

<i>900 exercises in vocational communication</i>	<b>Teacher's notes</b>	<b>A / 13</b>
<i>General aim</i>	<b>A: ORAL TECHNIQUE</b>	
<i>Level of difficulty</i>	2	
<i>Intermediate aim</i>	<b>1: BE HEARD BY THE OTHER PERSON</b>	
<i>Operational aim</i>	<b>3: The art of listening and managing speaking time</b>  <b>Listening to the other person</b>  <b>10: ability to listen</b> <b>20: listen without selecting or interpreting</b>  <b>Manage your speaking time</b>  <b>30: get a message across in a given time</b> <b>40: start speaking, taking into account what the other person says; share speaking time</b>	
<i>Pre-requirements</i>	None	
<i>Number of exercises</i>		
<i>Comments</i>		

ABILITY TO LISTEN

- Exercise 1 should put the learners in a situation of pure listening, that is, non-selective listening. Each learner must be totally open to listening.
- The teacher hands out the exercise sheet and gives the instructions.
- When the 5 minutes are up, the teacher will collect the elements perceived by each learner.
- The teacher can point out to the learners the following statements:
  - \* There is always something to listen to, even silence. You can listen to anything.
  - \* Most of the time we listen selectively.
  - \* Listening is a specific attitude, it requires availability, a certain awareness of the environment on the part of the individual.

*900 exercises in  
vocational  
communication*

## **Exercise**

**A / 13 – 1.2**

### EXERCISE 1

For 5 minutes, you will stop everything and just LISTEN.

CAREFUL!! You must hear everything!

What can you listen to when a person speaks?

**- HIS VOICE:**

Its form:

- clear
- reassuring
- authoritative
- soft

The sound:

- high
- low

The rhythm:

- fast
- slow
- staccato
- irregular

The intonation:

- interrogative
- affirmative

Vocabulary:

- familiar
- literary
- colourful
- professional
- abstract

**- THE BREATHING**

- breathy
- irregular
- fast
- slow

**- THE SILENCES**

- for reflection
- of emotion
- of boredom
- due to the mind going blank
- due to a lack of ideas
- because of what is unspoken

Beyond the initial meaning of the message, you can listen to the intentions, the motivations or double meanings. These elements, when taken in the context of what is said (what is said, what happens) are possible indicators of the speaker's state of mind.

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In the light of the list on the previous page, the learners will do EXERCISE 1 again and will compare their results with the time before.

EXERCISE 3

- The teacher asks the learners to get together in pairs.
- He asks one volunteer from each pair to think of a person whom they particularly appreciate and/or admire for any number of reasons and whom they would like to describe and introduce to their partner. This person or character can be from their surroundings, from the media or from a book, film or History.
- The teacher leaves the learners a few minutes to think and prepare themselves. They can write down what they reckon is important to say about this person. Then they must present their choice and justify it to their partner.
- Meanwhile, the teacher is in another room if possible, with the other members of the group. He/she will give the following instructions:

*“Listen carefully to your partner. Make sure you listen to everything that can be heard, other than the spoken message. Take notes so that you do not forget anything.”*

Once the previous sequence has been done, the teacher takes in everything that was heard by each of the observers.

The list in A / 13 - 10 – 1.3 could well be useful when the information is being pooled.

The teacher can have the learners comment on the list according to the performance they have just seen. He could highlight and have them illustrate the following points:

- \* The elements given on the answer sheet play an important role in communication. They have the same value as a message. They illustrate the worded message. In some cases they can even modify the content.
- \* They give an indication of the psychological mood of the speaker. They must be taken into account in the context of what is said (what is said? what is happening?).

## EXERCISE ON LISTENING WITHOUT INTERPRETING

The following exercise can be followed by a group reflection on the interpretation of a message.

### **Suggestion:**

We interpret by:

- selecting the information
- adding some information
- transforming information

The interpretation of a message depends on our expectations, our projections, our reference frame, and the context in which we receive the message.

Here is the description of an exercise. The sheets to be used are on the next two pages.

1. The teacher will read the text on page 2 once only.
2. The teacher will give the learners the sheet with the propositions (page 3).
3. Les learners will tick for each proposition **T (true)**, **F (false)** or **? (we cannot know)**.
4. The teacher will then give out the text that he read (page 2) to the learners to check the results.

**Listening is not interpreting**

The young woman had just been handed the bag. She was leaving the building when a man suddenly appeared out of the darkness, at the corner of the street, he asked her a question, grabbed the bag, pushed the woman over and jumped into a car that slowed down as it reached him. The woman refused offers to call the police.



PROPOSITIONS	T	F	?
1: The young woman was handed the bag before she left the building.	.	.	.
2: A dark man suddenly appeared at the corner of the street.	.	.	.
3: When the man appeared, the young woman was leaving the building.	.	.	.
4: The man asked her to give him her bag.	.	.	.
5: The man made the woman fall and picked up her bag.	.	.	.
6: The young woman refused offers to help her get up.	.	.	.
7: The young woman refused to hand over her bag.	.	.	.
8: The man escaped in a car that was parked next to him, ready to drive off.	.	.	.
9: The man grabbed the woman's bag, pushed her over and ran off.	.	.	.
10: The police were called but she did not lodge a formal complaint.	.	.	.
11: A young woman went out into the street, a man appeared and took her bag.	.	.	.
12: The person who gave her the bag stayed inside the building.	.	.	.
13: The young woman was not alone when the attack happened.	.	.	.
14: In this account, there was a young woman, an attacker and witnesses.	.	.	.
15: The young woman's bag contained important documents.	.	.	.
16: This attack was premeditated.	.	.	.
17: The attacker was armed.	.	.	.
18: The attacker had accomplices.	.	.	.
19: The police were not called.	.	.	.
20: It was already dark when the attack happened.	.	.	.

LISTENING WITHOUT SELECTING OR INTERPRETING

For this exercise, each participant will, one by one, transmit a message, as faithfully as possible.

The teacher can ask some of the learners to be “observers”.

The members of the group who are not observers will leave the room.

The teacher will give out to the observers several pages with the same text so that they can underline directly on the text any parts which are forgotten or interpreted.

The teacher will let one learner into the room and read him the text given below. The learner will listen as carefully as possible, and then he will pass it on as faithfully as possible to the observers. He will remain in the room to listen to the other participants who will do the same thing as he did. Each time, the teacher will read the text, which is why it must not be too long, but should contain quite a lot of information.

After the first phase, each learner will give his or her impressions. Then the observers will give their observations. The following points can then be discussed:

- the difficulty of listening to information exhaustively.
- non exhaustive listening leads us to interpret the message (by forgetting, by transforming or adding information).

Here is a text that can be used for this exercise. The subject is fairly similar to the one in the previous exercise, and requires special attention, to avoid being influenced by the preceding text:

*On Monday evening, at around 10.30pm, Mrs Thompson was on her way home when she was approached by a man of about 30, wearing dark clothes. He said he was looking for Thames Street and was holding a map of the town. As she was beginning to explain how to get to the street, she heard a motorbike start up nearby. The bike drove up on to the pavement towards Mrs Thompson. The man who had asked for direction then snatched the woman's bag. Then he got on to the motorbike, which had slowed down when it got to where they were and the two crooks disappeared round the corner. Mrs Thompson had just withdrawn a large sum of money from a cash dispenser.*

MANAGE TO SPEAK WITHIN A GIVEN TIME LIMIT

The teacher gives out the first page of exercises. He/she will only give out the second page after making sure that the first page has been done completely.

The teacher will ask a first half of the group to tell the others the story chosen (without a time limit).

The same group of participants will do the same thing again, but this time in one and a half minutes.

The learners must have a watch with a second hand, otherwise an hourglass can be given to them.

After this first part, the group can think about the following points:

- What sorts of difficulties were encountered?
- How to control your speaking time?

For the second part, the teacher will hand out page 3.

The members of the second half of the group will tell their story in exactly one and a half minutes.

MANAGE SPEAKING TIME

Find the most possible stories you liked. This story can be something you have experienced, it can come from a book, a film, etc. Write only a title which will identify each story for you.

Select and circle on the previous page the story you would like most to tell the members of your group.

As if it were a memo, note on this sheet of paper what you would like to say about this story.

For example, you can note down:

- The different phases of development.
- The different actions.
- The reasons for your choice.
- The problems revealed by the story
- The comments you wish to make.

MANAGING SPEAKING TIME

- Underline the ideas you wrote on your memo, that seem to have priority, or to be essential.

- You will classify them in order of importance:

1:

2:

3:

4:

5:

6:

7:

8:

9:

10:

11:

12:

13:

14:

15:

16:

17:

18:

19:

20:

- Select a reasonable number of ideas to tell the group in one and a half minutes.

- Choose the order you think is most suitable.

SPEAK, TAKING INTO ACCOUNT WHAT THE OTHER PERSON SAYS  
SHARE THE SPEAKING TIME

In a brainstorming session, the teacher and the learners will think of a subject for debate.

The subject chosen must involve all the participants. It must be close to the daily lives of the learners, even about passion, a polemic subject.

The teacher leaves the participants a few minutes to work out their opinions, and get their argumentation ready.

Two volunteers will play the role of observers, referees of the debate.

These rules must be strictly obeyed:

- \* Each participant has 30 seconds' speaking time.*
- \* Each learner who speaks will have to sum up what the previous speaker has just said.*
- \* It is forbidden to interrupt.*

It is important for each learner to stick to the rules.

The observers who referee the debate will share the job as follows:

- \* Observer A will make sure that the speaking time is not exceeded. He will choose a sound signal with the group that tells them when the 30 seconds are up.  
The summing up should not be counted in the speaking time.*
- \* Observer B will make sure that the summing up has been done properly before the speaking starts. If it has not, he will warn the speaker by using a different sound signal.  
He will use the same signal if a participant interrupts.*