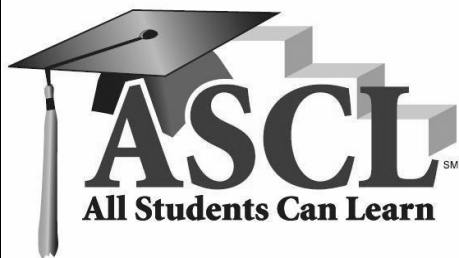


**MODULE**

# Communication

**LESSON**

## What You Say is What You Are: Workplace Verbal Communication



**Table of Contents**

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Overview ..... 3

Teacher Preparation ..... 5

Exercise 1: Pre-Quiz Directions & Answer Key ..... 6

Exercise 1: What You Say is What You Are: Workplace Verbal Communication -  
Pre-Quiz..... 7

Exercise 2: Quote and Anecdotes of the Day ..... 8

Exercise 3: Video Vignette: “What You Say is What You Are: Workplace Verbal  
Communication.” ..... 11

Exercise 4: You Can Say that Again! ..... 12

Exercise 5: Proper Speaking Role-Play Scenarios ..... 15

Exercise 6: Business Vocabulary Play ..... 22

Exercise 7: Verbal Communication Skills Self-Assessment..... 27

Exercise 8: What You Say is What You Are: Workplace Verbal Communication:  
Wrap-Up! ..... 31

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## Overview

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### Purpose

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To teach students the importance of understanding and mastering workplace verbal communication skills as they relate to co-workers, employers, and customers.

### National Career Development Standards

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**Standard 2:** Skills to interact positively with others.

**Standard 5:** Understanding the need for positive attitudes toward work and learning.

### National Career Development Benchmarks

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Students will be able to . . .

**Benchmark 2.a.** Demonstrate effective interpersonal skills.

**Benchmark 2.b.** Demonstrate interpersonal skills required for working with and for others.

**Benchmark 2.c.** Describe appropriate employer and employee interactions in various situations.

**Benchmark 5.e.** Demonstrate positive work attitudes and behaviors.

### Think and Discuss

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1. *Why do the words we say reflect upon who we are?*
2. *List ways we can promote a positive image of ourselves through our verbal communication skills.*

<p><b>SCANS</b> <b>Fundamental Skills</b></p>	<p><b>Bloom's Taxonomy</b></p>	<p><b>Multiple Intelligences</b></p>	<p><b>Equipped for the Future (EFF) Standards</b></p>
<p> <input checked="" type="checkbox"/> Basic Skills  <input checked="" type="checkbox"/> Thinking Skills  <input checked="" type="checkbox"/> Personal Qualities  <b>Workplace Competencies</b>  <input checked="" type="checkbox"/> Resources  <input checked="" type="checkbox"/> Interpersonal  <input checked="" type="checkbox"/> Information  <input type="checkbox"/> Systems  <input type="checkbox"/> Technology                 </p>	<p> <input checked="" type="checkbox"/> Knowledge  <input type="checkbox"/> Comprehension  <input checked="" type="checkbox"/> Application  <input checked="" type="checkbox"/> Analysis  <input checked="" type="checkbox"/> Synthesis  <input checked="" type="checkbox"/> Evaluation                 </p>	<p> <input checked="" type="checkbox"/> Bodily/Kinesthetic  <input checked="" type="checkbox"/> Visual/Spatial  <input type="checkbox"/> Logical/Mathematical  <input checked="" type="checkbox"/> Verbal/Linguistic  <input type="checkbox"/> Musical/Rhythmical  <input type="checkbox"/> Naturalist  <input checked="" type="checkbox"/> Interpersonal  <input checked="" type="checkbox"/> Intrapersonal                 </p>	<p> <b>This lesson uses 10 of the 16 EFF Standards</b> <ul style="list-style-type: none"> <li>➤ Resolve Conflict and Negotiate</li> <li>➤ Observe Critically</li> <li>➤ Listen Actively</li> <li>➤ Cooperate with Others</li> <li>➤ Solve Problems and Make Decisions</li> <li>➤ Take Responsibility for learning</li> <li>➤ Reflect and Evaluate</li> <li>➤ Advocate and Influence</li> <li>➤ Guide Others</li> <li>➤ Speak So Other Can Understand</li> </ul> </p>

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## Teacher Preparation

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### Class Materials

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Copy the following exercises for distribution to students

- Exercise 1: [Verbal Communication - Pre-Quiz](#)
- Exercise 2: [Quote and Anecdotes of the Day](#)
- Exercise 4: [Comparing Slang Phrases with Proper Language](#)
- Exercise 5: [Proper Speaking Role-Play Scenarios](#)
- Exercise 6: [WORDS TO LEARN](#) and [Business Vocabulary Play](#)
- Exercise 7: [Verbal Communication Skills Self-Assessment](#)

Overhead templates for teacher use

- Exercise 1: [Verbal Communication - Pre-Quiz](#)
- Exercise 2: [Quote and Anecdotes of the Day](#)
- Exercise 4: [Comparing Slang Phrases with Proper Language](#)
- Exercise 6: [WORDS TO LEARN](#)
- Exercise 7: [Verbal Communication Skills Self-Assessment](#)

### Key Words

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1. Judged
2. Evaluated
3. Catapult
4. Toast Masters
5. Workplace Lexicon
6. Caustic

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## Exercise 1: Pre-Quiz Directions & Answer Key

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### Teacher Directions

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*This exercise should take 5 minutes with some discussion after each question. A teacher copy is provided with the answers.*

**Step 1:** Have your students take the 6-question “Verbal Communications Skills” quiz to check for understanding.

**Step 2:** Review the questions with your students to correct misconceptions they may have that relate to verbal communication.

**Step 3:** Transition to Exercise 2: “Quote and Anecdotes of the Day.”

### Answer Key

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1. E
2. False
3. C
4. D
5. A
6. E

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## Exercise 1: What You Say is What You Are: Workplace Verbal Communication - Pre-Quiz

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1. In the workplace, you are judged and evaluated by:
  - a. The words you use when you speak
  - b. The amount of slang you use when you speak
  - c. Your vocabulary
  - d. Your usage of proper English
  - e. All of the above
  
2. Swearing at work is OK as long as you are really mad for a good reason.  
TRUE  
FALSE
  
3. Which items represent a NEGATIVE reflection on your speaking habits:
  - a. Never raising your voice in anger
  - b. Never swearing
  - c. Never speaking eloquently
  - d. Never using slang
  
4. If you have a limited vocabulary, people at work might think you \_\_\_\_\_.
  - a. Are not as smart as you actually are
  - b. Are not as educated as you actually are
  - c. Have limited capabilities in communicating with others
  - d. All of the above
  - e. None of the above
  
5. Choosing the wrong words, or not having the right words to say, can \_\_\_\_\_.
  - a. Limit your chances for growth at work
  - b. Get you promoted quickly
  - c. Help others gain confidence in your abilities
  - d. Catapult you to the top of your Toast Masters class
  - e. All of the above
  
6. Swearing and using slang will help you get \_\_\_\_\_ at work.
  - a. Respect
  - b. Disrespected
  - c. Promoted
  - d. Ignored
  - e. B and D

---

## Exercise 2: Quote and Anecdotes of the Day

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### Teacher Directions

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*You might want to write the quote on the board to focus your students' thoughts on "Verbal Communications Skills." Process the quote and anecdotes with your students to check for understanding. This exercise should take 5 minutes with some discussion.*

**Step 1:** Have selected students read the quote and anecdotes aloud. Ask the entire class the following questions:

*How does the quote by Thomas Jefferson relate to workplace verbal communication skills?*

*Why is it important to master workplace vocabulary?*

*What are some other forms of verbal communication that leave impressions about us?*

**Step 2:** Proceed to Exercise 3: Video Vignette: "What You Say is What You Are: Workplace Verbal Communication."



## Quote

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“The most valuable of all talents is never using two words when one will do.”

- *Thomas Jefferson*

## Anecdote 1

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Having the ability to speak well is one of the very most important skills a student can have. Without this skill, even if everything else is perfected, a student will have difficulties transitioning to the world of work. You see, having the right words – a strong vocabulary – and having a command of sentence structure is just the beginning. What a person says is only as good as HOW the person says it. The delivery of the message is equally as important. For example, can a student deliver a verbal message with tact if he/she is delivering bad news? Can he/she deliver a message with energy and excitement if he/she is speaking to a group of 50 co-workers? Can he/she motivate, encourage, support, engage, challenge, and reprimand others with his/her words and delivery methods?

These skills are what today’s managers are seeking from their employees because these are the skills of future leaders. All of today’s workplace leaders have at least one thing in common – they can communicate effectively. So, take a few classes in speech, debate, communications, or even join Toast Masters. Sharpen your vocabulary on a daily basis. Find the inspiration to learn some of the words that are common in the workplace lexicon, such as “P & L Summary”, “Venture Capital”, “Bottom Line Shrinkage”, “First In / Last Out”, and “Annual Performance Review.” One undeniable truth exists in business: a well-spoken person is seen as a very intelligent person, and those who are perceived as intelligent have more doors opened for them than those who are not.

- *A corporate manager*

## Anecdote 2

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There are various ways we communicate in the workplace. Some ways are less than becoming. Examples of poor workplace communication are gossip, foul language, and using slang. Here is a simple rule: never participate in gossip, use foul language, brag about yourself, or use slang in the workplace. Let's look at each one of these verbal communication NO NOs.

First, gossip is caustic and venomous. If you have a habit of gossiping, especially in the workplace, you will not go far. Employees who refrain from gossip are usually considered trustworthy enough to receive classified and confidential information. Employers look for future leaders who can maintain confidences and who refrain from gossiping.

Second, foul language in the workplace is uncalled for and can be a dismissible offense. Never swear at work. It sends a signal to everyone that you are uneducated, or that you have difficulty controlling your emotions.

Last, if an employee has a tendency to use slang in the workplace, it gives the impression that the employee is uneducated, or makes people feel extremely uncomfortable because they do not know what is being said. Use slang at home or around friends, but in the workplace, leave it at the front door. Remember, verbal communication is more than knowing fancy sentences and vocabulary when you speak. It is how you speak that can leave a strong positive or negative impression on others around you.

*- An Educator*

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## Exercise 3: Video Vignette: “What You Say is What You Are: Workplace Verbal Communication.”

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### Teacher Directions

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*Play the video titled “What You Say is What You Are: Workplace Verbal Communication.” Discussion should follow after the video vignette. This exercise should take 5 minutes to discuss.*

**Step 1:** Review the video vignette before introducing the video to your class.

**Step 2:** Show the video and discuss with your class the message provided in the video.

**Step 3:** Transition to Exercise 4: “You Can Say that Again!”



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## Exercise 4: You Can Say that Again!

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### Teacher Directions

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*Please review the exercise before proceeding. This exercise should take 30 minutes to complete.*

**Step 1:** Ask one student to read one SLANG or common language quote from the list provided below.

**Step 2:** Ask the class to figure out which PROPER or business language quote – also from the list provided below – should have been used instead. Discuss the Review Questions with the entire class, and then proceed to **Step 3**.

**Step 3:** Have your students role-play the SLANG and PROPER language comparison by asking one student to sit at the front of the room.

**Step 4:** Ask another student to deliver a SLANG statement to the seated student. Ask a third student to deliver the PROPER counterpart.

**Step 5:** After each pair of statements has been delivered, ask the listener the Questions For The Listeners provided below.

**Step 6:** Repeat this process with three different students until all of the SLANG and PROPER statements have been used.

## Comparing Slang Phrases with Proper Language

<u>SLANG</u>	<u>PROPER</u>
1. "Get outta my face."	1. "What is the reason for your decision?"
2. "What up?"	2. "That's not really my specialty, but I can refer you to someone who can help."
3. "Give me a hand here, will ya?"	3. "Good morning, how are you today?"
4. "I ain't got none of that."	4. "I'm busy right now, can you return in a few minutes?"
5. "Oh man, this sucks!"	5. "How may I help you?"
6. "Not my biz."	6. "Please give me a break on this one."
7. "OOOeeee! Check you out!!"	7. "I really like that suit you are wearing today."
8. "How come?"	8. "Lets just say I have had better assignments."
9. "Cut me some slack."	9. "Sorry, I don't seem to have any of those, what about something else?"
10. "What do you want with me?"	10. "I really don't think this is your concern."
11. "I'm tied up."	11. "Please assist me with this when you have some time."

### REVIEW QUESTIONS:

1. Why do you suppose "SLANG" is not appropriate at work?
2. What if you work with a bunch of your friends? Could you use SLANG with them? Why or why not?
3. Describe what it was like translating the SLANG to a more PROPER method of speaking. Did it seem natural? Is it logical to use proper language or does it not make sense to you? Explain why.
4. SLANG is quick and easy to use, but how could it hurt you if you use it at work? Can you think of some problems that might arise if you use SLANG at work?

**QUESTIONS FOR THE LISTENERS:**

- 1. Which statement sounded more professional?**
- 2. Which statement sounded less threatening?**
- 3. Which statement left less room for interpretation or is clearer?**
- 4. Which statement was more appropriate for nights and weekends?**
- 5. Which statement, if overheard by others, would earn respect:?**
- 6. Which statement made the speaker sound more intelligent?**
- 7. Which statement prompted further discussion and made you feel welcome?**

**Step 7:** Transition to Exercise 5: “Proper Speaking Role-Play Scenarios.”

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## Exercise 5: Proper Speaking Role-Play Scenarios

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### Teacher Directions

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***Please review this exercise before presenting the topic to your class. This exercise should take 30 minutes to complete.***

***Teacher Note:*** *In this exercise, you should help your students identify which verbal communication skills are inappropriate so they can be certain to avoid them in the future. Please ask your students to volunteer to read the scenarios out loud and discuss with your entire class the questions provided after each of the INTERMISSIONS.*

**Step 1:** Select the appropriate number of students to role-play each scenario.

**Step 2:** During each intermission, use the processing questions to check for understanding.

**Step 3:** Transition to Exercise 6: “Business Vocabulary Play.”

## **Proper Speaking Role-Play – Scenario A:**

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*(Ask for 2 volunteers to read the following scene aloud to the rest of the class.)*

**JORGE:** Hi, Jim. How's life?

**JIM:** It's not going good.

**JORGE:** Why? What do you mean?

**JIM:** I don't know where my paycheck's at.

### **INTERMISSION**

Questions for Review:

1. What is wrong with Jim's sentence structure? In his last statement? How should he change the statement so it is more appropriate?
2. Which sentence of Jim's is OK, but uses a wrong word? Which word is incorrect? Which word should have been used instead?

### **BACK TO SCENARIO A:**

**JORGE:** Did you speak with someone in payroll about your check?

**JIM:** No.

**JORGE:** Well, do you think that is a good place to start?

**JIM:** What are they gonna do? I lost my check at home. Do I have to spell everything out for you, dude? Hellooooo!

**JORGE:** I'll see you later . . .

### **INTERMISSION**

Questions for Review:

1. In this group of sentences, what does Jim do incorrectly?
2. What is wrong with his one word sentence? Does it clarify his situation or does it cause more confusion?
3. What about Jim's second sentence in this group – does he respectfully address Jorge? Why or why not? How does this make Jorge react?



4. Is Jim's last statement rational and flowing, or is it fragmented? Discuss how Jim answers Jorge's question with another question. Is that proper or improper? Why?

### PROCESSING SCENARIO A:

#### Proper Speaking Killer #1: IMPROPER SENTENCE STRUCTURE.

The way you place your words in a sentence is critical to communication success. Having a subject, noun, and verb in every sentence is important. It's also important to remember to never end a sentence with a preposition such as: from, at, before, in, of, through, etc. You might have a perfect sentence such as, "It is my understanding that not one single member of the Board knows where the President of the molecular biology department is coming FROM." And you can see that the preposition at the end of the sentence (FROM) ruins the whole thing. You have just lost all credibility with whomever has been listening to you.

AD-LIB the ALTER-ENDING: Ask a student to ad-lib (play it out off the top of his/her head) the rest of "SCENARIO A" with the questions below as a guideline for his/her acting:

*What do you suppose the end of the conversation would have sounded like if Jim had used proper English and Sentence Structure during his conversation with Jorge? How would SCENARIO A have unfolded given these considerations?*

Feel free to ask more than one student to ad-lib the alter-ending to "SCENARIO A" if they have more ideas.

### Proper Speaking Role-Play - Scenario B:

*(Ask for 5 different volunteers to read the following scene aloud to the rest of the class.)*

**JEFFERSON:** Can you believe this #)\$(^?!!

**CLOE:** What's wrong, Jefferson?

**SHARON:** Hey, Jefferson! Watch your mouth!

**JEFFERSON:** #\*& You!! I'm \*@^#%!! There's no way what I just read is true!

**SHARON:** Don't talk to me like that! I can file a report on you with our Human Resources Manager. What you just did is harassment.

**JEFFERSON:** I don't care, I'm \*#^&#^# !

**INTERMISSION**

Questions for Review:

1. What is wrong with Jefferson's method of speaking?
2. Do you think his co-workers are over-reacting? Why or why not?
3. Even though he is really mad, is it appropriate for him to swear? Why or why not?

**BACK TO SCENARIO B:**

**BOSS:** Hey!! What's all this commotion about?

**SHAMUS:** Jefferson is really \*&@#^#!!

**BOSS:** Hey, I can't have that usage of language around here.

**JEFFERSON:** Well, he's right. Check out this \*@#^&!!

**BOSS:** Holy #\$(#@^!! You're right!

**SHAMUS:** See, I told you!

**BOSS:** Who the \*#&#^ thinks that this (##^% is any way of running a ##\*\$ business? I'm going down there and I'm gonna kick his ##\*@^% right now!!

**JEFFERSON:** \*\*&^@#%@ right you are! I'm coming with you!

**CLOE:** I can't believe I am hearing this. I have to leave.

**BOSS:** Jefferson, you stay here. I need to do this alone because I can control my temper, and I can watch what I say!

**INTERMISSION**

Questions for Review:

1. Why did Cloe have to leave? Can you sympathize with her? Would you want to be around people who are talking like this at work?
2. How do you feel about the Boss swearing at work? Is it appropriate or not? Why or why not? Can the Boss swear just because he/she is the boss?
3. Was it right or wrong for the Boss to ask Shamus not to swear but he/she ended up swearing himself/herself?
4. Do you respect the boss more or less because he/she is a leader who swears?
5. Do you think Cloe respects her boss after witnessing this?

**PROCESSING SECENARIO B:**

Proper Speaking Killer #2: SWEARING.

When people swear at work, they are seen as crude, uncouth, uneducated monsters who have the potential to be violent. Nobody respects people who swear at work. It doesn't prove that you are tough or angry. It proves that you lack an intelligent way of expressing yourself. So don't swear at work. Ever. If you need to swear, go outside where nobody can hear you.

AD-LIB the ALTER-ENDING: Ask a student to ad-lib the rest of "SECENARIO B" with the questions below as a guideline for his/her acting:

*What do you suppose would have happened in the role-play if none of the characters had used a single swear word? Would the same message have gotten across to the listeners? Might there have been a different outcome as far as Cloe was concerned?*

Feel free to ask more than one student to ad-lib the alter-ending to "SCENARIO B" if they have more ideas.

**Proper Speaking Role-Play - Scenario C:**

*(Ask for 3 different volunteers to read the following scene aloud to the rest of the class.)*

**TREVOR:** OK, let me guess: you have a complaint about something.

**CUSTOMER 1:** Yes, this shirt is too large. I would like to exchange it for a smaller one.

**TREVOR:** OK, leave this one here and go back there and find one that fits you better. *(Under his breath he says: "Personally, I think you need a LARGER one.")*

**CUSTOMER 1:** I will. Thank you.

**TREVOR:** My pleasure to help you with all of your problems in life.

**CUSTOMER 1:** *(Looks at Trevor like he is bizzare.)*

**INTERMISSION**

Questions for Review:

1. In the end, did Trevor help the customer get what he/she needed?
2. Did Trevor deliver his message effectively? Why or why not?
3. What was the hidden message Trevor delivered to the customer?
4. Was Trevor being sarcastic or genuine? Why do you think so?

### **BACK TO SCENARIO C:**

**TREVOR:** You look like you have a really big problem, am I right?

**CUSTOMER 2:** Yes. I would like my money back. My husband bought this for me, and it broke. I don't think I like it. I want my money back.

**TREVOR:** Wait, tell me you want your money back one more time; I didn't hear it the first 2 times you said it! Just kidding! You should have seen the look on your face when I said that!!

**CUSTOMER 2:** I thought you were serious. So, can I get my money back?

**TREVOR:** There you go again. It's all about the money with you, isn't it? Don't you want to get to know me first? Aren't we going to have any small-talk or friendly banter first?

**CUSTOMER 2:** Look. I'm in a hurry. I don't have time for your games.

**TREVOR:** Wow! You're pretty uptight. Maybe you should go check out Aisle 13; we have some laxatives to "loosen you up!" Just kidding!! Of course I will help you get your money back! This will take just a second!! You should see your face right now!!

### **INTERMISSION**

Questions for Review:

1. Now what is the manner in which Trevor is delivering his messages?
2. Is he effective in the way he communicates? Why or why not?
3. Trevor thinks he is being funny and light-hearted. How does his customer see it?
4. Does being a prankster or a joker give Trevor an air of professionalism? Do you think the customer respects him? Why or why not?
5. What if Trevor acts like a prankster around his co-workers? Would they respect him as a professional or would they just think he is "fun"? Which one is better for Trevor's career?

**PROCESSING SECENARIO C:**

Proper Speaking Killer #3: POOR DELIVERY.

In this scenario, Trevor was sarcastic to one customer and a jokester to another. In both cases, he was not viewed as a professional. Even though the English he spoke was proper and his sentence structure was passable, the way he delivered his messages was unacceptable. HOW you speak – or the attitude behind your message (whether it is polite, tactful, and professional or rude, crude, and obnoxious) – is just as important as the words you use.

AD-LIB the ALTER-ENDING: Ask a student to ad-lib the rest of “SECENARIO C” with the questions below as a guideline for his/her acting:

*What do you suppose would have happened to Trevor if he had changed his attitude to a more professional one? How might his messages have been received by the two customers?*

Feel free to ask more than one student to ad-lib the alter-ending to “SCENARIO C” if they have more ideas.

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## Exercise 6: Business Vocabulary Play

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### Teacher Directions

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***Please review this exercise before introducing the subject to your class. This exercise should take 30 minutes.***

***Teacher Note:*** *This exercise is to help teach your students how to build their business vocabularies in less than 30 minutes.*

**Step 1:** Review with your class the “WORDS TO LEARN” provided below. Then ask them to follow along as some volunteers read through the play.

**Step 2:** Ask 4 students to volunteer to read the play below.

**Step 3:** Ask all of your students to complete the Business Vocabulary Usage Paragraph, which is part of the play, by filling in the blanks with the business words they have just learned. Give the students a copy that does not have the answers. The students can refer to the list of “WORDS TO LEARN” as they complete their Business Vocabulary Usage Paragraph.

**Step 4:** Ask one volunteer to resume the play by reading aloud the finished Business Vocabulary Usage Paragraph.

**Step 5:** At the play’s conclusion, process with your entire class the Review Questions that follow the play.

**Step 6:** Transition to Exercise 7: “Verbal Communication Skills Student Self-Assessment.”

**WORDS TO LEARN:**

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- 1 **Annual Report=** Company document that lists all of the financial achievements, product gains/loses, investor and stock reports for the previous year.
- 2 **Return on Investment=** The amount of benefit (in dollars or favors) a person or company will get in return for providing support (in dollars or favors).
- 3 **Cost Allocations=** The amount of money that was set aside to cover the price of spending money on research for a new product or the cost for shipping an item overseas.
- 4 **Capital Expenditure=** Spending money on a large, durable item such as a large piece of factory equipment, a new deep fryer, or a building.
- 5 **Brand Equity=** The power and recognition a company gets from their company slogan, motto, or trademark. McDonalds and Nike have tremendous brand equity because people buy their products simply because of “who they are.”
- 6 **Purchase Cycle=** The life cycle of a product or service. Most new products are not popular forever. They experience a time when everyone has to go out and purchase one. Then the item begins to cool off after nearly everyone has one, then, after a while, the item is not “cool” anymore and it ultimately fades into memory.

## Business Vocabulary Play

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*(Scene: In the office of a local fast food manager--- far, far away!)*

**Hot Dog King Manager:** Folks, I need you to be at your best. We need ideas for a new hot dog, and we need it fast. Our competitors are killing us out there, and we are losing money big-time!!

**Employee #1:** Well, what can we do?

**Hot Dog King Manager:** I need 2 groups of you to go out there and do some research. Then I need you to come back and give me a report on what you have found. I need to know what your new product will be, why it will be successful, how we will get it started, and anything else you can provide. I will use the best report, and I will present it to our store owner and his Board of Directors. Now get out there and save us!!

*(Two days later . . .)*

**Hot Dog King Manager:** OK! Let's see what you have!

**Employee #2:** We did some research and found that people want a hot dog that tastes like the kind you buy at a baseball game, but they want to make it at home. They don't really want to buy it at a restaurant. So, we were thinking that we could sell them here under our brand name, and people could take them home and cook them on their grills. It might cost us a few dollars to invest in this product. But most people would like to buy this product because they told us they would.

**Hot Dog King Manager:** That's a pretty good idea, but what about our profit and loss margins? Did you do any investigating into other areas besides the product idea?

**Employee #3:** No, not really.

**Hot Dog King Manager:** Let's see what the Group #2 has.



**Group #2:** (Complete the following Business Vocabulary Usage Paragraph and then read it out loud.)

“Well, we have consulted Hot Dog King’s \_\_\_\_\_ and discovered that your board of trustees and major shareholders are interested in improving the \_\_\_\_\_ of your product and store. In order for us to achieve this, we believe it is necessary to secure some additional \_\_\_\_\_ for next fiscal year. This will enable us to purchase a new Wiener Cooker that we desperately need. In addition, this \_\_\_\_\_ will allow us to get a quick \_\_\_\_\_ because it will help us keep up with the new hot dog’s \_\_\_\_\_ because we all know that it will be a HOT item when we start selling it. No pun intended!!”

**Hot Dog King Manager:** Wow! That was outstanding! Let’s start looking into the details of your ideas right away! I think you folks have saved the future of Hot Dog King!!!!

**THE END**

**REVIEW QUESTIONS:**

1. Compare the verbal report the first group gave to the Manager to the verbal report Group #2 gave. What makes the two reports so different?
2. Do you think the fact that the second verbal report had a better vocabulary had anything to do with the success of the idea? Why or why not?
3. How difficult/easy was it for you to learn 6 new words in less than 30 minutes?
4. Discuss how learning new words for business or the world of work is like learning a new language.

**Business Vocabulary Usage Paragraph (Teacher Answer Sheet)**

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“Well, we have consulted Hot Dog King’s \_\_\_\_\_ (annual report) and discovered that your Board of Directors and major shareholders are interested in improving the \_\_\_\_\_ (brand equity) of your product and store. In order for us to achieve this, we believe it is necessary to secure some additional \_\_\_\_\_ (cost allocations) for next fiscal year. This will enable us to purchase a new Wiener Cooker that we desperately need. In addition, this \_\_\_\_\_ (capital expenditure) will allow us to get a quick \_\_\_\_\_ (return on investment) because it will help us keep up with the new hot dog’s \_\_\_\_\_ (purchase cycle) because we all know that it will be a HOT item when we start selling it. No pun intended!!”

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## **Exercise 7: Verbal Communication Skills Self-Assessment**

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*Please review the exercise before introducing the subject to your class.  
This exercise should take 15 minutes to complete.*

**Step 1:** Make copies of this Self-Assessment and ask your students to rate themselves in each category.

**Step 2:** Discuss the Self-Assessment in class.

**Step 3:** Transition to Exercise 8: “Verbal Communication Skills Wrap-Up.”

## Verbal Communication Skills Self-Assessment

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- **I make sure that I always use proper English when I speak at work or in school.**

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1	2	3	4
Not at all	Just a little	Very close	Right on!

- **I understand that having an extensive vocabulary is very important to my success at work.**

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1	2	3	4
Not at all	Just a little	Very close	Right on!

- **I never swear or curse at work.**

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1	2	3	4
Not at all	Just a little	Very close	Right on!

- **I am certain that my attitude never gets in the way of the message I am delivering.**

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1	2	3	4
Not at all	Just a little	Very close	Right on!

- **I understand that prepositions should never be at the end of a sentence.**

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1	2	3	4
Not at all	Just a little	Very close	Right on!

- **I realize that slang in the workplace makes me sound uneducated and unprofessional.**

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1	2	3	4
Not at all	Just a little	Very close	Right on!

- **I know that having great speaking skills can help me get promoted to more interesting jobs.**

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1	2	3	4
Not at all	Just a little	Very close	Right on!

- **I understand that I will be judged by my co-workers and my boss every time I speak.**

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1	2	3	4
Not at all	Just a little	Very close	Right on!

### Tabulate Your Score to the Verbal Communications Skills Self-Assessment

TOTAL SCORE	WHAT IT MIGHT MEAN	WHAT YOU SHOULD DO FOR FOLLOW-UP
32	You are a great speaker!	You have what it takes to speak professionally and to sound educated!
24 to 31	You are on the fast track to becoming a great speaker!	You understand the concepts and have an ability to increase your verbal power!
16 to 23	You are on the right track!	Take some time to practice developing your weak areas.
8 to 15	You have a few difficulties with speaking properly!!	Spend some time with your teacher so you can develop a strategy on building your strengths even further!

#### QUESTIONS FOR THE STUDENTS:

1. *In which areas of VERBAL COMMUNICATION from the Self-Assessment are you strongest? Weakest?*
2. *How do you explain this?*

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## Exercise 8: What You Say is What You Are: Workplace Verbal Communication: Wrap-Up!

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### Teacher Directions

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*Please review this exercise before introducing the subject to your class. This exercise should take 5 minutes.*

**Step 1:** Have your students answer the following questions in their journals:

1. *Why do the words we say reflect upon who we are?*
2. *List ways we can promote a positive image of ourselves through our verbal communication skills.*

**Final Thoughts:** *Implore your students to cut back on slang at work. Challenge them to find different ways of expressing themselves in a more professional and eloquent manner. Remind them that if they do, they will gain jobs in high profile venues, which always means more responsibility and more money!*