FOREWORD

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 1 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 Professional Nurse Book 1, 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.

Author
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Chapter 1

Learning Objectives

After studying this chapter, student should be able to:
1. Introduce himself/herself to patients

Vocabulary

Case history
Mrs. Julia had a stroke (cerebrovascular accident) about 18 months ago. Her family looks after her at home. Nurse from home care help her with a twice a day visit. She has come into the care home while her family has a short holiday. The stroke has left Mrs. Julia with left-sided paralysis and poor balance. She doesn’t have dysphasia. But because the left side of her face is also paralysis, she also has slurred speech and dribbled saliva. She has a problem with non-verbal communication because her facial expression is affected.

Useful Expressions

Greetings
• Hello,
• Assalamu’alaikum,
• Good [Morning/Afternoon/Evening] Mr./Miss/Mrs...

Introducing yourself and initiating nursing interventions
• I’m nurse ............ (your name)
• I’ll take care of you today

Addressing someone
• How can I address you?
• Is it “Miss or Mrs. .......?”
• May I address you with ...........?
Introducing yourself to a colleague
Fill in the blanks with suitable expressions, and then practice with your partner

Nurse Mellissa: Hi, what’s your name?
New Nurse: .................................................................
Nurse Mellissa: I’m Mellissa. I haven’t see you before
New Nurse: .................................................................
Nurse Mellissa: Where are you from?
New Nurse: .................................................................
Nurse Mellissa: How long have you been in this country?
New Nurse: .................................................................
Nurse Mellissa: How do you like this country?
New Nurse: .................................................................
Nurse Mellissa: Nice to meet you.
New Nurse: .................................................................

ACTIVITY – TASK 2
Do this in pairs. Ask your partner more about her/his personal information. Use this questionnaire. After asking your partner, take turn to answer his/her question. Use the same.

Questionnaire For Nurse 1
1. What’s your name?
2. What’s your hobby?
3. Where are you from?
4. Where do you live now?
5. How long have you been living there?
6. Where did you study nursing?
7. How long have you studied here?

The example of answer
1. My Name is ....
2. My hobby is ....
3. I’m from ....
4. I live in ...
5. I have been living there for ...
6. I study nursing at ...
7. I have studied here for ..
After studying this chapter, student should be able to:

1. Use expressions related to giving directions correctly
2. Give directions to a certain place in or out of hospital

**Vocabulary**

<table>
<thead>
<tr>
<th>Surrounded by</th>
<th>Right</th>
<th>Dead end</th>
<th>Turn</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the middle of</td>
<td>Left</td>
<td>One way</td>
<td>U-turn</td>
</tr>
<tr>
<td>Directly opposite</td>
<td>Intersection</td>
<td>Straight ahead</td>
<td>Corridor</td>
</tr>
<tr>
<td>On the right-hand side of</td>
<td>Parallel to</td>
<td>Roundabout</td>
<td>Sidewalk</td>
</tr>
<tr>
<td>On the left-hand side of</td>
<td>Corner</td>
<td>Close to</td>
<td></td>
</tr>
</tbody>
</table>

**Useful Expressions**

Visitor/Patient: How to ask for direction

*Could you tell me how to get to ....?*
*Can you tell me where .... is?*
*I’m looking for .... How can i get there?*
*Excuse me, can you tell me the way to ...., please?*

**How to give simple directions**

- Walk down ......................
- Go along this ....................
- Go up stairs ........................
- Until you find .....................
- Then turn right/left ...................
- Take the first turn on the right.
- Take the second road on the left.
- Then turn left/right at the next T junction
- Turn left at the traffic light.
Showing a place or room

It is ...............  
   on the left/right side of ...............  
   next to ...............  
   near ...............  
   at the opposite of ...............  
   at the corner of ...............  
   just before ...............  
   across from ...............  

ACTIVITY – TASK 1

- Make group of four
- Each group decides a place based on the map above
- Tell the place one by one in front of the other groups, and then let them guess the place
- The fastest group who raise their hands become the group which has a chance to answer/guess it
- The winner is the group which has the highest point
- Other groups take their turn

For example: From the Main Gate, go straight through car park until you find an entrance. Then you turn left. The room is a wide one.
This is the site map of the first floor in a hospital.
This is the 2nd floor of a hospital.

- Maternity unit
- Toilet
- Pediatric Ward
- Space for children and play ground
- Waiting room
- Lift
- Nurse Station
- Security
- ICU
- Post-natal Clinic
- Nurse Station
- Physiotherapy unit
- Toilet
- Stairs
Refer to the site map above. Make a communication exchange to show the direction. The starting points are as follows.

1. The security to maternity unit
2. The nurse station in ICU to the canteen
3. The security to the toilet (between dispensary and radiology)
4. The emergency room to the lift
5. The polyclinic to the pediatric ward (on the 2nd floor)
6. The waiting room to the children playground (on the 2nd floor)
7. The operation room to ICU (opposite the physiotherapy unit)
8. The entrance to the Class 1
9. The nurse station (near the lift on 2nd floor) to the laboratory
10. The emergency room to admission
Chapter 3

After studying this chapter, students should be able to:

1. Express the location of the pain in the body

Vocabulary

Study the vocabulary and its description listed below!

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>to have + noun</td>
<td>an ache</td>
<td>sprained</td>
</tr>
<tr>
<td>to ache</td>
<td>a pain</td>
<td>stiff</td>
</tr>
<tr>
<td>to hurt</td>
<td>a bruise</td>
<td>sore</td>
</tr>
<tr>
<td>to throb</td>
<td>a rash</td>
<td>painful</td>
</tr>
<tr>
<td>to itch</td>
<td>a cut</td>
<td>dizzy</td>
</tr>
<tr>
<td>to irritate</td>
<td>a scar</td>
<td>fainted</td>
</tr>
<tr>
<td>to injure</td>
<td>a swelling</td>
<td>injured</td>
</tr>
<tr>
<td></td>
<td>a graze</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a sting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a bite</td>
<td></td>
</tr>
</tbody>
</table>

Description of “ache, pain, hurt, injured, throb and itch”

ache (v): merasa sakit yang tidak terlalu, tetapi berlangsung terus menerus

Examples:
- I’m aching all over
- Her eyes ache from lack of sleep

ache (n): rasa sakit

Examples:
- Mom, I’ve got a tummy ache
- Muscular aches and pains can be soothed by a relaxing massage
- Bellyache/stomachache: sakit perut

Pain (n): suatu rasa yang dialami tubuh akibat suatu penyakit atau luka atau tindakan tertentu

Examples:
- She was clearly in a lot of pain
• He felt a sharp pain in his knee
• Patients suffering from acute pain
• The booklet contains information on pain relief during labor
• This cream should help to relieve the pain

**painful (adj):** terasa sakit
Examples:
• Is your back still painful?
• My ankle is still too painful to walk on

**hurt (v):** menyebabkan terasa sakit secara fisik, terluka
Examples:
• He hurt his back playing squash
• Did you hurt yourself?
• My back is really hurting me today
• Strong light hurts my eyes

**Injured (adj):** melukai, luka, menyebabkan luka
Examples:
• He injured his knee when playing hockey
• She injured herself during training

**throb (v):** terasa sakit berdenyut-denyut
Examples:
• His head throbbed painfully
• My feet were throbbing after the long walk home

**throb (n):** sakit yang berdenyut
Examples:
• My headache faded to a dull throbbing

**sore (adj):** sakit, perih (bias karena infeksi atau gerakan yang berlebihan)
Examples:
• I have a sore throat
• His feet were sore after the long walk
• My stomach is still sore after the operation

**Itch (v):** gatal
Examples:
• I itch all over
• Does the rash itch?
• This sweater really itches

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**Useful expression**

× Would/Can you show me/point at the location of your pain?
× Show me where the location of your pain is?
ACTIVITY – TASK 1

Translate into communicative English using the words given below

1. (pain) Saya merasakan sakit sekali di lutut saya

2. (hurt) Pergelangan kaki saya nyeri

3. (throb) Kepala saya pusing berdenyut-denyut

4. (itch) Punggung saya terasa gatal

5. (injured) Jari tangan saya terluka

6. (sore) Tenggorokan saya sakit

7. (hurt) Sinar yang sangat terang akan menyakitkan mata

8. (ache) Kaki saya sakit karena terlalu banyak berlari

9. (pain) Saya merasa sakit disini

10. (painful) Punggung saya terasa sakit sekali

ACTIVITY – TASK 2

Make a conversation between a nurse and a patient

Patient: Call a nurse, state your complaint

Nurse: Ask what the problem is

Nurse: Repeat patient’s expression for sure

Nurse: Ask patient to tell the location of

Patient: Tell nurse where you feel the pain
Chapter 4

ASKING - REPORTING HEALTH PROBLEMS AND DIAGNOSING

Learning Objectives

After studying this chapter, student should be able to:
1. Ask questions about patient’s health problem
2. Report about the nursing diagnose
3. Report the symptoms of a health problem

Vocabulary

<table>
<thead>
<tr>
<th>Break</th>
<th>Waterworks</th>
<th>In a bad shape</th>
<th>Dribble</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bother</td>
<td>Constipation</td>
<td>Not in any shape</td>
<td>Clammy</td>
</tr>
<tr>
<td>Bowel movement</td>
<td>Lassitude</td>
<td>Bloated</td>
<td></td>
</tr>
</tbody>
</table>

Useful expression

Nurse’s questions to check the patient’s complaint/condition

1. What's your problem?
2. How are you feeling today?
3. What makes you call me?
4. What's your chief complaint?
5. What's troubling you?
6. What's the matter with you?
7. What's wrong with you?
8. What seems to be bothering you?

Patient’s expressions about symptoms and physical problem

1. I have + (a part of the body + ache)
   a toothache
   a headache
   a stomachache
   a backache
2. I have (a sore + parts of the body)
   - a sore throat
   - a sore foot
   - a sore arm
   - a sore knee

3. I have/get + kinds of physical problems
   - the measles
   - the flu
   - a cold
   - a bloody vomit and stool
   - a bowel movement
   - a bad cough
   - a fever

4. I feel + kinds of physical problems
   - dizzy
   - slick
   - fever
   - cold and clammy
   - unwell
   - in bad shape

5. I experience + kinds of physical problems
   - lassitude
   - low back pain
   - difficulty breathing
   - cold and clammy

6. I suffer from + kinds of certain illness
   - cancer
   - constipation

7. I sprained my (possessive) + joints/bones problems
   - ankle
   - broke
   - collarbone
   - hurt
   - leg
   - arm
Nurse’s report/diagnose/how to report about patient’s condition/complaint

Reporting
- He/She complaints about his/her + part of the body has + health problem
- suffers from + health problem

Diagnosis
- He/She may have ............ + disease/health problem
- seems to have

ACTIVITY – TASK 1

Make a conversation between a nurse and a patient
Case.
A patient suspected with a gastric peptic ulcer. The symptoms are burning and gnawing felt in the upper part of the abdomen. The pain confines in the lower chest. The pains come and go.

Conversation 1

Patient: Call a nurse, state your complaint

Nurse: Ask what the problem is

Nurse: Repeat patient’s expression for sure, and tell the patient that you will report his/her condition to specialist

Conversation 2

Doctor: Call a nurse; ask about the patient’s complaint

Nurse: Tell the doctor about the symptoms and your diagnosis
After studying this chapter, student should be able to:
Help patients identify and express feeling

**Vocabulary**

<table>
<thead>
<tr>
<th>Pale</th>
<th>Daydream</th>
<th>Suffocate</th>
<th>Bouncy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense</td>
<td>Tired</td>
<td>Moan</td>
<td>Stiff</td>
</tr>
<tr>
<td>Painful</td>
<td>Rigid</td>
<td>Groan</td>
<td>Sigh</td>
</tr>
<tr>
<td>Afraid of...</td>
<td>Gasp</td>
<td>Contempt</td>
<td>Bruise</td>
</tr>
<tr>
<td>Tender</td>
<td>Swollen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Useful Expression**

Study and practice these useful expressions

- You look ......
- Your (part of the body) looks ....... uncomfortable when ....... (v-ing) with your (parts of the body)
- You seem to have + (a problem with + a part of the body)
  + (a health problem: such as a stomachache, a chest pain)
ACTIVITY – TASK 1

Practice the substitution drill below

1. You look ..........
   tense
   stiff
   happy
   sad
   etc.

2. Your .......... looks ...........
   skin       sallow
   eyes       reddish
   nail       yellowish

3. You seem uncomfortable when ..........
   walking
   moving your hand
   changing your clothes

4. You look uncomfortable with your ..........
   legs
   position
   stomach
   chest

ACTIVITY – TASK 2

• Make into groups consist of 6 participants
• Cut pictures available in supplementary material below
• Observe their expressions
• Share your observations to each of them
• Show each picture to the class, and tell your observations
1. A nurse is caring for a client receiving total parenteral nutrition (TPN). The nurse implements which action to decrease the risk of infection?
   1. Assesses vital signs at four-hour intervals
   2. Instructs the client to perform a Valsava maneuver during intravenous tubing changes
   3. Administers acetaminophen before changing the central line dressing
   4. Uses aseptic technique in handling the TPN solution and tubing

2. A home care nurse provides medication instructions to a client. To ensure safe administration of medication in the home, nurse:
   1. Demonstrates the proper procedure to take prescribed medications
   2. Allows the client to verbalize and demonstrate correct administration procedures
   3. Instructs the client that it is all right to double up on medication if a dose has been missed
   4. Conducts pill counts on each home visit

3. A nurse has inserted a nasogastric tube (NGT) into the stomach of a client and prepares to check for accurate tube placement. The nurse avoids which least reliable method for checking tube placement?
   1. Aspirating the tube with a 50 ml syringe to obtain gastric contents
   2. Measuring the pH of gastric aspirate
   3. Placing the end of the tube in water to check for bubbling
   4. Instilling 10 to 20 ml of air into the tube while auscultating over the stomach

4. A client is scheduled for a colonoscopy and the physician has provided detailed information to the client regarding the procedure. The nurse brings the informed consent to the client to obtain the client’s signature and discovers that the client cannot write. What is the nurse’s appropriate action?
   1. Contact the physician
   2. Send the client for the procedure without a signed informed consent
   3. Explain the procedure to the client with another nurse present and send the client for the procedure without a signed informed consent
   4. Obtain a second nurse to also act as a witness and ask the client to sign the form with an X

5. A nurse has documented an entry regarding client care in the client’s medical record. When checking the entry, the nurse realizes that incorrect information was documented. How does the nurse correct the record?
   1. Covers up the incorrect information completely using a black pen and writes in the correct information
2. Uses correction fluid to cover up the incorrect information and writes in the correct information
3. Erases the error and writes in the correct information
4. Draws one line to cross out the incorrect information and then initials the changes

6. A nurse has administered an injection to a client. After the injection, the nurse accidentally drops the syringe on the floor. Which nursing action is appropriate in this situation?
   1. Carefully pick up the syringe from the floor and gently recap the needle
   2. Carefully pick up the syringe from the floor and dispose of it in a sharp container
   3. Obtain a dust pan and mop to sweep up the syringe
   4. Call the housekeeping department to pick up the syringe

7. A nurse is in the process of giving a client a bed bath. In the middle of the procedures, the unit secretary calls the nurse on intercom to tell the nurse that there is an emergency phone call. The appropriate nursing actions is to:
   1. Leave the client’s door open so that the client can be monitored and the nurse can answer the phone call
   2. Finish the bath before answering the phone call
   3. Immediately walk out of the client’s room and answer the phone call
   4. Cover the client, place the call light within reach, and answer the phone call

8. A nurse is preparing to ambulate a client. The best and safest position for the nurse in assisting the client is to stand:
   1. Behind the client
   2. In front of the client
   3. On the unaffected side of client
   4. On the affected side of the client

9. A nurse has an order to discontinue the nasogastric tube of an assigned client. After explaining the procedure to the client, the nurse raises the bed to a semi Fowler’s position, places a towel across the chest, clears the tube with normal saline, clamps the tube, and removes the tube:
   1. During inspiration
   2. After the client takes deep breath and holds it
   3. As the client breathes out
   4. After expiration, but before inspiration

10. A nurse notes redness, warmth, and a purulent drainage at the insertion site of a central venous catheter in a client receiving total parenteral nutrition (TPN). The nurse notifies the physician of this finding because:
   1. Infections of a central venous catheter site can lead to septicemia
   2. The client is experiencing an allergy to the TPN solution
   3. The TPN solution has infiltrated and must be stopped
   4. The client is allergic to the dressing material covering the site
READING PASSAGE 1
Question 1-7
Look at the three restaurant advertisements on the following page.
Answer the questions below by writing the letters of the appropriate restaurants (A-C)
in boxes 1-7 on your answer sheet.
Example
It stops serving lunch at 2.30 pm.

A
B
C

1. It is open for breakfast.
2. It is open every night for dinner.
3. It is only open for lunch on weekdays.
4. It has recently returned to its previous location.
5. It welcomes families.
6. It caters for large groups.
7. It only opens at weekends.
Questions 8-13
Read the information given in ‘New Electricity Account Payment Facilities’ on the following page and look at the statements below (Questions 8-13)
In boxes 8-13 on your answer sheet write
TRUE if the statement is true
FALSE if the statement is false
NOT GIVEN if the statement is not given in the passage

Example Answer
You must pay your account by mail. FALSE
8. If you want a receipt, you should send your payment to the Southport address.
9. You may pay your account at branches of the Federal Bank.
10. You must pay the full amount, instalments are not permitted.
11. The Coastside Power Office is open on Saturday mornings.
12. You may pay your account by phone using your credit card.
13. There is a reduction for prompt payment.

NEW ELECTRICITY ACCOUNT PAYMENT FACILITIES
AVAILABLE FROM) JULY 1998
After 1 July 1998, you may pay your electricity account in any of the following ways:
1. Payments via mail:
   (A) No receipt required:
   Mail payments to:
   Coastside Power
   Locked Bag 2760
   Southport NSW 3479
   (B) Receipt required:
   Mail payments to:
   Coastside Power
   PO Box 560
   Northbridge NSW 3472
2. Agency payments (payments directly to the bank):
   Payments can be made at any branch of the Federal Bank by completing the deposit slip attached to your account notice.
   NB: This facility is no longer available at South Pacific Bank branches.
3. Payments directly to Coastside Power Office:
   Payments can be made directly to Coastside Power Office at 78-80 Third Avenue,
   Northbridge. Office hours are Monday to Friday, 8.30 am to 4.30 pm.
   Payment may be by personal cheque, bank cheque or cash.
Note: Payments cannot be made by phone.

READING PASSAGE 2
You should spend about 20 minutes on Question 14-27 which are based in Reading Passage 2 on the following pages.
Question 14-18
Reading passage 2 has six paragraphs B-F from the list of headings below.
Write the appropriate numbers (i-ix) in boxes 14-18 on your answer sheet.
Note: There are more headings than paragraphs, so you will not use them all.

List of Headings
i. Ottawa International Conference on Health Promotion
ii. Holistic approach to health
iii. The primary impotence of environmental factors
iv. Healthy lifestyles approach to health
v. Changes in concepts of health in Western society
vi. Prevention of diseases and illness
vii. Ottawa Charter for Health Promotion
viii. Definition of Health in medical terms
ix. Socio-ecological view of health

Example
Paragraph A  Answer

14. Paragraph B
15. Paragraph C
16. Paragraph D
17. Paragraph E
18. Paragraph F
CHANGING OUR UNDERSTANDING OF HEALTH

A. The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today. When notions of health and health promotion are being challenged and expanded in new ways.

B. For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body. While ill health has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

C. In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that “health is a complete state of physical, mental and social well-being and is not merely the absence of disease” (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

D. The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking. Lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles. While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society). People experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of the people.

E. During 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While life style factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view was endorsed at the first International Conference of Health Promotion held in 1986. Ottawa, Canada, where people from 38 countries agreed and declared that:

The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements (WHO, 1986)

It is clear from this statement that creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social economic
and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggest that the promotion of health must include a strong social, economic and environmental focus.

F. At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health promotion, remain as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it (WHO, 1986).

The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. He overall philosophy of health promotion which guides these fundamental strategies and approaches is one of ‘enabling people to increase control over and to improve their health’ (WHO, 1986).

Questions 19-22
Using NO MORE THAN THREE WORDS from the passage, answe the following questions. Write your answers in boxes 19-22 on your answer sheet.
19. In which year did the WHO define health in terms of mental, physical and social well-being?
20. Which members of society benefited most from the healthy lifestyles approach to health?
21. Name the three broad areas which relate to people’s health according to the socio-ecological view of health.
22. During which decade were lifestyle risks seen as the major contributors to poor health?

Question 23-27
Do the following statements agree with the information in Reading Passage 2?
In boxes 23-27 On your answer sheet write
YES if the statement agrees with the information
NO if the statement contradicts with the information
NOT GIVEN if there is no information on this in the passage

23. Doctors have been instrumental in improving living standards in Western society.
24. The approach to health during the 1970s included the introduction of health awareness programs.
25. The socio-ecological view of health recognises that lifestyle habits and the provision of adequate health care are critical factors governing health.
26. The principles of the Ottawa Charter are considered to be out of date in the 1990s.
27. In recent years a number of additional countries have subscribed to the Ottawa Charter.
About IELTS
This is a test designed to assess the English language skills of non-English speaking students seeking to study in an English speaking country.

Benefits of studying for IELTS
By studying for IELTS you will not only be preparing for the test but also for your future as a student in an English speaking environment. The test is designed to assess your ability to understand and produce written and spoken language in an educational context. The book makes reference to the ways in which university study is organized in many English speaking countries and the types of academic tasks you will be expected to perform.

These include:
1. Reading and understanding written academic or training language
2. Writing assignments in an appropriate style for university study or within a training context
3. Listening to and comprehending spoken language in both lecture format as well as formal and informal conversational style
4. Speaking to colleagues and lecturers on general and given topics in formal and informal situations

Description of the test
There are two versions of the IELTS test:
1. General Training Module: for students seeking entry to a secondary school or to vocational training courses
2. Academic Module: for students seeking entry to a university or institution of higher education offering degree and diploma courses

The Listening Module

<table>
<thead>
<tr>
<th>Question types</th>
<th>Requirements</th>
<th>Situation types</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will meet a variety of question types which may include:</td>
<td>You must listen to four separate sections and answer questions as you listen. You will hear the tape once only. There will be between 38 and 42 questions. The test will take about 30 minutes. There will be time to read the questions during the test and time to transfer your answers on to the answer sheet at the end of the test. The level of difficulty of the texts and tasks increases through the paper.</td>
<td>The first two sections are based on social situations. There will be a conversation between two speakers and then a monologue. The second two sections are related to an educational or training context. There will be a conversation with up to four speakers and a lecture or talk of general academic interest.</td>
</tr>
<tr>
<td>multiple choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>short answer questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>notes/summary/flow chart/table completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>labeling a diagram which has numbered parts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>matching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 1 Questions 1-12

Questions 1-5

Circle the appropriate letter

<table>
<thead>
<tr>
<th>Example</th>
<th>What are the students looking for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Main Hall</td>
</tr>
<tr>
<td>B</td>
<td>Great Hall</td>
</tr>
<tr>
<td>C</td>
<td>Old Hall</td>
</tr>
<tr>
<td>D</td>
<td>Old Building</td>
</tr>
</tbody>
</table>

1. Where is the administration building?

   ![Diagram A]  ![Diagram B]  ![Diagram C]  ![Diagram D]

   - A
   - B
   - C
   - D

2. How many people are waiting in the queue?

   - A 50
   - B 100
   - C 200
   - D 300

3. What does the woman order for lunch?

   ![Pizza]  ![Sandwich]  ![Taco]  ![Noodles]

   - A
   - B
   - C
   - D
4 What does the woman order to drink?

A  
B  
C  
D  

5 How much money does the woman give the man?

A $2.00  B $3.00  C $3.50  D $5.00

Questions 6-10

Complete the registration form using NO MORE THAN THREE WORDS.

| Name of student: | (6) ....................................................... |
| Address:         | (7) Flat 5/ ........................................... |
| Town:            | (8) ....................................................... |
| Tel:             | (9) ......................................................... |
| Course:          | (10) ...................................................... |

Questions 11-12

11 What did the man buy for her to eat?

A  
B  
C  
D  

12 What must the students do as part of registration at the university?

A  Check the notice board in the Law Faculty.
B  Find out about lectures.
C  Organise tutorial groups.
D  Pay the union fees.
SECTION 2  Questions 13-21

Complete the notes. Write NO MORE THAN THREE WORDS for each answer.

STUDENT BANKING

<table>
<thead>
<tr>
<th>Recommended Banks</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barclays</td>
<td>Realty Square</td>
</tr>
<tr>
<td>National Westminster</td>
<td>Example: Presto Park</td>
</tr>
<tr>
<td>Lloyds</td>
<td>City Plaza</td>
</tr>
<tr>
<td>Midland</td>
<td>(13)</td>
</tr>
</tbody>
</table>

Note: May not be allowed all facilities given to resident students.

Funding
- Must provide (14) ........................................ I can support myself.
- Services will depend on personal circumstances and discretion of Bank Manager.

Opening an account
- Take with me: (15) ....................................... and letter of enrolment.
- Recommended account: (16) ..................................
- Bank supplies: (17) ...................................... and chequecard which guarantees cheques.

Other services
- Cashcard: (you can (18) ................................... cash at any time.)
- Switch/Delta cards: (take the money (19) ................... the account.)

Overdraft
- Must have (20) ...............................................
- Sometimes must pay interest.

Opening times
- Most banks open until (21) ................................... during the week.
- Some open for a limited time on Saturdays.
SECTION 3  

**Questions 22-31**

*Complete the factsheet. Write NO MORE THAN THREE WORDS for each answer.*

**FACTSHEET - Aluminium Cans**

- (22) ........................................... produced every day in the US — more cans produced than nails or (23) ...........................................
- each can weighs 0.48 ounces — thinner than two
- (24) ...........................................
- can take more than 90 pounds of pressure per square inch — over
- (25) ........................................... the pressure of a car tyre

**Questions 26-31**

*Label the aluminium can. Write NO MORE THAN THREE WORDS for each answer.*

(26) ...........................................

---

Lid — makes up (30) ................ of total weight

---

(27) ...........................................
reflective surface of aluminium can easily be decorated

---

Body (26) ........................ at base

---

Base — shaped like (28) ................ to withstand pressure
SECTION 4 Questions 32-42

Questions 32-42

*Complete the lecture notes. Use* **NO MORE THAN THREE WORDS** *for each answer:*

<table>
<thead>
<tr>
<th>Purpose of the mini lecture</th>
<th>To experience</th>
<th>To find out about</th>
</tr>
</thead>
<tbody>
<tr>
<td>(32)</td>
<td></td>
<td>(33)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The three strands of Sports Studies are:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Sports psychology</td>
</tr>
<tr>
<td>b</td>
<td>Sports (34)</td>
</tr>
<tr>
<td>c</td>
<td>Sports physiology</td>
</tr>
<tr>
<td>a</td>
<td>The psychologists work with</td>
</tr>
</tbody>
</table>

| a                                         | The psychologists work with (35) |
| b                                         | Sports marketing looks at (37) |
|                                           | Sport now competes with (38)   |
|                                           | Spectators want (39)           |
| c                                         | Sports physiology is also known as (40) |
|                                           | Macro levels look at (41)      |
|                                           | Micro level looks at (42)      |
IELTS - SPEAKING

The Speaking Module

**Requirements**

You will have to talk to an examiner for about 15 minutes. The interview will be recorded. It is in 5 parts:

1. Introduction  
   --- Basic introductions

2. Extended discourse  
   --- You will talk at some length about general topics of relevance or interest which will involve explanation and description.

3. Elicitation  
   --- You will be given a cue card which describes a situation or problem. You must ask the examiner questions to obtain information.

4. Speculation and attitudes  
   --- You will be asked to talk about your plans or proposed course of study. You should demonstrate your ability to speculate or defend a point of view.

5. Conclusion  
   --- The interview comes to an end.

**Assessment criteria**

You will be assessed on the following criteria:

- ability to communicate effectively
- ability to use appropriate vocabulary and structures
- ability to ask questions
- ability to take initiative in a conversation
- general fluency
- structural accuracy
- intelligibility

---

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and interview</td>
<td>The candidate has the opportunity to speak on familiar topics. The examiner asks a number of questions to which the candidate should reply as fully as possible.</td>
</tr>
<tr>
<td>4-5 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual long turn</td>
<td>The candidate is asked to give a short talk for 1-2 minutes on a topic chosen by the examiner. The candidate has a minute to prepare and then speaks on the topic without stopping.</td>
</tr>
<tr>
<td>3-4 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-way discussion</td>
<td>The candidate is presented with more abstract questions broadly linked to the topic introduced in Part 2, and is encouraged to engage in extensive discussion.</td>
</tr>
<tr>
<td>4-5 minutes</td>
<td></td>
</tr>
<tr>
<td>11-14 minutes</td>
<td></td>
</tr>
</tbody>
</table>
THE CANDIDATE’S ROLE

Part 1
The examiner will ask you some questions about yourself and your interests, studies or working life. You should:

- reply by offering a full and appropriate response in each case, taking the initiative where possible.
- always offer more than yes or no as an answer as your examiner can only rate what he or she hears, and you need to make the very best of this chance to show off your skills.
- use Part 1 to overcome any nerves and demonstrate your basic fluency.

Part 2
The examiner will give you a topic, which is also written on a card, and will hand you some paper and a pencil to make notes. You have a minute to think about what you are going to say. You should:

- think about the topic for a moment and decide how you are going to tackle it.
- use the preparation time wisely by jotting down some key ideas (but do not try to write out a speech).
- make the talk interesting and lively.

Part 3
The examiner will invite you to discuss a number of issues, broadly related in theme to the Part 2 topic. You should:

- try to give informed, interesting and appropriate responses, but remember there is no right or wrong answer.
- use this part of the test to demonstrate your control of language, your ability to express abstract ideas and to support your opinions appropriately.
- show a willingness to provide extended replies.
**PRACTICE**

Please come in and sit down - over here. First, let me take a look at your passport.  
... it's for security purposes only.

Thank you. My name is *interviewer's name*. What is your name?
Where do you come from?
Tell me about your family. What do your family members do for a living?
What do you and your family like to do together?
Where do you live now?
What kind of place do you live in (a house or a flat)?
Describe the neighborhood that you live in at the moment.
Have you ever had a full-time job? If you have, tell me about it.
What are (or were) the advantages and disadvantages of this job?
Have you ever had a part-time or casual job?
Did you enjoy your time at school? Tell me what you liked and what you didn’t like.
Are you studying at the moment? If so, what are you studying and where?
What do you find most difficult about your study and why?
What is your favorite pastime? Why do you enjoy doing this?
Do you prefer indoor or outdoor activities? Why?
Do you belong to any clubs? If so, why did you join?
Do you read much? What do you like to read?
What else do you like to do in your spare time?
REFERENCES


