

## Unit 1 Medical Tourism

### Reading for the gist

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Understanding the topic, the gist, or the larger conceptual framework of a textbook chapter, an article, a paragraph, a sentence or a passage is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret articles or chapters is important for overall comprehension in college reading. Textbook chapters, articles, paragraphs, sentences, or passages all have topics and main ideas. The topic is the broad, general theme or message. It is what some call the subject. The main idea is the "key concept" being expressed. Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension

**What does each paragraph describe? Gather only the keywords. Then try to make up a sentence to answer the questions**

#### Thailand's Medical Tourism

*Thailand's plans to become an international leader in medical tourism could adversely affect health treatment for the poor*

The former Thai Prime Minister Thaksin Shinawatra initially proposed making Thailand an international leader in medical tourism in 2003 through aggressively marketing the country as a medical hub and curbing restrictions on foreign doctors practising there. Medical tourism has been described as one of the fastest growing businesses in the world, and by 2012 it is predicted to be worth \$100bn annually. India, Singapore and Thailand can offer high quality medical procedures with English-speaking doctors at a fraction of the cost incurred in the west. However, despite its benefits in generating income, medical hub in Thailand is described as an "evil plan" that will adversely affect health treatment for the poor.

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Proponents for this policy argue that it will provide huge financial benefits for Thailand. Indeed, the foreign medical services sector is already expected to make 100bn baht (\$3.3bn) by 2015. The government also states that it will create more medical expertise and greater accessibility to new medical equipment. Additionally, it could help reverse the "brain drain" away from western countries by attracting highly qualified Thai doctors living abroad back to Thailand. However, the plan to become the medical-hub has been described as "the worst policy that the government could ever

think of". The salary for doctors is about 8-10 times more in a private clinic than in a state hospital, so it is warned that private expansion will result in even greater wage inflation in the state sector.

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In fact, the medical-hub policy is the accelerator causing the brain drain of doctors, super specialists and other medical workers to private hospitals. Thailand already has a shortage of doctors compared with other countries in the region, and health reforms to expand provision to the low paid have put a greater burden on the public health system. In 2005 the government only managed to train 1,300 doctors, and saw nearly 700 doctors resign in the same period – many to work in the expanding private sector.

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In summary, the explosive growth in medical tourism will have a significant impact on the healthcare systems of countries like Thailand. However, more important than either private sector lobbying or the benefits for medical tourists are the health needs of the local populace. Strong safeguards, such as a significant medical services tax and greater investment in medical training, need to be in place to ensure that they too benefit from the globalization of healthcare and the medical tourism revolution.

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### Grasping the Main Idea:

A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.

When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

A writer will state his/her main idea explicitly somewhere in the paragraph. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the topic sentence of that paragraph.

The topic sentence announces the general theme (or portion of the theme) to be dealt with in the paragraph. Although the topic sentence may appear anywhere in the paragraph, it is usually first - and for a very good reason. This sentence provides the focus for the writer while writing and for the reader while reading. When you find the topic sentence, be sure to underline it so that it will stand out not only now, but also later when you review.

*Read the following paragraphs and underline the stated main idea. Write down in your own words what you are able to conclude from the information.*

The rules of conduct during an examination are clear. No books, calculators or papers are allowed in the test room. Proctors will not allow anyone with such items to take the test. Anyone caught cheating will be asked to leave the room. His or her test sheet will be taken. The incident will be reported to the proper authority. At the end of the test period, all materials will be returned to the proctor. Failure to abide by these rules will result in a failing grade for this test.

The Food Guide Pyramid includes information on the types of foods that people should consume on a daily basis as well as how much of each food type. The Pyramid includes the "servings" that a person should consume of each food type – however it does not include examples of what a "serving" is. This information is provided separately from the USDA and is important information for students to have when developing healthy eating habits. The Pyramid should be considered only as a guide for identifying the foods people consume. Life experiences, food intolerances, allergies, and even family background and culture impact what people choose to eat. The Pyramid is merely a starting point to determine eating patterns that ensure each person gets the nutrients he/she needs to be health

*Now try to read this passage. Read only the first sentence of each paragraph.*

## **THE PERSONAL QUALITIES OF A TEACHER**

Here I want to try to give you an answer to the question: What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar lists, but I think the following would be generally accepted.

First, the teacher's personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over-excitables, melancholy, frigid, sarcastic, cynical, frustrated, and over-bearing : I would say too, that it excludes all of dull or purely negative personality. I still stick to what I said in my earlier book: that school children probably 'suffer more from bores than from brutes'.

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy - in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant - not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induce people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This does not mean being a plaster saint. It means that he will be aware of his intellectual strengths, and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act - to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually - and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable and able to improvise, if necessary at less than a moment's notice. (Here I should stress that I use 'he' and 'his' throughout the book simply as a matter of convention and convenience.)

On the other hand, a teacher must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training; we are none of us born like that. He must be pretty resilient; teaching makes great demands on nervous energy. And he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of study: the subject, or subjects, which the teacher is teaching; the methods by which they can best be taught to the particular pupils in the classes he is teaching; and - by far the

most important - the children, young people, or adults to whom they are to be taught. The two cardinal principles of British education today are that education is education of the whole person, and that it is best acquired through full and active co-operation between two persons, the teacher and the learner.

(From Teaching as a Career, by H. C. Dent)

*Notice how reading these sentences gives you a good idea about the meaning of the text: six qualities of a teacher. If you need more details, read the text again. Des*

1. What is the article about?

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2. How many qualities of teacher are described in the article? What are they?

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3. What phrases or words are used to introduce each paragraph? Do they give any hints for the paragraph they lead? How?

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**Identifying Topics, Main Ideas, and Supporting Details**

Taking vitamins may be beneficial to your health for several reasons. For one thing, vitamins provide essential nutrients that may be lacking in your diet. Also, some vitamins may reduce your risk of cancer and other diseases. Finally, vitamins may increase your energy and improve your well-being."  
  
(from Becoming a Confident Reader, p.161)

What is the most important point the author wants you to know about vitamins?

Where is the main idea located? At the beginning of the paragraph.

"Taking vitamins may be beneficial to your health for several reasons."

**Find the main idea of each paragraph**

**A Medical Receptionist**

<sup>1</sup>Medical receptionists are very important to a medical office or hospital. The medical receptionist is often the first person a patient may interact with over the phone or upon arriving at a medical office. Therefore, the medical receptionist is integral to shaping the patients' first impression of the medical practice, which could shape the patient-provider relationship for the long-term. A medical receptionist is often the point of contact between the patients (public) and doctors or healthcare professionals. Their work is invaluable because it maintains a systematic order in what sometimes can be a chaotic environment.

**Main idea**

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<sup>2</sup>Medical receptionist is a broader categorisation for all types of receptionists working in the medical industry. The receptionist jobs range from those working at a physician's office to those working at hospitals as well as for private health care providers that have centres across the country.

**Main idea**

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<sup>3</sup>Depending on the size of the practice and staff, the medical receptionist's duties could vary slightly. Answering the phones is always the primary function. This includes fielding calls and transferring them to the appropriate person, or taking a message from the caller. Many medical receptionists also are responsible for scheduling patients' appointments, which is very important to the success of the practice. Medical receptionists are often busy setting, changing, or canceling appointments in addition to answering the phones. Other tasks include light office work such as filing, copying or scanning documents.

**Main idea**

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<sup>4</sup>These following skills are sought, interested by and tested by hiring department:

- Pleasant, professional, and articulate phone voice
- Ability to multi-task and handle many incoming calls or patients at once
- Computer literacy and multi-line phone or switchboard experience. If no experience, the prospective receptionist must be able to learn it quickly. Efficient and accurate data-entry skills
- Clean background - candidate should have positive professional references and be able to pass a criminal background check
- Basic knowledge such as basic math, alphabetical or numerical filing may also be required.
- Punctual and reliable.

**Main idea**

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<sup>5</sup>The role of a medical receptionist is, in many ways, identical to a receptionist working in other industries. A medical receptionist is expected to:

- Meet and greeting patients
- Liaise with medical professionals
- Locate patient medical records from a database
- Answer patient queries over the phone
- Deal with prescriptions and repeat prescriptions

**Main idea**

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<sup>6</sup>Medical receptionists work in offices of physicians, hospitals or in private healthcare centers. Typically, a medical receptionist works the standard office hours, however, the pattern of hours could depend on the shifts worked because some healthcare organizations operate outside the usual business hours e.g. hospitals operate all hours and therefore will have receptionists working on shifts. Receptionists also have to accept that working outside normal hours goes with the territory of being a receptionist in some sectors.

**Main idea**

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<sup>7</sup>Although there are no specific requirements to become a medical receptionist, this may depend on the type of medical receptionist you intend to become. For more complex medical receptionist jobs, a receptionist would be expected to have either some qualifications relating to a medical receptionist course; past experience as a medical receptionist; or to undergo intensive training prior to starting the job or on the job training. Moreover, a medical receptionist needs to have extremely confident personality because interaction with patients or people in general, as well as medical professionals is part and parcel of the job; They Need to be able to work independently on their own as well as work as a team. A medical receptionist needs to have a good level of proficiency with running and working with computer packages. Any accredited business administration courses can provide good grounding for a job as a medical receptionist because these courses tend to provide skills required by an administrator, which is what a medical receptionist, in effect, is.

**Main idea**

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## Writing

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A summary allows the writer to identify the elements of a story, the thesis of an article, or the topic in any piece of writing. It's about making a brief listing of the main points of, for our purposes here, an article. Summarizing allows you to filter out all the unnecessary details and get to the core of what is being written.

1. **Read** the article.
2. **Re-read** the article. Underline important ideas. Circle **key terms**. Find the **main point** of the article. Divide the article into sections or **stages of thought**, and label each section or stage of thought in the margins. Note the main idea of each paragraph if the article is short.
3. Write brief summaries of each stage of thought or if appropriate each paragraph. Use a separate piece of paper for this step. This should be a **brief outline** of the article.
4. Write the main point of the article. Use your own words. This should be a sentence that expresses the central idea of the article as you have determined it the from steps above.
5. Write your **rough draft** of the summary. Combine the information from the first four steps into paragraphs.

**NOTE:** Include all the important ideas.

Use the author's key words.

Follow the original organization where possible.

Include any important data.

Include any important conclusions.

6. Edit your version. Be concise. Eliminate needless words and repetitions. (Avoid using "the author says....," "the author argues....," etc.)
7. Compare your version to the original.

Do not use quotations, but if you use them be sure to quote correctly. Indicate quotations with quotation marks. Cite each quotation correctly (give the page number).

Do not plagiarize. Cite any paraphrases by citing the page number the information appears on. Avoid paraphrasing whenever possible.

In the summary, you should include only the information your readers need.

1. State the main point first.
2. Use a lower level of technicality than the authors of the original article use. Do not write a summary your readers cannot understand.
3. Make the summary clear and understandable to someone who has not read the original article. Your summary should stand on its own.
4. Write a summary rather than a table of contents.  
**Wrong:** This article covers point X. Then the article covers point Y.  
**Right:** Glacial advances have been rapid as shown by x, y, and z.
5. Add no new data and none of your own ideas.
6. Use a simple organization:

main point

main results: give the main results

conclusions/recommendations

7. Unless the examples in the article are essential, do not include the examples in your summary. If you include them, remember to explain them.

Here is an easy way to begin a summary: In "[name of article]" [author] states . . . . [State the main point of the article first.] For example:

### Example

In "Computer Chess"\* Hans Berliner states that the CYBER 170 series computer can perform well in a chess tournament.

So when you write a summary:

1. State the main point first.
2. Emphasize the main stages of thought.
3. State the article's conclusion.
4. Summarize rather than give a table of contents.

### Example:

#### Wrong:

This article covers the topic of measuring the extent of global deforestation. The article discusses reasons for concern, the technique, the results, and the project's current goal.

#### Right:

According to the author of "Seeing the Forest," the extent of global deforestation was difficult

to measure until satellite remote sensing techniques were applied. Measuring the extent of global deforestation is important because of concerns about global warming and species extinctions. The technique compares old infrared LANDSAT images with new images. The authors conclude the method is accurate and cost effective.

5. Keep summary short: 3 to 7 sentences.

**Now go back to the article entitled 'THE PERSONAL QUALITIES OF A TEACHER', and summarize it.**

### **Writing paragraphs**

Academic writing is divided into paragraphs. If your writing is one continuous piece of text, it will be very difficult for any reader to follow your argument. Therefore your written work needs paragraphs.

Written work is divided into paragraphs in a meaningful way. A paragraph is a group of sentences that develop one topic or idea. The topic of one paragraph should follow logically from the topic of the last paragraph and should lead on to the topic of the next paragraph. The paragraphs have different functions, but all develop an idea - that is, they add information, explanation, examples and illustrations to the central theme or idea until the theme is fully developed.

### **Topic sentences**

This main idea of each paragraph is usually expressed somewhere in the paragraph by one sentence (the main or topic sentence). This sentence is usually found at the beginning of the paragraph, but can come at the end or even in the middle of the paragraph. The rest of the paragraph generally expands the theme contained in the main sentence, and each idea round the main theme is supported by information and evidence (in the form of illustrations and examples), and by argument.

### **Examples**

The population as a whole was unevenly distributed. The north was particularly thinly settled and the east densely populated, but even in counties like Warwickshire where there were substantial populations, some woodland areas were sparsely peopled. There was already relatively dense settlement in the prime arable areas of the country like Norfolk, Suffolk and Leicestershire. Modern estimates of England's total population, extrapolated from Domesday patterns, vary between 1 and 3 million.

(Asa Briggs, (1983). A social history of England, p. 58)

**Look at the structure of the following paragraph.**

## **Education**

This is a period when education faces many disturbing circumstances originating outside itself. Budgets have been drastically cut throughout the country affecting every type of education. Enrolments are dropping rapidly, because the children of the post-World War II "baby boom" have now completed their schooling, and we are feeling the full effect of the falling birth rate. So there are fewer opportunities for new teachers, and the average age of teachers is increasing.

(Carl Rogers, (1969), *Freedom to learn*, p. 11.)

**Divide the following text into paragraphs. Remember that each paragraph should develop a particular theme.**

## **How to stop yourself snoring**

Snoring is caused when the airway at the back of the nose and throat becomes partially obstructed. This is usually due to the loosening of the surrounding oropharyngeal muscles, but the reasons why this should occur are varied. The most common are smoking, obesity and the consumption of relaxants such as alcohol and sleeping pills. As with any common ailment, there are a host of "miracle" cures advertised - but you should first try a few simple steps to see if you can halt the snoring before adopting more drastic measures. Lifestyle changes can be the most effective. If you are overweight, a loss of weight will help to reduce the pressure on your neck. You should also stop smoking and try not to drink alcohol at least four hours before you go to bed. Beyond this, try to change your regular sleeping position. Raise the head of your bed with a brick, or tie something uncomfortable into the back of your pyjamas to encourage you to sleep on your side. Both of these will help to alter the angle of your throat as you sleep, and may thus make breathing easier for you. It is also important to keep your nasal passage clear and unblocked. Allergies, colds and hay fever can temporarily cause you to snore; nasal decongestants may help, but you are not advised to use such remedies for long periods. Nasal strips, as worn by sportspeople, have been proven to reduce nasal airway resistance by up to 30 per cent, so consider these as a long-term alternative. If this fails, then you may wish to look at the varied snoring aids that are on the market. They range from neck collars that stop your neck tilting, through to mandibular-advancement devices (such as gumshields) which reduce upper airway resistance, and tongue-retaining devices. You can also buy essential-oil products that are added to warm water and infused or consumed before bedtime. They claim to tone up your palate and unblock your nasal passage. Finally, if your symptoms persist, visit your GP or contact the British Snoring and Sleep Apnoea Association (01737 557 997) for advice. If you do not, your partner might.

(Mark Irving, *Esquire*, March 1999)

## **Paragraph sequence**

Look at the following text about growing cotton in India. The paragraphs have not been printed in the correct order. Arrange the paragraphs in the correct order. Remember that the topic of one paragraph should follow logically from the topic of the last paragraph and should lead on to the topic of the next paragraph.

### **Pesticide suicide**

Most of the farmers are extremely poor. Attracted by cheap loans from pesticides traders and the prospect of a quick buck, they borrowed heavily to raise cotton on small plots of land.

According to the Ministry of Agriculture, the crop losses and destruction in Andhra Pradesh arose from the repeated application of excessive amounts of chemicals - a practice actively encouraged by pesticides traders.

The suicide of Samala Mallaiah in Nagara village grabbed media headlines. He owned one acre of land, leased two more and grew cotton on all three. After making a loss in the first year, he leased yet more land in an attempt to recover. Confronted with falling prices, mounting debts and pest attacks, he committed harakiri. 'Cotton has given us shattered dreams,' said one old farmer in Nagara village.

As many as 60,000 small farmers in the region of Andhra Pradesh, southern India, have taken to farming cotton instead of food crops. Some 20 of them have recently committed suicide by eating lethal doses of pesticide.

Whitefly, boll weevils and caterpillars multiplied and destroyed their crops, despite the constant application of pesticides. The average yield of cotton fields in Andhra Pradesh fell by more than half in just one year. Now the farmers are in no position to repay the loans or feed their families.

Nearly half the pesticides used in India go into protecting cotton, the most important commercial crop in the country. However, pests have shown increased immunity to a range of pesticides. Last year there were heavy crop losses due to leaf-curl, which is caused by the dreaded whitefly. This nondescript, milky-white fly sucks sap from the cotton leaves, making them curl and dry up. The fly struck first in Pakistan and north-western India. Then it turned south.

(New Internationalist, June 1998, p. 13)

## **Flow of information in paragraphs**

In order for a paragraph to be easy to read, the information in it must flow easily from one sentence to the next. To do this it is important to structure your information clearly and signal exactly what you want to say by the use of signalling words.

### **Information structure**

Most sentences in English have two parts a theme (or topic) and a rheme (or comment) (McCarthy, 1991, p. 55). The theme is what you are writing about - it is shared information and it has been introduced to your reader. The rheme is what you are saying about the theme - it is new information, what you want to tell your reader.

Look at the following sentences:

1. The M1 goes from London to Leeds.
2. The motorway from London to Leeds is called the M1.

The theme in sentence 1 is "the M1". The reader has been introduced to the M1 but does not know where it goes and therefore needs to be told. In sentence 2, the theme is "the motorway from London to Leeds". The reader knows there is a motorway from London to Leeds but does not know what it is called.

In English the theme usually comes at the beginning of the sentence and the rheme at the end. The decision about which part of the sentence to make the theme and which part to make the rheme depends on the information that needs to be communicated. This depends on the sentences that come before.

Look at the following short paragraphs:

3. I was born in Khonkaen. Khonkaen is the largest city in Scotland.
4. I was born in Khonkaen. The largest city in Isan is Khonkaen.

All the sentences are grammatically correct but in example 4, the information to be communicated, the theme - the largest city in Isan, is at the beginning of the sentence. Example 3 is preferred in English.

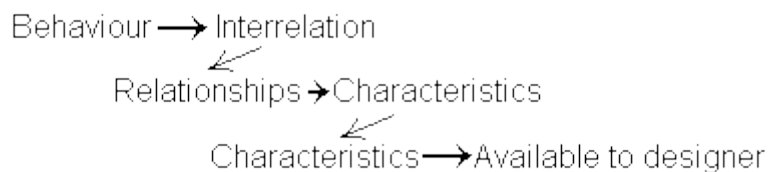
There are two basic choices in organising information texts:

1. The theme of one sentence becomes the theme of the next sentence.

### Example

The complete electrical behaviour of any valve or transistor can be described by stating the interrelation of the currents and the voltages between all the electrodes. These relationships can conveniently be displayed graphically, and the various curves are known as the 'characteristics' of the device. In principle, all the characteristics should be available to the designer proposing to use the device in a circuit.

(W. P. Jolly, (1972). Electronics, p. 61)

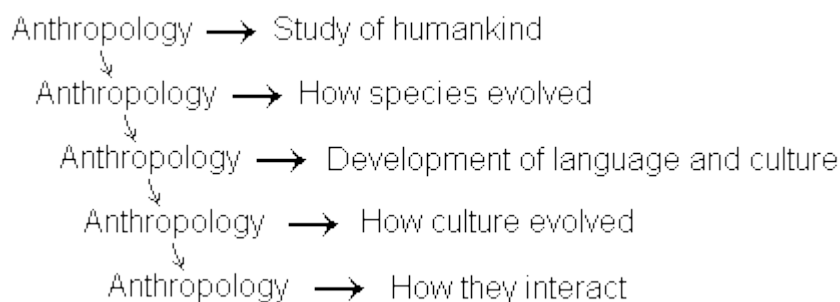


2. The theme of one sentence is the same as the theme of the next sentence.

### Example

Anthropology is the study of humankind, especially of Homo sapiens, the biological species to which we human beings belong. It is the study of how our species evolved from more primitive organisms; it is also the study of how our species developed a mode of communication known as language and a mode of social life known as culture. It is the study of how culture evolved and diversified. And finally, it is the study of how culture, people, and nature interact wherever human beings are found.

(Marvin Harris, (1975), Culture, people nature, p. 1)



A mixture of the two is also possible.



**Identify the ways of organising the information in the following paragraphs.**

The inventor of the diode valve was Fleming. He made use of the fact, first noticed by Edison that an electric current could be made to flow across the empty space between the hot filament of an electric lamp and another metal electrode placed inside the evacuated bulb. This effect depends upon the thermionic emission of electrons from the heated metal filament.

(W. P. Jolly, (1972). Electronics, p. 61)

Hemp's environmental credentials are indisputable. It grows better in organic systems than in conventional ones. It smothers weeds and controls pests, clearing the land for other crops. It improves the structure of the soil, with strong roots to prevent erosion. If processed in the field, it returns nutrients to the land and purports to 'clean up' soil contaminated with heavy metals. It is one of a minority of textile-fibre crops that can be grown in temperate climates. So why, given its potential, is so little hemp used today?

(New Internationalist, June 1998, p. 14)

The information contained within a paragraph is based on the topic sentence of a paragraph. The topic sentence is generally the first sentence and expresses the main idea to be developed within the paragraph.

a) Look at the topic sentences below and discuss what kinds of information you would expect to follow.

1. Human cloning is wrong.
2. Human cloning and family values.
3. Greenhouse effect as a result of deforesting
4. The British attitudes towards food are very different from the attitudes in my own country.
5. What are your long-term career goals?
6. How would your friends characterize you? Look at yourself from the side of other people and analyze your character in such a way.
7. What are your dreams of the future? Now looking back at everything you have done what you would to change?
8. Have you ever experienced a moment of solitude? How was it like?

9. An E-mail from the Year 2105.

10. Have you ever fallen in love from the first sight? Tell about the first time you've met this person.  
What did you feel at that moment?

b) With two or three other students, discuss your answers.

c) Take one of the sentences and write a paragraph.

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**Now look at your paragraph. Is it messy or organized? Here try to look at the topic you have written about again. Use outlining strategy with your paragraph.**

### **How to Make and Use an Essay Outline**

An essay outline is probably the most important friend you will have while writing your essay. It is the scaffolding of your paper and the skeleton of your ideas. It is the framework by which you will write a killer essay. And frankly, it is difficult to write one without an outline.

When you begin writing an essay outline, use the following model as a guide:

#### **I. INTRODUCTION:**

- Thesis:\_\_\_\_\_.

#### **II. BODY PARAGRAPH 1:**

- Opening Sentence:\_\_\_\_\_.

- Detail 1: \_\_\_\_\_.
- Detail 2: \_\_\_\_\_.
- Detail 3: \_\_\_\_\_.

**III. BODY PARAGRAPH II:**

- Transition/Opening Sentence: \_\_\_\_\_.
- Detail 1: \_\_\_\_\_.
- Detail 2: \_\_\_\_\_.
- Detail 3: \_\_\_\_\_.

**IV. BODY PARAGRAPH III:**

- Transition/Opening Sentence: \_\_\_\_\_.
- Detail 1: \_\_\_\_\_.
- Detail 2: \_\_\_\_\_.
- Detail 3: \_\_\_\_\_.

**V. BODY PARAGRAPH IV:**

- Transition/Opening Sentence: \_\_\_\_\_.
- Detail 1: \_\_\_\_\_.
- Detail 2: \_\_\_\_\_.
- Detail 3: \_\_\_\_\_.

**VI. CONCLUSION:**

- Reconfirmed Thesis: \_\_\_\_\_.

If you use this rough guide and fill in the blanks as you are planning your essay, you will find writing the essay so simple.

Take only one paragraph outline from the model above and put your planned paragraph essay into it.  
See the one-paragraph essay outline below as an example.

### Outline for a One-Paragraph Essay

1. Topic sentence

1.1 Supporting detail 1

1.2 Supporting detail 2

1.2 Supporting detail 3

2. Concluding sentence

### Sample Outline for a One-Paragraph Essay

#### The Hazards of Moviegoing

By John Langan

**I. Introduction:**

A. Thesis statement: I love going to the movies but there are problems going there.

**II. Supporting details:**

A. First Supporting Idea (Topic Sentence): Time getting there

1. long drive

2. long lines

B. Second Supporting Idea (Topic Sentence): The theater

1. smelly

2. broken seats

3. sticky floors

C. Third Supporting Idea (Topic Sentence): Other moviegoers

1. kids running

2. noisy teenagers

3. people of all ages

a. make noises dropping cups and popcorn tubs

b. cough and burp

c. elbowing one another

**III. Conclusion**

Restate topic: I prefer staying at home where it is comfortable and safe.

This is a paragraph written on the above outline.

1.Topic sentence	Although I love movies, going to see them drives me slightly crazy.
Supporting details	First of all, getting to the movie can take a lot of time. I have a thirty five-minute drive down a congested highway. Then, with a popular film, I usually have to wait in a long line at the ticket booth. Another problem is that the theater itself is seldom a pleasant place to be. A musty smell suggests that there has been no fresh air in the theater since it was built. Half the seats seem to be falling apart. And the floor often has a sticky coating that gets on your shoes. The worst problem of all is some of the other moviegoers. Kids run up and down the aisle. Teenagers laugh and shout at the screen. People of all ages loudly drop soda cups and popcorn tubs, cough and burp, and elbow you out of the armrest on either side of your seat.
Conclusion	All in all, I would rather stay home and wait for the latest movie hits to appear on TV in the safety and comfort of my own living room.

### Assignment

Write a paragraph using the topic sentence, *"My dream spa must have these three qualities"*. Be careful with the flow of information.

**Communication Skills for Health Care Professionals**

**General Communication with Interpersonal Skills**

**Who is who in healthcare?**

Draw lines to match the items on the right to the items on the left

A. Cardiology	1. study of the heart
B. neurology	2. study of cancer
C. radiology	3. study of the brain
D. pharmacy	4. study of medicine
E. psychiatry	5. study of radioactive materials
F. oncology	6. study of hormones
G. gynecology	7. study of the foot
H. podiatry	8. study of the body's movement
I. endocrinology	9. study of behavior
J. physical therapy	10. study of the female reproductive system

### Nonverbal Language/Body Expressions Chart

#### These Expressions:

Leaning back in a chair, yawning,  
looking at a clock, shifting or shuffling feet

Smiling, nodding agreement, keeping eye  
contact, leaning forward

Avoiding eye contact, frowning,  
scratching head, pursing lips

#### May Indicate:

Boredom, fatigue, disinterest,  
impatience

Interest, enthusiasm, agreement,  
humor

Confusion, disagreement,  
suppressing thoughts or feelings,  
anger, suspicion

#### Skill Check

Review the following expressions and identify the probable indication of the expression by circling the appropriate answer.

#### Review the ABC scale below

A = Boredom, Fatigue, Disinterest, Impatience.

B = Interest, Enthusiasm, Agreement, Humor.

C = Confusion, Disagreement, Suppressing thoughts or feelings, Anger, Suspicion.

Expressions:	Probable Indication:		
Frowning	A	B	C
Smiling	A	B	C
Avoiding eye contact	A	B	C
Pursing lips	A	B	C
Head scratching	A	B	C
Leaning forward	A	B	C
Watching the clock	A	B	C
Yawning	A	B	C
Nodding of the head	A	B	C
Leaning back in the chair	A	B	C
Shuffling feet	A	B	C
.....	A	B	C

#### F. Concluding Remarks for Prescription for Understanding

Communication occurs when the listener understands the sender's message, and messages are communicated (sent) in various (many different) ways. This is done through speaking, listening, writing, reading, and body language. Communication skills can be learned and practiced. You will be moving on to the second part

## Job Related

As health care workers you must be able to understand the language/word usage of your coworkers and management. You will work individually as well as in a team concept setting. You will need to understand word usage in materials, which will allow you to follow instructions correctly, and or understand information from guides and charts.

In order to communicate, a nursing assistant must know the meaning of words to have a clear understanding of the many procedures that take place in his/her job. Take a few minutes and familiarize yourself with the following words and definitions. You will be required to identify the words and their definitions in the following examples, *skill checks*, and *job application exercises*.

**24-hour clock** - A clock that has the numbers 1 through 12 around the outside edge, and also has a separate circle in the center of the clock with numbers 01:00 through 24:00.

**blood pressure gauge** - An instrument that shows the amount of force of the blood against the inside walls of the blood vessels (tubes through which the blood flows).

**breathing rate** - A number of times that a person breathes in and out in one minute. **briefs** - Disposable undergarment used for incontinent residents.

**chart** - A document that shows or lists information about the resident; also a written record of all treatment (medicine that has been given, when, and how much).

**charts and graphs** - Lists, lines, and drawings that show difference, such as changes in temperature.

**cubic centimeter (cc)** - A metric measure; one cubic centimeter equals one milliliter, 0.061 cubic inches.

**cuffs** - Tube-like materials that are wrapped around the arm and holds air as it is forced in; used to take a person's blood pressure. **degrees - (°)** Units of temperature measurement.

**Fahrenheit** - (F) A measure of heat and cold in which the boiling point of water is 212° above (0°) and the freezing point is 32° above (0°).

**fluids** - Water or other flowing materials. **infection** - Invasion of body tissue by pathogenic microorganisms and their subsequent growth, production of toxins, and injury to that tissue. **intake and output** - Everything that is taken into the body and everything that leaves the body.

**I.V.** - Short for intravenous (into the vein); veins carry blood through the body.

**metric system** - A measuring system of weights and measures based on the meter and gram.

**oral intake** - Food or water taken through the mouth.

**pulse rates** - The speed (number per minute) of the beat or throb in the blood as it flows through the body, caused by the heartbeat.



**rehab (rehabilitation)** - A place where special exercises and treatments are used to help people get in back in good health, or be able to work once again. Unit 1 - Communications Lesson 1 14

**resident** - People who live at the facility and are cared for by doctors and nurses.

**schedules** - Lists of the times when certain things must be done.

**shift** - A person's period of work, usually 8 hours; patients need help 24 hours each day, so these shifts are used each day.

**stethoscope** - An instrument used to listen to sounds inside a resident's body, such as the heart beat or sounds of breathing.

**thermometer** - An instrument for measuring body temperature.

**transfer** - To carry, remove, or shift from one person, position, or to another.

**transport** - To convey from one place to another. The act or process of transporting. A vehicle as an airplane for transporting freight or passengers.

### Example

The following is a listing of words commonly used in your field of work. Review the words below and answer the example question to the best of your ability.

Transport

Cuffs

Degrees

Chart

1. Which word above means units of temperature measurement?

- a. Transport
- b. Cuffs
- c. Degrees
- d. Chart

### Skill Check

Use the word listing on pages 13 and 14 to answer the following questions. Read the definitions in the following questions. For each question, select the word that matches the definition.

1. A device with number 1 through 12 around the outside edge, and also has a separate circle in the center of the clock with numbers 0:100 through 24:00.

- a. whole-hour clock

- b. 12-hour clock
  - c. 24-hour clock
  - d. dual-hour clock
2. An instrument that shows the amount of force of the blood against the inside walls of the blood vessels, (tubes through which the blood flows).
- a. blood pressure gauge
  - b. cubic centimeter
  - c. charts and graphs
  - d. thermometer
3. Disposable undergarment used for incontinent residents.
- a. chart
  - b. cuffs
  - c. briefs
  - d. fluids
4. The number of times that a person breathes in and out in one minute.
- a. degree
  - b. infection
  - c. breathing rate
  - d. blood pressure
5. Document that shows or lists information about the resident; also a written record of all treatment (medicine that has been given, when, and how much).
- a. briefs
  - b. chart
  - c. charts and graphs
  - d. cubic centimeter
6. Lists, lines, and drawings that show differences such as changes in temperature.
- a. fluids
  - b. chart

- c. degree
- d. charts and graphs

7. A metric measure - one cubic centimeter equals one milliliter, or 0.061 cubic inches.

- a. degree
- b. chart
- c. cubic centimeter (cc)
- d. metric system

8. Tube like materials that are wrapped around the arm and hold air as it is forced in, and are used to take a person's blood pressure.

- a. metric system
- b. stethoscope
- c. cuffs
- d. infection

9. (°) units of temperature measurement.

- a. Fahrenheit
- b. I.V.
- c. degree
- d. metric system

10. A measure of heat and cold in which the boiling point of water is 212° above zero (0°) and the freezing point is 32° above 0°.

- a. degrees
- b. cubic centimeter (cc)
- c. metric system
- d. Fahrenheit

11. Water or other flowing materials.

- a. oral intake

b. thermometer

c. fluids

d. I.V.

12. Invasion of body tissue by pathogenic microorganisms and their subsequent growth. Production of toxins, and injury to that tissue.

a. infection

b. metric system

c. cubic centimeter

d. I.V.

13. Everything that is taken into the body and everything that leaves the body.

a. fluids

b. I.V.

c. pulse rate

d. intake and output

14. Short for intravenous (into the vein); veins carry blood through the body.

a. metric system

b. I.V.

c. oral intake

d. degree

15. A measuring system of weights and measures based on the meter and gram.

a. I.V.

b. metric system

c. degree

d. transfer

16. Food or water taken through the mouth.

a. transfer

b. I.V.

- c. oral intake
- d. intake and output

17. People who live at the facility are cared for by doctors and nurses.

- a. rehab
- b. shift
- c. transport
- d. residents

18. The speed (number per minute) of the beat or throb in the blood as it flows through the body, caused by the heartbeat.

- a. pulse rates
- b. intake and output
- c. schedules
- d. rehab

19. A place where special exercises and treatments are used to help people get back in good health.

- a. transport
- b. rehab
- c. residents
- d. shift

20. Lists of the times when certain things must be done.

- a. charts
- b. thermometer
- c. schedules
- d. charts and graphs

21. A person's period of work usually, 8 hours; patients need help 24 hours each day, so three shifts are used each day.

- a. shift

b. schedules

c. charts

d. transfer

22. An instrument used to listen to sounds inside a resident's body, such as the heartbeat or sounds of breathing.

a. thermometer

b. cuff

c. pulse rate

d. stethoscope

23. An instrument for measuring body temperature.

a. stethoscope

b. transport

c. thermometer

d. cuff

24. To carry, remove, or shift from one person, position, or place to another. To shift from one surface to another. Conveyance or removal of a thing from one person or place to another.

a. thermometer

b. stethoscope

c. transport

d. transfer

25. To convey from one place to another. The act or process of transporting, a vehicle as an airplane for transporting mail freight or passengers.

a. thermometer

b. transport

c. transfer

d. schedules

### Let's Apply

The following is a daily conversation you might encounter.

You are working in the ward area and your supervisor tells you the following: "I need you to check oral intakes and then transport residents to the dining area for lunch. Ask Joe to check the schedule for those scheduled for rehab after lunch. Thanks."

**Fill in the blanks with the correct matching italicized word from the above paragraph.**

1. A place where special exercises and treatments are used to help people get back in good health, or be able to work once again is known as \_\_\_\_\_.
2. This is known as \_\_\_\_\_, which is food or water taken through the mouth.
3. This job is called \_\_\_\_\_, which means to convey from one place to another.
4. This is lists of times when certain things must be done and is called a \_\_\_\_\_.
5. People who live in at the facility and are cared for by doctors and nurses are referred to as \_\_\_\_\_.

### Job Related

As health care workers you must be able to understand the language/word usage of your co-workers and management. You will work individually as well as in a team concept setting. You will need to understand word usage in materials, which will allow you to follow instructions correctly, and/or understand information from guides and charts.

In order to communicate, a dietary services worker must know the meaning of words to have a clear understanding of the many procedures that take place in his/her job. Take a few minutes and familiarize yourself with the following words and definitions. You will be required to identify the words and their definitions in the following examples, skill checks, and job application exercises.

**bus cart** - A cabinet on wheels that is used to transport meals and dishes to and from the kitchen and other locations.

**clear liquid diet** - A diet restricted to those items that leave little or no residue in the digestive tract, such as coffee, tea, Jell-O, or clear juice.

**condiments** - Items that add flavor or enhance a meal such as salt, pepper, and mustard.

**cooker** - A large container that can be pressurized and used for extremely hot cooking.

**delime washer** - Adding chemicals to a dish washing machine to prevent a buildup of residue with repeated use.

**diet cards** - Small cards that contain important information about an individual's requirements for a particular meal.

**dish machine** - A large machine that will wash large numbers of dishes at any one time by pressure spraying with very hot water.

**e coli** - A kind of bacteria sometimes found in food that can cause serious illness.

**full liquid diet** - A diet restricted to foods that are liquid at room temperature.  
**garnish** - Added items to a food dish that have more decorative value than food value.  
**high calorie/high protein diet** - A diet of 2,400 to 3,000 calories a day.

**low fat diet** - A diet in which fat is limited to a small percentage of the total calories.

**low fat/low cholesterol diet** - A diet in which fat is limited to 30 percent of total calories and cholesterol is limited to 300 mg.

**mechanical soft** - A diet in which foods are prepared to make them easier to chew and swallow.

**nas diet** - A no salt added diet or no salty foods allowed in the diet.

**polyunsaturated fats** - A food group that is high in fat but not considered as harmful as saturated fats. These fats are generally in liquid form at room temperature.

**pureed** - A process by which foods have been liquefied to aid with digestion and/or swallowing.

**regular diet** - A diet that has no restrictions.

**salmonella** - A bacteria found in foods that can cause very serious illness.

**sanitize** - A process of using chemicals or extreme heat to kill bacteria that may not have been eliminated by normal washing.

**saturated fats** - Fatty foods that contain carbon molecules that give them the property of being solid at room temperature and are considered to be the most harmful to persons with heart and circulatory disease.

**sodium restricted diet** - Diets used to help lower blood pressure in water retentive people.

**starter position** - A common reference to the job of making sure that prepared trays contain the correct foods in the proper amount called for on the menu card.

**two-gram sodium diet** - A low sodium diet that also limits milk to two servings per day.

### **Example**

The following is a listing of words commonly used in your work field. Review the words below and answer the question.

Garnish



Nas Diet

E-coli

Bus Cart

1. Which word above means to add items to a food dish that have more decorative value than food value?

- a. Garnish
- b. Nas Diet
- c. E-coli
- d. Bus Cart

### **Skill Check**

Use the word listing on pages 21 and 22 to answer the following questions.

Read the definitions in the following questions. For each question, select the word that matches the definition.

1. A cabinet on wheels that is used to transport meals and dishes to and from the kitchen and locations.

- a. garnish
- b. cooker
- c. bus cart
- d. condiments

2. A diet restricted to those items that leave little or no residue in the digestive tract such as coffee, tea, Jell-O or clear juice.

- a. full liquid diet
- b. a low fat diet
- c. clear liquid diet
- d. nas diet

3. Items that add flavor or seasoning to a meal such as salt, pepper, and mustard.

- a. e coli

- b. condiments
  - c. garnish
  - d. bus cart
4. A large container that can be pressurized and used for extremely hot cooking.
- a. dish matching
  - b. condiments
  - c. delime washer
  - d. cooker
5. Adding chemicals to a dish washing machine to prevent a buildup of residue with repeated use.
- a. dish matching
  - b. condiments
  - c. delime water
  - d. cooker
6. Small cards that contain important information about an individual's requirements for a particular meal.
- a. low fat diet
  - b. condiments
  - c. diet cards
  - d. nas diet
7. A large machine that will wash a large number of dishes at any one time by pressure spraying very hot water onto the dishes in a closed system.
- a. delime washer
  - b. bus cart
  - c. condiments
  - d. dish machine
8. A diet restricted to foods that are liquid at room temperature.
- a. nas diet

- b. clear liquid diet
- c. full liquid diet
- d. delime washer

9. A kind of bacteria sometimes found in food that can cause serious illness.

- a. garnish
- b. mechanical soft
- c. nas diet
- d. e coli

10. A diet of 2400 to 3000 calories a day

- a. high calorie/high protein diet
- b. nas diet
- c. diet cards
- d. clear liquid diet

11. Added items to a food dish that have more decorative value than food value.

- a. condiments
- b. garnish
- c. e coli
- d. nas diet

12. A diet in which fat is limited to a small percentage of the total calories.

- a. low fat diet
- b. low fat/low cholesterol diet
- c. pureed
- d. polyunsaturated fats

13. A diet that fat is limited to 30 percent of total calories and cholesterol is limited to 300 mg.

- a. low fat diet
- b. clear liquid diet

- c. low fat/low cholesterol diet
- d. nas diet

14. A diet in which foods are prepared to make them easier to chew and swallow.

- a. pureed
- b. low fat/low cholesterol diet
- c. nas diet
- d. mechanical soft

15. A no salt added diet or no salty foods allowed in the diet.

- a. low fat diet
- b. nas diet
- c. clear liquid diet
- d. polyunsaturated fats

16. A food group that is high in fat but not considered as harmful as saturated fats.

These fats are generally in liquid form at room temperature.

- a. polyunsaturated fats
- b. regular diet
- c. nas diet
- d. clear liquid diet

17. A process by which foods that have been liquefied to aid with digestion and/or swallowing.

- a. pureed
- b. nas diet
- c. clear liquid diet
- d. polyunsaturated fats

18. A diet that has no restrictions.

- a. nas diet
- b. clear liquid diet
- c. regular diet

d. pureed

19. Fatty foods that contain carbon molecules that give them the property of being solid at room temperature and are considered to be the most harmful to persons with heart and circulator disease.

a. polyunsaturated fats

b. pureed

c. regular diet

d. saturated fats

20. A bacteria found in foods that can cause very serious illness.

a. salmonella

b. garnish

c. sanitize

d. starter position

21. A process of using chemicals or extreme heat to kill bacteria that may not have been eliminated by normal washing.

a. salmonella

b. garnish

c. sanitize

d. starter position

22. A diet that is used to help lower blood pressure in water retentive people.

a. two gram sodium

b. starter position

c. sodium restricted

d. polyunsaturated

23. A common reference to the job of making sure that prepared trays contain the correct foods in the proper amount called for on the menu card.

a. two gram sodium

b. starter position

- c. sodium restricted
- d. polyunsaturated

24. A low sodium diet that also limits milk to two servings per day.

- a. two gram sodium
- b. starter position
- c. sodium restricted
- d. polyunsaturated

### Let's Apply

The following is a daily conversation you might encounter. Read the following conversation and answer the questions that follow to the best of your ability.

You are working in the kitchen area and your supervisor tells you the following: "I need you to delime the washing machines and then get a bus cart from kitchen "a" and bring it to kitchen "b." Ask Maew to work the starter position for dinner and make sure that everyone knows Mrs. Joe's diet has been changed to the nas diet. Thanks."

Using the above conversation paragraph, answer the following questions to the best of your ability. Fill in the blanks with the correct matching italicized word from the above paragraph.

1. A cabinet on wheels used to transport meals and dishes to and from the kitchen and other locations is known as a \_\_\_\_\_.
2. This is known as the \_\_\_\_\_ because no salt or salty foods are allowed.
3. This job is called the \_\_\_\_\_ and ensures that prepared trays contain the correct foods in the proper amount called for on the menu cards.
4. This procedure is called \_\_\_\_\_ and is the process of adding chemicals to the dishwasher to prevent a buildup of residue.

### Job Related

As health care workers you must be able to understand the language/word usage of your co-workers and management. You will work individually as well as in a team concept setting. You will need to understand word usage in materials that will allow you to follow instructions correctly, and/or understand information from guides and charts. In order to communicate, an environmental services worker must know the meaning of words to have a clear understanding of the many procedures that take place in his/her job.

Take a few minutes and familiarize yourself with the following words and definitions. You will be required to identify the words and their definitions in the following examples, skill checks, and job application exercises.

**bio-hazardous materials** - Contaminated substances that are disposed of and require universal precautions.

**briefs** - Disposable undergarment used for incontinent residents

**cart** - A 2 or 4 wheel mobile device used to assist in moving heavy or hard to handle items

**clothing protectors** - Covering used by residents during feeding to protect clothes from being soiled

**drapes** - Fabric material used to cover window openings

**folding table** - A table used in laundry areas to fold linens

**geriatric chair** (gerrie) - A reclining chair equipped with optional feeding tray used by resident

**high dusting** - Cleaning of any overhead fixtures, fans, pipes, etc., above head height

**linen barrels** - Plastic containers used to store soiled linens

**linens** - Items such as towels, bed sheets, pillowcases, etc.

**log** - A daily permanent diary used to record information or document a record of daily activities (e.g. Boiler Room - used to record boiler temperature)

**low dusting** - Cleaning of any fixtures or furniture below head height

**nurses' station** - A centrally located work area used by nurses to maintain records and quickly react to resident needs

**privacy curtains** - Item that surrounds a resident's bed during examination, procedures, etc.

**restock** - Term used to replenish supplies/materials used during daily activities

**rubber gloves** - Used to protect workers from, or to prevent transmitting, infectious diseases, contaminants, etc.

**safety/back belt** - Used to reduce the possibility of back injury when lifting or moving heavy items

**safety glasses** - Eye protection used to reduce the possibility of injury to eyes from various objects, chemicals, and projectiles

**sharps container** - A non-penetrable, leak-proof contained used to dispose of any contaminated object that can penetrate the skin

**soak sink** - A container used to soak extremely soiled or stained linen/clothing prior to washing

**stripper** - A solution which is applied to tile/hard floor coverings to dissolve and remove old wax and dirt

**stripping machine** - Machine used to remove old wax and dirt by scrubbing a stripper solution onto the floor

**wet floor sign** - A marker placed on the floor in an area that has been mopped or where material has been spilled to reduce the possibility of someone slipping causing injury

**wheel chair washer** - Enclosed container used to wash and sanitize wheel chairs

### **Example**

The following is a listing of words commonly used in your work field. Review the words below and answer the question.

Drapes

Briefs

Linens

Rubber Gloves

1. Which word above means items such as towels, bed sheets, pillowcases, etc.?

- a. Drapes
- b. Briefs
- c. Linens
- d. Rubber Gloves

### **Skill Check**

Use the word listing on pages 29 and 30 to answer the following questions.

1. An item that surrounds a resident's bed during examination, procedures, etc.

- a. drapes
- b. privacy curtains
- c. linens
- d. briefs



2. Items such as towels, bed sheets, pillowcases, etc., are known as
  - a. briefs
  - b. drapes
  - c. privacy curtains
  - d. linens
3. A fabric material used to cover window openings
  - a. linens
  - b. drapes
  - c. privacy curtains
  - d. briefs
4. Disposable undergarment used for incontinent residents
  - a. privacy curtains
  - b. drapes
  - c. briefs
  - d. linens
5. Used to protect workers from, or to prevent transmitting, infectious diseases, contaminants, etc.
  - a. clothing protectors
  - b. safety glasses
  - c. safety belt
  - d. rubber gloves
6. Eye protection used to reduce the possibility of injury to eyes from various objects, chemicals, and projectiles
  - a. safety glasses
  - b. rubber gloves
  - c. clothing protectors
  - d. safety belt

7. Covering used by residents during feeding to protect clothes from being soiled

- a. safety glasses
- b. safety/back belt
- c. rubber gloves
- d. clothing protectors

8. Used to reduce the possibility of back injury when lifting or moving items

- a. rubber gloves
- b. clothing protectors
- c. safety/back belt
- d. safety glasses

9. Cleaning of any overhead fixtures, fans, pipes, etc. above head height

- a. high dusting
- b. low dusting
- c. soak sink
- d. wet floor sign

10. Cleaning of any fixtures or furniture below head height

- a. high dusting
- b. wet floor sign
- c. low dusting
- d. soak sink

11. A container used to soak extremely soiled or stained linen/clothing prior to washing

- a. dirty laundry basket
- b. soak sink
- c. wet floor sign
- d. cart

12. A marker placed on the floor in an area that has been mopped of where material has been spilled to reduce the possibility of someone slipping causing injury

- a. gerrie chair

- b. soak sink
- c. cart
- d. wet floor sign

13. Contaminated substances that are disposed of and require universal precautions

- a. privacy curtains
- b. clothing protectors
- c. drapes
- d. bio-hazardous materials

14. A non-penetrable, leak-proof container used to dispose of any contaminated object that can penetrate the skin

- a. sharps container
- b. barrel container
- c. trash can
- d. stripper container

15. A 2 or 4 wheel mobile device used to assist in moving heavy or hard to handle items

- a. barrel
- b. gerrie chair
- c. cart
- d. sharps container

16. A centrally located work area used by nurses to maintain records and quickly react to resident needs

- a. ice machine room
- b. nurses station
- c. physical therapy room
- d. skills room

17. A table used in laundry areas to fold linens

- a. cart table
- b. soak sink table
- c. folding table
- d. stripper table

18. A daily permanent diary used to record information or document a record of daily activities (e.g. Boiler Room - used to record boiler temperature)

- a. form
- b. log
- c. book
- d. paper work

19. Term used to replenish supplies/materials used during daily activities

- a. record
- b. log
- c. paper work
- d. restock

20. A solution which is applied to tile/hard floor coverings to dissolve and remove old wax and dirt

- a. bio-hazardous materials
- b. stripper
- c. soak sink
- d. briefs

21. Machine used to remove old wax and dirt by scrubbing a stripper solution onto the floor

- a. wheel chair washing machine
- b. gerri machine
- c. high dusting machine
- d. stripping machine

22. Plastic containers used to store soiled linens

- a. cart
- b. linen barrels
- c. sharps container
- d. bio-hazardous material disposal

23. Enclosed container used to wash and sanitize wheel chairs

- a. soak sink container
- b. stripper
- c. wheel chair washer
- d. sharps container

24. A reclining chair equipped with optional feeding tray used by resident

- a. wheel chair
- b. brief chair
- c. barrel chair
- d. gerri chair

### Let's Apply

The following is a daily conversation you might encounter. Read and answer the questions.

You are working in the linen storage area and your supervisor tells you the following: "I need for you to inventory all linens, drapes, and clothing protectors on hand. Please tell me when you are finished so we can order more to restock. Also, please tell Joe to assist Mew with the wheel chair washer. Thanks."

Fill in the blanks with the correct matching italicized word from the above paragraph.

1. The terms \_\_\_\_\_ means to replenish supplies/materials used during daily activities.
2. Coverings used by residents during feeding to protect clothes from being soiled are called \_\_\_\_\_.
3. Items such as towels, bed sheets, and pillowcases are known as \_\_\_\_\_.
4. Fabric material called \_\_\_\_\_ is used to cover window openings.

5. An enclosed container, which is used to wash and sanitize wheel chairs, is named \_\_\_\_\_.

## Unit 2 Spa Business

### Reading

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#### Evolution of Spas

A business traveler wants to minimize jet lag. A mother of three wants some time to herself. A group of friends plans a birthday celebration. A man with back pain seeks relief. A teenager is troubled by acne. A weekend warrior is sore from overexertion. A man decides to stop smoking. A busy executive wants to rediscover spirituality. A woman wants help establishing a safe and effective exercise regimen. An obese man needs help controlling his weight. A pregnant woman wants to feel more comfortable. A couple wants to reconnect. Where can all these people go for help? A spa is a right answer.

Today's spa is a center for healing and nourishing mind, body, and spirit. People go to spas for fitness, stress management, peace of mind, pampering and pleasure, and health and wellness. Spas offer a wide variety of techniques and services - traditional and modern, from the East and from the West - to meet the diverse needs of their clients: Swedish, Japanese Shiatsu, and Thai massage, European facials, acupuncture, Dead Sea salt scrubs, Moor mud wraps, thalassotherapy, aromatherapy, reflexology, microdermabrasion, endermologie, reiki, aura imaging, watsu, rasul, hypnotherapy, classes in nutrition, meditation, journaling, yoga and Tai Chi, state-of-the-art fitness centers with personal trainers, and much more. To understand and organize this overwhelming variety of spa offerings, the International Spa Association (ISPA) has defined the "ten domains of SPA" or segments of the industry as:

1. The Waters
2. Food, Nourishment, Diet and Nutrition
3. Movement, Exercise and Fitness
4. Touch, Massage, and Bodywork
5. Mind/Body/Spirit
6. Aesthetics, Skin Care, Natural Beauty Agents
7. Physical Space, Climatology, Global Ecology
8. Social/Cultural Arts and Values, Spa Culture
9. Management, Marketing, and Operations
10. Time, Rhythm, and Cycles

Not every spa includes every domain. Spas come in many shapes, sizes, and focuses - from day spas where you can get a single treatment to destination spas where you can stay for a week or more to medical spas that treat cosmetic and chronic health problems. Spas are everywhere. According to ISPA, the number of spas in the U.S. grew at an annual rate of 21% from 1995-1999 and continues to show strong growth. Aggregate industry revenues grew by 114 percent between 1999 and 2001. The

size of the United States spa industry in 2001 was estimated at 9,632 locations; in 2000, that number was 5,689. This site contains over 8,000 spas.

Although spas seem to have sprung up overnight, that's not the case. "The Waters" can be traced back to early civilizations. Like water, spa popularity has come in waves throughout history. Prof. Jonathan Paul de Vierville, Ph.D., spa historian and owner of the Alamo Plaza Spa at the Menger Hotel in San Antonio, Texas, USA, notes that the popularity of spas has accompanied cultures with leisure time. Social bathing was an important cultural process practiced by Mesopotamians, Egyptians, Minoans, Greeks, and Romans whenever they sought health and relief from their pain and diseases.

With the medical discoveries of the early 20th century, scientific clinics and public hospitals replaced the spa. Existing spas responded by offering luxury accommodations, and many eventually turned into vacation locations or clinics that concentrated on weight loss, catering to the wealthy, with the spa origins obscured. In recent years, the value of prevention, healthy lifestyles, and relaxation has been rediscovered and the spa is again finding its place in modern society as a place uniquely qualified to address these needs. The wealthy no longer have exclusive use of spas. Spas now appeal to and are accessible to a much broader population.

Today's spa is an interesting combination of ancient traditions and modern mechanical wonders. However, the heart of the modern spa, just as the ancient spa, is water and the rituals that evolve around it. The proper sequence of the typical spa ritual is cleaning, heating, treatment, and rest. The first step, cleaning, should be a visit to the shower to purify the body. The second step is to heat the body. Many spas offer heated whirlpools, saunas, and steam rooms. A short visit to each or any combination can heat the body (caution: this step should be eliminated for people with certain medical conditions). The third step is the treatment such as a body scrub and massage. The last and equally important step is rest.

There have been many recent additions to spa water therapies in recent times. The Jacuzzi whirlpool, a central fixture in many modern spas, was invented in the 1950s, followed by Hydrotherapy Tubs, Swiss Showers, Scotch Hoses, and Vichy Showers. In addition to these mechanical inventions, new therapeutic ways to use still water have been discovered: Floatation Therapy, Watsu, Wassertanzen, Water Dance, Liquid Sound, and Dreams and Rituals in Healing Waters have been developed. The spa today embraces and celebrates its origins in water and is constantly looking for new ways to express it.

*Now return to passage above. Underline the topic sentence of each paragraph.*



### **Thailand's spa industry**

The Thai spa and healthcare business has a promising outlook, with a projection of 7-10% growth to generate up to 15 billion baht of revenue this year. Thai exports of cosmetics, soaps and skin care products in 2011 are forecast to reach US\$2.39 billion, up 25% from 2010. Thai spa has been recognised as one of the top five services in the world, while Thai hermit yoga postures at Phra Chetupon Wimolmangkhalaram temple and Wat Pho in Bangkok have been registered in Unesco's Memory of the World.

Increased concern for overall health is a global trend, so more and more foreigners are visiting Thailand as a spa destination for seven to 10 days. These visitors spend a lot of money as they come for health, relaxation and detoxification. Most are Europeans, familiar with spas and wellness, who seek refreshment on holiday before going back to work.

As of February this year, there are 1,463 registered spas, health shops and beauty outlets holding certificates from the Public Health Ministry. Of the total, 454 are spa shops, but there are also many unregistered spas.

A major problem in the development of the spa business in Thailand is raising standards for treatment and personnel, increasing demand for certified Thai spa and massage therapists domestically and internationally. Obstacles for Thai spa workers include work permits that are limited by quotas or high requirements on deposit guarantees, discouraging operators in other countries from recruiting Thai workers.

Therefore, the association began supervising the quality of spa outlets, personnel and products two years ago by awarding them silver, gold or platinum status based on international standards to ensure that the Thai spa business has improved. Thailand has the capacity to produce around 10,000 trained personnel to serve the industry each year, via vocational schools and universities such as Rangsit, Mahidol and Rajabhat. Fields of study have expanded to health care, medical massage and alternative medical treatment.

## Writing

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### Signalling

Below is an example of how using transitional words and phrases can improve the quality of a piece of writing. Note how the ideas flow more smoothly, and the logical relationships between the ideas expressed are clearer in the second paragraph.

Nothing is known about Dang's birth. We know that, during his early years, he was raised by poor farmers in Khonkaen, Thailand. This background would have a lasting effect on him. The diet on which Dang likely survived when he was young, namely insects, left him with a phobia for anything with more than four legs. Dang was able to lead a relatively normal life. M Mr. and Mrs. Thongkham rescued him from the unknown village. They set about teaching Dang how to behave in the world of humans. They taught him to speak. They taught him to read. They sent him to school for the Arts. Dang quickly became a talented guitar player. He decided that if he could not be a professional musician. Dang met some fellow musicians who were as talented as he. They formed a band that became a huge success.

***It is true that** nothing is known about Dang's birth. We know that, during his early years, he was raised by poor farmers in Khonkaen, Thailand. This background would have a lasting effect on him. **For example**, the diet on which Dang likely survived when he was young, namely insects, left him with a phobia for anything with more than four legs. **Nevertheless**, Dang was able to lead a relatively normal life **when** Mr. and Mrs. Thongkham rescued him from the unknown village. They set about teaching Dang how to behave in the world of humans. **First**, they taught him to speak. **Second**, they taught him to read. **Finally**, they sent him to school for the Arts. **As a result**, Dang quickly became a talented guitar player, **and** he decided that if he could not be a professional musician. **In the end**, Dang met some fellow musicians who were as talented as he **and** they **soon** formed a band that became a huge success.*

A conjunctive adverb is a word that connects two sentences together, making a new sentence.

Example: The movie was really bad; therefore, many people left early.

## Signal Words of Transition Words

Transitions, or signal words, may help a reader to locate the main idea of a passage. The main idea is the single, most important point which the writer wishes to convey to the reader.

The following chart shows the different types of transitions with examples, and how these transitions help the reader determine the main idea. **Sentences Illustrating Signal (Transition) Words.**

Type of Transition	Example	What They Tell the Reader
<b>Time-Sequence</b>	first, later, next, finally, before, after, now, previously, last, then, when, immediately, formerly, subsequently, meanwhile, presently, initially, ultimately	The author is arranging ideas in the order in which they happened.
<b>Example</b>	for example, such as, for instance	An example will follow.
<b>Enumeration</b>	and, too, I, II, III..., finally, furthermore, 1, 2, 3..., first, second, third, last, another, next	The author is marking each major point (sometimes to suggest order of importance).
<b>Continuation</b>	also, in addition, and, further, another	The author is continuing with the same idea and is going to provide additional information.
<b>Contrast</b>	on the other hand, in contrast, however, but, in spite of, conversely, despite, nevertheless, on the contrary, instead, rather, notwithstanding, though, yet, regardless, although, unlike, even though, whereas	The author is switching to a different, opposite, or contrasting idea than what was previously discussed.
<b>Comparison</b>	like, likewise, similarly, as, at the same time, as well as, in comparison, both, all, by the same token, furthermore	The writer will show how the previous idea is similar to the one that follows.
<b>Cause-Effect</b>	because, accordingly, for this reason, hence, resulting, as a result, so, then, thus, therefore, since, consequently	The writer will show the connection between two or more things, how one thing caused another, or how something happened as a result of something else.
<b>Summation</b>	thus, in short, to conclude, in brief, in the end, in summary, to reiterate, in conclusion, to sum up, finally, therefore, thus, as already stated	The writer will state or restate the main point.

## Exercise 2

In the following sentences, underline the conjunctive adverb.

1. Jason did not work hard; hence, he got low income last year.
2. You can go when your work is done; otherwise, you will miss the meeting.
3. We took blankets for our workers; also, Mom brought food.
4. The rain was pouring down; still, no one left the paddy field.
5. You start making the vegetable beds; meanwhile, I will make the dinner.
6. I really like that cow; however, my Dad does not allow me to keep him.
7. My dad spends a lot of time at our farm; therefore, our family has the nicest farm in the village.
8. Somsak did not read the instructions when operating the machine; so, he did not assemble it properly.
9. She got a lot of farm production this year; nevertheless, she was not happy.
10. I am sorry your farm has been ruined by flood; besides, the weather forecast calls for rain.

Conjunctive adverbs put two sentences together and make a new sentence. The first sentence ends with a semicolon, and the conjunctive adverb is followed by an adverb.

**Example:** Uncle Song had to sell his farm; thus, his farming days were over.

## Exercise

3

Place the proper punctuation in these sentences.

1. The rain kept me from outdoor work anyway I had housework to do.
2. The workers finished their work early finally they could get something to eat.
3. It is very hard to learn to farm of course it will be worth it in the end.
4. Boon really wants a new tractor however he cannot afford it.
5. We will go home then we will have some dinner.
6. He stayed up all night playing card consequently he overslept this morning.
7. You need to eat organic vegetables otherwise you will not be healthy.
8. She did not try her best so she did not make the team.
9. Let's go for a walk meanwhile the roast will finish cooking.
10. Boon and Mee decided to go likewise I changed my mind, too.

To combine two sentences together, use a conjunctive adverb.

**Example:** I researched the topic at length; consequently, my paper received an “A”.

#### Exercise 4

**Fill in the blank with one of these conjunctive adverbs. You may only use each word one time:**

however, anyway, besides, later, instead, so, next, still, also

1. He complained a lot; \_\_\_\_\_, no one helped him.
2. I really wanted the red one; \_\_\_\_\_, I bought the blue one.
3. I wanted to go; \_\_\_\_\_, I saved my money.
4. There are many reasons to work hard; \_\_\_\_\_, play can be fun.
5. I will walk to the farm; \_\_\_\_\_, I will stop at the market.

#### Exercise 5

**Put a *C* in front of the sentences which have the correct punctuation. If they are incorrect, put an */*.**

1. \_\_\_The meeting was canceled; anyway, I didn't really want to go.
2. \_\_\_I love farm but, I cannot handle hard work.
3. \_\_\_The dog was really scary; so I walked to the other side of the street.
4. \_\_\_Eating healthy is important: otherwise, you will be sick a lot.
5. \_\_\_Now I understand triangles; before, I was totally lost.

It is the responsibility of the writer in English to make it clear to the reader how various parts of the paragraph are connected. These connections can be made explicit by the use of different signalling words.

- For example, if you want to tell your reader that your line of argument is going to change, make it clear.

The Bristol 167 was to be Britain's great new advance on American types such as the Lockheed Constellation and Douglas DC-6, which did not have the range to fly the Atlantic non-stop. It was also to be the largest aircraft ever built in

Britain. However, even by the end of the war, the design had run into serious difficulties.

- If you think that one sentence gives reasons for something in another sentence, make it explicit.

While an earlier generation of writers had noted this feature of the period, it was not until the recent work of Cairncross that the significance of this outflow was realized. Partly this was because the current account deficit appears much smaller in current (1980s) data than it was thought to be by contemporaries.

- If you think two ideas are almost the same, say so.

Marx referred throughout his work to other systems than the capitalist system, especially those which he knew from the history of Europe to have preceded capitalism; systems such as feudalism, where the relation of production was characterized by the personal relation of the feudal lord and his serf and a relation of subordination which came from the lord's control of the land. Similarly, Marx was interested in slavery and in the classical Indian and Chinese social systems, or in those systems where the ties of local community are all important.

- If you intend your sentence to give extra information, make it clear.

He is born into a family, he marries into a family, and he becomes the husband and father of his own family. In addition, he has a definite place of origin and more relatives than he knows what to do with, and he receives a rudimentary education at the Canadian Mission School.

- If you are giving examples, do it explicitly.

This has sometimes led to disputes between religious and secular clergy, between orders and bishops. For example, in the Northern context, the previous bishop of Down and Connor, Dr Philbin, refused for most of his period of leadership in Belfast to have Jesuits visiting or residing in his diocese.

***Examples of how to use signal words***

**1. Time/order**

at first, eventually, finally, first, firstly, in the end, in the first place, in the second place, lastly, later, next, second, secondly, to begin with

**2. Comparison/similar ideas**

in comparison, in the same way, similarly

**3. Contrast/opposite ideas**

but, despite, in spite of, even so, however, in contrast, in spite of this, nevertheless, on the contrary, on the other hand, still, whereas, yet

**4. Cause and effect**

accordingly, as a consequence, as a result, because, because of this, consequently, for this reason, hence, in consequence, in order to, owing to this, since, so, so that, therefore, thus

**5. Examples**

for example, for instance, such as, thus, as follows

**6 Generalisation**

as a rule, for the most part, generally, in general, normally, on the whole, in most cases, usually

**7. Stating the obvious**

after all, as one might expect, clearly, it goes without saying, naturally, obviously, of course, surely

**8. Attitude**

admittedly, certainly, fortunately, luckily, oddly enough, strangely enough, undoubtedly, unfortunately

## **9. Summary/conclusion**

finally, in brief, in conclusion, in short, overall, so, then, to conclude, to sum up

## **10. Explanation/equivalence**

in other words, namely, or rather, that is to say, this means, to be more precise, to put it another way

## **11. Addition**

apart from this, as well as, besides, furthermore, in addition, moreover, nor, not only...but also, too, what is more

## **12. Condition**

in that case, then

## **13. Support**

actually, as a matter of fact, in fact, indeed

## **14. Contradiction**

actually, as a matter of fact, in fact

## **15. Emphasis**

chiefly, especially, in detail, in particular, mainly, notably, particularly

## **Examples**

### **1. Time/order**

*At first*



At first the freemen of both town and country had an organization and a type of property which still retained something of the communal as well as something of the private, but in the town a radical transformation was taking place.

*Eventually*

Eventually the group did manage to buy some land in a village not far from London, but the project had to be abandoned when the villagers zoned their land against agricultural use.

*Finally*

Finally, there have been numerous women altogether outside the profession, who were reformers dedicated to creating alternatives.

*First*

First I went to see the editor of the Dispatch.

*Firstly*

There are two reasons. Firstly I have no evidence whatever that the original document has been destroyed.

*In the end*

In the end, several firms undertook penicillin production on a massive scale, but hardly any ever came to Florey himself for the clinical trials which he was desperate to extend.

*In the first place/in the second place*

If we try to analyse the conception of possession, we find two elements. In the first place, it involves some actual power of control over the thing possessed. In the second place, it involves some intention to maintain that control on the part of the possessor.

*Lastly*

Lastly, we may notice that even a wrongful possession, if continued for a certain length of time, matures into what may be, for practical purposes, indistinguishable from ownership.

*Later*

Later she went up to the office.

*Next*

Next, I'd like to show you some pictures.

*Second*

And second, this kind of policy does not help to create jobs.

*Secondly*

He was first of all an absolute idiot, and secondly he was pretty dishonest.

*To begin with*

To begin with, the ratio between attackers and defenders was roughly the same.

## **2. Comparison**

*In comparison*

The vast majority of social encounters are, in comparison, mild and muted affairs.

*In the same way*

Every baby's face is different from every other's. In the same way, every baby's pattern of development is different from every other's.

*Similarly*

You should notify any change of address to the Bonds and Stock Office. Similarly, savings certificates should be re-registered with the Post Office.

### 3. Contrast

#### *But*

In 1950 oil supplied only about 10% of our total energy consumption; but now it's up to about 40% and still rising.

#### *Despite*

Despite the difference in their ages they were close friends.

#### *Even so*

This could lead you up some blind alleys. Even so, there is no real cause for concern.

#### *However*

The more I talked the more silent Eliot became. However, I left thinking that I had created quite an impression.

#### *In spite of this*

My father always had poor health. In spite of this, he was always cheerful.

#### *Nevertheless*

He had not slept that night. Nevertheless, he led the rally with his usual vigour.

#### *On the contrary*

I have never been an enemy of monarchy. On the contrary, I consider monarchies essential for the well-being of new nations.

*On the other hand*

John had great difficulties playing cricket. But on the other hand, he was an awfully good rugby player.

*Still*

He's treated you badly. Still he's your brother and you should help him.

*Yet*

Everything around him was blown to pieces, yet the minister escaped without a scratch.

**4. Cause/effect**

*Accordingly*

She complained of stiffness in her joints. Accordingly she was admitted to hospital for further tests.

*As a consequence*

The red cross has not been allowed to inspect the camps, and as a consequence little is known about them.

The Cold War has ended. As a consequence the two major world powers have been able to reduce their arms budgets dramatically.

*As a result*

Many roads are flooded. As a result there are long delays.

*Because*

Because these were the only films we'd seen of these people, we got the impression that they did nothing else but dance to classical music.

*Because of this*

The cost of running the club has increased. Because of this, we must ask our members to contribute more each week.

*Consequently*

Japan has a massive trade surplus with the rest of the world. Consequently it can afford to give more money to the Third World.

*For this reason*

The traffic was very heavy. For this reason he was late.

*Hence*

The computer has become smaller and cheaper and hence more available to a greater number of people.

*In consequence*

The fastest these animals can run is about 65 kph and in consequence their hunting methods have to be very efficient indeed.

*In order that*

They are learning English in order that they can study a particular subject.

*In order to*

He had to hurry in order to reach the next place on this schedule.

*Owing to this*

The rain was terrible. Owing to this, the match was cancelled.

*So*

He speaks very little English, so I talked to him through an interpreter.

*So that*

You take some of the honey and replace it with sugar so that the bees have something to eat.

*Therefore*

I'm not a member of the Church of England myself. Therefore it would be rather impertinent of me to express an opinion.

*Thus*

If I am to accept certain limitations on my freedom, I must be assured that others are accepting the same restraints. Thus, an incomes policy has to be controlled if it is to be effective.

## **5. Example**

*For example*

Many countries are threatened by earthquakes. For example, Mexico and Japan have large ones this century.

*For instance*

Not all prices have increased so dramatically. Compare, for instance, the price of oil in 1980 and the price now.

*Such as*

There are many reasons why the invasion failed, such as the lack of proper food and the shortage of ammunition.

*Thus*

Plants as well as stones can be charms. The Guyana Indians have many plant charms, each one helping to catch a certain kind of animal. The leaves of the plant usually look like the animal it is supposed to help to catch. Thus the charm for catching deer has a leaf which looks like deer horns.

## **6. Generalisation**

*As a rule*

As a general rule, the less important an executive is, the more status-conscious he is likely to be.

*For the most part*

The New Guinea forest is, for the most part, dark and wet.

*In general*

The industrial processes, in general, are based on man-made processes.

*Normally*

Meetings are normally held three or four times a year.

*On the whole*

One or two were all right but on the whole I used to hate going to lectures.

*Usually*

She usually found it easy to go to sleep at night.

## 7. Stating the obvious

As one might expect

There are, as one might expect, several other methods for carrying out the research.

After all

They did not expect heavy losses in the air. After all they had superb aircraft.

*Clearly*

Clearly, there is no point in continuing this investigation until we have more evidence.

*It goes without saying*

It goes without saying that I am grateful for all your help.

*Naturally*

Naturally, publishers are hesitant about committing large sums of money to such a risky project.

*Obviously*

Obviously, I don't need to say how important this project is.

*Of course*

There is of course an element of truth in this argument.

*Surely*

In defining an ideology, the claims which seek to legitimate political and social authority are surely as important as the notion of authority itself.



## 8. Attitude

### *Admittedly*

Admittedly, economists often disagree among each other.

### *Certainly*

Ellie was certainly a student at the university but I'm not sure about her brother.

### *Fortunately*

Fortunately such occurrences are fairly rare.

### *Luckily*

Luckily, Saturday was a fine day.

### *Oddly enough*

Oddly enough, it was through him that I met Carson.

### *Strangely enough*

It has, strangely enough, only recently been discovered.

### *Undoubtedly*

Undoubtedly, many families are victims of bad housing.

### *Unfortunately*

He couldn't wait to tell Judy. Unfortunately, she had already left for work.

## 9. Summary/conclusion

### *Finally*

Let's come finally to the question of pensions.

*In brief*

In brief then, do you two want to join me?

*In conclusion*

In conclusion, let me suggest a number of practical applications.

*In short*

In short, the report says more money should be spent on education.

*Overall*

Overall, imports account for half our stock.

*So*

So if a woman did leave the home, she was only supposed to concern herself with matters pertaining to domestic life.

*Then*

The importance of education, then, has been infinitely greater than in previous centuries.

*To conclude*

To conclude, I'd like to say thank you to everyone who has worked so hard to make this conference possible.

*To sum up*

To sum up, we cannot hope for greater success unless we identify our needs clearly.

## 10. Explanation/equivalence

### *In other words*

In other words, although the act of donating blood would increase the chances of the donor dying, this increase was small compared with the increase in the recipient's chances of surviving.

### *Namely*

He could not do any thing more than what he had promised - namely, to look after Charlotte's estate.

... three famous physicists, namely, Simon, Kurte and Mendelsohn.

### *Or rather*

The account here offered is meant as a beginning of an answer to that question. Or rather it contributes by setting the question in a certain way.

### *That is to say*

The Romans left Britain in 410 AD - that is to say England was a Roman dependency for nearly 500 years.

### *This means*

With syphilis and gonorrhoea, the ages are also recorded, and this means that an accurate map of disease prevalence can be drawn and any trends or changes can be recognized very quickly.

### *To be more precise*

These reforms of Justinian in AD 529 proclaim that they are "imposing a single nature" on trusts and legacies or, to be more precise, imposing it on legatees and trust beneficiaries.

*To put it another way*

He was being held there against his will. To put it another way, he was a prisoner.

## 11. Addition

*Also*

Sugar is bad for your teeth. It can also contribute to heart disease.

*Apart from this*

Eccleshall and Honderich find common cause in a desire to establish the ideological nature of Conservative thought, but apart from this their approaches to the study of Conservatism are very different.

*As well as*

Marx and Engels, as well as many of their contemporaries, believed that pastoralism predated agriculture.

*Besides*

Besides being good test cases, Locke obviously finds these ideas intrinsically interesting too.

*Furthermore*

Computer chess games are still a bit expensive, but they are getting cheaper all the time. Furthermore their chess-playing strength is rising.

*In addition*

Our survey will produce the essential statistics. In addition, it will provide information about people's shopping habits.

*Moreover*

The drug has powerful side-effects. Moreover, it can be addictive.

*Nor*

I could not afford to eat in restaurants. Nor could anyone I knew.

I couldn't understand a word they said, nor could they understand me.

*Not only...but also*

Meissner was not only commander of the army but also a close friend of the President.

*Too*

Evans was not only our doctor. He was a friend too.

*What is more*

What is more, more machines will mean fewer jobs.

## **12. Condition**

*In that case*

Of course the experiment may fail and in that case we will have to start again.

*Then*

Sometimes the computer system breaks down. Then you'll have to work on paper.

## **13. Support**

*As a matter of fact*

The company is doing very well. As a matter of fact, we have doubled our sales budget.

*In fact*

The winter of 1940 was extremely bad. In fact most people say it was the worst winter of their lives.

*Indeed*

This act has failed to bring women's earnings up to the same level. Indeed the gap is widening.

They continue to work throughout their short life. Indeed it is overwork which eventually kills them.

#### 14. Contradiction

*Actually*

There are many stories which describe wolves as dangerous, blood thirsty animals, but actually they prefer to avoid human beings.

*In fact*

I thought he could speak the language fluently. In fact, that wasn't the case at all.

#### 15. Emphasis

*Chiefly*

How quickly you recover from an operation chiefly depends on your general state of health.

The experiment was not a success, chiefly because the machine tools were of poor quality.

*Especially*

They don't trust anyone, especially people in our position.

I'm not attracted to Sociology, especially the way it's taught here.

*In detail*

The implications of this theory are examined in detail in chapter 12.

*In particular*

In particular, he was criticised for pursuing a policy of conciliation and reform.

*Mainly*

The political group will have more power, mainly because of their large numbers.

*Notably*

Some people, notably his business associates, had learned to ignore his moods.

The organisation had many enemies, most notably among feminists.

*Particularly*

Many animal sources of protein are also good sources of iron. Particularly useful are liver, kidney, heart, beef, sardines, pilchards (red fish generally), and shellfish, including mussels and cockles.

## Exercise 11

**Identify and classify the signalling words in the following paragraph.**

To begin with, it is necessary to consider the long-term implications of the decision to increase our dependence on permanent staff in our restaurants. For example, let us say we do go ahead. In this case, our reliance on hourly-paid staff will decrease. As a result, costs will reduce, as permanent staff are cheaper than hourly-paid staff. In fact, it is not necessarily the case, especially as there is no way of knowing what the relative costs of hourly-paid staff and permanent staff will be in ten years' time. However, as a rule hourly permanent staff are more reliable than full-time staff and this is a genuine advantage. As a

consequence of these two advantages, permanent staff would seem to be a better option. In other words, they are cheaper and more reliable so they are better. In that case, it is not necessary to hesitate. Naturally, nothing is so simple. In short, cost is an unknown factor and the most economical choice is not known.

### ***Exercise***

**In the following article on Nuclear Hazards the signalling words and phrases are missing. Replace them.**

There are three separate sources of hazard related to the use of nuclear reactions to supply us with energy. \_\_\_\_\_, the radioactive material must travel from its place of manufacture to the power station. \_\_\_\_\_ the power stations themselves are solidly built, the containers used for the transport of the material are not. \_\_\_\_\_, there are normally only two methods of transport available, \_\_\_\_\_ road or rail, and both of these involve close contact with the general public, \_\_\_\_\_ the routes are bound to pass near, or even through, heavily populated areas. \_\_\_\_\_, there is the problem of waste. All nuclear power stations produce wastes which in most cases will remain radioactive for thousands of years. It is impossible to de-activate these wastes, and \_\_\_\_\_ they must be stored in one of the ingenious but cumbersome ways that scientists have invented. \_\_\_\_\_ they may be buried under the ground, dropped into disused mineshafts, or sunk in the sea. \_\_\_\_\_ these methods do not solve the problem; they merely store it, \_\_\_\_\_ an earthquake could crack open the containers like nuts. \_\_\_\_\_ there is the problem of accidental exposure due to a leak or an explosion at the power station. As with the other two hazards, this is extremely unlikely and \_\_\_\_\_ does not provide a serious objection to the nuclear programme, \_\_\_\_\_ it can happen, as the inhabitants of Harrisburg will tell you. Separately, and during short periods, these three types of risk are no great cause for concern. Taken together, \_\_\_\_\_, and especially over much longer periods, the probability of a disaster is extremely high.



## Assignment

Write a paragraph to describe your own healthcare business. Watch out your use of transitional word/phrases. Underline them.

### Communication Skills for Health Care Professionals

#### Read Literal

#### Learning Objectives

At the end of this lesson, you will be able to:

1. Follow directions in procedural guides.
2. Read and understand all chart information.

#### Introduction

Health Care Workers must have the ability to understand reading material at the work site

#### Understanding – Job Related

To understand information in the reading material at the work site you must read the material and follow instructions correctly, as well as understand information from guides and charts. You must be able to:

1. Identify specific facts from the reading material.
2. Follow guides or instruction in the reading material.
3. Order and classify information to perform needed job duties.

#### Example

The following is a standard instructional guide found in the workplace.

#### Five Basic Steps to Hand Washing

1. Turn on faucet and wet hands with water, then add soap.
2. Use friction to generate lather and wash hands for at least 10 seconds.
3. Rinse well under a stream of water.
4. Dry hands thoroughly.
5. Turn off faucet with paper towel.

Use the above guide to answer the following question.

Example Question:

1. Do you dry your hands before you turn the water off?
  - a. Yes
  - b. No

### **Skill Check**

Use the above guide to answer the following questions.

1. Do you add soap first when washing your hands?
  - a. Yes
  - b. No
2. How long do you rub your hands to generate lather?
  - a. 10 seconds
  - b. 20 seconds
3. Do you rinse your hands immediately after adding soap?
  - a. Yes
  - b. No

### **Let's Apply to Your Workplace**

The following is a standard instructional guide found in the workplace. The Cause and Spread of Communicable Diseases - Pathogens cause all communicable diseases. Bacteria and viruses are two types of pathogens. Bacteria reproduce quickly inside your body. Antibiotics kill bacteria. As viruses reproduce, they destroy cells. Antibiotics do not kill most viruses. Communicable diseases are spread in many ways.

1. Touching, hugging, or kissing a sick person can make you sick.
2. Using a sick person's face towel, dish, cup, or other object can make you sick.
3. When a sick person coughs or sneezes, small drops filled with pathogens go into the air. You can get sick from breathing these small drops.
4. You can get sick from eating food that is not cooked or stored in the right way.
5. There are pathogens inside some animals and insects. When animals or insects bite you, those pathogens enter your blood and can cause disease.
6. Flies and other insects often carry pathogens on their bodies. You can get sick from eating food or using dishes and objects that flies have touched.

**Use the above information to answer the following questions.**

1. What causes communicable disease?
  - a. Bacteria and viruses
  - b. Antibodies
  - c. Immune systems
  - d. Vaccines
2. What causes you to get sick when around a sick person?
  - a. Touching personal items
  - b. Drinking from a cup used by that person
  - c. Breathing air near a person who sneezes
  - d. All the above
3. Flies infect you with disease by:
  - a. Flying in the room
  - b. Landing on a dish of food that you may eat
  - c. Sneezing on your food
  - d. Rubbing their legs together thus dropping off pathogens

## Unit 3 The beauty Business

### Reading

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#### **An industry driven by sexual instinct will always thrive**

There are several stories we have heard about beauty secrets. Some women swallowed arsenic and dabbed on bats' blood to improve their complexions; 18th-century Americans prized the warm urine of young boys to erase their freckles; Victorian ladies removed their ribs to give themselves a wasp waist. The desire to be beautiful is as old as civilization.

The pain has not stopped the passion from creating a \$160 billion-a-year global industry, encompassing make-up, skin and hair care, fragrances, cosmetic surgery, health clubs and diet pills. Americans spend more each year on beauty than they do on education. Such spending is not mere vanity. Being pretty—or just not ugly—confers enormous genetic and social advantages. Attractive people (both men and women) are judged to be more intelligent and better in bed; they earn more, and they are more likely to marry.

Beauty matters most, though, for reproductive success. A study by David Buss, an American scientist, logged the mating preferences of more than 10,000 people across 37 cultures. It found that a woman's physical attractiveness came top or near top of every man's list. Nancy Etcoff, a psychologist and author of "Survival of the Prettiest", argues that "good looks are a woman's most fungible asset, exchangeable for social position, money, even love. But, dependent on a body that ages, it is an asset that a woman uses or loses."

Beauty is something that we recognise instinctively. A baby of three months will smile longer at a face judged by adults to be "attractive". Such beauty signals health and fertility. Long lustrous hair has always been a sign of good health; mascara makes eyes look bigger and younger; blusher and red lipstick mimic signs of sexual arousal. Then again, a curvy body, with big breasts and a waist-to-hip ratio of less than 0.8—Barbie's is 0.54—shows an ideal stage of readiness for conception. Plastic surgery to pad breasts or lift buttocks serves to make a woman look as though she was in her late teens or early 20s: the perfect mate. "Mimicry is the goal of the beauty industry," says Ms Etcoff. Whatever the culture, relatively light and flawless skin is seen as a testament to both youth and health: partly because skin permanently darkens after pregnancy; partly because light skin makes it harder to hide illness. This has spawned a huge range of creams to treat skin in various ways.

Basic instinct keeps the beauty industry powerful. In medieval times, recipes for homemade cosmetics were kept in the kitchen right beside those used to feed the family. But it was not until the start of the 20th century, when mass production coincided with mass exposure to an idealised standard of beauty (through photography, magazines and movies) that the industry first took off.

### Questions

1. List out the examples of things that women in the ancient time did to become more beautiful.

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2. In paragraph 2, what qualities that pretty women and men are expected to have?

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3. Compare how American value between education and beauty.

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3. As described in Paragraph 3, what personalities are seen as beauty?

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What are the differences between ancient and modern beauty secrets?

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## Writing

### A Report Writing

#### *Reported*

Captain Wilkie told Charlie Peaceful that he was unable to move his legs and that he, Charlie, should take the men and their prisoner back to the trenches, leaving him behind. Charlie refused Captain Wilkie's request, having the agreement of the men that no-one should be left behind. That was how it had happened, and under cover of the early morning mist Charlie carried Captain Wilkie on his back the whole way. As the stretcher bearers lifted the Captain, he told Charlie to visit him in hospital, adding that it was an order, not a request.

#### *Rules*

<i>Original</i>	<i>Reported</i>
He said, "I live in Paris."	He said he lived in Paris.
He said, "I am cooking dinner."	He said he was cooking dinner.
He said, "I have visited London twice."	He said he had visited London twice.
He said, "I went to New York last week."	He said he had gone to New York the week before.
He said, "I had already eaten."	He said he had already eaten.
He said, "I am going to find a new job."	He said he was going to find a new job.
He said, "I will give Jack a call."	He said he would give Jack a call.

### Reporting Verbs

When using reported speech, we use "say" and "tell":

#### Examples:

*John told me he was going to stay late at work.*

*Peter said he wanted to visit his parents that weekend.*

These forms are perfectly correct for reporting what others have said. However, there are a number of other reporting verbs which can more accurately describe what someone has said. These verbs take

a variety of structures. The following list gives you reporting verbs in various categories based on sentence structure. Notice that a number of verbs can take more than one form.

verb object infinitive	verb infinitive	verb (that)	verb gerund	verb object preposition gerund	verb preposition gerund
advise encourage invite remind warn	agree decide offer promise refuse threaten	admit agree decide deny explain insist promise recommend suggest	deny recommend suggest	accuse blame congratulate	apologize insist
<b>Examples:</b> <i>Jack encouraged me to look for a new job.</i>  <i>They invited all their friends to attend the presentation</i>	<b>Examples:</b> <i>She offered to give him a lift to work.</i>  <i>My brother refused to take no for an answer.</i>	<b>Examples:</b> <i>Tom admitted (that) he had tried to leave early.</i>  <i>She agreed (that) we needed to reconsider our plans.</i>	<b>Examples:</b> <i>He denied having anything to do with her.</i>  <i>Ken suggested studying early in the morning.</i>	<b>Examples:</b> <i>They accused the boys of cheating on the exam.</i>  <i>She blamed her husband for missing the train.</i>	<b>Examples:</b> <i>He apologized for being late.</i>  <i>She insisted on doing the washing up.</i>

Put the following paragraph in the reported speech into conversational form using direct speech.

Peter introduced me to Jack who said he was pleased to meet me. I replied that it was my pleasure, and that I hoped Jack was enjoying his stay in Seattle. He said he thought Seattle was a beautiful city, but that it rained too much. He said that he had been staying at the Bayview Hotel for three weeks, and that it hadn't stopped raining since he had arrived. Of course, he said, this wouldn't have surprised him if it hadn't been July! Peter replied that he should have brought warmer clothes. He then continued by saying that he was going to fly to Hawaii the following week, and he that he couldn't wait to enjoy some sunny weather. Both Jack and I commented that Peter was a lucky person indeed.

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Julia told Cliff (that) she couldn't go with him to the movies that evening. Cliff said (that) it was a pity that she hadn't told him before, because he already had the tickets. He said (that) he had bought them half an hour before. Julia said (that) she was very sorry, but (that) there was nothing she could do about it. She had just received a phone call from her mother. Her mother had had an accident at home and the ambulance had taken her to hospital. Julia didn't know exactly what had happened but she was going to see her in hospital right away. Cliff said (that) that was terrible news and he hoped (that) it was nothing serious. Cliff said (that) he would come with Julia if she wanted him to Julia said no and thanked Cliff. She said (that) she would phone him as soon as she knew what was happening and if not, she would talk to him the next day

**Ask your partner the following questions making sure to take good notes. After you have finished the questions, find a new partner and report what you have learnt about your first partner using reported speech.**

- What is your favorite sport and how long have you been playing/doing it?
- What are your plans for your next vacation?
- How long have you known your best friend? Can you give me a description of him/her?
- What kind of music do you like? Have you always listened to that kind of music?
- What did you use to do when you were younger that you don't do anymore?
- Do you have any predictions about the future?
- Can you tell me what you do on a typical Saturday afternoon?
- What were you doing yesterday at this time?
- Which two promises will you make concerning learning English?



**Read an interview with Loraine Murry, Weleda Natural Beauty Consultant about how the natural beauty industry has developed over the past century and write a report using indirect speech**

**Years in beauty industry:**

**Tell me a bit about your career background.**

I joined Weleda in 1979 when the company moved lock, stock and wheelbarrow from East Sussex to Derbyshire. Between 1979-1988 and again from 1995 to the present day, I was part of the sales and marketing team in Derbyshire. In the early 1990s I was given the challenge of setting up the sales and marketing division at Weleda in New Zealand. In between, I also qualified in remedial massage and worked as a therapist incorporating aromatherapy, acupuncture, reflexology, Bach flower remedies and homeopathy.

**Weleda is celebrating its 90th anniversary – how has it maintained its success?**

We have some brilliant hero products that have been around for many years - some since the very early years: Skin Food dates from 1926, Massage Balm with Arnica and Rosemary Hair Lotion date from the 1920s, Calendula Baby Oil from 1959, etc. Using only natural ingredients and working sustainably is at the very core of Weleda; part of our DNA. While we take advantage of trends, we know who we are and what we do best and stick to it. We have such an extensive range there has always been some category that has been popular. Until about 20 years ago, the medicine side of our business was much bigger than the cosmetics side. Last but not least our success is surely down to our very loyal long-standing customers!

**What have been the key changes in the beauty industry over this time?**

More natural and organic competition, and nowadays - as natural and organic are so popular - even large mainstream skin care companies offer a range that purports to be natural.

## Communication Skills for Health Care Professionals

### Read Interpretive

#### Learning Objectives

At the end of this lesson, you will be able to:

1. Identify and comprehend recorded information, e.g., employee manuals, patient procedure guides, job duty lists.

#### Introduction

Health Care Workers must have the ability to interpret reading material at the work site.

In this lesson, we will review interpretive skills needed in the Health Care Industry.

Particularly in this lesson, we will review interpretive reading skills.

#### Understanding – Job Related

To understand information in the reading material at the work site you must read the material and apply the information to your individual job duties.

1. You should check to see if the idea is fully explained.
2. Determine the meaning of instruction being given.
3. Look for specific details that are needed to fulfill requirements.

#### Example

The following “warning label” is an example of the many warning labels in a health care facility. Although you may not be responsible for administering resident medicines, you will come in contact with many other types of warning labels such as dealing with equipment usage, supplies, chemicals, and others.

#### Reading Warning Labels

All over-the-counter drugs come with warnings on their labels. The warning label below is for the over-the-counter drug Benadryl. People with colds and allergies take this drug to feel better. Notice the warnings on the label.

##### Warnings:

- Do not take this product if you have asthma, glaucoma, emphysema, chronic pulmonary disease, shortness of breath, difficulty in breathing or difficulty in urination due to enlargement of the prostate gland unless directed by a physician.
- May cause excitability especially in children.
- May cause marked drowsiness; alcohol, sedatives, and tranquilizers may increase the drowsiness effect.
- Avoid driving a motor vehicle or operating machinery or drinking alcoholic beverages.

- Do not take this product if you are taking sedatives or tranquilizers without first consulting your doctor.
- Do not use any other products containing diphenhydramine while using this product. As with any drug, if you are pregnant or nursing a baby, seek the advice of a health professional before using this product.
- KEEP THIS AND ALL DRUGS OUT OF THE REACH OF CHILDREN.
- In case of accidental overdose, seek professional assistance or contact a Poison Control Center immediately.

**Use the above information to answer the following question.**

1. People with allergies should always read the directions.

a. True

b. False

### **Skill Check**

Use the “Reading Warning Labels” information on the previous page as a guide to answer the following questions.

1. People who have asthma would need to:

a. Take Benadryl as directed on the bottle

b. Take ½ the normal dosage

c. Consult a physician before taking Benadryl

d. All of the above

2. If you are taking Benadryl, you should not:

a. Use any other products containing diphenhydramine

b. Drive a motor vehicle

c. Drink alcoholic beverages

d. All of the above

3. The proper action to take if an accidental overdose should occur is:

a. Drink plenty of fluids

b. Stay active and avoid falling asleep

c. Contact a Poison Control Center

d. Attempt to sleep off the drug

### Let's Apply to Your Workplace

The following is an excerpt from the Resident Rights information handbook. Read the following then answer the questions that follow.

#### **483.10 Resident Rights**

The resident has a right to a dignified existence, self-determination, and communication with and access to persons and services inside and outside the facility. A facility must protect and promote the rights of each resident, including each of the following rights:

- (a) (1) The resident has the right to exercise his or her rights as a resident of the facility and as a citizen or resident of the United States.
- (2) The resident has the right to be free of interference, coercion, discrimination, and reprisal from the facility in exercising his or her rights.
- (3) In the case of a resident adjudged incompetent under the laws of a State by a court of competent jurisdiction, the rights of the resident are exercised by the person appointed under State law to act on the resident's behalf.
- (4) In the case of a resident who has not been adjudged incompetent by the State court, any legal surrogate designated in accordance with State law may exercise the resident's rights to the extent provided by State law.

Use the above information to answer the following questions.

1. A resident has the right to vote.

- a. True
- b. False

2. A facility manager cannot stop contact with anyone with whom a resident chooses to associate.

- a. True
- b. False

3. If a resident is found to be incompetent, his or her rights will be protected by someone appointed by the state.

- a. True
- b. False

## Unit 4 Healthcare Business

### Reading

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#### Homecare business

Over the last century, life expectancy has doubled. This leaves a large population of elderly people who need in-home care. Healthcare is an extremely fast growing industry, thanks to the aging population and increased life expectancies. If you are interested in providing products or services to the mature generation, you've definitely got a large and growing market.

In addition, people who are recovering from illnesses, surgeries, or injuries also want help caring for themselves while in the privacy and comfort of their own homes. It is a good time to consider starting your own home healthcare business.



Home health care services usually offer non-medical home care service. These providers cater mainly to the elderly and the disabled so they can remain safe and secure in their homes. These services are focused on personal care and cover daily living activities such as companionship, supervision, medication reminders, light housekeeping, and transportation.

By owning a home healthcare business, you are providing a valuable service to your patients and to the community. As more and more people live into their eighties and nineties, there will be clients for you to help. You have the opportunity to meet new people, work for yourself, and earn income. Because running a home healthcare business requires you to interact with people who need help performing basic duties, like housecleaning, feeding themselves, and bathing, you'll need to be caring and compassionate. Here is a look at some other skills you will need:

Medical experience -OR-

- Ability to understand medical terminology and relay doctor's orders to patients
- Ability to teach patients how to adjust to their injury or illness and take care of themselves as best they can with their impairment
- Ability to address patients' needs and those of family
- Ability to read doctors' orders and carry them out

If you are planning to do all the business tasks or hiring or subcontracting tasks, tasks that need to be attended to when it comes to the business side of running a home healthcare business are bookkeeping, general office and customer Service.

Same as above if you plan to do everything yourself or get help, here are some of the tasks necessary to operate a home healthcare business:

- Be able to assist people in their mobility
- Administer medications
- Take blood pressure
- Take care of bodily needs of person
- Make meals
- Help to help the home orderly and hygienic
- Transport people to shopping, church, etc.

For starting any healthcare business at home, you need to make sure that you complete all the formalities essential for running a nursing home. Due to increasing cost of modern healthcare facilities, people are now diverting towards homecare. Running this business from home can offer you monetary advantages. Many elderly people select homecare centers, because of the home surrounding that they get. However, there are some requirements that you need to fulfill for starting this business. Firstly, you need to have appropriate license from your state, which ensures that your healthcare center is legal and can carry on treatments.

Without authority license, you cannot run home healthcare facility. The requirements for license may vary. You have to submit all the essential documentations necessary for opening a home healthcare center. For running this business, you will also need employees that can go into the patient's home. For this, your employees need some sort of certified hospitality training. Your employees must hold medical aid certificate for handling different patients. This is a minimum requirement for any employee to work in hospital or healthcare organizations. Your employees need to be well qualified, so that they can easily treat the patients.

**Answer these following questions**

1. Why've you definitely got a large and growing market in homecare business?

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2. Who are probably clients of homecare business?

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3. What does, 'non-medical' refer to?

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4. According to the article, can you describe skills and characteristics of homecare business owners/operators?

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5. Plan a process in starting a homecare, step by step.

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## BUILDING A SUCCESSFUL MASSAGE BUSINESS

A lot goes into building a successful massage business. You need training, practice, passion, and even some luck. There are many factors crucial to building a prosperous massage therapy business. Every business has a beginning, and it will likely be the hardest part of your professional life. When you start your business it is imperative that you develop and think about a long term plan. Where will you be in 1 year? 5 years? 10 years? **Expect for your business to grow, don't hope for it.** Plan ahead; your business will grow faster than you think.

Success in the massage therapy business depends on factors such as location, subcontracting services, working for an established business and more. Having the ability to diversify skills and bodywork modalities is often necessary in a location with an abundance of practitioners. Additionally, interpersonal skills, proper bookkeeping and other professional practices and adherence to policy are essential to success in the massage therapy business.

Marketing takes experience, insight, and planning. If you have none of the three, have no fear. There are tons of free resources out there to help you develop a simple, and cheap, marketing plan. Develop a marketing calendar, and do your research; there are a lot of clients out there looking for massage, you just need to help them find you.

As your business grows you will need to make difficult decisions in the hiring process. One thing to remember is that if you can't trust someone, then don't hire them. You need to surround yourself with the best people possible, and that you can fully trust, to ultimately build a successful business. Whether it's your receptionists, therapists, or IT support, your employees need to share the same passion as you.

**Answer these following questions**

1. Why does the author say, “**Expect for your business to grow, don't hope for it.**”?

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2. What factors involve in a successful massage business?

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3. Can you give an example of a smart marketing plan for massage business?

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4. If you are to hire some employees for your massage business, what is the first qualification you are looking for from them?

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## Writing

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### A-Three-Paragraph Essay

#### Parts of a Three-Paragraph Essay:

*A three-paragraph essay* contains:

1. An *introduction topic paragraph* that introduces the main topic of the essay.
2. A *supporting paragraph* that backs up the main topic with supporting ideas, details and examples.
3. A *conclusion paragraph* that sums up the main topic and bring the essay to a close.

**Sample of A *three-paragraph essay***

**The Introduction Paragraph:**

I am a professional single mother, very busy and hard working with two daughters and demanding work, but I feel fulfilled. My profession and the motherhood for my beloved daughters gratify me fully. I begin my day with a good breakfast with my children. By 9:30 I am in my office where I work as a consumer advocate in the state governor's office for children products. All day my telephone rings, voice mails and emails swamp in, and I meet several people in the office and online conferences. In the meantime I write reports, media releases, letters and emails. After an exhausting work day, I do a lot of things to relax. But at the end of the day, I go to sleep happy.

**The Supporting Paragraph:**

My busy day begins at 6 a.m. in the morning with a big breakfast I prepare for my two daughters (eleven and fourteen years old) and for myself. I spend one good hour with them in the kitchen, eating breakfast and talking with them, and preparing their lunch boxes. This time in the kitchen is very important for me to insure that my children and I have a family conversation to begin our day, counsel my children for their safety in school and after-school activities. I see them off to the school bus that picks them up before our home. Then, my house-keeper shows up. I give my housekeeper the day's instructions for household chores. At 8:30 I leave home and arrive office by 9:30 where I meet with my secretary who greets me at the door with a pile of letters and messages waiting for me. She briefs me on the day's agenda for about fifteen minutes while telephone calls already begin to buzz in one after another. After I am done with my secretary, I write emails, letters and media releases as well as jiggle with incoming calls from associates, clientele and others until 1:30 in the afternoon. In the afternoon hours, I deal with consumer groups, media representatives, and government enforcement agencies on the phone or in the office or through text-messages. Around 5 p.m. I shut down my computer, clean up my desk and dictate my secretary the next day's agenda before I leave office for the gym. At the gym, I feel exhausted and force my aching body to move, and after some fifteen minutes into it. Finally I get home. I eat dinner with my children for about an hour in the dining room and exchange the day's news on school and my work. Then, I help them with their homework and they go to bed at 10 o'clock after an unavoidable fight with me for more TV time. Having done with my children for the evening, I go to my study, tune to my favorite radio station, pay bills or make telephone calls. At midnight, I finally call it a day, go to bed for a good night sleep.

**The Conclusion Paragraph:**

My life, as a single-mother and professional woman, is hectic from the early morning until the

midnight. With my two daughters and highly demanding profession, I feel that the twenty-four-hour day is not enough, and I am overworked. At the end of the day, after having so much to do, working out at the gym helps me relax. What's more relaxing is that the time I spend with my daughters when dining and talking with them in the evening, and helping them with their homework. Then, I listen to the music. After a rewarding time with my children and listening to the music, I am relaxed already. My life at work and outside work are busy, but I feel the joy of fulfillment with my life.

Now think about your business plan. Suppose you are going to set up a business related to healthcare area. Write up a three-paragraph-essay to describe the following items. Put details of each item into your body essay.

1. **Name of your business**
2. **Product and Service:** Describe what you're selling.
3. **Marketing Strategy**

For example

***Introduction***

*To live and work in a beautiful spa is my dream, in spite of all the hard work it requires to get. I have fallen in love with the smell of aroma oils and the sound of spiritual music in the rooms and relaxation areas.....*

***The supporting paragraph***

*My Thai Massage is a full-service massage house dedicated to consistently providing high customer satisfaction. We offer....*

*Our marketing strategy is a simple one: satisfied clients are our best marketing tool. When a client leaves our business with a fresh new mind, he or she is broadcasting our name and quality to the public. Most of our clients will be referrals from existing clients*

.....

***The Conclusion Paragraph***

*Our business atmosphere will be a relaxing one where clients can kick back and be pampered.*  
.....



## Writing Circle

## The Writing Process

"There is no good writing--only good **rewriting!**"

<b>Prewriting</b>	<b>1st Draft</b>	<b>2nd Draft</b>	<b>Final Draft</b>
<b>Ideas</b> are the most important thing. Don't worry about grammar, spelling, organization, punctuation, etc. Examples of prewriting:	Pay attention to <b>ideas</b> and <b>organization</b> . <i>For this class</i> , don't worry about grammar, spelling, punctuation too much in your first draft.	Pay attention to <b>ideas</b> , <b>organization</b> , <b>grammar</b> , <b>spelling</b> , <b>punctuation</b> , etc.	Pay attention to <b>ideas</b> , <b>organization</b> , <b>grammar</b> , <b>spelling</b> , <b>punctuation</b> , <b>clarity</b> , <b>format</b> etc. (Be sure to save your work on disk).
<ul style="list-style-type: none"> <li>• Get ideas</li> <li>• Brainstorm</li> <li>• Draw a picture</li> <li>• Talk to someone</li> <li>• Make a word web</li> <li>• Free write</li> <li>• Make a plan</li> <li>• Write an outline</li> <li>• Think about your topic</li> <li>• Do research</li> <li>• Native language okay</li> </ul>	<ul style="list-style-type: none"> <li>• Group similar ideas together</li> <li>• Write a topic sentence</li> <li>• Write supporting details</li> <li>• Write a conclusion</li> <li>• Write a good title</li> <li>• Ask a friend for suggestions on <i>ideas</i> and <i>organization</i></li> </ul>	<ul style="list-style-type: none"> <li>• Add to and change your 1st draft</li> <li>• Make sure your ideas are clear</li> <li>• Be careful about spelling, grammar, etc.</li> <li>• If possible, ask a native English speaker or a teacher for suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Fix any mistakes in your 2nd draft</li> <li>• Type your paper on the computer</li> <li>• Spell-check your paper</li> <li>• Grammar-check your paper</li> <li>• Try to get a native speaker or teacher to check your paper</li> </ul>

How do good native English-speaking writers write? They follow this chart. Each language has a different writing style and sometimes a different writing process. When you write in English, follow this writing process. (Write as many drafts as necessary until your paper is excellent). For timed essay tests, quickly pre-write. Then write a draft and revise it.

### Components of writing

#### Simple Sentence

#### What is a sentence?

When you're talking with friends, you probably don't worry much about speaking in complete sentences.

"Saw a movie today"

"What about that?"

"Not great. Cheesy love story."

You've probably had conversations like this one. The meaning is clear because you know the situation and understand the subject being discussed. Besides if you don't immediately know what your friend has said, you can immediately ask, "What do you mean?"

When you write, though, single words or phrases are not enough to make an idea clear. This is why it's so important for you to write in complete sentences. A sentence makes your ideas clear. Your reader isn't forced to guess what you really mean.

A **sentence** is a group of words that contains a subject and a predicate and that expresses a complete thought.

The **subject** is whom or what the subject is about.

The boy friend bought two tickets to Saturday's rock concert.

This sentence is about the boy friend. So, the subject is the boy friend.

The **predicate** of a sentence tells what the subject is or what it does. Everything in the sentence that is not part of the subject is part of the predicate. What is the predicate of the above sentence?

You should have identified the predicate as the words *bought two tickets to Saturday's rock concert*.

Besides having a subject and a predicate, a sentence must also express a complete thought. When you finish a sentence the listener or reader should not ask questions such as *Who did it? What is this about? What happened?*

The example sentence has a subject and predicate and expresses a complete thought.

Subject: The young woman

Predicate: bought two tickets to Saturday's rock concert.

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

A.	Some students like to	study	in	the	mornings.
B.	Juan and Arturo play football		every		afternoon.
C.	Alicia goes to the library and studies every day.				

### Three rules for a sentence:

1. It must have a **subject** that tells who and what the sentence is about.
2. It must have a **predicate** that tells what the subject is or does.

3. It must express **a complete thought**.

### **Exercise**

**In each of the following sentences, first find the predicate, read it aloud. Then find the subject, read it aloud, and then read the whole sentence aloud.**

1. Jack attacked the chores with enthusiasm.
2. Susan's kitchen table was filled with fresh baked bread.
3. Storms broke several windows in the residential buildings.
4. Tracy raced to the phone in the living room.
5. My sister's summer house will always be the least favorite.
6. The witness answered the police officer carefully.
7. The surgeon arrived at the hospital at 7:30 a.m.
8. Jean Hackman prepared a Mexican dish for her children.
9. The forest fire had destroyed several thousands acres of trees.
10. Mary's grandmother will turn ninety-five this August.

### **Compound sentence**

A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: for, and, nor, but, or, yet, so. (Helpful hint: The first letter of each of the coordinators spells FANBOYS.) Except for very short sentences, coordinators are always preceded by a comma. In the following compound sentences.

- A. I tried to speak Spanish, and my friend tried to speak English.
- B. Alex played football, so Max went shopping.
- C. Alex played football, for Max went shopping.

The above three sentences are compound sentences. Each sentence contains two independent clauses, and they are joined by a coordinator with a comma preceding it. Note how the conscious use of coordinators can change the relationship between the clauses. Sentences B and C, for example, are identical except for the coordinators. In sentence B, which action occurred first? Obviously, "Alejandro played football" first, and as a consequence, "Maria went shopping." In sentence C, "Maria went shopping" first. In sentence C, "Alejandro played football" because, possibly, he didn't have anything else to do, for or because "Maria went shopping." How can the use of other coordinators change the relationship between the two clauses? What implications would the use of "yet" or "but" have on the meaning of the sentence?



## Compound Sentences

A sentence that consists of two or more independent clauses connected correctly is a compound sentence. Independent clauses/sentences may be joined in three ways:

(1) by using only a semicolon (;)

(2) by using a semicolon with a conjunctive adverb or transitions, such as

also however thus besides in addition therefore for example moreover then  
furthermore nevertheless consequently hence otherwise to illustrate in fact of course  
without a doubt

Please note, these words may also be used as interrupters instead of sentence connectors. If they are used as interrupters, they do not need a semicolon; instead, they will usually be set off by commas. Also, though a semicolon may be used between two related sentences, a period may also be used with or without the transition words listed above.

(3) by using a comma with a coordinating conjunction, such as

and but or nor for so yet

The following examples illustrate how to combine sentences using the three rules above:

1. It is raining today. I will need my umbrella. *two simple sentences*
2. It is raining today; I will need my umbrella. *rule 1*
3. It is raining today; I will, therefore, need my umbrella. *rule 1*
4. It is raining today; therefore, I will need my umbrella. *rule 2*
5. It is raining today; thus, I will need my umbrella. *rule 2*
6. It is raining today, so I will need my umbrella. *rule 3*
7. It is raining today, and, therefore, I will need my umbrella. *rule 3*

All of the sentences above are written correctly. One way is not better than another. The most important point to remember in your own writing is to use a variety of ways to connect your sentences. Decide which transition words are best depending upon what you want to emphasize. If you can master the above rules, you will never write a run-on sentence, which is nothing more than two or more sentences not connected properly!

### Exercise

Combine each pair of sentence together by using the technique above

1. Plants are ultra-sensitive to their environment. They react to vibrations and loud sounds.
2. The students thought the exam was too difficult. They decided that it should not be revised.
3. Myra owns a boat. She often goes sailing. She rarely goes fishing.
4. The ground is still covered with hoarfrost. The seedlings can't be planted in frozen soil.
5. Symbols are often confused. People consequently misunderstand one another.
6. Ann is a good student. She studies hard. She has major difficulty with essay exams. -4-
7. In former times, women delivered their children while working in the fields. The women continued working after the deliveries.
8. We live on "Spaceship" Earth. That means that our planet is a self-contained sphere with limited resources.
9. Time management is an important skill. Students and teachers need to develop it. It should be taught at all levels.
10. Marty is a very popular student. He ran for Student Government President. He lost.

### Complex sentence

A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as *because*, *since*, *after*, *although*, or *when* or a relative pronoun such as *that*, *who*, or *which*.

- A. When he handed in his homework, he forgot to give the teacher the last page.  
B. The teacher returned the homework after she noticed the error.

C.	The students are	studying because they have a	test	tomorrow.
D.	After they finished studying,	Juan and Maria went to	the	movies.
E.	Juan and Maria went to the movies after they finished studying.			

When a complex sentence begins with a subordinator such as sentences A and D, a comma is required at the end of the dependent clause. When the independent clause begins the sentence with subordinators in the middle as in sentences B, C, and E, no comma is required. If a comma is placed before the subordinators in sentences B, C, and E, it is wrong.

Note that sentences D and E are the same except sentence D begins with the dependent clause which is followed by a comma, and sentence E begins with the independent clause which contains no comma. The comma after the dependent clause in sentence D is required, and experienced *listeners* of English will often *hear* a slight pause there. In sentence E, however, there will be no pause when the independent clause begins the sentence.

### Examples of complex sentences

Each of these examples has a **subordinate clause** followed by a **main clause**.

When the bell rang, the children quickly lined up.  
 While the breeze blew, Michael flew his new kite.  
 After the wind stopped, snow started to fall.  
 Although it was cold, Kami went outside in a T-shirt.  
 If we play our best, we will win the match.  
 Though he was tired, the runner sprinted over the line.  
 Because it was raining, Liam put his hood up.

#### SUBORDINATION: SETTING UP RELATIONSHIPS BETWEEN THOUGHTS

A **subordinate** or **dependent clause** is a part of a sentence that adds meaning to the rest of the sentence (the **independent clause**) but cannot stand alone as a sentence. You can join these dependent ideas to an independent sentence by using certain **subordinating conjunctions** (*while, since, because, if, although, unless, after, until, before*, and others) or **relative pronouns** (*that, which, who, whom, where*). Subordinate clauses show the relationship between two or more ideas by setting the scene, offering an explanation, or telling us *who* or *which one*, among other functions.

1. Combine two ideas with an introductory dependent clause.

I did well on my exam. I can relax about my grade for now.

→ Since I did well on my exam, I can relax about my grade for now.

2. Combine two ideas with a concluding dependent clause.

I did well on my exam. I can relax about my grade for now.

→ I can relax about my grade for now since I did well on my exam.

3. Combine two ideas by using a **relative clause** (usually describes *who* or *which one*).

Jake is the oldest student in the class. He is always more prepared than I am.

→ Jake, who is the oldest student in the class, is always more prepared than I am.

Renee has been spreading around that rumor. Everyone's heard it.

→ Everyone's heard the rumor that Renee's been spreading around.

4. Often, you can shorten the dependent idea to make it more of a descriptive phrase than a complete thought.

Jake, who is the oldest student in the class, is always more prepared than I am.

→ Jake, the oldest student in the class, is always more prepared than I am.

The oldest student in the class, Jake is always more prepared than I am.

Since I was running late, I didn't bother to answer the phone when it rang.

→ Running late, I didn't bother to answer the phone when it rang.

Here is a list of subordinate conjunctions:

after	once	until
although	provided that	when
as	rather than	whenever
because	since	where
before	so that	whereas
even if	than	wherever
even though	that	whether
if	though	while
in order that	unless	why

Here are your relative pronouns:

that	who	whose
which	whoever	whosever
whichever	whom	whomever

SENTENCE STRUCTURE: COMBINING AND SUBORDINATING

If you find yourself writing series after series of short (choppy) sentences, you might want to complicate your sentence structure habits with **coordination (combining)** and **subordination**.

#### Problems with short sentences:

- Short, choppy sentences demand attention from the reader; they should be used primarily for emphasis.
- Short sentences cannot show relationships that exist between ideas of different importance.
- Short sentences draw attention away from the ideas in the paper.

### COORDINATION: COMBINING THOUGHTS IN ONE SENTENCE

1. Combine two complete thoughts with a comma and a **conjunction** (*and, but, for, nor, or, yet, so*). Remember that each of these conjunctions has slightly different weight.

I went to the airport to pick up my brother. His plane was late.

→ I went to the airport to pick up my brother, but his plane was late.

2. Combine two complete thoughts with a **semicolon**. Hall and Birkerts write that “the semicolon implies a close relationship between the two clauses [as does *and*]” but provides a pause and, thus, a slightly different rhythm (141).

I left for the airport too early. I always think traffic will be worse than it is.

→ I left for the airport too early; I always think traffic will be worse than it is.

3. Introduce information with a **colon**.

I headed toward the terminal. I stuffed my parking voucher, my keys, and his flight information in my pocket.

→ I headed toward the terminal and stuffed the essentials in my pocket:  
parking voucher, keys, and flight information.

4. Combine two complete thoughts with a semicolon and a **connective adverb** (*however, therefore, consequently, thus*, and more).

I rushed toward baggage claim. I slowed down when I saw the “Delayed” sign.  
→ I rushed toward baggage claim; however, I slowed down when I saw the  
“Delayed” sign.

A **subordinate** or **dependent clause** is a part of a sentence that adds meaning to the rest of the sentence (the **independent clause**) but cannot stand alone as a sentence. You can join these dependent ideas to an independent sentence by using certain **subordinating conjunctions** (*while, since, because, if, although, unless, after, until, before*, and others) or **relative pronouns** (*that, which, who, whom, where*). Subordinate clauses show the relationship between two or more ideas by setting the scene, offering an explanation, or telling us *who* or *which one*, among other functions.

Combine each pair or set of sentences below into a single sentence in two different ways. First, combine them using coordination. Second, use subordination to make one a dependent clause dependent on the other(s).

1. The winter was unusually mild.

The weather was warm most of the time.

There was a heavy snowfall in March.

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2. Students must complete all their major requirements.

Students must round out their education with liberal arts courses.

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3. I needed to e-mail my assignment to my professor.

The server was down all night.

I am going to turn in a hard copy tomorrow.

I hope that she won't mind.

4. We signed a petition in support of the animal rights bill.

The bill is being considered by the state legislature now.

It doesn't seem to have enough support to pass.

### Exercise

Analyse the following sentences. Identify which are simple, compound and complex sentences, and also the coordinating and subordinating words.

1. The writer of the book thinks that people on welfare are sometimes stigmatised in society.

Sentence type: \_\_\_\_\_

Coordinating / subordinating words: \_\_\_\_\_

2. Many citizens are dissatisfied with the government as they are experiencing unprecedented economic difficulties.

Sentence type: \_\_\_\_\_

Coordinating / subordinating words: \_\_\_\_\_

3. University chiefs these days spend much of their time on fund-raising and publicity activities.

Sentence type: \_\_\_\_\_

Coordinating / subordinating words: \_\_\_\_\_

4. Students need good time management at university since they have numerous classes to attend and extra-curricular activities to take part in.

Sentence type: \_\_\_\_\_

Coordinating / subordinating words: \_\_\_\_\_

5. I queued for over an hour at the counter but still could not get a ticket.

Sentence type: \_\_\_\_\_

Coordinating / subordinating words: \_\_\_\_\_

6. The findings clearly indicate that more (not less) money should be allocated to the tertiary education sector if Hong Kong is to remain a truly international city.

Sentence type: \_\_\_\_\_

Coordinating / subordinating words: \_\_\_\_\_

7. John passed but Ken failed.

Sentence type: \_\_\_\_\_

Coordinating / subordinating words: \_\_\_\_\_

8. The student representatives will meet the university management next week.

Sentence type: \_\_\_\_\_

Coordinating / subordinating words: \_\_\_\_\_

9. Mother Teresa, who dedicated her life to helping the poor and needy, died a few years ago.

Sentence type: \_\_\_\_\_

Coordinating / subordinating words: \_\_\_\_\_

10. I finished the assignment early and took time to visit my grandparents in Tuen Mun.

Sentence type: \_\_\_\_\_

Coordinating / subordinating words: \_\_\_\_\_

## **Communication Skills for Health Care Professionals**

### **Read Evaluative**

#### **Learning Objectives**

At the end of this lesson, you will be able to:

1. Make correct decisions from information on documents.



## Introduction

Health Care Workers must have the ability to evaluate reading material at the work site.

In this lesson we will review evaluative reading skills needed in the Health Care Industry.

## Understanding – Job Related

To understand information in the reading material at the work site you must read the material and evaluate its meaning as it applies to your individual job duties.

1. You should identify relevant facts from recorded or spoken communication.
2. Decide the most important facts and apply.
3. Identify the order of events in relation to questions being asked and understand varying degrees of importance.

## Example

Whenever someone receives chemical exposure to the eye, never guess at its severity. It is extremely important to get medical attention as soon as possible, especially if the victim has blurred vision or complains of pain in the eye. While waiting for medical attention, the following simple first aid steps might be taken. If chemicals have gotten into the eye, flush the eye continuously with water for 30 minutes. This can be done by holding the injured person's head under a shower or water fountain, or even using a water hose at low pressure.

The key is to dilute the chemicals in the eye as soon as possible. Do this immediately, even before calling for help. Taking time to call a physician or transporting the victim to a care center before flushing the eye only allows additional injury to occur. If possible have someone call for medical assistance while flushing the eye.

## Question:

1. Chemical exposure to the eye is severe some of the time.
  - a. True
  - a. False

### **Skill Check**

Use the chemical exposure information above in answering the following questions.

1. The first thing that you would do to assist a co-worker who has a chemical exposure to the eye is:
  - a. call for medical help
  - b. apply a stream of water to the eye
  - c. look to see what chemical is being used
  - d. find a phone
2. You should apply a steady stream of water for
  - a. 10 minutes
  - b. 20 minutes
  - c. 30 minutes
  - d. 1 hour
3. You should call for medical help when:
  - a. the eye has stopped burning
  - b. the eye is still being flushed by water if you leave the victim
  - c. you can get to a phone after seeing that help may be needed
  - d. you see that the chemical is harmful to eyes

### Let's Apply to Your Workplace

Mary works on the first shift. She received the following memo from Lucy, a third shift worker on the same floor as Mary works.

#### MEMORANDUM

*Mary,  
Please have the in-charge nurse  
look at Alice Smith, in room 107-  
C. She complained about a sore  
on her left leg when she woke up  
during the night, and would like to  
have it checked by a nurse.  
Lucy*

Use the above memorandum to answer the following questions.

1. Lucy sent the memo to the correct individual?
  - a. True
  - b. False
2. The memo clearly stated the needs of the resident.
  - a. True
  - b. False
3. There was no reason for Lucy to put Alice's last name and room number on the memo.
  - a. True
  - b. False

