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2nd
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Liza Sharma



English Nurses

(As per the New Syllabus of INC for GNM Students)

● Second Edition ●

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Nursing Knowledge Tree
An Initiative by CBS Nursing Division



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English Nurses

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*“The English Language is a Work in Progress.
Have Fun With It.”*

—Jonathan Culver

*Dedicated to
My Parents*

Late Dr Surjit Singh Sethi
&
Late Dr Manohar Raj Sethi

Whose blessings have always been my
source of inspiration which led
to my academic pursuit.

All initiative by CBS Nursing Division

Preface to the Second Edition

The stage of transition from Senior Secondary School to professional and vocational education is very crucial stage. English has a very vital role to play at this stage. It is mandatory to acquire an ability to learn English. Merely drill exercises devoid of the explanations of the concepts involved, can never enable a student to handle language confidently. Practice will always remain incomplete without conceptualization. On the other hand, too much emphasis on concepts may render the subject dry and distasteful. So what we need in grammar in action is basic grammatical concepts defined and explained with the help of simple illustrations followed by a variety of exercises to reinforce conceptual grasp.

This strategically designed book deals with grammar which includes topics, like parts of speech, modals, prepositions, etc. There are also chapters on nurses' notes, reports and diary writing. The book deals chiefly with different types of compositions such as letter writing, essay writing, story writing, etc. Some exercises which were found to be rather tough for average students have been solved while several others have been left unsolved. Efforts have been made to cover the whole syllabus of GNM nursing students in this book which is designed to improve their language and develop their communication skills.

Ample guidance and practice exercises have been provided in sentence building, correct usage, comprehension, written composition and other allied areas. Apparently, initiation and repetition of correct expressions are far more efficacious in forming correct habits than grammatical knowledge. Hence the emphasis is put on the repetition of correct sentence patterns as we learn by doing things and we learn better by doing correctly.

No work is entirely free from errors and flaws, so valuable suggestions from our patrons for improvement of this book are invited. I assure you that efforts will continue to be made to further improve this book with every new edition. One never stops learning, especially a language, so I hope this book comes in handy to all those students who call themselves students irrespective of their age.

Dr Liza Sharma

Nursing Knowledge Tree
An Initiative by CBS Nursing Division

Preface to the First Edition

The stage of transition from Senior Secondary School to professional and vocational education is very crucial stage. English has a very vital role to play at this stage. It is mandatory to acquire an ability to learn English. Merely drill exercises devoid of the explanations of the concepts involved, can never enable a student to handle language confidently. Practice will always remain incomplete without conceptualization. On the other hand, too much emphasis on concepts may render the subject dry and distasteful. So what we need in grammar in action is basic grammatical concepts defined and explained with the help of simple illustrations followed by a variety of exercises to reinforce conceptual grasp.

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Dr Liza Sharma

A stylized tree logo with a thick trunk and branches, set within a square frame. The leaves are represented by simple shapes in shades of pink, red, and green.

Nursing Knowledge Tree
An Initiative by CBS Nursing Division

Acknowledgments

I extend my appreciation to members of industry and academic institutions who shared their knowledge and experience with me. Being a teacher, I wanted to give something back to the profession I love, from which I have learned so much. I take the opportunity to thank all who contributed to success of my task.

I would like to express gratitude to my father late **Dr SS Sethi** and my father-in-law late **Sh. RA Sharma** who were my continuing source of inspiration and motivation. I am also thankful to my mother late **Dr Manohar Sethi** for her confidence in me and for being a pillar of strength till she lived.

I thank the management of Gian Sagar Educational and Charitable Trust for providing a conducive work environment that has made this particular text possible.

I owe gratitude to all my students I have interacted with who enriched my experience of the language in such a way that the reading has become enjoyable rather than a formal study.

I sincerely thank my husband **Mr SP Sharma** as I greatly benefitted through continuous discussions with him. A very special thanks to my supportive and loving sons, my elder son **Er. Parth Gargish**, my younger son **Er. Avish Gargish** who always encouraged and supported me in this endeavour.

I extend my special thanks to **Mr Satish Kumar Jain** (Chairman) and **Mr Varun Jain** (Managing Director), M/s CBS Publishers and Distributors Pvt Ltd for their wholehearted support in publication of this book. I have no words to describe the role, efforts, inputs and initiatives undertaken by **Mr Bhupesh Aarora** [Sr. Vice President – Publishing & Marketing (Health Sciences Division)] for helping and motivating me.

Last but not least, I sincerely thank the entire CBS team for bringing out the book with utmost care and attractive presentation. I would like to thank Ms Nitasha Arora (Publishing Head and Content Strategist – PGMEE and Nursing), and Dr Anju Dhir (Product Manager cum Commissioning Editor – Medical) for their editorial support. I would also extend my thanks to Mr Shivendu Bhushan Pandey (Sr. Manager and Team Lead), Mr Ashutosh Pathak (Sr. Proofreader cum Team Coordinator) and all the production team members for devoting laborious hours in designing and typesetting the book.

Nursing Knowledge Tree

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CBS Nursing Knowledge Tree

Extends its Tribute to

Florence Nightingale



*For glorifying the role of women as nurses,
For holding the title of “The Lady with the Lamp,”
For working tirelessly for humanity—
Florence Nightingale will always be
remembered for her
selfless and memorable services to the
human race.*



Florence Nightingale
(May 1820 – August 1910)



Nursing Knowledge Tree

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*"Coming together is a beginning. Keeping together is progress.
Working together is success."*

It gives us immense pleasure to share with you that Nursing Knowledge Tree—An initiative by CBS Nursing Division, has successfully established itself in the field of nursing as we have been standing as a strong contender by sharing approximately 50% of market share. This growth could not have been possible without your invaluable contribution as our reader, author, reviewer, contributor and recommender, and your outstanding support for the growth of our titles as a whole. Before I enunciate in detail, I would like to thank each and every Clinical Nurse, Academician and Nursing Student for the phenomenal support during the COVID-19 pandemic. It is all your support that instilled a sense of responsibility in us and provided us with strength and motivation to survive under the worst circumstances of the pandemic.



The last two years were the most crucial phase when the entire world stood still due to adversity of COVID-19. The normal life was in turmoil, and people had no idea what would be their next step and how long this crisis would persist. In the midst of all, a few things which nobody could stop is 'Change', which is inevitable. During the last two years, we have done a lot of innovations and put our best efforts in implementing those innovations to bring quality education and make sure that every person should have access to best possible education.

It is worth mentioning that with all your support we have made some remarkable innovations in the field of nursing education, which are:

1. More quality books by the top Authors from the top institutes
2. Entered into Nursing EdTech Segment with>NNL App (Nursing Next Live Application)
3. NN Social
4. Hybrid Books
5. Social Media Presence
6. Build Strong Community (Faculty/Student Ambassador Program)

As a publisher, we have been contributing to the field of Medical Sciences, Nursing and Allied Sciences and have many established titles in the market. Tradition is carrying forward the legacy of the old pattern and approach in the contemporary time. We broke the boundary of being a traditional publisher through innovations and changes. As far as publishing industry is concerned, we are the first to enter in **Nursing EdTech** with the Launch of **Nursing Next Live App**.

Through Nursing Next Live, we made possible the reach of quality education from Jammu and Kashmir to Kanyakumari and from Gujarat to Arunachal Pradesh.

We started with the mission:

"We are bringing Learning to the People Instead People are going for the Learning."

When pandemic halted everything, the future seemed to be doomed, Nursing Next Live made it possible for the Nursing Professionals from across the nation to keep continuing their learning and helped them to achieve their dream career.

In a step toward strengthening the Nursing Segment, we have melded the four important pillars—Print, Digital, Nursing Professionals and Social Media—to work in a homogenized manner for the better future of the nursing education through:

NN Social, a community of 20K+ professionals, is an initiative of Nursing Next Live as India's knowledge-sharing network platform for the nursing segment. Nursing Next Social is curated with the aim to bring all the nursing faculty members from across the nation closer and together on a single platform. Through NN **Social**, we aim to connect the

sharp minds from across the nation to use their knowledge for the better future of Nursing Professions. With NN Social **India's top-notch societies, like TNAI, SOCN, NTA, KINS, etc. are associated with us.** Apart from this, NN Social has a strong network of 100+ authors, 500+ reviewers and contributors. They all are dedicated and committed as we are, toward imparting quality nursing education.

In the era of digitalization, to make study interactive and convenient, we have conceptualized the idea of **Hybrid Edition of the books.** In this series, our many bestseller titles are available in the hybrid form. This hybrid learning is a blended learning wherein printed booklets are thoughtfully integrated with the digital support to reconceptualize the learning method in a more interactive manner with added values to knowledge. Hybrid edition is an endeavor to facilitate the next level of preparation for any nursing competitive exams through quality content, flexibility, customization and engaging interactive learning experiences.

We have also increased our **social media presence** through meaningful and innovative ideas and are committed to assist the nursing professionals in gaining and sharing the knowledge. We have taken the initiative to learn from the experience of the others and started **NNL Talks.** It is a platform where every nursing professional who has done exceptionally well in his/her career, toppers of any Nursing Exams and those who manage themselves in all the odds and stand firm and determined and succeed in his/her life, can share the success journey. We aim to motivate, educate and encourage the nursing professionals through various activities and posts on our social media platform.

Whatever initiative we take, we always make sure that it is for a noble cause of promoting the quality education accessible to everyone.

Today we can say this with confidence, we "CBS Publishers & NNL" have an edge over all other Indian and International Publishers. Our Approach, Vision, Mission, Concept, Content, Reach, Ideas all have a single goal that is better nursing education can lead to a better healthcare system.

Long way to go.... Together!

Looking forward to invite more young and experienced minds who can join us as Authors, Reviewers, Contributors, and Faculties and accomplish our mission of providing quality nursing education to all.

With Best Wishes

Mr Bhupesh Aarora

Sr. Vice President – Publishing & Marketing
(Health Sciences Division)



Special Features of the Book

CHAPTER OUTLINE

- Tenses
- Present Tense
- Past Tense
- Future Tense
- Simple Present/Present Indefinite
- Present Continuous Tense

Chapter Outline provides a glimpse of the entire Unit Outline and chapter in one go.

Numerous **Tables** have been added in the chapters to facilitate easy learning and quick understanding.

Table:

Interrogative	Negative Interrogative
Shall I go?	Shall I not go?
Shall we go?	Shall we not go?
Will you go?	Will you not go?
Will he go?	Will he not go?
Will they go?	Will they not go?



EXERCISE 1

Change the voice

1. Arun likes sweets.
2. Rima writes a poem.
3. Farmers sow seeds.
4. You do not abuse her.
5. He does not obey his teachers.

A number of **Exercises** have been wrapped in-between the text or topic for quick correlation and understanding of the rules/ concepts discussed in the chapter.

Numerous **Figures** have been added in the chapters to facilitate easy learning and quick understanding.

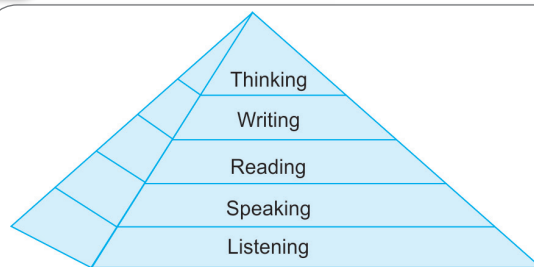


Fig. 1 Hierarchy of skills

INC Syllabus for GNM

English Theory

Course Description

This course is designed to help students develop an ability to comprehend spoken and written English, so as to communicate effectively.

General Objectives

Upon completion of this course, the students shall be able to:

1. Read and write correct English.
2. Communicate effectively in English.

Total Hours-30

Unit	Learning Objective	Content	Hr.	Method of Teaching	Assessment Method
I.	Speak and write correct grammatical English	Grammar <ul style="list-style-type: none">• Review of basic grammar• Building Vocabulary	6	Discussion, written and oral exercises.	<ul style="list-style-type: none">• Objective type• Paraphrasing
II.	Develop ability to read, understand and write in English	Composition <ul style="list-style-type: none">• Sentence construction and usage.• Reading comprehension.• Written composition: paragraphs & essays, precise writing, story writing & comprehension, letter writing, nurses notes and reports, anecdotal records, diary writing	14	Discussion, written and oral exercises.	<ul style="list-style-type: none">• Dictation• Exercise• Objective type• Translation• Report evaluation• Essay type
III.	Demonstrate conversation skills.	Spoken English <ul style="list-style-type: none">• Conversation—face-to-face and telephonic• Oral report• Discussion, debate• Public speaking skills.	10	Discussion, written and oral exercises.	<ul style="list-style-type: none">• Extempore• Debates• Discussion

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- Tags-also, no? Isn't it?
- Doing job, backside, my place, marketing (for shopping)
- Means, what you can say, what you call, same to same
- *Mutlab, toh, voh, ekdum, jaise*, madam, sir (only when appropriate)
- Strong **t, d** ending sounds e.g., good, **didn't**

LEARNING A LANGUAGE

Language as defined by the Oxford Dictionary is “the means of human communication, consisting of the use of spoken or written words in a structured way.”

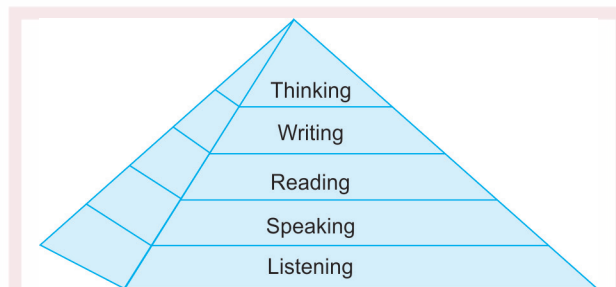


Fig. 1 Hierarchy of skills

To learn a language or to have a command over a language, certain steps are followed in both formal and informal methods of learning. If viewed as a pyramid, it would be something as viewed in Figure 1.

Listening

As you can see in Figure 1, the first skill required to learn a language is ‘Listening’— a *receptive* skill. We learn to speak our native language effortlessly simply because we are constantly exposed to the language. Our mind learns to process the different sounds we hear (receive) into a form and flow (grammar and fluency) and recall it as and when required without formal tutoring. Maximum learning takes place at this level.

- Did I first learn to listen or speak?
- What are the informal sources/methods of learning a language through listening?
- How can I increase my exposure to listening to correct English sounds?

Speaking

The second level of proficiency in a language is ‘Speaking’. It is a *productive* skill. Once a person has a storehouse of sounds and words (vocabulary) in his memory, he can express himself as he is able to establish meaning and thought flow when speaking. This level takes the longest to master. The other two higher levels are a natural outcome of this level.

- How long was it before I learnt to speak (native language)?
- What does the term ‘fluency’ mean to me?
- How long will it take for me to become fluent in English?
- What do I need to do for it?

Affirmative	Negative	Interrogative	Negative Interrogative
I play	I do not play	Do I play?	Do I not play?
We play	We do not play	Do we play?	Do we not play?
You play	You do not play	Do you play?	Do you not play?
He/She/It play	He/She/It does not play	Does he/she/it play?	Does he/she/it not play?
They play	They do not play	Do they play?	Do they not play?
Ravi plays	Ravi does not play	Does Ravi play?	Does Ravi not play?
Boys play	Boys do not play	Do boys play?	Do boys not play?

Uses

Simple present tense is used:

- To express habitual action.
 - He Smokes.
 - I always take my tea without sugar.
- To express general or universal truth
 - The sun rises in the east.
 - Water boils at 100°C.
 - Man is mortal.
- To express a fact or something which is true at present.
 - All trains stop at this station.
 - She teaches English in a school.
- To express future action planned in advance, especially concerning a journey or programme.
 - The train leaves at six in the morning.
 - Schools close in May for summer vacation and reopen in June.
- To introduce quotation with the 'verb' 'say'.
 - The notice says, "No Parking".
 - Keats says, "A thing of beauty is a joy for ever."
- To express a past event in a dramatic manner.
 - Alexander raises his hand and salutes Porus.
- In exclamatory sentences beginning with 'here' and 'there'.
 - There goes the bill!
 - Here comes the rain!

PRESENT CONTINUOUS TENSE

This tense is formed with is/are/am + verb (first form + ing). The negative is formed by putting 'not' after is/are/am. The interrogative is formed by placing is/are/am before the subject.



EXERCISES

A. Fill in the blanks with the simple present tense of the verbs given in brackets (solved).

1. He who stands (stand) first will get the prize.
2. As soon as the referee whistles (whistle) the match will start.
3. Do in Rome as the Romans do (do)
4. If it rains (rain) hard, she will cancel her tour.
5. When they are here, they often visit (visit) me.
6. Please tell him what you want (want).
7. There is a saying that nothing succeeds (succeed) like success.
8. If she tries (try), she can win the race.

B. Put the verbs in brackets into the present continuous tense.

1. The train _____ (arrive).
2. She _____ (stand) by the fire.
3. They cannot come because they _____ (suffer) from fever.
4. What you _____ (do) here?
5. You can't see her now; she _____ (have) a bath.
6. I am _____ (write) a letter at the moment.
7. He _____ (wear) a warm coat today because it is very cold.
8. Please take an umbrella with you. It _____ (rain).

C. Fill in the blanks with the present perfect tense of the verbs given in brackets.

1. You _____ enough food. (eat)
2. Khurshed Ahmed _____ the examination. (pass)
3. I _____ here for four years. (live)
4. How long _____ you _____ her? (Know).
5. He _____ me to lunch twice. (ask)
6. We _____ a new house. Come and look at it. (buy)
7. She _____ just _____ her father's letter. (receive)
8. They _____ not _____ the electricity bill yet. (pay)

D. Fill in the blanks. Using the present perfect continuous tense of the verb in brackets.

1. He _____ from fever since Friday. (suffer)
2. I _____ this house since Christmas. (build)
3. How long _____ you _____ English? (learn)
4. It _____ for two days now. (snow)

ANSWERS

- B.** 1. is arriving, 2. is standing, 3. are suffering, 4. are doing, 5. is having, 6. writing, 7. is wearing, 8. is raining.
- C.** 1. have eaten, 2. has passed, 3. have lived, 4. have-known, 5. has asked, 6. have bought, 7. has-received, 8. have-paid.
- D.** 1. has been suffering, 2. have been building, 3. have-been learning, 4. has been snowing, 5. have been hearing, 6. have been driving, 7. have been taking, 8. Have-been waiting.
- E.** 1. liked, 2. realized, 3. visited, 4. wasted, 5. hated, 6. started, 7. carried, 8. lighted.
- F.** 1. was singing, 2. was cleaning, 3. was digging, 4. was making, 5. was wearing, 6. was looking, 7. was blowing, 8. was talking.
- G.** 1. had lived, 2. had seen, 3. had never seen, 4. had known, 5. had finished, 6. had taken.
- H.** 1. had been writing, 2. had been reading, 3. had been ringing.
- I.** 1. will, 2. shall, 3. shall, 4. Will, 5. will, 6. shall, 7. will, 8. will.
- J.** 1. I will be studying when he comes here. 2. He will be living in Delhi next year. 3. They will be arriving here in the evening. 4. I will be helping him with money. 5. Rajan will be learning.
- K.** 1. will have reached, 2. will have taken, 3. will have left, 4. will have caught, 5. will have made.
- L.** 1. will have been talking, 2. will have been building, 3. will have been using, 4. will have been lying, 5. will have been running.
- M.** be living, will be, will, be moving, will be, will be grown, will be, will eat, will be drinking.
- N.** arrived, realized, had lost, raced, had left, travelled, saw, was, lived, spotted.
- O.** started, rocked, with, dashing, was, ran, noticed, ran, enjoyed, is not, asked.
- P.** is, hold, do not like, suggests, are, says, have, can, laugh, do not take.
- Q.** 1. Future indefinite, 2. Present continuous, 3. Present perfect, 4. Future perfect, 5. Future perfect, 6. Present perfect continuous, 7. Present continuous, 8. Present indefinite, 9. Present perfect continuous, 10. Present indefinite, 11. Present indefinite, 12. Present perfect, 13. Past indefinite, 14. Present indefinite, 15. Past indefinite, 16. Future continuous, 17. Future perfect, 18. Past perfect continuous, 19. Past continuous, 20. Past indefinite.
- R.** 1. have gone, 2. left, 3. are, 4. is, 5. laid, 6. had arrived, 7. reached, 8. will reach, 9. had reached, 10. went.

Examples:

- I wish you would come with us.
 - Would that (I wish) he were here.
4. To express an imaginary condition.

Examples:

- I would do it, if I were allowed.
- I would buy a car if I win a lottery.

Should

Should is past form of shall and is used

1. To express duty/obligation or advisability or desirability
- Examples:*
- We should obey our parents. (*duty*)
 - You should not be late. (*obligation/desirability*)
 - You should go for a walk. (*advisability*)
 - If he should see me there, he will be angry. (*probable condition*)
2. To express logical inference, supposition, assumption, possibility/probability.

Example:

- They should be at home now. (*possibility*)
3. To express purpose after lest. (in expression of fear)

Examples:

- Work hard lest you should fail.
- They hired a taxi lest they should miss the train.

May

May is used

1. To express *possibility*.

Examples:

- Ravi may come today.
- It may rain today.

2. To express *permission*.

Examples:

- You may go now.
- May I come in, Sir?

3. To express *wish, faith or hope*

Examples:

- May you succeed!
- May God bless you!

Do not lose
the focus



- To express a *purpose*

Example:

- He is working hard so that he may win a scholarship.

Might

Might is past form of may and is used

- To express less possibility

Examples:

- He might come today.
- It might rain tonight.

- To express *permission*

Example:

- Might I start the discussion?

- To express guess

Example:

- That might be the postman.

Can

Can is used

- To express *permission*

Examples:

- You can borrow my car.
- Can I smoke here?

- To express *possibility*

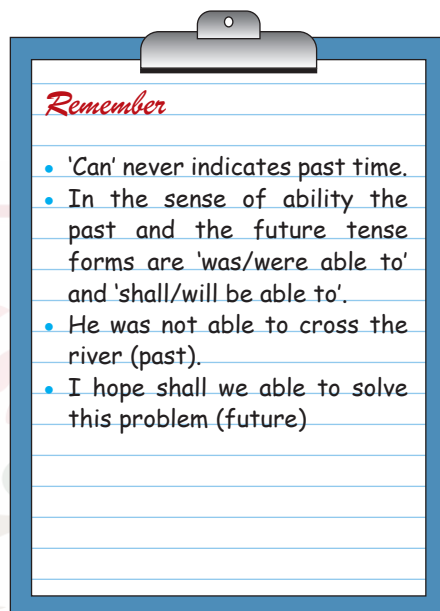
Example:

- This can be true.

- To express ability or capacity

Examples:

- I can lift this box.
- He can keep awake the whole night.



Could

Could is past form of can and is used

- To express ability/capacity in the past:

Examples:

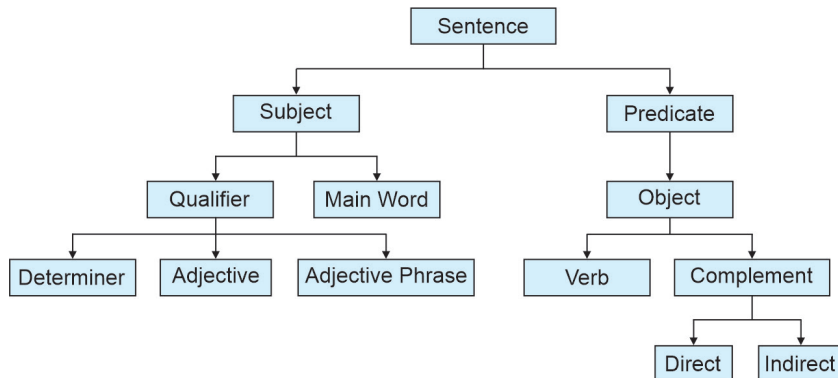
- He could swim very well in his youth.
- I could give him an answer if he had asked me.

- **Beside, Besides** : *Beside* means at or by the side of; *besides* means in addition to or other than.
Examples:
 - I live *beside* the stream.
 - *Besides* all this, the corn must be cut.
 - Nobody, *besides* Mohan, could have done it.
- **In, Within** : *In* means at the end of; *within* means before the end of.
Examples:
 - He will return *in* a week. (at the end of week)
 - He will return *within* a week. (before the end of a week)
- **At, About** : *At* is used with a fixed moment; *about* indicates proximity to a certain time.
Examples:
 - He left work *at* four o'clock.
 - It is *about* four now.

Expressions like: at about four o'clock, at about the time he left work, are therefore wrong.
- **Till, By** : *Till* means not earlier than; *by* means not later than:
Examples:
 - I was kept waiting *till* 3 o'clock. (up to 3 o'clock)
 - I shall return home *by* 3 o'clock. (not later than 3 o'clock)
- **Since, For** : *Since* as a preposition is used before a noun or phrase denoting some point of time; *For* is used to denote a period of time.
Examples:
 - He has been working *since* morning.
 - I have been doing nothing *for* two hours.
 - I have been living in Mumbai *since* 1980.

Note: Since is preceded by a verb in some perfect tense.
- **From** : *From* is used before noun or phrase denoting some point of time, but unlike 'since', 'from' is used with all the tenses.
Examples:
 - Ram Swarup works *from* morning to evening.
 - I shall join office *from* Monday.
- **Before, For** : *Before* is used to denote a point of future time; *for* is used in negative sentences to denote a period of future time.
Examples:
 - I shall finish my work *before* next month. (during this month)
 - I am not resuming duty *for* week yet. (until a week has passed)
- **On, Over** : 'On' denotes actual contact with some object; over does not do so.
Examples:
 - Put the pen *on* the table.
 - Thick mist hung *over* the forest.
- **To, Till/Until-till** : Means up to:
Both are based with 'from'; 'to' cannot be used without 'from'; 'till' however can be used alone.

PARTS OF SENTENCES



SIMPLE SENTENCES

A simple sentence consists of a subject and a predicate. The subject is a word or a group of words about which the rest of the sentence makes a statement or asks a question. The predicate or the finite verb phrase is a group of words which includes the verb and says what the subject is or does.

Subject	Finite Verb Phrase (Predicate)
1. Rajni	Wept.
2. My brother	is a doctor.
3. I	found him absent.
4. Vinod and Madhu	went on a long journey.
5. All the boys and girls	sang and danced merrily.

The above table shows that two nouns joined by *and* make a single subject. Similarly, even if a finite verb phrase or predicate includes more than one verb joined by *and*, the predicate will still remain single. In short, a simple sentence is a single-clause sentence. A clause, it may be mentioned briefly here, is a group of words with its own subject and finite verb phrase (predicate).

BASIC SENTENCE PATTERNS

Although the number of sentences that a speaker can produce is almost infinite, the number of basic sentence patterns is only seven. Of course, these basic patterns are much simpler than the sentences we actually speak or write, but in order to understand longer and more complicated sentences, it is essential to understand the elements that a sentence, at the very minimum, must contain.

9. If the summary is too long, you should try to remove some words which do not seem to be very important or which can be expressed in fewer words. Write it out again.
10. Supply a short title which might express the subject of the passage.

A GOOD PRECIS

A good precis possesses the following essentials:

1. Accuracy
2. Clearness
3. Completeness
4. Coherence
5. Conciseness

For compressing three hundred words into hundred words, it is obvious that much must be deleted. Hence, the art of precis-writing lies in making the right omissions and in combining skillfully what is left.

ART OF COMPRESSION

Generally, you are supposed to follow the order of original but you are not bound to follow the same, if you can express its meaning more clearly and concisely by transporting any of its parts. The art of compression aims rather at remodeling than mere omissions. The following are a few examples:

1. The rain continued unabated and did not cease until it was day dawn. The rain continued till dawn.
2. George was hard up for money and was being pressed by his creditors. George was in financial difficulties.
3. Sham fell into the river and before help could reach him, he sank. Sham drowned in the river.
4. Mahatma Gandhi lived the life of an ascetic, abstaining from all luxuries and comforts, drinking the goat's milk and never caring for fashionable dresses. Mahatma Gandhi lived like an ascetic, shunning all luxuries of world.
5. Science has been having a harmful effect upon religion. Science is the negation of religion.
6. The courage of Arjuna in battle might, without exaggeration, be called lion like. Arjuna fought like a lion.
7. Those days when most of the people used to keep cows and buffaloes for milk are now dead and gone. In olden days, people used to keep buffaloes and cows.
8. Zoo is a place where all kinds of fish, flesh and fowl, harmless birds, animals and those that are dangerous, tame and wild are kept. Zoo is a place for beasts and fowls.
9. When sorrows come, they do not come alone but in battalions. Calamities come alone.

SOME PRACTICAL SUGGESTIONS FOR WRITING PRECIS

The student should go through the following suggestions carefully. These are no magic formulas or short-cuts, but a careful study of these suggestions will prepare the student better to attempt the question on precis-writing.

1. **Try to use one word for a group of words as:**
 - a. 'That which cannot be seen' can be replaced by 'invisible'.
 - b. 'Something that cannot be heard' can be replaced by 'inaudible'.

and enjoy the sensation of winning it, but the main object of their life is not money, it is something better than money. A soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay - very properly so, and justly grumbles when you keep him ten years without it - still, his main notion of life is to win battles not to be paid for winning them. So of the doctors. They like fees no doubt, ought to like them; yet if they are brave and well-educated, the entire object of their lives is not fee. They on the whole desire to cure the sick, and if they are good doctors, and the choice were fairly put to them they would rather cure their patient, and lose the fee than kill him and get it. And so with all other brave and rightly trained men; their work is first, their fee second, very important no doubt but still second. But in every nation, as I said, there are vast numbers of people who are ill-educated, cowardly and more or less stupid. And with these people just as certainly the fee is first and the work second.

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Money Making

Money-making can never be the object of a cultured or brave person. For all healthy-minded people work comes first, their fee second. The fee is important, no doubt, yet it is second. For a soldier, a clergyman and a doctor the sensation of doing their duty is always more satisfying than the earning of money. A doctor would lose rather his fee than the life of his patient. But sadly every nation has some ill-educated, cowardly -and stupid people with whom the fee is first and the work second.



EXERCISE

Write precis of the following paragraphs:

1. Information technology and library services are two faces of the same coin. In village set-up, mostly the young and the old use libraries and the middle-aged make little use of these libraries. They need job-related information to update their skills and knowledge. The library and information services play a dominant role in catering to education, information and recreational requirements of the society. Library is an instrument of social change. All along, the concept of library has been associated with literacy and books, and the librarian was considered the keeper of the books. Concurrent with the changes in society, the concept of library has changed. It is a multimedia centre and a place for learning resources for the literates as well as the illiterates. Education is the key to individual achievement and national strength.
2. In recent decades, there have been many advances, one of the most important of these advances has been the mobile telephone. The mobile telephone is a particularly important invention because it enables people to contact other people by means of a device that they can carry around. Before invention, people who wanted to be in telephone contact with someone had to make a call either from a telephone in a private house or from a public telephone box. Being able to make a call from a telephone that you can carry about has revolutionised communication by telephone. If you need to contact someone on a business matter, you can use your mobile. There is no danger of your missing out on an important business opportunity because of communication difficulties.

3. India Assurance Company, New Delhi has given an advertisement in The Hindustan Times for recruitment of management trainees to be groomed as managers of their company. Apply for the same, giving your detailed biodata (curriculum vitae) along with a covering letter. Invent all necessary details. You are Aman/Aditi, 54-A, Gulab Road, Lucknow

54-A, Gulab Road
Lucknow
10 March 2017
The Personnel Manager
India Assurance Company
New Delhi

Sir,

Sub: Recruitment of Management Trainee

With reference to your advertisement in The Hindustan Times dated 5th March, 2016 for management trainees to be groomed as managers for your company, I would like to be considered for the said post.

My biodata is enclosed for your perusal and consideration. If I am found suitable, I can appear for the interview at any time suitable to you. In case of selection, I assure you of my unstinted cooperation and devotion in the discharge of my duties.

Yours faithfully
Aditi
(Aditi)



Nursing Knowledge Tree
An Initiative by CBS Nursing Division

Operation done:

Date of Operation:

Unit Head/Consultant Incharge:

Assessment: General condition, cleanliness, level of consciousness, vital signs, emotional and psychological status, pain/any discomfort, diet, eliminations of bowel and bladder, any specific exercises.

Investigation Done

Treatment: IV Fluids, transfusion, feeding, medication, any other.

Accurate Report

A report should be precise and short but easy to read.

- It should be objective.
- Nothing should be left to guessing.
- There should be no personal opinion.
- There should be no bias.
- State the time, date and place.
- Don't include each and every detail to avoid lengthy report.

Nursing measures carried out with their outcomes – Hygiene measures, comfort measures, feeding, exercise and recreation, etc. specific observations, specific reports maintained.

SAMPLE REPORT OF A PATIENT SUFFERING FROM JAUNDICE

Name:

Father's Name:

Sex:

Age:

Ward No:

Bed No:

Signs and symptoms: The patient came to the hospital with fever, yellow eyes, complained of loss in appetite, nausea and lethargy.

Diagnosis: Was advised blood tests, liver function tests, abdominal X-rays, urine test, ultrasound. Tests confirmed the patient was suffering from jaundice.

Treatment: The consumption of fats and oils, chilies, sour foods, meat, fish is restricted; rich carbohydrate diet is advised. Medicine given in the afternoon and is now to be given before sleeping.

नियम:

1. Future Continuous Tense के वाक्यों में 'shall be' या 'Will be' और Verb की पहली फार्म के साथ 'ing' प्रयोग होता है।
2. Negative Sentences में 'not' को 'shall' या 'will' और be के बीच में लगाया जाता है।
3. Interrogative Sentences में कर्ता से पहले 'shall' या 'will' और कर्ता के बाद 'be' और Verb का ing वाला रूप लगाए जाते हैं।

FUTURE PERFECT TENSE

Affirmative Sentences	
प्रातः काल होने से पहले वह प्रश्न निकाल चुका होगा।	He shall have solved the sum before the day breaks.
असलम ने उस समय तक व्यायाम कर लिया होगा।	Aslam will have taken exercise by that time.
रात हाने से पूर्व हम गाँव पहुँच चुके होंगे।	We shall have reached the village before the night falls.
सर्दी आरम्भ होने से पहले वे पहाड़ से आ गए होंगे।	They will have come from hills before the winter sets in.

Negative Sentences	
सूर्य अस्त होने से पहले वह गाय नहीं दुह चुका होगा।	He will not have milked the cow before the sun sets.
वे कल तक अपना काम समाप्त नहीं कर चुके होंगे।	They will not have finished their work till tomorrow.
रात होने से पूर्व वह गाँव नहीं पहुँच चुकी होगी।	She will not have reached the village before the night falls.
आपके आने से पहले मैं अपना काम समाप्त नहीं कर चुका हूँगा।	I shall not have finished my work before you arrive.

Interrogative Sentences	
क्या डाक्टर के आने से पूर्व रोगी मर चुका होगा?	Will the patient have died before the doctor arrives?
क्या वह अब तक मुम्बई पहुँच चुका होगा?	Will he have reached Mumbai by now?
क्या उस समय तक उसने सैर नहीं की होगी?	Will he not have taken a walk by that time?
क्या सूर्य चढ़ने से पूर्व हम व्यायाम कर चुके होंगे?	Shall we have taken exercise before the sun rises?

नियम:

1. इस Tense का अनुवाद Verb की तीसरी फार्म से पहले 'shall have' या 'will have' लगाकर किया जाता है।
2. Negative Sentences में तीसरी फार्म से पहले 'shall not have' या 'will not have' लगाया जाता है।
3. Interrogative Sentences में तीसरी फार्म से पहले 'shall' या 'will' को कर्ता से पहले लगाया जाता है।

FUTURE PERFECT CONTINUOUS TENSE

Affirmative Sentences	
माली दोपहर से पौधों में पानी दे रहा होगा।	The gardener will have been watering the plants since noon.
तुम एक घण्टे से हारमोनियम बजा रहे होंगे।	You will have been playing on the harmonium for an hour.
वे निर्धनों की बहुत समय तक सहायता करते रहे होंगे।	They will have been helping poor for a long time.
तुम्हारे वापस आने से पहले मैं तीन घण्टे से पढ़ रहा हूँगा।	I shall have been studying for three hours before you return.

- Nurse* : I'm very sorry for making you feel that way. (pause) How do you feel about your health?
- Ms Mahajan* : I'm just so tired of all these health problems. I caused these ulcers and I hate myself for it! (voice quivering)
- Nurse* : Don't blame yourself. What makes you think you caused it?
- Ms Mahajan* : I make myself throw up after eating a lot; so much of what I eat is nasty anyway. And then I have all this burning in my throat and stomach. I just want to be normal again (crying).
- Nurse* : Why do you make yourself vomit after you eat?
- Ms Mahajan* : I don't know. (looks away)
- Nurse* : Do you have friends at school?
- Ms Mahajan* : A few. (looks away, her eyes become watery)
- Nurse* : Are you dating anyone?
- Ms Mahajan* : (shakes head) No.
- Nurse* : Do you drink alcohol or take drugs?
- Ms Mahajan* : (Shakes head) A lot of kids at my school do, but I'm not interested in that.
- Nurse* : Do you have a good relationship with your parents?
- Ms Mahajan* : It's okay. (looks down)
- Nurse* : Tell me about school.
- Ms Mahajan* : What do you mean?
- Nurse* : Are you happy in your school?
- Ms Mahajan* : Not really. (quietly)
- Nurse* : Tell me more.
- Ms Mahajan* : I am sorry, I don't feel like sharing any more.

TALKING ABOUT ILLNESS

Sometimes we don't feel well. We feel sick. We take care of ourselves. However, sometimes we have to see a doctor for help.

Nursing Knowledge Tree

REAL CONVERSATION: DESCRIBING PAIN Nursing Division

Let's see a sample conversation between a patient and a doctor. A patient is someone who gets medical care.

Doctor: Hello, Mitali. What brings you in to see me today?

Mitali: I don't feel well. I have a fever, a sore throat, and aches all over my body.

1. Other expressions: why are you here to see me today?/ How can I help today?/Why are you here today?
2. Other expressions: I feel sick/so sick/very sick/really sick/terrible.
3. A fever is a higher-than-normal body temperature. Normal temperature is 98.6°F, or 37°C.
4. Mitali describes her symptoms, meaning the feelings in her body or signs of illness.
5. Other expressions: body aches.

Contd...

Grammar Test

A. Underline the correct form.

1. Do you like/Does you like dancing?
2. What are you writing/you are writing?
3. Does Nisha lives/live here?
4. They don't/doesn't speak Hindi.
5. What time do you usually/you usually do go for work?
6. Are you knowing/Do you know the address?

B. Complete each sentence with a suitable tense of the verb in brackets.

1. Parth (not go) _____ to the market yesterday.
2. Sorry, I (forget) _____ to do my assignment.
3. What (you see) _____ on TV last week?
4. Priya (leave) _____ Delhi and travelled to Canada last week.
5. (They enjoy) _____ their holiday in Europe last year?
6. While I (eat) _____ my lunch , the phone (ring) _____.

C. Complete each sentence with one word.

1. Meera _____ to have long hair, but now it's short.
2. _____ you finished your shopping?
3. Our friend _____ not arrived yet.
4. Jack isn't here. He _____ gone back home.
5. I've lived here _____ July.
6. Have you _____ been to America?

D. Complete each sentence with one word.

1. Teachers _____ not leave car here.
2. Would you like some snacks? You _____ be hungry.
3. This assignment _____ be right. I'm sure it is wrong!
4. Sorry I was on leave yesterday. I _____ to go to the doctor.
5. Do we _____ to be here in the evening.
6. _____ you help me? I'm lost?

E. Underline the correct words.

1. If we leave /left now we'll catch the train.
2. If she feels sick, she doesn't/ wouldn't go to school.
3. If you revise /revised your syllabus, it would be much better.

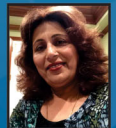
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Liza Sharma, MA (Eng), BEd, PhD, MBA, a former Associate Professor in English, has worked with Gian Sagar Group of Institutions, Banur, Rajpura (Punjab) for about 12 years. She has been in this profession for last 35 years and teaching nursing students for about 12 years. She possesses postgraduate degree in English and Business Management with BEd. She has obtained her doctorate degree from Punjabi University, Patiala. The author has contributed to several Sample Papers for CBSE and has written English Course book for Nursing Students.



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