

DOCUMENT RESUME

ED 077 262

FL 003 727

TITLE Spoken English Curriculum Guide (B-12) for
Intermountain School, Brigham City, Utah.
INSTITUTION Intermountain School, Brigham City, Utah.
NOTE 33p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Curriculum Design; *Curriculum Guides; *Educational
Objectives; Elementary School Curriculum; *English
(Second Language); High School Curriculum;
Instructional Materials; Language Skills; Nongraded
Classes; *Oral English; *Speech; Speech Instruction;
Syntax; Teaching Methods; Textbooks; Vocabulary

ABSTRACT

This curriculum guide provides a tentative outline for five levels of oral English instruction. The lesson-by-lesson objectives, grammar, and vocabulary are listed. Textbooks are recommended to accompany the lesson outline. The first four levels seek to foster oral language skills with increasing complexity through the first eight grades of elementary education. The fifth level, intended for the last four grades of high school, presupposes the student's completion of the preceding levels or a sufficient speech background so that the learner will be prepared to go into areas of individual study and growth through the study of informal and formal speech requirements. (VM)

FILMED FROM BEST AVAILABLE COPY

ED 077262



SPOKEN ENGLISH CURRICULUM GUIDE (B-12)

FOR

INTERMOUNTAIN SCHOOL

BRIGHAM CITY, UTAH

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCE EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

FL003 727

TENTATIVE SPOKEN ENGLISH CURRICULUM GUIDE (B-8)

for
Intermountain School
Brigham City, Utah

LEVEL I (B-3)

Mitchell, Elizabeth G: BEGINNING AMERICAN ENGLISH (Second Edition) Prentice-Hall, inc. Englewood Cliffs, N.J., 1965

LEARNINGS	INTRODUCED				TAUGHT			
	CONVERSATION	VOCABULARY AND PRONUNCIATION	STRUCTURE AND INTONATION	CONVERSATION	VOCABULARY AND PRONUNCIATION	STRUCTURE AND INTONATION	CONVERSATION	VOCABULARY AND PRONUNCIATION
"WHAT IS YOUR NAME?" Some common nouns Questions with <u>What is</u> and answers with <u>It is</u> this and that								
"THAT IS A HOUSE. THOSE ARE TREES." A and an Statements with <u>This is</u> , <u>That is</u> , <u>These are</u> , and <u>Those are</u> Questions with <u>What are</u> and answers with <u>They are</u> Plural nouns								
" I AM A TEACHER. WHAT ARE YOU?" The subject pronouns The present of <u>be</u> The basic question pattern and short answers with <u>Yes</u> and <u>No</u>								
"WHERE DO YOU LIVE?" Questions with <u>Where</u> <u>Do</u> and <u>does</u> in questions The simple present of <u>live</u> and <u>work</u> Negative statements with <u>don't</u> and <u>doesn't</u>								
"I HAVE A BROTHER AND A SISTER." Some irregular noun plurals The present of <u>have</u> The possessive pronouns The possessive form of nouns								

WOMEN ENGLISH CURRICULUM GUIDE (B-8)

... for
 Intermountain School
 Brigham City, Utah

LEVEL I (B-3)
 LEARNING AMERICAN ENGLISH (Second
 Edition) Englewood Cliffs, N.J., 1965

WINGS

INTRODUCED

TAUGHT

REINFORCED

CONVERSATION
 VOCABULARY AND
 PRONUNCIATION
 STRUCTURE AND
 INTONATION

and answers with It is

"THE TREES."

s, That is, These are, and
 e and answers with They are

"YOU?"

tern and short answers with

ns
live and work
th don't and doesn't

TER."
 urals

s
 uns

RECOMMENDED TEXTS FOR NONGRADED SPOKEN ENGLISH PROGRAM (B-8)

LEVEL	GRADES	TEXT
I	B-3	BEGINNING AMERICAN ENGLISH (MITCHELL)
II	4-5	ENGLISH FOR TODAY, BOOK III (NOTE)
III	6	LEARNING AMERICAN ENGLISH (TAYLOR)
IV	7-8	MASTERING AMERICAN ENGLISH (TAYLOR)

SUPPLEMENTARY:

- I English This Way (1-4); A Course in Spoken English for Navajos (1-2); Regents (1); MacMillan Reading Spectrum (Red, Orange); Dixson Series; appropriate lab tapes from first year program
- II English This Way (5-7); C. S. E. N. (1-2); Regents (I & II); MacMillan Reading Spectrum (Yellow, Green); Dixson Series; English 900 (1-3); appropriate lab tapes from first and second year programs
- III English This Way (8-9); C. S. E. N. (1-2); Regents (I & II); MacMillan Reading Spectrum (Blue); Dixson Series; English 900 (4); appropriate lab tapes from second and third year programs
- IV English This Way (10-12); English 900 (5-6); C. S. E. N. (1-2); Regents (I & II); MacMillan Reading Spectrum (Violet); English for Today (IV); appropriate lab tapes from third year program

RECOMMENDED FOR CLASSROOM ENGLISH FROM BEGINNERS TO HIGH SCHOOL

Adopt the Roberts English Series from third through high school and design a language laboratory program to accompany the series with four years of sequential programing.

The procedure will be the first attempt at a developmental program and a departure from the remedial approach already developed here.

The lab could provide a complete taped program that would be available to classroom teachers who are without lab facilities.

TENTATIVE SPOKEN ENGLISH CURRICULUM GUIDE, (B-8)

for
Intermountain School
Brigham City, Utah

LEVEL I (B-3)

Mitchell, Elizabeth G: BEGINNING AMERICAN ENGLISH (Second Edition) Prentice-Hall, inc. Englewood Cliffs, N.J., 1965

LEARNINGS	INTRODUCED			TAUGHT		
	CONVERSATION	VOCABULARY AND PRONUNCIATION	STRUCTURE AND INTONATION	CONVERSATION	VOCABULARY AND PRONUNCIATION	STRUCTURE AND INTONATION
"WHAT IS YOUR NAME?" Some common nouns Questions with <u>What is</u> and answers with <u>It is</u> this and that						
"THAT IS A HOUSE. THOSE ARE TREES." A and an Statements with <u>This is</u> , <u>That is</u> , <u>These are</u> , and <u>Those are</u> Questions with <u>What are</u> and answers with <u>They are</u> Plural nouns						
" I AM A TEACHER. WHAT ARE YOU?" The subject pronouns The present of <u>be</u> The basic question pattern and short answers with <u>Yes</u> and <u>No</u>						
"WHERE DO YOU LIVE?" Questions with <u>Where</u> <u>Do</u> and <u>does</u> in questions The simple present of <u>live</u> and <u>work</u> Negative statements with <u>don't</u> and <u>doesn't</u>						
"I HAVE A BROTHER AND A SISTER." Some irregular noun plurals The present of <u>have</u> The possessive pronouns The possessive form of nouns						

Page 24

ENGLISH CURRICULUM GUIDE (B-8)

for
 Mountain School
 igham City, Utah

LEVEL I (B-3)
 INING AMERICAN ENGLISH (Second
 Englewood Cliffs, N.J., 1965

INGS

and answers with It is

TREES."

That is, These are, and
 and answers with They are

YOU?"

ern and short answers with

ive and work
 n don't and doesn't

R."
 als

INTRODUCED

TAUGHT

REINFORCED

CONVERSATION

VOCABULARY AND
 PRONUNCIATION
 STRUCTURE AND
 INTONATION

CONVERSATION

VOCABULARY AND
 PRONUNCIATION
 STRUCTURE AND
 INTONATION

CONVERSATION

VOCABULARY AND
 PRONUNCIATION
 STRUCTURE AND
 INTONATION

	INTRODUCED	TAUGHT	REINFORCED
and answers with <u>It is</u>			
TREES."			
<u>That is</u> , <u>These are</u> , and and answers with <u>They are</u>			
YOU?"			
ern and short answers with			
ive and work n <u>don't</u> and <u>doesn't</u>			
R." als			

	C	V&P	S&I	C	V&P	S&I	C
<p>"THE HUNTS' HOUSE HAS SIX ROOMS." Numbers <u>In, on, and at</u> in expressions of place Questions with <u>How old is</u> and answers with <u>years old</u></p>							
<p>"WHO LOVES IN THAT LITTLE HOUSE?" <u>Who</u> and <u>What</u> as the subjects of questions <u>In, on</u> and <u>at</u> in addresses Numbers and adjectives before nouns <u>Very</u> before adjectives</p>							
<p>"CENTERVILLE IS A PLEASANT TOWN." Phrases with <u>of</u> The contractions <u>isn't</u> and <u>aren't</u> <u>I'm, you're</u>, etc. Adjectives after <u>is</u> and <u>are</u></p>							
<p>"MR. HUNT TEACHES EVERY DAY. HE IS TEACHING NOW." Present statements with <u>every day</u>, etc. Present statements with <u>now</u>, etc. The question <u>What time is it?</u> and answers with <u>It is</u></p>							
<p>"HOW MUCH IS THIS?" Questions and answers about price Count nouns and mass nouns The order of words after verbs Questions and negative statements with <u>every-day</u>, etc.</p>							
<p>"YESTERDAY WAS SUNDAY." <u>Yesterday</u> and some other expressions of past time The past of <u>be</u> Request sentences Questions with <u>What Kind of</u> and answers with adjuncts</p>							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
ROOMS." expressions of place ld <u>is</u> and answers with									
HOUSE?" subjects of questions resses es before nouns es									
T TOWN." <u>'t</u> and <u>aren't</u> and <u>are</u>									
AY. HE IS TEACHING NOW." with <u>every day</u> , etc. with now, etc. me <u>is it?</u> and answers with									
s about price nouns fter verbs ve statements with <u>every-</u>									
ther expressions of past and answers with									

	C	V&P	S&I	C	V&P	S&I	C	V&P
<p>"MR HUNT IS EATING DINNER WITH HIS FAMILY."</p> <p><u>With</u> a person": expressions of accompaniment <u>For</u> a person": expressions of benefit <u>From</u> and <u>to</u> in expressions of place <u>In</u>, <u>on</u>, and <u>at</u> in expressions of time</p>								
<p>"WE ENJOYED THE MOVIE LAST EVENING."</p> <p>The past forms of verbs Past affirmative, negative and interrogative sentences</p>								
<p>"IS THERE A LIBRARY IN CENTERVILLE?"</p> <p>The object pronouns <u>Very much</u> after objects of <u>like</u> and <u>enjoy</u> <u>There is</u> and <u>There are</u>; <u>some</u></p>								
<p>"I AM GOING TO GO TO WORK TOMORROW."</p> <p>Questions with <u>When</u> <u>Going to</u> in sentences about the future <u>There isn't</u> and <u>There aren't</u>; <u>any</u></p>								
<p>"I WANT A TICKET TO NEW YORK, PLEASE."</p> <p><u>A few</u>, <u>a lot of</u>, and <u>How many</u> before count nouns <u>A little</u>, <u>a lot of</u>, and <u>How much</u> before mass nouns Time clauses about the present and the past.</p>								
<p>"THE HUNTS HAVE RELATIVES IN NEW YORK CITY"</p> <p><u>It is</u> in statements about weather <u>Always</u>, <u>often</u> and <u>other</u> expressions of frequency <u>Going to</u> in questions about the future <u>How long</u> in questions about time and answers with <u>for</u> <u>From</u> and <u>to</u> in expressions of time</p>								

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
<p>WITH HIS FAMILY." expressions of accompaniment expressions of benefit expressions of place expressions of time</p>									
<p>EVENING." bs gative and interrogative</p>									
<p>INTERVILLE?" ts of <u>like</u> and <u>enjoy</u> e; <u>some</u></p>									
<p>TOMORROW." about the future <u>aren't</u>; <u>any</u></p>									
<p>RK, PLEASE." How <u>many</u> before count nd <u>How much</u> before mass e present and the past.</p>									
<p>IN NEW YORK CITY" bout weather <u>er</u> expressions of fre- about the future about time and answers</p>									

	C	V&P	S&I	C	V&P	S&I	C	V&P
<p>"WHAT ARE YOU GOING TO DO NEXT 'SUNDAY?"</p> <p>The expressions <u>have to</u>, <u>like to</u>, and <u>want to</u></p> <p>Questions with <u>Whose</u> and answers with <u>mine</u>, <u>yours</u>, etc.</p> <p><u>Do</u> as the main verb in questions</p>								
<p>"JOHN OFTEN HELPED HIS MOTHER IN THE KITCHEN."</p> <p>Comparative adjectives with <u>than</u></p> <p>Questions of comparison with <u>Which</u></p> <p><u>Whom</u> (<u>Who</u>) in questions</p> <p><u>Too</u>, <u>either</u> and <u>but</u></p>								
<p>"MR. RYAN IS ALWAYS HAPPY WHEN HIS NIECES ARRIVE."</p> <p>Questions with <u>Why</u> and answers with <u>Because</u></p> <p>Do as the main verb in statements</p> <p>Adverbs of manner</p> <p>Ever and other expressions of frequency in questions</p>								
<p>"MR. RYAN WILL BE HAPPY WHEN HIS NIECES LEAVE."</p> <p><u>Will</u> and <u>won't</u> in sentences about the future</p> <p>Time clauses about the future</p> <p>Questions with <u>How</u> and answers with adverbs of manner</p>								
<p>"MRS. HUNT BUYS CLOTHES FOR HER FAMILY."</p> <p><u>Can</u>, <u>can't</u>, and <u>couldn't</u></p> <p>The contractions <u>I'll</u>, <u>you'll</u>, etc.</p> <p>Questions with <u>May I</u></p>								
<p>"THE STEINS CAME FROM EUROPE."</p> <p>The indirect object</p> <p><u>"I want you to help me!"</u></p> <p>Questions with <u>Shall I</u> and <u>Shall we</u></p> <p><u>Let's</u> in inclusive requests</p>								

V&P	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I	
<p>NDAY?" <u>e to, and want to</u> <u>vers with mine,</u> ions</p>										
<p>THE KITCHEN." <u>than</u> <u>Which</u></p>										
<p>S NIECES ARRIVE." <u>ers with Because</u> ments frequency in</p>										
<p>NIECES LEAVE." about the future e rs with adverbs</p>										
<p>MILY." <u>l, etc.</u></p>										
<p>hall we</p>										

	V&P	SWI	VSP	SSI
<p>"WHAT'S THE NEWS?"</p> <p>Conversations</p> <p>Items from the CENTERVILLE HERALD</p> <p>Sentence Structure review</p>				
<p>"WE REMEMBER THE PILGRIMS"</p> <p>Conversations</p> <p>Vocabulary and Pronunciation</p> <p>The First American Thanksgiving</p> <p>Thanksgiving in the Plymouth Colony</p> <p>*****</p> <p>*****</p> <p>LEVEL II (4-5)</p> <p>National Council of Teachers of English: ENGLISH FOR TODAY (BOOK III), McGraw-Hill Book Company, New York, 1964.....UNIT I: WAYS OF LIFE....</p> <p>IN A SMALL TOWN</p> <p>Review of noun plurals</p> <p>Compound nouns</p> <p>Review of -s forms of verbs</p> <p>Review of two-word verbs</p> <p>Verb constructions</p> <p>Review of present progressive and modals <u>can</u> and <u>will</u></p> <p>Clauses with <u>as</u>, <u>when</u>, <u>if</u>, <u>who</u></p> <p>Prepositions</p>				
<p>IN A BIG CITY</p> <p>Affirmative requests and reported speech</p> <p>Negative requests and reported speech</p> <p>Object pronouns in reported speech</p> <p>Verb constructions: present perfect, present perfect progressive</p> <p>Noun possessives - Compounds with -man</p>				

ERVILLE HERALD
review

S"

unciation
an Thanksgiving
the Plymouth Colony

(4-5)
ners of English: ENGLISH
McGraw-Hill Book Company,
I: WAYS OF LIFE....

als

5f verbs
verbs

ogressive and modals can

en, if, who

s and reported speech
nd reported speech
reported speech
present perfect,
progressive
Compounds with -man

	V&P	S&I	VSP	S&I		V&P	S&I
--	-----	-----	-----	-----	--	-----	-----

	C	V&P	S&I	C	V&P	S&I
<p>IN THE DESERT</p> <p>Reported speech</p> <p>Review of regular past forms</p> <p>Verb constructions: the passive</p>						
<p>IN THE FAR NORTH</p> <p>Verb constructions: the past perfect</p> <p>Reported speech</p> <p>Irregular past forms (cut)</p>						
<p>ON A FARM</p> <p>Verb constructions: the past perfect</p> <p>Irregular past forms (build)</p> <p>Classes with <u>before</u>, <u>that</u>, <u>while</u></p> <p>Review of irregular past forms</p>						
<p>UNIT II: EATING TO LIVE</p> <p>THE SEARCH FOR FOOD</p> <p><u>If</u> clauses for unlikely or unreal conditions</p> <p><u>If</u> clauses for the past</p> <p>Irregular past forms (<u>meet</u>)</p>						
<p>GREAT FOOD REGIONS OF THE WORLD</p> <p><u>If</u> clauses for imaginary conditions</p> <p>Clauses with <u>unless</u></p> <p>Irregular past forms (<u>sleep</u>)</p> <p><u>If</u> clause with past perfect and main clauses with <u>would have</u> or <u>could have</u></p>						
<p>WHAT WE EAT AND DRINK</p> <p>Clauses with <u>even if</u></p> <p>Clauses with <u>whether or not</u></p> <p>Review of <u>if</u>, <u>unless</u>, <u>even if</u>, <u>whether or not</u></p> <p>Irregular past forms (<u>bring</u>)</p>						

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
past forms the passive									
the past perfect s (cut)									
the past perfect s (build) <u>that, while</u> past forms									
TO LIVE likely or unreal conditions past s (<u>meet</u>)									
THE WORLD ordinary conditions s (<u>sleep</u>) perfect and main <u>ld have</u> or <u>could have</u>									
<u>or not</u> <u>s, even if, whether or</u> <u>(bring)</u>									

	C	V&P	S&I	C	V&P	S&I	C	V&P
<p>FOOD PRESERVATION</p> <p>Clauses after <u>with</u>.</p> <p>Wish for the opposite situation: very much----more</p> <p>Wish for the opposite situation: Too----so</p> <p>Irregular past forms (<u>dig</u>)</p>								
<p>FOOD TRANSPORTATION</p> <p>Unreal pasts after <u>if only</u> and <u>suppose</u></p> <p>Unreal pasts after <u>I'd rather</u> and <u>It's</u> <u>about time</u></p> <p>Irregular past forms (<u>tell</u>, <u>sell</u>, <u>find</u>, <u>wind</u>)</p>								
<p>UNIT III: BUYING AND TRADING</p> <p>SIMPLE EXCHANGE: BARTER</p> <p>Modal perfect: <u>would have</u> or <u>could have</u> and the past participle</p> <p>Irregular past forms (<u>bite</u>)</p>								
<p>THE HISTORY OF MONEY</p> <p>Modal perfect: <u>must have</u> or <u>should have</u> and the past participle</p> <p>Irregular past forms (<u>begin</u>)</p>								
<p>THE MONEY SYSTEMS OF THE U. S. & GREAT BRITAIN</p> <p>Modal perfect <u>with might have</u> and past partici- ple</p> <p>Irregular past forms (<u>drive</u>, <u>fly</u>, <u>come</u>)</p>								
<p>BANKS AND BANKING</p> <p>Modal perfect with <u>will have</u> and past partici- ple</p> <p>Irregular past forms (<u>blow</u>, <u>shake</u>)</p>								
<p>INTERNATIONAL TRADE</p> <p>Modal perfect progressive with modal-<u>have been</u> and the present participle</p> <p>Irregular verb forms (<u>review</u>)</p>								

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
suppose and <u>It's</u> <u>l, find, wind</u>)									
ING <u>ould have and</u>									
<u>ould have and</u>									
GREAT BRITAIN and past partici- ple (y, <u>come</u>)									
and past partici- ple (<u>ke</u>)									
modal- <u>have been</u>									

	C	V&P	S&I	C	V&P	S&I	C	V&P
UNIT IV: INTERESTING JOBS AIRLINE STEWARDESS Clauses: <u>when</u> and <u>as soon as</u> , <u>until</u> and <u>while</u> , <u>before</u> and <u>after</u>								
TRAINING DOGS TO SEE FOR PEOPLE Clauses with <u>when</u> , <u>as</u> , <u>while</u> , <u>after</u> , <u>before</u>								
SCOUTMASTER Clauses with <u>before</u> , <u>after</u> , <u>whenever</u> , <u>since</u> , <u>once</u> , <u>now that</u> , <u>by the time that</u>								
SPACEMAN Clauses with <u>no sooner....than</u> Review of time clauses								
FOREST RANGER Clauses with <u>when</u> , <u>as</u> , <u>while</u> , <u>after</u> , <u>before</u>								
UNIT V: USING LEISURE TIME THE OLYMPIC GAMES IN ROME Clauses with <u>where</u> , and <u>wherever</u> , <u>as</u> , <u>as...as</u> , <u>the...the</u> Other adverb clauses								
A NIGHT AT THE THEATER Other adverb clauses								
CONCERT NIGHT IN MEXICO Restrictive relative clauses Nonrestrictive relative clauses								

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
OBS <u>soon as, until and</u>									
PEOPLE <u>while, after, before</u> <u>er, whenever, since,</u> <u>the time that</u>									
<u>...than</u>									
<u>while, after, before</u>									
SURE TIME <u>wherever, as, as...as,</u>									
causes clauses									

	C	V&P	S&I	C	V&P	S&I
AN ART GALLERY Infinitives and infinitive phrases Verb - verb (without <u>to</u>) Causative verbs (<u>have</u> , <u>get</u>)						
A DAY AT THE COUNTY FAIR Participles and participial phrases *****						
LEVEL LLL (6) Taylor, Grant: LEARNING AMERICAN ENGLISH, McGraw-Hill Book Company, New York, 1956.						
LESSON ONE The plural form of nouns The plural forms of irregular nouns The definite and indefinite articles Adjectives with nouns The subject pronouns The verb <u>be</u> Statements, questions and negatives Contractions with <u>be</u>						
LESSON TWO The simple present tense The simple present tense of <u>do</u> and <u>have</u> Statements, questions and negatives The words <u>this</u> and <u>these</u> , <u>that</u> and <u>those</u> Contractions with <u>do</u> and <u>that</u> The prepositions <u>in</u> and <u>on</u> Idioms						

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
phrases									
al phrases									

ERICAN ENGLISH, ew York, 1956.									
lar nouns									
e articles									
negatives									
of <u>do</u> and <u>have</u> negatives <u>that</u> and <u>those</u> <u>that</u>									

	C	V&P	S&I	C	V&P	S&I	C
LESSON THREE The continuous present tense Statements, questions, and negatives The two present tenses Questions with the word <u>what</u> The expressions <u>there is</u> and <u>there are</u> The prepositions <u>to</u> and <u>from</u> Idioms							
LESSON FOUR Summary of the present tenses Short answers The word <u>what</u> with the two present tenses The imperative forms Polite forms Suggestions with <u>let's</u> The preposition <u>of</u> Idioms							
LESSON FIVE The object pronouns The object pronouns following verbs The object pronouns after prepositions The words <u>much</u> and <u>many</u> , <u>a little</u> and <u>a few</u> The expressions <u>a lot of</u> and <u>lots of</u> The words <u>very</u> and <u>too</u> The words <u>some</u> and <u>any</u> Frequency words Idioms							
LESSON SIX The past tense of <u>be</u> Statements, questions and negatives The past tense of regular verbs Spelling the past tense forms of regular verbs Statements, questions and negatives Contractions with <u>was</u> , <u>were</u> and <u>did</u> Time expressions with the past tense The prepositions <u>by</u> and <u>with</u> Idioms							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
se negatives									
st nd <u>there are</u> om									
ses present tenses									
ing verbs repositions <u>little and a few</u> nd <u>lots of</u>									
negatives verbs rms of regular verbs negatives e and <u>did</u> past tense th									

	C	V&P	S&I	C	V&P	S&I	C
<p>LESSON SEVEN</p> <p>The past tense of irregular verbs</p> <p>Statements, questions and negatives</p> <p>The irregular verbs (I)</p> <p><u>In</u>, <u>on</u> and <u>at</u> in expressions of place</p> <p><u>Direct</u> and <u>Indirect</u> objects</p> <p>Idioms</p>							
<p>LESSON EIGHT</p> <p>The irregular verbs (II)</p> <p>The possessive form of nouns</p> <p>The possessive adjectives</p> <p>The possessive pronouns</p> <p>The preposition <u>of</u></p> <p>Idioms</p>							
<p>LESSON NINE</p> <p>Summary of the possessive forms</p> <p>The future tense with <u>will</u></p> <p>Statements, questions, negatives</p> <p>Contractions with <u>will</u></p> <p><u>In</u>, <u>on</u> and <u>at</u> in expressions of time (II)</p> <p>Idioms</p>							
<p>LESSON TEN</p> <p>Expressions of time (II)</p> <p>Expressions of time (III)</p> <p>Future substitutes: <u>be...going to</u></p> <p>Future substitutes: <u>the present tenses</u></p> <p>Short answers (II)</p> <p>The prepositions <u>in</u>, <u>for</u>, <u>by</u> and <u>until</u></p> <p>Idioms</p>							
<p>LESSON ELEVEN</p> <p>The interrogative words <u>where</u>, <u>when</u> and <u>why</u></p> <p>The interrogative word <u>How</u></p> <p>The interrogative words <u>whose</u>, <u>which</u> and <u>what</u></p> <p>The interrogative words <u>who</u> and <u>whom</u></p> <p>The expressions <u>what...for</u> and <u>how come</u></p> <p>The expressions <u>how about</u> and <u>what about</u></p> <p>Contractions with the interrogative words</p> <p>The indefinite <u>one</u> and <u>you</u></p> <p>The preposition <u>out of</u></p>							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
ular verbs and negatives									
ssions of place ects									
) nouns es									
ve forms ill negatives									
sions of time (II)									
) I) ...going to e present tenses									
r, by and until									
where, when and why How whose, which and what who and whom for and how come ut and what about interrogative words you									

	C	V&P	S&I	C	V&P	S&I	C
LESSON TWELVE The present perfect tense Statements, questions and negatives Have - got in place of <u>have</u> The third form of irregular verbs Contractions with <u>have</u> and <u>has</u> The prepositions <u>since</u> and <u>for</u> Idioms							
LESSON THIRTEEN The past tense and the present perfect tense Negative questions Negative questions with <u>why</u> Answer presuming questions The preposition <u>for</u> Words with allied prepositions (I)							
LESSON FOURTEEN The words <u>no</u> and <u>not</u> The expressions <u>still</u> , <u>any more</u> and <u>any longer</u> The words <u>already</u> and <u>yet</u> The words <u>also</u> , <u>too</u> , and <u>either</u> Short additions with <u>too</u> and <u>either</u> Words with allied prepositions (II)							
LESSON FIFTEEN Word order: words before nouns Word order: The word <u>enough</u> Word order: the words <u>something</u> , <u>anything</u> , etc. Word order: measurements Word order: objects, place, manner and time Strong exclamations with <u>what</u> and <u>how</u> Words with allied prepositions (III)							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
<p>tense s and negatives of have regular verbs ve and <u>has</u> ce and <u>for</u></p>									
<p>the present perfect tense with <u>why</u> stions epositions (I)</p>									
<p>l, <u>any more</u> and <u>any longer</u> d <u>yet</u> and <u>either</u> <u>too</u> and <u>either</u> epositions (II)</p>									
<p>efore nouns d <u>enough</u> is <u>something</u>, <u>anything</u>, etc. ments , place, manner and time with <u>what</u> and <u>how</u> epositions (III)</p>									

	C	V&P	S&I	C	V&P	S&I	C	V&P
LESSON SIXTEEN The comparative and superlative forms Spelling the comparative and superlative forms Words with irregular comparatives and superlatives Comparisons with <u>as.....as</u>								
General comparisons The words <u>same</u> and <u>different</u> in comparisons The expression of <u>one of</u> with the superlative Idioms								
LESSON SEVENTEEN The passive forms of verbs Statements, questions, and negatives The infinitive after certain verbs The infinitive to show purpose The gerund after certain verbs The gerund after prepositions The infinitive or gerund after certain verbs Idioms ***** LEVEL IV (7) Taylor, Grant: MASTERING AMERICAN ENGLISH, Mc Graw-Hill Book Company, New York, 1956								
INTERMEDIATE SECTION								
LESSON ONE "Every Day" The simple present tense Third person singular Questions and negatives Do and does in questions Don't and doesn't in negatives "Right Now" The verbs <u>am</u> , <u>is</u> and <u>are</u> The continuous present tense Questions and negatives Present tense negative forms Present tense question forms Simple present vs. continuous present								

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
nd superlative forms arative and superlative forms lar comparatives and super- as.....as									
ns d <u>different</u> in comparisons <u>one of</u> with the superlative									
of verbs ions, and negatives ter certain verbs show pupose certain verbs repositions gerund after certain verbs									
***** (7) RING AMERICAN ENGLISH, Company, New York, 1956									
DIATE SECTION									
t tense ular atives estions in negatives									
and <u>are</u> esent tense atives ative forms tion forms continuous present									

	C	V&P	S&I	C	V&P	S&I	C	V&P
<p>LESSON TWO</p> <p>The words <u>this</u>, <u>these</u>, <u>that</u>, <u>those</u> The expressions <u>there is</u> and <u>there are</u> Subject and object pronouns The possessive endings Showing possession</p>								
<p>The possessive adjective The possessive pronouns Following directions Giving directions Polite requests Negative orders and requests</p>								
<p>LESSON THREE</p> <p>Suggestions with <u>let's</u> The past tense of <u>be</u> The past tense of regular verbs The past tense of irregular verbs Review of the past tense Questions in the past tense Negatives in the past tense</p>								
<p>LESSON FOUR</p> <p>"The Browns' Trip" "The Photographer" "The Party" "My Bad Day" Questions, "The Browns' Trip" Questions, "The Photographer" Questions, "The Party" Questions, "My Bad Day"</p>								
<p>LESSON FIVE</p> <p>Irregular verb quiz (1) Irregular verb quiz (2) Irregular verb quiz (3) Irregular verb quiz (4) Irregular verb quiz (5) Irregular verb quiz (6) Review questions with <u>do</u> Review questions with <u>be</u></p>								

V&P	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I	
<u>these</u> , <u>that</u> , <u>those</u> <u>there is</u> and <u>there are</u> ect pronouns endings on										
adjective pronouns ions s and requests										
<u>let's</u> f <u>be</u> f regular verbs f irregular verbs st tense past tense past tense										
p" r" Browns' Trip" Photographer" Party" ad Day"										
uiz (1) uiz (2) uiz (3) uiz (4) uiz (5)										
uiz (6) with <u>do</u> with <u>be</u>										

	C	V&P	S&I	C	V&P	S&I	C
<p>LESSON SIX</p> <p>The future tense with <u>will</u> Using the future tense (1) The future tense with <u>go</u> Using the future tense (2) Questions: the future with <u>will</u></p>							
<p>Questions: the future with <u>go</u> Negatives: the future with <u>will</u> Negatives: the future with <u>go</u> Using the future tenses (3) Using the future tenses (4)</p>							
<p>LESSON SEVEN</p> <p>"A Trip to New York" <u>Much, many and very</u> (1) <u>Much, many and very</u> (2) <u>A lot of and lots of</u> <u>Too, too much and too many</u> The words <u>some</u> and <u>any</u> <u>Something vs. anything</u> <u>Someone vs. anyone</u> <u>Anyone vs. no one</u> Indirect objects</p>							
<p>LESSON EIGHT</p> <p>Review: the present tenses Review: questions with <u>be</u> and <u>will</u> Review: questions with <u>do</u> Review: writing questions Review: writing negatives Short answers to questions "William Howard Holt"</p>							
<p>Questions about Mr. Holt's life Questions about your English class Questions about your life Using question words (1) Writing questions with <u>why</u></p>							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
with <u>will</u> ense (1) with <u>go</u> ense (2) ature with <u>will</u>									
ature with <u>go</u> ature with <u>will</u> ature with <u>go</u> enses (3) enses (4)									
"k" y (1) y (2) of <u>Too many</u> d any hing e									
ent tenses s with <u>be</u> and <u>will</u> s with <u>do</u> questions negatives questions olt"									
r. Holt's life our English class our life rds (1) with <u>why</u>									

	C	V&P	S&I	C	V&P	S&I	C
LESSON NINE "The Executive's Day" Questions: "The Executive's Day" <u>Who, whom, whose, what, which</u> Questions with <u>how</u> Adjectives with <u>how</u>							
Much and <u>many</u> with <u>how</u> Using question words (2) Using question words (3) Asking for information (1) Asking for information(2)							
LESSON TEN Negative questions Negative questions with <u>why</u> The perfect present tense (1) The perfect present tense (2) Asking questions Making negatives Review: tense forms							
LESSON ELEVEN Using irregular verbs Perfect present vs. simple past The present tenses Answer presuming questions Special expressions of time Expressions of time (1) Expressions of time (2) Review: expressions of time Expressions of time (3) Expressions of time (4) Expressions of time (5) Review: expressions of time Review: expressions of time							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
ay" Executive's Day" what, which									
ew how ds (2) ds (3) tion (1) tion(2)									
with why t tense (1) t tense (2)									
ms									
erbs . simple past,									
uestions s of time e (1) e (2) ns of time e (3) e (4) e (5) e of time e of time									

	C	V&P	S&I	C	V&P	S&I	C
<p>LESSON TWELVE</p> <p>"A Brief History of A. F. Rossi"</p> <p>Review: verb forms</p> <p>Review: question forms</p> <p>Expressions of place</p> <p>Verbs with allied prepositions</p>							
<p>Adjectives with allied prepositions</p> <p>The words <u>still</u> and <u>any more</u></p> <p>The words <u>already</u> and <u>yet</u></p> <p>Review: <u>still</u>, <u>already</u>, and <u>yet</u></p> <p>The words <u>also</u>, <u>too</u> and <u>either</u></p>							
<p>LESSON THIRTEEN</p> <p>Using contractions</p> <p>Word order: frequency words</p> <p>Word order: review</p> <p>Word order: "place," "manner," and "time"</p> <p>Word order: direct objects</p> <p>Word order: direct and indirect objects</p>							
I ADVANCED SECTION							
<p>LESSON FOURTEEN</p> <p>The present tenses</p> <p>The past tense vs. the perfect present tense</p> <p>The continuous perfect present tense</p> <p>Using the continuous perfect present tense</p> <p>Identifying adjectives and adverbs</p>							
<p>Using adjectives and adverbs (1)</p> <p>Identifying adjectives and adverbs (2)</p> <p>Using adjectives vs. adverbs (2)</p> <p>Review: adjective vs. adverb</p>							
<p>LESSON FIFTEEN</p> <p>The words <u>no</u> and <u>not</u></p> <p>Comparisons with adjectives</p> <p>Intensifiers with <u>as.....as</u></p> <p><u>Much</u> and <u>many</u> in comparisons</p> <p>General comparisons</p>							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
Rossi"									
ions									
positions re									
nd yet cher									
ards anner," and "time" ts ndirect objects									
ON									
fect present tense sent tense ct present tense adverbs									
ps (1) adverbs (2) ps (2) erb									
as									

	C	V&P	S&I	C	V&P	S&I	C	V&P
<p>LESSON SIXTEEN</p> <p>"The House Buyers"</p> <p>Questions, "The House Buyers"</p> <p>Comparisons with adverbs</p> <p>Adjective vs. adverb in comparisons (1)</p> <p>Adjective vs. adverb in comparisons (2):</p>								
<p>Passive verb forms</p> <p>Using passive verbs</p> <p>Active vs. passive</p>								
<p>LESSON SEVENTEEN</p> <p>Expressing "ability" with <u>can</u></p> <p>The past tense of <u>can</u></p> <p>Using <u>can</u> and <u>be able</u> (1)</p> <p>Using <u>can</u> and <u>be able</u> (2)</p> <p>Expressing "Advisability" or "obligation"</p> <p>The past tense of <u>should</u> and <u>ought</u></p> <p>Negatives with <u>should</u> and <u>ought</u></p> <p>Questions with <u>should</u> and <u>ought</u></p> <p>Expressing "necessity"</p> <p>The past tense of <u>must</u> and <u>have</u></p> <p>Questions with <u>must</u> and <u>have</u></p>								
<p>LESSON EIGHTEEN</p> <p>Review: question forms</p> <p>Review: negative forms</p> <p>Review: the auxiliary forms</p> <p>Review: the principal verb</p> <p>"The Important Meeting"</p>								
<p>Review: simple question forms</p> <p>Review: negative forms</p> <p>(1) Gerund subject (2) infinitive after <u>it</u></p> <p>The infinitive to show reason or purpose</p> <p>The infinitive after adjectives or participles</p> <p>The infinitive after <u>too</u> and an adjective</p> <p><u>For</u> and the infinitive after adjectives</p>								

V&P	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
s" House Buyers" adverbs verb in comparisons (1) verb in comparisons (2):									
ms bs ve									
ity" with <u>can</u> can able (1) able (2) ability" or "obligation" should and ought should and ought should and ought ssity" must and have must and have									
n forms e forms iliary forms nicipal verb eeting"									
uestion forms e forms ct (2) infinitive o show reason or purpose after adjectives or participles after too and an adjective tive after adjectives									

	C	V&P	S&I	C	V&P	S&I	C	V&P
<p>LESSON NINETEEN</p> <p>Review: gerund and infinitive The gerund after prepositions Infinitive vs. gerund (1) Infinitive vs. gerund (2) The infinitive after objects</p>								
<p>Review: infinitive vs. gerund The passive infinitive with auxiliaries Infinitive vs. gerund (passive forms) Short additions with <u>too</u> and <u>either</u> Short additions with <u>so</u> and <u>neither</u></p>								
<p>LESSON TWENTY</p> <p>Contrary short additions Avoiding repetition in additions Review: answer presuming questions Introduction to adjective clauses Recognizing adjective clauses The connecting words</p>								
<p>The connecting word <u>that</u> Prepositions in questions The word <u>that</u> in clauses (1) Clauses without connecting words (1) Using clauses in sentences</p>								
<p>LESSON TWENTY-ONE</p> <p>Writing adjective clauses Using adjective phrases Participles before nouns Introduction to noun clauses Recognizing noun clauses</p>								
<p>Noun clauses with question words Noun clauses vs. adjective clauses <u>What</u> vs. <u>which</u> in clauses The word <u>that</u> in clauses (2) Clauses without connecting words (2) Using connecting words correctly</p>								

V&P

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
d and infinitive er prepositions gerund (1) gerund (2) after objects									
itive vs. gerund finitive with auxiliaries gerund (passive forms) s with <u>too</u> and <u>either</u> s with <u>so</u> and <u>neither</u>									
additions ition in additions r presuming questions p adjective clauses jective clauses words									
word <u>that</u> n questions in clauses (1) t connecting words (1) in sentences									
ive clauses e phrases fore nouns o noun clauses un clauses									
ith question words s. adjective clauses in clauses in clauses (2) t connecting words (2) e words correctly									

	C	V&P	S&I	C	V&P	S&I	C	V&P
LESSON TWENTY-TWO Verbs after question words (1) Verbs after question words (2) Direct questions vs. noun clauses Sequence: the two past tenses Sequence: the perfect past tense								
Sequence: the auxiliaries Review: sequence of tenses (1) Review: sequence of tenses (2) Clauses after adjectives Writing clauses								
LESSON TWENTY-THREE Direct questions vs. noun clauses The words <u>say</u> and <u>tell</u> Direct vs. indirect speech (1) Direct vs. indirect speech (2) Direct vs. indirect speech (3) Direct vs. indirect speech (4) Review: direct vs. indirect speech Using the general form of verbs Writing clauses "John's New Used Car"								
LESSON TWENTY-FOUR Introduction to adverb clauses Showing "reason" or "purpose" Writing clauses of reason or purpose Showing "result" with <u>so</u> and <u>such</u> Writing clauses of result Showing "opposition" with <u>although</u> Using clauses of opposition Writing clauses of comparison Writing clauses of place Review: writing clauses Recognizing clauses of time								

	C	V&P	S&I	C	V&P	S&I	C
LESSON TWENTY-FIVE The continuous past tense The simple past vs. the continuous past (1) The simple past tense The simple past vs. the continuous past (2) The perfect past tense The simple past vs. the perfect past							
The simple present for future action The simple present vs. the future The continuous future tense The simple future vs. the continuous future "Mr. Foster's Travels"							
LESSON TWENTY-SIX Real conditions: future (1) Writing conditional sentences Real Conditions: future (2) Real Conditions: general Unreal conditions: present and future Writing conditional sentences							
Using the word <u>unless</u> in conditions Using clauses after the verb <u>wish</u> Review: conditional sentences Review: writing conditional sentences							
LESSON TWENTY-SEVEN General review of the tenses The emphatic forms with <u>do</u> The habitual past with <u>used</u> The expression <u>be used (to)</u> The expression <u>get used (to)</u>							
The expression <u>be supposed</u> Expressing "expectancy" with <u>should</u> "Advisability" vs. "expectancy" Expressing "necessity" with <u>have got</u> Expressing "necessity" in the past Indicating "assumption" with <u>must</u>							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
<p>ast tense vs. the continuous past (1) tense vs. the continuous past (2) tense vs. the perfect past ent for future action ent vs. the future uture tense re vs. the continuous future s"</p>									
<p>future (1) onal sentences future (2) general s: present and future onal sentences nless in conditions fter the verb <u>wish</u> onal sentences conditional sentences</p>									
<p>f the tenses ms with <u>do</u> t with <u>used</u> e <u>used (to)</u> et <u>used (to)</u></p>									
<p>e <u>supposed</u> ctancy" with <u>should</u> . " expectancy" ssity" with <u>have got</u> ssity" in the past -tion" with <u>must</u></p>									

	C	V&P	S&I	C	V&P	S&I	C
<p>LESSON TWENTY-EIGHT</p> <p>"Necessity" vs. "assumption"</p> <p>Using may for "permission" or "possibility"</p> <p>Expressing "advisability" with <u>had better</u></p> <p>Polite or unemphatic statements with <u>would</u></p> <p>Expressing "preference" with <u>would rather</u></p>							
<p>Review: using auxiliaries</p> <p>The short infinitive after objects</p> <p>The past participle after objectives</p> <p>Understanding two-word verbs</p> <p>Using two-word verbs</p> <p>Prepositions with two-word verbs</p>							
<p>LESSON TWENTY-NINE</p> <p>Word order (1)</p> <p>Word order (2)</p> <p>Word order (3)</p> <p>Word order (4)</p> <p>"The Traveler"</p> <p>"My Mistake"</p>							
<p>"The Importance of Advertising"</p> <p>"The Jack of All Trades"</p> <p>"Life After 65"</p> <p>"The Jaquar and the Wild Pig"</p> <p>"Sugar, Water, and Dust"</p> <p>"The Flag of the United States"</p>							
<p>LESSON THIRTY</p> <p>Quotations by famous Americans</p> <p>Using the word <u>some</u></p> <p>Using the word <u>other</u></p> <p>Prepositions in expressions of time (1)</p> <p>Prepositions in expressions of time (2)</p>							
<p>Prepositions in expressions of place (1)</p> <p>Prepositions in expressions of place (2)</p> <p>Useful idiomatic expressions</p> <p>Verbs with allied prepositions (1)</p> <p>Verbs with allied prepositions (2)</p>							

C

C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
---	-----	-----	---	-----	-----	---	-----	-----

assumption"
 "mission" or "possibility"
 "probability" with had better
 statements with would
 "preference" with would rather

auxiliaries
 after objects
 after objectives
 modal verbs
 two-word verbs

"Advertising"
 "Trades"

"Wild Pig"
 "Dust"
 "United States"

Americans

expressions of time (1)
 expressions of time (2)

expressions of place (1)
 expressions of place (2)

expressions
 positions (1)
 positions (2)

	C	V&P	S&I	C	V&P	S&I	C	V&P
LESSON THIRTY-ONE								
Adjectives with allied prepositions (2)								
Participles with allied prepositions								
The prepositions <u>by</u> and <u>with</u>								
The prepositions <u>to</u> and <u>for</u>								
<u>After</u> vs. <u>afterward</u> (s)								
The words <u>as</u> , <u>such as</u> and <u>like</u>								
<u>After</u> vs. <u>later</u>								
"The Life of a Student"								

V&P	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
prepositions (2) prepositions with for									
and like									

LEVEL V

The speech program designed for Level V (9-12) is based upon the assumption that the student arriving at this level will have completed the program of oral communications outlined in Levels I through IV or will have sufficient speech background that a concentrated speech program will be meaningful.

An assumption of the program is that the learner will be prepared to go into areas of individual study and growth through the study of informal and formal speech requirements. The specific program outlined is recommended as a required speech activity for all high school students.

The areas of speech such as interpretive speech and drama have been excluded from this guide because of the special nature of the material covered in those courses. The courses would be offered as strictly elective or extra-curricular in the high school.

RECOMMENDED TEXTS FOR SPEECH PROGRAM

Level V (9-12)

Robinson, Karl F. and Lee, Charlotte: *SPEECH IN ACTION*, Scott Foresman and Company, Chicago, 1965.

Elson, E. F. and Peck, Alberta: *THE ART OF SPEAKING*, Ginn and Company, Boston, 1957, (rev. ed.).

Irwin, John V. and Rosenberger, Marjorie: *MODERN SPEECH*, Holt Rinehart and Winston, Inc., New York, 1961.

Borchers, Gladys Louise: *LIVING SPEECH*, Harcourt, Brace and World, Chicago, 1949, Rev.

	C	V&P	S&I	C	V&P	S&I
TENTATIVE ORAL COMMUNICATIONS CURRICULUM GUIDE for Intermountain School, Brigham City, Utah LEVEL V (9-12)						
1. Why- and How to Communicate A. History of Language B. Importance of Communication 1. Get what we need 2. Share ideas 3. Give directions 4. Get a job						
C. Changes made in the lives of people by communication innovations 1. Buying habits 2. Influences on attitudes 3. Tastes for art, music and drama 4. Extend the range and influence of speech						
D. Mechanics of Speech 1. Physiology of speech mechanism 2. Phonology 3. Voice 4. Diction 5. Bodily action						

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
<p>AL COMMUNICATIONS CURRICULUM GUIDE for Intermountain School, Brigham City, Utah</p> <p>LEVEL V (9-12)</p>									
<p>ow to Communicate ry of Language tance of Communication et what we need hare ideas ve directions</p>									
<p>et a job es made in the lives of people by ication innovations ying habits fluences on attitudes stes for art, music and drama tend the range and influence of eech</p>									
<p>ics of Speech ysiology of speech mechanism onology ice ction dily action</p>									

	C	V&P	S&I	C	V&P	S&I
II. Listening Skills						
A. Evaluate individual listening habits						
1. How to improve listening						
2. How to improve understanding						
3. How to improve evaluation						
4. How to improve responsiveness						
B. Utilizing skills for critical evaluation						
1. Identify the problem						
(a) Stick to it						
(b) Be rational and objective						
2. Clarify problem						
(a) Attack problem in an original						
and flexible manner						
(b) Seek evidence and facts before						
forming opinion						
(c) Draw accurate conclusions						
(d) Be willing to suspend judgements						
until you can evaluate the data						
3. Make a decision on how to use evaluation						
III. Informal speech activities						
A. Introductions						
1. Introducing others						
2. Being introduced						
3. Introducing self						
B. Anecdote						
1. Humorous incident						
2. Identify objects by description						
3. Story telling						
(a) Beginning						
(b) Telling						
(c) Ending						
C. Giving directions						
1. Clear						
2. Correct						
3. Concise						
4. Courteous						

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
alls individual listening habits o improve listening o improve understanding o improve evaluation o improve responsiveness									
skills for critical evaluation ify the problem Stick to it Be rational and objective ify problem Attack problem in an original and flexible manner Seek evidence and facts before forming opinion Draw accurate conclusions Be willing to suspend judgements until you can evaluate the data a decision on how to use evalua-									
each activities tions oducing others g introduced oducing self									
ous incident tify objects by description telling Beginning Telling Ending rections									
ct se eous									

	C	V&P	S&I	C	V&P	S&I	C
D. Speech mechanics in informal speech							
1. Pause							
2. Timing							
3. Bodily action							
a. Gesture							
b. Facial expression							
4. Organization							
a. Introduction							
b. Body							
c. Climax							
5. Delivery							
a. Posture							
b. Audience presence (poise)							
E. Conversations							
1. Person to person							
2. Group							
3. Telephone							
4. Special situations							
a. Interview for jobs and/or news and information							
b. Shopping							
IV. Formal Speech Activities							
A. Analysis of audience and occasion							
1. Type of people							
2. Interests of the audience							
3. Proper length of time							
4. Be careful not to offend with remarks							
B. Audience participation							
1. Common courtesies							
2. Appropriate response							
3. Respect for facilities							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
mechanics in informal speech									
action									
posture									
facial expression									
organization									
introduction									
body									
limb									
gesture									
audience presence (poise)									
relations to person									
one									
in situations									
interview for jobs and/or news									
and information									
grooming									
Activities									
of audience and occasion									
of people									
interests of the audience									
length of time									
careful not to offend with remarks									
participation									
courtesies									
appropriate response									
request for facilities									

	C	V&P	S&I	C	V&P	S&I	C
C. Rapport Through Effective Delivery							
1. Make subject interesting							
2. Speak understandably							
a. Develop a good speaking voice							
b. Select specific words							
c. Correctly pronounce words							
d. Clearly enunciate words							
3. Keep eye contact							
4. Attractive appearance							
5. Involve audience							
a. Appeal to senses							
b. Appeal to appropriate emotions							
c. Appeal to intellect							
D. Subject Matter							
1. Select a topic							
2. Narrow the topic							
3. Purpose							
a. To inform							
b. To convince							
c. To actuate							
d. To stimulate							
e. To entertain							
4. Gathering material							
a. Subject facts							
b. Attention getters							
(1) Joke							
(2) Anecdote							
(3) Local personalized humor							
c. Added authority							
(1) statistics							
(2) quotations							
5. Set up a system for gathering and maintaining subject matter							
a. Card file							
b. Notebook							
c. Scrapbook							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
Effective Delivery interesting standably a good speaking voice specific words pronounce words									
enunciate words act appearance ence o senses o appropriate emotions o intellect									
ic opic n nce te									
ate tain terial facts n getters e cdote									
al personalized humor thority tistics tations tem for gathering and main- ect matter e									

	C	V&P	S&I	C	V&P	S&I	C
E. Use of Language							
1. Difference between written and spoken English							
2. Requirements of spoken language							
a. Strong, definite, positive words							
b. Variety							
(1) Tone							
(2) Stress							
(3) Volume							
c. Instantly understood							
3. Helps to achieve clarity							
a. Short, lively sentences							
b. Careful selection of words							
4. Effective use of connotations, denotations and voice inflections							
F. Speech Organization and Outlining							
1. Speech purpose will affect organization							
2. Three parts in a speech							
a. Introduction							
b. Body							
(1) Topical							
(2) Time							
(3) Space							
(4) Cause-effect							
(5) Problem-solution							
(6) Logical							
(7) Climatic							
c. Conclusion							

	C	V&P	S&I	C	V&P	S&I	C	V&P	S&I
<p>Language</p> <p>Difference between written and spoken English</p> <p>Requirements of spoken language</p> <p>Strong, definite, positive words</p> <p>Variety</p>									
<p>(1) Tone</p> <p>(2) Stress</p> <p>(3) Volume</p> <p>Instantly understood</p> <p>Helps to achieve clarity</p> <p>Short, lively sentences</p> <p>Careful selection of words</p>									
<p>Effective use of connotations, denotations and voice inflections</p>									
<p>Organization and Outlining</p> <p>Speech purpose will affect organization</p> <p>Three parts in a speech</p> <p>Introduction</p>									
<p>Body</p> <p>(1) Topical</p> <p>(2) Time</p> <p>(3) Space</p> <p>(4) Cause-effect</p> <p>(5) Problem-solution</p> <p>(6) Logical</p>									
<p>(7) Climatic</p> <p>Conclusion</p>									