

Grammar reference

To the student

This grammar reference has been written to help you complete the exercises in Units 1–8 of *Cambridge English for Nursing Pre-intermediate Grammar practice*. This grammar reference therefore does not provide you with a complete description of the grammar of English.

If you are interested in learning more about the grammar of English than you need to complete the exercises in the *Cambridge English for Nursing Pre-intermediate Grammar practice*, then we would like to recommend the following resources.

If you do not have much time but would like extra practice in particular areas of grammar, you could try **English Grammar in Use Test and Activities** <http://www.cambridge.org/elt/inuse/mobile/default.htm> for the **iPhone** and **iPod touch**. These two new applications have hundreds of grammar tests and activities to help you improve your grammar skills.

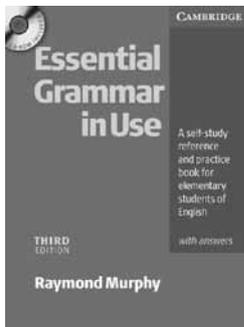
If you do not have access to an iPhone or iPod touch, you could try easy to carry **Grammar in practice 3** and **Grammar in practice 4** http://www.cambridge.org/elt/elt_projectpage.asp?id=2500092.



If you have more time and would like to learn about English grammar in detail, we suggest:

Essential Grammar in Use with answers and CD-ROM

http://www.cambridge.org/elt/elt_projectpage.asp?id=2500270.



It is also possible to buy a *French, German, Italian, Spanish* or *Thai* version of **Essential Grammar in Use**. Students who speak these languages will find explanations and descriptions of the grammar in their language as well as translation exercises which help the learner to understand some differences between the grammar of English and their own language.

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A Useful words and phrases for talking about the grammar of English

noun, pronoun, noun phrase and adjective

noun

A noun is a thing (*syringe driver / slide sheet / tympanic thermometer*), a place (*hospital / Radiology / ward*) or a person (*patient / nurse / doctor*). A noun is usually one word (*nurse*) but can also be two (*syringe driver*).

Nouns may be **singular** (= one, e.g. **a** slide sheet / **the** ward / **one** nurse) or **plural** (= many, e.g. **some** slide sheets / **all the** wards / **twelve** nurses).

Nouns may also be **countable** or **uncountable**. A countable noun may be singular or plural and we can describe them with numbers (e.g. *four patients / three tablets / 125 mls*). We cannot normally describe uncountable nouns with numbers (e.g. *three hospital equipments X / 125 waters X*). To describe an uncountable noun with a number, we use *countable noun + of + uncountable noun* (**a cup of water / a tub of ice cream / 10 mls of glucose**).

pronoun

A pronoun is a word which we can use to replace a noun: *This is **Angel Lau**. **She** is a nurse. (**She** = *Angel Lau*) / Have you got **a syringe driver**? Yes. Here **it** is (**it** = *a syringe driver*).*

noun phrase

We can change the meaning of a noun in small but important ways by adding information before or after the noun. Some things we can add before the noun are an **article** (*a / an / the*) an **adjective** (*cold / warm / good*) or a **pronoun** (*my / your / our*) and after the noun we can add a **preposition phrase** (*in bed / on the ward / with red hair*). Some examples of noun phrases are: *the crutches / a lying position / your mouth / an image of the blood vessels*.

adjective

An adjective is a word which describes a noun. It tells us what kind of thing, place or person we are talking about (*a **modern** syringe driver / a **large** hospital / a **Czech** nurse*).

Adjectives can be **comparative** or **superlative**. A comparative adjective describes the difference between two (or more) things, places or people of the same type (*This syringe driver is **more modern than yours** / Eriko is **younger than Dr Adams***). A superlative adjective describes the difference between one thing, place or person and all the other things of the same type (*This is **the largest** hospital in Australia / Eriko is **the youngest** nurse in this hospital*).

Adjectives can also be **gradable** or **ungradable**. We can use a gradable adjective to describe how much (the grade, the scale) of a quality the noun has (*My hands feel **a little** / **very** cold. The hospital is **quite** / **very** far from here*).

verb and verb phrase

verb

A verb is a word which describes an action (*Eriko **is smoking***), an event (*It usually **rains** in autumn*) or a state (*Dr Singh **is** the SHO*).

Verbs can be **present tense** (*Dasha **lives** in Vancouver / Phuong **is working** in London now / Ginger **has finished** her training as a nurse*) or **past tense** (*Dasha **lived** in Vancouver / Phuong **was working** in London last year / Ginger **had finished** her training as a nurse before she **went** to Chicago*).

Verbs can also be in the **continuous aspect** (*Elodie **has been helping** Mr Naipaul this morning / Ginger **is talking** with Nurse Schneider / Katia **is going to take** Mr Jones to Radiology*) and/or the **perfect aspect** (*Elodie **has been helping** Mr Naipaul this morning / Ginger **has left** home to work in Chicago / Phuong **has worked** in London*). A verb that is not in the continuous aspect is usually called **simple**.

Verbs can have tense (*present simple, past simple*) or both tense and aspect (*present perfect simple, past continuous*) or tense and two aspects (*present perfect continuous*). Some grammar books use the word tense to describe both tense and aspect.

A verb can be **regular** or **irregular**. We add **-(e)d** to the end of a regular verb in the past simple tense (*live-lived / talk-talked / want-wanted*). Irregular verbs do not follow this pattern – see the *Irregular verb tables* section of this grammar reference for a list of common irregular verbs. Irregular verbs often change a **vowel** and/or a **consonant** in the past tense. A vowel is a sound you make with an open mouth. In the English alphabet, the vowels are represented by the letters *a, e, i, o* and *u*. A consonant is a sound you make by closing part or parts of your mouth together (e.g. teeth, tongue). Consonants in the alphabet are *b, c, d, f, g, h, j* ... etc.

A verb also (usually) has two **participle** forms. There is the **-ing form** (also called the **present participle** or the **gerund**) and the **past participle**. The present participle is used with the verb *be* in the continuous aspect (*Ginger **is talking** with Nurse Schneider / Phuong **was working** in London last year*). The past participle is used with a verb in the perfect aspect (*Ginger **has finished** her training as a nurse / Ginger **has left** home to work in Chicago*).

auxiliary verb

An auxiliary verb is necessary in some situations for the grammar of a sentence to be correct. There are three auxiliary verbs: *be, do* and *have*.

We use *do* with verbs for actions and events in questions and negative verbs in the present and past simple (***Do** you work at the hospital? / I **don't** live in London*.)

We use *be* with verbs for actions and events in positive verbs, questions and negative verbs in the continuous aspect (***I'm** just changing your dressing / **Are** you working at the hospital? / **I'm not** living in London*.)

We use *have* with verbs for actions and events in positive verbs, questions and negative verbs in the perfect aspect (***I've** just changed your dressing / **Have** you been working at the hospital? / I **haven't** lived in London*).

A **contraction** is a short form of saying and writing a verb. The opposite of a contraction is the **full form** of the verb. We usually use contractions with auxiliary verbs (***I've** been there or I **have** been there; Ginger's waiting for you or Ginger **is** waiting for you*).

modal verb

A modal verb is a special kind of auxiliary verb. We use modal verbs to describe our attitude to, or opinion of, a situation; to describe the possibility and probability of a situation and also to describe a situation in the **future**.

There are four main modal verbs: *will (would), shall (should), may (might), can (could)*.

There are five more verbs which are similar to modal verbs. These are *must, have to, ought to, need (to) and dare*.

verb phrase

A verb phrase is a small group of words which include a verb. A verb phrase can include two or more verbs (*like to visit / were going to leave / want to go out*) and/or an adverb (*still haven't left / have already given / didn't leave yet*).

imperative

The imperative is the form we use to give a direct instruction (*Stand up please! / Don't smoke! / Help me!*).

preposition and preposition phrase**preposition**

A preposition is a grammatical word which describes how one thing is connected to another in a sentence. Examples are *in, on, at, to, for, with*.

preposition phrase

A prepositional phrase is a small group of words which is (usually) a preposition followed by a noun or a noun phrase. We use a prepositional phrase to add more information to the sentence; for example the place (*on the second floor*), the time (*for an hour*) or the instrument (*with this lancet*). We can have more than one preposition phrase in a sentence and they can follow each other (*Please sign your name on the bottom of the page in black ink.*)

adverb and quantifier**adverb**

An adverb adds to the meaning of a sentence or changes the meaning of one part of a sentence. There are many different kinds of adverb and each one has a different function. Some important types of adverb to know are:

Adverbs of frequency describe how often an action happens or if it doesn't happen (*I always wash my hands first / I usually check on Mr Timms at 3pm / I've never done that before!*)

Adverbs of time describe when or how long an action happens (*Mrs Reese-Davis is having chemo tomorrow / Mr Gupta's wife called this morning / I haven't eaten any meat recently*). Some adverbs of time describe when one action happens compared to another action or event (*I still haven't seen her records / I've already given him an injection / Has Mr Gupta's wife arrived yet?*).

Adverbs of place describe where an action happens or which direction an action takes place in (*A&E is downstairs / Can you step backwards for me please? / She's over there by the window*).

Adverbs of manner describe how an action happens (*Sit down carefully / Don't get up too quickly / Try to chew more slowly*).

Adverbs of degree describe 'how much' (*This coffee is very good / Don't move too quickly / I still feel a bit sick*).

quantifier

A quantifier describes how much of a noun there is (*Are there any tablets? / How much milk can I give my daughter? / How many patients do you look after?*). The choice of quantifier depends on whether the noun is countable or uncountable.

Irregular verb tables

English has many irregular verbs. The tables below organise some common irregular English verbs into eight groups and one table for the verbs *be* and *go*. The verbs in each group change in similar ways. Many students of English find it easier to learn irregular verbs in groups.

Table I: *be* and *go*

verb	past simple form	past participle form	-ing form
be	was were	been	being
go	went	gone been	going

Table II: Verbs which do not change form in the past simple or past participle

verb	past simple form	past participle form	-ing form
cut	cut	cut	cutting (+t)
hit	hit	hit	hitting (+t)
let	let	let	letting (+t)
put	put	put	putting (+t)
set	set	set	setting (+t)
shut	shut	shut	shutting (+t)

Table III: Verbs which change a vowel sound (1)

verb	past simple form	past participle form	-ing form
feed	fed	fed	feeding
find	found /faʊnd/	found /faʊnd/	finding
get	got	got	getting (+t)
hold	held	held	holding
meet	met	met	meeting
read /ri:d/	read /red/	read /red/	reading /ri:dɪŋ/
sit	sat	sat	sitting (+t)
stand	stood /stʊd/	stood /stʊd/	standing
understand	understood /ʌndəstʊd/	understood /ʌndəstʊd/	understanding

Table IV: Verbs which change a vowel sound (2)

verb	past simple form	past participle form	-ing form
become	became	become	becoming (-e)
come	came	come	coming (-e)
begin	began	begun	beginning (+n)
come	came	come	coming (-e)
drink	drank	drunk	drinking
swim	swam	swum	swimming (+m)

Table V: Verbs which change a final consonant sound

verb	past simple form	past participle form	-ing form
bend	bent	bent	bending
lend	lent	lent	lending
make	made	made	making (-e)
send	sent	sent	sending

Table VI: Verbs which change a vowel and a final consonant sound (1)

verb	past simple form	past participle form	-ing form
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	hearing
keep	kept	kept	keeping
kneel /ni:l/	knelt /nelt/	knelt /nelt/	kneeling /ni:lɪŋ/
lay	laid /leɪd/	laid /leɪd/	laying /leɪɪŋ/
leave	left	left	leaving (-e)
lose /lu:z/	lost /lɒst/	lost /lɒst/	losing (-e)
say	said /sed/	said /sed/	saying
sleep	slept	slept	sleeping
slide /slaɪd/	slid /slɪd/	slid /slɪd/	sliding (-e)
tell	told	told	telling

Table VII: Verbs which change a vowel and a final consonant sound (2)

verb	past simple form	past participle form	-ing form
bring	brought /brɔ:t/	brought /brɔ:t/	bringing
catch	caught /kɔ:t/	caught /kɔ:t/	catching
think	thought /θɔ:t/	thought /θɔ:t/	thinking

Table VIII: Verbs which change a vowel and have an -(e)n past participle (1)

verb	past simple form	past participle form	-ing form
break	broke	broken	breaking
choose	chose	chosen	choosing (-e)
eat	ate /eɪt/	eaten	eating
fall	fell	fallen	falling
give	gave	given	giving (-e)
forget	forgot	forgotten (+t)	forgetting (+t)
freeze	froze	frozen	freezing (-e)
speak	spoke /spəʊk/	spoken /spəʊkən/	speaking
shake	shook	shaken	shaking (-e)
take	took	taken	taking (-e)
wake	woke	woken	waking (-e)
write	wrote /reɪt/	written /rɪtən/ (+t)	writing (-e)

Table IX: Verbs which change a vowel and have an -(e)n past participle (2)

verb	past simple form	past participle form	-ing form
do	did	done	doing
grow	grew /gru:/	grown /grəʊn/	growing
know	knew /nju:/	known /nəʊn/	knowing
lie /laɪ/	lay /leɪ/	lain /leɪn/	lying (-ie) /laɪɪŋ/
tear /teə/	tore /tɔ:/	torn /tɔ:n/	tearing /teərɪŋ/
see	saw /sɔ:/	seen	seeing

B Grammar of actions: expressing tense and time

Present simple and present continuous

Grammar practice Units 1 and 3

Use

We use the **present simple** to talk about a situation (an action, an event or a state) which is always (or usually or often or sometimes or never) true now. We use the present simple to talk about:

- facts which are true now (especially with the verb *be*)

I'm your nurse for today. (= true now)

*Where **does** it **hurt**?* (= true now)

*Her temp **is** thirty-seven eight now.* (= perhaps it was/will be higher or lower but now it is 37^o)

*Samira **weighs** 45 kilos* (= perhaps it was/will be higher or lower but now it is 45 kilos)

- states and situations that are always true.

I'm allergic to morphine. (= this is a fact about the speaker's health which is always true)

*Morphine **makes** me very sick.* (= I am always sick when I take morphine)

- perceptions of our senses (that is, things that we **see, hear, feel, taste** and **smell**).

*I **see** that you have your pyjamas on* (= at this moment but we do not say *I'm seeing that ...*)

We often use these verbs with **can**.

*You **can see** the drop of insulin at the end of the needle.*

*You **can't see** the drop of insulin at the end of the needle.*

***Can** you **see** the drop of insulin at the end of the needle?*

- giving instructions to a patient using the **imperative**. Note that we do not use a pronoun in the imperative.

***Lift up** your arm for me please.* (= I want you to lift up your arm now)

***Sit down** please.* (= I want you to sit down now)

- regular daily activities.

*Mrs Phillipson usually **wakes up** at 5am.*

We use **Have got** in the present simple. *Have got* means the same as *have* (*I've got the lab results here for you* = *I have the lab results here for you*) but is more usual in conversation than writing.

We use the **present continuous** to talk about actions and experiences but not states. We use the present simple to talk about:

- actions which are happening at the same time as you are speaking.

*I'm just **putting** your sister through.* (= on the telephone at this moment)

- actions which are true now but which we know or do not think will be permanent.

*I usually **work** in Manila but this year I'm **working** at a hospital in London.*

(= the speaker knows that the work in London is temporary and that she will return to Manila at the end of the year).

- actions or experiences (such as pain) which are changing from one state to another. We often use **comparative adjectives** (e.g. *good-better-best* or *bad-worse-worst*) when we use the present continuous in this way.

*Judy (Nurse): You don't think the pain **is getting** any better with your treatment?* (= is your experience of the pain changing from bad to good?)

*Usha (patient): No. I feel **it's getting** worse.* (= my experience of the pain continues to get worse)

We do not usually use the following verbs (which describe states) in the present continuous: *agree, be, believe, hear, know, like, prefer, see, smell, taste, think, understand, want*.

When *have* describes possession (*I have a car*) or a state or experience (*I have a pain in my left leg*), we do not use it in the present continuous. However, we can use *have* in the present continuous when it is the main verb in a phrase for an action or a process (*I'm having an operation this afternoon / I'm having a cigarette break*).

Some verbs (e.g. *feel, hurt, live*) can be states or actions with no change in meaning (e.g. *How are you feeling today? / How do you feel today? And My ulcer hurts / is hurting at the moment*).

Form

Present simple (regular verbs)

+	-	?
I/You/We/They know . He/She/It knows .	I/You/We/They don't know . He/She/It doesn't know .	Do I/you/we/they know ? Does he/she/it know ?

Present simple (irregular verb: *be*)

+			-			
I am	I'm		I am not	I'm not	...	
You are	You're		You are not	You're not	You aren't	
He is	He's		He is not	He's not	He isn't	
She is	She's	OK.	She is not	She's not	She isn't	OK.
It is	It's		It is not	It's not	It isn't	
We are	We're		We are not	We're not	We aren't	
They are	They're		They are not	They're not	They aren't	

?
Am I OK? Are you OK? Is he OK? Is she OK? Is it OK? Are we OK? Are they OK?

have / have got

+	-	?
I/You/We/They have an allergy. He/She/It has an allergy.	I/You/We/They don't have an allergy. He/She/It doesn't have an allergy.	Do I/you/we/they have an allergy? Does he/she/it have an allergy?
I/You/We/They have got an allergy. He/She/It has got an allergy.	I/You/We/They haven't got an allergy. He/She/It hasn't got an allergy.	Have I/you/we/they got an allergy? Has he/she/it got an allergy?

Present continuous (BE + VERBing)

+	-	?
I am/m getting better. You are/re getting better. He is/s getting better. She is/s getting better. It is/s getting better. We are/re getting better. They are/re getting better.	I'm not getting better. You aren't getting better. He/She/It isn't getting better. We aren't getting better. They aren't getting better.	Am I getting better? Are you getting better? Is he/she/it getting better? Are we getting better? Are they getting better?

Present perfect simple and present perfect continuous

Use

We use the **present perfect simple** to describe a situation (an action, an event or a state) which is true now because of another situation which happened in the past. We use the present perfect simple to talk about:

- the present result of an action which happened in the past. The result of the action or experience is more important to the speaker or to the situation than when it happened.

The Occupational Therapist's sent a few things to help you feed yourself. (= the result of the past action – the speaker now has the things which the OT sent – is more important in this conversation than when it happened).

We often use the present perfect simple in this way to talk about the progress of a procedure. We can use the adverbs **still**, **yet** and **just** in these situations. We use **still** to describe a situation which has not changed; **yet** in negative sentences or questions to mean 'before now'; and **just** to show that something has happened very recently.

She still hasn't told me how she fell over. (= there is no change in the speaker's knowledge of the situation)

Has he seen the Speech and Language Therapist yet? (= has this situation happened at any time before now?)

I've just spoken to the doctor. (= the speaker talked to the doctor recently/only a short time before now)

We use two different forms of the verb *go* in the present perfect simple. We use **have been (to)** to show that the person has returned from a journey but we use **have gone (to)** to show that the person is not in the same place as the speaker (but may return later).

She's been to Radiology. (= the patient went to Radiology then returned; she is here now)

She's gone to Radiology. (= the patient is not here now; she went to Radiology and she will return later)

- an action or experience which is part of a person's biography or medical history. We cannot see the present result of this action or experience but we are interested in it now. We use **ever** and/or **before** to mean *in your life in general*.

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

Patient: Yes, I have. (= we cannot see the result now but the answer is 'yes')

- an action or experience which was true in the past and is still true now.

Marcus (nurse): Have you ever had asthma? (= was there a time in the past when you had asthma and do you have asthma now?)

Mr Desai (patient): Yes. I've had asthma all my life. (= I had asthma when I was born and I have asthma now)

When we use the present perfect simple in this way, we often also use **for** + A PERIOD OF TIME OR **since** + A POINT IN TIME to say how long the action or experience has continued for:

I've had this pain for six weeks. (= the amount of time up to now)

Hello, Mrs Bhaskhar. Has it really been three months since I saw you last? (= from this point in time up to now)

We use the **present perfect continuous** to describe actions happening until the present time. We use the present perfect continuous to talk about:

- the present result of a series of actions that began in the past and which will probably continue in the future.

The Occupational Therapist's been sending a few things to help you feed yourself. (= the OT has sent some things more than once and will probably send some more – compare with present perfect simple when the action happened once).

We can use **for** and **since** to say how long the series of actions has continued for before the present time.

*The Occupational Therapist's **been sending** a few things to help you feed yourself **for** the last two weeks.*

*The Occupational Therapist's **been sending** a few things to help you feed yourself **since** December.*

- how the activity is more important than the present result of the action and how the activity is more important than whether or not it has finished.

*Rosie (Nurse): **Have you been going out** a lot with your friends lately? (= focus on the activity of going out)*

*Jess (Patient): **Yeah. I've been partying** pretty hard. (= focus on the activity of partying)*

*Rosie (Nurse): **Have you been drinking** more alcohol than usual? (= focus on the activity of drinking)*

Form

Present perfect simple

+	-	?
I have/ve eaten lunch. You have/ve eaten lunch. He has/s eaten lunch. She has/s eaten lunch. It has/s eaten lunch. We have/ve eaten lunch. They have/ve eaten lunch.	I haven't eaten lunch. You haven't eaten lunch. He hasn't eaten lunch. She hasn't eaten lunch. It hasn't eaten lunch. We haven't eaten lunch. They haven't eaten lunch.	Have I eaten lunch? Have you eaten lunch? Has he eaten lunch? Has she eaten lunch? Has it eaten lunch? Have we eaten lunch? Have they eaten lunch?

Present perfect continuous (HAVE BEEN VERBing)

+	-		
I have/ve been exercising more lately. You have/ve been exercising more lately. He has/s been exercising more lately. She has/s been exercising more lately. It has/s been exercising more lately. We have/ve been exercising more lately. They have/ve been exercising more lately.	I haven't been exercising more lately. You haven't been exercising more lately. He hasn't been exercising more lately. She hasn't been exercising more lately. It hasn't been exercising more lately. We haven't been exercising more lately. They haven't been exercising more lately.		
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Have I been exercising more lately? Have you been exercising more lately? Has he been exercising more lately? Has she been exercising more lately? Has it been exercising more lately? Have we been exercising more lately? Have they been exercising more lately?			

Past simple

Use

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

- an action which happened at a particular time in the past.
*I **checked** Jim just before handover. (= this action is now finished)*
*I **had** chemo this morning. (= it is not morning now)*
- a series of actions which happened often during a particular time in the past.
*I **had** chemo therapy in 1998. (= the speaker had chemo more than once in that year)*

- a state or situation which was true at a particular time in the past but is not true now.

*He **was** in quite a lot of pain when he first arrived.* (= it was true at that particular time; perhaps it is not true now)

- We often say when the action happened or when the state was true in the sentence, but it is not necessary to do this.

*The raised toilet seat you brought **last week** is much better than the old one.* (= the toilet seat that the nurse gave the patient at that particular time)

*How **was** your chemo today?* (= it is still today but the chemo happened at a particular time before now)

- We can use **ago** with the time of the action to say how long before now.

*It **was** five hours **ago**.* (= it was five hours before now)

Form

Past simple (regular verbs)

+	-	?
I/You/He/She/It/We/They needed an X-ray.	I/You/He/She/It/We/They didn't need an X-ray	Did I/you/he/she/it/we/they need an X-ray?

Past simple (be)

+	-	?
I/He/She/It was fine. You/We/They were fine.	I/He/She/It wasn't fine. You/We/They weren't fine	Was I/he/she/it fine? Were you/we/they fine?

will and going to

Use

We use **will** and **going to** to talk about a situation (an action or event) in the future or a situation that is just about to happen. **will** has many different uses in English but **going to** is normally only used for the future or for things which are about to happen. We use

- **going to** to explain a procedure to a patient before we do it.

*We're **going to tuck** the slide sheet under you, Mrs Mackenzie.* (= tucking in the slide sheet explains the final result of the procedure the speaker wants to do)

*I'm **going to take** your Obs. now.* (= Obs. is the procedure the speaker wants to do)

*Now, I'm **going to take** your temperature.* (= taking the patient's temperature explains the procedure the speaker wants to do)

- **will** to introduce the next step in a procedure while we are doing it or to introduce a promise or an offer to do something the moment before you do it.

*I'll just **pull** the slide sheet through to my side.* (= the patient understands what the nurse is about to do and so stays calm – there are no surprises for the patient)

*I'll just **take** your temperature with this special thermometer in your ear and wait for the beep.* (= the patient understands what the nurse is about to do and so stays calm – there are no surprises for the patient)

*I'll **change** that for you right away.* (= the nurse offers/promises to do something for the patient then does it)

*I'll **get** you some pain relief.* (= the nurse offers/promises to do something for the patient then does it)

- **going to** to talk about future activities which must happen (soon) as a result of an activity or a process which has already started.

I think we're going to need some more pain relief for Mrs James. (= the process of finishing all the pain relief has already started – the nurse can therefore see that more pain relief is necessary).

Nurse, I'm sorry but I think I'm going to be sick. (= the patient is now feeling the nausea that means that he/she must vomit very soon)

- **will** to talk about future situations which we predict to happen. We may predict the future situation which we think we know from our experience of similar situations in the past. It is not a prediction if we can see that the activity must happen (soon) as a result of an activity or a process which has already started.

I think I'll need some more pain relief for Mrs James. (= based on the nurse's knowledge of Mrs James, she thinks more pain relief is necessary – even if there is a lot of pain relief now)

Nurse, I'm sorry but I think I'll be sick if you give me that medicine. (= based on experience, the patient is sure that this medicine causes vomiting – even if the patient does not feel vomit coming now)

Form

will

+
I/You/He/She/It/We/They will need some help. I/You/He/She/It/We/They ll need some help.
-
I/You/He/She/It/We/They will not need any help. I/You/He/She/It/We/They won't need any help.
?
Will I/you/he/she/it/we/they need any help?

going to

+	-
I am/m going to take his Obs. You are/re going to take his Obs. He is/s going to take his Obs. She is/s going to take his Obs. It is/s going to take his Obs. We are/re going to take his Obs. They are/re going to take his Obs.	I am not/m not going to take his Obs. You are/re not/aren't going to take his Obs. He is not/s not/isn't going to take his Obs. She is not/s not/isn't going to take his Obs. It is not/s not/isn't going to take his Obs. We are/re not/aren't going to take his Obs. They are/re not/aren't going to take his Obs.
?	
Am I going to take his Obs.? Are you going to take his Obs.? Is he going to take his Obs.? Is she going to take his Obs.? Is it going to take his Obs.? Are we going to take his Obs.? Are they going to take his Obs.?	

Prepositions of time

Use

We can use a preposition before a noun or noun phrase (*in fifteen minutes / by Wednesday / after dinner*) or before a clause (*Until the next time I see you ... / Before we start ... / After I return ...*) to talk about time. We can use:

- **after** and **before** at the beginning or at the end of a sentence

After your lunch, I'll be back to ask you some questions.

or

I'll be back to ask you some questions after your lunch.

Before we start, we need to wash our hands.

or

We need to wash our hands **before we start**.

- **at** to talk about a point in time
*You'll need to take Samira's Obs. **at** four o'clock today.* (= the Obs. must not be later or earlier than four o'clock)
 and in some time expressions
 at the weekend
 at the moment (= now)
- **by** to talk about something that will happen (or which must happen) before or at a point in time
*You'll need to finish Samira's Obs. **by** four o'clock today.* (= you must take the Obs. any time before or not later than four o'clock)
*I'm sure you're fed up with it **by** now* (= you must feel bored and angry with your situation now, and probably you felt that way earlier too)
- **during** and **over** to talk about an activity that continues for a period of time
*125 miles an hour. It's going to run **over** eight hours.* (= the process is continuous for the eight hours)
*Mrs Swales vomited several times **during** the night.* (= several times in the period of time between evening and morning)
- **for** to talk about how much time an activity continues
*I'll check on you every Thursday **for** the next 6 months.* (= the activity of checking this patient will continue for 6 months)
- **in** to talk about how much time we must wait before something happens
*You'll need to take Samira's Obs. **in** fifteen minutes.* (= the Obs. will not begin for another fifteen minutes)
- **(not) until** to talk about an activity which continues before a point in time but not after that time
*I'll wait here with you **until** your mummy comes back.* (= when your mother ('mummy') returns I will leave you but not before that time)
*OK, so I won't see you **until** next Thursday now.* (= I will not visit you after 'now' or before next Thursday)

C Grammar of actions: expressing attitude and manner

There are four main modal verbs: *will (would)*, *shall (should)*, *may (might)*, *can (could)*. There are five more verbs which are similar to modal verbs. These are *must*, *have to*, *ought to*, *need (to)* and *dare*.

Use

We use modal verbs to change the meaning of other verbs.

Modal verbs can tell us whether an action is: possible or impossible; certain or uncertain; necessary, unnecessary or optional.

We can use modal verbs to express these ideas in many different situations. For example, when we make a promise, a suggestion or a request.

The following modal verbs are used in *Cambridge English for Nursing Pre-intermediate*.

- We use *can*, *could*, *may* and *might* to say that an action or situation is possible.
*Stroke victims don't cough so food **can** enter their lungs.*
*I **could** come and see Mr Vermont at 3 pm today.*
*Your blood sugars **may** drop if you drink alcohol.*
*I **might** need some stronger painkillers.*

- We use *can't* to say that an action or situation is impossible.
*I'm sorry, I **can't** give you any information about Mrs Dixon's treatment.*
*She **can't** move much at all now.*
- We use *will* ('ll), *won't* and *must* to say that an action or situation is certain.
I'll be all right.
I'll see you soon.
The IV'll run over eight hours.
*He has an appointment at 3pm so he **won't** be back until 4 o'clock.*
*That **must** be hard for you.*
- We use *may*, *may not* and *might* to talk about a situation that is possible but not certain.
*You **may not** eat your meals on time or you **may** forget your insulin.*
*Then I **might** try to have a rest.*
- We use *need*, *must* and *have to* to talk about actions which are necessary
*Do you **need** help to walk to the bathroom?*
*I just **need** to check your personal details.*
*You **must** rinse your mouth with wash after you use it.*
*You **mustn't** store the insulin pen in the fridge.*
*You **have to** use the hoist.*
***Do I have to** take all my clothes off?*

Note that *mustn't* means that it is necessary not to do something – it does not mean that it is unnecessary. That is, it is necessary not to store insulin in the fridge.

- We use *don't have to* to talk about actions which are unnecessary or optional
*You **don't have to** wait for me.*
- We use *'ll*, *'ll just* and *Now, I'll just* to introduce an action just before we do it
I'll be back to ask some questions after your lunch
*I'll **just** check that on the identity bracelet.*
***Now, I'll just** clip this lead on your finger.*
- We use *can* and *could* to ask questions and make polite requests. *could* is more polite than *can*.
***Can** you tell me your full name?*
***Could** you tell Mrs Dixon I called?*
- We use *can* to describe an ability to do something
*Yes, I **can** see the label.*
***Can** you put your arm out straight?*
- We cannot use *will* and *can* together. If we need to introduce an ability to do an action just before we do it we use *will be able to*
*We'll **be able to** lift you up the bed.*
*I'm afraid she **won't be able to** come.*
- We use *would* to say which possible future action or situation is the most ideal (the best option)
– *Could we meet at 3.30?*
– *Mm, 4 **would** be better.* (= 4pm is better than 3.30)
- We use *should* to give strong advice
*Your glycated haemoglobin **should** be less than 7%.*
*Women **shouldn't** have more than 14 units of alcohol a week.*
*You **shouldn't** drink on an empty stomach.*

Form

All modal verbs except *have to* and *need* keep the same form with *I/you/he/she/it/we/they*. The form of *have to* and *need* is the same as a regular verb.

+	-
will do / 'll do	will not do / won't do
would do / 'd do	would not do / wouldn't do
shall do / 'll do	shall not do / shan't do
should do	should not do / shouldn't do
can do	can do / cannot do / can't do
could do	could not do / couldn't do
may do	may not do
might do	might not do / mightn't do
must do	must not do / mustn't do

The question form of all modal verbs except *have to* and *need* is always MODAL VERB + SUBJECT + MAIN VERB. For example, **Can you tell me your full name?**

Adverbs of manner

Use

We use adverbs to describe actions. Most adverbs of manner usually come after the verb and object.

*You could burn **easily**.*

*Let's do it **quickly**, shall we?*

*Shake the bottle so you mix the contents **well**.*

Form

Many adverbs come from adjectives. Add + *-ly*.

<i>quick</i> + <i>ly</i> → <i>quickly</i> <i>bad</i> + <i>ly</i> → <i>badly</i> <i>careful</i> + <i>ly</i> → <i>carefully</i>	<i>easy</i> + <i>ly</i> → <i>easily</i> <i>noisy</i> + <i>ly</i> → <i>noisily</i>	<i>probable</i> + <i>ly</i> → <i>probably</i> <i>sensible</i> + <i>ly</i> → <i>sensibly</i>	Exceptions: <i>good</i> → <i>well</i> <i>hard</i> → <i>hard</i> <i>late</i> → <i>late</i> <i>early</i> → <i>early</i>
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D Grammar of things: describing quality and quantity

Adjectives: gradable and ungradable

Use

Adjectives describe the *quality* of a noun or situation; they tell us what kind of a thing a noun is or what kind of a situation it is. For example, *Is your wound **painful**?* (noun) *Are you **warm**?* (situation).

- When we talk to patients or when we talk about a patient to another nurse or doctor, it is sometimes important to say how strong the quality is. If we can change the meaning of an adjective with an adverb, we say it is a **gradable adjective**.

*Is your wound **painful**?*

*Is your wound **very painful**?* (stronger than 'painful')

*Is your wound **extremely painful**?* (stronger than 'very painful')

- We can also compare gradable adjectives.

*Is your wound **more painful** today?*

*Are you **warmer** now?*

- Many gradable adjectives have an opposite. For example: *warm* – *cold*; *comfortable* – *uncomfortable*; *hard* – *soft*.

- Are you **warmer** now?
 – I'm sorry nurse but I'm still **quite cold**.

- Many gradable adjectives can be replaced with an **ungradable adjective**. An ungradable adjective describes the strongest meaning of a quality. For example, *freezing* describes the strongest meaning of *cold*; *agonising* the strongest meaning of *painful*; and *terrible* the strongest meaning of *bad*.
- Some adjectives are ungradable because they describe a state (or situation) which is either true or not true. For example, something is *normal* or *not normal* but cannot (usually) be *very normal*; a person can be *dead* but they cannot be *very dead*.
- We can change the meaning of gradable and ungradable adjectives with adverbs.

strongest	It is absolutely boiling on this ward. It is really boiling on this ward. It is boiling on this ward.	ungradable adjective (+ adverbs: <i>absolutely</i> or <i>really</i>)
	It is really hot on this ward. It is very hot on this ward. It is hot on this ward.	
	It is really warm on this ward. It is very warm on this ward. It is warm on this ward.	
weakest	It is cool on this ward. It is very cool on this ward. It is really cool on this ward.	gradable adjectives (+ adverbs: <i>really</i> or <i>very</i>)
weakest	It is cold on this ward. It is very cold on this ward. It is really cold on this ward.	
	It is freezing on this ward. It is really freezing on this ward. It is absolutely freezing on this ward.	
strongest		ungradable adjective (+ adverbs: <i>absolutely</i> or <i>really</i>)

- Some adverbs we only use with gradable or ungradable adjectives.
It is absolutely cold. ✗
It is very freezing. ✗
- Some adverbs we can use with both gradable and ungradable adjectives with the same meaning.
It is really agonising. (= stronger than agonising)
It is really painful. (= stronger than painful)
- We can use the adverbs *a bit* and *a little* with gradable adjectives to make the meaning weaker. Nurses can use these adverbs to make a patient feel more calm and relaxed about a situation.
Some people feel a bit sick after the anaesthetic.

Although we can use *a bit* or *a little* to make the meaning weaker, some patients may use these adverbs to describe a strong feeling. Some patients (especially some older patients) may come from a family or a culture who are embarrassed to complain.

My hip feels a little uncomfortable.
My leg is a bit sore.
I feel a little cold.

- We can use the adverb *quite* with both gradable and ungradable adjectives but the meaning is different. The adverb *quite* makes the meaning of gradable adjectives a little stronger but with ungradable adjectives *quite* means *absolutely*.
The dressing has to be quite firm. (= stronger meaning than 'firm' but not as strong as 'very firm')
That's quite normal after an operation. (= absolutely normal)

Quantifiers: *some/any*

Use

We use *some/any* with nouns. In general, use *some* in positive sentences and *any* in questions and negatives. Use *some* in questions only when you already know something exists.

*When did you last have **some** tablets?* (= I know you had some, but I don't know when it was)

*Can I have **some** painkillers, please?* (= I know they are here and I want some)

Form

+	-	?
You need some medication/tablets.	You don't need any medication/tablets.	Do you need any medication/tablets?

Quantifiers with countable and uncountable nouns

Use

We use different quantifiers for countable and uncountable nouns. The most common example we ask is *How many ...?* with countable nouns like *nurses*, *patients*, *tablets* but *How much ...?* with uncountable nouns like *water*, *time*, *information*. Some quantifiers we can use with both countable and uncountable nouns.

Form

countable only	both countable and uncountable	uncountable only
many a few few not many	loads of a load of lots of a lot of some any a bit of hardly any	much a little little not much

E Grammar of sentences: making questions and complex sentences

Questions

Use

We can ask questions in different ways. Four useful ways which you will find in *Cambridge English for Nursing Pre-intermediate* are:

- to add an **auxiliary verb** before the subject (present simple and past simple questions) or to move the auxiliary verb or the modal verb before the subject of the sentence.

We need another anti-emetic for Mrs O'Dwyer. (= *We* is the subject, *need* is in the present simple)

Do we need another anti-emetic for Mrs O'Dwyer? (= *do* is the auxiliary verb for the present simple)

Mrs Katz's been to see the Radiologist. (= *Mrs Katz* is the subject, *has (s)* is the auxiliary verb for the present perfect simple)

Has Mrs Katz been to see the Radiologist?

