

Session plan Module 5: Approaches to Spelling and Extending Vocabulary

Aims

- To introduce approaches to improve spelling
- To introduce approaches to extending vocabulary
- To identify appropriate vocabulary for use in the workplace
- To explore the use of 'jargon' in the NHS

Outcomes

Participants will:

- develop an understanding of different spelling strategies and the language associated with spelling
- have an awareness of the origins of medical vocabulary
- explore ways of developing vocabulary and appropriate use of vocabulary when completing documents at work
- discuss the use of technical language in the health sector and develop strategies to interpret jargon and texts

Activity and time	Tutor activity	Learner activity	References
Introduction 10 minutes	<ul style="list-style-type: none"> • Recap on last week. • Introduce aims and objectives using module 5 presentation slides 1-2. 	<ul style="list-style-type: none"> • Listen and respond 	SLIr/L2.1 KSF LI Core 1, 2
Personal spelling dictionary 10 minutes	<ul style="list-style-type: none"> • Introduce the concept of a personal spelling dictionary and encourage participants to create own dictionary with technical vocabulary used at work. • Note its importance in recording the participant's particular problem words. • Give out Word list handout and ask participants to highlight any words they think may be included in their personal dictionary. • Suggest participants keep the list as a reference sheet in their workplace. 	<ul style="list-style-type: none"> • Listen and respond • Read through handout • Highlight any relevant words 	KSF LI, Core 1, 2, 4, 5

Activity and time	Tutor activity	Learner activity	References
<p>Spelling strategies 20 minutes</p>	<ul style="list-style-type: none"> • Talk through the Spelling strategies handout. Discuss each strategy. • In groups, ask participants to identify at least four words from the list on the handout and to choose an appropriate strategy to learn the word. They should try to create one mnemonic. • Encourage participants to use coloured pens and to be creative in their approaches. • Take feedback. 	<ul style="list-style-type: none"> • Engage in discussion • Paired/group activity • Give feedback 	<p>SLd/L2.1 Ww/L2.1 KSF LI Core 1, 2, 4, 5</p>
<p>Letter patterns – countdown! 15 minutes</p>	<ul style="list-style-type: none"> • Distribute the Countdown activity sheet and letter pattern cards. They should keep the cards relating to each letter pattern separate. In pairs they match up each set of bold letters with two or more other cards to create words and write the words on the numbered lines. • This should be done in ‘competition’ with other pairs to see who finishes first. • Extension activity: participants to think of any other letter patterns and give examples. Note on flipchart. 	<ul style="list-style-type: none"> • Listen and respond • Cut out boxes • Paired activity in ‘competition’ with each other • Give feedback 	<p>SLlr/2.1 Ww/L2.1 KSF LI Core 1, 2, 4, 5</p>
<p>Some spelling rules 20 minutes</p>	<ul style="list-style-type: none"> • Distribute Some spelling rules handout. Note that these are some of the more common spelling rules but there are others. • Ask participants to identify rules relevant to them and to work through those sheets. • Guide and support participants as they work individually. 	<ul style="list-style-type: none"> • Listen and respond • Read and complete individual sheets 	<p>SLlr/L2.1 Rt/L2.1 Ww/L2.1 KSF LI Core 1, 2, 4, 5</p>
<p>Break 20 minutes</p>			

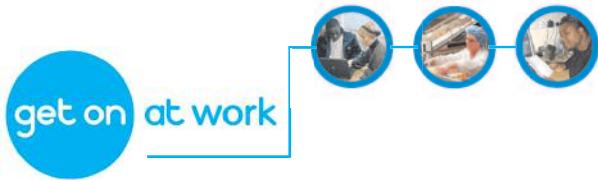
Activity and time	Tutor activity	Learner activity	References
<p>Origins of words used in the health sector 20 minutes</p>	<ul style="list-style-type: none"> • Talk through Blame it on the Greeks handout and discuss. • Give out Filling in the gaps activity. Participants to complete in pairs. • Take feedback. • Distribute Work out the meaning and ask for examples of words that the participants use at work that have their origins in Greek. List on flipchart. (If participants have difficulty thinking of any words refer them to the Word list distributed earlier). • Note how it may be possible to work out the meaning of words by analysing the prefixes, word roots and suffixes. • Ask participants to complete the second part of the activity and go through answers. • Give out Common prefixes used in the NHS for reference purposes. 	<ul style="list-style-type: none"> • Listen and respond • Engage in discussion • Complete activity sheets • Give feedback. 	<p>SLlr/2.1 SLd/L2.1 Ww/L2.1 KSF LI Core 1, 2, 4, 5</p>

Activity and time	Tutor activity	Learner activity	References
<p>Extending vocabulary 20 minutes</p>	<ul style="list-style-type: none"> • Ask 'What is jargon' and list responses on flipchart. • Show presentation slide 3 and discuss how specialist language may create confusion especially when dealing with members of the general public. Encourage learners to use in context and note when jargon may be appropriate or inappropriate. • Ask participants to cite personal experiences and to provide examples of confusing words/terms. Write up on flipchart and analyse with group. • Introduce Handover notes activity by stressing the importance of high quality documents for public consumption. Set activity to be completed individually or in pairs. • Ask why it is important documents are presented professionally and explore the implications in terms of good customer care. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond • Speak to communicate • Complete activity individually or in pairs. • Engage in discussion • Give feedback. 	<p>SLlr/L2.1 SLc/L2.1 Rw/L2.1, 3 KSF LI Core 1,2,3,4,5,6</p>
<p>Using thesaurus 20 minutes</p>	<ul style="list-style-type: none"> • Discuss the difference between a dictionary and thesaurus. • Show presentation slide 4 and discuss how participants' writing may be limited to words used in conversation. • Explain the value of thesaurus. • Distribute Choose a better word and set activity. Ask participants to try not to use thesaurus in the first instance but introduce thesaurus if necessary and, if available, demonstrate thesaurus on Microsoft Word using PCs. • Take feedback from group. 	<ul style="list-style-type: none"> • Listen and respond • Individual activity • Give feedback. 	<p>SLlr/L2.1 Rw/L2.1 – 3 KSF LI Core 1,2,3,4,5,6</p>

Activity and time	Tutor activity	Learner activity	References
Practice test questions 15 minutes	<ul style="list-style-type: none"> • Give out Spot the spelling mistakes and find the right word activity sheets. • Explain this is a similar format to the test questions. • Ask participants to complete individually. • Take feedback, go through answers and discuss. 	<ul style="list-style-type: none"> • Individual activity. • Read and respond 	KSF LI Core 1, 2, 3, 4, 5, 6
Summary 10 minutes	<ul style="list-style-type: none"> • Revisit session aims and objectives. • Take feedback and questions. • Give out Evaluation sheet for module 5. 	<ul style="list-style-type: none"> • Listen and respond • Complete evaluation sheet 	SLlr/L2.1 KSF LI Core 1, 2, 3, 4, 5, 6

Resources/aids:

- Module 5 PowerPoint presentation/OHP slides
- Handouts: Word list; Spelling strategies; Blame it on the Greeks; Common prefixes in the NHS.
- Activity sheets: Countdown; Some spelling rules; Filling in the gaps; Work out the meaning; Handover notes; Choose a better word; Spot the spelling mistakes and find the right word
- Dictionary and thesaurus
- Coloured pens
- Scissors
- Highlighter pens
- Flipchart and markers



MOVE ON in the NHS

Module 5: Approaches to spelling and extending vocabulary



get on at work **Aims**

- ➔ To introduce approaches to improve spelling
- ➔ To introduce approaches to extending vocabulary
- ➔ To identify appropriate vocabulary for use in the workplace.
- ➔ To explore the use of 'jargon' in the NHS



get on at work **Outcomes**

Participants will:

- develop an understanding of different spelling strategies and the language associated with spelling
- have an awareness of the origins of medical vocabulary
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- discuss the use of technical language in the health sector and develop strategies to interpret jargon and texts.



get on at work What is jargon?

What is jargon?

Jargon is specialised language concerned with a particular subject, culture or profession

5



get on at work Dictionary and Thesaurus

We use a dictionary to find:

- a definition of a word
- the spelling of a word

We use a thesaurus to find synonyms and related words

6



Activity summary and guidance sheet

Module 5

Introduction

Recap on previous session using Q and A to assess understanding. Introduce Module 5 aims and objectives using **slides 1 and 2**.

Personal spelling dictionary

Introduce the concept of a personal spelling dictionary and encourage participants to create their own dictionary with technical vocabulary they may use at work. The dictionary may be a small notebook which could fit into a pocket or into a handbag. Note that the purpose of the dictionary is for recording the participant's particular problem words. Give out **Word list** handout. The list contains a range of words commonly used in the health sector. Ask participants to highlight any words they may find useful for their personal dictionary. Suggest they may also like to keep the list as a reference document at work.

Spelling strategies

Talk through the **Spelling strategies** handout and explain that there are a variety of techniques which could be used to help improve spelling. Discuss each strategy and link to learning styles. Ask participants to identify a least four words on the list and choose an appropriate strategy to learn the word. They should try to create one mnemonic. Supply them with coloured pens and any other resources they may wish to use (flipchart paper) and encourage them to be as creative as possible in their approaches.

Letter patterns – countdown!

Distribute the **countdown** activity sheet and the letter pattern cards. Cards should be printed onto colour cardboard to make them easier to manipulate. They should keep the 'sets' of cards separate to avoid confusion. In pairs they match up each set of bold letters with two or more other cards to create words and write the words on the numbered sheets. Encourage pairs to work in 'competition' with other pairs to see who finishes first. Perhaps you could introduce a kitchen timer with a loud 'tick' to create tension and you could offer an incentive (e.g. jelly babies?) for the winning teams. If there is time, as an extension activity ask participants to think of any other letter patterns and to create as many examples as possible using these letter patterns – again working against the clock.

Some spelling rules

Introduce the **Some spelling rules** handout and note that these are some of the more common spelling rules but there are others. The handout is lengthy so ask participants to identify rules relevant to them – ones they are not confident in applying – and to work through those sheets. Guide and support participants as they work individually. If you have access to computers and the internet, there are a number of interactive spelling games on bbc.co.uk/skillswise to which participants could be directed.

Origins of words used in the health sector

Talk through **Blame it on the Greeks** handout and discuss. Note how the ancient Greeks are regarded as being the founders of medicine and, as a consequence, lots of vocabulary used in the health profession is based on Greek words – that is why the spelling can be complex. Give out **Filling the gaps** activity which participants complete in pairs. Distribute **Work out the meaning** activity and ask participants for examples of words they use at work that have their origins in Greek and list examples on flipchart. Discuss. If participants have difficulty thinking of any words refer them to the **Word list** distributed earlier. Note that it may be possible to work out the meaning of words by analysing the affixes and word roots. Ask participants to complete the second part of the activity and take feedback. Give out **Common prefixes used in the NHS** and if you have time again ask for examples which may be prompted by reference to the handout.

Extending vocabulary

Ask 'What is jargon' and list various responses on flipchart. Also ask for examples of jargon (abbreviations, acronyms etc). Show **slide 3** and prompt discussion on how specialist language may create confusion especially when dealing with the general public. Ask when jargon and specialist language may be appropriate or inappropriate – appropriate when talking to colleagues who know exactly what you mean but inappropriate when dealing with the public as this may create confusion. Explore how the public may be fearful when entering a hospital/medical environment and technical vocabulary and jargon may add to that fear. Ask participants to cite personal experiences of confusing jargon and to give examples of confusing words/terms. Write on flipchart and analyse with the group.

Distribute **Handover notes** activity and stress the importance of high quality documentation for public consumption. Activity to be completed individually or in pairs. Take feedback and ask why it is important that documents are presented in a professional manner and why technical vocabulary must be used when appropriate? What are the implications in terms of good customer care? Note that these factors add to the impression of professionalism within the NHS and create customer confidence.

Using thesaurus

Discuss the difference between a dictionary and thesaurus. Show **slide 4** and discuss how participants' writing may be limited to words used in conversation and what strategies could be adopted to improve their vocabulary. Explain the value of the thesaurus. Distribute **Choose a better word** and set activity. Ask participants to first attempt the activity without using thesaurus. Take feedback and list examples on flipchart. Then ask them to find examples from thesaurus and add to the examples on the flipchart. If you have access to PCs, demonstrate the thesaurus on Microsoft Word (tools, language, thesaurus).

Practice test questions

Give out **Spot the spelling mistakes and find the right word** activity. Explain that the format is similar to that of test questions. Ask participants to complete individually. Take feedback, go through answers and discuss – pinpointing any particular areas of difficulty and referring participants back to relevant activity sheets.

Summary

Revisit session aims and objectives, using **slides 1 and 2**.

Handout:

Word list

Useful words	Meaning
accessibility	easy to get to and to use (noun)
accommodation	where somebody lives (noun)
admission	The act of allowing somebody in, or of being honest about something (noun).
adolescent	young person, normally aged between about 13 and 17 (noun)
ageing	the process of getting older (verb).
allergy	a bad reaction to something like pollen, or nuts (noun)
analgesic.	a drug that relieves pain without the loss of consciousness (noun)
anxious	worried and nervous (adjective)
asthma	an illness that makes it difficult to breathe (noun)
arthritis	inflammation of the joints (noun)
authority	the power to command or control others; a governing, or organising body (e.g. a council) (noun)
behaviour	the way somebody or something behaves (noun)
bronchitis	a disease of the lungs (noun)
carbohydrate	energy-giving foods that contain carbon, hydrogen and oxygen, e.g. bread and pasta (noun)
cardiologist	a doctor who specialises in the heart (noun)
catheter	a small tube that is put in to drain fluid from the body (noun)
catheterised	the state of having a catheter inserted (adjective)
chiropodist	person who treats minor foot problems (noun)

Useful words	Meaning
chiroprody	a branch of medicine that deals with minor foot problems (noun)
clinical	connected to the treatment of patients (adjective)
community	people who live in the same area, or who have something in common (noun)
complication	a new illness that you get when you are already ill (noun)
confidentiality	keeping something private (noun)
constipation	when you can't go to the toilet (noun)
contaminate	to make something dirty or unsafe (verb)
counsellor	a person who helps you talk through your problems (noun)
counselling	the act of giving advice and guidance (noun)
dementia	loss of mental ability, such as Alzheimer's disease (noun)
dentures	false teeth (noun)
depression	mental health problem that leaves you feeling very low (noun)
dermatologist	a medical expert who specialises in skin diseases (noun)
deteriorate	to get worse (verb).
deterioration	a worsening (noun)
development	progress, the process of getting bigger or better (noun)
diabetes	a disease that effects the amount of sugar in your blood (noun)
diagnosis	the act of saying what a person is suffering from (noun)
diarrhoea	stomach upset that causes you to go to the toilet more frequently (noun)
dietician	a specialist who advises on what you should eat and drink (noun)
disability	something that makes you unable to use part of your body or mind fully (noun)
discrimination	the act of treating somebody worse than others (noun)

Useful words	Meaning
disease	illness (noun)
domiciliary	in the home (adjective)
emergency	a crisis, an urgent event (noun)
emotional	showing your feelings (adjective)
environmental	of the environment, the world around us (adjective)
exercise	activity, work-out (noun)
faeces	solid human waste (noun)
fibre	foods that are good for you as they help move food through your body (noun)
genes	unit of information within a human cell (noun)
gynaecology	medicine that looks especially at women's reproductive system (noun)
hospice	a place where people with a terminal illness get specialist care (noun)
hygiene	cleanliness (noun)
immunisation	vaccination against disease (noun)
infection	a disease or illness (noun)
inhaler	piece of equipment that allows you to breathe something in (noun)
intellectual	of the mind (adjective)
malnourished	under-fed (adjective)
medication	medicine (noun)
minerals	natural elements such as zinc and calcium that you need in your diet (noun)
mobility	ability to get around (noun)
monitor	observe, keep an eye on (verb)
nausea	feeling like you are going to be sick (noun)
nutrition	diet, the goodness in the food that you eat (noun)

Useful words	Meaning
occupational	connected to your work / living (adjective)
oncologist	a specialist cancer doctor (noun)
orthopaedic	to do with bones, joints and muscles (adjective)
paediatrician	doctor specialising in the treatment of children (noun)
paracetamol	pain relieving drug (noun)
paralysed	unable to move (adjective)
patient	person who is receiving medical treatment (noun) able to wait for something whilst remaining calm (verb)
pharmacy	place that dispenses medicine (noun)
pharmacist	person who prepares and sells medicines (noun)
pharmaceutical	connected to the production of medicines and drugs (adjective)
physiotherapy	treating disease and injury by exercise or massage (noun)
physical	of the body (adjective)
pneumonia	serious illness of the lungs (noun)
practice	where a doctor, or medical professional works (noun)
practitioner	a health (or law) professional (noun)
prescription	piece of paper the doctor gives you to get a medicine (noun)
prevention	stop something happening (noun)
primary	most important, main, first (adjective)
professional	doing something in a skilled way (adjective) someone who works in a job that needs a high level of education / training (noun)
protein	natural substance found in food such as meat, fish, eggs and cheese (noun)
provision	the supply of something (noun)
psychiatric	to do with the treatment of mental illness (adjective)

Useful words	Meaning
psychological	connected with the mind (adjective)
recreation	enjoyment and relaxation away from work (noun)
rehabilitation	getting back to normal after an illness (noun)
resident	person who lives somewhere (noun)
residential	where people live rather than work (adjective)
rheumatism	aching pains in the bones or joints (noun)
screening	checking for a particular disease (noun)
self-esteem	confidence, belief in yourself (noun)
senile	behaving in a confused way because of old age (adjective)
specialist	somebody who has a lot of knowledge in a particular area (adjective)
stamina	the ability to do something for a long time (noun)
statement	official document outlining signs, symptoms and diagnosis of physical, intellectual, emotional and social difficulties (noun)
surgery	medical treatment where your body is cut open (noun)
symptom	change in your body that's a sign of illness (noun)
syringe	glass or plastic tube (with a needle) to take liquid from the body (noun)
temperature	how hot or cold something is (noun)
therapy	treatment to help or cure an illness (noun)
vaccination	when you protect someone from a disease by giving them a small bit of that disease so that they build up antibodies (noun)
vitamins	natural substances found in certain types of food (noun)
zimmer	a frame that can help elderly people to walk (noun)

Handout: Spelling Strategies

There are a variety of techniques you could use to help improve spelling. These depend for their effectiveness on the types of word and also your preferred learning style e.g. are you a visual learner who responds to visual clues or an auditory learner who responds to verbal prompts?

Look at the following strategies and decide which one (or ones) may work for you:

1. Look – say – cover – write – check

The strategy involves five steps:

Look – read the word

Say – pronounce the word and then follow the letters as you say them

Cover – cover the word and repeat the spelling

Write – write the word and repeat the letters as you write

Check - check the spelling. Try again if incorrect

2. Mnemonics – use memory aids to fix a spelling:

- pneumonia – pigs never ever use mud on noses in Alabama
- phlegm – people’s healthy lungs expel good mucus
- diarrhoea – diarrhoea is a really running heap of endless amounts!

3. Syllabification – breaking a word down into bits which can be spoken

- psychiatric = psy – chi – at – ric = 4 syllables

4. Letter patterns – look at strings of letters which occur frequently:

- accommodation, community and immunisation are three words but only one reason why you’re learning them together so the double **mm** is more likely to stick in your mind

5. Spelling rules

- i before e except after c when the sound is ee
- when you add full to a word, use one l – help/helpful, hope/hopeful

6. Say the word out loud

Change the way you say the word to emphasise the bit that you want to remember. Say the bits of the word the way that they appear.

- Wednesday can be split into three chunks = Wed – nes – day
- Pneumonia = P-neumonia

7. Prefixes and suffixes

Take a root word and add different prefixes and suffixes to see how many real words you can make from one word.

- Symptom = symptoms, symptomatic, asymptomatic, symptomatology

8. Use a dictionary to check writing.

9. Proofreading – check for personal errors.

**Now try out some of these strategies on the words below:
(Try to create at least one mnemonic)**

diagnosis

general practitioner

preventative

asthma

counselling

dyslexia

referral

vaccinations

supervision

hygiene

therapy

Activity: Countdown!

The boxes with letters in bold are common letter patterns. There are three letter patterns 'cian', 'ough' and 'tion'. The other boxes are parts of words that have one of these letter patterns missing.

Match up each set of bold letters with two or more other boxes to create words. There are six words for each letter pattern. Write the words on the numbered lines. See if you can beat the other teams!

OUGH

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

CIAN

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

TION

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

ough	d	r	n
	e	t	er
	al	ing	c
	ly	th	nut

cian	si	cli	y
	ti	be	ni
	ph	op	tri
	dia	ti	di
	eti	pae	au

tion	ti	ad	pa
	p	prac	c
	ven	con	di
	au	pre	e
	or	sti	er

Answers: Countdown

Ough

1. coughing
2. enough
3. although
4. roughly
5. doughnut
6. tougher

cian

1. clinician
2. physician
3. optician
4. dietician
5. beautician
6. paediatrician

tion

1. practitioner
2. addition
3. portion
4. caution
5. constipation
6. prevention

Handout: Some spelling rules

Many of the words in the English language conform to certain patterns.

Words with ie and ei

Remember: when *ie* and *ei* sound like *ee* as in *keep*, the *i* comes before *e* except after *c*.

Examples:

i before e	e before i	exceptions
relief	receive	leisure
achieve	ceiling	caffeine
field	receipt	weigh
niece	conceit	sufficient
siege	perceive	neither

Now look at the following text and select the right word.

An important factor to consider in preventative medicine is **deit/diet**. **Scieintists/Scientists** now **believe/beleive** that eating the correct foods at an early age can prevent symptoms of cancer, heart **siezuers/seizures** and other serious conditions in later life. Healthy eating can also prevent obesity and the media have now recognised that **weight/wieght** plays an important part in good health. However, **received/recieved** opinion suggests that **neither/niether** the media nor the public understand just how this can affect health. Further, experts point to **deficiencies/deficeincies** in vitamin intake reduce the body's capacity to fight off minor infections and viruses. 'The situation can be **retreived/retrieved**' says one official, 'but we need to act now to raise public awareness. The problem is just as bad with some of our **foreign/foriegn neighbours/nieghbours** and we feel that the World Health Authority must take the lead.'

Doubling the final consonant

Rule 1

In many words of one syllable ending in a single consonant preceded by a single vowel, the consonant is doubled before adding *ed*, *er*, *est* or *ing*.

rub + *ing* = rubbing

fat + *er* = fatter

Now try these:

swim + *ing*

stab + *ed*

begin + *ing*

thin + *est*

hot + *er*

tin + *ed*

Remember that the final consonant is not doubled when it is preceded by two vowels or another consonant, such as:

feel + *ing* = feeling

Rule 2

When a word ends in a vowel followed by the letter *l*, you double the *l* before adding *ed*, *ing* or *er*.

level + *ing* = levelling

Now try these:

quarrel + *ed*

travel + *ing*

travel + *er*

label + *ing*

signal + *ed*

cancel + *ing*

tunnel + *ing*

Parallel and *paralleled* are exceptions to the rule.

Words ending in – ful

When *full* is added to a word you change *full* to *ful*.

Look at this example:

help + full = helpful

Now try these:

use + *full*

wonder + *full*

cheer + *full*

care + *full*

thought + *full*

hope + *full*

peace + *full*

success + *full*

rest + *full*

Remember that if – *ly* is added to a word ending in – *ful* the word has two *l*'s, as in *fully* and *carefully*.

Words ending in y

When a word ends in a consonant followed by a *y*, you change the *y* to *l* before a word ending such as *ed*.

Here are some word endings:

- -ed
- -er
- -est
- -ment
- -ly
- -age

Now try these:

Dry + *ed*

Dry + *er*

Marry + *age*

Supply + *ed*

Tidy + *ly*

Easy + *ly*

Try + *ed*

Angry + *ly*

Merry + *ment*

Remember to keep the *y* if it is preceded by a vowel.

Plurals

When we want to speak or write about more than one person or thing we use the *plural form* so *child*, for example, becomes *children*; *woman* becomes *women* and *brother* becomes *brothers*. In the first two examples the words change but in the third adding the letter *s* changes the word to the plural. This is relatively straightforward and accounts for most plural terms in the language; however, there are plenty of words that do not conform to this pattern and for these we need to understand some essential rules.

Rule 1

When a noun ends with a *y* preceded by a consonant e.g. *city*, then the *y* is replaced by *ies* for the plural i.e. *cities*.

Try converting the following terms from singular to the plural form.

Singular form	e before i
Lady	
Country	
Ability	
Cemetery	
Baby	

...and back again

Singular form	e before i
	Hobbies
	Candies
	Monstrosities
	Calamities
	Territories

Note: If a noun ends in *y* preceded by a vowel e.g. *boy*, then simply add an *s* to make it plural, i.e. *boys*.

Rule 2

When a word ends in *o, s, x, ch, z, sh* or *z* you add *es* to make the plural.

Try to convert the following noun examples to their plural form

- dish becomes _____
- loss becomes _____
- bench becomes _____
- lunch becomes _____
- miss becomes _____
- clash becomes _____
- touch becomes _____
- punch becomes _____
- moss becomes _____
- stitch becomes _____

Rule 3

To make plurals of most words that end in *f* or *fe*, you change the *f* or *fe* to *v* and add *es*.

Now try these:

- leaf becomes _____
- calf becomes _____
- wolf becomes _____
- shelf becomes _____
- knife becomes _____

There are exceptions to this rule. For example, *belief* becomes *beliefs* because the alternative would be *believes* and that would lead to confusion.

Affixes

An affix is an addition to a word to change its meaning or create a new word. For example, if we affix *im* to *possible* we have *impossible*, or *able* to *laugh* we have *laughable*.

For example, by attaching the **prefix** (the beginning bit) *un* to the beginning of a word we can change the meaning of the word e.g. *happy* becomes *unhappy*. Now we can attach a **suffix** (the end bit) to our word and, again, change its meaning to *unhappiness*. You will notice how the *y* of *happy* becomes an *i* when we attach the suffix. Look at these examples.

Prefix	Root word	Suffix	New word
un	necessary	ily	unnecessarily
dis	like		dislike
in	formal	ity	informality
im	proper	ly	improperly
ab	normal	ity	abnormality

You will notice how the attachment of prefixes and suffixes is straightforward and does not affect the spelling of the root words. There are some words, however, which contradict this rule.

Prefix	Root word	Suffix	New word
	big	ger	bigger
	run	ning	running
	hot	test	hottest
	happy	iest	happiest
	multiply	ied	multiplied

Note how we double the last letter of the root word in the first three examples. This is because the root word ends with a vowel (a,e,i,o,u) preceding a consonant.

Another commonly used suffix is *able* as in *dependable*. Notice how the spelling of the root word is unaffected by the suffix. If your root word ends in *y*, however, then you must replace *y* with *i* and then attach the suffix as usual e.g. *rely* becomes *reliable*.

Now complete the table. Try to fill every box. The first example has been done for you

Prefix	Root word	Suffix	New word
e.g. un	happy	iness	unhappiness
			incompetence
	surprise		
			unmistakeable
	understand		
			disagreement
	appear		
			undefeated
	doubt		
			internationally
	tolerant		

Homophones

There are many words in English which sound the same as others but which mean different things. These words, called homophones, can confuse readers when they are misused. Learn these words separately and check their meaning in the dictionary. Look at the following examples:

It's	abbreviation for it is. <i>It's busy in A&E tonight.</i>
Its	belonging to. <i>The trolley has lost its wheel.</i>
There	in that place <i>Put the medicine over there.</i>
Their	of them <i>They removed their latex gloves.</i>
They're	abbreviation for they are <i>They're going to operate in the morning.</i>
To	towards <i>I sent the sample to the laboratory.</i>
Two	number 2 <i>There are two patients in the doctor's waiting room.</i>
Too	excessively <i>Those forceps are too hot.</i>

Write a sentence using each of these words to show the correct meanings:

buy

by

dear

deer

peace

piece

scent

sent

pair

pear

pain

pane

Handout: Blame it on the Greeks

The ancient Greeks are regarded as being the founders of medicine. For this reason lots of vocabulary used in the health profession is based on Greek words.

The problem is that the Greeks used different letters from us to represent the sounds they heard:

ph	Sometimes the 'f' sound in words is spelt using 'ph' e.g. ph armacy.
oae / ae	Words sometimes show that they have a Greek history because of the fact that there are two or more vowels right next to each other, making the word difficult to pronounce as well as spell e.g. gyna ae cology
rh	This is another difficult Greek combination. The 'h' is silent e.g. r heumatism

Look at this example:

Diarrhoea is a horrible word to spell. The word means 'fast flow through'.

These are the difficult bits:

d	This part of the word means 'through' or 'across'. It appears at the beginning of many medical words.
i	
a	
r	
r	In this part of the word the 'h' is silent. Think of rhubarb and rheumatism.
h	
o	In this part of the word the 'o' is silent. The 'ea' sound is the same as in the word 'ear'.
e	
a	

Activity: Filling in the gaps

Complete the following sentences by filling the gaps. You must decide whether the letters 'ph' or 'f' should be used to make the 'f' sound in each word.

1. If you tell the _____ rm_____ st your symptoms he or she can advise you what medicine you can buy over the counter without going to see a doctor.
2. _____ o _____ _phy is a hobby that can stimulate physical, intellectual, emotional and social aspects of health and all you need is a camera.
3. People providing health and care services are pro _ e _ _ion _ _s.
4. An _n_ _ _tious disease is one transmitted by a germ in the air or water.
5. _____ _therapy is a treatment using exercise and massage to heal your muscles.
6. Children with no parents are _ _ _ _ans.
7. Fear of going outdoors is called ag _ _ _ _ _ obia.
8. An acceptable term for excrement is _ _ _eces.
9. _ _legm is a name for mucus coughed up from the chest.
10. A small break in a bone is called a _ _ _cture.

Answers: Filling in the gaps

1. pharmacist.
2. photography
3. professionals
4. infectious
5. physiotherapy
6. orphans
7. agoraphobia
8. faeces
9. phlegm
10. fracture

Activity: Work out the meaning

If you come across a word you don't know, don't panic. Sometimes you can work out the meaning from other words you already know. It can help to think about what some prefixes, word roots and suffixes mean. Here are some examples that have their origins in ancient Greek. These are used a lot in health sector words:

'dia'	means 'across', 'through' or 'by'
'phobia'	Means 'horror of'
'phone/phono'	Comes from the Greek word meaning 'voice', or 'sound'
'photo'	Comes from the Greek word meaning 'light'
'physio'	Comes from the Greek word meaning 'nature' or 'to make grow'
'bio'	Comes from the Greek work meaning 'life'
'chiro'	Means 'by means of the hand'
'psycho/psych'	Indicates 'the mind' or 'mental processes' (from the Greek word meaning 'spirit')

- 1. Work with a partner to think of words that incorporate the examples above. List them below.**

2. Read these sentences carefully and work out which is the correct choice in each sentence. You may need to look up some words in the dictionary.

1. You need to tell the doctors all your symptoms so that they can make a **diagnosis/diagram/dialogue**.

2. My son suffers from fear of enclosed spaces. It's called **cardiophobia/cardiophone/claustrophobia/claustrophone**.

3. Many people dislike going to the dentists, fewer people suffer from **photodent/phonodent/dentophobia**.

4. The first instrument to produce sound from a record was invented in 1877. It was called a **phonophobia/photophone/phonograph**.

5. The science of light is called **photologic/photologist/photology**.

6. It is important to use your **diadem/diagram/diaphragm** when you breathe.

Finally, just for fun, can you work out what **neopharmaphobia** is?

Answers: Work out the meaning

1. diagnosis
2. claustrophobia
3. dentophobia
4. phonograph
5. photology
6. diaphragm

neo – new
pharma – drugs
phobia – fear

So neopharmaphobia is a fear of new drugs.

Handout: Common prefixes used in the NHS

Prefix	Meaning
a-	Not, without
ab-	from
ad	To
ambi	On both sides
ante	Before, in front of
anti	Against
bronchos	throat
brady	slow
cardia	Heart
Cystis	Bladder
De	Down from
Dia	Through
Dis	Not apart
Dys	Painful, difficult
Derma	Skin
Ecto	Outside
Endo	Inside
Gaster	stomach
gynaecos	Of a woman
Haem	blood
Hemi	Half
Hyper	Above
Hypo	Below
Inter	Between
Intra	Within
Macro	Large
Mono	One
Myelo	Spinal cord
Neuron	nerve
pneuma	Air
Ortho	Straight, correct
Ophthalmos	Pertaining to the eye
tachy	fast

Activity: Handover notes

As you begin your shift, or when you finish you may be required to read and then complete handover notes. These will ensure that patients receive a consistent service and, therefore, they will reflect well on the organisation if they are effective.

Middlemarch Hospital			
Staff name	Ward	Shift	Date/Time
Patient	Medication	Comments	
John Williams	Paracetamol 10.30pm	Mr Williams has spent a restless night and requested a painkiller. He is due to go into surgery later today so I suggest close monitoring . No further medication to be administered prior to examination.	
Peter Kosminski	None	Mr Kosminski slept fitfully until roused at 6.30am. He protested that he was unable to sleep due to discomfort in affected area. Recommend consultation with G.P. at 10am.	
Herbert Elliott	None	Mr Elliott enjoyed a good night's sleep. His medication is scheduled for 10.00am and he may be discharged later today.	
Kevin Davis	Nil by Mouth	Mr Davis requires a thorough examination after his condition worsened through the night. His consultant has been alerted .	
Thomas Mooney	None	Mr Mooney is recovering well . He will require a further examination at some stage today but we anticipate no further complications	

These handover details are written quite formally. Communication may be improved if we use less complex vocabulary. See if you can replace some of the terms in bold with the following.

complained
observation
talk
check
told

signed out
before
had
expect

careful
restlessly
planned
problems

getting better
woke
state
asked for

Answers:

Handover notes

Middlemarch Hospital			
Staff name	Ward	Shift	Date/Time
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John Williams	Paracetamol 10.30pm	Mr Williams has spent a restless night and asked for a painkiller. He is due to go into surgery later today so I suggest close observation . No further medication to be administered before examination.	
Peter Kosminski	None	Mr Kosminski slept restlessly until woken at 6.30am. He complained that he was unable to sleep due to discomfort in affected area. Recommend talk with G.P. at 10am.	
Herbert Elliott	None	Mr Elliott had a good night's sleep. His medication is planned for 10.00am and he may be signed out later today.	
Kevin Davis	Nil by Mouth	Mr Davis requires a careful examination after his state worsened through the night. His consultant has been told .	
Thomas Mooney	None	Mr Mooney is getting better . He will require a further check at some stage today but we expect no further problems .	

Activity: Choose a better word

Use thesaurus to replace the words got and get in this passage. (You may need to change some of the small words as well.)

When Mr and Mrs Woods got to the hospital they were unable to find parking close to the building. Mr Woods had recently got a disabled parking permit but he was unable to park in any of the reserved bays because they were occupied; in some instances by people who hadn't got a permit. It took them 10 minutes to get a suitable parking bay.

They asked the receptionist at the hospital customer services to get them a form so they could lodge a complaint. She got them a form and explained the complaints procedure. She said they would get a reply within two weeks. Mr and Mrs Woods were impressed with the hospital's customer service department.

Answers: Choose a better word

Suggested answers – participants may offer alternatives

When Mr and Mrs Woods arrived at the hospital they were unable to find parking close to the building. Mr Woods had recently been allocated a disabled parking permit but he was unable to park in any of the reserved bays because they were occupied; in some instances by people who hadn't obtained a permit. It took them 10 minutes to find a suitable parking bay.

They asked the receptionist at the hospital customer services to give them a form so they could lodge a complaint. She handed/gave them a form and explained the complaints procedure. She said they would receive a reply within two weeks. Mr and Mrs Woods were impressed with the hospital's customer service department.

Activity: Spot the spelling mistakes and find the right word

Peter began working as a volunteer (1) with elderly people suffering from senile dementia within the community when he was an adolescent.

During the last two years he has worked as a domiciliary care assistant, helping clients with personal hygiene (2) including bathing, dressing and using the toilet. He has also been responsible for household care and shopping.

He has a professional attitude towards caring for the health of his clients and takes into account the importance of their intellectual, emotional and social well-being as well as their physical health.

In the future, Peter would like to be part of a specialist team ensuring that the elderly receive effective (3) care provision in an environment (4) that promotes self-esteem without discrimination.

The following words have been spelt incorrectly. Choose the correct spelling by ticking the box:

1. community

- A community
- B comuniti
- C communnity
- D communitie

2. adolescent

- A adolescent
- B addolesent
- C adolescent
- D adollescent

3. domiciliary

- A domisilliary
- B domisiliarie
- C domiciliary
- D domisciliary

4. professional

- A professionnall
- B profesional
- C professional
- D professional

5. intelecshal

A intellectual

B intelectual

C intellecshual

D intelecshual

6. discriminashun

A discrimmination

B discrimination

C discriminnashun

D discriminnation

Choose the most suitable word/s to replace these from the text:

7. volunteer

A paid helper

B unpaid helper

C carer

D assistant

8. hygiene

A dirtiness

B purity

C welfare

D cleanliness

9. effective

A handy

B obliging

C efficient

D valuable

10. environment

A setting

B mood

C building

D town

Answers: Spot the spelling mistakes and find the right word

1. A

2. C

3. C

4. D

5. A

6. B

7. B

8. D

9. C

10. A