

Module 1 Language and Communication

Unit 1.1 Listening and Writing

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Introduction

About this unit

Welcome to the unit on listening and writing skills.

We hope you find the study of this topic informative and interesting.

This unit identifies the skills required to listen and write well. These skills are then applied to giving and following instructions. The unit also discusses how to locate and use oral and written information. It also contains activities and exercises that will give you practise in developing and applying these skills in your area of teaching.

How to use this manual

The manual is designed to build on the skills acquired in each section. You should work through it at your own pace in the order presented.

As well as information on listening and writing skills, this unit includes **practical activities** for you to complete. These are designed to reinforce the information and to give you a chance to develop and practise the skills discussed.

Answers to the activities are provided at the back of this manual. Check your answers as soon as you complete an activity.

For some activities suggested answers are provided for you to consider.

There is an **audiotape** to accompany this unit. Some activities are located on this tape. It also contains some exercises as part of your assessment.

Assessment tasks are included at the end of the unit.

It is these assessment tasks that will determine whether you have met the **learning outcomes** for this unit.

How you'll be assessed

Assessment of this unit will be in two parts.

Part 1 is a **written assignment** and will cover the skills outlined in this unit.

Part 2 is a **practical assignment** that will be completed in conjunction with your tutor. The practical assignment will require you to apply the skills discussed in this unit.

When you are ready for assessment, please contact your tutor.

Finding your way

As you work through the text you'll see symbols in the left margin of some pages. These 'icons' guide you through the content.



Read



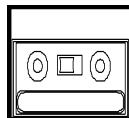
Important—take note!



Check your progress



Activity



Audio Tape



Competency

The resources of the TVET curriculum are competency based. The competency for each unit is expressed as a number of **learning outcomes** and **assessment criteria**.

The assessment criteria specify what you must be able to do to show you have gained the knowledge and skills needed to achieve each learning outcome.

Each unit has its own assessment criteria specified. ***Recognition of prior learning*** is encouraged. If you feel confident you have the necessary level of competence to successfully complete the elements shown below, you may be able to take the assessment without studying the unit.

Learning outcomes

When you have completed this unit you should be able to:

- give examples of the benefits to be derived from good listening and writing skills;
- locate and use oral and written information for specific purposes;
- demonstrate the writing of correct sentences which include, eg. *subject, verb and object*;
- use the correct tense of the verb.
- Use the correct demonstrate the ability to give instructions;
- demonstrate the ability to follow instructions;
- use appropriate vocabulary in written and spoken English related to the teacher trainee's area of specialisation.

Assessment criteria

- Provide accurately, three reasons for developing good writing skills.
- Provide accurately, three reasons for developing good listening skills.
- Examine a case to determine what happens when good listening skills are not used.
- Using a manual that relates to the teacher trainee's area of expertise, locate specific information and use it to develop a short description of the process/product detailed.
- From the audiotape provided, locate specific information and respond orally to given questions.
- Write five sentences that demonstrate the correct use of grammar and tense.
- Write a brief instruction, for a colleague, on how to locate a book in a library, given the title and author's name.
- Given specific instructions to create a small folded cardboard box, construct the box.
- Write a description, using correct sentence structure, of the teacher trainee's area of expertise, including qualifications, training and main functions.

Other resources you may find useful

- Burton, S. H., *Mastering English Grammar*, 1984, Macmillan Education Limited, London.
- Nutting, J., Cielens, M., Strachan, J., *The Business of Communicating*, 1996, McGraw Hill Book Co., Australia.
- Windschuttle, K., Windschuttle, E., *Writing, Researching, Communicating*, 1988, McGraw Hill Book Co., Australia.

Listening, Writing and the Communication Process

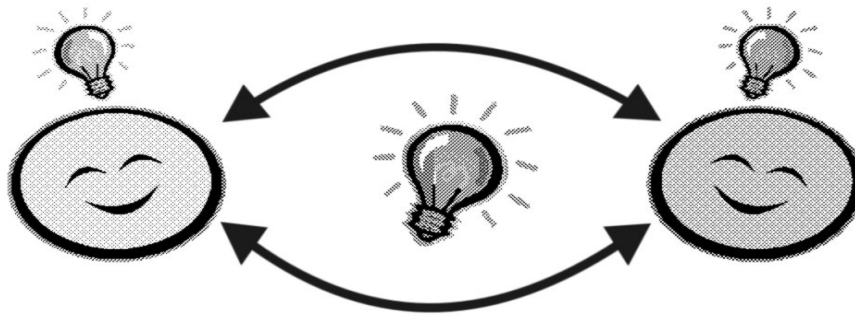


Communication is the process of transmitting your thoughts and ideas to another person or other people and ensuring that the listener has understood what you have said by listening to his/her response.

Effective Communication is an interactive process which involves transmitting your thoughts and ideas to another or other people and receiving the other person's thoughts and ideas and providing feedback.

It also involves receiving other people's thoughts and ideas and providing them with feedback to show that you understand what they are trying to say.

In fact it is true to say that the speaker and the listener share the communication process.



There are many different ways of communicating your ideas and the method you choose will depend on your audience. Consider the following:

Who is your audience?

How many people are there?

How far away are they?

How complex is your message?

Do you need to be sure that the person has received the message or is it general information? Do you need an immediate response?

With these issues in mind, you can decide how to send your message.
You can send your message:

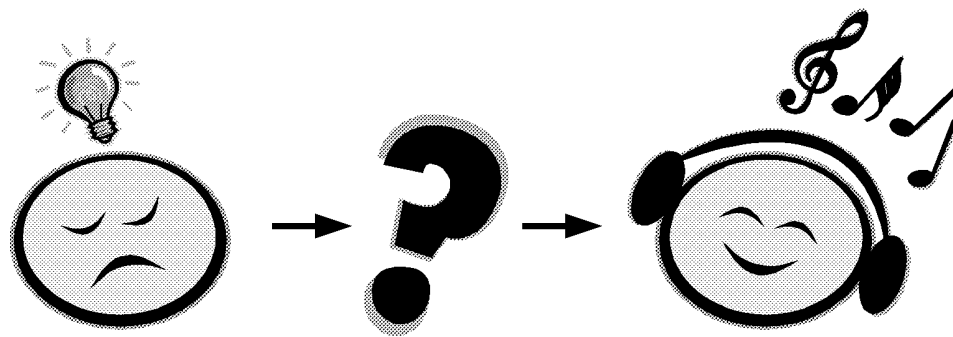
Orally	Have a face-to-face discussion, make a telephone call, or make a television or radio broadcast.
In writing	Write a letter or short note, or a newspaper or magazine article, send a fax or an e-mail, prepare an article for the Internet or write a book.
Non-verbally using body language	Give a wave of the hand, a kiss or a punch! Each of these carries a very powerful message.
Graphically	Create an advertising billboard, draw a cartoon, write graffiti or paint a painting.

Communication will be effective if you:

- choose the right method for sending your message
- send your message as clearly and simply as possible
- ensure your audience is ready to receive your message.
- correctly interpret the feedback given by your audience
- provide appropriate feedback to your audience where necessary

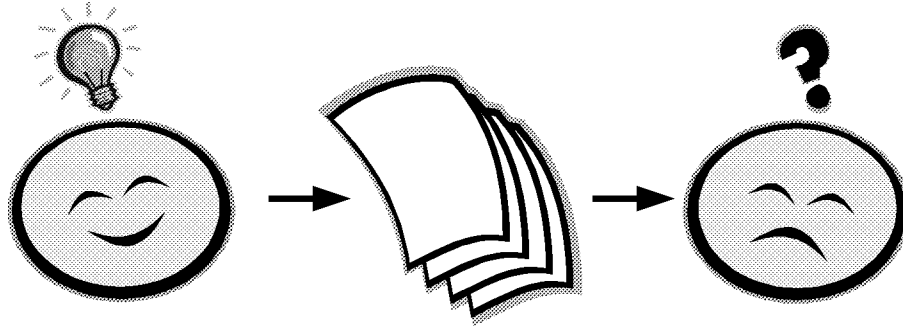
In this unit you will be exploring ***Listening and Writing Skills*** and the part they play in effective communication.

Listening is about attending to the message and ensuring that you hear what is really being said. There are skills that you can develop which will make you a good listener. You will also examine ways that you can help your audience to hear your messages more clearly.



If you choose to ***write*** your message when communicating, it is important to use proper sentence structure. It is also important to

write simply and clearly to ensure your audience receives the right message.



Giving and ***following instructions*** combine both written and verbal skills and the skills of good listening. We shall examine ways of both giving and following instructions more effectively.

There are various written and oral resources already available to you. In this Unit, we will investigate how to access these.

Let's now examine the skill of ***listening*** and how we can use this technique more effectively in our professional and personal lives.

Section 1



Listening

1.1 Listening and hearing



Before we begin our lesson on listening take some time to examine your own listening behaviours.

Respond to each question using the following scale:

1= always

2= frequently

3= sometimes

4=seldom

5= never

- _____ 1. I consider listening and hearing to be essentially the same and so I simply keep my ears open
- _____ 2. My mind often wanders away from what the speaker is talking about.
- _____ 3. I simplify messages I hear by omitting details.
- _____ 4. I focus on a particular detail of what the speaker is saying to influence my evaluation of the message.
- _____ 5. I allow my attitudes toward the topic or speaker to influence my evaluation of the message.
- _____ 6. I assume that what I expect to hear is what is actually I said.
- _____ 7. I stop listening when the speaker's opinions are different from my own.
- _____ 8. I listen to what others say but I don't feel what they are feeling.
- _____ 9. I judge and evaluate what the speaker is saying before he/she actually finishes the statement.
- _____ 10. I go over my questions and responses while the speaker is speaking.

Scoring the Listening Effectiveness Test

All the statements above describe ineffective listening tendencies. High scores, therefore, reflect ineffective listening habits. Regardless of your score, however, we all can improve our listening skills with practise.



Hearing is the physical process of taking in sounds through your ears, which are then passed to your brain to be analysed and identified. Pause for a moment now and listen to the sounds going on around you.

What can you hear?

- Traffic?
- Voices?
- A dog barking?
- Aircraft passing overhead?
- Music or a television playing?

Before you paused, were you aware of the sounds? You probably weren't unless the sounds were very loud and intrusive. When you are concentrating, you filter out those sounds that you don't want to pay attention to.

Listening to a particular sound is a conscious choice. You choose to focus on that particular sound, whether it's your favourite song or someone calling your name.

When you listen you are also trying to understand the message that you are hearing.

Listening is:

- attending to what you are hearing
- trying to understand what you are hearing.
- evaluating what you are hearing
- responding to what you are hearing

Have you ever had someone say to you, 'I have been talking to you for five minutes and you haven't heard a word I've said!?' Perhaps you were watching your favourite sport on TV or reading the newspaper and you weren't aware that you were being spoken to. This can be very annoying for the person who wanted you to listen.



Listening can assist both our professional and personal lives. There are several benefits to be gained from listening well.

- You receive more accurate **information**. If you concentrate on what is being said and ask questions, you can discover more information.
- You can establish better **relationships** with people. People will appreciate you if they know you are genuinely listening to them.
- Listening also reduces the chance of **conflicts and disagreements** with other people if you clearly understand what is being said to you.
- Listening can save you **time**. If you listen, you won't have to go back later and ask questions or spend time doing the wrong activities.

Before we look at how to improve listening skills, try the following activity that asks you to think about how people listen.



Activity 1 Listening behaviour

As a teacher delivering a lesson, how would you know if your students were listening to you?

1. What might you see happening?
2. How else could you assess whether your students were listening?

Turn to page 88 for suggested answers to this activity.



Consider your responses to this activity against the information in **Improving listening skills** on the next page.



1.2 Improving listening skills

There are several skills that you can develop to improve your listening skills:

Four of the most important are:

- concentration
- eye contact
- note taking
- repeating

Let's look at each of these in more detail.

Concentration

When you are trying to listen, you need to be able to focus all your attention on what is being said, whether you are listening to a lecture in a crowded lecture theatre or an audiotape through headphones.

To be able to concentrate, you need to be prepared. Here are some ways to aid concentration and help you to listen better.

Know why you are listening.	If you are listening with a clear purpose it is much easier to concentrate.
Have all that you need with you.	For example, pen and paper, tape player, glass of water.
Try to be as comfortable as possible.	For example, choose a comfortable seat. It is difficult to concentrate when you are tired or have a headache. Be realistic about how long you can concentrate and allow yourself regular breaks.
Make sure there are as few distractions as possible.	For example, sit away from other people so that talking doesn't distract you. If you want to listen to a tape at home, choose a quiet time of the day and a quiet part of the house.
Allow yourself plenty of time to complete activities.	For example, if you know you have to rush away from a lecture to go to the dentist, you may be more focused on the time than on what is being said.

Make listening active rather than passive.

For example, think about what is being said. Try to relate what you are hearing to information that you already know. Ask questions if you don't understand.

These skills will aid concentration, which is an important part of listening. Let's apply these listening skills in an activity.



Activity 2

Listening skills – concentration

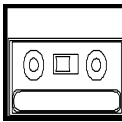
Watch a television news report. Choose a 30-minute program with local, national and international news. Try and concentrate for the whole 30 minutes.

Were you successful? What stopped your concentration?

Turn to page 88 for suggested answers to this activity.



Activity 3



Listen in the audiotape and answer the questions.

Turn to page 89 for the answers to this activity



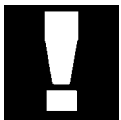
Eye contact

Establishing eye contact is the second of our listening skills and is important in face-to-face situations. Eye contact is a powerful body language. If you are talking to someone and they are looking directly at you, what message could you read from this body language?

- The person is interested in what I have to say.
- He/She cares about me.
- I could feel positive feelings towards this person.
- He/She is self confident
- She is comfortable with the topic

If someone is avoiding making eye contact with you, the messages are just as strong. What could you assume if you were talking to someone who would not meet your eyes?

- The person would rather not be here.
- The person is not listening.
- The person is not interested in me or what I have to say.
- The person is lying.
- The person is shy
- The person considers the topic too personal and is embarrassed.



A word of caution - if someone doesn't want to look at you don't force the eye contact. Remember in some cultures that direct eye contact is not welcome.

Making eye contact does not mean staring at someone. Unbroken eye contact can be very threatening and make the person who is being looked at very uncomfortable.

Maintain a comfortable level of eye contact with the other person. Move your eyes away from their face. Nod your head as another way of showing that you are listening.

We are not aware of most of our body language. It happens without our thinking about it. It is possible that you are already using most of the body language discussed here. Try to remember the effect body language has on the process of communication for both the speaker and the listener.

The next activity asks you to observe eye contact and other listening behaviour that we have discussed so far.



Activity 4

Listening skills - eye contact

Next time you are able to observe other people in a social situation, try to notice some of their behaviour when they are talking face to face.

What did you notice about the listener's body language?

2. What other attending behaviour did you notice?

Turn to page 90 for suggested answers to this activity.



Note taking

Note taking, the third of our listening skills, is the skill of being able to listen to and write down the main ideas as someone is speaking. If you can develop this skill, it allows you to:

- keep a record of what you have listened to
- check the main ideas with the speaker to ensure you have understood what is being said (See **Repeating** next)
- review your notes and use them to create a more detailed record later.

Note taking is also a useful means of helping you to **concentrate** on what the speaker is saying. It will also help you to understand what you are listening to.

Note taking is NOT about trying to **write down** every word that is said. Generally, people can speak much faster than you can write and you will soon find yourself left behind.

Note taking is about listening for and writing down the **main ideas**. The main ideas may be important details such as dates, times, names, directions. Supporting information is any information that helps to

explain the main idea and it may be useful to make notes of this information too.

Read this passage and find what you think are the main ideas and supporting information. Use the blank table after the passage to record your ideas.

Sometimes it is easy to recognise when there is conflict occurring between two people. The obvious signs are shouting, harsh words being said, people storming out and slamming doors. Sometimes conflict is not as easy to see and hear. There may be silence, not shouting, and denial that a problem exists. This type of behaviour is sometimes more difficult to deal with than the shouting.

Main Point	
Supporting information	<ul style="list-style-type: none"> • • • • • •

This is what I think. Compare your answer to this.

Main Point	Recognising Conflict
Supporting information	<ul style="list-style-type: none"> • shouting • harsh words • people storming out • slamming doors • silence • denial that a problem exists.

Part of the skill of listening is knowing WHAT you should be listening to! If the speaker is very good, he or she will alert you to the main points in some way and usually at the beginning of a sentence. These two examples both use this approach.

- ‘It is important to note that...’ would indicate a point worth writing down.
- ‘There are three main reasons why...’ and you can then listen for the three reasons, which they will hopefully number 1, 2 and 3!

Points written on overhead transparencies are useful to make note of as they should summarize main ideas.

As a teacher it is useful to draw your students’ attention to important points that they need to understand and make notes of.

When writing your notes, use dot points rather than sentences to make it quicker to write down. Leave out joining words such as **a, an, and, of, with, by**. Use abbreviations of longer words such as the following:

- Communication becomes comm.
- Management becomes mgmt.
- Any word that ends in ‘ion’ can have this shortened to ‘n’. eg. attn.

You probably already have your own ways of shortening words. Any abbreviation is fine as long as you remember what it means. Write down two common abbreviations that you use often.

If you want to keep a permanent record of what you have heard, it is important to review your notes as soon as possible. You might find it helpful if you:

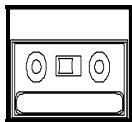
- read your notes
- arrange them so that they are clear to you
- rewrite them adding any other details you recall.

Let’s practise note taking skills in the following activity, where you are to use an audiotape.



Activity 5

Listening skills - note taking



Practise your note taking skills. Refer to the Audiotape. Listen to the account of the robbery and make notes.

Main Point	
Supporting Information	
Robber 1	
Supporting Information	
Robber 2	
Supporting Information	

You may need to arrange your notes into order after listening to the tape.

Turn to page 91 for suggested answers to this activity.



Here's another opportunity to practise your note taking skills in this next activity.



Activity 6 Listening skills - note taking

Watch a television news report. Choose a 30-minute program with local, national and international news.

1. Make notes of each news item. Ask a colleague or friend to do the same and compare notes at the end.
2. Discuss any differences that occurred between your notes and those of your colleague.

Turn to page 103 for suggested answers to this activity.



So far in this section, we have examined the listening skills of:

- concentration
- using eye contact
- note taking.

Let's now move on to explore the last listening skill, **repeating**.



Repeating

Repeating is the fourth and last listening skill. This skill involves repeating verbally back to the speaker the main ideas that you have heard. This is useful because:

- it allows **you** to check that you have understood what you were listening to;
- it gives the **speaker** a chance to correct any mistakes or clear up any confusing points;
- it lets the **speaker** know that you have heard and understood.

Repeating can be used in all listening situations as a way of checking that you have understood.

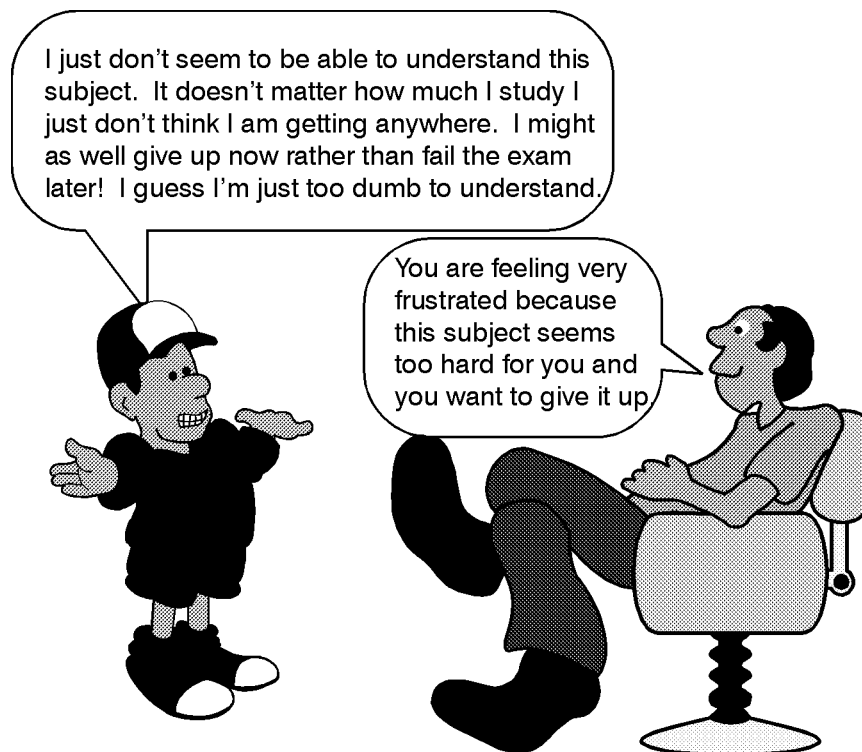
For example, during a lecture or talk you can choose a pause and ask the speaker 'So what you are saying is...' and then repeat the main ideas back to the speaker using the techniques for identifying main ideas covered in the section on ***note taking***.

Repeating the main ideas is particularly useful when someone is giving you ***instructions*** or when the information you are receiving is very complex.

Remember it is often to reflect things to ourselves in our own heads when there is no opportunity to do so aloud.

Repeating is a technique that is used by counsellors and is particularly useful when you are dealing with emotional situations. It enables the listener to show that he/she understands not only what the speaker is ***saying*** but how the speaker is ***feeling***.

This next graphic illustrates the use of the skill of repeating in an emotional situation. Note how the teacher repeats not only the words the student is saying but the emotional content of the message as well.



The teacher has shown the student that he/she has been listening and understands both the problem and how the student is feeling. This conversation opens up lots of possibilities for the teacher to reassure the student that he/she is not dumb and to look at exactly where the student is having problems. The teacher can then help the student to consider some positive solutions to the problem rather than giving up.

Barriers to listening

From what you have read so far it is easy to see that there are many things that can get in the way of listening and these can be called barriers to listening.

Some of these are:

- distracting noises
- being tired or uncomfortable
- emotions
- not knowing why you should be listening
- not understanding what is being said

Some other possible barriers to listening are:

- ***Talking too much yourself.*** This is especially true in face-to-face situations. It is important to know when to talk and when to listen.
- ***Having negative feelings about the person who is speaking.*** These feelings may make you less interested in concentrating on what the person has to say.

Can you think of any others? Make your own list of barriers to listening here - three or four will do.

Take some time now to think about how you as a teacher can eliminate some of these barriers to listening. This will help you in the next activity.



Activity 7

Listening skills - barriers to listening

As a teacher, how can you create an environment that is best for listening?

Turn to page 92 for suggested answers to this activity.



Activity 8

Case Study

Mr. Smith felt irritable and anxious. He had only two hours in which to hand in this semester's exam grades. As he hurried to calculate the first set, he heard someone enter the staff room. He looked up to see Frenchy, his good friend and co-worker, walking towards his desk, newspaper in his hand and a smile on his face.

"Hey, Smithy! You saw the news? Lara's back on the team again."

"Really," said Mr. Smith as he continued to write down the grades in the register.

"What you saying about Lara? Let me see it." Miss James got up from her computer and walked towards Mr. Smith's desk.

"This gives the West Indies a chance!" said Miss James perching on Mr. Smith's desk and snatching the newspaper from Frenchy's hand.

As Miss James sat down on Mr. Smith's desk, she pushed the papers aside, jarring Mr. Smith's hand.

"Dawn!" Mr. Smith exclaimed, reaching for the white out.

“Don’t be so cranky, Smithy. This is a big day! Lara can help us win against Pakistan.”

“I’m not so sure,” said Mr. French, doubtfully. “They’ve got a very strong bowling line-up.”

“Listen,” said Miss James, “it’s time for the broadcast from Lahore. Turn on the radio, Frenchy.”

“Can’t you go somewhere else to have this discussion and listen to the radio?” asked Mr. Smith.

“Smithy, relax. We’re just having a chat, man.” Said Mr. French. “You’re too serious! And it’s a test match, man!”

Mr. French turned back to Miss James and the two of them huddled over the radio fiddling with the dial and continuing their discussion about the West Indies Pakistan match just above his head.

Just then the staff room telephone rang. Mr. Gordon, who was nearest the phone, answered it.

“Smithy, the Head wants to see you right away in his office.” Mr. Gordon shouted across the room.

Mr. Smith groaned angrily, slammed down his pen and walked towards the door. He felt helpless; he couldn’t concentrate. He would not finish the reports in time. All he really wanted was to be left alone to finish the reports.

1. What really is Mr. Smith's problem?
2. What are the external distractions?
3. Are there any internal distractions?
4. Why do you think so?
5. What indicated Mr. Smith's lack of interest in the conversation at this time?
6. Would you consider Miss James and Mr. French considerate communicators?
7. What would you suggest that Mr. Smith do to get through his reports while maintaining good interpersonal relations with his colleagues?
8. What could Mr. Smith have done to keep the situation from escalating?

For answers to these questions, turn to page 92.



Summary

In this section, we have explored the process of listening and examined the skills that help to make good listeners.

Hearing is the physical process of taking in sounds through your ears.

Listening is:

- attending to what you are hearing
- trying to understand what you are hearing
- responding to what you are hearing

Reasons to improve listening skills:

- to establish better relationships with people
- reduce the chance of conflict
- save time

There are four listening skills that good listeners have:

- concentration
- maintaining eye contact
- repeating
- note taking

Barriers to listening include:

- distracting noises
- being tired or uncomfortable
- not knowing why you should listen
- not understanding what you are listening to
- talking too much yourself
- negative feelings about the speaker

In the next section we will examine **writing skills** covering the topics of purpose, appropriate sentence structure and grammar, proofreading and use of appropriate language. But before we move on, check your progress on Section 1. Remember that there are no answers given, so check your responses against the information in Section 1.

**Check your progress**

1. Describe the difference between hearing and listening.

2. List three benefits of listening.

(1) _____

(2) _____

(3) _____

3. List and describe four ways to improve your listening skills.

(1) _____

(2) _____

(3) _____

(4) _____

4. List and describe four barriers to listening.

(1) _____

(2) _____

(3) _____

(4) _____

Section 2



Writing skills

Writing skills rely on you, the writer, to know your purpose and audience to use appropriate language and sentence structure to convey your meaning. The words you choose and the structure you use influence the response of the reader not only to the content of your writing but their feelings about you as a writer.

Let's look at a brief example in Activity 9 to see how well the writer has communicated to you.



Activity 9 Writing skills

Read the following sentence and then answer the following questions.

Peregrination may indeed have a salutary effect on the psyche but has a deleterious effect on the posterior.

(Adapted from a quote by Peter Ustinov)

1. Do you find the statement easy or difficult to understand?

2. What are your impressions of the author of this statement?

3. What do you think the writer's purpose is?

4. Who do you think his audience might be?

(Continued)



Activity 9

Writing skills

Here is the same quote but written more simply.

Travel may be good for the mind but is hard on the backside.

1. What is your impression of the author of the second quote?

2. What are the differences between the two statements?

3. What do you think this writer's purpose is?

Turn to page 93 for suggested solutions to this activity.



These two statements help to demonstrate some of the characteristics of good writing. Good writing:

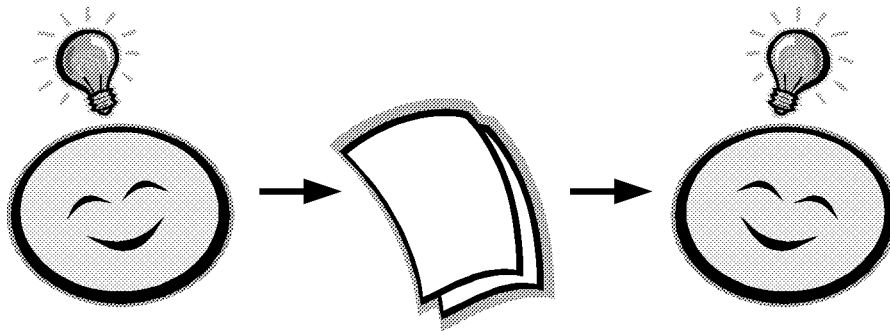
- has a simple, clear and direct message
- is easily understood by the audience for which it is intended.

The statements in Activity 9 should have demonstrated some of the reasons why it is useful to develop good writing skills.

These are:

- the reader has no doubts about the writer's meaning and purpose;
- the reader doesn't have to waste time re-reading to try and understand;

Good writing facilitates the communication process as discussed in the introduction to this unit on page 5.



Here are some suggestions that will help you to develop better writing skills:

- have a clear ***purpose***
- use appropriate ***sentence structure*** and ***grammar***
- use ***appropriate diction and style***
- always ***proofread***

We shall now examine these skills in more detail.



2.1 Purpose

Only a few people write just because they feel like it! Most do so for a specific reason. There is a particular message that you they want to get to a particular audience. ***All good writing has a clear purpose - one that is clear to the reader.***

Your purpose will influence the types of words that you choose, the structure of what you are writing and will help you to think about what your **reader** needs to know to get your message clearly. If **you** are not clear about your purpose, then it is likely that the reader will also be confused and may misunderstand what you intend.

Before you begin to write, ask yourself, *'what is this message intended to do?'*

Some possible answers to that question are to:

- inform
- persuade
- express an opinion, whether supportive or hostile
- entertain
- describe
- arouse emotions - sense of security, sense of outrage etc.
- promote reflection

Can you think of any others?

You may have more than one purpose in mind when you write. It may be to inform *and* entertain or to persuade *and* arouse emotions of outrage.

Another way of looking at this aspect, the purpose of what I write, is to consider the reader. Ask yourself, 'what do I want my readers to know or understand or be able to do when they have read my message? What do I want them to get from what I write?'

The best place to seek examples of the different purposes for writing can be seen in the newspaper. Let's test this out in the following activity.



Activity 10

Writing skills – purpose

Locate a copy of your local newspaper and consider the types of writing in each different part of the paper.

1. Look at the stories on page 1. What purpose can you see in these stories?

- (b) What seems to be the main style of writing?

2. Scattered throughout your newspaper will be a number of advertisements for different products. Some will use attractive or eye catching photographs or styles. Choose an advertisement and examine the ways in which it tries to persuade you towards a product.

3. Turn to the 'Letters to the Editor' section. Scan these letters. Can you identify the writer's purpose?

4. Can you see any that have more than one purpose?

(Continued)



Activity 10

Writing skills – purpose

5. Can you find letters that don't appear to have a clear purpose?

6. Some items in the newspaper are included simply because they are entertaining. Can you find any examples of these?

7. Find the Editorial Section. Select and read an editorial item. How is this different from the stories on page one?

8. Turn to the Sports Section. Can you see any differences between these stories and the lead news stories?

Turn to page 94 for suggested answers to this activity.



2.2 Sentence structure and grammar

Let's examine the second of our writing skills, which is about using appropriate sentence structure and grammar.

Although we use the same words when we speak, we need to be far more careful when we write. The speaker can watch his audience to see reaction, repeat and rephrase his statement and use gestures and body language to emphasise and clarify.

Writing is more restricted. It has to be more organised and the writer must make sure he says exactly what he wants to say and that his reader understands. To do so he must rely on punctuation marks, paragraphs and other such markers, but his main source is the written word.

The basis of good writing is **correct sentence structure**. Words alone do not convey meaning. They must be arranged according to a set of rules called grammar. The words and the way they are arranged convey meaning.

It is much easier to read and understand when poor language or incorrect grammar does not distract us.

Poor grammar leaves a poor impression.

Let's spend some time now examining correct sentence structure and basic grammar.

What is a sentence?

A sentence is a group of words

- that means something by itself
- that has a subject and a verb.

Read the following:

Repaired the car with the garage has faulty brakes.

You know this is wrong. The **meaning** of the sentence is not clear because the word order is incorrect.

Meaning in a sentence depends on the way the words are ordered. If you don't organise your words properly, then you will not convey your intended meaning.

Within sentences, words have specific tasks. Look at this sentence and then read the task each word fulfils.

The mechanic fixes cars.

The **subject** of a sentence tells you what the main idea of the sentence is. In this sentence the subject is **mechanic**.

Verbs are the action words in the sentence. They tell us what the subject is doing or being. **Fixes** is the verb in this sentence. It tells us what mechanics do.

The **object** of a sentence tells us who or what is receiving the action in the sentence. **'Cars'** is the object of the sentence. Cars are receiving the action in this sentence.

Let's begin by looking in more detail at the **subject** of a sentence.

The subject of a sentence is a noun or a pronoun (a pronoun is a word that is used in place of a noun).

There are four types of nouns:

- common nouns
- proper nouns
- collective nouns
- abstract nouns

Common nouns name general things, animals, and places such as:

table, ball, boy, moon, pencil, factory

Proper nouns name particular people or things including brand names and company names. They begin with a capital letter. Here are some examples:

Names of people: *Jack, Mary*

Places: *England*

Days, months: *Monday, August*

Streets: *Long Avenue*

Companies: *McDonalds*

Collective nouns name collections or groups of similar persons, animals, or things such as:

herd, army, crowd, tribe, flock

Abstract nouns name qualities, emotions and actions such as:

anger, love, happiness, joy

The subject of a sentence may also be a subject **pronoun** - that is, a word that stands in place of a noun such as:

I, she, he, they, we, it, who...

Each of these words stands for a noun. You can substitute the name of a person or object for each pronoun.

The subject of a sentence can be at the beginning of a sentence, understood (as in a command) or come after the verb (as in a question).

To find the subject of a sentence, ask yourself '**Who or what in the sentence is doing the action?**'

Read this sentence:

Jack drives a car.

Who or what in this sentence is doing the action? **Jack** is doing the action. Jack is the subject of this sentence.

In commands, the subject is not written. The subject is understood as in this command:

Come here.

This means: **You** come here.

The subject of this sentence is you (a pronoun). Sometimes the subject comes after the verb as in this example:

Where is the coffee?

Coffee is the subject of this sentence. There can be **more than one subject** in a sentence as in this example:

Jan and John worked in the office.

Jan and John are doing the action in this sentence and so **both** are the subject of the sentence.

Sometimes a verb function as the subject of a sentence.

Playing sports is good for character building.

Playing sports is the subject of the sentence. It is the thing that 'is good'.

Let's practise locating the subject of a sentence in some examples in the following activity.

**Activity 11****Sentence structure – finding the subject**

Read the following sentences. Find and highlight the **subject** of each sentence.

1. The dog was barking.
2. Sit down!
3. He went to the shop.
4. Bill and Ben were studying history.
5. The apples are ripe.
6. Where are the pencils?
7. Michael and I are going to the movies.
8. Who took the cake?
9. Leroy was here.
10. Peter worked in an office and cooked at the restaurant.

Turn to page 95 for suggested answers to this activity.

**Remember**

- The subject of a sentence is a **noun** or a **pronoun**.
- There are **four types** of nouns.
- To find the subject of a sentence, ask **who or what is doing the action** in the sentence.
- The subject can be **more than one** noun, be **understood** or come **after** the verb.

Let's now look at **verbs** in more detail.



Remember at the beginning of this section where we described what a sentence is? One of the elements that describes a correct sentence is that **a sentence contains both a subject and a verb**.

Verbs in sentences can show **action**. Work, sit and read are verbs that indicate action.

Sometimes the verb doesn't show action but tells what the subject **is** or **was**.

The verbs in the following examples are such verbs and they have been underlined:

David is a sailor.

Jo seems happy in her work.

Verbs are also used to indicate the time an action takes place. This is called **tense**. There are three time periods, **past**, **present** and **future**.

The following table using the verb 'to run' shows the differences in tenses.

Yesterday (Past tense)	I ran I have run I had run I was running
Today (Present tense)	I run I am running
Tomorrow (Future tense)	I shall run I shall be running

When you are writing, it is important to pay attention to the **tense** of the verb you are choosing and make sure that you use the correct tense. Switching from one tense to another in a sentence can be confusing. The next example uses all three tenses.

Yesterday I was working in the office. (past tense) I see the boss. He is coming through the door with more work for me. (present tense) I will have to have the work done by Friday. (future tense)

Did that make sense? No it didn't, because we mixed the tense of the verb. Look at the passage again: does it make better sense?

Yesterday I was working in the office. I saw the boss. He was coming through the door with more work for me. I had to have the work done by Friday.

Verbs also indicate **number** or how many people or things are doing the action.

I am (Singular)

They are (Plural or more than one)

The verb number **must agree** with the subject. If the subject indicates more than one doing the action, then the verb must also show this as in this example:

*Jan **works** in an office.* (Single subject, singular verb.)

*Jan and Paul **work** in an office.* (More than one subject, plural verb.)

General rules for verbs

- Sometimes the verb is more than one word.

I **will work** on my report.

I **have been working** on my report.

- A word ending in **ing** can never be a verb on its own. It must have another verb in front of it:

I **am going** to the beach. (The verb here is am going.)

But not: I **going** to the beach.

- A word with *to* in front of it cannot be a verb.

I **like** to work in the office. (Like is the verb in this sentence.)

- There can be more than one verb in a sentence, particularly where you have two simple sentences joined together.

John **worked** in the office and **helped** in the shop.

(John is the subject of both sentences. Two sentences have been joined together here using the connector *and*. *John worked in the office. John helped in the shop.*)

Let's practise identifying verbs in the next activity. We'll use the same sentences we used in Activity 9 where we located the subject of the sentence.



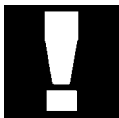
Activity 12

Sentence structure - finding the verb

Read the following sentences. Find and underline the verb in each sentence. You have already highlighted the subject in Activity 11 (page 37).

1. The **dog** was barking.
2. Sit down! (**You** sit down!)
3. **He** went to the shop.
4. **Bill** and **Ben** were studying history.
5. The **apples** are ripe.
6. Where are the **pencils**?
7. **Michael** and **I** are going to the movies.
8. **Who** took the cake?
9. **Leroy** was here.
10. **Peter** worked in an office and cooked at the restaurant.

Turn to page 95 for suggested answers to this activity.



Remember

Every sentence has a verb. Verbs

- show action
- show what the subject is or was
- indicate time (tense)
- indicate number (singular or plural)

Remember too that:

- the subject can sometimes be a verb.

Let's now look at the **object** of a sentence.

Where the verb in a sentence is an action verb - that is, a verb that describes a specific action - then it may have a noun or pronoun as its object. The object of a sentence is the person or thing that **receives the action** of the verb. Not all sentences have objects.

These examples have the subject, verb and object identified.

Jack drives the car.

Jack (subject) drives (action verb) the car (object).

I hit him.

I (subject) *hit* (action verb) *him* (pronoun object).

To find the object in a sentence with an action verb, ***ask what or whom after the verb.*** The following sentences demonstrate this.

Jack drives a car.

Jack drives **what?** A car (Object).

I hit him.

I hit **whom?** Him (Object).

An action verb does not always have an object or the object can be implied as in this example.

Jack drives.

This is a complete sentence on its own and gives us some information about Jack that we can understand.

Let's now apply all that we have so far covered in this section on sentence structure and grammar in the following activity.



Activity 13

Sentence structure - finding subject, verb and object

Read the following sentences. **Highlight** the noun with a highlighter pen, underline the verb and circle the object in each sentence. The first example is done for you.

1. The **children** ate the apples.
2. The choir sang songs from many different countries.
3. Pick up that paper!
4. Cats catch mice.
5. My aunt ate the pickles.
6. John had a nightmare last night.
7. Joan likes ice cream.
8. Kate gave an expensive present to Bill.
9. The chef cooked a lavish dinner.
10. I like to read.

Turn to page 96 for suggested answers to this activity.



In these examples above we have dealt with the ***simple sentence*** - that is, a sentence that contains only one subject and one verb. Not all the sentences you will use will be simple sentences. But the rules of grammar that apply to the simple sentence apply to all sentences.



General rules about sentences

From the information about **subject**, **verb** and **object** above, we can devise some general rules about sentences. Let's look at a few of these simple rules.

- Every sentence has a subject and a verb. Simple sentences have only one subject and one verb. Complex sentences may have more than one subject and more than one verb.
- Some sentences that contain an action verb may also contain an object - a noun or pronoun that receives the action of the verb.
- Nouns and verbs should agree in number - a singular noun has a singular verb, a plural noun has a plural verb.
- Verbs also indicate tense. Ensure that you do not change tenses mid sentence when writing.



Activity 14

Look at these sentences and identify the subjects/verbs and objects.

- (1) Liquid paper was invented by Bette Nesmith
- (2) She was a young bank secretary
- (3) Nesmith noticed that sign painters painted over their errors instead of erasing them.
- (4) She filled small bottles with white paint and covered her mistakes.
- (5) Her friends all wanted their own bottles.
- (6) Bette Nesmith and her son patented the formula.
- (7) They called it Liquid Paper.
- (8) Selling the product to IBM was their first idea.

Refer to page 96 for answers

Let's move on to look at proofreading.



2.3 Proofreading

Once the writing stops, the job is not over. It is just as important to spend time in the review of your writing. This is the third skill that good writers use. This means re-reading, correcting spelling mistakes, changing grammar and sentence structure to make your meaning more clear.

If you are able to, it is useful to have a friend or colleague whose opinion you trust read the item for you and give you some feedback.

They will be able to tell you:

- if your writing is clear and easily understood
- about any problems with grammar or spelling
- if your writing style and organisation of content are suitable.

If you are using a computer to write, DON'T rely on the computer spelling check program to check your work for accuracy. You may have spelled a word correctly but used it in the wrong place and the spelling check will not necessarily find this error.

Look at this example:

The spell check is a useful tool but it will not solve all your problems. Pour spellers will still be in trouble with there instructions.

2.4 Appropriate use of language

This is the fourth and last of the skills that good writers use.

It seems every occupation or profession has its own **jargon** or internal language. Jargon may be technical terms that apply specifically to a trade, or a way of expressing messages that is traditional to some professions.

The legal profession, for example, seems to enjoy complicated and sometimes old-fashioned expressions. Look at the statement from a health insurance policy: What does it really mean?

A second reading of the following example may reveal the awkward wording it contains:

Benefits are paid if an insured employee or eligible dependent incurs covered charges because of pregnancy. Reimbursement for hospital and

out-of-hospital maternity charges will be made on the same basis as for any non-maternity condition covered made the plan.

Wouldn't it have been better to say "If you or one of your insured family members becomes pregnant, the Plan will pay for medical care as it does for any other medical condition"?

Be aware of the jargon you are using and the audience who will read it. Will they understand? Can you use a different term or should you make sure you explain new terms as they arise?

If you are reading a book that contains a lot of technical language or jargon, check whether the book has a 'Glossary of Terms'. A glossary gives simple explanations of complex words or terms. We shall discuss this in more detail in Unit 1.2, ***Processing Information***.

In the meantime, Activity 15 will give you an opportunity to apply what we have just covered regarding appropriate use of language.



Activity 15

Appropriate use of language

Find a piece of writing which is relevant to your teaching area, such as an instruction manual, technical specification, journal article etc.

1. Read the article and make notes of any words, terms etc. which may be unfamiliar to someone outside your field of expertise.

2. If you can, ask someone who is not familiar with the subject to also read and make notes of any unknown words or instructions which may be unclear to someone without inside knowledge. Compare your notes and list any words or items that you did not include in your list above.

Turn to page 98 suggested answers to this activity.



Summary

- In this section, we have dealt with the reasons for developing good writing skills and discussed the skills that can help achieve this.
- Good writing enhances the communication process.
- The characteristics of good writing are that it:
 - has a simple, clear and direct meaning
 - is easily understood by the reader
- Good writers develop good writing skills so that the reader:
 - has no doubts about the meaning and purpose of the text
 - doesn't have to waste time re-reading
 - can respond appropriately to the writer and what is written
- People with good writing skills:
 - have a clear purpose and state this purpose clearly
 - use appropriate sentence structure and grammar
 - proofread their work carefully
 - use appropriate language

Here is a checklist to use when you write for an audience.

Writing Check List

	YES	NO
1. Is your purpose for writing clear?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is your language suited to your audience?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is your message clear?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you avoided jargon as much as possible?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is each paragraph in its proper place?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you checked the grammar, punctuation and spelling?	<input type="checkbox"/>	<input type="checkbox"/>
7. Is each sentence correct (containing subject/verb and object)?	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the layout attractive to the eye?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are there any typographical errors?	<input type="checkbox"/>	<input type="checkbox"/>
10. Are completely satisfied with the piece?	<input type="checkbox"/>	<input type="checkbox"/>

In the next section, ***Giving and following instructions***, we will apply the skills of listening and writing that we have examined in this unit. Let's check your progress on Section 2. Remember that there are no answers given, so check your responses with the information in Section 2.



Check your progress

1. List three reasons why you should develop good writing skills.

(1) _____

(2) _____

(3) _____

2. List three skills that will help develop good writing skills.

(1) _____

(2) _____

(3) _____

3. List three purposes you may have in writing.

(1) _____

(2) _____

(3) _____

4. Define the term **subject** in sentence structure.

5. Define the term **verb** in sentence structure.

6. Define the term **object** in sentence structure.

7. What is jargon and why should you avoid its use?

8. What are the stages in the writing process?

Section 3



Giving and following instructions

Instructions are part of our lives. We give and take instructions every day. Some instructions are clear and simple. How often have you heard the instruction "make your bed" or followed the unspoken instruction of the traffic lights as they change from green to red?

Other instructions are more complex like the ones given for:

- following a recipe
- following a map when you are in a strange city

You are given instructions for a variety of reasons, among them:

- to get you to do a specific action
- to ensure your safety
- to teach you a new skill

Instructions describe a step-by-step process with a beginning and a desired outcome. When you begin the instructions, you have clearly in mind some goal that you wish to achieve. Instructions that are clear and well designed will help you to work step-by-step to that goal. That goal may be a chocolate cake, a safe journey or a new skill.

If the instructions are *not* clear and well designed *or* you don't follow the steps as they are described, then you may not reach the desired goal. You may end up with a lot of inedible chocolate cake batter, or lost or confused.

Giving and following instructions combine the skills that we have discussed so far in this Unit - ***Listening skills and writing skills***. As either the giver or the receiver of instructions, you have an important role to play in making sure that this communication process is a successful one.

In this Section, we will deal with the topic of giving and following instructions by:

- examining the **skills** needed to **prepare instructions** which teach new skills
- practising **delivering instructions**
- discussing the **role** of the person **following instructions** and the **skills** they need to develop to follow instructions well.

Let's begin with the first of these - preparing instructions.



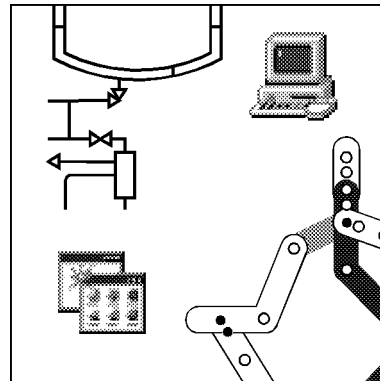
3.1 Preparing instructions

Instructions can be:

- graphical
- written
- oral

Graphical instructions could include:

- icons on a computer screen
- circuit diagrams
- maps
- building plans



Graphical instructions are usually accompanied by some written instructions. There are various **written instructions** and these include:

- the instruction booklets which accompany new electrical equipment
- technical manuals
- recipes

Most written instructions have diagrams or pictures to show what the finished product looks like as well as illustrating steps or procedures.

Writing instructions is a time-consuming process because you need to ensure that the instructions are complete but easy to follow. If they are well prepared, written instructions are easy to follow and you can take your time and refer back to them if necessary.

Written instructions can be set out as a **narrative** as in this example:

First, beat the butter and sugar together until the sugar has dissolved. Next add the eggs and combine well. Fold in the flour using a wooden spoon. Finally place small balls of the mixture on a baking sheet. Bake for 15 minutes in a moderate oven.

Notice the connecting words such as *first, next and finally*

Instructions can be written as a **list** like the following:

- 1. Beat the butter and sugar together until the sugar has dissolved.*
- 2. Add the eggs and combine well.*
- 3. Fold in the flour using a wooden spoon.*
- 4. Place small balls of the mixture on a baking tray.*
- 5. Bake for 15 minutes in a moderate oven.*

The steps are numbered to show the order to be followed

There is a wide range of **oral instructions** that may be given by teachers in a classroom teaching a new skill, sports coaches teaching young players, or parents giving direction to their children.

Oral instructions must be prepared very carefully and the delivery of the instructions planned as well. This is possibly the most difficult way to give and receive instructions.

The speaker has less time to think yet the instructions need to be clearly stated and just enough for the hearer to understand remember and act upon. When you are preparing instructions of any sort there are three important steps in the planning process:

- 1. Purpose** - asks you some questions such as:
 - What do I want my audience to be able to know or do?
 - Why do I want them to know/do this?
- 2. Audience** - consider aspects such as:
 - Who will use these instructions?
 - What do they know already?
 - Will I need to teach them new skills or explain new terms so they can follow the instructions?

3. Content

- What exactly do I need to say?
- In what order will I say it?

4. Delivery - consider this aspect:

- What is the best method for delivering the instructions – graphical, written, oral or a combination of these?

As a means of practising what we are discussing about giving and following instructions in this section, we will be asking you to prepare a set of oral instructions that you can deliver when you have completed studying this section.

The next activity begins the process of preparing these instructions using the information covered so far.



Activity 16 Preparing oral instructions

At the end of this section, you will be asked to deliver a set of oral instructions to a colleague or, if possible, a small group of people. Consider now who your **audience** will be as this will influence your preparation for this activity. You will receive feedback from these people using the standards that are set out in this unit. You will be required to work on this project throughout the rest of this unit.

1. Decide what it is that you would like to instruct your students to do. If possible, find something relevant to your teaching area. Choose something SIMPLE.

2. Fill in the following questions about these instructions.

(a) What do I want my users to be able to do or know?

(Continued)



Activity 16

Preparing oral instructions

(b) Why do I want them to know/do this?

(c) Who will use the instructions?

(d) What do they know already?

(e) Will I need to teach them any new skills or explain new terms so they can follow the instructions? If so what?

(f) The instructions will be delivered orally, but do you want to consider giving graphical or written instructions as well, such as using an overhead projector or handing out written instructions? When and how would you use them?

These are the questions that need to be asked **before** you begin to write the instructions. Let's now move on to writing the instructions



3.2 Writing instructions

The elements that should be present in **all** instructions whether they are written, oral or graphical are that the instructions should be:

- clear
- logical
- precise

Let's look at each of these elements.

Clear

- Make instructions easy to follow.
- Use simple steps - break the task into a series of simple, easy-to-follow steps.
- Use simple language - simple, clearly written sentences.
- Explain any technical terms and be careful of using jargon.

Logical

The instructions must move the audience one step at a time towards the goal. There should be a clear beginning point and a clear conclusion. Steps should be addressed in sequence, each step building on the last without any distracting elements.

Precise

The instructions should contain **ALL** the information that the audience needs to successfully complete the task. The information should also be concise - it must contain **only** the information that the audience needs, but **all** the information the audience needs.

All of us have been caught by instructions that we couldn't follow or that had information missing or out of sequence. Remember that to be effective, instructions must be clear, logical and precise.



Activity 17

Preparing oral instructions

INSTRUCTIONS:

You need the following instructions:

*Remove the external filter housing. (You may need a special tool for this.)
The filter housing normally has a wall as a new sealing ring.*

*Check the oil capacity of the engine before you change the oil. Make sure
that you have enough oil for the correct type.*

*Warm the engine so that the lubricant flows easily and then stop the
engine.*

*Remove the filter cap and refill the engine until it contains the correct
amount of fresh lubricant.*

*Place an empty container under the sump drain plug before you remove it.
Allow the sump to drain completely. Clean the sump plug and then
replace it.*

Are the instructions:

Clear Yes ☐ No ☐

Logical Yes ☐ No ☐

Precise Yes ☐ No ☐

Rewrite the instructions if you think they need to be re-written. If you think
they are well-written go on to the next activity.

Turn to page 98 for suggested answers for this activity



Activity 18

The elements of effective instructions

Read the following instructions and then decide whether the instructions are clear, logical and precise.

Go back to the highway. Follow it until you reach a set of traffic lights. Go through them. When you get to the shopping centre, turn right and then take the first left. Follow this until you reach the river. Fred's house is the green one on your right.

Clear	
Logical	
Precise	

Turn to page 99 for suggested answers to this activity.



Clarity, logic and precision are elements that should be present in ***all forms*** of instructions. Let's now look at the different processes involved in preparing written and oral instructions. We'll start with written instructions.

Here are some guidelines for writing ***written instructions***:

1. Start with a statement of what your audience will be able to do at the end of the instruction.
2. Make a list of any equipment that is necessary to complete the instructions OR put in a labelled diagram identifying the relevant parts.
3. State any warnings or safety instructions.
4. Arrange the instructions in a logical sequence.
5. Identify each separate step by using numbers, putting each new instruction on a separate line or use some other method to define each step.
6. Where appropriate, include diagrams.
7. Revise your instructions to make sure they are clear, logical and precise.

Make sure that you think about how your instructions **look** once they are written. Instructions need to look easy to follow so that your audience is motivated to read them. Go back to the beginning of this module to the section titled ***How to use this manual*** on page 1 and ***Finding your way*** on page 2. Look at the way these instructions are written and the way they are presented. You will find:

- titles in bold
- each separate instruction well spaced
- use of graphics.

These instructions look easy to read and appealing to the eye.

Let's practise writing written instructions in the next activity.



Activity 19

Preparing written instructions

Prepare a set of written instructions for making a cup of instant coffee. Follow the steps outlined on the previous page.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Turn to page 99 for answers to this activity.



You have just applied the steps required for good written instructions. Now we'll examine the process for ***preparing oral instructions***.



3.3 Writing guidelines for oral instructions

Here are some guidelines for preparing oral instructions so that you can deliver them to your audience.

Preparing verbal instructions	<ul style="list-style-type: none">• Prepare a statement of what your audience will be able to do at the end of the instructions.• Consider the amount of time the instructor will need to adequately complete the instructions. Make sure the instructor has sufficient time available.• Make a list of all the equipment that you will need.• Identify any safety precautions or warnings that have to be given.• Arrange the instructions in a logical sequence.• Prepare any visual aids that might be useful. These include handouts to the students or overhead transparencies.• Review your instructions to ensure they are clear, logical and precise.
--------------------------------------	---

We can now apply this process to the task that we identified in Activity 18. Using the guidelines in the table above, write the instructions so that you can deliver them at the end of Section 3.



Activity 20

Writing a plan for oral instructions

Return to the set of instructions you identified in Activity 13. You'll need them again here. Prepare your instructions for delivery given the guidelines in the table on the previous page. An outline has been prepared for you to complete.

Purpose:

List of equipment/materials needed:

Approximate time required:

Instructions:

Turn to page 100 for suggested answers to this activity.

So far in this section we have examined the skills required for preparing and writing instructions and given you some practise doing this. Let's move on to ***delivering oral instructions***.



3.4 Delivering oral instructions

This is an extra dimension to be considered after you have written your **oral instructions**. You now have to consider the practical aspects of delivering these instructions to a live audience.

This table sets out the steps to follow when you are delivering these instructions.

Delivering instructions	<p>When delivering instructions:</p> <ul style="list-style-type: none"> • Begin with the statement of purpose so that the audience is clear about the expected outcome. • Give the safety instructions and ensure everyone understands them. (Have your students repeat your instructions if necessary) • Present one step at a time. Allow the audience time to complete each step before moving on. • Combine instructions and practise. Your audience can then write down the instruction and then practise each step. If, for example, you were telling your students how to make a cake, it would help if you not only told them how to do it but demonstrated as well OR got the students to make their own cake. • Make sure everyone understands each step before moving on to the next. • Stop regularly and ask if there are any questions. Repeat steps if necessary. • At the end, review the whole process briefly. Congratulate your audience on their success! • Be aware of your audience's body language audience. Do they look confused? Are they concentrating on what you are saying?
--------------------------------	---

Before moving on to the section on **Following Instructions**, take some time to deliver the instructions that you have already prepared in Activities 14 and 16 to your audience.



Activity 21

Delivering instructions orally

Using the guidelines outlined in this section, deliver your instructions. Ask each member of your audience to complete the feedback sheet printed over the page. (Photocopy enough for your participants.)

Prepare your own review. List what went well and what you would do differently next time.

Read the feedback sheets given to you by your participants and make notes of any changes that you think might help in the future.

Delivering Oral Instructions		Participant Feedback Sheet	
Please answer all the questions below and return this form to the Instructor after the session. Tick the response that is appropriate.			
		Yes	No
<p>You do not have to put your name on this sheet unless you wish to.</p> <ol style="list-style-type: none"> 1. Were you clear about the purpose of this instruction before you started? 2. Did you have all the equipment you needed to complete the instructions? 3. Were any relevant safety procedures explained before you began? (Leave this blank if there weren't any safety instructions to give) 4. Were the instructions presented in logical order? 5. Were the steps presented one at a time? 6. Was each step clearly explained? 7. Did you have sufficient time to complete each step? 8. Did the instructor check your progress regularly? 9. Were you able to ask questions? 10. Did the instructor use visual aids (OHTs, handouts, diagrams etc...)? If YES, comment on how useful they were. _____ <ol style="list-style-type: none"> 11. Did the instructor review the whole process at the end of the instruction? 12. Was there enough time for the whole session? 13. Did you feel you were successful carrying out the instructions? 			
Comments: _____ _____ _____			

Congratulations! I'm sure that delivering the instructions was a useful, and maybe stressful, learning experience. Next time you have to deliver instructions, review your own assessment of this activity for useful pointers on how to deliver oral instructions. Of course we learn by practise, so make opportunities to practise.

We'll now move on to consider how to *follow instructions*.



3.5 Following instructions

As well as giving instructions we also have to follow them from time to time.

As discussed at the beginning of this section, the person following instructions has an important role to play in ensuring that the communication process is successful.

The person ***giving*** the instructions has the responsibility to ensure that the instructions are clear, logical and precise.

The person ***following*** the instructions has the responsibilities outlined below.

Written instructions	<ul style="list-style-type: none">• Read instructions carefully and follow each step.
Oral instructions	<ul style="list-style-type: none">• listen actively• concentrate• take notes• repeat instructions• use eye contact and other positive body language to show that you are listening• ask questions if necessary

Complete the next activity, which gives practise at following written instructions.



Activity 22

Following instructions

You have one minute to complete this activity. Read all the instructions before continuing.

1. Print your full name: _____
2. Print your address: _____

3. Write your phone number: _____
4. Circle your marital status: Married Single Other
5. Print your date of birth: _____
6. Write your nationality: _____
7. Circle the number of children you have: 0 1 2 3 4 5 6
8. Print the name of your closest relative: _____
9. Ignore instructions 1 - 8. You need only sign your name below.

Sign your name: _____



Did you get caught? That was a trick questionnaire, but it does underline the need to be diligent when following written instructions. If you had read all the instructions **first** as directed at the beginning of the activity, then you wouldn't have been tricked.

Reading the instructions is often the last thing we do. The natural tendency when faced with a new piece of equipment or a form or questionnaire is to start **doing** something with it. Reading the instructions first can save time and stop us from making mistakes.

Following written instructions

This should be much easier than listening to spoken instructions. You have the opportunity to **re-read** an instruction if it is not clear or if you think you don't understand. Reading instructions also lets you **work at your own pace**. You can be as slow or as quick as you like. The **disadvantage** of written instructions is that if you don't understand an instruction there may be no one around to ask!

Following oral instructions

This means using the **Listening Skills** discussed in Section 1 of this unit. In this section we will be concentrating on receiving spoken instructions. Take a few minutes now to re-read pages 4 - 7 of this unit to refresh your memory about **Listening skills**.

Remember, **following** instructions correctly is as important as **preparing** good instructions.

Let's look at each of the listening skills and how they can assist you in following instructions. The listening skills are:

- concentrating
- repeating
- maintaining eye contact
- note taking

Concentration

It is important to focus your attention and ignore distractions when listening to instructions so that you do not miss vital information.

Oral instructions are often wordy and you need to be able to concentrate to select the vital information as in this example:

When you lift the photocopier lid, you will notice that the glass sometimes has white marks on it. This is because people place their documents down to be copied without waiting for the liquid paper to dry and this leaves the white marks behind. It is important to wait until the liquid paper dries before placing your copy on the glass.

The vital instruction in this narrative is in the last line:

It is important to wait until the liquid paper dries before placing your copy on the glass.

Listen for the verbal cues. In the example above *'It is important...'* was the cue to listen for. Other cues might include words like "first" or "be sure to"

This is one of the differences between written and verbal instructions. Those who prepare written instructions usually emphasize the main point at the **beginning** of the sentence. When delivering verbal instructions, many presenters use the **end** of a paragraph to deliver the main point.

When you are concentrating listen for the information that tells you:

- **what** to do
- **when** to do it
- **how** to do it
- **where** to do it.

Repeating

This is the second listening skill that should be applied to following verbal instructions.

This means listening for the verbal cues that tell you what information is important and then repeating the vital parts of an instruction to ensure you have understood. This also allows the person giving the instructions a chance to correct any mistakes and to let them know that you are listening and trying to understand. For example:

When paper is jammed in the photocopier, a red flashing light will appear on the 'Copier Ready' screen. To clear the paper jam, first turn the machine off. Then, using the finger hold, pull down the side panel. Thirdly, push down on the blue lever to raise the lid section of the copier. Carefully remove the jammed paper.

What do you think is the important information?

Make your own list here before moving on.

Here's what I think:

- Paper jam is indicated by red flashing light.
- Turn machine off.
- Pull down side panel.
- Push down on blue lever.
- Carefully remove jammed paper.

As a listener, when you summarise and repeat the information you are checking that you have received the correct information.

Maintaining Eye contact

This is the third listening skill that we will apply to following instructions.

Eye contact and other body language signals (mentioned in Section 1) are a way of giving feedback to the instructor that you are getting the message. Watch the instructor and make careful note of any diagrams or demonstrations the instructor may give. Maintain good eye contact with the instructor so he can see your response to his words.

Remember that a skilled instructor develops a rapport with the audience and can 'read' their reactions from their body language.

Note taking

In situations where it is not practical to repeat the instructions you have heard, it is useful to take notes so that you can refer back to them later. Once again you are listening for:

- *what* to do
- *when* to do it
- *how* to do it
- *where* to do it

Before attempting the next exercise, review the section on **Note taking** in Section 1.2 of this unit.

Refer now to the audiotape for this activity. There are no tricks this time!



Activity 23

Following oral instructions

Refer to the audiotape for this activity. The instructor will identify this activity number at the start of the segment.

To complete this activity you will need an ordinary sheet of blank paper, a pencil, eraser and ruler.

Follow the instructions given on the tape and then check your answer.

Turn to page 101 for suggested answers to this activity.



Did your drawing look the same as the one on the answer page? If you had some difficulties, think about the reasons for this and if they affected your listening skills. Repeat the Activity if necessary.



Summary

In this section we have examined the processes and skills required to ***give and follow instructions***. There are three different ways of giving instructions:

- orally
- in written form
- graphically

Preparing and following instructions require good writing and listening skills.

Before beginning to write instructions consider:

- What is my purpose?
- Who is my audience?
- How should I deliver these instructions?

The three elements of all good instructions are that they are:

- clear
- logical
- precise

When following instructions:

- read the instructions carefully OR
- listen attentively

The last section of this unit will discuss locating and using oral and written information sources. Before moving on, check your progress on Section 3.



Check your progress

1. Give an example of each of the following:

(a) graphical instructions

(b) oral instructions

(c) written instructions

2. Before preparing instructions, what three questions should you ask yourself?

(1) _____

(2) _____

(3) _____

3. List the three elements of good instructions and briefly describe each.

(1) _____

(2) _____

(3) _____

4. When following instructions, what are the two skills required?

(1) _____

(2) _____

Remember that there are no answers given, so check your responses against the information in Section 3.

Section 4



Using oral and written resources

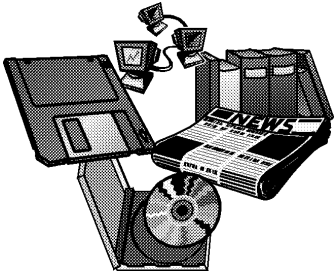
You often hear the term '*information explosion*' used to describe the amount of information that you can now access on just about any topic you can think of. Computer storage and transmission of information has improved our capacity to make available large amounts of material. One of the skills you need to develop as both a student and a teacher is *identifying* and *using* appropriate oral and written resources.

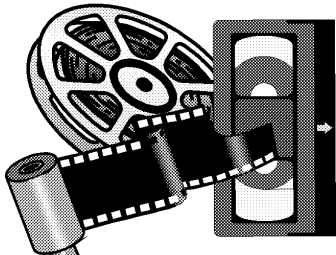
We will look at the skill of identifying appropriate sources of information in Unit 1.2, ***Processing Information***.

In this section, we will examine ***what*** oral and written information resources are available, ***where*** and ***how*** to locate them.

4.1 Sources of information

What sort of written and oral sources of information are available to you? Some examples are listed below.

<p>Written information resources</p> 	<ul style="list-style-type: none"> • Books • Encyclopaedias and other reference books • Journals • Magazines • Newspapers • The Internet • CD-Rom • Computer discs • Microfiche storage
<p>Can you think of any others?</p>	<ul style="list-style-type: none"> • • •

<p>Oral information sources could include:</p> 	<ul style="list-style-type: none"> • video and audiotape • film • slides <p>Don't forget the local expert in your college who can tell you lots of useful things!</p>
<p>Can you think of any others?</p>	<ul style="list-style-type: none"> • • • •

Let's look at what kind of information can be found in these different sources.

- **Books** can be either fiction or non-fiction. Most books are written for pleasure.
- **Reference books** include encyclopaedias, dictionaries, atlases and books that are written primarily for academic research purposes.
- **Journals and magazines** contain information on current research or information on a particular subject area.
- **CD-Rom and computer discs** can contain large amounts of information. Encyclopaedias and dictionaries are often available on CD-Rom. Indexes or abstracts for current journals are now usually found on CD-Rom. Searching these indexes can locate the most recent research published in a particular field.
- Some indexes are also available on **microfiche**. Rather than keeping old copies of newspapers, many of these are stored on microfiche as well.
- The **Internet** contains a vast amount of information. Most reference and special libraries have access to the Internet.
- **Videotapes, audiotapes, film, filmstrips and slides** contain many different kinds of information. Some have a training or educational focus. There are films on how to present instructions in the workplace or how to be a better salesperson. Some have a specific focus, such as career or occupational information or information on specific research topics.

- Don't forget the importance of ***people in your community*** who have expertise or knowledge in a particular area. These may be academics or teachers, trades people, or people with years of experience in a particular field - business, government, labour unions etc....

There are a variety of ***places*** where this information may be available to you depending where you live. Most people will have access to a ***library***, which is where most of this written and oral information is available.

There are three main types of library throughout the world:

- public
- academic
- special

Let's look at each different type of library.

Public libraries	<ul style="list-style-type: none"> • run by city or municipal authorities • provide their services to the local community as information centres with an emphasis on reading for pleasure • have a limited reference collection which may be useful for general information
Academic libraries	<ul style="list-style-type: none"> • found in schools and in colleges or universities • major function is research • may hold a large amount of material covering a range of topics depending on the subjects offered. A college that specialises in science and mathematics will have a library that concentrates on those topics • will have reference material as well as journals and serials covering the most recent research
Special libraries	<ul style="list-style-type: none"> • are generally smaller with a concentration on one particular subject. For example, a special library may be attached to a government department, a large hospital, a labour union or a large company • have a limited reference collection which concentrates on topics relevant to that organisation • may not allow you to borrow from their collections but it may be possible to browse or use the books in the library

In addition to these libraries there are also **state** and **national** libraries, which have vast collections of both current and historical material.

Use the following activity to think about the local sources of information that are available to you.



Activity 24

Local information sources

Make a list of your local sources of both oral and written information.

Ask a colleague or friend to check your list and add any that you may have missed.

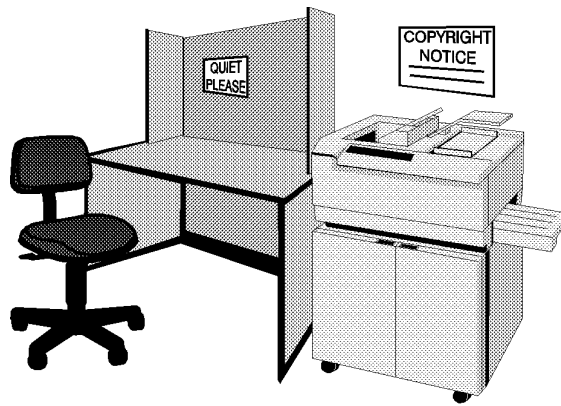
Turn to page 101 for suggested answers to this activity.



4.2 Using sources of oral and written information

So far in this section we have looked at what kinds of oral and written resources are available and where they might be found. Let's now look at **how to access this information**.

The first step in finding information in a library is to browse through the library and find where each different type of resource is stored. Books, reference books, journals and audiovisual material are usually held in different parts of the library. Each is considered a separate **collection**. There will also be quiet places to study and most libraries have photocopy facilities available for you to copy material that cannot be taken from the library.



Before copying books or journals, be sure to read the copyright restrictions to ensure you are not breaking the law!

While you are walking around the library, look at how the shelves are numbered. These numbers will help direct you to the right place to find your book or journal.

All libraries will have a **catalogue system** - that is, a way of arranging the items in the library so that people can find the information they need. Libraries are gateways to a wide range of information and both the staff and the catalogue system are there to try and make your search as easy and successful as possible.

Catalogue systems will vary from library to library. Most large libraries use computer catalogue systems. Some smaller libraries may still use a card catalogue system.

There are three different ways you can search for information on the catalogue system:

- author
- title of book
- subject

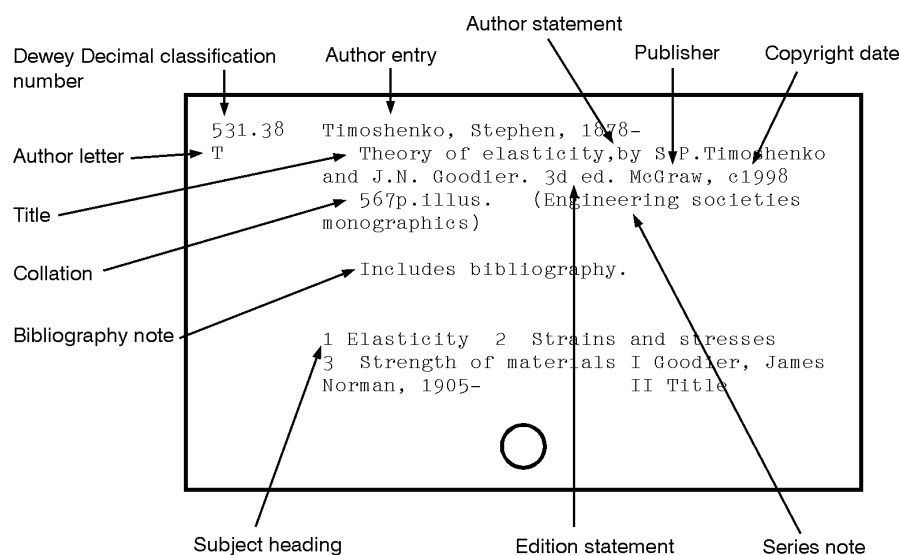
We will look at each of these in turn.

If you want a book by a particular **author**, you would make your search through the alphabetical list of authors - either using the card catalogue or finding 'author' on the menu list on the computer catalogue. Authors are listed last name first. William Shakespeare is listed as Shakespeare, William.

You will need to have the correct spelling of the author's name, especially on the computer system, or it will not be able to find what you are looking for. When you find the author's name, the computer will generate a list of all the books by that author, as in the example below.

Rank	Author	Title	Date
1	Kotler, Philip	Strategic marketing for nonprofit organizations - 5th ed.	c1996
2	.	Marketing - 4th ed.	c1998
3	.	Marketing in Australia - 2nd ed.	c1989
4	Kotler, Philip 1931-	Marketing management - 9th ed.	c1997
5	Kotler, Philip 1931-	Strategic marketing for educational institutions - 2nd ed.	c1995


The card system will have a separate card for every book that the library has by that author. You then find the card for the book that you want. On both systems you will be able to find all the information you need about that book. The author and title information will be at the top, followed by information about publisher and publishing dates. Sometimes there is a brief description of the contents of the book.



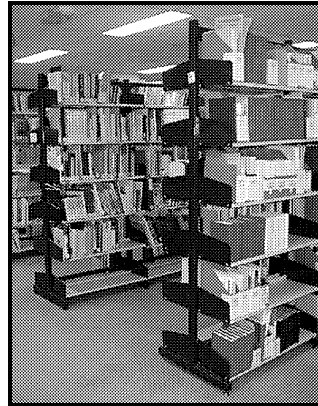
You will also find the **call number** of the book prominently displayed. Call numbers are used by libraries to organise their book collections. This number may vary from library to library as a variety of catalogue numbering systems are used. Usually, it will be a combination of letters and numbers. You must write down this call number as it will direct you to the correct 'stack' in the library.

Book title:	Marketing: Australia & New Zealand Philip Kotler (et al) 3rd Ed. Sydney: Prentice-Hall, 1994		
Dewey Decimal Classification:	658.800994	10/1994	
Library of Congress Classification:	HF5415.2.A8	M3	1994

Call Number



A **stack** is the name given to the bookcases where the books are kept. Each stack is labelled with the range of call numbers that it holds.



An advantage of the computer system over the card system is that the computer can tell you if the book is currently available. If it has been borrowed or has been placed in a reserve collection, the computer will tell you. **Reserve collections** are books and other material that can't be taken **from** the library, but you can use them **in** the library.

Catalogue Record (Books)

Go to: [Next record](#)View: [Location](#) [Navigate](#) [Reserve](#) [Save bibliography](#)

Copies:	Total copies: 1, On shelf: 1, On order: 0, Reserves: 0
Personal name:	Kotler, Philip
Add. pers. name:	Andreasen, Alan R., 1934- Kotler, Philip. Strategic marketing for nonprofit organizations
Title :	Strategic marketing for nonprofit organizations
Responsibility:	Philip Kotler, Alan R. Andreasen
Edition:	5th ed.
Place:	Upper Saddle River, N.J. :
Publisher/Distrib.:	Prentice-Hall,
Date:	c1996
Description:	vii, 632 p. :
Phys. details:	ill. ;
Size:	25 cm.
ISBN:	0132325470
BRN:	5297142
Subjects:	Nonprofit organizations - Marketing Strategic planning
General notes:	Rev. ed. of: Strategic marketing for nonprofit organizations / Philip Kotler, Alan R. Andreasen. 4th ed. c1991
Local notes:	ABN LOAD RECORD*1246*TC*29 JAN 1997
Bibliography note:	Includes bibliographical references and indexes
LCCN:	95040725
Barcode:	A47521953B
Call no.:	HF5414.I22 .K67 1996

Once you have the call number of the book, all you need to do is follow the number trail through the stacks until you find the correct book!



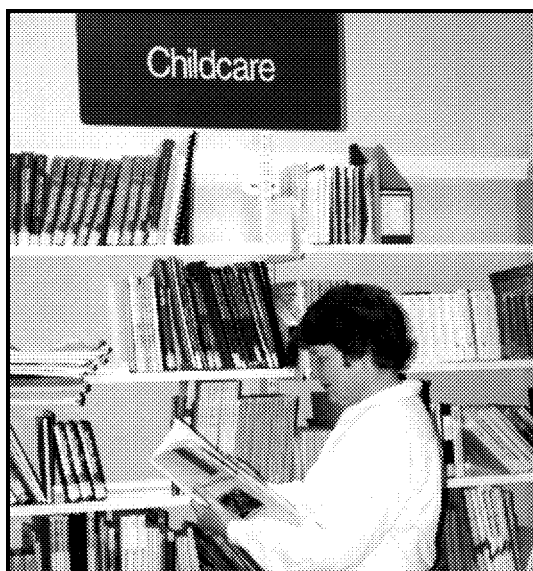
As well as searching by author name, you can also search for a particular **book title** using either the computer or card system. Find the drawers that are marked 'Title cards' or select 'title' on the computer menu. In the card catalogue, all books are held in alphabetical order.

When looking for books:

- ignore first words such as *a*, *an* and *the*. They are not counted as first words. '*A Farewell to Arms*' would be listed as '*Farewell to Arms, A*';
- numbers should be spelt fully. For example, '*100 Best Short Stories*' would be '*One Hundred Best Short Stories*';
- spell abbreviations out fully. For example, *Mister* for *Mr* and *Saint* for *St*.

This *may* be different on the computer catalogue. You may need to experiment!

Once you have located the book that you want, make a note of the call number and proceed to the appropriate stack.



Lastly, you can also search for appropriate resources by *subject*. You would search by subject if you were not sure which authors or books contained the information that you need. This is a more time-consuming type of search and requires more planning. Card catalogues have cards separately listed as subject cards. On a computer you can generally search by subject or by *keyword*.

Before beginning your search, think of all the words or groups of words that relate to the subject you are searching for. These are called '*keywords*'.

If you were searching for information on teaching English to overseas students, you might search for '*English as a Second Language*', '*International students*' or '*language teaching*'.

It is a good idea to have a number of different terms available for your search so that you cover all possible combinations of keywords. The library may not have chosen the same keywords as you, so it is useful to have a variety to experiment with!

Try to be as specific with your keywords as possible to narrow down the number of possible 'hits', especially if you are using a computer catalogue or the Internet.

If you typed the word '*Library*' into the search facility on the Internet, you would get more than **9 million** hits - that is, there are at least nine million Internet sites that relate to the general term library. To be useful, you need to be able to narrow the field a little!

If you were searching for information about the different types of libraries, what other terms do you think you could use to narrow down the search? Make a list of related terms here that you think might narrow the search.

In a card catalogue system, the subject cards will usually have a section at the bottom called 'See also', which lists any related subjects as in the following example:

<p>ANIMALS - STORIES</p> <p>see also</p> <p>ANIMALS - HABITS AND BEHAVIOR</p> <p>ANIMALS IN LITERATURE</p> <p>FABLES</p> <p>also names of special animals with the subdivision STORIES, e.g.</p> <p>DOGS - STORIES</p> <p>○</p>	<p>ANIMALS IN LITERATURE</p> <p>see also</p> <p>ANIMALS - POETRY</p> <p>ANIMALS - STORIES</p> <p>BIBLE - NATURAL HISTORY</p> <p>also BIRDS IN LITERATURE; and similar headings</p> <p>○</p>
---	---

From your subject search, you will compile a list of potential resources that you will need to locate and browse through to see if they contain the information you need.

Let's practise all this information we have been exploring about oral and written resources in an activity. You will be asked to do a similar

exercise, as part of your assessment for this Unit, so now is a great chance to get in some practise!



Activity 25

Library searches

Now is the time to practise these different types of searches using your local library.

1. **AuthorSearch:** List three works by the author William Shakespeare.

(1) _____

(2) _____

(3) _____

2. **Title search:** Find the title 'A Farewell to Arms'. Who is the author?

3. **Subject search:** Choose a subject from your teaching area. Make a short list of three publications that you would find useful:

(1) _____

(2) _____

(3) _____

4. Write a brief description of the process you went through to find your Resources.

5. Were there any oral resources listed?

Turn to page 102 for suggested answers to this activity.



Some general guidelines for library searches:

- always have pen and paper with you when you enter the library
- allow plenty of time to make proper use of the library's facilities
- spend some time browsing around the library so that you are familiar with the location of where different resources are kept
- if you are having any problems, ask a librarian

Some guidelines for using the Internet:

When you collect information from the Internet it is important to ask yourself these questions to ensure that you do not download useless information. There is so much of it on the World Wide Web.

- Who or what organisation has produced the information?
- Is the organisation and writer qualified in the subject area?
- Can you contact the source to verify the information?
- How up to date is the information?
- Who referred you to the site?

The Dictionary

We often overlook one of the most useful sources of information – the dictionary. We usually think of it when we need to find the meaning of a word or its spelling but there is much more information to be found in our dictionaries. This information includes:

- Spelling
- Word meanings
- How to divide words into syllables
- Pronunciation
- Capitalisation
- History and origins of words
- Parts of speech
- Synonyms and antonyms
- Usage
- Abbreviations
- New words
- Foreign words and phrases

Get yourself a good dictionary. They are updated every five years or so. Take some time to look at the front and back matters and you will be surprised at how much information you will find there. It is a very useful resource especially when you have to write.



Summary

In this section, we examined using oral and written resources. Here are the main points:

- There are a wide variety of written and oral resources available.
- You can locate information in your local library by using the card or computer catalogue.
- Information is stored alphabetically under author, title or subject headings.
- The Internet is another source of written information.
- Don't forget the importance of local experts as sources of oral information.



Check your progress

1. List three types of written resources.
(1) _____
(2) _____
(3) _____

2. List three types of oral resources.
(1) _____
(2) _____
(3) _____

3. Name the three different types of library and give a brief description of each.
(1) _____

(2) _____

(3) _____

4. Fill in the missing word:
 - (a) The way of arranging books in a library is called a _____.
 - (b) Each item in a library has a _____ a combination of letters and numbers.
 - (c) Books are housed in _____ or bookcases.
 - (d) Before copying any written or oral resource, check the _____ restrictions.

5. Name the three different ways in which you can locate information in a library.

(1) _____

(2) _____

(3) _____

6. List three general guidelines to remember when using a library.

(1) _____

(2) _____

(3) _____

Remember that there are no answers given, so check your responses with the information in Section 4.

Suggested solutions to activities

Activity 1 - refer to page 11

Listening behaviour

1. What you might **see** if your students are listening to you?
 - Body language such as:
 - Students looking at you
 - Frowning to show concentration
 - Head nodding
 - Looking up at you when you make new points.
 - Students may be asking questions to clarify points you have made.
 - Students may be taking notes.
2. **Other ways** to check whether students have been listening include:
 - Ask questions of the students. (Try to do this in a non-threatening way!)
 - Ask students to summarize the main points you have made either in written form or orally.
 - Give the students a short test! (WARN them first.)

Activity 2 - refer to page 13

Listening skills - concentration

Congratulations if you were successful in concentrating for the whole 30 minutes. If you weren't, consider the reasons why not.

- Did you choose a news bulletin in a busy part of the day when there were too many distractions?
- Were some of the news items about issues that were unfamiliar to you?
- Were there some items which didn't interest you? For example: weather report, stock market reports etc.
- Was it difficult simply to sit and listen?

Sometimes it helps concentration to take notes while you are listening. This skill will be covered further on in this unit.

Activity 3 - refer to page 13**Listening Skill Activity**

1. False
2. False
3. Gary Sobers
4. B
5. False
6. True
7. C
8. False

If you do not agree with the answers listen a second time. Refer to the transcript if you are still not clear.

Transcript

Interviewee: Those are the sort of things, that I think, that we need to talk about. We need to talk to our bowlers because when I talk about technique I'm not now thinking only of batting, you know. Our fast bowlers, the younger ones at any rate, and the group after the great we had for about eight years, the younger group I watch nowadays run in and face the bats man with full chest. They get no benefit of swivelling the body in helping them to swerve the ball. I bought a book that I had upstairs, I may have shown you, I can't remember but I showed it to a few other people upstairs, a photograph of Gary Sobers in the stride just before he takes the last stride before he delivers, and he is facing what would be his chest. Remember Gary is left-handed, his chest is towards extra cover and he has to look over his right shoulder at the wicket. Which means that when he takes that last stride and then delivers the ball it isn't just his hand that is coming over, his body is going to be swivelling and it helps to swing the ball. And there are other aspects, many other aspects of the game that I think need discussion as well as field practice.

Interviewer: How important is coaching? I don't know how much coaching you got when you were coming up and you were a great batsman and a number of other West Indian....I thought you were.. but how important is coaching at this level.

Interviewee: The best coaching is by the time a chap is twelve, but coaching can never be wasted. Good coaching will always be good. They must be taught to think about the game as well. That's where

the discussion will come in....I told you of an occasion in which I was batting. I was lucky enough to be batting with the great George Headley and he seemedhaving been batting fluently.....not to be able to get the ball away. Poor innocent little me went down the wicket to him at the end of an over and said, "Old Massa....bowling has got tight"

He said, "Nonsense. Nonsense. New ball is only due at 200 and I am making sure that we are both here at 200 because we are now set. We must not allow a fresh man to have to come in and face a new ball."

Now that's the kind of thinking that I don't know if they have discussed with youngsters today.

End of transcript

Activity 4 – refer to page 15

Listening skills - eye contact

There are several possible responses to these questions. Some of the behaviours you may have observed are:

- Direct eye contact, head nodding, smiling, positive facial expressions
- Verbal responses such as saying 'yeah' or 'uh-huh' while the other person is speaking.
- Sitting close to the other person or leaning towards the person.
- Touching which is also used as a way of showing concern or empathy.
- Gesturing

These are generally positive responses. Negative responses include:

- Staring, looking at the ceiling or the floor
- Fake yawning
- Fidgeting
- Moving away
- Negative facial expressions

Activity 5 - refer to page 18**Listening skills - note taking**

Main idea: Bank hold-up - ABC Branch – Greentown

Main Point	
Supporting Information	<ul style="list-style-type: none"> • 2 robbers - possibly male • 1 armed with pistol • Other carried blue sports bag • Red sedan • Possible female driver
Robber 1	
Supporting Information	<ul style="list-style-type: none"> • Carrying sports bag • 6 foot tall • Jeans, runners, black sweater • Hat and scarf over face
Robber 2	
Supporting Information	<ul style="list-style-type: none"> • Pistol • 5' 9" • Heavy build • Jeans, dark striped sweater • Stocking mask

Activity 6 - refer to page 19**Listening skills - note taking**

There are no correct answers to this activity.

Consider the reasons why there are differences and review the notes you have taken against the points in the section on '**Note taking**'.

Activity 7 - Refer to page 22**Listening skills - barriers to listening**

This list of possible answers is not complete. There may be other correct answers that you have thought of. Your answers may contain some of the following:

- *Explain* the importance of the material the students will be learning.
- *Link* the current material to lessons the students have already had. 'This follows on from...'
- *Minimise outside interference* - noise, interruptions etc...
- Be aware of student reactions. Watch your *students' body language* to give some indication about how well they are listening.
- Allow *breaks* to give the students a chance to relax.
- Include *activities* so that students are stimulated rather than just concentrating for long periods.
- Be *aware* that after lunch and last lesson Friday are bad times for students to concentrate, so plan your lessons with this in mind.

Activity 8 – refer to page 22**CASE STUDY**

1. Mr. Smith is behind schedule and he is stressed because of this.
2. External distractions include Mr. French, Miss James and the telephone call
3. Internal distractions include fear, anxiety
Anger perhaps at his friend's thoughtlessness and at himself for being behind
Worry – What might the Head be calling him about?
4. He gives a one-word response "Really"
He makes no eye contact
He continues to write
5. Mr. Smith might have been interested if the timing was right.
His friend comes to him confidently expecting him to respond.

6. Miss James and Mr. French were inconsiderate. They could have been more sensitive to his response.
 7. Mr. Smith could explain his position and promise to discuss it later
 8. He could find a quiet place away from people who might disturb him
- Any other suggestions that you might have.

Activity 9 - refer to page 27

Writing skills

Some words may be familiar to you but others, such as *peregrination*, are not in common use. You will need a dictionary for that one!

The authors could leave you with many impressions.

- Author 1 is pompous, old fashioned, well read, very intelligent. His purpose is to impress us, make us think.
- Author 2 has a sense of humour, has travelled a lot. The author's purpose is to entertain, make us think.

Language:

The use of language is what makes one sentence easy to understand and the other difficult

- Example 1 is very complex with words that are not in common usage.
- Example 2 is very simple, using everyday language.

Structure:

Each example has the same structure. Two simple sentences joined by 'but'.

- Example 1 *seems* very complex because of the use of 'filler words' such as *may indeed* and the use of complex describing words (adjectives) such as *salutary* and *deleterious*.
- Example 2 does not use filler words and contains no adjectives and therefore seems simple in structure.

Writer Peter Ustinov might have been writing for a sophisticated and well-read audience. The second quote might have been geared to a less sophisticated or serious audience. It is more conversational in tone.

Activity 10 - refer to page 31**Writing skills - purpose**

1. These stories are generally the lead news stories and are there to **inform**. They may arouse emotions in you depending on their content, but their primary purpose is to inform. These stories generally contain a lot of facts and may have direct quotes from people involved in the stories. The style of writing is very plain and very simple.
2. Advertisements use many different ways to persuade you to buy a product. Some try to appeal to your emotions, some to your good sense, some to your vanity.
3. Some Letters to the Editor will express an **opinion**. Some letters may try to **arouse emotions**. Some may **entertain** and others will try and **inform**.
4. These types of items can be found on the Social Pages or in the cartoon section. Are there any other examples you found?
5. This type of writing contains more **opinion**. The editorial may review the facts of a particular story but the main aim is to express an opinion.
6. The stories on the Sports page may contain more description of events which actually took place. For example:
Carl, wearing his lucky No 3 Jersey, stepped up to the goalmouth to take the free kick. His face was a study in concentration as he sized up the distance and the angle that the ball would have to travel. As he stepped back to make the kick, the crowd fell silent. His foot struck the ball and the ball sailed through the air missing the open goal by mere fractions of an inch. Carl fell to his knees on the ground holding his head in his hands. The crowd let out a great sigh.
The intention of this story is to describe an event and make you feel as though you were there to see this happen.
7. There are no suggested solutions supplied for this question. An Editorial is usually carefully stated because it reflects the opinion of the newspaper.
8. There are no suggested solutions supplied for this question. Most sports stories are very descriptive. The language is colourful, emotive and conversational.

Activity 11 - refer to page 37**Sentence structure - finding the subject**

1. The **dog** was barking.
2. Sit down! (**You** sit down!)
3. **He** went to the shop.
4. **Bill** and **Ben** were studying history.
5. The **apples** are ripe.
6. Where are the **pencils**?
7. **Michael** and **I** are going to the movies.
8. **Who** took the cake?
9. **Leroy** was here.
10. **Peter** worked in an office and cooked at the restaurant.

Activity 12 - refer to page 40**Sentence structure - finding the verb**

The verb is underlined in each of these sentences. The subject is already highlighted.

1. The **dog** was barking.
2. Sit down! (**You** sit down!)
3. **He** went to the shop.
4. **Bill** and **Ben** were studying history.
5. The **apples** are ripe.
6. Where are the **pencils**?
7. **Michael** and **I** are going to the movies.
8. **Who** took the cake?
9. **Leroy** was here.
10. **Peter** worked in an office and cooked at the restaurant.

Activity 13 - refer to page 41**Sentence structure - finding subject, verb and object**

The noun is highlighted, the verb is underlined and the object is italicised in each sentence.

1. The **children** ate *the apples*.
2. The **choir** sang *songs* from many different countries.
3. (**You**) Pick up that *paper*!
4. **Cats** catch *mice*.
5. **My aunt** ate *the pickles*.
6. **John** had *a nightmare* last night.
7. **Joan** likes *ice cream*.
8. **Kate** gave *an expensive present* to Bill.
9. **The chef** cooked *a lavish dinner*.
10. **I** like *to read*.

Activity 14 The story of Liquid Paper – refer to page 42

1. Subject *“Liquid paper”*
Verb *“was invented”*
2. Subject *“She”*
Verb *“was”*
3. Subject *“Nesmith”*
Verb *“noticed”*
4. Subject *“sign painters”*
Verb *“painted”*
Object *“that sign painters painted over their errors”*
5. Subject *“she”*
Verb *“filled” and “covered”*
Object *“bottles” and “mistakes”*

6. Subject *"friends"*
Verb *"wanted"*
Object *"bottles"*
7. Subject *"Bette Nesmith and her son"*
Verb *"patented"*
Object *"formula"*
8. Subject *"They"*
Verb *"called"*
Object *"it"*
9. Subject *"Selling the product"*
Verb *"was"*
10. Subject *"invention"*
Verb *"was turned down"*
11. Subject *"You (Understood)"*
Verb *"create"*
Object *"company"*
Subject *"friends"*
Verb *"suggested"*
12. Subject *"Who"*
Verb *"won"*
13. Subject *"Forming the Liquid Paper company"*
Verb *"was"*
14. Subject *"Nesmith and her son Michael"*
Verb *"earned"*

Activity 15 - refer to page 45**Appropriate use of language**

There are no correct answers to this activity.

Depending on the area of specialisation, it is possible someone from outside would not have a clue about what has been written or can gather only the broadest outline. Other examples may be easier to follow.

Consider:

- Does it have to be written that way?
- Is it possible to simplify the language or is it technical jargon that must be taught?

Activity 16 – refer to page 52

There are no suggested answers for this activity.

Activity 17 - Refer to page 55

These instructions are neither clear nor logical.

The Process needs to be carefully sequenced:

1. Check the oil capacity of the engine before you change the oil. Make sure that you have enough oil of the correct type.
2. Warm the engine so that the lubricant flows easily and then stop the engine.
3. Place an empty container under the sump drain plug before you remove it. Allow the sump to drain completely. Clean the sump plug and then replace it.
4. Remove the external filter housing. (You may need a special tool for this.) The filter housing normally has a sealing ring. Replace the new filter as well as the sealing ring.
5. Remove the filter cap and refill the engine until it contains the correct amount of fresh lubricant.

Activity 18 - refer to page 56**The elements of effective instructions**

Following road directions.

The instructions are **clear**. They are simple and straightforward without any confusing terms or language.

The instructions are **logical**. They are sequential and take the user step by step to the goal, Fred's house.

The instructions are NOT **precise** OR they are too concise. They leave out vital information which is essential for success. For example:

- Which way do you turn at the highway?
- How far to the traffic lights?
- Do you turn right before or after the shopping centre?
- What about the names of the streets?
- What number is Fred's house?

Activity 19 - refer to page 58**Preparing written instructions**

Preparing a cup of instant coffee.

This is what my set of instructions look like. Compare them to yours. There is no correct answer to this activity as long as you have followed the steps outlined in the text.

1. *What you should be able to do:*

At the end of the instructions, the audience will be able to make a drinkable cup of coffee.

2. *What you need to collect:*

1 cup
Instant coffee
Sugar (if desired)
Milk (if desired)
1 teaspoon (5ml capacity)
Boiling water

3. *Safety tips:*

- care needs to be taken with the use of boiling water
- be sure to use a kettle or electric jug with a proper pouring spout to prevent spillage
- pour the boiling water carefully into the cup
- when tasting your coffee, sip it carefully to judge how hot it is.

4. *Method:*

- Place enough cold water in a kettle or electric jug to fill the coffee cup. Bring to the boil.
- While the water is boiling, place 1 level teaspoon of instant coffee powder in the cup. Use slightly more or less if you prefer a stronger or weaker coffee flavour.
- Add sugar according to personal taste.
- When the water has boiled, carefully pour the water into the coffee cup until it comes to within 2 cm of the top of the cup.
- Gently stir the contents of the cup to dissolve the coffee and sugar.
- Add milk according to personal taste.
- Tidy the workbench and put all the ingredients away. Put the dirty teaspoon in the sink.
- Drink carefully to test the heat of the drink. Add more sugar or milk if required.

Enjoy!

Activity 20 – refer to page 60

There is no right answer for this activity. If you made the adjustments to your written instructions based on your colleague's response, however, translating the written instructions following the guide should be relatively easy.

To test the ability of listeners to follow your oral instructions, test them on a colleague and get his/her feedback:

- Were the instructions clear?
- Was the list of equipment complete?
- Were the safety precautions clear?
- Was the estimated time sufficient?

Activity 21 – refer to page 62

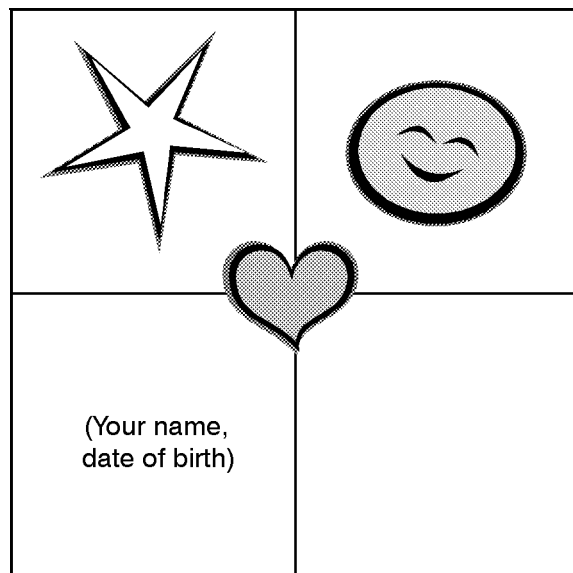
There is no right answer for this activity – the feedback sheets will tell you how you did.

Activity 22 – refer to page 65

There is no right answer for this activity.

Activity 23 – refer to page 69**Following verbal instructions**

Your drawing should look like this:

**Activity 24 - refer to page 76****Local information sources**

There may be a variety of local resources depending on where you live. Don't forget to seek out any relevant local special libraries.

Activity 25 - refer to page 83**Library searches**

1. **Author search:** More than 30 works have been attributed to William Shakespeare. The first three in alphabetical order are:

- 'All's Well that Ends Well'
- 'Anthony and Cleopatra'
- 'As You Like It'

Whether your list matches this will depend on the books that your library holds.

2. **Title search:** Ernest Hemingway
3. **Subject search:** There are no correct answers to the Subject search. The information that you have gained can be used to help with your final assessment.
4. *There are no correct answers to this question.*
5. *There are no correct answers to this question.*

Assessment



You are now ready to complete your assessment for this unit.

Please contact your tutor to arrange a time to undertake the practical part of your assessment.

Written Assignment

To be completed and sent to your tutor for assessment.

1. List three reasons for developing good listening skills.
2. List three reasons for developing good writing skills.
3. Using the verb 'to run', write three sentences to demonstrate the correct use of grammar and tense. Use the three different tenses, past, present and future.
4. Write two sentences that contain a subject, verb and object.
5. A colleague has asked for help in locating information in the library. Write a brief instruction (about two hundred words) on how to locate a book in the library given the title and author's name.
6. You have been asked to submit a brief outline of your teaching qualifications and experience. Write a description of about 200 words, using correct sentence structure, of your area of expertise, including qualifications, training and main functions.

Practical Assignment

To be completed with your tutor present.

To complete this assignment you will need:

- an article from a manual/journal that relates to your area of expertise - supplied by your tutor.
- an audiotape '*The Traffic Accident*' on which you will be asked oral questions - supplied by your tutor.
- a cassette player.
- pen and paper.
- a sheet of paper for constructing a cardboard box from written instructions - supplied by your tutor.

Activity 1

Using the listening skills outlined in this unit, listen to the segment on the audiotape entitled 'The Traffic Accident'. You may wish to make some short notes if required. Your tutor will then ask you some oral questions about the report.

Activity 2

Using the article supplied by your tutor, prepare a short description (about 200 words) of the product or process described in the article.

Activity 3

Using the set of instructions and the sheet of paper handed out by your tutor, construct a small cardboard box.

ASSIGNMENTS

Practical Assignment:

Activity 1	20 marks
Activity 2	10 marks
Activity 3	10 marks

Written Assignments:

Activity 1	18 marks
Activity 2	10 marks
Activity 3	10 marks

Total marks: 80

Convert to percentage eg $40/80 \times 100 = 50\%$