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ABSTRACT

The communication activities described in this guide for English as a second language students emphasize functional competence over passive knowledge and focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning. This is the second of three volumes with communication activities for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. This volume includes components linking language arts skills with (1) the world of work (especially business and office careers), (2) the world of personal service careers, and (3) various professions in marketing and distribution. Student material contains narratives, cartoons, games, and other projects of high interest and low readability. Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. (NCR)

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Communication Skills

a practical view

Teacher Edition

Volume I



ED227709

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Evaluation	132	-
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INSTRUCTIONAL APPROACH

The activities in Communication Skills: A Practical View are intended for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. The activities are designed to emphasize functional competence over passive knowledge and to focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning.

Although the three components in each volume are numbered, this does not indicate sequence or level of difficulty. This sequence represents only one possible combination of activities. Student material contains narratives, cartoons, games and other fun projects of high interest and low readability.

Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. It is hoped that teachers will find these supplementary materials interesting, innovative, and motivational.

Component

1

Section One

Section Two

Section Three

BUSINESS AND OFFICE

OVERVIEW

The component is designed to give the students the opportunity to link the world of work, especially Business and Office careers, with language arts skills.

Section 1 deals with listening and speaking skills in a work-related activity that emphasizes communicating with proficiency through paraphrasing the narrative.

Section 2 deals with reading skills. Students will use possessives and plural forms of nouns in a short narrative that explains the duties of a billing clerk. The narrative also touches on proficient communication.

Section 3 deals with writing skills in the context of punctuating using apostrophies in contractions of not and several verbs. This section presents a narrative about a filing clerk and the process of working out one's career to one's advantage.

GOALS

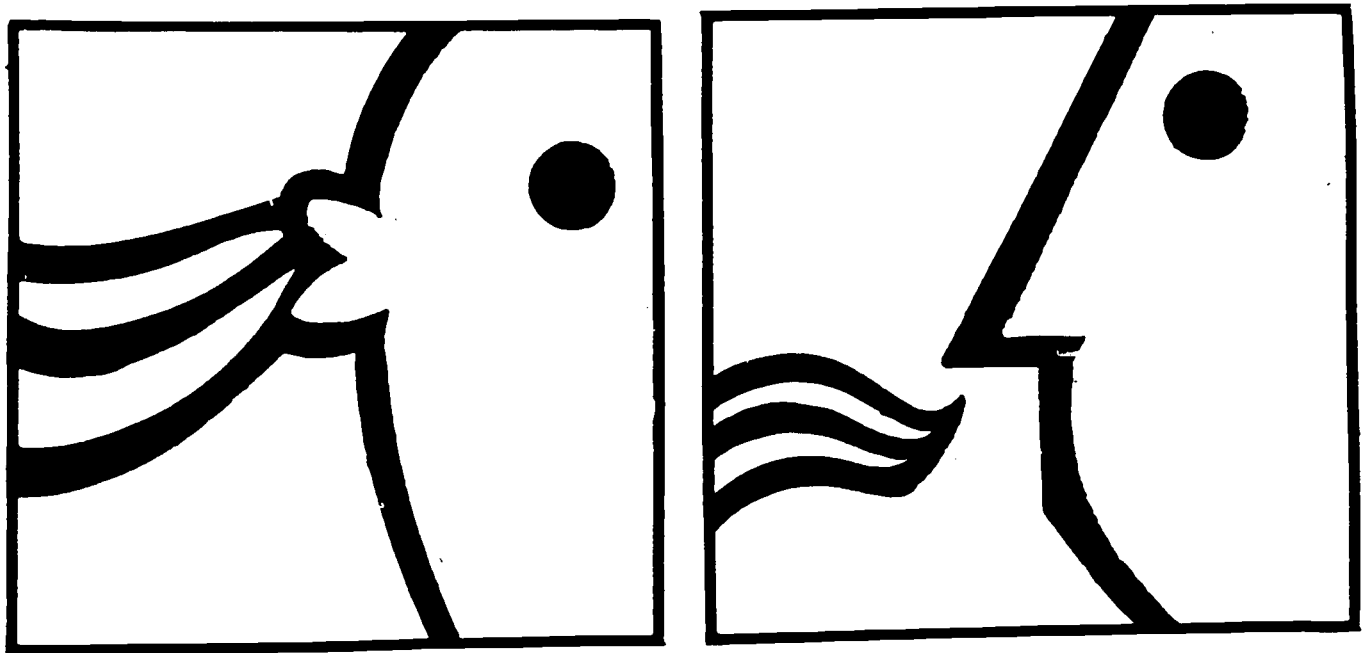
- LISTENING-SPEAKING** : The students will show their listening abilities by paraphrasing the narrative and detecting errors in conjugation and will express themselves orally by creating their own stories.
- READING** : The students will use possessive and plural forms of nouns in a reading context.
- WRITING** : The students will demonstrate their ability to communicate by using contractions in a writing activity.

LEARNING SECTIONS

SECTION I: *This Is a Recording . . .*

SECTION II: *Monica and the Mooch*

SECTION III: *Yes, Mr. Seibles*



COMPONENT I
Section One

Section One

This Is a Recording...

Learning Objective

Given a narrative with emphasis on the Business and Office career of a legal secretary, the students will show their abilities to express themselves orally by paraphrasing the narrative. The students will perform with 80% accuracy on the evaluation.

Domains and Levels

Cognitive : Comprehension, Application, Analysis, Synthesis

Affective : Receiving, Responding, Organization

Key Words

- . answering machine
- . occupation
- . duties
- . legal secretary
- . salary
- . dictation

Materials

- . cassette player
- . copy of checklist
- . poster board for "Home and Community" chart (optional)

IMPLEMENTATION GUIDELINES

Time: 15 Minutes

- STEP I* - Since this component deals with standard usage and agreement in verbs the teacher should start off the session by having these verbs on the board: to close, to want, to have, to go, to pay, to help, to be, and to return. The teacher should then ask for volunteers to conjugate these orally in the present tense. Mistakes should be quickly corrected and the students should be made aware that they should listen for correct or incorrect conjugations of verbs in the listening selection.
- STEP II* - Directions should be given at this time:
- The teacher will read the selection (or it will be played on tape), and the students will listen carefully for errors in conjugation. As the errors occur, they will check them off the checklist.
 - The students will be expected to 1) paraphrase the story using correct verbs, or 2) make up their own story to tell using the verbs and their correct agreement.
- STEP III* - Before the activity begins, it should be pointed out to the students that the object of the story is to expose them to the duties of a secretary. Other business positions can be touched on briefly.
- STEP IV* - After the short discussion, the teacher should read the narrative to the students or play the pre-recorded tape if it is available, reading at a moderate pace to make sure the students hear the mistakes and understand the story. The narrative may be dramatized to make it more convincing.
- STEP V* - The teacher may ask several questions to be sure that the students understand the selection. The teacher may emphasize the key words and explain anything that the students don't understand.

Question: What is the main problem of the narrative?

Response: Wrong use of verbs

Question: Who (what) answered the phone?

Response: The answering machine. (possible short explanation)

Question: What is Sheila's occupation, and what are her duties?

Response: (a) secretary (legal secretary)

(b) to take messages and dictation and to file, among others

IMPLEMENTATION GUIDELINES

STEP VI - After the students understand the reading selection and after they have checked off their list and the list has been discussed and corrected, the teacher should separate the class into small groups, which are to work on a paraphrased version of the story (using the verbs correctly or on their own story using the basic facts and the verbs used in the original narrative. The group leader will present the story for the group.

STEP VII - If any time remains, the teacher may ask the students to name other business occupation titles.

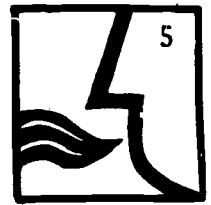
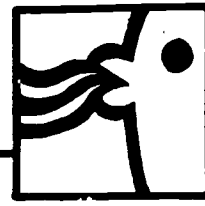
Example:

Certified Public Accountant (160-188)
Credit Manager (108-168)
Typist (209 series)
Cashier (211-138)

STEP VIII - Evaluation

STEP IX - The Home and Community activity is optional to be completed if time permits.

STUDENT ACTIVITY MATERIAL



A. Listening Activity

"This is a recording ..."

It's Saturday and you are calling your friend Sheila at the office where she works. She's the top legal secretary for the Hunt, Wells, and Fernández law

firm and she is making a pretty good salary. You know she works very hard taking messages and dictation, and filing important documents. She makes reservations for her bosses' luncheons. The phone rings twice and you hear, "Hello."

"Hello, Sheila?," you answer, but before you can say

anything else, the recording of Sheila's voice continues.

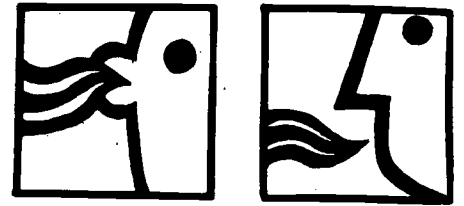
"This is Hunt, Wells, and Fernández; our offices closes at 12 noon on Saturday. If you would like to leave a message, we will get back to you as soon as possible on Monday. When you hear the tone, leave your name and telephone number and a brief message. Thank you."

"Did I hear correctly?" you ask yourself, "Our offices closes?"

You dial again, and sure enough, Sheila says "closes" ! You decide to leave a funny message to kid her about use of verbs.

"Yes," you answer, "I wants to leave a message. I need legal advice because

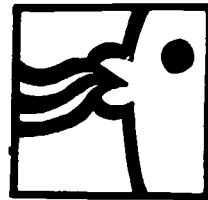




I has a problem. My mother go to the store the other day in my car, and she wrecked it. She had no insurance, so what am I gone to do? I have no money to pays for damages to my car, much less the damages to the other car. Please helping me; my name was James Simon, and my phone number is 239-7281. Please return my call as soon as possible."

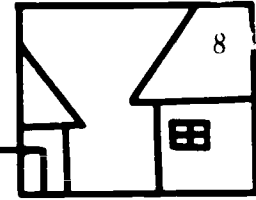
Checklist: Check the items that were wrong:

1. Offices closes
2. You hear the tone
3. I wants
4. I has
5. I have no money to pays
6. Please helping me
7. They was home
8. They were home
9. My name was James
10. Please returns my call
11. I has a problem
12. My mother go



Checklist Key

- 1. X
- 2.
- 3. X
- 4. X
- 5. X
- 6. X
- 7. X
- 8.
- 9. X
- 10.
- 11. X
- 12. X



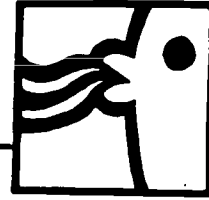
HOME and COMMUNITY

The students could visit any number of businesses and speak to the owners of these businesses, especially if the business is small. A small interview could take place, with these questions as guides:

1. What do you expect of your employees?
2. What guidelines do you use in selecting a secretary to work for you?
3. How important is a secretary to your business?
4. What kind of responsibilities would a secretary have?
5. What kind of salary does a secretary make?

A report could also be presented to class, or the group as a whole may fill out a chart that would indicate the following:

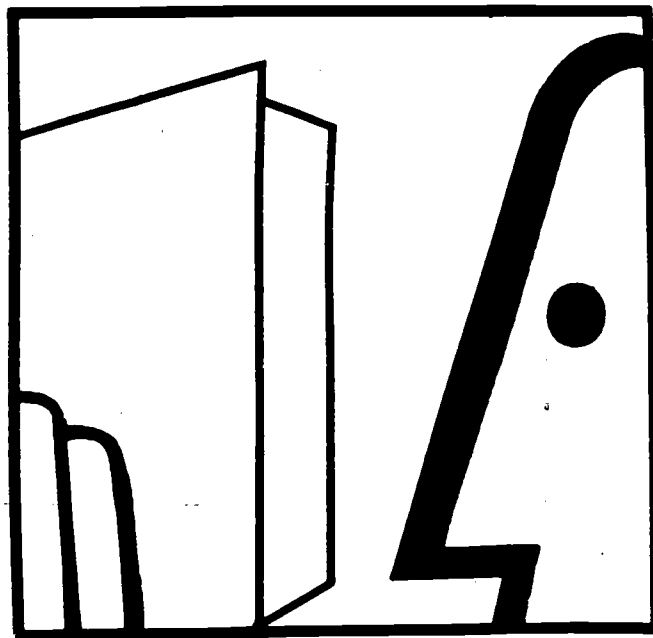
Name of business	Requirements for job	Salary	Responsibilities
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EVALUATION

The evaluation of Component I is based on subjective observations (except for "B") made by the instructor. The observations will include the following criteria.

- | | | | | |
|-----|----|----|---|-----|
| 50% | A. | 1. | Are they being graded individually or "in group"? | 10% |
| | | 2. | Were students cooperative with each other? | 10% |
| | | 3. | Are they using verb tenses correctly? | 10% |
| | | 4. | Were the effectiveness of style and level of presentation adequate; good; superior? | 10% |
| | | 5. | Did students work hard at it? | 10% |
| 50% | B. | | How well did they do on their checklists? | |



COMPONENT I
Section Two

Section Two

Monica and the Mooch

Learning Objective

Given a narrative about a billing clerk, the students will demonstrate their proficiency in using possessive and plural forms of nouns in a sentence context within a reading situation, performing with 80% accuracy on the evaluation.

Domains and Levels

Cognitive: Knowledge, Comprehension, Application, Analysis

Affective: Receiving, Responding, Valuing

Key Words

- . alternate
- . undercharge
- . overcharge
- . invoice
- . quantity

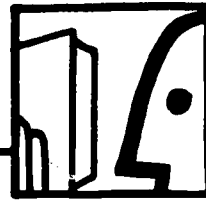
Materials

- . copies of student materials
- . copies of evaluation
- . samples of order forms, invoices, and bills

IMPLEMENTATION GUIDELINES

Time: 45 Minutes

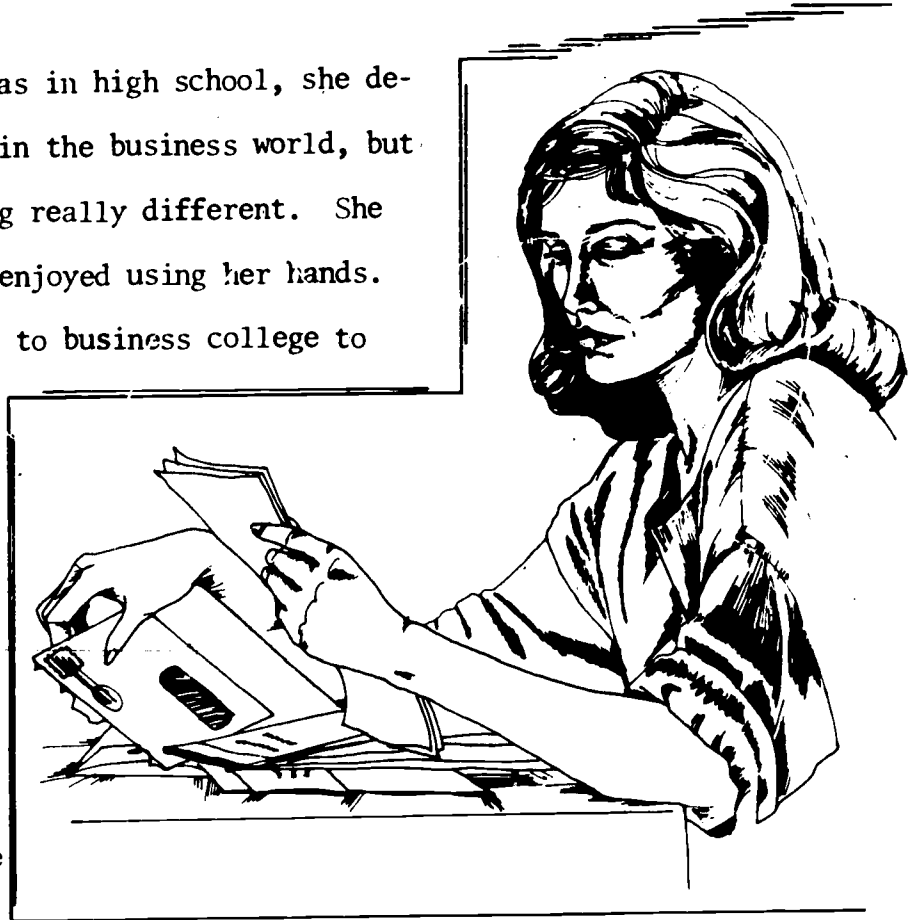
- STEP I* - This is a reading activity and the instructor should have enough copies made of the materials.
- STEP II* - The teacher should explain to the students that the main thrust of this component is reading and that they will be expected to read carefully.
- STEP III* - Instructions must be given in regard to what expectations the instructor has for the students. The instructions are as follows:
- a. The students are to read the narrative carefully and slowly.
 - b. The main objective of the exercise is for the students to choose the correctly used possessive and plural forms of nouns in sentence context, and circle these correct answers.
 - c. They must be made aware that knowing the correct forms of the possessive and plural forms is a step towards communicating proficiently, which in turn can be helpful and necessary in business careers.
- STEP IV* - When the students have finished their activity, the teacher should discuss the answers and have the students correct their mistakes. Any questions should be clarified at this point.
- STEP V* - The teacher should discuss with the students the duties of a billing clerk and ask:
- a. Have you ever met someone who works as a billing clerk?
 - b. Are you interested in becoming a billing clerk?
 - c. Can you think of related business careers?
- STEP VI* - The teacher should have the students do the follow-up activity as an evaluation.
- STEP VII* - Home and Community should be used as an enrichment activity if there is any time left.



STUDENT ACTIVITY MATERIAL

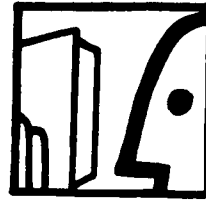
Monica and the Mooch

When Monica Medina was in high school, she decided she wanted to work in the business world, but she wanted to do something really different. She enjoyed numbers and also enjoyed using her hands. She decided when she went to business college to take as many alternative courses as possible, and she found one she really liked. It was called "Billing and Invoicing," and when she graduated, she went to work as a billing clerk. Since she is the only person that



makes up and sends out bills to customers, she is paid well, but she has to be very careful not to make mistakes. As Monica says, "When I undercharge my customers, they love me; when I accidentally overcharge them, I never hear the end of it!"

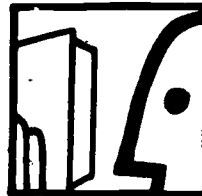
Lately, she has been having trouble with the shipping clerk. Instead of checking the invoice to see where an order is going, he asks Monica about it. She tries to be very patient with him, but she's getting a little bit tired of it. In one hour yesterday, he asked her about five orders:



Jones Office Supply

Billing List

Name	Quantity	Item	Cost (Dollars)	Tax	Ship(s) or will pick up (p)
(1) Frank Gomez	12	board eraser	\$10.20	.51	P.
(2) Lee Middle School	36	packet of chalk	11.16	.56	S.
(3) Jane Franco	1	pocket calculator	19.95	1.00	P.
(4) Mr. Q's Restaurant	12	double stick tape	10.92	.55	S.
(5) First Nation	10	cassette tape	30.00	1.50	P.



(Circle the correct possessive and plural forms in the dialogue below)

Shipping clerk: Whose (erasers, eraser's) are these?

Monica : Those are (Franks, Frank's, Franks')

Shipping clerk: Who do the (packet's, packets) of chalk belong to?

Monica : Those are Lee Middle (Schools', School's) packets.

Shipping clerk: Who ordered the (calculator's, calculators) ?

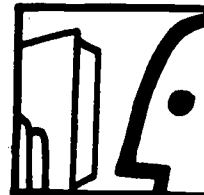
Monica : That is Jane (Francos', Franco's) calculator.

Shipping clerk: (Whose, Who's) tape is this?

Monica : That is the (restaurants', restaurant's) tape

Shipping clerk: Who ordered those (tapes, tape's)?

Monica : Those are the (banks, banks', bank's) tapes

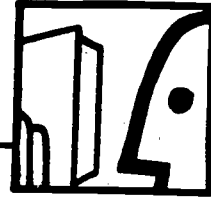


Key to Student Activity Material

- Shipping clerk: Whose erasers, eraser's) are these?
- Monica : Those are (Franks, Frank's, Franks')
- Shipping clerk: Who do the (packet's, packets) of chalk belong to?
- Monica : Those are Lee Middle (Schools', School's) packets.
- Shipping clerk: Who ordered the (calculator's, calculators) ?
- Monica : That is Jane (Francos', Franco's) calculator.
- Shipping clerk: (Whose, Who's) tape is this?
- Monica : That is the (restaurants', restaurant's) tape
- Shipping clerk: Who ordered those (tapes, tape's)?
- Monica : Those are the (bankes, banks', bank's) tapes

HOME and COMMUNITY

Groups may be set up within the class whose role it would be to go home and find invoices, bills, etc. and bring them back to class. This would have to be done with the parents' permission and the invoices should not contain items of personal business. They can then be sorted out and different forms explained to the class, including the unique language found on business forms. This would give the students some idea as to what their families have to deal with at the end of the month.

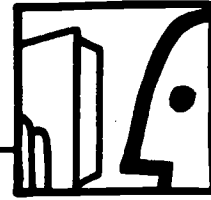


EVALUATION

You are the billing clerk. Circle the correct possessive and plural forms in the sentences below, and fill in the billing list to coincide with your answers.

Part I

- (1)* Shipping clerk: Who do the (staplers, stapler's) belong to?
 You: Those are Disk Record (Companies, Companies', Company's) staplers.
- (2) Shipping clerk: Whose poster (board's, boards', boards) are these?
 You: Those are John (Smiths, Smiths', Smith's).
- (3) Shipping clerk: (Who's, Whose) construction paper is this?
 You: That is Jane (Bravos', Bravo's) paper.
- (4)* Shipping clerk: Who ordered these filing (cabinets, cabinet's)?
 You: Those are (Paul's, Pauls) Sandwich (Shops', Shop's).
- (5) Shipping clerk: Whose note (pads, pad's) are these?
 You: Those are the Philadelphia Convention (Center's, Centers') note pads.
- (6) You: Whose shipping list is this?
 Shipping Clerk: Mine
 You: Why don't you use it?



EVALUATION

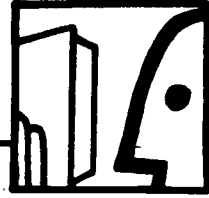
ECKMAN'S OFFICE STORE

EQ INC

Part II

Billing List

Name	Quan.	Item	Cost	Shipping Cost
(1)	5		\$ 50.11	\$ 2.75
(2)	200		120.39	2.86
(3)	20		72.95	1.20
(4)	2		311.92	15.00
(5)	1000		637.89	5.00



EVALUATION

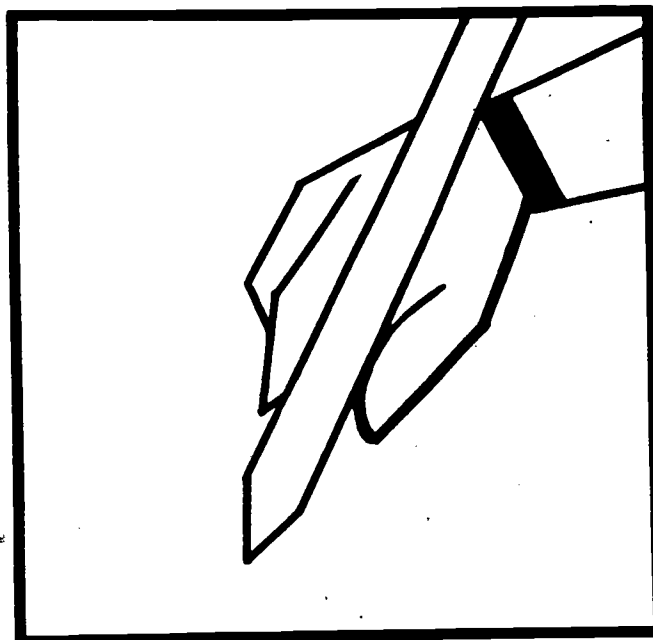
Evaluation Key

Part I

- *1. staplers; Companies' or Company's
2. boards; Smith's
3. Whose; Bravo's
- *4. cabinets; Paul's; Shop's or Shops'
5. pads; Center's

Part II

- *1. Disk Record Companies (Company); staplers
 2. John Smith; poster boards
 3. Jane Bravo's construction paper
 - *4. Paul's Sandwich Shops (Shop); filing cabinets
 5. Philadelphia Convention Center's; note pads
- * plural or singular possessive must match plural or singular entry.



COMPONENT I
Section Three

Section Three

Yes, Mr. Seibles

Learning Objective

Given a narrative about a filing clerk, the student will demonstrate his or her ability to communicate with proficiency by using contractions in a writing situation. The students will perform with 80% accuracy on the evaluation.

Key Words

- . contractors
- . filing clerk
- . positive
- . past tense
- . G.E.D.
- . components

Domains and Levels

Cognitive : Knowledge, Comprehension,
Application

Affective : Receiving, Responding
Valuing

Materials

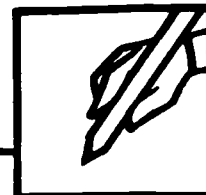
- . copies of narrative
- . copies of supplementary material

IMPLEMENTATION GUIDELINES

Time: 45 Minutes

- STEP I* - The instructor must make sure that there are enough copies of the narrative for the students.
- STEP II* - Instructions must be given in regard to what expectations the instructor has for the students. The instructions are as follows:
- a. The students are to read the narrative carefully and slowly.
 - b. The main objective of this exercise is for the students to determine the use of contractions for more proficient communication.
 - c. They are to fill in the blanks on the narrative with the correct response as well as answer the questions in complete sentences. (The questions deal with the ideas in the text). For extra practice the students should do the matching exercise.
 - d. They will need to notice and retain any facts relating to the duties of a filing clerk and the duties of a supervisor.
- STEP III* - While the students are reading, the teacher may write the "Key Words" on the board. A definition for each should be elicited from the students and any inaccuracies cleared up.
- STEP IV* - The teacher may explain once again the concept of contractions and how their components are joined. Mention the use of the apostrophe and have students give examples of its use other than in contractions.
- STEP V* - The teacher may read the narrative back to the students quickly, after they have finished their work, stopping at the blanks to have students answer orally. Any mistakes should be corrected at this point.
- STEP VI* - The teacher should discuss the questions and the matching exercise before the students go on. These will be Step VII, the evaluation.
- STEP VII* - The Evaluation. The students are to answer the questions in complete sentences and complete the matching exercises.
- STEP VIII* - The Home and Community activity, is optional. The students may complete it if there is sufficient time.

*Note to the teacher. Some business related jobs to discuss with the students may be found in the Key to the Questions.

**STUDENT ACTIVITY MATERIAL**

Yes, Mr. Seibles

- Read the narrative
- Fill in the blanks correctly with contractions made with forms of not and the verb.
- Answer the questions in complete sentences.

Part I "(To be) _____ you through with that file yet?"
negative

"No, Mr. Seibles, I (to have) _____ even started with it."
negative

"You (will) (past tense) _____ be so far behind if you
(to have) (past tense) _____ stayed out so
negative
late last night!"

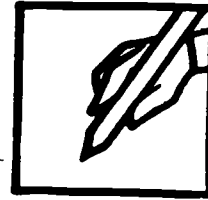
"Mr. Seibles, that (to be) _____ any of your business, Sir!"
negative

"Well, I (will) _____ bother you any more about it, but I still
want that file as soon as possible, so (do) _____ be playing
negative
around."

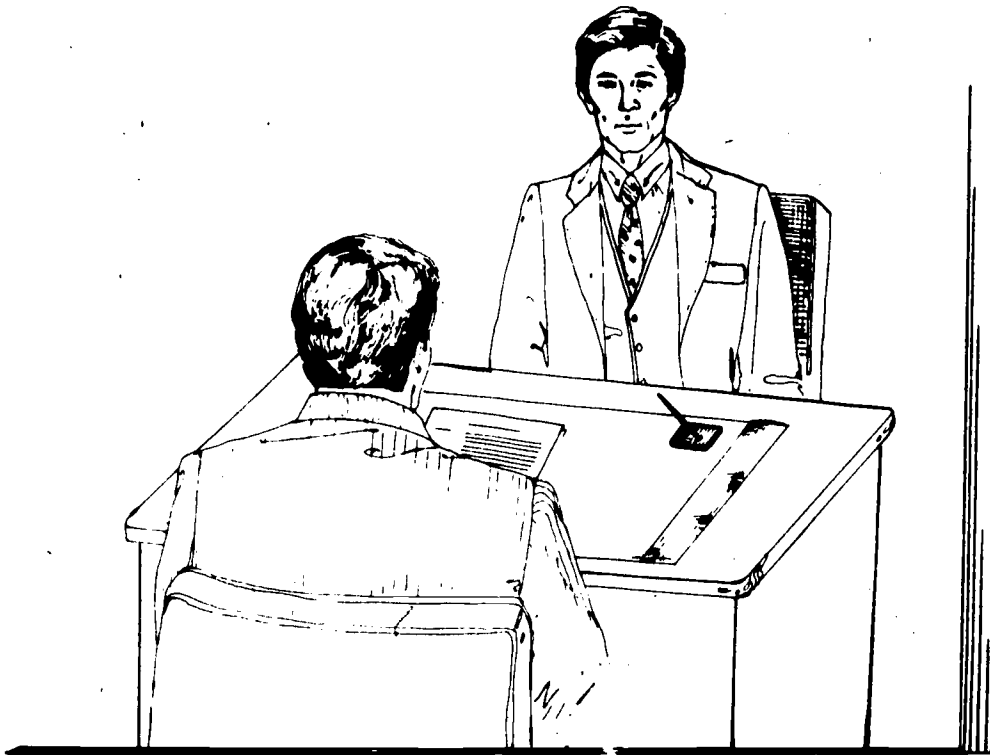
"Yes, sir, Mr. Seibles."

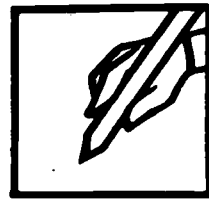
Part II

Sometimes he makes me so mad that I could scream! I'm talking about my boss, Mr. Seibles. I've worked for him two years as a file clerk, and he still treats me as if I were a kid. But, actually, he gave me my first job when I (can) (past tense) _____ even find one. If it (to have) (past tense) _____ been for him, I would probably be out on the streets. I didn't even finish high school, even though I'm getting my G.E.D. now. I guess I (can) _____ complain. I will _____ always be
negative negative

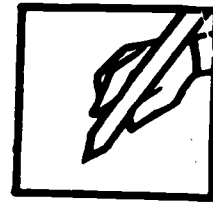


... file clerk, though. I want to learn more and advance in my profession, and I know I can do it, in spite of Mr. Seibles!





Rewrite the second part of the narrative, and make it a happy ending,
while still using contractions.



Yes, Mr. Seibles - Key

Part I

aren't

haven't

wouldn't

hadn't

isn't

won't

don't

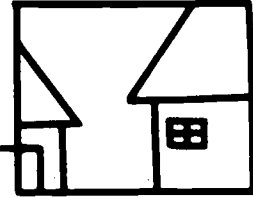
Part II

couldn't

hadn't

can't

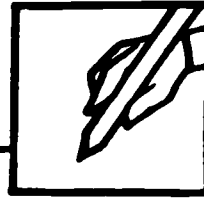
Accept all logical endings



HOME and COMMUNITY

The students may visit a business office (with prior permission) of any kind and speak to the supervisor. They may ask to see the various departments of the company and have explained to them the various jobs and personnel used by the company. A written report could be turned in (and read) for extra credit.

If this is not possible, a visit to the principal's office may suffice.



EVALUATION

Questions

Answer the following:

1. Explain what a contraction is.

2. Why do you think people use contractions?

3. What does Mr. Seibles do?

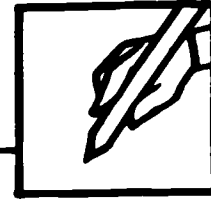
4. Why do you think Mr. Seibles is always correcting his file clerk?

5. Do you think he is right to do that?

6. What does a file clerk do?

7. What is the main problem in not finishing high school?

8. If the clerk finishes high school, what kinds of business and office careers could he/she look forward to?

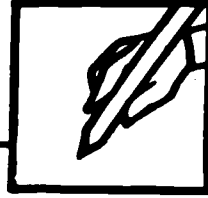


EVALUATION

9. What is G.E.D.? (ask your teacher, or look it up in the dictionary).

B. Match the contractions with their equivalents (evaluation)

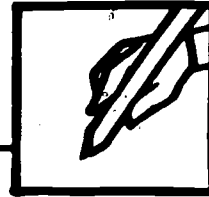
- | | | |
|-------------|-------|-----------------|
| 1. haven't | _____ | a. can + not |
| 2. isn't | _____ | b. could + not |
| 3. wouldn't | _____ | c. do + not |
| 4. can't | _____ | d. should + not |
| 5. doesn't | _____ | e. will + not |
| 6. aren't | _____ | f. was + not |
| 7. weren't | _____ | g. is + not |
| 8. hasn't | _____ | h. has + not |
| 9. couldn't | _____ | i. would + not |
| 10. won't | _____ | j. were + not |
| 11. don't | _____ | k. are + not |
| 12. wasn't | _____ | l. had + not |
| | | m. have + not |
| | | n. does + not |



EVALUATION

Questions (Evaluation Key)

1. verb + not = put together = "not" shortened to
2. Easier and faster to say. Language flows smoother
3. He is the boss. (runs the company)
4. Varies -- wants to help employee. Doesn't like employee--
5. Varies -- depends on consistency of employee.
6. Keeps files up-to-date, etc...
7. Difficulty in finding a higher-level job.
8. Supervisor; junior executive; keypunch operator;
Statistician; financial analyst
9. General Education Degree; high school equivalency



EVALUATION

P. Accept all logical answers. Students should use contractions correctly.

Contractions - Components

(Evaluation Key)

1. m
2. g
3. i
4. a
5. n
6. k
7. j
8. h
9. b
10. e
11. c
12. f

Component

2

Section One

Section Two

Section Three

PERSONAL SERVICE

OVERVIEW

The component V is designed to give the students the opportunity to link the world of Personal Service Careers with the educational area of language arts skills.

Section I is concerned with listening-speaking skills that will help the student perceive that extracurricular activities can be important to a career choice while focusing on the critical words that affect meaning and the body language of others.

Section II deals with reading skills in reading and understanding life skill materials. The focus is on recipes and cooking for oneself while focusing on the personal service career of a baker.

Section III touches on writing skills in the context of correctly filling out journals, ledgers, and daily logs in a narrative dealing with a doorman; it emphasizes learning experiences outside school and their importance to a viable career choice.

GOALS

LISTENING-SPEAKING: The students will show their listening-speaking abilities by focusing on critical words that affect meaning and by interpreting the body language of others while perceiving that outside experiences are important to a career choice.

READING: The students will read and understand life skills and other materials by reading and using a recipe.

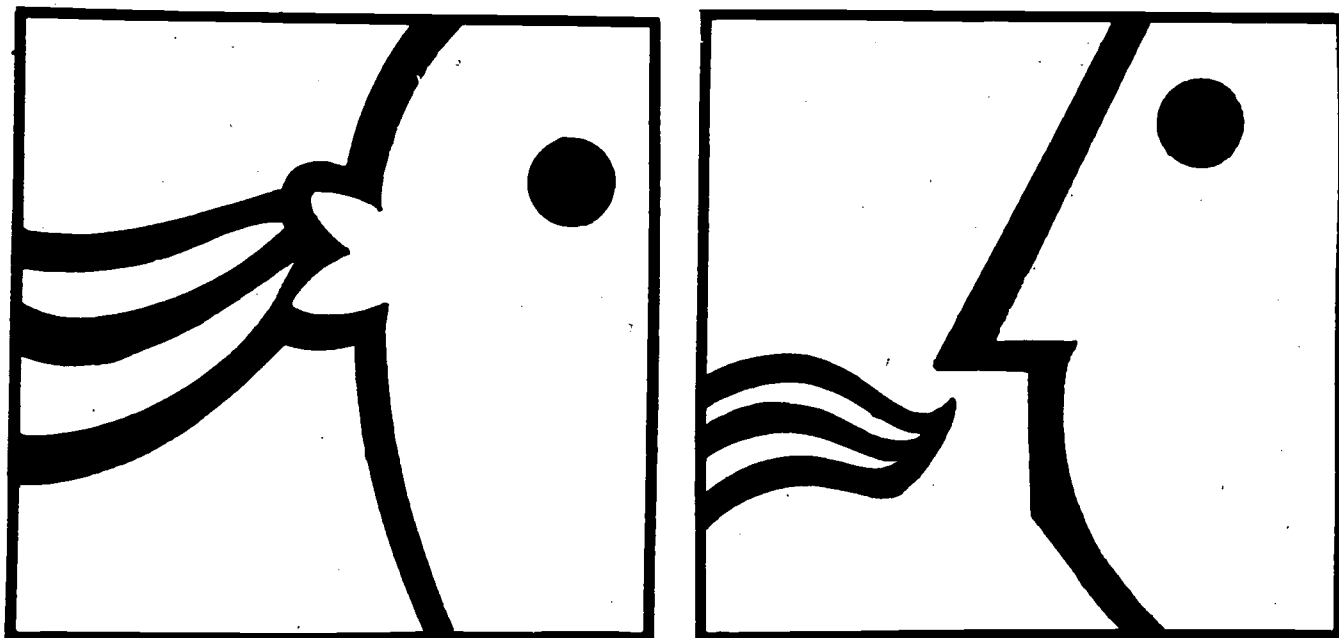
WRITING: The students will correctly fill out journals, ledgers and daily logs, and will understand their importance in life.

LEARNING SECTIONS

SECTION 1: Teaching a New Dog Old Tricks

SECTION 2: You are a Smart Cookie

SECTION 3: Budokan Apartments - Front Door



COMPONENT II

Section One

Section One

Teaching a New Dog Old Tricks

Learning Objective

Given a narrative about a dog trainer, the students will focus on critical words that affect meaning in a listening activity and will interpret the body language of others in a speaking activity while perceiving that learning experiences outside school are important to a career choice. The students will perform with 80% accuracy on the section evaluation.

Domains and Levels

Cognitive: Knowledge, Analysis, Evaluation

Affective: Receiving, Responding, Organization

Key Words

- . dog trainer
- . veterinarian
- . pet-shop attendant
- . although
- . direction
- . number
- . time
- . "if" words
- . negatives
- . body language

Materials

- . one copy of narrative per student
- . one copy of supplementary materials per group leader

IMPLEMENTATION GUIDELINES

Time: 45 Minutes

STEP I: The teacher should make enough copies of the narrative for each of the students. This will help them to search for the "critical words" as they are listening.

STEP II: The teacher may discuss the concept of critical words that affect meaning. Listing these on the board in the five categories would be helpful to the students. The following list provides examples. The students may also contribute to this list.

Prepositions involving directions

1. in
2. over
3. above
4. beside
5. next to

Connectors involving number

1. and
2. or
3. both
4. some
5. not only. . .but also

Connectors involving time

1. after
2. before
3. first
4. then
5. now

Contingency words

1. if
2. unless
3. although
4. even if
5. even though

Negatives

1. not
2. don't
3. can't
4. won't
5. doesn't

IMPLEMENTATION GUIDELINES

STEP III - The teacher should read the narrative aloud after explaining that the students are to listen for instances in which these critical words appear in the narrative. The students should be instructed to write these down or underline them on their copies as they are read in order to remember them.

STEP IV - After listening to the selection, the students should be asked for examples of the critical words that they heard in the narrative. The teacher should go back over the narrative and reinforce the critical words saying them with emphasis as he/she reads the narrative again. Students should correct their mistakes on their copies and also be able to tell whether the critical word involves direction, number, time, contingency, or negatives.

STEP V - This step involves a discussion of the concept of body language. There are four main subheadings in the discussion of body language. These could be arrived at either by teacher suggestion or by discussion among the students. The four main subheadings suggested are:

1. Body language that indicates pleasure
2. Body language that shows interest
3. Body language that indicates lack of interest
4. Body language that shows boredom.

A suggestion for starting this discussion is to relate it to the narrative, i.e. a dog can tell if you are afraid of him, like him, are mad at him, etc., by the way you act toward him and by the look on your face; this is called "body language." The same thing applies to humans.

A good 10-15 minute discussion on this subject will be sufficient for the students to get a good idea of how body language works.

Teacher's note: Descriptions of basic body language indicators are:

- a. nodding
- b. sighing loudly
- c. fidgeting
- d. crossing your legs
- e. moving your eyebrows
- f. frowning
- g. yawning
- h. smiling
- i. rolling your eyes
- j. avoidance of speaker's eyes 47

IMPLEMENTATION GUIDELINES

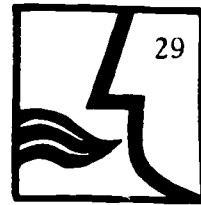
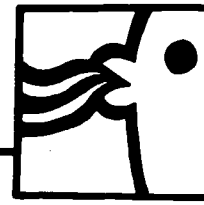
STEP VI - The students should do the supplementary activity materials as a review of both concepts they have touched on today. The teacher should guide them through it. They are to divide into four or five groups and one student is to read the selection to the group.

In the meantime, as the student reads and emphasizes the words in italics, the students should raise their hands and answer with the words *direction, number, time, "if" words* (contingency), *negatives*, or *body language*. This is a listening-speaking exercise.

STEP VII - The teacher should, during the course of the lesson, emphasize the fact that learning experiences outside of school (part-time jobs, football games, visits to a friend's house, etc.) can be valuable in choosing a career. Discussion of the role of a veterinarian can be opened up, and other careers in Personal Service can be mentioned.

STEP VIII - Evaluation

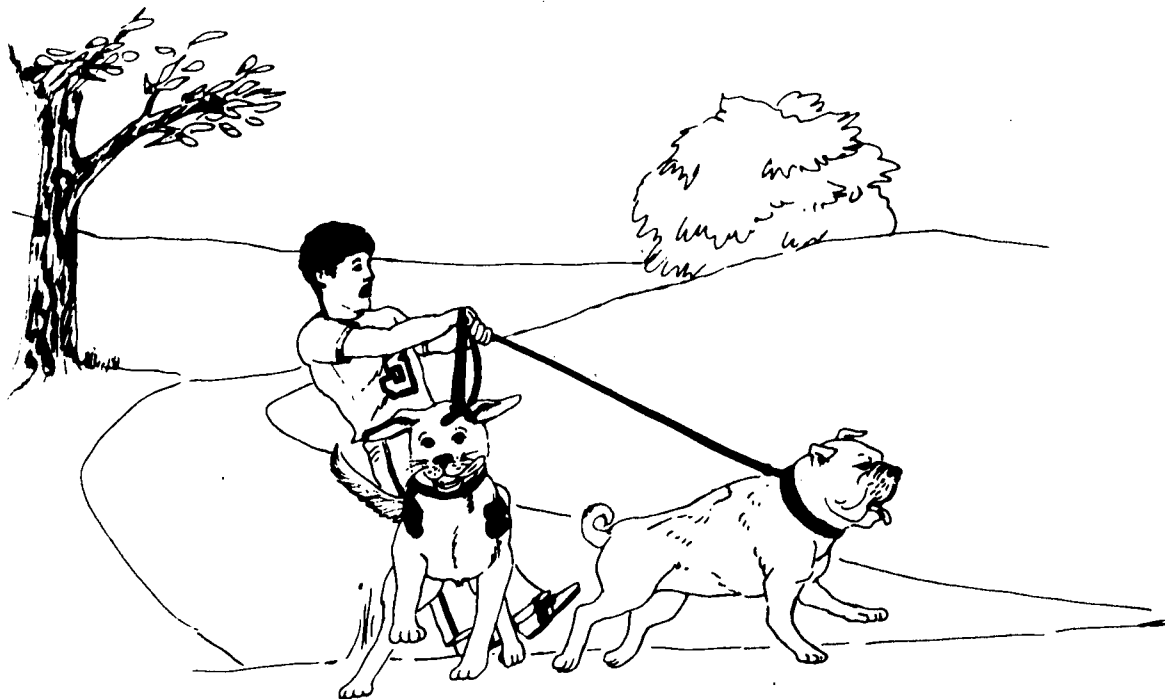
STEP IX - The Home and Community activity is optional, to be completed if time allows.

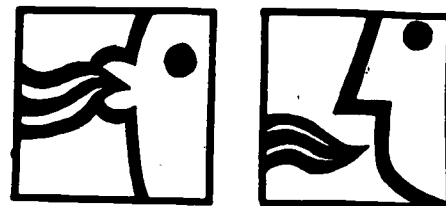


Teaching a New Dog Old Tricks

Personal services is the name given to a group of careers concerned with personal improvements, the care of persons, their apparel or possessions, and their physical appearances. There is a growing demand for all kinds of personal services. Some of these jobs may be tried out by students before they are decided upon as a career choice.

Fred Foday Suso was born *in* West Africa and his family moved to Chicago *before* he was two months old. Now he goes to DuSalle High School and works *after* school as a dog trainer. *Although* he does not need the money, he likes being *around* dogs.





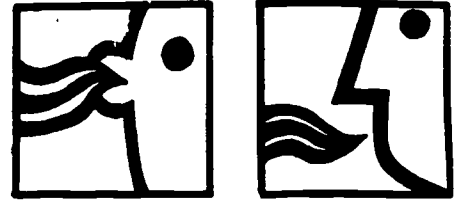
Part of his job is to take *some* of the dogs walking *after* he has brushed out their fur. *Both* Fred *and* the dogs enjoy this very much because it's good to get out for a while. *Before* taking the dogs back inside, he lets them have one good run, but he does *not* let them run too far.

Fred says, "*If* a person wants to become a dog trainer he should *not only* make good grades in school, *but also* enjoy working with dogs. *Unless* you are patient, it would be better for you to do something else."

As a dog trainer, he works *next to* the dog and teaches the dog to follow simple commands so that the dog can learn to behave and possibly start training to be a guide dog for the blind.

Some last words from Fred:

"I really have fun with the dogs, and I have decided that I would like to study to become a veterinarian, or 'animal doctor', as some people call them. Working with dogs has taught me to respect animals."



KEY

in - direction

to - direction

before - time

after - time

although - "if" words (contingency)

not - negatives

around - direction

some - number

after - time

Both . . . and - number

before - time

not - negative

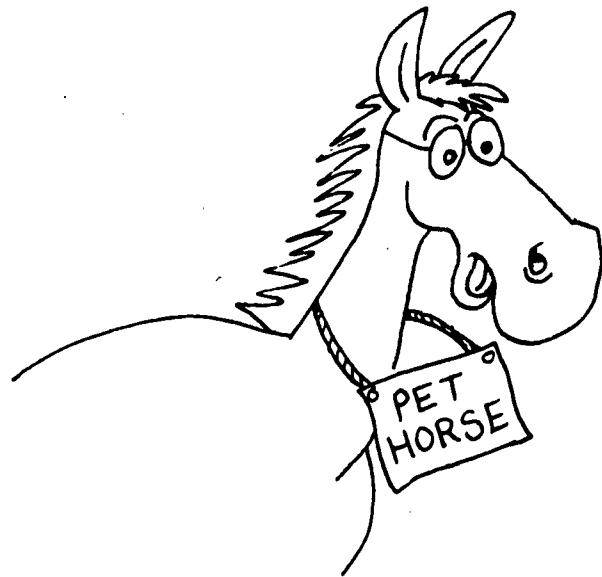
if - "if" words

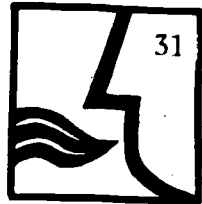
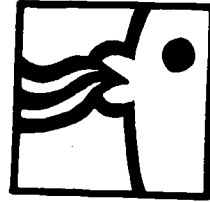
not only . . . but also - number

unless - "if" words

next to - direction

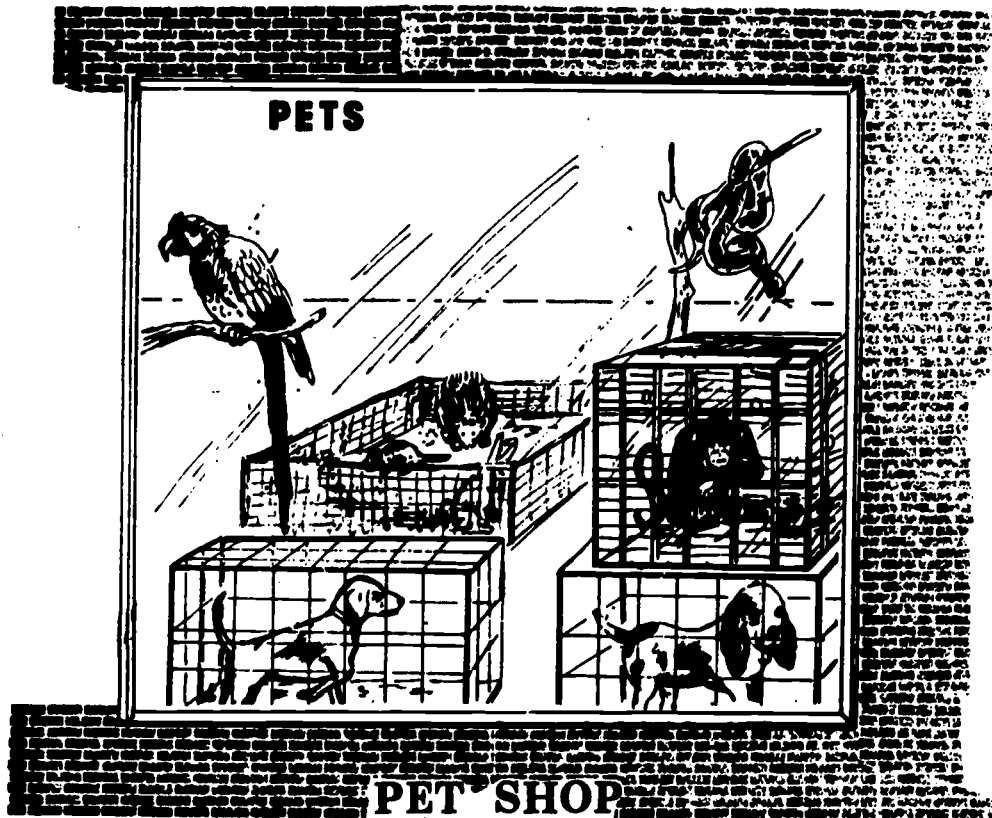
beside - direction





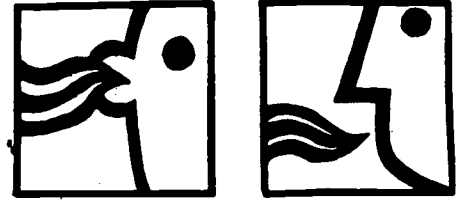
Joe's Pet Shop

I'm one of those kids who has always been crazy about animals. I decided when I was a small child that I would like to own a pet shop. I try to find out everything I can about the business. I have also applied for a job as an assistant.



Display

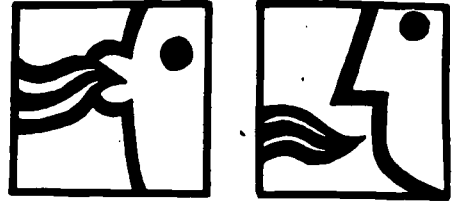
Yesterday I was in Joe's Pet Shop talking to the pet-shop attendant, whose name is Frank Ramos, and his assistant. We were discussing animal care, and every time I said something, Frank would *nod his head*, but not



his assistant! *Before* I could say anything, the assistant would *yawn* loudly. I *don't* think he agreed with what I was saying.

"*Unless* I'm wrong," I said, "I really think *some* dogs can be treated like small children. *First*, you teach them right from wrong; *then*, they're ready to be good pets." "Of course," the assistant said and just *rolled his eyes up in his head*.

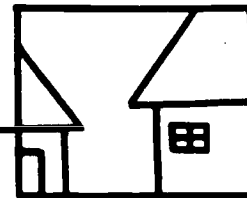
Although the assistant doesn't really like me, Frank has taught me much about caring *not only* for dogs and cats, *but also* for other animals and birds. *Even if* I don't work in a pet shop when I finish school, I know I want a job working with animals. I also know that the experience I can get outside school will be helpful in any career choice I make.



KEY

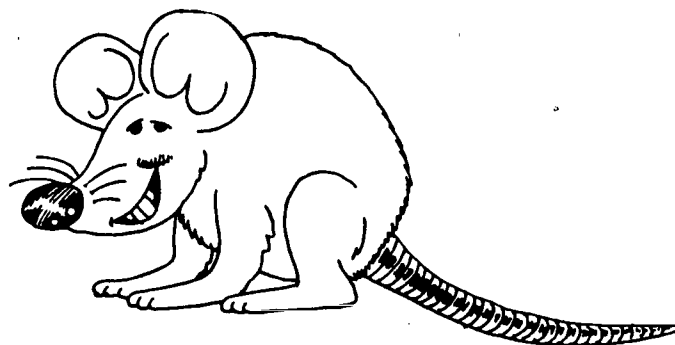
1. in - direction
2. and - number
3. nod his head - body language
4. but not - number or negatives
5. before - time
6. yawn loudly - body language
7. don't - negatives
8. unless - "if" words
9. some - number
10. first...then - time
11. rolled his eyes - body language
12. in - direction
13. although - "if" words
14. not only ...but also - number
15. even if - "if" words

HOME and COMMUNITY



The students may volunteer to take complete care of the family pet for a week. A schedule for feeding, cleaning, brushing, and exercising the pet should be worked out in detail, so that the best care would be given to the pet. If the family does not have a pet, there are several alternatives.

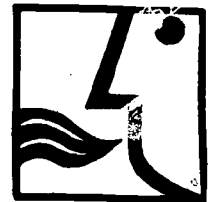
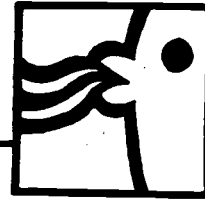
1. The student can ask a neighbor with a pet if he/she can help with the family pet for a week.



2. The student can go to a pet shop, veterinarian's office, kennel or other such animal-related facility and speak to the owner about the steps taken to care for an animal, training for such a career and the advantages/disadvantages of that type of work.

In all cases, the student can explore the world of animals and find out about his or her feelings toward the animal world and all its ramifications.

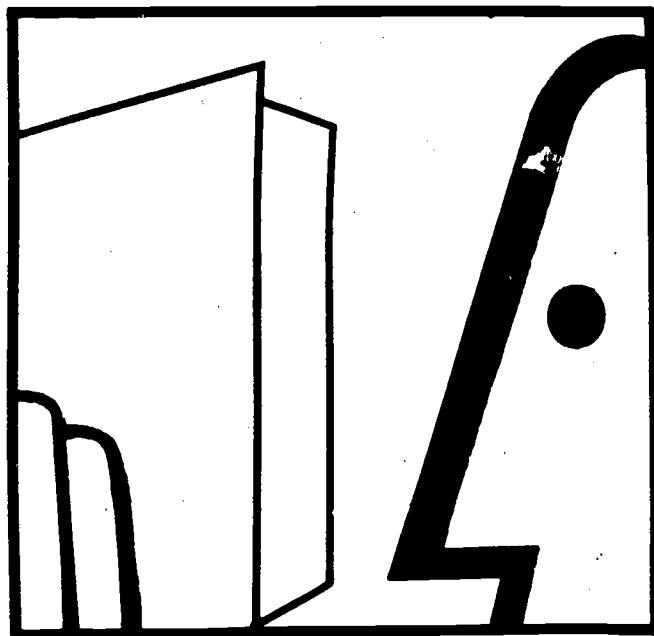
Students may list other kinds of experiences, apart from scholastic ones, which might help the student choose a future career.



EVALUATION

Since this is a listening-speaking component, the evaluation will be oral. The teacher should use the supplementary activity as an evaluation instrument. As the activity is being read to the students, they should take turns answering the examples correctly. Every student should be given the opportunity to answer an equal number of times. In a group of four, for example, each student would have four tries at answering. An 80% minimum score would therefore be three correct answers out of a possible four. Students may also practice their speaking abilities by answering the following:

1. Have you ever worked as a babysitter?
2. How might that experience help you in a future career choice?
3. Name other tasks or experiences you have had outside school.
4. How have they helped you decide on a future career?



COMPONENT II
Section Two

Section Two

You're a Smart Cookie

Learning Objective

Given a narrative about a baker which includes a recipe, the students will read and understand life skills and other materials by discussion and development of their own recipes. The students will perform with 70% accuracy on the section evaluation.

Domains and Levels

Cognitive : Knowledge, Comprehension, Analysis, Synthesis

Affective : Receiving, Responding

Key Words

- . cup
- . tablespoon
- . teaspoon
- . preheat
- . sift
- . tablespoonful
- . spatula
- . yield
- . complicated

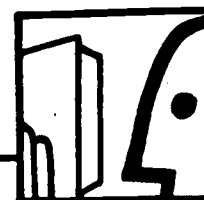
Materials

- . measuring cup
- . table and teaspoon
- . spatula
- . copies of narrative
- . copies of evaluation

IMPLEMENTATION GUIDELINES

Time: 45 Minutes

- STEP I* - Since this primarily is a reading activity, the instructor should have sufficient copies made of the activity materials.
- STEP II* - The teacher should explain to the students that the main thrust of this component is reading and that they will be expected to read carefully.
- STEP III* - The teacher may initiate a short discussion and explanation of the meaning of life skills materials, for example, telephone books, and their use, labels on containers, transportation schedules, and in this case, recipes and their interpretation. The teacher may also explain the necessities of knowing and understanding the functions of these materials. Students may read the introduction or the teacher may read it to them.
- STEP IV* - The teacher should then tell the students to read the selections and the recipe while instructing them to notice the form and terminology of the recipe.
- STEP V* - When all the students are through reading the narrative, the teacher should ask for volunteers to explain the units of measure found in the recipe, as well as the Key Words. The instructor should then clarify any misconceptions brought up about recipes, as well as explain the meaning of the units of measure. (The list of materials would come in handy at this point.)
- STEP VI* - The students should be instructed to think of their favorite dish (main course, dessert, meat, vegetable, etc.) and then proceed to write a recipe for it. This should be good practice, as well as an extra activity for reinforcing what the students have just learned. The teacher should tell them that they should follow the same format as is in the narrative, including the units of measure.
- STEP VII* - Linking this activity to the world of work is of optimum importance, and this could be done by discussing the duties of a baker and his relation to his job and to the consumer, and also by linking units of measure to the use of mathematics in school or in a math-related career.
- STEP VIII* - Evaluation
- STEP IX* - The Home and Community activity is optional and may be assigned if there is sufficient time.

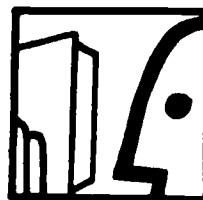


STUDENT ACTIVITY MATERIAL

Introduction

Some skills are called "life skills" because they are basic in getting along in life. We all have to know how to read highway signs, consumer information, telephone books, magazine ads, and department store or shopping mall directories, along with many other kinds of texts, to survive in our modern world. Suppose we didn't understand the warning "Dangerous Curve Ahead" on a mountain highway or the "External Use Only" warning on a bottle of paint remover. Not understanding could be dangerous. These skills are important in Personal Service careers as well as in other jobs. A baker who can't read a recipe correctly and who puts salt instead of sugar in a cake would not be a very successful baker. Can you think of other instances in which life skills are important?

As you read the following narrative, ask yourself if you are good at following directions and at understanding a recipe like Dan L'Heureux.

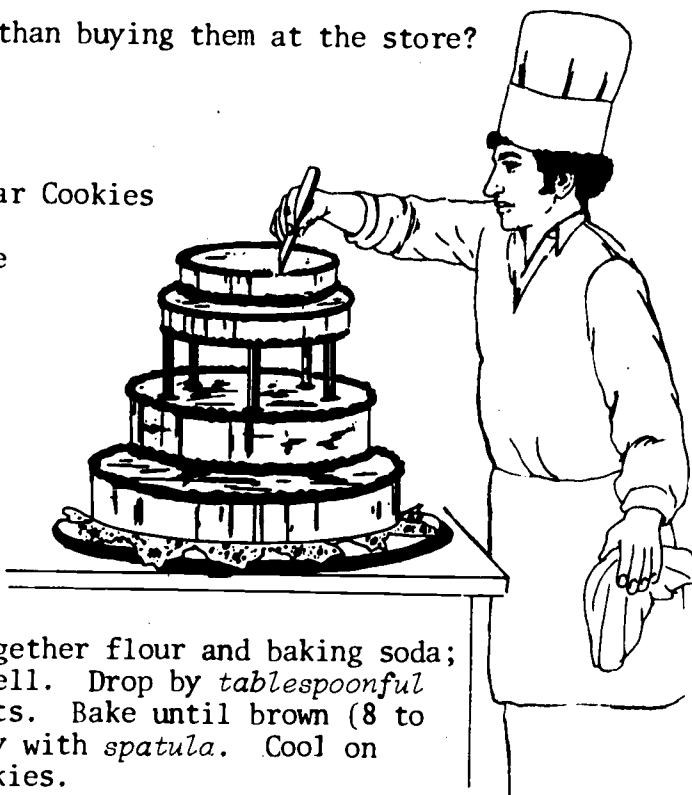


Hello! My name is Dan L'Heureux, and I work at a bakery. The job of a baker is to mix and bake food by using a recipe. I make bread, cakes, pies, and cookies, and even such things as pizza! I would like to show you how to bake some simple cookies. Maybe you can even go home and try it. By the way, did you know that baking your own cookies is much cheaper than buying them at the store? Well, anyway, here goes!

Sugar Cookies

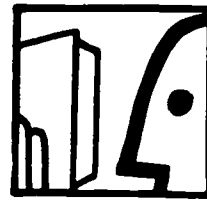
1/2 cup melted butter or margarine
 1 cup sugar
 1 egg
 2 tablespoons milk
 1 teaspoon lemon juice
 1 teaspoon baking soda
 2 cups flour

Preheat oven to 400°. Grease baking sheets. Combine butter or margarine, sugar, egg, milk, and lemon juice, and beat until creamy. In another bowl, *sift* together flour and baking soda; add to creamed mixture, and mix well. Drop by *tablespoonful* about 1 inch apart on cookie sheets. Bake until brown (8 to 10 minutes) and remove immediately with *spatula*. Cool on racks. *YIELD*: About 3 dozen cookies.

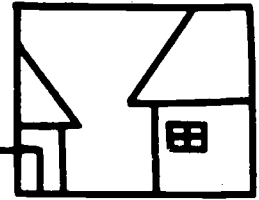


Do you think the recipe is easy, or does it seem hard to you? When I first started baking, I was in middle school, and boy, did the recipes seem *complicated*!

My aunt owned a bakery, and on Saturdays I would go help her. It was not a real job, but she would pay me for helping. Right then and



there I decided I wanted to be a baker, too. I like baking so much, that I am saving up my money to buy my own bakery. If you enjoy baking, would you like to come and work for me?

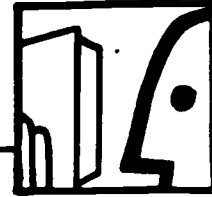


HOME and COMMUNITY

The students may take the recipe for sugar cookies home, and, with the parents' supervision and approval, try it out and make a batch of cookies. If resources or approval are not available, the students could visit (on an individual basis) a bakery and report back to the class what they observed and learned:



1. Did they talk to a baker?
2. What type of equipment is used?
3. Is the bakery hot all the time because of the ovens?
4. What can a person do to prevent being burned while baking?



EVALUATION

The students are to read the narrative again and answer these questions:

1. Which contains more milk, a *teaspoon* of milk or a *tablespoon* of milk?

2. What is a recipe used for?

3. Why must you read a recipe carefully?

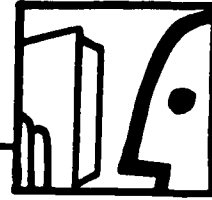
4. What could happen if you read a recipe wrong?

5. Is it better to remove cookies with your hand or with a *spatula*? Why?

6. Is it always necessary to use a recipe for baking or cooking?

7. Name 3 places you could work if you really enjoyed cooking or baking.

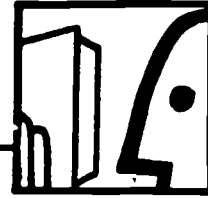
8. What do you think would happen to your cookies if they were not spaced at least one inch apart?



EVALUATION

9. Does the sugar cookies' recipe seem *complicated* to you now?

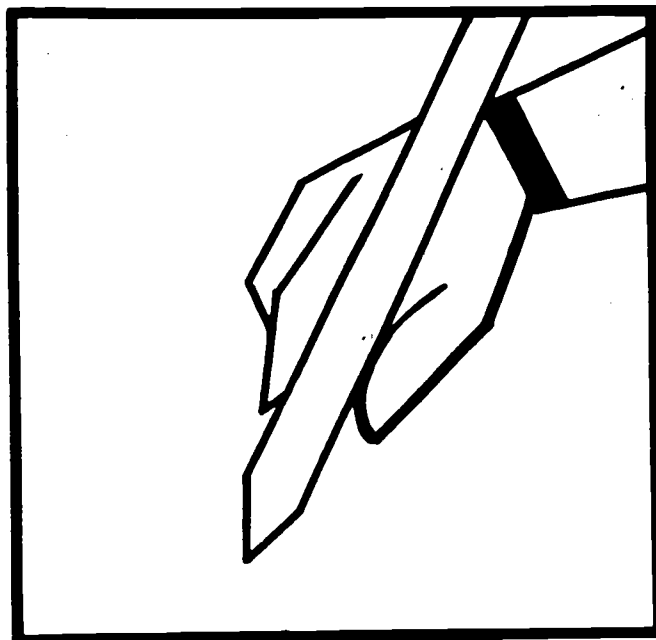
10. Name other things it is important to know how to read.



EVALUATION

EVALUATION KEY

1. tablespoon
2. a. to know which ingredients
b. to know amount of ingredients
c. to know steps to take to cook or bake something
3. To get everything right.
4. The dish could burn, you could poison yourself, the dish could turn out wrong, or inedible.
5. Spatula prevents burns - cookies come out whole.
6. Not if you know it well enough.
7. A bakery, cafeteria, someone's home, big hotel, etc.
8. You would have one huge cookie.
9. Answers may vary - (check on meaning of "complicated")
10. Answers may vary. Accept any logical answer.



COMPONENT II
Section Three

Section Three

Budokan Apartments - Front Door

Learning Objective

Given a narrative about a doorman, the students will learn to correctly fill out a daily log (journal) to be used in understanding and reading life skills materials. The students will perform with an 80% accuracy on the section evaluation.

Key Words

- . situation
- . maintenance man
- . dolly
- . utility closet
- . tip
- . ration (or rationing)

Domains and Levels

Cognitive: Knowledge, Application, Synthesis, Evaluation

Affective: Receiving, Valuing, Organization

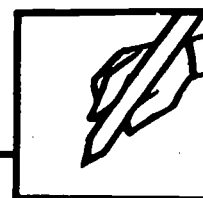
Materials

- . 2 copies of Daily Log for each student

IMPLEMENTATION GUIDELINES

Time: 45 Minutes

- STEP I* - The teacher should remind the students that this is a writing activity and that they should get their mind "in gear," ready to write.
- STEP II* - There should be at least 2 copies of the "Daily Log," and one copy of the narrative for each student in class. One copy of the Daily Log will be a work sheet, the other will be handed in to the teacher.
- STEP III* - The students should be given their instructions as soon as the copies of the activity material are handed out. They are as follows:
- The teacher will read the narrative aloud. The students will follow along.
 - There will be a short discussion on the use of logs and journals.
 - The students will (on the worksheet) fill in the data for 6 blanks in the log. These should tell the time, event, and if the event was resolved in a positive way. This portion will, of course, be improvised by the students themselves.
 - The students will then finish the narrative according to what they have written in the journal.
- STEP IV* - After reading the instructions, the teacher should proceed with the narrative and the discussion about logs, journals, and ledgers.
- STEP V* - While the students are busy writing, the teacher should go from student to student to make sure there are no problems.
- STEP VI* - When the students are through, they will hand in the correct copy of the log and keep the worksheet. At this point the teacher may choose to discuss the role of a doorman, maintenance man, apartment manager, and/or any other related personal service careers. Emphasis should be made on mobility within this area of personal service and on learning experiences outside school which are important to a career in personal service.
- STEP VII* - If there is any time remaining, the teacher may choose to ask two or three volunteers to read the continuation of the narrative that they have written.
- STEP VIII* - Evaluation



STUDENT ACTIVITY MATERIAL

BUDOKAN APARTMENTS

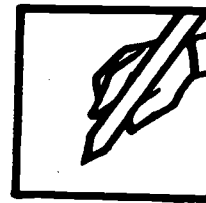
BUDOKAN APARTMENTS		FRONT DOOR
Daily Log		
Date: 3-29		Doorman on Duty _____
TIME	WHAT HAPPENED	O.K.?
9:37	Telephone call from Ms. James - coming from airport	yes
9:52	Elevator broke down - Maintenance fixed it	yes-1 passenger
10:11	Ms. James arrived - Help her unload	yes

"Budokan Apartments - Front Door. May I help you?" you say into the telephone.

"Hello," says the voice at the other end. "This is Rikki James, Room 702, and I'm at the airport. I'll be arriving in about thirty-five minutes. Can someone be at the door to help me unload?"

"Yes, ma'am, I'll be here. Will there be anything else?" you ask.

You know that it's your job to help people that live in the building do many things, especially to help them unload their cars in front of the apartment. You are working here part time during the summer to make some

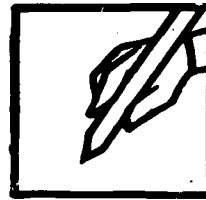


extra money for a new stereo. It's important that you know how to fill in daily logs.

"No, thank you," she says. "That's it. I'll see you soon."

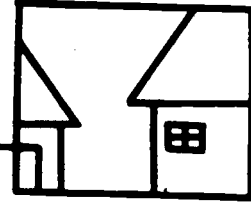


You look at your watch. It is 9:37 a.m. You get out your Daily Log and write down the time, what happened at that time, and if everything turned out O.K. Everything is going well, until 9:52, when you hear the elevator alarm go off. Part of your job is to make sure things function smoothly so you go and check out the *situation*. You call the *maintenance man* and he gets the elevator back in running order. Luckily, there was only one person in the elevator, and he stayed pretty calm. You go write it down in your log. You think to yourself that you must remember to make a record of everything that happens during the day.



At 10:11, Ms. James arrives and you help her unload. There are many suitcases, and they are heavy. You remember the *dolly* in the *utility closet* and use it to carry the suitcases. They feel much lighter. When you are finished taking her things up to her room, she gives you a dollar *tip*, but you gently refuse it, even though you really wouldn't mind having the money! You then go downstairs, put up the dolly and write it all down in the log.

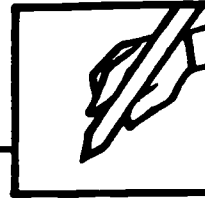
What else happened to you today? Only the Daily Log knows for sure!



HOME and COMMUNITY

It would be an exciting thing for the students to keep a Daily Log for a week. This would show them exactly what they spend their time doing. Many do not realize, for example, that they watch so much television, or just exactly how much time they spend on their homework. This would also help them learn how to plan their days in order to get more things done. The class could then "compare notes" and in doing so, get to know each other better.

The above activity would also serve to bring out learning experiences the students may have had outside school which will help in making a career choice in the future.

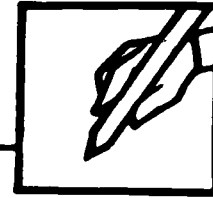


EVALUATION

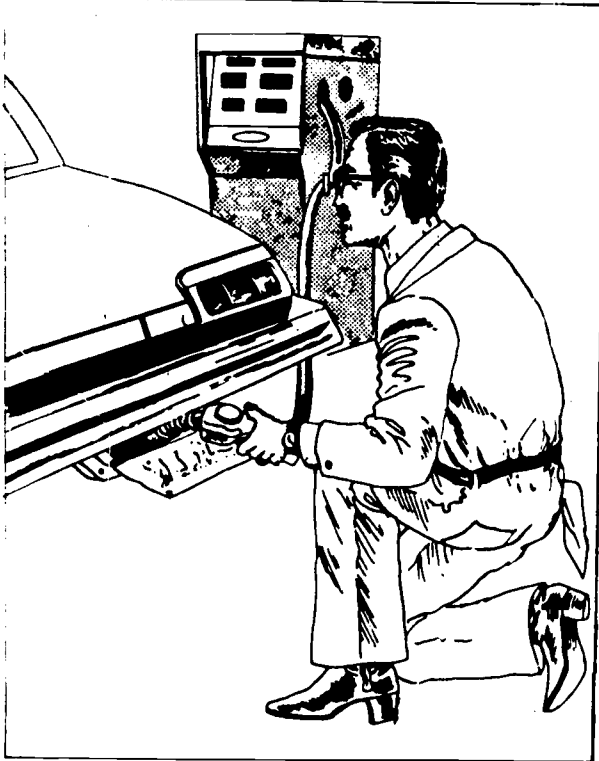
Directions: Using the facts given in the story, fill in the log correctly.
Then, finish the story and fill in 5 blanks in the rest of the log.

Tachito's Gasoline and Sales Co.				
Daily Log				
Date _____			Cashier _____	
Time	Any trouble? (if so, what happened)	What was done about it?	Type of Gas	Gallons
7:31	gas cap stuck on Chevrolet	Remove it for customer	Un.	7 3/10

Well, it's the first day of August, and I am so sleepy! We open Tachito's station around 7:15 in the morning, and I'm waiting for the first customer. By the way, my name is Frank, and since the state decided to ration gasoline, we have to keep a daily log so that the government will know we're keeping up with the law. We are supposed to write down: (1) the time, (2) if there was any trouble, (3) what we did to clear up the trouble, (4) what kind of gas we sold (Un. - unleaded, Reg. - regular, Pr. - Premium), (5) and how much gas was sold.



EVALUATION



Well, here comes a customer. I'll be back in a minute. . .

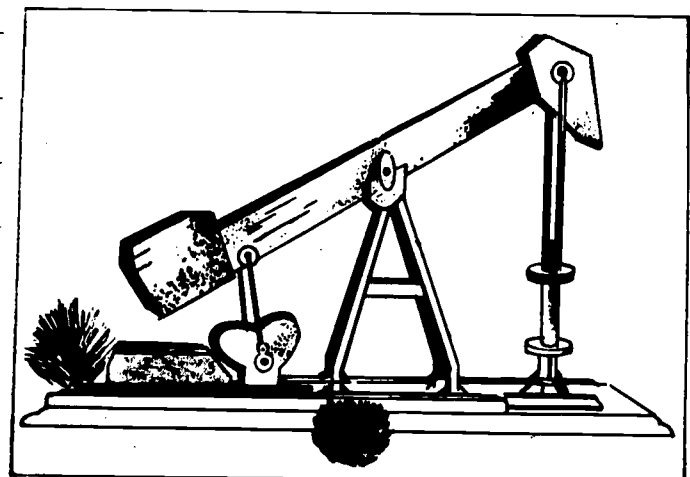
..... I'm back, and wouldn't you know it, his gas cap was stuck! I worked on it and got it off. He filled up with unleaded gas and bought $7 \frac{3}{10}$ gallons. Let me see, it's about 7:31.

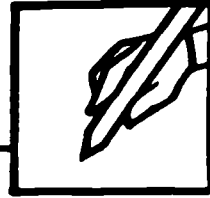
Excuse me again, I have another customer. . .

Well, she has an older car, so she used regular, and she bought 10 gallons of gas. I'm glad she didn't have any

trouble. I'm too sleepy to do anything at 7:38 in the morning. Next summer I think I'll get a job working at night!

FINISH THE STORY





EVALUATION

EVALUATION KEY

Accept all logical answers. The quality and the mechanics of good writing are important, as is the creativity of the student.

Component

3

Section One

Section Two

Section Three

MARKETING AND DISTRIBUTION

OVERVIEW

All of the activities presented in this component allow the student to learn about various professions in the Marketing and Distribution Cluster. At the same time, emphasis is placed on the importance of listening, speaking, reading and writing. These communication skills are vital in most professions; the acquisition and retention of a job may depend on how well we listen, speak, read and write.

GOALS

LISTENING - SPEAKING: The student will relate listening and speaking skills to work activities in the Marketing and Distribution Cluster.

READING: The student will demonstrate reading comprehension through a narrative about comparison shopping.

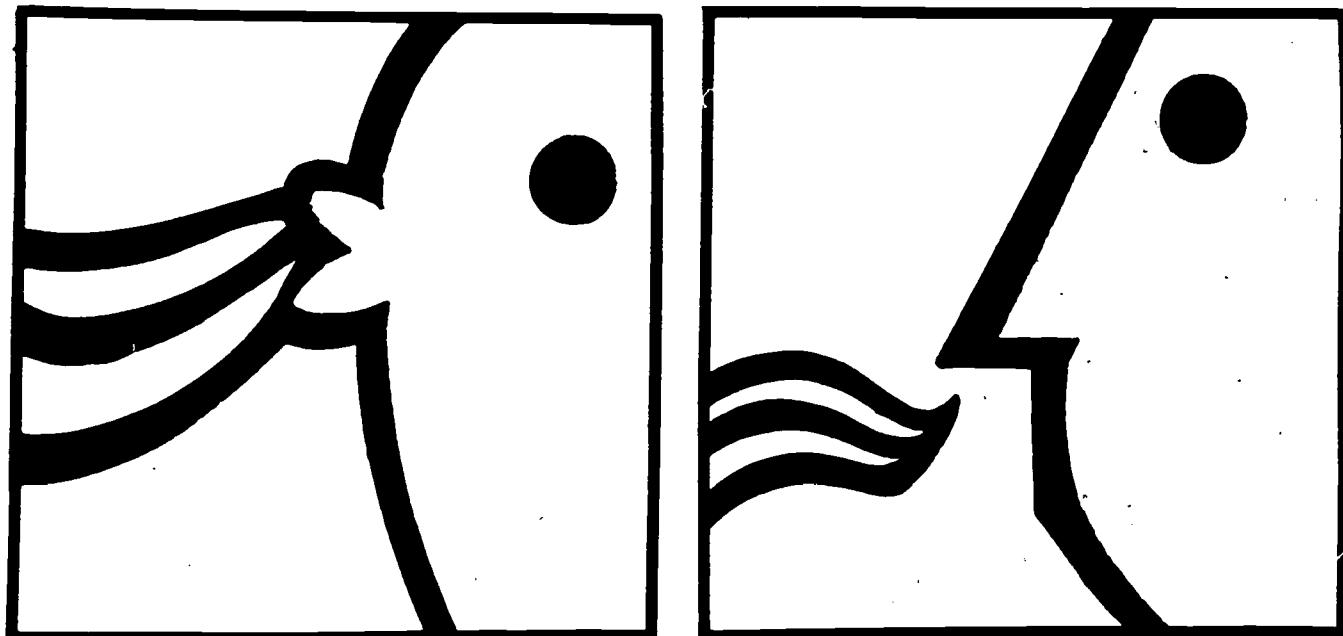
WRITING: The student will compose a business letter using a model provided in the narrative.

LEARNING SECTIONS

Section 1: Detecting and Using Propaganda

Section 2: Shopping Wisely

Section 3: Writing for Information



COMPONENT III
Section One

Section One

Detecting and Using Propaganda

Learning Objective

Given six different kinds of propaganda and two commercials read by the teacher, the student should identify the propaganda technique used in each commercial and then compose a "sales pitch" using one of the techniques, according to the teacher's criteria.

Domains and Levels

Cognitive: Knowledge, Comprehension, Synthesis, Application

Affective: Receiving, Responding, Valuing

Key Words

- . propaganda
- . band wagon
- . testimonial
- . repetition
- . emotional words
- . name calling
- . faulty cause and effect
- . advertising
- . trainee
- . sales pitch
- . persuasion

Materials

- . enough copies of the activity sheets for parts A and B for all students.

IMPLEMENTATION GUIDELINES

Time: 45 Minutes

- STEP I - The teacher should introduce the activity by reviewing different kinds of propaganda. Examples of each different kind of propaganda may be given and additional examples may be supplied by the students.
- STEP II - The teacher should ask the students to listen to the introduction, which will give them a brief review of propaganda techniques.
- STEP III - The teacher may then read the two commercials, pausing in between to allow the students time to choose the correct type of propaganda used in the commercials.
- STEP IV - The teacher should then lead a discussion about the information (or lack of it) contained in the commercials. These questions maybe useful:
- a. What kind of information was contained in the first commercial about the car?
What it looked like.
 - b. Was there any information about how the car runs?
"Perfect condition," but that could mean how the car looked. Also "deep throb of the motor" but that could mean it had no muffler.
 - c. What kind of other information should you have if you were thinking about buying this car?
Accept students' suggestions
 - d. What kind of information was contained in the commercial about the false eyelashes?
That they were made out of real cat hair.
 - e. The ad insinuates that cat hair is just as good as your own eyelashes. Is this necessarily true?
No - No matter what the eyelashes are made of,

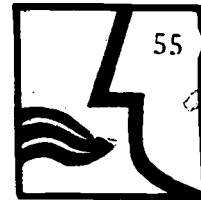
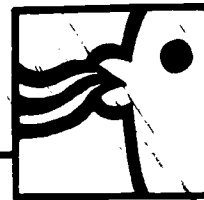
IMPLEMENTATION GUIDELINES

one still has to attach them artificially.

- f. What other information should you have if you wanted to buy some false eyelashes?

Accept students' suggestions

- STEP* V - The teacher should read the introduction in Part B aloud and organize the class so that each student can present his or her commercial.
- STEP* VI - The teacher should evaluate each student's performance based on such criteria as pronunciation, emphasis, originality, clarity and the correct use of the propaganda type.
- STEP* VII - The Home and Community Section is optional and can be included if time allows.



STUDENT ACTIVITY MATERIAL

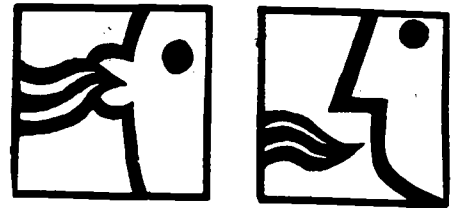
Advertisement at Work



Julio Valdéz is an advertising assistant for a large company in a big city. He plans or helps to plan programs to increase sales by doing layout work, writing copy or making displays. Large companies hire Julio and his advertising firm to help their products to sell better. Advertising tries to make people want a product or service by informing, persuading or reminding them

of how attractive or useful something is. If a product is really much better than all others like it, Julio has only to tell people about why this product is so much better. On the other hand, if a product is very much like all the others, Julio must use persuasion to create a demand for the product.

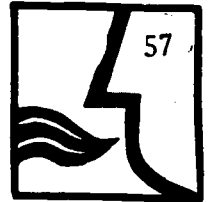
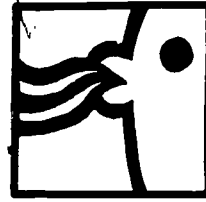
Material that is written or spoken to get you to be for or against something is called propaganda. When Julio has a product that is not really better than all others like it, he often must use propaganda when he writes a commercial.



Worksheet

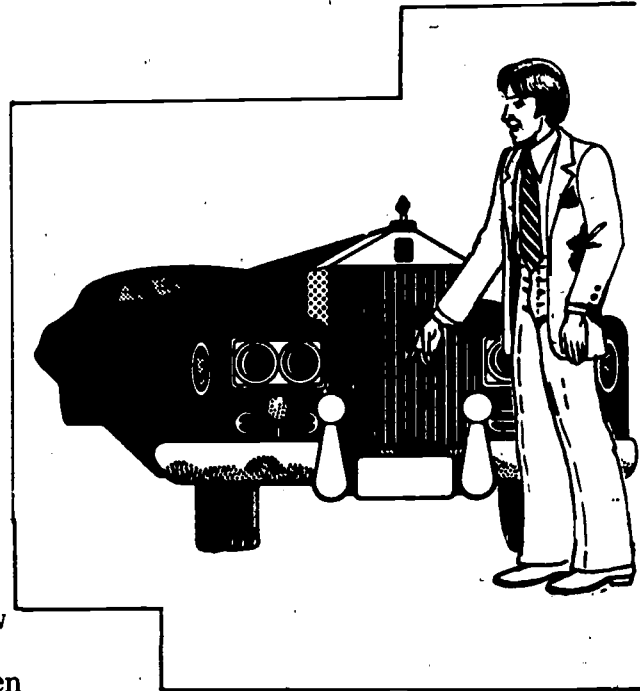
Here are six different kinds of propaganda and their definitions. Listen to the words and definitions carefully. Then listen while your teacher reads two commercials for radio that Julio has written. Place a #1 by the type of propaganda Julio chose to use in the first commercial and a #2 by the type of propaganda Julio chose to use in the second commercial.

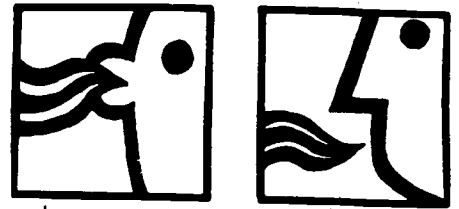
- ___ Bandwagon - The writer or speaker is hoping to influence you by causing you to think that everyone else is using this particular product.
- ___ Testimonial - A well-known figure like a football player or movie star tries to get you to buy something because he or she uses it.
- ___ Repetition - Repeated use of a word or a phrase.
- ___ Emotional words - The writer or speaker is hoping to stir your emotion to be for or against something.
- ___ Name calling - The substitution of name calling for actual information.
- ___ Faulty cause and effect - The writer or speaker is trying to get you to believe that some event or situation has caused a certain result when it really hasn't.



Commercial #1

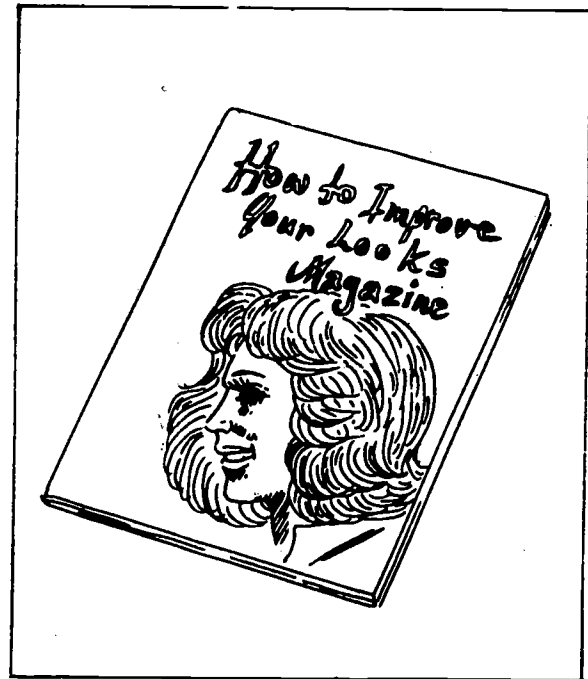
Hi! I'm Remington Warrington Wingate, the Third, owner and manager of Wegyp'em Used Cars. I want to tell you about our low prices and fabulous buys. Why, right here I have a 1978 Trans Am in perfect condition. It's low and sleek with bucket seats, plush carpet, and stereo, in a very masculine dark brown. Just imagine how proud and excited you would feel when you rode down the street in this car with the deep throb of the motor humming in your ears! But don't wait too long. Cars like these sometimes stay on the lot only an hour. Better hurry on down right now!

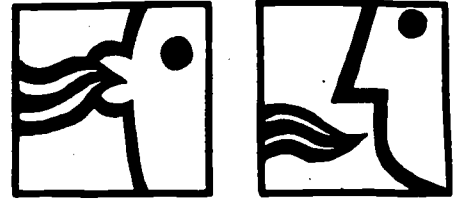




Commercial #2

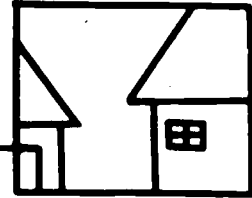
Hey, girls! Don't be the only girl in your class not wearing Mother Nature's real hair false eyelashes. Mother Nature's false eyelashes are made from real cat hair. It's impossible to tell them from your own. Why let all the other girls look their loveliest with long, natural eyelashes while you go around with your old short, stubbly lashes. Get in the swing of things! Get Mother Nature's real false eyelashes.





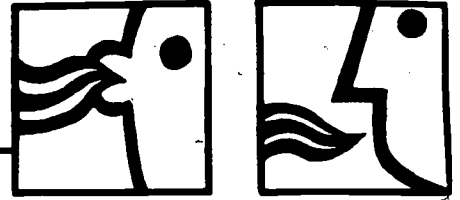
Answer Key to Commercials #1 and #2

Both commercials make use of the bandwagon technique to some extent. Also both use the faulty cause and effect technique, since in commercial #1, you are led to believe a car can bring pride and excitement and in #2 that false eyelashes will make you popular. Commercial #1 makes use of emotional words, commercial #2 uses the repetition of "real."



HOME and COMMUNITY

The student should ask his or her family to help him classify the propaganda in TV commercials. The student should listen to 10 commercials on TV, describe the product advertised and tell what kind of propaganda is used. The student should bring the list to school and present it to the class so that other students can learn from the experience.



EVALUATION

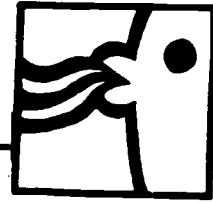
Evaluation

Create a Commercial

Carisa Williams is the Sales Education Director of a large company where you are a trainee. Her job is to teach new sales people like you about the use and application of the company product and the best way to sell the product in different situations. She has just taught you six different kinds of propaganda that are useful in selling. Your assignment is to choose one of the six kinds and write a "sales pitch" about a product of your choice. That is, you are to make up a product and then try to convince a customer to buy it using one of the six kinds of propaganda. After writing the "sales pitch" you are to present it to the class as if they were the customer you are trying to convince. You may choose:

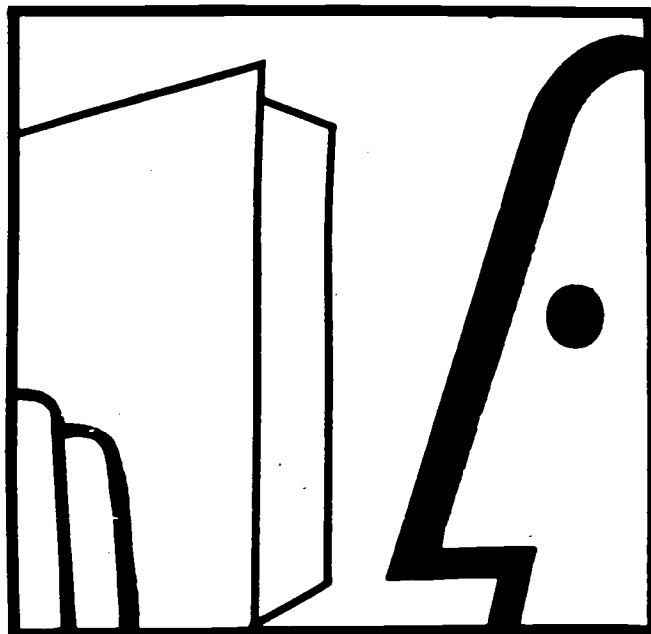
1. Bandwagon
2. Testimonial
3. Repetition
4. Emotional Words
5. Name calling
6. Faulty cause and effect

EVALUATION



Create a Commercial - Evaluation Key

Accept all logical commercials. See Implementation Guidelines
for suggested criteria.



COMPONENT III
Section Two

Section Two

Shopping Wisely

Learning Objective

Given a narrative about comparison shopping, the student will read the activity silently and demonstrate his comprehension by reading and answering the questions on the worksheet, answering the evaluation questions with 80% accuracy.

Key Words

- . consumer
- . nutrition
- . ingredient
- . additives
- . guarantee
- . percentage

Domains and Levels

Cognitive: Knowledge, Comprehension

Affective: Responding, Receiving

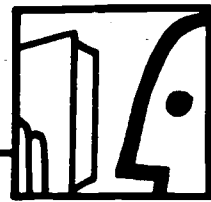
Materials

- . sufficient quantities of the activity and evaluation sheets for all students.

IMPLEMENTATION GUIDELINES

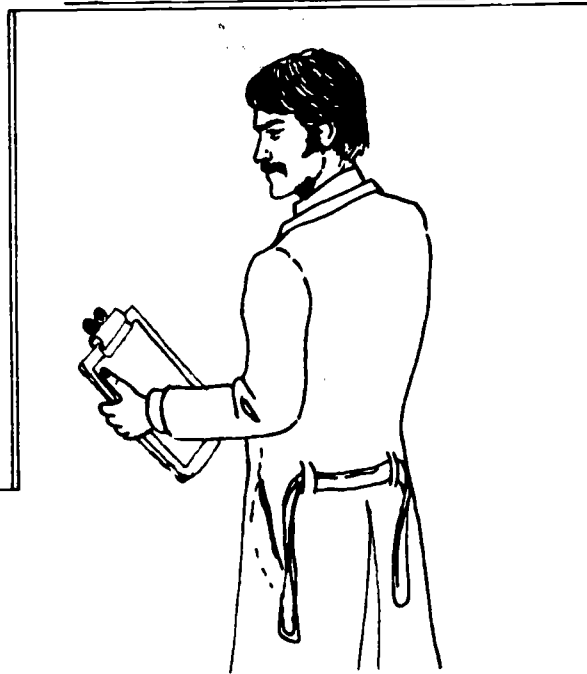
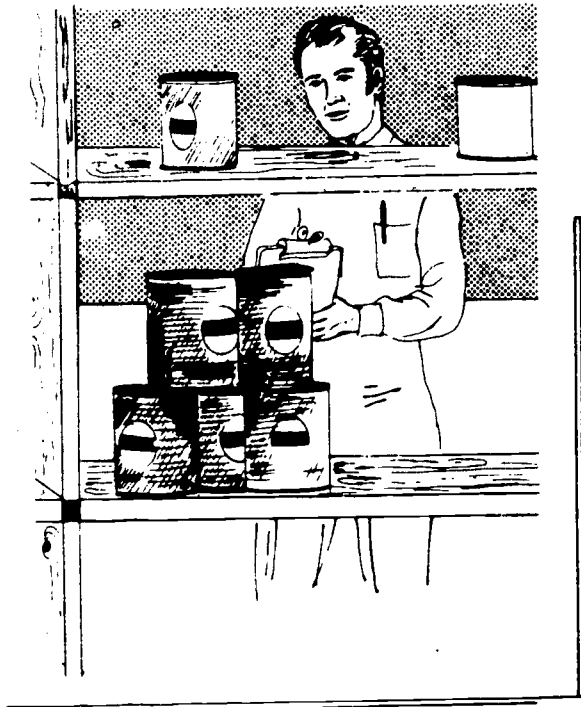
Time: 45 Minutes

- STEP I - The teacher should introduce the activity by reviewing the vocabulary words and the use of comparison, contrast, and cause and effect.
- STEP II - A discussion of careers in the Marketing and Distribution Cluster may follow, emphasizing that of comparison shopper. The teacher may find the following information useful.
- a. Sales Manager - D.O.T number 168.118.
The sales manager directs sales staffing, training, and performance. He or she advises about advertising, and analyzes sales statistics to increase sales.
 - b. Interviewer or Survey Worker - D.O.T number 249.268.
Interviews the public in homes or by telephone and compiles statistical information on consumer buying habits. He or she then reviews, classifies, and sorts the questionnaires.
 - c. Importer - D.O.T number 219.488.
The importer brings in merchandise from foreign countries for use or resale. He or she should be fluent in more than one language.
- STEP III - The students should then read the narrative to themselves and answer the questions on the worksheet.
- STEP IV - The student should read the evaluation paragraph and answer the questions.
- STEP V - The Home and Community Section is optional and should be completed if time allows.



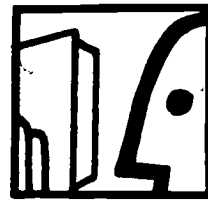
STUDENT ACTIVITY MATERIAL

The Comparison Shopper



Nat Beaver has a very interesting job. He is a comparison shopper for the county consumer protection board. He visits various stores to gather facts about the quality and price of things so that consumers like you and your parents can know more about products before they buy them. Nat reads all the latest journals and consumer reports so that he will have the most up-to-date information.

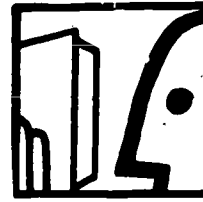
Today Nat had a call from a woman who was confused about the best way to lose weight. She had seen an ad for a machine that could



vibrate extra fat away. This woman was anxious to buy one because she liked to eat and didn't like to exercise. She thought this machine would be a perfect way for her to lose weight. Nat called a health expert and found that there was no way to lose weight without exercise and diet. No machine can take off weight while the person does nothing. Nat was glad he could help this woman save her money.

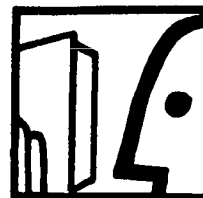
At other times, however, Nat had found that some cause and effect claims by manufacturers are true. Some years ago Dr. Linus Pauling said that vitamin C was helpful in preventing sickness. Although Dr. Pauling claimed to have proven this, no other researchers were able to get the same results. So for a while Nat had to tell people that Dr. Pauling thought that vitamin C prevented sickness but that there were no real facts to support him. Then, just a little while ago, Nat saw a story in a scientific magazine about a study done on rats. In this study, rats who got vitamin C lived much longer and were sick less than rats who didn't. Thus, for the first time, Dr. Pauling was supported by facts.

Nat also uses comparison and contrast a lot in his work. He goes from store to store comparing prices. In each store he examines different brands for both price and quality. For food, quality means nutritional content. Most foods now must have the nutritional contents on the label. This makes it easy for Nat, and he is quick to point out that this makes it easy for us too. Although he is glad to help consumers with questions about food, he also likes to teach people how to



compare and contrast the nutritional content of food by themselves. Ingredients in any food stuff must be listed on the package in the order of the percentage of the ingredient found in the food. If there is more sugar in the food than any other substance, then sugar must be first in the list.

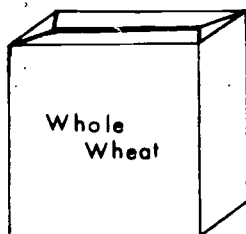
Nat also compares the size and the weight of the boxes, to see which is the better value for the money. Sometimes two different brands will cost the same and be in the same size box, but one box will be one-fourth empty and weigh less. However, the weight has to be placed on the box as well as the ingredients. He always checks the number of food additives as well.



Here is an example of two cereals that Nat wants to compare.

Brand A

Ingredients: 100% natural whole wheat, BHT

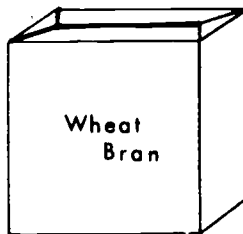


Size 18 oz.

Price 99¢

Brand B

Ingredients: Wheat Bran, milled corn, sugar malted cereal syrup, salt, coconut oil, sodium ascorbate (Vitamin C), niacinamide, reduced iron, pyridoxine hydrochloride (vitamine B), thiamine mononitrate (a preservative) folic acid and vitamin B₁₂



Size 14 oz.

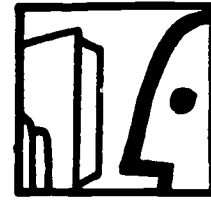
Price 99¢

Nutritional information per serving

Protein	4
Vitamin C	
Thiamine	4
Niacin	8
Iron	6
Phosphorus	10
Magnesium	8
Zinc	4
Copper	6

Nutritional information per serving

Protein	4
Vitamin C	25
Thiamine	25
Niacin	25
Iron	25
Vitamin B ₆	25
Folic acid	25
Phosphorus	15
Magnesium	15
Zinc	6
Copper	8

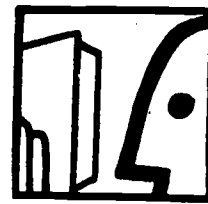


Worksheet

See if you can help Nat by answering the following questions:

1. Which brand has more sugar? _____
 2. Which brand weighs more? _____
 3. Which brand gives you more for your money? _____
 4. Which brand has more protein? _____
 5. What vitamins have been added to Brand B? _____ , _____
 6. Is vitamin C helpful? _____
 7. Can an exercise machine help you lose weight. _____
 8. What are the only two things that will result in weight loss?

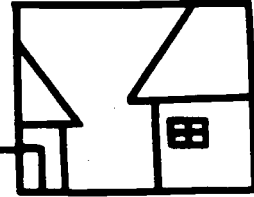
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Answer Key

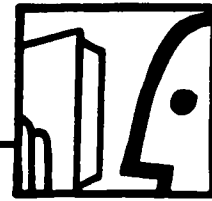
See if you can help Nat by answering the following questions:

1. Which brand has more sugar? Brand B
2. Which brand weighs more? Brand A
3. Which brand gives you more for your money? Brand A
4. Which brand has more protein? Both have the same
5. What vitamins have been added to Brand B? Vitamins C, B₆, and B₁₂
6. Is vitamin C helpful? Yes
7. Can an exercise machine help you lose weight. No
8. What are the only two things that will result in weight loss?
diet and exercise



HOME and COMMUNITY

The student should ask his family to help him compare the labels of two different brands of the same item at the grocery store. In a class presentation, the student should tell which brand is the better value and why, and which has better nutritional value.

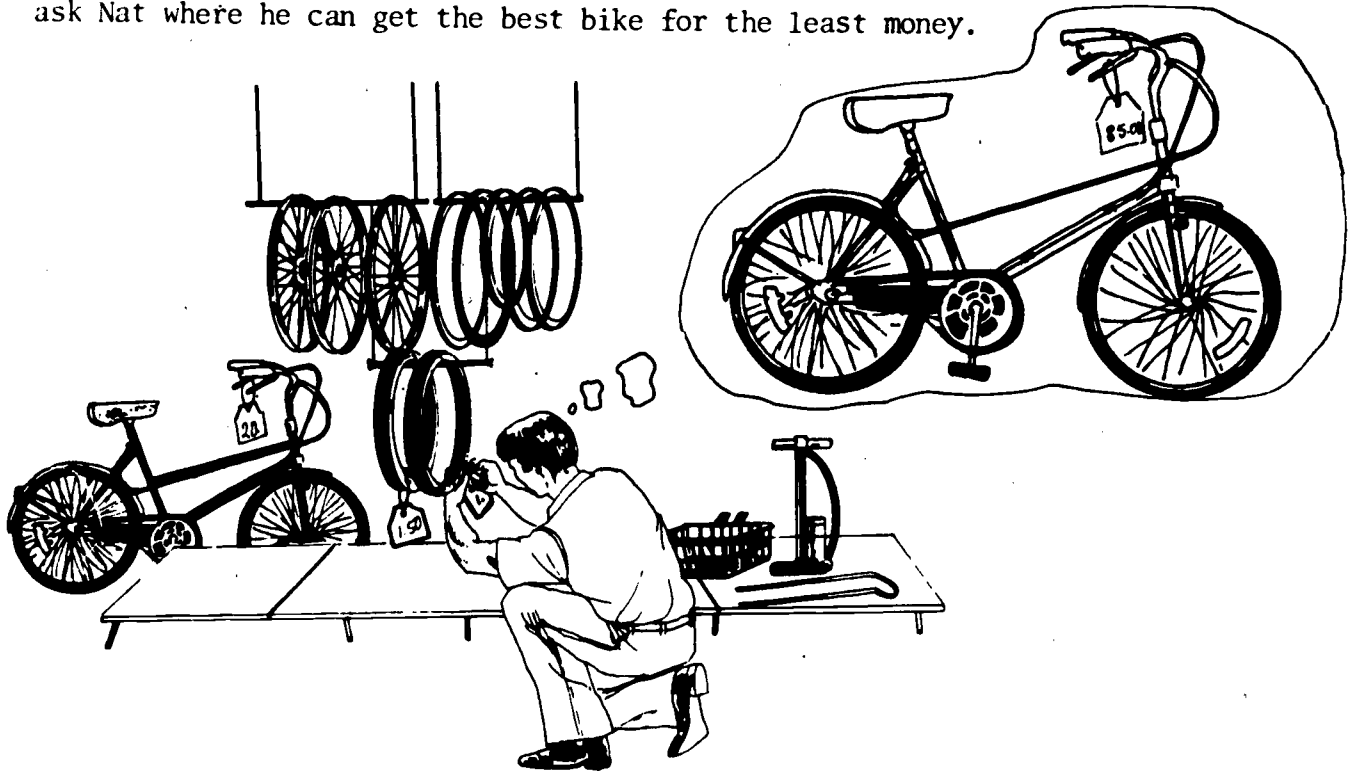


EVALUATION

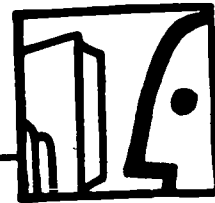
Evaluation

Read the following and answer the questions at the end of the narrative.

One day Nat got a call from a man who wanted to buy his son a bicycle. A new bike like the boy wanted costs from \$60 to \$300.00. The man can't afford to pay \$300.00. He could afford \$60 to \$80 if the bike wouldn't fall apart with a lot of use. The man knows a flea market where he can get a used bike for \$20.00. He called to ask Nat where he can get the best bike for the least money.



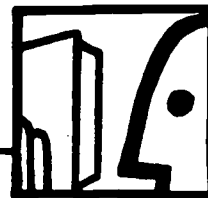
Nat tells the man that the \$20.00 used bike sounds like a good buy but in order to make any money on the bike, the man selling it would have had to pay only \$5 or \$10 dollars for it. Since used bikes



EVALUATION

usually sell for about half of what they cost new, it is unlikely that the man in the flea market could get a lot of bikes for only \$5 or \$10 dollars. The only way he could get them for this amount of money is to steal them or to buy them from someone else who stole them. Since a stolen bike could be spotted by its real owner, and since buying stolen bikes encourages thieves to steal more bikes, the \$20.00 bike is probably not a good buy. Nat tells the man that the best place to get a used bike is from a private person who has a garage sale or who advertises the bike for sale in the paper.

If the man decides to buy a new bike, Nat tells him to check the guarantee. Nat knows that there are some department stores that sell bikes for \$60 to \$100 dollars on sale. These stores give a lifetime guarantee with the new bike. As long as the owner hasn't damaged the bike through rough use, the store will fix it free for as long as the owner owns it. Nat tells the man that before he buys a new bike, he should always ask if the store guarantees it and if so, for how long. He should also ask if there are exceptions to the guarantee. Usually stores will not fix things like flat tires. Sometimes the work is free, but the owner must pay for new parts.



EVALUATION

Questions

1. What might happen if you bought a stolen bike?

2. Do you think many people would steal bikes if no one would buy them after they were stolen? _____ Why? _____

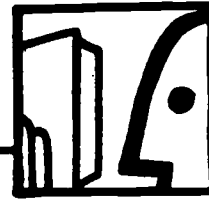
3. How much does a used bike cost compared to a new one of the same kind? _____

4. Why does Nat think that the used bike in the flea market was stolen?

5. Where is the best place to buy a used bike, according to Nat?

6. When will a store that gives a life-time guarantee not agree to fix a bike free? _____

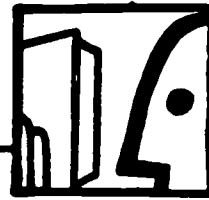
7. If you could buy the same bike at two stores, but one gave a three month guarantee and the other gave a year guarantee, which would be the better buy? _____



EVALUATION

8. Why? _____

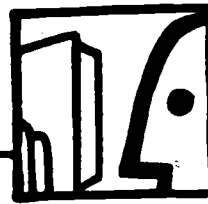
9. If you could buy the same bike at two stores, and both stores gave 6 month guarantees, what other questions could you ask about guarantees to make sure you were getting the best buy?



EVALUATION

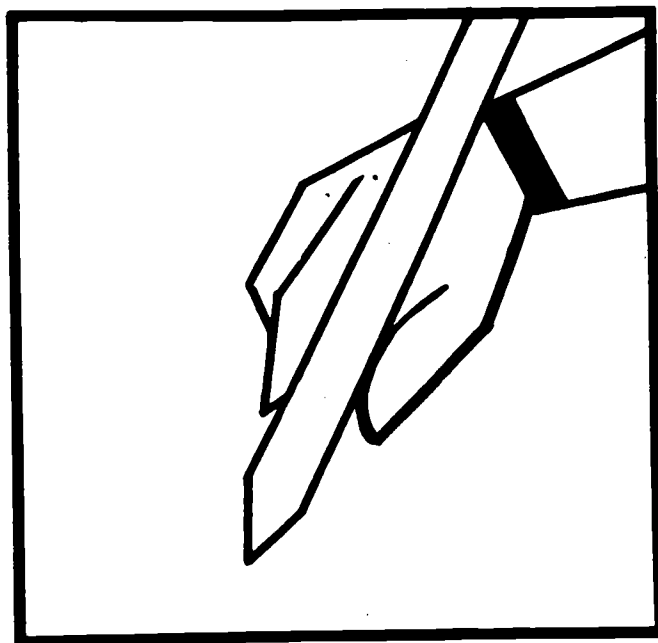
ANSWER KEY

1. What might happen if you bought a stolen bike?
It might be spotted and reclaimed by its real owner.
2. Do you think many people would steal bikes if no one would buy them after they were stolen? No Why? If no one would buy the bikes the thieves couldn't make any money.
3. How much does a used bike cost compared to a new one of the same kind? About half as much.
4. Why does Nat think that the used bike in the flea market was stolen?
Because \$20.00 is less than half of the cost of a new bike.
5. Where is the best place to buy a used bike, according to Nat?
At a garage sale or through the newspaper.
6. When will a store that gives a life-time guarantee not agree to fix a bike free? When the owner has caused the damage by using it roughly and not taking care of it.
7. If you could buy the same bike at two stores, but one gave a three month guarantee and the other gave a year guarantee, which would be the better buy? The one with the year guarantee.



EVALUATION

8. Why? The one with the year guarantee gives you nine months longer before you have to start paying for repairs.
9. If you could buy the same bike at two stores, and both stores gave 6 month guarantees, what other questions could you ask about guarantees to make sure you were getting the best buy?
You could ask about exceptions to the guarantee, such as flat tires and parts.



COMPONENT III
Section Three

Section Three

Writing for Information

Learning Objective

Given a job situation involving a salesperson in the Marketing and Distribution Cluster who must write letters, the student will respond to the model letter with one of his or her own written in the proper form according to the criteria the teacher establishes.

Domains and Levels

Cognitive: Knowledge, Comprehension, Synthesis

Affective: Receiving, Responding

Key Words

- . field contact manager
- . homeowners
- . console model
- . inventory

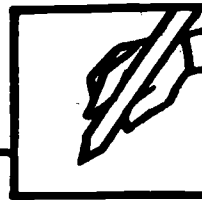
Materials

- . sufficient copies of the activity sheets
- . envelopes and paper

IMPLEMENTATION GUIDELINES

Time: 45 Minutes

- STEP I* - The teacher should introduce the activity by reviewing the vocabulary words. A model is given of the letter and envelope. The teacher may wish to review the form of a business letter at this time.
- STEP II* - The students will then read the activity sheet to themselves.
- STEP III* - The teacher will lead the discussion concerning important information which has been left out of David's letter. Some good discussion questions might be:
- a. David says that he has all sizes in many different models, and that many are on sale. Is there a chance that you could not find what you were looking for in his sale?
 - b. What questions would you ask him to find out just what kind of sizes and models he does have on sale?
 - c. David says that many of the sets are 50% off. Does this necessarily mean you will save money if you buy them? Why or why not?
- STEP IV* - The students will compose a letter of their own in Activity 2 asking David for further information about his sale.
- STEP V* - The evaluation consists of the completion of the letter. Letters may be read in class if there is time.
- STEP VI* - The Home and Community section is optional and should be completed if there is time.



STUDENT ACTIVITY MATERIAL

Model Business Letter and Envelope

Today's date

Address of person

sending letter

Name of person to whom letter sent

Street address

City, State and Zip

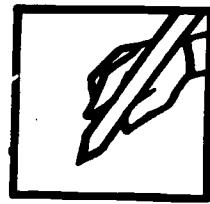
Salutation,

body of letter

Complementary closing

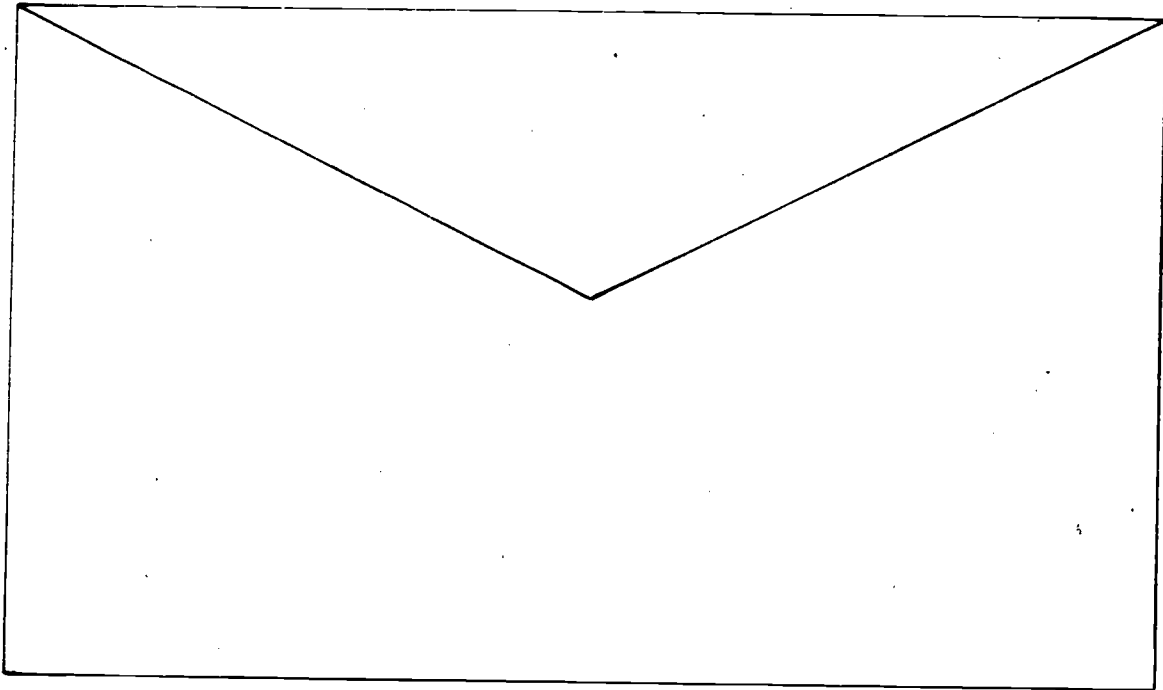
Signature of person sending letter

Name of person sending letter



John Miller Textiles
4884 1st Avenue
Dallas, Texas 75204

Toys Galore
1152 Winston Avenue
Dallas, Texas 75238





Activity 1

Read the following; then be prepared to answer questions on the contents:

David Harnett is a special kind of salesman. He is called a Field Contact Manager. His job is to contact homeowners, managers, and other prospects to sell goods or services. Although David uses the telephone a lot in his job, letter writing is also very important. Many of his contacts are made through the mail.

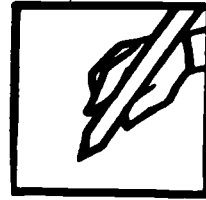
Here is one of the letters which David has sent out to a number of homeowners in his city:

January 17, 1980
16 Main Street
Dallas, Texas 75206

John Q. Smith
67 Walnut Avenue
Dallas, Texas 75214

Dear Mr. Smith,

You will surely want to take advantage of our sale on color televisions. We have all sizes in many different models, both portable and console. To reduce our inventory we are offering many of these quality sets at as much as 50% off to a few selected customers. You have been selected as one of these lucky people.



Please come in to our showroom today and take advantage of these fantastic savings. I'm looking forward to seeing you.

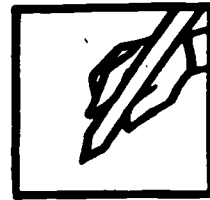
Sincerely,

David Hartnett
Field Contact Manager

David's Envelope

Field Contact Manager
16 Main Street
Dallas, Texas 75206

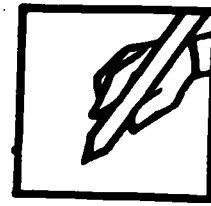
John Q. Smith
67 Walnut Avenue
Dallas, Texas 75214



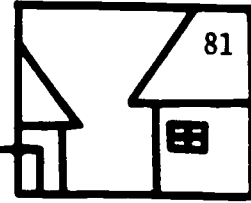
Activity 2

Pretend you are John Q. Smith and are thinking of buying a new television. David has given you some interesting information, but has he given you all the information you need in order to buy his television rather than some other make?

Write a reply to David's letter using the proper form. In the letter, ask for further information about the television sets that David's company is offering at these savings. And most important don't forget to ask for specific prices. A fifty percent savings will not be any savings at all if the TV was already priced at twice as much as any other set. Don't forget to address the envelope.

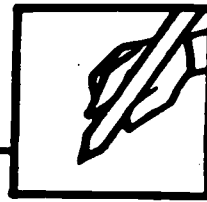


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HOME and COMMUNITY

For one week, collect all the letters your family gets in the mail asking you to buy something. Compare the form of these letters to David's and the one you wrote to him. Discuss with your parents and teacher the difference in form if any. Read each letter carefully and try to discover important information that has been left out.



EVALUATION

Evaluation

The students should ask for additional information about the sale. Suggested criteria for the teacher may be:

- . Correct form
- . Appropriate content
- . Spelling and punctuation
- . Correct use of vocabulary