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GENERAL ENGLISH FOR PUBLIC HEALTH



KUSMAYRA AMBARWATI

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FOREWORD

All praise be to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings and guidance that have enabled us to complete this book titled *General English for Public Health*. This book is designed to support health and medical students in mastering fundamental English skills relevant to their field of study. By integrating practical language exercises and context-based examples, the book aims to provide learners with the essential communication tools needed in both academic and professional healthcare settings.

Structured into 18 comprehensive chapters, this book covers a wide range of topics, including basic medical terminology, effective greetings, self-introduction techniques, grammatical components, and essential communication strategies such as asking for help, expressing opinions, and making complaints. We hope this book serves as a valuable resource for students to enhance their linguistic proficiency and contribute to their success in the global healthcare community.

Jakarta, January 2025

Author

TABLE OF CONTENTS

TABLE OF CONTENTS	ii
LIST OF TABLES.....	vii
CHAPTER 1 INTRODUCTION TO HEALTH / MEDICAL ENGLISH.....	1
Preface.....	1
1.1 Introduction Medical Terminology	1
1.2 Definition	1
1.3 Simplified Medical English.....	1
1.4 Vocabulary Preview.....	2
1.5 Introduction for Different Health Provider.....	3
1.6 Conclusion	4
CHAPTER 2 GREETINGS & SAYING HELLO	5
Preface.....	5
2.1 Learning Objectives	5
2.2 Fundamental of Greetings.....	6
2.3 Form of Greetings.....	6
2.4 Context Use	7
2.5 Example Use	7
CHAPTER 3 SELF INTRODUCTION FOR HEALTH STUDENTS	8
Preface Intro	8
3.1 Warm-Up Question	8
3.2 Introduction to Professional Identity.....	9
3.3 The Aim of Introduction Section for Health Providers.....	9
3.4 Using Body Language.....	10
3.5 Practicing	10
3.6 Component of Self Introduction	10
3.7 Example of Introduction Section	11
CHAPTER 4 PART OF SPEECH	13
Preface.....	13
4.1 Noun.....	14
4.2 Pronoun.....	14
4.3 Adjectives.....	15
4.4 Verbs.....	15
4.5 Adverbs.....	15
4.6 Prepositions.....	16
4.7 Conjunctions	16

4.8 Interjection.....	16
4.9 Articals.....	17
4.10 Exercise.....	18
4.11 Conclusion	20
CHAPTER 5 AUXILIARY VERBS.....	23
Preface.....	23
5.1 Definition	23
5.2 Functions of Auxiliary Verbs.....	23
5.3 Types of Auxiliary Verbs.....	24
5.3.1 Primary auxiliary verbs.....	24
5.3.2 Modal auxiliary verbs.....	24
5.3.3 Semi-modal auxiliary verbs	24
5.4 Example in Sentences	25
5.5 Conclusion	25
CHAPTER 6 MAKE SENTENCES (VERB AND NON-VERB SENTENCES)	29
Preface.....	29
6.1 Overview.....	29
6.2 Verb Sentences	29
6.3 Non – Verb Sentences	30
6.4 Importance of Sentence Variety	31
6.5 Example in context.....	31
6.6 Exercise	31
CHAPTER 7 READING STARATEGY (SKIMMING AND SCANNING).....	35
Preface.....	35
7.1 Definitions of Skimming and Scanning	36
7.2 The Aim of Skimming and Scanning.....	36
7.3 Steps for Skimming and Scanning.....	37
7.4 Exercise: Skimming and Scanning Practice.....	38
CHAPTER 8 NOUN SENTENCE	40
Preface.....	40
8.1 Definition	40
8.2 Pattren	40
8.3 Example using noun	41
8.4 Exercise	41
BAB 9 ASKING FOR HELP.....	44
Preface.....	44

9.1 Asking for help.....	45
9.2 Offering help.....	45
9.3 Declining help	46
9.3 Conclusion.....	47
9.4 Exercise	47
CHAPTER 10 ASKING DIRECTION	51
Preface.....	51
10.1 The Process of Asking for Directions.....	52
10.2 Cultural Perspectives on Asking for Directions	52
10.3 Key Vocabulary and Phrases	53
10.4 The Role of Technology	55
10.5 Overcoming Barriers to Asking for Directions.....	55
10.6 Exercise.....	56
10.7 Conclusion	60
CHAPTER 11 MAKING A COMPLAINT	63
Preface.....	63
11.1 Definition.....	64
11.2 Importance of Making a Complaint	64
11.3 Strategies for Making a Complaint.....	65
11.4 Grammar review	65
11.5 Example of a Conversation.....	66
11.6 Exercise.....	67
11.7 Conclusion	68
CHAPTER 12 EXPRESSING OPINION.....	70
Preface.....	70
12.1 Definition of Opinion	70
12.2 Key Terms Related to Opinion Expression	71
12.3 Begaining the Conversation.....	71
12.4 Grammar Review	72
12.5 Example in Conversation.....	73
12.6 The Importance of Expressing Opinion in Academic Settings.....	73
12.7 Exercise.....	74
12.8 Conclusion	76
BAB 13 AGREE AND DISAGREE	78
Preface.....	78
13.1 Terms and Definitions.....	78
13.2 The Importance of Agreeing and Disagreeing.....	79
13.3 Examples in Conversation	80
13.4 Exercise.....	81

13.5 Conclusion	83
CHAPTER 14 LISTENING STRATEGY	85
Preface.....	85
14.1 Active Listening	86
14.2 Note – Taking.....	86
14.3 Summarizing.....	86
14.4 Predicting Content.....	87
14.5 Applying Strategies in IELTS and TOEFL Tests	87
14.5.1 IELTS Listening Test	87
14.5.2 TOEFL Listening Test	88
14.6 Conclusion	88
CHAPTER 15 PREFERENCES	89
Preface.....	89
15.1 Patterns in Sentences	90
15.2 Pattern for Expressing	91
15.3 The Importance of Expressing Preference	92
15.4 Examples in Conversation.....	92
15.5 Exercise.....	93
CHAPTER 16 PATIENT COMMUNICATION SKILLS	97
Preface.....	97
16.1 Understanding Patient Communication	97
16.2 Steps to Effective Patient Communication.....	98
16.3 Example Conversation	99
16.4 Conclusion	100
CHAPTER 17 RESEARCH AND EVIDENCE BASED PRACTICE	101
Preface.....	101
17.1 The Importance of Evidence-Based Practice	101
17.2 The PICO Framework.....	102
17.3 Example of a PICO Question	104
17.4 The Role of Research in Evidence-Based Practice.....	105
17.5 Exercise.....	105
17.7 Conclusion	108
CHAPTER 18 READING AND VOCABULARY PREVIEW	111
Reading Material.....	111
18.1 Vital Sign.....	111
18.1.1 Reading Passage	111
18.1.2 Vocabulary	112
18.1.3 Exercise	112
18.2 Breastfeeding.....	117
18.2.1 Reading Passage	117

18.2.2 Vocabulary	117
18.2.3 Exercise	118
18.3 The Newborn Transitional Period	120
18.3.1 Vocabulary	120
18.3.2 Exercise	121
18.4 One Health Approach	125
18.4.1 Reading Passage	125
18.4.2 Vocabulary	125
18.4.3 Exercise	126
Answer Key:	128
REFERENCES	129
BIOGRAPHY	133

LIST OF TABLES

Table 1. Root word and Combinating from.	2
Table 2. gramer review for complaint things.....	65
Table 3. Modal Use.....	72

CHAPTER 1

INTRODUCTION TO HEALTH / MEDICAL ENGLISH

By Kusmayra Ambarwati

Preface

1.1 Introduction Medical Terminology

Learning medical language may appear complex to a layperson, but it becomes easier once one understands the origins and meanings of medical jargon. It comes naturally to healthcare workers. The majority of medical terminology are derived from Latin and Greek, but learning these languages is not required to become an expert in their use and understanding. All you need to do is study and learn the word parts.(Nijris 2022)

1.2 Definition

Is a science concerned with the right use of medical terminology. It accurately describes the human body and its associated components, processes, circumstances, and procedures in a science-based way.

1.3 Simplified Medical English

The word root, or basic body of a word, serves as the foundation for the majority of medical terminology. Sometimes a medical term is made up of compound terms. A

compound word can have two word roots, such as collarbone (collar + bone). A combining vowel is put between word roots to help people pronounce them better. A large number of medical phrases include the vowel "o". However, it's worth noting that "o" isn't the only vowel.

The following table shows examples of root words and combining forms.

Table 1. Root word and Combining from.

Word Root	Combining Vowel		Combining Form	Meaning	Use in a word
acr	+	O	Acr/o	extremity	acrocyanosis
psych	+	O	Psych/o	Mind	psychology
chol	+	e	Chol/e	Bile	cholesterase

1.4 Vocabulary Preview

- a) **Introduction:** The beginning section of a document that outlines the purpose and scope of the work.
- b) **Health Provider:** A professional who delivers health-related services, such as nurses, midwives, doctors, and public health officials.
- c) **Context:** The circumstances or setting in which a particular subject is relevant.
- d) **Audience:** The group of people for whom the document is intended.

- e) **Purpose:** The reason for writing a document, which guides its content and structure.

1.5 Introduction for Different Health Provider

a. Nursing

In the field of nursing, effective communication is paramount. Nurses play a critical role in patient care, and their ability to convey information clearly can significantly impact patient outcomes. This paper explores the strategies nurses can employ to enhance communication with patients and their families. By analyzing current practices and identifying barriers to effective communication, this document aims to provide actionable recommendations for improving nurse-patient interactions. (American Nurse Association 2020)

b. Midwifery

Midwives are essential health providers who support women through pregnancy, labor, and postpartum care. This paper examines the importance of midwifery in promoting maternal and infant health. By reviewing recent studies on midwifery practices and outcomes, this document seeks to highlight the unique contributions of midwives to the healthcare system and advocate for policies that support midwifery-led care.

c. Public Health

Public health initiatives play a vital role in preventing disease and promoting health within communities. This paper investigates the impact of vaccination programs on public health outcomes. By examining case studies and statistical data, the aim is to demonstrate the effectiveness of vaccination in reducing the incidence of infectious diseases and to discuss the

challenges faced in achieving widespread vaccination coverage.(CDC 2021)

d. Medicine

The practice of medicine is constantly evolving, influenced by advances in technology and changing societal needs. This paper addresses the integration of telemedicine into primary care. It aims to explore the benefits and challenges of telemedicine, particularly in enhancing access to care for underserved populations. Through a review of current literature, this document will provide insights into the future of telemedicine in the healthcare landscape.

1.6 Conclusion

Crafting an effective introduction is an essential skill for health students. Understanding the basic components and customising the introduction to unique health professions allows students to improve their writing and engage their readers. Consider the background, purpose, scope, and thesis statement while writing your own introductions to ensure a good basis for your work. This skill will help with both academic writing and professional communication in the healthcare area.

CHAPTER 2

GREETINGS & SAYING HELLO



Source:(ESL Library 2019)

Preface

When talking in a health or medical setting, it is critical to recognise both informal and formal greetings. Here's a quick overview:

2.1 Learning Objectives

The word "hello" means "greeting." In this session, you'll study and practise several greetings. You'll also learn to introduce yourself. Then you will perform some pronunciation practice.

2.2 Fundamental of Greetings

a. The Role of Greetings in Communication

Greetings are essential to efficient communication. They create a connection between people and might set the tone for future conversations. The way people greet one another might reflect cultural conventions, social hierarchy, and the nature of their connection.

b. Cultural Variations in Greeting

Different civilisations have distinct greeting rituals. For example, in many Western nations, a firm handshake is expected, yet in some Asian cultures, a bow may be favoured. These variances emphasise the importance of cultural nuances in social interactions.

c. The Psychology Of Greetings

From a psychological standpoint, welcomes can alter the dynamics of social interactions. Initial greetings can influence feelings of warmth, approachability, and trustworthiness. Research indicates that individuals are more likely to engage positively with those who employ welcoming and friendly greetings.

2.3 Form of Greetings

Informal Greetings

- a) Hi! - A simple and friendly way to greet peers or colleagues.
- b) Hey there! - Casual and relaxed, suitable for classmates.
- c) Yo!
- d) Howdy!
- e) How is it going ?
- f) What's up? - Common among friends, but may not be appropriate in all professional settings.

Neutral

- a) Hello.
- b) Hi.
- c) Hi there.
- d) Hey.

Formal Greetings

- a) Good morning/afternoon/evening. - Appropriate for professional settings and when addressing faculty or patients.
- b) Greetings, everyone. - Suitable for addressing a group in a formal presentation or meeting.
- c) Greetings, everyone. - Suitable for addressing a group in a formal presentation or meeting.

2.4 Context Use

- a) Use informal pleasantries at study groups, casual meet-ups, or social events with fellow students.
- b) Formal: Use in clinical settings, professional meetings, and dealings with instructors/patients. Understanding the circumstances in which you greet someone is critical for good communication in the healthcare and medical fields.

2.5 Example Use

Practice saying hello to a person you just met.

Jane : Hello. I'm Jane.

Casey : Hi. I'm Casey.

Jane : Where are you from, Casey?

Casey : I'm from Toronto. And you?

Jane : I'm from Winnipeg.

Casey : Nice to meet you, Jane.

Jane : You too.

CHAPTER 3

SELF INTRODUCTION FOR HEALTH STUDENTS



Preface Intro

3.1 Warm-Up Question

- a) Tell your group about your family members. Do you have any brothers, sisters, cousins, aunts, uncles, etc.?
- b) Tell your group about a person you met recently.
- c) Tell your group about a friend or neighbor that you would like your classmates to meet. (ESL Library 2019)

3.2 Introduction to Professional Identity

Creating a professional identity is essential in the healthcare sector. This session will look at successful self-introduction tactics for health students, emphasising the significance of first impressions and how to explain your values, talents, and goals properly.

3.3 The Aim of Introduction Section for Health Providers

The major purpose of a self-introduction in the health professions is to convey pertinent information about one's past, job, and goals. This introduction is more than just a formality; it is essential for establishing trust and nurturing relationships in healthcare settings. Students in the health area can benefit from a clear and succinct self-introduction.

- a) **Establish Professional Identity:** Health students should explicitly explain their subject of study and related experience. This establishes their professional identity and allows others to grasp their background.
- b) **Establish rapport:** A well-written self-introduction may instantly connect with others. Sharing personal reasons for pursuing a career in healthcare can increase empathy and understanding.
- c) **Facilitate Networking:** Health students often meet friends, teachers, and possible employers. A strong self-introduction can lead to future collaborations and opportunities.
- d) **Improve Patient Interaction:** Effective introductions are essential for creating trust when working directly with patients. Patients are more likely to feel at ease when they understand who they are conversing with and what function that individual plays in their treatment.

3.4 Using Body Language

Non-verbal cues such as eye contact, posture, and gestures play a significant role in your self-introduction. They convey confidence and engagement, reinforcing the message you are communicating verbally.

3.5 Practicing

Practice is key to delivering an effective self-introduction. Rehearse in front of a mirror or with friends to refine your message, improve your delivery, and gain confidence in your presentation skills.

3.6 Component of Self Introduction

While self-introductions may vary based on the audience and context, several key components can help structure a compelling introduction:

- a) **Your Name and Role:** Start with your name and your specific role or area of study. This provides clarity about who you are.
- b) **Educational Background:** Briefly outline your academic journey, including your current program, institution, and any relevant certifications or qualifications. This establishes your credibility and expertise.
- c) **Professional Experience:** Highlight any practical experiences relevant to your field. This could include internships, volunteer work, or clinical placements, which demonstrate your engagement with health care.
- d) **Interests and Goals:** Share your interests within the health sector and your professional goals. This personal touch can resonate with others and create opportunities for connection.

- e) **Closing Statement:** End with an invitation for further conversation or questions, which encourages engagement and dialogue.

3.7 Example of Introduction Section

a) Midwifery Student

"Hi, my name is Sarah Johnson, and I am a midwifery student at the University of Health Sciences. I've always been interested in women's health, and my time working at a local women's shelter has strengthened my resolve to assist mothers during pregnancy and childbirth. I am excited to learn more about midwifery methods and provide compassionate care to families in my region.

b) Student of Nursing

Greetings, I'm Mark Thompson, a second-year nursing student at Central College of Nursing. I decided to become a nurse because I want to help people through some of their most trying times. I gained knowledge of the value of patient-centered care while working as a nursing assistant in a hospital. As I pursue my studies, I can't wait to further my knowledge and abilities.

c) Student of Public Health

"Hi everyone, I'm Emily Chen, and I attend Global Health University to pursue a degree in public health. Health education and preventative tactics, especially in underprivileged areas, are what I'm interested in. During my internship with the local health department, I helped spread the word about disease prevention and nutrition. I can't wait to work with others to enhance health outcomes more broadly.

d) Student of Medicine

"Hello, I'm David Rodriguez, a City Medical School first-year medical student. My passion to learn how to treat and prevent illnesses led me to pursue a career in medicine. With a background in biology, I volunteered in a clinic for a year and witnessed directly the effects of healthcare access. I'm excited to learn from mentors and patients alike as well as acquire clinical experience. In order to provide successful care, I think empathy and communication are just as crucial as medical expertise.

e) Complete introduction for nurse / midwifery student

Good morning, everyone! My name is Sara Johnson. I am a second-year nursing student at Health University. I am particularly interested in maternal and child health. Last summer, I volunteered at a local clinic where I assisted with prenatal education programs. Helping mothers and their babies has always been my passion because I believe that early support can make a significant difference in their lives. In the short term, I aim to gain more clinical experience through internships, and long-term, I hope to become a certified midwife. I'm excited to learn and grow in this field alongside all of you!"

CHAPTER 4

PART OF SPEECH

Preface

The English language is a rich and intricate communication tool made up of many different components that combine to produce meaning. The idea of parts of speech, which are basic classifications that explain how words act within sentences, is at the heart of this intricacy. Gaining an understanding of these speech components helps one write better, analyse texts more skilfully, and create sentences that make sense. The eight main parts of speech will be examined in this work, together with definitions, examples, and references to clearly demonstrate how to use each one.(Michael Swan 2014; William Strunk Jr. 2019)



4.1 Noun

A noun is a word that identifies a person, place, thing, or idea. Nouns can be concrete (like 'apple') or abstract (like 'happiness'). They serve as the subject or object in a sentence, making them crucial for sentence structure.

A noun is a word that identifies a person, place, thing, or idea. Nouns can be classified into various categories, including common nouns (general names), proper nouns (specific names), collective nouns (groups), and abstract nouns (ideas or concepts).

Example:

- Common noun: "The cat sat on the mat."
- Proper noun: "Sarah went to Paris."
- Collective noun: "The team won the championship."
- Abstract noun: "Happiness is essential for well-being."

4.2 Pronoun

A pronoun is used in place of a noun to avoid repetition. Common pronouns include he, she, it, and they. Pronouns help maintain clarity and flow in writing by substituting for previously mentioned nouns, making sentences less cumbersome. Pronouns are words that take the place of nouns to avoid repetition and simplify sentences. They can refer to specific entities or be indefinite. Common types of pronouns include personal pronouns, possessive pronouns, reflexive pronouns, and demonstrative pronouns.

Example:

- Personal pronoun: "**She** loves to read."
- Possessive pronoun: "This book is **mine**."
- Reflexive pronoun: "**He** taught himself to play the guitar."
- Demonstrative pronoun: "**That** is a beautiful painting."

4.3 Adjectives

Adjectives are words that describe or modify nouns, providing additional detail about their attributes or qualities. They can be used in comparative and superlative forms.

Example:

- Descriptive adjective: "The tall building is impressive."
- Comparative adjective: "This exam was easier than the last one."
- Superlative adjective: "She is the smartest student in the class."

4.4 Verbs

Verbs express actions, occurrences, or states of being. They are essential for constructing sentences as they often indicate what the subject is doing or experiencing. Verbs can be transitive (requiring an object) or intransitive (not requiring an object).

Example:

- Action verb: "The dog barked loudly."
- Linking verb: "She is a talented musician."
- Transitive verb: "He wrote a letter."
- Intransitive verb: "They laughed."

4.5 Adverbs

Adverbs modify verbs, adjectives, or other adverbs, often indicating manner, place, time, frequency, or degree. They typically answer questions such as how, when, where, and to what extent.

Example:

- Manner: "He runs quickly."
- Time: "I will finish my work soon."

- Place: "She looked everywhere."
- Degree: "They are very excited."

4.6 Prepositions

Prepositions are words that show relationships between nouns (or pronouns) and other words in a sentence. They often indicate direction, location, time, or method.

Example:

- Direction: "She walked **to** the store."
- Location: "The cat is **under** the table."
- Time: "He will arrive **at** noon."
- Method: "They traveled **by** train."

4.7 Conjunctions

Conjunctions are words that connect words, phrases, or clauses. They can be coordinating (joining similar elements), subordinating (introducing dependent clauses), or correlative (working in pairs).

Example:

- Coordinating conjunction: "I want pizza and salad."
- Subordinating conjunction: "Although it was raining, we went for a walk."
- Correlative conjunction: "Either you can come with us, or you can stay home."

4.8 Interjection

Interjections are words or phrases that express strong emotion or surprise. They are often set apart from the rest of the sentence and can stand alone.

Example:

- "Wow! That's amazing!"
- "Ouch! That hurt!"
- "Hooray! We won the game!"

4.9 Articles

Since they act as determiners to introduce nouns, articles are a crucial component of English discourse. Articles can be classified as either definite or indefinite. "The" is the definite article, and "a" and "an" are the indefinite ones. Correct usage of these articles improves communication clarity and precision, making it an essential skill for college students, especially those writing academically.

The Definite Article: "The"

The definite article "the" is used to refer to a specific noun that is known to the reader or listener. It signals that the noun it modifies is unique or has been previously mentioned. For instance, in the sentence, "The book on the table is mine," the speaker implies that there is a particular book that both the speaker and listener are aware of. This specificity helps to eliminate ambiguity.

Example Sentences Using "The":

1. The professor assigned the article for our next class discussion.
2. I visited the museum that showcases ancient artifacts.
3. The research indicates a significant correlation between diet and health.

Indefinite Articles: "A" and "An"

Indefinite articles "a" and "an" are used when referring to non-specific nouns. They introduce a noun that is not previously known to the listener or reader. The choice between "a" and "an" depends on the sound that begins the following word. "A" is used before consonant sounds, while "an" is used before vowel sounds.

Example Sentences Using "A" and "An":

1. A student should prepare for exams well in advance.
2. An interesting research topic is climate change.
3. I would like to adopt a dog from the shelter.

In academic contexts, the use of indefinite articles can help introduce new concepts or variables into a discussion. For example, "A recent study found that..." presents new information that may not be familiar to the audience.

4.10 Exercise

Warm Up:

1. What are the different parts of speech you can name?
2. Why do you think understanding parts of speech is important in communication?
3. Can you give an example of a sentence and identify the parts of speech within it?

Questions:

For each sentence below, identify the parts of speech for the underlined words.

1. The **quick** fox jumps over the lazy dog.
2. She **quickly** finished her homework.
3. **Wow**, that was an amazing performance!

Fill in the Blank: Fill in the blank with the correct words.

1. A noun is a word that names a person, place, thing, or __.
2. An adjective describes or modifies a __.
3. An adverb often ends in "-ly" and modifies a verb, an adjective, or another __.
4. A verb is a word that expresses an __ or state of being.
5. A conjunction connects words, phrases, or __.

Word bank: adverb, idea, adjective, action, clauses

Multiple Choice Questions: Choose the correct answer from the choices for each question.

1. Which of the following is a coordinating conjunction?
 - a) because
 - b) and
 - c) if
 - d) although
2. Which part of speech expresses actions or states of being?
 - a) noun
 - b) pronoun
 - c) verb
 - d) adjective
3. "Quickly" is an example of which part of speech?
 - a) noun
 - b) verb
 - c) adjective
 - d) adverb

4. Which word in the following sentence is a pronoun?
"She went to the store."
 - a) She
 - b) went
 - c) store
 - d) to
5. An interjection is used to express:
 - a) a question
 - b) a command
 - c) strong emotion
 - d) a description

Open Ended Questions: Answer the following questions in complete sentences:

1. Provide an example of a sentence using a noun, verb, and adjective.
2. Explain the role of prepositions in a sentence.
3. How do conjunctions enhance the clarity of a sentence?

4.11 Conclusion

Gaining proficiency in the English language requires an understanding of the components of speech. Effective communication is facilitated by the distinct roles that each component plays in sentence structure and meaning. Students can improve their writing and understanding abilities by identifying and applying these components, opening the door to more lucid communication and analysis in their academic

pursuits. Students are encouraged to recognise and analyse the parts of speech in context as they interact with texts, which deepens their understanding of the complexities of language. Students get the knowledge necessary to successfully negotiate the complexity of English and communicate in both their personal and academic lives thanks to this investigation of components of speech. (Betty Schramper Azar 2006; Raymond Murphy and William R. Smalzer 2014)

Answer Key :

Fill in the Blank:

1. idea
2. noun
3. adverb
4. action
5. clauses

Multiple Choice Questions:

1. b) and
2. c) verb
3. d) adverb
4. a) She
5. c) strong emotion

Open Ended Questions: (Example responses)

1. An example sentence is: "The quick brown fox jumps over the lazy dog."

2. Prepositions show relationships between nouns or pronouns and other words in a sentence, often indicating direction, place, time, or method.
3. Conjunctions connect words, phrases, or clauses, which helps to make the relationships between ideas clearer and the sentences less choppy.

CHAPTER 5

AUXILIARY VERBS

Preface

The structure of English sentences depends heavily on auxiliary verbs, sometimes referred to as assisting verbs. They help the main verb convey different time, mood, and voice characteristics. The definition of auxiliary verbs, an examination of their various varieties, sentence examples, and recommendations for more reading will all be covered in this educational literature.(Aarts, Bowie, and Popova 2019)

5.1 Definition

In a sentence, auxiliary verbs are verbs that come after the primary verb to form a verb phrase. They aid in communicating key grammatical concepts including voice (active, passive), mood (indicative, subjunctive, imperative), and tense (past, present, future). Auxiliary verbs are essential in English for creating enquiries, negations, and different tenses. Common auxiliary verbs are "be," "have," and "do," to name a few.

5.2 Functions of Auxiliary Verbs

- a) **Tense Formation:** Auxiliary verbs are essential for forming different tenses. For example, in the sentence "She is running," "is" is the auxiliary verb that indicates the present continuous tense.
- b) **Formation of Questions:** Auxiliary verbs help in forming questions. For instance, "Do you like chocolate?" utilizes "do" as the auxiliary verb to frame a yes/no question.

- c) **Negation:** Auxiliary verbs are also used to create negative sentences. In the sentence "He does not like coffee," "does" serves as the auxiliary verb that negates the main verb "like."

5.3 Types of Auxiliary Verbs

Auxiliary verbs belong into three categories: Primary auxiliary verbs, modal auxiliary verbs, and semi-modal auxiliary verbs.

5.3.1 Primary auxiliary verbs

The primary auxiliary verbs include "be," "have," and "do." Each has distinct functions:

- a) **"Be":** Used to form continuous tenses and passive voice. Example: "The cake was eaten by the children."
- b) **"Have":** Used to form perfect tenses. Example: "She has finished her homework."
- c) **"Do":** Used to form questions and negations, as well as to add emphasis. Example: "I do want to go to the party."

5.3.2 Modal auxiliary verbs

Modal auxiliary verbs express necessity, possibility, permission, or ability. Common modal verbs include "can," "could," "may," "might," "must," "shall," "should," "will," and "would." Each modal verb carries a unique meaning:

- a) **"Can":** Indicates ability. Example: "She can swim."
- b) **"Must":** Indicates necessity. Example: "You must wear a seatbelt."
- c) **"May":** Indicates permission. Example: "You may leave early."

5.3.3 Semi-modal auxiliary verbs

Semi-modal auxiliary verbs have characteristics of both modal and primary auxiliary verbs. These include verbs like

"ought to," "used to," and "have to." They express particular meanings and are often used in specific contexts:

- a) **"Ought to":** Indicates moral obligation. Example: "You ought to apologize."
- b) **"Used to":** Refers to past habits or states. Example: "I used to play soccer."
- c) **"Have to":** Indicates necessity or obligation. Example: "I have to finish this report."

5.4 Example in Sentences

To illustrate the use of auxiliary verbs, consider the following examples:

- a) **Primary Auxiliary Verb:** "They are watching a movie." (Here, "are" helps form the present continuous tense).
- b) **Modal Auxiliary Verb:** "He might join us for dinner." (The modal "might" expresses possibility).
- c) **Semi-Modal Auxiliary Verb:** "You should finish your essay." (In this case, "should" expresses advice).

These sentences demonstrate how auxiliary verbs interact with main verbs to convey specific meanings and grammatical structures.

5.5 Conclusion

Auxiliary verbs are important components of English grammar that improve linguistic expression and clarity. University students can improve their writing and comprehension skills by learning about the definitions, types, and examples of auxiliary verbs. Mastery of auxiliary verbs is required for efficient communication in academic and professional settings.

Quizz

1. **Which of the following sentences correctly uses the auxiliary verb "have" in the present perfect tense?**
 - a. I have been studying linguistics for three years
 - b. I had been studying linguistics for three years
 - c. I will have been studying linguistics for three years
 - d. I am having studied linguistics for three years

2. **In the sentence "She might have attended the lecture," what function does the auxiliary verb "might" serve?**
 - a. It indicates certainty about a past action
 - b. It expresses possibility about a past action
 - c. It shows a future obligation
 - d. It demonstrates present ability

3. **Which combination of auxiliary verbs creates the future perfect progressive tense?**
 - a. Has been
 - b. Will have been
 - c. Would have
 - d. Must have been

4. **Which sentence demonstrates the correct use of modal auxiliary verbs in reported speech?**
 - a. He said he must go to the meeting
 - b. He said he can attend tomorrow
 - c. He said he would attend tomorrow
 - d. He said he will attend tomorrow

5. **What is the primary function of the auxiliary verb "do" in negative statements?**
 - a. To emphasize the action
 - b. To indicate past tense

- c. To create questions
- d. To form negatives with main verbs

Answer Key

1. a
2. b
3. b
4. c
5. d

CHAPTER 6

MAKE SENTENCES (VERB AND NON-VERB SENTENCES)

Preface

Sentences are the foundation of language, allowing us to convey our thoughts, ideas, and feelings. Clarity and precision are vital in creative nonfiction, thus mastering sentence form is essential for efficient communication. This article delves into the two main sorts of sentences: verb sentences and non-verb sentences, using examples and references to reinforce understanding.(Adler, II, and Manning 2023; Dubourg et al. 2024; Mardar 2022a, 2022b)

6.1 Overview

A sentence is often defined as a full thought consisting of a subject and a predicate. The subject indicates who or what the sentence is about, whereas the predicate specifies what the subject does or is. Understanding how to form sentences properly is critical for students, especially at university where written communication is necessary.

6.2 Verb Sentences

Verb sentences include a verb, which is a word that defines an action, event, or state of being. These statements are frequently concise, conveying certain acts or states. They might be simple, compounded, or complex. Below are samples of each type:

- a) **Simple Sentence:** A simple sentence consists of a single independent clause.
 - **Example:** "The cat sleeps."
- b) **Compound Sentence:** A compound sentence contains two or more independent clauses joined by a coordinating conjunction.
 - **Example:** "The cat sleeps, and the dog barks."
- c) **Complex Sentence:** A complex sentence includes one independent clause and at least one dependent clause.
 - **Example:** "Although the cat sleeps, the dog barks loudly."

In each of these examples, the verb plays a crucial role in conveying the action or state of being.

6.3 Non – Verb Sentences

In contrast, non-verb sentences do not use verbs to express meaning. These sentences may contain noun phrases, adjectives, adverbs, or other types of expression that convey information without taking direct action. Nonverbal sentences, while less common in standard sentence patterns, can nonetheless be useful for communicating successfully. Here are few examples:

- a) **Noun Phrase:** A sentence can be formed using a noun phrase without a verb.
 - **Example:** "The bright moon."
- b) **Adjective Phrase:** Using adjectives to describe nouns can also form a complete thought.
 - **Example:** "The tall building."
- c) **Prepositional Phrase:** A prepositional phrase can convey meaning without a verb.
 - **Example:** "Under the old tree."

While non-verb sentences may lack the action of a verb, they can still effectively convey descriptions or states that enhance the overall message.

6.4 Importance of Sentence Variety

In literary nonfiction, sentence pattern variation is critical for keeping readers interested and efficiently presenting complicated concepts. Using both verb and nonverb sentences enables writers to craft a dynamic and compelling story. For example, a writer may describe a scenario with a combination of verb phrases to express action and nonverb words to build the mood or supply context.

6.5 Example in context

Consider a passage describing a bustling city street:

"The sun sets over the city. Cars whiz by, creating a blur of colors. The aroma of street food fills the air. Laughter echoes from the nearby café, a vibrant scene under the evening sky."

In this excerpt, the first sentence is a verb sentence, indicating an action. The second sentence also contains verbs, while the third uses non-verb phrases to evoke sensory experiences. The combination creates a vivid picture in the reader's mind.

6.6 Exercise

Fill in the Blank: Fill in the blank with the correct words.

1. The experiment__ completed by late evening.
2. A detailed analysis of the results is __ for tomorrow.

3. The committee __ a meeting to discuss the findings.
4. An interesting fact __ discovered during the study.
5. The hypothesis __ supported by the data.

Word bank: supported, scheduled, was, was, held

Multiple Choice Questions: Choose the correct answer from the choices for each question.

1. Which of the following is a verb sentence?
 - A) The book on the table.
 - B) She quickly ran towards the finish line.
 - C) The red apple.
 - D) A beautiful painting.
2. What element is essential in a verb sentence?
 - A) An adjective
 - B) A noun
 - C) A verb
 - D) A conjunction
3. Identify the non-verb sentence:
 - A) The cat sleeps on the mat.
 - B) Time flies.
 - C) The bright morning sun.
 - D) He writes a letter.
4. Which sentence structure focuses more on description than action?
 - A) Verb sentence
 - B) Non-verb sentence
 - C) Compound sentence
 - D) Complex sentence
5. Which of the following sentences lacks a verb?
 - A) Birds sing beautifully.
 - B) The final exams start next week.

- C) Students in the library.
- D) She enjoys reading novels.
-

Open Ended Questions: Answer the following questions in complete sentences:

1. Explain the difference between a verb sentence and a non-verb sentence.
2. Provide an example of a non-verb sentence and explain why it is categorized as such.
3. Why is it important to understand the difference between these sentence types in academic writing?

ANSWER KEY

Fill in the Blank:

1. was
2. scheduled
3. held
4. was
5. supported

Multiple Choice Questions:

1. B) She quickly ran towards the finish line.
2. C) A verb
3. C) The bright morning sun.
4. B) Non-verb sentence
5. C) Students in the library.

Open Ended Questions:

1. **Example Response:** A verb sentence contains a verb, indicating an action, occurrence, or state of being, whereas a non-verb sentence focuses on description using other elements like nouns or adjectives.
2. **Example Response:** "The bright morning sun." This is a non-verb sentence because it describes the sun using an adjective without indicating any action.
3. **Example Response:** Understanding the difference is important because it helps in constructing sentences that are clear and convey the intended meaning, which is crucial for effective academic writing.

CHAPTER 7

READING STRATEGY (SKIMMING AND SCANNING)



Preface

In the fast-paced academic environment of university, students are frequently confronted with an overwhelming volume of reading information. Skimming and scanning are two fundamental reading strategies for properly navigating dense materials. These methods can help students quickly identify relevant material, saving time and improving comprehension. (Banditvilai 2020)

7.1 Definitions of Skimming and Scanning

Skimming is a reading strategy that allows you to acquire a rough understanding of the content of a text. Readers skim the material fast, focussing on prominent headers, subheadings, keywords, and phrases. The goal is to convey the major ideas without becoming mired down in details. For example, when skimming a research article, a student might look at the abstract, introduction, and conclusion to understand the primary findings and significance of the study.

Scanning, on the other hand, is a reading approach that involves locating specific information inside a text. Unlike skimming, scanning searches for specific information, dates, names, or phrases. Readers scan the text quickly, typically using their fingers or a pen to guide them, until they find the information they need. For example, if a student is seeking for a certain figure in a lengthy report, they would scan through the pages until they discover that number, ignoring all other information.(Dubay 2004; Duke and Pearson 2002)

7.2 The Aim of Skimming and Scanning

The main goal of skimming and scanning is to increase reading efficiency. In a university setting, students are frequently asked to read vast amounts of material in a limited period. By mastering these skills, students can swiftly judge the relevance of texts and discover pertinent information, allowing them to properly prioritise their reading burden. Skimming allows students to get a comprehensive overview of the subject matter, making it easier to determine whether a piece worth further study. This strategy is especially effective during literature reviews or exam preparation because it helps students to become acquainted with key themes without going into great depth.

In contrast, scanning is used to identify specific details. This method is critical for students who need to extract specific information from textbooks, articles, or research papers.

Whether searching for a date in a historical document or a formula in a scientific publication, scanning allows students to discover what they need fast, freeing up critical time for deeper analysis and comprehension.

7.3 Steps for Skimming and Scanning

Steps for skimming

- a) **Preview the Material:** Begin by looking at the title, authors, and publication date. This sets the context for your reading.
- b) **Read the Introduction and Conclusion:** These sections usually summarize the main ideas and findings, providing a framework for understanding the text.
- c) **Look for Headings and Subheadings:** These provide clues about the structure and main ideas of the text.
- d) **Identify Keywords:** Focus on bolded or italicized words that highlight important concepts.
- e) **Read the First Sentence of Each Paragraph:** This often contains the main idea of the paragraph.

Steps for scanning

- a) **Define Your Purpose:** Know exactly what information you are seeking (e.g., a specific date, concept, or statistic).
- b) **Use Keywords:** Think of keywords related to your topic. This will guide your search through the text.
- c) **Move Your Eyes Quickly:** Don't read every word; instead, move your eyes over the text to find the keywords.

- d) **Look for Visual Aids:** Charts, graphs, and images can provide quick insights and relevant information.
- e) **Check the Index or Table of Contents:** These sections can direct you to where specific information is located.

7.4 Exercise: Skimming and Scanning Practice

To develop these essential reading strategies, students can engage in several practical exercises:

Exercise 1: Skimming Practice

1. **Select a Text:** Choose an academic article or a textbook chapter.
2. **Set a Timer:** Allocate 5-10 minutes for this exercise.
3. **Skim the Text:** As you read, focus on headings, subheadings, and highlighted terms. Try to capture the main ideas and overall structure of the text.
4. **Summarize:** After skimming, write a brief summary of the main points you gathered. Aim for 3-5 sentences.

Exercise 2: Scanning Practice

1. **Choose a Specific Topic:** Identify a topic you need to research (e.g., a specific event in history).
2. **Find a Relevant Text:** Look for an article or a book chapter that covers this topic.
3. **List Specific Information:** Write down key facts or figures you want to find (e.g., dates, names, statistics).
4. **Scan the Text:** Using your list, scan the text to locate the specific information. Highlight or note down the relevant details.

Exercise 3: Combining Both Techniques

1. **Select a Longer Text:** Pick a research paper or a lengthy article.
2. **First, Skim:** Spend 10 minutes skimming the text to understand the main ideas.
3. **Then, Scan:** After skimming, identify specific details you need to know, such as particular findings or methodologies. Use scanning to locate those details quickly.
4. **Reflect:** Write a reflection on how skimming helped you understand the text's structure and how scanning allowed you to find specific information efficiently.

CHAPTER 8

NOUN SENTENCE

Preface

Language is a powerful instrument for shaping our thoughts, feelings, and interactions. Nouns are the fundamental building blocks of any language. This literary nonfiction article investigates the significance of nouns, their meanings, patterns, and examples in a variety of circumstances, highlighting their critical role in communication.(Yule, 2010)

Noun Sentence

A noun is a word that represents a person, place, thing, or idea.

8.1 Definition

Nouns are necessary parts of sentences. They function as subjects, objects, and complements in a sentence structure. Understanding nouns is essential for good communication because they communicate meaning and clarity.

8.2 Pattren

Nouns can be categorized into several types, each serving a distinct function within language:

- a) **Common Nouns:** These refer to general items, such as "dog," "city," or "book." They are not capitalized unless they start a sentence.
 - *Example:* I saw a **dog** in the **city**.
- b) **Proper Nouns:** These denote specific names of people, places, or organizations and are always capitalized.

Examples include "Sarah," "New York," and "Harvard University."

- *Example:* **Sarah** visited **New York** last summer.

- c) **Collective Nouns:** These refer to a group of individuals or things, such as "team," "flock," or "family."

- *Example:* The **team** celebrated their victory.

- d) **Abstract Nouns:** These represent ideas, qualities, or conditions that cannot be perceived with the five senses, such as "happiness," "freedom," or "intelligence."

- *Example:* **Happiness** is essential for a fulfilling life.

- e) **Concrete Nouns:** These refer to physical objects that can be experienced through the senses, such as "apple," "car," or "flower."

- *Example:* The **apple** fell from the tree.

8.3 Example using noun

To illustrate the different types of nouns in context, consider the following sentences:

- a) Common Noun: The **teacher** explained the lesson clearly.
- b) Proper Noun: **John** traveled to **France** for his vacation.
- c) Collective Noun: The **class** was excited about the upcoming field trip.
- d) Abstract Noun: **Courage** is necessary to face challenges.
- e) Concrete Noun: The **river** flows through the **valley**.

8.4 Exercise

Noun Phrase & Sentence Structure Assessment

1. Which sentence contains a noun phrase functioning as a direct object?

- a. The tired dog slept soundly
- b. She gave the presentation materials
- c. Near the park stands a statue
- d. During winter, snow falls heavily

2. **In the sentence "The brilliant professor's comprehensive lectures impressed the students," what is the complete subject?**
 - a. The students
 - b. The brilliant professor
 - c. The brilliant professor's comprehensive lectures
 - d. Impressed the students
3. **Which sentence demonstrates a noun phrase acting as a subject complement?**
 - a. John became a successful entrepreneur
 - b. They walked through the garden
 - c. The children played games
 - d. She wrote carefully
4. **What type of noun phrase is underlined in "The museum displayed ancient artifacts from Egypt"?**
 - a. Appositive phrase
 - b. Object of preposition
 - c. Indirect object
 - d. Ancient artifacts
5. **In "Despite the storm's intensity, the celebration continued," what is the function of the underlined noun phrase?**
 - a. Direct object
 - b. Subject of the sentence
 - c. Object of preposition
 - d. Subject complement

Answer Key

1. b
2. c
3. a
4. d
5. c

BAB 9

ASKING FOR HELP



Preface

In today's interconnected world, the capacity to ask for help, offer assistance, and politely deny aid is critical. These abilities not only represent our social awareness, but also strengthen relationships and improve teamwork. This literary nonfiction essay delves into the subtleties of these interactions, offering insights into good communication and the psychology that behind them.

In English, "a hand" can signify "help." When requesting assistance, simply state "I need a hand". Ask "Do you need a hand?" when others appear to require assistance. The phrase *to give a hand* can also mean to give a round of applause (to clap) . Have you given someone a helping hand recently?

9.1 Asking for help

Asking for help might be intimidating. Many people feel vulnerable while seeking help, worried that they may be viewed as incompetent or needy. However, asking for help demonstrates strength and self-awareness. It necessitates the realisation that one cannot do everything alone and that collaboration frequently results in better outcomes. When asking for assistance, clarity is essential. A well-structured request can elicit a more favourable response. For example, instead of stating, "Can you help me with this?" a more precise approach would be, "Could you assist me in understanding the latest statistical analysis in our project?" This clarity not only clarifies the type of assistance required, but it also indicates consideration for the other person's time and experience. (Irwin 2021)

Example Conversation: Asking for Help

A: "Hey, I'm struggling to understand the statistical methods we discussed in class. Could you help me clarify some concepts?"

B: "Of course! I'd be happy to help. Which specific parts are you finding confusing?"

In this exchange, Person A articulates their need clearly, and Person B responds positively, indicating a willingness to assist.

9.2 Offering help

Offering assistance can be equally difficult. It necessitates sensitivity to the other person's circumstances and a comprehension of their requirements. Individuals may fail to recognise their need for assistance, or they may be hesitant to accept aid out of pride or fear of burdening others. When offering assistance, it is best to approach the problem with empathy. A simple question can go a long way. Instead of stating, "Let me know if you need help," one could say, "I noticed you

appeared overwhelmed with your workload." Do you want me to help you with anything?" This approach recognises the other person's feelings and extends a clear invitation for help.

Example Conversation: Offering Help

Person A: "I saw you were working late last night. Is there anything I can do to help lighten your load?"

Person B: "That's really thoughtful of you! I could use some help with the presentation slides."

Here, Person A's offer demonstrates attentiveness, and Person B feels comfortable accepting the help, creating a supportive environment.

9.3 Declining help

Declining aid is a valuable ability that is sometimes underestimated. Individuals may feel compelled to accept aid, even if they may not want or need it. It is critical to politely deny help while expressing gratitude for the offer. When denying help, it is critical to be honest and respectful. Someone could say, "I appreciate your offer, but I prefer to handle this on my own for now." This reaction appreciates the other person's goodwill while retaining one's liberty.

Example Conversation: Declining Help

Person A: "I can help you with that report if you'd like."

Person B: "Thank you so much for your offer! I really appreciate it, but I think I'll manage this one myself."

In this scenario, Person B respectfully declines help while maintaining a positive demeanor, preserving the relationship.

9.3 Conclusion

The ability to ask for help, offer assistance, and deny aid is essential for efficient communication and interpersonal connections. These abilities not only improve teamwork, but also promote an environment of support and understanding. By practising these abilities, individuals can navigate social encounters with confidence and grace.

9.4 Exercise

Fill in the Blank: Fill in the blank with the correct words.

1. When you need assistance with a project, you might say, "Could you please _ me with this task?"
2. If someone offers help and you accept, you might respond, "Thank you for your _."
3. To offer help to someone else, you might say, "Would you like some _ with that?"
4. When declining help politely, you could say, "I appreciate the offer, but I can manage _."
5. In a group setting, you can ask, "Does anyone need any _ with their part of the assignment?"

Word bank: assistance, help, support, assist, myself

Multiple Choice Questions: Choose the correct answer from the choices for each question.

1. Which phrase is most appropriate when asking for help with understanding a lecture?
 - a) "Explain this to me now!"
 - b) "Could you clarify this point for me?"
 - c) "I'm sure I understand everything."
 - d) "I don't need any help."
2. How should you offer assistance to a classmate struggling with a lab report?
 - a) "Do it yourself."
 - b) "Why don't you ask someone else?"
 - c) "Would you like some help with your lab report?"
 - d) "I can't help you."
3. What is a polite way to decline help when you don't need it?
 - a) "No, thanks. I can handle it."
 - b) "Leave me alone."
 - c) "I don't want any help."
 - d) "Go away."
4. If a friend asks for help with their homework, what is a supportive response?
 - a) "I have my own work to do."
 - b) "Sure, let's work on it together."
 - c) "Why can't you do it yourself?"
 - d) "I'm busy right now."
5. When unsure about a topic in class, what should you do?
 - a) "Stay silent."
 - b) "Ask a classmate or the professor for help."
 - c) "Ignore it."
 - d) "Guess the answers."

Open Ended Questions: Answer the following questions in complete sentences:

1. Describe a situation where you successfully asked for help in a university setting. What was the outcome?
2. How can offering help to classmates improve your own understanding of the material?
3. Why is it important to decline help politely, and how can this be done effectively?

Answer Key:

Fill in the Blank:

1. assist
2. support
3. help
4. myself
5. assistance

Multiple Choice Questions:

1. b) "Could you clarify this point for me?"
2. c) "Would you like some help with your lab report?"
3. a) "No, thanks. I can handle it."
4. b) "Sure, let's work on it together."
5. b) "Ask a classmate or the professor for help."

Open Ended Questions example answer:

1. "I once asked for help during a group project when I didn't understand my part. My group members explained it to me, and we managed to complete the project successfully."
2. "Offering help to classmates can reinforce your understanding because teaching others often clarifies your own knowledge and identifies gaps you might have."
3. "Declining help politely is important to maintain good relationships. It can be done by expressing gratitude and ensuring the other person knows you value their offer, like saying, 'Thank you for offering, but I've got it under control.'"

CHAPTER 10

ASKING DIRECTION



Preface

In today's fast-paced world, where technology dominates our navigation systems via GPS and mapping apps, the skill of asking for directions may appear obsolete. However, this time-honoured method has unquestionable benefits. Asking for directions encourages human connection and community. When people seek help, they participate in a social engagement that can result in unexpected talks and partnerships. Furthermore, asking for directions might help us better grasp our surroundings. When exploring unknown territory, inquiry can reveal insights that digital maps cannot. Locals are typically knowledgeable about shortcuts, hidden jewels, and even the cultural significance of specific locations. This information

enhances our experience and develops our respect for the locations we visit. (Sahadevan and Sumangala 2021)

10.1 The Process of Asking for Directions

Asking for directions may appear simple, but there are multiple phases that differ depending on the context. First, one must acknowledge the need for help. This self-awareness is critical; it necessitates humility and the acceptance that we do not have all the solutions. Next, the individual must determine who to ask. The person's knowledge with the topic, eagerness to help, and the venue in which the inquiry takes place are all important considerations.

Once the appropriate individual has been addressed, the manner of asking becomes critical. A polite and concise inquiry increases the chances of receiving accurate and useful information. Body language, tone of voice, and eye contact all have a huge impact on the response. For example, a welcoming demeanour can elicit a more detailed response, but a hasty or nervous approach may result in ambiguous instructions.

Understanding and remembering the information presented is typically the most difficult aspect of obtaining directions. Many people struggle to remember verbal instructions, resulting in confusion and potential dissatisfaction. Individuals can counteract this by repeating the directions back to the informant, asking clarifying questions, or taking notes. (DeVereaux 2018)

10.2 Cultural Perspectives on Asking for Directions

Cultural conventions influence how people ask for directions. In some cultures, soliciting assistance is regarded as a show of weakness, whilst in others, it is a natural and expected behaviour. For example, collectivist societies emphasise cooperation and interdependence, making it more acceptable to seek assistance. In contrast, in individualistic cultures, self-

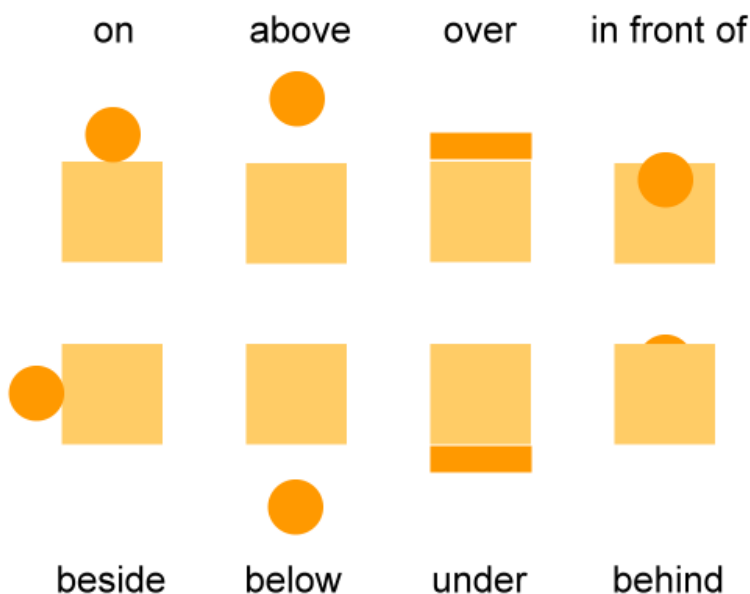
reliance may discourage people from requesting help, even when it is needed.

Additionally, the context of the inquiry is important. In metropolitan situations, where people frequently rush to their destinations, asking for directions may elicit reluctance or frustration. However, in rural places, where communities are smaller and more interwoven, people may be more inclined to engage in conversation and provide comprehensive advice.

10.3 Key Vocabulary and Phrases

When asking for directions, certain words and phrases often serve as vital clues that can facilitate understanding. Here are some essential terms to keep in mind:

1. **Landmarks:** Identifying landmarks can help clarify directions. Phrases like "near the park," "across from the library," or "next to the bank" provide spatial context that can aid in navigation.
2. **Verbs of Movement:** Common verbs such as "turn," "go," "walk," "take," and "head" are crucial in direction-giving. For instance, "Turn left at the traffic light" or "Go straight for two blocks" are clear and actionable instructions.
3. **Prepositions:** Words like "to," "from," "around," "between," and "along" specify relationships in space. These prepositions help clarify the positioning of one place in relation to another, such as "The post office is across the street from the grocery store."



4. **Left/Right:** These cardinal directions help specify the desired path.
5. **Straight Ahead:** Indicates continuing in the same direction without turning.
6. **Intersection:** A point where two or more roads meet, often a key reference point in navigation.
7. **Landmarks:** Notable buildings or features that can help orient oneself in an area. Examples include statues, parks, or unique architecture.
8. **Block:** A section of the street between two intersections, often used to quantify distances.
9. **Questions:** Knowing how to ask the right questions is paramount. Phrasing inquiries clearly can lead to better responses. Examples include:
 - "Can you tell me how to get to [destination]?"
 - "Is it far from here?"
 - "Which way should I go to reach [place]?"

10.4 The Role of Technology

In recent years, technology has changed the way we navigate our surroundings. GPS systems, smartphone apps, and digital maps have made it easier than ever to get instructions without interacting with others. However, increasing reliance on technology can occasionally result in a decrease in interpersonal communication skills, particularly among younger generations.

While technology is convenient, it is still necessary to develop the capacity to ask for instructions. Engaging with locals can reveal information that technology cannot, such as recommendations for the best route, secret shortcuts, or even the cultural significance of specific locations. As a result, while digital navigation tools are useful, they should supplement rather than replace conventional methods of asking for assistance.

10.5 Overcoming Barriers to Asking for Directions

Despite the advantages of asking for directions, many people face obstacles that keep them from doing so. Anxiety and fear of being judged can prevent people from seeking help. This is especially true for people who are ashamed by their lack of expertise or afraid of imposing on others. Building confidence in communication abilities is critical.

Practicing asking for directions in low-pressure situations, such as with friends or family, might help people grow more comfortable. Furthermore, accepting the notion that seeking assistance is a strength rather than a weakness can promote a more open mindset. (Joseph A. DeVit 2016)

10.6 Exercise

Fill in the Blank: Fill in the blank with the correct words.

1. When you are lost, it is important to ask for directions ____.
2. Could you please tell me how to get to the __?
3. Excuse me, I am trying to find the __ building on campus.
4. If you take the next left, you will reach the __ in about 10 minutes.
5. I am looking for the nearest __ to grab a quick coffee.

Word Bank: library, politely, administration, cafe, auditorium

Multiple Choice Questions: Choose the correct answer from the choices for each question.

1. When asking for directions, which phrase is most appropriate to begin with?
 - a) Hey, you!
 - b) Excuse me, could you help me?
 - c) Move aside!
 - d) I demand assistance!
2. If you are given directions with landmarks, what should you do?
 - a) Ignore them and use only street names.
 - b) Pay attention to them, they can be very helpful.
 - c) Ask for a GPS coordinate instead.
 - d) Dismiss them as irrelevant.
3. Which of the following is a good follow-up question when given directions?
 - a) Why should I trust you?

- b) Are there any landmarks I should look for?
 - c) Can you walk with me there?
 - d) Is that the best you can do?
4. What is an appropriate response if you do not understand the directions given?
- a) Nod and walk away.
 - b) Ask for clarification politely.
 - c) Complain about the complexity.
 - d) Pretend you understood.
5. Which method is NOT recommended when asking for directions?
- a) Using a map or app.
 - b) Asking a passerby.
 - c) Yelling from across the street.
 - d) Consulting an information desk.
-

Open Ended Questions: Answer the following questions in complete sentences:

1. Describe a situation where asking for directions helped you find your way. What did you learn from this experience?
- —

2. How can cultural differences affect the way people ask for and give directions?
- —

3. In your opinion, what are the most polite ways to ask for directions, and why?

—
—

Word Power Vocabulary (matching)

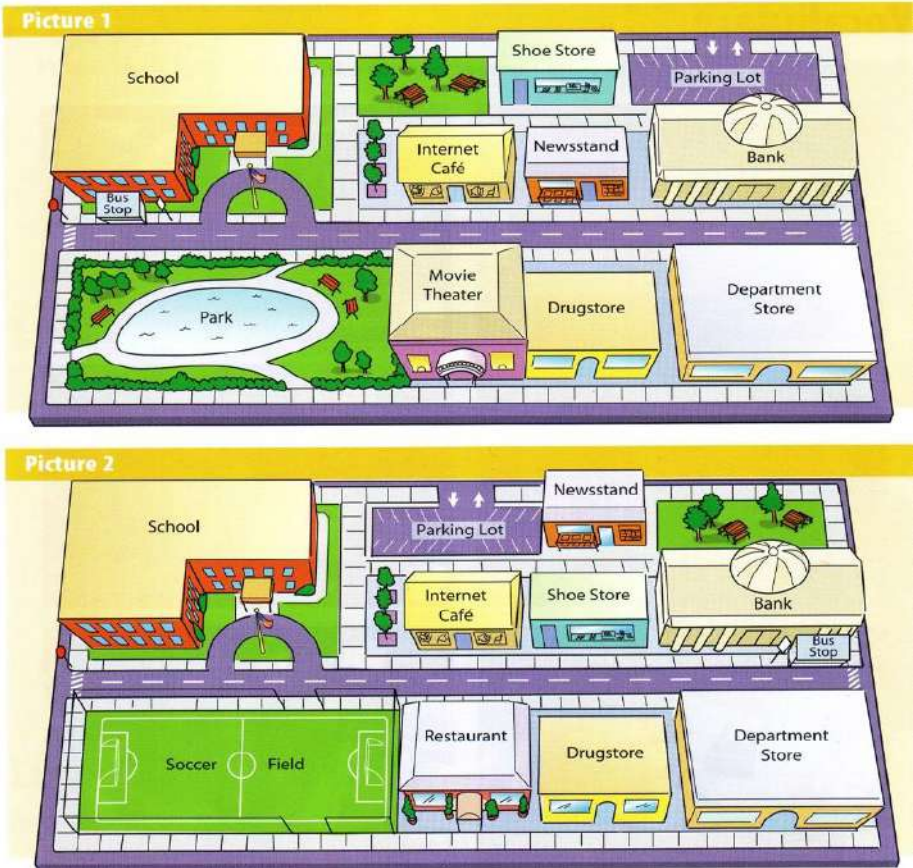
6. -----	Post office
2. -----	Out of town
3. -----	interrupt
4. -----	block
5. -----	Traffic light
6. -----	You can't miss it
7. -----	repeat
8. -----	I've got it

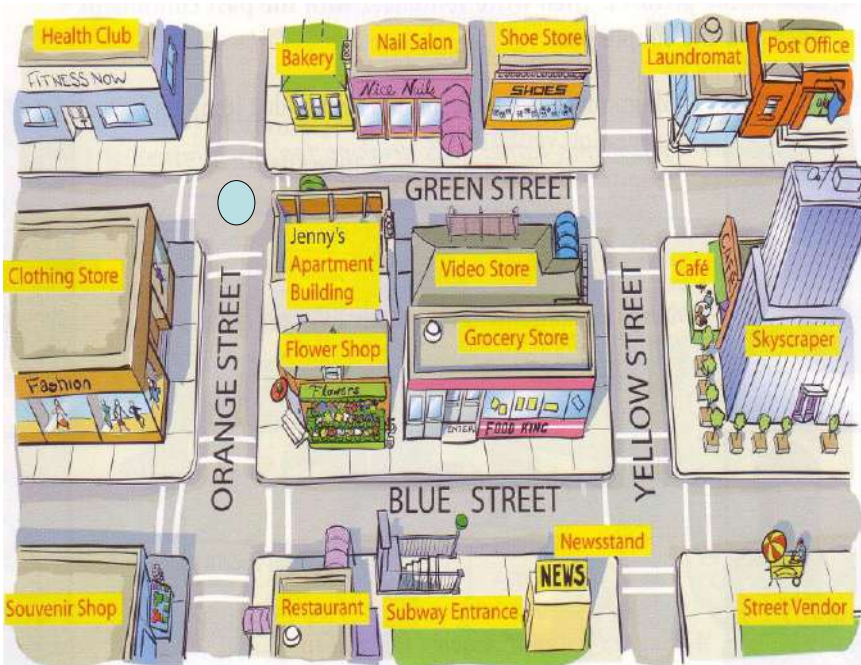
Meaning:

- a) To take someone's attention away from something or someone
- b) It's easy or plain to see
- c) A place where you mail letters and buy stamps
- d) One section of a street, a section between two crossroads
- e) A red, green, or amber light that tells people to stop, go, or slow down
- f) In a place where you are not a local resident
- g) I understand
- h) To say again

Game Find the Differences

How is Picture 2 different from Picture 1? Complete the chart.





How I can get to Nail Salon? (My position in restaurant)

10.7 Conclusion

Asking for directions is more than just finding a location; it's an examination of human interaction, cultural knowledge, and personal growth. Individuals that embrace this skill can form relationships, improve their experiences, and develop a greater respect for the world around them. In an increasingly technologically controlled society, the age-old technique of asking for directions remains a valuable tool for navigating both our physical and social environments.

To summarise, whether we are in a large city or a small town, the ability to ask for directions not only helps us find our way but also allows us to connect with others and experience the beauty of our surroundings. Embracing this habit can lead to unexpected adventures and meaningful meetings, reminding us that the journey is sometimes more important than the destination.

Answer Key:

Fill in the Blank:

1. politely
2. library
3. administration
4. auditorium
5. cafe

Multiple Choice Questions:

1. b) Excuse me, could you help me?
2. b) Pay attention to them, they can be very helpful.
3. b) Are there any landmarks I should look for?
4. b) Ask for clarification politely.
5. c) Yelling from across the street.

Open Ended Questions Example Response

1. "Once, I was lost in a foreign city and asked a local for directions to a historical site. They kindly explained the route and pointed out landmarks along the way. I learned that people are generally willing to help if asked politely."
2. "Cultural differences can influence how direct or indirect people are when asking for directions. In some cultures, using polite phrases and indirect language is important to show respect."
3. "The most polite ways to ask for directions include using phrases like 'excuse me' or 'could you please,' as they show respect and consideration for the person's time and willingness to help."

Matching words

1. C
2. F
3. A
4. D
5. E
6. B
7. H
8. G

CHAPTER 11

MAKING A COMPLAINT



Preface

Making a complaint is a basic skill that everyone should master, especially in a society that values consumer rights and free expression. Complaints allow people to communicate their discontent with a product, service, or situation, and they are critical for promoting change and development. This essay will define making a complaint, present an example of a conversation, and discuss essential concepts and methods used in the process.(Marshall Rosenberg 2015)

11.1 Definition

A complaint is an expression of dissatisfaction or a formal grievance over a product, service, or experience. Complaints can be voiced in a variety of settings, including customer service interactions, work environments, and even personal relationships. Complaining is not inherently negative; rather, it serves as a means of communication, allowing people to express their worries and seek solutions.

In consumer contexts, filing a complaint frequently entails contacting a company or organisation to report a problem with a product or service. This could range from receiving a damaged goods to having subpar customer service. The purpose of filing a complaint is usually to get a satisfying settlement, which could be a refund, replacement, or an apology.

11.2 Importance of Making a Complaint

- a) **Empowerment:** Filing a complaint allows people to take control of their circumstances. It inspires individuals to stand up for their rights and demand the quality they deserve.
- b) **Complaints offer essential feedback for organisational improvement.** Businesses and organisations can utilise this information to improve their products and services, which will benefit all customers.
- c) **Promoting Accountability:** Complaints help hold companies and individuals accountable for their conduct. This responsibility can result in better practices and standards.
- d) **conflict Resolution:** Complaints can help resolve disagreement. Individuals who approach issues directly have the potential to clear up misunderstandings and discover common ground.

11.3 Strategies for Making a Complaint

- a) Complaints should be explicit and specific. Provide detailed information, such as dates, times, and any supporting paperwork.
- b) Maintain Calm and Polite: While voicing unhappiness, staying calm and polite might lead to a favourable conclusion. Being courteous can result in more efficient communication.
- c) Active Listening: When discussing a complaint, it's important to consider the other party's point of view. This can assist uncover viable solutions and promote mutual understanding.
- d) Know Your Rights: Understand your rights as a customer or employee. This understanding can help you assert your position boldly and effectively.
- e) Follow up: If an issue is not resolved in a timely manner, contact the appropriate party. Persistence can highlight the gravity of the situation and encourage action.

11.4 Grammar review

Let's go over some common ways to describe problems or concerns.

Table 2. gramer review for complaint things

Purpose	Pattern	Example
to show that there is an excess of something	<i>too + Adj</i>	This necklace is too expensive .
	<i>Too+ adv</i>	You are speaking too quickly .
to show that	<i>not + Adj +</i>	The voice is not

Purpose	Pattern	Example
something is lacking	<i>enough</i> * *Remember that <i>enough</i> comes after the adjective.	clear enough.

11.5 Example of a Conversation

Consider the following scenario involving a consumer, Sarah, and a customer service agent, John, at a nearby electronics store.

Sarah: "Hi, I am sorry to bother you, but I recently purchased a laptop from your store, but I've been having issues with it. It keeps freezing, and I can't use it for my schoolwork."

John: "I'm sorry to hear that, Sarah. Can you tell me when you bought it and if you have the receipt?"

Sarah: "I bought it two weeks ago, and yes, I have the receipt right here."

John: "Thank you for that information. Let me check the warranty status of the laptop. In the meantime, have you tried restarting it or checking for software updates?"

Sarah: "I tried restarting it, but it didn't help. I haven't checked for updates yet."

John: "No problem. Let's see if we can find any software updates. If that doesn't solve the issue, we can look into a replacement or repair under warranty."

Sarah: "That sounds good. I appreciate your help."

In this conversation, Sarah properly explains her problem, and John reacts professionally and constructively. The exchange emphasises the significance of transparent communication and a desire to remedy the problem.

11.6 Exercise

Matching words:

1. ----- bother
2. ----- complain
3. ----- raw
4. ----- appreciate
5. ----- damaged
6. ----- balance
7. ----- reverse the charge
8. ----- overcharge
9. ----- resolution
10. ----- lacking

Choose the suitable terms:

- a) to remove a debit on a bill
- b) not cooked
- c) not having enough
- d) to upset, worry, or interrupt
- e) the solution to a problem
- f) to express unhappiness or concern
- g) to be thankful for
- h) to bill for more than is necessary or fair
- i) the amount that one owes
- j) broken or torn

Writing Prompt Text Dependent Questions:

1. What are the key reasons provided in the text for why making a complaint is essential in society?
2. How does the author define a complaint, and what examples are given to illustrate this definition?
3. In what ways does the text suggest complaints can lead to organizational improvement?
4. Describe the strategies mentioned in the text for effectively making a complaint. How do these strategies impact the outcome?
5. How does the conversation between Sarah and John exemplify the principles discussed in the text about making a complaint?

11.7 Conclusion

Making a complaint is an important skill that allows people to express their unhappiness, seek solutions, and promote accountability. Understanding the definition, importance, and tactics for filing a complaint allows one to manage these situations more effectively. The example conversation demonstrates how to communicate a complaint constructively, emphasising the possibility of positive consequences if approached wisely. Individuals that file complaints can help to improve products, services, and general life situations.

Answer Key

Matching Word:

1. D
2. F
3. B
4. G
5. J
6. A
7. I
8. H
9. E
10. C

Example Answers for Open Question:

1. The text emphasizes that making a complaint is essential for empowerment, organizational feedback, accountability, and conflict resolution.
2. A complaint is defined as an expression of dissatisfaction, with examples ranging from reporting damaged goods to addressing poor customer service.
3. Complaints can lead to organizational improvement by providing essential feedback that organizations can use to enhance their products and services.
4. Effective complaint strategies include being specific and calm, which can lead to more favorable outcomes by facilitating better communication and understanding.
5. The conversation between Sarah and John exemplifies the principles of effective complaining, as Sarah clearly states her problem, and John responds professionally, demonstrating active listening and a willingness to help.

CHAPTER 12

EXPRESSING OPINION



Preface

Expressing a viewpoint is an essential ability in communication, especially in academic and social settings. An opinion is a personal belief or judgement that is not based on certainty or evidence. Unlike facts, which are objective and verifiable, opinions are subjective and can differ greatly from person to person. The capacity to effectively and carefully express one's thoughts is critical for establishing compelling discussions, debates, and written analyses. (Bizzell and Herzberg 2013)

12.1 Definition of Opinion

Expressing a viewpoint is an essential ability in communication, especially in academic and social settings. An opinion is a personal belief or judgement that is not based on certainty or evidence. Unlike facts, which are objective and verifiable, opinions are subjective and can differ greatly from person to person. The capacity to effectively and carefully

express one's thoughts is critical for establishing compelling discussions, debates, and written analyses.(Elving 2005)

12.2 Key Terms Related to Opinion Expression

Key Terms for Opinion Expression

- a) Subjectivity refers to how personal feelings and ideas shape one's perspective of a topic. Subjectivity emphasises the idea that beliefs can be highly personal and may not correspond to universally recognised truths.
- b) An argument is a reasoned statement or set of assertions intended to persuade others of a specific perspective. Arguments often incorporate evidence to back up the viewpoint being conveyed.
- c) Bias: Favouring one perspective over others might lead to a distorted vision. Recognising bias is essential for fair opinion expression and conversation.
- d) Rhetoric: The ability to communicate or write effectively and persuasively. Rhetoric employs a variety of approaches and procedures to influence the ideas or beliefs of an audience.
- e) Counterargument: An opposing position offered in response to an argument. Addressing counterarguments is vital for establishing one's own perspective and exhibiting critical thinking abilities.

12.3 Begaining the Conversation

Sentence Starters for Expressing an Opinion

Basic

- I think...
- I believe...

- I feel...
- In my opinion/ view, ...

Strong & Personal

- I strongly/ firmly believe...
- I really think...
- as far as I'm concerned, ...
- If you ask me, ...

Weak or Hesitant

- As far as I know, ...
- This is just my opinion, but...
- I could be wrong, but...
- It seems to me that...
- You probably won't agree, but...

12.4 Grammar Review

Modals are often used when asking for and giving opinions (or advice). It is possible, but not necessary, to use a sentence starter to show that you are expressing an opinion after being asked for one.

Table 3. Modal Use

Modal	Example Question	Example Response
Should	Should we take the car or the truck?	I think we should take the car. We should take the car.
Wh- + should	Where should we go for dinner?	I think we should go to grandma's.
	What should they order for dinner?	They should order pizza.
	When should she leave?	She should leave by 7.00 pm.

12.5 Example in Conversation

To illustrate the expression of opinion, consider the following conversation between two university students discussing a recent film adaptation of a classic novel:

Student A: "I really think the film adaptation of 'Pride and Prejudice' is superior to the book. The visuals bring the story to life in a way that the text can't."

Student B: "I see where you're coming from, but I believe the book offers a deeper insight into the characters' thoughts and motivations. The film misses out on some of the subtleties of Jane Austen's writing."

Student A: "That's a fair point. However, I feel that the pacing in the book is a bit slow, while the film captures the essence of the story in a more engaging way."

During this conversation, both students share their viewpoints and provide explanations for their positions. Student A believes the film is superior owing to its visual portrayal and speed, whereas Student B prefers the book for its depth and character development. This debate highlights the subjective nature of beliefs and the value of courteous dialogue when discussing opposing viewpoints.

12.6 The Importance of Expressing Opinion in Academic Settings

In academic environments, expressing one's thoughts is especially important. It promotes critical thinking, involvement, and the study of other viewpoints. Students are frequently required to express their thoughts on a variety of topics, whether through essays, presentations, or conversations. This exercise not only helps students express themselves eloquently, but it also improves their capacity to analyse and evaluate opposing ideas.

Furthermore, the capacity to properly articulate one's idea can spark healthy arguments in which opposing viewpoints are considered and accepted. Students learn to negotiate complex situations, exhibit empathy, and participate in informed discussions that reflect diverse experiences and opinions.

12.7 Exercise

Fill in the Blank: Fill in the blank with the correct words.

1. In order to express an opinion effectively, it is important to provide _ evidence.
2. One should always consider _ perspectives before forming an opinion.
3. Academic writing requires _ language to convey opinions.
4. It is crucial to _ your opinion with logical reasoning.
5. An effective argument often includes both _ and counterarguments.

Word bank: consider, logical, support, multiple, objective

Multiple Choice Questions: Choose the correct answer from the choices for each question.

1. Which of the following is a key component of expressing an opinion in academic writing?
 - a) Personal anecdotes
 - b) Emotional language
 - c) Supporting evidence
 - d) Unverified assumptions

2. What is the role of a counterargument in academic writing?
 - a) To confuse the reader
 - b) To strengthen your argument by addressing opposing views
 - c) To simplify your opinion
 - d) To avoid complexities
3. When expressing an opinion, why is it important to consider multiple perspectives?
 - a) To limit your understanding
 - b) To ensure a comprehensive understanding of the topic
 - c) To undermine your own argument
 - d) To make your opinion less clear
4. Which of the following should be avoided when presenting an opinion in an academic context?
 - a) Bias
 - b) Clarity
 - c) Evidence
 - d) Logical reasoning
5. What is the benefit of using objective language in expressing opinions?
 - a) It makes the opinion more entertaining
 - b) It ensures the opinion is understood clearly and without bias
 - c) It confuses the reader
 - d) It personalizes the argument

Open Ended Questions: Answer the following questions in complete sentences:

1. Describe a situation in which it is important to consider multiple perspectives before forming an opinion.

—
—

2. Explain how supporting evidence enhances the quality of an expressed opinion in academic writing.

—
—

3. Discuss the importance of using logical reasoning when expressing an opinion.

—
—

12.8 Conclusion

To summarise, expressing an opinion is a sophisticated talent that requires understanding one's values, communicating them thoughtfully, and engaging with others politely. As students improve this talent, they contribute to a dynamic academic atmosphere that values multiple opinions. Students who grasp the ability of expressing their thoughts prepare for success in both academic and real-world settings.

Answer Key:

Fill in the Blank:

1. objective
2. multiple
3. logical
4. support
5. arguments

Multiple Choice Questions:

1. c) Supporting evidence
2. b) To strengthen your argument by addressing opposing views
3. b) To ensure a comprehensive understanding of the topic
4. a) Bias
5. b) It ensures the opinion is understood clearly and without bias

Open Ended Questions example answer:

1. In a debate about environmental policies, it is important to consider multiple perspectives to understand the impacts of proposed changes on different stakeholders, such as businesses, governmental bodies, and the local community.
2. Supporting evidence enhances the quality of an expressed opinion by providing factual basis, which makes the opinion more credible and persuasive to the audience.
3. Using logical reasoning is crucial because it helps in structuring the argument in a coherent manner, ensuring that the opinion is not only clear but also convincing to the reader.

BAB 13

AGREE AND DISAGREE

Preface

Expressing a viewpoint is an essential ability in communication, especially in academic and social settings. An opinion is a personal belief or judgement that is not based on certainty or evidence. Unlike facts, which are objective and verifiable, opinions are subjective and can differ greatly from person to person. The capacity to effectively and carefully express one's thoughts is critical for establishing compelling discussions, debates, and written analyses.(Keyton 2017)

13.1 Terms and Definitions

Agreement

Individuals agree when they have the same viewpoint, belief, or perspective on a certain topic. It exemplifies consensus and unity, encouraging collaboration and understanding. Agreement can be communicated orally, nonverbally, or in writing.

Disagreement

Disagreement, on the other hand, occurs when people have opposing views or beliefs. While disagreement can lead to conflict if not handled appropriately, it can also be beneficial, encouraging critical thinking and deeper debates. (Anon n.d.-a)

Assertiveness

Assertiveness is a communication style that involves expressing one's thoughts and feelings openly and honestly while respecting the opinions of others. It is essential for clearly expressing agreement or disagreement.

Active Listening

Active listening entails fully attention, comprehending, responding, and remembering what is being said. This competence is essential for managing discussions that include both agreement and disagreement.

Diplomatic Language

Diplomatic language is a diplomatic means of expressing one's thoughts, particularly when disagreeing. It promotes mutual respect and harmony in conversations by emphasising the importance of tone and word choice.

13.2 The Importance of Agreeing and Disagreeing

The ability to express agreement and disagreement is important in a variety of situations, including academic conversations, workplace settings, and personal relationships. There are various reasons why these expressions are significant:

- 1) **Promoting Dialogue:** Expressing agreement or disagreement can lead to a better understanding of diverse viewpoints. It invites participants to delve deeper into the topic matter.
- 2) **Building Relationships:** Reaching an agreement with someone can strengthen relationships and foster camaraderie. Respectful disagreement, on the other hand, can display honesty and integrity, two qualities that are essential for good partnerships.

- 3) **Promoting Critical Thinking:** Disagreement can challenge preconceptions and encourage critical thinking. Engaging with opposing viewpoints can result in more nuanced understandings and solutions to challenging challenges.
- 4) **Conflict Resolution:** Effectively communicating disagreements is crucial for successful resolution. It allows parties to resolve difficulties without raising animosity.

13.3 Examples in Conversation

To illustrate how agreement and disagreement can be expressed, consider the following dialogue between two university students discussing the efficacy of online learning:

Student A: "I believe online learning offers greater flexibility and accessibility for students."

Student B: "I agree with you about the flexibility. However, I think it lacks the personal interaction that traditional classrooms provide."

In this exchange, Student A expresses agreement with the flexibility of online learning, while Student B acknowledges this point but introduces a disagreement regarding the absence of personal interaction.

To further demonstrate constructive disagreement, here's another example:

Student A: "I think that implementing a four-day workweek would significantly boost employee morale."

Student B: "I can see how it might help morale, but I disagree because I believe it could lead to decreased productivity in some industries. Perhaps a trial

period could provide more insight into its effectiveness."

In this scenario, Student B respects Student A's view while providing a counterpoint. This approach facilitates a constructive conversation rather than a confrontational one.

13.4 Exercise

1. **Which of the following phrases is most appropriate for expressing partial agreement in academic writing?**
 - a. "While I see your point, I must disagree"
 - b. "The argument has merit, however certain aspects warrant further examination"
 - c. "You're somewhat right, but mostly wrong"
 - d. "I totally get what you're saying"
2. **When disagreeing with a scholarly source, what is the most professional approach?**
 - a. Directly stating the author is incorrect
 - b. Presenting contradictory evidence with respectful language
 - c. Avoiding mentioning the disagreement entirely
 - d. Using emotional language to emphasize your point
3. **Which transition word best indicates a contrasting viewpoint in academic discourse?**
 - a. But
 - b. Nevertheless
 - c. Although
 - d. However

4. **In academic writing, the most effective way to present counterarguments is to:**
 - a. Acknowledge them briefly and move on
 - b. Ignore them completely
 - c. Present them fairly before responding with evidence
 - d. Dismiss them as irrelevant
5. **Which phrase best introduces an academic rebuttal?**
 - a. "The evidence suggests otherwise"
 - b. "This view fails to consider"
 - c. "I don't agree with this because"
 - d. "While this perspective has merit"
6. **When expressing agreement in academic writing, it's most appropriate to:**
 - a. Build upon the original argument with additional evidence
 - b. Simply state "I agree" and move on
 - c. Restate the original argument without adding value
 - d. Use informal expressions of agreement
7. **The most effective way to structure a paragraph expressing disagreement is to:**
 - a. State your position and provide evidence
 - b. Begin with emotional appeals
 - c. Quote multiple sources without analysis
 - d. Present counterarguments without resolution
8. **Which approach is most appropriate when disagreeing with an established theory?**
 - a. Dismissing it entirely
 - b. Acknowledging its historical importance while presenting new evidence

- c. Stating personal opinions without support
 - d. Deferring to the authority of the original theory
9. **In academic writing, concession statements are best used to:**
- a. Show complete agreement with opposing views
 - b. Demonstrate awareness of complexity
 - c. Avoid taking a strong position
 - d. Weaken your own argument
10. **The most effective conclusion when expressing disagreement should:**
- a. Restate all points of contention
 - b. End with a compromise suggestion
 - c. Summarize evidence supporting your position
 - d. Leave the argument unresolved

13.5 Conclusion

Mastering the art of expressing agreement and disagreement is critical to good communication. Individuals can improve their conversational abilities by comprehending the corresponding terms and concepts, which will lead to richer talks and deeper connections. Whether in academic contexts, business environments, or personal contacts, the ability to voice agreement and disagreement with respect and clarity is a valuable talent that improves understanding and collaboration.

Answer Key:

1. b
2. b
3. d
4. c
5. a
6. a
7. a
8. b
9. b
10. c

CHAPTER 14

LISTENING STRATEGY



Preface

Listening methods are approaches for understanding, interpreting, and retaining information from spoken language. These methods include active listening, taking notes, summarising, and forecasting content. Students who use these techniques can improve their comprehension and answer more effectively to questions in standardised test listening portions. Listening comprehension is an important skill for not only ordinary communication but also academic performance, particularly for students preparing for standardised tests such as the IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language). Effective listening skills can significantly boost performance on these assessments. This literature describes listening methods, provides precise steps for improving listening abilities, and discusses how to apply these strategies throughout the IELTS

and TOEFL exams.(Lotfi, Maftoon, and Birjandi 2012; Mendelsohn 1994)

14.1 Active Listening

Active listening entails completely focussing on the speaker, comprehending their message, responding meaningfully, and recalling crucial elements. This method is important during tests since it allows pupils to focus on the audio material delivered. To practise active listening, students should:

- a) Eliminate distractions by finding a quiet area with minimal background noise.
- b) Maintain eye contact with the speaker and utilise body language to demonstrate attentiveness.
- c) Ask questions to clarify any uncertainties.

14.2 Note – Taking

Taking notes while listening can greatly improve recall and comprehension. Effective note-taking strategies include the following:

- a) Use Abbreviations: Create a system of abbreviations to write efficiently without sacrificing crucial details.
- b) Use bullet points or outlines to organise material logically.
- c) Emphasise essential concepts and supporting facts, avoiding a verbatim transcription.

14.3 Summarizing

Summarising is the process of summarising the audio's major themes into short statements. Students should practise summarising as follows:

- a) Identify the main message of the audio.

- b) Identify supporting information that emphasise the main idea.
- c) Summarise significant points with a brief paragraph.

14.4 Predicting Content

Predicting entails expecting what will be said next based on contextual cues and prior information. This skill can be developed as follows:

- a) Contextual clues: Consider the speaker's tone, mood, and body language.
- b) Prior Knowledge: Reflect on your existing knowledge of the issue under discussion.
- c) Listen for transitional phrases that indicate a shift in topic or introduce new concepts.

14.5 Applying Strategies in IELTS and TOEFL Tests

Both IELTS and TOEFL have hearing components that test a student's ability to interpret spoken English in academic settings. Here's how to use listening strategies in these tests:

14.5.1 IELTS Listening Test

The IELTS listening test has four portions, each with ten questions. The audio is only played once, therefore students must use their listening methods successfully. Here's how to apply each strategy:

- a) Before listening to the audio, read the questions to anticipate the topic and identify keywords.
- b) Active Listening: Pay close attention to the audio to fully understand the conversation or lecture.
- c) Take notes during the recording and organise them for reference while answering questions.
- d) After listening, evaluate your notes and summarise key points to ensure understanding.

14.5.2 TOEFL Listening Test

The TOEFL listening test consists of two types of recordings: conversations and lectures. Students must take notes while listening to the audio. Here's how to use the strategies:

1. **Question Review:** Before the audio, review the questions to understand what information to focus on.
2. **Active Engagement:** Listen carefully to both the conversations and lectures, noting important details and opinions expressed.
3. **Effective Note-Taking:** Use a structured format to take notes, ensuring that you can reference them when answering questions.
4. **Summarization and Prediction:** After listening, summarize the content and predict possible questions based on what you heard.

14.6 Conclusion

Mastering listening strategies is critical for success in the IELTS and TOEFL assessments. Students can improve their understanding and exam performance by practicing active listening, effective note-taking, summarising, and predicting information. Incorporating these tactics into daily practice will not only help students prepare for standardised tests, but will also improve their listening skills in academic and real-world settings.

CHAPTER 15

PREFERENCES



Preface

Expressing preferences is an essential part of human communication. It allows people to express their preferences, dislikes, and choices. This talent is especially useful in a university atmosphere, where students frequently engage in conversations, debates, and collaborations. Understanding how to successfully express preferences can improve interpersonal interactions and create a more welcoming environment. This article will examine the patterns in phrases that convey preference, present instances from conversations, and cite scholarly studies that highlight the importance of this communication ability.

15.1 Patterns in Sentences

When addressing preferences, specific patterns arise in phrase form. Common expressions for expressing preferences include "I prefer," "I would rather," and "I like." Depending on the context, each of these phrases can be followed by one of several sentence forms.

1. **Using "I prefer":** This phrase indicates a clear choice between two or more options. For example, one might say, "I prefer studying in the library rather than at home." This structure effectively communicates a preference while providing a rationale.
2. **Using "I would rather":** This phrase is often used to express a stronger inclination toward one option over another. For example, "I would rather attend the lecture than watch the recorded version." This choice indicates a more personal desire, emphasizing the speaker's feelings about the options.
3. **Using "I like":** This phrase is more general and can be used to express enjoyment or approval. For instance, "I like group projects because they allow for diverse ideas." This statement not only expresses a preference but also provides insight into the reasoning behind it.

These patterns not only facilitate clarity in communication but also help in establishing a dialogue that respects multiple viewpoints.

15.2 Pattern for Expressing

Preferences

Verb	Patterns	Examples
like	like + noun (+ better than + noun)	• I like coffee. • I like coffee better than tea.
	like + -ing (+ better than + -ing)	• I like bowling. • I like bowling better than swimming.
prefer	prefer + noun (+ over + noun)	• I prefer coffee. • I prefer coffee over tea.
	prefer + -ing (+ to + -ing)	• I prefer bowling. • I prefer bowling to swimming.
would rather	would + rather (+ verb) The modal "would" is often used with "rather" to show or ask about a future preference.	A: Would you rather go bowling or skating? B: I would rather go bowling. A: Would you rather have steak or chicken? B: I would rather have steak.

No preferences

Expression	Formality	Note	Example
I don't care.	informal	These are some informal ways to say you don't have a preference. Use them with a close friend or family member.	Q: Do you want coffee or tea? A: I don't care.
I'm not picky.			Q: Do you want coffee or tea? A: I'm not picky.
Either is fine.	formal	This is a more polite way to say that you have no preference when there are two choices.	Q: Do you want coffee or tea? A: Either is fine.
It doesn't matter to me.	informal or formal	This is a way of saying you don't have a preference when there are more than two choices.	Q: Do you want coffee, tea, or juice? A: It doesn't matter to me.

15.3 The Importance of Expressing Preference

Expressing preferences is more than just a personal choice; it is important in social dynamics and group interactions. Saab (2006) found that efficient communication of preferences can lead to improved group collaboration and decision-making. (Saab, van Joolingen, and Van Hout-Wolters 2006) When people voice their preferences, it opens the door to debate and negotiation, resulting in a more collaborative environment. Furthermore, understanding how to express preferences might help to resolve problems. (Behfar et al. 2008). Lu and Smiles (2022) found that clear communication about preferences can prevent misunderstandings and improve harmony in team situations. (Lu and Smiles 2022). This is especially important in varied university settings where students come from various backgrounds and hold opposing perspectives. To summarise, the ability to articulate preferences is an important communication skill for university students. Students can effectively communicate their choices by learning sentence structure patterns and engaging in meaningful conversations. Mastering this skill will help them manage their academic and social life, not only improving their personal interactions, but also contributing to a more inclusive and collaborative educational experience.

15.4 Examples in Conversation

To illustrate how these patterns manifest in real-life conversations, consider the following dialogue between two university students, Sarah and John, discussing their study habits:

Sarah: "I prefer studying in the morning when I feel fresh and focused."

John: "I would rather study at night; I find it quieter, and I can concentrate better."

Sarah: "That's interesting! I like the mornings because I can finish my work early and have the rest of the day free."

John: "I see your point. I like the peace of the evening, but I understand the benefits of studying early as well."

In this exchange, Sarah and John express their preferences in various ways. Sarah expresses a distinct preference for morning study sessions, whilst John expresses a stronger desire for studying at night. The exchange demonstrates how people can express their views while also acknowledging and respecting opposing viewpoints.

15.5 Exercise

Fill in the Blank: Fill in the blank with the correct words.

1. I _ prefer studying in the library because it is quieter than my dorm room.
2. When it comes to group projects, I _ working with people who are organized and motivated.
3. I _ enjoy early morning classes because I feel more productive.
4. _ you prefer to write essays or give presentations in your classes?
5. For my electives, I _ to take courses that are related to my major.

Word bank: enjoy, prefer, like, tend, do

Multiple Choice Questions: Choose the correct answer from the choices for each question.

1. Which of the following sentences correctly expresses a preference?
 - a) I think to eat pizza.
 - b) I prefer eating pizza over pasta.

- c) I will eat pizza yesterday.
 - d) I eat pizza every day.
2. In a formal discussion, how might one express a preference?
 - a) I don't care.
 - b) Whatever you want.
 - c) I would prefer if we focus on the main topic.
 - d) Let's talk about something else.
 3. Which phrase is commonly used to express a slight preference?
 - a) I hate this.
 - b) I love this.
 - c) I would rather.
 - d) I cannot stand this.
 4. What is a polite way to say you do not prefer something?
 - a) I don't like it at all.
 - b) I would prefer something else, if possible.
 - c) This is terrible.
 - d) I will never choose this.
 5. How can one express a preference for an activity?
 - a) I should do this.
 - b) I might do this.
 - c) I prefer doing this.
 - d) I cannot do this.

Open Ended Questions: Answer the following questions in complete sentences:

- 1. What are some ways you can express your preferences in a group setting when there is a disagreement?

- 2. Describe a situation in which expressing your preference helped you achieve a better outcome.

- 3. How can understanding others' preferences improve your interactions with classmates?

Answer Key:

Fill in the Blank:

1. prefer
2. like
3. tend
4. Do
5. enjoy

Multiple Choice Questions:

1. b) I prefer eating pizza over pasta.
2. c) I would prefer if we focus on the main topic.
3. c) I would rather.
4. b) I would prefer something else, if possible.
5. c) I prefer doing this.

Open Ended Questions: (Example responses)

1. In a group setting, I can express my preferences by using polite language and suggesting compromises. For example, saying "I understand your point, but I would prefer if we could try this approach" can help balance differing opinions.
2. Once, during a group project, I expressed my preference for dividing tasks based on individual strengths. This helped streamline our work process and led to a more efficient completion of the project.
3. Understanding others' preferences can prevent conflicts and improve collaboration. By knowing what my classmates like or dislike, I can adjust my approach to group work or discussions to ensure everyone is comfortable and engaged.

CHAPTER 16

PATIENT COMMUNICATION SKILLS



Preface

Effective communication is a critical component of healthcare that promotes understanding, trust, and collaboration between patients and healthcare practitioners. This literary nonfiction text discusses the basic abilities, phrases, and actions required in patient communication, along with an informative example discussion exemplifying these principles. (Catherine McCabe and Fiona Timmins 2013)

16.1 Understanding Patient Communication

Communication in healthcare is the exchange of information between patients and clinicians. This includes both verbal and nonverbal exchanges, such as spoken language, body language, tone of voice, and facial expressions. Effective communication is critical for accurate diagnosis, treatment

compliance, and patient satisfaction. It also helps to foster a therapeutic connection in which patients feel heard, valued, and actively involved in their care.(Anon n.d.-b)

Key Terms in Patient Communication

1. **Active Listening:** This involves fully concentrating on what the patient is saying, understanding their message, responding thoughtfully, and remembering key details.
2. **Empathy:** The ability to understand and share the feelings of another person. In healthcare, demonstrating empathy can enhance the patient-provider relationship.
3. **Clarity:** Ensuring that the information provided is straightforward and easy to understand. Avoiding medical jargon is crucial to improve comprehension.
4. **Non-Verbal Communication:** This includes body language, gestures, eye contact, and facial expressions. Non-verbal cues can often convey more than words.
5. **Open-Ended Questions:** Questions that cannot be answered with a simple "yes" or "no." These encourage patients to share more information and express their thoughts and feelings.

16.2 Steps to Effective Patient Communication

To improve effective communication, healthcare providers can follow these important steps:

1. **Establish Rapport:** Begin by introducing yourself and creating a welcoming environment. Use the patient's name and maintain eye contact to show attentiveness.
2. **Practice Active Listening:** Focus on the patient's words without interrupting. Use verbal affirmations like "I see" or "Go on" to encourage them to continue.
3. **Use Open-Ended Questions:** Encourage patients to share their concerns in detail. For example, ask, "What brings you in today?" rather than "Are you feeling okay?"

4. **Provide Clear Information:** When discussing diagnoses or treatment options, use simple language. Confirm understanding by asking the patient to summarize what they heard.
5. **Demonstrate Empathy:** Acknowledge the patient's feelings. Phrases like "I can see this is difficult for you" can help patients feel supported.
6. **Summarize the Conversation:** At the end of the discussion, briefly recap the main points. This ensures clarity and reinforces understanding.
7. **Encourage Questions:** Invite patients to ask questions at any point during the conversation. This promotes engagement and clarifies uncertainties.

16.3 Example Conversation

Provider: "Hello, Sarah. I'm Dr. Thompson. How are you feeling today?"

Patient: "I've been feeling really anxious about my symptoms."

Provider: "I see. Can you tell me a bit more about what's been causing your anxiety?"

Patient: "Well, I've been experiencing headaches and I'm worried it might be something serious."

Provider: "It's understandable to feel anxious when dealing with health concerns. Let's talk about your headaches. How often do they occur?"

Patient: "They happen almost every day, sometimes multiple times."

Provider: "Thank you for sharing that. I want to make sure we address this thoroughly. Have you noticed any specific triggers for your headaches?"

Patient: "Stress from work, mostly."

Provider: "That's important to note. Stress can definitely contribute to headaches. Let's explore some strategies to manage your stress, and I'll also conduct an examination to rule out other causes. How does that sound?"

Patient: "That sounds good, thank you."

Provider: "Great! I'll summarize what we discussed. We'll look into stress management techniques and perform a few tests to understand your headaches better. Do you have any questions about what we talked about?"

Patient: "No, I think I understand everything. Thank you for listening."

16.4 Conclusion

Patient communication skills are required for effective healthcare delivery. Healthcare practitioners can increase patient satisfaction and health outcomes by adopting active listening, empathy, and clear language. The value of these abilities cannot be overstated, as they bridge the gap between medical knowledge and patient care. As healthcare evolves, good communication will remain a critical component of providing quality treatment.

CHAPTER 17

RESEARCH AND EVIDENCE BASED PRACTICE

Preface

In healthcare and social sciences, the integration of research and evidence-based practice (EBP) is critical for improving results and ensuring that interventions are scientifically supported. This method emphasises the significance of using the best available research, clinical skills, and patient preferences to inform decision-making. One of the most important tools for engaging with evidence-based practice is the PICO framework, which helps to formulate research questions and guide the search for relevant evidence.(Bernadette Mazurek Melnyk and Ellen Fineout-Overholt 2012; Polit and Beck 2017)

17.1 The Importance of Evidence-Based Practice

Information-based practice is a thoughtful, problem-solving approach to healthcare decision-making that combines the best available information with professional experience and patient preferences. This behaviour is important for various reasons:

- a) Improved Patient Outcomes: Research-backed interventions improve care quality and health outcomes for patients.
- b) Evidence-based guidelines standardise care across practitioners and settings, guaranteeing consistent and effective treatment for patients.

- c) Resource Allocation: Evidence-Based Practice (EBP) guides healthcare professionals towards effective therapies, minimising waste and enhancing cost effectiveness.
- d) Patient Empowerment: Involving patients in evidence-based decision-making promotes collaboration and enhances patient satisfaction

17.2 The PICO Framework

The PICO framework is a structured approach that helps clinicians and researchers formulate clear and focused clinical questions. PICO is an acronym that stands for:

- **P:** Patient or Population
- **I:** Intervention
- **C:** Comparison
- **O:** Outcome

Using this framework allows for precise questioning that can lead to more effective literature searches and improved research design. Below is a detailed explanation of each component:

a) Patient or population

This element focusses on the specific group of patients or population under consideration. It is critical to specify the population's characteristics, such as age, gender, health status, and other pertinent variables. For example, if the focus is on older patients with diabetes, this should be clearly indicated so that the intervention can be tailored accordingly.

b) Intervention.

The intervention refers to the treatment or action being examined. This could include a new drug, a surgical

procedure, a treatment strategy, or a preventive action. Clearly describing the intervention allows for effective isolation of its effects and comparison of outcomes. For example, if the intervention is a new diabetes management program, the particulars of the program (such as dietary adjustments or exercise routines) should be outlined

c) Comparison.

The comparison entails determining an alternative to the intervention, such as a placebo, standard treatment, or no treatment at all. This component allows researchers to compare the effectiveness of the intervention to another technique. For example, comparing a novel diabetes treatment to the current standard medicine reveals information about its relative efficacy.

d) Outcome

The outcome refers to the impact of the intervention being assessed. This could include improvements in symptoms, quality of life, or particular health indicators like blood sugar levels. Clearly stating the desired outcome ensures that the research can be linked to measurable results. For example, assessing the reduction in HbA1c levels in diabetic individuals would be a specific outcome.

The P.I.C.O. Model for Clinical Questions

P	Patient, Population, or Problem	How would I describe a group of patients similar to mine?
I	Intervention, Prognostic Factor, or Exposure	Which main intervention, prognostic factor, or exposure am I considering?
C	Comparison or Intervention (if appropriate)	What is the main alternative to compare with the intervention?
O	Outcome you would like to measure or achieve	What can I hope to accomplish, measure, improve, or affect?
	What Type of question are you asking?	Diagnosis, Etiology/Harm, Therapy, Prognosis, Prevention
	Type of Study you want to find	What would be the best study design/methodology?

17.3 Example of a PICO Question

Using the PICO framework, a well-structured clinical question can be formed. For example:

In elderly patients with type 2 diabetes (P), how does a new dietary management program (I) compared to standard dietary advice (C) affect blood sugar control (O)?

This question clearly delineates the population, intervention, comparison, and expected outcome, enabling researchers to conduct targeted literature searches and gather relevant evidence.

17.4 The Role of Research in Evidence-Based Practice

Evidence-based practice relies heavily on research. High-quality research studies, such as randomised controlled trials, cohort studies, and systematic reviews, provide the evidence required to guide practice. By critically evaluating the existing research, practitioners can establish the findings' trustworthiness and applicability to their specific patient populations.

Types of Research Evidence

- a) Randomised Controlled Trials (RCTs) are considered the gold standard in clinical research. They randomly assign people to either an intervention or a control, minimising bias and establishing causation.
- b) Cohort Studies: These observational studies track a group of people across time to see how an intervention or exposure affects outcomes.
- c) Systematic Reviews and Meta-Analyses: These studies combine research articles to provide comprehensive insights on a certain topic.
- d) Clinical Guidelines: Expert panels developed these guidelines to summarise the best available data and make recommendations for practice.

17.5 Exercise

Fill in the Blank: Fill in the blank with the correct words.

1. The "P" in PICO stands for __, which refers to the population or patient group involved.

2. In the PICO model, "I" represents the __ that is being considered.
3. The "C" in PICO is used to describe the __ group or standard treatment.
4. The "O" in PICO focuses on the __, which are the desired effects or results.
5. A well-formulated PICO question helps guide __ practice by clearly defining the research question.

Word bank: Comparison, Intervention, Outcome, Patient/Problem, Evidence-based

Multiple Choice Questions: Choose the correct answer from the choices for each question.

1. What does the "I" in PICO typically refer to?
 - A) Intervention
 - B) Investigation
 - C) Implementation
 - D) Institution
2. In the context of PICO, what is the purpose of the "Comparison" component?
 - A) To identify the main outcome
 - B) To determine the target population
 - C) To compare the intervention to a control or standard
 - D) To describe the research process
3. Which element of PICO addresses the specific results you want to measure?
 - A) Patient/Problem
 - B) Intervention
 - C) Comparison

- D) Outcome
- 4. When using PICO, which component helps in defining the group receiving the intervention?
 - A) Patient/Problem
 - B) Intervention
 - C) Comparison
 - D) Outcome
- 5. How does the PICO framework aid in evidence-based practice?
 - A) By providing a detailed research report
 - B) By simplifying the data collection process
 - C) By helping formulate precise clinical questions
 - D) By offering a summary of clinical trials

Open Ended Questions: Answer the following questions in complete sentences:

1. Explain how the PICO framework can improve the quality of a research question.

2. Describe a scenario where formulating a PICO question would be beneficial in clinical practice.

3. Discuss the importance of the "Outcome" component in a PICO question and its impact on research findings.

17.7 Conclusion

To summarise, knowing research and evidence-based practice is critical for healthcare workers seeking to offer best treatment. The PICO framework is a useful tool for developing clinical questions that guide good research and decision-making. By combining the best available evidence with clinical experience and patient values, practitioners can improve patient outcomes, ensure standardised care, and make better use of resources. As the healthcare landscape evolves, a commitment to evidence-based practice will remain critical to enhancing health and wellness.

Answer Key:

Fill in the Blank:

1. Patient/Problem
2. Intervention
3. Comparison
4. Outcome
5. Evidence-based

Multiple Choice Questions:

1. A) Intervention
2. C) To compare the intervention to a control or standard
3. D) Outcome
4. B) Intervention
5. C) By helping formulate precise clinical questions

Open Ended Questions Example Response

1. The PICO framework improves the quality of a research question by ensuring that it is specific and focused. It helps in clearly identifying the patient population, the intervention being studied, the comparison group, and the desired outcomes, which leads to more accurate and relevant evidence gathering.
2. In clinical practice, formulating a PICO question would be beneficial when a healthcare professional is deciding between two treatment options for a patient. By clearly outlining the patient group, potential interventions, comparisons, and outcomes,

the professional can make an informed decision based on the best available evidence.

3. The "Outcome" component in a PICO question is crucial as it defines what the researcher aims to measure or achieve. It impacts the research findings by determining whether the intervention is effective and relevant, thus guiding healthcare professionals in making evidence-based decisions.

CHAPTER 18

READING AND VOCABULARY

PREVIEW

Reading Matery

18.1 Vital Sign

18.1.1 Reading Passage

Vital Sign

Vital signs are used to measure the body's basic functions. These measurements are taken to help assess the general physical health of a person, give clues to possible diseases, and show progress toward recovery. The normal ranges for a person's vital signs vary with age, weight, gender, and overall health. There are four main vital signs: body temperature, blood pressure, pulse (heart rate), and breathing rate. (The Cleveland Clinic Foundation, 2014).

Blood pressure is the measurement of the pressure or force of blood against the walls of your arteries. Blood pressure is written as two numbers, such as 120/80 millimeters of mercury (mm Hg). The first number is called the systolic pressure and measures the pressure in the arteries when the heart beats and pushes blood out to the body. The second number is called the diastolic pressure and measures the pressure in the arteries when the heart rests between beats. The normal blood pressure is between 90/60 mmHg to 140/90mmHg.

Temperature (Read and fill the blank with the words in the box)

Body temperature is difference between heat produced and heat lost. The hypothalamus acts as the body's thermostat to maintain between the body's heat-producing function (metabolism, shivering, muscle contraction, exercise and thyroid activity) and heat losing methods (radiation, convection). Normal temperature is between 36.5 – 37.5 C with a fever defined as greater than 38-38.5 C or 101-101.5 F. Rectal temperatures take in (1) -----, which most closely reflect internal or core values, are approximately 1 degree F higher than those obtained orally. Another method to taking temperature is tympanic temperatures in (2) -----, Use tympanic thermometer. Uncommon method, some times take temperatures in skin and temporal. A special digital thermometer is used for this reading. The device is placed on the (3) ----- and swiped along one side of the face. It is then held until the unit beeps. Commonly, we use oral and axillary temperatures which is can take in the (4) ----- and (5)----- --.

Fill the blank with the words below:

- | | | |
|-----------|-----------|-------------|
| a. Eyes | d. Hand | g. Ear |
| b. Mouth | e. Nose | h. Axilla |
| c. Armpit | f. Rectum | i. Forehead |

18.1.2 Vocabulary

18.1.3 Exercise

Fill in the Blank: Fill in the blank with the correct words.

1. The normal range for adult body temperature, when taken orally, is approximately _ degrees Fahrenheit.
2. The _ rate is the number of times a heart beats per minute.

3. _ is measured in breaths per minute and can indicate respiratory health.
4. Blood_ is the force of blood pushing against the walls of the arteries.
5. Vital signs are crucial for assessing a patient's_ condition.

Word bank: respiration, temperature, clinical, pulse, pressure

Multiple Choice Questions: Choose the correct answer from the choices for each question.

1. What is considered a normal pulse rate for a healthy adult at rest?
 - A) 40-60 beats per minute
 - B) 60-100 beats per minute
 - C) 100-120 beats per minute
 - D) 120-140 beats per minute
2. Which vital sign is typically measured using a sphygmomanometer?
 - A) Temperature
 - B) Pulse
 - C) Respiration
 - D) Blood pressure
3. Which of the following is not a standard vital sign?
 - A) Body mass index
 - B) Respiration rate
 - C) Pulse rate
 - D) Blood pressure
4. What does an abnormal drop in body temperature indicate?
 - A) Hypertension
 - B) Hyperthermia

- C) Hypothermia
 - D) Hypotension
5. Which vital sign can be affected by fever, stress, or exercise?
- A) Blood pressure
 - B) Respiration rate
 - C) Pulse rate
 - D) All of the above

Open Ended Questions: Answer the following questions in complete sentences:

1. Explain why monitoring vital signs is important in a clinical setting.
2. Describe the potential causes of a rapid pulse rate in a patient.
3. How can changes in respiration rate affect a patient's health, and what might these changes indicate?

Quiz

Match the “Key Terms” in the table below, what are the words define:

1. Temperature	a. High blood pressure; greater than 140/90.
2. Elevated Temperature	b. Number at which the first sound is heard or highest number when the blood pressure is measured.
3. Pulse	c. Low blood pressure; lower than 90/50
4. Pulse Rate	d. Abbreviation for temperature, pulse and respiration
5. Pulse Spots	e. The process of breathing; the exchange of gases (oxygen and carbon dioxide) in the lungs.
6. Respirations	f. Abbreviation for vital signs which are temperature, pulse, respiration and blood pressure.
7. Blood Pressure	g. Areas on body where pulse can be counted or measured.
8. Systolic Pressure	h. Number at which the last sound is heard or lowest number when blood pressure is measured.
9. Diastolic Pressure	i. Measurement of body heat.
10. Hypertension	j. Measurement of the force of the blood against the walls of the arteries.
11. Hypotension	k. Usually a sign of illness.
12. TPR	l. Expansion and contraction of an artery.
13. VS	m. Measures heart beats; the number of times the heart beats per minute.

Answer Key:

Fill in the Blank:

1. 98.6
2. pulse
3. Respiration
4. pressure
5. clinical

Multiple Choice Questions:

1. B) 60-100 beats per minute
2. D) Blood pressure
3. A) Body mass index

4. C) Hypothermia
5. D) All of the above

Open Ended Questions:

1. Monitoring vital signs is important in a clinical setting because it provides critical information about a patient's health status, helps in diagnosing medical conditions, and aids in monitoring the effectiveness of treatments.
2. A rapid pulse rate, or tachycardia, can be caused by factors such as exercise, stress, fever, anemia, or medical conditions such as hyperthyroidism or heart abnormalities.
3. Changes in respiration rate can affect a patient's health by indicating respiratory distress or other medical conditions. An increased rate may suggest fever, anxiety, or a respiratory infection, while a decreased rate could indicate drug overdose or neurological issues

18.2 Breastfeeding

18.2.1 Reading Passage

Breastfeeding

There is a wealth of evidence that breastfeeding reduces the risk of babies developing infectious diseases. There are numerous live constituents in human milk, including immunoglobulins, antiviral factors, cytokines and leucocytes that help to destroy harmful pathogens and boost the baby's immune system. There is evidence to suggest that mothers infected with Covid-19 and mothers who have received a Covid-19 vaccine pass their antibodies to the virus into their breastmilk, suggesting protective effects for their baby. Therefore, it is vital that we do all we can to continue to promote, protect and support breastfeeding.

It is recognised that mothers and babies have sometimes been separated in an attempt to curb the spread of Covid-19. However, evidence now suggests that this is unnecessary and potentially harmful. Mothers and babies should be enabled to stay together as much as possible, to have skin-to-skin contact, to feed their baby responsively and to have access to ongoing support when this is needed.

When mothers are partially breastfeeding, they can be encouraged to maximise the amount of breastmilk they are able to give or, if they choose, to be supported to return to full breastfeeding. If mothers are considering stopping breastfeeding, it is worth having a sensitive conversation about the value of continuing during the Covid-19 outbreak. If mother's own milk is not available, or where it needs supplementation, donor human milk is the option of choice, especially for vulnerable infants.

Evidence suggests that women who are breastfeeding can be offered a Covid-19 vaccine as part of the mass vaccination programme.

18.2.2 Vocabulary

- a) **Lactation** is the process of generating and secreting milk from the mammary glands in response to hormonal changes following childbirth.
- b) **Colostrum**
The mammary glands generate the first type of milk throughout late pregnancy and the first few days after birth, which is high in nutrients and antibodies.
- c) **Oxytocin**
A hormone that plays an important role in delivery

and lactation by increasing milk ejection from the mammary glands during breastfeeding.

d) **Foremilk**

The milk present at the start of a nursing session is usually lower in fat and helps to quench the baby's thirst.

e) **Hindmilk**

The milk produced near the end of a nursing session is richer in fat and supplies the baby with essential energy and nutrients.

f) **Latch:** Effective breastfeeding relies on a baby's latch, which affects milk transport.

g) **Suckle**

The activity of an infant collecting milk from the breast with regular mouth and tongue movements.

18.2.3 Exercise

1. What are some of the key components found in human milk that contribute to a baby's immune system?
2. According to the text, why is it important for mothers and babies to stay together during the Covid-19 outbreak?
3. How can mothers who are partially breastfeeding be supported to increase their breastmilk supply?
4. What options are available for mothers if their own milk is not available, and why is donor human milk recommended?
5. What evidence does the text provide regarding the Covid-19 vaccine and breastfeeding women?

Answer Key:

1. Key components include immunoglobulins, antiviral factors, cytokines, and leucocytes.
2. It is important because separation can be unnecessary and potentially harmful; staying together allows for skin-to-skin contact and responsive feeding.
3. Mothers can be encouraged to maximize the amount of breastmilk they provide or receive support to return to full breastfeeding.
4. If a mother's own milk is not available, donor human milk is recommended, especially for vulnerable infants.
5. The text states that evidence suggests women who are breastfeeding can be offered a Covid-19 vaccine as part of the mass vaccination programme

18.3 The Newborn Transitional Period

The Newborn Transitional Period

(1) Healthy full-term newborns show a predictable pattern of behavioural changes, behavioural states and cues, sensory abilities, and physiologic adaptations during the first 6- 8 hours following delivery. This transitional period is divided into an initial period of reactivity and inactivity and a second period of reactivity (Askin, 2008).

(2) The first period of reactivity, occurs in the first 30-60 minutes of life and is described by an alert, exploratory and active newborn. Suck is strongest at this time therefore this is the best time to breastfeed. "Early skin to- skin contact (SSC) begins ideally at birth and involves placing the naked baby, covered across the back with a warm blanket, prone on the mother's bare chest.

(3) This time may represent a psycho physiologically 'sensitive period' for programming future behavior, and may benefit breastfeeding outcomes, early mother-infant attachment, infant crying and cardiorespiratory stability." (Cochrane Database, 2007). During this initial period, the newborn may be tachypneic (up to 80 bpm) and tachycardic (up to 180 bpm). Mild to moderate chest wall retractions, nasal flaring and expiratory grunting may be observed and crackles may be heard. Periodic breathing (pauses in breathing of less than 15 seconds) may be noted and acrocyanosis (bluish hands and feet) is also normal (Zaichkin & Askin, 2010).

(4) The period of relative inactivity takes place 2 -3 hours after birth. The newborn becomes less interested in external stimuli and falls asleep for a few minutes to several hours. During deep sleeps, the baby is difficult to arouse. Feeding may be difficult. Heart rate should stabilize at 100 - 140 bpm and the respiratory rate decrease to 40 to 60 breaths per minute. The newborn should be centrally pink with clear breath sounds and show no signs of respiratory distress.

(5) The second period of reactivity occurs between 4 - 6 hours after birth. This will last from 10 minutes to several hours. Heart and respiratory rates may increase but should remain within normal limits (Zainchkin & Askin, 2009).

18.3.1 Vocabulary

a) Transition

The transition from one state or condition to another. In the case of neonates, it refers to the adaptations that the baby makes following birth.

b) Assessment

The assessment or measurement of a newborn's health and development during its transitory period.

This includes monitoring vital signs and general well-being.

c) Physiological

Refers to the typical functions of living organisms and their components. Physiological examinations in infants help establish how well their systems function after delivery.

d) Adaptation

The process by which a newborn becomes accustomed to life outside the womb. This involves alterations in respiration, circulation, and temperature regulation.

e) Neonatal

Refers to the first 28 days of life following birth. This phase is essential for tracking a newborn's health and growth.

18.3.2 Exercise

Exercise 1:

Read the passage and states the main idea for each passage:

1. Passages 1 :-----
2. Passages 2 :-----
3. Passages 3 :-----
4. Passages 4 :-----
5. Passages 5 :-----

Exercise 2:

Match the headings.

a. Increase heart rates	1. First period reactivity
b. The new born becomes falls asleep	2. Inactivity period
c. Active newborn	3. Second period reactivity
d. Breastfeeding time	

Answer Sheet:

- a. -----
- b. -----
- c. -----
- d. -----

Exercise 3

1. **During the first period of reactivity, which typically occurs in the first 30-60 minutes of life, what is the expected heart rate (tachycardia) in a newborn?**
 - a. Up to 140 beats per minute
 - b. Up to 160 beats per minute
 - c. Up to 180 beats per minute
 - d. Up to 200 beats per minute
2. **Which of the following is NOT a normal finding during the initial period of reactivity?**
 - a. Nasal flaring
 - b. Central cyanosis
 - c. Periodic breathing
 - d. Acrocyanosis
4. **The period of relative inactivity typically occurs how many hours after birth?**
 - a. 4-6 hours
 - b. 2-3 hours
 - c. 1-2 hours
 - d. 6-8 hours

5. **What is the optimal time for initial breastfeeding according to the passage?**
 - a. During the second period of reactivity
 - b. During the period of inactivity
 - c. After the first 6 hours
 - d. During the first period of reactivity
6. **During the period of relative inactivity, what is the normal respiratory rate range for newborns?**
 - a. 60-80 breaths per minute
 - b. 20-40 breaths per minute
 - c. 80-100 breaths per minute
 - d. 40-60 breaths per minute

Answer Key (multiple choices)

1. c
2. b
3. b
4. d
5. d

18.4 One Health Approach

18.4.1 Reading Passage

One Health Approach

One Health recognizes that the health of humans, animals and ecosystems are interconnected. It involves applying a coordinated, collaborative, multidisciplinary and cross-sectoral approach to address potential or existing risks that originate at the animal-human-ecosystems interface.

Regardless of which of the many definitions of One Health is used, the common theme is collaboration across sectors. **Collaborating across sectors that have a direct or indirect impact on health involves thinking and working across silos and optimizing resources and efforts while respecting the autonomy of the various sectors.** To improve the effectiveness of the One Health approach, there is a need to establish a better sectoral balance among existing groups and networks, especially between veterinarians and physicians, and to increase the participation of environmental and wildlife health practitioners, as well as social scientists and development actors.

In less than four years, One Health has gained significant momentum. It is now a movement and it is moving fast. The approach has been formally endorsed by the European Commission, the US Department of State, US Department of Agriculture, US Centers for Disease Control and Prevention (CDC), World Bank, World Health Organization (WHO), Food and Agriculture Organization of the United Nations (FAO), World Organization for Animal Health (OIE), United Nations System Influenza Coordination (UNISIC), various Universities, NGOs and many others.

The current One Health movement is an unexpected positive development that **emerged** following the unprecedented Global Response to the Highly Pathogenic Avian Influenza. Since the end of 2005, there has been increasing interest in new international political and cross-sectoral collaborations on serious health risks. Numerous international meetings and symposia have been held, including major initiatives in Winnipeg (Manitoba, Canada, March 2009), Hanoi (Vietnam, April 2010), and Stone Mountain (Georgia, US, May 2010), as well as the first international One Health scientific congress, which took place in Melbourne, Australia, in February of 2011. At the Stone Mountain One Health expert meeting, participants agreed that One Health should not be “possessed” or “mastered” by any one organization or institution; that One Health should remain flexible and comprehensive; and that One Health can be promoted by various institutions, but it should not be institutionalized. There also was consensus that a One Health Global Network should be developed to **improve** coordination and collaboration.

18.4.2 Vocabulary

- a) **One Health** is a collaborative, multi-sectoral strategy that recognises the interdependence of human, animal, and environmental health and seeks to enhance health outcomes in all three domains.

- b) **Interconnectedness:** The state of being related to one another; in the context of One Health, it refers to how human, animal, and environmental health interact.
- c) **Ecosystem:** A community of living organisms and their physical surroundings that work together as a unit; in One Health, ecosystem health is critical for the well-being of both humans and animals.
- d) **Zoonotic illnesses** are those that can be transmitted from animals to humans; recognising them is critical in the One Health strategy to preventing outbreaks.
- e) **Sustainability** is the ability to maintain health and environmental systems over time; in One Health, this refers to behaviours that promote long-term health across the human, animal, and environmental sectors.
- f) **Surveillance** is the ongoing, systematic gathering and analysis of health data; in One Health, surveillance is critical for recognising and controlling health threats that cross species borders.
- g) **Antimicrobial resistance** is the ability of bacteria to withstand the effects of antibiotics that were previously effective in treating them; it is a key concern in One Health, affecting both human and animal health.

18.4.3 Exercise

1. Define the One Health approach as described in the text. What key aspects are highlighted regarding its implementation?
2. According to the text, why is collaboration across sectors important in the One Health approach? Provide specific examples mentioned.

3. What organizations and entities have formally endorsed the One Health movement? List at least three mentioned in the text.
4. Identify and explain the significance of the events that contributed to the momentum of the One Health movement since 2005.
5. What consensus was reached at the Stone Mountain One Health expert meeting regarding the ownership and promotion of the One Health concept?

Answer Key:

1. The One Health approach recognizes the interconnected health of humans, animals, and ecosystems, emphasizing a coordinated, collaborative, multidisciplinary, and cross-sectoral approach to address health risks.
2. Collaboration across sectors is important to optimize resources and efforts while respecting the autonomy of various sectors. Examples include increasing participation from environmental and wildlife health practitioners and social scientists.
3. Organizations that have endorsed the One Health movement include the European Commission, US Department of State, CDC, WHO, and FAO.
4. Events contributing to the momentum of the One Health movement include international meetings and symposia held in Winnipeg, Hanoi, and Stone Mountain, as well as the first international One Health scientific congress in Melbourne.
5. The consensus at the Stone Mountain meeting was that One Health should not be controlled by any single organization, should remain flexible and comprehensive, and a One Health Global Network should be developed for better coordination.

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BIOGRAPHY



Kusmayra Ambarwati

Public Health and Midwifery Lecturer

The author is a permanent lecturer at the Midwifery Study Program, Faculty of Health Sciences, Respati University of Indonesia. Completed DIII and DIV education at the Department of Midwifery at the Health Polytechnic of the Ministry of Health Yogyakarta and continued her Master's Degree at the Faculty of Public Health at Diponegoro University, Semarang. Since 2018, she has been actively teaching Health English, both independently and with a team. The author has been pursuing the field of Maternal and Child Health. She has a great interest in perinatal maternal nutrition and breastfeeding advocacy. The author is a research standing committee of the International Confederation of Midwives (ICM) for the Southeast Asia region (2018 – 2023) and a professional Committee (researcher) for SEA Region 2023 – current. In addition, Southeast Asia Woman as Woman in Health Care (2019) was initiated by the Young Southeast Asia Leader's Initiative (YSEALI) Women's Leadership Academy Alumni Network, and supported by the U.S. Mission to ASEAN and Wedu, a women's leading non-profit in Asia.