

Unit 4: Enhancing Writing and Communication Skills

Subject: English (Communication for Health & Wellness)

Unit 4: Enhancing Writing and Communication Skills

(Structure of Paragraphs • Common Writing Mistakes • Translating into English • Translating English Proverbs • Enrichment of Vocabulary • Body Language for Effective Communication)

4.1 Structure of Paragraphs

A strong paragraph expresses **one controlling idea** and supports it with **evidence, explanation, and a clear finish**. In reports, case notes, and emails, this structure prevents confusion and saves time.

4.1.1 The PEEL Model (exam-friendly)

| Element | What it does | Questions to check | Example (wellness context) |
|-----------------------------|---|-------------------------------------|--|
| P - Point | States the main idea (topic sentence) | What is this paragraph about? | "Slow exhalation reduces physiological arousal in beginners." |
| E - Evidence/Example | Backs the point with facts, examples, data | What proves it? | "In our campus camp, participants reported a drop in heart rate after 5 minutes of exhale-focused breathing." |
| E - Explanation | Shows <i>how/why</i> the evidence supports the point | Why does this matter? | "A longer exhale stimulates the parasympathetic system, producing calm alertness." |
| L - Link | Ties back to the main idea or leads to the next paragraph | What should the reader expect next? | "Therefore, we teach exhale pacing before introducing ratios." |

Coherence tools: transition words (**first, however, therefore, in addition**), consistent tense, and repeated key terms (**exhale, calm, parasympathetic**).

4.2 Some Common Mistakes while Writing (and quick fixes)

| Issue | Wrong | Right | Reason/Tip |
|---------------------------------|--|---|--|
| Run-on/Comma splice | "Breathing is helpful, it reduces stress." | "Breathing is helpful, and it reduces stress." / "Breathing is helpful. It reduces stress." | Join IC+IC with and/but/or/so , a semicolon , or make two sentences. |
| Subject-verb agreement | "The data shows improvement." | "The data show improvement." (<i>formal</i>) | In academic English, data is plural. |
| Countable vs uncountable | "Many informations/advice s." | "Much information ; useful advice ." | <i>Information, advice, equipment, research</i> are uncountable . |
| Article use | "She is physiotherapist ." | "She is a physiotherapist ." | Professions take a/an . |
| Prepositions | "Benefits of seniors." | "Benefits for seniors." | Learn collocations: <i>beneficial for; focus on</i> . |
| Indian-English calque | "Open the AC." | "Switch on the AC." | Prefer globally intelligible expressions. |
| Wordiness | "Due to the fact that..." | "Because..." | Prefer concise forms. |



| Issue | Wrong | Right | Reason/Tip |
|-------------|-------------------------------|--|---|
| Tone | "Send the file ASAP ." | "Could you please send the file by 5 p.m. ?" | Be polite and precise. |
| Punctuation | "Its important." | " It's important." / "The patient's file." | <i>It's = it is; its = possessive.</i> Apostrophes matter. |

4.3 Translate Sentences into English from Mother Tongue (L1 → English)

Goal: convey the **meaning and tone**, not just word-for-word equivalents.

4.3.1 A 6-step mini-process

1. **Understand intent:** instruction? request? reassurance?
2. **Identify tense and politeness:** present habit, one-time event, or suggestion?
3. **Find the subject:** often dropped in L1; required in English.
4. **Choose neutral, professional verbs:** *advise, suggest, avoid, continue*.
5. **Check word order:** English = Subject-Verb-Object.
6. **Polish with collocations:** *take a deep breath, follow-up visit, balanced diet*.

4.3.2 Worked examples (replace with your L1 as needed)

| L1 sense (Hindi shown as example) | Draft | Final professional English |
|---------------------------------------|--|---|
| "कृपया नाक से धीरे-धीरे साँस लीजिए।" | "Please breathe slowly by nose." | "Please breathe slowly through your nose." |
| "अगर चक्कर आए तो रुक जाएँ और बताएं।" | "If dizziness comes then stop and tell." | "If you feel dizzy, stop and let me know." |
| "आपको हर दिन अभ्यास जारी रखना चाहिए।" | "You should continue practice daily." | "You should continue the practice every day." |

False-friend alert: *actual* ≠ "present" (it means "real"); *clinic* ≠ "hospital" (smaller care setting).

4.4 Translate English Proverbs & Phrases into Your Language

Translate **idea-for-idea**. If there is no exact proverb, **paraphrase** the meaning.

| English proverb/phrase | Core idea | Strategy to translate |
|-----------------------------------|---|--|
| "A stitch in time saves nine." | Early correction prevents bigger trouble. | Use your L1's equivalent if it exists; otherwise paraphrase: "Fix small problems early ." |
| "Practice makes perfect." | Repetition builds skill. | Keep message + rhythm: "Regular practice improves mastery ." |
| "No pain, no gain." | Effort is required for growth. | For health contexts, soften : "Steady effort brings progress." |
| "Prevention is better than cure." | Preventive care is wiser. | Usually has a close L1 match in Indian languages. |

In patient education, prefer **clear paraphrase** over rare idioms: "Please **come for regular follow-ups**" communicates better than an obscure proverb.



4.5 Enrichment of Vocabulary (building a larger, useful word-bank)

4.5.1 Five reliable methods

1. **Word families:** *breathe* → *breath* → *breathing* → *breathless*
2. **Affixes:** *anti-*, *pre-*, *post-*, *hyper-*, *hypo-*, *-ology*, *-itis*, *-able*
3. **Collocation notebook:** two columns—*verb* + *noun* (*take a history*, *make progress*), *adj.* + *noun* (*balanced diet*).
4. **The “3-a-day” rule:** learn **3 domain words** daily; use each in a sentence.
5. **Spaced repetition (1-2-4-7):** review new words after 1, 2, 4, and 7 days.

4.5.2 Mini-bank (Yoga & Naturopathy)

| Theme | Words (use in sentences) |
|--------------------|--|
| Breath | inhale, exhale, pace, retention, nasal, diaphragm |
| Safety | screen, contraindication, modify, supervision, adherence |
| Counselling | reassure, recommend, clarify, demonstrate, follow up |

4.6 Effective Communication with Appropriate Body Language

Your body speaks before your words. Align **posture, gestures, eye contact, facial expression, distance, and voice** with your message.

4.6.1 Essentials by context

| Context | Do | Avoid |
|-------------------------------|---|---|
| Classroom/presentation | Neutral stance, open shoulders; eye contact with the whole room; purposeful gestures; moderate pace | Reading every word from slides; pacing nervously; folded arms |
| Clinic/counselling | Sit at eye level; soft facial expression; nod to show listening; hands visible; slight forward lean | Hovering over the client; checking phone; frowning or rushed tone |
| Demonstration of āsana | Show, then face students while cueing; mirror movements; pause to check safety | Talking while back is turned; complex cues without visuals |
| Group facilitation | Inclusive gaze; name people; hands open while inviting inputs | Interrupting; pointing fingers at people |

4.6.2 Voice & pace (paralinguistics)

- **Warm, steady tone;** moderate pace; emphasize key words.
- **Pause** after important points; let the room breathe.
- **Volume** suited to space; avoid shouting.

Unit Summary

This unit deepens practical writing and speaking. A paragraph should carry one clear idea (PEEL) and flow with transitions. Frequent errors—agreement, articles, prepositions, punctuation, and tone—have simple remedies. Translation succeeds when you keep the **intent, tense, and collocations** right, and when you paraphrase proverbs instead of forcing literal matches. Vocabulary grows through **families, affixes, collocations, and spaced review**. Finally, **body language**—posture, gaze, gesture, and voice—must support your words to create trust in classrooms and clinics.



Key Terms

- Topic sentence • Coherence • Transition
- Comma splice • Collocation • Paraphrase
- Word family • Affix • Spaced repetition
- Paralinguistics • Proxemics (distance) • Open posture

Self-Assessment

A. MCQs

1. The **topic sentence** should usually appear:
a) at random b) at the start or logically placed early c) only at the end d) in the title
2. Which is a **comma splice**?
a) "We screened patients; then we began class."
b) "We screened patients, and then we began class."
c) "We screened patients, we began class."
d) "After screening, we began class."
3. Best translation of intent: L1 means *polite request to sit*.
a) "Sit." b) "Sit now." c) "Please take a seat." d) "You sit."
4. Which collocation is natural?
a) *do a progress* b) *make progress* c) *create progress* d) *progress a make*
5. Effective body language in counselling includes:
a) folded arms b) checking phone c) eye-level seating d) rapid speech

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

B. Short Answer

1. Write one **PEEL paragraph** (4-6 sentences) on: *Why we teach nasal breathing first.*
2. Correct and explain: "The equipments are not sufficient; kindly revert back soon."
3. Translate this L1 idea into professional English (use your language): *Ask the participant to avoid inversions due to high BP and offer a chair option.*

C. Practice Tasks

1. **Paragraph repair:** Combine these into a coherent paragraph—*topic sentence + transitions*:
 - "Breath pacing reduces arousal."
 - "We begin with exhale-focused sets."
 - "Participants report calmer pulse."
 - "Therefore, we introduce ratios only in week two."
2. **Vocabulary sheet:** Add **10** collocations from today's clinical reading; use each in a sentence.
3. **Body language drill:** Record a 60-second instruction on sitting posture. Rewatch for eye contact, open posture, and pauses; note two changes for your next attempt.

End of Unit 4: Enhancing Writing and Communication Skills