

LightUnit 4 Overview

Section 1

1. Gerunds (68-70)
Review of verbals, particularly gerunds and gerund phrases, including diagramming
2. Verb Mood: Indicative and Imperative (24)
Identifying verbs in the indicative and imperative moods
Also reviewed: adverb clauses beginning with as or than, elliptical clauses (78)
3. Verb Mood: Subjunctive (24, 25)
What the subjunctive mood is and when to use it
Also reviewed: using the correct pronoun in an elliptical clause (105)
4. Using Commas (136-138)
Using commas for nonessential elements
Also reviewed: subordinating conjunctions and adverb clauses (48, 78); single quotation marks (141)
5. Review and Quiz 1

Section 2

6. Infinitives as Adjectives, Adverbs, and Nouns (71-74)
Identifying the function of infinitives and infinitive phrases
Also reviewed: the uses of the dash (145)
7. An Essay Answer (206-208)
Reading the question, forming a thesis statement, and planning your writing
Also reviewed: case of a pronoun as an appositive and when an appositive follows a pronoun (104); diagramming an elliptical clause (78, 79)
8. Organizing an Essay Answer (206-208)
Brainstorming and organizing
Also reviewed: collective nouns and verb form (96); using commas to avoid misreading (138)
9. Review of Verbal Phrases (65-72)
Reviewing gerund, participle, and infinitive phrases
10. Review and Quiz 2

Section 3

11. Subjects of Infinitive Phrases (72, 103)
Identifying the subjects that some infinitive phrases contain

12. The Body of an Essay Answer (206-208)

How an essay answer should be set up and written

13. Writing an Essay Answer (206-208)

Students will answer one of three essay questions or one that you give them.

14. Self Check

Review for the Test

LightUnit 5 Overview

This LightUnit has no Looking Back sections, self check, or LightUnit Test. Instead, students will be delivering two speeches and taking one quiz. You will grade students on various steps of the speaking process, not only on the final speeches. The grading plan you will use appears on page 12 of this book and on page 33 of the LightUnit.

Section 1

1. Preparing a Speech
The time, place, and subject; beginning to think about a speech introducing themselves
2. Planning a Speech: The Outline
Choosing a method of organization and main points; Making an outline
3. Planning a Speech: The Introduction and Conclusion
Ways to introduce and conclude a speech; writing an introduction and conclusion
4. Using a Note Card; Tips for Speech Delivery: Posture and Movement
Preparing note cards to use in giving the speech
Thinking about posture, gestures and other movements, using a podium, and eye contact
5. Tips for Speech Delivery: Voice and Expression
Expression, pitch, volume, articulation, and rate; practicing speaking aloud
6. Giving a Speech
Students will give their speech in this lesson.
7. Review and Quiz 1

Section 2

8. An Expository Speech: Choosing a Topic; Writing a Purpose Statement
Deciding on a topic, narrowing or broadening the subject, and defining the purpose
9. Researching a Speech
Finding and organizing information on note cards; documenting sources
10. Organizing an Expository Speech
Making an outline
11. The Introduction and Conclusion; Other Tips for Public Speaking
Writing out the introduction and conclusion
12. Visual Aids With Speeches
Creating a visual aid to use with a speech
13. Reading a Famous Speech
Reading a speech by William Lyon Phelps
14. Giving the Expository Speech
Students will present their expository speeches in this lesson.
15. A Good Listener
How to help and encourage the speaker and get the most out of the speech

Teacher Involvement in LU 5

Most lessons in this LightUnit call for you to check exercises as students prepare for and present two speeches. You may want a copy of the LightUnit on your desk so that you can keep abreast of what you will need to do as the student progresses through the LightUnit.

Reducing the fear of public speaking

Because many students (and adults!) fear speaking in public, it may be helpful to include a several-minute activity in each of the first few days of this LightUnit simply to get the students started talking. Keep these activities relaxed and low-key. If you have a larger class, you may want to divide the students into pairs and have them talk to each other to reduce the “threat” of a large audience.

1. Ask a question and require a one-minute answer. *Examples:* Where would you go on a dream vacation and why? What Bible character would you most like to meet and why? What job would you like to have in your future and why?
2. Hold up a common object such as a fork and tell a student to start describing it. He may not stop talking about it until you hold up a new object, after about thirty seconds. Then he should describe the new object.
3. Give the student a scenario and ask what he would say in this situation. *Examples:* Your best friend asks you to help him cheat on his homework. How do you say no? You accidentally broke your neighbor’s window with a baseball. What do you tell him? Your classmate just won a writing contest. How do you congratulate him?
4. Briefly tell a favorite Bible story as if to a very small child. Then have the student do the same thing, imagining that his audience is a group of four-year-olds.
5. Give the student a short story and ask him to read it aloud.
6. Give two of your students a brief dialogue and have them read the parts.
7. Have two of your students hold an imaginary phone call.
8. Ask the student to give you directions to his home.
9. Give an “improper” speech (where you do everything wrong), and have students list your mistakes.
10. Have students practice listening skills by telling them to listen for how many times during a class period you say a specific word. Make sure you keep track yourself!

Order of Lessons 13-15

If you wish to assign your students to listen to another student’s speech, you may do Lesson 15 (“A Good Listener”) out of order so that they have studied taking notes before listening to the speech.

You can also switch this lesson with Lesson 14 (“Giving the Expository Speech”) if your students need more time to prepare their speeches.

Sources for further reading about public speaking

Clark, Richard W. *Effective Speech*. Second Edition. Mission Hills, CA: Glencoe, 1988.
Verdeber, Rudolph. *Speech for Effective Communication*. Austin: Holt, Rinehart, and Winston, 1999.