Unit 2: Essential Language Skills for Effective Communication

Subject: English (Communication for Health & Wellness)

Unit 2: Essential Language Skills for Effective Communication

(Parts of Speech • Daily Conversation • Study Skills • Effective Note Taking (Dictation) • Pronunciation for Effective Reading)

2.1 Parts of Speech (with healthcare-focused examples)

English words fall into functional groups called **parts of speech**. Knowing *what a word does* in a sentence helps you choose accurate forms, avoid errors, and speak/write with confidence.

2.1.1 Overview table

Part of speech	What it does	Yoga & health examples
Noun	names a person/place/thing/idea	therapist, posture, clinic, breath, alignment
Pronoun	replaces a noun	she, they, it, this, which → "It reduces stress."
Verb	shows action/state	breathe, relax, improve, seem
Adjective	describes a noun	gentle breath, balanced diet, steady posture
Adverb	modifies a verb/adj./adv. (often -ly) breathe slowly , extremely helpful
Preposition	shows relation (place/time)	on the mat, during practice, for 10 minutes
Conjunction	joins words/clauses	and, but, because, although
Interjection	expresses feeling	Oh!, Well, Great!
Determiner	points to a noun	a, an, the, this, those, some, each
Auxiliary/Modal	helps the main verb	am/is/are, have/has; can, should, must, may

Tip: Many words change class by form/position: *breath* (noun) vs *breathe* (verb); *practice* (noun, BrE) vs *practise* (verb, BrE). Use the right form for meaning.

2.1.2 Accuracy focus (common pitfalls)

- Subject-verb agreement

"Breathing exercises are helpful." / "Stress is common."

- Preposition partners (collocations)
 - beneficial **for**, focus **on**, consistent **with**, responsible **for**, increase **in**.
- Phrasal verbs in clinics

fill out (a form), follow up (with a patient), carry out (an assessment), look after (clients), cut down on (sugar).

2.2 Daily Conversation (high-frequency, real contexts)

Use clear, polite, purpose-driven language. Below are short, reusable scripts tailored to campus and clinical settings.

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2.2.1 In class / on campus

Starting a conversation

- "Good morning. I'm Anita, Semester-1 BVoc. May I sit here?"
- "Could you please share the assignment brief?"

Clarifying

- "Do you mean we submit by Friday or on Friday?"
- "Could you repeat the last point about note-taking?"

2.2.2 Clinic reception / community camp

Welcoming & screening

- "Namaste. Welcome to our stress-management session. Have you filled out the consent form?"
- "Do you have any medical conditions we should know about (e.g., hypertension, glaucoma, pregnancy)?"

Giving instructions

- "Please stand with feet hip-width apart and breathe slowly through the nose."
- "If you feel dizzy, stop and let me know."

Offering alternatives

• "If floor postures are uncomfortable, we will modify with a chair."

2.2.3 Telephonic / online

- "Hello, this is Rohan from the Yoga & Naturopathy Department. Is this a good time to talk?"
- "I'm calling to confirm your appointment for Tuesday at 10 a.m."
- "Could we reschedule to Wednesday, same time?"

2.2.4 Polite functions (mini phrasebank)

Function	Model lines		
Request	"Could you please", "Would you mind", "May I"		
Suggestion	"You might try", "Shall we", "Let's consider"		
Reassurance "We'll go gently and modify as needed."			
Apology	"I'm sorry for the delay. Thank you for waiting."		
Closing	"Thank you for your time. See you on Thursday."		

2.3 Study Skills (read smarter, remember longer)

Aim for clarity, consistency, and retrieval. Use methods that prove to your brain what you know.

2.3.1 Core methods at a glance

Method	How it works	When to use	Short example (this course)
SO3R (Survey-Question-Read-Recite-Review)	Preview, set questions, read actively, say back, revisit	Before tests; heavy chapters	Survey Unit 3 headings → write 5 questions → read → speak back answers

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Method	How it works	When to use	Short example (this course)
Pomodoro (25-5)	25 min focus + 5 min break; 4 cycles = long break		25 min on "Haṭha texts"; 5 min stretch; repeat
Active recall	Test yourself without notes	Any time, best for memory	Close book → explain "ṣaṭkarman" out loud
Spaced repetition	Revisit after 1-2-4-7 days	Retaining definitions	Flashcards: sattva/rajas/tamas
Cornell notes	Page split: notes	cues	summary

2.3.2 Weekly study plan (model)

Day Task Why it helps
Mon Read Unit 2.1, make 10 flashcards (parts of speech)
Tue Dialogue practice (daily conversation) 20 min + record Builds fluency
Wed Cornell notes from a 10-min talk (dictation practice) Listening + summarizing
Thu Pronunciation drills (word stress, minimal pairs) Clear reading aloud
Fri Review flashcards (spaced repetition) Memory consolidation
Sat Mock counseling script with a peer Applied language
Sun 30-min summary writing (unit recap) Synthesis & expression

2.4 Effective Note Taking (Dictation)

When listening, you cannot write everything. Capture meaning units, not every word.

2.4.1 Methods you can trust

Method	Layout	Best for	Quick how-to
Cornell	Left: cues (⅓), Right: notes (⅔), Bottom: summary	Lectures, talks	After class, write a 3-4 line summary
Outline	I, A, 1, a hierarchy	Structured topics	Indent subpoints; keep verbs short
Charting	Table columns	Comparisons/data	"Practice - Purpose - Cautions - Modifications"
Mapping	Mind map	Brainstorming/links	Center topic → branches → examples

2.4.2 Dictation tips (step-by-step)

- 1. **Preview** likely vocabulary (e.g., asanas, breath, contraindication).
- 2. **Listen for signposts:** first, next, in addition, finally.
- 3. Chunk: one line per idea; use abbreviations:
 - o pt (patient), \uparrow/\downarrow (increase/decrease), w/ (with), w/o (without), hx (history), BP (blood pressure), HR (heart rate).
- 4. Leave blanks for tough words; fill in later.
- 5. Review within 24 hours; write a summary.

2.4.3 Mini practice (sample audio text—transcribed example)

"Begin with **gentle breathing**. If anyone has **high BP**, please avoid **inversions** today. Our focus is **postural awareness** and a **longer exhale**."

Good notes (outline style):

• Start: gentle breathing

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- HTN → no inversions
- Focus: posture + longer exhale

2.5 Pronunciation for Effective Reading

Clear reading depends on **sounds**, **word stress**, **sentence rhythm**, and **intonation**. The goal is not a specific accent but **intelligibility**.

2.5.1 Word stress (where to put the loudness)

- Two-syllable nouns/adjectives: stress often on the first syllable → TAble, HEAlthy.
- Two-syllable **verbs**: stress often on the **second** → re**LAX**, re**CORD** (v.).
- Suffix rules: stress moves to the syllable before -tion/-sion/-ity → respiraTION, mediCInity (→ medical medicine; note shift).
- Compound nouns: stress the **first** part → **BREATH** work; **POSTURE** check.

2.5.2 Sentence stress & pausing

- Content words (nouns/verbs/adjectives) carry stress; grammar words (a, the, of, to) are lighter.
- Use comma pauses and full-stop falls. Rising tone for yes/no questions, falling for statements/wh-questions.
 - o "Do you feel dizzy?" ↗
 - ∘ "Please breathe slowly." >

2.5.3 Common trouble sounds (quick repair)

Contrast	Minimal pairs	Tip
/v/ vs /w/	vet-wet, vine-wine	/v/: teeth on lip + voice; /w/: rounded lips
/θ/ (thin) vs /t/	thin-tin, breath-bret(h?)	Tongue between teeth for / 0 /
/ʃ/ vs /s/	she-see, pressure-press-er	/ʃ/ lips rounded, "sh"; /s/ teeth close
Long vs short vowels	s ship-sheep, full-fool	Hold long vowels slightly longer
Silent letters	plum b , brea th e vs breath	Don't pronounce silent b ; note <i>breath</i> /breθ/ vs <i>breathe</i> /bri:δ/

2.5.4 Health & yoga terms (suggested English pronunciation)

Term	IPA (approx.)	Stress
posture	/'pɒstʃə(r)/	POS-ture
pranayama	/ˌpraːnaːˈjaːmə/	pra-naa- YA -ma
asanas	/ˈɑːsənəz/	AA -suh-nuz
larynx	/ˈlærɪŋks/	LAR -ynks
hypertension	/ˌhaɪpəˈtenʃn/	hy-per- TEN -sion
glaucoma	/glɔːˈkəʊmə/	glaw- COH -ma

Reading-aloud checklist: underline stress syllables; mark pauses (/, //); keep **pace moderate**, **enunciate endings** (-s/-ed), and **look up** to engage listeners.

Unit Summary

Mastering the parts of speech strengthens grammar and precise choice of words. Daily conversation relies on polite,

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purpose-led phrases adapted to campus and clinical contexts. **Study skills** (SQ3R, Pomodoro, active recall, spaced repetition, Cornell notes) turn reading into retention. **Effective note taking** captures meaning units during lectures and dictations using structured layouts and smart abbreviations. **Pronunciation and reading** improve through word stress, sentence rhythm, clear vowel-consonant contrasts, and measured pacing—the keys to intelligible, confident delivery.

Key Terms

- Collocation Subject-verb agreement Countable/Uncountable
- SQ3R Active recall Spaced repetition Cornell notes
- Dictation Abbreviation Word stress Intonation Minimal pairs

Self-Assessment

A. MCOs

- 1. Which sentence is **correct**?
 - a) "The equipments are heavy."
 - b) "This information is useful."
 - c) "He gave many advices."
 - d) "The datas are accurate."
- 2. The best collocation is:
 - a) strong breath b) deep breathing c) powerful respiration d) heavy breathing (as advice)
- 3. In the Cornell method, the **bottom section** is for:
 - a) Cues b) Notes c) Summary d) Title
- 4. Which is a **polite request**?
 - a) "Give me the file."
 - b) "You must send this now."
 - c) "Could you please share the file?"
 - d) "Share it."
- 5. Word stress usually falls on the **second syllable** in:
 - a) two-syllable nouns
 - b) two-syllable verbs
 - c) words ending in -tion
 - d) compound nouns

Answer key: 1-b, 2-b, 3-c, 4-c, 5-b

B. Short Answer

- 1. Write four lines of a clinic-reception conversation: greeting, screening question, instruction, closing.
- 2. Convert this list into an **outline note**: "Benefits of slow breathing: lowers heart rate; calms mind; improves focus; supports sleep."
- 3. Give **three** phrasal verbs used in healthcare communication and one sentence for each.

C. Dictation Practice (Reflective)

Listen to any 60-second health video. Create **Cornell notes** and a **3-line summary**. Reflect: Which abbreviations helped? Which words needed a second listen?

D. Pronunciation Drills

Read aloud the sentence, marking stress and pauses:

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"Please / breathe slowly and focus on the exhale // If you feel dizzy / sit down immediately." Record yourself; note two improvements for the next attempt.

Practice Appendix

Polite closing lines (email/face-to-face):

"Thank you for your time." • "I look forward to hearing from you." • "See you on Thursday."

Smart abbreviations for notes:

pt (patient), hx (history), \uparrow/\downarrow (increase/decrease), w/ (with), w/o (without), c/o (complains of), s/s (signs & symptoms), BP, HR, SpO₂.

End of Unit 2: Essential Language Skills for Effective Communication

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