sandra introduce Susan?
- f. Who is the nurse in charge after the morning shift?

4. *Practice your pronunciation with your teacher and your peers. First, listen to your teacher and repeat.*

Hello / Hi

Good morning / good afternoon / good evening

Good / Nice to see you again

I'm glad / happy / pleased to see you.

Now, work in pairs and practice asking questions and answering

How are you?	Fine, thanks. And you?
How have you been?	Very well. And you?
How are things?	Not too bad, thanks.
How is your?	She/he is fine.

Listen to your teacher and repeat

May I introduce myself? My name's

Let me introduce myself. My name's

I'd like to introduce myself. I'm....

I don't think we've met. I'm....

May I introduce a good friend of mine? This is....

Have you met ...? I'd like you to meet

Work with your partner and practice saying the following

How do you do?	How do you do?
Nice to meet you.	Nice to meet you, too.
Please, call me	Then you must call me....

5. Study the language expressions above. Identify which language expressions are used...

- a. to greet people
Write **G** (Greeting) after the expressions.
- b. to introduce yourself
Write **SI** (Self Introduction) after the expressions.
- c. to introduce others
Write **IO** (Introducing others) after the expressions.

6. What would you say if you met someone at the following time of the day?

a.	7.00	
b.	10.00	
c.	12.00	
d.	15.00	
e.	18.00	
f.	21.00	

7. Complete the following conversations with the most appropriate words or phrases.

a.	Anne	Excuse me, I am Nurse Anne.
	Lucky	.....
	Anne	I'll be your primary nurse.
b.	Aaron	.....
	Katherine	Good to see you again.
	Aaron	If you need a nurse's help, please press the button.
c.	Diana	Hi Natalie. This morning, I am with Doctor Cameron.
	Cameron	.....
	Natalie	Nice to meet you, Doctor.

d.	Diana	He will visit you every day at about 08.00 in the morning.
	Natalie	.....
	Diana	Ok, I'll see you later.
	Natalie	.....

8. *How would you reply to the following phrases? Choose an appropriate response.*

- a. Hi.
- b. Nice to meet you.
- c. Here is the nurse today.
She is Nurse Dina.
- e. How do you do?
- f. I will introduce you to Dr.
Avicenna.
- g. I don't think we have met.
- h. Please call me Jose.

9. *Work in pairs or in a small group. Make a dialogue for one of the following situations and perform it in front of the class.*

- a. You are a new nurse in the hospital. You are to introduce yourself to the nurse in the same nursing station.
- b. You are a primary nurse. You meet a patient for the first time.
- c. You are a doctor on your first visit to an elderly patient.
- d. A patient is introduced to another nurse before shift change.

1.2 Grammar for Questions and Question Words

1. Match the profession and the responsibility. Check your answer with a partner.

1. doctor (n) /'dɒk.tər/	a. provides and manages the care of individual patients
2. physiotherapist (n) /ˌfɪz.i.əʊˈθer.ə.pɪst/	b. diagnose symptoms and recommend treatment
3. midwife (n) /'mɪd.waɪf/	c. provides medical treatment to women, on issues related to the reproductive system
4. nurse (n) /nɜːs/	d. offers individual care to pregnant women and their babies
5. gynaecologist (n) /ˌgaɪ.nəˈkɒl.ə.dʒɪst/	e. assists patients in rehabilitating physical problems caused by illness, injury, disability, or aging, through treatment

2. Now scan the following text and check your answers.

Hospital Teams

Many people work in hospitals with different jobs. Here is a list of the professionals you will probably work with in certain hospitals. This team generally consists of a client, the client's family and/or caregiver, medical professionals, nurses, nutritionists, social workers, and rehabilitation therapists (occupational therapists, physical therapists, speech therapists, and recreational therapists). Typical members of a healthcare team are a doctor and a registered nurse. In addition, there are a nutritionist, a physical therapist, a psychologist, an

occupational therapist, and/or social workers who may be part of the team. Here is a description of a medical team member's duty.

Doctor/Physician/General Practitioner

The doctors diagnose symptoms and recommend treatment, including prescribing drugs for patients. They have a wide range of clinical experience. They range from newly qualified junior doctors to senior consultants. There are also specialists who work in their specific field, for instance: surgeon, internist, pediatrician, and gynecologist.

Surgeons

Surgeon is a medical specialist who treats diseases, injuries, and deformities by invasive, minimally invasive, or non-invasive surgical methods. A surgeon also has to examine patients to obtain information on medical conditions and surgical risk. A surgeon will perform a surgery in an operation theatre.

Gynecologists

A gynecologist provides medical treatment to women, focusing on issues related to the reproductive system. They may perform annual testing and exams, diagnose illnesses and infections, treat hormonal abnormalities, prescribe medication and counsel patients about birth control or fertility options

Midwives

Midwives offer individual care to pregnant women and their babies. They assist women during labour on the obstetric ward and in the delivery unit.

Nurses

Nurses work in a variety of settings to provide and manage the care of individual patients. They work closely with doctors and other healthcare professionals. Nurses mainly take care of patients' symptoms and basic needs for 24 hours. Nurses leave home at night when it comes to a night shift. Furthermore, there are many advanced practice nurses or nurse specialists such as wound care nurses, osteoma nurses, maternity nurses, pediatric nurses etc.

Ward managers / Head Nurse

The ward managers are senior nurses who oversee the budgets, staff and medical care of patients on their ward.

Dieticians/Nutritionists

Dieticians / nutritionists work with patients to promote nutritional wellbeing. A nutritionist would assess patients' and clients' health needs and diet. They provide counselling for patients related to nutrition issues, healthy eating habits, and develop meal plans for the clients.

Physiotherapists

Physiotherapists assist patients in rehabilitating physical problems caused by illness, injury, disability, or aging, through treatment. The responsibilities of Physiotherapists include planning treatments, reviewing recovery, and conducting therapeutic exercises with patients.

Radiologists

A radiologist is a medical doctor who is trained in executing and interpreting medical images such as X-rays, CT scans, ultrasounds, and MRIs and using them to treat health problems in patients. Radiologists perform image-guided procedures but do not normally handle the general medical needs of a patient.

3. Study the following Question Words and their functions.

Question Words		
Here are four question words that can be used to ask certain types of questions.		
Question Words	Function	Example
Who	It is used when asking about people or a person .	<i>Who is he?</i> <i>Who are they?</i>
Where	It is used when asking in or at what place	<i>Where is RSUD Sardjito?</i> <i>Where does Dr. Ramlil work?</i>
What	It is used when asking about asking for information about something .	<i>What is his job?</i> <i>What is his name?</i>
When	It is used when asking about time .	<i>When is the labour?</i> <i>When do they leave?</i>

4. *Read the above text again. With your partner, add the question words used and then answer the following questions.*

a. **What** do doctors do?

.....

b. is a surgeon?

.....

c.does a gynecologist do in a counselling with patients?

.....

d. do midwives assist women during labour?

.....

e. do nurses leave home for a night shift?

.....

5. *With a partner, use the information from the reading to write questions.*

a. What?

b. Who?

c. Where.....?

d. When:?

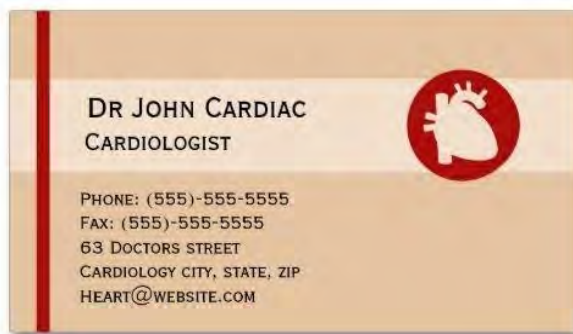
6. *Ask and answer your questions with another pair.*

7. *Decide on the most suitable question words (what, where, who, when) for the incomplete sentences.*

a.	Andika	 is Doctor Jose Rizal from?
	Arif	He is from Padang.
b.	Rahma	is Ms. Hanifa?
	Ronald	She is a nurse.
c.	Hendry	 do you start your night shift?
	Irene	Tomorrow night.
d.	Celine	is the doctor's name?
	Merry	It's Dr. Mathew Wright
e.	Alex	 is in charge of Mrs. Merry's treatment today?
	Pauline	It's Nurse Maxy

8. *Study the business cards of some medical teams and answer the following questions.*

- Where does Mr John Cardiac live?
- What does Ms Rathbone do?
- Among them, who are doctors?
- How can be Ahmad be contacted?
- Who mostly works or deals with young /child patients?



9. First, study the schedule of nurses in a hospital.

Employee	Wednesday 7/15/2009	Thursday 7/16/2009	Friday 7/17/2009	Saturday 7/18/2009
 Snyder, Molly Head Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Night Shift Cardiac Care U... 11:00 PM-7:00...	Night Shift Cardiac Care 11:00 PM-7:00...
 Garcia, Adam Registered Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Vacation	Vacation	Night Shift Cardiac Care 11:00 PM-7:00...
 Hawk, Danielle Registered Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Night Shift Cardiac Care U... 11:00 PM-7:00...	Night Shift Cardiac Care 11:00 PM-7:00...
 Kilroy, Trenton Registered Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Day Shift Cardiac Care U... 7:00 AM-3:00 PM	Jury Duty
 Sampson, Peter Registered Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Day Shift Cardiac Care U... 7:00 AM-3:00 PM	Day Shift Cardiac Care 7:00 AM-3:00 PM
 Anderson, Lyndon LP/LV Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...		
 Munoz, Crystal LP/LV Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...		
 Anderson, Cory	Swing Shift	Swing Shift	Swing Shift	Swing Shift

7/15/2009 Sampson, Peter

- Swing Shift (S) 3:00 PM - 11:00 PM
- Cardiac Care Unit (CCU)
- Break (BRK) 5:00 PM - 6:00 PM

10. Now complete the sentences with a question word. Check your answer in pairs.

- is the head nurse? *Molly Snyder.*
- time is the swing shift in the Cardio Care Unit?
- doesn't Garcia Adam work?
- is Lyndon Anderson?
- do all employees work at the hospital?
- is taking a vacation?
- day is Trenton Kilroy on Jury Duty?

11. Work in a group of three. Choose a role for yourself first and complete the first row with information about yourself. Then ask questions to find out more about the schedules of the other students.

For example, 'What's your role?', 'What days do you work during the week?' or 'What time does your shift start on Wednesday?'

	Name	Profession	Do you work on? Yes (✓) if you work, No (X) if you don't. What time do you work on? Write when you work that day.						
			Mon	Tue	Wed	Thu	Fri	Sat	Sun
1									
2									
3									



1.3 Vocabulary to Talk about Hospital Teams

1. Read the following text and underline all the words indicating medical equipment.

Medical equipment might refer to both very complex devices used by professionals as well as to simple instruments. Let's see what equipment is used when you catch influenza. Imagine you wake up in the morning with a terrible headache, feeling feverish. You quickly phone the boss and say you need a day off, then grab a thermometer to take the temperature. Gosh, it's 102 degrees Fahrenheit! You really need to go to the doctor. After you arrive at your local clinic and wait some time in a queue, the GP asks you in. She asks what is wrong and then puts a tongue depressor in your mouth to see your throat. Then she asks you to take off your sweater and uses a stethoscope to listen to your chest.

What about other examples? Let's see what equipment might be used in case of a broken bone. It's mid-February and you are skiing. You are having an amazing time, but you fall and feel terrible pain in both your shin and your arm. You have probably broken your arm and your leg! It's so painful you can't move so you call out mountain rescue. They come by chopper, put you on a stretcher, use a splint to immobilize your limbs and take you to the hospital. You are told you have broken your leg and it's put in a cast. If you're lucky and your arm is not broken, it's only wrapped in a bandage and you have to wear a sling. As a result, walking on crutches is out of the question, so you leave the hospital in a wheelchair.

Various types of medical equipment, ranging from basic tools to highly advanced cutting-edge devices, are used in very different situations. One thing is certain - each piece has been developed to help us recover or even save our lives. And we might need them at the very beginning of our lives - as is the case with an incubator, which is used in neonatal units to help or treat prematurely born children.¹

¹ MedicalEnglish. (2020). Medical Equipment. Retrieved from <https://www.medicalenglish.com/unit/2/reading>

2. *Check with your partner, did you get them all? Together, list the names of medical equipment and write a brief description of what they are used for.*

- a. =
- b. =
- c. =
- d. =
- e. =
- f. =
- g. =
- h. =
- i. =
- j. =

3. *Now, use the words above to express your ideas in sentences.*

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

4. Below are tools commonly used by nurses. Match the word to the picture.

surgical mask	thermometer	gauze bandage
tweezers	sphygmomanometer	medical trolley
hand gloves	stethoscope	scales



1.



2.



3.



4.



5.



6.



7.



8.



9.

5. In this pronunciation exercise, match the phonemic transcription to the vocabulary below. Practice pronouncing the words with your partner.

Words	Pronunciation
1. surgical mask	a. /'θə'mɑ:.mə.tʃə'/
2. hand gloves	b. /'sə:dʒɪkl məesk/
3. thermometer	c. /'gɑ:z 'bændɪdʒ'/
4. gauze bandage	d. /'sfig-mō-mə-'nä-mə-tər'/
5. medical trolley	e. /'hænd glʌv'/
6. sphygmomanometer	f. /'medɪkl 'trɑ:.li'/

6. The following words are taken from the reading texts in this unit and categorized into nouns, adjectives and verbs. Match each word with its definition.

Nouns	Meanings
discharge	all the chemical processes in your body, especially those that cause food to be used for energy and growth
respiration	official permission to leave a hospital
pulse	an uncomfortable feeling of nervousness
allergy	the action of breathing
anxiety	a medical condition in which your blood pressure is extremely high
metabolism	the beating of the heart
hypertension	a damaging immune response by the body to a substance, especially pollen, fur, a particular food, or dust, to which it has become hypersensitive

Adjectives	Meanings
acute	causing or likely to cause harm.
chronic	moving into all areas of something, difficult to stop
harmful	very serious or severe
invasive	poisonous

toxic
antenatal
painful

continuing for a long time
causing emotional or physical pain
relating to the medical care given to pregnant women before their babies are born

Verbs
cure
diagnose
prescribe
check
wrap
recover
immobilize
inject

Meanings
to order treatment for someone, or to say what someone should do or use to treat an illness or injury
to make someone with an illness healthy again
to become completely well again after an illness or injury
to cover or surround something with paper, cloth, or other materials
to recognize and name the exact character of a disease or a problem, by examining it
to use a needle and syringe to put a liquid such as a drug into a person's body.
to make certain that something or someone is correct or safe
to stop something or someone from moving

7. Match each of the words below to a stress pattern and check with your partner.

a. assessment
b. thermometer
c. sphygmomanometer
d. stethoscope
e. diagnose
f. nutritionist
g. anxiety

	
	
	assessment
	

h. dehydration
i. hypertension
j. incubator

8. In pairs, complete the sentences with the words in the boxes

incubator (n)	nutritionist (n)	examine (v)
premature (adj)	thermometer (n)	

- a.is recording and transmitting fevers in real time.
- b. Too much exposure to the sun can cause the
aging of skin.
- c. The newly born baby needed a special treatment. Therefore, she was put in
an
- d. recommends the patient to have more fruits and
vegetables containing vitamin C such as orange, guava, broccoli, and
pumpkin.
- e. A doctor his exact physical condition immediately
after he was sent to the emergency room.

9. As if you were a nurse, use the following words in sentences you would say to your doctor about a patient.

dehydration (n) /ˌdiː.haɪ'dreɪ.ʃən/	diagnose (v) /'daɪ.əg.nəʊz/	painful (adj) /'peɪn.fəl/
feel (v) /fi:l/	bandage (n) /'bæn.dɪdʒ/	

- a.
- b.
- c.
- d.
- e.

10. Looking back through this unit, find and list 5 more words that are new for you and hard to remember. Use them in an example sentence below. Identify their part of speech (noun, verb, adjective or adverb).

Word	Sentence

1.4 Writing a Nursing Assessment Form

1. Read the text below quickly and put a cross "x" if you did not find the data in the nursing assessment form below.

☐ personal identity	☐ nationality	☐ family
☐ medical history	☐ recent history	☐ social background
☐ range of time showing when treated	☐ name of medical staff	

25/07/2020

Notes

Dewi Wardoyo was admitted through the Children's Emergency Department for acute meningoencephalitis as a result of a complication following mumps.

Patient History

Address: 32 Sexton St, Ekibin

Phone: +62 85 1966 6231

Date of Birth: 23 May 2008

Admitted: 15 July 2012

Gender: Male

Discharged: 25 July 2012

Country of Birth: Indonesia

Diagnosis: Acute Meningoencephalitis

Social History

Parents: Miri and Abyasa Wardoyo, refugees arrived in Australia in 2011

Employment: Abdullah; Golden Circle Pineapple Factory, shift worker and Miri Housewife

Accommodation: Recently moved to Rental Accommodation

Siblings: 2-year-old brother, Ahmad

Language: Bahasa Indonesia, Javanese

Interpreter needs: Abyasa understands spoken English but has limited written skills. Miri has limited understanding of English.

Medical History

Parents state that both children had some kind of vaccination at birth, but the vaccination record has been lost. Parents unaware of vaccine for Mumps

Discharge Plan

Appear to have fully recovered from mumps and Acute Meningoencephalitis.

Will need advice on recommended vaccines for both children. Will need neurological check-up.

Often a short chunk of language, i.e. word or phrase bears a complete message. We can use some of the data contained in a nursing assessment form as examples.

2. *Read the Nursing Assessment form again. Answer these questions.*

- a. What is the patient's name?
- b. What was the diagnosis?
- c. Where does the father work?
- d. Who is Ahmad?
- e. What vaccination may the patient get?

3. *Write at least 3 examples of the possible required data for a nurse assessment form.*

a. Social history:,,

b. Medical history:,,

c. Discharge plan:,,

4. Read the case below and fill in the following nursing assessment form.

A male patient aged 42 years old is admitted to a clinic. He is diagnosed with hypertension. The patient's data are as follow: the patient feels uneasy, shortness of breath, headache and backpain, blood pressure 145/90 mmHg, respiration rate 18x/minute, pulse 84x/minute, body temperature 36.5°C.

Personal data

Name	James Jacobson
Hospital No	RH016458
Phone number	+628523459185
Address	Sudirman street, no.22B. Semarang city,
Job	Farmer
Admission Date	22 March 2020
Smoking history	5 years

NURSING ASSESSMENT FORM

Patient Information

Patient's initial name	.....
HN	.....
Age	.....
Gender	Female Male
Marital Status	.....
Employment	.....
Address	.....
Medical Diagnosis	.....
Patient's main complaint	.....
Patient's recent health history	.....
	
	
	
	

5. With a partner, each prepare a set of data on a patient. Ask your partner questions in order to complete a Nursing Assessment Form following the instructions below.
- You are working with another nurse.
 - You ask the nurse for a recent update on the condition of a patient.
 - Take notes on the data reported.
 - Fill in the data in a nurse assessment form.

NURSING ASSESSMENT FORM	
Patient Information	.....
Patient's initial name	
HN	.....
Age	.....
Gender	Female Male
Marital Status	.....
Employment	.....
Address	.....
Medical Diagnosis	.....
Patient's main complaint	.....
Patient's recent health history	.....
	
	
	
	
	

6. First, read the information about Sarah, Dina and Pete's daily routines and then complete the writing task below.

	Linda is a Surgical Nurse	Peter is a Psychologist	Dino is a Nursing Lecturer
			
7 – 8 am	Meeting with her team, nursing pre-conference, begin work	Wake up, have a cup of coffee, take a bath	Get up, prepare breakfast
8 – 10 am	Assess patients	Go to the gym, drive to work	Drive to work, give consultation to patients at clinic
10 – 12 am	Preparing patients for surgical procedures	Have a meeting	Read some documents, write email, answer phone calls
12– 1 pm	Have lunch, meet with head nurse	Have lunch, read some reports	Have lunch, hangs out with colleagues
1 –4 pm	Have nursing round with physician, nutritionist and other nurses	Teach a class	Visit parents
4 –6 pm	Pick up kids from daycare, cook some food	Drive home, do housework	Go to cinema
6 –9 pm	Study some reports, listen to music, watch tv	Have dinner, hang out with friends	Prepare for night shift at hospital, report to his supervisor

7. Choose one of the people above. Write a short paragraph describing a daily routine. Remember to use simple present and verb to be.

2.1 Language for Making Requests

1. With a partner, discuss the following prompts

- a. Have you ever seen a surgery room in a hospital?
- b. What professions need to work together in surgery?



2. Read the dialogues and underline the request expressions with your partner.

For example: Doctor May I see the status of the patient who arrived this afternoon?
Nurse Of course, doctor, here it is.

Doctor Good morning, nurse.

Nurse Good morning, doctor. Dr Ahmer suggested I consult you on this patient.
If you are not too busy, would you have time at the moment?

Doctor Of course. How is the patient's condition? Are there any problems?

Nurse Yes doctor, unfortunately, there are some problems. He ate some salty fish, and as a result, his blood pressure is high. Is there any additional medicine for him, doctor?

Doctor Oh, yes, nurse. I am going to give you a prescription for some tablets containing 10 mg of amlodipine and 5 mg of candesartan 5.

Nurse I am sorry, doctor. Can you repeat that, please?

Doctor Amlodipine and candesartan. They are going to help him achieve the normal blood pressure.

Nurse Thank you, doctor. May I continue my work?
 Doctor Of course. Thank you for the helpful discussion
 Nurse You're welcome.

3. *With your partner, identify the functional language phrases for making requests. If it is a request, write a possible answer.*

For example: Can I ask you something?
 Yes, of course you can.

	a request ✓ not a request ✕
a. <u>Can I ask you something?</u>	✓ Yes, of course you <u>can</u> .
b. Yes doctor, he ate a salty fish, so it has kept his high blood pressure.	✕
c. Could you lend me a stethoscope?	
d. Would you mind giving me a prescription?	
e. Can you repeat that, please?	
f. May I continue my work?	
g. Thank you for the helpful discussion.	
h. Could you possibly buy this medicine?	
i. Just call me and I will help you.	
j. Will you ask him for me?	

4. *Look at the words below and how they are pronounced. Repeat the words together and then practise with your partner.*

- a. how /au/
- b. ate /et/
- c. condition /kən'dɪʃ(ə)n/
- d. fish /fɪʃ/
- e. sure /ʃʊə(r)/
- f. prescription /prɪ'skrɪpʃ(ə)n/
- g. pressure /'preʃə/
- h. anesthetist /ə'ni:sθətɪst/

5. Now listen to your teacher pronouncing the words in the conversation below.

Question	Statement
a. How is her condition ?	Her condition will improve soon.
b. What did the patient eat?	He ate some salty fish .
c. What will you do?	I will give her a prescription . She will also need a repeat script.
d. What is his blood pressure ?	His blood pressure numbers are 120/80 mm Hg which are considered normal.
e. Who works in an operating room?	Anesthetists , surgeons, nurses and patients work in an operating room.

6. Below are some examples of phrases that can be used for making polite requests. Use these to make requests for the situations below. When you have done this, take it in turns to practise making and accepting these requests.

I wonder if you could...?	Is there any chance you could...?
Could you possibly...?	Would you mind +ing...?
Do you think you could....?	Would it be possible...?
Will you?	I need (to)... Can you help?
Would you help me with.....?	Do you mind +ing...?

a. Ask a colleague for a favour

.....

b. Ask for directions to a ward

.....

c. Ask someone to open the door for you

.....

d. Ask another nurse to bring you something

.....

e. Ask someone to tell you the time

.....

f. Ask someone to repeat or clarify instructions

.....

2.2 Read About Interprofessional Collaboration

1. In pairs, discuss the questions below.

- What is collaborative practice in healthcare?
- What important skills are required for good teamwork and/or collaboration?
- What can be difficult about interpersonal collaboration?

2. Before reading, match the following words with their definitions. After checking with your partner, your teacher will say each word. Repeat each word together.

1. collaboration (n) /kəˌlæbə'reɪʃən/	a. to agree with and give encouragement to someone
2. communication (n) /kəˌmjuːnə'keɪʃən/	b. the process of two or more people or organizations working together
3. interprofessional (n) /ɪn'tɜː prə'feʃənəl/	c. occurring between or involving two or more professionals
4. emergency (n) /ɪ'mɜːdʒənsɪ/	d. complete and include everything that is necessary
5. suspected (adj) /sə'spektɪd/	e. a result or effect of an action or situation
6. recovery (n) /rɪ'kʌvəri/	f. a serious, unexpected, and often dangerous situation
7. outcomes (n) /'aʊtkʌmz/	g. transferring information from a person or group to another.
8. perspective (n) /pə'spektɪv/	h. to think about a problem in a wise and reasonable way
9. comprehensive (adj) /ˌkɒmprɪ'hensɪv/	i. thinking possibly exists, is true, will happen,
10. support (n) /sə'pɒə-t/	j. becoming healthy after an illness or injury ²

² Cambridge Dictionary. (2020). Dictionaries. Retrieved from <https://dictionary.cambridge.org/dictionary/>

3. *Read the text quickly and decide what the main idea of the passage is. Then circle the best title from the three choices below and write it in the space provided.*

- a. What Are Communication and Team Collaboration?
- b. Barriers to Effective Communication
- c. Known Benefits of Communication and Team Collaboration

.....

Collaboration in health care is defined as health care professionals assuming complementary roles and cooperatively working together, sharing responsibility for problem-solving and making decisions to formulate and carry out plans for patient care. Collaboration between physicians, nurses, and other health care professionals increases team members' awareness of each other's type of knowledge and skills, leading to continued improvement in decision making. Effective teams are characterized by trust, respect, and collaboration. Teamwork is endemic to a system in which all employees are working for the good of a goal, who have a common aim, and who work together to achieve that aim. When considering a teamwork model in health care, an interdisciplinary approach should be applied. Unlike a multidisciplinary approach, in which each team member is responsible only for the activities related to his or her own discipline and formulates separate goals for the patient, an interdisciplinary approach coalesces a joint effort on behalf of the patient with a common goal from all disciplines involved in the care plan. The pooling of specialized services leads to integrated interventions. The plan of care considers the multiple assessments and treatment regimens, and it packages these services to create an individualized care program that best addresses the needs of the patient. The patient finds that communication is easier with the cohesive team, rather than with numerous professionals who do not know what others are doing to manage the patient.³

³ O'Daniel, M. & Rosenstein, A., H. (2008). Professional Communication and Team Collaboration. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK2637/>

4. Read the text and then answer the questions on your own. When you have finished, check with a partner.

Benefits of Interprofessional Collaboration in Healthcare

Why is interprofessional collaboration essential? Because when you create a collaborative culture (and put communication strategies and technology in place to support that culture), you improve patient care and outcomes. For example, a patient walks into the emergency department (ED) complaining of chest pains. An ED doctor checks him out, followed by a cardiologist, who orders some tests and waits on the results from the radiologist, who confirms what both doctors suspected: the patient is having a heart attack. After having emergency surgery, the patient spends a day in the ICU, where a team of nurses' care for him in 12-hour shifts, before transferring him to a cardiac unit, where he meets his new team of rotating nurses. Each morning throughout his stay, a medical professional (or perhaps his primary care doctor) stops by during rounds. So does the cardiologist, and since the patient has diabetes and chronic obstructive pulmonary disease, an endocrinologist and pulmonologist. Depending on the patient's recovery and lifestyle, physical therapists, dieticians, and social workers might also get involved.

Each of medical professionals has a unique perspective and valuable insights about the patient. They notice different symptoms and consider different possibilities. Together, they have a more comprehensive, holistic view of the patient. But these people are rarely, if ever, in the same room. At best, they share data via electronic health record (EHR), but they often lack a way to communicate directly in real-time. Along with care team meetings, many hospitals now encourage team-based, patient-centered rounds that include the primary doctor, bedside nurse, specialized physicians, and any other relevant team members. This helps to foster both patient-centered care and interprofessional collaboration in healthcare. It also helps to have hospital communication technology that lets care teams communicate and collaborate seamlessly and securely on the go or at the point of care — via text, voice, or video. ⁴

⁴Tiger Connect. (2020). 5 Benefits of Interprofessional Collaboration in Healthcare. Retrieved from <https://tigerconnect.com/blog/5-benefits-of-interprofessional-collaboration-in-healthcare/>

1. What is interprofessional collaboration?
 - a. when 2 or more professions work together to achieve common goals
 - b. when 2 or more doctors work together to achieve common goals
 - c. when 2 or more nurses work together to achieve common goals
 - d. when 2 or more pharmacists work together to achieve common goals

2. Why is interprofessional collaboration essential?
 - a. Because it can improve patient incomes
 - b. Because it can improve patient care and outcomes
 - c. Because it can improve nurses' incomes
 - d. Because it can improve doctors' outcomes

3. The following statement is false about Interprofessional collaboration.
 - a. they share data via EHR
 - b. together, they have a more comprehensive, holistic view of the patient
 - c. they often lack a way to communicate directly in real-time
 - d. each only works with his perspective

5. *Based on the information in the text, decide if the following statements are True or False?*

a. Interprofessional collaboration is not essential.	T	F
b. Patient-centered care includes the primary doctors, nurses, specialized physicians, and any other relevant team members.	T	F
c. You can't improve patient care and outcomes with interprofessional collaboration.	T	F
d. Each of medical professionals has a unique perspective and valuable insights about the patient.	T	F

6. *In groups of 3 or 4, discuss both the greatest benefits and challenges of collaboration in a health care setting. Share your ideas with the class.*

2.3 Vocabulary to Talk about Interprofessional Collaboration

1. In pairs, write down as many words as you can about the topic of interprofessional collaboration. Remember to write the part of speech of each word (noun, verb, adjective and adverb). Do this without using a dictionary.



INTERPROFESSIONAL COLLABORATION (brainstormed vocabulary)			

2. Listen to your teacher say each of these words and repeat after your teacher.

Listen for and identify the stressed syllable. Without a dictionary, write the part of speech after each word (n., v., adj., adv.).

● ● a. a patient	(n)	b. social workers	
c. nurse		d. dentist	
e. doctor		f. speech therapist	
g. family		h. neurologist	
i. physiotherapist		j. administrative staff	
k. occupational therapist		l. nutritionist	
m. pharmacist		n. surgeon	
o. midwife		p. analyst	
q. anesthetist		r. radiologist	

If you are still unsure of the pronunciation, look up the phonetic script in your dictionary and check with your teacher.

3. Listed below is a range of professionals who work in health care and who maybe required to collaborate with each other. Match the professional with their key role and responsibilities.

physiotherapist	analyst	neurologist	radiologist
nutritionist	social workers	occupational therapist	anesthetist
pharmacist	dentist	surgeon	midwife
	nurse	speech therapist	

- a. A... *nutritionist* ... is a person who gives advice on how food affects your health.
- b. A..... is a person who specialize in diagnosing and treating injuries and diseases using medical imaging procedures such as X-rays.
- c. A..... is a person who studies or examines data in detail.
- d. A..... is a person who prepares and gives out medicines in a hospital or shop.
- e. A..... is a person who helps people who have speech problems.
- f. A..... is a person who gives anesthesia during an operation.
- g. A..... is a person who treats patients using physical therapy and physical rehabilitation
- h. A..... is a person who studies and treats diseases of the nerves
- i. A..... is a person whose job is to care for people who are ill or injured, especially in a hospital.
- j. A..... is a person who treats people's teeth and helps with their patient's oral hygiene.
- k. A..... is a person who is trained to help women when they are giving birth.

- l. A..... is a person who *works with* vulnerable children and supports families in need of assistance.
- m. A..... is a person who is trained to perform medical operations.
- n. A..... is a person who *treats* injured, ill, or disabled patients through the therapeutic use of everyday activities.

4. *From the above exercises, choose 8 words and use them in a sentence to demonstrate their meaning. The first one has been done for you.*

a. *For more information about clinical care of COVID-19 patients, see the WHO's full guidance.*

b.

c.

d.

e.

f.

g.

h.

i.

5. *In pairs or small groups, each choose 5 job roles from this lesson. Describe or give a definition for the job role without using it. Try to use your own words, not the definitions included in exercise 3. Your partner will try to guess what your word is.*

For example, start your sentence with

a. *This person usually.....*

b. *This person is responsible for...*

c. *This person's role is to....*

2.4 Writing an Opinion

1. In groups, discuss the following questions

- What reasons might there be for a caesarean section delivery?
- Why would interprofessional collaboration be important for caesarean sections?

2. Below is some vocabulary related to Caesarean sections. With a partner, discuss their meaning.

Words	Pronunciation	Meaning in Bahasa
1. incision (n)	/ ɪn 'sɪʒ ən /	
2. to deliver (v)	/dɪ'livə/	
3. pregnant (adj)	/'pregnənt/	
4. uterus (n)	/ 'yu tər əs /	
5. abdomen (n)	/ 'æb də mən/	
6. costly (adj)	/'kɒst.li/	
7. rights (n)	/'raɪts/	
8. medical necessity (n)	/nɪ'sesəti/	
9. trend (n)	/'trend/	
10. to estimate (v)	/'es.tɪ.meɪt/	

3. Read the text and then discuss your understanding of Caesarean sections and the issues raised in the article with a partner. Discuss the following prompts
- a. What is the current trend in Indonesia?
 - b. Can anyone have a C-section?
 - c. What recommendations does the WHO make?

C-Section: Procedure & Recovery

A C-section, or Caesarean section (also spelled Cesarean section), is a type of surgery used to deliver a baby. The baby is surgically removed through an incision in the mother's abdomen and then a second incision in the uterus.

In Indonesia, C-sections are starting to make the jump from a medical necessity to a preferred delivery method for many pregnant women. The trend has grown, especially in order for the babies to be born on dates that are considered lucky or special. According to the government, C-sections are performed in about 15.3 percent of all births in Indonesia. The trend is regional as well. A survey of nine hospitals around Southeast Asia found that 27 percent of all births were done through C-section.

C-sections however are a costly option. In public hospitals, patients have to pay Rp 8-15 million (\$600-1,100 USD). Furthermore, in private hospitals, the 'VIP class' option can cost more than Rp 50 million (\$3,700 USD). "There's a rise in the demand for C-sections. I noticed because I have a lot of patients using BPJS," said Deddy. "Now that patients from the middle and lower class have access to C-sections, they want to try out the option. They now have the same rights, especially in public hospitals. It's all free."

The World Health Organization has said that national C-section rates shouldn't go above 10-15 percent. It estimated that there are 3.18 million C-sections worldwide because of medical reasons, and almost twice as many, 6.20 million, are C-sections by choice. According to the WHO, countries with more than 15 percent or higher rates of C-sections are categorized as "overused," which means most Southeast Asian countries now fall into this category.⁵

⁵ Nierenberg, C. (2017, June 17). C-Section: Procedure & Recovery. *Live Science*. Retrieved <https://www.livescience.com/44726-c-section.html>

4. Consider the following question and discuss in small groups.

'Do you believe Caesarean sections should only be done when medically necessary OR do you think women should have the right to choose this option?'

To introduce your opinion, you can use phrases such as ..

- a. In my opinion, I believe.....*
- b. From my point of view,...*
- c. As far as I am concerned, ...*
- d. Personally, my opinion is that ...*

5. After your discussion, write a short summary below. Use the opinion expressions above as well as vocabulary from Exercise 2. Remember to give a reason for your opinion. (100-150 words)

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6. *You are starting a new job as a nurse in a Maternity Unit in a hospital and you want to support both mother and her new baby as best you can.*

In pairs, discuss your opinions and make some notes below.

- a. *What would be important when supporting a new mother who has just had a C-section?*

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- b. *What other parties would you collaborate or have to work with in this room?*

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- c. *What preparations might you be responsible for in a Maternity Ward?*

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7. *What are your expectations of working as a nurse in a Maternity Ward in a hospital?*

Share your opinions as a class. Start your sentence with one of the opinion phrases from Exercise 3. You can also use 'I would say that ... ' or 'Speaking personally, I believe....'

After your class discussion, consider whether your expectations were the same or different from your peers.

Anatomy and Physiology of the Human Body

A teal background with a repeating pattern of white medical icons. The icons include a heart, a syringe, an ambulance, a stethoscope, a microscope, a pill, a bandage, a hospital building, a DNA helix, a caduceus, a clipboard, a wheelchair, a heart with a pulse line, a hand holding a heart, a cross, a plus sign, a minus sign, a multiplication sign, a division sign, a percent sign, a hash sign, an ampersand, an asterisk, a triangle, a square, a circle, a diamond, a cross, a plus sign, a minus sign, a multiplication sign, a division sign, a percent sign, a hash sign, an ampersand, an asterisk, a triangle, a square, a circle, a diamond. In the center of the image is a large white caduceus symbol.

3.1 Vocabulary to Talk About Parts of the Human Body

1. On your own and without your dictionaries, write down 25 words about the parts of the human body. Once you are done, discuss your words with a partner.

2. Look at the list below. Did you include these parts of the body? Do you know the location and function of each part? Discuss. If you are unsure, check your dictionaries.

heart

lungs

spleen

liver

artery

vein

pancreas

bone

muscle

brain

nerves

abdomen

3. Listen carefully to your teacher say each word and then repeat. Next, match the vocabulary for parts of the human body with their correct definition. Work on your own and then check your answers with your partner.

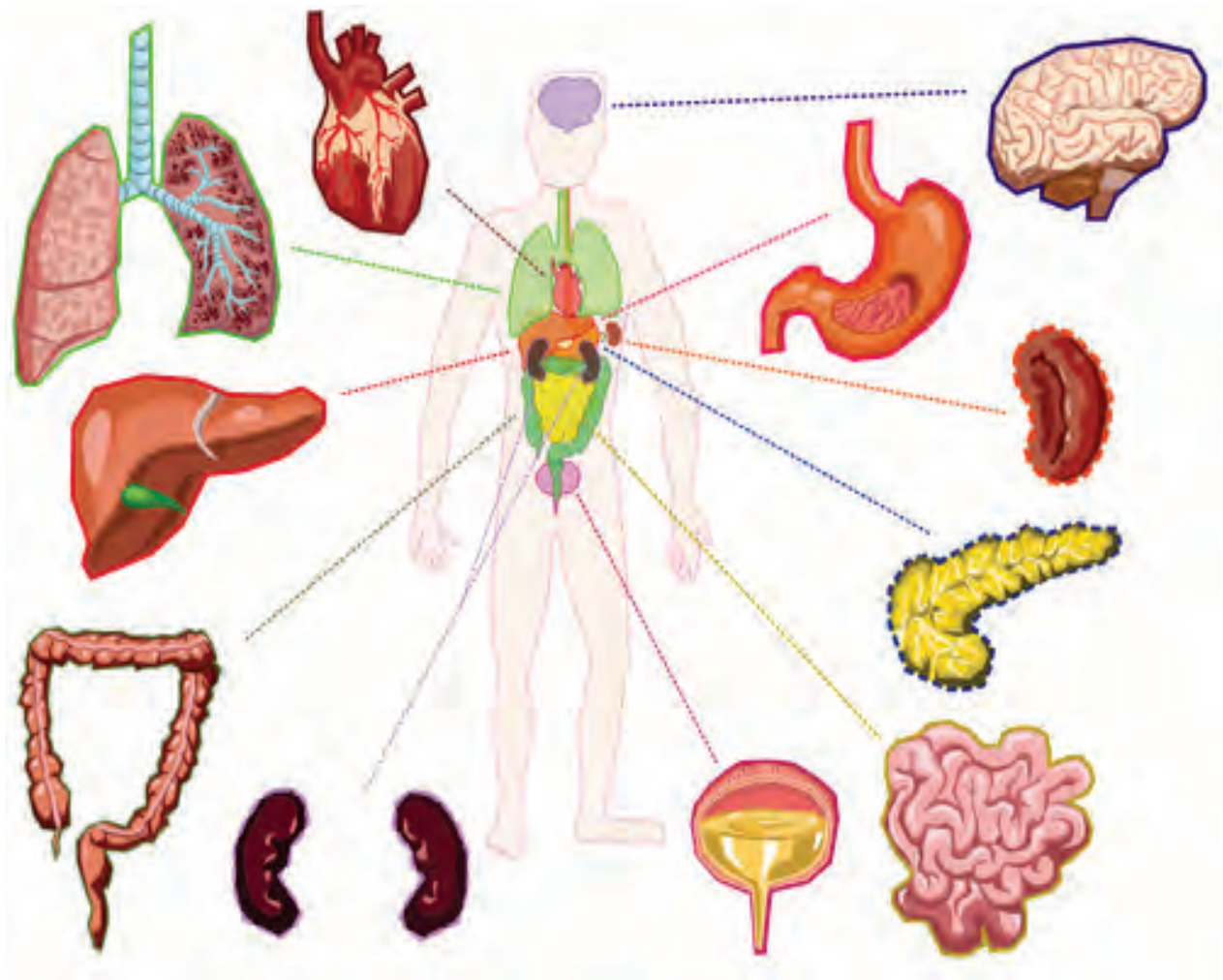
Vocabulary
1. heart (n) /hɑ:t/
2. lungs /lʌŋ/

Meaning
a. a large lobed glandular organ in the abdomen, involved in many metabolic processes
b. a hollow muscular organ that pumps the blood through the circulatory system by rhythmic contraction and dilation

3. spleen /spli:n/	c. any of the tubes forming part of the blood circulation system of the body, carrying in most cases oxygen-depleted blood toward the heart
4. liver /'lɪv.ər/	d. an abdominal organ involved in the production and removal of blood cells forming part of the immune system
5. artery /'ɑ:.tər.i/	e. each of the pair of organs situated within the rib cage, consisting of elastic sacs with branching passages into which air is drawn, so that oxygen can pass into the blood and carbon dioxide be removed
6. vein /veɪn/	f. any of the muscular-walled tubes forming part of the circulation system by which blood is conveyed from the heart to all parts of the body

Vocabulary	Meaning
1. pancreas /'pæŋ.kri.əs/	a. (in the body) a whitish fiber or bundle of fibers that transmits impulses of sensation to the brain or spinal cord, and impulses from these to the muscles and organs
2. bone /bəʊn/	b. the part of the body containing the digestive organs
3. muscle /'mʌs.əl/	c. a band or bundle of fibrous tissue in a human that has the ability to contract, producing movement in or maintaining the position of parts of the body
4. brain /breɪn/	d. a large gland behind the stomach which secretes digestive enzymes.
5. nerves /nɜrvz/	e. any of the pieces of hard whitish tissue making up the skeleton in humans
6. abdomen /'æb.də.mən/	f. an organ of soft nervous tissue contained in the skull, functioning as the coordinating center of sensation and intellectual and nervous activity

4. Below is an image of the human body. With your partner, can you identify the 11 parts of the body?



1. the brain	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	

5. *Test your knowledge by matching the vocabulary with the meanings below. Check your answers in pairs.*

1. a large lobed glandular organ in the abdomen
2. organ that pumps the blood
3. an organ of soft nervous tissue contained in the skull
4. digestive organs; the belly
5. the pair of organs situated within the rib cage
6. the pieces of hard whitish tissue

- a. heart
- b. bone
- c. liver
- d. brain
- e. abdomen
- f. lungs

3.2 Language for Talking About Allergies

1. With another student, discuss the following prompts

- a. Have you ever experienced an allergic reaction?
- b. What causes allergic reactions?

2. Match the common questions and their answers about allergies and allergic reactions below. Was any information surprising? Discuss with your group.

1. Do you think all allergies are harmless?	a. There is no cure for food allergies. The only prevention is to avoid the food.
2. What are some of the common symptoms of an allergic reaction?	b. The top nine allergens that trigger 90% of food allergies are peanuts, eggs, cow's milk, tree nuts, fish, shellfish, soy, sesame and wheat.
3. Most people believe peanuts are one of the most common triggers for reactions. Is this true?	c. Yes, food allergies are much more common in infants aged 12 months and 2 than adults.
4. Tree nuts can commonly cause an allergic reaction. What are some examples of tree nuts?	d. Some of the signs of an allergic reaction are vomiting, swelling around the mouth, red and itchy skin, difficulty breathing, sneezing and/or watery eyes.
5. Can doctors cure food allergies?	e. Tree nuts include pistachios, macadamias, walnuts, brazil nuts, almonds and hazelnuts.
6. Can someone get anaphylaxis reaction just from touching food?	f. Allergies are certainly not harmless. Some allergies can lead to anaphylaxis and are potentially life threatening.
7. Who are allergies more common in -children or adults?	g. It is rare that touching a food causes a life-threatening reaction, but contact should still be avoided. ¹

¹ Allergy & Anaphylaxis Australia. (2020). The allergy awareness quiz. Retrieved from <https://allergyfacts.org.au/resources>

3. Read the following conversation between friends Alice and Sam.

What is Alice allergic to? What are some of her symptoms?

- Alice Ahhchooo!
- Sam You've been sneezing a lot lately. Are you sick or something?
- Alice No. Every rainy season, I'm stricken with allergies.
- Sam Oh really? I've never had any seasonal allergies.
- Alice Consider yourself lucky.
- Sam What are all the symptoms?
- Alice Well, as you just saw, I sneeze a lot. Also, my nose becomes very runny, my throat sometimes itches and my eyes start to water.
- Sam That doesn't sound good.
- Alice No it's not. So, you don't have any type of allergies?
- Sam Well, I have a severe allergy to seafood. It runs in the family.
- Alice Everyone to some extent is allergic to seafood, aren't they?
- Sam Well, I get it pretty bad. My whole face turns red, including my ears. My eyes become bloodshot, and I start to itch all over my body.
- Alice That's pretty bad.
- Sam That doesn't stop me from eating seafood! Hahaha.

4. Listen to your teacher pronounce the following words. Repeat after your teacher. Practise again with your partner and add another word below with the same sound.

/u:/	you	soon
/e/	well	.....
/aʊ/	now	.....
/ai/	fine	.....
/θ/	thanks	.....
/eɪ/	great	.....

5. *Listen to your instructor pronouncing the words in the conversation below and repeat. What do you notice about the intonation?*

Questions	Statements
1. Are you sick?	a. I have a fever.
2. What's wrong with you?	b. I am sneezing.
3. Is she sick?	c. She often gets headaches.
4. Is he sick?	d. He is not very healthy.

6. Use words below to complete the dialogue between a doctor and a patient.



a. problem	b. unwell	c. you	d. now
e. symptoms	f. swollen	g. see	h. allergies

Doctor Good afternoon. How are? What seems to be the?

Patient I'm feelingI. I ate some seafood for lunch and I have tingling in my mouth and my lips feel

Doctor How long have you had these?

Patient Oh, I have been feeling ill for about 2 hours.

Doctor Do you often eat seafood? Do usually get these symptoms when you eat seafood?

Patient Sometimes, but it depends on what I eat.

Doctor Do you have any other?

Patient Not that I'm aware of.

Doctor: Do you also feel dizzy? Or is your tongue swollen too?

Patient Not that I know of.

Doctor: OK. Could you please open your mouth and say 'ah'? ²

² Beare, K. (2019) English for Medical Purposes - Troubling Symptoms. Retrieved from <https://www.thoughtco.com/english-for-medical-purposes-troubling-symptoms-1211330>

7. *Read the dialogue again. What questions were asked to find out more information from the patient?*

With your partner, choose a common allergy. Write a short dialogue between 2 people discussing allergies or an allergic reaction.

This should involve 1 person asking questions to find out information.

What symptoms do you....?

How long have you...?

How often do you...?

Do you usually....? Do you feel...? Do you have any other...?

Is it common for you to....?

3.3 Grammar for Past Simple and Past Continuous

1. There are three different ways to pronounce the 'ed' ending of regular verbs in the simple past tense: / ɪd /, / t / or / d /.

Read through the explanation below with your partner and practise the example past tense verbs together.

Past Tense Pronunciation for Regular Verbs (-ed)

-ed sounds like 't'	-ed sounds like 'd'	-ed sounds like 'id'
When a verb ends in a voiceless sound, the –ed ending sounds like “t”.	When a verb ends in a voiced sound, the –ed ending sounds like “d”.	When a verb ends in a “t” or “d” sound already, the –ed ending sounds like “id” or “ud”.
A voiceless sound is when your vocal chords don't vibrate. Voiceless consonant sounds <i>p, f, k, s, sh, ch, th</i>	A voiced sound means your vocal chords vibrate. Voiced consonant sounds <i>b, v, g, z, j, th, l, m, n, r</i> All vowel sounds are voiced.	
worked dropped	moved returned	started visited ³

³ Stonebrink, D. (2010). Past Tense Pronunciation for Regular Verbs Retrieved from <http://www2.estrellamountain.edu/faculty/stonebrink/Esl021>

2. The past tense verbs below are commonly used in a hospital environment.

Working with a partner, decide how the -ed ending is pronounced. Check your answers with another pair and ask your teacher if you are unsure.

finished	stayed	engaged	stopped	transmitted
studied	coughed	watched	worsened	attended
wiped	dissolved	infected	leaked	inserted

-ed sounds like 't'	-ed sounds like 'd'	-ed sounds like 'id'

3. Match the verbs to their phonemic transcription. Check the -ed endings and practice with your partner.

1. finished
2. transmitted
3. attended
4. infected
5. coughed
6. inserted
7. dropped

a. /ɪn'fektɪd/
b. /drɒpt/
c. /'fɪn.ɪʃt/
d. /ə'tendɪd/
e. /kɒft/
f. /trænz'mɪtɪd/
g. /ɪn'sɜ:tɪd/

4. Review your understanding of the Past Simple and Past Continuous.

The **past simple** and **past continuous** tenses are used to talk about the past

Past simple

We use the **past simple** to describe a situation (an action, an event or a state) which was true, or which happened at a particular time in the past. It describes a situation which is not happening or not true now.

*I **checked** Salam just before handover.*

(= this action is now finished)

*I **had** chemotherapy in 1998.*

(= the patient had chemo more in that year, but it is finished now)

*He **was** in quite a lot of pain when he first arrived.*

(= it was true at that particular time; perhaps it is not true now)

+ statement	He needed an X-ray.
- statement	I did not need an X-ray
?	Did he need an X-ray?

Past Continuous

We use the **past continuous** to talk about a past activity that was in progress at a particular time in the past:

At 8 am, I **was eating** breakfast.

'Where were you last night?' 'I **was sleeping**.'

We use the **past simple** and **past continuous together** to talk about a completed past event that happened when another activity was in progress.

It **started** to rain while I **was walking** in the park.

I **was watching** TV when the phone **rang**.

What **were** you **doing** when he **arrived**?

These sentences are often joined with while, when or as.

5. Complete the sentences using the correct form of the past continuous. Check your answers together with a partner.

- a. Joanne (make) a phone call to a patient when Cristina arrived at work.
- b. While he..... (sterilize) the tubes, he ran out of sanitizer.
- c. They decided to go for a walk in the hospital gardens while the sun (still/shine)
- d. I called the doctor this morning, but he didn't answer the phone. (He/see) another patient?
- e. At 10pm last night, Manny..... (not/sleep).
He..... (talk) to his sister on the phone.
- f. John had a car accident while he..... (drive) to work. He talk) on his mobile when he crashed into another car.

6. You are going to interview your partner. Ask your partner what he or she was doing at the specific times mentioned. Swap roles so you are both asking and answering questions.

8am this morning	9:30 am yesterday	12 noon yesterday	3pm on Tuesday
5:30pm last night	7pm last night	10 pm on Saturday	12 midnight

Example: What **were** you **doing** at 8am yesterday?

I **was eating** breakfast while I was **getting** ready for work.

3.4 Read About Alternative Treatments for Depression

1. *With a partner, discuss the following questions.*
 - a. What are the symptoms of depression?
 - b. What are treatments for depression?
 - c. What advice would you give a friend who is suffering from depression?
2. *Read the introduction to a text on alternative treatments for depression. Which treatments that you discussed with your partner are mentioned in the text?*

Depression: Alternative Therapies

Alternative therapy for depression encompasses a variety of disciplines that includes everything from diet and exercise to mental conditioning and lifestyle changes.

A health treatment that is not classified as standard Western medical practice is referred to as "alternative," or "complementary" or "integrative." Integrative therapy encompasses a variety of disciplines that includes everything from diet and exercise to mental conditioning and lifestyle changes. Examples of integrative therapies include acupuncture, guided imagery, chiropractic treatments, yoga, hypnosis, biofeedback, aromatherapy, relaxation, herbal remedies, massage and many others.

There is some evidence that holistic treatment is effective for depression. Using holistic psychotherapies can help patients go back to the source of the depression in their lives and learn effective ways of using tools to manage the symptoms and in many cases improve their overall functioning.⁴

⁴Cleveland Clinic. (2020). Depression: Alternative Therapies. Retrieved from <https://my.clevelandclinic.org/health/treatments/9303-depression-alternative-therapies>

3. Listen to your teacher and pronounce the following words.

alternative	/ ɒl' tɜː . nə . tɪv /
holistic	/ hə' lɪs . tɪk /
therapy	/ ' θer . ə . pi /
relaxation	/ riː lak' seɪʃ(ə)n/
integrative	/ ' ɪntɪgrətɪv/

acupuncture	/ ' ʌkjʊ , pʌŋ(k) tʃə/
yoga	/ ' jəʊgə/
chiropractic	/ , klɪrə(ʊ) ' præk tɪk/
massage	/ ' masɑː(d)ʒ , mə ' sɑː(d)ʒ/
complementary	/ kəmplɪ ' ment(ə)ri/

4. Match the words on the left to the correct definition on the right.

- | | |
|----------------------|---|
| 1. alternative (adj) | a. a treatment that helps someone feel better, grow stronger, especially after an illness |
| 2. holistic (adj) | b. the rubbing and kneading of muscles and joints of the body with the hands, especially to relieve tension or pain |
| 3. therapy (n) | c. dealing with or treating the whole of something or someone and not just a part |
| 4. relaxation (n) | d. a thing that you can choose to do or have out of two or more possibilities |
| 5. acupuncture (n) | e. based on the diagnosis and manipulative treatment of the joints which are believed to cause other disorders by affecting the nerves, muscles, and organs |
| 6. yoga (n) | f. the state of being free from tension and anxiety |
| 7. chiropractic (n) | g. originating in India, this practice including breath control, meditation and body postures, and is widely practised for health and relaxation |
| 8. massage (v, n) | h. a system in which fine needles are inserted in the skin at specific points which is used in the treatment of various physical and mental conditions |

5. *Re-read the introduction. Highlight the words learned in the previous activity and answer the questions below.*

- a. An *alternative therapy* is not classified as which standard medical practice?
- b. What two synonyms for *alternative* are used in the text?
- c. How are holistic treatments effective for depression?

6. *Read the rest of the text and discuss these questions with a partner*

- a. What is integrative therapy?
- b. What are some integrative therapies used to treat depression?
- c. Herbal remedies

Before recommending any substance to treat reported depression or mood imbalance, providers will take detailed medical history to look for biochemical causes that may contribute to mood imbalance. The blood tests may check levels of certain substances, such as Vitamin D and folate, which may play a role in mood imbalance.

Of the wide variety of available herbal therapies, St. John's wort and ginkgo biloba are the products most often used for treating depression.

- St. John's wort has been used for medical purposes in other parts of the world for thousands of years, despite the fact that it has not been scientifically proven to treat moderate to severe depression.
- Ginkgo biloba is thought to improve memory and other intellectual functions, although the evidence is not consistent.

Any herbal supplement requires caution and should be taken only after consulting your doctor. Your doctor can help you weigh the risks and potential benefits so you can make an informed decision.

Acupuncture

Acupuncture is an ancient Chinese method of healing that prevents and cures specific diseases and conditions by sticking very fine, solid needles into specific points on the body. Acupuncture stimulates the body's ability to resist or overcome illness by correcting imbalances. It also prompts the body to produce chemicals that decrease or eliminate painful sensations.

In a recent clinical study, acupuncture has been shown effective in decreasing depression at three months, compared to usual care. For people who suffer from both pain and depression, acupuncture is better than counselling and standard of care at reducing both symptoms. Acupuncture is highly effective at treating pain, such as headaches; menstrual cramps; and low back, neck, or muscle pain. It also can be used to treat menopausal symptoms, allergy symptoms, and side effects due to radiation and chemotherapy.

Massage

Massage uses touch to promote relaxation while decreasing tension and stress. The release of serotonin and dopamine, and the decrease of cortisol during a massage may help improve the symptoms of depression, lessen pain and improve sleep. Massage supports the mind-body connection, allowing for a better awareness of what is happening in our bodies. Some variations of massage that can support the mind-body connection and general relaxation are Swedish massage techniques, Reiki, aromatherapy, and craniosacral therapies.

Guided imagery and relaxation

Guided imagery is a form of focused relaxation that helps create harmony between the mind and body. Guided imagery coaches you in creating calm, peaceful images in your mind—a "mental escape" for therapeutic purposes. It can be a powerful psychological strategy to enhance a person's coping skills. It can help people cope with—and possibly overcome—stress, anger, pain, depression, and insomnia with or without associated physical illness.

Yoga

Yoga “meets you where you are,” even when you are depressed. Practicing yoga teaches you breathing techniques that can help to energize you when you are feeling down or to help calm you at the times you may be feeling anxiety. The breath is the link between your mind and your body. Changing your breath can help you feel better mentally and physically. The postures and movements in yoga teach you how to hold your body in a way that can make you feel stronger, better able to breathe and function, and to create an improved sense of overall well-being.⁵

7. *According to the information in the article, are the following statements True or False? Circle T or F next to the statements below.*

- | | | |
|---|---|---|
| a. Herbal remedies may contribute to mood imbalance. | T | F |
| b. St John's wort has been widely used for medical purposes historically. | T | F |
| c. Consulting a doctor before taking a herbal remedy is unnecessary. | T | F |
| d. Acupuncture is a better treatment for pain and depression symptoms than counselling and standard care. | T | F |
| e. Acupuncture is ineffective in treating the side effects of radiation and chemotherapy. | T | F |
| f. The increase in cortisol levels during a massage improves the symptoms of depression. | T | F |
| g. Guided imagery is a strategy that can help improve sleep. | T | F |
| h. People with anxiety cannot practice yoga. | T | F |

⁵ Cleveland Clinic. (2020). Depression: Alternative Therapies. Retrieved from <https://my.clevelandclinic.org/health/treatments/9303-depression-alternative-therapies>

8. Write a dialogue with a partner based on the following situation.

You are having a conversation with a friend who you know has depression. He/she has seen a doctor and had blood tests, but also wants to find out other things that people do to reduce the symptoms. He/she asks you what you know about alternative therapies, trusting you because you are a nurse. In the dialogue describe two alternative therapies and how they can be useful for treating depression and other conditions.

You Hi..... How are you feeling at the moment?

Friend Oh....ok, I suppose. I saw the doctor like you suggested and told her I've been depressed. We talked about taking medication and counselling, and she did some blood tests.

You That's good. When will you get the results?

Friend In a day or so. Hey... I was wondering... I don't know if I want to take medication or see a psychologist yet. What can you tell me about other treatments?

You Well,...

Friend

You

Friend

You

Friend

You

Friend

You

4.1 Language for Assessing a Patient's Condition

1. Match the equipment on the left to its function on the right.

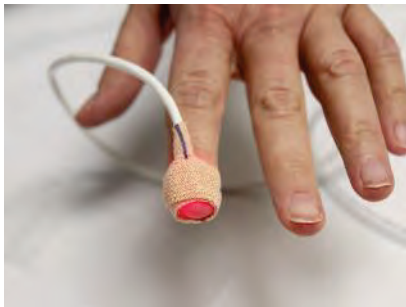
digital thermometer	blood pressure cuff and monitor
scales	pulse oximeter



1.



2.



3..



4.

2. Match the equipment with the correct function.

1. blood pressure cuff
2. blood pressure monitor
3. digital thermometer
4. pulse oximeter
5. scales

a. weigh a patient
b. records blood oxygen saturation
c. wraps around a patient's arm to take blood pressure
d. takes a patient's blood pressure
e. takes a patient's temperature

3. Listen to your teacher pronounce these words and repeat.

cuff	/kʌf/
thermometer	/θə'mɒmɪtə/
oximeter	/ɒk'sɪmɪtə/

monitor	/'mɒnɪtə/
pulse	/pʌls/
scales	/skeɪlz/

4. Quickly read the following dialogue between a nurse and patient.

Which of the equipment from the previous activity did the nurse use to check the patient's condition?

Nurse Hello, Mrs Yulia. I'm Dewi. I'm on duty tonight and I'll be taking care of you. How have you been feeling?

Patient Well, I have a sore throat and difficulty breathing. Could you give me some medicine?

Nurse Of course, but first I'll need to assess your condition. Is that ok?

Patient Sure.

Nurse First, I'll take your blood pressure. Can you put your arm out straight so I can put the blood pressure cuff on, please?

Patient OK (patient straightens arm, nurse adjusts cuff and looks at monitor)

Nurse (Machine beeps and the nurse records information on the chart). That's done. Now, can you hold out your hand? I'm going to clip this lead onto your finger.

Patient (Holds out hand) What's that for?

Nurse This will give me a reading of your oxygen saturation.

Patient So, how's it looking, nurse?

Nurse Well, your blood pressure and oxygen saturation are normal, but your respiratory rate is 26 times per minute.

Patient What does that mean?

Nurse It's faster than normal which means that a doctor will need to come and check you out. Then we can give you the right medication to bring that down.

Patient Ok, when can I get the medication?

Nurse After the doctor's seen you. Don't worry, it won't be long.

Patient Thanks for your help.

Nurse. My pleasure. Don't forget, if you need anything, just press the call button.

Patient Yes, sure.

5. *Answer the following questions.*

- a. What symptoms does the patient have?
- b. What does the nurse check?
- c. Which readings are normal?
- d. Why does the doctor need to check the patient's condition?

8. Match the statement on the left with the most appropriate response on the right.
Practise saying them with a partner.

1. How are you feeling right now?
2. How long have you been feeling like this?
3. Can you give me something for the pain?
4. Is the doctor coming soon?
5. Can you roll up your sleeve, please?
6. What does that mean?
7. I'll check in with you again in 30 minutes.
8. If you need anything, please use the buzzer.

a. She'll be here shortly.
b. An hour or so.
c. I will. Thank you, nurse.
d. I'm a little dizzy.
e. Before I do that, I'll just need to check your condition.
f. Thanks.
g. Ok. Like this?
h. Your blood pressure is a little low.

9. *With a partner, write a dialogue between a patient and a nurse. The patient has new symptoms and is feeling stressed. The nurse has just commenced duty and introduces herself/himself, asks how the patient is feeling and checks at least two vital signs. The nurse reassures the patient. The first line has been written for you.*

Nurse Hello, I'm I'm on duty tonight and I'll be taking care of you. How have you been feeling?

Patient Well, ...

Nurse

Patient

Nurse

Patient

Nurse

Patient

Nurse

Patient

Nurse

Patient

Nurse

Patient

4.2 Grammar for the Present Perfect

1. *With a partner, talk about things patients should or should not do before they have surgery. Make a list in the space below.*



For example: Don't eat before surgery

2. *Now, read the descriptions of how we use Present Perfect.*

Present Perfect Regular Verbs

We use the present perfect tense to ask questions or to talk about any time in the past up to now.

To make a question

have/has + pronoun or noun + ever + past participle

"Have you ever visited a friend in the hospital?"

To answer a question

have/has + never + past participle (negative)

have/has + past participle (positive)

"No, I haven't. I have never visited a friend in the hospital."

"Yes, I have. I have visited a friend in the hospital."

With regular verbs, to form the past participle, add –ed to the main verb.

call →	called
ask →	asked
help →	helped
talk →	talked
walk →	walked
visit →	visited

Present Perfect Irregular Verbs

Some past participles do not end in –ed. Some past participles are spelled differently in past tense. These past participles are irregular (not regular).

*"Have you ever **broken** your arm?"*

*"Have you ever **had** surgery?"*

Study the list below.

be was/were been → Have you ever **been** to the hospital?

break broke broken → She has never **broken** her leg.

cut cut cut → Have you ever **cut** your finger?

fall fell fallen → They have never **fallen** down the steps.

go went gone → I haven't **gone** to the doctor in two weeks.

have had had → Have you **had** your appointment yet?

see saw seen → She hasn't **seen** the doctor yet.

sit sat sat → Have you ever **sat** in a doctor's office for a long time?

take took taken → Have you ever **taken** medicine?

3. With a partner, choose three of the questions from above to ask your partner. Practice using the present perfect with irregular past participles to ask and answer questions.

Read the following dialogue between Nur and Nurse Aman. Nur has taken her sister to hospital as she needs to have an operation. Nur discusses her sister's medical background with the nurse. Fill the gaps with the correct form of the verb in Present Perfect.

Nurse Good morning. I need to ask you questions about your sister's condition.

Has she **had** (**have**) any health problems in the past?

Nur Yes. She has high blood pressure and heart disease. For the past 10 years she (**have**) _____ some problems with asthma.

Nurse: How many years has she had these problems?

Nur She _____ (manage) high blood pressure for 20 years now.

Nurse Oh ok. When was the last time she saw a doctor about her medication?

Nur I know she _____ (visit) her doctor recently.

Nurse And has she had any heart attacks or strokes?

Nur Yes. Since she turned 40, she _____ (suffer) 3 minor heart attacks.

Nurse: Can you tell me if she had any operations for her heart or any other problems?

Nur Yes. She (have) _____ two operations for her heart. She had one bypass surgery in 2000 and one in 2002.

Nurse: Has she been in the hospital for anything else?

Nur No. She (have not be) _____ in hospital for any other issues.

Nurse Does she smoke?

Nur No. She smoked before she had a heart attack, but she quit recently.

Nurse That's good to know. Do you know if she has eaten anything today?

Nur Yes. I'm pretty sure she _____ (eat) breakfast already.

4. Read the following descriptions of how we use Present Perfect for finding out information about a patient's past.

Present Perfect Questions

Present Perfect can also be used for asking questions about a patient's biography or medical history.

We cannot see the present result of this action or experience, but we are interested in it now.

For example, use **ever** and/or **before** to mean *at some time in the past*.

Nurse: **Have you ever had an X-ray before?**
(= do you have this experience in your medical history?)

Patient: Yes, I **have**.

Nurse): **Have you ever had asthma before?**
(= was there a time in the past when you had asthma?)

Patient Yes. I **have had** asthma all my life.
(= I had asthma when I was born and I have asthma now)

5. Work with a partner. Practice asking and answering questions. Ask follow up questions to find out more information.

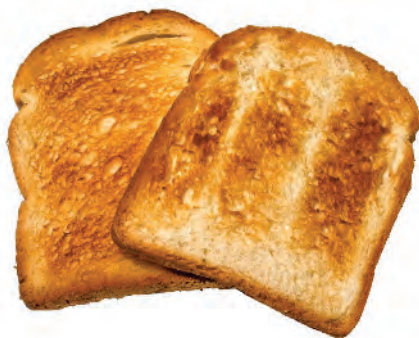
Begin your questions with "Have you ever ...before?"

- a.break a bone?
- b.help a sick person?

- c.sprain your ankle or wrist?
- d.go to your GP more than once a year?
- e.try alternative health therapy?
- f.have an allergic reaction?
- g.travel out of your home country?
- h.administer medicine in an emergency?

4.3 Read About Eating Well

1. *Identify the foods below. With a partner, decide if they are a healthy food choice, and why.*



2. Scan the text below for understanding. Circle the best title from the three choices below. Write the correct title in the space provided.

- a. The effect of beverages on people.
- b. The impacts of an unbalanced diet
- c. How to lose weight

.....

Nutritionists classify food by groups. They say that the human body requires a balanced mixture of food from all the main food groups: carbohydrates, protein, fats, vitamins, fibre and minerals. The secret of good health is to eat a balanced diet, with the right amount of food, and to take plenty of physical exercise. When there is an imbalance – for example if you eat too little or too much, or when one of the food groups is missing from your diet - this can cause vitamin deficiency, illness, and even death. If there is no treatment and the diet does not change, death is a possibility. One example of this is the problem of obesity – this is when a person is dangerously overweight. Obesity is most common in developed countries. The imbalance comes from eating a diet which is high in fat, sugar and salt, and in not eating enough fruit, vegetables and fibre, and not burning the extra calories through physical exercise. In the case of eating disorders such as anorexia nervosa and bulimia, the imbalance leads to weight loss, when a person eats less than they need. Sufferers are mostly teenage girls – they either starve themselves in order to lose weight, or eat a lot of food at once (binge-eating) and vomit up all the food later. They often end up in hospital, and after emergency life-saving treatment they receive psychiatric help and counselling.⁶

⁶ Grice, T. (2011). Oxford English for Careers Nursing 1 Practice File. Oxford University Press

3. Choose the correct meaning of the following words based on their use in the text.

1. obesity (n) /əʊ'bi:səti/

- a. the state of being very fat, in a way that is not healthy.
- b. the state of being malnourished.

2. anorexia (n) /,ænə'reksiə/

- a. an emotional disorder, especially affecting young women, in which there is an abnormal fear of being fat.
- b. a short coat with a hood that is worn as protection against rain, wind and cold.

3. bulmia (n) /bu'li:miə/, /bu'li:miə/

- a. an emotional disorder in which a person repeatedly eats too much and then forces him or herself to vomit.
- b. an object which out from something in a round shape.

4. Based on your information in the text, are the following statements True or False? Circle T or F next to the statements below.

- | | | |
|---|---|---|
| a. Food is classified by nutritionists into three groups. | T | F |
| b. Eating too much of some types of food can lead to | T | F |
| c. health issues. | | |
| d. Anorexia and bulimia lead to weight loss. | T | F |
| e. The secret of good health is to eat healthy foods. | T | F |
| f. Obesity is most common in developing countries. | T | F |

5. Answer these questions below in the space provided.

a. What combination of foods do people need for a balanced diet?

.....

b. What are the 2 key factors in maintaining good health?

.....

c. What are 3 possible outcomes of an unbalanced diet?

.....

d. What are 3 types of food we should be eating a lot of?

.....

e. What are 3 types of food we should limit in our diets?

.....

6. Match the meanings of the words below as the words are used in the text.

1. mixture	a. something that is done to cure an illness or injury, or to make somebody look and feel good
2. imbalance	b. a person who suffers from a disease
3. overweight	c. a combination of different things
4. treatment	d. too heavy in a way that may be unhealthy
5. sufferer	e. a situation in which two or more things are not the same size or are not treated the same in a way
	f. that is unfair or causes problems

4.4 Vocabulary to Talk About the Circulatory System

1. With a partner, complete the following facts about the heart with the most appropriate answer from the box below.

fastest	1893	115,000	smallest	1958
7,200	3,500	a minute	100,000	Monday

- Your heart will beat about _____ times each day.
- Your heart pumps about _____ litres of blood every day.
- The first open-heart surgery occurred in the USA in _____.
- The first implantable pacemaker was used in _____.
- The youngest person to receive heart surgery was _____ old.
- The earliest known case of heart disease was identified in the remains of a _____-year-old Egyptian mummy.
- The fairy fly, which is a kind of wasp, has the _____ heart of any living creature.
- The American pygmy shrew is the smallest mammal, but it has the _____ heartbeat at 1,200 beats per minute.
- Most heart attacks happen on _____.
- If you were to stretch out your blood vessel system, it would extend over _____ kilometres.⁷

⁷ Healthline Media. (2020). Fun facts about the heart you didn't know. Retrieved from <https://www.healthline.com/health/fun-facts-about-the-heart>

2. Match the word on the left with the correct pronunciation on the right. Listen to your teacher pronounce the words and repeat.

1. capillary
2. vein
3. mitral
4. circulation
5. tricuspid
6. atrium
7. artery
8. aorta, aortic
9. ventricle
10. septum
11. pulmonary
12. valve

a. /sə:kjʊ'leɪf(ə)n/
b. /'eɪtriəm/
c. /kə'pɪləri/
d. /veɪn/
e. /'mɪtr(ə)l/
f. /trɪ'kʌspɪd/
g. /eɪ'ɔ:tə/ /eɪ'ɔ:tɪk/
h. /'ɑ:təri/
i. /'septəm/
j. /vəlv/
k. /'ventrɪk(ə)l/
l. /'pʌlmən(ə)rɪ/

3. Match the anatomical feature of the heart on the left with its correct meaning on the right.

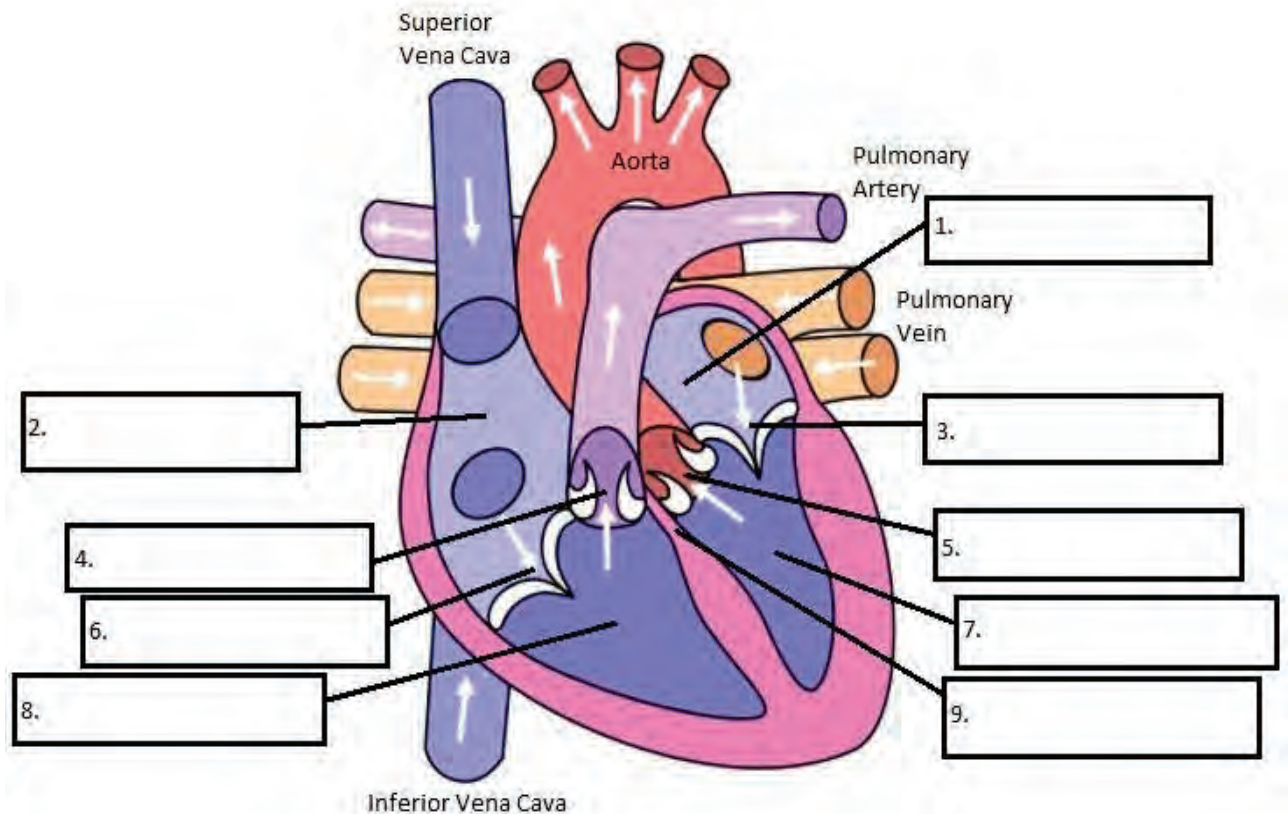
1. aorta	a. a partition separating two chambers of the heart
2. atrium (pl. atria)	b. the continuous motion by which the blood travels through all parts of the body under the action of the heart.
3. artery	c. the main artery of the body, supplying oxygenated blood to the circulatory system. In humans it passes over the heart from the left ventricle and runs down in front of the backbone.
4. capillary	d. any of the tubes forming part of the blood circulation system of the body, carrying in most cases oxygen-depleted blood towards the heart.
5. septum	e. any of the fine branching blood vessels that form a network between the arterioles and venules.
6. valve	f. any of the muscular-walled tubes forming part of the circulation system by which blood is conveyed from the heart to all parts of the body
7. vein	g. the valve between the left atrium and the left ventricle of the heart, which has two tapered cusps.
8. ventricle	h. each of the two upper cavities of the heart from which blood is passed to the ventricles. The right atrium receives deoxygenated blood from the veins of the body, the left atrium oxygenated blood from the pulmonary vein.
9. mitral (valve)	i. a membranous fold in a hollow organ, such as a blood vessel which maintains the flow of the contents in one direction by closing in response to any pressure from reverse flow.

10. tricuspid (valve)
11. pulmonary (valve)
12. aortic (valve)
13. circulation

j. denoting or relating to a valve formed of three triangular segments, particularly that between the right atrium and ventricle of the heart.
k. a hollow part or cavity in an organ; each of the two main chambers of the heart, left and right.
l. the semilunar valve between the left ventricle and the aorta.
m. the semilunar valve of the heart that lies between the right ventricle and the pulmonary artery and has three cusps

4. In pairs, match the names of heart parts with their location.

mitral valve	right atrium	septum	tricuspid valve	right ventricle
left ventricle	left atrium	aortic valve	pulmonary valve	



5. Read the text below 'Parts of the Heart'. Find 8 mistakes and correct them. The first one has been done for you. Check your answers with a partner.

Parts of the Heart

four

The heart is made up of ~~six~~ different blood-filled areas, and each of these areas is called a chamber. There are two chambers on each side of the heart. One chamber is on the top and one chamber is on the bottom. The two chambers on top are called the capillaries. These are the chambers that fill with the blood returning to the heart from the body and lungs.

The two chambers on the bottom are called the inferior vena cava. Their job is to squirt out the blood to the body and lungs. Running down the middle of the heart is a thick wall of muscle called the aorta, which separates the left side and the right side of the heart.

The atria and ventricles work as a team. The atria fill with oxygen, then dump it into the ventricles. The ventricles then squeeze, pumping blood out of the heart. While the ventricles are squeezing, the atria refill and get ready for the next contraction. So when the blood gets pumped, how does it know which way to go?

Well, your blood relies on four special veins inside the heart. Two of the heart valves are the tricuspid valve and the aortic valve. They let blood flow from the atria to the ventricles. The other two are called the mitral valve and pulmonary valve, and they're in charge of controlling the flow as the blood leaves the heart. These valves all work to keep the blood flowing forward. They open up to let the blood move ahead, then they close quickly to keep the blood from flowing backward.⁸

⁸ The Nemours Foundation. (2020). Your heart and circulatory system. Retrieved from <https://kidshealth.org/en/kids/heart.html>

6. Read the text below 'How blood circulates' and fill in the gaps with words from the box below (NOTE: two of the words are not needed in the text). Check your answers with a partner.

How Blood Circulates

The blood moves through many tubes called arteries and veins, which together are called blood vessels. These blood vessels are attached to the heart. The blood vessels that carry blood away from the heart are called ⁽¹⁾..... The ones that carry blood back to the heart are called ⁽²⁾.....

The movement of the blood through the heart and around the body is called ⁽³⁾....., and your heart is really good at it — it takes less than 60 ⁽⁴⁾..... to pump blood to every cell in your body. Your body needs this steady supply of blood to keep it working right. Blood delivers ⁽⁵⁾..... to all the body's cells.

The left side of your heart sends that oxygen-rich blood out to the body. The body takes the oxygen out of the blood and uses it in your body's cells. When the cells use the oxygen, they make ⁽⁶⁾..... and other stuff that gets carried away by the blood.

The returning blood enters the right side of the heart. The right ventricle pumps the blood to the ⁽⁷⁾..... for a little freshening up. In the lungs, carbon dioxide is removed from the blood and sent out of the body when we ⁽⁸⁾..... What's next? An inhale, of course, and a fresh breath of oxygen that can enter the blood to start the process again. And remember, it all happens in about a minute! ⁹

circulation	oxygen	arteries	minute	exhale
inhale	veins	lungs	seconds	carbon dioxide

⁹ The Nemours Foundation. (2020). Your heart and circulatory system. Retrieved from <https://kidshealth.org/en/kids/heart.html>

8. With your partner, write eight True or False statements about the parts of the heart the circulatory system. Do not copy directly from the texts; use your own words. Remember to write the correct answers below in the Answer Key.

When you have finished, test another group's knowledge of the heart and circulation. Test your knowledge by answering their questions.

Example The aortic valve is a valve in the human heart between the left ventricle and the aorta.

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....
6.
.....
7.
.....
8.
.....

Answer Key

- | | |
|--------|--------|
| 1..... | 5..... |
| 2..... | 6..... |
| 3..... | 7..... |
| 4..... | 8..... |

4.5 Writing a Process

1. In pairs, write as many words as you can about the topic of digestion. Remember to write the part of speech (PoS) of each word (noun, verb, adjective and adverb).

DIGESTION			

2. *With a partner, discuss the words in the table below and without using a dictionary, write the meaning of the words in Bahasa Indonesian.*

Word	Phonemic transcript	PoS	Bahasa Indonesian
a. digestion	/dʌɪ'dʒɛstʃ(ə)n/	(n)	
b. digestive	/dʌɪ'dʒɛstɪ/	(adj)	
c. nutrient	/'nju:triənt/	(n)	
d. organ	/'ɔ:g(ə)n/	(n)	
e. absorb	/əb'zɔ:b	(v)	
f. salivary gland	/sə'laɪv(ə)ri gland/	(n)	
g. stomach	/'stʌmək/	(n)	
h. bile	/baɪl/	(n)	
i. secrete	/sɪ'kri:t/	(v)	
j. eliminate	/ɪ'limɪneɪt/	(v)	

3. *Listen to your teacher say each word and repeat each word after your teacher.*

4. *Digestion is the way your body gets nutrients and energy from the food you eat. Many organs help in digestion. Read the diagram below.*

Digestive System

The digestive system breaks food down to tiny molecules that can be absorbed into the bloodstream and distributed to cells.

1. salivary glands: glands in the cheeks and under the tongue which produce saliva to moisten food as it is chewed. Salivary glands also secrete enzymes which break down starches in the mouth.

2. esophagus: muscular tube which creates peristaltic waves to carry swallowed food from the throat to the stomach.

3. stomach: muscular organ which churns food and secretes enzymes and acids for food digestion.

4. small intestine: hollow tract where chemical digestion continues and nutrients are absorbed into the bloodstream.

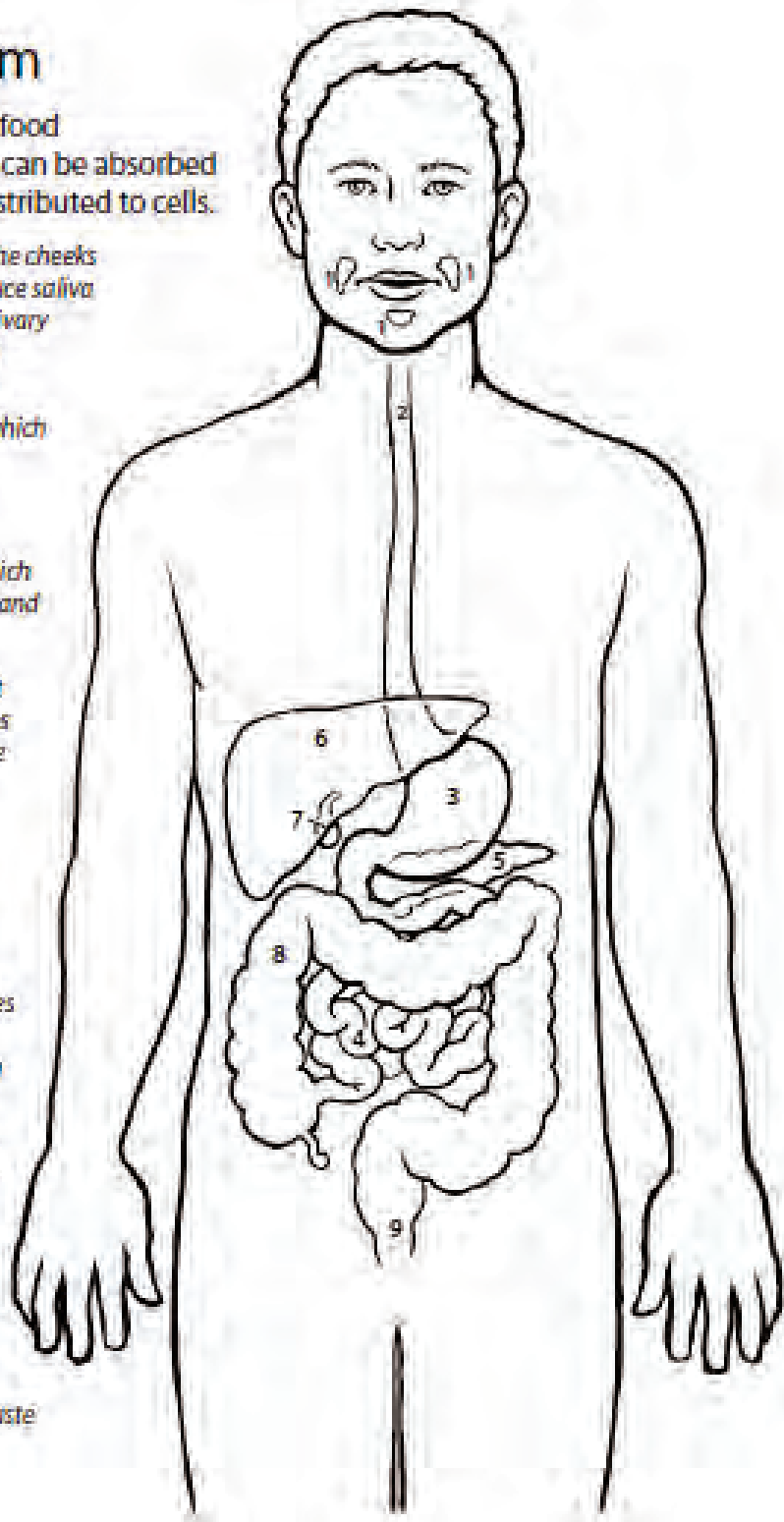
5. pancreas: organ which secretes enzymes for starch and protein digestion into the small intestine.

6. liver: organ which processes digested food into useful substances for the body, secretes bile for fat digestion, and removes toxins from the blood.

7. gall bladder: storage sac for bile located on the lower surface of the liver.

8. colon: main part of the large intestine which absorbs water from indigestible food.

9. rectum: final section of the large intestine which eliminates waste material from the body.

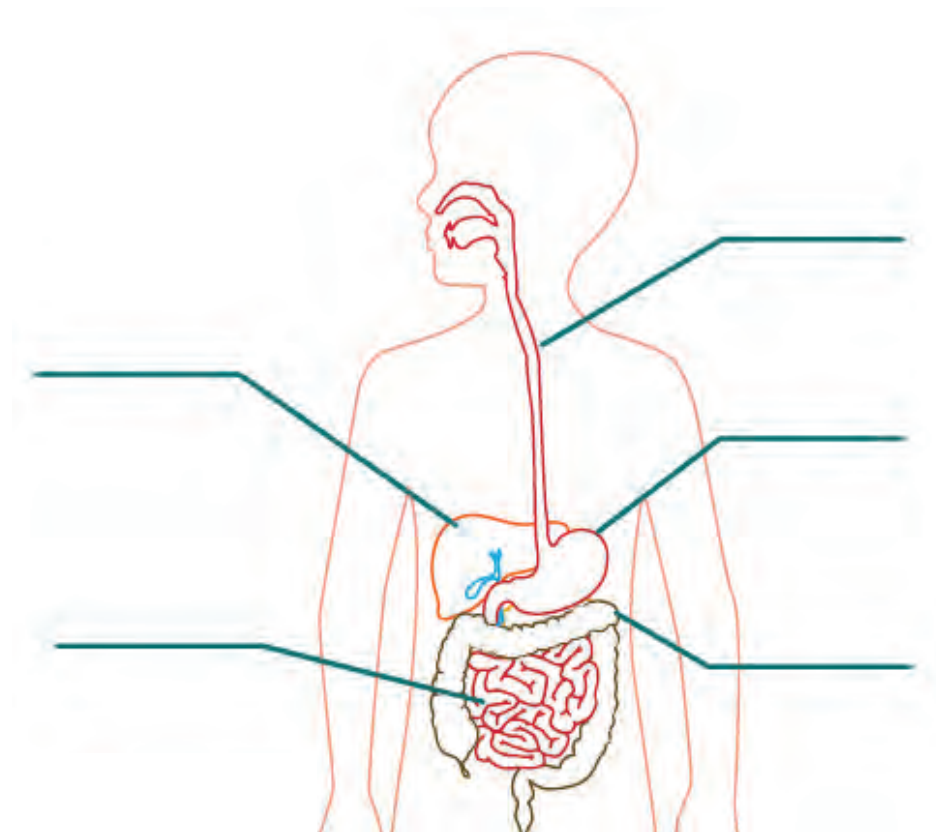


5. Match the word for an organ on the left with the correct definition on the right. Then, check your answers with a partner and practise pronouncing the words.

1. oesophagus /ɪ'səfəgəs/
2. stomach /'stʌmək/
3. small intestine /ɪn'testɪn/
4. large intestine /ɪn'testɪn/
5. liver /'lɪvə/

a. a long tube where nutrients are taken from food
b. a tube where food goes down to your stomach
c. the organ that helps get rid of harmful matter
d. a bag-like organ that helps dissolve food
e. the last tube where water is taken out of eaten food

6. In pairs, complete the chart below with the name of the correct digestive organ.



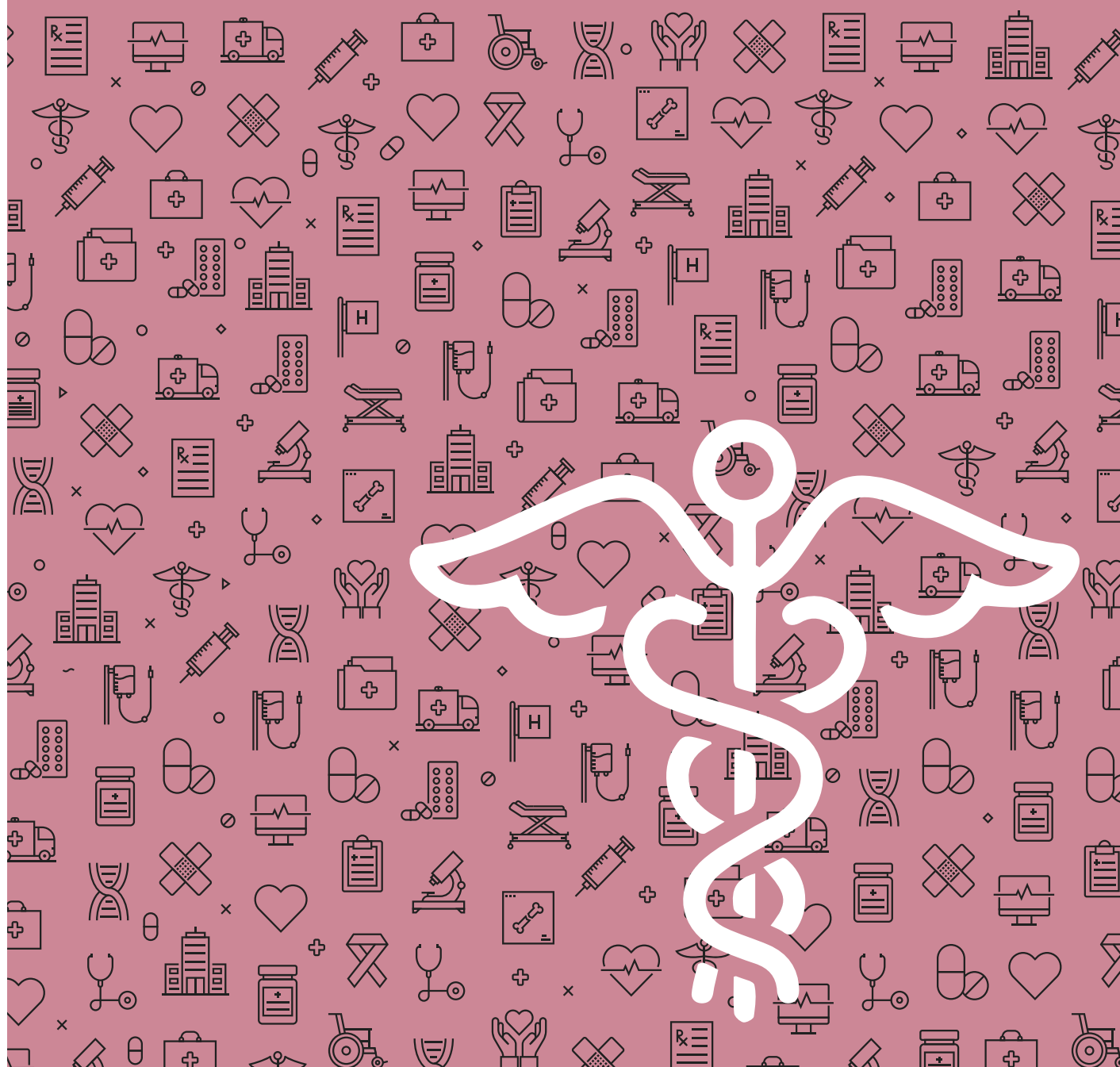
7. With your partner, write 20 verbs in the present tense that are used in describing the digestive process. The first one has been done for you.

1. <i>chew</i>	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Unit 3

Introduction to the Hospital

English For Nursing 1



5.1 Language for Admitting the Patient



1. *In the following dialogue, a patient presents to Accident and Emergency with back pain. Read the following dialogue on your own for understanding. Practice the dialogue with your partner twice. Swap roles for the second practice.*

Nurse Hello. **My name is Jennie, and I'm one of the registered nurses on duty today.** I'm going to assess you before we admit you.

Patient Oh, hello Jennie.

Nurse I see in your notes that you have back pain. Is that right?

Patient Yes, I've got terrible back pain. It's so sore.

Nurse Oh, that's not good. **Can you tell me how you hurt your back?**

Patient Yes, sure. I've got a little boy. He was crying in the next room and I rushed to see why he was crying, but I slipped over on one of his toy cars.

Nurse **Can you tell me where the pain is?**

Patient Well it's mostly in my lower back. You know, right across my back.

Nurse **And what's the pain like?**

Patient It's really awful. It's so painful.

Nurse What type of pain is it? Is it a sharp pain or a dull ache, for example?

Patient It's a sharp pain. It's worse when I try to move.

Nurse Okay. **How would you rate your pain on a scale between 0 and 10?** 0 is no pain, and 10 is the worst pain you've ever experienced.

Patient Oh, I'm not sure. It's really bad but I'm not sure which number it is.

Nurse For example, 1 to 3 is a mild pain. It's just a niggling pain that's a bit annoying.

Patient Well it's more than that.

Nurse 4 to 6 is considered moderate pain - when the pain interferes with your daily activities. I mean when you can't concentrate on a book, or you find it difficult to get dressed or have a wash. Pain that's worse than that is severe pain. That can be any number between 7 and 10.

Patient I understand now. Actually, the pain is really bad. I would rate it as an 8.

Nurse **Okay. I'll explain what will happen now.** The emergency doctor will examine you first and you might have an X-ray. I'll get you some pain killers and some anti-inflammatories as well.

Patient I've already had some pain killers. I took some at home, but they didn't do anything.

Nurse We'll give you some slightly stronger ones as well as the anti-inflammatories.

Patient That would be great. Thank you so much.

Nurse You're welcome. I'll be back in a minute.¹

¹ Allum, V. (2014). English for Nurses: Back pain Admission. Retrieved from <https://www.youtube.com/watch?v=siOhcYFMYP8>

2. *In pairs, discuss the meaning of the following words used in patient assessment.*

- a. Registered Nurse
- b. back pain
- c. pain killers
- d. scale
- e. mild pain
- f. moderate pain
- g. niggling pain
- h. severe pain
- i. anti-inflammatories
- j. recommended dose

3. *Discuss with your partner the purpose of the following statements/questions.*

- a. Hello. My name is Jennie, and I'm one of the registered nurses on duty today.
- b. Can you tell me how you hurt your back?
- c. Can you tell me where the pain is?
- d. What's the pain like?
- e. How would you rate your pain on a scale between 0 and 10?
- f. Okay. I'll explain what will happen now.

4. *Now, write your own patient admission dialogue.*

In pairs, write a conversation between a patient who is being admitted to hospital and the admissions nurse. The admission will be from a minor accident resulting in an injury.

Your questions will aim to determine how the injury occurred, and the severity of the pain in order to make further medical decisions. Use the language in the dialogue above to help you.

Ensure you have a clear beginning and ending to your conversation.

When you have written your dialogue, practice role-playing with a partner. Take turns to be patient and nurse. Record your dialogue on a mobile device and listen to your own pronunciation. Afterwards, you will present your dialogue to the class.

Nurse *Hello. I'm, and I'm one of the registered
nurses on duty today.*

Patient

Nurse

Patient

5.2 Grammar for Modals of Obligation and Advice

1. Look at the picture below. Discuss the questions with a partner.



- Where do you think these people are?
- What are they waiting for?
- What rule are these people obeying in the photo?

2. Discuss the expressions below and complete the table with the correct use for each level of obligation.

must	
should	
could	

Mild obligation, recommendation, advice can be substituted with "have to"

Strong obligation made as a suggestion often used with "if"

A possibility in decision making Can be substituted with "ought to" giving advice

3. Below are the grammar rules for using talking about obligation, giving advice or making suggestions. Read through the rules and check your understanding with a partner.

	Form of use
a. should	subject + should + infinitive
b. shouldn't	subject + should + not (shouldn't) + infinitive
c. must	Subject + must + infinitive
d. must not	subject + must + not (mustn't) + infinitive
e. have to	subject + have or has to + infinitive
f. don't/doesn't have to	subject + don't have or doesn't have to + infinitive
g. could	Subject + could + infinitive without "to"

4. Use one of the above modals of obligation or advice, in the positive or negative to complete the sentences below.

- a. An obese person **should** reduce their daily kilojoule intake to maintain their health.
- b. You exercise each day to keep your diabetes under control.
- c. A person with an infectious disease mix with other people.
- d. A person with an infectious disease stay at home until they have recovered.
- e. You try another diet if this one does not suit you.
- f. In Australia, people go outside to smoke.
- g. In many countries, people don't to go to a pharmacy for prescriptions.
- h. The doctor told my brother that he stay in the hospital because he have surgery on his arm.
- i. The doctor told my sister that she could go home because she have surgery on her arm.

5. Write sentences with *must/ must not, have/has to or do/does not have to*. Number one has already been done for you.

Attend the night round to check if my patient's results have arrived.
I must attend the night round to see if my patient's results have arrived.

a. Put on my mask in the hospital area

.....

b. Check new patient's temperature as she is very hot

.....

c. Wash their hands before entering the hospital

.....

d. Keep distance at least 1.5 meters away from other people

.....

e. Isolate yourself for 14 days if you have been exposed to the virus

.....

f. Do a test immediately if you experience symptoms of the virus.

.....

6. Practice the following dialogue with your partner

Patient Nurse, I think I might have a fever. I feel cold and shivery! And it has been three days since I got a cough.

Nurse Here, let me get a thermometer and check your temperature.
Mmmm.

Patient Do I have a fever?

Nurse Yes, you do.

Patient What is the reading?

Nurse It's a bit high. Just over 38. Do you have a sore throat?

Patient Yes. A bit.

Nurse Have you been out of town recently?

Patient Yes. I went to Jakarta for a business trip.

Nurse Can you breathe normally?

Patient Yes.

Nurse As a precaution, **you must have** a Rapid test for COVID-19 and the doctor will refer you to the hospital lab.

Patient Am I infected?

Nurse We do not know until we get the lab check, Until we get the results, you **have to follow** all COVID-19 hospital procedures. You **have to socially distance** from other patients, and unfortunately you can't have any visitors. You **must wear** a mask at all times, and **you should** wash your hands frequently. If the doctor says that he can leave, you **must self-isolate at home for 14 days**.

Patient Oh my god. Okay, well that's the way it goes.

Nurse You **have to keep** your body fit and **you should** eat healthy food to increase your immune system.

Patient Yeah, I will. When will the doctor come?

Nurse Please wait, the doctor is on her way. You **must not do** anything until the doctor checks your condition. You will be fine.

Patient Yes, thank you. I'm so scared.

Nurse You're in good hands here! You'll be okay.

7. Write 5 sentences about how nurses should look after themselves in a health crisis.

Example: I **must wear** PPE at all times while on duty.

- a.
- b.
- c.
- d.
- e.

8. Write 5 sentences about nurses who should look after others in a health crisis.

Example: I **must wash** my hands thoroughly after touching patients.

- a.
- b.
- c.
- d.
- e.

5.3 Reading About Admitting a Patient

1. In pairs, discuss the scenario in the image below.



2. Match the vocabulary with the definitions in the table below.

Vocabulary	Definition
1. Patient admission	a. The part of a hospital designed for the treatment of people with health problems who do not require a bed or admission for overnight care.
2. Emergency unit	b. A patient's documented history of medical care with a health care provider.
3. Outpatient department	c. A unit of a hospital or a healthcare facility where patients are admitted for medical conditions that require appropriate care.
4. Inpatient department	d. The room or department in a hospital where people who have sudden severe injuries or health problems arrive.
5. Medical record	e. The process of accepting someone into a hospital, clinic, or facility for treatment.

3. *With a partner, discuss which of the following would take place during a patient's admission to hospital? Tick the boxes with your choices.*

- a. The patient's medical history is taken.
- b. The patient's identity (ID) bracelet is taken off.
- c. The patient's signs and symptoms are noted.
- d. The patient is sent home and told to call later.
- e. The patient is given the doctor's phone number.
- f. The patient changes into a hospital gown.
- g. The nurse prepares the patient for surgery.
- h. The patient's medical record is signed off.

4. *Read the following text. Check how many of your answers above are mentioned in the text. In a small group of students, decide on the best title for the following text. Write the title in the space provided below.*

.....

There are several Duties and Responsibilities of the nurse during patient admission. The patient can be admitted in the hospital from the outpatient department (OPD) room or in the Emergency Unit. The Patient will get early examination or emergency treatment before the patient is transferred to a suitable ward for admission or inpatient treatment. The admission procedure will be recorded in the medical record with the present medical history of the patient. The medical record is noted at OPD containing etiology of disease and the patient with admission papers duly signed by doctor-in-charge of admission before being transferred to the inpatient department.

The duty nurse or nurse in charge in the ward is to take care of the patient

immediately and make the patient feel comfortable for continuing treatment. The details of duties of a nurse while the patient reports for admission are being described below:

- Receive the patient with courtesy.
- Facilitate the patient mobility
- Help the patient to prepare for doctor visits
- Preparing the patient comfort in the bed
- Make notes about the number, time and date of receipt of patient, names of relatives or telephone number etc. On TPR chart only name and bed number
- Prepare informed consent form for immediate surgery (take signatures of patient or relative for anesthesia).
- Provide all nursing equipment like urinals, bed pans, feeding cups etc., if patient needs.
- Take vital sign monitoring of the patient and note it in the patient's chart.
- Ask the important advice from doctor
- Take diet monitoring of the patient and note it in the patient's chart.
- Monitor the treatment i.e. medicines, fluid etc.
- Prepare for diagnostic examination
- Prepare the patient for surgical preparation
- Provide the personal hygiene care for the patient
- Keep the patient safety and sterile
- Facilitate communication with family
- Manage the visitors coming
- If any medicine is to be purchased from the market, give a slip to the attendant's relatives.
- Introduce the patient to the hospital environment, especially adjacent to bed.²

5. *Decide if the following statements are True (T) or False (F) based on information in the article. Check your answers with another student.*

² Sam, A. (2017). Duties And Responsibilities of The Nurse During Admission of Patient. Retrieved from <https://notesread.com/duties-and-responsibilities-of-the-nurse-during-admission-of-patient/>

- | | | |
|--|---|---|
| a. The patient will enter the hospital during admission from the outpatient department (OPD) room or from the emergency unit | T | F |
| b. The patient will be transferred directly to a suitable ward before admission | T | F |
| c. The patient's admission form will be signed by the nurse in charge before admitting the patient. | T | F |
| d. The medical record will specify the causes of any disease if relevant. | T | F |
| e. After being examined, the patient will be transferred to the outpatient department (OPD). | T | F |
| f. The family should prepare all the administration forms during patient admission. | T | F |
| g. The duty nurse takes over patient care after admission. | T | F |
| h. The duty nurse facilitates communication with the doctor during doctor visits. | T | F |
| i. After admission, the patient should be helped to move if necessary. | T | F |
| j. The nurse will record the patient's contact details. | T | F |

5.4 Vocabulary to Talk About Measuring Vital Signs

1. *What vital signs are usually measured when you visit the doctor? With a partner, think about the last time you went to the doctor. Discuss which of these, if any, were measured.*

- a. Temperature
- b. Pulse
- c. Respiration
- d. Blood Pressure

Discuss with the class why doctors want this information? What is the purpose of this information?

2. *Answer the questions below with your partner.*

a. Which 2 body measurements are used to calculate Body Mass Index (BMI)?

..... and

b. Fill in the gaps below to complete the BMI formula.

Body Mass Index = (kg) ÷ (m²)

c. What does a person's BMI indicate?

.....

3. The 4 main vital signs routinely measured by health practitioners are listed below. Briefly note what information these vital signs provide to a doctor.

- a. Temperature
- b. Pulse
- c. Respiration
- d. Blood Pressure

4. In pairs, briefly note what information the following indicators provide to a doctor.

- a. pulse rate
- b. body weight
- c. body height
- d. blood pressure
- e. respiratory rate
- f. body temperature

5. With a partner, fill out the table below with the information.

- a. Your partner's body weight
- b. Your partner's body height
- c. Your partner's pulse rate
- d. Your partner's respiratory rate

MEASUREMENT	YOUR PARTNER	YOU
a. weight		
b. height		
c. pulse rate		
d. respiratory rate		

6. Read the following text, and with a partner, choose the best title for the text. Write the correct title in the space provided.
- a. The effect of blood pressure on health
 - b. How Is Blood Pressure Measured and What Do the Numbers Mean?
 - c. The symptoms of low blood pressure

.....

When you visit your healthcare provider, a blood pressure measurement is one of the most important routine tests you'll have.

Blood pressure is the force exerted by your blood against your arteries. As your heart pumps, it forces blood out through arteries that carry the blood throughout your body. The arteries keep tapering off in size until they become tiny vessels, called capillaries. At the capillary level, oxygen and nutrients are released from your blood and delivered to the organs.

Types of Blood Pressure

There are two types of blood pressure: Systolic blood pressure refers to the pressure inside your arteries when your heart is pumping; diastolic pressure is the pressure inside your arteries when your heart is resting between beats.

When your arteries are healthy and dilated, blood flows easily and your heart doesn't have to work too hard. But when your arteries are too narrow or stiff, blood pressure rises, the heart gets overworked, and arteries can become damaged.

Measuring Blood Pressure

Blood pressure is measured with an instrument called a sphygmomanometer. First, a cuff is placed around your arm and inflated with a pump until the circulation is cut off. A small valve slowly deflates the cuff, and the doctor measuring blood pressure uses a stethoscope, placed over your arm, to listen for the sound of blood pulsing through the arteries. That first sound of rushing blood refers to the systolic blood pressure; once the sound fades, the second number indicates the diastolic pressure, the blood pressure of your heart at rest.

Blood pressure is measured in millimeters of mercury (mm Hg) and recorded with the systolic number first, followed by the diastolic number. For example, a normal blood pressure would be recorded as something under 120/80 mm Hg.

Blood pressure readings can be affected by factors like:

- Smoking
- Coffee or other caffeinated drinks
- A full bladder
- Recent physical activity

Blood pressure is also affected by your emotional state and the time of day. Since so many factors can affect blood pressure readings, you should have your blood pressure taken several times to get an accurate measurement.

What Is Normal Blood Pressure?

Experts consider normal blood pressure to be less than 120/80 mm Hg. Based on population data, about 42 percent of American adults have normal blood pressure. At one point, blood pressure at or above 120/80 and less than 140/90 was considered normal to high; these numbers are now considered pre-hypertensive. Blood pressure consistently at or above 140/90 is considered high blood pressure or hypertension.

Blood pressure normally rises as you age and grow. Normal blood pressure readings for children are lower than for adults, while blood pressure measurements for adults and older teenagers are similar.

Blood pressure can also be too low, a condition called hypotension. Hypotension refers to blood pressure lower than 90/60. Symptoms of hypotension include dizziness, fainting, and sometimes shock.³

³ Everyday Health. (2020). How Is Blood Pressure Measured and What Do the Numbers Mean? Retrieved from <https://www.everydayhealth.com/hypertension/understanding/what-does-blood-pressure-measure.aspx>

7. Fill in the missing information using one of the words provided below.

coffee	hypertension	blood pressure
sphygmomanometer	hypotension	

- a. A person's is often taken during a visit to the doctor.
- b. is the term used to describe blood pressure which is too high.
- c. Drinking may affect a person's blood pressure reading.
- d. is the term used to describe blood pressure which is too low.
- e. A is a device which measures blood pressure.

8. On your own, answer the questions below. Check your answer with a partner and take turns to explain the meaning of each answer.

- a. What is blood pressure?

.....

- b. Name the 2 different types of blood pressure readings.

Explain what these 2 readings refer to.

.....

.....

- c. Note 4 factors which can affect a person's blood pressure reading.

.....

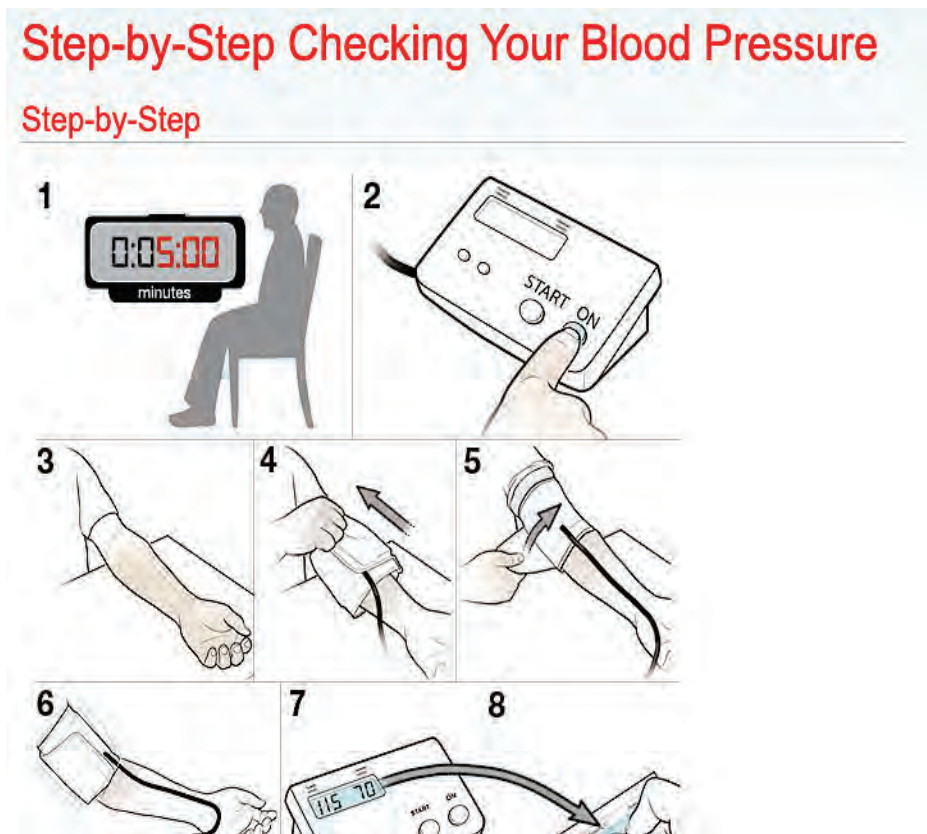
.....

- d. What is considered to be the normal range of blood pressure?.....

- e. What blood pressure reading indicates hypotension?

.....

9. Examine the 'Step-by-Step' diagram below on your own.



- Write down the instructions for each step. Check that you have used the correct technical vocabulary for the medical device shown.
- Learn each step.
- Work with a partner and take turns to explain to each other the 8 steps of taking a blood pressure reading, without referring to your notes.

1.
2.
3.
4.
5.
6.
7.
8.

5.5 Writing a Hospital Notice

1. *Discuss the following questions with a partner.*

- a. How important is it for a hospital to be clean and hygienic?
- b. Who is primarily responsible for hygiene in a hospital environment?
- c. How much time do nurses spend cleaning in a hospital or clinic?
- d. How do staff find out about hygiene and cleanliness procedures?

2. In pairs, label each picture correctly. Use the given words in the box.

 1.....	 2.....	 3.....
 4.....	 5.....	 6.....

clinical waste bin /'klinɪkəl weɪst bɪn/	soap dispenser /səʊp dɪs'pensə/	disposable gloves /dɪs'pəʊzəbl ɡlɒvz/
cleaning bucket / 'kli:nɪŋ 'bʌkɪt /	cleaning bleach / 'kli:nɪŋ bli:tʃ/	mop / mɒp/

3. *The Ward Sister and the nurse on duty are discussing the result of a recent hygiene inspection. Read the dialogue between the two nurses. Check any new vocabulary with your partner.*

Ward Sister Good morning Nurse. I need to talk to you about the hygiene inspection.

Nurse Good morning Sister. How was our score?

Ward Sister Unfortunately it was only three out of ten

Nurse Oh dear. That is terrible score. Unfortunately, the inspectors came at a very bad time this morning. We were all very busy.

Ward Sister Well, I have their report here and I want to run through the important things. For example, under 'Ward hygiene, it says 'Door handles are not regularly cleaned. Beds are not always cleaned between patients. Toilets must be cleaned three times a day, but they are only cleaned once a day. Floors must be cleaned four times a day, but they are only cleaned once a day.' Under 'Spillages of bodily fluids'. the report says that the average time was thirty-five minutes to clean up a spillage of urine. And it says 'Nurses' knowledge of MRSA is good, but they don't always wear gloves.

Nurse We certainly need to improve, but we are very short staffed at the moment.

Ward Sister It also says here, 'Nurses must wash hands before putting on gloves and after removing gloves.'

Nurse Thank you Sister. We must improve hygiene practices together. ⁴

4. *Why did the ward fail their hygiene inspection? Make a list of the major problems below.*

.....

.....

.....

.....

.....

⁴ Grice, T. (2007). Nursing 1 Students Book. Oxford University Press: Oxford.

5. Review the rules for modals of obligation. With a partner, match these examples with rules that need to be followed in a hospital.

must	We use must in rules and to say when things are necessary.
mustn't / must not	We use mustn't to say it is necessary that you do NOT do something.
have to	We use have to to talk about things that other people oblige us to do.
don't have to	We use don't have to to say something is not necessary.
need to	We use need to to say it is necessary to do something

- a. We must follow procedures more carefully = to say when ...**things are necessary**.....
- b. Sorry. I have to go. I'm on duty in ten minutes. = to say when
- c. You must not forget to put gloves on= to say when.
- d. We need to clean the floors more often = to say when.
- e. You don't have to wash her face. She can do it herself = to say when.....
- f. All visitors must wash their hands before entering the ward. = to say when

6. With a partner, review rules for a hospital environment. Decide what level of obligation is required for each rule. Check your answers with another pair and discuss why you chose your answers

- a. You.....wear a nurse's uniform while on duty.
- b. You..... have a name tag on your uniform.
- c. You'll..... mop the floor- there's been a spill.
- d. The patient smoke after surgery. It won't help his recovery.

- e. You the bins. They are full and overflowing. He
Ward Sister complete a hygiene report on a weekly basis.
- f. You fill the soap dispenser in the bathroom. It's empty.
- g. You turn off your mobile phone when you enter the
hospital.
- h. You change your gloves after contact with each patient.

7. *Imagine you are working in a hospital. The Ward Sister has asked you to write a notice reminding nurses about good hygiene practice. Write a list of rules and instructions for the nurses on your ward. Write at least 10 rules using a variety of modals from above.*

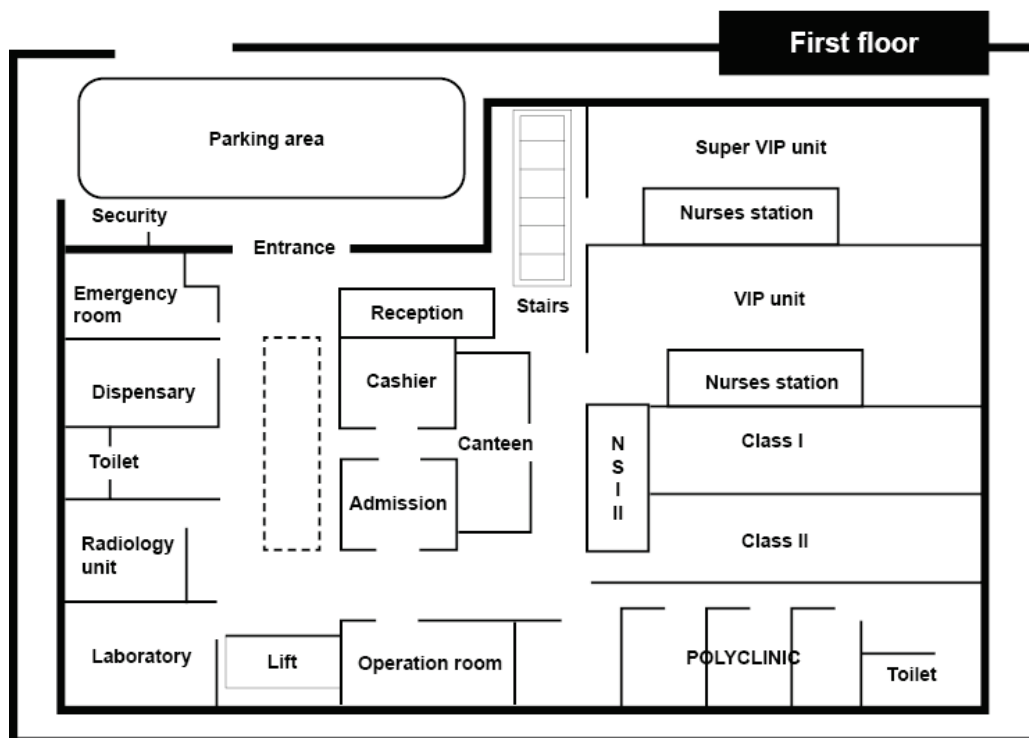
HOSPITAL NOTICE

1. You must report all spillages immediately.
2. All visitors have to leave the ward by 8pm.
3. Visitors should....

6.1 Language for Giving Directions

1. With your partner, discuss the following questions with a partner.

- Where do you think you would find a floorplan like the one below?
- What would visitor do if they could not find the location of a certain unit in the hospital?
- Who could they ask for assistance?
- What other forms of information may be available?



2. Find the words in the floor plan which correspond to the definitions below. Write the words in the space provided.

- a door or gate by which you can access a building or place
- a person or office which accepts payments for hospital costs
- department in a hospital which uses medical imaging to diagnose and treat diseases
- a place to pick up medications or medical supplies

3. Use the expressions in the box to practice asking for directions around the hospital in the floorplan.

*"Excuse me. How do I get to the **lifts** please?"*

*"Pardon me. Where are the nearest **toilets** please?"*

*"Sorry to bother you, but. I'm looking for the **Polyclinic**. Can you direct me there?"*

4. Write your own questions asking for directions to the following places in the floor plan. Use the language structure from the previous activity.

VIP Unit

Nurse Station

Canteen

5. Use the language in the box below to direct a person to the following places in the hospital floorplan. The person is at the entrance to the hospital. Write the directions in the space provided.

Turn left/turn right at the

Go past/around

Walk down/along the

The ,,,, is on your left/right.

The Is opposite

The Is next to the

The Is between the and the

Lifts

Toilets

Polyclinic

Nurse Station

VIP Unit

Canteen

6. You are going to draw a floor plan for a small hospital with a partner. Your floorplan has 2 levels, and will include the following services and medical units:

Ground floor	First floor
<i>Carpark</i>	<i>Nurses' station</i>
<i>Information desk</i>	<i>Medical imaging</i>
<i>Cafeteria</i>	<i>Intensive care unit (ICU)</i>
<i>Cashier</i>	<i>Respiratory unit</i>
<i>Gift shop</i>	<i>Cardiac unit</i>
<i>Stairs</i>	<i>Stairs</i>
<i>Restrooms</i>	<i>Restrooms</i>
<i>Lifts</i>	<i>Lifts</i>

7. Work in pairs to create 2 short dialogues which involve asking and giving directions, using the map you created in the previous activity. Practice speaking the dialogue with your partner.

Try to use different language for each dialogue.

Dialogue 1: A patient who is being discharged from the Cardiac Unit needs to pay the bill at the Cashier. Write a nurse / patient dialogue in which the patient asks for directions and the nurse gives directions. Your dialogue should be about 8 – 10 lines.

Dialogue 2: A visitor is at the Information Desk on the ground floor. He wants to visit a relative in the Cardiac Unit and needs directions. Write a receptionist / visitor dialogue in which the visitor asks for directions and the receptionist gives directions. Your dialogue should be about 8 – 10 lines.

8. Practice the speaking the dialogues with your partner.

6.2 Grammar for Prepositions of Place

1. Read the descriptions below of why and how prepositions of place are used.

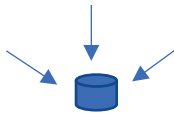
A preposition is a word which shows the relationship between a noun and the other words in a sentence.

A preposition of place is used with a noun, pronoun, or noun phrase to show direction or location (place).

A preposition of place allows us to be very specific when talking about where an action takes place or when discussing important details when we communicate.

Preposition Rules:

- The subject and the verb always come before the preposition.
- A preposition is always followed by a noun.
- A preposition is never followed by a verb.
- A preposition comes before its object.

Prepositions of Place		
general  specific		
in	on	at
indicates inside an enclosed space	indicates a surface	indicates a point
		
in spaces and places with boundaries neighbourhoods cities countries	on a surface plate, table, floor streets, roads islands transportation	a specific location addresses building corner of home, work

1. Complete the following table with diagrams which show the meaning of the preposition. The first answer has been done for you.

up	down	around	from	to	across	between	through
							
in front of	behind	above	over	under	below	towards	to the right/left of



2. Look at the picture above with your partner.

Describe the location of the following people or objects in sentences using the most accurate preposition. There may be different ways to describe where someone or something is located. You are describing locations from your perspective.

a. the nurse

The nurse is sitting **behind** the desk.

The nurse is **to the left** of the picture.

b. the reception sign

.....

c. the door

.....

d. the woman

.....

e. the man

.....

f. the visitor at the desk

.....

g. the pot plant

.....

h. the window

.....

3. Complete the table with the correct information

Vocab	Definition	Part of speech	
<i>pharmacy</i>	<i>a place where medications are prepared and sold</i>	(n)	'fɑ:məsi/
	a narrow passage or hallway leading to rooms or other spaces		
	describing an area which has plenty of room		
	the place or point where two or more things meet		
	a mechanism for moving people or objects up or down to different levels		

elevator	noun	adjective
/ 'speɪjəs/	intersection	pharmacy
corridor	spacious	/ 'ɛlɪveɪtə/
noun	<i>noun</i>	/ 'kɒrɪdɔ:/
'fɑ:məsi/	/ɪntə'sɛkʃ(ə)n/	noun

4. Read the following dialogue and underline the prepositions of place.

- Patient Good afternoon, Nurse. Can you help me?
- Nurse Good afternoon. Yes, sure. What can I do for you?
- Patient I have to buy the medicine prescribed for me. But I can't find the pharmacy. I have walked around this unit several times, but I can't find it.
- Nurse Well, the pharmacy is on the first floor.
- Patient Can you show me how to get there?
- Nurse Sure. You have to walk along this corridor until you find the stairs, then go down to the first floor. Then turn right until you find the intersection of two corridors. Turn left, and you will see a spacious waiting room near the exit. The pharmacy is in the corner of the room, in front of the payment counter.

But if you use the elevator, you will get out at the intersection and you won't have to look for it. To get to the elevator, from here, just follow this corridor. It's on your left, at the end of the corridor.

Patient It seems faster by elevator, right?

Nurse Yes, you're right.

Patient Ok. So, I need to walk down this corridor until I find the elevator at the end. I go downstairs then I will find the intersection. Turn left then I will find a spacious waiting room close to the exit and the pharmacy is in the corner, in front of the payment counter. Have I got it right?

Nurse Yes, you've got it.

Patient Ok, thank you so much

Nurse My pleasure!

5. Read the following case notes and use the correct prepositions to fill in the gaps.

on	under	next to	to	in	next to
to	in	up to	outside	around	on

Mr. Diarta is being admitted Muhammadiyah hospital today, to undergo an appendectomy tomorrow morning. The nurse takes Mr. Diarta the elevator his room and orients him the floor. The capacity of the room is for two patients. His bed is located closest the door. The bedthe window, his bed is still empty. The bathroom is the corner of the room. The light switch is ..., the wall. The nurse station is just.....the room and he can use the button to call the nurse. The television remote is the table, and, there is a small storage cupboard this table.

6. Complete the sentences below using the correct preposition.

- a. My father was admitted to the respiratory ward which was the fourth floor of the hospital, the East Wing.
- b. The nurse wore a mask her face.
- c. The nurse placed the thermometer the patient's tongue.
- d. The child minding centre is the back of the building.
- e. The delirious patient tore his bandages.
- f. The man arrived a stretcher complaining of severe pain his head.
- g. The telephone was connected his room.

7. *In pairs, take turns to give your partner directions to a location on your campus. Your partner will try to guess which location you are directing them to.*

8. *In a group of five, describe a place of interest or a landmark near your campus. The students in your group will try to guess which location you are describing.*

6.3 Vocabulary to Talk About Hospital Departments

1. Think about a time you visited a hospital. Was it easy or difficult to find your way around the hospital? Discuss your experiences with your partner.
2. Look at the list of hospital departments you would find on entering a hospital. Match the department with their key role below.



a. dispenses medicine

b. specializes in the brain and its nerves.....

c. treats kidney diseases..

d. for labour and birthing

- e. for the elderly
.....
- f. plans treatment programs and
physical exercises for patients
.....
- g. specializes in the health of the
heart.....
.....
- h. radiotherapy treatment for diseases
like cancer...
.....
- i. specifically for sick children.....
.....
- j. specializes in the health of kidneys,
bladder and adrenal glands.....⁵
.....

⁵ Grice, T. (2007). Nursing. Oxford University Press: Oxford.

3. Match the names of the following departments in a hospital to their stress pattern below. When you are finished, listen to your teacher pronounce these words. Then practise in pairs.

a. Cardiology



b. Neurology

c. Pediatrics



d. Pathology

e. Physiotherapy



f. Surgery

g. Gynecology



h. Pharmacy

i. Radiotherapy



j. Oncology

k. Urology

4. Complete the sentences by putting the places in a hospital into the sentence gaps.

Pathology	Labour Room	Pharmacy	Surgery
Physiotherapy	Cardiology	A & E	Oncology

- a. My daughter is having a baby. Which way is it to please?
- b. My friend was in a serious crash on his bike. He arrived in the ambulance a few minutes ago. Where is?
- c. Matima is in now. The operation on her knee will take about 3 hours.
- d. My husband is meeting his cardiologist today. Could you direct me to , please?
- e. I'm starting my chemotherapy treatments today. Which way is?
- f. I need to pick up some antibiotics for my wife. Can you direct me to the?
- g. I've just finished my appointment with my doctor and he has asked me to have some blood samples taken. Where can I find?
- h. My son had a terrible motorbike accident and is learning to walk again. He is here today having therapy. Could you direct me to?

5. *Prepositions of place are used to help describe the place where something is or about movement from one place to another.*



Look at the directions below which may be used to help a patient, their family member, or a colleague in a hospital. By yourself, circle which preposition you think is correct and then check with your partner.

- a. Walk **through** / **near** reception, and take the lift **to** / **at** / **in the** third floor.
- b. Go **around** / **along** / **past** this corridor, and it is the third door **on** / **at** the left.
- c. If you go **past** / **through** / **behind** the swing doors, you will see the waiting room.
- d. The toilets are at the **bottom of** / **over** the stairs.
- e. Physiotherapy is **in front of** / **opposite** this department, so just go **across** / **out of** the corridor.
- f. Go **past** / **down** the restaurant and take the stairs **up to** / **along** / **on** the second floor, and the ward is **out of** / **opposite** the lift.⁶

⁶ Grice, T. (2007). Nursing. Oxford University Press: Oxford.

6.4 Writing a Formal Email

1. Discuss the following statements about sending emails with your partner. Do you agree or disagree? Why?
 - a. Be concise and to the point. Avoid long emails that are discouraging to read.
 - b. You shouldn't write in CAPITALS in letters, but this is ok in emails.
 - c. Leave the message thread in your email to save the recipient time and frustration looking for earlier messages.
 - d. Proof-read your email before you send it.
 - e. Only copy in other people if they know why they are receiving a copy of the message.
 - f. It is ok to use abbreviations and emoticons in work emails. ⁷
2. Match the following nouns used to talk about emails with their meanings.

Nouns
1. spam (n)
2. an attachment (n)
3. a message thread (n)
4. read receipt (n)
5. an emoticon (n)

Meanings
a. confirmation that you have read something
b. the history of correspondence
c. a combination of symbols, e.g. 😊 used in an email to express a particular emotion.
d. unwanted emails, usually advertisements
e. a file, e.g. a document, photo or computer program, which is joined to an email

⁷ Lingahouse. (2020). Writing emails. Retrieved from <https://www.linguahouse.com/esl-lesson-plans/business-english/writing-emails>

3. *Email language can be formal or informal depending on who you are writing to. Decide which of the phrases below should be used in formal or informal writing.*

I am writing to inform you that ...	Can you ...?	Just to follow up from our chat on ...,	Don't forget to ...
I've attached for you ...	How are you doing?	I look forward to seeing you on ...	Please be reminded to...
Best regards....	See you soon	So, I've included your appointment time for you.	I hope this email finds you well.

FORMAL phrases	INFORMAL phrases

4. Scan the email below. Can you identify the parts of the email? Circle or underline with a partner.

1. sender

2. salutation

3. subject line

4. signature block

5. email address

6. closing

From: admission@muhammadiyahhospital.com

Subject: Reservation Mrs. Rhosma OG-180619007

Date: 15 June 2020 13.20

To: sofia rhosma sofiarhosma84@gmail.com

Dear Mrs. Rhosma,

I hope this email finds you well.

I am writing to inform you that your booking via the Health.Mu application on Monday, 15 June 2019 has been confirmed.

We can confirm your appointment for Wednesday, 18 June 2019 with D. Ghulam Manar, Sp. OG (K) at Obstetrics unit. Your registration number is OG-180619007. Prior your medical check, please show your registered ID at the Polyclinic admissions desk.

Please find attached directions on how to find us:

UNIMUS Hospital
Jl. Kedungmundu No.18, Kedungmundu, Kec. Tembalang, Kota Semarang,
Jawa Tengah 50273, Indonesia.

The polyclinic is located on the third floor. From main entrance, follow the corridor until you find an elevator. From there, go up to the third floor. From elevator, turn left, follow the corridor, and you will find the Obstetrics unit on your right after the pharmacy.

The clinic is well sign posted. Please do not hesitate to ask one of our friendly staff for assistance should you require it.

Best regards,

Annisa

Admission team
Muhammadiyah Hospital Semarang

5. *Read the email again and then answer the questions.*

- a. What is the purpose of the email?
- b. Is the email formal or informal? How do you know?
- c. How has the patient been addressed in the email?
- d. What important information has been included?

6. *With a partner, write a formal email welcoming a new nurse to your ward.*

Provide information for their first day including what time to arrive and how to get your new ward in the hospital complex.

In your email, include

- a. a well-constructed subject line
- b. brief, direct and formal writing including salutations and closing
- c. timelines for actions and responses when necessary.
- d. a clear layout for readability
- e. an email signature

Ask your classmate to reply to your email.

To:

CC:

[Hide BCC](#)

BCC:

Subject:

Add Attachment

No Attachments

SEND 

7.1 Vocabulary to Ask about Places in a Hospital

1. Discuss the scenes in the images below with your partner.

Without using a dictionary, identify each department and match with the following names.

Write the names in the spaces provided.

Waiting Room

Neurology

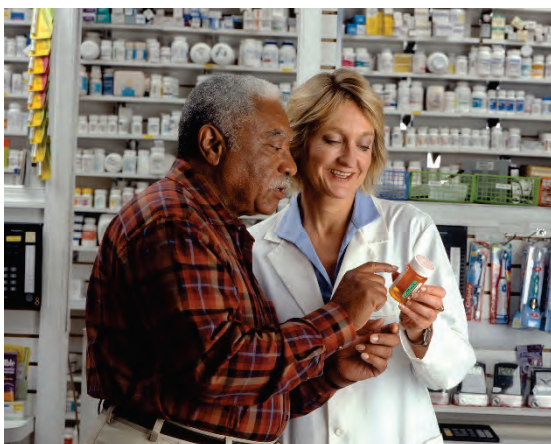
Pharmacy

Outpatient clinic



a.

b.



c.

d.

2. Your teacher will say each word. Repeat each word together after your teacher.

outpatient clinic (*noun*)
/ 'aʊt.peɪ.fənt/ / 'kɪn.ɪk/

neurology (*noun*)
/njʊə' rɒl.ə.dʒi/

waiting room (*noun*)
/ 'weɪtɪŋ ru:m /

pharmacy (*noun*)
/ 'fɑ:.mə.si/

3. Read the following dialogue between a nurse and a nursing student (NS) and decide where the conversation takes place.

- a. in a canteen
- b. in a hospital
- c. in the kitchen

NS Good morning, Nurse. I'm a nursing student here.

Nurse Good Morning. I'm the nurse in this hospital who looks after student nurses. My name is Annisa. Can you tell me your name? Are you new here?

NS Oh sorry, I forgot to introduce myself. My name is Dewi. Yes, Annisa, today is my first day here. Would you like to explain more about this hospital to me? I need more information about it.

Nurse Because you are new, I'll explain to you about the different units in this hospital. This is the east wing, right. The Accident and Emergency Department is near the entrance, with A & E signs. This is a department where patients come without prior notice.

NS A & E ... Accidents and Emergency. Ok yes, that's clear, Annisa. What about those who are not in danger?

Nurse Well, patients who are not severely injured and whose life is not in danger, are asked to consult a specialist at one of our clinics for a detailed diagnosis. Can you see a large sign saying 'Neurology' on your right?

NS Neurology. Yes, I think I've heard of that before.

Nurse Patients are sent there if their condition is related to problems with their nervous system. Opposite is a sign which says 'Cardiology', where patients suffering from heart disorders are sent. After assessing a patient, the doctor may prescribe medications, which the patient can pick up from the pharmacy at the end of the hall.

- NS Neurology on my right, Cardiology on my left & the Pharmacy at the end of the hall. I've got that. What about people who only come for treatment but are not admitted?
- Nurse We call these patients outpatients, and they go to the Outpatient Clinic which is next to Cardiology.
- NS Outpatients. OK. What about people who are brought in after accidents or with serious conditions, you know, when an ambulance brings them in?
- Nurse Well, they are taken upstairs, where we will go now. This is where patients with severe injuries or diseases are transported. On your left you can see the operating rooms, where surgery is performed.
- NS Pardon, could you repeat that please, Nurse?
- Nurse S U R G E R Y. That means when someone has an operation.
- NS Ok, surgery means operations. I've learnt a lot. Thank you Annisa for all of your helpful information.

4. Read the text again, and identify language which:

- a. asks for information or
- b. repeats information as confirmation of understanding or gives further explanation

Put the expressions into one the correct column below. The first one has been done for you.

Asking for Information	Repeating
Can you tell me your name?	

7. Based on the text “Innovative Nursing Equipment” in Exercise 6, answer these questions with True (T), False (F) or Not Given (NG)

- | | |
|---|------------|
| a. Electronic Health Records access the patients' history immediately | T / F / NG |
| b. Novice nurses can consult all nursing problems with the senior nurse by using nursing app | T / F / NG |
| c. Technology that can be used by patients to invasive diagnoses tools | T / F / NG |
| d. Machine precision is very useful for reducing human error especially in nursing field such as ventilator measurement | T / F / NG |
| e. Patients lifting machine very useful for patients with long bed rest for the first mobilization | T / F / NG |
| f. Wireless communication system important in acute and chronic phase | T / F / NG |
| g. GPS can be used for tracking schizophrenia patients | T / F / NG |

Unit 4

The Nursing Process

English For Nursing 1



9.1 Language for Requesting Personal Information

1. Discuss the following questions with your partner.

- Have you ever been to a hospital or clinic when you are sick?
- What information do you need to provide when being admitted to hospital?

2. Read the dialogue between a nurse and a patient. Underline sentences which have a function of making requests, giving instructions or asking questions

Patient Good morning.

Nurse Good morning, can I help you?

Patient I want to meet the doctor. I have felt dizzy for three days.

Nurse OK. Let me write your data. What is your name?

Patient I'm Alisha.

Nurse How old are you?

Patient 22 years old.

Nurse What is your address please?

Patient 17 Sudirman Street.

Nurse What is your phone number please?

Patient 08187654321

Nurse Are you single?

Patient Yes, of course.

Nurse What do you do?

Patient I am a student in college.

Nurse Are you Muslim?

Patient Yes, I am.

Nurse Who is your next of kin?

Patient My father.

Nurse What is your father's name?

Patient Mr. Adam.

Nurse May I have your father's ID card?

Patient Sure, I will ask him (a few minutes later) Here, it is.

Nurse OK thank you, Ms. Alesha. You can wait in the waiting room.

3. *Identify the function of the sentence below based on the dialogue above. Discuss your answers with your partner.*

	Sentence	Function of the sentence
a.	Can I help you?	a question
b.	Let me write your data.	
c.	What is your address please?	
d.	Yes, of course	
e.	Please wait in the waiting room and I will call you later.	

4. *Listen to your teacher pronouncing the words in the conversation below. Practise the sentences in pairs.*

Question	Statement
What is your name?	My name is Mrs Brown.
How old are you?	I am 32 years old.
What is your phone number please?	My number is 085-123-456-789
How do you feel?	I feel dizzy.
Do you have any allergies?	No actually.

5. Below is a dialogue between a nurse and a patient. With your partner, arrange these dialogue lines into logical order.

- a. I am 20 years old.
- b. How old are you?
- c. I have a headache and a stomachache.
- d. How do you feel?
- e. I live in Mawar Street.
- f. What is your name?
- g. Where do you live?
- h. No, I am married.
- i. Your number please.
- j. What do you do?
- k. I am Olivia.
- l. 081229911900.
- m. Are you single?
- n. What do you do?

Nurse Good afternoon. What is your name?

Patient

Nurse

Patient

Nurse

Patient

Nurse

Patient

Nurse

Patient

Nurse

Patient

Nurse

Patient

6. *Complete the conversation between a nurse and a patient who is being admitted to hospital. The patient wants to register for a medical checkup. The nurse asks for the name, address, marital status, next of kin and reason for contact.*

Nurse Good afternoon, can I help you?

Patient

Nurse Is it the first time for you?

Patient Yes, of course.

Nurse

Patient My name is Johnson.

Nurse

Patient I live in Anggrek Street.

Nurse

Patient I am 15 years old.

Nurse

Patient My father. The name is Mr Ahmad.

Nurse OK, please wait until I call you.

Patient

Nurse You are welcome.

7. *Imagine you have had a high fever for 2 days. You decide to go to the hospital to check your condition. Write a dialogue between yourself and a nurse, who on admission asks for your personal information. Check your dialogue with a partner and role play.*

9.2 Grammar for Present Simple and Present Continuous

1. Read the conversation below and answer the questions which follow.

- | | |
|-------------|--|
| Nurse Angel | Good afternoon. |
| Nurse Anne | Good afternoon. |
| Nurse Angel | What are you doing? |
| Nurse Anne | I am looking for a needle. Do you know where it is? I need to give a paracetamol injection to the patient in the Amanda Room. She has a fever of 41 degrees Celsius. |
| Nurse Angel | Here it is. |
| Nurse Anne | Oh, thank you. The patient needs a quick treatment to decrease their fever. |
| Nurse Angel | How old is he? |
| Nurse Anne | He's 65 years old. |
| Nurse Angel | Does he feel out of breath? |
| Nurse Anne | Yes, he feels quite out of breath. |
| Nurse Angel | Have you given him an oxygen mask? |
| Nurse Anne | No, but thank you for reminding me. |

- a. What is Nurse Anne doing?
- b. What happened to the patient?
- c. How old is the patient?
- d. Does he feel breathless?
- e. What is the solution for breathlessness?

2. *Read the conversation again.*

- a. Can you identify a sentence which uses the present simple?
- b. Can you identify a sentence which uses the present continuous?
- c. Why do we use these tenses?

3. *In which of the following situations would we use a) present simple and b) present continuous?*

- a. If we want to talk about a fixed habit or routine which usually doesn't change
- b. If we talk about action which is happening now but will soon finish.
- c. If we talk about a past event

4. *With your partner, read the following sentences and choose the correct verb form. Together, discuss why your answer is correct.*

- a. Look! He **leaves / is leaving** the room.
- b. Quiet please! I **write / am writing** a nursing report.
- c. She usually **walks / is walking** to the hospital.
- d. But look! Today Dr. James **goes / is going** by bike.
- e. Every month, we **go / are going** to the hospital to have a medical checkup.
- f. He often **goes / is going** to the physiotherapy clinic.
- g. We **play / are playing** monopoly at the moment to reduce the patient's stress.
- h. The child seldom **cries / is crying**.
- i. I **do not / am not doing** anything at the moment.
- j. Does he **watch / is he watching** the news regularly?

5. Complete each sentence below using either the present simple or present continuous.

Every morning, doctors and nurses (go) to the hospital

Every morning, doctors and nurses **go** to the hospital.

- a. Are you (come) tonight?
- b. Does he (eat) rice every day?
- c. I(work) at the moment.
- d. Does he(come) to hospital often?
- e. He (play) tennis now.
- f. He(not/play) golf now.
- g. They (go) to a physiotherapy clinic every Saturday.
- h. She (not/go) the hospital very often.
- i. You usually (arrive) late.
- j. He normally (eat) dinner at home.
- k. Do you(study) every night?
- l. Do they (work) late usually?
- m. I (not/work) tonight.
- n. Is she(work) at the moment?
- o. Julie(sleep) now.

6. Please fill the blank with the appropriate verb tense

This is Mrs. Tata. She is (be) a nurse in PKU Hospital. She lives (live) in Indonesia and (be) married to John. They (have) three children. They all (love) animals, but they..... (not, have) any pets because they..... (live) in apartment.

Ms. White (work) for an international hospital. However,
she..... (not work) today, because she (not feel) well.
She has phoned in sick.

Dr. Brown's son, Arnold..... (not like) shopping but he.....
(love) hanging out with his friends. They usually (go) to the local
park where they (play) football and basketball. Today, however
..... (not play) football and basketball; he..... (skateboard)

9.3 Read About Taking Blood Pressure



1. Scan the article and decide which of the following statements is the most accurate about the text.

The purpose of this text is to...

- a. explain the meaning of blood pressure.
- b. give advice to patients about keeping healthy.
- c. explain how to take blood pressure with a manual device.
- d. discuss the importance of taking blood pressure readings.

Taking Blood Pressure Manually

Check the condition of the device and the cuff size to ensure the reading is accurate. A small hole or crack in any part of the device e.g., rubber tubing, bulb, valves, and cuff can lead to inaccurate results. A cuff that is too small or too big may produce an incorrect high blood pressure reading.

It's important the patient feels comfortable and relaxed. Reassure the patient that there are no risks or complications associated with this screening.

Have the patient relax and sit with their arm slightly bent on the same level as their heart and resting comfortably on a table or other flat surface.

Place the inflatable blood pressure cuff securely on the upper arm (approximately one inch above the bend of the elbow). Make sure the cuff is touching the skin. You may have to ask your patient roll up their sleeve or remove their arm from the sleeve. Close the pressure valve on the rubber inflating bulb and pump the bulb rapidly to inflate the cuff. The cuff should be inflated so that the dial reads about 30 mm Hg higher than your patient's at-rest systolic pressure. (Tip: If at-rest pressure is unknown, inflate the cuff to 210 mm Hg or until the pulse at the wrist disappears).

If using a stethoscope, place the earpieces in your ears and the bell of the stethoscope over the artery, just below the cuff. If the cuff has a built-in stethoscope bell, be sure to position the cuff so the bell is over the artery. The accuracy of a blood pressure recording depends on the correct positioning of the stethoscope over the artery and making sure the stethoscope bell does not rub on the cuff or the patient's clothing.

Now slowly release the pressure by twisting or pressing open the pressure valve, located on the bulb. Some blood pressure devices can automatically control the rate at which the pressure falls, but generally the patient's pressure should decrease about 2 to 3 mm Hg per second. Listen through the stethoscope and note on the dial when you first start to hear a pulsing or tapping sound—this is the systolic blood pressure. If you have trouble hearing the start of the pulse, you can find the patient's systolic blood pressure by asking your patient to tell you when they can start to feel the pulse in their wrist and noting the level on the dial.

Continue letting the air out slowly. The pulsing or tapping sounds will become dulled and finally disappear. Note on the dial when the sounds completely stop—this is the diastolic blood pressure. Finally, release the remaining air to relieve all pressure on your patient's arm.

Suggest the patient write down their numbers along with the date and time. They can use the Team Up. Pressure Down. journal to keep track. Remind the patient to take their blood pressure regularly to ensure their medications are working appropriately¹.

2. *Read the passage again and answer the following questions. Check your answers with a partner.*

1. Where should the inflatable blood pressure cuff be fitted?
 - a. On the wrist.
 - b. On the upper arm.
 - c. In the bend of the elbow.
 - d. About an inch below the elbow.
2. Which one of the following statements is true?
 - a. The cuff must be pumped to inflate the cuff.
 - b. The pressure valve must be closed before pumping starts.
 - c. The dial should read dial about 30 mm Hg.
 - d. The inflated bulb should cover the wrist.
3. The accuracy of the blood pressure reading
 - a. Depends on using the stethoscope.
 - b. Is determined by the bell over the artery.
 - c. Making sure that the stethoscope bell does not touch anything.
 - d. Depends on the what the patient is wearing.
4. A nurse can hear blood pressure by listening for a tapping sound. T F
5. There is only one type of blood pressure. T F

¹ Million Hearts. (2020). Hypertension Control. Retrieved from https://millionhearts.hhs.gov/files/HTN_Change_Package.pdf

3. Use the information from the text to complete the following summary. Insert 1, 2 or 3 words.

Taking Blood Pressure Manually

When taking a person's blood pressure, it is important to check that the condition of the device is a)., otherwise there could be an b) in the patient's blood pressure reading. Additionally, it is necessary for practitioner to c) and d) the patient before taking the reading. The patient's arm should be e) with the heart and be resting on a f) surface. At the end of the process, the patient should be encouraged to write down their blood pressure reading, as well as noting g) Patients can h) their numbers in the Team Up, Pressure Down Journal. It is important to remind the patient to take their blood pressure on a i) basis, so they know that their j) are effective.

4. Examine the diagram below which shows complications associated with hypertension. Look up any medical terms you do not understand and discuss them with your partner. Write down simple, everyday expressions to describe the technical language, for example - hypertension = blood pressure

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



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