Book 2

English for the Professional Nurse

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PREFACE

Nowadays, competence in English has become an urgent need for nurses who are involved in medical services. It is due to the fact that they are required to have the ability to communicate with the other people in their field including doctors and patients. English for Professional Nurse Book 2 is prepared for the demands of professional nursing also include English Competence. This book provides nurse students to improve their English skills in listening, reading, speaking and writing.

The contents of this book are based on the standard and fundamental nursing procedures taught in previous year, so that the contents are not something strange for the nurses. This course book is certainly help to facilitate the student to acquire the ability to perform their duties in an environment where English is used and needed. I wish that this book will be studied and practiced easily to achieve the competence of Nursing English.

I hope that by the use of this book, the nursing students will be able to learn and practice English according to their professional skills. By mastering English for the Professional Nurses Book 2, it will improve their quality of human resources and they will have added value so that job opportunities will be widely open for them to reach a bright future.

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Final Project
CHAPTER 1
GENERAL ASSESSMENT

Learning Objectives
After completed this chapter, students will be able to:
1. Use expressions for collecting demographic data
2. Use questions to collect current and past health-illness data

Part 1 → Collecting Demographic Data Elements

Vocabulary
Surname
Next of kin
Assess
Assessment

Useful Expression
a) Implementation step
Study these expressions to initiate communication

Explaining what you are going to do immediately.
• It is time for me to ...........
• I just want to ...........
• I would like to ...........
• I am going to ...........
• I need to ...........

b) Question to collect demographic data elements
Study and practice these useful expressions

<table>
<thead>
<tr>
<th>Question To Ask</th>
<th>NAME</th>
<th>AGE</th>
<th>ADDRESS</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your name?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>What is your complete name?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>What is your surname?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>How old are you?</td>
<td></td>
<td></td>
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<tr>
<td>What is your address?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Where do you live?</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Your phone number, please</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>What is your phone number?</td>
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<td></td>
</tr>
<tr>
<td>Do you have a mobile phone number?</td>
<td></td>
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</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>MARITAL STATUS</th>
<th>Are you married?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH INSURANCE</td>
<td>Do you have any health insurance?</td>
</tr>
<tr>
<td>OCCUPATION &amp; TITLE</td>
<td>What is your occupation?</td>
</tr>
<tr>
<td></td>
<td>Do you have any academic title?</td>
</tr>
<tr>
<td></td>
<td>What is your title?</td>
</tr>
<tr>
<td></td>
<td>What do you do?</td>
</tr>
<tr>
<td>NEXT OF KIN</td>
<td>Who is your next of kin?</td>
</tr>
<tr>
<td>REASON FOR CONTACT*)</td>
<td>What brings you in this hospital?</td>
</tr>
<tr>
<td></td>
<td>Who sends you to this hospital?</td>
</tr>
<tr>
<td></td>
<td>What makes you come to this hospital?</td>
</tr>
</tbody>
</table>

*) It is a reason that makes you come to hospital. It can be a chief complaint, medical checkup.

**ACTIVITY 1 → ROLE PLAYS**

**Task. Pair Work**
- Interview your partner
- Fill in the blanks with his/her personal demographic data

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Age</td>
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<tr>
<td>Sex</td>
<td>:</td>
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<td>Address</td>
<td>:</td>
</tr>
<tr>
<td>City, State</td>
<td>:</td>
</tr>
<tr>
<td>Phone</td>
<td>:</td>
</tr>
<tr>
<td>Religion</td>
<td>:</td>
</tr>
<tr>
<td>Marital Status</td>
<td>:</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>:</td>
</tr>
<tr>
<td>Current Occupation and Title</td>
<td>:</td>
</tr>
<tr>
<td>Next of Kin</td>
<td>:</td>
</tr>
<tr>
<td>Reason for contact</td>
<td>:</td>
</tr>
<tr>
<td>Date, time of contact</td>
<td>:</td>
</tr>
</tbody>
</table>
Part 2 → Current-Health and Illness Status
Useful Expressions: Assessment step
Study these questions

CURRENT HEALTH STATUS
- What do you think about your health?
- Would you tell me about your health condition recently?

Sample of patient’s response: “I’m usually healthy, have usual cold, and have to take medicine for high blood pressure”

ELIMINATION PATTERN
- Would you tell me about your ..........?
- How many times a day do you do your ..........?
- Do you have any problem with your ..........?
  - bowel movement?
  - waterworks?
- Is the stool formed or loosed?
- Is your waterworks sluggish?

Part 3 → History of Past Health and Illnesses
Useful Expressions
Assessment Step: Asking Common Communicable Disease

- Have you ever had + a kind of disease......?
  Response: Yes, I have/No, I haven’t
- How old were you when you got it?
  Response: I was about ......years old
- Are you allergic to......(a certain food/medication)
  (Example: Are you allergic to penicillin/antibiotic)

Kinds of diseases: measles-mumps-chicken pox-rubella-rheumatic-fever-diphtheria-scarlet fever-polio-tuberculosis

Assessment Step: Asking about Immunizations

- Have you ever been immunized against + (a kind of disease)?
- Have you ever got.......+ (a kind of disease).......immunizations?
  Example: Have you ever got polio immunizations?

ACTIVITY 2 → ROLE PLAYS

Task. Pair Work
Assess your partner current health condition by using question listed above
CHAPTER 2
DIMENSION OF SYMPTOMS

Learning objectives
After completed this chapter, students will be able to:
1. Give communicative response to patient’s complaint
2. Ask the dimensions of symptoms

Vocabulary
Dull
Stabbing
Sharp
Aching
Aggravating factors
Alleviating factors

Useful expressions
Task. Study and practice these useful expressions

LOCATION
• Where do you feel it?
• Does it move around?
• Show me where.

QUALITY OR CHARACTER
• What is it like? Is it sharp, dull, stabbing, aching?
• Do you feel ....?
• What does the pain look like?
• When did it last?

SEVERITY
• On a scale of 0 to 10, with ten the worst, how would you rate what you feel right now?
• What was the worst it has been?
• Does this interfere your usual activities? In what ways?

TIMING
• When did you first notice it?
• How long does it last?
• How often does it happen?

SETTING
• Does it occur in a particular place or under certain circumstances?
• Have you taken anything for it?
• Does it appear in particular time?
TASK

1. Make a complete conversation to explore the dimensions of symptom
2. Take one case only

Case 1
A patient with anorexia nervosa expresses:
- I don’t want to have a lot of meal
- I don’t want to be plump
- My arms and legs are getting fat
- I have difficulty in bowel motion
- I feel nausea
- I want to vomit
- Food makes my stomach upset
- I am afraid of being fat

Case 2
A patient suspected with appendicitis expresses:
- I feel pain around my navel
- I feel pain around here (in the lower right spot of my abdomen)
- I feel a sharp pain
- Don’t touch my stomach, it increases my pain
- I feel feverish
- I feel nausea
- I vomit
- I lose my appetite
- I vomit frequently after meals
- I have recurrent pain in my lower part of my stomach
- It becomes more painful if I do the squatting bowel motion

“Success is climbing a mountain, facing the challenge of obstacles, and reaching the top of mountain”
CHAPTER 3
PATIENT ASSESSMENT

Learning Objectives
After completed this chapter, students will be able to:
   Use expressions for assessing the head, face and neck

Nursing Notes
Inspection, palpation, percussion and auscultation are examination techniques that enable the nurse to collect a broad range of physical data about patients.
   1. Inspection
      The process of observation, a visual examination of the patient’s body parts to detect normal characteristic or significant physical signs
   2. Palpation
      Involves the use of the sense of touch. Giving gentle pressure or deep pressure using your hand is the main activity of palpation
   3. Percussion
      Involves tapping the body with fingertips to evaluate the size, borders, and consistency of body organs and discover fluids in body cavities.
   4. Auscultation
      Listening to sounds produced by the body

Task 1
Mention what activity you do for each case listed below.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Examining patient’s respiratory</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Inspecting the mouth and throat</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Asking patient to stand up to find whether there is scoliosis or not</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pressing her middle finger of non-dominant hand firmly against the patient’s back. With palm and fingers remaining off the skin, the tip of the middle finger of the dominant hand strikes the other, using quick, sharp stroke</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Observing the color of the eyes</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Observing the movement of air through the lungs</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Testing deep tendon reflexes using hammer</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Checking the tender areas with her hand</td>
<td></td>
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<tr>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>Pressing abdomen deeply to check the condition of underlying organ</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Preparing a good lighting, then he observes the body parts</td>
<td></td>
</tr>
</tbody>
</table>

**Task 2. What kind of examination technique?**

**Useful Expressions**

**Implementation step**

**Explaining what you are going to do immediately**

- Now I am going to ...
- It’s time for me to...
- Now I want to...

press your... + (parts of the body) gently examine your...+ (parts of the body) gently

- artery
- cheeks
- neck
Task 3. Whole class and pair work

- Practice these instructions
- Listen to teacher’s instruction and act them out
- Then, practice these in pairs

1. Raise your eyebrows
2. Close your eyes tightly
3. Frown
4. Smile
5. Puff your cheeks
6. Shrug your shoulder
7. Flex your neck with chin toward
8. Bend your neck, with ear toward shoulder
9. Take a sip of water from this glass

Task 4. Pair work

- Make a complete conversation on acts of assessing head, face and neck
- Use the expression above
CHAPTER 4
CHECKING VITAL SIGN

Learning Objective
After completed this chapter, students will be able to:

- Communicate about implementation of checking vital signs
- Give some instructions during implementation of checking vital sign

Vocabulary
Pulse rate
Rhythm or regularity
Tension
Beats per minute
Patient’s chart
Normal pulse rhythm
Bradycardia
Tachycardia
Bounding
Thread/weak

<table>
<thead>
<tr>
<th>Medical Terms</th>
<th>Colloquial expression</th>
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</thead>
<tbody>
<tr>
<td>Dyspnea</td>
<td>Breathlessness, out of breath, short of breath, fighting for breath</td>
</tr>
<tr>
<td>Expectorate</td>
<td>To bring up/cough up phlegm/spit</td>
</tr>
<tr>
<td>Expiration</td>
<td>Breathing out</td>
</tr>
<tr>
<td>Inspiration</td>
<td>Breathing in</td>
</tr>
<tr>
<td>Respiration</td>
<td>Breathing</td>
</tr>
<tr>
<td>Sputum</td>
<td>Phlegm</td>
</tr>
</tbody>
</table>

Useful Expression
Task 1. Explaining the procedures

It’s time for me ...
I just want ...
I would like ...
I am going ...

- to measure your blood pressure
- to count your pulse
- to check your respiration
- to measure your temperature
- to put this cuff (around your upper arm)
- to insert this (thermometer) into your armpit
- to put this (thermometer) into your mouth
Task 2. Giving instructions and expressions during the implementation

Would you ... Would you mind *) Please Now, I want you to...

lie down on the couch
lie flat on the bed
roll your sleeve up
give me your right/left hand
raise your arm
take a deep breath
breathe in ... breathe out
roll yourself into side lying position

Task 3. Nurse response

• OK, fine. That’s it
• Fine/good
• All is done
• Finished

*) change the following verb into V-ing from

Task 4. Pair Work

• The illustration below show the implementation of checking vital signs
• Choose one picture then, make a conversation exchange and give appropriate instructions when you want to check patient’s vital signs according to the illustration
• Take only one kind implementation of vital signs checking

---

Picture 1

Picture 2

Picture 3

Picture 4
CHAPTER 5
DISCHARGE INSTRUCTION

Learning Objective
After completed this chapter, students will be able to:

- Give instructions and suggestions according to the patient’s health problem
- Deliver a therapeutic communication

Vocabulary
Avoid
Contraindicated
Indicated
Suggest
Pus
Suture
Sponge
Splint
Swollen

Numb
Paralysis
Convulsion
Patch
Hazardous equipment
Rub
Greasy
Rash
Tightness

Useful Expression

Pattern 1: Recommendation

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Example</th>
</tr>
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<tbody>
<tr>
<td>Should</td>
<td>• You should take the complete (entire) dose prescribed</td>
</tr>
<tr>
<td>Must</td>
<td>• These tablets contain antibiotic. It is required you to take the complete dose prescribed</td>
</tr>
<tr>
<td>Be + required</td>
<td></td>
</tr>
<tr>
<td>essential</td>
<td></td>
</tr>
<tr>
<td>important</td>
<td></td>
</tr>
<tr>
<td>indicated</td>
<td></td>
</tr>
<tr>
<td>have to ...</td>
<td></td>
</tr>
<tr>
<td>Had better + bare infinitive</td>
<td></td>
</tr>
<tr>
<td>Advice</td>
<td>• You’d better take your medicine regularly</td>
</tr>
<tr>
<td>Suggest</td>
<td>• I advise you to see a doctor soon</td>
</tr>
<tr>
<td></td>
<td>• I suggest you to drink a lot of water</td>
</tr>
</tbody>
</table>

Pattern 2: Prohibition

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should not</td>
<td>You should not drink this antibiotic with milk</td>
</tr>
<tr>
<td>Must not</td>
<td></td>
</tr>
<tr>
<td>May not + ...</td>
<td></td>
</tr>
<tr>
<td>Should + avoid + ing</td>
<td>You should avoid drinking alcohol</td>
</tr>
<tr>
<td>Have to + avoid + ing</td>
<td></td>
</tr>
<tr>
<td>Had better not + bare infinitive</td>
<td></td>
</tr>
</tbody>
</table>
Instruction Chart 1

**WOUND CARE (CUTS, ABRASIONS, BURNS)**

1. Keep the area clean and dry
2. Keep wound covered with a clean dressing, change the dressings daily
3. Keep the injured part at rest and elevate for 12 hours
4. Watch for redness, pus, or increased soreness. Contact your doctor if this occurs
5. Have your wounds checked and your sutures removed as advised by the emergency physician in ... days.

Instruction Chart 2

**HEAD INJURY**

The first 24 hours after a head injury are the most important, although after effects may appear much later. It is important that a responsible person awakens the patient every 2 hours for the first 24 hours and watches for the following symptoms. If any of these occurs, call your doctor or return to the emergency department

1. Persistent headache, nausea or vomiting more than twice
2. Weakness, numbness or paralysis of the arm or legs
3. Blood or clear fluid from the ears and nose
4. Blurred vision, unequal pupils (one larger than the other)
5. Convulsion

Instruction Chart 3

**CAST/SPLINT CARE**

1. Do not apply any weight or pressure on a new cast or splint for the first 24 – 48 hours
2. Keep the cast/splint clean and dry
3. Elevate the injured part for 48 hours on pillows above your heart
4. Do not put foreign objects inside the cast
5. Wiggle your fingers or toes inside the cast every hour
6. If your fingers or toes become extremely swollen, cold, blue or numb, or the pain increases markedly, loosen the ace bandage of the splint, or if it cast, call your doctor or return to the Emergency Department.
Task. Give appropriate suggestion and advice

SIMULATION

Make a conversation between a nurse and a patient.

Situation:
A patient has just got a medical treatment in outpatient clinic. Now you have to give discharge instruction to your patient.

Steps:
1. Greet the patient; tell him/her that after getting the treatment he/she may go home. And you’ll give some advice
2. Explain the medical suggestions and advices.
CHAPTER 6
NCLEX-RN (2)

1. A client is ready to be discharged to home health care for continued intravenous (IV) therapy in the home. Home care instructions regarding care of the IV have been given to the client. The best way to evaluate the client’s ability to care for the IV site is to:
   1. Ask the client to verbalize IV site care
   2. Ask the client to change the IV dressing
   3. Review the entire discharge plan with the client again
   4. Demonstrate the dressing change again for the client one last time before discharge

2. A client is being discharged from the hospital with a peripheral intravenous (IV) site for continued home IV therapy. In planning for the discharge, the nurse teaches the client which of the following to help prevent phlebitis and infiltration?
   1. Gently massage the area around the site daily
   2. Cleanse the site daily with alcohol
   3. Keep the cannula stabilized or anchored properly with tape
   4. Immobilize the extremity until the IV is discontinued

3. A home care nurse is making home visits to an older client with urinary incontinence who is very disturbed by the incontinence episodes. The nurse assesses the client’s home situation to determine environmental barriers to normal voiding. The nurse determines that which item may be contributing to the client’s problem?
   1. Presence of hand railing in the bathroom
   2. Having an bathroom on each floor of the home
   3. Nightlight present in the hall between the bedroom and bathroom
   4. Bathroom located on the second floor, bedroom on the first floor

4. A nurse is preparing to administer continuous intravenous (IV) fluid replacement through a peripheral IV site to a client with a diagnosis of dehydration. Which item is essential for the nurse to assess before initiating the IV fluid?
   1. Usual sleep patterns
   2. Ability to ambulate
   3. Body weight
   4. Intake and output

5. A home care nurse is assessing an older client’s functional abilities and ability to perform activities daily living (ADLs). The nurse focuses the assessment on:
   1. Self-care needs, such as toileting, feeding and ambulating
   2. The normal everyday routine in the home
   3. Ability to do light housework, heavy housework and pay the bills
   4. Ability to drive a car
6. A nurse is caring for a client who is receiving total parenteral nutrition (TPN). The nurse plans for which nursing intervention to prevent infection in the client?
   1. Using strict aseptic technique for intravenous site dressing changes
   2. Monitoring serum blood urea nitrogen (BUN) levels
   3. Weighing the client daily
   4. Encouraging fluid intake

7. A nurse is preparing to administer a feeding to a client receiving nutrition through a nasogastric tube. The nurse takes which most important action before administrating the feeding?
   1. Measuring intake and output
   2. Weighing the client
   3. Adding blue food coloring to the formula
   4. Determining tube placement

8. A client with a peripheral intravenous (IV) site calls the nurse to the room and tells the nurse that the IV site is swollen. The nurse inspects the IV site and notes that it is also cool and pale and that the IV has stopped running. The nurse documents in the client’s record that which of the following has probably occurred?
   1. Infiltration
   2. Phlebitis
   3. Thrombosis
   4. Infection

9. A nurse is providing home care instructions to a client who will be receiving intravenous (IV) therapy at home. The nurse teaches the client that the most important action to prevent an infection at the IV site is to:
   1. Assess the IV site carefully everyday for redness and edema
   2. Redress the IV site daily, cleansing it with alcohol
   3. Carefully wash hands with antibacterial soap before working with the IV site or equipment
   4. Change IV tubing and fluid containers daily

10. A nurse prepares to assist a postoperative client to progress from a lying to a sitting position to prepare for ambulation. Which nursing action is appropriate to maintain the safety of the client?
    1. Assist the client to move quickly from the lying position to the sitting position
    2. Assess the client for signs of dizziness and hypotension
    3. Elevate the head of the bed quickly to assist the client to a sitting position
    4. Allow the client to rise from the bed to a standing position unassisted
CHAPTER 7
IELTS - LISTENING (3)

SECTION 1    Questions 1–10

Questions 1–4

Complete the notes below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**NOTES ON SOCIAL PROGRAMME**

<table>
<thead>
<tr>
<th>Example</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of trips per month:</td>
<td>5</td>
</tr>
</tbody>
</table>

Visit places which have:

- historical interest
- good 1 .........................
- 2 ..............................

Cost: between £5.00 and £15.00 per person

Note: special trips organised for groups of 3 ............... people

Time: departure – 8.30 a.m.
      return – 6.00 p.m.

To reserve a seat: sign name on the 4 ............... 3 days in advance
Questions 5–10

Complete the table below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

<table>
<thead>
<tr>
<th>WEEKEND TRIPS</th>
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</thead>
<tbody>
<tr>
<td>Place</td>
</tr>
<tr>
<td>St Ives</td>
</tr>
<tr>
<td>London</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>Salisbury</td>
</tr>
<tr>
<td>Bath</td>
</tr>
</tbody>
</table>

For further information:
Read the 9 or see Social Assistant: Jane 10

SECION 2 Questions 11–20

Questions 11–13

Complete the sentences below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

RIVERSIDE INDUSTRIAL VILLAGE

11 Riverside Village was a good place to start an industry because it had water, raw materials and fuels such as ................. and .................

12 The metal industry was established at Riverside Village by ................. who lived in the area.

13 There were over ................. water-powered mills in the area in the eighteenth century.
Questions 14–20

Label the plan below.

Write NO MORE THAN TWO WORDS for each answer.

SECTION 3  Questions 21–30

Questions 21 and 22

Choose the correct letter, A, B or C.

Example

Melanie could not borrow any books from the library because

A  the librarian was out.
B  she didn’t have time to look.
C  the books had already been borrowed.

21  Melanie says she has not started the assignment because

A  she was doing work for another course.
B  it was a really big assignment.
C  she hasn’t spent time in the library.

22  The lecturer says that reasonable excuses for extensions are

A  planning problems.
B  problems with assignment deadlines.
C  personal illness or accident.
Questions 23–27

What recommendations does Dr Johnson make about the journal articles?

Choose your answers from the box and write the letters A–G next to questions 23–27.

<p>| | | | | |</p>
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>must read</td>
<td>B</td>
<td>useful</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>read first section</td>
<td>E</td>
<td>read research methods</td>
<td>F</td>
</tr>
<tr>
<td>G</td>
<td>don’t read</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example

Anderson and Hawker:  

Answer: A  

Jackson:  23  

Roberts:  24  

Morris:  25  

Cooper:  26  

Forster:  27
Questions 28–30

Label the chart below.

Choose your answers from the box below and write the letters A–H next to questions 28–30.

<table>
<thead>
<tr>
<th>Possible reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>A uncooperative landlord</td>
</tr>
<tr>
<td>B environment</td>
</tr>
<tr>
<td>C space</td>
</tr>
<tr>
<td>D noisy neighbours</td>
</tr>
<tr>
<td>E near city</td>
</tr>
<tr>
<td>F work location</td>
</tr>
<tr>
<td>G transport</td>
</tr>
<tr>
<td>H rent</td>
</tr>
</tbody>
</table>
SECTION 4  Questions 31–40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

THE URBAN LANDSCAPE

Two areas of focus:
- the effect of vegetation on the urban climate
- ways of planning our

Large-scale impact of trees:
- they can make cities more or less
- in summer they can make cities cooler
- they can make inland cities more

Local impact of trees:
- they can make local areas
  - more
  - cooler
  - more humid
  - less windy
  - less

Comparing trees and buildings

Temperature regulation:
- trees evaporate water through their
- building surfaces may reach high temperatures

Wind force:
- tall buildings cause more wind at
- trees

Noise:
- trees have a small effect on traffic noise
- frequency noise passes through trees

Important points to consider:
- trees require a lot of sunlight, water and

Page 25 of 35
CHAPTER 8
IELTS – LISTENING (4)
SECTION 1  Questions 1–10

Questions 1–6

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

<table>
<thead>
<tr>
<th>Example</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday name</td>
<td>Whale Watch Experience</td>
</tr>
</tbody>
</table>

| Holiday length          | 2 days                |
| Type of transportation  | 1                      |
| Maximum group size      | 2                      |
| Next tour date          | 3                      |
| Hotel name              | 4 The                 |
Questions 5 and 6

Choose TWO letters A–E.

Which TWO things are included in the price of the tour?

A  fishing trip
B  guided bushwalk
C  reptile park entry
D  table tennis
E  tennis

Questions 7–10

Complete the sentences below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

7  The tour costs $.................. .

8  Bookings must be made no later than .................. days in advance.

9  A .................. deposit is required.

10 The customer’s reference number is .................. .
## SECTION 2  Questions 11–20

### Questions 11–19

Complete the table below.

*Write NO MORE THAN THREE WORDS for each answer.*

<table>
<thead>
<tr>
<th>Brand of Cot</th>
<th>Good Points</th>
<th>Problems</th>
<th>Verdict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Safe</td>
<td>Easy to 11</td>
<td>• Did not have any 12</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Babies could trap their 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>in the side bar</td>
<td></td>
</tr>
<tr>
<td>Choice Cots</td>
<td>Easy to 15</td>
<td>• Side did not drop down</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spaces between the bars were 16</td>
<td></td>
</tr>
<tr>
<td>Mother's Choice</td>
<td>Base of cot could be moved</td>
<td>• Did not have any 18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pictures could be removed easily</td>
<td></td>
</tr>
</tbody>
</table>

### Question 20

Complete the notes below.

*Write ONE WORD ONLY for the answer.*

* Metal should not be rusted or bent
* Edges of cot should not be 20 }
SECTION 3  Questions 21–30

Questions 21–23

Choose the correct letter, A, B or C.

21 Andrew has worked at the hospital for
   A two years.
   B three years.
   C five years.

22 During the course Andrew’s employers will pay
   A his fees.
   B his living costs
   C his salary.

23 The part-time course lasts for
   A one whole year.
   B 18 months.
   C two years.

Questions 24 and 25

Choose TWO letters A–E.

What TWO types of coursework are required each month on the part-time course?
   A a case study
   B an essay
   C a survey
   D a short report
   E a study diary
Questions 26–30

Complete the summary below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Modular Courses

Students study 26 ...................... during each module. A module takes 27 ...................... and the work is very 28 ...................... To get a Diploma each student has to study 29 ...................... and then work on 30 ...................... in depth.
SECTION 4 Questions 31–40

Questions 31–35

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

31 According to George Bernard Shaw, men are supposed to understand ................................ economics and finance.
32 However, women are more prepared to ................................ about them.
33 Women tend to save for ................................ and a house.
34 Men tend to save for ................................ and for retirement.
35 Women who are left alone may have to pay for ................................ when they are old.

Questions 36–40

Complete the summary below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Saving for the future

Research indicates that many women only think about their financial future when a 36 ......................... occurs. This is the worst time to make decisions. It is best for women to start thinking about pensions when they are in their 37 ......................... . A good way for women to develop their 38 ......................... in dealing with financial affairs would be to attend classes in 39 ......................... . When investing in stocks and shares, it is suggested that women should put a high proportion of their savings in 40 ......................... . In such ways, women can have a comfortable, independent retirement.
CHAPTER 9
IELTS – SPEAKING (3)

PREPARING YOUR TALK

1. Below is an example of a topic for Part 2. Look at the topic and the three mini questions which accompany it. The Part 2 topic will always follow this format with one main topic and three sub-topics, and will usually focus on a familiar or personal area.

Describe a place you have lived in that you particularly liked.
You should say:

- when you lived there
- who you lived with
- what was most memorable about this place

2. First, read the instruction carefully and decide how you are going to approach the topic. In this case you are asked to describe a place where you have lived. If you have only ever lived in one place, then you should describe that place. If you have lived in a number of different places, then you will need to make a quick decision.

3. Think about the topic for a moment.

4. Underline any key words that strike you as important, e.g. describe, particularly liked.

5. Decide which place you are going to describe.

6. Jot down some key ideas drawing on your own experience. Here is an example.

**NOTES**
- Perth, Australia – student hall of residence
- 2 years
- other overseas students
- very friendly place, beautiful gardens & sporting facilities
- Sometimes homesick

7. Below is a list of possible ways to introduce this topic.

8. Practise using them all so that you have a number of different 'openings' for your talk.
### SAMPLE OF TOPIC CARD

| Describe a job that you would like to do in the future. You should say:  
  • Why you are attracted to this job  
  • How much training, if any, would be necessary  
  • What kind of personal qualities it would require | Describe a person who has had a major influence on you. You should include in your answer:  
  • Who that person is and what he or she looks like  
  • How you first met  
  • His or her special qualities and characteristics  
  • ... And why that person is so important in your life. |
|---|---|
| Describe your ideal study room. You should say:  
  • Where it would be  
  • What equipment and furniture it would contain  
  • How it would be decorated | Describe a family celebration that you once attended. You should say:  
  • Where it took place  
  • Why it was held  
  • How you felt about it |
| Describe a children's story that you know well. You should say:  
  • When you first heard or read it  
  • What you particularly liked about it  
  • Why you think it became popular | Describe an interesting historic place. You should say:  
  • What it is  
  • Where it is located  
  • What you can see there now  
  • And explain why this place is interesting. |
| Describe an interested hobby that you enjoy. You should say:  
  • How long you became interested in  
  • How long you have been doing it  
  • Why you enjoy it  
  • And explain what benefit you get from this interest or hobby | Describe a river, lake or sea which you like. You should say:  
  • What the river, lake or sea is called  
  • Where it is  
  • What the land near it is like  
  • And explain why you like this river, lake or sea |
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Magnall and Arakelian. 2006. *Hospital English: Brilliant Learning Workbook for International Nurses*
