

# FSKOCM003

## Participate in familiar spoken interactions at work

Release 1



*Learner guide*

**FSKOCM003**

**Participate in familiar spoken interactions at work**

Release 1

**Learner guide**

Aspire Version 1.1



## Updates by Jan Hagston

Jan is a specialist in youth and adult education who focuses on literacy, numeracy and applied learning. She has worked with secondary schools, TAFEs, adult community education providers, universities and in workplace programs. She has a Masters in Educational Studies, has produced research papers across the secondary and VET sectors and written articles for education research journals.

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FSKOCM003 Participate in familiar spoken interactions at work

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Level 1, 464 St Kilda Road  
MELBOURNE VIC 3004 AUSTRALIA  
Phone: (03) 9820 1300

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**FSKOCM003**

Participate in familiar spoken interactions at work

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# Contents

<b>Before you begin .....</b>	<b>vii</b>
<b>Words to remember .....</b>	<b>ix</b>
<b>Your story .....</b>	<b>1</b>
<b>Day 1.....</b>	<b>3</b>
Interaction and communication .....	4
Purpose and audience.....	5
To inform or share information.....	6
To explain .....	7
To plan.....	8
To report .....	9
To build relationships.....	10
Giving the required information .....	12
What has happened on Day 1 .....	13
Learning checkpoint: Day 1 .....	14
<b>Day 2.....</b>	<b>17</b>
Communication .....	18
Verbal communication.....	19
Non-verbal communication .....	28
Listening.....	30
Strategies for listening .....	31
What has happened on Day 2.....	34
Learning checkpoint: Day 2.....	35

<b>Day 3.....</b>	<b>39</b>
Seeking feedback .....	40
Reflecting on interactions .....	41
What can I do well? .....	42
What can I do better? .....	43
What has happened on Day 3 .....	44
Learning checkpoint: Day 3 .....	45
<b>What you have learned .....</b>	<b>46</b>

# Before you begin

This learner guide is based on the unit of competency *FSKOCM003 Participate in familiar spoken interactions at work*, Release 1.

## How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you do not understand something, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: <a href="http://www.aspirelr.com.au/help">www.aspirelr.com.au/help</a> . 
Learning checkpoints	Complete learning checkpoints to make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learned	At the end of the learner guide, there is a list of what you have learned. You can use this to check if you are ready for the final assessment.

# Words to remember

As you read the learner guide, use this section to write down words you need to remember.

There is a space for you to write the word and a space for you to write down what the word means.

This will help you to learn the words.

Word	What it means





## Your story

Today is the first day of your new job working at the Big River Zoo. The zoo has lots of animals, such as lions, elephants, monkeys, seals and giraffes. Your job is assistant animal keeper. You will be working with the team that looks after the monkeys.

Max is your team leader. The other people on the team are Ellie, Raji, Sariah and Jacob.

Max tells you about the tasks you will do when working with his team. Tasks are things you need to do in your job.

Watch this video about your role at Big River Zoo.



## Your tasks



**Give talks about monkeys.**

Give talks about monkeys to visitors who come to the zoo.



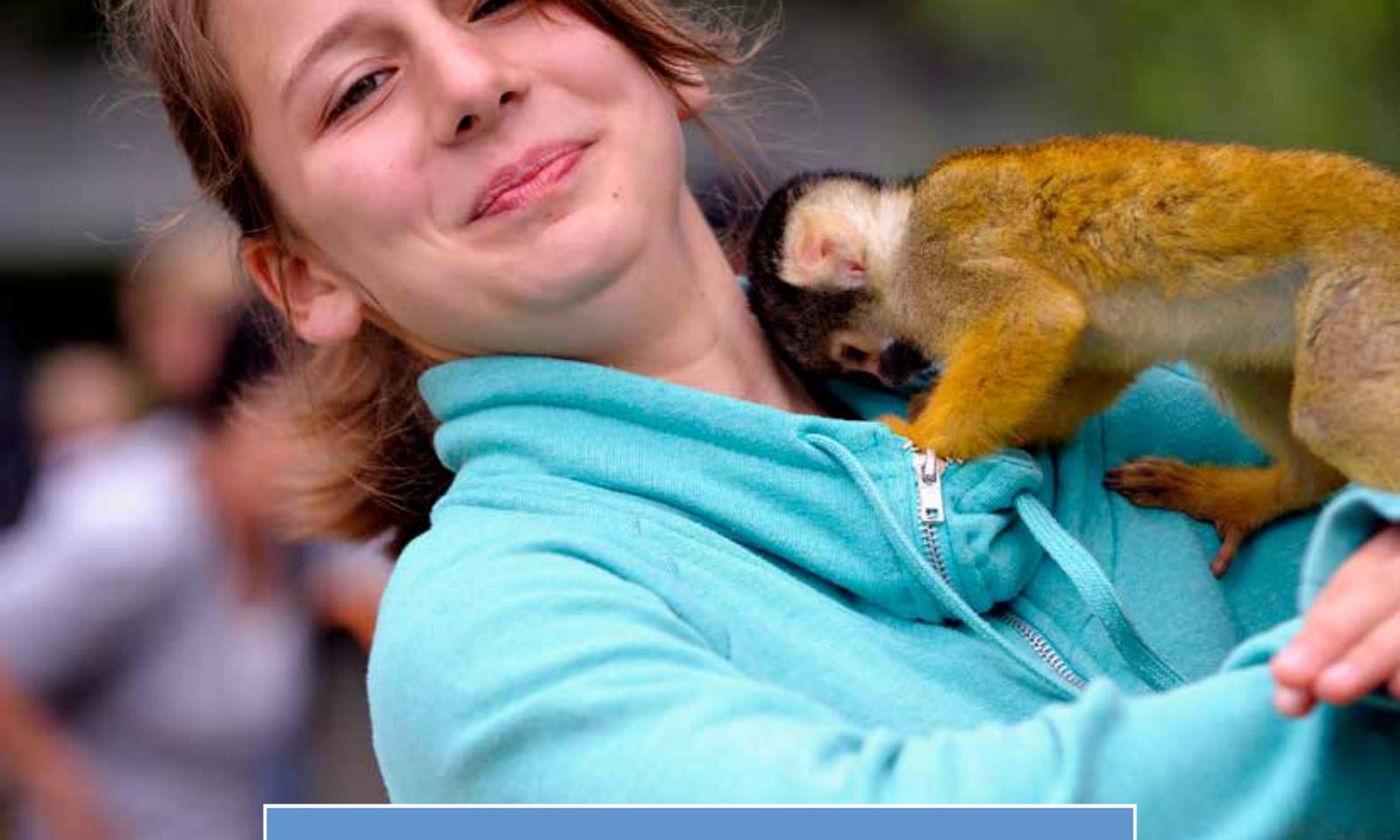
**Participate in team meetings.**

Report to the team about tasks and health and safety issues.



**Check that the enclosure area is safe for the visitors.**

Talk to the team leader about anything you see that is not safe for the animals or visitors to the zoo.



## Day 1

When you arrive for work, Max shows you where you will be working. Big River Zoo has a range of ‘See the animal’ experiences for visitors. Visitors are the people who come to the zoo to see the animals.

When the visitors choose a ‘See the animal’ experience, they can go into the area where the animals are kept (called an enclosure). Visitors can also see what the animals eat and get close to the animals.

Max tells you that you will be working with the monkeys. When visitors come to the ‘See the animal’ experience, part of your job is to tell the visitors about the monkeys.

## Interaction and communication

An interaction is when two or more people talk with each other to communicate. In your workplace, you may interact with different people, such as your supervisor and the people you work with.

At the Big River Zoo, you interact with:

- Visitors who come to the zoo
- Your team leader, Max
- Your team members Ellie, Raji, Sariah and Jacob



## Purpose and audience

Interactions and communications have a purpose and an audience.

The purpose is the reason for the interaction or communication.

The audience is who the interaction or communication is with.

Purpose	Audience
The reasons people interact and communicate with each other include: <ul style="list-style-type: none"><li>• To inform or share information</li><li>• To explain something</li><li>• To plan something</li><li>• To report something</li><li>• To build relationships</li></ul>	The audience (people) you may interact and communicate with include: <ul style="list-style-type: none"><li>• Your co-workers</li><li>• Customers</li><li>• People your workplace buys products from</li><li>• Your supervisor</li><li>• Your manager</li></ul>



## To inform or share information

Information is shared when it is given to another person or group of people. For example, you may:

- Share information with your supervisor if you notice something is unsafe
- Share information with the people you work with on how to complete a task
- Share information in a team meeting about problems you are having with a task

The purpose of communicating is to share information.

You are sharing information when you talk to visitors at Big River Zoo about monkeys.

In this case, the audience is the visitors to the zoo.



## To explain

Information may be used to explain something. For example, a person you work with may need information about how to do a task. A person who is new to your workplace will need a lot of things explained to them, such as:

- How and when to do different tasks
- How to keep track of the time they work
- Where things are located in the workplace
- Who to ask for help

At Big River Zoo, you may need to explain to the visitors how to dress when they go into the monkey enclosure. For example, you may need to explain that they should take off their earrings so the monkeys don't grab them.

In this case, the purpose of communicating is to explain the reason for taking off earrings.

The audience is the visitors to the zoo.



## To plan

Some information is used to make plans, such as planning how to solve a problem or what to talk about at a team meeting.

When you are planning, you may need to ask questions to get information.

For example, if you ask Max what time the visitors will be at the zoo, you can use his answer to plan your work.

The purpose of asking this question is to get information to plan your work.

The audience of the question is your team leader, Max.



## To report

A report is when you describe something in detail. Details include all the information that you need to fully understand what has happened.

Some reports are written and some reports are spoken. In your workplace, you may need to report to your supervisor:

- When you have completed a task
- If you have hurt yourself
- If someone else has been hurt

At the zoo, you may need to report to Max about a safety problem. Max may ask you to write the information down so he can take it to the person who manages health and safety at the zoo.

The purpose of a report is to give details about a situation.

The audience of a report is who you are giving the information to.



## To build relationships

A relationship is the way people behave towards each other, or how they are connected.

A work relationship means how people work together. If you work well with someone else, you have a good work relationship.

You may need to communicate with:

- Suppliers – People who supply items to your business
- Customers – People who buy items from your business

To build a good relationship with suppliers and customers, you need to communicate with them respectfully and politely.

Conversations with people you work with can help to build good relationships. For example, Sariah is new to the team. You help Sariah do a task, and offer to answer questions if she is unsure about anything. You talk with her about things you are both interested in.

The purpose of this interaction is to build a relationship with Sariah.

The audience of the interaction is Sariah.

Watch this video to learn about how you can build work relationships.



## Examples: Types of spoken interactions

Spoken interactions are used every day in the workplace. Here are examples.

<b>Spoken interaction</b>	<b>Example</b>
Finding information	Can you please tell me where I can find the main office?
Giving an instruction	Please remember to leave the key to the front entrance.
Responding to an instruction	I will get that job done next.
Receiving and passing on a message	Max, Raji said he is still working in the monkey enclosure. He will be here as soon as he can.
Leaving a message	Max, I may be 10 minutes late for our meeting.
Talking with a team member	Ellie, one way to get ready for the visitors' talk is to remember the questions people usually ask. It helps me think of what to include in my talk.
Participating in a team meeting	My visitors' talk went very well today. People asked a lot of questions and were very happy with their experience.
Explaining a workplace procedure	If you hear the fire alarm, do not panic. Wait for someone to help you.
Asking about a workplace situation	When will the monkey feed be delivered? What time will the visitors be here?
Reporting a problem	I have noticed that a light is not working in the monkey enclosure.
Presenting information	Today there were 10 visitors in the group.

## Giving the required information

Before participating in a spoken interaction, think about the content you need to provide. This will depend on your audience and purpose (who you are talking to and why you are talking).

Here are some examples of the types of information you may need to give in different situations.

Situation	Information
Giving a talk or tour	Provide information that is interesting and helps people to learn about the topic.
Team meeting	Provide information about your job tasks.
Reporting a health and safety issue	Provide details about the health and safety issue and how it could be dealt with.



## What has happened on Day 1

On Day 1 of work at the Big River Zoo, you have learned about:

- The purpose of spoken interactions and communications
- The audience of spoken interactions and communications
- The types of spoken interactions and communications
- Giving the required information in spoken interactions and communications

## Learning checkpoint: Day 1

Read the case study, then answer the questions that follow.

### Case study

There has been a problem with some visitors wanting to spend a longer time with the monkeys. Sometimes it is difficult to get the visitors to leave the monkey enclosure on time.

At the team meeting, Max talks with you, Ellie, Raji, Sariah and Jacob about ways to manage visitors so they leave on time.

1. What does the purpose of a spoken interaction mean? Tick the correct answer.
  - The reason for the interaction
  - The plan for the interaction
  - The audience for the interaction
2. What is the purpose of the spoken interaction above? Tick the correct answer.
  - To inform
  - To report
  - To listen
3. What does the audience of a spoken interaction mean? Tick the correct answer.
  - The person who is listening
  - The person who is speaking
4. Who is the audience of the spoken interaction above? Tick the correct answer.
  - The visitors
  - You
  - You, Ellie, Raji, Sariah and Jacob

5. What types of spoken interaction were used in the case study? There are **two (2)** correct answers. Tick all the correct answers.
- Giving an instruction
  - Talking with a team member or team leader
  - Leaving a message
  - Participating in a team meeting
  - Asking about a delivery
6. What information is given in this spoken interaction? Tick the correct answer.
- How to get visitors to leave on time
  - How to talk to visitors
  - How to report a health and safety issue





## Day 2

Today Max helps you prepare for your first talk with the visitors to Big River Zoo. He tells you how to speak clearly to the visitors and how to keep the visitors interested in your talk. When you are speaking to people, you need to make sure they can understand you. Max talks to you about different ways you can do this.

# Communication

Communication may be verbal or non-verbal.

Verbal communication is made up of speaking and listening.

Speaking and listening are important for effective communication. Effective communication is when the person speaking and the person listening understand each other.

Non-verbal communication is not spoken. It uses expressions and body movements to share information.

Here are examples of verbal and non-verbal communication.



## Verbal

Here is a woman speaking on the phone.

Speaking is a form of verbal communication.



## Non-verbal

Here are people using expressions on their faces to show how they feel.

The people are also using their arms to show how they feel.

They are using non-verbal communication.

## Verbal communication

You use verbal communication when you speak to another person or a group of people. It is called verbal communication because the words are spoken. You use sentences when you speak.

Sentences are made up of words. It is important to use the right words. When you use the right words, sentences make sense and can be understood. Grammar is a set of rules about how sentences are put together.

Sentences may include:

- Verbs
- Adjectives
- Nouns
- Pronouns
- Prepositions



## Verbs

A verb is a word used to describe an action. Verbs are doing words.

A verb can be:

- A movement, such as to walk, to type, to read
- A thinking action such as to think, to imagine
- A state of being, such as the monkeys are excited

## Verb tenses

Verbs have a tense. They may be past tense, present tense or future tense. The tense used in a sentence shows the time you are talking about.

Here are some examples.

Verb	Past tense (means you have already done it)	Present tense (means you are doing it now)	Future tense (means you are going to do it)
Show	I showed Max the report.	I am showing the report to Max.	I will show the report to Max.
Talk	I talked with Max.	I am talking with Max.	I will talk with Max.

Sometimes a sentence has two verb tenses in it. Here is an example.

I showed Max the report while we talked about the problem with the gate.

‘Showed’ and ‘talked’ are the action words.

## Nouns

A noun is a word that names something. It can be a person, place or thing.

Here are some examples.

**Max** works at the **Big River Zoo**. Max is the name of a person. Big River Zoo is the name of a place.

The **monkeys** are very popular. Monkey is the name of a thing (an animal).

## Adjectives

Adjectives are words that describe a noun (a person, place or thing).

Here are examples.

It was a **beautiful** day for a 'See the animal' experience. The word 'beautiful' describes what the day (the noun) is like.

The visitors were **happy**. The word 'happy' describes the visitors (the noun).



## Pronouns

A pronoun is a word that takes the place of a noun. Here are examples of pronouns:

- I
- Me
- You
- He
- She
- It
- This
- They

Here are examples of pronouns in a sentence.

Raji helped **me** to finish the report, then **he** went back to the animal enclosure.

‘Me’ is the pronoun for the person speaking. ‘He’ is the pronoun for Raji.

**I** was having a hard time doing the talk today. The monkeys were excited and **they** did not want to settle down. ‘I’ is the pronoun for the person speaking. ‘They’ is the pronoun for the monkeys.



## Prepositions

A preposition often goes before a noun, and explains where something is in relation to something else. Examples of prepositions are:

- Above
- Below
- Behind
- In
- Off

The monkeys climbed the trees **above** the visitors' heads.

The monkeys looked down at the visitors **below**.

Some monkeys sat **in** the trees **behind** the visitors.

In these examples, above, below and behind are prepositions that describe where the monkeys are in relation to the visitors. In the last example, 'in' is a preposition that goes before the noun 'trees'.



## Familiar words

When you speak, you are using familiar words. These are words that you hear and use often. A number of words may become familiar to you in your workplace. Sometimes workplace information uses phrases (small groups of words) that are specific to the job you are doing.

Familiar words about the zoo include:

- Animals
- Visitors
- Enclosures

## Pronunciation

Pronunciation is how you say a word. When you use the right pronunciation when you speak, it makes it easier for people to understand what you are trying to say.

If words are pronounced the wrong way, it is difficult for people to understand the meaning of your sentences.

When communicating with another person or a group of people, you may need to change how you speak so you can be understood. For example, you may need to:

- Speak slowly
- Pronounce key words clearly
- Use the right emphasis on the words
- Use the right tone



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## Informal and formal language

You should use different types of language depending on who you are talking to.

If you are talking to a staff member that you know well, you can use informal language. If you are talking to a customer or your supervisor, you should use more formal language. Here are some examples of informal and formal language:

Informal language	Formal language
<ul style="list-style-type: none"><li>• Yep, awesome!</li><li>• She knocked off early today.</li><li>• Have a good one.</li><li>• How's it going?</li><li>• G'day mate</li></ul>	<ul style="list-style-type: none"><li>• How are you?</li><li>• That would be great. Thank you very much.</li><li>• She went home early today.</li><li>• I need to finish this first.</li><li>• I don't know.</li><li>• Goodbye.</li><li>• Have a good day.</li></ul>

## Strategies for using verbal communication

Here are some strategies that can be used for verbal communication.

<p><b>Starting communication</b></p>	<p>Use common expressions when starting the communication.</p> <p>Depending on who you are speaking to, some words may be more easily understood than others.</p> <p>Common words to start a conversation are 'how', 'what' and 'where'. Examples include:</p> <ul style="list-style-type: none"> <li>• How are you doing?</li> <li>• What are you up to?</li> <li>• Hello ...</li> <li>• My name is ...</li> <li>• Good morning ...</li> </ul>
<p><b>Ending communication</b></p>	<p>Use common expressions when ending the communication.</p> <p>Common words to end a conversation are 'thank you' and 'goodbye'. Examples are:</p> <ul style="list-style-type: none"> <li>• Thank you.</li> <li>• Goodbye.</li> <li>• See you tomorrow.</li> <li>• I will talk to you soon!</li> </ul>
<p><b>Taking turns</b></p>	<p>Take turns to speak.</p> <p>Allow a person to finish what they are saying without interrupting them.</p> <p>In a group conversation it is helpful to have people speak in turn. This gives everyone a chance to interact.</p>

<b>Responding correctly</b>	<p>Respond to a request appropriately (in the right way).</p> <p>You should use words that are suitable for the person you are speaking to.</p> <p>If you are speaking to your supervisor, you may say, 'Yes, sure.'</p> <p>If you are speaking to a staff member that you know well, you might use informal words like 'no worries' or 'yep'.</p>
<b>Asking questions</b>	<p>Ask questions to make sure you understand.</p> <p>If you do not understand what someone has said, ask questions such as:</p> <ul style="list-style-type: none"> <li>• 'Do you mean ...?'</li> <li>• 'Did you say ...?'</li> </ul>
<b>Showing understanding</b>	<p>Show when the message is understood.</p> <p>Indicate that you understand by making eye contact, nodding or smiling as you speak.</p>
<b>Pace</b>	<p>Use the right pace when speaking to someone.</p> <p>When you talk too fast or too slow, it can be hard for others to understand you. It is important to speak at the right speed when you are having a conversation.</p>
<b>Inclusive language</b>	<p>Use inclusive language.</p> <p>Inclusive language means using words that are respectful to everyone, including:</p> <ul style="list-style-type: none"> <li>• People from different cultures</li> <li>• Both males and females</li> <li>• People with disabilities</li> </ul>

## Non-verbal communication

Non-verbal communication is when you use:

- Facial expressions
- Eye contact
- Gestures
- Body language

Facial expressions are when feelings are shown on your face. When communicating with someone, the expression on their face may help you to tell if they understand what you are saying. For example, if the person frowns and looks confused, they probably do not understand you. If they smile and nod their head, it may show that they understand what you are saying.

Eye contact happens when people look directly into each other's eyes. When you make eye contact with the person you are speaking to, it shows you are interested in speaking to them. When they have eye contact with you, it shows they are interested in what you are saying. However, eye contact is not always appropriate as some cultures find it rude to make eye contact.

Gestures are when you use your hands or body to communicate. For example, someone might wave instead of saying 'hello'. Someone who is angry may clench their hands into a fist. When speaking with someone, their hand gestures may help you to know if they understand what you are saying.

Body language is the way you sit or stand. Body language can show how someone is feeling. If someone is not interested in what you are saying, they may turn their body away from you. If they are interested in what you are saying, they may face you and lean towards you.



## Examples of non-verbal communication

Here are some examples of non-verbal communication.

### Facial expression



### Eye contact



### Gesture



### Body language



## Listening

As well as speaking, good communication must include listening. Listening is not just hearing what someone is saying to you. Listening means that you pay close attention to what the person is saying.

Listening skills are used to understand what is being said, which is important for communication.

For example:

- When you are listening on the phone, you are focusing on what the person is saying without any distractions.
- You may hear background noises, but do not pay attention to them. This means you are not listening to them.
- You may hear lots of animals at the zoo, but you are listening for the sound of monkeys.



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## Strategies for listening

Strategies to help you understand what is being said are to listen for:

- Key information
- Questions you need to answer
- Directions or instructions you need to follow
- The formal or informal way a person speaks – this tells you how you should respond
- Changes in emphasis – this tells you the meaning of the word or sentence

### Listening for the key information

To help you understand the meaning of what is being said to you, listen for the key information. This is the central focus of the information that is being discussed.

When you listen for the key information, it will help you to understand the focus of the communication.

For example, workplace meetings can include a lot of information. To help you hear what is important, listen for familiar words about your job.



## Listening for questions and instructions

When communicating with someone, listen for questions. Questions tell you what needs to be explained or if more information is needed.

Listen for instructions. These might tell you:

- What to do
- How to do something

For example, an instruction may tell you what you should do if there is a fire.

## Listening to how the person is speaking

Listen to the language the person is using. This will give you clues about the information that is being communicated. If the person uses formal language, the information may be more serious and important. Formal language is polite and respectful language often used in professional settings, such as the workplace.

If the person uses informal language, the information may not be as important. Informal language is more casual and relaxed, such as how you talk with your friends.



## Listening for changes in emphasis

When people speak, the importance of a word can be shown by how the word is spoken. This is called emphasis. Emphasis on a certain word in a sentence can add extra meaning.

Here are some examples.

### Example 1

Please remove your jewellery **before** you go into the monkey enclosure.

#### Explanation:

The emphasis is on the word 'before'. This means the person speaking wants you to pay attention to when you need to do something.

### Example 2

Please remove **your** jewellery before you go into the monkey enclosure.

#### Explanation:

The emphasis is on the word 'your'. This means the instruction is directed at you.

### Example 3

Please **remove** your jewellery before you go into the monkey enclosure.

#### Explanation:

The emphasis is on the word 'remove'.  
It means the focus is on what you need to do.

## What has happened on Day 2

On Day 2 at the Big River Zoo you have learned about:

- Types of communication:
  - Verbal communication
  - Non-verbal communication
  - Listening

## Learning checkpoint: Day 2

### Part A

Read the case study, then answer the questions that follow.

#### Case study

Today you are talking about monkeys to visitors at the Big River Zoo. An older man keeps interrupting you as you talk. You let him finish what he is saying before you start to talk again.

At the end of the talk, he asks you a question. When you answer him, he does not look like he understands what you said to him. You say to him: 'Have I understood your question correctly? Did I answer your question?'

He says: 'I did not understand you, you spoke too fast.' You repeat the information again, taking time to say the words clearly and slowly. The man smiles and says thank you.

1. What verbal communication strategies were used? There are **three (3)** correct answers. Tick all the correct answers.
  - Using a common expression to start the communication
  - Taking turns to speak
  - Asking questions to make sure the information was understood
  - Using inclusive language
  - Using the right pace to speak to the visitor

**Part B**

2. Which images show non-verbal communication? There are **two (2)** correct answers. Tick all the correct answers.



3. Read the following sentence:

When I walked into the monkey enclosure, the monkeys became excited.

What are the verbs used in this sentence? Tick the correct answer.

- 'when' and 'walked'
- 'walked' and 'became'
- 'walked' and 'excited'

4. What is an adjective? Tick the correct answer.

- An action word
- A word that describes a noun
- A word that takes the place of a noun

5. What is the preposition in the following sentence? Tick the correct answer.

I sat on the chair to rest.

- chair
- on
- rest

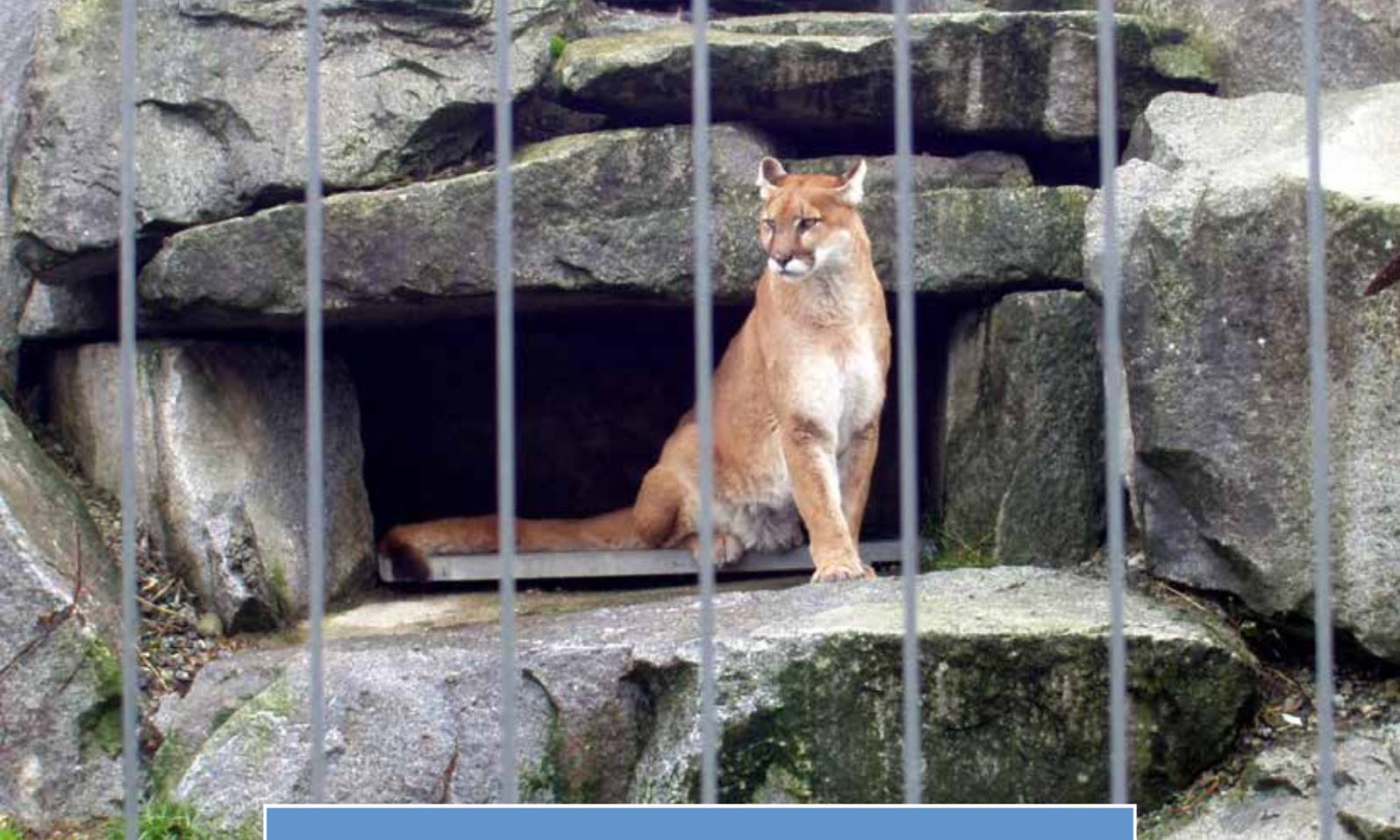
6. What are familiar words that you would use working at the zoo? There are **two (2)** correct answers. Tick all the correct answers.

- Animal
- Stereo
- Heater
- Zookeeper

7. What type of language would you use when speaking with your supervisor? Tick the correct answer.

- Formal language
- Informal language





## Day 3

You have been thinking about how you can make your talks to the visitors better. You are unsure if you use the right language for the audience. You are unsure if your talk should be more formal.

You talk to Max to see if he can help you improve the 'See the animals' experience for the visitors.

## Seeking feedback

You ask Max for feedback. Feedback is when someone tells you what they think, or gives you information about something you have done.

When you ask Max how he thinks the talk was, you are asking for feedback.

You would like Max's feedback because it will help you give better talks to the visitors.

Max tells you that the visitors enjoyed your talk. He tells you that your informal way of talking with the visitors made them feel comfortable.



## Reflecting on interactions

To reflect means to think about something that has happened. You may reflect on how you have done a task.

When you reflect, you think about how something is done and how to change things to make them better. You also think about the things you did right that you do not have to change.

You ask Max questions to help you reflect on your talk.

The questions you ask Max are:

- Did everyone understand what I was talking about?
- Did I understand the questions from the visitors correctly?
- When I answered questions from the visitors, were the answers clear?
- Did I use any words that the visitors did not understand?
- How could I make the experience more interesting?



## What can I do well?

It's good to reflect on what you have done well.

Max tells you the visitors enjoyed the talk and your informal way of talking made them feel comfortable.

For example, when you reflect on how you talk to visitors, you might think, 'I should continue to talk informally because it makes them feel comfortable.'



## What can I do better?

After your talk with Max, you make a note of what you could have done better.

For example, you might think, 'I need to talk more slowly so everyone can understand me clearly and use more gestures when I am speaking.'



## What has happened on Day 3

On Day 3 at the Big River Zoo you have learned about:

- Seeking feedback
- Reflecting on interactions
- Thinking about what you can do better

## Learning checkpoint: Day 3

1. What is a reason for reflecting on your performance? Tick the correct answer.
  - To improve your performance
  - To tell someone how they can do better
2. What is feedback? Tick the correct answer.
  - When someone asks you a question
  - When someone tells you what they think
3. When you use feedback to change how you do things, what are you doing? Tick the correct answer.
  - Accepting the feedback
  - Rejecting the feedback

## What you have learned

Well done. When working at Big River Zoo, you have learned about:

- The purpose of spoken interactions and communication
- The audience of spoken interactions and communication
- Types of spoken interactions and communications
- Giving the required information in spoken interactions and communications
- Type of communication:
  - Verbal communication
  - Non-verbal communication
  - Listening
- Seeking feedback
- Reflecting on interactions
- Thinking about what you can do better