

Name \_\_\_\_\_

**Chapter 2 Project – *Sending Verbal and Nonverbal Messages***

***Due Monday: Activity 1: Define the following terms from the chapter:***

1. Connotation
2. Conventional
3. Denotation
4. Dialect
5. Jargon
6. Language
7. Nonstandard English
8. Slang
9. Standard English
10. Sublanguage
11. Symbol
12. System

**Due Monday: Activity 2: Review and Discussion Questions page 48**

After you have completely read chapter 2 and completed the definitions, respond below to all fifteen questions on page 48.

*Review*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

*Discussion*

- 1.
- 2.
- 3.
- 4.
- 5.

**Due Tuesday: Activity 3: Analyzing the Meanings of Word page 49**

Complete the activity as instructed and per below, with the exception of sharing it with your classmates.

1. Word: \_\_\_\_\_

Your intended meaning: \_\_\_\_\_

Dictionary Meaning: \_\_\_\_\_

Does the word mean what you thought it meant? \_\_\_\_\_

Is it dialect, slang? Specify, if either or both: \_\_\_\_\_

2. Word: \_\_\_\_\_

Your intended meaning: \_\_\_\_\_

Dictionary Meaning: \_\_\_\_\_

Does the word mean what you thought it meant? \_\_\_\_\_

Is it dialect, slang? Specify, if either or both: \_\_\_\_\_

3. Word: \_\_\_\_\_

Your intended meaning: \_\_\_\_\_

Dictionary Meaning: \_\_\_\_\_

Does the word mean what you thought it meant? \_\_\_\_\_

Is it dialect, slang? Specify, if either or both: \_\_\_\_\_

4. Word: \_\_\_\_\_

Your intended meaning: \_\_\_\_\_

Dictionary Meaning: \_\_\_\_\_

Does the word mean what you thought it meant? \_\_\_\_\_

Is it dialect, slang? Specify, if either or both: \_\_\_\_\_

5. Word: \_\_\_\_\_

Your intended meaning: \_\_\_\_\_

Dictionary Meaning: \_\_\_\_\_

Does the word mean what you thought it meant? \_\_\_\_\_

Is it dialect, slang? Specify, if either or both: \_\_\_\_\_

**Due Tuesday: Activity 4: Analyzing Problems in Communication page 49**

Complete the activity as instructed and per below, with the exception of sharing it with your classmates.

*Photo 1: School*

- What elements might interfere?
- What could a speaker do to compensate?
- What could a listener do to compensate?

*Photo 2: Woman on phone in kitchen*

- What elements might interfere?
- What could a speaker do to compensate?
- What could a listener do to compensate?

*Photo 1: Working woman with child*

- What elements might interfere?
- What could a speaker do to compensate?
- What could a listener do to compensate?

***Be prepared to Present to class on Tuesday: In-Class Activity 5: Communicating by Using Paralanguage page 50***

For this activity, you will do as follows:

Choose an animal: \_\_\_\_\_

Make up a brief message:

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(Present, using your specific animal gestures to reinforce the message.)

Were your classmates able to guess your message? \_\_\_\_\_

## Chapter 2 Test Review

### Definitions of ALL terms (see activity 1)

#### Short answer:

1. Cite the **six** guidelines for using language effectively.

- 1 -
- 2 -
- 3 -
- 4 -
- 5 -
- 6 -

2. Explain the importance of using language appropriate to the setting.

3. Explain the importance of understanding the connotation of words.