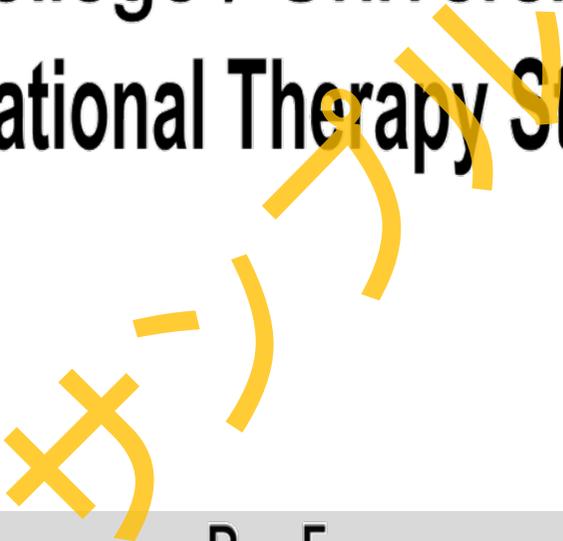


**Basic English Conversation Dialogues  
for  
College / University  
Occupational Therapy Students**



Dr. Faramarz Samifanni

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# Acknowledgment

As a person, my utmost dedication is serving humanity. I cannot deny that I am a firm believer of the Creator who has only three commandments or rules: Good Thoughts, Good Words, and Good Deeds. These are the principles of a true Iranian or Persian, as the early Europeans called them. Without those principles in mind, I could not have thought of the words and actions to make this book or any other good things that I have done to serve people. Therefore, my deepest thanks belong to the Creator and no other force.

Also, thanks to the honorable Dr. Kuninori Takagi 高木 邦格, the director/founder/owner of Hospitals, Health and welfare organizations, colleges and universities including the one I am in, Fukuoka International University of Health and welfare. The dedication of Dr. Takagi to serving for the best interest of the people is an excellent example of what a person can do and that dreams can come true in a lifetime. This book and other technical EFL books related to Health and welfare would not have been conceptualized had it not been for my position offered by Dr. Takagi and his team.

Thanks to Dr. Imaizumi and Dr. Maruyama, who encouraged me to continue my efforts to help students enjoy learning a foreign language and improve their communication skills. Also, I am extending my gratitude to the people who were very positive in helping me stay happy and motivated to finish these series.

Special thanks to Dr. Hitoshi Maruyama, who always cheered me and encouraged me to publish this book. Thanks to Ms. Chie Kakubo and Ms. Kazue Kusumi, for translations and proofreading parts of the book.

Finally, I offer my unlimited thanks to my great students for giving me the immense energy and motivation to inspire them. Thank you all for your positive attitude towards learning.

Faramarz Samifanni, Ed. D.  
Author

# To the Instructor

This book provides role-playing activities for oral English proficiency. It is well-suited for freshmen tertiary L2 students as a formal content in the curriculum of first-year English classes or as an enrichment lesson in any related English language course. In using this book, you may apply the Direct Method, the Communicative Language Teaching Method, and the LIPS Method developed by the author to make every lesson engaging and productive. Moreover, using the above-mentioned language teaching methods in implementing the activities and lessons found in this book will help enrich and enhance the confidence level in oral communication of the students.

Treatment of Errors:

Pronunciation errors: After all the groups have performed, the instructor might want to re-emphasize certain words or expressions.

No group/individual is to be scolded for mistakes.

No group/individual should be directly criticized.

Students may be given exercises from the book to do in class.

Important: Through group work and individual performances, the students will enjoy and gain confidence in speaking without the fear of expressing their opinions orally. The instructor should play the role of a guide like a mentor.

As time passes, the class performances may encourage group competitions and help them develop a higher level of communication skills. These competitions will help the students to be independent, responsible, competitive, and confident.

Positive Reinforcement

Appreciate students' effort

Give encouraging speech

Group formation is based on the instructor's evaluation after giving a level-check test.

Students' final grade is based on active participation and the final exam. Also, the same level-check-test given in the beginning should be administered at the end to assess the progress of the students during the term. The author did not include the answer keys at the back of the book intentionally. This is done to prevent the learners from knowing the answers before tackling the activities.

**Note:** If you (The Instructor) want the answer keys and more detailed information about how to do the LIPS method, please contact the author through the publisher.

# 講師の方へ

本書は、英語のスピーキングを高めるためのロールプレイ・アクティビティを提供します。大学・専門学校の新入生の初年次英語授業のカリキュラムの正式なコンテンツとして、また、特別英語コースの充実したレッスンとして最適です。本書では、著者が開発したダイレクト・メソッド、コミュニケーション・ランゲージ・ティーチング・メソッド、LIPS メソッドを活用して、魅力的で生産的な授業を行うことができます。さらに、上記の言語教授法を用いて、本書に掲載されているアクティビティやレッスンを実施することで、生徒のオーラル・コミュニケーションに対する自信を高め、豊かにすることができます。

間違いへの対応：

発音の誤り：すべてのグループがパフォーマンスを行った後、講師は特定の単語や表現を再度強調してもよいでしょう。

どのグループ/個人も間違いで責められないようにしてください。  
どのグループ/個人も直接批判されないようにしてください。  
クラスで、生徒に本書の中の練習問題を与えてみましょう。

重要：グループワークや個人のパフォーマンスを通して、生徒は自分の意見を言葉で表現することを恐れず、話すことを楽しみ、自信がもてるようになります。講師は、メンターのようなガイドの役割を果たすべきです。

時間が経つにつれ、クラスのパフォーマンスがグループの競争を促し、より高いレベルのコミュニケーションスキルを身につけることができるかもしれません。このような競争は、生徒たちが自立し、責任感や競争心、そして自信をもつことを促すでしょう。

積極的に促すこと

- 生徒の努力に感謝する
- 励ましの言葉をかける

グループ編成は、レベルチェックテストを行った後で講師の評価に基づいて行う。

生徒の成績は、クラスでの参加と試験で判定されます。クラスの最初で実施されたレベルチェックテストを保存し、学期の最後でも行い、生徒の成長を評価するために使います。著者は解答を意図的に本書の最後に含めていません。これは生徒がアクティビティの前に答えを知ることが防ぐためです。

**注：**もしあなた（講師）が解答と LIPS メソッドの実行方法に関する詳細情報が必要な場合は、出版社を通して著者に連絡してください。

# Introduction

Based on many years of teaching in Japan, I felt that the students would learn more English communication through active learning: knowing cultural variation, understanding language purposes, imitating proper pronunciation, practicing the conversation, and actively performing; rather than sitting and taking in technical meaning without applying those terms in real-life situations or rote learning. Therefore, the focus of this book is on Oral communication and using mainstream North American English accents.

The main goal in this book is to eliminate the insecurity of the learners when they face a foreign speaker. This book aims to develop and improve the communication skills of the learners and their confidence in using the English language in their respective fields on a long-term basis.

The instructor's efficiency and the students' diligence are contributory to the positive impact of the lessons. After all, a book is like a car. A good driver can drive any car, even if it is an old clunker, but an incompetent driver will crash the car even if it is an expensive luxury car.

Instructors should be skilled and well-versed with Intercultural Communication Competence (ICC) to utilize their teaching skills and experiment on the effects of culture and its importance in communication. Memorization through reading will hamper the goal of oral communication. The reason is, human beings do not learn how to speak through reading and writing. We learn by cultural observation, imitation, and practice. Reading, writing, and grammar come in the last stage of language learning. By the time we are ready to learn those, we already know how to communicate using the language as a tool for communication. So, teach your students new cultures while they learn to communicate effectively through imitation, practice, and acting.

The book gives priority to imitation and practice. By all means, use it in those formats as you see fit.

Good luck!

# はじめに

日本での長年の教育経験から、生徒たちが英語によるコミュニケーションをより多く学ぶためには、文化的な違いを知り、言語習得の目的を理解し、正しい発音の真似をして会話の練習をすること、さらに自分から積極的に学習することが必要だと感じています。専門的な言葉の意味を知っていても実際の状況で使えないような座学や目的のない暗記学習ではいけません。本書ではオーラル・コミュニケーションと主流な北米英語のアクセントを使うことに焦点を当てています。

本書の主な目的は、学習者が外国人話者を前にしたときの不安感を取り除くことです。また、学習者のコミュニケーション能力と、それぞれの分野で英語を使用する際の自信を長期的に発展・向上させることも意図して作りました。

講師が効率よく教え、学習者が勤勉であれば、素晴らしい学習効果が得られます。結局、本書は「車」のようなものです。運転が上手な人は、たとえ古いポンコツ車でも運転できますが、運転が下手な人は、高価な高級車でも事故を起こしてしまいます。

講師は、教授技術と文化とコミュニケーションの効果に基づいている経験を使う異文化コミュニケーション能力（ICC）に精通していなければなりません。読書による暗記は、オーラル・コミュニケーションの目的を阻害します。なぜなら、人間は読み書きを通して話し方を学ぶわけではないからです。文化を観察し、真似をし、実践することで学ぶのです。読み書きや文法は、言語学習の最終段階で行われます。つまりその段階では、すでにその言語でコミュニケーションができています。ですから、生徒たちが模倣、練習、ロールプレイを通して効果的なコミュニケーション方法を学んでいる間に、文化も一緒に教えましょう。

この本では、「模倣」と「練習」に重点を置いています。それらをうまく取り入れながら、学習を進めてください。がんばってください！

# SEGMENT 2:

This segment presents some cases of the Occupational Therapist interventions which helps patients with various medical condition.

## INTERVENTION STRATEGIES

---

### Pre-Test

Unit 6: Depression

Unit 7: Tips on Putting on a Button-up Shirt

Unit 8: Grip Strength Exercises for Arthritis Patients

Unit 9: The Functions of the Upper Limbs

Unit 10: Log Roll Technique

# SEGMENT 2: INTERVENTION STRATEGIES

## PRE-TEST

---

### MULTIPLE CHOICE

Choose the letter of the best answer for each question. Write your answer before the number.

Example:

- A 1. Marina \_\_\_\_\_ her application yesterday.  
A. posted    B. posting    C. post    D. posts

Start Here.

- \_\_\_\_\_ 1. OT: Can you tell \_\_\_\_\_ about something you're good at?

A. me    B. we    C. he    D. she

- \_\_\_\_\_ 2. Patient: (*smiles*) Yes, I \_\_\_\_\_ good at Kendo.

A. is    B. am    C. an    D. are

- \_\_\_\_\_ 3. OT: Today, I will \_\_\_\_\_ you how to put your shirt on.

A. taught    B. teaching    C. teaches    D. teach

- \_\_\_\_\_ 4. Patient: Oh, I did it! I thought I'd \_\_\_\_\_ be able to do it.

A. more    B. never    C. most    D. am

- \_\_\_\_\_ 5. OT: Let me \_\_\_\_\_ you stand first.

A. rest    B. time    C. hurt    D. help

- \_\_\_\_\_ 6. Patient: In a circular \_\_\_\_\_ like this?

A. caution    B. lotion    C. motion    D. potion

- \_\_\_ 7. OT: \_\_\_ press your left palm on this paper.  
A. Then      B. When      C. If      D. What
- \_\_\_ 8. Patient: Let me guess, \_\_\_ going to paint?  
A. where      B. were      C. we're      D. ware
- \_\_\_ 9. OT: Exactly, that'll \_\_\_ you sit up straight.  
A. need      B. help      C. want      D. hurt
- \_\_\_ 10. Patient: \_\_\_! I didn't feel any back pain.  
A. Wow      B. Cow      C. Bow      D. Now

### TRUE OR FALSE

Encircle  TRUE if the statement is correct or FALSE if the statement is wrong.

11. Feeling hopeless is a sense of no confidence and despair.  
TRUE – FALSE
12. The first step in wearing a shirt is to tidy the shirt around your body.  
TRUE – FALSE
13. Making a fist is an example of grip exercise.  
TRUE – FALSE
14. The arm belongs to the upper extremities.  
TRUE – FALSE
15. Logrolling aims is to maintain alignment of the spine.  
TRUE – FALSE

- END OF TEST -

# Pronunciation Guide

---

## Complete Word / Phrase

## Pronunciation

cannot (cant')	/kant/
did not (didn't)	/did.ent/
do not (don't)	/dont/don/
going to	/go.ne/
I am (I'm)	/ai.m/
I have (I've)	/ai.ev/
I would (I'd)	/ai.d/
let me	/le.mi/
let us (let's)	/lets/
that will (that'll)	/dadl/
we are (we're)	/wir/
we will (we'll)	/weel/
you are (you're)	/yor/

# Unit 6

## Depression



Pronunciation Drill

❖ **Depression**

Practice

Technical Vocabulary

Comprehension Check

Word Search

It's Worth Knowing

How Far Did You Learn?

Guess the Words

Reflective Writing

## **Pronunciation Drill**

---

Read the following words to practice your pronunciation.

1. about

---

2. dealing

---

3. depression

---

4. focusing

---

5. good

---

6. honestly

---

7. hopeless

---

8. something

---

9. that

---

10. try

---

## Dialogue

### Depression

Listen while your teacher reads the script once, then repeat after him/her when he/she reads it the second time. Good luck!



**OT:** Good morning, Mr. / Ms. \_\_\_\_\_. How are you?

**Patient:** Honestly, I've been feeling hopeless these days.

**OT:** Really! Why is that?

**Patient:** I always fail in everything I do, even in English.

**OT:** Can you tell me about something you're good at?

**Patient:** (*smiles*) Yes, I'm good at \_\_\_\_\_.

**OT:** Wow!

Try focusing on that and don't give up until you win.

**Patient:** Okay, great idea. I will.

### Practice

Get in pairs or in groups and prepare for performance.

### Technical Vocabulary

**Feeling hopeless** is a sense of no confidence and despair.

**Depression** is a mood disorder causing a persistent feeling of sadness and loss of interest and can interfere with a person's daily activities.

## Comprehension Check

Based on the dialogue, encircle  the letter of the correct answer for each question.

- Patient: Honestly, \_\_\_\_\_ been feeling hopeless these days.
  - I am
  - I've
  - I'm
- Why was the patient feeling hopeless?
  - He/she cannot read.
  - He/she did not pass the entrance test.
  - He/she always fail in everything he/she does.
- OT: \_\_\_\_\_ focusing on that and don't give up until you win.
  - Cry
  - Try
  - Fry

## Word Search

Find the given words in the grid running in one of eight possible directions horizontally, vertically, backwards or diagonally.



### Given Words:

DEPRESSION  
FEEL  
CONFIDENCE  
GOOD  
HONESTLY  
SENSE  
DAILY  
INTEREST  
TELL  
WIN

## It's Worth Knowing

---

### What Is Depression?

Depression or “major depressive disorder” is a common and alarming medical illness that brings negative effects to a person’s feelings, thoughts, and actions.

The following are the symptoms of depression:

- Feeling sad or depressed
- Loss of interest in activities once enjoyed
- Changes in appetite — weight loss or gain unrelated to dieting
- Trouble sleeping or sleeping too much
- Increased fatigue
- Feeling useless or guilty
- Struggle with thinking, concentrating or making decisions
- Thoughts of death or suicide

## How Far Did You Learn?

---

Encircle  TRUE if the statement is correct or FALSE if the statement is wrong.

1. Thoughts of death or suicide is a sign of fever.  
TRUE - FALSE
2. Loss of interest in activities once enjoyed is a symptom of cold.  
TRUE - FALSE
3. Trouble sleeping or sleeping too much is a sign of cough.  
TRUE - FALSE
4. Depression causes feelings of uselessness and guilt.  
TRUE - FALSE
5. Increased fatigue is a symptom of depression.  
TRUE - FALSE

## Guess the Word

---

Arrange the scrambled letters to complete the missing word.

1. Approximately 30% of people with substance \_\_\_\_\_ problems also suffer from depression.

ANSWER: \_\_\_\_\_

CLUE: SUBEA

## Reflective Writing

Write four opinions on the activities and topics presented in this unit.

I learned that \_\_\_\_\_

---

---

---

---

---

I realized that \_\_\_\_\_

---

---

---

---

---

I feel that \_\_\_\_\_

---

---

---

---

---

I believe that \_\_\_\_\_

---

---

---

---

---

# Unit 7

## Tips on Wearing a Button-up Shirt

### ❖ **Wearing a Shirt (Patient with Injured Arm)**

Pronunciation Drill

Practice

Technical Vocabulary

Comprehension Check

Word Search

It's Worth Knowing

How Far Did You Learn?

Guess the Words

Reflective Writing

## Pronunciation Drill

---

Read the following words / phrases to practice your pronunciation.

1. able

---

2. congratulations

---

3. done

---

4. injured

---

5. mention

---

6. practice

---

7. shirt

---

8. sleeve

---

9. teach

---

10. thank you

---

## Wearing a Shirt (Patient with Injured Arm)

Listen while your teacher reads the script once, then repeat after him/her when he/she reads it the second time. Good luck!

**OT:** Hi Mr. / Ms. \_\_\_\_\_.

**Patient:** Hi.

**OT:** Today, I will teach you how to put on a shirt.

**Patient:** Yes. Please do.

**OT:** First, slide one sleeve all the way up to your injured arm.

**Patient:** Okay. Done.

**OT:** Then, slide your other arm into the armhole.

**Patient:** Sure!

**OT:** Then, button your shirt using your able hand.

**Patient:** Oh, I did it! I thought I'd never be able to do it.

**OT:** Great job! / Congratulations!

**Patient:** Thank you so much.

**OT:** Don't mention it.



### Practice

---

Get in pairs or in groups and prepare for performance.

### Technical Vocabulary

An **armhole** is the hole in a shirt where the arm goes in.

## Comprehension Check

Based on the dialogue, encircle  the letter of the correct answer for each question.

- OT: First, slide one sleeve all the way up to your \_\_\_\_\_.
  - injured arm
  - weak leg
  - bruised feet
- Oh, I did it! I thought I'd never be able to do it.*  
Who is speaking in the sentence above?
  - OT
  - PT
  - Patient
- Why was the patient grateful?
  - He/she was able to put on a shirt.
  - He/she was allowed to eat sweets.
  - He/she was able to lift weights.

## Word Search

Find the given words in the grid running in one of eight possible directions horizontally, vertically, backwards or diagonally.

R	E	K	R	G	T	N	P	Q	N	G	R	T	J	J
W	W	X	E	N	D	S	E	I	W	A	R	M	D	K
G	I	A	W	C	T	D	M	O	K	W	A	C	I	Z
V	I	C	S	N	G	E	E	J	R	X	A	E	K	W
P	X	R	G	V	B	R	N	N	H	M	E	S	K	O
N	E	I	F	R	L	U	T	E	T	L	A	H	O	C
L	E	W	B	S	P	J	I	Z	I	S	X	I	F	A
R	V	J	R	E	R	N	O	E	X	R	J	R	E	G
H	E	D	D	L	M	I	N	D	T	T	T	T	D	W
T	E	D	B	O	I	N	U	V	B	M	H	L	I	E
C	L	W	L	H	K	O	O	W	U	T	G	E	L	N
L	S	W	P	M	F	T	I	W	D	D	U	X	S	O
K	L	W	H	R	A	T	E	B	N	W	O	R	E	D
A	X	C	I	A	V	U	G	T	W	N	H	Z	T	P
G	P	U	S	D	S	B	L	W	E	F	T	Q	A	G

Given Words:

INJURED  
ARM  
SLEEVE  
BUTTON  
ARMHOLE  
SLIDE  
THOUGHT  
MENTION  
DONE

## It's Worth Knowing

---

### Tips on Wearing a Button-up Shirt

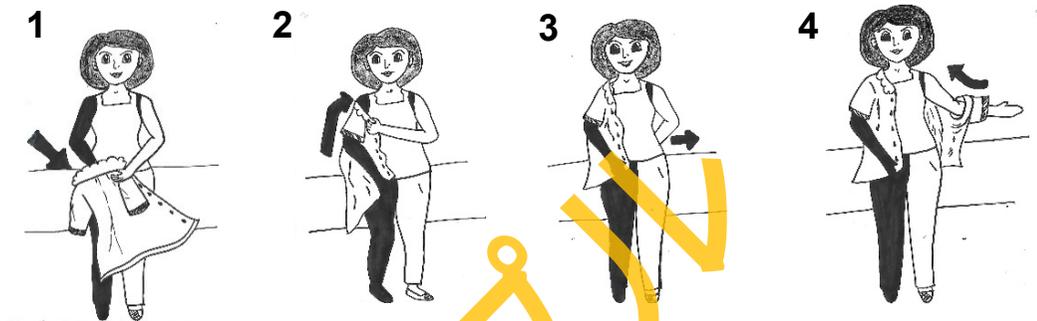
**Note:** The weak / injured arm goes into the sleeve first.

Step 1: Spread the shirt on your lap with the sleeve for your weak hand hanging between your legs.

Step 2: Use your strong arm to slide one sleeve all the way up your injured arm.

Step 3: Grab the rest of the garment using your strong arm.

Step 4: Slide your strong arm into the other sleeve and button the shirt with your strong arm. Tidy the shirt around your body.



## How Far Did You Learn?

---

Encircle  TRUE if the statement is correct or FALSE if the statement is wrong.

1. The last step in wearing a shirt is to tidy the shirt around your body.  
TRUE - FALSE
2. Wearing a button-up shirt is easier when swimming.  
TRUE - FALSE
3. Grab the rest of the garment using your strong arm is the third step.  
TRUE - FALSE
4. An armhole is a hole in a shirt where the arm goes.  
TRUE - FALSE
5. The strong arm goes into the sleeve first.  
TRUE - FALSE

## Guess the Word

---

Arrange the scrambled letters to complete the missing word.

1. Once your shoulder or kneecap is dislocated, you are more likely to dislocate it again. It is advisable to wear protective \_\_\_\_\_ during sports to help prevent bone dislocations.

CLUE: RAGE

ANSWER: \_\_\_\_\_

## Reflective Writing

---

Write four opinions on the activities and topics presented in this unit.

I learned that \_\_\_\_\_

---

---

---

I realized that \_\_\_\_\_

---

---

---

I feel that \_\_\_\_\_

---

---

---

I believe that \_\_\_\_\_

---

---

---

# Unit 8

## Grip Strength Exercises for Arthritis Patients



Pronunciation Drill

❖ **Grip Training**

Practice

Technical Vocabulary

Comprehension Check

Word Search

It's Worth Knowing

How Far Did You Learn?

Guess the Words

Reflective Writing

## **Pronunciation Drill**

Read the following words to practice your pronunciation.

1. anything

---

2. circular

---

3. grip

---

4. motion

---

5. over

---

6. perfect

---

7. things

---

8. today

---

9. train

---

10. wipe

---

## Grip Training

Listen while your teacher reads the script once, then repeat after him/her when he/she reads it the second time. Good luck!

**OT:** Hi Mr. / Ms. \_\_\_\_\_! You're looking good.

**Patient:** Thanks. 😊

**OT:** Today we'll train your hands on how to grip things.

**Patient:** Great idea because I can't hold anything.

**OT:** OK. Let me help you stand first.

**Patient:** Go ahead.

**OT:** Put your right hand on the cloth.

Now your left hand over your right hand.

**Patient:** Like this? / Is this Okay?

**OT:** Yes. Then wipe the table in a circular motion.

**Patient:** In a circular motion like this?

**OT:** Yes. Just like that. Perfect!

**Patient:** Yei! / Yahoo! / Yippee!



### Practice

Get in pairs or in groups and prepare for performance.

### Technical Vocabulary

**Grip** is the strength between your fingers, your palm, and your hand to help you hold things in place.

## Comprehension Check

Based on the dialogue, encircle  the letter of the correct answer for each question.

1. How should the patient wipe the table?
  - a. diagonally
  - b. back and forth
  - c. in a circular motion
  
2. What was the focus of the training?
  - a. balance
  - b. grip
  - c. stance
  
3. Which of the following is the right order?
  - a. table – right hand – cloth – left hand
  - b. table – cloth – right hand – left hand
  - c. table – cloth – left hand – right hand

## Word Search

Find the given words in the grid running in one of eight possible directions horizontally, vertically, backwards or diagonally.

E	D	D	T	D	Q	D	T	J	K	G	W	X	A	A
E	N	V	I	S	F	K	L	M	O	J	V	P	N	E
Q	F	B	W	W	E	X	O	V	Q	C	U	H	P	K
W	I	N	S	Z	H	U	E	F	D	R	T	J	H	R
N	D	J	S	J	T	R	H	G	U	H	G	W	M	N
X	M	A	S	N	O	B	P	T	V	D	E	X	H	A
U	V	S	C	O	L	J	W	T	M	M	L	A	X	I
T	X	G	O	I	C	C	I	N	K	D	B	P	W	R
M	D	N	G	T	I	D	P	E	U	N	A	O	F	T
T	T	I	A	O	R	X	E	H	S	A	T	B	P	W
W	B	H	H	M	C	A	U	T	U	H	R	P	D	U
J	B	T	W	W	U	T	I	Z	T	R	T	O	T	O
X	D	H	U	B	L	L	I	F	C	F	S	M	I	J
D	J	J	F	M	A	O	G	V	O	G	I	L	V	P
G	T	B	F	D	R	G	T	T	P	Z	F	E	V	L

Given Words:

TRIAN  
 WIPE  
 THEN  
 THINGS  
 OVER  
 HAND  
 CLOTH  
 MOTION  
 CIRCULAR  
 TABLE

## **It's Worth Knowing**

---

### *Grip Strength Exercises for Arthritis Patients*

Grip strength plays an important role in accomplishing the recovery of the patient. Different exercises may be used during occupational therapy based on the patient's condition.

For severe cases, the occupational therapist may advise simple hand exercises without any equipment.

Doing the following exercises have shown to improve grip strength of patients with arthritis.

These may include, but are not limited to:

- Making a fist
- Targeted finger pinching
- Spreading five fingers
- Wrist extension & flexion

Each exercise requires 3 sets of 10-15 repetitions per hand. This can be done multiple times during the day based on the patient's ability level upon the advice of the occupational therapist.

## **How Far Did You Learn?**

---

Encircle  **TRUE** if the statement is correct or **FALSE** if the statement is wrong.

1. Grip strength plays an important role in rehabilitation.

TRUE - FALSE

2. Simple hand exercises without any equipment are advised for severe cases.

TRUE - FALSE

3. Making a fist is an example of grip exercise.

TRUE - FALSE

4. Grip is the strength between your fingers, palms, and hands.

TRUE - FALSE

5. Grip exercise requires 7 sets of 20-35 repetitions per hand.

TRUE - FALSE

## Guess the Word

---

Arrange the scrambled letters to complete the missing word.

1. Grip strength is important for many aspects of everyday life, from writing to \_\_\_\_\_ things.

CLUE: TIFLING

ANSWER: \_\_\_\_\_

## Reflective Writing

---

Write four opinions on the activities and topics presented in this unit.

I learned that \_\_\_\_\_

---

---

---

I realized that \_\_\_\_\_

---

---

---

I feel that \_\_\_\_\_

---

---

---

I believe that \_\_\_\_\_

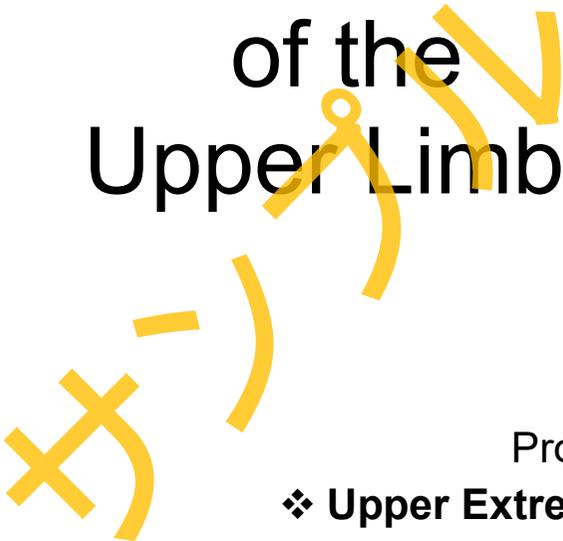
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# Unit 9

## The Functions of the Upper Limbs



Pronunciation Drill

❖ **Upper Extremities Activity**

Practice

Technical Vocabulary

Comprehension Check

Word Search

It's Worth Knowing

How Far Did You Learn?

Guess the Words

Reflective Writing

## **Pronunciation Drill**

---

Read the following words to practice your pronunciation.

1. activity

---

2. extremities

---

3. guess

---

4. here

---

5. love

---

6. painting

---

7. palm

---

8. ready

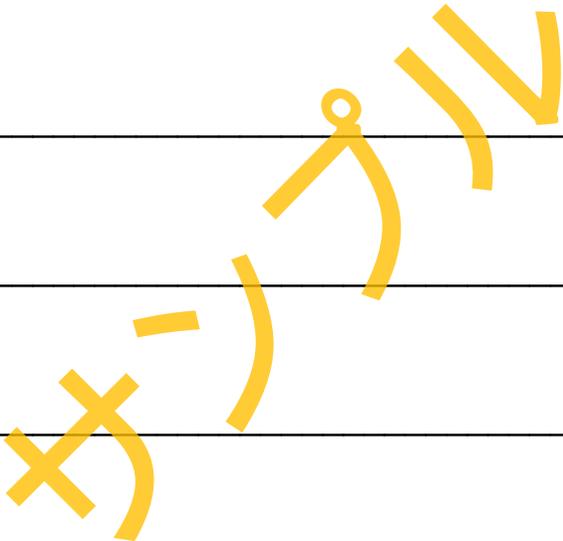
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9. started

---

10. super

---



## Upper Extremities Activity

Listen while your teacher reads the script once, then repeat after him/her when he/she reads it the second time. Good luck!

*(OT brings out the paints)*

**OT:** Hi! you're going to /go-ne/ love our upper extremities activity today.

**Patient:** Let me /le-mi/ guess, we're /wir/ going to /go-ne/ paint?

**OT:** Good guess! Let's get started then.

**Patient:** Yip-pee! I'm ready.

**OT:** Please coat your left palm with paint.

**Patient:** Cool! Hand painting.

**OT:** Then press your left palm on this paper.

**Patient:** Okay!

**OT:** Are you ready?

**Patient:** Super ready.

**OT:** Start! / Begin! / Go!



### Practice

Get in pairs or in groups and prepare for performance.

### Technical Vocabulary

The **upper extremities** refer to the upper limbs of the body; the arms.

## Comprehension Check

Based on the dialogue, encircle  the letter of the correct answer for each question.

1. What is the activity prepared by the OT?
  - a. face painting
  - b. oil painting
  - c. hand painting
  
2. The activity is designed to improve the patient's \_\_\_\_\_.
  - a. upper extremities
  - b. stability and balance
  - c. lower body control
  
3. OT: Then press your \_\_\_\_\_ palm on this paper.
  - a. left
  - b. right
  - c. both

## Word Search

Find the given words in the grid running in one of eight possible directions horizontally, vertically, backwards or diagonally.

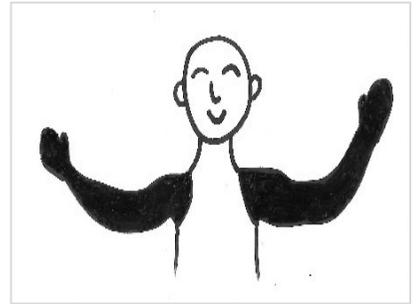
T	U	U	T	C	P	D	K	E	L	W	R	O	H	N	<b>Given Words:</b> ACTIVITY PAINTING HAND READY COOL PRESS COAT PALM PAPER GUESS
L	M	R	E	F	P	R	T	K	P	A	P	E	R	O	
X	I	Z	V	C	L	C	O	T	D	W	U	L	Q		
Q	W	U	K	D	U	D	A	T	S	W	V	X	D		
D	G	V	S	K	A	A	D	R	P	O	P	F	I	E	
Z	U	Z	W	T	G	C	J	S	R	B	A	M	V	V	
Q	E	M	L	D	Z	T	W	Z	E	X	I	P	F	L	
B	S	M	O	N	Y	I	W	Z	S	U	N	G	H	M	
T	S	L	O	A	D	V	B	W	S	S	T	K	L	Z	
T	Z	N	C	H	A	I	N	H	J	D	I	S	H	X	
X	W	O	K	O	E	T	N	I	G	X	N	M	D	W	
M	Q	D	D	M	R	Y	M	I	W	Q	G	N	B	R	
J	W	B	V	L	Q	L	X	N	W	G	O	O	S	G	
F	D	Q	J	A	R	F	K	A	P	U	R	K	K	N	
I	W	T	K	P	I	W	S	X	S	D	T	G	W	P	

## It's Worth Knowing

---

### *What are the Functions of the Upper Limbs?*

The upper limbs consisting the arms and hands allow the hands to move around the body to do certain tasks. These also allow the hands to lift and rotate to reach something.



The upper limbs also stabilize the hands to function at their best.

## How Far Did You Learn?

---

Encircle  TRUE if the statement is correct or FALSE if the statement is wrong.

1. The muscles of the upper limbs include those of the feet.  
TRUE - FALSE
2. The upper limbs stabilize the hands to function at their best.  
TRUE - FALSE
3. The upper limbs allow the hands to lift and rotate to reach something.  
TRUE - FALSE
4. The upper limbs move the hands around the body to do certain activities.  
TRUE - FALSE
5. The hands are part of the upper limbs.  
TRUE - FALSE

## Guess the Word

---

Arrange the scrambled letters to guess the answer to the riddle.

1. This is something with a palm  
Although it is not a tree,  
It's something with five nails  
And it's part of your body  
What could it be?

CLUE: NHAD

ANSWER: \_\_\_\_\_

## **Reflective Writing**

Write four opinions on the activities and topics presented in this unit.

I learned that \_\_\_\_\_

---

---

---

---

I realized that \_\_\_\_\_

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---

I feel that \_\_\_\_\_

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---

---

I believe that \_\_\_\_\_

---

---

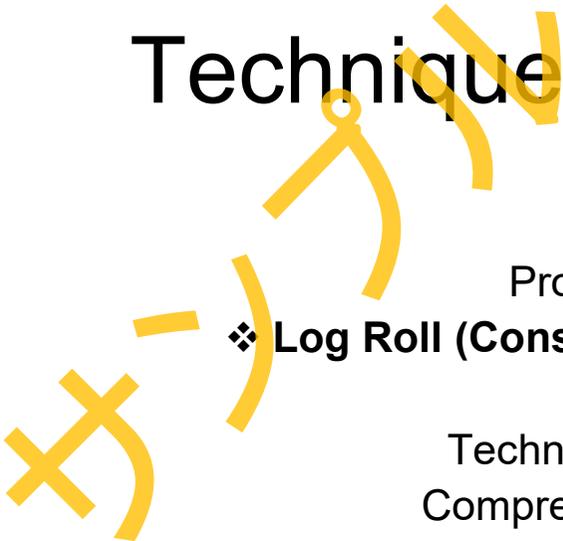
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# Unit 10

## Log Roll Technique



Pronunciation Drill

❖ **Log Roll (Conscious Patient)**

Practice

Technical Vocabulary

Comprehension Check

Word Search

It's Worth Knowing

How Far Did You Learn?

Grammar Corner

Check Point

Guess the Words

Reflective Writing

Maze

## **Pronunciation Drill**

---

Read the following words to practice your pronunciation.

1. bed

---

2. drop

---

3. elbow

---

4. goodness

---

5. push

---

6. roll

---

7. safely

---

8. side

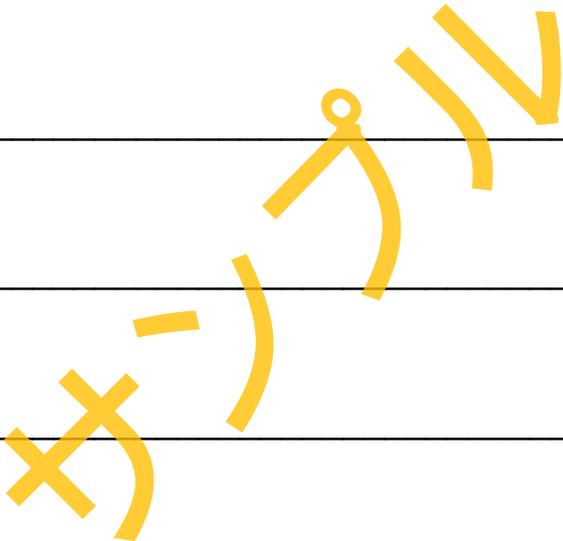
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9. straight

---

10. teach

---



## Log Roll (Conscious Patient)

Listen while your teacher reads the script once, then repeat after him/her when he/she reads it the second time. Good luck!



**OT:** Hi Mr. / Ms. \_\_\_\_\_.

**Patient:** Hi, please teach me how to do the log roll.

**OT:** Sure. First, roll on your side and bend your knees.

**Patient:** Alright, and then?

**OT:** Use your elbow and hands to push your upper body up.

**Patient:** Upper body up and drop my legs down?

**OT:** Exactly, that'll /da.dl/ help you sit up straight.

**Patient:** Wow! I didn't feel any back pain.

**OT:** There you have it. 😊

**Patient:** Thank goodness and thank you.

### Practice

---

Get in pairs or in groups and prepare for performance.

### Technical Vocabulary

**Log roll** is a care technique done to sustain the position of the spine while turning and moving the patient who has a spinal problem.

## Comprehension Check

Based on the dialogue, encircle  the letter of the correct answer for each question.

- What was the name of the technique taught to the patient?
  - falling log
  - log roll
  - rock n' roll
- Patient: Wow! I didn't feel any back \_\_\_\_\_.
  - pain
  - weight
  - effort
- Which of the following is the right order?
  - drop legs – bend knees – push upper body up – side roll
  - bend knees – push upper body up – side roll – drop legs
  - side roll – bend knees – push upper body up – drop legs

## Word Search

Find the given words in the grid running in one of eight possible directions horizontally, vertically, backwards or diagonally.

C	W	R	I	X	N	K	I	Z	U	J	G	N	O	R
H	B	D	R	G	X	I	S	O	S	P	G	I	K	U
L	C	V	K	O	H	E	V	H	E	M	N	H	Z	O
G	R	B	S	L	W	K	E	T	X	K	T	F	K	O
C	Z	D	T	L	S	I	T	E	A	C	H	E	A	B
A	U	N	R	O	I	L	B	J	C	U	B	H	B	K
O	B	E	A	R	U	W	K	A	T	N	N	R	E	U
V	X	B	I	I	X	R	N	L	L	I	H	S	P	I
I	A	U	G	N	M	F	T	I	Y	C	A	J	S	G
J	T	G	H	W	I	K	E	Z	T	E	P	Q	E	J
N	I	A	T	R	K	T	T	B	L	F	A	S	S	X
S	H	K	S	A	O	K	V	P	E	W	C	E	N	Q
F	L	T	J	V	S	B	J	X	E	T	L	E	Z	L
L	S	T	O	L	W	V	H	E	L	P	C	N	H	W
F	U	K	V	D	J	U	R	T	W	O	W	K	W	W

Given Words:

PLEASE

HELP

TEACH

FIRST

ROLL

BEND

KNEES

SIT

STRAIGHT

EXACTLY

## It's Worth Knowing

---

*What is the Log Roll technique?*

The Log Roll technique is a known patient-care technique done by many health-care workers. The procedure is done to keep the alignment of the spine when turning and moving a patient with a spinal injury.

For an unconscious patient, at least four health-care workers are required for the log roll procedure. One keeps the head of the patient stable, while another one places the spine board. At least two health-care workers are positioned on the same side of the patient to do the roll.

## How Far Did You Learn?

---

Encircle  TRUE if the statement is correct or FALSE if the statement is wrong.

1. Logrolling aims to maintain alignment of the patient's spine.  
TRUE - FALSE
2. Logrolling is a bed transfer method used for patients with spinal injury.  
TRUE - FALSE
3. It requires four people to do the log roll procedure for an unconscious patient.  
TRUE - FALSE
4. Logrolling requires someone to keep the unconscious patient's head stable.  
TRUE - FALSE
5. The other two health-care workers perform the roll of the unconscious patient.  
TRUE - FALSE

## Grammar Corner

---

### Do vs. Does

**Do and does** are helping verbs.

**Do** is used to form declarative sentences, imperative sentences, and interrogative sentences.

It is used for plural subjects and pronouns like *I, you, we, and they*.

Examples:

*Declarative:* They do not like sweets.

*Imperative – command:* Now, you will do the log roll technique.

*Interrogative:* Do you speak Japanese well?

Do we need this machine?

**Does** is used to form declarative sentences and interrogative sentences. It is used for singular subjects and pronouns such as *he*, *she*, and *it*.

Examples:

*Declarative:* The robot therapist does the lifting for me.

*Interrogative:* Does he speak Japanese well?

What does Jade want for dinner?

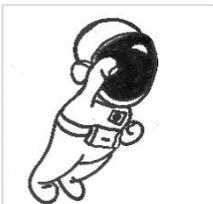
## Check Point

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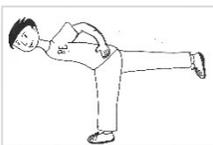
Fill-in the blank with DO or DOES to complete the sentences below.



1. \_\_\_\_\_ they always attend online classes?



2. \_\_\_\_\_ you want to be an astronaut?



3. Mr. Tanaka \_\_\_\_\_ his therapy every Monday.



4. Mr. Sato \_\_\_\_\_ not have the appetite.

## Guess the Word

Fill-in the missing letters to complete the missing word.

1. Logrolling is a method used in moving a patient without \_\_\_\_\_ the spinal column.

ANSWER: \_\_\_\_\_

CLUE: B \_ \_ DI \_ G

## Reflective Writing

Write four opinions on the activities and topics presented in this unit.

I learned that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I realized that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I feel that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I believe that \_\_\_\_\_

\_\_\_\_\_

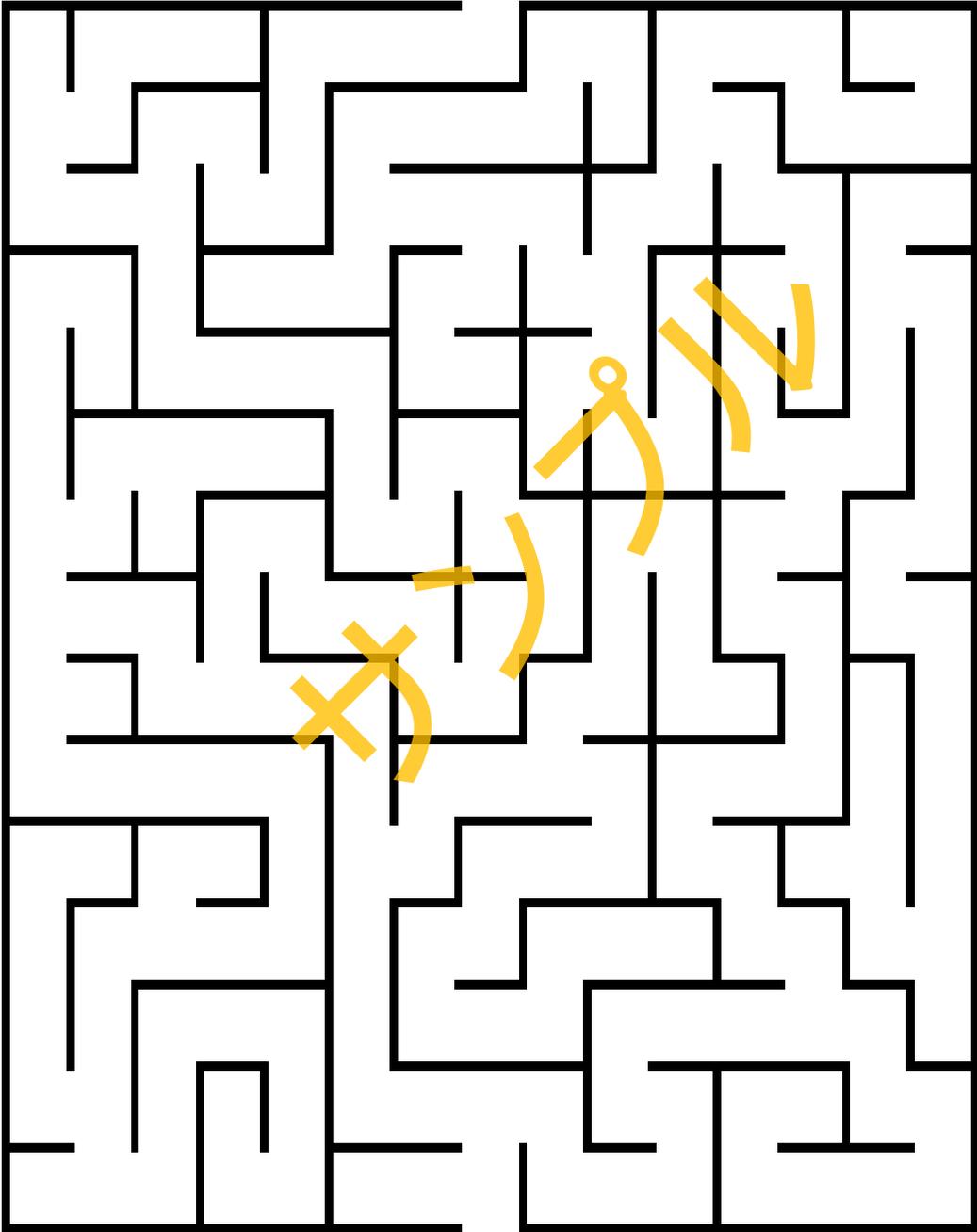
\_\_\_\_\_

\_\_\_\_\_

# Maze

Help the patient reach the Occupational Therapy clinic.

OT CLINIC



PATIENT