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Complementary Onlilne
IELTS Module

COMMUNICATIVE ENGLISH for BSc NURSING

As per the Revised Nursing Syllabus



2nd Edition

Bandana

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CHAPTER

2 Introduction to LSRGW

Learning Objectives

After going through this chapter, the student will be able to:

- Describe concepts and principles of language.
- Differentiate various types of listening.
- Understand consonants, vowels, word and sentences in speaking.
- Learn, memorize and practice in reading the medical vocabulary.
- Gather information on tenses and basic concept of grammar.
- Enhance the writing skills by emphasizing on grammar.

Introducing the Chapter

- Concepts and principles of language
- Listening skills: Types
- Methods to enhance the understanding of English skills
- Silent features of speech
- Fundamentals of speech
- Basic elements of speech
- Vowels and consonants
- Types of consonants
- Reading skills
- Medical English vocabulary
- Tenses, linkers
- The writing skills
- Skill required to write well
- Sentences and paragraph writing
- Emphasis on correct grammar

TERMINOLOGY

- **Listening:** Effective listening is the foundation of strong relationships with others, at home, socially, in education and in the workplace.
- **Listener:** A person who listens, especially someone who does so in an attentive manner.
- **Speaking:** Speak means to talk, to give a lecture or speech, or to use your voice to say something.
- **Speaker:** A person who speaks "language communication involves the interrelation between speaker and hearer".
- **Reading**: It is the process of taking in the sense or meaning of letters, symbols, etc., especially by sight or touch.
- **Reader:** A person who reads or who is fond of reading.
- **Writing:** Writing is a medium of human communication that involves the representation of a language with written symbols. Writing systems are not themselves human languages; they are means of rendering a language into a form that can be reconstructed by other humans separated by time and/or space.
- **Writer:** A person who has written something or who writes in a particular way.

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CONCEPT AND PRINCIPLES OF LANGUAGE

Introduction

Language, **a system of conventional spoken, manual (signed)**, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.

- "A language is a system of signs for encoding and decoding information."
- "Language refers to the cognitive faculty that enables humans to learn and use systems of complex communication."

Definition

"Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts." —*Henry Sweet*

The Six Principles of Language (Figure 1)

1. Know the learners
2. Create conditions for language learning
3. Design high-quality lessons for language development
4. Adapt lesson delivery as needed
5. Monitor and assess student language development
6. Engage and collaborate within a community of practice

Types of Language Skills

- Listening, speaking, writing and reading are the four language skills. The first two skills seem to be the most basic skills in every language.
- Listening and speaking are the first two linguistic skills that humans acquire in learning a language.
- The remaining two skills, reading and writing, usually, require some formal instruction.

The Listening Skill

- Listening is the first language skill that is acquired in learning a language.
- Listening involves understanding the speech-sounds of a language as well as the ability to decode the sounds in an utterance. It has to do with reception and interpretation of the sounds.
- Listening also requires an ability to assign meaning to the various sound combinations in a language.

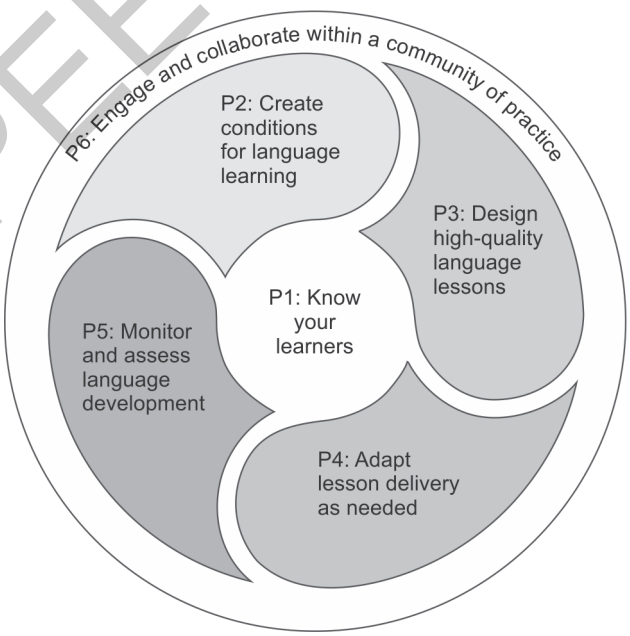

Figure 1: Six principles of language.

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- Listening is "an active process which involves the immediate and unconscious recognition of the significant elements of speech."
- Effective listening is: Hearing, interpreting when necessary, understanding the message and relating to it.
- It involves recognition, selection and interpretation. Consequently, attention, reception, response, retention and critical judgment are necessary in listening.
- Listening is important because how one listens conveys meaning to the other person in a communication process. Therefore, it helps to make the communication successful.
- It helps one to understand spoken English without much difficulty. Additionally, it enables one to easily differentiate between similar but different sounds in a language.
- Listening enables us to identify the main or important ideas in an utterance. Thus, enabling the listener to properly interpret a message.

Types of Listening Skills (Figure 2)

- **Conversational**: Conversational listening simply involves comprehension and participation in conversation. It takes place usually in discussions and debates.
- **Empathizing:** This involves drawing out the speaker and sourcing out information in a supportive and helpful way. This is achieved by imagining in the other person's position. Try to understand what the speaker is thinking, and trying to let them feel comfortable.
- **Recreational listening:** This is simply listening for pleasure or recreational purposes. The purpose "is to relate what is heard to other relevant issues."
- **Exploratory listening:** This type of listening skill has to do with listening for new information. It deals with exposing yourself to unfamiliar stories or items.
- **Critical listening:** Critical listening is when you listen to determine facts from falsehood or any other inconsistence.
- **Synthesizing:** This involves proactively guiding a conversation towards an objective. Listen and respond in a way that suggests which ideas can be used and how they might be implemented. Also suggest new ideas that may be considered.
- **Analyzing:** This is when one listen to seek out concrete information and try to disentangle fact from emotion. The person rely on analytical questions to understand the ideas behind the speakers presentation.

Improving Listening Skills

- Not being preoccupied
- Being open minded and nondefensive
- Minimizing interruptions
- Asking questions
- Give full attention on the person who is speaking
- Listen for main ideas
- Give feedback

Methods to enhance the understanding of English language (Figure 3)

To enhance the understanding of English language the students should practice following:

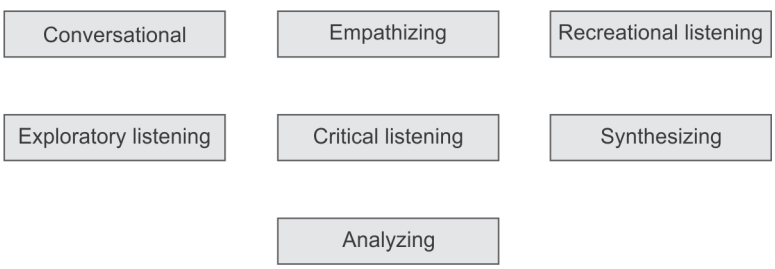

Figure 2: Types of listening skills.

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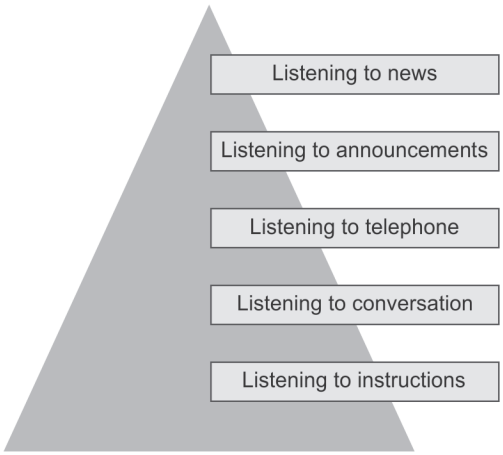

Figure 3: Methods to enhance the understanding of English skill.

Listening to news

List of English-language television channels in India:

- Bloomberg Quint
- BTVI
- CNBC TV18
- CNN-News18
- ET Now
- India Today
- India Ahead
- Mirror Now
- NDTV 24 x 7
- NDTV Profit
- News 9
- News X
- Republic TV
- Times Now
- Tiranga TV
- WION

Listening to announcements

- **At the initial stage of listening to announcements**
  - Analyze all the possible situations related to the topic
  - Brainstorm topical vocabulary on the topic of the announcement (make a list of 20–30 widespread words that may present in the message)
  - Practice repeating the brainstormed words aloud
  - Practice speed repeating 5–6 words, one by one without changing their order
  - Always give details for answering questions in pre-listening activities
  - Be totally focused on the figures, abbreviations, proper and geographical names to be completed
  - Be self-disciplined to catch all the necessary information after the listening.
- **At the advanced stage of listening to announcements**
  - Read carefully the instructions and the text of the exercises
  - Mark the figures and record the dates
  - Highlight key words and write them out on a separate piece of paper
  - Be attentive to the details, to the way the words are combined into word partnerships
  - Focus on the number of words need to write for each answer, try to predict what questions will probably need (a) a figure, (b) time, (c) days of the week.
  - Read the heading and try to predict the answer.

Listening to telephone

Christine's tips: Christine Knott, shares her tips with advisors for how to improve listening skills on the telephone.

- **Stay focused:** Prevent the distractions by colleagues or external noises and concentrate on what caller is saying
- **Detect emotions:** Listen to the emotion in caller's voice. If the customer sounds frustrated or upset, use empathy. If the customer sounds upbeat, try to hold onto that positivity by matching their tone
- **Ask questions:** Ask questions to gain more information on points needs to clarify
- **Do not interrupt:** Listen more effectively when not talking, so refrain from interrupting caller
- **Recap key facts:** Statements such as "What I'm hearing is..." and "Sounds like you are saying..." are great ways to reflect back and summarize
- **Pen and paper:** Have a pen and paper to hand and get into the habit of making short quick references to any questions to be asked

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- **Watch the stereotypes:** Each customer is different and assuming a solution that is right for one customer will be the right one for another is not a great example of customer service
- **Be wary of solution based thinking**: Experienced advisors will say "yeah I've seen this all before" and they'll jump into a particular path of resolution. But, that might not be the right path for this particular customer
- **Recap the call before saying goodbye:** At the end of the call, advisors should be asked to recap to the customer what they have done, what the customer needs to do now and will happen next to ensure they are clear
- **Monitor questioning quality:** If questions are relevant to what has been said by the customer, then active listening has happened
- **Treat each caller as an individual:** Treat each call individually and fully focus on the customer. The team would ideally know to address the customer by name, build rapport, to put themselves in the customer's shoes and provide low effort, unique, inspiring customer service.

Listening to conversations

A few key habits will help make a bigger impact in a conversation by becoming an active listener:

- Stay present
- Use body language
- Show interest in the other person
- Ask open-ended questions
- Pay attention to emotions
- Relate emotionally

Listening to instructions:

- Hear what people are really saying.
- Pay attention: Give the speaker undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.
- Show that you're listening
- Provide feedback
- Avoid judgment
- Respond appropriately

The Speaking Skill

- Speaking involves the articulation of meaningful sounds from the individual sound elements of a language. It requires knowledge of the oral forms in a language and the rules guiding their usage to produce meaning.
- Speech is primary, original, underived and the only one of the skills that can be self-sufficient in practice.
- 'To speak' and 'to speak well' are two things. A fool may talk but, a wise man speaks.
- **Essentials to prepare speech**:
  - Brain storming: Individual brain-storming is the process of getting ideas out on paper
  - Speaking with the format: IBC—I-Introduction, B-Body, C-Conclusion.
  - Aiming to persuasion: Being confident and passionate is the key for persuasion
  - Perfect clarity of thoughts.
- **Speak like a STAR:** S = Situation T = Task A = Attitude R = Result
- **Three E's of speaking**: (a) Entertainingly, (b) Effectively, (c) Enthusiastically
- **Salient features of speaking (Figure 4):** (a) Speed, (b) Clarity, (c) Punctuation, (d) Pronunciation, (e) Familiarity, (f) Fluency, (g) Expressions guidelines
- Adjust speech according to audience
- Organize thoughts and ideas into logical sequence
- Recall words and structures
- Use appropriate words and structures to express the intended meanings
- Use appropriate stress and intonation patterns
- Produce the English speech sounds and sound patterns both in isolation and combination.
- **The speaking skills**: A person who can speak English can use the following: (a) Situational, (b) Question answer drill, (c) Substitution drill, (d) Simple repetition drill, (e) Oral guessing games, (f) Matching games.

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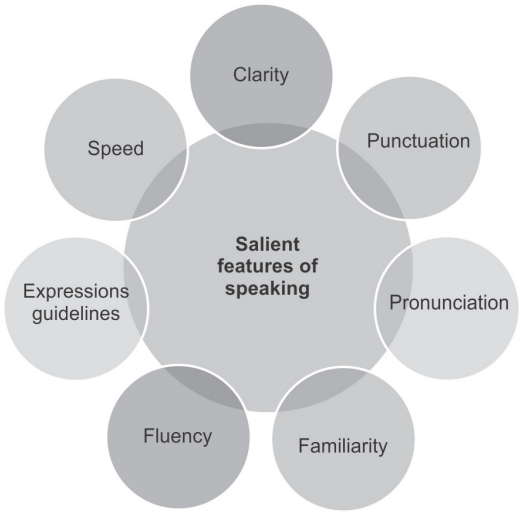

Figure 4: Salient features of speech.

- **Techniques of teaching speech skill**:
  - **Stage 1**: Imitative practice oral exercises and games
  - **Stage 2**: Communicative practice: exercises role-play-exercises, dialogues, discussions, chain stories, telling jokes, talks/lectures.
- **Key activities to learn correct pronunciation and intonation are**—hearing, imitation, repetition.
- Teacher needs to keep control over learning process by correcting pupil's mistake and needs to arrange correct practice exercise indirectly. Use the words in right place at the right moment. It helps in acquiring a sound language habit.
- **Received pronunciation** (standard pronunciation): Those people who mispronounce their words should make an effort to learn the correct pronunciation. Educationists who hold that absolutely correct pronunciation should not demanded in the beginning because it is difficult for the young learners.
- **There are pronunciation**: **Stress**—the stress system in is different in English than mother language. The stress in English carries meaning.
- **New vowel and consonant sounds:** English has certain vowels and consonants sounds.
- **Problems of English pronunciation**: Sometimes the words pronounced are alike but they are spelled differently and vice versa. There are difficulties in:
  - **Orthography**: English is not a phonetic language, i.e., the pronunciation of a word is not a combination of various letters. For example, the words knife, enough. The spellings are not a sure guide to its pronunciation.
  - **Intonation**: The intonation of English is also different than that of mother language. It is rightly said that it is easy to master sounds but it is very difficult to master the stress, rhythm and intonation pattern.
    - » **Rhythm:** It is very difficult for the learners to master the rhythms of English as his own language is syllable-timed.
- **Methods to remove difficulties**: (a) Importance of teacher's model, (b) Model of pronunciation to be followed, (c) Emphasis on pronunciation, and (d) Using audiovisual aids.
- **Teaching difficult sounds:** The difficult sounds for students are those that do not occur in his mother language, e.g., vowels, diphthong and consonant sounds.
  - **Step 1—Production of the new sound by the teacher**: The teacher speaks a number of words containing the new sound. The sounds are also told the position of various speech organs in producing the sounds.
  - **Step 2—Production of the new sound by the students**: Students are asked to speak the words containing the new sounds after the teacher.
  - **Step 3—Presentation of minimal pair**: As some sounds are confusing they should be presented in minimal pairs. **Minimal pair**—a pair of words which differ from each other in one sound only, the position of the sound remaining the same, e.g., bed, bad, good, God.
  - **Step 4—Testing**: The teacher speaks a word from one column and asks the students to speak out the corresponding word from the column.

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Fundamentals of Speech

Speech is human vocal communication using language. Each language uses phonetic combinations of vowel and consonant sounds that form the sound of its words.

- In speaking, speakers perform many different intentional speech acts, e.g., informing, declaring, asking, persuading, directing, and can use enunciation, intonation, degrees of loudness, tempo, and other non-representational or paralinguistic aspects of vocalization to convey meaning.
- In their speech speakers also unintentionally communicate many aspects of their social position such as sex, age, place of origin (through accent), physical states (alertness and sleepiness, vigor or weakness, health or illness), psychic states (emotions or moods).
- Solo speech can be used to memorize or to test one's memorization of things, and in prayer or in meditation (e.g., the use of a mantra).
- Researchers study many different aspects of speech—speech production and speech perception of the sounds used in a language, speech repetition, speech errors.
- Speech compares with written language, which may differ in its vocabulary, syntax, and phonetics from the spoken language, a situation called diglossia.
- In linguistics (articulatory phonetics), articulation refers to how the tongue, lips, jaw, vocal cords, and other speech organs used to produce sounds are used to make sounds.
- Speech sounds are categorized by manner of articulation and place of articulation. Place of articulation refers to where the keep intact is constricted.
- Manner of articulation refers to the manner in which the speech organs interact, such as how closely the air is restricted, what form of airstream is used (e.g., pulmonic, implosive, ejectives, and clicks), whether or not the vocal cords are vibrating, and whether the nasal cavity is opened to the airstream.
- The concept is primarily used for the production of consonants, but can be used for vowels in qualities such as voicing and nasalization. For any place of articulation, there may be several manners of articulation, and therefore several homorganic consonants.
- Normal human speech is pulmonic, produced with pressure from the lungs, which creates phonation in the glottis in the larynx, which is then modified by the vocal tract and mouth into different vowels and consonants.
- Humans can pronounce words without the use of the lungs and glottis in alaryngeal speech, of which there are three types—esophageal speech, pharyngeal speech and buccal speech (better known as Donald Duck talk).
- Speech perception refers to the processes by which humans can interpret and understand the sounds used in language. The study of speech perception is closely linked to the fields of phonetics and phonology in linguistics and cognitive psychology and perception in psychology.
- In speech repetition, speech being heard is quickly turned from sensory input into motor instructions needed for its immediate or delayed vocal imitation (in phonological memory). This type of mapping plays a key role in enabling children to expand their spoken vocabulary.

Basic Elements of Speech

When planning the presentation, there should be a clear understanding of these factors **(Figure 5)**:

- **Purpose:** Can be to persuade, inform, entertain, or demonstrate something to audience? What topic or factors need to focus on specifically? Try to summarize speech in a single sentence. For example, "I will inform my audience about the little-known facts regarding global warming."
- **Projected time length:** Nothing is worse than preparing a 10-minute presentation

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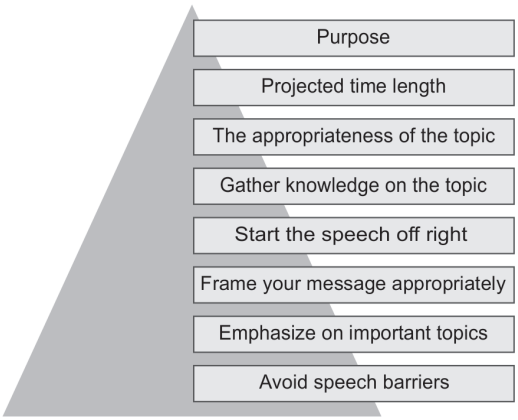

Figure 5: Basic elements of speech.

when scheduled for a whole hour of talk time. The same goes the other way. One does not want to cram an hour-long speech into 10 minutes. Be mindful of time when writing the speech.

- **The appropriateness of the topic:** Make sure that the topic is at audience's level.
- **Gather knowledge on the topic:** Consider what is known about the topic, incorporate that in speech.
- **Start the speech off right**: Make sure that the speech gets right to the point in the introduction and that is not dragging on about an unrelated topic. In the introduction, it is also important to establish credibility. Share your credentials with them.
- **Frame your message appropriately**: Two speeches given on the same topic can result in two very different messages given the way the author frames the message.
- **Emphasize on important topics**: Also consider how emphasizing on various topics. If spending a lot of time on a section that is relatively unimportant, the audience may come away with the message that it is important. When giving the speech, tone can also impact the way audience receives the message, so be sure to practice to ensure that there is control over tone of voice.
- **Avoid speech barriers**: Speech barriers come into play through the language. The audience's perception, and speakers own ethnocentrism, evaluate where the audience stands, practice the speech in front of a friend or colleague, and ask them to focus on how the particular audience might perceive the message.

Vowels and Consonants

Speech sounds ***(Figure 6)****:* As words are articulated, air flows through the vocal cords and is manipulated to create different sounds. This manipulation can occur in the vocal cord itself, as well as in the mouth with the help of teeth, lips, and the tongue. Some speech sounds are produced without any closure of the airflow. These are what we call vowels. All other speech sounds, those with alteration or blockage of airflow, are called consonants.



Figure 6: Speech sounds.

Vowels ***(Figure 7)****:* It is easy to remember that the letters are vowels.

- They are all speech sounds without any blockage of airflow. While saying these letters out loud and the vocal cords are left open—the tongue, teeth, and lips do not block any air.

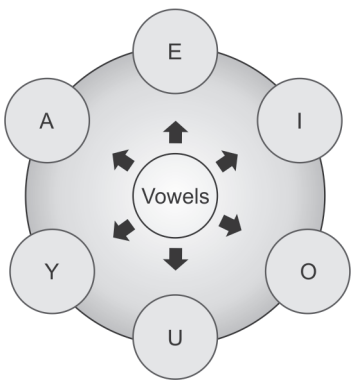

Figure 7: Vowels.

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- By contrast, while saying consonant like the letter B
- In order to articulate the speech sound represented by the letter B, fully close the lips and then release the airflow.
- The letter Y is where vowels and consonants overlap. Determining how the letter functions within a word depends on whether it articulates airflow in the manner of a vowel or a consonant.
- Typically, if Y is the only vowel in a word, it is considered a vowel. Also, if Y ends a word or a syllable, like in the word "play," it is a vowel.
- When Y is the first letter of a word or syllable, it requires blockage of the airflow to pronounce, thus making it a consonant
- Examples of Y as a consonant include the words "yearn" and "beyond."

Consonants: There are different types of consonants depending on how they function in a word **(Figure 8)**.

- **Digraph consonants**: These are paired together to represent a new speech sound. For example, the digraph CH represents the speech sound of words like "change" and "catch." The sound that CH makes is not the same as the sounds that C and H make separately.
- **Successive consonants**: Look similar to digraphs in that they are two consonants paired together, but they do not create a new sound. Rather, when successive consonants appear in a word, both of the sounds are articulated. Take, for example, the word "speech." Unlike with digraph "CH" where the two consonants represent an entirely different sound, the successive consonants "SP" require both sounds to be articulated and blended together.
- **Pairs of consonants:** Where one speech sound is silent. This can occur when the same letter appears twice in a word. For example, in the word "summer," only one M sound is articulated. Other commonly used silent consonants are words with the pairs KN, as in "knight," BT, as in "doubt," PT, as in "pterodactyl," PS, as in "psychedelic," and PN, as in "pneumatic." For all of these, we encounter situations in which one of the two speech sounds takes precedence over the other, leaving one silent. This does not mean the silent consonant is a vowel, however. It remains a consonant and is simply not articulated.
- **Stop consonant**: The final type of consonant is a stop consonant, or an oral occlusive. These break up a word or add emphasis by causing a pause in airflow. Sometimes these are called "plosives," in reference to the stop consonants PL in the word "explosive." In the case of "plosives," the airflow is paused and then causes a dramatic release. Stop consonants help give variation and definition to the articulation of words. The word "crack," for example, includes a stop consonant with the letter K. When pronounced, the K leaves a lingering pause in airflow that adds emphasis to the word.

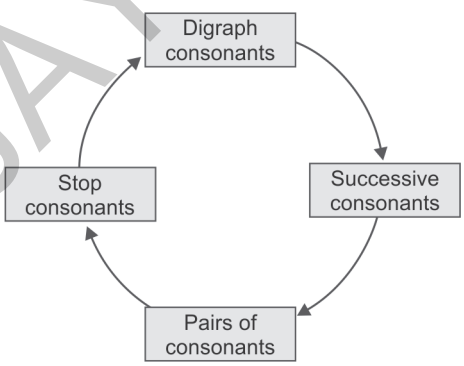

Figure 8: Types of consonants.

- **Here are some more examples**:

Speak these words	*uniform*	*honest*
Begins with the letter	**u**	**h**
Begins with the sound	**y**	**O**

Speak these words	*though*	*know*
Ends with the letter	**h**	**w**
Ends with the sound	**O**	**o**

- Sometimes "H" is also used as a vowel as in—honor/hour. Here "H" is silent and pronounced as "O", as in Orange.

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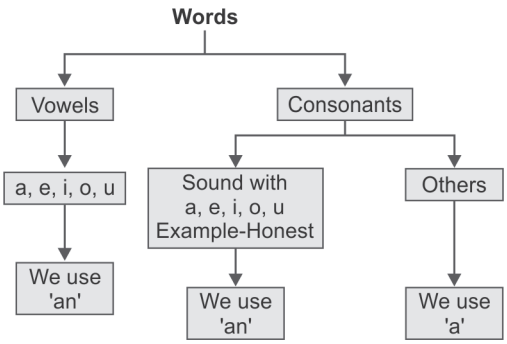

Figure 9: Vowels and consonants.

- Generally, any word beginning with vowel and having vowel sound, we use "AN" and words beginning with consonant, we use "A". **Figure 9** shows vowels and consonants.

Difference between vowels and consonants:

- Vowels and consonants are sounds not letters
- Vowels are the loud sounds that form the nuclei of each syllable, and consonants separate them
- The letters B, C, D, F, J, K, M, N, P, Q, S, T, V, X and Z are mainly used to spell consonants
- The letters A and O are mainly used to spell vowels, and
- The letters E, G, H, I, L, R, U, W, Y are used as/in spellings representing both vowels and consonants.

Words and Sentences Stress (Figure 10)

- In linguistics, stress means, an emphasis or prominence given to a certain syllable in a word, or to a certain word in a phrase or sentence.
- A word is a single unit of language. English speakers use two kinds of stress together when they speak—word stress and sentence stress. Word stress is saying one syllable of a word louder and longer than the other syllables. The word "painting," for instance, has two syllables. The stress is on the first syllable.
- The stress placed on syllables within words is called word stress or lexical stress.

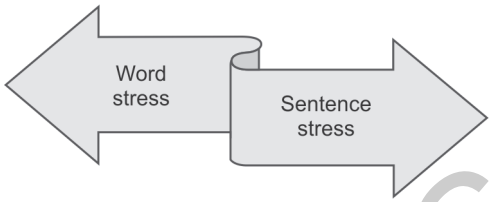

Figure 10: Stresses.

- This means that at least one of the syllables is longer and louder than the other syllables.
  Examples: TEACHer, JaPAN, CHINa, aBOVE, converSAtion, INteresting, imPORtant, deMAND, etCETera.
- Rules for word stress:
  - **RULE #1**: A word can only have one stress. In a very long word you can have a secondary stress, but it is always a much smaller stress.
  - **RULE #2**: Only vowels are stressed, not consonants.
- **Stress the first syllable of**: Most two-syllable nouns (examples: CLImate, KNOWledge). Most two-syllable adjectives (e.g., FLIPpant, SPAcious)
- **Stress the last syllable of**: Most two-syllable verbs (examples: reQUIRE, deCIDE)
- **Stress the second-to-last syllable of**: (a) Words that end in -ic (examples: ecSTATic, geoGRAPHic) (b) Words ending in -sion and -tion (e.g., exTENsion, retriBUtion)
- **Stress the third-from-last syllable of**: (a) Words that end in -cy, -ty, -phy and -gy (e.g., deMOCracy, unCERtainty, geOGraphy, radiOLogy) (b) Words that end in -al (e.g., exCEPtional, CRItical)
- **Compound words rule example**: For compound nouns, the stress is on the first SYLABLE BLACKbird, GREENhouse. For compound adjectives, the stress is on the second SYLLABLE bad-TEMpered, old-FASHioned. For compound verbs, the stress is on the second SYLLABLE underSTAND, overflow
- **Sentence stress**: A sentence is a unit of grammar. It must contain at least one main

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clause. In writing, a sentence begins with a capital letter and ends with a full stop. Sentence stress is accent on certain words within a sentence. With sentence stress, some words in a sentence are stressed (loud) and other words are weak (quiet). Check the following sentence:

"We want to go."

- Do we say every word with the same stress or force? No. We make the important words BIG and the unimportant words small. What are the important words in this sentence? Yes, that's right: WANT and GO.
- We WANT to GO.
- We WANT to GO to WORK.
- We DON'T WANT to GO to WORK.
- We DON'T WANT to GO to WORK at NIGHT.

- There are two types of words in sentences—content words and structure words
  1. **Content words:** Content words are the key words of a sentence. They are the important words that carry the meaning or sense—the real content.
  2. **Structure words:** Structure words are not very important words. They are small, simple words that make the sentence correct grammatically. They give the sentence its correct form—its structure.
- **Stressed and unstressed:** Content words are stressed. Structure words are unstressed (*Note:* sometimes we can stress a word that would normally be only a structure).

Intonation

- In phonetics, the melodic pattern of an utterance. Intonation is primarily a matter of variation in the pitch level of the voice but in such languages as English, stress and rhythm are also involved. Intonation conveys differences of expressive meaning (e.g., surprise, anger, wariness).
- In many languages, including English, intonation serves a grammatical function, distinguishing one type of phrase or sentence from another. Thus, "Your name is John," beginning with a medium pitch and ending with a lower one (falling intonation), is a simple assertion; "Your name is John?", with a rising intonation (high final pitch), indicates a question.

English language: Phonology

Tone is referred to as intonation. The end-of-sentence cadence is important for expressing differences in meaning. Several end-of-sentence intonations are possible, but three are especially common—falling, rising, and falling–rising. Falling intonation is used in completed statements, direct commands, and sometimes in general questions unanswerable by yes or no.

The Reading Skill

- According to Oyetunde (1999), "Reading is a process of obtaining information from print. It is a complex process that involves interaction between the reader and the author." This is partly because a reader is usually exposed to some elements from the experiences of the writer.
- Reading is both a perceptual and cognitive process because it demands understanding and interpretation of meaning. This is why the essence of reading understands.
- Reading is important because it is needed in order to read books; and books are the "store house of knowledge."
- Reading also enables individuals to further their education. After all, we are only able to further our education through reading from one stage to another.

MEDICAL ENGLISH VOCABULARY

Here is some essential vocabulary for nurses and medical professionals working in an English-speaking context. Each word is shown with its part of speech and meaning, while an example sentence shows the word in context.

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Learn the Basics of Body Parts

Word (part of speech)	*Meaning*	*Example sentence*
Abnormal *adj*	Not normal for the human body	This amount of weight loss is **abnormal** for women your age.
Ache *noun/verb*	Pain that would not go away	I cannot sleep because my knees **ache** in the night.
Acute *adj*	Quick to become severe/bad	We knew the baby was coming right away because the woman's labor pains were **acute**.
Allergy *noun* **Allergic** *adj*	A body's abnormal reaction to certain foods or environmental substances (e.g., causes a rash)	Your son is extremely **allergic** to peanuts.
Ambulance *noun*	Emergency vehicle that rushes people to a hospital	We called the **ambulance** when Josh stopped breathing.
Amnesia *noun*	A condition that causes people to lose their memory	I cannot remember the accident because I had **amnesia**.
Amputation *noun* **Amputate** *verb*	Permanent removal of a limb	We had to **amputate** his leg because the infection spread so quickly.
Anemia *noun* **Anemic** *adj*	Occurs when the body does not have enough red blood cells	I have low energy because I am **anemic**.
Antibiotics *noun*	Medication that kills bacteria and cures infections	My throat infection went away after I started the **antibiotics**.
Antidepressant *noun*	Medication that helps relieve anxiety and sadness	The **antidepressant** helped me get on with life after Lucy died.
Appointment *noun*	A scheduled meeting with a medical professional	I have made you an **appointment** with a specialist in three week's time.
Arthritis *noun*	A disease that causes the joints to become swollen and crippled	My grandmother cannot knit anymore because the **arthritis** in her hands is so bad.
Asthma (attack) *noun*	A condition that causes a blockage of the airway and makes it difficult for a person to breathe	I carry an inhaler when I run because I have **asthma**.
Bacteria *noun*	A disease-causing organism	To prevent the spread of **bacteria** it is important that nurses wash their hands often.
Bedsore *noun*	Wounds that develop on a patient's body from lying in one place for too long	If you does not get up and take a walk, you will develop painful **bedsores**.
Benign *adj*	Not harmful (not cancerous)	We are hoping that the tests will show that the lump in your breast is **benign**.
Biopsy *noun*	Removal of human tissue in order to conduct certain medical tests	The **biopsy** ruled out a number of illnesses.
Blood count *noun*	The amount of red and white blood cells a person has	You will be happy to know that your **blood count** is almost back to normal.
Blood donor *noun*	A person who gives blood to a blood bank or other person	**Blood donors** have to answer questions about their medical history.

(Contd...)

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