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ABSTRACT

The curriculum is designed for teachers of limited-English-proficient auto parts sales personnel, and consists of seven instructional modules focusing on automotive vocabulary and job-related communication skills. The curriculum begins with an extensive automotive vocabulary list. Outlines of the instructional modules follow, each containing information on the module's time and materials requirements, general objectives, and classroom exercises. Each module has one or more parts, consisting of a warm-up, presentation content and teacher guide, notes on practice drills, and in some cases, discussion of the process to be followed or application to be made of the information presented. Module topics include: introduction to college-level classes; textbook reading; time management; classroom language; listening and notetaking; guiding the conversation; and vocabulary building. Subsequent materials include a course outline, notes on classroom communciation and specific instructional techniques, forms for teacher use in the classroom, and notes on aspects of grammar (contractions, reduction), pronunciation, and semantics found in daily conversation. Contains six references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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VOCATIONAL ESL--AUTO PARTS SALES

Curriculum Guide

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AUTO PARTS SALES CLASSROOM CURRICULUM

One way to emphasize spelling would be to have a weekly quiz over the words on the Auto parts Terminology list. Below is a suggested break out of the most common words.

Module 1:	accessories	aftermarket
	assortment	back order
	bin	cash discount
	chain store	reserve stock
	seasonal product	
Module 2:	cherry picking	consignments
	core	counter trade
	credit memorandum	cross reference
	cathode ray tube (CRT)	shrinkage
	stock rotation	
Module 3:	customer	dealer
	dealership	discount
	exchange	extending prices
	fleet	salesmanship
Module 4:	freight bill	hard parts
	heavy duty	installer
	inventory	inventory control
	jobber	stock order
	telephone trade	
Module 5:	list price	loss leaders
	manufacturer's representative	minimum
	maximum	obsolescence
	net price	turnovers
	will call	
Module 6:	O.E.M.	outside salesperson
	overhead	paid-out
	parts	percentage of profit
	perpetual inventory	trade discount
	warehouse distributor	
Module 7:	physical inventory	planogram
	point-of-sale	product lines
	prospect	purchase order
	rebuilt	vendor
	warranty	

AUTO PARTS TERMINOLOGY

Newcomers to the auto parts industry need to know some of the more common words and terms used in the business. Words and terms listed here are not necessarily dictionary definitions. This list is not intended to be all inclusive, but instead is a basis to learn from. You will learn many more words and phrases as you work at being a counterperson.

ACCESSORIES: Any product not essential to the performance of a vehicle. An added on item (product) for convenience.

ACCOUNTS RECEIVABLE: Monies due from customers for goods (products). Money due to the business carried on the books.

ACTIVE STOCK: Merchandise that sells readily to customers. Usually fast selling products.

AFTERMARKET: Products sold to customers after the original sale of the vehicle(s).

AGENT REPRESENTATIVE: An independent sales firm or person that contracts with manufacturers or suppliers to sell their products, but not a direct employee of that company.

ASSEMBLY: A fitting together of parts to make a whole product.

ASSORTMENT: Also Product Mix. The selection (variety) of products available to a customer.

AVERAGE PRICING: The practice of grouping merchandise together no matter what each may cost to produce and taking the highest and the lowest costs for production to attain an average price for the product(s).

BACK ORDER: Merchandise on order but not shipped.

BILL OF LADING: A transportation document acknowledging receipt of goods and stating terms of carriage.

BIN: Also see Gondola. an enclosure or set of shelves used to store merchandise on or in. Can be attached together or in separated sections.

BLISTER PACKAGE: Merchandise packaged within a clear plastic covering so the product(s) can be seen.

BREAK POINT: Where the cost of shipping by a particular method changes significantly because of size or weight classifications. For example parcel post shipments cannot exceed 70 pounds.

CALIBRATE: To determine the capacity of or the graduations of an instrument or device that will meet required standards.

CASH DISCOUNT: A discount given for the immediate or prompt payment of a bill or invoice.

"CALL REPORT": An accounting or record of the salespersons' sales calls on customers or prospects. Example, who the company is, subject covered, date of call, type of call, etc.

CATEGORY: A grouping of merchandise of the same type or use by the customer.

CHAIN STORE: A group of centrally - owned and usually centrally - operated stores. See mass-merchandiser.

CHEMICALS: All products with a chemical base such as: oil, antifreeze, waxes, etc.

"CHERRY PICKING": A phrase used by retailers to describe the common practice of merchandising single fad or seasonal items that are not usually stocked, and often are far removed from the store's normal type of merchandise.

CIVIL OR PRIVATE AGENCIES: Public Utilities, Government motor pools, large fleets of vehicles.

COMPARATIVE CATALOGS: See Cross Reference.

COMPATABLE: parts or merchandise that are much the same in style, design and usage; similar products(s).

COMPONENT OR UNIT PARTS GUIDES: See Main or Master Catalogs.

CONDENSED: Combine to make smaller or to shorten the size.

CONSIGNMENTS: A shipment of products sent to a company under contract agreement that when the products have been sold the shipment will be paid for or as each part is sold it is paid off.

CONSOLIDATION: Combine products into a smaller group; to facilitate somewhat the same vehicle coverage with less parts carried in stock.

CONSOLIDATOR: A freight handler who groups together shipments for individual stores to lower shipping costs.

CORE: The word is usually applied to an old worn-out product brought in by the customer for exchange toward a new or rebuilt product.

COUNTER TRADE: Prospects or customers who buy products over the sales counter from suppliers, such as from Jobbers, Dealers, W.D.s, etc.

CREDIT MEMORANDUM: A record of what a customer returns to the business. Often abbreviated, "Credit Memo".

CROSS REFERENCE: Interchange guides, comparative catalogs, manufacturer to manufacturer lists. Will give you a part number of one manufacturer and a part number for the same or similar part manufactured by another manufacturer.

C.R.T.(Cathode Ray Tube): Usually refers to a computer that has a visual display screen.

CUSTOMER: A person(s) who buys products regularly; a person who has bought from you before.

D.C. (Distributions Center): Usually refers to a manufacturers' warehouse throughout the nation, closer to the market places.

DEALER: A servicing facility other that a Dealership, such as, an independent garage, body shop, service station or machine shop.

DEALERSHIP: A franchised representative of an automobile manufacturer, such as a Chevrolet or Ford Dealership.

DEPARTMENT STORE: Comparable to a chain store. Retail outlets offering a broad range of products in separate departments with prices generally higher than those of a discount store.

DIGIT: A digit refers to both letters and numbers.

DISASTER PRODUCTS (Items): Products that a company manufacturers or supplies to their customers; a customer does not really need the product until his vehicle breaks down.

DISCOUNT: An allowance or deduction from a quoted list price; an allowance and/or cash for prompt payment of an account.

DISCOUNT STORES: Comparable to a chain store. Usually involves more than 10,000 square feet of floor area with both hard and soft goods departments, operating under a lower cost system than traditional outlets or stores.

DISTRIBUTORS REP.: See Warehouse Distributors Sales Representative.

DROP SHIPPING: Each individual store receives the products directly from the manufacturer rather than through a W.D. or one central shipping point, and done so on a regular basis.

D.S.O. (Direct Shipment Order): Where the order is shipped directly to the retailer, not through a middleman, because the product(s) is/are needed right away.

DUAL ACCOUNT: A classification of a customer according to the purposes for which he purchases. For example, a dual account customer may be one who both uses and sells parts, or a customer who uses parts for industrial and automotive purposes. The term is used in wholesale policies that affect discounts, taxes and credit.

ECONOMICAL: Not wasting money, time or energy. A product made thriftily, without frills, a product that will do the prescribed job but no more. Sometimes associated with cheaper off-brands.

E.D.P. (Electronic Data Processing): A computer.

EMERGENCY ORDER: Sometimes called a "will call" order. An order placed for a special requirement(s) or on short notice. it is not a regular stock order or an intermediate order.

EXAGGERATE: To overstate quality, performance or terms of a product or service.

EXCHANGE ITEM (part or product): Se Core.

EXCISE TAX: A tax paid by the manufacturer or seller. Usually assumed indirectly by the customer.

EXTENSION: Usually associated with credit policy. Example: Extending the date payment in full must be made on the account. Also see Extra Dating.

EXTENDING PRICES: Usually associated with the full pricing of an invoice. The showing of the list price, net price (cost price for the customer), the customer's cost price times the quantity sold for the amount price, totaling the amount column for the sub total, adding any taxes to arrive at the invoice total. Also associated with discount pricing or the figuring of discounts.

EXTRA DATING: A discount is made available for purchased items that are delivered at a given date and marked payable in a given period, such as 30, 60, 90 days. It is used to spread payment without loss of the cash discount.

FEEDBACK: Information received from a customer to a supplier, manufacturer, etc., usually a question is asked and the "feedback" is the reply.

FEEDER: A wholesaler serving mass merchandising accounts. Commonly, these outlets perform merchandising functions for the stores they supply.

FLEET: A number of vehicles operated by one owner, corporation or a partnership, such as a trucking company, a taxi company or the jobbers delivery vehicles.

F.O.B. (Freight on Board): Shipping costs from the moment a product is put aboard a carrier, either from the factory or a consolidator. The purchaser assumes legal title as soon as the product is picked-up for delivery to the company.

FOOTNOTE: Usually associated with a mark next to a word, number or statement calling attention to a notation reference at the bottom of the page or on a special page of the catalog.

FRANCHISE: A franchise operation is a right granted by a company for a group or an individual to operate under that company's name and sell its products in a specified territory. Such as McDonald's Corp.

FREE-STANDING: A display, gondola or merchandising rack designed to stand alone, such as in the middle of an aisle. May also refer to a free-standing store, i.e. not in a shopping center.

FREIGHT BILL: A transporter's bill to a consignee describing the type and number of products, their weight, point of origin, shipper and freight charges.

GONDOLA: Also see Bin. A bin or shelf unit used for merchandising products from, can be free-standing or assembled together to form a row.

GROSS MARGIN: The selling price of a product minus its costs. Also referred to as a markup to selling price margin.

HANDLING CHARGE: A nominal charge for processing an item for return through the normal channels of a manufacturer or supplier. Also referred to as a "return charge".

HANGERS: Point-of-purchase signs hanging from an overhead string or wire in a store.

HARD PARTS: Usually includes the metal parts, paints, hand and power tools, electrical products and hardware items found at an auto parts supplier. This does not include gaskets, seals, o-rings, belts and hoses and other pliable goods. See Soft Goods.

HEAVY DUTY: Refers to large commercial trucks, buses and construction vehicles such as bulldozers. Also refers to parts for such equipment. See Industrial Equipment.

HOME AND AUTO STORE: Much the same as a chain store. A store with a home-oriented product mix; less than 60% automotive.

INDUSTRIAL EQUIPMENT: Power plants, forklifts, small engines, trucks, buses and construction equipment.

INSTALLER: Usually refers to the dealer or a professional who installs the part(s).

INTERMEDIATE ORDER: An order placed after a regular stock order to replenish stock until the regular stock order shipment is received.

INVENTORY: Merchandise on hand for sale to customers and/or prospects.

INVENTORY CONTROL: Methods of checking the quantity and type of material on hand. See also Perpetual and Physical Inventories.

INVOICE REGISTER: A system used to maintain a check on the issuance of invoices or to record the sales made on the invoices. The later being sometimes called a profit and loss register.

JOBBER: A wholesale/retail outlet selling to retail tradesmen, industrial users (fleets), civil and private agencies. Traditionally he is a middleman who buys from a warehouse distributor(s) and wholesales to dealers, fleets, other retailers and who usually retails parts over the counter to customers.

KARDEX CARD: An inventory control card used in perpetual inventory. For a more complete description see text.

LEADER: A high-demand product such as oil or spark plugs to draw customers into the store. Also see "Loss Leaders".

LEASED DEPARTMENT: A section or area of a store leased to another company, or sometimes to a division within a company set up as a separate corporation.

LINE (Automotive Materials): See Product Lines.

LIST PRICE: The price or suggested sale price of an item to the final customer.

"LOSS LEADERS": A product(s) sold at a loss or a short profit in order to build customer traffic.

MAJOR CATALOG: See Main Catalog.

MAIL ORDER HOUSE: Goods or products sold through the mail usually via a catalog(s).

MAIN CATALOG: Master catalog, vehicle application guide, passenger application guide. Gives listings of automobiles year by year and will give you the part number(s) for the part(s) you need for a customer. Not a popularity guide. Outdated terms: component or unit parts guides.

MANUFACTURER'S REPRESENTATIVE: A salesperson employed by a manufacturer to sell that manufacturer's product lines in a specified territory.

MANUFACTURER'S WAREHOUSE: See D.C.

MARKETING: The business process involved in moving products from the manufacturer to the end consumer (customers).

MARKON: A percentage of the retail price representing the difference between product cost and initial retail price. Also known as markup to selling price.

MASS MARKET: The general public. A product for the mass market would have wide appeal throughout the population.

MASS MERCHANDISER OR MASS MARKETER: A retailer primarily engaged in the sale of products to the mass market. The term is often used to mean a discount operation; i.e. chain stores, discount stores, etc.

MAX/MIN: Guide figures for maximum and minimum stocking levels.

MERCHANDISE: Parts and accessories or products for sale to customers.

MERCHANDISING: The portion of marketing that involves the amount of goods purchased, delivery schedules, and eventual selection, pricing, promotion, packaging and display of products.

MINI/MAX: A re-ordering system which indicates the minimum and maximum amounts of any specific item on hand at any one time.

MIX: Short for product mix, the assortment of products carried by a store.

MOM AND POP: Also Ma and Pa. Refers to an independent operation run by the store owners.

NATIONAL ACCOUNT: A central buying authority for a multi-store company with outlets located throughout a large geographic area; i.e., K-Mart, Wards, Government Services, etc.

NET PRICE: The cost of an item specified usually by the class of purchaser; examples, dealer net, jobber net, user net, etc.

NOTATION: See Footnote.

OBSOLESCENCE:: Lack of demand for merchandise resulting in slow (or no) turnover.

OBSOLESCENCE PROTECTION: Referring to a program which a supplier or manufacturer uses, whereby if the products become obsolete they are taken back by the supplier or manufacturer for a refund at today's cost; not all companies provide this service.

O.E. or O.E.M.: Short for Original Equipment Manufacturer, parts used by Detroit auto manufacturers on factory built cars.

OFF-BRAND: Parts or products manufactured by other than a major manufacturer of parts or products. Sometimes an interior product of lesser quality than that required for serviceability.

OPEN-TO-BUY: Purchase of goods in a certain time span with a specified amount of funds available, according to merchandising plans and status of individual sales to inventory.

OUTSIDE SALESPERSON: A sales person employed by a supplier (usually a jobber) to call on his accounts regularly, seeking a variety of orders for merchandise his company handles.

OVERHEAD: The expenses of conducting a business, aside from the cost for the purchase of stock, fabrication, sales costs, and salaries. For example, lighting, heat, rent and telephone expenses.

PAID-OUT: Money spent by the firm. Usually used in connection with refunds.

PALLETT STACKERS: Usually these are high racks for putting bulk pallett merchandise upon and set in wide enough rows so a forklift can be used to aid in the removal of products.

PARTS: Those automotive products critical to the operation of the vehicle such as mufflers, spark plugs, etc.

P.D.C. (Parts Distribution Center): See D.C.

PERCENTAGE OF PROFIT: Profit accruing on the basis of the selling price of the product. (Gross Profit divided by the Selling Price - Percentage of profit.)

PERPETUAL INVENTORY: A method of recording (posting) each receipt, invoice or work order to the inventory cards--an ongoing inventory.

PHYSICAL INVENTORY: The recording of stock quantity by actual count of items. A hand count.

PLANOGRAM: A schematic detailing location and type of display for different merchandise in the store; also a layout plan.

POINT-OF-SALE: The location at which a sale is normally made.

POLICY: A guiding rule for the conduct of a business.

P.O.P. (Point-of-Purchase): All material used in the vicinity of the products to stimulate sales, i.e. hangers, signs, etc.

POPULARITY GUIDE: A dealer catalog which is also termed a "Hot Item" catalog, a "Quick Reference", fast moving parts guide. This catalog lists that fastest selling or most popular parts in it, but not a listing of all the parts the manufacturer markets.

POSTING: To go over the material(s) after originally being presented or gathered to "rehash" a topic.

POSTING TO INVENTORY CARDS: This means to add to and remove from the count on the inventory cards as indicated by your suppliers invoices and your own sales records.

PREVENTION: To stop or keep from happening.

PRIVATE BRAND: Products that bear the retailer's name or brand, not that of the manufacturer's.

PRIVATE LABEL: See Private Brand.

PROCEDURE: The steps to be followed in order to carry out a policy.

PRODUCTS: See Merchandise or Parts.

PRODUCT LINES: The parts and accessories produced or supplied by one manufacturer.

PRODUCT MIX: (Mix). The assortment of products carried by the store.

PROFIT PER SQUARE FOOT: ($F) Profit provided by each square foot of selling space, usually figured on an annual basis.

PROGRAMMED MERCHANDISING: Selling goods through a joint effort of the merchandising and promotional departments of both the retailer and manufacturer; a pre-planned sales campaign.

PROSPECT: A potential customer; a person(s) who has not bought product(s) from you before.

PURCHASE ORDER: A formal request from a buyer to a seller which specifies conditions of sale and delivery. It is not a contract until accepted by the seller and signed by an authorized agent of the purchaser.

Q.C.: Quality Control.

REBUILT: An overhauled or reconditioned part or assembly.

REDISTRIBUTING JOBBER: A jobber who wholesales to other jobbers, usually in excess of $500,000 annually.

REGULATIONS: Rules or laws by which conduct will follow.

RESERVE STOCK: A supply of warehouse merchandise used to replenish active stock.

RETAIL OR RETAIL TRADESMEN: Final person(s) in the marketing process who sells to the ultimate user or consumer.

RETROSPECT: Backward look at a subject, project or doing.

R.P.D.: Regional Parts Distribution center, see D.C.

REVISIONS: See supplements.

S.A.E.: Society of Automotive Engineers.

SALESMANSHIP: The employment of tact, psychology and persuasion to prompt a prospect or customer to buy a product(s). Usually this term is associated with the learning of the five basics for selling: 1. Attention, 2. Create Interest, 3. Conviction, 4. Increase Desire, and 5. Action.

SALVAGE: That part or parts of an item retrieved from total loss or scrap which is still suitable for restoration, use or resale.

SEASONAL PRODUCTS: Parts or merchandise that sells best during a certain season of the year, i.e. snow tires during the Winter.

SEEDING: Price tags attached to the products by the manufacturer bearing the retail price, allowing faster movement between stockroom and sales floor.

SELL-THROUGH: Any assistance given the retailer in selling products to the customer.

SHRINKAGE: The difference between actual goods stocked and those listed on an inventory rec.

SKELETON STOCKING: Removal of merchandise from the package with both placed on the shelf to give an impression of large inventories.

S.K.U. (Stock Keeping Unit): Every individual product, style, color, or piece with vendor/vendee number carried by the retailer.

SOFT GOODS OR PARTS: Usually refers to non-pliable goods such as rubber, paper and written instructions. Non-metal products.

SOUND: Automotive sound products such as stereo, 8-track, radio, speakers, etc.

SPECIALTY STORE: Handles one type of merchandise with a wider assortment of that category than is found in discount, variety, department stores and some jobbers; i.e. carpet store.

SPEED SHOP: A specialty store selling automotive high performance products.

STOCK ORDER: A regular interval order to replenish merchandise normally stocked on your shelves.

STOCK ROTATION: A practice of putting newer merchandise behind previously received and stocked parts; whereby the older (first ordered) merchandise is sold out before the newer merchandise (last ordered). Common term: FIFO (First In--First Out).

SUPERCEDE: To replace with something else.

SUPPLEMENTS: Revisions, bulletins, additions, up-dates, further statements, changes, corrections to an original document.

T.B.A.: Tires, batteries, and accessories.

TELEPHONE TRADE: Prospects or customers who inquire or order (usually by using a purchase order) products via the telephone from parts suppliers.

TIRE DEALER: An independent store primarily engaged in the sale of tires.

TRADE DISCOUNT: A discount offered to those who buy and sell parts within the auto parts industry or who will use a particular purchased item for resale or to make repairs with.

TRADITIONAL: Refers to the traditional wholesale portion of the automotive aftermarket, the warehouse distributor, jobber, dealer distribution system.

TURNOVERS: How often stock is replaced in a certain time frame. Can be determined by dividing the average inventory into the annual sales for the period.

VARIETY STORE: Merchandise is offered in a broad assortment at prices generally lower than most department stores.

VENDOR: Any seller of parts or products; i.e. vending machines, jobber.

VOLUME RETAILER: See Mass Merchandiser.

WAGON JOBBER: A jobber that travels from outlet to outlet selling out of his truck; i.e. tools sold from a truck.

W.D. (Warehouse Distributor): A traditional wholesaler of automotive parts and supplies selling primarily to jobbers.

WAREHOUSE DISTRIBUTORS REPRESENTATIVE OR DISTRIBUTOR'S REP.: A sales person employed by a W.D. to sell his many lines of products.

WARRANTY: An expressed or implied promise to make good for faults of an item due to poor manufacturing control or repair.

WHEEL GOODS: Refers to bicycles, tricycles, and other items of this sort sold in automotive stores.

WILL CALL: the customer arranges to pick-up the purchase.

MODULE 1: Introduction to College Classes

INSTRUCTION:

Approximate Length: 2 hours

Materials Needed: Sample syllabus
3-ring notebook with dividers
Note pad to record new vocabulary

OBJECTIVES:

Understand the importance of a college syllabus.
Ask questions about the syllabus for this class.
Form study groups.
Be able to organize their class notebooks.
Use language that helps groups function.

PART I

WARM-UP:

When most students have arrived, play a quick game of Hangman using the word "Aftermarket" Then ask these questions:

What were the rules to this game?
Did you know the rules?
How many of you wanted to win?

PRESENTATION: WHAT IS A COURSE SYLLABUS?

A syllabus is like the rules to the game. It includes all the information you need to be successful in your class and also how you win by getting the grade of your choice. It tells you the tools you need (textbooks and supplies) to be successful. It is important that you read each syllabus carefully, because all your instructors will give you one. They may also give you a calendar of assignments. These two papers are very important, but many people put them in a folder and lose them in all their papers after the first class. Here is the syllabus for this class. Let's read through it together.

Hand out syllabus and go through it. (see appendix) Talk about the differences between kinds of grading: contract, point system, grading on a curve and which ones cause you to compete against other people.

PRACTICE:

Divide into groups of three. On one sheet of paper each group will list questions that can be answered by finding the information on the syllabus.

PROCESS:

Establish groups. Choose one person of the group to begin. That person writes down a question based on information from the syllabus. For example, "who is the instructor?" The paper is then passed to the next person, who writes down his/her question. Continue the process with the third person. NO TALKING.

Reconvene the full class. One person becomes the reporter and reads one question from their group's paper. Other groups try to answer questions. If they can't, then the teacher answers. Each group asks a question, one after the other.

Explain how to organize a 3-ring notebook including the use of index dividers which separate each session into one section. The syllabus and calendar should be at the beginning of the section for that class (Show example). All homework and handouts should be dated and put behind the syllabus and calendar. Keep all homework until the end of the term, because sometimes the instructor might make a mistake and think that an assignment has not been handed in. The organized notebook will help you find that assignment easily. Each two weeks you will have to show me your notebook as part of your grade.

PART II

WARM-UP:

Write the question on the board: "Why do study groups help improve learning?"

PRESENTATION:

Brainstorm answers to the question or the board.
Answers may include:

1) Other students may be able to answer your questions.
2) You can help others.
3) You can improve your communication skills.
4) Being part of a group with a scheduled time to meet may improve commitment.
5) Members can give you practice tests.
6) Study tasks can be divided among group members.

Discuss the forming of study groups and allow students to find people with similar time availability.

PRACTICE:

Give handout of language that can be used in groups (see appendix). Give each study group a topic to discuss. For example, the importance of a syllabus, how to organize a class notebook, the benefits of a study group. Practice using the language from the handout.

Give students a small notebook to record new vocabulary they hear and learn in this class and outside.

MODULE 2: Textbook Reading

INSTRUCTION:

Approximate Length: 2 hours

Materials Needed: Handouts for this session
Auto parts textbook - Counterman's Guide to Parts and Service Management, Molinaro

OBJECTIVE:

Use SQ3R to read an Auto Parts Sales textbook.

WARM-UP:

Quote on the board: "people who ask questions learn more."

Handout: Successful Learners. Read through this together. The reading method will use these ideas to help you read more efficiently.

What kinds of reading do you do?
What kinds of reading will you use on the job? The reading you do in class and on the job depends on the kind of work you do. You may need to read charts or graphs or you may need to read letters, work orders, manuals or catalogs.

Sometimes you will read to learn something. For example; what if you are learning how to use a new piece of equipment. It could be dangerous if you don't know how to use it properly. So, you read to learn and you want to remember what you read. Other times you need to read to answer the questions of a customer or yourself. Once you have the answer you don't have to keep all the information you read in your mind. You may be looking for a serial number for a part to write it on an order form. Once you have found it, you write it on the form and you can forget about it. These are two different kinds of reading.

Give the example of a college student reading a textbook from the beginning of the chapter to the end, falling asleep and not remembering any of it. Then the student starts all over again from the beginning of the chapter. At the end of the evening, even though the student has read the chapter two times, the student doesn't remember much of what was read.

PRESENTATION:

Teach SQ3R. Use the first part of Chapter One from their textbook (copied onto overheads to help focus students)Use handouts, Reading Textbooks, sample notes, Asking Good Questions, and How to do SQ3R.

Draw a line down the paper 1/3 from left side. Write the date and textbook chapter in right hand corner of the page. (Handout: Writing Questions from Notes).

S = Survey.

When an engineer surveys for a road, she quickly looks at the shape of the land and where all the high and low places are. When you first receive your textbook, it is also helpful to survey it. Look at the table of contents, the index and if there is a dictionary (glossary in the back).

When you get ready for your reading assignments you will do the same kind of survey only with slightly more detail. Look at the front of the chapter, are there any objectives telling you what you will learn? Now quickly look at the chapter. Are there graphs or pictures? Are there words in bold or italicized print? (That means those are important words you want to know and spell correctly.) What are the main headings? Are there review questions at the end? Do not read the chapter yet, just look through it quickly.

Q = Question

Ask yourself again, "What do I already know about this subject?"

Read the first heading or subheading. Change it into a question.

Example: The automotive Aftermarket

"What is the Automotive Aftermarket?"

or

"How does the Automotive Aftermarket work?"

Write this question on the left side of your margin.

R = Read

Read just the section after the first subheading.

R = wRite

Read again and take notes on the right hand side of the page.

Use shortened words and abbreviations whenever you can.

REPEAT QUESTION, READ AND WRITE FOR EACH SECTION OF THE CHAPTER. If a chapter is very long, break it into smaller time periods for reading. Be sure to take breaks or do other homework to get relief from the monotony of long chapters.

R = Review

After you finish the whole chapter, review your notes once. After 24 hours, review your notes (cover the right side, ask yourself one of the questions and try to remember what is in your notes. This is a good activity for study groups. Review again after 1 week and again after 1 month.

If you have read in small pieces and have been asking questions, you won't need to read the book again. Any new vocabulary or special terminology can go on the left side of the page.

APPLICATION:

Each group will lead SQ3R for one of the chapters of the book. They will create overheads and briefly guide their classmates through the SQ3R handout.

MODULE 3: Time Management

INSTRUCTION:

Approximate length: 2 hours

Materials Needed: Handouts for this session

OBJECTIVES:

Identify ways to organize time more efficiently.
Recognize the cultural aspects of time and promptness.
Create an assignment calendar, weekly calendar and daily to do list.

WARM-UP:

First group leads class through SQ3R on Chapter 2.
When finished, check organization of notebooks. Then ask students to summarize some tips for organizing notebooks. This session's topic is how to organize your time.

PRESENTATION:

Hand out a blank calendar. 11 assignments may be entered and then kept in front of the notebook. Then as the calendar weeks are planned, the students have a master of all assignments that are due. Other dates to include on a master calendar: dates school begins and finishes, finals week, any exams, holidays, and any special events or activities they may want to participate in.

Handout: The Awareness Check.

They guess how much time they spend per week on each activity. Then they subtract the total from 168 hours and that is how much time they have to achieve their goal of passing their classes.

Handout: Weekly Calendar.

Write all class times on the calendar. Then write in sleep, exercise, commuting and eating times, plus any other commitments, (family, church, entertainment etc.. .) Figure two hours of study for each one hour in class. Have students decide on study times. Share these calendars with study groups.

If time permits, do small lesson on interrupting. Give students phrases to interrupt politely. Then give mini-talk from textbook. Each student will receive points for interrupting.

MODULE 4: Classroom Language

INSTRUCTION:

Approximate Length: 2 hours

Materials Needed: Handouts for this session

OBJECTIVES:

Identify importance of giving verbal feedback in American society.
Use phrases for giving feedback and interrupting.

PART I - GIVING FEEDBACK

Handouts: Original Dialogue--Auto Parts Counter.

In pairs: Find at least 2 things wrong with this dialogue. Report back to the whole class.

Back in pairs: answer the questions:
In your language and culture, how do people show that they are listening to another person? Describe what a person does (non-verbally) and says.
"What do people say or do verbally or non-verbally to let another person know that they haven't understood something?"

PRESENTATION:

Handouts: Revised Dialogue--Auto Parts Counter
Discuss how to give feedback.

Handouts: Giving Feedback.
Discuss the relative politeness and appropriateness of each.

PRACTICE:

Practice giving feedback. Use handout: Dialogue for Feedback.

PART II - FOCUSED REPETITION

WARM-UP

Instructor asks the question, "In classes you have taken, what have you asked if you had not heard or had not understood something your instructor had said?"

Record student responses.

PRESENTATION:

Communication between an instructor and a student is just as important as communication between a salesperson and a customer. Each of you must understand what the other needs. The quicker you can get that information, the better.

Handout: Diagram of piston/cylinder arrangement

Instructor: The combustion process happens in four stages. The fuel and air mixture enters the cylinder. The piston compresses the mixture. The spark plug ignites the mixture and then the exhaust is released from the cylinder. Got it? Okay, next

Student: (Waving his hand) [1] Name . Can you say that again?

Instructor: Well the piston does four things. It moves up and down. As it moves down, the fuel mixture is drawn in, as it moves up it compresses the mixture so that the spark plug can ignite it. The ignition forces the piston down again. Then it rises to force out the exhaust gases. Then it starts all over again.

Student: Okay, got it.

After the role play, focus students' attention on behavior of the student in the role play.

What did he do?
What did he say?

This is an example of focused repetition.

Distribute Handout: Focused Repetition (see A-4.7)

PRACTICE:

Use words from spelling list. Practice asking questions about them using the patterns discussed under the presentation section.

MODULE 5: Listening and Notetaking

INSTRUCTION:

Approximate length: 2 hours

Materials Needed: Handouts for this session.
Counterman's Guide to Parts and Service Management, Molinaro, Gary

OBJECTIVES:

Identify skills of a good listener
Practice Cornell notetaking method.

PART I

WARM-UP

In groups of 3, one person is listener, one is speaker and one is observer. The speaker has two minutes to speak on any topic (perhaps a memorable experience, or an unusual or terrible job). The listener only listens (no writing) and the observer watches. After two minutes, the listener speaks back everything the speaker said. Then the observer reports what she/he saw and heard the listener do.

PRESENTATION:

Hearing is not listening. You can hear unless you are hearing impaired or deaf. You must attend to listen. It is a skill you can develop.

PRACTICE:

Mini-lecture: Become an Active-listener (read the lecture) A-5.1.
Students must take notes.

In groups of three, compare notes and evaluate. Review handout A-5.2.

PART II

PRESENTATION

How to Take Notes: Distribute handout A-5.3.

Read the Lecture from Guidelines for Notetaking (A-5.4) and The Cornell Method (A-5.5)

Students take notes on the lecture using the Cornell Method. Encourage students to interrupt anytime they don't understand.

PART III

PRESENTATION:

Mini-lecture: [Qualities of good counter personnel]. Attached: A-5.6 and A-5.7

If time permits, work in groups to fill in their margins with key words and questions.

Quiz each other with their questions.

MODULE 6: Guiding the Conversation

INSTRUCTION:

Approximate length: 2 hours

Materials needed: Handouts for this session

OBJECTIVES:

Use language appropriately to hold your turn when speaking.
Request others to speak more slowly.
Correct misunderstandings.

WARM-UP:

Students read original dialogue. Find three things wrong with it and correct them.

PRESENTATION:

It is important to be able to control the conversation when you want. Have you ever had the experience where someone was talking and you understood and as they continued talking, you understood less and less, but were too embarrassed to tell them?

Read revised dialogue and discuss the differences between the first and second dialogue.

PRACTICE:

Divide into groups of 3 people. Assign each group a section from their text. Each group prepares a skit that would take place in an auto parts classroom, based on the information in their section. The skit, should include the role of instructor and the role of the student. Students should use as many of the phrases from the handouts as possible. Perform the skit for the rest of the class. Class members will check off as many of the phrases as they hear. Use handout A-6.4.
(bring hats and props to help with the creativity and sense of fun)

REVIEW:

As a class, review the SQ3R process. Have one group lead the class in doing SQ3R on part of the next chapter to be read.

MODULE 7: Non-verbals and reductions

INSTRUCTION

Approximate Length: 2 hours

Materials needed: Handouts for this session

OBJECTIVES:

Identify cultural differences in non-verbal communication.
Show different aspects of non-verbal communication such as; gestures, facial expressions, space (proximity), and eye contact.

WARM-UP

Have students stand in two lines. Each person is facing a partner. One line is stationary. The other line begins to move forward until the partner begins to feel uncomfortable and tells the person to stop. Look at variations in personal space. Then continue to move forward. What is the physical and emotional reaction that you feel?

PRESENTATION:

We have been talking about verbal (speaking) communication. There is an important piece of communication that is very powerful, even if we don't know about it:; we will be talking about four kinds of non-verbal communication, gestures, eye contact, facial expressions, and personal space.

Cultural Differences In Nonverbal Communication
Non-verbal communication expresses meaning or feeling without words. Happiness, fear, and sadness, are expressed in a similar non-verbal way throughout the world.

Let's take another example of how cultures differ in their non-verbal expression of emotion. Feelings of friendship exist everywhere in the world, but their expression varies. it is acceptable in some countries for men to embrace and for women to hold hands; in other countries, these displays of affection are discouraged or prohibited.

As with verbal communication, what is considered usual or polite behavior in one culture may be seen as unusual or impolite in another. One culture may determine that snapping fingers to call a waiter is appropriate, whereas another may consider this gesture rude. We are often not aware of how gestures, facial expressions, eye contact, and the use of conversational distance affect communication.

Gestures and Body Positioning

Gestures are specific body movements that carry meaning. Hand motions alone can convey many meanings: "Come here," "Go away." "It's O.K.," and "That's expensive!" are just a few examples. The gestures for these phrases often differ across cultures.

Facial Expressions

Facial expressions carry meaning that is determined by situations and relationships.

Our faces reveal emotions and attitudes, but we should not attempt to "read" people from another culture as we would "read" someone from our own culture. The degree of facial expressiveness one exhibits varies among individuals and cultures. The fact that members of one culture do not express their emotions as openly as do members of another does not mean that they do not experience emotions. Rather, there are cultural restraints on the amount of non-verbal expressiveness permitted.

It is difficult to generalize about Americans and facial expressiveness because of individual and ethnic differences in the United States. People from certain ethnic backgrounds in the United States tend to be more facially expressive than others. The key, is to try not to judge people whose ways of showing emotion are different. If we judge according to our own cultural norms, we may make the mistake of "reading" the other person incorrectly.

Eye Contact

Eye contact is important because insufficient or excessive eye contact can create communication barriers. In relationships, it serves to show intimacy, attention, and influence. As with facial expressions, there are no specific rules governing eye behavior in the United States, except that it is considered rude to stare, especially at strangers.

Conversational Distance

Unconsciously, we all keep a comfortable distance around us when we interact with other people. This distance has had several names over the years, including "personal space," "interpersonal distance," "comfort zone," and "body bubble." this space between us and another person forms invisible walls that define how comfortable we feel at various distances from other people.

The amount of space changes depending on the nature of the relationship. For example, we are usually more comfortable standing closer to family members than to strangers. Personality also determines the size of the area with which we are comfortable when talking to people.

For Americans, the usual distance in social conversation ranges from about an arm's length to four feet. Less space in the American culture may be associated

with either greater intimacy or aggressive behavior. the common practice of saying, "Excuse me," for the slightest accidental touching of another person reveals how uncomfortable Americans are if people get too close. thus, a person whose "space" has been intruded upon by another may feel threatened and react defensively. In cultures where close physical contact is acceptable and even desirable, Americans may be perceived as cold and distant.

Culture does not always determine the message of non-verbal communication. The individual's personality, the context, and the relationship also influence its meaning. However, like verbal language, nonverbal language is linked to a person's cultural background. People are generally comfortable with others who have "body language" similar to their own.

When one person's non-verbal language matches that of another, there is increased comfort. In non-verbal communication across cultures there are similarities and differences. Whether we choose to emphasize the former or the latter, the "silent language" is much louder than it first appears.

(From: Beyond Language, 2nd Edition, Prentice-Hall Regents)

APPLICATION:

Handout: Gestures--Same/different. (A-7.1)
Send students out to interview an American in the halls (15 minutes). Discuss any differences.

PART II

PRESENTATION:

An important part of English is that words in a thought group are linked together. If you practice linking words, your speech will become much clearer. We will be having fun with three ways of linking words. The first ones are contractions, then reductions and slides or linking. Unemphasized words become more reduced as language use becomes faster and more informal.

PRACTICE:

Distribute handouts (A-7.2 through A-7.6)
Practice in pairs.

MODULE 8: Vocabulary Building

INSTRUCTION:

Approximate Length: 2 hours

Materials Needed: Handouts for this module

OBJECTIVES:

Identify strategies students already have to improve vocabulary.
Use context clues to guess meanings in context.

WARM-UP:

Write question on board: "How do you improve your vocabulary?" List these on board or overhead.

PRESENTATION:

To learn vocabulary you need to make it your own:
Use it.
Review it.
Make it part of your working vocabulary.

Keep a personal glossary (notebook).
Carry a pocket dictionary. Read it anytime you have time.
Make flashcards with word on one side and meaning on the other.
Review whenever you have time.

Kinds of Context clues:
1. Definition
2. Example
3. Contrast

Lecture notes attached.

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon 97309

Course Syllabus

Course Title: Auto Parts Sales Program Study Skills

Number:

Date: Instructor:

Location: Office and Phone:

Text: Molinaro, Gary A., Counterman's Guide to Parts and Service Management. Albany, NY: Delmar Publishers Inc. 1989.

Course Description: Designed for Non-native speakers of English, this course provides information on the study skills and classroom language necessary to be successful in the Auto Parts Sales program.

Course Outline: Upon successful completion of this course the student should be able to:

1. Use appropriate study skills to be successful in the Auto Parts program.
2. Set realistic goals and work toward achieving them.
3. Display competence in English used in a classroom setting; such as interrupting, giving feedback, asking for meaning, etc. . .

Course Content:

I. Study skills
   A. Reading a syllabus
   B. Study groups
   C. Listening and Notetaking
   D. Textbook reading
   E. Vocabulary building

II. Goal setting
   A. Time management

III. Classroom Language
   A. Asking for information
   B. Interrupting
   C. Giving feedback
   D. Asking for focused repetition
   E. Checking for accuracy of information

F. Holding your turn
G. Summarizing
H. Interacting in a group
I. Correcting misunderstandings
J. Asking for focused explanation
K. Describing self

IV. Other aspects of communication
A. Non-verbal communication
B. Reductions and elisions

Grading: Grades will be figured using the following percentages:

Weekly spelling quizzes	10%
Attendance and participation	20%
Organized notebook including lecture and textbook notes	20%
Quizzes and exams	20%
Weekly writing assignments	30%

An "I" will be given to any student who is not able to complete.

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STUDY GROUP PARTICIPATION

Study groups meet so that each member can share what they know and benefit from the knowledge of the other members. sharing and receiving information takes place through the use of the following functions of language:

Initiate -	Begin the discussion, change ideas or topics and make suggestions.
Ask -	Ask people for information and explanations.
Answer -	Give information or opinions.
Repeat -	Repeat statements when something is not heart or understood.
Summarize -	Restate information to make sure everyone understands.
Encourage -	Allows everyone to participate

Examples:

Initiate

Okay, shall we get started?"
"Let's start by looking at our notes."
"I have an idea. . ."
"Maybe we should ask. . ."

Ask

"What do you think?"
"Could you sat that again?"
"What does _____ mean?"
"Could you explain. . . ."

Answer

"I think that. . ."
"I know that. . ."

Repeat

"Did you get that. . ."
"Let me say that again."

Summarize

"Let me see if I understand. . ."
"Is this what we said?. . ."

Encourage

"What do you think?"
"Do you have any questions?"
"Can you tell us?"

SUCCESSFUL LEARNERS. . . .

- **make questions about information from lectures or books thinking about which questions the information answers, and which it does not;**
- **break up large assignments into manageable parts;**
- **are goal-directed; direct their study to meet their instructor's objectives;**
- **take feedback, testing themselves to see how much they're learning.**

These are **natural** learning skills. They are used on a daily basis throughout life.

Writing Questions from Notes

Date_____
Chapter_____

Use this space
for your notes:

A-2.2

READING TEXTBOOKS

1. **Scan the chapter for clues to its general overview.**
   - Read the summary and questions at the end of the chapter (if included). Summaries are the author's clues to what is important.
   - Glance at the heading and sub-headings in the chapter. Look at the captions of pictures, charts, tables, and graphs.
   - Skim over the first sentence of every new section in the chapter.
   - Glance at key words. They will be italicized, in bold print, or capitalized.

2. **Write questions in the margins of your books.**
   Turn chapter headings and sub-headings into questions
   For example, the section heading The Automotive Aftermarket becomes, "What is the automotive aftermarket?"

   Turn captions for illustrations, graphs, etc. into questions.
   For example, Figure 1-1 parts supply network described as a question might be, "How does the parts supply network work?"

   Write questions that combine headings and sub-headings.
   For example, the section heading, "The Automotive Aftermarket" can be combined with the sub-heading "The Role of the Jobber" in the following way: "What does the Jobber do in the Automotive Aftermarket?"

3. **Guess at answers to your questions.**
   Try to answer the questions you've just asked. Think about what you know and the new information from your survey of the material. Don't do any more reading at this stage.

   This step will keep you from falling asleep while reading. You'll remember information you didn't think you knew. Also, when you read the chapter, you'll read more actively. You'll want to know if your guesses were right.

4. **Read for answers.**
   Now go back and read the chapter. Try to confirm your answers when they are correct, revise them when they are wrong, and add to them. The process looks like this;
   - Ask a question from chapter headings, illustrations, captions, etc.
   - Try to answer it without looking.
   - Read selectively to see if you were right.
   - Underline important words or phrases that answer your questions. **Don't** highlight whole passages.

5. **Revise questions when needed.**
   Occasionally you may ask a question that is not answered in your textbook. This is not a wasted effort. You were actively looking for information. You may wish to revise these few questions to improve your review of the material later, when you test yourself before an exam.

HOW TO DO SQ3R

SURVEY: Answer the following questions:

What is the title of this chapter?

What do you guess this chapter will be about?

Do you already know anything about this topic?

Describe two of the graphs or pictures in this chapter.

List the headings (in **bold** and <u>underlined</u>) in this chapter.

Read the review questions. How many can you answer before you read the text?

QUESTION:

Change the first subheading into a question.

READ: Read the first section after the subheading.

WRITE: Write notes about that section on the right hand side of the page.

REPEAT QUESTION, READ AND WRITE FOR EACH SECTION OF THE CHAPTER.

REVIEW: Reread your notes. Then cover the answers and ask yourself the questions on the left side of the page. This is a way to test yourself to see how much you can remember. Review at the end of the study period, after 24 hours, and in a week.

Date_____
Chapter 1

What is the <u>Automotive Aftermarket</u>?	Also called Automotive Service Industry. Supplies replacement parts and services after a car is purchased. A. vehicle service stations B. independent garages C. specialty repair shops D. car and truck dealerships E. fleet and industrial operations F. public
How does the Parts Supply Network work? supply distribute jobber warehouse	1. Manufacture of parts. 2. Sold to warehouse distributors. (WDS) 3. WDS sells to auto parts wholesale. (jobbers)
What is the role of a jobber?	Sell parts to markets. 1. operators of service stations (55%-60%) 2. independent garages ((55%-60%) 3. fleet operators A. taxi or delivery truck operator B. farmers C. industrial clients 4. walk-in customers (20%-40%)
What is jobber diversity?	1/3 of largest jobbers = 83% of parts, equipment and services i.e. machine shops.
"mom and pop" parts stores	2/3 small to medium sized 17% of trade.
What are the advantages to this system?	1. economical - can focus on one part of industry. 2. efficient - part to customer in less than 24 hours.
How has the system changed? standard	At one time: 1. jobbers could ignore walk-in trade and still be successful. 2. the kinds and variety of cars were still small - didn't heed a huge variety of parts. 3. design and technology was slower, so people understood the repair process

Who are mass merchandisers and retailers?	DIY are doing more repair work. Traditional jobbers weren't able to deal with this market.
trend i.e. GI Joe's, SEARS	Mass merchandisers saw the trend and sold to customers. Now jobbers are selling to these customers.
What are auto parts retail chains?	Compete for DIY market Sell only auto parts A. popular B. fast-moving items C. Not as complete as jobbers
system i.e. Stuarts	Chains have own distribution system and only deal with certain WDS. Advantages: 1. huge purchasing power 2. aggressive marketing to public 3. store layout consistent 4. help in running business

ASKING GOOD QUESTIONS

Of course, if you don't ask good questions-similar to your instructors' exam questions - this method won't help you very much. In this section we'll present some ways to improve the quality of your questions.

How do I learn to ask myself the kinds of question which my instructor thinks are important? Some questions are better than others. Won't I just ask unimportant questions, since I'm only a student?

It's true that asking good questions is a **process**: It doesn't just happen automatically. Here are some things you can do to improve the quality of your questions-so that you really will be predicting exam questions.

Steps for Asking Good Questions

- **Write complete questions, not just phrases.** Asking complete questions will improve your learning. It will also help you sort out new information in relation to your questions. Writing complete questions will also help you generate more complex questions.
- **Show your lecture note questions to your instructor.** Most instructors will be very pleased to see that you're actively working with your notes through writing questions. They'll often tell you if you're on the right track and point out those questions you've written which are better than others.
- **Compare your questions to the questions on your quizzes and exams.** If you analyze your quizzes early in the semester, you'll have a better chance of predicting questions similar to those you'll get on later exams.
- **Don't write too many note questions beginning with "what is. . .?"** Questions which ask "What is. . .?" ask you to define terms. They're good for sections of your notes where new terms are introduced. However, most important questions ask more than the "what" of an event or idea. "Why. . .?" "How. . .?" "Compare. . .?" "What is the relation between. . .?" are better questions.
- **Compare your questions to those of a friend taking the same class.** Going over your lecture note questions with a friend may help both of you see the most important points being raised in class.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

One month in a student's Semester or Quarter

NOVEMBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Essay for Comp.	4
5	6 Psych. Test	7	8 Algebra Test	9	10	11 Golf Tournament
12 Golf Tournament	13	14 Concert 8:00 p.m.	15	16	17 Essay for Comp.	18
19	20 dentist 4:00 p.m.	21	22 Algebra Test	23 Thanksgiving	24 Holiday	25
26	27 Psych. paper due	28	29	30		

THE AWARENESS CHECK

Activity	Estimated Time	Actual Time
1. Working		
2. Going to classes		
3. Sleeping		
4. Dressing, showering, etc.		
5. Traveling to and from work, etc.		
6. Studying		
7. Eating		
8. Watching television		
9. Engaging in sports; other leisure activities		
10 Other weekly obligations		

1. List the activities in which you spent more time than you had estimated.

_____

_____

2. List the activities in which you spent less time than you had estimated.

_____

_____

3. How could you use this new information to revise your weekly schedule?

_____

_____

WEEKLY CALENDAR

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00-7:00	Sleep	Run Dress Eat					Sleep
7:00-8:00	Sleep	transportation to class—			————	————	Sleep
8:00-9:00	Sleep	Algebra class	Study in Library	Algebra class	Study in Library	Algebra class	Run Eat
9:00-10:00	Run Dress	Comp I	French I	Comp I	French I	Comp I	Study
10:00-11:00	Eat Trans. to Church	Biology Class	Biology	Biology Class	French	Biology Class	Study
11:00-12:00	Church	Lunch/ Trans.	Lab	Lunch/ Trans.	Lab	Lunch/ Trans.	Study
12:00-1:00	Trans. Church to home	Home		Home		Home	Lunch
1:00-2:00	Lunch Clean	STUDY	STUDY	STUDY	STUDY	STUDY	
2:00-3:00	apart-ment	STUDY	STUDY	STUDY	STUDY	STUDY	
3:00-4:00	Free		Laundry,	other	chores		Leisure
4:00-5:00	Free						or Study-
5:00-6:00	Free						may go
6:00-7:00	Dinner						out later
7:00-8:00	Study						
8:00-9:00	or watch						
9:00-10:00	TV						
10:00-11:00							
11:00-12:00							
12:00-1:00	Sleep						

WEEKLY CALENDAR

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00-7:00							
7:00-8:00							
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							
1:00-2:00							
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9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							

ORIGINAL DIALOGUE: Auto Parts Counter

Find two things wrong with this dialogue:

Situation:

Jose works as a counterperson in an Auto Parts shop. His supervisor, Bill, is an American. At this moment, Jose is standing up at the counter. There are no customers. Bill walks up to him.

Bill: "Hey, Jose, can you do something for me?"

Jose: (He turns and looks at Bill, but says nothing.)

Bill: "John Kimmel from Capital Toyota just called and there's a problem. They haven't received the drum brake hardware they ordered last week."

Jose: (He says nothing)

Bill: "So, anyway, can you find out what the problem is ASAP?"

Jose: (Nods his head). "Yes."

Bill: "Get hold of Frank in our shipping and ask him about it, okay?"

Jose: (Jose says nothing)

Bill: "You got that, Jose?"

Jose: "Yes."

Bill: "Okay, thanks." (Bill turns and walks away. He thinks to himself, "I wonder if Jose really understood me?")

Once you find two things wrong, change the dialogue to fix it.

REVISED DIALOGUE

	Dialogue	What is Happening
Bill:	"Hey, Jose can you do something for me?"	
Jose:	(He turns and looks at Bill). "Oh, Hi, Bill. Can I do what? What was your question?"	Jose did not hear Bill approach his desk. He is not sure what Bill said. He asks Bill to **repeat** his question.
Bill:	"Uh, can you do something for me?"	
Jose:	"Oh, sure."	Jose gives Bill **feedback** that means "I understand, I will do it."
Bill:	"John Kimmel from Capitol Toyota just called, and they've got a problem. They. ."	
Jose:	"I'm sorry, where?"	Jose **interrupts** to ask Bill to repeat the name of Capitol Toyota.
Bill:	"Uh, Capitol Toyota. Anyway, they ordered some brake drums last month. . ."	
Jose:	(He nods his head.) "Uh huh."	Jose gives Bill **feedback** that means "I'm listening."
Bill:	". . .but they haven't received them yet."	
Jose:	"So you mean we sent the brake drums but Capitol Toyota never received them?"	Jose **checks** what Bill said.
Bill:	"Well, that's what we don't know. Maybe we didn't sent them."	
Jose:	"Oh, I see."	Jose gives **feedback** that means "I understand."

Bill:	"So, Can you get hold of Frank over in Shipping and find out?"	Jose **ask for the meaning** of "get hold of" by trying to repeat what he heard. He says "hold **up**" instead of "hold **of**" because he didn't hear Bill clearly.
Jose:	"Uh,. . . hold up?"	
Bill:	Huh? Oh, **get hold of** Frank. . . uh . . . call him, or go see him."	
Jose:	"Oh, I see. So. . . I'll call Frank right away and ask him if he sent brake drums."	Jose gives Bill **feedback** that means "I understand." Finally, Jose **summarizes** Bill's request.
Bill:	"Great. Thanks for doing this, Jose."	
Jose:	"Sure. No problem."	

GIVING FEEDBACK

VERBAL

Positive	Negative	Doubtful
yeah	huh uh	uh. . .
okay	no	well. . .
all right	I don't understand	humm?
uh huh		

NON VERBAL

Direct eye contact
Smile
Nod your head
Raise eyebrows to show you are listening
Frown to show you don't understand
Raise eyebrows and open your mouth to show you are surprised

DIALOGUE FOR FEEDBACK

The following dialogue takes place between a supervisor and an employee in a Auto parts store. The supervisor is explaining to the employee how to lift correctly. Read the dialogue with a partner. One student reads the part of the employee; the other reads the supervisor's part. Every time the employee sees a blank line (_____), he or she will give feedback that means, "I'm listening and I understand." The employee will use the following phrases:

Uh huh. Oh, I see. Uhm hmm. All right.

After you read the dialogue, answer the questions following it.

Supervisor: "Okay, for this job you need to lift correctly.

Employee: _____

Supervisor: "All right. Now, first you make sure that you keep your back straight."
(The supervisor demonstrates.)

Employee: _____

Supervisor: "And then you bend your knees."

Employee: _____

Supervisor: ". . . like this and squat down close to the item you're lifting."

Employee: _____

Supervisor: "Put your hands under the box."

Employee: _____

Supervisor: ". . . and then you can lift with your back straight."

Employee: _____

FOCUSED REPETITION

Non-verbal

When your instructor looks to the class be ready to make eye-contact and point above his/her head, shaking your hand slightly, with raised eyebrows, to ask a question.

Verbal

1. Use question words.

(Name) What does compress mean?
(Name) What does ignite mean?)
(Name) What happens when the piston moves down the first time?

2. Repeat the words that came just before the word you want repeated. Make your voice rise as it would with a question.
   A. The fuel mixture enters. . .?
   B. The cylinder.

3. If you have not understood anything, you ask:
   A. (Name) Can you say all that again?
   B. (Name) Can you say the (first/last) part again?

BECOME AN ACTIVE LISTENER

One essential for classroom success is active listening. Since lecture-discussion is the preferred style of most college instructors, you will probably spend most of your class time listening.

There are two kinds of listeners - those who are passive and those who are active. *Passive listeners* do more hearing than listening. They are aware that the instructor is speaking, but they aren't making sense of what he or she says. Passive listeners tend to expect instructors to motivate them and to interest them in the topic. *Active listeners* pay attention to what they hear and try to make sense of it. Active listeners expect to find their own reasons for being interested in a lecture topic.

To get more out of lectures, become an active listener. Follow these six steps.

1. **Decide to listen.** You are strengtnening your commitment to learn. Also, by deciding to listen to a lecture, you are taking an *active* role instead of waiting to receive information.

2. **Listen with a positive frame of mind.** Expect to find something in the lecture that will interest you.

3. **Focus your attention on the speaker.** Keep your eyes on the speaker. Your purpose is to learn what the speaker has to say.

4. **Encourage the speaker.** Look interested. Sit straight but comfortable, and maintain eye contact. Ask questions and make comments when appropriate. Your posture and expression can communicate to the speaker that you are trying to follow his or her ideas.

5. **Take notes.** Taking notes helps you concentrate on the lecture. Take notes consistently when listening to lectures, and adopt or develop a note-taking system that works for you.

6. **Decide what is important.** Listen for repeated terms or ideas. Speakers use repetition to emphasize important points. Watch for gestures and facial expressions that may also be used for emphasis. Listen for signal words or phrases.

Listening for signal words will help you listen for ideas. For example, if the instructor says, "No two catalogues are alike. You should become familiar with each one." There is a format that many catalogues follow. There is a cover, a table of contents, an applications section, illustrations, and a specifications section.

SIGNAL WORDS AND PHRASES

1. **To add emphasis:**

most important	remember that
pay attention to	the main point

2. **To indicate causes or effects:**

because	since
for	

3. **To indicate that categories or divisions will be named or explained:**

types	parts
kinds	

4. **To indicate a sequence:**

steps	numbers
stages	first, second, etc.

(For questions)	(For taking notes)

For Summary

GUIDELINES FOR NOTE TAKING

There are 8 key points to remember.

1. Keep track of your notes by putting a *date* and *heading* on the first page and numbering pages that follow. Be sure to identify the *lecture topic* and the class in which the lecture takes place.

2. Use standard paper that will fit into notebooks.

3. Keep the notes for one class separated from the notes for other classes. Use separate notebooks for each class, or use dividers to separate different sections in one notebook. Some students like to use spiral notebooks. Others prefer to use a loose-leaf notebook so that lecture notes, textbook notes, and the instructor's handouts may be taken out of the notebook and put together for study purposes.

4. Use standard abbreviation, but make up some of your own for words or phrases that you use often.

1. equal, =	11. introduction, intro.
2. with, w/	12. information, info.
3. without, w/o	13. department, dept.
4. number, #	14. advantage, adv.
5. therefore, ∴	15. organization, org.
6. and, +	16. maximum, max.
7. and so forth, etc.	17. individual, ind.
8. for example, e.g.	18. compare, cf.
9. against, vs.	19. association, assoc.
10. government, gov't.	20. politics, pol.

5. Copy into your notes anything that is written on the chalkboard. Test questions often come from material that was written or illustrated on the board.

6. Take organized notes. Make major points stand out from the examples that support them. Do not write lecturers' words verbatim. Summarize points in your own words so that they will be easier for you to remember.

7. Immediately after class, review your notes to fill in gaps while the information is still fresh in your mind. The purpose of taking notes is to help you remember information.

8. If you seem to be missing something, compare notes with a classmate or see the instructor.

THE CORNELL METHOD

The Cornell method is a note-taking system that has worked for many students. This system involves six steps: recording, questioning, reciting, reflecting, reviewing, and summarizing.

Begin by dividing an 8 ½" by 11" sheet of notebook paper into three sections as shown on your handout A-5.4. Then, follow these steps for taking notes from a lecture.

1. **Record** facts and ideas in the wide column. After the lecture, fill in any gaps and neaten up your handwriting if necessary so that you will be able to read your notes when you review again.

2. Make **questions** about facts and ideas in lectures. When you review the lecture, make questions about what you have learned and write them in the left margin beside the fact or idea in the wide column. Writing questions helps you strengthen your memory, improve your understanding, and anticipate test questions.

3. **Recite** the facts or ideas aloud from memory and in your own words. If you summarized them in your notes in you own words, then this will be easy to do. Check how much you remember. Cover up the wide column of your notes and from the key words or questions in the left margin, give yourself a test. Check yourself by uncovering the wide column and reading your notes.

4. **Think** about what you have learned from the lecture by applying the facts and ideas to real-life situations.

5. **Review** and recite your notes every day. A good way to begin a study session, especially if you have trouble getting started, is to review your notes. Reviewing reminds you of what you have learned and sets the scene for new information that you will learn in the next assignment.

6. **Summarize** your notes in the space at the bottom of your paper. You can summarize what you have written on each page of notes, or you can summarize the whole lecture at the end of the last page. Doing both a page summary and a whole-lecture summary is even better.

QUALITIES FOR SUCCESS

Face to face or over the telephone, counter personnel deal one-on-one with customer accounts of all types. The performance and attitude of the counter staff is very important. Profit can only be assured by staffing the best counter people. These counter people are trained.

The counterperson's primary job is to sell to fill the customer's needs. On the average, a counterperson performs forty-five sales transactions per day. In fact, every hour, counter professionals in the United States perform about 360,000 selling transactions.

When asked what is the most important aspect of a counter staff's job, owners rated selling to the professional mechanic as number one. Handling complaints was rated second and selling to the do-it-yourselfer was third.

When counter people were asked the same question their responses matched these of their bosses. According to counterpeople, selling to the professional mechanic is their most important job, followed by selling to the do-it-yourselfer and then handling customer complaints.

Men and women interested in a career in parts management must be skilled in many areas. They must know automotive technology. They must be service-and sales-oriented people interested in dealing with and helping customers of all types. They must be effective time managers, disciplined in their work habits. They must be able to perform duties in an organized, accurate manner, and realize the importance of the small details that affect efficient parts management. And they must be business-oriented thinkers, understanding how their store functions and how all policies and actions affect the store on a dollar and cents level.

Most important, a successful counterperson must be willing to learn, change, and grow as the aftermarket industry changes. For example, computerized parts cataloging and inventory control is becoming increasingly popular at the jobber level. Successful counterpeople are learning the skills needed to use this valuable time-saving technology.

Even the most experienced counterperson is learning on the job every day. Many intangible characteristics are the keys to the proper work attitude in today's aftermarket service industry.

THESE ARE EIGHT QUALITIES FOR SUCCESS

ENTHUSIASM

Enthusiasm is a combination of interest and belief, of energy and activity.

OPTIMISM

Optimism in a counterperson instills faith in customers.

CONFIDENCE

Confidence is the result of knowledge plus experience.

SINCERITY

A counterperson must mean what he or she says.

DETERMINATION

Determination is the will to succeed. Patience keeps the counterperson working until a customer's need is fulfilled.

DEPENDABILITY

A dependable counterperson can be relied on to keep all promises and secrets and to remember requests and instructions.

INITIATIVE

A counterperson works efficiently without close supervision.

MENTAL AGILITY

Working the counter requires a high level of mental agility. Every action taken or every comment made to a customer affects the customer's perception of the store and its ability to meet his or her needs.

Dealing with parts numbers, catalogs, invoicing, inventory, price structures, and customer concerns requires quick, accurate thinking and a logical approach. Counter personnel are thinking professionals.

ORIGINAL

Situation:	Frank is from Mexico. Frank works for Action Auto Parts. He works in the shipping department. At the moment, he is calling John Kimmel at Capitol Toyota about the late brake drums delivery. The **receptionist** at Capitol Toyota answers the phone.
Receptionist:	"Capitol Toyota."
Frank:	"Hello, is uh. . ." (He looks for a piece of paper on his desk.) ". . . is uh. . . **is Mr. somebody Kimmel there**?"
Receptionist:	"Um. . . we have two Kimmels here. **Do you have a first name**?"
Frank:	"Uh. . .oh! Here it is!" (He finds the piece of paper.) "John Kimmel"
Receptionist:	"John Kimmel is not in right now. He'll have to call you back."
Frank:	"What?"
Receptionist:	"He's out. He'll have to call you back later." (The receptionist begins to sound irritated.)
Frank:	(He is confused. He doesn't say anything.)
Receptionist:	"Do you want to leave a message?"
Frank:	"Uh. . . You see, uh. . . he ordered some uh, brake drums, but I don't think that we. . . we delivery them, and. . ."
Receptionist:	"Why don't you just tell me your name and number and he will call you back?"
Frank:	"What? Oh, my name is Frank Alvarez. My company is Action Auto Parts."
Receptionist:	"Frank Alvarez, Acton Auto Parts. . . okay. . . give me your number." (The receptionist is speaking quickly.)
Frank:	(He thinks to himself, "No, it's Action Auto Parts." He doesn't say anything.)
Receptionist:	"Does he have your number?" (The receptionist sounds impatient.)
Frank:	"Oh, yes. Ah. . . my number is 364-8219."
Receptionist:	"Okay. I'll give Mr. Kimmel your message. Good-bye."
Frank:	"Ah. . . thank you. Good-bye." (Frank hangs up the phone. He thinks to himself, "Sometimes I hate making phone calls.")

REVISED DIALOGUE

The following interaction shows Frank interacting more effectively with the receptionist. Read the dialogue and then the explanations in the "What is Happening?" column.

	Dialogue	What's Happening
Receptionist:	(She answers the telephone.) "Capitol Toyota"	
Frank:	"Hello, this is Frank Alvarez, from Action Auto Parts." (He looks at a note on his desk.) "Could I speak to John Kimmel?"	Frank introduces himself and his company at the beginning of the conversation. Frank knows John Kimmel's full name before he telephones.
Receptionist:	"John Kimmel? I'm afraid he's not in right now. Can I . . ."	
Frank:	"I'm sorry, he's not. . .?"	Frank **interrupts** to **ask for focused repetition** because he doesn't understand the phrase, "He's not in right now."
Receptionist:	"He's not in. . ." (She waits for Frank to respond.) He's out. He'll have to call you back."	The receptionist repeats what she said before because Frank guided her with a focused repetition question. Then she says the same thing in a different way.
Frank:	"He's out? . . . Oh, I see. Uh. . . will he be back today?"	Frank **holds his turn** while he thinks of the correct phrase, "Could I leave a message?."
Receptionist:	"Yes, He'll be in the office later this afternoon."	
Frank:	"I see. . .uh. . .could I leave a message?"	
Receptionist:	"Sure." (She waits for Frank to speak.)	

	Dialogue	What's Happening
Frank:	"Please tell him I called about the brake drums delivery."	Frank knows the correct phrase to use to leave a message. He doesn't try to give a long message to the receptionist.The receptionist repeats Frank's information as feedback that she understands him.
Receptionist:	". . . the brake drums delivery."	Frank **gives feedback** that means, "that's correct."
Frank:	"Uhm hmm. . ."	
Receptionist:	"Okay. . . and what's your number?"	
Frank:	"My number is 364-8219."	Frank **controls the receptionist's speech** by asking her to slow down.
Receptionist:	"All right. And what's the spelling of your last name?"	
Frank:	"I'm sorry, could you speak a little more slowly?"	
Receptionist:	"Certainly. How do you spell your last name?" (She speaks more slowly.)	
Frank:	A-L-V-A-R-E-Z	
Receptionist:	"All right, Mr. Alvarez, and that was Acton Auto Parts. . .I'll give Mr. Kimmel the message."	Frank politely corrects **the receptionist's error.**
Frank:	"Uh. . . it's Action Auto Parts."	Frank **gives feedback.**
Receptionist:	"Oh, I'm sorry. Action Auto Parts."	
Frank;	"Yes, that's right."	
Receptionist:	"Okay, Mr. Alvarez, I'll give him the message. Thank you for calling."	Frank **summarizes** what he understood.
Frank:	"Excuse me. . .so. . .he'll call me back this afternoon?"	
Receptionist:	"Yes, he should call you back before 5:00."	
Frank:	"Okay. Thank you. Good-bye."	
Receptionist:	"Good-bye."	

1. Asking for *focused explanation*: Ask the speaker to explain what he said. Guide the speaker to use different words, an example or more details.
   "I understand this, but could you explain the other/next/first/last thing you said?"
   "I got what you said about the first part, but I didn't get the next part."
   "Do you mean. . .?" or "Did you mean. . .?"
   "Can you give me an example of this?"
   "I'm not sure how/when/where to. . ."

2. *Holding your turn*: Show that you want to speak, but that you need time to think first.

"Uh. . . ."	"Let me think. . . ."
"Well. . . ."	"Just a sec. . . ."
"I think. . . ."	"Um, how can I say this?"
"I'm not sure. . . ."	"Let me try to say this correctly. . . ."
"Let me see. . . ."	"Well, let me think for a minute. . . ."

3. *Correcting misunderstandings*: If you feel your partner did not understand you correctly, interrupt and explain what you meant.

   "Uh. . ."
   "Hum. . . ."
   "Uhm, well. . . actually. . . ."
   "Actually. . . ."
   "I think you may be mistaken."

4. *Summarizing*: Repeat information or explanations briefly to show the speaker what you've understood.

   "Let me see. You said. . . ."
   "Let me see if I understand. . . ."
   "Okay. So. . . ."
   "Okay. So you want me to. . . ."
   "So you're going to. . . ."
   "So he will. . . ."
   "In other words, I need to. . . ."

Ways To Delay Your Answer

Sometimes you really don't want to answer a question when someone asks it. You want to think about it first and talk about it later. You need to *delay* your answer.

"How soon can you start this?"
"Uhm. . . can I get back to you on that?"
"Could you give me some time to think about that?"
"Let me get back to you about that tomorrow/this afternoon/after the meeting/on Wednesday, etc."
"Uh. . . we're working on that. I'll have to get back to you."

Other Ways To Guide the Conversation

"Could you speak a little more slowly, please?"
"I'm sorry, but I can't hear you very well."
"Could you speak louder, please?" ("More loudly" is also used.)
"Sorry, I didn't hear that."
"I'm sorry, but could you use simpler words?"
"I'm not a native speaker of English. Would you mind using simpler words? Thanks."

GESTURES

Find out what gestures are common in the U.S. Interview an American. Your partner answers the questions without talking!

How do you say. . .?	Same	Different
1. Yes.		
2. No.		
3. Come here.		
4. Go away!		
5. This tall.		
6. I don't like that.		
7. This is delicious!		
8. This is perfect!		
9. I'm not interested.		
10. I don't care--it's not important.		
11. She's/He's crazy!		
12. Good-bye.		
13. Be quiet!		
14. I want two.		
15. Shame on you! That's bad!		
16. I don't know.		

CONTRACTIONS

Draw a line through the letter "h" for the auxiliary verb "have" in the following sentences. Do not reduce the other uses of "have." Practice saying the sentences.

1. Do you think he has gone?
2. Where have they been?
3. How long have you been here?
4. I have to do some work now.
5. Do you think she has gone yet?
6. University students have to work hard.
7. You have done enough.
8. He has six classes.

Auxiliaries (is, will, have, etc.) are *not* contracted in formal written English, but they usually *are* contracted in the spoken language and in informal writing. Contractions are used to reduce the less important words. This helps to emphasize the more important words.

Formal	*Informal*	*Formal*	*Informal*
I am	I'm	I would	I'd
We are	we're	I will	I'll
you are	you're	I have	I've
he is	he's	they have	they've
that is	that's		

REDUCTIONS

Examples:	*slow, formal*	*Rapid, informal*
	I have gone	I've gone
	they have	they've
	is he	is (h)e (rhymes with "busy")
	give her	give (h)er (rhymes with "liver")
	would he	would (h)e (sounds like "woody")

Listen and then practice reducing pronouns.

1. When did (h)e go there?
2. Who did (h)e talk to?
3. Have you talked to (h)im yet?
4. Where's (h)er homework?
5. Why does (h)e always come late?
6. Did you ask (h)er?
7. Did you ask (h)er where she was?
8. Did you ask (h)im where he was?
9. He says that it's none of your business.
10. He says that it's none of (h)er business.

(a)	Pass the salt and pepper.	and→'n
(b)	Either Monday or Tuesday is O.K.	or→'r
(c)	What's for dinner?	for→fer

(a)	I'm going to leave.	going to→gonna
(b)	We want to know.	want to→wanna
(c)	You have to try.	have to→hafta
(d)	She has to come.	has to→hasta

(a)	**Do you** care for a drink?	'care	Often the first word or words in a sentence are deleted.
(b)	I beg your pardon?	'beg	
(c)	It sounds good.	'sounds	This is common in spoken English.
(d)	**Are** you leaving now?	'you	
(e)	**Have you** got a minute?	'got	
(f)	**Would you** mind if I open the window?	'mind	

(a)	I want to **see her**.	see-er
(b)	**She had** something to do.	she-ad
(c)	Where **did he** go?	de dide
(d)	**Does he** know about it?	dze ze
(e)	She's **happier** now.	(not reduced)

(a)	**Does he** know about it?		does he →ze,dze
(b)	**Is he** coming?		is he →(i)ze
(c)	**Has he** done enough?		has he →(a)ze
(d)	**Did he** come?		did he →de, dide
(e)	I'm waiting for **him**.	'im	
(f)	I'm waiting for **them**.	'em	
(g)	It's **his** choice.	'iz	
(h)	If **he's** ready, let's go.	'ez	
(i)	**Is she** coming?		
(j)	**Is he** coming?		

REDUCTION EXERCISES:
The following sentences will be spoken with reduced pronunciation. Before you listen, circle the words you think will be reduced:

1. Do you know that?
2. It's bigger than you think.
3. We are going there.
4. Are they new here?
5. It's more than that.
6. We wish they knew.

The following words will be spoken with reduced pronunciation. Cross out the dropped sound. (Notice that these words will not sound like the spelling.)

1. interesting
2. family
3. factory
4. ordinary
5. suppose
6. finally
7. vegetables
8. separate
9. evening
10. especially
11. average
12. Florida

What words are missing?

1. Got some extra? Have you _____
2. Know much about it? _____
3. Sounds expensive. _____
4. 'Member the answer? _____
5. Something the matter? _____
6. Care for another one? _____
7. Mind if I sit here? _____
8. Want to join us? _____
9. Matter much if I go? _____
10. Sleep too long? _____

Before you listen to the following words, try to predict how they will sound with reduced pronunciation. After you hear them, cross out the dropped syllable:

1. generous
2. horrible
3. cabinet
4. temperature
5. different
6. aspirin
7. gasoline
8. garage
9. reference
10. favorite

(a)	**Have I** explained it OK?	'a-vi
(b)	**Have you** been sick?	av-ya
(c)	**Have we** done it right?	'aw-we
(d)	**Have they** seen it?	av-they
(e)	Have there been any changes?	av-there
(f)	**Has she** fixed the car?	a-she
(g)	**Has he** stopped working?	(a)ze
(h)	**Has it** happened yet?	(a)zit

Listen to the following sentences:

1. I have to wait. (hafta)
2. Do you want to come? (wanna)
3. She's never going to know.
4. Are they going to see me?
5. Why do you have to say that?
6. It's never going to be the same.
7. Are you going to want to come?
8. Why do you have to be like that?
9. Are they coming or going?
10. Will you pass me the cream and sugar?
11. She's coming around five or six.
12. I just need to run in and out.
13. Is your answer yes or no?

Listen to the following phrases.

1. if he
2. what he
3. is her
4. that's his
5. what's her
6. should have
7. why has
8. where had
9. when her
10. could have
11. when he
12. did he*

Listening and Production

Listen to the following sentences. Practice pronouncing them.

1. It has to work. (hasta)
2. I want to go. (wanna)
3. You have to wait.
4. Who's going to come?
5. She has to know.
6. I want to rest.
7. I have to know by tomorrow.
8. We want to try again.
9. What's going to happen?
10. When do you want to eat?
11. It has to be tomorrow.
12. When are they going to want to come?

Listen to the following sentences. Underline the reduced phrases.

1. I'm out of money. (uh money)
2. It's a waste of time. (uh time)
3. One of us can do it.
4. Some of that would be O.K.
5. It's an out-of-state check.
6. I don't see the point of that.
7. All of the cars are used.
8. I can only get a dollar's worth of gas.

Listening
Fill in the blanks with the words you hear.

1. I just need to run in ___(n)___ out.
2. Let's just wait___(n)___ see.
3. ___(Fer)___ once and ___(fer)___ all, stop.
4. Did you say black ___(n)___ blue?
5. Look in the lost ___(n)___ found.

Same as before.

1. Did you want hard____(r)____ soft ice-cream?
2. You'll need a suit ____(n)____ tie.
3. Did you mean Tuesday ____(r)____ Thursday?
4. We just talked about this ____(n)____ that.
5. Let's just wait ____(n)____ see.

Production
Practice saying the following phrases.

1. coffee or tea
2. stop or go
3. life and death
4. for now
5. yes or no
6. cash or charge
7. black and blue
8. for everyone
9. sick and tired
10. for me

Listening and Production
Listen to the following sentences and practice saying them.

1. Now and then I take a 3-day weekend.
2. Sooner or later you'll get it.
3. For the time being, I don't have an answer.
4. It's more or less finished.

LINKING

Listen and then practice saying the following linked groups. *Say the group as if it were one word.*

my apple	she answers	we ought
high up	how old	you ought
no other	though I	may I
the end	too often	she is

When a word ends in a consonant, that final sound is often moved to the beginning of the next word, in order to maintain the smooth flow of linked words. Listen to these examples:

Is he busy?	sounds like	Izzybizzy?
take her out		taker route
send her		sender

---

where I	will I
when I	can you
pull over	share it
push over	turn on
give up	plan everything

---

keep it	skip it	cube of	rob us	flag up
(kee pit)	(ski pit)	(cu bof)	(ro bus)	(fla gup)
break it	thank you	lend us	said it	stick out
(brea kit)	(than kyou)	(len dus)	(sai dit)	(sti ckout)

Please stop pushing.	He opened the big gate.
Cook it in a deep pot.	He plans to rob both.
She has a black cat.	That's a bad dog.
Put ten in the box.	Where's the red door?

Listen to these groups. Then practice saying them.

1. She answers everything.
2. Wash all apples.
3. on all our exams
4. Send us out.
5. In a way, it's about taxes.
6. An athlete must keep practicing.

LINKING EXERCISES:

Connect the words that are linked:

1. Come on in.
2. Fill in this part.
3. She's on another line.
4. We're leaving in a minute.
5. She has given her another one.
6. Do you have any advice for him?
7. I hope he's coming.
8. I think it's sooner than he thinks.
9. Does he have any ideas?
10. I'm seeing him again soon.
11. She has given her another one.
12. Do you have any advice for him?
13. I hope he's coming.
14. I think it's sooner than he thinks.
15. Does he have any ideas?
16. I'm seeing him again soon.

Pronounce one of the pair. Circle the correct answer:

1.	does he	did he
2.	has he	does he
3.	Had he	Is he
4.	Has he	Is he
5.	Did he	Does he
6.	is he	did he

MEANINGS IN CONTEXTS

Definition

Sometimes a writer gives the definition of a word he or she feels you may not know. Find the definitions of the bold face words in these three sentences.

1. Handling a **discount**, a reduction in the list price, is very important to charge the customer the right price.

2. **CRT** (Cathode Ray Tube) fatigue can include eye strain or muscular problems.

3. The network of business that supplies replacement parts is called the automotive **aftermarket**.

To find the definition, look for the following:

1. A stated meaning following or preceding the unfamiliar word;
2. A stated meaning set off by marks of punctuation, usually commas;
3. A stated meaning given in parentheses;
4. Signals such as "the definition is," "the meaning is," or "called."

Example

When a simple definition isn't enough to explain the meaning of a word, a writer may provide an example. Writers use the signal words *for example, for instance, to illustrate, and such as* to indicate that an example follows. If an unfamiliar word causes you to pause in your reading, read a little farther or go back a sentence or two to see if the writer provides an example to explain what he or she means. The three sentences that follow, contain examples that define the bold face words.

1. Auto air fresheners, auto wax, and car wash soap and other **accessories** are also sold in auto parts stores.

2. People reduce the cost of new parts by trading their **core** parts; for example, old water pumps, fuel pumps, or master cylinders.

3. Metal parts, paints, hand and power tools, and hardware items are the **hard parts** found at auto parts stores.

Contrast Connection

Another common technique that writers use to reveal what a word means is to say what it does not mean. Look at the next two sentences. See if you can guess the meaning of the bold face work by finding its antonym, opposite, in the sentence.

1. A nice new package is often preferred over a **distressed** package.

2. Keeping price list information **confidential** will prevent complaints caused by open information.

If you think a sentence might contain a contrast, look for an antonym of the word you are trying to define. Look for a comparison or a contrast of ideas or meanings. Also look for signal words such as *but, however, unlike,* and *different.*

INTRODUCTION

1. This curriculum is a resource that can be used to provide non-native speakers of English an introduction to the language of an Auto Parts classroom.

2. Instruction developed from this curriculum is not intended to substitute for any of the courses that may be taught within an Auto Parts Sales program. Rather, this curriculum provides transition from the basic interpersonal communication skills of the ESL classroom to the academic language of the college credit program.

3. The curriculum combines auto parts terminology and vocabulary with techniques for taking notes, reading textbooks, organizing notebooks, and communicating and working in groups in classroom settings. For this reason the students' interpersonal communication abilities and reading abilities should be fairly well developed. Perhaps a student performance level (SPL) of seven or eight would be advisable.

COMMENTS ABOUT MODULES

1. It is indicated that an ability to spell accurately is required in the career of auto parts sales. Preceding the modules, therefore is a glossary and a list of vocabulary words that can be divided into weekly spelling practice components. Some spelling practice should be incorporated into each meeting.

2. Information in the "Presentation" sections are provided to suggest the concept that is being developed. It is not necessarily intended to be used verbatim. The class' language ability should be considered before deciding on delivery method.

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