



## Word list

**root** = the basic part of a word. (**heal** is the root of **health** / **healthy**, **sick** is the root of **sickness**, **caution** is the root of **precaution**).

**stem** = an added part of a word (like 's', 'ed', 'ing', 'un', 'dis', 'ly'), that changes the word in some way (as **paid** changes to **unpaid**, or **careless** changes to **careful**).

**letter patterns** = groups of letters that you often see written together (like 'ay', 'th', 'eed', 'ame', 'ow', 'ough', 'ent', 'aid', 'atch')

unhealthy  
healthy  
heal  
health



## When do we use it? Context

Whenever we are learning, we come across new and hard words. We can break them up by **listening** to the parts, for example:

### cardiovascular

car / di / o / vas / cu / lar (car - dee - o - vas - kyu - lah)

### hygiene

hy / giene (hy - jeen)

### contamination

con / tam / in / a / tion (con - tam - in - ay - shun)

We can also break them up by looking at the parts:

**roots** infection      **infect** / ion

**stems** assessment    assess / **ment**

**letter patterns**    cleansing    cl / **ean** / s / **ing**

**tricky spelling**    weight    w / **eigh** / t

# Word Patterns



## Why?

If you know the root of a word, then you can probably work out a new word with the same root.

For example

- **unknown** instead of not known
- **irregular** instead of not regular
- **infrequent** instead of not frequent,

All languages have common word endings or suffixes.

In English the suffix '*er*' often means it is a person.

- A **walker** is someone who walks.
- A **singer** is someone who sings.
- '*com*' is Latin for with (*com/con/col/co*): **compare**, **contagious**, **colleague**, **co-operate**.
- '*post*' is Latin for after: **postnatal**, **postoperative**, **post** traumatic stress, post meridiem - p.m.
- '*mal*' is Latin for bad: **malignant**, **malnutrition**.
- other prefixes used in medicine are: hyper, hypo, haemo, inter, dys.

Often medical words have come into English from Greek and Latin. Many English words have Greek and Latin suffixes.

Here are some suffixes which you will know from reading, writing and speaking Medical English.

- **tion** as in – medication, examination, malnutrition
- **sis** as in – tuberculosis, dialysis, urinalysis
- **ment** as in – treatment, employment,
- **ure** as in – puncture, suture, ligature
- **ic** as in – antibiotic, diuretic, sympathetic
- **itis** as in – dermatitis, nephritis, hepatitis





## Talk about – Discuss

Are there any words you would like to learn at work?  
 Ask someone at work if they will help you.  
 Remember to break them up if they are hard.  
 Then add them to your word list.

What do you call that  
 blood pressure thing?

It's a sphygmomanometer

A sphy..... what?



## Do

Look at these root words and the new words they can make.  
 Notice how the ends of the words can be quite different.  
 Practise saying them in their parts.

root word	parts	new words	parts
injure	in / jure	injury injured	in / jur / y in / jur / ed
danger	dang / er	dangerous dangerously	dang / er / ous dang / er / ous / ly
pain	pain	painful painkiller	pain / ful pain / kill / er
allergy	all / er / gy	allergic allergen	all / er / gic all / er / gen

# Word Patterns



Do

Look at these. Can you break them up so they are easier to learn?

root word	parts	new words	parts
artery		arterial	
inject		injection	
anaesthesia		anaesthetic	
technical		technique	
sterile		sterilise	
medical		medication	
equip		equipment	
pharmacy		pharmaceutical	
symptom		asymptomatic	
vessel		vascular	

Use this table for your own words.

root word	parts	new words	parts



# Word Patterns



Do

Highlight the root word inside the whole word. (The first two are done.)

Root (Greek or Latin)	Meaning	Whole Words
circulare	to move around	<b>circulation</b> system
spirare	to breathe	re <b>spiratory</b> system
excernere	to sift	excretory system
digerere	to carry	digestive system
lympa	water	lymphatic system
clanicus	a bed	clinic
lakeros	to tear	lacerate
otikos	an ear	otitis

Find the root in the words in the table below.

In these examples you just remove the prefix. Check each word in your dictionary

word	prefix	root
disagree	dis	agree
unaware		
renegotiate		
uncertain		
degenerate		
discount		
defraud		
unconcerned		

# Word Patterns



## Do

Highlight then write the suffixes in the following words.

Whole word	Word parts	Suffix
nephritis	nephri+itis	itis
bronchiolitis	bronchiol + itis	
otitis medea	ot+ isis	
arthritis	arthr + itis	
poliomyelitis	polio + myel + itis	



## Write

Use what you know about suffixes to finish these sentences. The first one is done for you.

- You are part of a community **network**.  
Meeting new people is called **networking**.
- You are a **councillor**.  
You have an important role in the \_\_\_\_\_.
- Councillors need to **consult** with their community members to find out what they think.  
Finding out what people think is called a \_\_\_\_\_.
- Contractors **maintain** the new swimming pool in your community.  
They have a \_\_\_\_\_ contract.
- You sometimes liaise with people in government departments.  
This type of connecting is called government \_\_\_\_\_.
- A mentor gives you **guidance** as you learn a new skill.  
They \_\_\_\_\_ and support you through difficulties.



## Word List

**prepare** = to make ready, for example you might plan or prepare what you'll say before speaking to a group.

**shadow** = to watch and follow someone closely to learn a new skill from them, e.g. a new trainee might 'shadow' a qualified worker.

**agenda** = the list of things for the meeting to do

**location** = where the meeting will be held

**item** = each topic or point on the agenda

**apologies** = a list of people who have said they can't come to the meeting

**tabling** = presenting information for all to see ('putting on the table').

**business arising** = things from the last meeting that people need to talk about again

**general business** = the items people have put on the agenda to talk about

any **other business** = things people want to talk about (usually at the end of a meeting) that they didn't put on the agenda

**action** = work that someone has to do after a meeting

**minutes** = a written record of what happened at a meeting, and what people have to do after the meeting.





## When do we use it? Context

The Chairperson / President prepares an agenda before each board / council meeting. You can add agenda items right up to the time the meeting starts. The Chairperson / President needs to:

Do	Think	Write under heading:
Read minutes from previous meeting.	Is this what really happened at the meeting?	Minutes of Previous Meeting
Look for actions from previous meeting.	Which items are unfinished business?	Business Arising
Check names and topics of any guest speakers.	Can this person definitely attend?	Guest Speakers
Check names and topics of any reports to be tabled.	Are these reports ready?	Reports
Ask the Secretary about important correspondence.	Have I read and answered all mail?	Correspondence
Add any new items of business.	Have I included all new items?	General Business



## Why?

Preparing an agenda is a good way of preparing for the meeting. The meeting can run smoothly because everyone knows what it will be about.



## Think about – Reflect

Listen for talk about unfinished business at each meeting. Also listen for new ideas. If you keep your own notes you'll see these same items on the agenda the next time your Board / Council meets.

What could you do if you noticed something important was missing?





## Write

Read the following ideas for the board of 'Wonem Tours'. Write a number next to each idea to show their **priority** order.

(Write **1.** for most important, **2.** second most important, etc.)

the office for 'Wonem Tours' needs painting. \_\_\_\_\_

what to do about the rising cost of fuel. \_\_\_\_\_

need to replace the bald tyres on the 'Wonem Tours' vehicle. \_\_\_\_\_

the 'Wonem Tours' office computer needs replacing. \_\_\_\_\_

The price of fuel is our biggest problem

If we have an accident because of bald tyres, we'll have a bigger problem.



## Do

Look at examples of minutes.

See how the information is organised. People often use numbers, subheadings, and bullet or dot-points to break the information into smaller parts.

Ask others who have experience with writing minutes for any helpful ideas. Like any complex skill, it becomes easier with practice.

### Minutes example

#### WONEM TOURS BOARD MEETING MINUTES

17 January 2007

Meeting opened at: 7:00pm

1. **PRESENT** Stella, Tom, Jannette, Craig, Virginia, Dion

2. **APOLOGIES** None

#### 3. MINUTES OF PREVIOUS MEETING

**Motion:** That the board accept the minutes of meeting dated 20 December 2006

**Moved:** Jannette    **Seconded:** Stella    **Carried:** Unanimous

#### 4. BUSINESS ARISING FROM THE PREVIOUS MINUTES

Tom presented costing / options for new 4WD. Recommends new as best deal - costing \$30 000, 3 year warranty, option for discoun

## Agenda example

### WONEM TOURS BOARD MEETING

#### AGENDA

17 January 2007

**1. Welcome**

**2. Apologies**

**3. Minutes of Previous Meeting**

**4. Business Arising from the Previous Meeting**

- costing / options for new 4WD (Tom)
- costing / options for new computer for office (Tom)
- updated procedures for equipment maintenance (Stella)

**5. Presentations / Guest Speakers**

- Rob (*Wonem Arts*) to present joint venture proposal for 'Rock Art Tours'

**6. Reports**

- finance officer to present quarterly financial report (Jannette)

**7. Correspondence**

- *Camping World* offering deals on safari tents, gas burners etc.
- *City Tyre Centre* offering January sale price on tyres '4 for 3'
- letter of enquiry from town high school re: cost of student tours

**8. New / General Business**

- Rising cost of fuel
- Leave entitlements for staff
- 4WD defensive driving course



## Word List

**key words** = words that hold strong meaning in a sentence, e.g. The **Director** from **Wonem Arts** Centre would like to **propose** his new **idea** about **Rock Art Tours**.

**summary** = recording the most important parts of a discussion.

**verbatim** = recording something word for word, e.g. the exact words of a motion.



## Watch - Observe

Watch (shadow) people when they take minutes. They might write the key words in their notes and type them into sentences later.

The easiest way to find the key words is to record the five 'w's:

**who**



**what**



**when**



**where**



**why / how**



Here is an example:

**who** ..... The Director from 'Wonem Arts Centre'

**what** ..... would like to talk about 'Rock Art Tours'

**when** .... next month.

**where** ... He will speak at our next meeting

**why** ..... so we can consider it for this tourist season



## When do we use it? Context

If you're discussing work in progress, you might record:

- what problems there were
- what progress has been made
- what needs to happen next
- who will do the work
- when it will be finished.

With a new idea, you might record:

- what it is about
- who moved (suggested) it
- who seconded (supported) it
- the reasons why it is or isn't a good idea (for / against).

For a motion, you must record:

- the exact words spoken (verbatim).
- Look at the very clear way that motions are recorded:
- Motion: That changes to the Wonem Council vehicle usage policy be accepted.
- Moved: John Wonem Mary Councillor
- Seconded: Motion carried or Motion lost.

Minutes example	
<b>WONEM TOURS BOARD MEETING MINUTES</b>	
17 January 2007	
Meeting opened at: 7:00pm	
1. PRESENT	Stella, Tom, Jannette, Craig, Virginia, Dion
2. APOLOGIES	None
3. MINUTES OF PREVIOUS MEETING	
Motion: That the board accept the minutes of meeting dated 2 December 2006	
Moved: Jannette	Seconded: Stella Carried: Unanim
4. BUSINESS ARISING FROM THE PREVIOUS MINUTES	
Tom presented costing / options for new 4WD. Recommends r	



## Why?

Discussing a lot of ideas at several meetings can be confusing. Having written minutes is like having a map of all the talk.

You can back track and see where an idea started as well as to see where the organisation is going with it.





## Talk about – Discuss

The most important skills of minute taking are **active listening** and **summarising**. Active listening means making sure you understand. Sometimes it means you have to ask questions.

It is always alright to ask for help if other people talk too fast. If you are confused, it is quite alright to stop the meeting. You might say: 'Can you please repeat that?' or if you are very confused, you might say: 'Excuse me, how should I record that?'

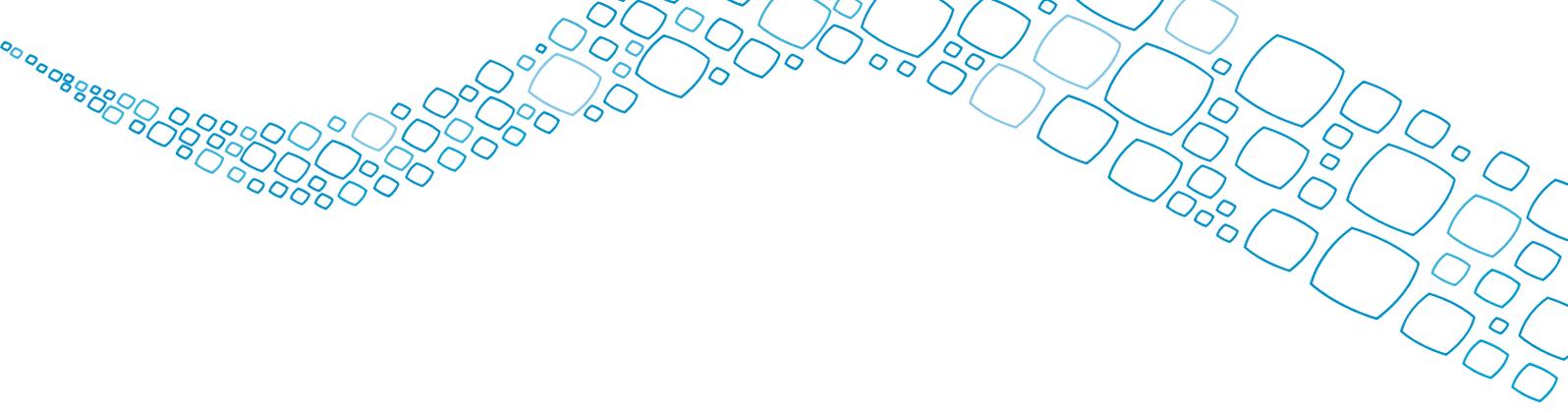


## Write

Headings make your minutes clear for others to read. You can use the heading **Discussion** to record what people talked about. The heading **Action** shows that something needs to be done and who will do it.

Read these sentences. Decide whether they mean people just talked about the issue (discussion) or decided to do something as well (action). Tick the correct box:

Sentence	Discussion	Action
Board members concerned about rising fuel prices.		
Secretary to survey community on needs.		
Board Chairperson and Centre Director to establish joint venture: 'Rock Art Tours'.		
Council members are unclear about rules for vehicle usage.		
Mary to research prices of new computers.		
Board members discussed training options.		



## Minutes

### Minutes of Staff Meeting 2nd December 2009, 6pm

**Present:** Tina Daicos, Matt Allen, Zoe Waters, Pat Chan, Vu Thang.

**Apologies:** Rosa Delucia

#### 1. Reports

- 1.1 Office report tabled and accepted.
- 1.2 Staff rep report – nothing to report.

#### 2. Minutes of previous meeting

Tabled and accepted.

#### 3. Business arising

- 3.1 Food handling training workshop
  - Wear gloves.
  - Washing up safe temp 60 degrees (kills germs).
  - Defrost safely, preferably in fridge.
  - Wash cutting boards thoroughly, separate fruit and vegies, dairy food, meat, etc.

**ACTION: Nicole and Matt to make above into signs for display.**

- 3.2 Staff Christmas dinner  
Staff not interested in Christmas party this year.

**ACTION: Zoe to organise buying something for staff lunch at centre.**

#### 4. General business

- 4.1 Union business  
Staff want to have meeting with union re: award, wage increase, child care workers rights.

**ACTION: Pat to organise the meeting**

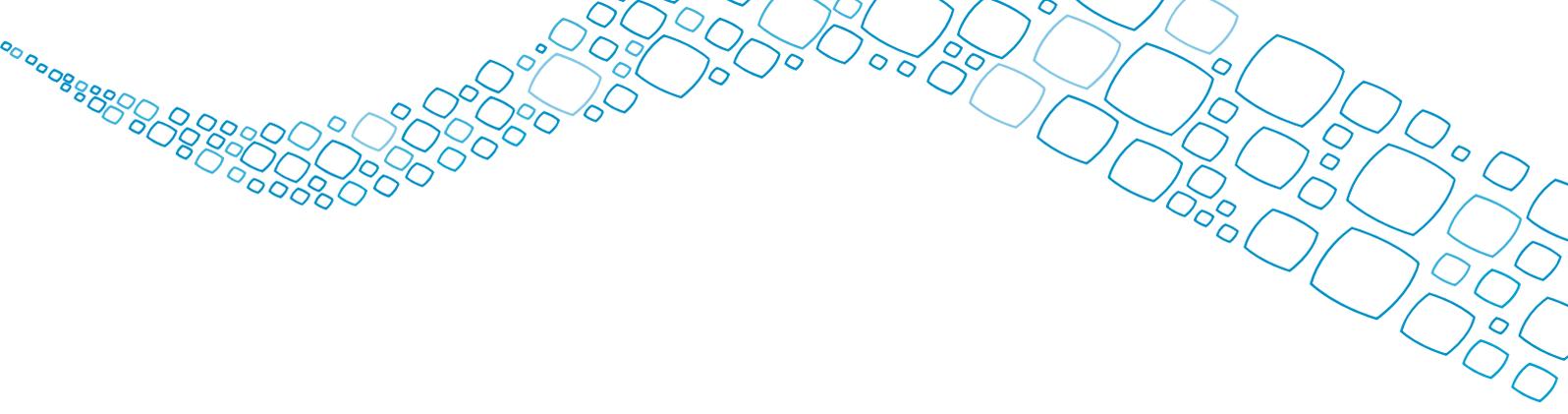
- 4.2 Health and Safety – cleaning toys and equipment
  - Toys in contact with saliva must go straight into washing basket.
  - All toys must be washed regularly, including sandpit toys.

**ACTION: Tina to buy hose fittings, aprons for staff, net for drying toys.**

#### 5. Any other business

None.

**Meeting closed 7pm**



## WONEM TOURS BOARD MEETING

### MINUTES

17 January 2007

**Meeting opened at:** 7:00pm

**1. PRESENT** Stella, Tom, Jannette, Craig, Virginia, Dion

**2. APOLOGIES** None

### v3. MINUTES OF PREVIOUS MEETING

**Motion:** That the board accept the minutes of meeting dated 20 December 2006

**Moved:** Janette      **Seconded:** Stella      **Carried:** Unanimously

### 4. BUSINESS ARISING FROM THE PREVIOUS MINUTES

Tom presented costing / options for new 4WD. Recommends new ute as best deal - costing \$30 000, 3 year warranty, option for discounted camp trailer and pay-by-installment options. Jannette confirms this amount is within budget. Dion had enquiry from school group (details in correspondence) – two vehicles will give us choice to take on larger groups.

**Motion:** That we buy a new ute using instalment plan.

**Moved:** Janette      **Seconded:** Stella      **Carried:** Unanimously

### 5. PRESENTATIONS / GUEST SPEAKERS

Rob (Wonem Arts) proposes a joint venture between Wonem Arts and Wonem Tours – 'Wonem Rock Art Tours'. He has two artists (Clifford and Mary) with deep cultural knowledge around the rock paintings at Gunbolk Creek. He suggests we might provide transport, bedding, food and driver; while he provides specialist Art tour-guide on a monthly basis (artists can rotate). He suggests that these tours (and others?) could also stop at Wonem Arts at the end of the trip for clients to visit the Gallery. Rob sees us offering a small payment to the artists (either a set fee or a percentage of the net tour package). Question / answer session followed, then Rob left details of proposal for our further consideration.

We are to let him know our decision by next month.

**Motion:** That sub-committee of Tom, Jannette and Virginia research and report back.

**Moved:** Craig **Seconded:** Virginia **Carried:** Unanimously

## 6. REPORTS

Jannette tabled end of quarter financial report. Business has been solid but profits are lower than last quarter due to rising fuel costs. Tom states we're to discuss this in new business.

## 7. CORRESPONDENCE

*Camping World* is offering good deals on safari tents and gas burners. Stella reports these tents sleep 8 people, are made of strong material, and are usually 30% more expensive. Tom reports they are easy to erect and one old tent needs repair / replacement.

Dion says we are buying the ute and need to watch for overspending. Stella suggests Rob (*Wonem Arts*) might agree to share this cost if we go ahead with joint venture.

**Motion:** That we wait until deciding on joint venture. Jannette to ask *Camping World* how long price will hold and ask Rob about sharing this cost at a later date.

**Moved:** Craig      **Seconded:** Stella      **Carried:** 5 to 1

## 8. NEW / GENERAL BUSINESS

Rising fuel costs – price of diesel has increased by 16% over last quarter. Need to form sub-committee to look at ways of building business and / or cutting non-essential costs. Some ideas already considered include: build in more bush tucker walks, cut down amount of stops on each trip by one. Could pass on cost to clients but want to attract new business (e.g. from schools). Rock Art Tours will help with new business and won't add fuel costs as are close-by. Tom, Jannette and Dion to research and report back next meeting.

**Next Meeting:** 21 February 2007

**Meeting closed at:** 8:30 pm



## Watch - Observe

- Who works with you to plan what you will do at work?
- How do you decide what to do first?
- How do you work out what to take with you to do a job?
- How do you record what you do at work?



## When do we use it? *Context*

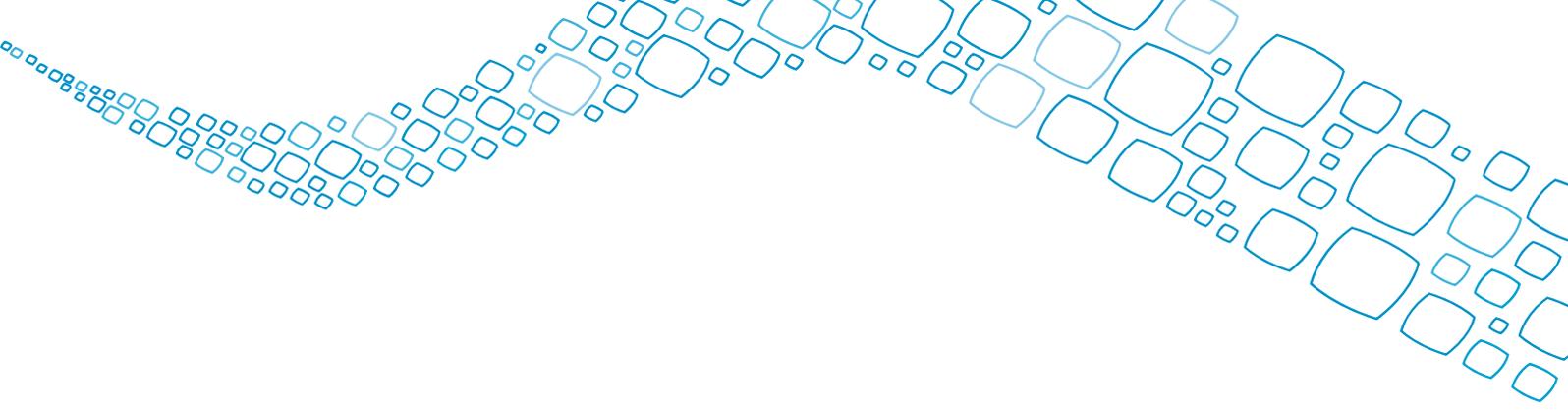
We use a plan when we want to work out how and when we will get all our work done in a month or a year.



## Why?

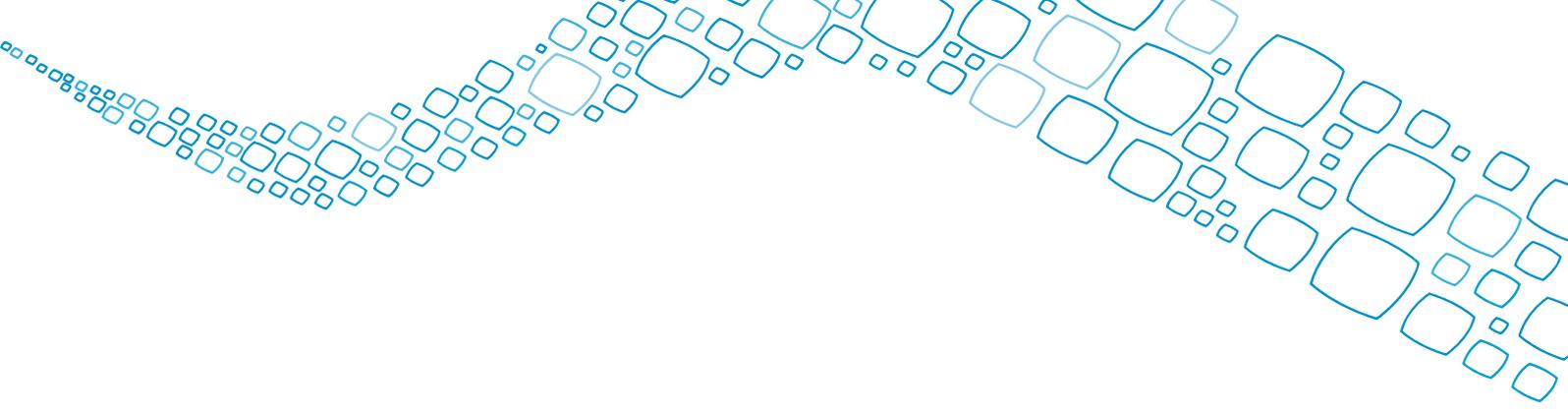
Planning is important for good environmental health.  
Writing down what we have to do on a planner helps us:

- remember all the tasks
- put the tasks in order
- get our equipment ready
- remember the date we have to finish



## Six Month Planner

JOBS	January			February			March			April			May			June					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Housing survey (R & M)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Check Rubbish Dump		x				x			x			x			x			x			x
Clinic Visit							x	x	x							x	x	x			
Assist Visiting EHO							x	x	x							x	x	x			
Essential Services Update							x	x	x							x	x	x			
Community Cleanup Day											x								x		
Dog Program											x								x		
Dust Control																					x



# Writing a plan



Do

**Create a plan for February:** Here are some jobs to plan for February (Feb):

Monthly jobs:

- Check the rubbish dump (week 2).
- Fax report to Environmental Health Officer (EHO) by the last day of the month.

Weekly jobs:

Survey three houses and list repairs.

- Fax repair list and surveys to housing officer every Friday.
- Check the rubbish dump every Wednesday morning.

Other jobs:

- Plan a talk on mosquitoes.
- Talk at school about mosquitoes (Thursday, week 4). Work with EHO (visiting 3-4 Feb).

Also, in February:

- You are going away for a workshop in Cairns from 12-15 Feb.



Write

Write your February jobs in the planner on the back of this card.

Write:

- housing work in **red**
- work with visitors in **blue**
- office work in **green**
- personal information in **brown**.

Start with jobs that have a date or day written next to them.

# Writing a plan

## February Planner

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						



## Word List

**report** = to bring back news, to tell as fact. (From the Latin word 'portare' meaning to bring.) As well as facts, an organisation's reports can include opinions on how a project is going.

**progress report** = regular news about a project.



## Watch

Who gives regular reports at your board / council meetings? Find some time between meetings to talk to them about how they collect their information. Ask them how they write their reports.

Ask if you can shadow (watch) them the next time they prepare a report. Notice which documents they read and who they speak to.

Read as many different kinds of reports as you can. You'll see that reports include many 'facts and figures' (written information / numbers that measure change) in words or shown in graphs, tables, diagrams or photographs. When you collect information, ask yourself which of these is the best way to report it.

Notice that people usually write reports in a 'non-judgmental' way. They report: problems and failures without offending (hurting) individual people, and successes as belonging to the group.





## When do we use it? Context

We write reports to give useful information to clients (communities), board / council members and other stakeholders (funding bodies).

What we report on	How often
Research done before work starts	(as needed)
On-going projects	Update briefly: at each meeting
Completed projects	Give full report: on completion (when it is finished)
Financial status	At any time but usually each meeting: <b>monthly</b> (each month) or <b>quarterly</b> (four times a year) and <b>annually</b> (each year) at the Annual General Meeting (AGM).
Administrative changes (e.g. staff change, training updates etc.)	<b>ad hoc</b> (as needed)
On-going work of sub- committees	At each meeting: e.g. <b>monthly</b> (each month) or <b>quarterly</b> (four times a year)
All work done by the board / council	Give full report: <b>annually</b> (each year) at the AGM and maybe in a written annual report for the community, the funding body etc.



## Why?

We write reports so people can see what we are doing. The annual report helps large organisations see what they've done over the year and plan what to do for the next year.

Other reports help the board or council see how the organisation is going throughout the year. Reports also help different sections in an organisation find out what others have been doing.



# Writing reports



## Do

Watching television news is a good way to learn what you should include in a report. When you watch the news, listen for the five 'w's: **who, what, when, where, how / why**. To practise, choose one news item and see if you can answer each of the five 'w' questions. You usually need all of these in a report.



## Write

**who** are the people involved?

---

---

**what** were the main things that happened?

---

---

**when** did it start / end?

---

---

**where** did it happen?

---

---

**why** is this information important or how did it happen?

---

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## Talk about – Discuss

Being part of a sub-committee is a good way to find out more about your board / council work. You might find it easier in a smaller group to discuss the most important things to report back to the wider group.

Read as many examples of reports as you can.



## Do

Look at this diary. It shows some of the work an Environmental Health Worker did one week in February.

Week 1 February Environmental Health Report

Monday 1	Tuesday 2	Wednesday 3	Thursday 4	Friday 5
Checked sewage pond. Fence broken.	Reported broken fence at sewage pond.	Surveyed house number 3. Fixed broken tap.	Surveyed house number 4. Needs spraying for cockroaches.	Helped the Essential Services Officer (ESO) with fence repair at sewage pond.
	Visited clinic. Spoke with the Aboriginal Health Workers about doing some health promotion activities together.		School talk about mosquitoes. Kids asked questions about flies and rubbish.	Checked rubbish tip – OK.



## Write

Draft (write) a short report. Use these guidelines.

1. **Ask:** Who is going to be reading this report?

They are your audience. Always keep them in mind as you are writing. Remember to ask yourself: what do they already know and what do they need to know? This is who you are reporting to.

2. **Think:** What do I need to include in this report? If it is about one project, use the five 'w's to get you started. If your report is about several projects, use the five 'w's for each project.

3. **Collect:** Do I have all of the facts and figures I need?

Make a note if you need to do any research. These facts and figures will be the content of your report. This is what you are reporting.

4. **Ask:** What is the best order to tell this? We call this the 'structure'. You probably need to sort and organise the information into sections. You might use different parts of the project or even the different groups of people working on it as headings. Get ideas for headings from reading other reports or make up your own. You can list your facts under each heading using dot / bullet points.

You can also write your report in the same order as it happened (chronologically). When you're deciding on the structure, ask yourself: what will be the easiest way for people to understand?

5. **Check:** Who do I know that can check this for me? Ask them to check: that your facts are correct, that it makes sense, and to correct any spelling or typing errors.

6. **Remember:** Writing is not an easy process.

It sometimes takes several drafts before you're satisfied that it is ready for others to read.

# Writing reports



## ACCIDENT/INCIDENT REPORT

CHILD'S NAME: Allen, Chris

Date	Time	Incident/Accident	Treatment/Symptoms	Signatures			
				Staff	Senior	Parent	Director
1/3/09	9.30AM	Chris was bitten on hand by another child.	Washed Chris's hand. Put on ice pack. Comforted Chris	Z. Waters	R. Khan	J. Allen	T. Darcos
5/8/09	3.10pm	Chris slipped in Snow and bumped his head	Put on ice pack Comforted Chris	P. Chan	R. Khan	J. Allen	T. Darcos
8/11/09	2.5pm	Chris fell in playground and hit knee.	Washed cut. Put Bandaid and bandaid on cut. Comforted Chris	N. Gott	R. Khan	J. Allen	T. Darcos

