

Cambridge English for Nursing

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Series Editor: Jeremy Day



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press & Assessment
978-1-009-67214-6 — Cambridge English for Nursing Intermediate Plus Student's Book
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Frontmatter
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www.cambridge.org

Information on this title: www.cambridge.org/9781009672146

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First published 2008

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Great Britain by CPI Group (UK) Ltd, Croydon CR0 4YY

A catalogue record for this publication is available from the British Library

ISBN 978-1-009-67214-6 Student's Book

Additional resources for this publication at www.cambridge.org/elt/englishfornursing

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Introduction

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

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

The audio files for use with this book can be found in the Resources section at www.cambridge.org/elt/englishfornursing.

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

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

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

We hope you enjoy using the course. If you have any comments on *Cambridge English for Nursing*, we'd love to hear them. You can email us at englishfornursing@cambridge.org.

Virginia
Patricia

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

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

	Skills	Medical focus	Charting and documentation
UNIT 1	Taking a patient history Using active listening strategies Explaining how the heart works Putting a patient at ease Giving a nursing handover Charting blood pressure and pulse	The heart Explaining how the heart works	Patient Admission Form Patient Record Observation Chart
Patient admissions page 6			
UNIT 2	Educating patients about asthma management Giving instructions effectively Using a nebuliser Talking to a child about asthma Putting a young patient at ease Describing respiration Charting respiratory rates	The respiratory system	Respiratory rates Patient record Observation chart
Respiratory problems page 14			
UNIT 3	Discussing wound management Asking for advice Describing wounds Taking part in Continuous Professional Development Using a Wound Assessment Chart	Wound bed preparation	Wound Assessment Chart
Wound care page 22			
UNIT 4	Discussing diabetes management Making empathetic responses Giving advice sensitively Using a Diabetic Chart	The pancreas Explaining hypoglycaemia and diabetes	Diabetic Chart
Diabetes care page 30			
UNIT 5	Explaining pathology tests Asking for clarification Checking understanding Telephone skills: contacting other staff Softening a request Reading a Pathology Report	The kidneys Explaining renal failure Explaining urinary catheters	Pathology Report
Medical specimens page 38			
UNIT 6	Administering medication Doing a medication check Working as part of a team Checking medication orders for accuracy Explaining drug interactions Checking the 'five rights' of medication administration Reading a Prescription Chart	The metabolism of medication	Prescription Chart
Medications page 46			

	Skills	Medical focus	Charting and documentation
UNIT 7 Intravenous infusions page 54	Reviewing IV infusions Passing on instructions to colleagues Assessing IV cannulas Telephone skills: taking a message about patient care Checking IV orders Charting fluid intake and output	IV cannulas	IV Prescription Chart Fluid Balance Chart
UNIT 8 Pre-operative patient assessment page 62	Doing pre-operative checks Giving pre-operative patient education Preparing a patient for surgery Allaying anxiety in a patient Using Pre-operative Checklists	Blood circulation	Pre-operative Checklist
UNIT 9 Post-operative patient assessment page 70	Giving a post-operative handover Checking a post-operative patient on the ward Explaining post-operative pain management Dealing with aggressive behaviour Using pain assessment tools	Pain receptors	Universal Pain Assessment Tool
UNIT 10 Discharge planning page 78	Attending the ward team meeting Telephone skills: referring a patient Explaining the effects of a stroke Using patient discharge planning forms	Cerebrovascular accidents	Telephone Referral Form Katz ADL Index Discharge Plan
Role plays and additional material	page 86		
Audioscript	page 94		
Answer key	page 110		
Acknowledgements	page 120		