This leveled curriculum guide, composed of assignment and evaluation sheets, is divided into five different sections. Freshmen Grammar deals with such topics as subject-verb agreement, punctuation and capitalization, possessives, complete sentences, parts of speech, correct verb form, simple and complex sentences, and correct word form. Freshman Vocabulary includes 300 words for building vocabulary and a lesson on dictionary work. Freshman Literature includes such reading assignments as "Great Expectations," "Night Flight," "Silas Marner," "Oliver Twist," "Julius Caesar," "I Remember Mama," "Jane Eyre," and "The Miracle Worker." Freshman Speech includes such topics as how to choose a subject, how to gather and organize information, how to write a speech, how to make a demonstration speech, and how to evaluate a speech. Freshman Composition includes assignments such as using description as a method of writing, writing to create a specific effect, writing to illustrate an understanding of voice, writing letters, writing essays, writing exposition, writing an analogy, and writing dialogue. (TS)
FRESHMAN GRAMMAR

Work Packet and Evaluation Sheet

Level I-II-III

Converse County High School
Douglas, Wyoming

Students Name ____________________________
PHASE I:
Take the Diagnostic Test and watch filmstrip entitled "Why Study Grammar?" (set 808.02)

PHASE II:
1. Plan A: The student will score 85% or better on the Diagnostic Test, move directly to the Final Achievement Test. After this test is completed, the student may move on to other English worksheets.

2. Plan B: The student who scores 84% or below on the Diagnostic Test, will receive a secondary evaluation to determine those specific areas which need additional work. After this work is completed, the student may take the FINAL ACHIEVEMENT TEST and must score ___% competency. All materials for Plan B will be selected by an instructor.

ADDITIONAL WORK AREAS

Area 1 .............................. Subject-Verb Agreement
Area 2 .............................. Punctuation and Capitalization
Area 3 .............................. Possessives
Area 4 .............................. Complete Sentences
Area 5 .............................. Parts of Speech
Area 6 .............................. Correct Verb Form
Area 7 .............................. Simple and Complex Sentences
Area 8 .............................. Correct Word Forms and Usage
FRANK MAN GRAMMAR
Area 1
Subject-Verb Agreement

I. Assignments:

1. Take these tests (85% is passing) or their equivalents.
   a. #2 - "Subject and Verb" (NOTE: this is a very difficult test...study carefully!)
   b. #10 - "Agreement of Subject and Verb"

II. Materials:

1. English 2600
   a. Unit 6 - "Agreement of Subject and Verb"

2. Filmstrips (file 1) From files 808.02 and 808.08
   a. "Sentence and Paragraph"
   b. "Making Words Agree"
   c. "Verb and the Sentence"
   d. "Sentence Structure with Diagrams"
   e. "Sentence Structure: Basic Principles"
   f. "Sentence Structure: Simple Sentences"

3. Using Good English (book 9)...ask to see the answer book to check your work.
   a. Unit 12, Section 1 - "Understanding Subjects and Predicates"...do the review exercises on page 293.

4. "Individualized English" Cards - Set "H", Set "J".

5. English Workshop - chapter 2, chapter 8, and chapter 9.
Area 1 continued:

6. **Guidebook to Better English - Level I**
   Lessons: 3-5, 8-10, 12, 17, 19-20, 24-26, 29-30, 36-37, 39-40, 43-46, 49-50, 61-70, 73, 78.

7. **Guidebook to Better English - Level II**
   Lessons: 2, 6, 9, 18-19, 28, 31-35, 47-48, 51, 54, 56, 57, 81.

8. **Guidebook to Better English - Level III**
   Lessons: 1-23, 31, 37, 39, 49, 61-70, 82-84.

9. **English in Action Practice 9**
   Units: 9, 13, 15 and all related work.
FRESHMAN GRAMMAR
Area 2
Punctuation and Capitalization

I. Assignments:

1. Take these tests (85% is passing) or their equivalents.
   a. #3 - "Punctuation simple sentences and Quotations"
   b. #4 - "Capitalization"

II. Materials:

1. English 2630
   a. Unit 9 - "How to use Capitals"
   b. Unit 10 - "Learning to use Commas"
   c. Unit 11 - "Apostrophes and Quotation Marks"

2. Filmstrips (File II) From files 808.2
   a. "The Comma" (part 1)
   b. "The Comma" (part 2)
   c. "The Comma" (part 3)
   d. "Presenting the Colon, Semi-Colon, and Dash"
   e. "Quotation Marks"
   f. "Apostrophe"

3. Using Good English (book 9) ... ask to see the answer book to check your work.
   a. Unit 14, Section 1 (page 416-420) - "Capitalization"
      ... do review exercises on page 420.
   b. Unit 15, Section 1 - "Comma" and Section 2 "Other Punctuation Marks" ... do Unit Summary on page 440, Unit

7
Area 2 Continued:


4. "Individualized English" Cards - Set "H", Set "J".

5. English Workshop
   Chapters: 6-7 and all related work.

6. Guidebook to Better English - Level I

7. Guidebook to Better English - Level II
   Lessons: 3-5, 8, 13-14, 15, 24, 27, 29, 39, 41, 49, 53, 55, 59, 69, 74, 75, 79, 83, 84, 89.

8. Guidebook to Better English - Level III
   Lessons 7, 9, 14, 28-29, 32, 46, 57, 58, 68, 88.

9. English in Action Practice - 9
   Units: 10 and 19, do all related work.
I. Assignment:
   a. Take this test (85% is passing) or its equivalent.
      1. #5 - "Possessives"

II. Materials:

1. Using Good English (book 9)...ask to see the answer book to check your work.
2. "Individualized English" Cards - Set "H", Set "J".
4. Guidebook to Better English - Level I
   Lesson 74.
5. Guidebook to Better English - Level II
6. Guidebook to Better English - Level III
   Lessons: 14, 41.
7. English in Action Practice - 9
   Work on page 169.
I. Assignment:

The student will take this test (85% is passing) or its equivalent.

a. #11 - "Correct Simple Sentences"

II. Materials:

1. **English 2600**
   a. Unit 1 - "The Simple Sentence"
   b. Unit 3 - "Building Better Sentences"
   c. Unit 4 - "Understanding the Sentence Unit"

2. Filmstrips: From files 038.72 and 803.08
   a. "Kinds of Sentences"
   b. "Parts of the Sentence or Clause"
   c. "Verb and the Sentence"
   d. "Recognizing Phrases"
   e. "Sentence Structure: Basic Principles"
   f. "Sentence Structure: Simple Sentence"
   g. "Sentence Structure: With diagrams - Complex Sentences"
   h. "Sentence Structure: With diagrams - Compound Sentence"
   i. "How words work together"
   j. "Parts of Speech: Phrases and Clauses"

3. Using Good English (book 9)... ask to see the answer book to check your work.
Area 4 continued:

a. Unit 12
Section 1 - "Understanding Subjects and Predicates" (page 285-293) do review exercises page 293.

Section 2 - "Words in Sentences" do review exercises page 322.

Section 3 - "Phrases in Sentences" do review exercises page 335.

Section 4 - "Clauses in Sentences" do review exercises page 345.

Section 5 - "Classifying Sentences" do review exercises page 349.

Section 6 - "Recognizing Sentence Fragments" do review exercises page 352

b. Do unit summary page 352.

c. Do unit review exercises page 353.


4. "Individualized English" Cards - Set "H", Set "J".

5. English Workshop
   Chapters 2, 3, 4, 5, 11.

6. Guidebook to Better English - Level I
   Lessons: 3-7, 11, 53, 54, 81.

7. Guidebook to Better English - Level II
   Lessons: 2-4, 9, 11, 26, 31-34, 38, 45, 47-48, 51, 57, 58, 71, 72, 81.

8. Guidebook to Better English - Level III
Area 4 continued:

9. *English in Action Practice-10*

Units: 9-10-11-12-18.
(Additional work for advanced students includes Units 16-17)

**NOTE:** Students interested in vocational material should do:

*Guidebook to Better English - Level III*

Lessons: 76-78, 87.
I. Assignments:

1. Take these tests (85% is passing) or their equivalents.
   a. #6 - "Adjectives and Adverbs"
   b. #7 - "Correct Pronouns"
   c. #8 - "Parts of Speech"

II. Materials:

1. English 2600
   a. Unit 7 - "Choosing the Right Modifier"
   b. Unit 8 - "Using Pronouns Correctly"

2. Filmstrips (File II) From files 808.0
   a. "Same Word: Different Part of Speech"
   b. "Parts of Speech: Adjectives"
   c. "Parts of Speech: Adverbs"
   d. "Parts of Speech: Nouns"
   e. "Phrases and Clauses"
   f. "Prepositions, Conjunctions, Interjections"
   g. "Parts of Speech: Pronouns"
   h. "Parts of Speech: Verbs"

3. Using Good English (book 9)...ask to see the answer book to check your work.
   a. Unit 13 (page 357-414)
      Section 1 - "Understanding Verbs" do review exercises page 374.
      Section 2 - "Understanding Nouns and Pronouns" do review exercises page 392.
Area 5 continued:

Section 3 - "Understanding Modifiers" do review exercises page 398.

Section 4 - "Understanding Connectives" do review exercises page 406.

Section 5 - "Making Words Agree" do review exercises page 411.

b. Do unit summary page 412.

c. Do unit self-test page 414.

4. "Individualized English" Cards - Set "A", Set "J".

5. English Workshop
   Chapter 1 (lessons 1-14) 9-10.

6. Guidebook to Better English - Level II

7. Guidebook to Better English - Level III
   61-65, 74, 82-85.

8. English in Action Practice 3 10
   Unit 9, 14-17 and all related work.
I. Assignment:

1. Take this test (85% is passing) or its equivalent.
   a. #9 - "Verbs"

II. Materials:

1. **English 2600**
   a. Unit 5 - "Using Words Correctly"

2. Filmstrips: From files 838.02 and 808.08
   a. "Verb and the Sentence"
   b. "Transitive Verbs: Direct Object"
   c. "Linking Verbs: Predicate Nominative"
   d. "Same Word: Different Part of Speech"
   e. "Parts of Speech: Verbs"

3. Using Good English (book 9)... ask to see the answer book to check your work.
   a. Unit 13 (page 359-374) "Understanding Verbs" do review exercises page 374.

4. "Individualized English" Cards

5. **English Workshop** Chapter 9

6. **Guidebook to Better English - Level I**
   Lessons: 8-9, 12, 17, 24-26, 36-37, 45-46, 61-66, 73, 78, 79

7. **Guidebook to Better English - Level II**
Area 5 continued:

8. **Guidebook to Better English - Level III**

   Lessons: 12-13, 25, 33, 37, 39, 47, 49, 61-70, 84.

9. **English in Action Practice - 10**

   Units: 13, 15.
I. Assignment:

1. Take this test (85% is passing) or its equivalent.

   a. #12 - "Sentence Sense"

II. Materials:

1. **English 2600**
   a. Unit 1 - "The Simple Sentence"
   b. Unit 3 - "Building Better Sentences"
   c. Unit 4 - "Understanding the Sentence Unit"

2. Filmstrips: From files 808.08 and 808.02
   a. "Kinds of Sentences"
   b. "Recognizing Phrases"
   c. "A Brief Introduction to Style"
   d. "How Words Work Together"
   e. "How Context Changes Meaning"

3. **Using Good English** (book 9)...ask for the answer book to check your work.
   a. Unit 12 - "Building Sentences" (page 283-355) do the review exercises for sections 1-6 and the unit self-test on page 355.

4. "Individualized English" Cards - Set "H", Set "J".

5. **English Workshop** Chapter 2, 5.

6. **Guidebook to Better English - Level I**
   Lessons: 4, 6-7, 11, 81.
Area 7 continued:

7. **Guidebook to Better English - Level II**
   Lessons: 2-4, 9, 11-14, 58, 71-73, 76-77, 81.

8. **Guidebook to Better English - Level III**
   Lessons: 1-30, 51-70, 75, 81-84, 86.

9. **English in Action Practice - 10**
   Units: 9-12 and all included assignments
   (Advanced students should also do Units: 16-17-18.)
II. Materials:

1. **English 2600**
   a. Unit 5 - "Using Verbs Correctly"
   b. Unit 6 - "Agreement of Subject and Verb"
   c. Unit 7 - "Choosing the Right Modifier"

2. Filmstrips: From files 808.02 and 808.08
   a. "Making Words Agree"
   b. "Increase Your Stock of Words"
   c. "Sentence Structure: Basic Principles"
   d. "How Words Work Together"
   e. "Same Work: Different Part of Speech"
   f. "How Context Changes Meaning"

3. Using Good English (book 9)...ask to see answer book to check your work.
   a. Unit 13 - "Grammar and Usage" (page 357-414) do all review exercises and the unit self-test on page 414.

4. "Individualized English" Cards - Set "H", Set "J".

5. **English Workshop**
   Chapters 5, 8-10 and do all related work.
Area 8 continued:

6. **Guidebook to Better English - Level I**

7. **Guidebook to Better English - Level II**

8. **Guidebook to Better English - Level III**

9. **English in Action Practice - 10**
   Units: 13-18 and do all related work.
FRANK GRAMMAR - Level (check one)

One
Two
Three

Diagnostic Test:
Score _______________________________________
Date ____________________________

Unit 1 _______________________________________
Date ____________________________

Unit 2 _______________________________________
Date ____________________________

Unit 3 _______________________________________
Date ____________________________

Unit 4 _______________________________________
Date ____________________________

Unit 5 _______________________________________
Date ____________________________

Unit 6 _______________________________________
Date ____________________________

Mastery Test:
Score _______________________________________
Date ____________________________

COMMENTS AND SPECIAL WORK RECORD:
FRESHMAN VOCABULARY

Work Packet and Evaluation Sheet

(Completion time: 4½ weeks)

Level I

Converse County High School
Douglas, Wyoming

Students Name ____________________________
Do you prefer to concentrate on getting knowledge and skills that will pay you dividends later on? If you do, you'd better hop to that dictionary of yours. If you don't own one, you'd better get one, for the person who has a poor vocabulary, who never looks inside a dictionary, is at a great disadvantage in almost any vocation.

One morning in the New York Times appeared a picture of a fruit dealer, holding a tomato in one hand and a dictionary in the other. The headline read, "He knows his vegetables-and fruits." The article described the fruit dealer's plea to a judge before whom he was charged with selling vegetables on a Sunday. Since he was selling tomatoes, he proved by referring to his dictionary that the tomato is a fruit, not a vegetable. He won his case!

To be sure, such a situation is rare, but it did pay the dealer to know his dictionary. Do you know yours? Become word-curious. Look up those unusual words you meet with. Learn to use some of them. A good vocabulary, like polished shoes, makes an immediate impression.

Employers, being human, are impressed by the person whose vocabulary is better than average, who can use and recognize difficult words. Notice the next successful man you meet. Is his vocabulary good? Does he use words that are not in your vocabulary at present? Does he speak fluently, with the assurance that comes with having a good vocabulary? If he does, you can attribute some of that success to ease in speaking and command of vocabulary.

Contents of this packet:

- Behavioral objectives for vocabulary improvement.
- Assignment Sheet I
- Assignment Sheet II
- Assignments III - XII
- Check tests 1 - 10
- Appendix (700 vocabulary words)
- Evaluation sheet (to be placed in your file)

- Behavioral objectives for vocabulary improvement
  (Note: These objectives apply to each assignment)
  a. Students will demonstrate that they can identify the meaning of meanings of a given word.
  b. Students will demonstrate that they can recognize synonyms.
  c. Students will demonstrate that they can recognize antonyms.
  d. Students will demonstrate that they can recognize homonyms.
  e. Students will demonstrate that they can spell a given word correctly.
  f. Students will demonstrate that they can recognize given structures of grammatical significance (i.e., endings, prefixes, etc)
  g. Students will demonstrate their ability to use given words in combinations, sentences, paragraphs, and longer compositions.
ASSIGNMENT SHEET I

Do all of the following work and turn it in to your instructor. Use this sheet for your answers.

1. Browse through your dictionary. List ten fairly common words of which you don't know the exact meaning. Jot down the correct meaning.

2. Select three unfamiliar words from a newspaper. List the following for each word.
   a. The complete sentence in which you found the word.
   b. The dictionary definition that fits the original sentence.
   c. Your own sentence using the word in the same sense as the original.

3. Select from a newspaper five words that you consider vivid. Jot them down and list a synonym (word with the same meaning) for each; for example, brilliant . . . . bright.

4. List antonyms (words with opposite meanings) for each of the following; for example, cheerful . . . . gloomy.
   a. active
   b. courageous
   c. dreary
   d. foolish
   e. exciting
Assignment Sheet I continued:

5. Most of us are in the habit of using words like "swell", "cool", and "grand" over and over again. In the following paragraph the underlined words are commonplace or overworked. Substitute for each, one of the words at the top of the paragraph.

magnificent, pleasant, enjoyable, dramatic, exquisite, exciting, unusual

At the movies last night we had a swell time. A grand picture was showing. The heroine wore marvelous clothes and spoke with a wonderful French accent. The hero had a nice role. All in all, the whole evening was swell.

6. A poor writer might complete each of the following sentences by inserting the word walked or went in the blank. A good writer would use a more definite, specific word. Try your own skill at selecting the appropriate, vivid word for each blank. Make your choice from this list:

promenaded, hobbled, slithered, romped, shot, marched, crept, elbowed, toddled, waltzed

a. The dog __________________________ with her puppies.
b. The lion __________________________ through the grass.
c. The old soldier __________________________ along the narrow street.
d. The happy young girl __________________________ into the room.
e. They __________________________ down the street in their new clothes.
f. The snake __________________________ through the grass.
g. The young baby __________________________ across the room to her father's waiting arms.
h. Nose in air, the president of the club __________________________ down the street.

i. He __________________________ his way down the crowded street.
j. The runner __________________________ past the finish line.
Assignment Sheet I continued:

7. Write a paragraph of about 100 words on one of the following:
   a. Interesting Facts About Words
   b. Where Words Come From
   c. Are Words Worth Money?
Your library will provide helpful information for the first two of the above topics.
ASSIGNMENT SHEET II

Do all of the following work and then turn it in to your instructor. Use this sheet for your answers.

A. FOR USE WITHOUT A DICTIONARY

1. Which comes first in the dictionary, jeweler or jewelry? Why?

Which comes first, dog or dogged? Why?

2. Alphabetize the following: every, privilege, race, dimension, docile, backbone, spectacular, sparrow, turnpike, pride.

3. List ten articles used in your shop or science class. Alphabetize them.

4. Alphabetize the following: gloomy, gloat, glory, globe, glue, glee, glassware, glacier, glitter, gracious, grace, glass.

B. FOR USE WITH A DICTIONARY

5. Do you remember the use of key words at the top of the dictionary page? Without looking up the word itself, write down as rapidly as you can the number of the page upon which each of the following words will be found. Write also the key words which appear on the page.

coincidence
fiber
ignition

27
Assignment Sheet II continued:

5. Continued:
   exploration
domestic
vocational
metal
sustain
technical
scientific

6. If you were writing a letter and didn't have room on a line to complete the entire word, where would you divide the following?
   convention
   fashion
   harmony
   meaning
   prefer
   hammer
   subject
   bubble
   Chinese
   household

7. In the following words, underline the syllables that you would accent.
   complimentary
   compromise
   advisable

8. How do you pronounce quay, athlete, medicine, Wednesday?

9. Usually what part of speech is each of the following?
   morale
   graybeard
   industrial

10. What are the principal parts of the verb lie?

11. What does the abbreviation qt. represent?

12. What is the plural of each of the following?
   datum
   knife
   ferry
   Frenchman
   monkey
   tomato
Assignment Sheet II continued:

13. In the following list, which words should be capitalized?
   spanish
   stenography
   french
   home economics
   mathematics
   english
   bookkeeping
   grammar

14. Which of the following words should have hyphens?
   sisterinlaw
   drumstick
   drowsiness
   iceboat

15. What different meanings may the following words have?
   fast
   gravity
   plate
   eye

16. Which of the following words are misspelled?
   everybody
   goverment
   seige
   prefered
   atheletic

17. What are the following famous for?
   St. Helena
   Oliver Cromwell
   Esau
   Marathon
   Shetland

18. What do the following expressions mean?
   crocodile tears
   jack-of-all-trades
   landlubber
Assignment Sheet II continued:

19. What are the following?
   basilisk
   galleon
   colossus
   syringa
   otter
   decoy

20. What do the following mean?
   obstreperous
   ravenous
   espionage

21. An abridged dictionary is a shortened, briefer dictionary. An unabridged dictionary is lengthy, including long, precise definitions and elaborate illustrations. In a large (unabridged) dictionary look up one of the following and be ready to explain to the class how it works.
   camera
electric refrigerator
canal locks
pump
diesel engine
barometer
ASSIGNMENTS III - XII

The following check-tests are designed to help you with this vocabulary and spelling assignment. The student will demonstrate competency by being able to spell all 200 words in the "Appendix" correctly.

When the student is able to spell each word correctly and know what each word means, he will ask the teacher to give him the words. The student will spell them correctly and be able to tell the meaning of each word. 80% is considered a passing grade.

Each test will cover twenty (20) words. The tests are:

TEST 1 -------------- Words 1 - 20
TEST 2 -------------- Words 21 - 40
TEST 3 -------------- Words 41 - 60
TEST 4 -------------- Words 61 - 80
TEST 5 -------------- Words 81 - 100
TEST 6 -------------- Words 101 - 120
TEST 7 -------------- Words 121 - 140
TEST 8 -------------- Words 141 - 160
TEST 9 -------------- Words 161 - 180
TEST 10 -------------- Words 181 - 200
Check Test 1 - 10

(You do not turn these in to your instructor)

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<td>1.</td>
<td>success</td>
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<td>difference</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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MASTERY TEST

1. on the ba____s of 5% for each question
2. det_____ned to win
3. ac____ly true (really)
4. rem____b____r your promise
5. s____c____s or failure
6. a____th____ he was late (even if)
7. pl____s____nt (agreeable)
8. apply for a po____i____n
9. what's the dif____r____ce?
10. end____v____r (try)
11. very shabby ap____r____nce
12. e____tre____ly bad manners (very)
13. pref____red to stay at home
14. wearing your best cl____s
15. no con____d____a____n for pthers
16. think it adv____ble (wise)
17. without do____t (question)
18. the court's de____i____ion
19. u____u____ly (almost always)
20. f____n____ly (lastly)
Check Tests 1 - 10
Words 21-40

21. February 28. transferred 34. description
22. annual 29. minimum 35. statement
23. partial 30. instruction 36. guarantee
24. obliged 31. foreign 37. naturally
25. anxious 32. examination 38. regretting
26. evidently 33. envelope 39. beautiful
27. convenient 40. practical

MASTERY TEST

1. an___1 (yearly)
11. d___scrip___n of the game
12. part___1 (not complete)
13. an env___1 for the
letter
14. b___tif___1 (pretty)
15. in a f____r_____n country
16. regr____ting her mistake
17. final e___am____n____n
(test)
18. conv___n____nt method of
traveling
19. nat____r____ly (of course)
20. a pra____ti___1 joke

22. anxious
23. partial
Check Tests 1 - 10
Words 41-60

41. unnecessary 48. superintendent 54. apparently
42. therefore 49. assistance 55. absolutely
43. additional 50. application 56. information
44. inquiry 51. satisfied 57. further
45. character 52. completely 58. material
46. catalogue 53. advertising 59. purchase
47. impossible

Mastery Test

1. abs___l___tely (completely)
2. su___int___dent of a building
3. un___c___s___ry (not needed)
4. fu___ther (more distant)
5. the mail-order cat___l___
6. enough mat___l___ for a dress
7. an imp___s___ble demand
8. ap___r___ntly one yard long (seemingly)
9. the___fo___ I don't believe him (consequently)
10. r___d___ul___s (absurd or laughable)
11. as___st___nce (help)
12. at the inf___m__tion booth
13. sd___t___nal request (an-_ther)
14. a___v___tising the sale
15. ap___c___sion for a job
16. p___ch___e (buy)
17. answer the in__iry (question)
18. sat___sf___d (contented or pleased)
19. a c___r___cter in a play
20. c___mple___ly (entirely)
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>61. secretary</td>
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<td>62. duly</td>
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<td>63. interest</td>
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<td>64. mortgage</td>
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<td>65. occurred</td>
<td></td>
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<td>66. capacity</td>
<td></td>
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<td>67. assume</td>
<td></td>
</tr>
<tr>
<td>68. equipped</td>
<td></td>
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<tr>
<td>69. double</td>
<td></td>
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<tr>
<td>70. quantity</td>
<td></td>
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<tr>
<td>71. acknowledge</td>
<td></td>
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<td>72. criticism</td>
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<td>73. occasion</td>
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<td>74. especially</td>
<td></td>
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<td>75. surprise</td>
<td></td>
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<tr>
<td>76. suggestion</td>
<td></td>
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<tr>
<td>77. explanation</td>
<td></td>
</tr>
<tr>
<td>78. authority</td>
<td></td>
</tr>
<tr>
<td>79. affectionately</td>
<td></td>
</tr>
<tr>
<td>80. cordially</td>
<td></td>
</tr>
</tbody>
</table>

**MASTERY TEST**

1. private sec___t____ry
2. cord___ly yours
3. to ackn___l___ge one's faults (admit)
4. d___ble (twice as large)
5. a s____pr___e party
6. oc___red (happened)
7. an oc___as___on for celebration
8. d___ly (adverbial form of due)
9. af___ction___ly (lovingly)
10. qu___t___ty (amount)
11. int___st on money in the bank
12. espe___ly difficult
13. seating cap___ity of the bus
14. unfair crit___i__m
15. mo___g___ge on their home
16. a sug___stion for improvement
17. let's as___me we are right (take for granted)
18. a parent's a___th___r___ty over his child
19. a clear expl___n___tion
20. a properly eq___ip___d factory
Check Tests 1 - 10  
Words 31-100

81. situation  
82. purpose  
83. committee  
84. representative  
85. necessary  
86. probably  
87. cancellation  
88. regarding  
89. telegram  
90. recently  
91. organization  
92. recommendation  
93. canceled  
94. bureau  
95. government  
96. unfortunately  
97. commission  
98. bulletin  
99. attention  
100. considerable

Mastery Test

1. a political or____ni____ation  
2. embarrassing sit____a____n  
3. pay close at____n____ion  
4. ne____e____ry (needed)  
5. can____ed the appointment  
6. reg____ding (concerning)  
7. a con____id____ble distance  
8. Western Union t____l____gr____m  
9. a news bul____tin  
10. re____ntly (lately)  
11. weather bur____ (depart-ment)  
12. can____lation of the order  
13. United States g____v____ment  
14. a repr____ent____tive of our company  
15. his employer's rec____m____dation  
16. the salesman's com____s____n  
17. appoint a com____t____ of three  
18. it is prob____ly true  
19. did it on p____p____se  
20. unf____t____n____tely (unluckily)
BEST COPY AVAILABLE

Check Tests 1 - 10
Words 171-120

101. exactly
102. library
103. studying
104. article
105. attached
106. approval
107. equipment
108. hospital
109. insurance
110. estimate
111. memorandum
112. paid
113. freight
114. remittance
115. forward
116. convenience
117. earliest
118. duplicate
119. written
120. invoice

MASTERY TEST

1. fo___rd (opposite of backward)
2. a note attached to the bill (joined)
3. remittance (the sending of money)
4. get your parents' approval
5. invoice (bill)
6. article of clothing
7. a book from the library
8. a duplicate copy
9. exactly measured (accurately)
10. the milk bill has been paid
11. life insurance
12. written on the blackboard
13. nurse in a hospital
14. earliest (soonest)
15. purchased new equipment
16. a train for freight, not for passengers
17. studying his lesson
18. estimate the cost of the house
19. at your convenience (suitable time)
20. make a memorandum of the telephone call
Check Tests 1 - 10
Words 121-140

121. thoroughly 128. addressed 134. exceedingly
122. campaign 129. possibility 135. special
123. community 130. sufficient 136. available
124. benefit 131. correspondence 137. distribution
125. acquaintance 132. schedule 138. sincerely
126. familiar 133. response 139. similar
127. financial 140. arrangement

MASTERY TEST

1. ad____es____d a letter
2. the two coats are sim____l____r (alike)
3. a leader in our com____nity
4. s____fi____ent money (enough)
5. th____oughly (completely)
6. no more tickets are av____l____ble
7. an election campa____n
8. ex____edingly (very)
9. his face is fam____l____r
10. no pos____b____lity of adv____ncement (chance)
11. banks deal with fin____n____al matters
12. c____resp____d____nce (letters)
13. for the ben____f____t of charity
14. in charge of distr____b____ion of books
15. railroad s____ed____le (timetable)
16. very since____ly yours
17. his r____sp____n____e to the question (answer)
18. an old ac____ntance of mine (friend)
19. attractive ar____n____ment of flowers
20. granted a sp____al favor
**BEST COPY AVAILABLE**

**Check Tests 1 - 10**  
**Words 141-160**

<table>
<thead>
<tr>
<th>141.</th>
<th>disappoint</th>
<th>148.</th>
<th>proposition</th>
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<th>Saturday</th>
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<tr>
<td>142.</td>
<td>remit</td>
<td>149.</td>
<td>planning</td>
<td>155.</td>
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<td>143.</td>
<td>judgment</td>
<td>150.</td>
<td>balance</td>
<td>156.</td>
<td>American</td>
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<td>extension</td>
<td>151.</td>
<td>shipment</td>
<td>157.</td>
<td>business</td>
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<tr>
<td>145.</td>
<td>particular</td>
<td>152.</td>
<td>either</td>
<td>158.</td>
<td>undoubtedly</td>
</tr>
<tr>
<td>146.</td>
<td>all right</td>
<td>153.</td>
<td>Wednesday</td>
<td>159.</td>
<td>beginning</td>
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<tr>
<td>147.</td>
<td>mention</td>
<td></td>
<td></td>
<td>160.</td>
<td>realize</td>
</tr>
</tbody>
</table>

**MASTERY TEST**

1. men____n my name (refer to)  
2. bal____n____e of the money  
3. r____mit (send money)  
4. ____ther Jim or Warren  
5. ju____ment (opinion)  
6. und____edly true (certainly)  
7. propo____i____on (proposal)  
8. beg____ning (starting)  
9. next ship____nt of mer-  
chandise  
10. don't dis____p____nt me  
11. r____li____e the importance  
(be aware of)  
12. add an e____ten____n to the  
house  
13. We____sdayer  
14. plan____ng to come  
15. Sat____day  
16. a p____ti____l____r worker  
(careful and exact)  
17. many men and w____m____n  
18. open for b____ness  
19. everything will be a____right  
20. I am an Am____r____n
Check Tests 1 - 10
Words 161-180

161. imagine
162. opportunity
163. knowledge
164. perhaps
165. experience
166. reference
167: necessity
168. grateful
169. general
170. permanent
171. certificate
172. temporary
173. difficulty
174. definite
175. approximately
176. opinion
177. specified
178. length
179. satisfactory
180. practice

MASTERY TEST

1. ima____ne my embarrassment
2. a gen____al in the army
3. the spe____fied number of pages
4. a perm____nt wave
5. an op____rt____nity for advancement
6. very sat____fact____ry work
7. gr____ful (thankful)
8. birth __ert____cate
9. no def____n____te plan
10. in my op____ion
11. ap____ox____m____tely two days (about)
12. dif____c____lty of the as____ignment
13. pract____e on the violin
14. no e____per____n____e at that kind of work
15. le____th and width
16. ne____es____ty for improve____ment
17. her k____l____ge of typing (understanding or skill)
18. temp____r____ry job
19. p____h____ps (maybe)
20. in ref____x____e to your letter
MASTERY TEST

1. the c____st____mer is always right
2. by the c____p____ration of all members (working together)
3. I as____re you that I am right
4. in ac____rd____n____e with the rules
5. the req____rements for the job
6. an e____ception to the rule
7. transportation and com____n____cation
8. an ind____vid____l case
9. ex____l____nt work (very good)
10. im____d____tely (without delay)

11. an established pol____y of our firm
12. c____rt____sy (politeness)
13. express ap____rec____tion for the gift
14. an asso____ation of businessmen
15. a prom____ reply (quick)
16. m____ch____nde____s (goods)
17. after great ef____rt (ex-____tion or strain)
18. under no c____rc____mnt____es (conditions)
19. repl____ng (answering)
20. vari____s kinds (several)
## APPENDIX

| 1.   | success          | 45. | character        | 89. | telegram        |
| 2.   | difference       | 46. | catalogue        | 90. | recently       |
| 3.   | pleasant         | 47. | impossible       | 91. | organization   |
| 4.   | remember         | 48. | superintendent  | 92. | recommendation |
| 5.   | finally          | 49. | assistance       | 93. | canceled       |
| 6.   | preferred        | 50. | application      | 94. | bureau         |
| 7.   | usually          | 51. | satisfied        | 95. | government     |
| 8.   | consideration    | 52. | completely       | 96. | unfortunately  |
| 9.   | doubt            | 53. | advertising      | 97. | commission     |
| 10.  | appearance       | 54. | apparently       | 98. | bulletin       |
| 11.  | determined       | 55. | impossible       | 99. | attention      |
| 12.  | decision         | 56. | information      | 100.| considerable  |
| 13.  | actually         | 57. | further          | 101.| exactly       |
| 14.  | extremely        | 58. | material         | 102.| library       |
| 15.  | endeavor         | 59. | purchase         | 103.| studying      |
| 16.  | advisable        | 60. | ridiculous       | 104.| article       |
| 17.  | position         | 61. | secretary        | 105.| attached      |
| 18.  | basis            | 62. | duly             | 106.| approval      |
| 19.  | clothes          | 63. | interest         | 107.| equipment     |
| 20.  | although         | 64. | mortgage         | 108.| hospital      |
| 21.  | February         | 65. | occurred         | 109.| insurance     |
| 22.  | annual           | 66. | capacity         | 110.| estimate      |
| 23.  | partial          | 67. | assume           | 111.| memorandum    |
| 24.  | obliged          | 68. | equipped         | 112.| paid          |
| 25.  | anxious          | 69. | double           | 113.| freight       |
| 26.  | evidently        | 70. | quantity         | 114.| remittance    |
| 27.  | convenient       | 71. | acknowledge      | 115.| forward       |
| 28.  | transferred      | 72. | criticism        | 116.| convenience   |
| 29.  | minimum          | 73. | occasion         | 117.| earliest      |
| 30.  | instruction      | 74. | especially       | 118.| duplicate     |
| 31.  | foreign          | 75. | surprise         | 119.| written       |
| 32.  | examination      | 76. | suggestion       | 120.| invoice       |
| 33.  | envelope         | 77. | explanation      | 121.| thoroughly    |
| 34.  | description      | 78. | authority        | 122.| campaign      |
| 35.  | statement        | 79. | affectionately   | 123.| community     |
| 36.  | guarantee        | 80. | cordially        | 124.| benefit       |
| 37.  | naturally        | 81. | situation        | 125.| acquaintance  |
| 38.  | regretting       | 82. | purpose          | 126.| familiar      |
| 39.  | beautiful        | 83. | committee        | 127.| financial     |
| 40.  | practical        | 84. | representative   | 128.| addressed     |
| 41.  | unnecessary      | 85. | necessary        | 129.| possibility   |
| 42.  | therefore        | 86. | probably         | 130.| sufficient    |
| 43.  | additional       | 87. | cancellation     | 131.| correspondence|
| 44.  | inquiry          | 88. | regarding        | 132.| schedule      |

42
Best copy available

Appendix continued

133. response 167. necessity
134. exceedingly 168. grateful
135. special 169. general
136. available 170. permanent
137. distribution 171. certificate
138. sincerely 172. temporary
139. similar 173. difficulty
140. arrangement 174. definite
141. disappoint 175. approximately
142. remit 176. opinion
143. judgment 177. specified
144. extension 178. length
145. particular 179. satisfactory
146. all right 180. practice
147. mention 181. exception
148. proposition 182. excellent
149. planning 183. replying
150. balance 184. immediately
151. shipment 185. cooperation
152. either 186. courtesy
153. Wednesday 187. appreciation
154. Saturday 188. requirements
155. women 189. individual
156. American 190. accordance
157. business 191. merchandise
158. undoubtedly 192. various
159. beginning 193. effort
160. realize 194. association
161. imagine 195. circumstances
162. opportunity 196. prompt
163. knowledge 197. policy
164. perhaps 198. customer
165. experience 199. assure
166. reference 200. communication
FRESHMAN VOCABULARY - LEVEL I

NAME ________________________________

DATE STARTED ________________________________

DATE FINISHED ________________________________

Test #1 __________________________________ Date __________

Test #2 __________________________________ Date __________

Test #3 __________________________________ Date __________

Test #4 __________________________________ Date __________

Test #5 __________________________________ Date __________

Test #6 __________________________________ Date __________

Test #7 __________________________________ Date __________

Test #8 __________________________________ Date __________

Test #9 __________________________________ Date __________

Test #10 __________________________________ Date __________

Average Grade ________________
FRESHMAN VOCABULARY

Work Packet and Evaluation Sheet

(Completion Time: 4½ weeks)

Level II

Converse County High School
Douglas, Wyoming

Students Name ____________________________
FR3SHMAV VOCABULARY
Individual Work Packet

1. Approximate completion time = 4½ weeks.

2. Contents:
   a. Behavioral objectives for vocabulary improvement.
   b. Evaluation materials.
   c. Direction.
   d. Master assignment sheet.
   e. Evaluation sheet (to be placed in your file).

3. Evaluation Materials:
   a. Vocabulary
      1. 6 review tests

4. Directions:
   a. Do the assignments in order. Do not skip around.
   b. All spelling errors will count as errors. Be careful.
   c. Turn in your vocabulary book after you have completed Review Test #6.

5. Behavioral objectives for vocabulary improvement
   (Note: These objectives apply to each assignment)
   a. Students will demonstrate that they can identify the meaning or meanings of a given word.
   b. Students will demonstrate that they can recognize synonyms.
   c. Students will demonstrate that they can recognize antonyms.
   d. Students will demonstrate that they can recognize homonyms.
   e. Students will demonstrate that they can spell a given word correctly.
   f. Students will demonstrate that they can recognize given structures grammatical significance (i.e., endings, prefixes)
   g. Students will demonstrate their ability to use given words in combinations, sentences, paragraphs, and longer compositions
Introduction to the Unit:

Words are the tools you use to communicate with other people, whether through speaking or writing. Everything you say or put in writing calls on your supply of words, and time after time your success depends on how clearly and how well you can express yourself.

These six lessons will use 369 words; some are familiar, some you have heard used, and some will be new to you. Once you have mastered these words you will probably be surprised at how often you will find use for them.

I. Your text will be Words are Important (First Book). You may obtain a copy from your instructor. Do all written work in this book.

II. Assignments and Reviews (85% is passing on the reviews, the lessons will not be graded)... Approximately time needed to complete this unit is 4½ weeks.

1. Assignment 1:
   a. Do lessons 1-3 (follow directions carefully).
   b. Do review #1 in the book.
   c. Take review test #1 (ask instructor).

2. Assignment 2:
   a. Do lessons 4-6.
   b. Do review #2 in the book.
   c. Take review test #2 (ask instructor).

3. Assignment 3:
   b. Do review #3 in the book.
   c. Take review test #3 (ask instructor).

4. Assignment 4:
   a. Do lessons 10-12.
   b. Do review #4 in the book.
   c. Take review test #4 (ask instructor)
Master Assignment Sheet continued:

5. Assignment 5:
   b. Do review #5 in the book.
   c. Take review test #5 (ask instructor).

6. Assignment 6:
   b. Do review #6 in the book.
   c. Take review test #6 (ask instructor).

III. Materials

1. Filmstrips: From set 808.02.
   a. "Increase your stock of words"
   b. "Same Word: Different part of Speech"

2. Using the Dictionary: A study guide for use with the
   American College Dictionary (page 8-9 are especially useful)
FRESHMAN VOCABULARY

Work Packet and Evaluation Sheet

(Completion Time: 4½ weeks)

Level III

Converse County High School
Douglas, Wyoming

Students Name ____________________________
This vocabulary unit will present you with approximately 236 new vocabulary words.

Your workbook is entitled Tests For Vocabulary For Adults. You will need to supplement this book with a dictionary.

You should spend approximately 4½ weeks with this unit.

Contents of this packet:
- Order of testing
- Behavioral objectives for vocabulary improvement
- Directions
- Evaluation Sheet (to be included in your file)

- Order of testing:
  1. Pretest
  2. Review Test 1-4 (85% is passing)
  3. Review Test 5-8 (85% is passing)
  4. Review Test 9-13 (85% is passing)
  5. Review Test 14-17 (85% is passing)
  6. Post Test

- Behavioral objectives for vocabulary improvement:
  (Note: These objectives apply to each assignment)

  1. Students will demonstrate that they can identify the meaning or meanings of a given word.
  2. Students will demonstrate that they can recognize synonyms.
  3. Students will demonstrate that they can recognize antonyms.
  4. Students will demonstrate that they can recognize homonyms.
  5. Students will demonstrate that they can spell a given word correctly.
  6. Students will demonstrate that they can recognize given structures of grammatical significance (i.e., endings, prefixes, etc.)
  7. Students will demonstrate their ability to use given words in combinations, sentences, paragraphs, and longer compositions.
Directions:

After every four or five vocabulary exercises, there is a review test. Before you receive your work booklet, your six tests will be removed by the instructor. When you are ready to take a test, ask your instructor for the test sheet.

You will receive six vocabulary scores for this unit, and a comparison between your initial and final scores will be made.

85% is considered passing on each of the four review tests and if you truly apply your intelligence, it is quite possible you percentage of increase (see Evaluation Sheet) will be 20% or more.

You will demonstrate, by doing this unit and by including these new words into your written work, that you are capable of not only adding new depth to your oral and written work, but that you are capable of recognizing when words are used correctly and/or incorrectly.
Freshmen Vocabulary - Level III

NAME

DATE STARTED

DATE FINISHED

PRETEST: (taken before booklet is received)

% SCORE

DATE

Review Test 1-4
% Score

Date

Review Test 5-8
% Score

Date

Review Test 9-13
% Score

Date

Review Test 14-17
% Score

Date

POST TEST:

% SCORE

DATE

AVERAGE % SCORE OF REVIEW TESTS

% of Increase (difference between pre- and post test)
FRESHMAN LITERATURE
WORK PACKET AND
EVALUATION SHEET
(Completion Time: 9 Weeks)

Converse County High School
Douglas, Wyoming

Student's Name __________________________
ALL WORK IN THIS UNIT SHOULD BE COMPLETED IN ONE NINE WEEK'S TIME. THERE IS A LOT OF READING IN THIS UNIT. DO NOT WASTE TIME, WORK STEADILY AND YOU WILL HAVE NO DIFFICULTY.

CONTENTS OF THIS PACKET INCLUDE:

- LIST OF BEHAVIORAL OBJECTIVES
- CHOICES FOR EXTENDED PROSE SELECTION (READ 1)
- CHOICES FOR DRAMA SELECTION (READ 1)
- CHOICES FOR SHORT STORY AND NON-FICTION SELECTIONS (READ 20)
- LITERARY OBJECTIVES FOR THIS UNIT
- SAMPLE OF "FRESHMAN LITERATURE SUBSTITUTIONS" WORKSHEET
- SAMPLE OF "ORAL TESTING RECORD SHEET"
- EVALUATION SHEET (TO BE GIVEN TO INSTRUCTOR)

TESTING METHODS:

DEPENDING ON THE PARTICULAR SELECTION READ, YOU MAY BE TESTED IN ON OR MORE OF THE FOLLOWING METHODS. CHECK WITH YOUR INSTRUCTOR TO KNOW WHICH WILL APPLY TO YOU AND YOUR WORK:

1. STANDARDIZED TESTS --- 75% IS CONSIDERED TO BE PASSING
2. "FRESHMAN LITERATURE SUBSTITUTION" WORKSHEET (see sample copy in this packet)
3. INSTRUCTOR--DIRECTED ORAL TESTS (see sample copy in this packet)
4. SPECIALLY DESIGNED TESTS

(NOTE: MANY SELECTIONS IN THIS PACKET HAVE AUDIO-VISUAL AIDS TO HELP YOUR UNDERSTANDING. CHECK WITH YOUR INSTRUCTOR)
OBJECTIVES

1. Literature deals with a subject and expresses that subject as a theme. The basic subjects and themes of literature are concerned with man and his relationship to his physical, social, and cultural world. Therefore, the student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works.

2. The distinctive voice of the writer speaks through his style, which essentially is a product of language—the choice and combination of words, sentence structures, and the rhythms of larger elements. Therefore, students will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles.

3. Literary forms have common characteristics that make it possible for them to be classified into types. Therefore, the student will be able to identify, compare, and discuss the various types of literature.

4. Contrast between and likeness of elements are important aspects of pattern and form in literature. Therefore, students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works.

5. Much of literature deals with storied elements; such storied elements have their beginning in some type of conflict. Therefore, the student will be able to identify and discuss conflict as it appears in various literary works. Some of the more common conflicts are: man vs. man, man vs. nature, man vs. himself, man vs. society, man vs. God, man vs. the unknown.

6. Plot in storied literature moves from complication, through conflict, to resolution. Therefore, students will be able to identify and discuss complications, conflict, and resolution as they appear in various literary works. Refer to the material in objective 5 to help you with conflict.

7. Much storied literature takes place in a real or imagined setting—a time and a place. Therefore, will be able to identify and discuss the setting(s) of various literary works.

8. Much literature deals with and focuses on character. Therefore, students will be able to identify and discuss character(s) as it appears in various literary works.

9. Almost all literature goes beyond the plot or literal level to suggest deeper levels of meaning; such deeper levels are often suggested through image, metaphor, and symbol. Therefore, will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works.
OBJECTIVE

I. ASSIGNMENTS:

1. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR—HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. THE CONTENDER by Robert Lipsyte (to be found in perspectives)
2. THE RED PONY by John Steinbeck (to be found in the library)
3. THE PEARL by John Steinbeck (to be found in the library)
4. DEATH BE NOT PROUD by John Gunther (to be found in the library)
5. THE DIARY OF ANN FRANK by Ann Frank (to be found in the library)
6. BORN FREE by Joy Adamson (paperback and in the library)
7. HEIDI by Johanna Spyri (permabound)

2. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR—HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. THE DROPOUT by Roger O. Hirson (Scope I)
2. NATIVE DANCER by David Shaw (Scope I)
3. IN THE FOG by Milton Geiger (Scope I)
4. A MATTER OF PRIDE by Frank D. Gilroy (Scope II)
5. SORRY, WRONG NUMBER by Lucille Fletcher (Scope II)
6. THE DEVIL AND DANIEL WEBSTER by Stephen Vincent Benet (Drama I)
7. THE UGLY DUCKLING by A. A. Milne (Drama I)

3. READ TWENTY (20) OF THE FOLLOWING EIGHTY-NINE (89) SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR—HAVE YOUR INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. FROM SCOPE I: THE STUDENT MAY READ ANY OF THE SELECTIONS FROM "FICTION", "PERSONAL EXPERIENCE" AND "BIOGRAPHY AND AUTOBIOGRAPHY" (choice of 34 selections)
2. FROM SCOPE II: MAY READ ANY OF THE SELECTIONS FROM "FICTION", "PERSONAL EXPERIENCE", and "BIOGRAPHY AND AUTOBIOGRAPHY" (choice of 28 selections)
OBJECTIVE (Cont'd)

3. FROM STORIES OF THE INNER ONE; MAY READ ANY OF THE SELECTIONS IN THIS BOOK. (Choice of 27 selections).
### FRESHMAN LITERATURE SUBSTITUTIONS

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<td><strong>Requirements For</strong></td>
<td><strong>Requirement for</strong></td>
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<tr>
<td><strong>Novels and Plays</strong></td>
<td><strong>Short Stories</strong></td>
<td></td>
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1. Write a discussion of the Plot of the book. Tell, in detail, what happened, who it happened to, and why it happened. Include material referring to complication, conflict and resolution.

2. Write a discussion on the setting(s) of the book you read. Include both time and place. **Include details.**

3. Write a character sketch for each main character of the book (ask the instructor if you are unsure about doing a sketch for a particular character.) Include such things as physical appearance, attitude, ambitions, likes, dislikes, etc.

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<th><strong>approximately</strong></th>
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<td>5-10 pages</td>
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Student's Name: 

Grade: 

Literature Oral Testing Record Sheet

Selection __________________

Author __________________

Date __________________

1. Subject ____________________________________________________________

2. Theme ______________________________________________________________

3. Author's point of view ________________________________________________

4. Author's Style ________________________________________________________

5. Satire/irony/hyperbole ________________________________________________

6. Literary type (essay, poetry, etc.) _______________________________________

7. Literary form (sonnet, parody, etc.) ______________________________________

8. Type of order, sequence (plot) __________________________________________

9. Contrast & compare with other work ______________________________________

10. Repetition, balance, rhythm ___________________________________________

11. Stated elements (man vs. man, etc.) ______________________________________

12. Complication, conflict, resolution _______________________________________

13. Setting _____________________________________________________________

14. Character __________________________________________________________

15. Deeper levels of meaning _____________________________________________

Instructor __________________

Grade and/or comments __________________

69
FRESHMAN LITERATURE LEVEL I

NAME ____________________________

DATE STARTED (FILLED IN BY STUDENT) ________________________________

DATE FINISHED ___________________________________________________

1. EXTENDED PROSE SELECTION:

   TITLE: ____________________________
   AUTHOR: ____________________________
   TESTING DEVICE: ____________________________
   TESTING RESULTS: ____________________________
   DATE: ____________________________

2. DRAMA SELECTION:

   TITLE: ____________________________
   AUTHOR: ____________________________
   TESTING DEVICE: ____________________________
   TESTING RESULTS: ____________________________
   DATE: ____________________________

3. SHORT STORY AND NON-FICTION SELECTIONS:

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FRESHMAN LITERATURE
LEVEL II

ALL WORK IN THIS UNIT SHOULD BE COMPLETED IN ONE NINE-WEEK'S TIME. THERE IS A LOT OF READING IN THIS UNIT. DO NOT WASTE TIME. WORK STEADILY AND YOU WILL HAVE NO DIFFICULTY.

CONTENTS OF THIS PACKET INCLUDE:
- LIST OF BEHAVIORAL OBJECTIVES
- CHOICES FOR EXTENDED PROSE SELECTION (READ 1)
- CHOICES FOR DRAMA SELECTION (READ 1)
- CHOICES FOR SHORT STORY AND NON-FICTION SELECTIONS (READ 20)
- LITERARY OBJECTIVES FOR THIS UNIT
- SAMPLE OF "FRESHMAN LITERATURE SUBSTITUTION" WORKSHEET
- SAMPLE OF "ORAL TESTING RECORD SHEET"
- EVALUATION SHEET (TO BE GIVEN TO INSTRUCTOR)

TESTING METHODS:

DEPENDING ON THE PARTICULAR SELECTION READ, YOU MAY BE TESTED IN ONE OR MORE OF THE FOLLOWING METHODS. CHECK WITH YOUR INSTRUCTOR TO KNOW WHICH WILL APPLY TO YOU AND YOUR WORK:

1. STANDARDIZED TESTS—85% IS CONSIDERED TO BE PASSING

2. "FRESHMAN LITERATURE SUBSTITUTION" WORKSHEET (SEE SAMPLE COPY IN THIS PACKET)

3. INSTRUCTOR—DIRECTED ORAL TESTS (SEE SAMPLE COPY IN THIS PACKET)

4. SPECIALLY DESIGNED TESTS—

(NOTE: MANY SELECTIONS IN THIS PACKET HAVE AUDIO-VISUAL AIDS TO HELP YOUR UNDERSTANDING. CHECK WITH YOUR INSTRUCTOR.)
OBJECTIVES

1. Literature deals with a subject and expresses that subject as a theme. The basic subjects and themes of literature are concerned with man and his relationship to his physical, social, and cultural world. Therefore, the student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works.

2. The distinctive voice of the writer speaks through his style, which essentially is a product of language—the choice and combination of words, sentence structures, and the rhythms of larger elements. Therefore, students will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles.

3. Literary forms have common characteristics that make it possible for them to be classified into types. Therefore, students will be able to identify, compare, and discuss the various types of literature.

4. Contrast between and likeness of elements are important aspects of pattern and form in literature. Therefore, students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works.

5. Much of literature deals with storied elements; such storied elements have their beginning in some type of conflict. Therefore, students will be able to identify and discuss conflict as it appears in various literary works. Some of the more common conflicts are: man vs. man, man vs. nature, man vs. himself, man vs. society, man vs. God, man vs. the unknown.

6. Plot in storied literature moves from complication, through conflict, to resolution. Therefore, students will be able to identify and discuss complications, conflict and resolution as they appear in various literary works. Refer to the material in objective 5 to help you with conflict.

7. Much storied literature takes place in a real or imagined setting—a time and a place. Therefore, you will be able to identify and discuss the setting(s) of various literary works.

8. Much literature deals with and focuses on character. Therefore, students will be able to identify and discuss character(s) as it appears in various literary works.

9. Almost all literature goes beyond the plot or literal level to suggest deeper levels of meaning; such deeper levels are often suggested through image, metaphor, and symbol. Therefore, you will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works.
ASSIGNMENTS:

1. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR--HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

   1. GREAT EXPECTATIONS by Charles Dickens (to be found in Adventures in Reading)
   2. TO KILL A MOCKINGBIRD by Harper Lee (to be found in permabound or in the library)
   3. HEIDI by Johanna Spyri (permabound)
   4. SILAS MARNER by George Eliot (to be found in Adventures in Appreciation)
   5. JANE EYRE by Charlotte Bronte (found in Four Novels for Appreciation)
   6. Kim by Rudyard Kipling (found in Four Novels for Appreciation)
   7. NIGHT FLIGHT by Antoine de Saint-Exupéry (found in Four Novels for Appreciation)

2. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR--HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

   1. ROMEO AND JULIET by William Shakespeare (found in Adventures in Reading)
   2. THE MIRACLE WORKER by William Gibson (found in paperback and Adventures in Appreciation)
   3. JULIUS CAESAR by William Shakespeare (found in Adventures in Reading and Drama II)
   4. I REMEMBER MAMA by John Van Druten (found in Drama II)
   5. THE WINSLOW BOY by Terrence Rattigan (found in Drama II)
   6. THE ADMIRABLE CRICHTON by James M. Barrie (found in Drama II)
   7. OUR TOWN by Thornton Wilder (found in Adventures in American Literature)
3. Read twenty (20) of the following 100 selections and do the evaluation material selected by an instructor: (Note: Substitutions are possible, but they must be cleared by an instructor—have the instructor initial your substitution on your evaluation sheet!)

1. From Short Stories I: You may read any of the twenty-two (22) short stories.

2. From Non-Fiction I: You may read any of the nineteen (19) selections.

3. From Non-Fiction II: You may read any of the twenty (20) selections.

4. From Adventures In American Literature: You may read any of the selections, but please check with an instructor before you begin.

5. From The United States In Literature: You may read any of the selections, but please check with an instructor before you begin.

6. From Perspectives: You may read any of the shorter selections, but please check with an instructor before you begin.

7. From Adventures In Appreciation: You may read any of the shorter selections, but please check with an instructor before you begin.
### FRESHMAN LITERATURE SUBSTITUTIONS

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<th>ASSIGNMENT</th>
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<th>REQUIREMENTS FOR NOVELS AND PLAYS</th>
<th>LENGTH</th>
<th>REQUIREMENT FOR SHORT STORIES</th>
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<tr>
<td>1. Write a discussion of the plot of the book. Tell, in detail, what happened, who it happened to, and why it happened. Include material referring to complication, conflict, and resolution.</td>
<td>3-5 pages</td>
<td>1 page</td>
<td>1-2 pages</td>
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<td>2. Write a discussion on the setting(s) of the book you read. Include both time and place. Include details.</td>
<td>1 page</td>
<td>1 paragraph</td>
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<td>3. Write a character sketch for each main character of the book (ask the instructor if you are unsure about doing a sketch for a particular character.) Include such things as physical appearance, attitude, ambitions, likes, dislikes, etc.</td>
<td>1 paragraph</td>
<td>1 paragraph</td>
<td>2-4 paragraphs</td>
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**TOTAL**

Approximately 5-10 pages

2-5 pages
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1. **Subject**

2. **Theme**

3. **Author's point of view**

4. **Author's Style**

5. **Satire/irony/hyperbole**

6. **Literary type (essay, poetry, etc.)**

7. **Literary form (sonnet, parody, etc.)**

8. **Type of order, sequence (plot)**

9. **Contrast & compare with other work**

10. **Repetition, balance rhythm**

11. **Storied elements (man vs. man, etc.)**

12. **Complication, conflict, resolution**

13. **Setting**

14. **Character**

15. **Deeper levels of meaning**

**Instructor**

**Grade and/or Comments**
FRESHMAN LITERATURE----LEVEL II

NAME
DATE STARTED (FILLED IN BY STUDENT)
DATE FINISHED

1. EXTENDED PROSE SELECTION:
   TITLE: __________________________
   AUTHOR: ________________________
   TESTING DEVICE: ________________
   TESTING RESULTS: ______________

   DATE: __________________________

2. DRAMA SELECTION:
   TITLE: __________________________
   AUTHOR: ________________________
   TESTING DEVICE: ________________
   TESTING RESULTS: ______________

   DATE: __________________________

3. SHORT STORY AND NON-FICTION SELECTIONS:

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FRESHMAN LITERATURE
LEVEL III

ALL WORK IN THIS UNIT SHOULD BE COMPLETED IN ONE NINE-WEEKS' TIME. THERE IS A LOT OF READING IN THIS UNIT. DO NOT WAST TIME. WORK STEADILY AND YOU WILL HAVE NO DIFFICULTY:

CONTENTS OF THIS PACKET INCLUDE:
- LIST OF BEHAVIORAL OBJECTIVES
- CHOICES FOR EXTENDED PROSE SELECTION (READ 1)
- CHOICES FOR DRAMA SELECTION (READ 1)
- CHOICES FOR SHORT STORY AND NON-FICTION SELECTIONS (READ 20)
- LITERARY OBJECTIVES FOR THIS UNIT
- SAMPLE OF "FRESHMAN LITERATURE SUBSTITUTION" WORKSHEET
- SAMPLE OF "ORAL TESTING RECORD SHEET"
- EVALUATION SHEET (TO BE GIVEN TO INSTRUCTOR)

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DEPENDING ON THE PARTICULAR SELECTION READ, YOU MAY BE TESTED IN ONE OR MORE OF THE FOLLOWING METHODS. CHECK WITH YOUR INSTRUCTOR TO KNOW WHICH WILL APPLY TO YOU AND YOUR WORK:

1. STANDARDIZED TESTS: 85% IS CONSIDERED TO BE PASSING

2. "FRESHMAN LITERATURE SUBSTITUTION" WORKSHEET (SEE SAMPLE COPY IN THIS PACKET)

3. INSTRUCTOR—DIRECTED ORAL TESTS (SEE SAMPLE COPY IN THIS PACKET)

4. SPECIALLY DESIGNED TESTS

(NOTE: MANY SELECTIONS IN THIS PACKET HAVE AUDIO-VISUAL AIDS TO HELP YOUR UNDERSTANDING. CHECK WITH YOUR INSTRUCTOR.)
1. LITERATURE DEALS WITH A SUBJECT AND EXPRESSES THAT SUBJECT AS A THEME. The basic subjects and themes of literature are concerned with man and his relationship to his physical, social, and cultural world. Therefore, the student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works.

2. The distinctive voice of the writer speaks through his style, which essentially is a product of language—the choice and combination of words, sentence structures, and the rhythms of larger elements. Therefore, students will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles.

3. Literary forms have common characteristics that make it possible for them to be classified into types. Therefore, students will be able to identify, compare, and discuss the various types of literature.

4. Contrast between and likeness of elements are important aspects of pattern and form in literature. Therefore, students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works.

5. Much of literature deals with storied elements; such storied elements have their beginning in some type of conflict. Therefore, students will be able to identify and discuss conflict as it appears in various literary works. Some of the more common conflicts are: man vs. man, man vs. nature, man vs. himself, man vs. society, man vs. God, man vs. the unknown.

6. Plot in storied literature moves from complication, through conflict, to resolution. Therefore, students will be able to identify and discuss complications, conflict, and resolution as they appear in various literary works. Refer to the material in objective 5 to help you with conflict.

7. Much storied literature takes place in a real or imagined setting—a time and a place. Therefore, students will be able to identify and discuss the setting(s) of various literary works.

8. Much literature deals with and focuses on character. Therefore, students will be able to identify and discuss character(s) as it appears in various literary works.

9. Almost all literature goes beyond the plot or literal level to suggest deeper levels of meaning; such deeper levels are often suggested through image, metaphor, and symbol. Therefore, students will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works.
ASSIGNMENTS
1. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR--HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. GREAT EXPECTATIONS by Charles Dickens (to be found in Adventures in Reading)
2. SILAS MARNER by George Eliot (to be found in Adventures in Appreciation)
3. Jane Eyre by Charlotte Brontë (to be found in Four Novels for Appreciation)
4. Kim by Rudyard Kipling (found in Four Novels for Appreciation)
5. Oliver Twist by Charles Dickens (to be found in paperback or in the library)
6. THE BRIDGE OF SAN LUIS REY by Thornton Wilder (to be found in Four Novels for Appreciation)
7. GULLIVER'S TRAVELS by Jonathan Swift (to be found in four Novels for Appreciation)

2. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR---HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

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3. OUR TOWN by Thornton Wilder (found in Adventures in American Literature)
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5. I REMEMBER MAMA by John Van Druten (found in Drama II)
6. THE ADMIRABLE CRICHTON by James M. Barrie (found in Drama II)
7. THE WINSLOW BOY by Terrance Rattigan (found in Drama II)
ASSIGNMENTS--CONT'D

3. Read twenty (20) of the following 100+ selections and do the evaluation material selected by an instructor: (Note: Substitutions are possible, but they must be cleared by an instructor--have the instructor initial your substitutions on your evaluation sheet!)

1. Any of Edgar Allan Poe's short stories (found in library)
2. Any of O. Henry's short stories (found in library)
3. Any of Mark Twain's short stories (found in library)
4. Any of James Thurber's short stories (found in library)
5. From Short Stories I: You may read any of the twenty-two (22) short stories.
6. From Non-Fiction I: You may read any of the nineteen (19) selections.
7. From Non-Fiction II: You may read any of the twenty (20) selections.
8. From Adventures in American Literature: You may read any of the selections, but please check with an instructor before you begin.
9. From The United States in Literature: You may read any of the selections, but please check with an instructor before you begin.
# FRESHMAN LITERATURE SUBSTITUTIONS

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<th>LENGTH Requirements for Novels and Plays</th>
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<td>1. Write a discussion of the plot of the book. Tell, in detail, what</td>
<td>3-5 pages</td>
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<td>happened, who it happened to, and why it happened. Include material</td>
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<td>referring to complication, conflict, and resolution.</td>
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<td>instructor if you are unsure about doing a sketch for a particular</td>
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<td>character.) Include such things as physical appearance, attitude,</td>
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1. Subject

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4. Author's Style

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6. Literary type (essay, poetry, etc.)

7. Literary form (sonnet, parody, etc.)

8. Type of order, sequence (plot)

9. Contrast & compare with other work

10. Repetition, balance, rhythm

11. Storied elements (man vs. man, etc.)

12. Complication, conflict, resolution

13. Setting

14. Character

15. Deeper levels of meaning

Instructor

Grade and/or Comments
FRESHMAN LITERATURE --- LEVEL III

NAME
DATE STARTED (FILLED IN BY STUDENT)
DATE FINISHED

1. EXTENDED PROSE SELECTION:
   TITLE:
   AUTHOR:
   TESTING DEVICE:
   TESTING RESULTS:
   DATE:

2. DRAMA SELECTION:
   TITLE:
   AUTHOR:
   TESTING DEVICE:
   TESTING RESULTS:
   DATE:

3. SHORT STORY AND NON-FICTION SELECTIONS:

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Freshman Speech
Work Packet and Evaluation Sheet

(Completion time: 9 weeks)

Level I-II-III

Converse County High School

Douglas, Wyoming

Student's Name

78
Freshman Speech
Level I-II-III

Contents of this packet:
- Behavioral objectives listed
- 5 assignment sheets with objectives
- Appendix—eight special interest sheets

This unit is designed to provide a student with the basic concepts of public speaking and an opportunity to plan, prepare, and deliver five actual speeches.

Do not rush through this unit. We are more interested in quality than speed.
Assignment Sheet I

A. Objectives:
   1. The student will be able to identify at least twenty jobs or occupations in which speech plays very important roles.

B. Activities: Do one of the following activities
   1. Make a collage (look at filmstrip 751.493), using pictures from magazines and newspapers, which shows at least twenty (20) different occupations related to speaking (e.g., radio announcer, minister).

   2. Write a two to three page paper (use ink) which describes at least twenty specific occupations directly related to speech (e.g., radio announcer, minister).
Assignment Sheet II

A. Objectives:
The student will be able to critically evaluate a speech and be able to write a two-page paper explaining your evaluation.

B. Activities:

Listen to one (1) of the speeches on the following records and, when you have finished, write (in ink) a two to three (2-3) page evaluation of the speech.

You will need to refer to sheet VII in the appendix to this packet for assistance. You should use this sheet as a check list for your work, then write your paper from the notes.

C. Materials:

Speech Records:
"Great American Speeches"
"Immortal Speeches of Abraham Lincoln"
"Inaugural Addresses"
"Lincoln's Speeches and Letters"
"Theodore Roosevelt Speaks"
"Winston Churchill-Winston Churchill Speaks"
"Wit and Wisdom of Will Rogers"
Assignment Sheet III

Objectives:
1. Given a diagram of a human head, the student will be able to correctly identify the parts of the body which are used in speaking.
2. Using the words PHONATION, RESPIRATION, RESONATION, and ARTICULATION, the student will be able to explain the processes involved in speech. The student will be able to write explanations in paragraph form.
3. The student will be able to explain why speech is an "overlaid" function of his body.

Activities:
TAKE THE TEST ENTITLED "Speech Physiology". Your instructor will give you the test. You will score 80% or better to pass. You will need to use all or part of the resource material listed below in order to study for this test.

Materials:
Resource Materials:
1. Chapter 1-4 in Voice and Articulation: A handbook
2. Chapter 10 in Speech For Today--Study the picture on page 204 very carefully.
3. Chapter 5-6 in The New American Speech
4. Filmstrips (from the 611-"The Human Body")
   A. "Human Respiration"
   B. "How we produce sound and Speech"
5. "Speech Models"-ask the instructor about these.
OBJECTIVES:

1. The student will be able to list at least three things or methods which may be used as "cures" for stage fright.

2. Using the terms ETHOS, PATHOS, and LOGOS, the student will explain in paragraph form three methods a speaker can use to persuade an audience.

3. Using the terms IMPROMPTU, MANUSCRIPT, MEMORIZED, and EXTEMPORANEOUS, the student will be able to list and explain the four basic types of speeches. The student will know which type is usually considered to be the most effective, and why.

ASSIGNMENT:

Take the test entitled "The Four Basic Types of Speeches". Your instructor will give you the test. You will score 80% or better to pass. You will need to use all or part of the resource materials listed below in order to study for this test.

RESOURCE MATERIALS:

1. Chapters 6-11 in Speech for Today
2. Chapters 8-10 in The New American Speech
3. Sound Filmstrip 808.51, "Public Speaking"
4. Cassette tape 825, "Diction and Speech"
5. Sound Filmstrip 301.42, "Getting Along with Others"
6. Sound Filmstrips 157.63, "Hard to feel you're Somebody"
7. Principles and Types of Speech by Alan H. Monroe (808.51-Mon). Ask an instructor for material on ethos, pathos, logos, etc.
ASSIGNMENT SHEET V

Objective:

The student will be able to prepare and deliver an extemporaneous speech. The speech will be no less than five-minutes long.

Assignments:

Research, prepare, practice (NOTE: You may wish to use tape recorders or "Tok-Beks" in your practice) and deliver FIVE (5) extemporaneous speeches (at least twenty-five minutes of speaking time when you finish!)

You may do these speeches before school, after school, or during free periods. Also, you may do these five (5) speeches during a class period.

Each speech will be no less than five (5) minutes long.

You will need to refer to sheets I, II, III, IV, V, VI, and VII in the appendix for assistance. You will be evaluated on a sheet similar to sheet VIII.

(NOTE: You will find it easier if you follow some of the thoughts presented in sheet VI)
APPENDIX

I. How to choose a subject
II. How to gather and organize information
III. How to write a speech
IV. How to deliver a speech
V. How to speak extemporaneously
VI. How to make a demonstration speech
VII. How to evaluate a speech
VIII. Freshman Speech Evaluation sheet
I. How to Choose a Subject

1. Which should I decide on first, a speech purpose or a speech subject? Purpose selection might come first in one instance, and subject selection in another. Or they might be chosen at the same time. There's no hard-and-fast rule.

2. There are five steps that I must follow in selecting a speech subject.
   - define the speaking occasion
   - make a bit-sized subject choice
   - select the speech purpose
   - select the presentation medium
   - consider good taste

3. If my speech purpose has been chosen first, I will then
   - define the speaking occasion
   - choose the subject
   - select the presentation medium
   - consider good taste

NOTES:
II. How to Gather and Organize Information

1. Prepare a thesis statement. This is the statement that tells what I'm going to prove, explain, or talk about.

2. Gather and organize information. My thesis statement needs to be supported by facts. In developing these facts, I'll think pro (for) and con (against) so that I will answer any questions or doubts my listeners may have.

3. Prepare a conclusion. I'll remind my listeners of my thesis statement just in case they've forgotten what I wanted to prove. I'll also sum up the major points presented in the body of my speech.

4. Prepare an introduction. Now that I've developed my speech, what background information will my listeners need to understand what I'm talking about? I have to present the general problem so my listeners will understand my thesis statement.

5. Choose a speech title. What have I said in my speech that suggests a catch title. Ah, there it is. And, I'm finished!

EXHIBIT A--FLASH SHEET

Materials: Sheets of notebook paper, lined or unlined.
Directions: Draw a vertical line down the center of the sheet and a horizontal line between each pro-con entry.

<table>
<thead>
<tr>
<th>Con:</th>
<th>Pro:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A person could drown.</td>
<td>1. Not if he learns how to swim properly and learns safety rules. The Red Cross, YMCA, YWCA, Scout, and other groups teach swimming (often free).</td>
</tr>
<tr>
<td>2. (List second con)</td>
<td>2. (list second pro)</td>
</tr>
</tbody>
</table>

Note: The con point is developed first since this provides a target for a strong pro.
Materials: 3" x 5" index cards are recommended.

<table>
<thead>
<tr>
<th>Con:</th>
<th>Afraid of drowning? No need to be. At almost every pool or lake there are swimming instructors to teach you how to swim safely and well. There are also swimming classes offered by such organizations as . . . . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A person could drown.</td>
<td>(side 1: summary of pro-con information)</td>
</tr>
<tr>
<td>Pro:</td>
<td>(side 2: development of pro-con information)</td>
</tr>
<tr>
<td>Not if he learns how to swim properly and learns safety rules. The Red Cross, YMCA, YWCA, Scouts and other groups teach swimming (often free).</td>
<td></td>
</tr>
</tbody>
</table>
III. How to Write a Speech

1. **Word Bridging.** This is the important ingredient that glues my message parts together.
   
   a. Word bridges serve the following functions.
      
      . To provide a smooth transition between speech parts and message parts (only a few simple words are necessary).
      . To help the audience understand an important point (a useful statistic or an example can illustrate a point).
      . To provide background information for any message part that the audience otherwise might not fully understand.
      . To recapture the audience’s straying attention (short stories, jokes, or quotations are effective)
   
   b. I must check my word bridges to be sure that they are important and that they don’t detract from my main message parts.

2. **Point reinforcement.** Some message parts need more explanation than others.
   
   a. As I am writing my fully prepared speech, I’ll anticipate audience doubt or lack of understanding by restating each important message part in two different ways.
   
   b. I’ll remember that the word bridging before an important message part should provide a frame of reference for my audience.

3. **Final check -- composition.** This is the time to polish my phrases and correct any errors I may have made.
   
   a. Read the speech aloud.
      
      . Check for smoothness of thought flow and word bridging.
      . Check for amount of time it takes for delivery.
      . Check spelling, punctuation, and grammar.
   
   b. OK! Now I can write the final copy of my speech!
IV. HOW TO DELIVER A SPEECH

1. Develop confidence before the speech delivery. In order to be confident before I deliver my speech, I must be interested in my topic and know my subject. I must not only know the facts I will present, but the facts behind the facts—those that will answer all my listeners' unasked questions.

2. Practice the speech. I have prepared my speech parts carefully and have linked them together with word bridges. Now is the time to build self-confidence.
   a. I'll "mumble-test" the speech, checking for flow.
   b. Then I will give the speech to a trial audience. I'll use a tape recorder if available, because I am my own best audience. Otherwise, I'll try to find a listener who will tell me the truth about my speech. I'll revise the speech wherever my own checking and the reactions of my trial audience show that change is needed. Here are the questions I'll ask myself:
      1. Does each speech part lead directly to the next?
      2. Have I used words that are hard to pronounce or hard to understand?
      3. Are changes in order?
      4. Does my word bridging serve its function of leading the listeners from one message part to another?
      5. Does my word bridging provide the frame of reference or background information necessary for each message part?

3. Deliver the speech. I've practiced my speech and have made all the necessary improvements. I'm ready for my "moment of truth."
   a. I'll look the audience over and wait for quiet. It will come. Then I'll judge the attitude of the audience. If interested, I'll plunge right in. If not, how about an icebreaker—a few words to capture attention?
   b. Ready? Remember these rules for good delivery.
      1. Be natural and at ease.
      2. Talk loudly enough for all to hear; don't shout, and don't mumble.
      3. Don't talk to the speech notes or to a sympathetic friend; talk to everyone!
      4. Watch the audience for signs of doubt, misunderstanding, or lagging interest. Restate a point in question, eliminating a less important comment if time is a factor.
      5. Check the tempo of delivery. Am I talking too fast? too slow?
Use facial expressions and gestures, those that come easily and naturally. Remember, words and gestures can be more effective than just words in getting across a thought.

Stand with erect posture. Good posture shows confidence. Poor posture indicates self-doubt, doubt my listeners will share.
V. HOW TO SPEAK EXTEMPORANEOUSLY

1. In an impromptu speech I have to rely on:
   a. my knowledge of the subject to be discussed
   b. my ability to speak

2. There are two major differences between an impromptu speech and an extemporaneous speech.
   a. In an impromptu speech, I have no time for preparation; in an extemporaneous speech, I do have preparation time--this can be an extensive period of time, or a short period of time.
   b. In an impromptu speech I cannot use notes; in an extemporaneous speech, I may use any notes I have had time to prepare.

3. When making an impromptu speech, I must not ramble!
   a. I must select three (but no more than four) incidents to describe or facts to explain.
   b. I must remember to return to my thesis statement when it is time for my conclusion (after three incidents or facts, or when I hear myself saying "Well, ah...").

4. In an extemporaneous speech, when my listeners show signs of doubt or of fading interest, I'll adjust.
   a. I will restate the message part in question if it is a vital part of my speech.
   b. I won't adjust my word bridging unless it is designed to provide a frame of reference for a main message part.
   c. I'll adjust only once. If my adjustment is unsuccessful, I'll continue to my next point.

5. If my allotted time is running out, I'll omit the lesser points that I planned to discuss and proceed to my conclusion.

6. I'll conclude by restating my thesis statement and sum up the major points of information I've presented in support of the thesis statement. I'll pause for questions before I say "thank you" and return to my seat.
VI. HOW TO MAKE A DEMONSTRATION SPEECH

1. Everything ready? Before facing your audience, make sure that everything you will need is on hand and ready--speech notes, aides to be displayed, tools or fixtures needed--everything! Arrange them in order of use.

2. Exhibit first or explain first? The answer to this question depends on the type of object you are using in your demonstration.
   a. If an object or aid to be displayed is self-explanatory, explain first, then exhibit, unless words and actions are tied to the object (as in assembling an object). Remember, once your listeners have decided what an object is or does, their own minds are made up. Prevent this if you can.
   b. If an object to be displayed is not self-explanatory, set it out for all to see before you begin to explain it. A curious audience is the best possible audience. Arouse curiosity whenever you can, however you can.

3. Explain each object. If the object is one familiar to your audience, try to find a new and interesting way to explain it.
   a. Identify each object when you introduce it, describing its use or function in your demonstration act.
   b. Identify the object’s major features, then its minor features, explaining the use or function of each.

4. Let’s come out even! Words and actions should be so timed that the final words slightly precede or coincide with the action being performed. The audience must be able to see in each action exactly what your words describe.

5. Every demonstration act is a conclusion. When you’ve completed each demonstration act, the audience must have seen enough and heard enough to draw a conclusion--your intended conclusion! Act must build act, word on word, conclusion on conclusion, to lead to your final conclusion.

6. Use exact terminology. Remember that your purpose is to inform. If an object is a "film" or a "flam" or a "flud," so describe it. Let the audience learn.

7. But, explain terminology! Where the exact terminology used may be familiar to the audience, try to provide an "in other words" explanation.
   a. If possible, compare the object with one that is familiar to the audience.
b. Otherwise, carefully describe the term's meanings as it relates to the object's use or function. For example, you might say, "This part is called a 'flim.' It's purpose is to make the 'flam'(this wheel-like object) rotate."

8. **You have an audience--remember?** Don't let your object, your notes, or your actions become your audience.

   a. Direct your attention to the object being shown only as long as necessary to identify the object, to perform a preplanned act, or to direct your audience's attention to some features being shown or explained.

   b. Your listeners should watch you! Watch them and they will!

9. **Reach your final conclusion.** Let your final explanation and/or gesture precede or coincide with the final demonstration act. Let this final act be your conclusion--an act that shows your audience what it needs to know.
## VII. HOW TO EVALUATE A SPEECH

### 1. Title
- a. gains attention
- b. identifies subject
- c. arouses curiosity
- d. reveals speech purpose (not always applicable)

### 2. Introduction
- a. provides a frame of reference (enough information so that the listeners understand what the speaker proposes to talk about)
- b. captures interest
- c. identifies the speaker (if necessary)
- d. explains the speaker's qualifications for speaking on the subject

### 3. Thesis Statement
- a. tells in a few words as possible exactly what the speaker intends to prove or explain
- b. reveals the speech purpose

### 4. Body of Speech (verbal proof of thesis)
- a. clearly and concisely proves or explains the speaker's thesis statement
- b. answers all unasked questions
- c. is interesting
- d. serves the speaker's intended speech purpose
- e. leads directly to his conclusion

### 5. Body of Speech (visual proof of thesis)
- a. visual aid is explained feature by feature
- b. visual aid reinforces speaker's statement
- c. visual aid does not become the speaker's audience
6. **Conclusion**

a. sums up the major evidence and/or information provided as proof or explanation of the thesis stand
b. reminds the listener of the thesis stand
c. is completed by the speaker's courteous departure

<table>
<thead>
<tr>
<th>SPEAKER PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject Coverage--clear and convincing</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>2. Purpose--achieved?</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>3. Delivery (voice)--clear and easily heard?</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>4. Delivery (posture and bearing)</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>5. Delivery (gestures)--precise and expressive</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>6. Overall rating</td>
</tr>
<tr>
<td>Comments</td>
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</tbody>
</table>
# Freshman Speech Evaluation Sheet

<table>
<thead>
<tr>
<th>Name ____________________________</th>
<th>Date ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject __________________________</td>
<td>_________________________________</td>
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</tbody>
</table>

**Speech Content**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Weak</td>
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<td></td>
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<td>2. Main idea unclear</td>
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<td></td>
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<td></td>
<td></td>
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<td>3. Division of thought unclear</td>
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<td>4. Content</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Weak</td>
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<tr>
<td>5. Supporting material</td>
<td>Needed statistics</td>
<td>Needed testimony</td>
<td>Needed examples</td>
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<td></td>
<td>Needed comparisons</td>
<td>Needed specific material</td>
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<td>6. Better connective words and phrases needed</td>
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<td>7. Conclusion</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Weak</td>
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<tr>
<td>8. Topic too broad</td>
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</table>

**Speech Delivery**

<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1. Rate and volume</td>
<td>Fast</td>
<td>Slow</td>
<td>Loud</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weak</td>
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<tr>
<td>2. Hesitant: (uh, and-uh, ah)</td>
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<td>3. Spurtty</td>
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<td>4. Eye contact poor</td>
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<td>5. Monotone</td>
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<td>6. Too much use of notes</td>
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<td></td>
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<tr>
<td>7. Utterance</td>
<td>Slurred words and phrases</td>
<td>Committed t's, d's, etc.</td>
<td>Mumbling indistinct</td>
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<td></td>
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<tr>
<td>8. Physical appearance</td>
<td>Slouching</td>
<td>Fidgeting</td>
<td>Too stiff</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Needed gestures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Needed movement</td>
</tr>
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<td></td>
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<tr>
<td>9. Vocabulary, Grammar-poor</td>
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<tr>
<td>10. Lacked energy, liveliness</td>
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<tr>
<td>11. Needed more preparation and rehearsal</td>
<td></td>
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</tr>
</tbody>
</table>

**Words Poorly Enunciated or Mispronounced:**

**Comments:**

---

**ERIC**
I. Objectives:

1. The student will illustrate an understanding of space, time and important relationships in organizing written material by writing a one paragraph description for each type.

There are three major types of organization used in most writing activities. They are: (1) space relationships, (2) time sequences, and (3) importance.

Space relationships deal with the physical location of objects. For example, left to right, top to bottom, or large to small are common organizations. You would use these to describe things in a room, the design of a house, or the physical features of a person.

Time relationships deal with the order in which specific things happened. First, one event happens then another event takes place. This is called chronological order. There are other types of time relationships. These would include flashbacks and time compression where several events happen at once.

Order of importance is a method of organization that explains or describes things in relation to the importance which you place upon them. If you were to describe yourself, you might start with that part which is most important to you and work logically to your least important characteristic.
Supplementary Assignments

1. Space relationships

List the items contained in this classroom in a space relationships. For example, start from the left and work across the room to the right.

2. Time Relationships

Make a list of the major activities you do in one day. Start in the morning and end when you go to bed.

3. Order of importance

Make a list of your physical features in order of importance.

OR

List the television shows you watch in order of importance.
Freshmen Composition
Assignment Sheet I
Methods of Organization/ Level II

1. Write a 5-7 sentence paragraph describing one room in your house using a space relationship.

   OR

   Write a 5-7 sentence paragraph describing a subject of your choice using a space relationship.

2. Write a 5-7 sentence paragraph describing what happened at lunch using chronological order.

   OR

   Write a 5-7 sentence paragraph describing some special event in your life using chronological order.

3. Write a 5-7 sentence paragraph describing someone you like, using order of importance.

   OR

   Write a 5-7 sentence paragraph describing someone you dislike using order of importance.
Supplementary Assignments

1. Write a three paragraph description of the town of Douglas using a space relationship.

   OR

   You may select a subject and write a three paragraph description using a space relationship.

2. Write a three paragraph description of a day in your life using chronological order.

   OR

   A topic of your choice in three paragraphs using chronological order.

3. Write a three paragraph description of the subjects you study in school using order of importance.

   OR

   Write a three paragraph description of a subject of your choice in order of importance.
Objectives:

The student will illustrate an understanding of voice by writing one paragraph for each voice made.

Definition:

Voice may be explained simply by asking the question; who is telling the story? There are three major types of voice used in most writing.

The first is author outside of the events of the story. This author knows everything, sees everything and tells the reader about the characters in the story. An example would be: "James Roman is a twenty year old worker at Casper Airport. Jim is an expert at aircraft repair and earns a good salary." This example shows that the author knows all about the character and tells the reader.

The second type of voice is the main character speaking for himself. This is called "first person". The same information given in the above example would sound like this if given in "first person".

"My name is Jim Roman, I'm twenty years old. I earn some pretty good money down at the airport patching out old worn-out flying machines."

The third type of voice is used when minor characters describe the major character. This is similar to the first, except that the person telling the story does not know everything. The reader is limited to what this "inside" voice can see and understand. Using the same information again, the passage would be like this.

"Sure, I know J.R. yea, he works down at the air terminal. I'm not sure what he does, but he comes back to our apartment pretty dirty. You know greasy. He must not make much money because I can never get him to pay his part of the rent."
Freshmen Composition
Assignment Sheet 2
Voice

Supplementary Assignments/Level I

1. Write five complete sentences about yourself using the first type of voice.

2. Write five complete sentences about yourself using the second type of voice.

3. Write five complete sentences about yourself using the third type of voice. (Reminder: write these as if it was your friend talking about you.)
Freshman Composition
Assignment Sheet 2
Voice

Level II

Assignments

1. Write a 5-7 sentence paragraph about one of your friends using the first type of voice.

2. Write a 5-7 sentence paragraph about that same friend using the second type of voice.

3. Write a 5-7 sentence paragraph using the same friend using the third type of voice. OR

Write three 5-7 sentence paragraphs about a subject of your choice using each of the three types of voice.
Freshmen Composition
Assignment Sheet 2
Voice

Supplementary Assignments/Level III

1. Write a three paragraph story about a basketball or football game using the first type of voice.

2. Write a three paragraph story about a friend of yours using the second type of voice.

3. Write a three paragraph story about that same friend using the third type of voice. OR

Write a three paragraph story for each of the type of voice using subjects of your choice.
Supplemental Assignments/Level III

1. Write a two page short story in which you describe the same event in three different ways. Remember that you are writing to create an effect.

Example: You might want to write about an accident as if you were telling the police, your father, and a school friend.
The object of these assignments is to create a specific effect.

1. Write a one paragraph description of Saturday night party as it actually happened.

2. Write another one paragraph description of the same party as if you were telling your mother about it. Choose details which will not worry your mother but don't contradict anything you have said before. Use different details.

3. Write another one paragraph description of the same party as if you were telling one of your school friends. Again, don't contradict anything you have said before, just pick different details.

OR

Write three paragraphs using the same instructions on an event of your choice.
Supplemental Assignments/Level I

1. Make a list of fifteen adjectives which might be used to illustrate love. For example, joyful, romantic.

2. Write a complete sentence for each of the adjectives you selected.

3. Use the same adjectives to write a paragraph story about some fictional love affair.

OR

Follow the same steps using another emotion. fear, hate, pity, despair, greed, joy.
Objectives:
The student will illustrate an ability to use description as a method of writing by writing three descriptive paragraphs.

Definition:

Have you ever explained to your parents about some event and then have your little brother or sister come in, tell the same story, and gets you into trouble. This is an example of using description to create an effect. What you are doing is selecting items or details which cause the listener or reader to draw specific conclusions. You can change those conclusions by choosing different details from the same event.
Objective:

The student will illustrate an ability to write narrative by writing a one paragraph narrative.

Definition:

Narrative is simply telling a story. You just tell what happened in some time relationship. The most common organization for this type of writing is chronological order.

The narrative form is most commonly used as a type of supporting evidence to persuade the reader to some opinion which you hold.

This assignment will provide practice in the short narrative.
Supplemental Assignments/Level I

1. Make a list of what happened to you on a recent shopping trip. List these as they happen, in chronological order.

2. Write a one paragraph narrative of the same incident using your list as a guide. **OR**
   Follow the same steps in writing a paragraph on a topic of your choice.
Freshmen Composition
Assignment Sheet 4
Narrative

Assignments /Level II

1. Write a two paragraph narrative about what you did last summer. OR
   Write a two paragraph narrative about an event of your choice.

2. Write a list of possible items which you might include in a longer story using the above paragraphs as supporting evidence. OR
   Follow the same directions but make the list using your alternate two paragraphs.
Objective:

The student will illustrate an ability to compare items by writing an analogy paragraph.

Definition:

Analogy is used when the writer wants to compare two or more items. These items can be objects, emotions, or people. The purpose of analogy is to illustrate how these items are alike and how they are different.

There is a logical process that takes place when a writer works with an analogy. First, the writer breaks down the items into their parts. Then, in a logical manner the writer compares the parts of both items. After this is complete, the writer draws some conclusions about the general nature of both items.
Supplemental Assignments/Level I

1. Make a list of the important elements of love and make a list of the important elements of hate.

2. Using the two lists, write an analogy paragraph comparing the two emotions—be sure to draw conclusions in the final sentences of your paragraph.

OR

Follow the same steps using two items of your choice.
1. Write an analogy paragraph (½ page) which you compare football with basketball. 

   OR

   Write an analogy paragraph (½ page) in which you compare Douglas with Casper.

   OR

   Write an analogy paragraph (½ page) in which you compare yourself to your best friend.

Remember: You must draw some general conclusions in the final sentences of your paragraph.
Supplemental Assignments/Level III

1. Write a one page analogy in which you compare war and peace.

2. Write a one page analogy in which you compare you and your father.

OR

Write two (one page) analogies comparing two sets of items of your choice.
Freshmen Composition
Assignment Sheet 6
Conversation

Objective:

The student will illustrate an ability to write conversation using correct grammatical form by writing one page of conversation.

Definition:

Conversation is people talking to each other. This type of writing is used to create realism in writing. You are able to hear what the characters really say.

The most difficult thing about writing conversation is how to punctuate it correctly. I will provide three models which should answer your questions.
Model I
When the quoted material comes in the beginning of a sentence.

Model II
When the quoted material comes on both ends of the sentence.

Model III
When the quoted material comes at the end of the sentence.

Model IV
More than one sentence within the quoted material.

Model I

"Pass me the meatloaf, please," said John.
"What time is it?" asked Sue.

1. Notice that only the words actually spoken are in quotation marks.
2. There is a capital letter at the beginning.
3. There is some sort of end punctuation before the final quotation mark.
4. Notice that with questions, the question mark comes before the final quotation mark and not at the end of the sentence.

Model II

"I see what you mean," said Sam. "You should make the team easier.

In this example you have two sentences. The second sentence starts with a capital letter. Notice that with the exception of the first quotation mark all other follow some sort of punctuation.

(.,) (?') (,') (!')

Here is another example of this same type only this time it is only one sentence.

"Oh yeah," said Tom. "Well I don't have to take that from you."

Notice the small letter at the beginning of the second part of quoted materials. This shows that it is still the same sentence.
Model III

John said, "I know what you're doing, and I don't like it!"

Notice the same punctuation pattern:
(•") (•) (?") (!")
Also notice that the quoted material starts with a capital letter.

MODEL IV

"Tom, I see that you know the answer. Can you tell the class? Be sure to state your answer in complete sentences."

Notice that several sentences can be contained within a single set of quotations as long as there is no interval where non quoted material is included.

A final rule for using quotations is that when ever a new speaker starts, you must begin a new paragraph.
Example: "Hi, how are you?"
"Fine."
"Well, good."
Supplemental Assignments
Level I

1. Write three correctly punctuated quotation sentences using Model I.

2. Write three correctly punctuated quotation sentences using Model II.

3. Write three correctly punctuated quotation sentences using Model IV.

OR

Write a one page conversation between two people using all four models. The topic of the conversation is your choice.
Assignments/level 2

1. Write a one page conversation explaining to your parents why you were late coming home. Use all four models for your dialogue.

OR

2. Write a one page conversation on a incident of your choice. Be sure to include at least three characters and use all four quotation models.
Supplemental Assignments/Level III

1. Write a three page conversation describing the activities within a class period. Include one teacher and several students as your characters. Use all four quotation models.

OR

2. Write a three page conversation describing an event of your choice. Include at least three characters and use all four quotation models.
Frosh Comp.
Assignment Sheet 7
Explaining a Process

Objective:

The student will illustrate an ability to use expository writing to explain a process by writing a paragraph of exposition.

Definition:

Whenever you explain how something works or how to put it together, you are explaining a process. This type of writing is similar to analogy because here you also have to break down the topic into its smaller parts or steps. However, all you need to do is list them in a logical manner. There is no need to compare them to anything.
Supplemental Assignments/ Level I

1. List the steps that are involved in baking a cake.
   
   OR

   List the steps that are involved in building a model plane or car.

2. In a well organized paragraph explain how to make a dress.
   
   OR

   In a well organized paragraph explain how to change a flat tire.
Frosh Comp
Assignment Sheet 7
Explaining a process

Assignments/Level II

1. Write a three paragraph theme explaining how to meet a girl or boy.
   OR
   Write a three paragraph theme explaining a process of your choice.

2. Write a three paragraph theme explaining how to get good grade in school.
   OR
   Write a three paragraph theme explaining a process of your choice.
Supplemental Assignments/Level III

1. Write a two page theme explaining how we might solve the pollution problem in America.

   OR

   Write a two page theme explaining a process of your choice.
Objects:

The student will illustrate an ability to write an essay by writing a one paragraph essay.

Definition:

The essay is a type of writing that requires you to use only fact or your own personal opinion. This form is much different from the short story where you have several fictional characters in fictional situations. Because the writer can not hope to know everything about a specific subject, the essay does not try to attempt completeness of information about a single topic. What is important about the essay is the fact that it is personal opinion about some specific real problem.
Supplemental Assignments/Level I

1. Write a one paragraph essay on what's wrong with high school today.

   OR

   Write a one paragraph essay on a current issue of today.

2. Write a one paragraph essay on the drug problem in Douglas.

   OR

   Write a one paragraph essay on some current problem.
Frosh Comp.
Assignment Sheet 8
Essay

Assignments/Level III

1. Write a one page essay on the meaning of love.

   OR

   Write a one page essay on an emotion of your choice.

2. Write a one page essay on the sex discrimination, if it exists.

   OR

   Write a one page essay on a current social problem.
Supplemental Assignments/Level III

1. Write a two page essay on the value of being happy.

OR

Write a two page essay on a topic of your choice.
Objectives:

The student will illustrate an understanding of the form and organization of the friendly letter by writing three letters.

Definition:

The friendly letter is used to communicate feelings and information. This is a less formal type of writing and may include slang expressions. However, for the purposes of this assignment you should use only complete sentences and correct grammar.

An example of the technical requirements for the friendly letter may be found on page 71 of Using Good English 9.
Supplemental Assignments/Level I

1. Write a two paragraph friendly letter telling your parents what you did while at summer camp.

2. Write a two paragraph friendly letter telling a friend in the hospital what has been happening at school.

3. Write a two paragraph friendly letter to an old friend who moved out of town. Explain about what you've been doing and how the town has changed.
Frosh Comp.
Assignment Sheet 9
Friendly Letters

Assignments/Level II

1. Write a three page friendly letter to a friend that has moved out of town. Explain about yourself and the activities of the town and the school.

   OR

Write a three page letter to a friend of your choice on any topic you feel important.
Supplemental Assignments/Level III

1. Write a one page friendly letter to a friend in the hospital telling them what has happened in school.

2. Write a one page friendly letter to your father, who is away on a business trip, telling him about your family activities.

3. Write a one page friendly letter to your parents, while you're away at summer camp, about the activities at the camp.
Objectives:

The student will illustrate an ability to use the correct form for business letters by writing five business letters.

The business letter is a request for products, information, or assistance. Since you are asking someone to do something for you, it is expected that the business letter be written in your most formal English. This means that the sentences should be complete with no grammar error. You should not use abbreviations. You are trying to make an impression, and this is done by using correct form and your best grammar.
Supplemental Assignments/Level I

1. Make a list of ten addresses that might be used in writing business letters.

2. Write a sample business letter. Label these elements.
   A. inside address
   B. outside address
   C. greeting
   D. Salutation

3. Describe in one paragraph the technical requirements for a business letter.
Assignments Level II

1. Make a list of five possible addresses for business letters. These may be found in magazines and newspapers.

2. Using each of these addresses write a well organized, technically correct business letter.
Supplemental Assignments/ Level III

1. Select three companies that provide free samples of their products. These may be found in magazines in the library. (Select samples of things that you really want.)

2. Write a business letter for each of these addresses requesting the free sample.

3. Make a copy of your letter and mail the original to the company.

4. Submit the sample and the copy of your letter to an instructor for credit.
Frosh Comp.
Assignment Sheet 11
Final Writing Assignment

Objective:
The student will illustrate an ability to use; methods of organization, voice, dialogue, description, narration, and analogy in an extended writing exercise.

Directions:
Select a type of organization, one type of voice and write a short story which includes conversation, narrative, description and narration. The grammar should be correct and the sentences must be complete.
1. Write a three page short story using each of the elements described in the directions. You should include no more than three characters in one setting during a 24 hour period of time.
Frosh Comp.
Assignment Sheet 11
Final Writing Assignment

Assignment/Level II

1. Write a five page short story using each of the elements described in the directions. You should include no more than three characters in one setting during a 24 hour period of time.
1. Write a seven page short story using each of the elements described in the directions. You should include no more than three characters in one setting during a 24 hour period of time.