

DOCUMENT RESUME

ED 118 736

95

CE 005 188

AUTHOR Robinson, Mary
 TITLE Career Education English: Units for Career Exploration in Sixth, Seventh or Eighth Grade.
 INSTITUTION Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C.
 PUB DATE 74
 NOTE 151p.; For related document, see CE 005 191
 AVAILABLE FROM Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$2.50)

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
 DESCRIPTORS *Career Education; *Career Exploration; Course Content; Educational Objectives; *English Curriculum; English Education; *Instructional Materials; Integrated Curriculum; Intermediate Grades; Junior High Schools; Learning Activities; Occupational Clusters; *Teaching Guides; Travel; Unit Plan

IDENTIFIERS Film Industry

ABSTRACT

The guide, designed for sixth, seventh, or eighth grade teachers and students presents six English instructional units for career exploration related to the occupational clusters transportation, communication (2), manufacturing, health, and business and office occupations. The units deal specifically with: the world of travel, the world of advertising, the motion picture industry, oral communication, health services, and personnel administration. Each unit is based on behavioral objectives which are stated as terminal objectives, dealing with the subject matter to be covered, and as specific objectives, dealing with the student performance necessary to reach the terminal objective. The other components of each unit are: list of suggested activities for instructor and student, reference list, information sheets outlining the content of the unit and a brief description of jobs related to the unit, assignment sheets providing specific written activities, job sheets providing creative projects, answers to assignment sheets, a unit test, and answers to the test. Some units also contain a transparency master. Instructions for using the guide and forms and guidelines for field trips, interviews, and resource people are included. (MS)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

JUN 30 1978

ED118736

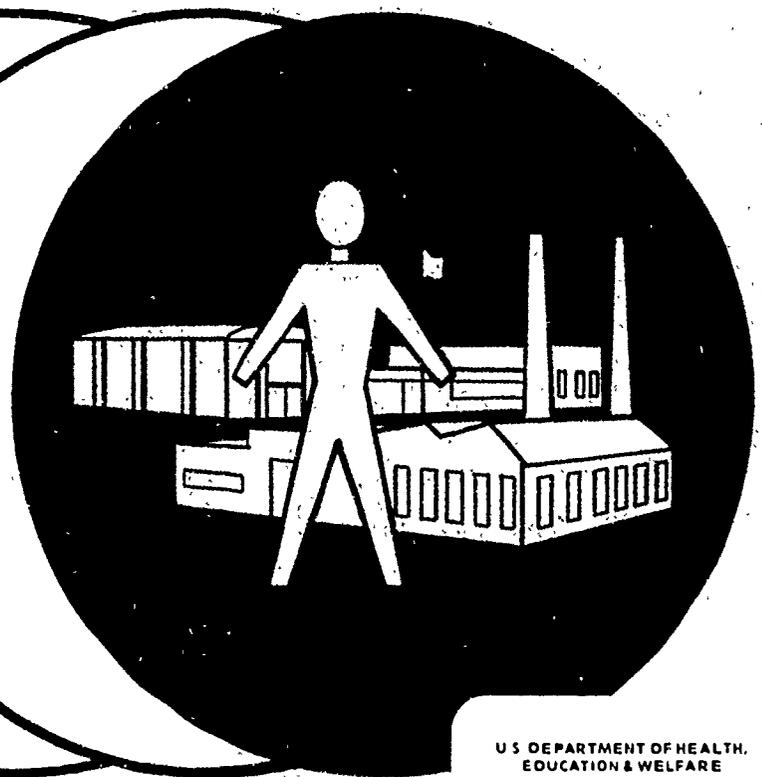
Career Education

English

PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL BY MICRO-
FICHE ONLY HAS BEEN GRANTED BY
Ronald Meade

THIS ORGANIZATION OPERATES
UNDER AGREEMENTS WITH THE NA-
TIONAL INSTITUTE OF EDUCATION
FURTHER REPRODUCTION QUANTITY OF
THIS SYSTEM REQUIRES PERMI-
SSION OF THE COPYRIGHT OWNER

CE005188-



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGINAT-
ING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

2

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION/STILLWATER, OKLAHOMA

02
012
ERIC
Full Text Provided by ERIC

CAREER EDUCATION ENGLISH

**UNITS FOR CAREER EXPLORATION IN
SIXTH, SEVENTH OR EIGHTH GRADE**

Development and Revision

Coordinated by:

Mary Robinson, Curriculum Specialist

State Department of Vocational-Technical Education

Stillwater, Oklahoma

1974

OKLAHOMA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION

Leslie Fisher, Chairman

Francis T. Tuttle, Director

Ronald Meek, Coordinator, Curriculum and Instructional Materials Center

Copyright 1974
Curriculum and Instructional Materials Center

Edited and Distributed by the
State Department of Vocational and Technical Education
Stillwater, Oklahoma 74074

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States, shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Therefore, the Vocational Education program, like all other programs or activities receiving financial assistance from the Department of Health, Education and Welfare, must be operated in compliance with this law.

The project presented or reported herein was performed pursuant to a contract from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

TABLE OF CONTENTS

English Units

<u>Cluster</u>	<u>Title of Unit</u>	<u>Page</u>
	Acknowledgements	
	Introduction	
	Use of Publication	
Transportation	The World of Travel	1
Communication	The World of Advertising	29
Communication	The Motion Picture Industry	45
Manufacturing	Oral Communication	75
Health	Health Services	113
Business and Office	Personnel Administration	149

(NOTE: These units need not be taught in any specific order. However, the two units on Communication should be used together.)

ACKNOWLEDGEMENTS

Appreciation is expressed to those who contributed their time and talent to the development of these instructional units:

Dr. Richard Mitchell, Central State University, for finding innovative teachers and supervising them in writing the units.

State Department of Vocational Technical Education:

Richard Vrooman, Curriculum Specialist, for helping to train the teachers in the format for curriculum development and for providing them with information about job clusters.

Jeanetta Shipp, Curriculum Specialist, for providing information for field trips and interviewing techniques.

Margaret Spann, Curriculum Specialist, for sharing her knowledge and experience in curriculum writing.

Dr. Irene Clements, Assistant Coordinator, Curriculum and Instructional Materials Center, for her assistance and supervision.

Bob Rea, Media/Graphics Designer, Susan Bell and Dean Clark, Illustrators, for the drawings used in this publication.

Beth Parker and Sarah Mussett for editing this publication; Nancy Skach, Librarian, for assistance in research material; Linda Tapp and the Communications Center for typing.

The Printing and Publications Department for printing this publication.

INTRODUCTION

In the school-based model of career education, students should be ready for the career exploration stage at approximately grades seven and eight. Career exploration should be part of the daily curriculum infused into the major subject areas to help students become aware of occupations that lead from the subject areas.

One of the key concepts of career education is for every teacher in every course to emphasize the contribution that subject matter can make to a successful career. This publication is designed to help the classroom teacher achieve this concept.

In the exploration phase of career education students are exposed to basic concepts needed for success in the occupational cluster. Exposure to basic concepts is accomplished through hands-on activities, field trips, work observations, role playing, and simulations. This approach helps the students to understand themselves in relation to the educational and occupational alternatives, including the occupational outlook available to them.

These units are not intended to replace present subject matter content but rather to enhance the learning of subject matter skills. It is our belief that student motivation can be increased by making curriculum more relevant to his lifetime career needs.

Field Testing

An intensive two day workshop was held in July, 1973, at Central State University in Edmond, Oklahoma, for teachers committed to field test these units during the 1973-74 school year. During the workshop teachers were oriented to the concepts of career education and to the format for these materials. The teachers also received training for teaching a unit of instruction.

The materials were field tested by selected teachers from the following schools during the 1973-74 school year: Central Junior High School, Bartlesville; Orlando Junior-Senior High School; Blackwell Junior High School; Lindsay Junior-Senior High School; Jefferson, Rogers, and Eisenhower Middle Schools, Oklahoma City; and Irving, Longfellow, and Whittier Middle Schools, Norman. The career education curriculum staff worked closely with the teachers during field testing. Evaluations were collected and revisions were made as recommended.

Field Trips and Resource Personnel

It is suggested that both field trips and guest speakers be utilized as much as possible for the geographic area. These activities allow students to relate to people who work at various jobs and to see people in their work environments. Emphasis for both field trips and guest speakers should be on the worker rather than on the product. For example, on a field trip to a factory attention should be directed toward the workers there, what they do, how they receive their training, how one worker depends on many others, and what they like or dislike about their jobs.

The teacher is responsible for guiding the choice of field trips and guest speakers and for selecting the time at which the students will profit most from the experience. To become familiar with the place to be visited and the things to be seen, the teacher should, if possible, investigate the field trip site by taking the trip in advance. Permission

for a trip must be obtained from the school principal, the person in charge of the place to be visited, and the parents of the students.

Students can be taught some general interviewing techniques which can be used for interviewing workers on a job or resource persons brought into the classroom. Precautions should be taken to see that students do not disturb the workers too much. Specific students could be assigned to interview certain kinds of workers and then report to the entire class. Plans for interviewing should be cleared with the business prior to the visit. It may be advisable to provide the resource site or resource speaker with a list of questions the students are likely to ask.

Some sample forms and questions are provided on the following pages. These can help the teacher prepare for more effective utilization of field trips and resource personnel.

BUSINESS SURVEY SHEET

1. What is the name of your business? _____
A. Address _____
B. Phone _____
2. Who should be contacted to arrange a visit to your business?

A. Position with firm _____
B. Phone _____
3. Would someone be able to visit the classroom to prepare for the trip or follow it up? _____
4. For what age children is the tour appropriate? _____
5. How many can be accommodated at one time? _____
6. How many school groups can be handled per year? _____
7. What is the best time of year to visit? _____
8. What is the best time of week to visit? _____
9. What is the best time of day to visit? _____
10. How much time is needed for the visit? _____
What is the cost to the pupils? _____
To the school? _____
11. Are there facilities for meals? _____
Is there ample parking space? _____
A. Bus _____
B. Car _____
12. Do you have special exhibits, film, tapes, etc. that could be used for instructional purposes? If so, what are the subjects and how may they be secured?

Questionnaire (continued)

13. Brief description of the tour _____

14. Is guide service provided? _____
15. Are there any special safety precautions to be observed during the visit? _____

16. In what other ways can the business and industries of this area contribute to the education of our young? _____

17. What can the school community do for you? _____

PERMISSION SLIP FOR FIELD TRIPS
(to parent or guardian)

School _____
Teacher _____
Grade _____

_____ has my permission to participate in career
(Student's Name)
exploration field trips with the Industrial Arts classes for the _____ school year.

Signed,

(Date)

(Parent or Guardian)

FIELD TRIP REQUEST
(to authorized school personnel)

DATE: _____

SCHOOL: _____ TEACHER _____ ROOM _____

Business or Industry to be visited: _____

_____ Phone: _____

Special Areas of Interest: _____

Date(s) requested _____ Date(s) confirmed _____

Grade Level _____ Age _____ Size of Group _____ No. of Adults _____

Type of Transportation needed (bus or walk) _____

Leave (time) _____ Return (time) _____

APPROVED: _____ Counselor

_____ Building Principal

_____ Office of Superintendent

DISAPPROVED: _____

REASON: _____

RESOURCE SITE OBSERVATIONS

(NOTE: Distribute to students prior to field trip. These guidelines may also be used for personal interviews.)

1. The number of different jobs in existence at the resource site.
2. The number of people employed in each job.
3. Nature of the work done.
4. Whether a particular job is expanding or declining.
5. Educational and training requirements.
6. The route to getting a particular job.
7. Age requirements to work in different areas.
8. Physical requirements.
9. Hours per week employees are required to work.
10. Opportunities for advancement.
11. Whether union or other membership is required.
12. Vacation time allotted.
13. Whether or not there are health insurance and retirement or pension plans.

PREPARATION FOR INTERVIEWS

The following is a list of helpful hints for teachers and pupils when preparing for interviews:

1. Teachers should be aware and make students aware that misinformation may result from an interview. The worker may misunderstand the questions, or he may not have the detailed information that the student is seeking.
2. It may be helpful to send the resource person a list of questions the class is considering.
3. Familiarize pupils with questions and have them mark the questions they would like to ask.
4. Inform pupils before an interview that the resource person does not have to answer a question if he does not want to.
5. Teachers should be alert to step in and help facilitate communication if either the student or resource person is not understanding what the other has said.
6. The teacher should feel free to clarify questions and answers whenever it is desirable to do so.
7. Pupils should be given the opportunity to discuss the reason why a worker may oversell or undersell his field, such as a need to impress his listeners, a lack of information due to limited experiences in the field, or a need to rationalize his own success or failure on the job.

QUESTIONS FOR RESOURCE PEOPLE

(NOTE: These questions could be utilized by students when interviewing a resource person.)

1. What do you do on the job?
 - a. What time did you go to work this morning?
 - b. What was the first thing you did?
 - c. How long did that take (cover the entire day)?
 - d. Did you do anything yesterday that was different from today?
2. Why did you take this job?
3. Was this your first job choice?
4. How many times did you change your mind about what you wanted to be before you went to work?
5. What part of your job do you like best? Is there a part of your job you do not like? Are there any hazards?
6. Who depends upon your work?
7. What experiences and training on this job might prepare you for some other kind of job should you ever want to change?
8. Do you work nights and days?
9. Are you tired when you get home? On your job do you have to be nice to people who are crabby and ill-mannered?
10. What inventions could put you out of work?
11. Are people with your kind of skills usually needed even when business may be bad? Is your work at all seasonal? Is this type of work limited to geographical areas?
12. What type of education is necessary for this work?
13. What classes did you have in the sixth grade that help you now in your work?
14. Is there any personal quality required for this job?
15. In general, what are the starting salaries in this type of work?
16. When does your boss compliment you or when do you compliment your employees?
17. When are people fired?
18. What school did you attend?

19. What changes have taken place recently?
20. Do you expect any changes in the near future?
21. What qualifications do you need to get your job, such as
 - a. Age
 - b. Height
 - c. Weight
 - d. Sex
 - e. Marital status
 - f. Veteran
 - g. Union
 - h. License
22. Is it permissible to get another employee to cover your job if you want time off?
23. Did any of your leisure activities increase your ability to obtain this job or help you to perform better on this job?
24. Did you have to make a decision between two or more jobs?
25. Is there anything we need to know about the job that has not been asked?

USE OF THIS PUBLICATION

Instructional Units

The English curriculum consists of six instructional units. Each instructional unit includes behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets, visual aids, tests, and answers to the test. Most units are planned for approximately ten hours of instruction.

Careful study of each instructional unit by the teacher will help him determine:

- A. The amount of material that can be covered in each class period
- B. The skills which must be demonstrated
 1. Supplies needed
 2. Equipment needed
 3. Amount of practice needed
 4. Amount of class time needed for demonstrations
- C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
- D. Resource people who must be contacted

Objectives

Each unit of instruction is based on behavioral objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Behavioral objectives are stated in two forms: Terminal Objectives stating the subject matter to be covered in a unit of instruction and Specific Objectives stating the student performance necessary to reach the terminal objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which were used in this material:

<u>Name</u>	<u>Identify</u>	<u>Describe</u>
Label	Select	Define
List in writing	Mark	Discuss in writing
List orally	Point out	Discuss orally
Letter	Pick out	Interpret
Record	Choose	Tell how
Repeat	Locate	Tell what
Give		Explain

Order

Arrange
Sequence
List in order
Classify
Divide
Isolate
Sort

Distinguish
Discriminate

Construct

Draw
Make
Build
Design
Formulate
Reproduce
Transcribe
Reduce
Increase
Figure

Demonstrate

Show your work
Show procedure
Perform an experiment
Perform the steps
Operate
Remove
Replace
Turn off/on
(Dis) assemble
(Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of the students and community. When a teacher adds objectives, he should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a Suggested Activities sheet outlining steps to follow in accomplishing specific objectives. The activities are listed according to whether they are the responsibility of the instructor or the student.

Instructor: Duties of the instructor will vary according to the particular unit; however, for best use of the material they should include the following: provide students with objective sheet, information sheets, assignment sheets, and job sheets; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss terminal and specific objectives and information sheets; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Students: Student activities are listed which will help the student to achieve the objectives for the unit.

Information Sheets

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that information sheets serve as an excellent guide for presenting the background knowledge necessary to develop the skills specified in the terminal objective.

Students should read the information sheets before the information is discussed in class. Students may take additional notes on the information sheets.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheets. They are particularly effective for such activities as learning and locating the parts of a machine.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion. (NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledge which is a necessary prerequisite to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the terminal objective. Test items for objectives added by the teacher should be constructed and added to the test. Progress sheets are provided for student and teacher to record acceptable performance of skills outlined in job sheets.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

ENGLISH IN TRANSPORTATION THE WORLD OF TRAVEL

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify the parts of a business letter and the elements of writing a paragraph. The student should be able to write a paragraph justifying his choice of transportation, write a letter to a travel agency, identify the duties of a travel agent, and design a travel brochure. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms and definitions associated with language arts in transportation.
2. Identify the six parts of a business letter.
3. List the three elements of writing a paragraph.
4. Arrange in order the procedures in writing a business letter.
5. Name five desirable characteristics of a chosen travel area.
6. Identify the factors used to justify your choice of transportation to a geographic location.
7. Match the dictionary guide words to fifteen travel related words.
8. List the duties of a travel agent.
9. Demonstrate the ability to construct a travel brochure.

This unit was written by Mary Morin and Georgia Pattison in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

ENGLISH IN TRANSPORTATION
THE WORLD OF TRAVEL

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide students with objective sheet.
 - B. Provide students with information and assignment sheets.
 - C. Make transparencies.
 - D. Discuss terminal and specific objectives.
 - E. Discuss information and assignment sheets.
 - F. Direct students through the different learning paths for each specific objective.
 - G. Demonstrate procedures outlined on job sheet.
 - H. Discuss and show an example of a travel brochure.
 - I. Give test.
- II. Student:
 - A. Read objectives.
 - B. Study information sheet and complete each assignment sheet.
 - C. Make sure you are able to perform according to the type of performance called for by each specific objective.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Provided in this unit:
 - A. Objectives
 - B. Information sheet
 - C. Transparency Master: TM 1--Six Parts of a Business Letter

- D. Assignment sheets
 - 1. Assignment Sheet #1--Write a Business Letter
 - 2. Assignment Sheet #2--Write a Paragraph
 - 3. Assignment Sheet #3--Write Characteristics of a Travel Area
 - 4. Assignment Sheet #4--List Guide Words
 - E. Answers to assignment sheets
 - F. Job Sheet #1--Construct a Travel Brochure
 - G. Test
 - H. Answers to test
- II. References:
- A. Conlin, David A., H. T. Fillmer, Ann Lefcourt, Nell C. Thompson. *Our Language Today*. New York: American Book Company, 1970.
 - B. Travel Brochures, AAA Travel Service, Oklahoma City, Oklahoma.
 - C. *The World Book Encyclopedia*, Volume 16. Chicago, Illinois: Field Enterprises, Inc., 1972.
 - D. Oklahoma City Telephone Directory, 1973.

ENGLISH IN TRANSPORTATION
THE WORLD OF TRAVEL

INFORMATION SHEET

I. Terms and definitions

- A. Heading--Home address of the student (or writer); placed near the upper right corner of the paper

(NOTE: The first line consists of the street address; the second line carries the name of the city, state and zip code; the third line has the month, day, and year.)

Example: 317 Quince Street
 Chicago, Illinois 60608
 March 28, 1973

- B. Inside address--Name of the company to whom the letter is written; placed at the left margin one space below the heading

(NOTE: The first line has the name of the person to whom you are writing; the second line has the name of the company; the third line has the street address; the fourth line has the city, state, and zip code.)

Example: Mr. Charles A. Wilkins, Jr.
 Ellwin Penn Company
 2221 Fifth Avenue
 Kirby, Montana 59042

- C. Greeting--Word or phrase that comes immediately before the body of a letter; placed at the left margin one space below the inside address; followed by a colon

Example: Gentlemen:

- D. Body--Main content of a letter which is clear, short, specific, and written in paragraph form

Example: Please send me your free travel brochure, Exciting Spain.
 Thank you.

- E. Closing--Courtesy ending of the letter; placed directly under the body and in line with the heading

Example: Yours truly,

- F. Signature--Hand written name of the person writing the letter; placed in line with and below the closing

Example: John Doe

- G. Paragraph--One or more sentences which deal with one point or idea

INFORMATION SHEET

- H. Travel agent--Person who plans tours for people and who helps to determine the best source of transportation
- I. Geographic location--Chosen place of interest in our world
- II. Six parts of a business letter (Transparency 1)
- A. Heading
- Example: 415 N. 20th Street
 Oklahoma City, Oklahoma 73122
 March 28, 1973
- B. Inside address
- Example: AAA World Wide Travel Service
 3625 N. W. 23rd Street
 Oklahoma City, Oklahoma 73107
- C. Greeting
- Example: Gentlemen:
- D. Body
- Example: Please send me some information on Spain and the best
 means of transportation to get there. Thank you.
- E. Closing
- Example: Yours truly,
- F. Signature
- Example: Robert House
- III. Three elements of writing a paragraph
- A. Sentence that tells the main topic of a paragraph is called the topic sentence; all the sentences will tell about the main topic
- B. A new paragraph begins with each change of topic, time, place or person concerned
- C. Details of a paragraph may be arranged in the order in which they happen (time order) or according to where they happened (space order)
- IV. Procedures in writing a business letter
- A. Outline information needed for content
- B. Obtain inside address

INFORMATION SHEET

- C. Follow prescribed format
- D. Use correct paragraph structure
- E. Write letter
- V. Desirable characteristics of a chosen travel area
 - A. Recreation
 - B. Points of interest
 - C. Climate
 - D. Tours available
 - E. Hotel accommodations
 - F. Transportation available
 - G. Entertainment
- VI. Factors used in justifying choice of transportation
 - A. Economy
 - B. Efficiency
 - C. Reliability
 - D. Time en route
 - E. Transportation available upon arrival and departure
- VII. Guide words in dictionary--Two words at the top of a dictionary page to tell you if the word you are looking for is on that page
- VIII. Duties of a travel agent
 - A. Plans tours
 - B. Determines best means of transportation to the geographic location
 - C. Makes hotel and travel reservations
 - D. Accompanies large groups as a guide or procures guides for them

INFORMATION SHEET

- IX. Travel brochure contains
- A. Geographic location and climate
 - B. Points of interest in surrounding areas
 - C. Accommodations available
 - D. Transportation available
 - E. Address where additional information can be obtained

Six Parts Of A Business Letter

415 N. 20th Street
Oklahoma City, Oklahoma 73122 ← HEADING
March 29, 1973

22
21

AAA Worldwide Travel Service
3525 N. W. 23rd Street
Oklahoma City, Oklahoma 73107

INSIDE ADDRESS



GREETING



Gentlemen:

Please send me several free brochures on Spain. Place specific emphasis on the various means of transportation so that I shall have a variety from which to choose. ← BODY
Thank you.

Yours truly, ← CLOSING
Robert House ← SIGNATURE

ENGLISH IN TRANSPORTATION
THE WORLD OF TRAVEL

ASSIGNMENT SHEET #1--WRITE A BUSINESS LETTER

Write a business letter to a travel agent requesting information about your chosen geographic location. Choose your inside address from any one of the following names:

1. AAA Worldwide Travel Service
3525 N. W. 23
Oklahoma City, Oklahoma 73107
2. Mr. and Mrs. A. J. Musgrove
Rainbow Travel Service
2817 Classen Boulevard
Oklahoma City, Oklahoma 73106
3. Bentley Hedges Travel Service
3010 South Shartel
Oklahoma City, Oklahoma 73109

ENGLISH IN TRANSPORTATION
THE WORLD OF TRAVEL

ASSIGNMENT SHEET #2--WRITE A PARAGRAPH

1. Name the three elements of writing a paragraph.
 - a.
 - b.
 - c.
2. Write a paragraph (below) justifying your choice of transportation to your geographic location.

ENGLISH IN TRANSPORTATION
THE WORLD OF TRAVEL

ASSIGNMENT SHEET #3--WRITE CHARACTERISTICS OF A TRAVEL AREA

Below write down five desirable characteristics of your chosen area of travel.

1.

2.

3.

4.

5.

ENGLISH IN TRANSPORTATION
THE WORLD OF TRAVEL

ASSIGNMENT SHEET #4--LIST GUIDE WORDS

With the use of a dictionary, list the guide words that are found on the same page as the following words.

	WORD	GUIDE WORDS
1.	Travel	_____ - _____
2.	Transportation	_____ - _____
3.	Geographic	_____ - _____
4.	Location	_____ - _____
5.	Pilot	_____ - _____
6.	Captain	_____ - _____
7.	Bus-driver	_____ - _____
8.	Airplane	_____ - _____
9.	Ship	_____ - _____
10.	Train	_____ - _____
11.	Engineer	_____ - _____
12.	Car	_____ - _____
13.	Driver	_____ - _____
14.	Travel	_____ - _____
15.	Brochure	_____ - _____

ENGLISH IN TRANSPORTATION
THE WORLD OF TRAVEL

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor.

Assignment Sheet #2

1. a. The sentence that tells the main topic of a paragraph is called the topic sentence. All the sentences should tell about the main topic.
 - b. A new paragraph begins with each change of topic, time, place or persons concerned.
 - c. Details of a paragraph may be arranged in the order in which they happened (time order) or according to where they happened (space order).
2. Evaluated to the satisfaction of the instructor.

Assignment Sheet #3

Answers should relate to five of the following

1. Recreation
2. Points of interest
3. Climate
4. Tours available
5. Hotel accommodations
6. Transportation available
7. Entertainment

Assignment Sheet #4

Answers may vary depending on the dictionary used. These are Webster's, 1967.

1. Transshape, traverser
2. Translation, transpositional

3. Genro, geometrically
4. Loathe, locofocos
5. Pig-tailed, pilot light
6. Capillary, captive
7. Bus, butter
8. Airflow, albacore
9. Shiftily, ship's papers
10. Enfold, enlist
11. Trade, train
12. Captive, carbuncled
13. Driftage, drop
14. Transshape, traverser
15. Britannic, bromination

F

ENGLISH IN TRANSPORTATION
THE WORLD OF TRAVEL

JOB SHEET #1--CONSTRUCT A TRAVEL BROCHURE

- I. Tools and materials needed
 - A. 18" x 12" construction paper
 - B. Crayons, map pencils, or magic markers
 - C. Ink pen
 - D. Scissors
 - E. Ruler
 - F. Sample travel brochure
- II. Procedures
 - A. Hold paper long side up
 - B. Fold paper in half to the right; then fold in half to the right again. The page facing you will be the front cover
 - C. On front cover, draw attractive picture of the geographic location with a catchy title at the top
 - D. Open front cover. On this page draw a map showing the geographic location in relation to surrounding towns (Figure B)
 - E. Open brochure completely and list points of interest with attractive pictures either cut out or drawn; list the various means of transportation to get to geographic location (Figure C)
 - F. Close brochure. On the back, list hotel accommodations and where to find more information

JOB SHEET #1

III. Diagram of procedure

FIGURE A

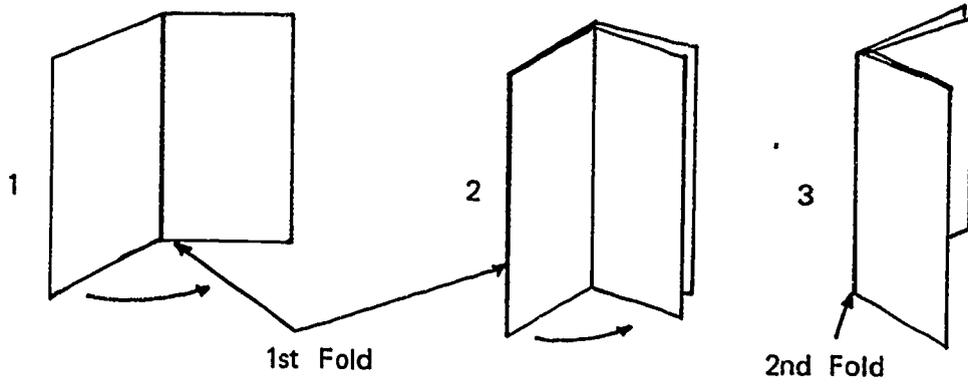


FIGURE B

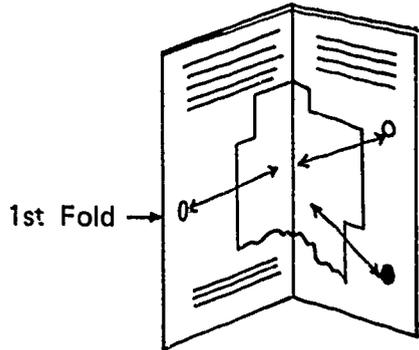
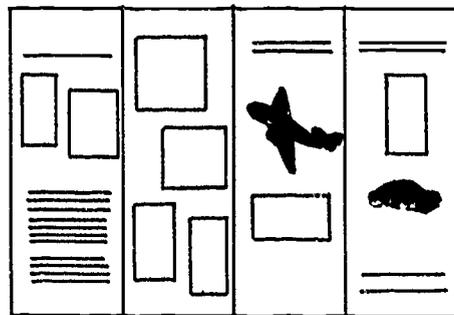


FIGURE C



ENGLISH IN TRANSPORTATION
THE WORLD OF TRAVEL

TEST

1. Match the terms on the right to the correct definition.

- | | |
|---|------------------------|
| _____ a. A chosen place of interest in our world | 1. Body |
| _____ b. A person who plans tours for people and who helps to determine the best source of transportation | 2. Closing |
| _____ c. Home address of student (or writer) placed near the upper right corner of the paper | 3. Geographic location |
| _____ d. Word or phrase that comes immediately before the body of a letter; placed at the left margin one space below the inside address; followed by a colon | 4. Greeting |
| _____ e. Name of the company to whom the letter is written; placed at the left margin one space below the heading | 5. Heading |
| _____ f. Main content of a letter which is clear, short, specific, and written in paragraph form | 6. Inside address |
| _____ g. Handwritten name of the person writing the letter; placed in line and below the heading | 7. Paragraph |
| _____ h. Courtesy ending of the letter; placed directly under the body and in line with the heading | 8. Signature |
| _____ i. One or more sentences which deal with the point or idea | 9. Travel agent |

2. Identify the six parts of the following business letter by writing the name of the part in the blank provided.

a. _____

843 Alta Street
Edmond, Oklahoma 73034
February 10, 1973

b. _____ Harrison Travel Company
123 Main Street
Atlanta, Georgia 35801

c. _____ Gentlemen:

d. _____ Please send me information on vacation resorts in your area.

e. _____

Yours truly,

f. _____

Harriet Smith

3. List the three elements of writing a paragraph.

a.

b.

c.

4. Put the following procedures for writing a business letter in order by using numbers 1 - 5.

_____ a. Follow prescribed format

_____ b. Obtain inside address

_____ c. Outline information needed for content

_____ d. Use correct paragraph structure

_____ e. Write letter

5. Name five desirable characteristics of a chosen travel area.

a.

b.

c.

d.

e.

6. From the list given below, identify five factors used in justifying a choice of transportation to a geographic location by placing a check in the blank beside the chosen five factors.

- ___ a. Accommodations available
- ___ b. Efficiency
- ___ c. Economy
- ___ d. Recreation
- ___ e. Reliability
- ___ f. Time en route
- ___ g. Tours available
- ___ h. Transportation available upon arrival and departure

7. Match the words on the left to the correct guide words on the right. Not all guide words will be used.

- | | |
|-----------------------|---------------------------------|
| ___ a. Brochure | 1. Transportable - trapball |
| ___ b. Captain | 2. Captivate - caravel |
| ___ c. Car | 3. Clientage - clinker |
| ___ d. Climate | 4. Transmigrate - transportable |
| ___ e. Driver | 5. Caprichio - captiousness |
| ___ f. Ship | 6. Drill - driving box |
| ___ g. Transportation | 7. Tread - trebucket |
| ___ h. Travel | 8. Caraway - carbylamine |
| | 9. Driving iron - drop curtain |
| | 10. Trap cellar - traveled |
| | 11. Shiftable - shinny |
| | 12. Clincher - client |
| | 13. Broad-minded - bromal |
| | 14. Broody - brownism |
| | 15. Shinny - shirtless |

8. List three duties of a travel agent.
 - a.
 - b.
 - c.

9. Demonstrate the ability to construct a travel brochure.

(NOTE: If this activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

ENGLISH IN TRANSPORTATION
THE WORLD OF TRAVEL

ANSWERS TO TEST

1.
 - a. 3
 - b. 9
 - c. 5
 - d. 4
 - e. 6
 - f. 1
 - g. 8
 - h. 2
 - i. 7
2.
 - a. Inside address
 - b. Heading
 - c. Greeting
 - d. Body
 - e. Closing
 - f. Signature
3.
 - a. Sentence that tells the main topic of a paragraph is called the topic sentence. All the sentences will tell about the main topic.
 - b. A new paragraph begins with each change of topic, time, place or persons concerned.
 - c. Details of a paragraph may be arranged in the order in which they happened (time order) or according to where they happened (space order).
4.
 - a. 3
 - b. 2
 - c. 1
 - d. 4
 - e. 5

Any five of the following:

- a. Recreation
 - b. Climate
 - c. Hotel accommodations
 - d. Entertainment
 - e. Geographic location
 - f. Points of interest
 - g. Available transportation
6. b
 c
 e
 f
 h
7. a. 13
 b. 5
 c. 2
 d. 3
 e. 6
 f. 15
 g. 1
 h. 10
8. Any three of the following:
- a. Plans tours.
 - b. Determines best means of transportation to the geographic location.
 - c. Makes hotel and travel reservations.
 - d. Accompanies large groups as a guide or procures guides for them.
9. Objective satisfied by Job Sheet #1.

ENGLISH IN COMMUNICATION THE WORLD OF ADVERTISING

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list the basic means of advertising and the uses of English in an advertising career. He will demonstrate the ability to complete advertising samples and score eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the terms and definitions pertaining to advertising.
2. List six of the basic means of advertising.
3. List three ways each of the English skills can be used in an advertising career.
4. Name five occupations involved in advertising.
5. Write a short paragraph explaining an appeal that would motivate a teenager to buy a school fund raising product.
6. Demonstrate the ability to:
 - a. Make a collage illustrating one of the motivational appeals of advertising.
 - b. Design a newspaper advertisement for a school fund raising product.
 - c. Write and present a thirty second radio advertisement.

This unit was written by Melinda Adams and Georgia Pattison in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

ENGLISH IN COMMUNICATION .
THE WORLD OF ADVERTISING

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Discuss terminal and specific objectives.
- C. Provide students with information sheet.
- D. Discuss information sheet.
- E. Provide students with job sheets.
- F. Direct students through the different learning paths required for job sheets.
- G. Arrange for the students to visit an advertising agency, newspaper office, or radio station.
- H. Arrange for the students to use the school public address system, if possible, to deliver radio advertisements.
- I. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete job sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet

C. Job Sheets

1. Job Sheet #1--Make a Collage
2. Job Sheet #2--Design a Newspaper Advertisement
3. Job Sheet #3--Write and Present a Radio Advertisement

D. Test

E. Answers to test

II. References:

- A. Baker, Stephen. *Advertising Layout and Art Direction*. New York: McGraw-Hill Book Company, Inc., 1959.
- B. Lindbeck, John R. *Designing Today's Manufactured Products*. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1972.
- C. Lux, Donald G. and Willis E. Ray. *The World of Manufacturing*. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1971.
- D. North, Stafford R. *Workbook to Accompany Taped Lectures in Speech 113*. Oklahoma City, Oklahoma: Oklahoma Christian College, 1963.
- E. *Occupational Outlook Handbook*. Washington: Department of Labor: Bureau of Labor Statistics, 1973.

ENGLISH IN COMMUNICATION
THE WORLD OF ADVERTISING

INFORMATION SHEET

- I. Terms and definitions
 - A. Advertising--The means taken to attract attention to an article or service that is for sale
 - B. Collage--An artistic composition made of fragments of printed matter and other materials pasted on a picture surface
 - C. Attention-getting introduction--An introduction which uses a story, a parable, joke, quotation, or startling fact to capture the listener's interest
 - D. Motivational appeal--An attractive quality such as power or pleasure used to encourage or motivate the buying of a product
- II. Basic means of advertising
 - A. Newspapers
 - B. Magazines
 - C. Television
 - D. Radio
 - E. Catalogs
 - F. Direct mail materials
 - G. Technical brochures
 - H. Displays
 - I. Pamphlets
 - J. Billboards
- III. Uses of English skills in advertising
 - A. Writing
 1. Copywriting
 2. Headlines
 3. Business correspondence

INFORMATION SHEET

- B. Speaking
 - 1. Announcing
 - 2. Acting
 - 3. Public relations work
- C. Reading
 - 1. Business correspondence
 - 2. Reports
 - 3. Market research
- IV. Occupations in advertising
 - A. Graphic designer
 - B. Illustrator
 - C. Copywriter
 - D. Announcer
 - E. Actor
- V. Motivational appeals of advertising
 - A. Self preservation
 - B. Social approval
 - C. Affections--Family and marital
 - D. Sex appeal
 - E. Possession--Saving and making money
 - F. Pleasure
 - G. Power--Ways to gain it, freedom from restraint
 - H. Convictions
 - I. Exploration--Basic curiosity of the unknown
 - J. Respect and worship

ENGLISH IN COMMUNICATION
THE WORLD OF ADVERTISING

JOB SHEET #1--MAKE A COLLAGE

Make a collage consisting of advertisements based on one of the motivational appeals. Follow the instructions given. Turn in your collage to the teacher for a grade.

I. Supplies needed

- A. One sheet of poster board
- B. Assorted magazines and newspapers
- C. Scissors
- D. Glue

II. Procedure

- A. Select one of the ten motivational appeals as the basis of your collage
- B. Cut out advertisements which demonstrate this appeal
- C. Paste the advertisements at random in a pleasing arrangement on the poster board; be sure the key part of each advertisement shows (Figure A)

III. Diagram of the procedure

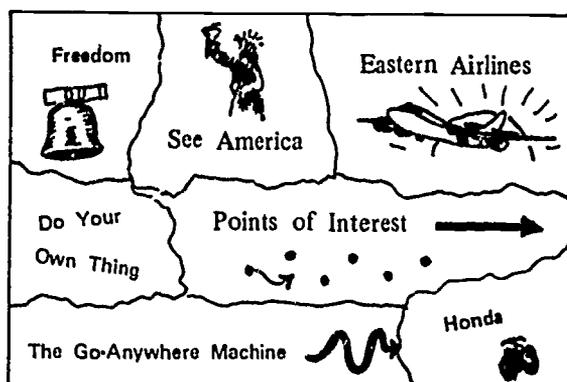


FIGURE A

ENGLISH IN COMMUNICATION
THE WORLD OF ADVERTISING

JOB SHEET #2--DESIGN A NEWSPAPER ADVERTISEMENT

Design a newspaper advertisement for a school fund raising product according to the following instructions. Turn the advertisement in to the instructor for a grade.

I. Materials needed

- A. One daily newspaper
- B. One sheet white drawing paper
- C. Ruler
- D. One soft drawing pencil
- E. Picture or illustration, if desired

II. Procedure

- A. Study a daily newspaper noting the content and design of its advertisements
- B. Select those motivational appeals which will be the basis for your advertisement
- C. Draw off a space on the drawing paper for the advertisement (Figure A)
- D. Design the advertisement; most will include: (Figure B)
 1. A picture or illustration
 2. An attention-getting headline
 3. Sufficient copy to describe the product

III. Diagram of the procedure

FIGURE A

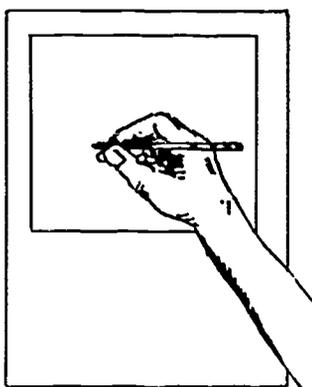
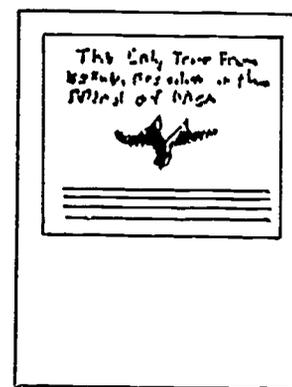


FIGURE B



ENGLISH IN COMMUNICATION
THE WORLD OF ADVERTISING

JOB SHEET #3-WRITE AND PRESENT A RADIO ADVERTISEMENT

Write and present a thirty second radio advertisement. Follow the instructions given. After hearing your radio advertisement, the teacher will give you a grade. ▽

Procedures:

- i. Writing a thirty second radio advertisement
 - A. Select one of the ten motivational appeals as the basis of your advertisement
 - B. Write an attention-getting introduction
 - C. Include all vital information about the product
 1. Tell the cost of the product
 2. Tell information such as the size, color, or flavor of the product
 3. Tell where or how it can be purchased
 - D. Ask the listeners to buy the product
 - E. If desired, conclude by repeating a phrase, quotation, or part of a story used in the introduction
- II. Presenting a thirty second radio advertisement
 - A. Practice and time your advertisement; shorten or lengthen it as needed
 - B. Practice at least five more times
 - C. When presenting the advertisement, speak slowly, clearly, and with expression

ENGLISH IN COMMUNICATION
THE WORLD OF ADVERTISING

TEST

1. Match the terms on the right with the correct definition.

- | | |
|---|--|
| <p>_____ a. The means taken to attract attention to an article or service that is for sale</p> <p>_____ b. An artistic composition made of fragments of printed matter and other materials pasted on a picture surface</p> <p>_____ c. An introduction which uses a story, a parable, joke, quotation, or startling fact to capture the listener's interest</p> <p>_____ d. An attractive quality such as power or pleasure used to encourage or motivate the buying of a product</p> | <p>1. Attention-getting introduction</p> <p>2. Collage</p> <p>3. Motivational appeal</p> <p>4. Advertising</p> |
|---|--|

2. List six of the basic means of advertising.

- a.
- b.
- c.
- d.
- e.
- f.

3. List three ways each of the English skills can be used in an advertising career.

a. Writing

- 1)
- 2)
- 3)

- b. Speaking
 - 1)
 - 2)
 - 3)
- c. Reading
 - 1)
 - 2)
 - 3)
- 4. Name five occupations involved in advertising.
 - a.
 - b.
 - c.
 - d.
 - e.
- 5. Write a short paragraph explaining one appeal that would motivate a teenager to buy a school fund raising product.
- 6. Demonstrate the ability to:
 - a. Make a collage illustrating one of the motivational appeals of advertising.
 - b. Design a newspaper advertisement for a school fund raising product.
 - c. Write a thirty second radio advertisement for the product.
 - d. Present the radio advertisement.

(NOTE: If these activities have not been completed prior to the test, ask the instructor when they should be completed.)

ENGLISH IN COMMUNICATION
THE WORLD OF ADVERTISING

ANSWERS TO TEST

1.
 - a. 4
 - b. 2
 - c. 1
 - d. 3

2. Any six of the following:
 - a. Newspapers
 - b. Magazines
 - c. Television
 - d. Radio
 - e. Catalogs
 - f. Direct mail materials
 - g. Technical brochures
 - h. Displays
 - i. Pamphlets
 - j. Billboards

3.
 - a.
 - 1) Copywriting
 - 2) Headlines
 - 3) Business correspondence
 - b.
 - 1) Announcing
 - 2) Acting
 - 3) Public relations work
 - c.
 - 1) Business correspondence
 - 2) Reports
 - 3) Market research

4.
 - a. Graphic designer
 - b. Illustrator
 - c. Copywriter
 - d. Announcer
 - e. Actor
5. Evaluated to the satisfaction of the instructor.
6. Evaluated to the satisfaction of the instructor.

ENGLISH IN COMMUNICATION THE MOTION PICTURE INDUSTRY

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to name six major jobs of the motion picture industry and related terms. He should be able to describe the specific job of screenwriter and demonstrate skills needed for this job by adapting a short story for screenplay. This knowledge will be evidenced through adaptation of the short story and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Write a one sentence definition of six jobs in the motion picture industry.
2. List three synonyms for the words "motion picture."
3. Match terms associated with the motion picture industry to the correct definition.
4. Mark the correct usage of capitalization in writing five motion picture titles.
5. Define in one paragraph the job of a screenwriter, using correct punctuation, sentence, and paragraph form.
6. Distinguish between dialogue written for a novel and dialogue written for the screen.
7. Demonstrate the ability to adapt a short story for a screenplay.

This unit was written by Thelma Earle and Georgia Pattison in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

ENGLISH IN COMMUNICATION THE MOTION PICTURE INDUSTRY

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide students with objective sheets.
 - B. Provide students with information and assignment sheets.
 - C. Discuss terminal and specific objectives.
 - D. Discuss information and assignment sheets.
 - E. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheets and turn in to instructor.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Provided in this unit:
 - A. Objectives
 - B. Information sheet
 - C. Assignment sheets
 1. Assignment Sheet #1--Defining Six Major Jobs in the Motion Picture Industry
 2. Assignment Sheet #2--Analysis of Motion Picture Jobs
 3. Assignment Sheet #3--Motion Picture Terminology
 4. Assignment Sheet #4--Capitalization in Writing Titles
 5. Assignment Sheet #5--The Screenwriter's Job

6. Assignment Sheet #6--Forms of Written Dialogue
 7. Assignment Sheet #7--Examining a Screenplay
 8. Assignment Sheet #8--Adapting a Story to a Screenplay
- D. Answers to assignment sheets
- E. Test
- F. Answers to test
- II. References:
- A. Burack, A. S. *The Writer's Handbook*. Boston, Massachusetts: The Writer, Inc., 1967.
 - B. Eaton, Crosby and Wilson, Mackintosh. *The World of Language*. Chicago, Illinois: Follet, 1970.
 - C. Lobsenz, Newman. *Writing as a Career*. New York: Walck, Inc., 1969.

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

INFORMATION SHEET

- I. Major jobs in the motion picture industry
 - A. Actor--The person who represents a character in a motion picture; he is the performer seen on the screen
 - B. Producer--The one who supervises and finances the motion picture
 - C. Director--The person who oversees all phases of the film; he first conceives the idea of making a novel into a film, chooses the actors, decides on methods of portrayal, and employs the screenwriter
 - D. Screenwriter--The person who adapts the novel into a screenplay
 - E. Cameraman--The one who operates the camera when actually filming the motion picture
 - F. Film editor--The person who puts the film in proper sequence; often scenes are shot out of sequence and the editor must cut and fit the film together in order
- II. Synonyms for motion picture
 - A. Moving picture
 - B. Film
 - C. Cinema
 - D. Movie (U. S. colloquialism)
 - E. Show (U. S. colloquialism)
 - F. Flick (British slang)
- III. Motion picture terminology and definitions
 - A. Cast--The list of characters in a motion picture
 - B. Scene--The description of the setting of a play which includes the time, location, and scenery when the action begins
 - C. Script--The manuscript of a motion picture containing a synopsis of the plot, the scene, and the cast

INFORMATION SHEET

- D. Close-up--A picture taken at close range giving a close view of the actor or scene
 - E. Flashback--A camera technique showing an earlier scene before the present shot
 - F. Lighting--The method of arranging the lights to fall in a position to produce certain visual effects
 - G. Shot--The view of a scene being filmed, such as a full shot or close-up
 - H. Sound effects--The sounds produced for setting a mood
- IV. Capitalization in writing titles
- A. Use a capital letter to begin the first word, the last word, and each important word in a title
 - B. Words such as a, an, at, by, from, in, of, the, to, and with are usually unimportant and would not be capitalized unless being used as the first word in the title
- V. The screenwriter's job
- A. The screenwriter's main job is to adapt written material for the screen. Novels and film are two entirely different media and must be treated differently. Often there are parts of the novel that cannot be treated suitably for the screen and it is the writer's job to work around this situation.
 - B. The screenwriter does much more than changing words to fit a script. He writes for dramatic visual effects such as describing the size of the shot (close-up, fade-in, etc.), describing the physical location of the shot (the front yard, across the street, etc.), and the desired lighting effects (dusk, early morning, etc.).
 - C. The screenwriter is employed by the film studio and has no obligation to the author of the novel. However, the writer and author may work together to produce desired effects.
 - D. There is much competition in the field of screenwriting. Those who are interested in a career of this type should have a college education with courses in journalism and English. Many colleges have courses outlined for careers in the field of screenwriting for motion pictures and television.
- VI. Written dialogue for a novel and the screen
- A. Dialogue for a novel is written with the use of quotation marks to set off the character's exact words. A new paragraph is begun each time a different person speaks.
- Example: "Are you going to the football game Friday night?" asked Bill.
"No, I have to work that night," answered Steve.

INFORMATION SHEET

- B. Dialogue for the screen is written without the use of quotation marks. The speaker's words are written after his name. Special effects are written in parentheses after the name. There is a double space between speaker's lines.

Example:

BILL: Are you going to the football game Friday night?

STEVE (discouragingly): No, I have to work that night.

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

ASSIGNMENT SHEET #1-DEFINING SIX MAJOR JOBS
IN THE MOTION PICTURE INDUSTRY

Write the name of the one who performs the job defined in the spaces below.

- _____ 1. The person who represents a character in a motion picture.
- _____ 2. The one who operates the camera when filming a motion picture.
- _____ 3. The person who oversees all phases of the film.
- _____ 4. The person who puts the film in proper sequence.
- _____ 5. The person who supervises and finances the film.
- _____ 6. The person who adapts the novel into a screenplay.

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

ASSIGNMENT SHEET #2--ANALYSIS OF MOTION PICTURE JOBS

Each student is to clip a motion picture advertisement from a newspaper and a film review from a magazine. Examine the articles and answer the following questions.

1. From either article, list the different jobs of the motion picture industry that are mentioned in the advertisement.

2. Name other jobs which are not mentioned.

3. Which job gets the most emphasis. Why do you think this happens?

4. In your opinion, which of the six major jobs is most important? Give three reasons to support your opinion.

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

ASSIGNMENT SHEET #3--MOTION PICTURE TERMINOLOGY

Write a definition of the following words:

1. Cast
2. Scene
3. Script
4. Close-up
5. Flashback
6. Lighting
7. Shot
8. Sound effects

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

ASSIGNMENT SHEET #4--CAPITALIZATION IN WRITING TITLES

Rewrite the titles of the motion pictures below using correct capitalization.

- 1. the sound of music
- 2. the day of the jackal
- 3. charley and the angel
- 4. last of the red hot lovers
- 5. the man who loved cat dancing

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

(NOTE: Motion picture titles should be underlined since they are italicized in print.)



ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

ASSIGNMENT SHEET #5--THE SCREENWRITER'S JOB

- A. Read the following list of statements. Indicate "Yes" when the statement describes the screenwriter's job or "No" when the job is not described.

- | | | | |
|-----|----|-----|---|
| Yes | No | 1. | A desire to write is the only basic requirement for the job of screenwriter. |
| Yes | No | 2. | The main job of a screenwriter is to adapt a novel into a screen play. |
| Yes | No | 3. | It is the screenwriter's job to obtain permission from the author to change the material. |
| Yes | No | 4. | The screenwriter writes for visual effects as well as word effect. |
| Yes | No | 5. | If a person desires a career in screenwriting, it is important to get a college education with course emphasis in journalism and English. |
| Yes | No | 6. | The novelist and screenwriter may work together when changing the book into a play. |
| Yes | No | 7. | The screenwriter is employed by the film studio. |
| Yes | No | 8. | Many colleges have courses outlined for those who are interested in a career as screenwriter. |
| Yes | No | 9. | There is little competition in the field of screenwriting. |
| Yes | No | 10. | When adapting material for a screenplay, the writer includes such things as desired lighting effects, camera techniques, etc. |

- B. Write a short report about a present day screenwriter such as Ray Bradbury or Rod Serling. You can find this information in such reference books as *Twentieth Century Authors* or *Junior Book of Authors*.

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

ASSIGNMENT SHEET #6-FORMS OF WRITTEN DIALOGUE

Examine the two following forms of written dialogue and answer the questions.

- A. "It's like a penny," Margot said, eyes closed.
"No it's not!" the children cried.
"It's like a fire," she said, "in the stove."
"You're lying, you don't remember!" shouted Roy.
- B. MARGOT (eyes closed dreamily): It's like a penny.
CHILDREN (in unison): No, it's not!
MARGOT: It's like a fire in the stove.
ROY (screaming): You're lying, you don't remember!

(from *All Summer in a Day* by Ray Bradbury)

1. Which of the forms would be suitable for a play?
2. What two types of punctuation are used in part B that are not used in part A?
3. Which part uses quotation marks?
4. Which part is double spaced?

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

ASSIGNMENT SHEET #7--EXAMINING A SCREENPLAY

Read together the following excerpt of a play and discuss how it is put together. Notice particularly the setting, camera instructions, and use of parentheses.

The Monsters Are Due on Maple Street

Cast of Characters

Steve
Don
Mrs. Brand
Woman
First Voice
Pete

Act I

Camera fades in on a tree-lined, quiet, residential American street. The houses have front porches on which people sit and swing. We see two women gossiping on the front lawn. Camera closes in on man nearby who is working on his car. (LOUD ROAR AND BRIGHT FLASH OCCUR)

STEVE: What was that? A meteor?

DON (nods): That's what it looked like. I didn't hear any crash, though, did you?

STEVE: Nope, I didn't hear anything except a roar.

MRS. BRAND (from her porch): Steve--What was that?

STEVE: Guess it was a meteor. Came awful close, didn't it?

MRS. BRAND: Too close for my money. Much too close.

(Camera cuts to inside of a nearby house)

WOMAN (dialing phone): Operator, operator! Something's wrong with this phone.

(from a television play by Rod Serling)

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

ASSIGNMENT SHEET #8--ADAPTING A STORY TO A SCREENPLAY

Read the following fable and then write it in the form of a play. Write a title, cast, setting, and camera techniques if needed.

"The Oak and the Reed"
by Jean de La Fontaine

A stout Oak, looking down on a slim Reed, said, "Nature has certainly been unkind to you. She has made you so frail that the gentlest breeze can sway you, the smallest bird can bend you. Look at me: I am so strong I can weather a tempest, even a hurricane! But poor little you--if you lived nearer to me, beneath the shelter of my strength, I could save you from the storms that are so cruel to you. But, alas, nature has left you unprotected along the marshy borders of the stream. She has indeed been unjust to you."

"I appreciate your concern," replied the Reed, "but I do not need your pity. You have your defenses but I have mine too."

At that very moment a great north wind rushed down and flung itself in fury on the Oak and on the Reed. Swaying in the blast the Reed bent her head before it. But the Oak, defying the wind, stood straight and unbending.

The mighty wind, redoubling its efforts, smote the Oak with furious force and tearing it up by its stubborn roots, laid it low.

After the storm passed, the Reed raised its slender head and looked sadly at the giant Oak whose stately crown lay in the waters of the stream.

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. Actor
2. Cameraman
3. Director
4. Film editor
5. Producer
6. Screenwriter

Assignment Sheet #2--Evaluation according to the satisfaction of the instructor

Assignment Sheet #3

1. The list of characters in a motion picture.
2. The description of the setting of a play.
3. The manuscript of a motion picture containing a synopsis of the plot, the scenery, and the cast.
4. A picture taken at close range giving a close view of the actor or scene.
5. A camera technique showing an earlier scene before the present shot.
6. The method of arranging the lights to fall in a position to produce certain visual effects.
7. The view of the scene being filmed, such as a full shot or close-up.
8. Sounds produced for setting a mood.

Assignment Sheet #4

1. *The Sound of Music*
2. *The Day of the Jackal*

65

3. *Charley and the Angel*
4. *Last of the Red Hot Lovers*
5. *The Man Who Loved Cat Dancing*

Assignment Sheet #5

Part A

1. No
2. Yes
3. No
4. Yes
5. Yes
6. Yes
7. Yes
8. Yes
9. No
10. Yes

Part B--Evaluation according to satisfaction of instructor

Assignment Sheet #6

1. B
2. Colon and parentheses
3. A
4. B

Assignment Sheet #7--No evaluation necessary

Assignment Sheet #8--Evaluation according to satisfaction of instructor

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

TEST

1. Write a one sentence definition of each.
 - a. Director--
 - b. Cameraman--
 - c. Producer--
 - d. Screenwriter--
 - e. Actor--
 - f. Film editor--

2. Name three synonyms for motion picture. Slang and colloquialisms are permitted.
 - a.
 - b.
 - c.

3. Match the terms on the right to the correct definition.

_____ a. The list of characters in a motion picture script	1. Sound effects
_____ b. The description of the setting of a play	2. Close-up
_____ c. The manuscript of a motion picture containing a synopsis of the plot, scenery, and cast	3. Flashback
_____ d. A picture taken at close range	4. Lighting
_____ e. A camera technique showing an earlier scene than the present shot	5. Scene
_____ f. Arranging lights to fall in a position to produce certain visual effects	6. Script
_____ g. The view of the scene being filmed	7. Shot
_____ h. Sounds produced for setting a mood	8. Cast

4. Mark the correct usage of capitalization in the following titles by underlining the letter that should be capitalized.
- a. emperor of the north
 - b. judge roy bean
 - c. light at the edge of the world
 - d. the sound of music
 - e. live and let die
5. Define in a short paragraph the job of screenwriter. Use correct punctuation, sentence, and paragraph form.
6. Place an "X" in the blank provided which indicates dialogue written for a screen play.
- _____ a. "It's like a penny," MARGOT said, eyes closed.
"No, it's not!" the children cried.
 - _____ b. MARGOT (eyes closed dreamily): It's like a penny.
CHILDREN (in unison): No it's not!
7. Demonstrate the ability to adapt a short story for a screen play.

(NOTE: If this activity has not been completed prior to the test, ask the instructor when it should be done.)

ENGLISH IN COMMUNICATION
THE MOTION PICTURE INDUSTRY

ANSWERS TO TEST

1. Answers to this part may be worded differently but should have basically the same information.
 - a. The director is the person who oversees all phases of the film.
 - b. The cameraman operates the camera when filming a motion picture.
 - c. The producer supervises and finances the motion picture.
 - d. The screenwriter adapts the novel into a screenplay.
 - e. The actor represents a character in the film.
 - f. The film editor puts the film in proper sequence.
2. Any three of the following:
 - a. Film
 - b. Cinema
 - c. Moving picture
 - d. Flick
 - e. Show
 - f. Movie
3.
 - a. 8
 - b. 5
 - c. 6
 - d. 2
 - e. 3
 - f. 4
 - g. 7
 - h. 1

00

4.
 - a. emperor of the north
 - b. judge roy bean
 - c. light at the edge of the world
 - d. the sound of music
 - e. live and let die
5. Evaluation to the satisfaction of the instructor.
6. b
7. Objective satisfied by Assignment Sheet #8.

ENGLISH IN MANUFACTURING OCCUPATIONS ORAL COMMUNICATION

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to match terms and definitions related to manufacturing, list three rules for giving a clear explanation, and identify words describing someone who is a good conversationalist. The student should also be able to set up a manufacturing process and present a talk identifying the object constructed while using the process. The knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match seven terms associated with manufacturing to the correct definition.
2. Write one rule for listening and explain why this rule would be important to a person employed in the world of manufacturing.
3. Match five job titles pertaining to manufacturing with their definitions.
4. List three rules for giving a clear explanation.
5. Identify four words in a list describing someone who is a good conversationalist.
6. Select from a list the correct use of conversation rules.
7. Demonstrate the ability to:
 - a. Sketch a design of an object or "thing."
 - b. Set up an assembly line operation to demonstrate mass production.
 - c. Construct an object or "thing" using the assembly line process.
 - d. Present a talk identifying in sequence how the object or "thing" was constructed.

This unit was written by Thelma Earle in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide students with objective sheet.
 - B. Provide students with information and assignment sheets.
 - C. Make transparencies.
 1. Use TM 1 while defining manufacturing for Assignment Sheet #2.
 2. Use TM 2 while explaining Assignment Sheet #3 concerning a safety poster.
 - D. Discuss terminal and specific objectives.
 - E. Discuss information and assignment sheets.
 - F. Arrange to have all materials needed to complete each assignment sheet.
 1. Assignment Sheet #1-A bulletin board with MANUFACTURING in large letters at the top and construction paper for the students
 2. Assignment Sheets #3 and #9-Poster board and magic markers or crayons to make posters if the students wish to do so
 3. Assignment Sheets #6 and #8-All kinds of items: Empty match boxes, thread, meat cartons, egg cartons, yarn, spools, small scraps of wood, or other materials
 - G. Give test
- II. Students:
 - A. Read objectives.
 - B. Study information sheet.
 - C. Complete assignment sheets.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Provided in this unit:
 - A. Objectives
 - B. Information sheet

- C. Transparency masters
 - 1. TM 1--A Trencher
 - 2. TM 2--Safety Poster
 - D. Assignment sheets
 - 1. Assignment Sheet #1--About Manufacturing
 - 2. Assignment Sheet #2--Listening

(Note: The information concerning the definition of manufacturing to be read in class is included in the answers to assignment sheets.)
 - 3. Assignment Sheet #3--Explaining
 - 4. Assignment Sheet #4--Conversation
 - 5. Assignment Sheet #5--A Good Conversationlist
 - 6. Assignment Sheet #6--Draftsman
 - 7. Assignment Sheet #7--Set Up an Assembly Line
 - 8. Assignment Sheet #8--Construction of the Object or "Thing"
 - 9. Assignment Sheet #9--Supervisor's Presentation
 - E. Answers to assignment sheets
 - F. Test
 - G. Answers to test
- II. References:
- A. Conlin, David A., G. R. Herman, and Jerome Martin. *Our Language Today*. New York: American Book Company, 1970.
 - B. Lux, Donald G. and Willis E. Ray. *The World of Manufacturing*. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1971.
 - C. *Occupational Outlook Handbook*. Washington: Department of Labor; Bureau of Labor Statistics, 1973.
 - D. Spears, Floyd. *Manufacturing*. Sherman/Denison, Texas: Grayson County College.
 - E. *The World Book Encyclopedia, Volume 13*. Chicago, Illinois: Field Enterprises, Inc., 1972.
 - F. *Webster's New World Dictionary*. New York: The World Publishing Company, 1960.

ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

INFORMATION SHEET

- I. Terms and definitions
 - A. Physical facility--The building or manufacturing plant
 - B. Process--A particular method of doing something generally involving a number of steps
 - C. Assemble--To fit or put together
 - D. Produce--To make or manufacture
 - E. Production--The act or process of producing
 - F. Quantities--A great amount or number
 - G. Mass production--The production or manufacturing of goods in large quantities, especially by machinery and division of labor
 - H. Skilled--Having or requiring an ability, such as a particular industrial occupation, machine operation, or other trade, gained by special experience or by a regular program of training
 - I. Salable or saleable--That which can be sold; marketable
 - J. Technique--A method or procedure used in carrying out a scientific or mechanical operation
 - K. Draftsman--A person who draws plans of structures or machinery
 - L. Supervisor--A person who directs
 - M. Durable--Lasting in spite of hard wear or frequent use
 - N. Plant--Buildings, grounds, machinery, or other fixtures of a factory or business
 - O. Precept--A rule or direction, as for doing something technical
 - P. Preceptive--Having the nature of, or expressing a precept; instructive
- II. Listening rules
 - A. Sit or stand without slumping--Good posture keeps you alert

INFORMATION SHEET

- B. Keep your eyes on the person speaking to you--This shows him that you are interested in what he has to say
- C. Keep your mind on what is being said--The difference between hearing and listening is concentration; when you listen, you concentrate
- D. Show the person speaking the courtesy you would expect if you were speaking
- III. Job titles in manufacturing
- A. Management--Responsible for both direct and indirect administration of a manufacturing establishment to include the areas of supervision, sales, purchases, and industrial and public relations
- | | |
|-----------------------|---------------|
| 1. President | 5. Clerical |
| 2. Vice-President | 6. Service |
| 3. Accounting officer | 7. Analyst |
| 4. Personnel officer | 8. Purchasing |
- B. Scientists--Involved in pure research in materials used, quality of production, and investigation of areas where products may be used
- | | |
|--------------|--|
| 1. Biologist | |
| 2. Chemist | |
| 3. Physicist | |
- C. Engineers--Make practical application of scientific findings to improve daily living
- | | |
|---------------|---------------|
| 1. Mechanical | 5. Structural |
| 2. Electrical | 6. Aerospace |
| 3. Chemical | 7. Nuclear |
| 4. Design | 8. Ceramic |
- D. Technicians--Assist scientists and engineers and work with craftsmen
- | | |
|----------------|---------------------------|
| 1. Electronics | 4. Computer |
| 2. Mathematics | 5. Safety |
| 3. Drafting | 6. Testing and inspecting |

INFORMATION SHEET

- E. Craftsmen--Individuals with a high level of skill and experience who frequently perform administrative and supervisory functions
- | | |
|---------------------|------------------------|
| 1. Foreman | 4. Ceramics technician |
| 2. Master mechanic | 5. Master tailor |
| 3. Instrument maker | 6. Tool designer |
- F. Skilled workers--Work in any area of the trade without direct supervision
- | | |
|--------------|------------------|
| 1. Engraver | 6. Mechanic |
| 2. Printer | 7. Plumber |
| 3. Carpenter | 8. Pattern maker |
| 4. Painter | 9. Baker |
| 5. Welder | 10. Machinist |
- G. Semi-skilled workers--Usually involved in the operation of machines in the performance of repetitious tasks; work with a minimum of supervision
- | | |
|-----------------|------------------------|
| 1. Sampler | 6. Shaper |
| 2. Plater | 7. Blancher |
| 3. Heat treater | 8. Grinder |
| 4. Inspector | 9. Equipment repairman |
| 5. Molder | |
- H. Unskilled laborers--Engaged in the performance of light and/or heavy work of a menial nature; usually requires maximum supervision
- | | |
|--------------------|-------------|
| 1. Machine tender | 7. Packer |
| 2. Polisher | 8. Roaster |
| 3. Cutter | 9. Weigher |
| 4. General laborer | 10. Blender |
| 5. Helper | 11. Shipper |
| 6. Mixer | |

INFORMATION SHEET

IV. Rules for giving an explanation

- A. Divide your explanation into steps
- B. Arrange these steps in the order in which they should be performed
- C. Include all necessary information--Check yourself by asking, "If I knew nothing about the subject, what would I need to be told?"
- D. Use words that give exact information

Example: If you are giving an explanation and you say whatchymacallit, dojigger, and thingamajig, instead of using the word you mean, your explanation will not make sense.

- E. Use a diagram, photograph, or model if it will make your meaning clearer

V. Words describing a good conversationalist

- A. Tact--Delicate perception of the right thing to say or do without offending
- B. Tactful--Having or showing tact
- C. Considerate--Having or showing regard for others and their feelings; thoughtful
- D. Interesting--Holding attention or arousing concern
- E. Witty--Amusing; clever; intelligent

VI. Conversation rules

- A. Enter freely into the conversation, but do not talk too much at one time
- B. Do not launch into a long, detailed description of your activities
- C. Bring other people into the conversation if they appear to be left out
- D. Do not be inquisitive; ask enough questions to show sincere interest, but do not cross-examine friends with one question after another
- E. Do not interrupt
- F. Do not contradict other people directly

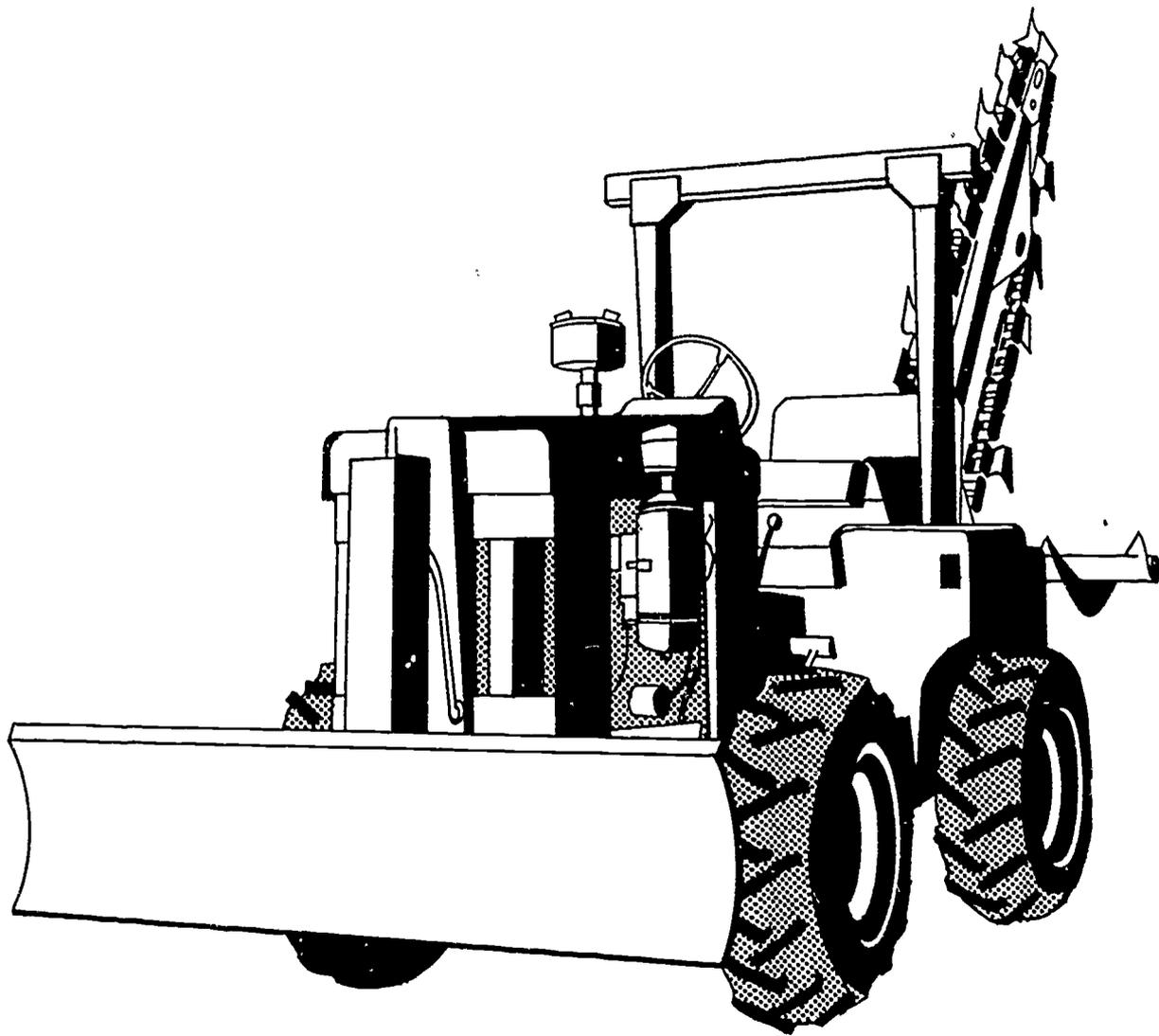
Example: Instead of saying "That's wrong," say "I think I disagree on that point."

INFORMATION SHEET

- G. Do not relate unkind or harmful stories about other people even when you are convinced the stories are true; tell good things about others or say nothing
- H. Do not change the conversation abruptly; wait for a pause in the flow of talk
- I. Look at the people with whom you talk
- J. Be honest and sincere about what you say

20

A Trencher



73

Safety Poster



Wear Your Hard Hat

ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

ASSIGNMENT SHEET #1--ABOUT MANUFACTURING

Clip an article dealing with manufacturing from a newspaper and bring the article to class. Mount it on a small piece of construction paper furnished by the teacher. Write your name on the back of the article and give it to the teacher. The time limit for turning in the article is one week.

The teacher will select articles to be placed on the bulletin board under the large letters MANUFACTURING. Teacher selection is to eliminate duplication of articles displayed. Credit will be given for any article turned in. Duplications will be accepted but they will not be displayed.

Be prepared to discuss the article in class if asked to do so. Below are some questions which may be asked.

1. Why was this particular article chosen?
2. What part of manufacturing does the article deal with?



ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

ASSIGNMENT SHEET #3--EXPLAINING

As a safety technician employed in a factory that manufactures trenching machines, set up a safety program for that plant. Be prepared to present your safety program to the class (employees of the factory) if asked to do so. The presentation should follow the rules for giving a clear explanation and should include these points:

1. Tell how you made plans to set up the program.
2. Explain how you decided upon the important factors to call to the attention of the employees for safety purposes.



ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

ASSIGNMENT SHEET #4--CONVERSATION

No matter what position you hold in the world of manufacturing, you should be aware that personal relationships are major factors in career information experiences.

Every day conversations are carried on. Some are just pleasant, idle chatter. Others concern ideas and events of real importance. These are the conversations that help you gain skills in communicating effectively in a discussion.

Mark happens to be very well liked by his fellow workers. Below are seven reasons why--all related to his conversation habits at work and at business meetings. Which of them have to do with talking? Which with listening? Which involve tact? Circle the correct answer or answers.

1. Mark tries to be genuinely interested in what is said. He wants to learn what others are thinking and doing.
talking, listening, tact
2. He knows you cannot just sit back and not say anything. You have to contribute ideas of your own.
talking, listening, tact
3. Occasionally he directs a question to someone who has not said anything. He hopes the question will draw that person into the conversation.
talking, listening, tact
4. If the conversation begins to drag, Mark has an idea for a new topic, but he never monopolizes the talk.
talking, listening, tact
5. He does not make a remark if he thinks it might hurt someone's feelings.
talking, listening, tact
6. When Mark disagrees with something that is said, he does it politely.
talking, listening, tact
7. He tries to be modest about his own achievements, but praises others for theirs.
talking, listening, tact

ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

ASSIGNMENT SHEET #6--DRAFTSMAN

1. As a draftsman, sketch a design of an object or "thing" to be manufactured.
 - a. Make sure when designing your object or "thing" that the materials are available to build it.
 - b. Your object must be that which can be manufactured using an assembly line to demonstrate mass production.
2. Make two copies of your design. Turn one in to the teacher.

ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

ASSIGNMENT SHEET #7--SET UP AN ASSEMBLY LINE

Divide into groups of five. Go to the library and read about the assembly line. Choose one of the group member's design of an object or "thing" and make plans for setting up an assembly line to demonstrate mass production of it.

(NOTE: The person's design chosen will be the supervisor of the assembly line. He will also be the one to present a talk to the class explaining how the object or "thing" was made.)

ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

ASSIGNMENT SHEET #8--CONSTRUCTION OF THE OBJECT OR "THING"

Using the assembly line set up by each group, actually construct at least five of the objects or "things."

ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

ASSIGNMENT SHEET #9-SUPERVISOR'S PRESENTATION

As a group, prepare a presentation explaining how your object was manufactured. Use the rules for explaining. Arrange the steps in the order in which they should actually come and use a diagram or picture of your design if it will help to explain how it was manufactured.

The supervisor should be prepared to present the talk to the class as assigned by the teacher.

ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor.

Assignment Sheet #2

Definition of manufacturing: According to the dictionary, the word "manufacturing" is the process of making goods or articles by hand or by machinery. It might be on a large scale, producing huge quantities, or on a small scale where only a few hundred items are produced. Whatever is manufactured is usually classified as durable or non-durable goods, and may be finished or semi-finished. The products range from huge earth-moving equipment, capable of scraping and loading hundred tons of earth, to the micro-mini parts of an electronic instrument.

1. The process of making goods or articles by hand or machinery
2. Dictionary
3. Accept any two of the following rules for listening.
 - a. Sit or stand without slumping--Good posture keeps you alert.
 - b. Keep your eyes on the person speaking--This shows him you are interested in what he has to say.
 - c. Keep your mind on what is being said--The difference between hearing and listening is concentration; when you listen you concentrate.

(NOTE: How the rule would apply to a person employed in the world of manufacturing will be evaluated to the satisfaction of the instructor.)
4.
 - a. 2
 - b. 3

Assignment Sheet #3--Evaluated to the satisfaction of the instructor.

(NOTE: Check rules used for explaining.)

Assignment Sheet #4

1. Listening
2. Talking
3. Talking, tact

4. Talking, tact
5. Tact
6. Tact
7. Talking, listening, tact

(NOTE: Accept any logical answer.)

Assignment Sheet #5

1. Follow good conversation rules.
2. Evaluated to the satisfaction of the instructor.
Examples: honesty, sincerity, or other qualities
3. Tactful, witty, considerate, interesting
4. Evaluated to the satisfaction of the instructor.

Assignment Sheet #6--Evaluated to the satisfaction of the instructor.

Assignment Sheet #7--Evaluated to the satisfaction of the instructor.

(NOTE: Check to see if good conversation rules were used.)

Assignment Sheet #8--Evaluated to the satisfaction of the instructor.

Assignment Sheet #9--Evaluated to the satisfaction of the instructor.

(NOTE: Check to see if the rules for listening, explaining, and being a good conversationalist were used.)

ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

TEST

1. Match the seven terms on the right to the correct definition.

- | | |
|--|--------------------|
| _____ a. A person who draws plans of structures or machinery | 1. Mass production |
| _____ b. A person who directs | 2. Draftsman |
| _____ c. A particular method of doing something generally involving a number of steps | 3. Plant |
| _____ d. To fit or put together | 4. Process |
| _____ e. The production or manufacturing of goods in large quantities, especially by machinery and division of labor | 5. Skilled |
| _____ f. Having or requiring an ability gained by special experience or by a regular program of training | 6. Assemble |
| _____ g. Buildings, grounds, machinery, or other fixtures of a factory or business | 7. Supervisor |

2. Write one rule for listening and explain why this rule would be important to a person employed in the world of manufacturing.

3. Match the five job titles on the right to the correct definition.

- | | |
|--|-----------------------|
| _____ a. Engaged in the performance of light and/or heavy work of a menial nature; usually requires maximum supervision | 1. Engineers |
| _____ b. Assist scientists and engineers and work with craftsmen | 2. Skilled workers |
| _____ c. Make practical application of scientific findings to improve daily living | 3. Unskilled laborers |
| _____ d. Responsible for both direct and indirect administration of manufacturing establishment to include the areas of supervision, sales, purchases, and industrial and public relations | 4. Technicians |
| _____ e. Work in any area of the trade without direct supervision | 5. Management |

4. List three rules for giving a clear explanation.
- a.
 - b.
 - c.
5. Circle four words below describing someone who is a good conversationalist.
- | | | | |
|----------|--------|-------------|--------------|
| tactful | silent | considerate | discourteous |
| boastful | witty | boring | interesting |
6. Place an "X" in the blank provided of the situation where conversation rules were used correctly.
- _____ a. A supervisor is explaining how a job is done. One employee, trying to show how much he already knows about the job, doesn't give the supervisor time to finish his sentences.
 - _____ b. A person will be able to discover new ideas and attitudes about work by exchanging ideas with fellow workers.
 - _____ c. Advancement to a higher position may be possible if one is given the chance to express his ideas and demonstrate he has the knowledge to accept the responsibility of a higher position.
 - _____ d. While talking informally with a group of workers, you will have a chance to tell all about an experience you had traveling-around the world.
7. Demonstrate the ability to:
- a. Sketch a design of an object or "thing."
 - b. Set up an assembly line operation to demonstrate mass production.
 - c. Construct an object or "thing" using the assembly line process.
 - d. Present a talk identifying in sequence how the object was constructed.

ENGLISH IN MANUFACTURING OCCUPATIONS
ORAL COMMUNICATION

ANSWERS TO TEST

1.
 - a. 2
 - b. 7
 - c. 4
 - d. 6
 - e. 1
 - f. 5
 - g. 3

2. Accept any one of the following three rules for listening:
 - a. Sit or stand without slumping--Good posture keeps you alert
 - b. Keep your eyes on the person speaking--This shows him you are interested in what he has to say
 - c. Keep your mind on what is being said--The difference between hearing and listening is concentration; when you listen, you concentrate
 - d. Show the person speaking the courtesy you would expect if you were speaking

(NOTE: The second part of this question should be evaluated to the satisfaction of the instructor.)

3.
 - a. 3
 - b. 4
 - c. 1
 - d. 5
 - e. 2

4. Accept any three of the following rules for giving an explanation:
 - a. Divide your explanation into steps
 - b. Arrange these steps in the order in which they should be performed

- c. Include all necessary information
 - d. Use words that give exact information
 - e. Use a diagram, photograph, or model if it will make your meaning clearer
5. Tactful, witty, considerate, interesting
 6. b, c
 7. Evaluated to the satisfaction of the instructor.

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify ten health service occupations. He should develop an increased awareness of the occupations by classifying sentences and by using prefixes, suffixes, and abbreviations of words related to health careers. He should be able to list specific skills and duties needed for the job of medical record librarian. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match a list of ten health service occupational terms to the correct definition.
2. Classify and punctuate sentences related to health careers.
3. Match a list of five English terms to the correct definition.
4. Write abbreviations for five health service terms.
5. Distinguish between prefixes and suffixes in a list of health service words.
6. Name four duties of the medical record librarian.
7. Identify health service occupations from television programs.
8. Demonstrate the ability to arrange materials alphabetically and numerically for a cross-reference medical file.

This unit was written by Thelma Earle in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide students with objective sheets.
 - B. Provide students with information and assignment sheets.
 - C. Discuss terminal and specific objectives.
 - D. Discuss information and assignment sheets.
 - E. Give test.
- II. Students:
 - A. Read objectives.
 - B. Study information sheets.
 - C. Complete assignment sheets.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Provided in this unit:
 - A. Objectives
 - B. Information sheets
 - C. Assignment sheets
 1. Assignment Sheet #1--Identify Health Service Occupations
 2. Assignment Sheet #2--Sentence Classification
 3. Assignment Sheet #3--Abbreviations
 4. Assignment Sheet #4--Prefixes
 5. Assignment Sheet #5--Suffixes
 6. Assignment Sheet #6--Recognize Health Service Careers

7. Assignment Sheet #7--Alphabetize Names
 8. Assignment Sheet #8--Arrange Folders Alphabetically
- D. Answers to assignment sheets
 - E. Test
 - F. Answers to test
- II. References:
- A. "Career Brief on the Medical Record Librarian," 100(0-23).
 - B. *Horizons Unlimited*. Chicago, Illinois: American Medical Association, 1970.
 - C. *Profiles of Health Careers*. Oklahoma Council for Health Careers.
 - D. Feingold, Norman and Sol Swerdloff. *Occupations and Careers*. New York: McGraw-Hill, 1969.
 - E. McKee, Paul and Ann McCowen. *English for Meaning*. Boston, Massachusetts: Houghton-Mifflin, 1962.

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

INFORMATION SHEET

- I. Health service occupations
 - A. Science writer--An experienced journalist who specializes in writing, editing, and rewriting scientific articles and textbooks
 - B. Pharmacist (phar-ma-cist)--Prepares and compounds medicines from prescriptions as well as tests and inspects pharmaceutical products
 - C. Veterinarian (vet-er-i-nar-i-an)--Treats sick and injured animals; also, may perform services for public and federal programs such as inspecting meat and other foods
 - D. Physician (phy-si-cian)--Diagnoses and treats diseases of humans
 - E. Dietitian (di-e-ti-tian)--Plans and supervises preparation of meals in hospitals or other large institutions
 - F. Optometrist (op-tom-e-trist)--Tests and examines eyes and prescribes eyeglasses, contact lenses, or corrective eye exercise
 - G. Medical record librarian--Manages and organizes medical records
 - H. Nurse's aide or orderly--Assists patients with such things as feeding, bathing, making beds, and escorting to other departments
 - I. Podiatrist (po-di-a-trist)--Specializes in diagnosis, prevention, and treatment of foot disorders
 - J. EEG and EKG technician--Operates an electrocardiograph machine which records patient's heart action
- II. Classification of sentences by type
 - A. Declarative--Makes a statement and is followed with a period
Example: A nurse must be sympathetic.
 - B. Interrogative--Asks a question and is followed by a question mark
Example: Is your uncle a podiatrist?
 - C. Imperative--Expresses a command or request and is followed by a period
Example: Study your lessons well.

INFORMATION SHEET

- D. Exclamatory--Expresses excitement or strong emotion and is followed by an exclamation point

Example: I was so frightened!

III. English terms and definitions

- A. Abbreviation--A shortened or contracted form of a word or phrase
- B. Prefix--A letter or letters that can be placed before the root word to alter its meaning

Example: Unhappy

- C. Suffix--A letter or letters that can be placed after the root word to alter its meaning

Example: Harmless

- D. Alphabetize--To arrange in the order of the alphabet
- E. Numerical order--To arrange by numbers from the smallest to the largest

IV. Abbreviations

A. Rules

1. Capitalization--When referring to a proper noun

Example: Dr. Allen made his report

2. Punctuation--Period following an abbreviation

B. Permissible abbreviations

1. For titles, when followed by proper names, such as Mr., Mrs., Ms., and Dr.
2. After proper names, such as Jr., Sr., and degrees: D.D., M.A., and M.D.

Example: Mr. Sam Jones, Sr.

3. With dates or numerals: A.D., B.C., a.m., p.m.

Example: It rained at 4:30 a.m.

4. For names of organizations and government agencies usually referred to by their initials such as DAR, GOP, or WAC

INFORMATION SHEET

5. Days of the week and months of the year

a. Days

- 1) Monday--Mon.
- 2) Tuesday--Tues.
- 3) Wednesday--Wed.
- 4) Thursday--Thurs.
- 5) Friday--Fri.
- 6) Saturday--Sat.
- 7) Sunday--Sun.

b. Months

- 1) January--Jan.
- 2) February--Feb.
- 3) March--Mar.
- (NOTE: April, May, June, and July are not abbreviated)
- 4) August--Aug.
- 5) September--Sept.
- 6) October--Oct.
- 7) November--Nov.
- 8) December--Dec.

6. For medical terms

- | | |
|------------------------|--|
| a. Dr. (doctor) | e. A.M.A. (American Medical Association) |
| b. med. (medical) | f. M.D. (medical doctor) |
| c. vet. (veterinarian) | g. R.N. (registered nurse) |
| d. hosp. (hospital) | h. tech. (technician) |

V. Prefixes and suffixes

A. Prefix

1. un
2. re
3. pre
4. in
5. ex
6. mis
7. dis
8. un

Meaning

- not
- back
- before
- into or not
- out
- wrong
- not
- not

B. Suffix

1. -ness
2. -ian

Meaning

- quality or state
- pertaining to

INFORMATION SHEET

- | | |
|----------|----------------------------|
| 3. -ly | like |
| 4. -ist | denoting "one who does" |
| 5. -tion | forms a noun from the verb |
| 6. -ous | full of |

VI. Duties of a medical record librarian

- A. Obtains and is responsible for records on each patient who enters the hospital

(NOTE: The information is obtained from physicians, surgeons, pathologists, nurses, and other members of the professional staff.)

- B. Establishes and maintains a filing system that makes each record readily available

- C. Releases information from the record files to authorized persons

(NOTE: Health officials, police, insurance companies, and others must be provided with accurate, up-to-date information which can be found in these records.)

- D. Analyzes the records coming into the department and prepares them for future use

VII. Information to be obtained from television guide and/or watching television programs

VIII. Arrangement of files by alphabetical or numerical order

- A. Alphabetical order--To arrange in the order of the alphabet

1. Person's names--Alphabetize by last name

Examples: Brown, John
Brown, Kim
Gaines, Charles
Myers, Jennifer

2. Names containing the same first several letters--Alphabetize by the first unlike letter

Example: Smith, Jim Bart
Smith, Jim Bob

(NOTE: In this case, it was necessary to go to the tenth letter to alphabetize.)

INFORMATION SHEET

- B. Numerical order--To arrange by terminal digits or the last three digits of any given number

(NOTE: Most numerical files are arranged in this manner.)

Example: 587-02-003
 245-30-109
 790-62-319

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

ASSIGNMENT SHEET #1--IDENTIFY HEALTH SERVICE OCCUPATIONS

Complete the sentences. Choose the correct term from the key below.

Key: Dietitian, EEG and EKG technicians, medical record librarian, optometrist, nurse's aide, orderly, pharmacist, physician, podiatrist, science writer, veterinarian

1. The person who plans and supervises the preparation of meals in hospitals or other large institutions is the _____.
2. A person trained to treat sick and injured animals is a _____.
3. To keep a complete and accurate medical record of every patient in the hospital is the task of the _____.
4. One who diagnoses and treats diseases of humans is the _____.
5. The physician prescribes medication for a patient. The person whose job is to prepare the medicine is the _____.
6. A person who examines eyes, prescribes eyeglasses or other treatment for eye disorders is an _____.
7. An experienced journalist who specializes in writing about health or scientific subjects is a _____.
8. The specialist in the treatment of foot disorders is the _____.
9. The people who work in a laboratory or at the patient's bedside to operate a machine which records heart action are called _____.
10. Patients are assisted in such things as bathing, feeding, or bedmaking by a _____ or _____.

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

ASSIGNMENT SHEET #2--SENTENCE CLASSIFICATION

Classify each of the following sentences and supply the correct punctuation:

1. Most people are concerned about protecting their health _____
2. Did you take your pet to a veterinarian _____
3. Get plenty of rest _____
4. Hurry! this patient is ill _____
5. There is a growing need for persons trained in health fields _____
6. Would you like to be a podiatrist _____
7. Eat a well-balanced meal _____
8. Much progress in medical research is being made _____
9. Is medicine the right field for you _____
10. Be still and don't move _____
11. A physician should understand and enjoy being around people _____
12. The surgery was a great success _____

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

ASSIGNMENT SHEET #3-ABBREVIATIONS

For what does each of the following abbreviations stand?

1. Dr. _____
2. tech. _____
3. R.N. _____
4. med. _____
5. A.M.A. _____
6. hosp. _____
7. M.D. _____
8. vet. _____

Write eight months of the year with the correct abbreviations for each.

- | | | | |
|----------|-------|----------|-------|
| 1. _____ | _____ | 5. _____ | _____ |
| 2. _____ | _____ | 6. _____ | _____ |
| 3. _____ | _____ | 7. _____ | _____ |
| 4. _____ | _____ | 8. _____ | _____ |

Write the abbreviation for each underlined word.

1. My favorite day of the week is Thursday. _____
2. Jim has been a medical doctor for four years. _____
3. They live in Shawnee, Oklahoma. _____
4. My aunt is a registered nurse. _____
5. The game is next Tuesday night. _____

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

ASSIGNMENT SHEET #4--PREFIXES

Use one of the prefixes listed below to form a new word.

re-
pre-
in-
ex-mis-
dis-
un-
trans-

NEW WORD

1. visible

2. plant

3. agree

4. conduct

5. port

6. change

7. view

8. fair

107

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

ASSIGNMENT SHEET #5-SUFFIXES

Make a new word by adding one of the suffixes listed below. (Occasionally, a letter or letters of the root word will be dropped when adding the suffix).

- less
- ian
- ful
- ist
- ly
- tion
- ness
- ous

NEW WORD

- 1. library _____
- 2. order _____
- 3. pharmacy _____
- 4. prescribe _____
- 5. care _____
- 6. vigor _____
- 7. dark _____
- 8. joy _____

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

ASSIGNMENT SHEET #6--RECOGNIZE HEALTH CAREERS

1. Use the weekly television guide to discover programs about health service careers, What health service occupations are connected with the following programs?
 - a. "Doc Elliott" _____
 - b. "M-A-S-H" _____
 - c. "Medical Center" _____
 - d. "Marcus Welby, M.D." _____
 - e. "Bob Newhart Show" _____

2. List two other television programs related to health careers.

3. From the television programs listed above, name the two occupations that get the most emphasis. Why do you think these occupations get more attention than other health service occupations?
 - a. _____
 - b. _____

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

ASSIGNMENT SHEET #7--ALPHABETIZE NAMES

1. Arrange the following names in alphabetical order.

Abe Hawkeye _____

Doc Elliott _____

Trapper John _____

Marcus Welby _____

Sam Mercy _____

Bob Newhart _____

Jerry Jones _____

John Gannon _____

2. Arrange the following names as you would find them in an alphabetically arranged filing cabinet.

Weer, Anna _____

Webster, Katie _____

Weekly, Jane _____

Weekly, James _____

Weber, Fred _____

Weber, C. M. _____

Webster, Jon _____

Welch, Alfreda _____

110

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

ASSIGNMENT SHEET #8--ARRANGE FOLDERS ALPHABETICALLY

Using an alphabetically arranged filing system, place the names on the folders as they should be.

NAMES

- Martin, Tom R.
- Martin, Tom D.
- Martin, Tom
- Martin, Tim
- Martin, Ted
- Martin, Terry

The diagram shows a vertical stack of six folders. Each folder is represented by a rectangular shape with a horizontal line on its top flap, indicating a label. The folders are arranged from top to bottom, with the top folder being the smallest and the bottom folder being the largest. This visual representation is used to illustrate the task of arranging the folders alphabetically based on the names listed to the left.

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. Dietitian
2. Veterinarian
3. Medical record librarian
4. Physician
5. Pharmacist
6. Optometrist
7. Science writer
8. Podiatrist
9. EEG and EKG technicians
10. Nurse's aide, orderly

Assignment Sheet #2

1. . Declarative
2. ? Interrogative
3. . Imperative
4. ! Exclamatory
5. . Declarative
6. ? Interrogative
7. . Imperative
8. . Declarative
9. ? Interrogative
10. . Imperative
11. . Declarative
12. ! Exclamatory

Assignment Sheet #3

1. Doctor
2. Technician
3. Registered Nurse
4. Medical
5. American Medical Association
6. Hospital
7. Medical Doctor
8. Veterinarian

1. January Jan.
2. February Feb.
3. March Mar.
4. August Aug.
5. September Sept.
6. October Oct.
7. November Nov.
8. December Dec.

1. Thurs.
2. M.D.
3. Okla.
4. R.N.
5. Tues.

Assignment Sheet #4

1. invisible
2. transplant

3. disagree
4. misconduct
5. report
6. exchange
7. preview
8. unfair

Assignment Sheet #5

1. librarian
2. orderly
3. pharmacist
4. prescription
5. careless
6. vigorous
7. darkness
8. joyful

Assignment Sheet #6

1.
 - a. Doctor
 - b. Doctor, Nurse
 - c. Doctor, Nurse
 - d. Doctor, Nurse
 - e. Psychologist, Dentist
2. Answers will vary, but should include such programs as "General Hospital," "The Doctors," "Young Dr. Kildare," and others.
3.
 - a. Doctors
 - b. Nurses
(Answers will vary)

Assignment Sheet #7

1. Elliott, Doc
Gannon, John

Hawkeye, Abe
John, Trapper
Jonas, Jerry
Mercy, Sam
Newhart, Bob
Welby, Marcus

2. Weber, C. M.
Weber, Fred
Webster, Jon
Webster, Katie
Weekly, James
Weekly, Jane
Weer, Anña
Welch, Alfreda

Assignment Sheet #8

Martin, Ted
Martin, Terry
Martin, Tim
Martin, Tom
Martin, Tom D.
Martin, Tom R.

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

TEST

1. Match the terms on the right with the correct definitions.

- _____ a. Plans and supervises preparation of meals in a hospital or other large institutions
- _____ b. Operates an electrocardiograph machine which records patient's heart action
- _____ c. Manages and organizes medical records
- _____ d. Assists patients with bathing, feeding, making beds, and escorting to the other departments
- _____ e. Tests and examines eyes and prescribes eyeglasses, contact lenses, or corrective eye exercise
- _____ f. Specializes in diagnosis, preventing and treatment of foot disorders
- _____ g. Diagnoses and treats diseases of humans
- _____ h. Prepares and compounds medicines from prescriptions as well as tests and inspects pharmaceutical products
- _____ i. An experienced journalist who specializes in writing, editing, and rewriting scientific articles and textbooks
- _____ j. Treats sick and injured animals

- 1. Dietitian
- 2. EEG and EKG technician
- 3. Medical record librarian
- 4. Nurse aide or orderly
- 5. Optometrist
- 6. Pharmacist
- 7. Physician
- 8. Podiatrist
- 9. Science writer
- 10. Veterinarian

2. Classify and punctuate the following sentences.

- a. Is medicine the right field for you
- b. Most people want to protect their health
- c. Hurry! This patient is ill
- d. Get plenty of rest

Classification

3. Match the terms on the right to the correct definition.
- | | |
|---|--------------------|
| _____ a. A letter or letters that can be placed after the root word to alter its meaning | 1. abbreviation |
| _____ b. To arrange in the order of the alphabet | 2. prefix |
| _____ c. A shortened or contracted form of a word or usage | 3. suffix |
| _____ d. A letter or letters that can be placed before the root word to alter its meaning | 4. alphabetize |
| _____ e. To arrange by numbers from the smallest to the largest | 5. numerical order |
4. Write abbreviations for the following health service terms.
- Medical Doctor _____
 - Doctor _____
 - American Medical Association _____
 - Veterinarian _____
 - Registered Nurse _____
5. Circle the prefix or suffix in the following words. By the side of each word, tell if you circled a prefix or suffix.
- Physician _____
 - Orderly _____
 - Research _____
 - Technologist _____
 - Report _____
6. Name four duties of a medical record librarian.
- -
 -
 -
7. Identify health service occupations from television programs. (Satisfied by Assignment Sheet #6)

8. A patient's medical record is usually filed by name and number. A record is also kept on types of illnesses treated. Below is a list of names with social security numbers and types of illnesses. Arrange names and illnesses in alphabetical order and social security numbers in numerical order.

NAME	SOCIAL SECURITY NUMBER	ILLNESS
Clovis Harkey	031-52-709	Appendicitis
Bob Barker	790-62-319	Gout
Cheryl Lemons	354-00-611	Pneumonia
Jeff Barker	777-23-713	Influenza
Cindy Simpson	365-99-882	Arthritis
Mary Wilson	187-53-778	Mononucleosis
Kim Vaughn	903-66-812	Coronary Thrombosis
Gail Barron	545-30-109	Diabetes
Carla Wilson	679-02-982	Infectious Hepatitis
Calvin Brown	287-02-003	Hemophilia
NAME	SOCIAL SECURITY NUMBER	ILLNESS

ENGLISH IN HEALTH OCCUPATIONS
HEALTH SERVICES

ANSWERS TO TEST

1.
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
 - f. 8
 - g. 7
 - h. 6
 - i. 9
 - j. 10
2.
 - a. ? Interrogative
 - b. . Declarative
 - c. ! Exclamatory
 - d. . Imperative
3.
 - a. 3
 - b. 4
 - c. 1
 - d. 2
 - e. 5
4.
 - a. M.D.
 - b. Dr.
 - c. A.M.A.

110

- d. Vet.
- e. R.N.
- 5.
 - a. Physician Suffix
 - b. Orderly Suffix
 - c. Research Prefix
 - d. Technologist Suffix
 - e. Report Prefix
- 6.
 - a. Obtains and is responsible for records on each patient who enters the hospital
 - b. Establishes and maintains a filing system that makes each record readily available
 - c. Releases information from the files to authorized persons
 - d. Analyzes the records coming into the department and prepares them for future use

7. Satisfied by Assignment Sheet #6

8. Name	Social Security Number	Illness
Barker, Bob	287-02-003	Appendicitis
Barker, Jeff	545-30-109	Arthritis
Barron, Gail	790-62-319	Coronary Thrombosis
Brown, Calvin	354-00-611	Diabetes
Harkey, Clovis	031-52-709	Gout
Lemons, Cheryl	777-23-713	Hemophilia
Simpson, Cindy	187-53-778	Infectious Hepatitis
Vaughn, Kim	903-66-812	Influenza
Wilson, Carla	365-99-882	Mononucleosis
Wilson, Mary	679-02-982	Pneumonia

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS PERSONNEL ADMINISTRATION

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to classify the duties of six personnel occupations. He should become more aware of the qualifications needed by an employment interviewer by writing a specification sheet. He should be alert to the importance of communication by detecting half-truths, observing visual clues, explaining prejudice, avoiding detours, and providing feedback. He should also be able to write sentences to show how strengths can actually be weaknesses when considering selection. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Classify the duties of six jobs in personnel administration.
2. Write a specification sheet of an employment interviewer.
3. Detect half-truths by explaining misleading statements.
4. Indicate ability to observe visual clues by writing reasons interviewer and applicant may be blocking communication.
5. Name four ways prejudice can influence a job interviewer.
6. Write a dialogue to show the importance of recognizing detours in order to avoid them in conversation.
7. Show the ability to listen actively by providing feedback in a discussion on a controversial subject.
8. Write sentences to show ways personal strengths can also be weaknesses on a job.

This unit was written by Jane Humphries in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide students with objective sheet.
 - B. Provide students with information and assignment sheets.
 - C. Discuss terminal and specific objectives.
 - D. Discuss information and assignment sheets.
 - E. Give test.
- II. Students:
 - A. Read objectives.
 - B. Study information sheet.
 - C. Complete assignments.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Provided in this unit:
 - A. Objectives
 - B. Information sheet
 - C. Assignment sheets
 - 1. Assignment Sheet #1--Duty Classification
 - 2. Assignment Sheet #2--Job Specifications
 - 3. Assignment Sheet #3--Detecting Half-truths
 - 4. Assignment Sheet #4--Visual Clues
 - 5. Assignment Sheet #5--Prejudgement
 - 6. Assignment Sheet #6--Recognizing Detours

7. Assignment Sheet #7--Providing Feedback
 8. Assignment Sheet #8--Strengths and Weaknesses in Selection
- D. Answers to assignment sheets
 - E. Test
 - F. Answers to test
- II. References:
- A. "Career Brief on Personnel Administration Occupations," 166 (-039). Largo, Florida, 1969.
 - B. "Career Brief on Employment Interviewer," 166 (0-68.71). Largo, Florida, 1968.
 - C. "Career Brief on Job Analyst," 166 (0-39). Largo, Florida, 1971.
 - D. "Management Aids on Matching The Applicant To The Job," 185. Washington, D.C., 1972.
 - E. "Small Business Bibliography on Personnel Management," 72. Washington, D.C., 1972.
 - F. "Employee Relations," *What a Supervisor Should Know About*. Chicago, Illinois: The Dartnell Corporation, 1965.
 - G. "Watch Out For Words," *Read Magazine*, Vol. XIX, May, 1970, pp. 22-25.
 - H. "Communications Do You Have It?" and "Turn Right." *Read Magazine*, Vol. XXI, October, 1971, pp. 2-31.
 - I. "Double-Talk," *Read Magazine*, Vol. XXI, January, 1972, pp. 26-27.
 - J. Mandell, Milton M. *The Selection Process*. American Management Association, 1964.
 - K. Nierenberg, Gerard I. *How to Read a Person Like a Book*. New York: Pocket Books, 1973.

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

INFORMATION SHEET

I. Business-personnel occupations

A. Job analyst

1. Collects, analyzes, and develops data on jobs, job qualifications, and desirable requirements of workers to fill such jobs
2. Assists in determining wage evaluation and proper utilization of workers

B. Training director--Responsible for developing and directing programs designed to increase the efficiency of employees through additional training

C. Employment manager

1. Establishes procedures for recruitment and placement of new workers
2. Supervises the recruiting, investigating, interviewing, and selecting of new employees
3. Maintains files of employment and transfer applications
4. Arranges for interdepartmental transfers
5. Supervises orientation of new workers and administration of employee testing programs
6. Maintains proper records and files
7. Keeps informed about manpower needs and shortages in the industry

D. Employment service officer

1. Administers employee benefit plans such as life insurance, health and accident insurance, and pension plans
2. Directs recreation programs
3. Administers employee suggestion systems
4. Supervises the preparation of employee information periodicals
5. Coordinates joint company-community activities
6. Supervises cafeteria operations
7. Provides advisory services

INFORMATION SHEET

E. Labor relations specialist

1. Conducts or supervises participation in union-management contract negotiations
2. Helps administer the provisions of agreements in negotiations
3. Interprets union-management in the negotiation and settlement of grievances

F. Wage and salary administrator

1. Plans and directs a job evaluation and classification program
2. Prepares regional and industrial wage studies
3. Maintains records and files dealing with wages and related data
4. Advises management on policies and procedures for an equitable wage and salary structure
5. Establishes job specifications, wage rates, and salary grades and organizes a system for their periodic review
6. Supervises the operation of merit and other special employee rating programs

II. Employment interviewer's job

(NOTE: Format for a specification sheet is shown on Assignment Sheet #2.)

A. Duties

1. Gives applicants forms to complete, assists them in interpreting questions, and requests additional information
2. Questions applicants on previous education and training
3. Takes notes on appearance, manner, and personality of applicants
4. Searches applicants' files and compares their qualifications with job orders
5. Checks references by
 - a. Telephone calls
 - b. Letters
6. Receives requests for personnel from various departments

INFORMATION SHEET

7. Renders special services
 - a. Counseling
 - b. Testing
 - c. Interpreting test results
8. Prepares ratings on applicants
9. Provides information concerning employment policies and requirements
10. Discusses hiring activities with supervisors to determine value of recruiting and selection methods
11. Prepares reports
12. Fills out job specification sheets to help evaluate prospective employees

(NOTE: A job description lists three kinds of specifications:)

- a. Information needed by applicant to qualify
Examples: accounting, drafting
- b. Special skills needed
Examples: shorthand, welding
- c. Personal characteristics
Examples: outgoing, diplomatic

B. Educational requirements

1. Experience only
 - a. Employment interviewing
 - b. Receptionist or secretary
2. College training
 - a. Psychology
 - b. Business administration
 - c. Personnel administration
 - d. Industrial relations
 - e. Public administration

INFORMATION SHEET

- f. Sociology
- g. Economics
- 3. High school
 - a. Typing
 - b. Business practices
 - c. Speech
 - d. Dramatics
- C. Personal qualifications
 - 1. Ability to meet and deal fairly and objectively with people
 - 2. Capacity to screen unqualified employment applicants
 - 3. Ability to obtain pertinent information from applicant during interview
 - 4. Initiative
 - 5. Good judgement
 - 6. Good memory of names and faces
 - 7. Sympathetic understanding of human nature
 - 8. Emotional stability
 - 9. Tact
 - 10. Patience
 - 11. Freedom from prejudice
- III. Good employment interviewers learn to detect half-truths

Example: Records show low intelligence scores, but application blank shows many merit awards. Possible reasons:

 - A. Applicant has high level aspirations or systematic work habits
 - B. Special factors may be influencing non-typical work habits
 - C. Applicant may have taken snap courses in school
 - D. Applicant bluffed professors

INFORMATION SHEET

IV. Visual clues communicated by:

A. Applicant

1. Type of dress
2. Body language
 - a. Cross arm--Defensive or withdrawing from conversation or disagreement or discomfort
 - b. Leg over arm of chair--Generally unconcerned about or hostile to the other person's feelings or needs
 - c. Sitting with chair back serving as a shield--Shows dominance or aggression

B. Interviewer--Body language

(NOTE: An alert applicant can detect many things from the gestures of the interviewer.)

1. Hand-to-cheek--Position of interest and attentiveness
2. Critical evaluation--Thought patterns are critical, cynical, or in some other way negative toward the person attempting to persuade
3. Stroking chin--Look of thoughtful consideration
4. Gestures with glasses--Avoiding saying anything when they want more time to think; implies the person is seeking nourishment, possibly more information
5. Looking over glasses--Causes a negative emotional reaction in others when dropping eyeglasses onto the bridge of the nose and peering over them; makes recipient of the stare feel that he is being closely scrutinized and looked upon
6. Hand over eyes--Communicates great thought and concern about the decision to be made

V. Ways prejudgement influences interviewer

- A. Effect of experiences and attitudes on outlook
- B. Beliefs concerning generalizations

Examples: Cowboys from Texas are loudmouths and brag; Redheads have fiery tempers; People with shifty eyes are dishonest

INFORMATION SHEET

- C. Willingness to search for the true personality of applicant
- D. Open-mindedness toward people as individuals not as labels

VI. Recognizing detours--Rules for interviewer:

- A. Do not accept statements at face value
- B. Ask probing questions in order to determine meaning and accuracy
- C. Encourage applicant to express himself directly to avoid detours and misunderstanding

Example: Jane was afraid to object openly. She came down with headaches and an upset stomach, especially on weekends. Jane was often sullen and uncommunicative on trips with her parents. Her parents did not pick up the right message. So they scolded her for being sullen and at the same time they worried about her health.

VII. Interviewer provides feedback to:

- A. Encourage communication by letting applicant know he is with him

Examples:

1. Nod of head
2. Saying things like, "Tell me more?" or "Is that right?"
3. Tries to understand point of view by asking question like "I'm not quite sure what you mean by your family background?"

- B. Show the applicant that the interviewer is really interested in understanding

VIII. Strengths which are weaknesses

(NOTE: Selection of an applicant should be based on consideration of both strengths and weaknesses.)

- A. Creativity in superiors can crush ideas of subordinates
- B. High intelligence can substitute logic for fads
- C. Verbal fluency can conceal lack of diligence
- D. Dependability can mask interest in new ideas
- E. A patient person may lack the drive to get a new program started

INFORMATION SHEET

- F. A person with high levels of energy may lack reflection needed to plan ahead
- G. A person with highly technical skills may lack warmth of human understanding in social relationships

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

ASSIGNMENT SHEET #1--DUTY CLASSIFICATION

Classify the following duties under the correct job heading by writing the number of the duty under the correct job heading on the following page.

1. Keeps informed about manpower needs and shortages
2. Establishes procedures for recruitment
3. Directs recreation programs
4. Supervises participation in union-management contract negotiations
5. Develops desirable requirements of workers
6. Prepares regional and industrial wage studies
7. Directs program to increase efficiency of employees through additional training
8. Interprets union-management agreements
9. Analyzes data on jobs
10. Supervises interviewing
11. Plans and directs a job evaluation and classification program
12. Supervises the operation of merit programs
13. Maintains files of employment
14. Supervises administration of employee testing programs
15. Supervises cafeteria operations
16. Coordinates joint company-community activities
17. Arranges for interdepartmental transfers
18. Administers employee benefit plans

ASSIGNMENT SHEET #1

JOB
ANALYST

TRAINING
DIRECTOR

EMPLOYMENT
MANAGER

EMPLOYMENT
SERVICE
OFFICER

LABOR
RELATIONS
SPECIALIST

WAGE & SALARY
ADMINISTRATOR

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

ASSIGNMENT SHEET #2--JOB SPECIFICATIONS

1. Use the job description of an employment interviewer to write a specification sheet.

Employment Interviewer Specification Sheet

a. Educational requirements

1) College training

a)

b)

c)

d)

e)

f)

g)

2) High school training

a)

b)

c)

d)

b. Duties

1)

2)

3)

4)

5)

6)

7)

8)

ASSIGNMENT SHEET #2

- 9)
- 10)
- 11)
- 12)

c. Personal qualifications

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)
- 11)

- 2. Utilize occupational resource materials and/or personal interviews to write a job specification sheet on another job in which you are interested.

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

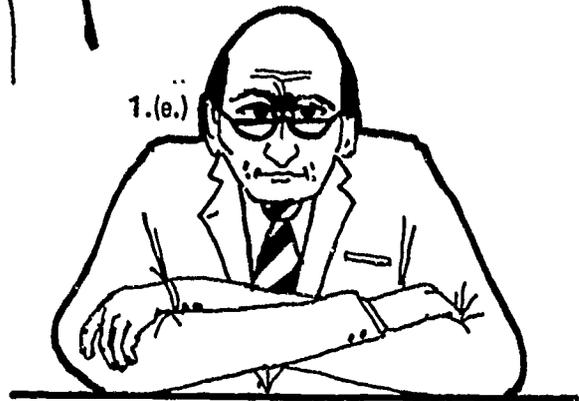
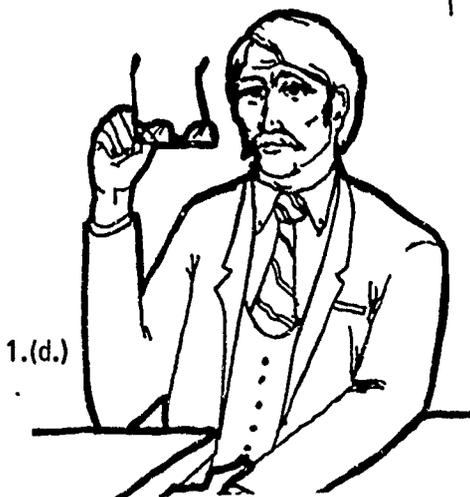
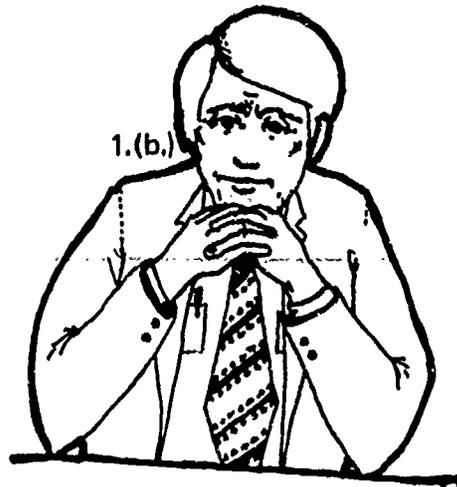
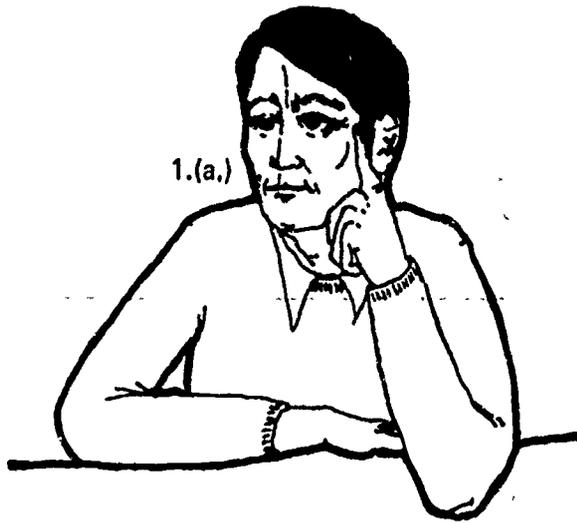
ASSIGNMENT SHEET #4--VISUAL CLUES

Observe the drawings on the following pages of an interviewer and an applicant. Explain what each one is communicating through his gestures.

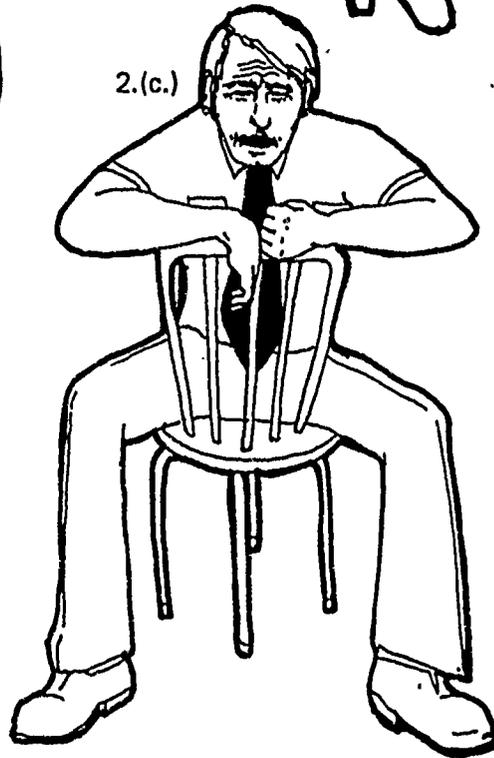
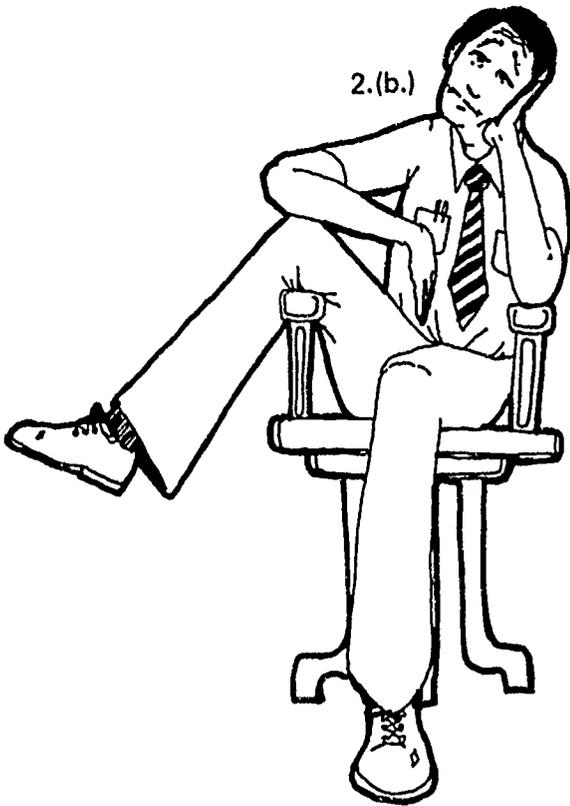
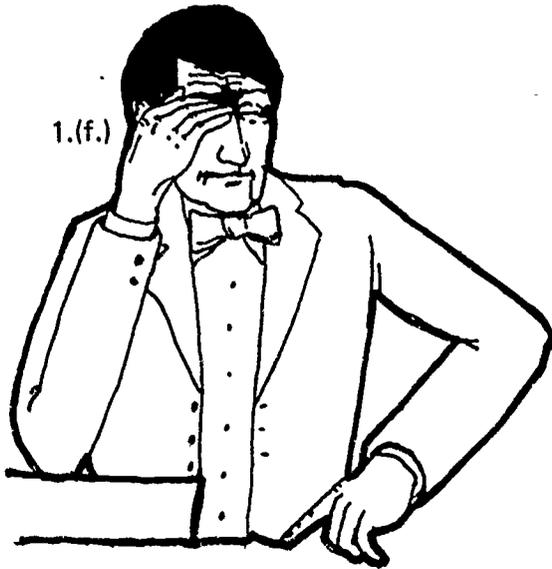
1. What may each of these interviewers be communicating as he evaluates an applicant?
 - a. Hand to cheek
 - b. Critical evaluation
 - c. Stroking chin
 - d. Gesture with glasses
 - e. Looking over glasses
 - f. Hand over eyes

2. What may each of these applicants be communicating through gestures?
 - a. Crossed arm
 - b. Leg over arm of chair
 - c. Sitting with chair back serving as shield

ASSIGNMENT SHEET #4



ASSIGNMENT SHEET #4



ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

ASSIGNMENT SHEET #5-PREJUDGEMENT

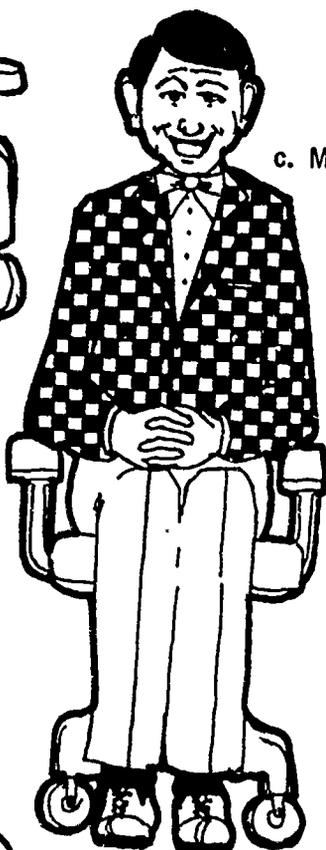
1. The boys on the following page are on a job interview. Which one has the best chance of getting the job?

2. Give at least two reasons for your choice.

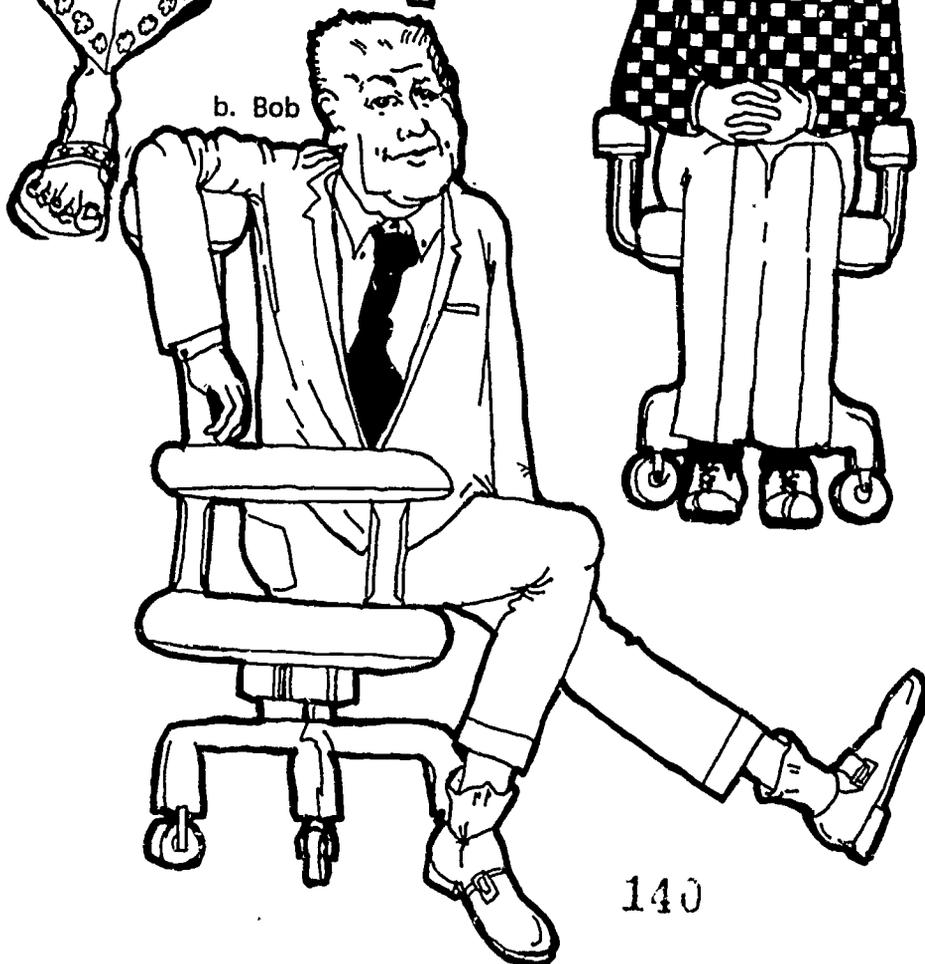
ASSIGNMENT SHEET #5



a. Harry



c. Mike



b. Bob

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

ASSIGNMENT SHEET #6--RECOGNIZING DETOURS

What are you really thinking? Write a dialogue with more than one part of you talking. If you use two parts of you, it's called a duologue.

EXAMPLE: You've been spotted by the class bully. He's 6'4" and weighs 200 pounds. You're 5'8" and weigh 135.

Bully: Hey kid, did you hear about my great football game Saturday?

YOU 1: (Out loud) Yeah, Killer, but I'd love to hear about it again.

YOU 2: (Silently) Shut up, you conceited blimp. If I had the nerve I'd jab this pencil into your puffed up ego and let all that hot air out.

Possible situations:

1. Your mother orders you to help with dinner dishes.
2. Your father won't let you have the car.
3. Your best friend gets a basketball suit and you don't.

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

ASSIGNMENT SHEET #7--PROVIDING FEEDBACK

Use LONG HAIR as a basis of discussion in a classroom. Let several students assume several points of view such as teenager, parent, Buddhist monk, wig salesman, or black person. Before each person can speak, he must repeat what the person before him said. Then he must interpret what he thinks this person meant.

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

ASSIGNMENT SHEET #8--STRENGTHS AND WEAKNESSES IN SELECTION

1. Write in one sentence ways each of these strengths can be weaknesses.
 - a. Creativity
 - b. High intelligence
 - c. Verbal fluency
 - d. Dependability
 - e. Patience
 - f. High energy
 - g. High technical skill
2. List at least two other strengths and tell how they can also be weaknesses.
 - a.
 - b.

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Job
Analyst

Training
Director

Employment
Manager

5

7

1

9

2

10

13

14

17

Employment
Service
Officer

Labor
Relations
Specialist

Wage and
Salary
Administrator

3

4

6

15

8

11

16

12

18

14

Assignment Sheet #2 (Answers may vary somewhat.)

1. a. Educational requirements

- 1) College training
 - a) Psychology
 - b) Business administration
 - c) Personnel administration
 - d) Industrial relations
 - e) Public administration
 - f) Sociology
 - g) Economics
- 2) High school training
 - a) Typing
 - b) Business practices
 - c) Speech
 - d) Dramatics

b. Duties

- 1) Gives applicants forms
- 2) Questions applicants
- 3) Takes notes
- 4) Searches files
- 5) Checks references
- 6) Receives requests
- 7) Renders special services
- 8) Prepares ratings
- 9) Provides information
- 10) Discusses hiring policies

- 11) Prepares reports
- 12) Fills out job specification sheets

c. Personal qualifications

- 1) Ability to meet and deal fairly and objectively with people
- 2) Capacity to screen unqualified applicants
- 3) Ability to obtain pertinent information
- 4) Initiative
- 5) Good judgement
- 6) Good memory of faces and names
- 7) Sympathetic understanding of human nature
- 8) Emotional stability
- 9) Tact
- 10) Patience
- 11) Freedom from prejudice

2. Evaluated to the satisfaction of the instructor.

Assignment Sheet #3

Answers should follow within these guidelines:

1. The houses in Town X may have been better built than those in Town Y. They may have had surfaces that hold paint better. They may have been less exposed to the weathering effect of sunlight. They may have been in more favorable climate conditions. If so, then the supposed superiority of Wipeout may not be true at all.
2. Group A members may have come from a different background and may have had less schooling than Group B members. So, inborn intelligence may have little to do with the test scores.
3. The teacher could have made her assignment a month in advance and set aside typewriters at school for student use.

Assignment Sheet #4

1.
 - a. Position of interest and attentiveness
 - b. Thought patterns are critical, cynical, or in some other way negative toward the person attempting to persuade

- c. Look of thoughtful consideration
 - d. Avoiding saying anything when they want more time to think; implies the person is seeking nourishment, possibly more information
 - e. Causes a negative emotional reaction in others when dropping eyeglasses onto the bridge of the nose and peering over them; makes a recipient of the stare feel that he is being closely scrutinized and looked upon
 - f. Communicates great thought and concern about the decision to be made
- 2.
- a. Defensive or withdrawing from conversation or disagreement or discomfort
 - b. Generally unconcerned about or hostile to the other person's feelings or needs
 - c. Shows dominance or aggression

Answers will vary on the above.

Assignment Sheet #5

- 1. Mike
- 2. Answers will vary

Assignment Sheet #6

Teacher should judge on the basis that the dialogue shows that each person has an outer mask he or she wears to show the world and an inner self that speaks the truth. However, for fear of being rejected this inner side is usually hidden.

Assignment Sheet #7

Teacher will evaluate on the basis that student repeats what the person before him said. Then the student who is interpreting should precede his comments by such phrases as "I understand this work to mean..." or "From your point of view, I feel you mean ..."

Assignment Sheet #8

- 1.
 - a. Creativity in superiors can crush ideas of subordinates
 - b. High intelligence can substitute logic for facts
 - c. Verbal fluency can conceal lack of diligence
 - d. Dependability can mask interest in new ideas
 - e. A patient person may lack the drive to get a new program started
 - f. A person with high levels of energy may lack reflection needed to plan ahead
 - g. A person with highly technical skills may lack warmth of human understanding in social relationships

2. Answers will vary. Some possible answers are:
 - a. Aggressiveness--Person may antagonize fellow employees
 - b. Friendliness--Person may spend too much time visiting on the job
 - c. Neatness--Person may spend more time thinking about appearance than about job to be done

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

TEST

1. Classify duties of six jobs in personnel administration. Place the number(s) of the duty under the correct job heading.
 1. Directs recreation programs
 2. Supervises cafeteria operations
 3. Prepares regional and industrial wage studies
 4. Establishes procedure for recruitment
 5. Coordinates joint company-community activities
 6. Analyzes data on jobs
 7. Supervises administration of employee testing programs
 8. Directs program to increase efficiency of employees through additional training
 9. Interprets union-management agreements
 10. Plans and directs a job classification program
 - a. Job Analyst
 - b. Training Director
 - c. Employment Manager
 - d. Employment Service Officer
 - e. Labor Relations Specialist
 - f. Wage and Salary Administrator

2. Write a specification sheet of an employment interviewer. (Satisfied by by Assignment Sheet #2)

3. Detect half-truths by explaining the misleading statements. (Satisfied by Assignment Sheet #3)

4. Observe visual clues and write down reasons interviewer and applicant may be blocking communication. (Satisfied by Assignment Sheet #4)

5. Name four ways prejudgement can influence a job interviewer.
 - a. _____
 - b. _____

c. _____

d. _____

6. Write a dialogue in order to show the importance of recognizing detours in order to avoid them in conversation.

7. Demonstrate active listening by providing feedback in a discussion on a controversial subject. (Satisfied by Assignment Sheet #7)

8. Write four sentences to show ways personal strengths can also be weaknesses on a job.

1. Creativity _____

2. High intelligence _____

3. Verbal fluency _____

4. Dependability _____

ENGLISH IN BUSINESS AND OFFICE OCCUPATIONS
PERSONNEL ADMINISTRATION

ANSWERS TO TEST

1.
 - a. Job Analyst
6
 - b. Training Director
8
 - c. Employment Manager
4 and 7
 - d. Employment Service Officer
1, 2, and 5
 - e. Labor Relations Specialist
9
 - f. Wage and Salary Administrator
3 and 10
2. Satisfied by Assignment Sheet #2
3. Satisfied by Assignment Sheet #3
4. Satisfied by Assignment Sheet #4
5.
 - a. Effect of experiences and attitudes on outlook
 - b. Beliefs concerning sweeping generalizations
 - c. Willingness to search for the true personality of applicant
 - d. Open-mindedness toward people as individuals not as labels
6. Teacher evaluated. Students should include a dialogue in the dialogue.
7. Satisfied by Assignment Sheet #7
8.
 - a. Creativity in superiors can crush ideas of subordinates
 - b. High intelligence can substitute logic for fads
 - c. Verbal fluency can conceal lack of diligence
 - d. Dependability can mask interest in new ideas