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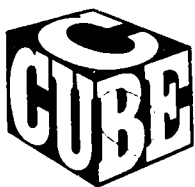
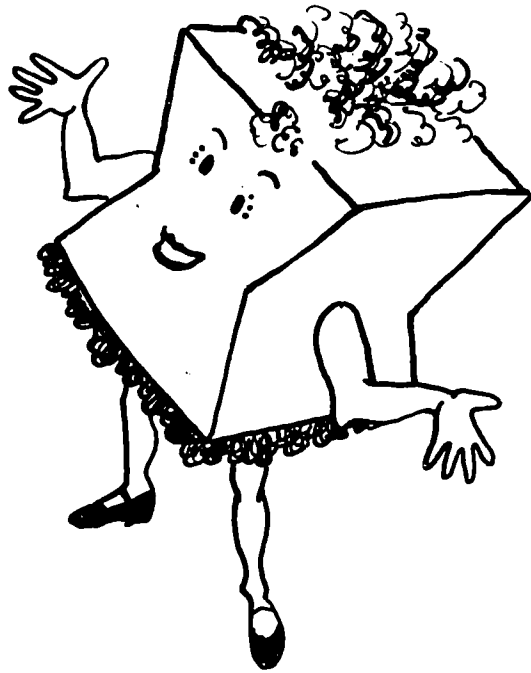
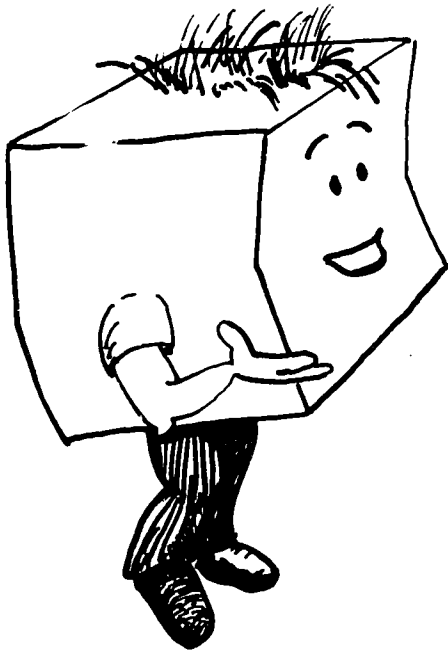
ABSTRACT

This secondary unit of instruction on oral communication is one of sixteen Common Core Units in Business Education (CCUBE). The units were designed for implementing the sixteen common core competencies identified in the California Business Education Program Guide for Office and Distributive Education. Each competency-based unit is designed to facilitate personalized instruction and may include five types of materials: (1) a teacher's guide, which provides specific strategies for the units as well as suggestions for the use of the materials; (2) a student manual, which directs the student through the unit's activities and jobs and brings the student to the competency level for the unit; (3) working papers, which are consumable materials used in completing the jobs and activities described in the student manual; (4) pre/post tests and quizzes; and (5) suggested electronic media. A strategies manual and the California Business Education Program Guide and supplements are also available--see note. (LRA)

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# ORAL COMMUNICATION



COMMON  
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# **ORAL COMMUNICATION**

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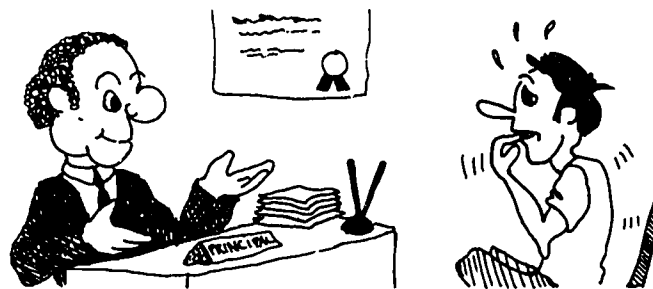
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# A BUSINESS EDUCATION UNIT ON ORAL COMMUNICATION

Communication is an event. When you speak, it is *with* someone, not at someone. For communication to be meaningful, both sender and receiver must be actively involved. This involvement is necessary to the development of any kind of relationship.

It is not necessary to like a person in order to communicate effectively if you have the right attitude. You probably find it easy to communicate with your friends — but what about those people you don't like as well or those with whom you don't feel as comfortable.



We must learn to “get it together” in order to communicate with those people as well. This means that we must accept where the person is and communicate with him on that basis rather than to pretend that we are in the same place. If we do not accept the fact that people in different places can communicate, then you and I may never get to know each other and live comfortably together in the same world.

This unit will present you with ideas to help you improve your listening and speaking skills so that you will be able to better communicate in your own world. If you build good oral communication skills now, you will find yourself comfortable in most situations. You will also find that improved communication skills will help you improve your interpersonal relationships with other people. As you work through this learning activity package (LAP), apply the guidelines you learn to your daily communication events.

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## WHY DO WE COMMUNICATE?

Have you ever been alone in a crowd? Have you ever felt alone in the rush of changing classes through a crowded hallway? When you walk through that crowded hallway, do you notice the difference in your feelings when you don't talk to or smile at anyone? You probably have a lonely feeling. Next time take the time to notice someone and say hello, or smile, or nod, and see what a much better feeling you have. You have let someone know that you care and she probably in turn did the same to you. When we communicate, we are no longer alone.

Let's find out what you know about why people communicate.

### Job 1

Complete JOB 1 in the Job Section before reading any further. (Workbook Page 1)

People communicate to fulfill many needs. Compare your list with the one below. You probably have different ones listed – some we may have overlooked.

- To have someone listen to your problems
- To give or receive information
- To get someone's point of view
- To express your emotions
- To fulfill the obligations of your job
- To conduct business transactions
- To influence others

Now let us find out more about HOW TO COMMUNICATE.

## HOW TO COMMUNICATE

To communicate you need an effective speaker and an effective listener. First let us consider effective speaking techniques and how they apply to your various roles. Another part of this LAP will deal with effective listening techniques.

Are you familiar with the three "C's" as a guideline in written communication? This guideline can be very useful in oral communication as well. The "C's" represent the words: COMPLETE, CONCISE, and CORRECT or clear. Let us analyze each.

## Be Complete

COMPLETE each statement so that there is no doubt in the listener's mind as to what you intend. Be specific rather than general. If you were preparing material for a newspaper, they would insist that it include answers to the five "W's" which are: WHO, WHAT, WHEN, WHERE, and WHY. Let us assume that you are talking to your parents and you say: "Everyone is going skating." Which of the five "W's" have you answered?

WHO: ?  
WHAT: skating  
WHEN: ?  
WHERE: ?  
WHY: ?



IS THE WHOLE  
WORLD GOING  
SKATING?

This is not much help if you want your parents to receive the same message you have in mind. Let us try again to give your parents the true picture.

"Stephanie, Brenda, and Kim are going skating at Sunrise tonight at 6:00 p.m. to celebrate Kim's birthday."

Now how COMPLETE have you been in your communication.

WHO: Stephanie, Brenda, Kim  
WHAT: skating  
WHEN: tonight at 6:00 p.m.  
WHERE: Sunrise  
WHY: celebrate birthday

7

There is no need for your parents to ask questions to find out what you really mean this time. You have been courteous to your listeners and have not made them work to get the information you wanted them to have in the first place.

## Be Concise

**CONCISE** means brief and to the point. You don't need to bother others with lengthy, unneeded explanations. Which example sounds like you?

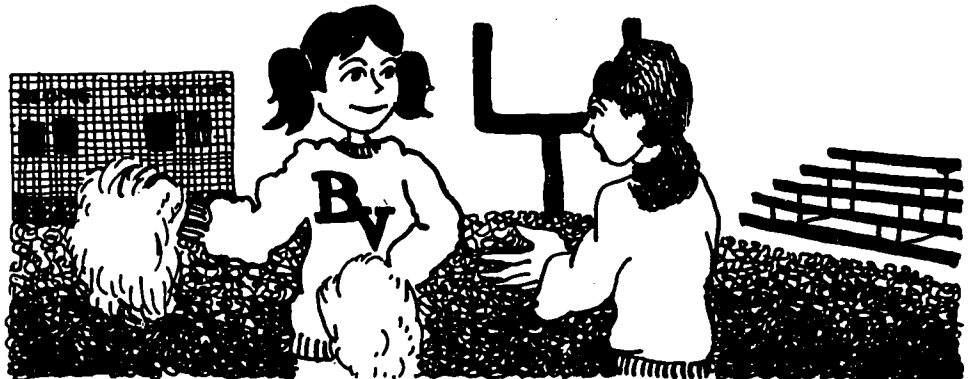
"Boy have I been busy! I'm lucky I made it at all. Let me tell you what happened to me. After sixth period I had to take my make-up assignment to Mr. Martinez and I thought he was in C-4 but it turned out that he had his prep period during sixth so I had to look all over for him and I found him lining the track field. Then I went to my car and started to leave and remembered that I had forgotten my algebra book so I went back to my locker and then I saw Tom. You remember Tom, he was in our third grade class. Well, I got my book and stopped to get a drink and then went back to my car again. Then I had to go get gas and then I went to the cleaners. When I got home my mom made me eat dinner; then I had to clean my shoes and put my songleader's emblem back on my sweater and that's why I am late to the game."

What information have you really given? You are obviously late but does all this chit chat change that fact. How does this sound?

"Sorry I'm late, Bridget, but I just couldn't seem to get myself organized today."

This brief apology would have allowed you to get on with the job rather than force your friend to waste additional time by listening to your story which is really not very interesting. Remember how bored you are by details like these.

OKAY WHAT'S  
YOUR EXCUSE?





## Be Correct and Clear

CORRECT and CLEAR are somewhat different from complete and concise in that you are asked to make *each* statement clear and accurate. For instance, if you are asked to describe the weather, one of your statements might be: "The sky is filled with clouds." This gives the listener a CORRECT and CLEAR picture of the sky. To make the statement complete, additional CLEAR statements may be added. You could say:

"The sky is filled with clouds. It is raining lightly. The sun is behind a cloud, and it is probably between 30 and 35 celsius." This last statement is probably COMPLETE, CONCISE, and CORRECT as well as CLEAR enough for the average listener.

Do you understand what is meant by COMPLETE, CONCISE, CORRECT and CLEAR well enough to use them as guidelines?

## Job 2

Complete JOB 2 in the Job Section of your workbook. (Workbook Page 1)

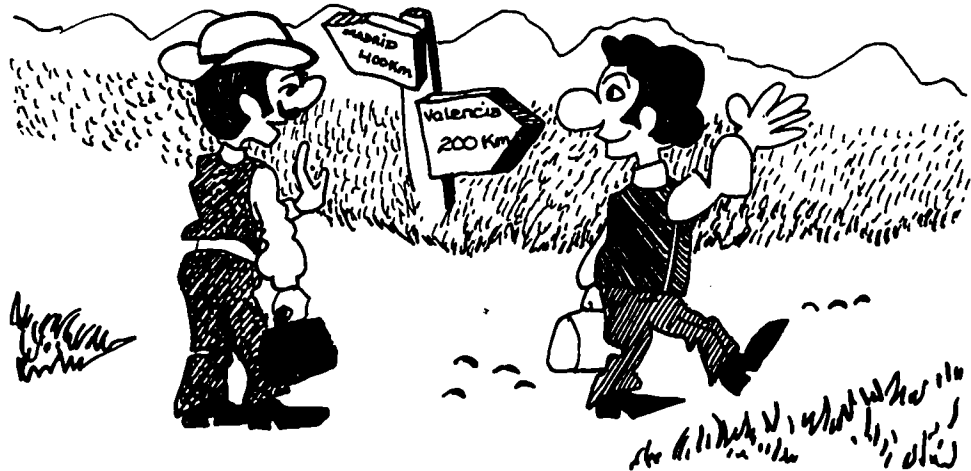
Effective communication calls for other guidelines. You need to have clear in your mind what should be said in order to communicate properly. Now let us look at how we should converse. It is important that you

BE COURTEOUS  
BE INTERESTED  
BE POSITIVE  
BE SELF-CONFIDENT  
BE YOURSELF

when you are communicating. These five things are important to remember in both of your major roles – that of listener, and that of speaker.

## Be Courteous

Being **COURTEOUS** means that you make yourself carry your share of the communications load. You must make yourself talk but you must also keep yourself from talking too much, because your conversation will go much better if you gear it toward the other person. People often enjoy talking to you more if you let them tell about themselves; just add an occasional "is that right?" or "really" and you will be a hit. However, if you talk too long about yourself, the other person will consider you a bore! A good guideline is to talk 50 per cent of the time and listen 50 per cent of the time when conversing with one other person. There is a Spanish proverb which says, "two great talkers will not travel far together." Just remember that you will be a bore if you talk too little or if you talk too much! Knowing just how much to say will make you interesting! And don't overlook words such as please, thank you, and would you please!



If you look for the good in people, you will find that you will be able to accept just about anyone as a communications partner. That will make conversing fairly easy. Another important point to consider is the speed at which you speak. Be sure to pronounce each syllable carefully — this is especially true in talking to those who do not speak English as well. If you have lived or traveled in another country and tried to communicate in its language, you will know how difficult it is when the native speaks too rapidly.

## Be Interested

Being INTERESTED isn't hard if you like people, and if you don't like a person immediately, listen and look for something to like. Keep eye contact with the person and make yourself converse with him. Remember to keep tuned in to what he is saying with an occasional "how interesting" or "really." Also remember that facial and body gestures are a part of your face-to-face oral communication. They are especially valuable in showing you are interested. Smile, nod your head, express surprise, whatever will show the speaker that you are listening.



THIS-----NOT THIS

## Be Positive

Being POSITIVE might be a little more difficult at times. However, remember how much more fun it is to talk with someone who is enthused and agreeable rather than boring and grumpy.

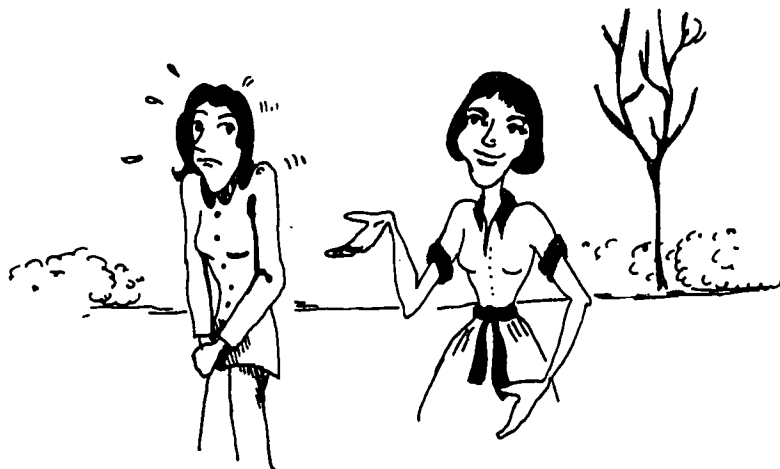
It is easy to say yes, but more difficult to say no. In business you avoid a direct no which will sound too negative. An answer of no requires more explanation in order to soften it. For instance, if your employer asks you to work late and you have already made flight reservations to go skiing in Sun Valley, what would you say? Hopefully you would not respond with a flat "no." You would probably say, "I'm sorry, Mr. Wong, but I have to catch the 5:30 plane for Sun Valley this afternoon, but I will plan to stay late on Monday if you need me." You have used tact and your boss certainly will be appreciative of your offer and understanding of your other commitment.

Negative statements place people on the defensive. When your mother says, "Don't break the dishes", you probably are more irritated than if she uses a more positive approach and says, "Please be careful with the dishes." Be sure you emphasize the positive and eliminate the unnecessary negative remarks from *your* communication techniques, too.

## Be Confident

Being CONFIDENT in yourself as a person will help you be a better speaker and listener. A lack of self-confidence generally results in an unclear message because you don't commit yourself to one point of view. If you use the guidelines presented to you in this LAP, you should gain additional confidence. Help others gain confidence by being yourself and by being interested in what they have to say. Think carefully before you speak; when you speak you reveal yourself to the world.

If you are in a situation in which you feel you must criticize or praise, remember to CRITICIZE THE DEED NOT THE DOER, and PRAISE THE DEED NOT THE DOER. People feel uncomfortable when praised or criticized personally but can accept more readily comments directed at what they have done. What you really want to do is encourage the person to continue or discontinue an action, so praise or criticize the action, not them. And if someone says to you, "That is a nice pantsuit you are wearing", a simple "thank you" is much better than a denial such as, "Gosh it's a cheap thing I got on sale and it even had rips in the seams." What can the person say after a comment like that. You have implied that perhaps he has poor taste!



HOW DO YOU  
HANDLE COMPLIMENTS?

Let's look at an example of this in practice. You might say to your brother:

"I see that some of your multiplication problems are not right on the test you just got back. Would you like me to go over them with you?"

RATHER THAN

"Well stupid, you really blew that test."

In the first example you have offered encouragement by being:

COURTEOUS

INTERESTED

POSITIVE

CONCERNED WITH SELF-CONFIDENCE

You have talked about what was done wrong and not what HE did wrong.

## Be Yourself

Being YOURSELF will help you be a success in your oral communications. If you take on a false personality, it is uncomfortable and impossible to maintain for long and this undermines your self-confidence. This does not mean that you should be "your very casual self" with everyone. It means that you put forward "your most polished you."

Also remember that it is the present and the future that you share with your acquaintances so avoid constantly digging up stories from your past. People are interested in you today.

### Job 3

Complete JOB 3 in the Job Section of your workbook. (Workbook Page 3)

Now let's look at how some of our guidelines will serve you as a speaker in the different roles you might play.

## YOUR ROLE AS A SPEAKER

In YOUR ROLE AS SPEAKER, you owe your listener or audience certain things if you wish to make a favorable impression. As the speaker you should:

### BE WELL-GROOMED

You as a person present the first impression, then what you say adds or detracts from your image.

### BE WELL-MANNERED

You must be polite whether or not you like your audience and even whether or not they are polite to you. Remember to share the conversation and to wait your turn to speak.

### ENUNCIATE CORRECTLY

Say what you want to say in a way in which you will be heard and clearly understood. If you are going on a hayride say "going", not "goin".

Let's assume that you are well-groomed and well-mannered. Will poor enunciation and grammar detract from your image? Will your friend know whether you are asking to borrow a "pen" or a "pin"?

Let's check to see whether or not you should practice in these areas.

## Job 4

Complete JOB 4 in the Job Section of your workbook. (Workbook Page 4)

## At Home

Your first communication events took place in your home. How do you feel about your communications approach there at present? If you don't feel good about it, what can YOU do to improve it?

Compare the two dialogues on this page. Which one sounds like you?

JEROME: "I'm going to use the car tonight to go to the basketball game with Beulah."

DAD: "No you're not."

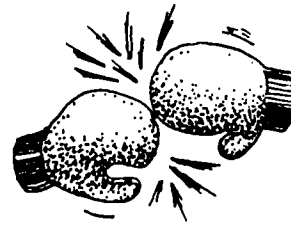
JEROME: "Why not?"

DAD: "Because I said so."

JEROME: "But I already made plans."

DAD: "Too bad."

ETCETERA, ETCETERA, ETCETERA -----



How do you feel after a conversation like that? How does this one sound?

JEROME: "Dad, may I use the car tonight to go to the basketball game with Beulah? I should have asked sooner but Beulah wasn't sure she could go."

DAD: "Gee, your mother and I made arrangements to attend the rodeo tonight and we already have our tickets."

JEROME: "I'll have to try to make other arrangements then."

DAD: "Let me know if you can't; maybe we can work something out."

Obviously you both can't use one car so a compromise has to be made. Isn't it better to realize that immediately and keep the conversation friendly and positive instead of hostile. In the first example, Jerome's demand rather than request probably upset Dad and set the tone for negative communication. In the second example, cooperation was the tone set by the request.

We said that facial and body gestures are also a form of communication. Do you smile to display cheerfulness or do you roll your eyes and constantly snap at your family? Notice that people tend to answer in kind. If you begin by yelling at your little brother, chances are he will shout back at least as loud!





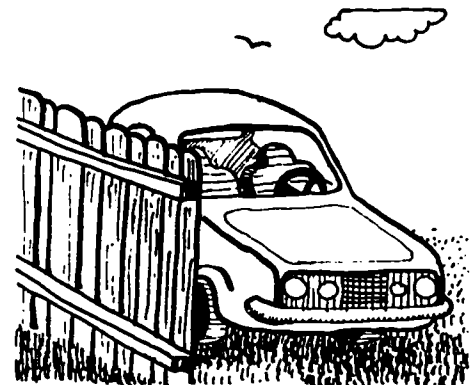
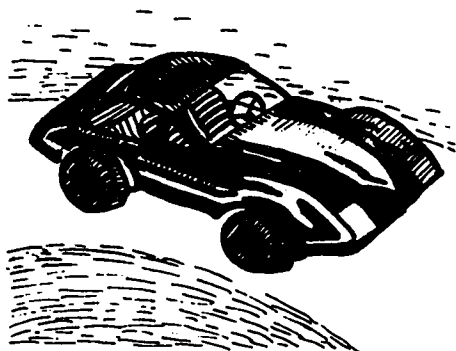
IS THIS A FAMILIAR SCENE  
IN YOUR HOME?

Your most pleasant communication can come at home because you are at ease and you probably have much self-confidence there. Use this setting to practice good communication skills.

## With Your Friends

You communicate with your friends for pleasure so it is usually a comfortable experience. With your friends you often use a more relaxed vocabulary, but remember that this is also a good time to try out new communication techniques so that you will gain self-confidence in their use.

If you use expressions such as "far out" or "out a sight" with your friends, you may find yourself at a loss for more precise expressions when you are speaking to older adults or coworkers. This can result in the confusion illustrated below.



IS THIS CAR "OUT A SIGHT" -----or----- **16** ----- IS THIS CAR "OUT OF SIGHT?"



## With Strangers

What do you say to a stranger? If YOU never speak to a stranger, YOU may remain a stranger to people all of your life.

Learn to enjoy people and to be interested in them. It is easy to start a conversation by asking a question which requires more than a yes or no answer, or by putting the other person in the position of being helpful. If you ask the person seated next to you on a bus, "Do you ride busses very often?" he can answer with a quick "yes" or "no". Instead try, "This is my first bus trip to Monterey. How far is the station from the Monterey Wharf?" The other person will need to say more than just yes or no in order to respond to the question even if he doesn't know the answer.

Can you think of questions or statements to make which will result in a conversation rather than in silence?

## Job 5

Complete JOB 5 in the Job Section of your workbook. (Workbook Page 5)

## At Work Or In Class

Your conversational role at work or at school changes depending on your audience. You must learn to communicate with your boss in his way. If you have an employer who likes to talk, you will follow his lead and talk more. If he does not like to talk, you will follow his lead and talk less. Remember in an interview or on the job to

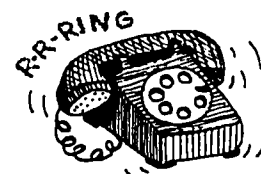
LET THE EMPLOYER LEAD THE CONVERSATION AND SET THE TONE.

Use your best vocabulary and pronunciation at work and in class. Leave slang expressions at home unless they are suitable to your work environment.

Some important guidelines for communicating at work or in class include:

- DO ask questions when you are not sure how to proceed.
- DO speak to newcomers to help them become more at ease.
- DO speak when it is your turn to speak.
- DO listen when it is your turn to listen.

## On The Telephone



Talking on the telephone requires different techniques. The telephone does not project your voice any louder than you speak and your voice is heard less clearly than in person. Therefore, you will need to apply the following guidelines:

- Identify yourself and spell your name if it is important to the call.
- Pronounce your words clearly and distinctly.
- Use your normal range of tones.
- Be polite. Say please and thank you.
- State your reason for calling. Apply your three "C's."

**BE COMPLETE**

**BE CONCISE**

**BE CORRECT and CLEAR**

- Allow the other person to respond.
- **AVOID LONG CONVERSATIONS.**

Business calls should be brief and to the point. Personal calls should not be made during work hours on business phones unless you have no other choice. If offices you need to contact are closed when you arrive home, contact them during your break or during lunch.

Personal calls made at home should be short. It is preferable to keep them down to five minutes or less. Remember that other members of your family may wish to make and receive calls of their own. How many calls do you participate in in which meaningless words are spoken and no real

message is transmitted? For example:

- ROSA: "Hi!"  
LUISA: "Hi!"  
ROSA: "What are you doing?"  
LUISA: "Nothing."  
ROSA: "Oh."  
LUISA: "What are you doing?"  
ROSA: "Sitting on the floor."  
LUISA: "Really."



### HOW LONG DO YOU TALK ON THE PHONE?

And so the conversation goes for fifteen minutes or more.

## To A Group

If you must make an oral presentation to a group or to your class, follow this procedure:

- Research your topic.
- Write an outline. Write it out entirely first if necessary.
- Using your outline, practice your speech before a mirror.

Most good speakers write their thoughts out because we are usually more careful and clear in our written communication. It is usually best to speak from an outline rather than attempt to memorize, however. You will not have to worry about forgetting words and losing confidence. If you simply do not have enough experience and courage to use only an outline, use notes on 3x5 cards.

When delivering your talk remember to:

- Speak clearly.
- Speak loudly enough to be heard in the back of the room.
- Vary your tone.
- Look at your audience.

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## Activity 1

Complete ACTIVITY 1 in the Activity Section of your workbook. (Workbook Page 6)

## YOUR ROLE AS A LISTENER

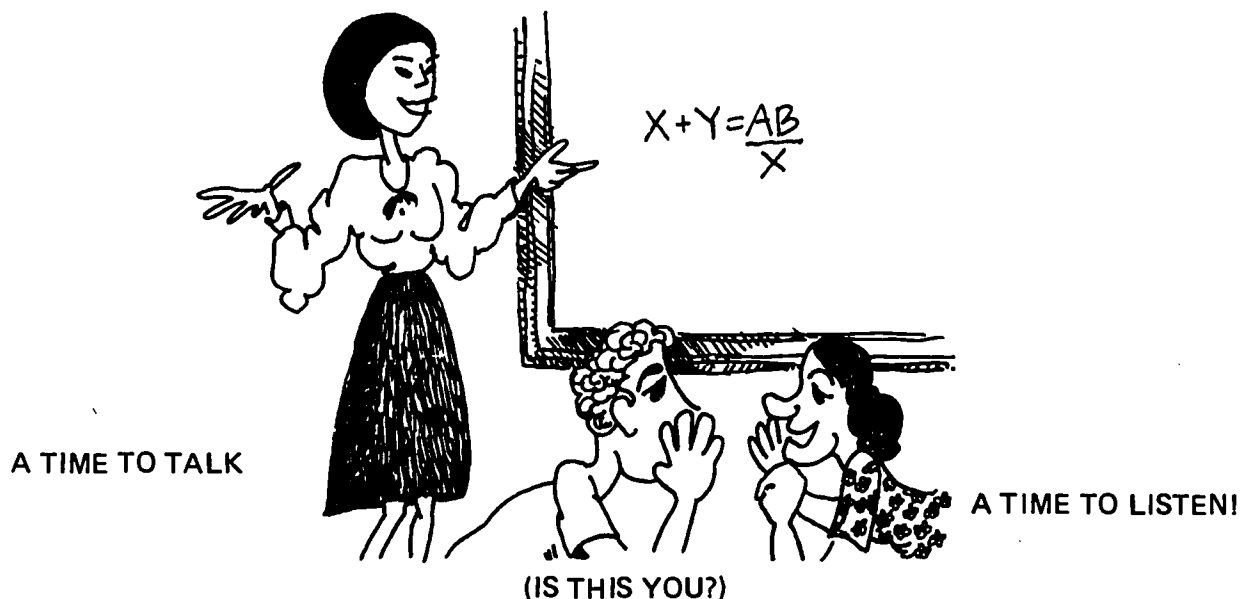
Your role as listener should not be a passive one. When you listen you should see, hear, and interpret the message. Listening is work and actually more involved than talking. Remember that for communication to be meaningful, both speaker and listener must be involved. Each must do his share of talking and listening. A good guideline is to listen 50 per cent of the time when communicating with one other person, 25 per cent when communicating with three other people, etc. Your listening techniques require training just as speaking does.

Listening can serve two important purposes for you.

- To get meanings
- To evaluate and learn speech communication techniques.

In other words, you can learn from what the speaker says and also by how he says it. You gain knowledge and communication skills by listening. There are also different levels of listening. Through listening you can:

- Receive information
- Receive inspiration
- Be entertained
- Be distracted from reality and problems
- Form ideas
- Form relationships with other persons
- Improve your vocabulary



## To Understand Meanings

In your role as effective listener, you are required to:

- Make the speaker feel important.  
Concentrate on the speaker. Don't be thinking about your answer as you listen. She deserves your attention.
- Express interest in your speaker by verbal and non-verbal responses.  
For example, a nod or a smile or comments such as "are you sure," or "is that so?", etc., should be used. Your response makes conversation a two-person activity.
- Find out what the speaker means by asking questions or paraphrasing.  
Paraphrasing or rewording lets the speaker know whether or not you are with her.
- Be empathetic.  
This means that you try to put yourself in that person's place. Empathy is different from sympathy in that you don't give pity, you try to feel and understand what the other person feels.
- Keep an open mind.  
Hear all that the speaker has to say. Listen carefully without forming a negative opinion and withhold judgment until she has said all that she intends to say.

I ALWAYS LISTEN  
CAREFULLY!!!!!!



We interpret messages as we listen, but *we should not be concentrating on what our answer will be as we listen*. When we daydream or don't concentrate on being a good, impartial listener, we tune out what we don't want to hear. In other words, we isolate ourselves through our prejudices.

## To Evaluate and Learn Speech Communication Techniques

Listening carefully will help you find the true personality and speech techniques of an individual. Don't base your judgment on what she says but on how she feels. Listen to:

- The pitch of her voice
- How she laughs
- How she listens to you
- What she asks you

By analyzing and evaluating other speakers, you will be using effective listening techniques as well as learning more about communication techniques.

If you apply the suggestions for effective listening, you will have little difficulty in your various roles as listener. Let's look at some dialogues and some suggestions for your listening roles in oral communication.

### Activity 2

Complete ACTIVITY 2 in the Activity Section of your workbook. (Workbook Page 6.)

### At Home

MRS. BERNSTEIN: "Come clean the kitchen Barbra."

BARBRA: (Silently seated nearby in the family room watching T.V.)  
(No answer)

MRS. BERNSTEIN: "I said, get in here and clean this kitchen!"

BARBRA: "Wait."

MRS. BERNSTEIN: "This is your job and I want it done right now!"

BARBRA: "I'm watching Viva Valdez."

MRS. BERNSTEIN: "I didn't ask what you were watching. Now turn the TV off and get in this kitchen right now or I'll get your father after you."

BARBARA: "Why do you get so upset. You know I'll do it sooner or later."

MRS. BERNSTEIN: "Because I want it cleaned right now."

Does this conversation sound familiar? Let's analyze it by referring to the list of requirements of effective listening given on page 18.

DID BARBRA MAKE THE SPEAKER FEEL IMPORTANT?

She didn't even answer the first time.

DID BARBRA EXPRESS AN INTEREST BY GIVING HER MOTHER AN INDICATION AS TO WHEN SHE WOULD PREFER TO DO HER CHORE?

No.

DID BARBRA FIND OUT WHAT MOTHER MEANT BY ASKING A QUESTION OR BY PARAPHRASING?

No.

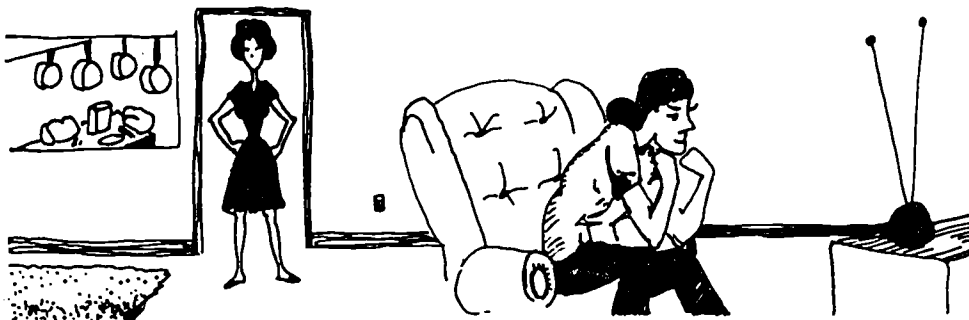
WAS BARBRA EMPATHETIC TO HER MOTHER'S NEED TO HAVE THE KITCHEN CLEANED?

No.

DID BARBRA KEEP AN OPEN MIND?

No, she decided she would do the kitchen when she was ready whether or not this was acceptable to her mother.

In other words, *Barbra listened without hearing.*



LATER, MOM!

Maybe some thought to the requirements for effective listening could have set a different tone for this communications event. Maybe it would have gone like this if Barbra were a more effective listener.

MRS. BERNSTEIN: "Come clean the kitchen, Barbra."

BARBRA: "Gee Mom, I'm watching Viva Valdez and it will be over within five minutes. Do you mind if I wait until then?"

MRS. BERNSTEIN: "I guess a few minutes more or less won't hurt."

This response shows courteous concern and interest in the speaker and in her problem and makes the entire atmosphere more positive.

Never underestimate the importance of courtesy, interest, and respect toward your family members in creating a more relaxed, fun-filled home. You will communicate with them for a lifetime so make it pleasant.

## With Your Friends

NEIL: "Hey there Eric and Tak, GUESS what happened at our swim meet?"

TAK: "Oh yeah, Eric. I've been meaning to tell you that I did watch the Olympics after all."

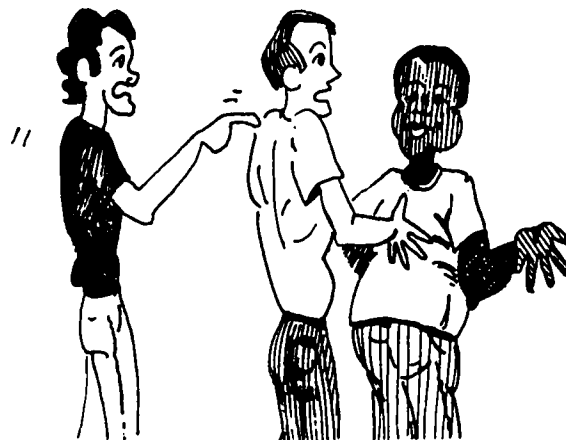
ERIC: "Did you see the 100 meter fly event?"

NEIL: "But listen — let me tell you about OUR meet."

TAK: "Yeah I saw that event. "WEREN'T THEY GOOD?"

ERIC: "Yeah"

NEIL: "But — but — guys — listen"



HEY GUYS, I HAVE  
SOMETHING TO  
SAY TOO!

Quite a conversation isn't it? Poor Neil isn't having much luck in telling his story. He might as well be alone.

Don't take your friends for granted. When talking with a friend, try to remain silent for at least half of the time so that you can be sure you are not overwhelming him and so that he knows that you are interested in what he has to say. Let him know that you are tuned in by using verbal and non-verbal responses — "Are you sure", "really", or a smile or a nod. And when you are in a group of three, you may listen two-thirds of the time and speak one-third of the time.



## With Strangers

Communication should be satisfying to both parties. Listen to the message that the stranger is sending. We use communication systems to guard our privacy as well as to converse. If you are seated on a plane next to a person who avoids eye contact or who is doing paper work, the message he is sending is, "Please do not disturb."

If a stranger speaks to you in a friendly, courteous manner, analyze the situation and answer in the same manner. Listen for tone and meaning as well as the language in order to understand his intent. You will need to be more careful with your own words and your feedback with strangers than with friends. With strangers we can use language as a defense or as a barrier. If the intent of the stranger who speaks first does not suit us, we can turn off the conversation with our careful choice of words.

Personal questions are not courteous questions. What do you say if you are asked by a stranger, "Hey babe, what's your address?" Do you stutter and stammer, ignore him, or maintain your composure? It usually works very well to respond to a question with a question such as: "Why do you ask?" You have not offended the person by ignoring him or insulting him but you have let him know that you are not interested in his approach or in his lack of proper communication skills.



## At Work Or In Class

You probably spend more time listening in the classroom than you do talking in the classroom and your future job situation may turn out to be the same.

It is important that you show good manners and *refrain from talking while others are talking*. And *while you are listening, be sure to hear*. Be sure to hear and interpret the message in the same way as the speaker intends.

Most workers and students are dependent on their listening ability to carry out their obligations.

When you are given an assignment or directions, take notes, ask questions, and make sure that you have it clear in your mind what you have to do. Too many students and too many workers ask too few questions and valuable time and effort is lost.

If it is your job to listen to complaints or if a fellow worker complains, avoid taking sides or getting angry. Rephrase what they have said and try to be helpful but don't offer sympathy. If Mary says of her boss, "Mr. Vallardo makes me so mad; he is so dumb", you might say, "Sounds like you are unhappy", or something like that but never, "Yeah he sure is." Tomorrow when Mary feels happier she may resent your criticism of her boss. The same holds true when your friend is criticizing her boy friend. Be careful not to take sides; you could lose a good friend!



GUESS WHAT MARY  
SAID ABOUT YOU?!!

## On The Telephone

Because the person you are listening to can't see you, non-verbal responses such as nods and smiles used in ordinary conversations are useless to you on the telephone. Instead, you will need to use phrases such as "yes" or "I see" to let the caller know you are on the line.

As the one being called, your major role is to listen. In addition, you must make the call satisfactory to the person calling as well as to yourself. Here are some guidelines for you in your role as listener on the telephone:

- Answer after the second ring if possible.
- Make your voice smile for you. Answer cheerfully and completely. "Aquarius Incorporated, Lydia Wong speaking."
- Let the caller know you are still there through periodic remarks.
- Check back frequently when you have a party on hold. Let them know that you know they are still there.

If you work for a company, you become "the company" when you answer the telephone. The caller's response to you will set the tone for his response to the company. If you display cheerfulness and a desire to help when you answer the telephone, you are ready for any type of call. If you maintain this feeling when confronted by an angry caller, you will be more relaxed and have the upper hand in this communication event.



I ALWAYS PAY CLOSE ATTENTION  
TO THE CALLER?????

## To A Group

Your role as listener when you are part of an audience is more difficult than when you are in a small group. The speaker is trying to communicate with each person in the audience and in order to do so, the audience must give full attention. This is a good place for you to practice your empathy. Remember what that is? When you give empathy to the speaker, you place yourself in his shoes and try to feel as he feels in that situation.

If your role as part of an audience is in a classroom where someone else is reciting or giving a speech, it is a good idea to remember that you, too, will be in the same situation and should treat that speaker as you wish to be treated – hopefully with courtesy and attention.

Always listen with an open mind and watch for evidence supporting the speaker's point of view. In other words, hear him. It is not necessary for you to accept each person's point of view as your own; but by being courteous, you can listen to it and then evaluate for yourself whether or not you care to adopt his same philosophy.

Some guidelines for you to follow include:

- Listen to what the speaker has to say.
- Be courteous and alert,
- *Do not interrupt the speaker by leaving in the middle of his presentation unless it is an absolute emergency and you have no other choice.*

## Activity 3

Complete **ACTIVITY 3** in the Activity Section of your workbook. (Workbook Page 7.)

Now that you have completed the reading and the jobs and activities included in this LAP on oral communications, it is time to listen to how effective and ineffective communication techniques sound. Ask your teacher for the tape that accompanies this LAP. You will find worksheets to be used with the tape in the back of your workbook section.

After you have completed the tape, you should be ready to take your final examination for this competency.

# ORAL COMMUNICATION

## Teacher's Guide

### INTRODUCTION

Employees are dependent on their listening and speaking skills in order to accomplish the work for which they are hired. In addition, communication is necessary at home and with friends, and with strangers in order to function in our society. Lack of communication skills can cause a person to lead a lonely life. This unit has been prepared to help the student recognize different roles he may play in life and to help him see what is required of him in each of those roles.

### STRUCTURE OF THE UNIT

This unit consists of written material and a tape presentation and allows for the use of a tape recorder by the student for recording and listening in order to demonstrate the techniques learned. The use of tapes is optional. It does serve to reinforce that which is presented in the written material and, of course, gives the student a better illustration of the importance of tonal qualities as well as choice of words. The unit may be given individually or in small groups. Students will need to pair off for given activities if the tape recorder is not used.

Activities and jobs are included in the written material and the use of the tape is directed at the end of the reading. Written assignments are included in the taped presentation. If the score on the pre-test indicates that the student is almost at the desired proficiency level, either the written material or the taped portion can be assigned rather than the total package.

The average time for completion of this unit is five to seven days.

### PERFORMANCE OBJECTIVES

This unit was written to teach the performance objectives established by the California Bureau of Business Education for oral communication in its common core section. No attempt was made to take care of deficiencies in grammar which, of course, would greatly affect the effectiveness of oral communication. Specifically, the objectives are as follow:

- Given a list of topics or a role-playing situation, the student will converse spontaneously with another student using standard pronunciation, diction, vocabulary, and grammar with a satisfactory rating by the instructor or someone designated by the instructor.
- Given a three-minute listening opportunity, the student will demonstrate his listening skill by answering related objective questions with 80 per cent accuracy.
- Given a job task or problem, the student will answer questions, ask questions, or make requests appropriate to the situation to the satisfaction of the instructor.

### TESTING

A pre-test and a post-test are attached to this guide and may be used as labeled or both as post-tests, etc., depending on the instructor. It is suggested that the scale printed on the test be used. This allows for passing the unit with a proficiency of 90 per cent. Ninety per cent would be considered a C grade.

Name \_\_\_\_\_

Date \_\_\_\_\_

Oral Communication 109

Pass \_\_\_\_\_ Fail \_\_\_\_\_  
27+ 1-26

### ORAL COMMUNICATION TECHNIQUES PRETEST

Read each statement carefully. If you believe the statement to be true, circle the "T"; if you believe it to be false, circle the "F"; if you do not know, circle the "D".

1. Your role as listener when you are part of a small group is more difficult than when you are part of an audience. T F D
2. Facial expressions are a part of your communication system. T F D
3. The tone you use could cause your listener to misinterpret the meaning of the words you use. T F D
4. It is best to start a conversation with a question that can be easily answered with a yes or no. T F D
5. You should use the same techniques of expression in talking on the telephone as you do when you are facing your listener. T F D
6. You should be thinking about your answer while the other person is talking. T F D
7. When someone has done something wrong, you should criticize the person himself, not what he did. T F D
8. You should never respond to someone's question with another question. T F D
9. Your family will understand, so you do not have to be as concerned with your tact and preciseness of language. T F D
10. You should lead the conversation in an interview because you are selling yourself. T F D
11. Self-confidence is important to effective communication. T F D
12. Listener and speaker should be equally involved in a conversation. T F D
13. It is possible to take on a false personality over a long period of time. T F D
14. To effectively communicate with someone, you have to like them. T F D
15. Most of us feel uncomfortable in unfamiliar situations. T F D
16. Empathy means the same as sympathy. T F D
17. It is safe to judge what a person is like just by hearing him speak. T F D
18. Your conversation and vocabulary differ depending upon your audience. T F D
19. You read into any statement part of your own characteristics. T F D
20. It is best not to "dig" into your past for a lot of stories to tell. T F D

21-25. What are the five "w's" which should be answered in order to tell a complete story?

---

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26-30. (5 points)

Now select someone from your class, or ask your teacher to select someone to help you demonstrate your proficiency in oral communication. Do not practice beforehand. The other person will not have to be an effective speaker as you are the one being tested. Choose one of the topics below and ask your teacher to listen to you as you talk with your partner. It is not necessary for you to be an expert on the topic you select. You may provide your own topic if you wish.

- A. Changing a tire on a car or bike.
- B. Procedures for checking a book out of the library.
- C. Registering for your class this school year.
- D. Obtaining an admit slip after an absence.
- E. School spirit at your school.
- F. Taking the blame for something you did not do.
- G. How you feel when other people are always late and you are always on time.
- H. A topic of your choice.

**HAND THIS TEST TO YOUR TEACHER AS SOON AS YOU HAVE READ QUESTIONS 26–30.**

Name \_\_\_\_\_

Date \_\_\_\_\_

Oral Communication 109

Grade: 29 (A) 28 (B) 27 (C)

### ORAL COMMUNICATION TECHNIQUES POSTTEST

Read each statement carefully. If you believe the statement to be true, circle the "T"; if you believe it to be false, circle the "F"; if you do not know, circle the "D". The first eleven items will require fill-in answers.

1-5 List the five "W's" which should be answered in order to tell a complete story.

\_\_\_\_\_

\_\_\_\_\_

6-8 List three questions which would help you start a conversation with a stranger.

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

9-11 List three reasons why people communicate.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. When you are conversing with *one* other person, your listening share is at least 50 per cent. T F D
13. Non-verbal responses — smiles, nods, etc., are not necessary parts of effective conversations. T F D
14. You should criticize the person when he does something wrong, don't criticize what he has done. T F D
15. People are always comfortable about receiving compliments. T F D
16. Being yourself is important even if it means using poor language skills and slang in every situation. T F D
17. Most people like to be requested to do something rather than being ordered to do so. T F D
18. When preparing to speak to a group, you should memorize what you plan to say. T F D
19. Improved communication skills have no effect on your relationships with others. T F D
20. When you are talking on the telephone, you should use the same techniques which you use when you are face to face with the person to whom you are speaking. T F D



21. You should be planning your answer while the other person is talking. T F D

22. Empathy does not mean the same as sympathy. T F D

**IMPROVE THE FOLLOWING STATEMENTS!**

23. Everyone is going skating.

24. Get out of here.

25. You must be stupid to miss so many questions on the test.

**READ QUESTIONS 26-30 AND THEN HAND THIS TEST TO YOUR TEACHER IMMEDIATELY**

**26-30**

Select someone from your class, or ask your teacher to select someone to help you demonstrate your proficiency in oral communication. Do not practice beforehand. The other person will not have to be an effective speaker as you are the one being tested. Choose one of the topics below or one of your own and ask your teacher to listen to you talk with your partner. It is not necessary for you to be an expert on the topic you select. You will need to keep the conversation going for at least five minutes.

- A. Changing the oil in your car.
- B. A movie you recently saw.
- C. Your reaction to school rules.
- D. School spirit at your school.
- E. Your reaction to students who disrupt classes.
- F. Taking the blame for something you did not do.
- G. A topic of your choice.

**HAND THIS TEST TO YOUR TEACHER IMMEDIATELY.**

TEACHER'S KEYS TO ORAL COMMUNICATION TEST

PRE-TEST

- 1. T
- 2. T
- 3. T
- 4. F
- 5. F
- 6. F
- 7. F
- 8. F
- 9. F
- 10. F
- 11. T
- 12. T
- 13. F
- 14. F
- 15. T
- 16. F

- 17. F
- 18. T
- 19. T
- 20. T
- 21-25 Who      Where      Why  
          What      When
- 26-30 Allow from one to  
      five points based on  
      application of techniques:
  - 1. maintaining eye contact
  - 2. drawing listener into  
      conversation
  - 3. listening half of  
      the time
  - 4. well modulated voices
  - 5. use of facial  
      expressions

POST-TEST

- 1. What    When    Who  
      Where    Why
- 2. (answers will vary)  
      open ended questions
- 9. (answers will vary)  
      To get information  
      To be entertained  
      To be heard  
      To transmit information  
      To express emotions  
      To conduct business  
      To get someone's point  
      of view
- 12. T
- 13. F
- 14. F
- 15. F
- 16. F
- 17. T
- 18. F
- 19. F
- 20. F
- 21. F
- 22. T
- 23. Answer must include who,  
      when, where and why.
- 24. Please leave the room.  
      (answer will vary; must  
      show courtesy)
- 25. This test tells me that we  
      need to work on this  
      subject. (answer will vary;  
      but criticize deed not doer)

SUGGESTED GRADING SCALE:

- 29 – A
- 28 – B
- 27 – C
- Below 22, not passing

**JOB 1 – WHY DO WE COMMUNICATE**

*Without referring to your LAP or to any other material on oral communication, indicate below as many reasons as you can think of why people communicate. In other words, what are the reasons why you talk to others? What are you trying to accomplish?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Now turn back to LAP page 3 and compare the above list with the one given. Your ability to list several, whether or not they are on the LAP list, shows that you are probably quite knowledgeable in the art of communication.

**HOW DO YOU RATE?** Count up your answers and fill in the appropriate box.

- 6–7 answers – good awareness of oral communication as a tool.
- 4–5 answers – average awareness.
- 2–3 Spend more time learning and thinking about your reasons and opportunities for communicating.

**NOW TURN BACK TO LAP PAGE 3 AND CONTINUE READING.**

**JOB 2 – COMPLETE, CONCISE, CORRECT AND CLEAR, LAP PAGE 6.**

Using the five "W's" as your guide and LAP pages 3–6 as your reference, analyze each statement and fill in the blanks next to the questions which are specifically answered. After you have filled in the blanks on the right, note what information is missing and rewrite each sentence to make it COMPLETE, CONCISE, CORRECT and CLEAR. Use the blank lines below the original statement.

1. Mom, run over here.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
WHO \_\_\_\_\_  
WHAT \_\_\_\_\_  
WHEN \_\_\_\_\_  
WHERE \_\_\_\_\_  
WHY \_\_\_\_\_
  
2. I'm going to the bike races.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
WHO \_\_\_\_\_  
WHAT \_\_\_\_\_  
WHEN \_\_\_\_\_  
WHERE \_\_\_\_\_  
WHY \_\_\_\_\_

JOB 2 (continued)

3. Do you want to go to the movies with me?

\_\_\_\_\_  
\_\_\_\_\_

WHO \_\_\_\_\_  
WHAT \_\_\_\_\_  
WHEN \_\_\_\_\_  
WHERE \_\_\_\_\_  
WHY \_\_\_\_\_

4. Go buy an album for me.

\_\_\_\_\_  
\_\_\_\_\_

WHO \_\_\_\_\_  
WHAT \_\_\_\_\_  
WHEN \_\_\_\_\_  
WHERE \_\_\_\_\_  
WHY \_\_\_\_\_

5. Go buy me two gallons of milk at Bel Air — make it four gallons and some oranges. Go right now. No wait a second, instead get a gallon of milk and some apples and raisins for dinner.

\_\_\_\_\_  
\_\_\_\_\_

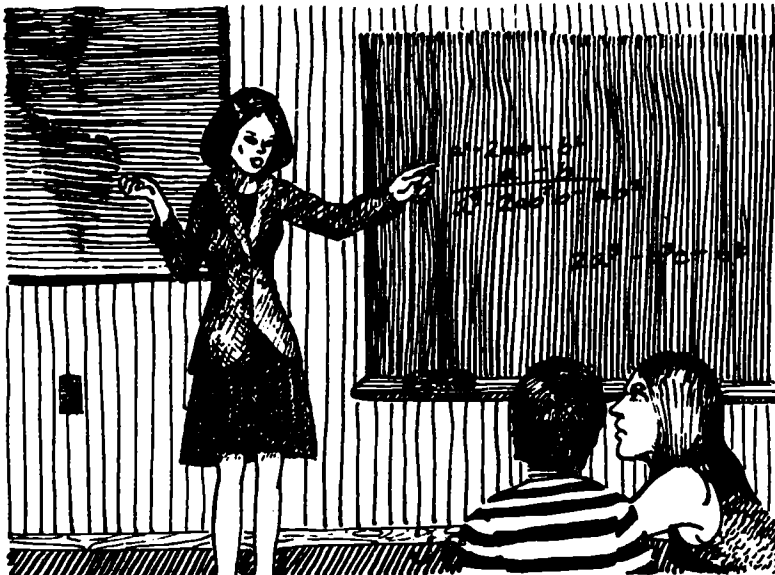
WHO \_\_\_\_\_  
WHAT \_\_\_\_\_  
WHEN \_\_\_\_\_  
WHERE \_\_\_\_\_  
WHY \_\_\_\_\_

HOW DO YOU RATE? Check your answers in the answer key in the back of your student manual. When you rewrote each statement, was it CLEAR, COMPLETE, and CONCISE? Fill in the appropriate box.

- 5 correct and complete sentences — excellent
- 3-4 correct and complete sentences — average
- 1-2 correct and complete sentences — review the section again.

NOW TURN BACK TO LAP PAGE 6 AND CONTINUE READING.

A TIME  
TO TALK



A TIME  
TO LISTEN

**JOB 3 – BE COURTEOUS, INTERESTED, POSITIVE, SELF-CONFIDENT, AND YOURSELF.  
LAP PAGE 10**

The statements given in this job can all be improved. Read each carefully to see if it tells the story that needs to be told. Rewrite each statement to emphasize the guidelines given on pages 6–10 in the LAP.

1. Grab a seat for me at at the assembly.

---

---

2. Run out to the Sacramento Airport and pick up Alphonso.

---

---

3. Move, I need to use the recorder.

---

---

4. I got the present you sent me; it's out a sight.

---

---

5. So who cares what happened to you last weekend.

---

---

6. Don't be tardy again.

---

---

7. I've told you a thousand times not to exaggerate.

---

---

8. I know I won't play well in the basketball game tonight.

---

---

9. I'm not going to pass that test even though I studied for it; I'm too dumb.

---

---

**HOW DO YOU RATE?** Check your answers in the answer key at the back of your student manual; then fill in the appropriate box below:

- 9 suitable sentences – excellent
- 7-8 suitable sentences – average
- 5-6 suitable sentences – review the section
- 1-4 suitable sentences – ask your teacher for help

NOW TURN BACK TO LAP PAGE 10 AND CONTINUE READING.

**JOB 4 – ENUNCIATION LAP PAGE 11**

(Select one of the two methods directed below)

- A. Ask your teacher for a microphone, a blank cassette, and instructions for use of the recording device. *If these are available, proceed as follows:*

Read each sentence into the recorder. When you have finished reading all of the sentences, play the tape back and rate yourself on this sheet by selecting the letter of the item which, when sounded out, most closely resembles your pronunciation.

- B. If the items are not available, ask a friend in class to listen to you read the statements and fill in the rating sheet for you.

- |   |               |               |       |
|---|---------------|---------------|-------|
| 1. I did some research in the library.    | (X) LIBERRY   | (Y) LIBRAREE  | _____ |
| 2. Mr. Nakagawa is my counselor.          | (N) CONSULER  | (O) COWNSELER | _____ |
| 3. Where are you working?                 | (U) WERKING   | (V) WERKEN    | _____ |
| 4. Please wash your hands before dinner.  | (A) WOASH     | (B) WORSH     | _____ |
| 5. I will be there in just a minute.      | (Q) JIST      | (R) JUST      | _____ |
| 6. May I borrow an ink pen from you?      | (E) PEN       | (F) PIN       | _____ |
| 7. I am taller than you.                  | (C) THEN      | (D) THAN      | _____ |
| 8. I have been dating Jim since last May. | (N) SENSE     | (O) SINCE     | _____ |
| 9. Please bring me a pitcher of water.    | (I) PIT CHER  | (J) PIC TURE  | _____ |
| 10. She painted a pretty picture.         | (N) PIC TURE  | (O) PIT CHER  | _____ |
| 11. The athletes gathered in the gym.     | (F) ATHALETES | (G) ATHLETES  | _____ |
| 12. What was the length of his jump?      | (E) LENTH     | (F) LENKTH    | _____ |
| 13. The sophomore class held a dance.     | (H) SOFMORE   | (I) SOFOMORE  | _____ |
| 14. I didn't recognize her.               | (M) RECONIZE  | (N) RECOGNIZE | _____ |
| 15. I swam across the lake.               | (D) ACROST    | (E) ACROSS    | _____ |

HOW DO YOU RATE?

Check your answers in the answer key in the back of the student manual then fill in the appropriate box below.

- 14-15 correct – excellent  
 12-13 correct – average  
 10-11 correct – ask your teacher for help.

**Activity 2 (continued)**

7. Find out what the speaker means by asking \_\_\_\_\_ or \_\_\_\_\_.
8. To be empathetic means that you try to \_\_\_\_\_.
9. We should *not* be concentrating on what our \_\_\_\_\_ as we listen.
10. Listening carefully helps you find the true \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ of an individual.

**HOW DO YOU RATE?** Check your answers in the answer key in the back of the student manual; then fill in the appropriate box below.

- 10 correct answers – excellent
- 8-9 correct answers – average
- 6-7 correct answers – review the section
- 1-5 correct answers – ask your teacher for help.

**NOW TURN BACK TO LAP PAGE 19 AND CONTINUE READING.**

**ACTIVITY 3, AT HOME, WITH FRIENDS AND STRANGERS, AT WORK OR IN CLASS, ON THE TELEPHONE, WITH A GROUP, LAP PAGE 25**

Fill in the blanks to make the sentences complete. You may refer back to pages 19 - 25 for help if necessary.

1. Never underestimate the importance of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ toward your family members.
2. When communicating with one friend, try to remain silent for at least \_\_\_\_\_ of the time.
3. Communication should be \_\_\_\_\_ to both parties.
4. We use communication systems to guard our \_\_\_\_\_ as well.
5. You will need to be more \_\_\_\_\_ with your own words and feedback with strangers than with friends.
6. Personal questions are \_\_\_\_\_ courteous openers.
7. It usually works very well to respond to a question with a \_\_\_\_\_.
8. Most workers and students are dependent on their \_\_\_\_\_ ability to carry out their obligations.
9. When you are given an assignment or directions, \_\_\_\_\_, \_\_\_\_\_, and make sure that you have it clear in your mind what you have to do.
10. Be careful not to \_\_\_\_\_; you could lose a good friend.

Activity 3 (continued)

11. Answer the telephone after the \_\_\_\_\_ ring if possible.
12. Make your \_\_\_\_\_ smile for you.
13. Your role as \_\_\_\_\_ when you are part of an audience is more \_\_\_\_\_ than when you are in a small group.
14. When you give empathy to the speaker, you \_\_\_\_\_ and try to feel as he feels in that situation.
15. Do not interrupt the speaker by \_\_\_\_\_ of his presentation unless it is an absolute emergency and you have no other choice.

**HOW DO YOU RATE?** Check your answers in the answer key in the back of the student manual; then fill in the appropriate box below.

- 14-15 correct answers – excellent
- 12-13 correct answers – average
- 10-11 correct answers – review the section
- 1- 9 correct answers – ask your teacher for help.

**NOW TURN BACK TO LAP PAGE 25 AND CONTINUE READING BEFORE GOING ON TO THE TAPE ASSIGNMENTS.**





### TAPE ACTIVITY 1 – GENERAL AND SPECIFIC

Listen to each statement given in the recording. Decide whether it is specific or general and check the appropriate box.

- |    |                          |          |    |                          |          |
|----|--------------------------|----------|----|--------------------------|----------|
| 1. | <input type="checkbox"/> | SPECIFIC | 3. | <input type="checkbox"/> | SPECIFIC |
|    | <input type="checkbox"/> | GENERAL  |    | <input type="checkbox"/> | GENERAL  |
| 2. | <input type="checkbox"/> | SPECIFIC | 4. | <input type="checkbox"/> | SPECIFIC |
|    | <input type="checkbox"/> | GENERAL  |    | <input type="checkbox"/> | GENERAL  |

(Answers may also be found in the answer key in the back of the student manual)

HOW DO YOU RATE: If you missed any, you are not listening carefully!

### TAPE ACTIVITY 2 – RECORDING A TELEPHONE MESSAGE

Be sure to record all the necessary information; then listen to the tape again to determine whether or not you were complete. (Answers may also be found in the back of the student manual).

To _____	
Date _____ Time _____	
<b>WHILE YOU WERE OUT</b>	
Mr. Mrs. Miss _____	
OF _____	
PHONE _____	
Telephoned _____	Please call _____
Called to see you _____	Will call again _____
Wants to see you _____	Urgent _____
MESSAGE _____	
_____	
_____	
	Operator _____

**TAPE ACTIVITY 3 – THREE-MINUTE LISTENING EXERCISE**

Listen to the taped story only once. Then answer the following questions. The answers are given on the tape. (Answers may also be found in the back of the student manual.)

1. Where was the beach located? \_\_\_\_\_
  2. What are the bathing fashions like? \_\_\_\_\_
  3. What kind of music can be heard on the beach? \_\_\_\_\_
  4. What languages were being spoken? \_\_\_\_\_
  5. How was the old lady dressed? \_\_\_\_\_
  6. Why was the old lady so frightened? \_\_\_\_\_
- \_\_\_\_\_

**TAPE ACTIVITY 4 – RESPONSES TO STATEMENTS**

Listen to the statements made on the tape. When there is a pause, stop the machine and record your response. Then, start the tape and compare your answers. Answers should be the same type but will certainly not be the same wording. (Suggested answers are given in the key on the back of the student manual.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**NOW YOU ARE READY TO REVIEW THE MATERIAL YOU HAVE COVERED. THEN, HAND THIS WORKBOOK TO YOUR TEACHER AND ASK FOR THE FINAL EXAMINATION.**

**JOB 1, WORKBOOK PAGE 1**

Refer back to the LAP for answers

**JOB 2, WORKBOOK PAGE 1-2**

	1.	2.	3.	4.	5.
WHO:	Mom	I'm	you	you	you
WHAT:	run over	going	go	go	get apples, milk, raisins
WHEN:	?	?	?	?	?
WHERE:	here	bike races	movies	?	Bel Air
WHY:	?	?	?	buy album	dinner

SUGGESTIONS FOR REWRITING SENTENCES. THEY SHOULD EACH ANSWER ALL QUESTIONS.

1. Mom, please run here to my room right away as I am dropping some things and I need help.
2. I'm going to the bike races tonight at the American Speedway to watch Mike Coleman compete.
3. Would you like to go to the movies with me at the Bijou to see Safari? Tonight is the final night it is showing.
4. Please go buy me the album Chicago at the Record Factory. I broke my old one.
5. Please go to Bel Air for me and get some apples, raisins, and milk for dinner. Could you go now?

IN ORDER FOR YOUR ANSWERS TO BE CORRECT, THEY SHOULD ANSWER ALL QUESTIONS AND CONTAIN POLITE REQUESTS RATHER THAN MAKE DEMANDS.

**JOB 3, WORKBOOK PAGE 3**

The following sentences represent suggestions and yours will vary. Be sure you have worded your sentences so that they show that you are COURTEOUS, INTERESTED, POSITIVE, SELF-CONFIDENT, and YOURSELF. If you are not sure whether or not your sentences are appropriate, ask your teacher to help you decide.

1. Could you please save me a seat at the assembly today?
2. Would you be able to drive out to the Sacramento Airport at 2:00 this afternoon and pick up Alphonso?
3. If you are not using the recorder, may I please use it?
4. Thanks so much for the present you sent me, I really do like it.
5. Did that really happen to you last weekend?
6. Please try to be on time tomorrow.

**JOB 3, (continued)**

7. Please try to be more accurate in your details.
8. I plan to try my hardest in the basketball game tonight.
9. I have studied for the test, so I should have no trouble passing.

**JOB 4, WORKBOOK PAGE 4**

The answers to items 1–15 should spell out the statement:

Y O U A R E D O I N G F I N E

**JOB 5, WORKBOOK PAGE 5**

These answers will be yours and yours alone. If you have filled in all of the lines following the instructions in the LAP, you have successfully completed this job.

**ACTIVITY 1, WORKBOOK PAGE 6**

- |              |            |
|--------------|------------|
| 1. changes   | 5. not     |
| 2. lead      | 6. short   |
| 3. Do        | 7. outline |
| 4. different |            |

**ACTIVITY 2, WORKBOOK PAGE 6-7**

- |                      |  |
|----------------------|--|
| 1. passive           | 7. questions, paraphrasing             |
| 2. speaker, listener | 8. put yourself in that person's place |
| 3. 50                | 9. answer will be                      |
| 4. to get meanings   | 10. personality, speech techniques     |
| 5. communication     |  |
| 6. important         |  |

**ACTIVITY 3, WORKBOOK PAGE 7–8**

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. courtesy, interest, respect | 9. take notes, ask questions    |
| 2. half                        | 10. take sides                  |
| 3. meaningful                  | 11. second                      |
| 4. privacy                     | 12. voice                       |
| 5. careful                     | 13. listener, difficult         |
| 6. not                         | 14. place yourself in his shoes |
| 7. question                    | 15. leaving in the middle       |
| 8. listening                   |                                 |

**TAPE ACTIVITY 1, WORKBOOK PAGE 9 (answers are also given on the tape)**

1. General
2. Specific
3. General
4. Specific

**TAPE ACTIVITY 2, WORKBOOK PAGE 9 (answers also given on the tape)**

Answers  
will  
vary

To	<u>Salesperson</u>		
Date	<u>Today's</u>	Time	<u>Now</u>
<b>WHILE YOU WERE OUT</b>			
Mr. Mrs. Miss	<u>John Reed</u>		
OF	<u>Jones, Templeton, Reed</u>		
PHONE	<u>987-3851</u>		
Telephoned	<input type="checkbox"/>	Please call	<input checked="" type="checkbox"/>
Called to see you	<input type="checkbox"/>	Will call again	<input type="checkbox"/>
Wants to see you	<input type="checkbox"/>	Urgent	<input type="checkbox"/>
MESSAGE	<u>Call back with information</u>		
<u>on bond paper and carbonized memo</u>			
<u>forms</u>			
			Operator <u>Your name</u>

**TAPE ACTIVITY 3, WORKBOOK PAGE 9 (answers also given on the tape)**

1. Northern Spain
2. Similar to those in California
3. Rock Music
4. Spanish and French
5. Black Dress
6. She thought she had come upon a head possibly without a body.

15

**TAPE ACTIVITY 4, WORKBOOK PAGE 10**

*Responses will vary*, but here are suggested ones and anything similar which displays techniques taught would be acceptable. (answers also given on the tape.)

1. I'm sorry, I didn't get what you said.
2. Sounds good. Who's going and when are you going?
3. I'm sorry I have none, I'm just late today.
4. Not at all.
5. Things don't seem to be going your way?
6. Thank you.
7. The colors in it are very pretty.
8. How long have you been a patient of Dr. Atkinson's?
9. I am really interested in the type of work which would be required of me in this position and I would especially like to work for your company because it has such a good reputation.
10. Why do you ask?