

SPEAKING PROFESSIONALLYSM



Module One
Lessons 1-4



LINGUA MARKETING INTERNATIONAL

P.O. BOX 435, COLLEGEDALE, TENNESSEE 37315, USA

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Speaking Professionally

Module 1

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OBJECTIVES

The objectives of this course are to:

- Teach communicative competence in English, increasing the student's ability to perform orally in a variety of social/professional/business/academic settings, using the language appropriate to the situation as a native speaker would use it. In this respect, the course provides material for aural-oral language reinforcement, including dialogues, grammatical pattern practice, and exercises in pronunciation, verbal strategies, and professional communication skills, as well as practical assignments for language use in the student's ordinary life situations.
- Provide a correspondence course specifically designed for students of English who wish to improve their language skills for academic, business, or professional purposes. In keeping with this aim, the behavior and social customs typical of the English-speaking community are introduced as cultural insights. Also included are vocabulary items chiefly oriented to the realms of international business and education. It is hoped that this course will appeal to students of the English language because of its sensitivity to their culture, by its endorsement of certain selected traditional values, and by its encouragement of intercultural respect.
- Refresh and expand the language proficiency of adults or college students who have achieved intermediate or advanced levels in English. This course contains ample material for one academic year's work. It is assumed that the student will spend about ten hours a week on each lesson (possibly two hours a day), including the time required to do the exercises on tape.
- Contextualize language items in a natural setting through the use of carefully researched content material in a normal progression of events.
- Introduce an interactive element into the correspondence course by incorporating student-teacher exchanges.
- Promote principles that are of lasting worth, and maintain professional excellence commensurate with the standards of Speaking Professionally.
- Promote goodwill.

Assumed Knowledge

Students of this course are presumed to be already able to perform the following *English* language skills:

- Understand short passages of English spoken at normal speed.
- Orally construct regular English sentences in the negative, interrogative, and imperative forms.
- Reproduce orally the substance of a short passage of English after having heard it and read it several times.
- Orally respond to questions that require short or longer answers.
- Read aloud a short passage of English (up to 250 words in length).
- Write simple, compound, and complex sentences.
- Answer in writing simple questions on a passage of English.
- Write a short composition of about 200 words based on ideas that have been provided, working from an active vocabulary of 1,000 basic or most frequently used words.
- Read silently and understand longer passages (authentic works of native English-speaking authors).

The student's passive vocabulary range should be in the region of 2,000 words, both structural and lexical. (A list of assumed vocabulary items may be found immediately following this introduction.)

Course Description

This course consists of the following teaching materials:

- Six modules divided into eleven textbooks.
- Six English study guides, including work sheets to be returned for grading.
- Cassette tapes on which are recorded dialogues, comprehension and pronunciation exercises, verbal strategies and professional communication skills, as well as dictations and other reinforcement activities.

In each lesson, the format is generally arranged as follows:

Objectives

Dialogue

Vocabulary

Vocabulary Practice

Verbal Strategies

Pronunciation

Grammar

Professional Communication Skills

Cultural Insights

Vocabulary Review

Expressions in Conversation

Authentic samples of information systems, and exercises for practical, real-life applications of learnings, are included at random.

Answer keys (for the self-check exercises in the lesson) and a glossary are found at the end of each book.

Translation: In the beginning lessons, a translation is provided to assist students.

Verbal Strategies

We use language for many different purposes. Sometimes language is used to create a social atmosphere. Sometimes we use it to gain approval or to express appreciation. At other times, we use language to motivate progress or to bring about changes in the behavior of others. Language is also used to transmit information, to make requests, to express feelings, judgments, and ideas. Language helps us to do things. In other words, by our use of language, impressions are made on our listeners, and often something social is accomplished by our words.

Verbal strategies are various ways of using language (of expressing one's self in language) to communicate notions (ideas, feelings, thoughts, or meanings) that are generally considered to be universal to human thought or experience. An example of a notion that can be expressed in several ways in a language is the notion of appreciation:

Thank you very much!

That was very kind of you!

I really appreciate this.

The strategy chosen to express any specific notion will depend on the context of the situation: who the speaker and hearer(s) are, what their relative status and relationship are, what the event is, and when and where it occurs, among other factors. Thus, verbal strategies perform specific social functions.

Native speakers of a language know that some expressions have certain meanings, and they react to them accordingly. Verbal strategies can help us be more polite or subtle in saying things that might shock people if the simple, direct expressions were used. The verbal strategies that will be presented in this course are, therefore, usually the polite ways of expressing ideas. Various levels of verbal strategies range from the formal through informal to colloquial and even vulgar. The correct strategy to be used depends on the situation and the circumstances, as well as the relative status and the relationship between the parties who are communicating.

A communicative course in English would not be complete without a study in English verbal strategies.

Professional Communication Skills

One of the chief objectives of this course is to teach the student to communicate in a variety of social, professional, business, and academic settings. Communication skills needed in these various settings have been chosen for study throughout the thirty-six lessons.

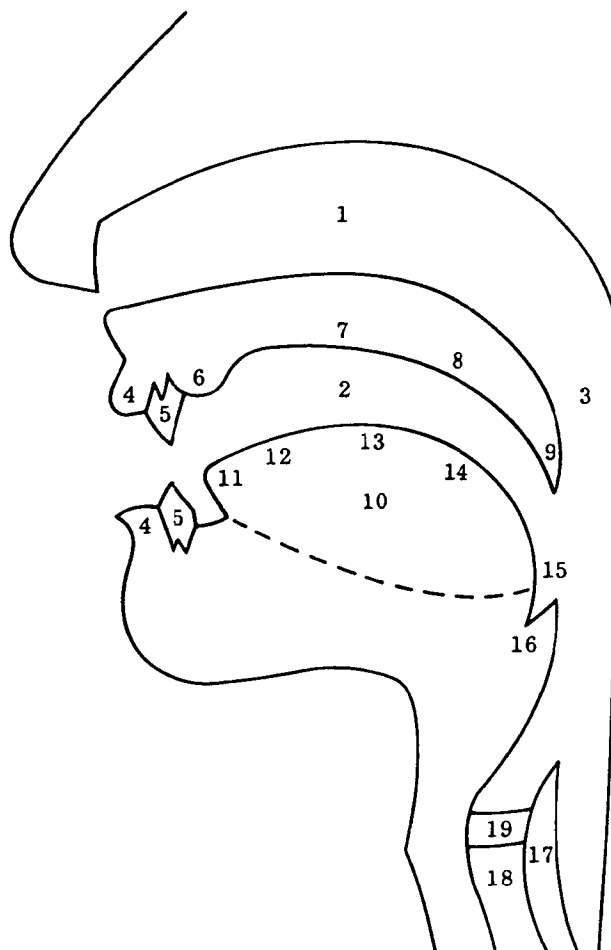
For example, in Lessons 1–4 the student learns oral communication skills needed by a committee chairperson. Lessons 5–10 concentrate on listening skills used when dealing with professionals from other fields. The emphasis in Lessons 11–14 is skills needed by an employer or personnel manager when conducting interviews. Lessons 15–17 present communication skills designed to create good public relations. Lessons 18–27 study motivation, conflict resolution, problem solving, and decision making. Public speaking skills appear in Lessons 28–30, while Lessons 31–33 stress ways to develop the skill of persuasion. In conclusion, Lessons 34–36 give examples of communication skills useful in building relationships, and professional techniques of questioning.

The dialogues form a continued story. As the story unfolds, the various situations provide examples of the principal social, professional, business, and academic settings in which oral communication skills are necessary. This course is designed to be of special benefit to individuals aspiring to management-level positions, but it is also useful for improving the oral communication skills of all levels of personnel in many different professions.

Pronunciation

Speech Organs

1. Nasal Cavity
2. Oral Cavity
3. Nasal Passage
4. Lips
5. Teeth
6. Alveolae
7. Hard Palate
8. Soft Palate (Velum)
9. Uvula
10. Tongue
11. Tip of Tongue
12. Front of Tongue
13. Middle of Tongue
14. Back of Tongue
15. Pharynx
16. Epiglottis
17. Glottis
18. Larynx
19. Vocal Cords



Robert L. Politzer, FOREIGN LANGUAGE LEARNING: A Linguistic Introduction, ©1970, p. 23.
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Production of Speech

Speech is produced when air flows from the lungs through the vocal cords, making sounds that are then modified by muscular contractions in the throat or by changing tongue and jaw positions in the mouth. This is called the stream of speech because it flows. But in order to describe the sounds of speech, we classify them as segments separated from each other.

Speech segments are usually classified into the categories of vowels and consonants. Vowels are the sounds produced without obstructing the airstream.

Consonants are produced by obstructing the airflow in various ways. Consonants can thus be classified by the point of contact in the speech organs where the obstruction occurs.

The Consonants of English

The consonants of English fall into nine groups:

- Consonant sounds produced when both lips obstruct the airflow:

/p/	as in <i>pin</i>
/b/	as in <i>boy</i>
/m/	as in <i>may</i>
/w/	as in <i>well</i>

- Consonant sounds produced when the upper teeth and lower lip obstruct the airflow:

/f/	as in <i>fine</i>
/v/	as in <i>value</i>

- Consonant sounds produced when the tip of the tongue touches the front teeth to obstruct the airflow:

/θ/	as in <i>thin</i>
/ð/	as in <i>that</i>

- Consonant sounds produced when the tip of the tongue is placed near the gums behind the upper front teeth to obstruct the airflow:

/t/	as in <i>two</i>
/d/	as in <i>deep</i>
/l/	as in <i>like</i>
/n/	as in <i>never</i>
/s/	as in <i>sad</i>
/z/	as in <i>was</i>

- The consonant sound produced when the tip of the tongue is curled back toward the palate:

/r/ as in *red*

- Consonant sounds produced when the front of the tongue (not the tip) is pressed against the gums of the upper teeth:

/ch/ as in *chin*

/j/ as in *journey*

/sh/ as in *ship*

/s/ as in *vision*

- The consonant sound produced when the middle of the tongue is pressed against the front of the palate.

/y/ as in *yes*

- Consonant sounds produced when the back of the tongue presses against the back palate or the velum.

(Palatal)

/k/ as in *skin*

/g/ as in *get*

/ng/ as in *sing*

(Velar)

/c/ as in *caught*

/g/ as in *go*

/ng/ as in *song*

- Sound produced when the vocal cords in the glottis obstruct the airflow.

/h/ as in *hill*

Other Features of English Consonants

English consonant sounds, although chiefly classified by where they occur in the speech organs, are further classified by such features as voicing, friction (or hissing), and nasalization, which describe the manner in which they are produced. These and other concepts will be touched on later in the lessons.

The Vowels of English

The vowel sounds are produced without obstruction to the airflow. But the position of the jaw, and of the tongue in the mouth, differentiates between them. If the tongue is placed far back in the mouth, back vowel sounds occur. If the tongue is centrally placed, central vowel sounds occur. If the tongue is in the front of the mouth, front vowel sounds occur.

- Back Vowels

oo as in **food**

u as in **put**

oa as in **boat**

au as in **taught**

- Central Vowels

u	as in cut
o	as in pot

- Front Vowels

ea	as in beat
i	as in pit
ai	as in bait
e	as in bet
a	as in bat
i	as in bite

Other Unobstructed Sounds

Diphthongs are other sounds that are produced without obstruction to the airflow. They are combinations of vowel-consonant sounds and will be discussed later.

Intonation

The rise and fall in pitch of the voice when speaking is called intonation. Intonation is very important, because differing sound patterns convey different meanings. This is true even when two sentences are written identically. Intonation is the most distinctive feature of any language, distinguishing it from other languages.

English intonation patterns differ from those of other languages. English intonation sounds are usually less varied and intense than in other languages in which pitch changes occur frequently. But although English pitch changes are subtle, they are very important and lend much meaning to what is being said. A language student may pronounce well the vowel and consonant sounds of a language, but unless he masters the intonation, he will still be misunderstood.

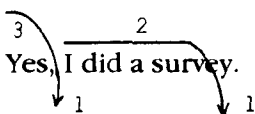
Pitch

There are four pitches used in English. The normal pitch of the voice in its most relaxed state is called mid, and is numbered 2. When the voice drops to a lower pitch than normal, the pitch is called low, and is numbered 1. When the voice rises above the standard mid level, the pitch is called high, and is numbered 3. In any utterance longer than one syllable (and even in some of only one syllable), all three of the pitches--high, mid, and low--may be heard. Pitch 4 is called extra high, and it occurs in expressions of great emotional intensity. For this reason it is heard less frequently in English than are the other three pitches.

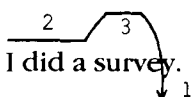
Basic Intonation Patterns

Generally, the sound of the ending of a clause or sentence identifies it as being either a statement or a question. Statements end with a falling intonation contour. Questions (other than the who, what, why, when, where, or how type) end with a rising intonation contour.

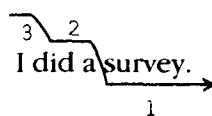
Question:  Did you do a survey?

Answer:  Yes, I did a survey.

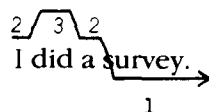
Generally, too, raising the voice to a high pitch somewhere in the utterance indicates that the speaker wishes to emphasize the word on which the high pitch occurs, usually to let the hearer(s) know that it contrasts with some other word that could have been said there.

Examples:  I did a survey.

(Meaning: I did not do something else. It was a survey that I did.)

 I did a survey.

(Meaning: It was I who did the survey. It was not another person.)

 I did a survey.

(Meaning: I have already done a survey, so I should not be asked to do one again.)

Special Intonation Patterns

Throughout this course, various intonation patterns will be presented as they occur in other parts of the lesson. These other nonbasic patterns have special meanings added or implied.

Assumed Passive Vocabulary

This is a list of the words that we assume (or expect) you already know. Read the list, making a pencil mark beside each word that is new to you. As you learn a word, erase the mark. Use the new words as often as you can.

A	against	apple	automobile
ability	agree	apply	autumn
able	agreement	appoint	avenue
about	ah	approach	average
above	ahead	approval	avoid
abroad	aid	approve	await
accept	aim	April	awake
accompany	ain't	arch	away
accomplish	air	area	awful
according	alarm	argument	
account	alive	arm	
accustom	all	army	
acid	almost	arose	B
acquaintance	alone	around	baby
acquire	along	arrange	back
acre	already	arrangement	bad
across	also	art	bag
act	always	artist	bake
action	am	as	balance
active	among	ashamed	ball
actual	amount	Asiatic	band
actually	amusement	ask	bank
add	an	assembly	bare
addition	and	associates	bark
address	angel	association	barn
adjust	anger	assume	base
administration	angle	assure	basin
admire	animal	at	basket
adopt	announce	ate	bath
adult	another	Atlantic	be
advance	answer	attack	beach
advantage	ant	attempt	beast
adventure	anxious	attend	beat
advertisement	any	attention	beautiful
advice	anyone	attitude	beauty
advise	anything	attraction	became
affair	anyway	August	because
affect	apartment	aunt	become
afford	apparatus	author	bed
after	apparently	authority	before
again	appeal	automatic	beg

began	boot	butter	change
begin	border	button	character
begun	bore	buy	charge
behavior	borrow	by	Charles
behind	Boston		charm
behold	both		chase
being	bottle	C	cheap
belief	bottom	cabin	cheek
believe	bought	cake	cheer
bell	bound	California	cheese
below	bow	call	chemical
belt	bowl	calm	chest
bench	box	came	chicken
bend	boy	camera	chief
beneath	brain	campaign	child
benefit	brake	can	children
bent	branch	canal	chin
berry	brass	candidate	China
besides	brave	canvas	Chinese
best	bread	cap	choice
better	break	capital	choose
between	breakfast	captain	chose
beyond	breast	car	chosen
bid	breath	card	Christian
big	breathe	care	Christmas
bill	brick	careful	church
bird	bridge	carefully	circle
birth	brief	carriage	circumstance
bit	bright	carry	citizen
bite	bring	cart	city
bitter	broad	case	civil
black	broke	cash	class
blade	broken	cast	clean
blame	brook	castle	clear
bless	brother	cat	clearly
blind	brought	catch	clerk
block	brush	cattle	climb
blood	bucket	cause	clock
blow	build	cease	close
blue	building	cell	closely
board	built	cent	cloth
boat	bulb	center	clothe
Bob	burden	central	clothes
body	burn	certain	clothing
boil	burst	chain	cloud
boiling	bury	chair	club
bond	bush	chalk	coal
bone	business	chamber	coast
book	busy	chance	coat