

Suggested Syllabuses for Getting Ready For Speech

We are frequently asked "how many hours or lessons does it take to cover one unit?" Good question! Honestly speaking it varies from teacher to teacher, and depends on the level of the students. However, speaking as authors, we tried to write a flexible book that could be used in a variety of ways. Here are a few suggested syllabuses, including use both with and without a language-lab.

1. The standard 14-class speech syllabus:

Getting Ready for Speech has 7 units. Each unit can be broken into two lessons, or class periods. In the first class period, we recommend spending about 40 percent of the time on the Model and Language sections, 30 percent of the time on the Delivery section, and the remaining 30 percent on the Practice section. Again, we recognize that these are only approximations, and will vary from unit to unit, from class to class, and from teacher to teacher. For "homework", students can use the two pages of the Speech section to prepare their speeches. In the second class-period for the unit, students present their speeches. The Structure section at the end of each unit can be done in class as a test, or done out of class as homework.

-
- 1st class: Unit 1--Self-introductions Speeches (pp. 2~13)
 - 2nd class: Unit 1--Self-introductions Speeches (pp. 14~16)
 - 3rd class: Unit 2--Introducing Someone (pp. 18~25)
 - 4th class: Unit 2--Introducing Someone (pp. 26~28)
 - 5th class: Unit 3--Demonstration (pp. 30~39)
 - 6th class: Unit 3--Demonstration (pp. 40~42)
 - 7th class: Unit 4--Layout Speech (pp. 44~53)
 - 8th class: Unit 4--Layout Speech (pp. 54~56)
 - 9th class: Unit 5--Book and Movie Reviews (pp. 58~69)
 - 10th class: Unit 5--Book and Movie Reviews (pp. 70~72)
 - 11th class: Unit 6--Show and Tell (pp. 74~83)
 - 12th class: Unit 6--Show and Tell (pp. 84~86)
 - 13th class: Unit 7--Award Presentations (pp. 88~95)
 - 14th class: Unit 7--Award Presentations (pp. 96~98)

2. The streamlined 8-class syllabus:

This syllabus is an abbreviated version of the standard syllabus above. It emphasizes each unit's listening tasks, the grammar focus, the delivery point, and the pair work while postponing the actual student speeches to the 7th class.

-
- 1st class: All of Unit 1--Self-introductions Speeches (It is a short unit)
 - 2nd class: All of Unit 2--Introducing Someone (It is also a short unit)
 - 3rd class: All of Unit 3--Demonstration, but skip the Speech section

- 4th class: All of Unit 4--Layout Speech, but skip the Speech section
5th class: All of Unit 5--Book and Movie Reviews, but skip the Speech section
6th class: All of Unit 6--Show and Tell, but skip the Speech section
7th class: Students choose a type of speech from units 3~6 (demonstration speech, layout speech, book or movie review, or show and tell) and perform it in this class period.
8th class: All of Unit 7--Award Presentations (It is a short unit and provides a sense of closure and completion to the course.)
-

3. The comprehensive 21-class syllabus.

This syllabus is particularly useful for low-level students, short class sessions, or a two-semester course. It divides each of the 7 units of Getting Ready for Speech into three lessons, or class periods. In the first class period, we recommend covering the Model and Language sections. In the second class-period, have fun with the exercises in the Delivery section and the pair work in the Practice section. For "homework" students can use the two pages of the Speech section to prepare their speeches. In the third and final class period for the unit, students present their speeches. The Structure section at the end of each unit can be done in class as a test, or done out of class as homework.

- 1st class: Unit 1--Self-introductions Speeches (pp. 2~7)
2nd class: Unit 1--Self-introductions Speeches (pp. 8~13)
3rd class: Unit 1--Self-introductions Speeches (pp. 9~16)
4th class: Unit 2--Introducing Someone (pp. 18~21)
5th class: Unit 2--Introducing Someone (pp. 22~25)
6th class: Unit 2--Introducing Someone (pp. 26~28)
7th class: Unit 3--Demonstration (pp. 30~33)
8th class: Unit 3--Demonstration (pp. 34~39)
9th class: Unit 3--Demonstration (pp. 40~42)
10th class: Unit 4--Layout Speech (pp. 44~47)
11th class: Unit 4--Layout Speech (pp. 48~53)
12th class: Unit 4--Layout Speech (pp. 54~56)
13th class: Unit 5--Book and Movie Reviews (pp. 58~63)
14th class: Unit 5--Book and Movie Reviews (pp. 64~69)
15th class: Unit 5--Book and Movie Reviews (pp. 70~72)
16th class: Unit 6--Show and Tell (pp. 74~77)
17th class: Unit 6--Show and Tell (pp. 78~83)
18th class: Unit 6--Show and Tell (pp. 84~86)
19th class: Unit 7--Award Presentations (pp. 88~91)
20th class: Unit 7--Award Presentations (pp. 92~95)
21st class: Unit 7--Award Presentations (pp. 96~98)
-

4. The intensive listening/language-lab approach

Getting ready for Speech was designed to be used with or without a language-lab. Syllabuses 1~3 above stress in-class listening. However, creative teachers (like yourself) can easily design a syllabus to include intensive out-of-class listening. For example, assign the listening task in the Model section. For more out-of-class listening, students can study the Language section and

practice the drills on the tape/CD. In the first class period of each unit, go over the answers to the listening task in the Model. The teacher can choose to practice or not to practice the drills from the Language section in class. This self-study approach allows low-level learners to advance at their own pace. It also allows motivated students to put in extra hours outside class and reap the rewards of greater contact with the language, and greater familiarity with the target speech of the unit. This self-study approach has the added benefit of allowing the teacher to spend more in-class time on the Delivery and Practice sections.

These syllabuses are meant to be suggestive only. We believe that Getting Ready for Speech is a flexible book. Experienced teachers (such as yourself!) will soon see other ways to adapt the book. Make the book your own. Do not feel that you have to do every page of every unit. Take what you like and leave the rest. In the end, you are the best judge of what your students' needs and abilities are. Finally, we hope to meet many of you at future conferences and book fairs. Until then, go well and stay well. We wish all of you peace, love and happiness.

Charles & David