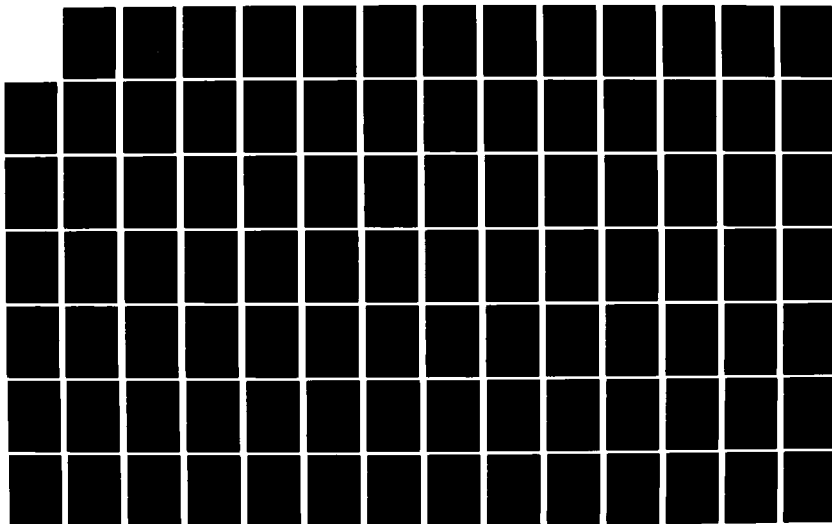


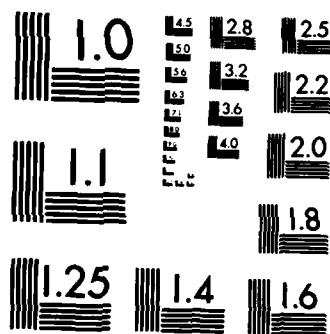
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JOB LANGUAGE PERFORMANCE REQUIREMENTS  
FOR <sup>16R</sup>  
*MOS*

SHORT RANGE AIR DEFENSE ARTILLERY CREWMAN

REFERENCE SOLDIER'S MANUAL DATED

1 July 1978

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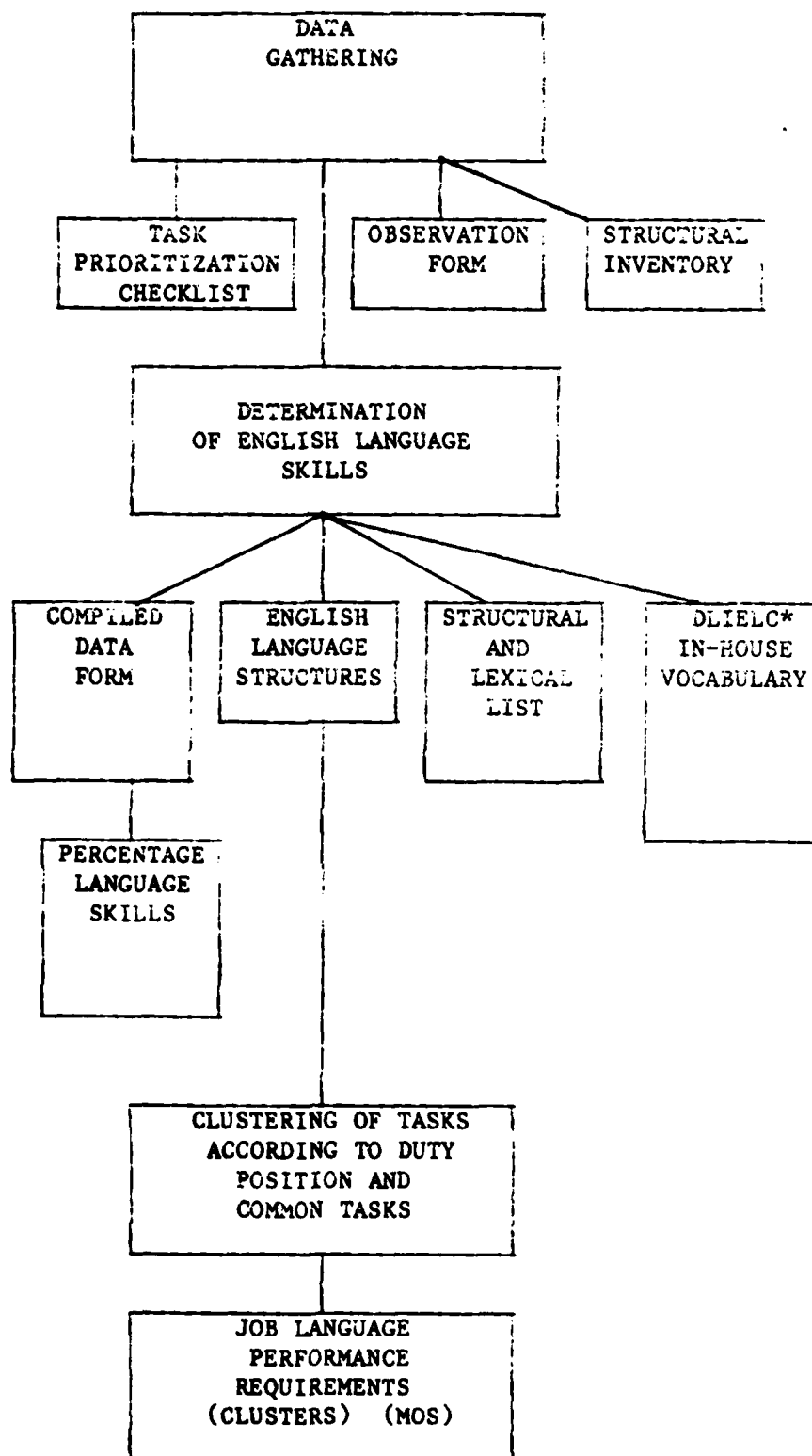


FIGURE 1

\*Defense Language Institute English Language Center

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The Job Language Performance Requirements (JLPR) study was conducted to determine language tasks the soldier must do in studying/performing job tasks. The language skills (listening, reading, writing, speaking) required to learn each Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified.		

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## PREFACE

### INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-IV discuss methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for development of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes directly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and ALT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.



Appendix seven contains the machine-generated vocabulary for this MOS prepared by the United States Army Training and Doctrine Command (TRADOC), Fort Monroe, Virginia.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated.

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## SECTION I

### DATA GATHERING

#### INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

## SECTION I: DATA GATHERING

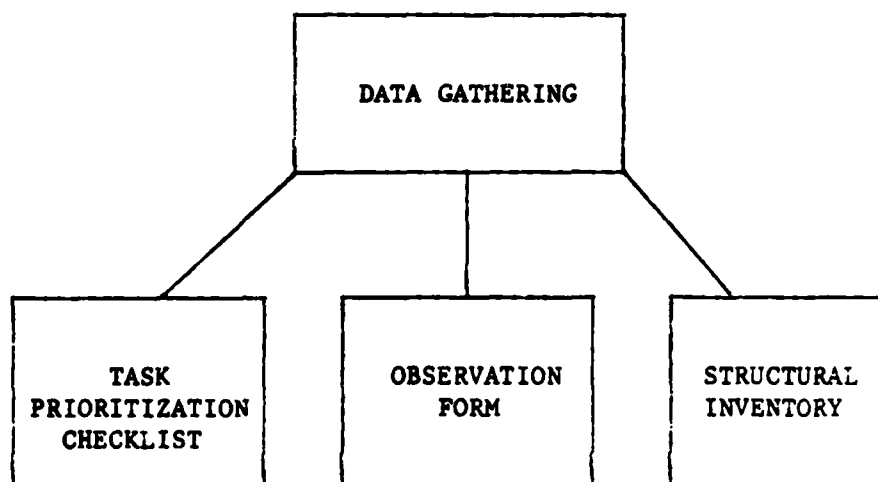


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

1. Is the task taught?
2. How is the task taught?
3. Is the task tested?
4. How is the task tested?
5. How important are speaking, listening, reading and writing in learning and performing the task?
6. What are the results of poor performance in performing the task.

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

The Observation Form (Appendix 4) was used to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MOS and then all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.

**SUMMARY/CONCLUSION:**

The tools for data gathering were:

1. The Task Prioritization Checklist (Appendix 1)
2. The Task Inventory Compiled Data Form (Appendix 2)
3. The Observation Form (Appendix 4)
4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.

## SECTION II

### DETERMINATION OF ENGLISH LANGUAGE SKILLS

#### INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

## SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

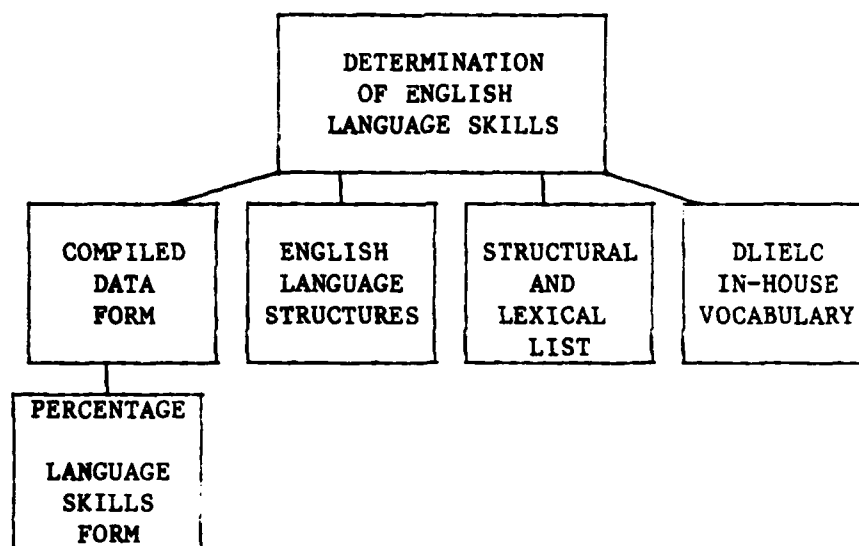


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

1. Methods of teaching.
2. Methods of testing.
3. The actual respondents' ratings of the four English language skills.

From each of the three variables the following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing listening reading, writing

Methods of Testing performance oral written	listening speaking writing, reading
Rating of English Language Skills listening speaking reading writing	*a response of 2 or 3 on a scale of 1 to 3 was tallied  a response of 1, 2, or 3 on a scale of 1 to 5 was tallied

\*See A1

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

$$TR \div TxVxR = \% \text{ of use}$$

T = total number of tasks per cluster

V = language skill variable per cluster\*\*

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

Listening	55%
Speaking	39%
Reading	33%
Writing	28%

As shown by the figures, listening is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

\*\*See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized English Technical Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical title in Appendix 5.

#### SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.



## SECTION III

### CLUSTERING OF COMMON AND DUTY POSITION TASKS

#### INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS.

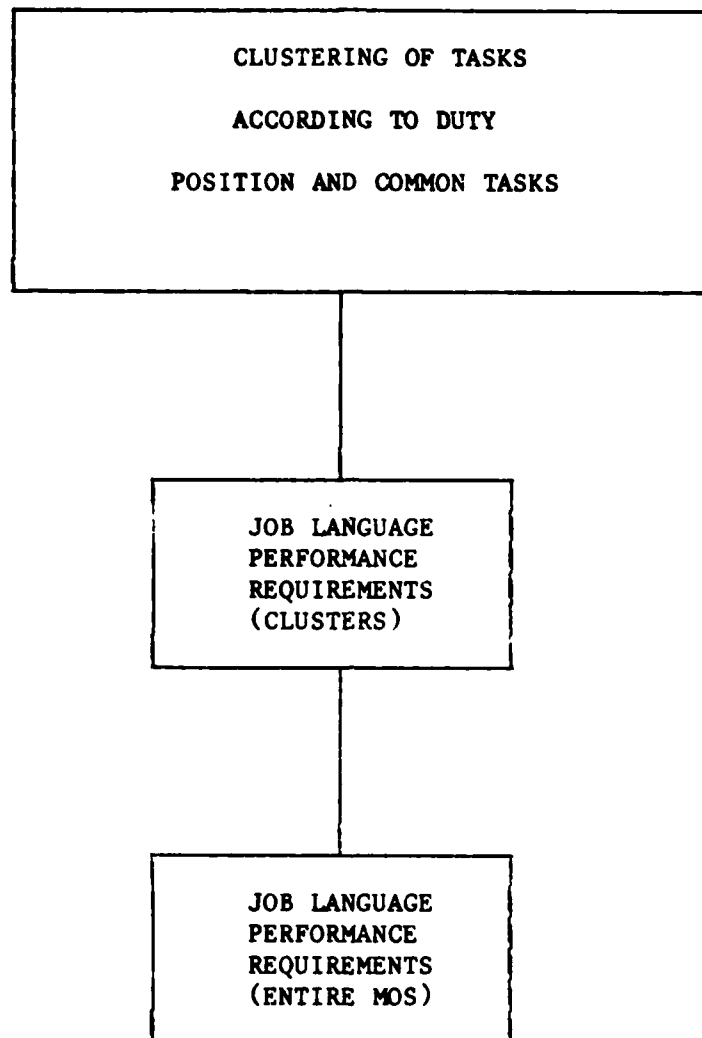


FIGURE 4

### SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

1. FIRST AID
2. NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
3. INDIVIDUAL FITNESS
4. BASIC INDIVIDUAL TECHNIQUES
5. CAMOUFLAGE
6. SECURITY AND INTELLIGENCE
7. COMMUNICATIONS
8. LAND NAVIGATION
9. M16A1 RIFLE
10. LIGHT ANTI-TANK WEAPON (LAW)
11. GRENADES
12. MINES
13. VEHICLE OPERATIONS
14. .50 CALIBER MACHINEGUN
15. LEADERSHIP
16. DUTY TASKS

## SECTION IV

### JOB LANGUAGE PERFORMANCE REQUIREMENTS

#### INTRODUCTION

This section discusses the format for the Job Language Performance Requirements.

#### SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK:  
CONDITION:  
STANDARD:

##### A. TASK

The Job Language Performance Requirements state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

##### SPEAKING

Produces oral utterances to report/inform/explain/elicit response/respond.

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

##### READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and audio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.

Basically, the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques into his understanding of the previous lecture.

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

#### LISTENING

##### Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI, though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

#### B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.

### C. STANDARDS

The standard for our purpose is 100%. A standard for understanding or speaking cannot be tested as saying the soldier will disassemble a .45 caliber pistol in eight minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

### SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

## SECTION V

### JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

#### INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.



## FIRST AID

### I. PERCENTAGE LANGUAGE SKILLS

Listening	59%
Speaking	58%
Reading	54%
Writing	55%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Listen to respond
CONDITIONS:	Given a medical scenario involving simple questions about an illness in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral utterances.
TASK:	Produce oral utterances to explain
CONDITIONS:	Given a simple medical scenario requiring an oral interpretation in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in form of captioned illustrations, procedures, tables and explanations
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete forms and make written reports
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

441-16R-1001	Apply the four life-saving steps
441-16R-1002	Apply first-aid measures for burns
441-16R-1003	Remove a victim from an electrical source and apply first-aid for electrical shock
441-16R-1005	Apply preventive and first-aid measures for carbon monoxide poisoning
441-16R-1006	Practice proper personal hygiene procedures
441-16R-1007	Apply preventive measures to reduce climatic injuries

## NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

### I. PERCENTAGE LANGUAGE SKILLS

Listening	68%
Speaking	54%
Reading	40%
Writing	42%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Listen to perform
CONDITIONS:	Given oral warnings or verbal commands regarding simulated NBC situations (scenarios) in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral utterances
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given NBC situations requiring oral alarms
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, captioned illustrations and notations defined as explanations
STANDARDS:	100% understanding of printed content
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in form of procedures, captioned illustrations and notations defined as explanations
STANDARDS:	100% understanding of printed material
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete forms and make written reports
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

441-16R-1004	Apply Artificial Resuscitation To A Chemical-Agent Casualty
441-16R-1008	Perform Masking And Unmasking Procedures
441-16R-1009	Maintain Protective Mask And Accessories
441-16R-1010	Recognize NBC Hazards And Markers For Contaminated Areas
441-16R-1011	Operate In And Cross An NBC Contaminated Area
441-16R-1012	Decontaminate Self And Individual Equipment

## INDIVIDUAL FITNESS

### I. PERCENTAGE LANGUAGE SKILLS

Listening	65%
Speaking	38%
Reading	42%
Writing	38%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform  
CONDITIONS: Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)  
STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request  
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)  
STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond  
CONDITIONS: Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)  
STANDARDS: 100% understandable oral utterances

TASK: Read for information  
CONDITIONS: Given printed MOS training materials in the form of procedures, manuals, charts, captioned illustrations and explanations  
STANDARDS: 100% understanding of printed content

TASK: Write to record and report  
CONDITIONS: Given a requirement to produce a written report  
STANDARDS: 100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

441-16R-1014 Maintain Individual Physical Fitness Appropriate To Unit Mission

## BASIC INDIVIDUAL TECHNIQUES

### I. PERCENTAGE LANGUAGE SKILLS

Listening	60%
Speaking	50%
Reading	33%
Writing	31%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of captioned illustrations, warnings, procedures and references
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete forms and make written reports
STANDARDS:	100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

441-16R-1020 Engage Hostile Aircraft With Individual Weapon

## CAMOUFLAGE

### I. PERCENTAGE LANGUAGE SKILLS

Listening	61%
Speaking	47%
Reading	19%
Writing	22%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of instructions, charts, captioned illustrations, explanations and procedures
STANDARDS:	100% understanding of printed content

### III. TASK NUMBERS AND TITLES

441-16R-1024	Camouflage/Conceal Self
441-16R-1025	Select Hasty Individual Battlefield Positions That Provide Cover And Concealment
441-16R-1026	Construct And Camouflage An Individual Defensive Position
441-16R-1027	Conceal Movement By Using Weather And Light Conditions

## SECURITY AND INTELLIGENCE

### I. PERCENTAGE LANGUAGE SKILLS

Listening	54%
Speaking	52%
Reading	42%
Writing	41%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Listen to orally interact
CONDITIONS:	Given oral challenges, passwords and scenarios in any training situation (Appendix 4) using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral information
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Produce spontaneous oral utterances to interact
CONDITIONS:	Given the requirement to orally respond to challenges, passwords and security situations in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, tables and warnings
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete forms and make written reports
STANDARDS:	100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

441-16R-1015 Perform The Duties Of A Sentry



444-16R-1016 Resist Enemy Interrogation, Indoctrination, Or  
Exploitation, If You Are Captured  
441-16R-1017 Report Information Of Possible Intelligence Value  
441-16R-1018 Apply Geneva Convention Rules For Handling Prisoners  
Of War (PW)  
441-16R-1019 Safeguard Classified Information  
441-16R-1021 Practice Noise, Light, And Litter Discipline  
441-16R-1037 Visually Recognize Aircraft

## COMMUNICATIONS

### I. PERCENTAGE LANGUAGE SKILLS

Listening	77%
Speaking	54%
Reading	47%
Writing	44%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral utterances
TASK:	Listen to perform
CONDITIONS:	Given a brief oral message including prowords in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral content
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances over radiotelephone
CONDITIONS:	Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of instructions, captioned illustrations and sample messages using prowords
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given a requirement to complete communication forms and logs
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

441-16R-1022	Install, Operate, And Maintain Field Telephones TA-1/PT And TA-312/PT
441-16R-1023	Communicate Using Proper Radiotelephone Procedures
441-16R-2006	Use Correct Radiotelephone Procedures

## LAND NAVIGATION

### I. PERCENTAGE LANGUAGE SKILLS

Listening	69%
Speaking	38%
Reading	54%
Writing	49%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of marked maps, definitions, captioned illustrations, instructions and procedures
STANDARDS:	100% understanding of printed content
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of captioned illustrations, warnings, procedures and references
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to record the grid reference
STANDARDS:	100% legible written content

### III. TASK NUMBERS AND TITLES

441-16R-1013	Navigate From One Point On The Ground To Another With The Aid Of A Strip Map
441-16R-2001	Determine An Azimuth
441-16R-2002	Locate A Point On A Map
441-16R-2003	Navigate Using A Compass
441-16R-2004	Navigate Using A Map
441-16R-2005	Measure Ground Distance

## M16A1 RIFLE

### I. PERCENTAGE LANGUAGE SKILLS

Listening	71%
Speaking	41%
Reading	19%
Writing	13%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references
STANDARDS:	100% understanding of printed content
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of a range card
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to complete a range card
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

441-16R-1028 Perform Preventive Maintenance On M16A1 Rifle,  
Magazine, And Ammunition  
441-16R-1029 Load, Reduce A Stoppage In, Unload, And Clear An  
M16A1 Rifle  
441-16R-1030 Zero An M16A1 Rifle  
441-16R-1031 Qualify With An M16A1 Rifle

## LIGHT ANTITANK WEAPON (LAW)

### I. PERCENTAGE LANGUAGE SKILLS

Listening	63%
Speaking	31%
Reading	17%
Writing	9%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4); using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, descriptions, tables and SOPs
STANDARDS:	100% understanding of printed content
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of procedures, descriptions, tables and SOPs
STANDARDS:	100% understanding of printed content

### III. TASK NUMBERS AND TITLES

441-16R-1032	Prepare M72A2 LAW For Firing/Restore M72A2 LAW To Carrying Position
441-16R-1033	Engage Targets On A Firing Range With An M72A2 LAW



## GRENADES

### I. PERCENTAGE LANGUAGE SKILLS

Listening	40%
Speaking	17%
Reading	11%
Writing	0%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Listen for information
CONDITIONS:	Given oral instructions to perform task specific assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral information
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of warnings, procedures, definitions, captioned illustrations and references
STANDARDS:	100% understanding of printed content

### III. TASK NUMBERS AND TITLES

441-16R-1034 Engage Targets With Hand Grenades

## MINES

### I. PERCENTAGE LANGUAGE SKILLS

Listening	10%
Speaking	13%
Reading	8%
Writing	6%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of warnings, procedures, definitions, captioned illustrations and references
STANDARDS:	100% understanding of printed content
TASK:	Write to inform
CONDITIONS:	Given a requirement to mark mine fields
STANDARDS:	100% understandable and legible written communication

### III. TASK NUMBERS AND TITLES

441-16R-1035	Install/Recover An Electrically Armed Claymore Mine
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## VEHICLE OPERATIONS

### I. PERCENTAGE LANGUAGE SKILLS

Listening	48%
Speaking	31%
Reading	50%
Writing	41%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Produce oral utterances to inform
CONDITIONS:	Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, descriptions, tables and SOPs
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete DA forms
STANDARDS:	100% legible written content

### III. TASK NUMBERS AND TITLES

441-16R-1036	Perform Operator Maintenance On Assigned Section Vehicle
441-16R-1047	Operate And Maintain A 5-Ton Truck

## **.50 CALIBER MACHINEGUN**

### **I. PERCENTAGE LANGUAGE SKILLS**

Listening	27%
Speaking	17%
Reading	11%
Writing	8%

### **II. JOB LANGUAGE PERFORMANCE REQUIREMENTS**

**TASK:** Listen to learn and perform  
**CONDITIONS:** Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)  
**STANDARDS:** 100% understanding of oral communication

**TASK:** Produce appropriate oral responses spontaneously or upon request  
**CONDITIONS:** Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)  
**STANDARDS:** 100% understandable oral responses

**TASK:** Produce oral utterances to inform  
**CONDITIONS:** Given a requirement to give a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)  
**STANDARDS:** 100% understandable oral utterances

**TASK:** Read to learn  
**CONDITIONS:** Given printed MOS training materials in the form of captioned illustrations, procedures and references  
**STANDARDS:** 100% understanding of printed content

**TASK:** Read for information  
**CONDITIONS:** Given printed MOS training materials in the form of a range card  
**STANDARDS:** 100% understanding of printed content

**TASK:** Write to record  
**CONDITIONS:** Given a requirement to complete a range card  
**STANDARDS:** 100% understandable and legible written content

### **III. TASK NUMBERS AND TITLES**

441-16R-1046 Maintain And Operate A .50 Caliber HB M2 Machinegun

## LEADERSHIP

### I. PERCENTAGE LANGUAGE SKILLS

Listening	60%
Speaking	44%
Reading	46%
Writing	34%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Listen for information
CONDITIONS:	Given oral instructions to perform task specific assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral information
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to instruct in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of warnings, procedures and references
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given a requirement to produce a written report
STANDARDS:	100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

441-16R-2007	Perform Duties As Commander Of The Relief
441-16R-2008	Conduct Squad/Section Level Training

## DUTY TASKS

### I. PERCENTAGE LANGUAGE SKILLS

Listening	49%
Speaking	32%
Reading	29%
Writing	20%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Produce oral utterances to inform
CONDITIONS:	Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Produce oral utterances over radiotelephone
CONDITIONS:	Given the requirement to orally communicate using communication procedures in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Produce oral utterances to warn
CONDITIONS:	Given a requirement to utter verbal warnings in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of warnings, procedures and references
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given a requirement to complete DA forms and logs
STANDARDS:	100% understandable and legible written content
TASK:	Write to record
CONDITIONS:	Given a requirement to complete a range card
STANDARDS:	100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

441-16R-1038	Perform Boresighting Procedures
441-16R-1039	Perform Preventive Maintenance On Generator Set, 1.5 KW, DC, 28V
441-16R-1040	Emplace, Operate, And March Order The Target Alert Data Display Set (TADDS)
441-16R-1041	Perform Operator Checks And Adjustments On The Target Alert Data Display Set, To Include Preventive And Corrective Maintenance
441-16R-1042	Prepare Vulcan Ammunition For Firing, Transportation And Storage
441-16R-1043	Occupy And Improve A Vulcan Firing Position
441-16R-1044	Operate And Perform Preventive Maintenance On A Tracked Vehicle
441-16R-1045	Perform Observer Procedures
441-16R-1048	Perform Preventive Maintenance Checks And Services On The SP Vulcan System
441-16R-1049	Perform Preparation For Firing Procedures On SP Vulcan Armament System
441-16R-1050	Perform SP Vulcan Water-Crossing Operations
441-16R-1051	Operate SP Vulcan System Under Unusual Conditions
441-16R-1052	Operate And Maintain The SP Vulcan Auxiliary Equipment
441-16R-1053	Perform SP Vulcan Squad Drill
441-16R-1054	Engage Aerial And Ground Targets With The SP Vulcan System
441-16R-1055	Perform SP Vulcan Ammunition Loading Procedures
441-16R-1056	March Order And Emplace The Towed Vulcan System
441-16R-1057	Perform Firing Interrupter Adjustment On Towed Vulcan
441-16R-1058	Operate The Towed Vulcan Under Unusual Conditions
441-16R-1059	Operate And Maintain Towed Vulcan Auxiliary Equipment
441-16R-1060	Perform Preventive Maintenance On Gama Goat
441-16R-1061	Operate The Gama Goat
441-16R-1062	Perform Fording And Swimming Operations Using The Gama Goat
441-16R-1063	Perform Towed Vulcan Squad Drill
441-16R-1064	Engage Aerial And Ground Targets With The Towed Vulcan
441-16R-1065	Perform Towed Vulcan Ammunition Loading Procedures
441-16R-2009	Perform Round Interval Preventive Maintenance On The M168 Cannon
441-16R-2010	Perform SP Vulcan Armament System Daily Checks
441-16R-2011	Perform Troubleshooting And Corrective Procedures On The SP Vulcan System
441-16R-2012	Perform Troubleshooting And Corrective Maintenance On The Towed Vulcan

## SECTION VI

### JOB LANGUAGE PERFORMANCE REQUIREMENTS (Entire MOS)

#### INTRODUCTION

This section contains language tasks for each generic skill for this MOS. Listed below each task are the types of receptive or productive language activity involved.



## LISTENING

**TASK:** Understand oral language intended to inform or instruct.

**CONDITIONS:** Given explanations, procedures, rules, instructions or definitions in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5 & 6)

**STANDARDS:** 100% understanding and assimilation of presented oral language task.

The following are specific conditions found in this language task:

Warnings  
Described situations  
Directions  
Lectures  
Commands, Orders  
Sound tracks (films, tapes)  
Standard/Non-standard English  
Instructions  
SQT questions

**TASK:** Understand spontaneous oral language or language via a technical medium - such as a radio telephone - intended to inform and elicit responses.

**CONDITIONS:** Given scenarios, questions, commands or requests in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5, & 6)

**STANDARDS:** 100% understanding and assimilation of oral language in order to apply and respond.

The following are specific conditions found in this language task:

Shouting  
Radio communications  
Coded messages  
Spellings  
Conversation  
Requests

## SPEAKING

- TASK:** Formulate and produce appropriate oral responses spontaneously.
- CONDITIONS:** Given any verbal stimulus in the form of questions, scenarios, instructions, or cues in any training situation.  
(Appendices 5 & 6)
- STANDARDS:** 100% understandable oral response using correct lexicon and syntax for the training situation.

The following are specific conditions found in the language task:

Explanations  
Statements  
Repetitions  
Counting  
Corrections  
Assignments  
Notifications  
Oral reports  
Answers  
Clarifications  
Information

- TASK:** Produce oral utterances to interact and communicate spontaneously or via a technical medium such as radio telephone.
- CONDITIONS:** Given a communicative situation (Appendices 4, 5, & 6 Soldier's Manual) in any training situation.
- STANDARDS:** 100% understandable communication using correct lexicon and syntax for the communication act.

The following are specific conditions found in this language task:

Requesting information  
Requesting permission  
Transmitting messages  
Call signs  
Vocal signals  
Shout warnings  
Radio communications  
Target locations  
Directions (N,S,E,W)  
Directions, general  
Requests for fire  
Report on the results of fire  
Challenges/Passwords  
Training sessions  
Interaction

## READING

- TASK:** Read MOS training in the form of printed prose or graphic representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate problems, intercept codes and complete forms.
- CONDITIONS:** Given technical, non-technical, lexical and structural features in simple to complex printed form in any training situation. (Appendices 4, 5 & 6)
- STANDARDS:** 100% understanding of printed content.

The following are specific conditions found in this language task:  
Captions with illustrations.

Lists	Extracts
Procedures	Columns
Information	Indices
Definitions	Charts
Outlines	Methods
Signs	Technical Vocabulary
Markers	Standard Operating Procedures
References	Cartoons
Rules	Problems
Maps	Manuals
Flags	Graphic Training Aids
Military Documents	
I.D. Papers	
Regulations	

- TASK:** Identify, understand, and interpret written utterances pertinent to MOS training in technical or non-technical language.
- CONDITIONS:** Given technical, non-technical, lexical and structural features in simple to complex written form in any training situation. (Appendices 4, 5 & 6)
- STANDARDS:** 100% understanding of written content.

The following are specific conditions found in this language task:

Lists  
Information  
Descriptions  
Radiation readings off dosimeter  
Coordinate scales  
Callsigns-suffices  
Three-letter codes  
Examples  
Calculations  
Markings  
Radio communications  
Range cards  
Notes  
Messages

## WRITING

- TASK:** Upon instruction, write in conventional orthography, letter, numbers, words or sentences appropriate to the training situation.
- CONDITIONS:** Given standardized forms, paper or answer sheets and the instructions to list, answer, describe or recall.
- STANDARDS:** 100% syntactical and lexical correctness and legibility of writing which is also appropriate in style and usage to training situations. (Appendix 4)

The following are specific conditions found in this language task:

Ratings  
Signatures  
Range cards  
Data symbols  
Answers  
Descriptions  
Notes  
Reports

- TASK:** Write, in conventional orthography, letters, or specialized code, numbers, words or sentences in order to transmit or record information.
- CONDITIONS:** Given standardized forms or paper and oral communication.
- STANDARDS:** 100% syntactical and lexical correctness of writing which can be read by another speaker of English.

The following are specific conditions found in this language task:

Technical forms  
Codes  
Grid coordinates  
Decoded messages  
Encoded messages  
Logbooks  
Plottings  
Figures  
Reports  
Tags  
Range cards  
Applicable DA forms

## APPENDICES

1. Task Prioritization Checklist
2. Task Inventory Compiled Data Forms
3. Percentage Language Skills
4. Observation Form
5. Structural/Lexical list
6. Vocabulary (DLIELC in-house)
7. Vocabulary (machine-generated)
8. English Language Structures

APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the  
Department of the Army in 1980.

YOUR CURRENT MOS: \_\_\_\_\_  
(PRESENTLY WORKING IN)

MOS IN WHICH YOU WERE TRAINED: \_\_\_\_\_  
POSITION: \_\_\_\_\_  
UNIT: \_\_\_\_\_

\*RATING: 1=low  
2= med  
3= high

HOW  
TESTED?  
PERFORMAN  
RESULTS I  
DANGER TO  
EQUIPMENT

PERSON

PERFORMANCE

ORAL

WRITTEN

NO  
IS TASK  
TESTED?

YES

HANDS-ON

DEMONSTRATION

SELF-FACED

LECTURE

IMPORTANCE  
OF:

READING\*

SPEAKING\*

LISTENING\*

WRITING\*

NO  
IS TASK  
TAUGHT?

YES

17

APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from  
the Task Prioritization Checklist.



MOS 162

NUMBER OF RESPONDENTS

DATA OBTAINED FROM GERMAN

TRAINING SPECIALIST

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS	UNIT		CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS
						danger to person or equipment	importance				
						difficult?	tested?				
						written	oral				
441 162-1001			self-paced	written	writing						
441 162-1002			hands-on	oral	reading						
441 162-1003			demonstration	performance	speaking						
441 162-1005			lecture		listening						
441 162-1006											
441 162-1007											
441 162-1008											
441 162-1009											
441 162-1010											
441 162-1011											
441 162-1012											

FIRST 910

NBC

MOS

1/25

NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS	UNIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS	MOS		NUMBER OF RESPONDENTS		DATA OBTAINED FROM		TRAINING SPECIALIST	
											danger to person or	equipment	importance	difficult?	tested?			
441-16R-1010			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											
441-16R-1011			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											
441-16R-1012			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											
441-16R-1013			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											
441-16R-1014			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											
441-16R-1015			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											
441-16R-1016			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											
441-16R-1017			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											
441-16R-1018			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											
441-16R-1019			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											
441-16R-1020			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	difficult? tested?	danger to person or equipment importance											

CLASSIFIED

SECURITY & INTELLIGENCE

[illegible]

[illegible]

TRAINING SPECIALIST

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS
	difficulty?	danger to person or equipment importance	self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening
	tested?				
	taught?				
44-16R-1032					
44-16R-1033					
44-16R-1034					
44-16R-1035					
44-16R-1036					
44-16R-1037					
44-16R-1038					
44-16R-2007					
44-16R-2008					
44-16R-1039					
44-16R-1040					

MOS

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NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS	UNIT		CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS					
						danger to person or equipment	importance					difficult?	tested?			
														written	oral	performance
441-168-1041																
441-168-1042																
441-168-1043																
441-168-1044																
441-168-1045																
441-168-1046																
441-168-1047																
441-168-1048																
441-168-1049																
441-168-1050																
441-168-1051																
441-168-1052																
441-168-1053																
441-168-1054																

2471 74545

[illegible]

**TRAINING SPECIALIST**

[illegible]

Doc 4545



### APPENDIX 3

#### PERCENTAGE LANGUAGE SKILLS

This appendix contains the computations for the percentages of listening, speaking, reading and writing involved in each cluster.

Some clusters have two sets of computations because some Task Prioritization Forms were received after original computations and had to be added on.



**PERCENTAGE LANGUAGE SKILLS**  
**NOS 16R**

TR = total number of responses to variables in the cluster  
T = number of tasks in the cluster  
V = variables  
R = maximum number of respondents in any task in that cluster

FOR. A	LISTENING	SPEAKING	READING	WRITING
TR + (T)(V)(R) = %	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
<b>FIRST AID</b>  441-16R-1001 441-16R-1003 441-16R-1005 441-16R-1007	$6 \times 5 \times 4 = 120$ 11 21 10 12 17 71 $120 \overline{) 71.000}$ <b>.592</b>	$6 \times 2 \times 4 = 48$ 11 17 28 $48 \overline{) 28.000}$ <b>.583</b>	$6 \times 3 \times 4 = 72$ 0 19 20 39 $72 \overline{) 39.000}$ <b>.542</b>	$6 \times 4 \times 4 = 96$ 21 0 19 13 53 $96 \overline{) 53.000}$ <b>.552</b>
	<b>59%</b>	<b>58%</b>	<b>54%</b>	<b>55%</b>
<b>INPC</b>  441-16R-1004 441-16R-1008 441-16R-1012	$6 \times 5 \times 4 = 120$ 17 14 17 18 16 82 $120 \overline{) 82.000}$ <b>.683</b>	$6 \times 2 \times 4 = 48$ 10 16 26 $48 \overline{) 26.000}$ <b>.542</b>	$6 \times 3 \times 4 = 72$ 0 14 15 27 $72 \overline{) 27.000}$ <b>.493</b>	$6 \times 4 \times 4 = 96$ 10 0 11 12 40 $96 \overline{) 40.000}$ <b>.417</b>
	<b>64%</b>	<b>54%</b>	<b>49%</b>	<b>42%</b>
<b>INDIVIDUAL POINTS</b>  441-16R-1011	$1 \times 5 \times 4 = 20$ 3 2 3 2 3 13 $20 \overline{) 13.000}$ <b>.650</b>	$1 \times 2 \times 4 = 8$ 0 3 3 $8 \overline{) 3.000}$ <b>.375</b>	$1 \times 3 \times 4 = 12$ 1 2 2 5 $12 \overline{) 5.000}$ <b>.417</b>	$1 \times 4 \times 4 = 16$ 2 1 2 1 6 $16 \overline{) 6.000}$ <b>.375</b>
	<b>65%</b>	<b>38%</b>	<b>42%</b>	<b>38%</b>
			<b>61</b>	

**PERCENTAGE LANGUAGE SKILLS**  
**NOS 16R**

TR = total number of responses to variables in the cluster  
T = number of tasks in the cluster  
V = variables  
R = maximum number of respondents in any task in that cluster

FORMULA	LISTENING	SPEAKING	READING	WRITING
$\% = \frac{TR + (T)(V)(R)}{TR + (T)(V)(R)}$	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
3A21C INDIVIDUAL TASKS 441-16R-1020	1x5x4=20 2 1 3 2 4 12 20 $\overline{)12.000}$ .600	1x2x4=8 1 3 4 8 $\overline{)4.000}$ .500	1x3x4=12 1 1 2 4 12 $\overline{)4.000}$ .333	1x4x4=16 1 1 1 2 5 16 $\overline{)5.000}$ .313
	60%	50%	33%	31%
CAMOUFLAGE 441-16R-1024 441-16R-1027	4x5x4=80 13 5 10 10 11 49 70 $\overline{)42.000}$ .613	4x2x4=32 2 13 15 32 $\overline{)15.000}$ .469	3x4=12 12 $\overline{)9.000}$ .188	4x4x4=64 5 2 3 4 14 64 $\overline{)14.000}$ .225
	61%	47%	19%	22%
SECURITY AND INTELLIGENCE 441-16R-1015 441-16R-1019 441-16R-1021 441-16R-1037	7x5x4=140 16 18 8 10 23 75 140 $\overline{)75.000}$ .536	7x2x4=56 10 19 29 56 $\overline{)29.000}$ .518	7x3x4=84 0 16 19 35 84 $\overline{)45.000}$ .417	7x4x4=112 18 0 16 12 46 112 $\overline{)45.000}$ .411
	54%	52%	42%	41%
			62	

**PERCENTAGE LANGUAGE SKILLS**  
**NOS 16A**

TR = total number of responses to variables in the cluster  
T = number of tasks in the cluster  
V = variable  
R = maximum number of respondents in any task in that cluster.

FOR	LISTENING	SPEAKING	READING	WRITING
TR + (T)(V)(R) = %	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
COMMUNICATIONS  441-16R-1022 441-16R-1023 441-16R-2006	3X5X4 = 60  9 6 10 12 9 <u>46</u>  60 $\overline{) 46.000}$ .767	2X2X4 = 24  2 11 <u>13</u>  24 $\overline{) 13.000}$ .542	3X3X4 = 36  3 6 8 <u>17</u>  36 $\overline{) 17.000}$ .472	3X4X4 = 48  6 3 6 6 <u>21</u>  48 $\overline{) 21.000}$ .4375
	77%	54%	47%	44%
LAND NAVIGATION  441-16R-1023 441-16R-2001 441-16R-2005	6X5X4 = 120  16 13 20 19 15 <u>83</u>  120 $\overline{) 83.000}$ .692	6X2X4 = 48  4 14 <u>18</u>  48 $\overline{) 18.000}$ .375	6X3X4 = 72  1 18 20 <u>39</u>  72 $\overline{) 39.000}$ .542	6X4X4 = 96  13 1 18 15 <u>47</u>  96 $\overline{) 47.000}$ .4896
	69%	38%	54%	49%
MILITARY  441-16R-1024 441-16R-1031	4X5X4 = 80  10 3 16 16 12 <u>57</u>  80 $\overline{) 57.000}$ .713	4X2X4 = 32  1 12 <u>13</u>  32 $\overline{) 13.000}$ .406	4X3X4 = 48  1 0 8 <u>9</u>  48 $\overline{) 9.000}$ .188	4X4X4 = 64  1 1 0 4 <u>8</u>  64 $\overline{) 8.000}$ .125
	71%	41%	19%	12%
			63	

PERCENTAGE LANGUAGE SKILLS  
NOS 16R

TR = total number of responses to variables in the cluster  
T = number of tasks in the cluster  
V = variables  
R = maximum number of respondents in any task in that cluster

FORMULA	LISTENING	SPEAKING	READING	WRITING
$\% = \frac{TR + (T)(V)(R)}{TR + (T)(V)(R)}$	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
L.A.W. 441-16R-1032 441-16R-1033	$2 \times 5 \times 4 = 40$ 5 1 7 7 5 25 $40 \overline{) 25.000}$ .625	$2 \times 2 \times 4 = 16$ 0 1 5 $16 \overline{) 5.000}$ .313	$2 \times 2 \times 4 = 24$ 0 1 3 4 $24 \overline{) 4.000}$ .167	$2 \times 4 \times 4 = 32$ 1 0 1 1 3 32 $32 \overline{) 3.200}$ .09
	63%	31%	17%	9%
GRENADES 441-16R-1034	$1 \times 5 \times 3 = 15$ 1 0 2 1 2 6 $15 \overline{) 9.000}$ .400	$1 \times 2 \times 3 = 6$ 0 1 1 $6 \overline{) 1.000}$ .167	$3 \times 3 = 9$ - $9 \overline{) 1.000}$ .111	$1 \times 4 \times 3 = 12$ 0 0 0 0 0 12 $12 \overline{) 1.200}$ .09
	40%	17%	11%	5%
MINES 441-16R-1035	$1 \times 5 \times 4 = 20$ 0 1 0 0 1 2 $20 \overline{) 2.000}$ .100	$1 \times 2 \times 4 = 8$ 0 1 1 $8 \overline{) 1.000}$ .125	$1 \times 3 \times 4 = 12$ 0 0 1 1 $12 \overline{) 1.000}$ .083	$1 \times 4 \times 4 = 16$ 1 0 3 0 1 16 $16 \overline{) 1.600}$ .09
	10%	13%	8%	6%
			64	

**PERCENTAGE LANGUAGE SKILLS  
NOS 16R**

TR = total number of responses to variables in the cluster  
T = number of tasks in the cluster  
V = number of variables in the cluster  
R = number of respondents in any task in that cluster

FORMULA	LISTENING	SPEAKING	READING	WRITING
$\% = \frac{TR}{T(V)(R)} \times 100$	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
VEHICLE REPAIRING  441-16R-1036 441-16R-1047	$2 \times 5 \times 4 = 40$ $\begin{array}{r} 4 \\ 3 \\ 4 \\ 5 \\ 3 \\ \hline 19 \end{array}$ $40 \overline{) 19.000}$ <p align="right">.475</p>	$2 \times 2 \times 4 = 16$ $\begin{array}{r} 2 \\ 3 \\ \hline 5 \end{array}$ $16 \overline{) 5.000}$ <p align="right">.313</p>	$2 \times 3 \times 4 = 24$ $\begin{array}{r} 1 \\ 4 \\ 7 \\ \hline 12 \end{array}$ $24 \overline{) 12.000}$ <p align="right">.500</p>	$2 \times 4 \times 4 = 32$ $\begin{array}{r} 3 \\ 1 \\ 4 \\ 5 \\ \hline 13 \end{array}$ $32 \overline{) 15.000}$ <p align="right">.469</p>
	48%	31%	50%	41%
ISO 9000 MANAGEMENT  441-16R-1046	$1 \times 5 \times 3 = 15$ $\begin{array}{r} 1 \\ 1 \\ 1 \\ 6 \\ 1 \\ \hline 10 \end{array}$ $15 \overline{) 4.000}$ <p align="right">.267</p>	$1 \times 2 \times 3 = 6$ $\begin{array}{r} 0 \\ 1 \\ \hline 1 \end{array}$ $6 \overline{) 1.000}$ <p align="right">.167</p>	$1 \times 3 \times 3 = 9$ $\begin{array}{r} 1 \\ 0 \\ 0 \\ 1 \\ \hline 2 \end{array}$ $9 \overline{) 1.000}$ <p align="right">.111</p>	$1 \times 4 \times 3 = 12$ $\begin{array}{r} 1 \\ 0 \\ 0 \\ 1 \\ \hline 2 \end{array}$ $12 \overline{) 1.000}$ <p align="right">.083</p>
	27%	17%	11%	7%
LEADERSHIP  441-16R-2007 441-16R-2008	$2 \times 5 \times 4 = 40$ $\begin{array}{r} 5 \\ 3 \\ 4 \\ 7 \\ 5 \\ \hline 24 \end{array}$ $40 \overline{) 24.000}$ <p align="right">.600</p>	$2 \times 2 \times 4 = 16$ $\begin{array}{r} 2 \\ 5 \\ 7 \\ \hline 14 \end{array}$ $16 \overline{) 7.000}$ <p align="right">.438</p>	$2 \times 3 \times 4 = 24$ $\begin{array}{r} 0 \\ 4 \\ 7 \\ \hline 11 \end{array}$ $24 \overline{) 11.000}$ <p align="right">.458</p>	$2 \times 4 \times 4 = 32$ $\begin{array}{r} 3 \\ 4 \\ 4 \\ 4 \\ \hline 15 \end{array}$ $32 \overline{) 15.000}$ <p align="right">.469</p>
	22%	44%	46%	47%

1.5

## MOS 16R

TR = total number of responses to variables in the cluster  
T = number of tasks in the cluster  
V = variables  
R = maximum number of respondents in any task in that cluster

[illegible]

#### APPENDIX 4

##### OBSERVATION FORMS

The attached forms were taken to the actual training where observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in this MOS.

MOS OBSERVATION FORM

MOS 16 12 LOCATION 24 Blm T.C.  
 TASK # Dent Prov PERSON RECORDING W. Brown  
 SUBJECT \_\_\_\_\_

INSTRUCTION

Physical Environment

COMMENTS

- ☐ 1. Classroom
- ☐ 2. Open Areas (live fire field, make-up terrain)
- ☒ 3. Large enclosed area (bleacher sites, warehouse size)
- ☐ 4. Other (comments)

Instructional Ratio

- ☐ 1. Instruct or one-to-one/class
- ☐ 2. Peer/one-to-one
- ☐ 3. Group or Committee group<sup>1</sup>
- ☐ 4. Small (12 or less)
- ☒ 5. Other (comments) Self-paced

MODES OF INSTRUCTION

COMMENTS

- ☐ 1. Films
- ☒ 2. Video cassettes
- ☐ 3. Graphic training aids (diagrams, etc.,)
- ☐ 4. Illustrations a) requiring reading  
b) not requiring reading
- ☐ 5. Maps
- ☐ 6. Mock-ups
- ☐ 7. Models/Simulated
- ☐ 8. Real equipment
- ☐ 9. Transparencies

<sup>1</sup>Group of instructors of whom one teaches one portion of the whole



- \_\_\_ 10. Tape cassettes
- \_\_\_ 11. Training publications: a) required  
b) available
- \_\_\_ 12. Signs/notices
- \_\_\_ 13. P.A. System
- \_\_\_ 14. Normal Voice
- \_\_\_ 15. Soldier's Manual
- \_\_\_ 16. Chalkboard
- \_\_\_ 17. Other (comments)

MODES OF RESPONSE

COMMENTS

- ☒ 1. Manipulate equipment *Manipulate equipment*
- \_\_\_ 2. Performance
- \_\_\_ 3. Answers (spoken-written)
- \_\_\_ 4. Signals
- \_\_\_ 5. Taking notes
- \_\_\_ 6. Teamwork
- \_\_\_ 7. Other (comments)

STYLES OF COMMUNICATION<sup>2</sup>

COMMENTS

- \_\_\_ 1. Formal Speech
- ☒ 2. Informal Speech
- \_\_\_ 3. Regional/ethnic
- \_\_\_ 4. Body language
- \_\_\_ 5. Profanity
- \_\_\_ 6. Shop talk/slang
- \_\_\_ 7. Non-standard English
- \_\_\_ 8. Other (comments)

<sup>2</sup>Instruction, verbal orders

MOS \_\_\_\_\_

PERSON RECORDING \_\_\_\_\_

LOCATION  
(UNIT/ATT) \_\_\_\_\_

SUBJECT \_\_\_\_\_ \* TASK NUMBER IF KNOWN \_\_\_\_\_

Physical Environment of Instruction

- A. Classroom
  - B. Open Areas (live firefield- mark-up terrain)
  - C. Large enclosed area (bleacher sites)  
(Warehouse size)
  - D. Other
- Comments:

Styles of Communication Instructor, Verbal orders

- A. Formal Speech
  - B. Informal Speech
  - C. Regional/Ethnic
  - D. Body Language
  - E. Profanity
  - F. Shop talk/slang
  - G. Non-standard English
  - I. Other
- Comments:

Media of Instruction

- A. Films
  - B. Video cassettes
  - C. Graphic Training Aids (diagrams, etc....)
  - D. Illustrations (requiring reading/not requiring reading)
  - E. Maps
  - F. Mock-ups
  - G. Models/Aimulate
  - H. Real equipment
  - I. Transparencies
  - J. Tape cassettes
  - K. Training Publications (required/available)
  - L. Signs/Notices
  - M. P.A. System
  - N. Normal Voice
  - O. Soldier's Manual
  - P. Chalkboard
  - Q. Other
- Comments:

Mode of Response

- A. Manipulating a piece of equipment/device
  - B. Answers (spoken - written)
  - C. Signals
  - D. Performance
  - E. Taking Notes
  - F. Teamwork
  - G. Other
- Comments:

Instructional Ratio

- A. Instructor; one-to-one/class
  - B. Peer/one-to-one
  - C. Group or Committee Group (group of instructors of whom one teaches one portion of the whole)
    - Small (12 or less)
    - Large (more than 12)
  - D. Other
  - E. Questions
- Comments:

75

APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of  
structural and lexical items  
for this MOS.  
(For discussion, see Section II)

## STRUCTURAL ITEMS

### SENTENCE PATTERNS

**SIMPLE:** One subject and one predicate

1. Subject and action verb  
Firer aims.
2. Subject and action verb and direct/indirect object  
Many things cause burns.
3. Subject and linking verb and subjective complement  
This is very important.

**COMPOUND:** Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

**COMPLEX:** One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

2. Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.

3. Noun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.

## SENTENCE TYPES

### 1. INTERROGATIVE

(do, does, modal, wh-, tag, inverted)  
But what about the other 15 meters?  
Ask, "What is there?"

### 2. DECLARATIVE

Classified information will not be discussed over the telephone.

### 3. EXCLAMATORY

HALT!

### 4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

### 5. ELLIPSIS:

Split the bracket until fire for effect is possible. Most common type of ellipsis--subject deleted

### 6. FRAGMENT

Movement to occupy a position.  
All other parts.

## ADVERBIAL CLAUSES

### 1. PURPOSES

Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

### 2. CONTRAST

Although natural terrain features are likely not to change and make good reference points to orient a map, you may also use manmade features such as roads, bridges, etc., to orient your map.

### 3. COMPARISON

Place suitable material under him as well as over him if necessary.

### 4. RESULT

Blending is the use of camouflage materials on, over, and around an object so that it appears to be part of the background.

5. MANNER

Take deep breath and place mouth around soldier's mouth; then blow forcefully as you observe his chest.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be released.

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

4. PREPOSITIONAL

Under certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

## LEXICAL ITEMS

### ADJECTIVALS

"rifle bore cleaner"  
"waste material"  
"burning residue"  
"semi-fixed ammunition"  
"extracting/loading ammunition"  
"firing hammer"  
"four life-saving steps"  
"chest/heart massage"  
"tourniquet material"  
"field material"  
"field condition"  
"mouth-to-mouth resuscitation"

### ADJECTIVES

1. WORD + ABLE

AVAILABLE

2. COMPARATIVES

Threat main tanks are smaller than the US main battle tanks.

3. SUPERLATIVES

The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

### PRONOUNS

1. INDEFINITE

Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).

2. POSSESSIVE

Shake his shoulder and shout, "Are you OK.?"

3. SUBJECTIVE

This will give you correct nomenclature.

4. OBJECTIVE

It will also give you the correct functioning.

5. REFLEXIVE

Keep yourself clear of the muzzle.

## VERBS

### 1. VERB TENSES

Make sure you clearly understand the task you are to teach.

--You will be tested.

--If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.

--If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.

--When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.

--Have someone walk the FDL and determine dead space.

--Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb  
present verb (uninflected, third  
person, indicative)  
past tense (regular/irregular)  
present perfect  
future

### 2. TYPES

intransitive  
(You) train for results.

transitive  
Mask the casualty.

linking  
The skin becomes inflamed.

### 3. VOICE

active

recognize  
protect  
is facing  
remove  
explode  
sounds  
points out  
seen

appear  
seek  
secure  
wear  
mask  
stored  
do require  
could affect

has  
must be  
wipe  
rinse  
put brush  
empty  
reassemble  
reinstall



passive

given  
is protected  
is sprayed

are alerted  
are reported  
have been corrected

are authorized  
be corrected

passive+verb+ing  
"task will be performed  
using procedures"  
modal+passive voice  
"can be determined"  
modal+negative+passive  
"must not be eliminated"

#### 4. MODALS

You must demonstrate, once every 6 months, that you can meet or exceed the minimum level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"  
"be"  
"will be given"  
"should be"  
"must"  
"must be"  
"can"  
"can be"  
"may be"  
"should not be"

#### 5. AUXILIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.

#### GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

#### INFINITIVES

To fire, hold the M16A1 in the rest with your right shoulder firmly against the weapon's butt plate.

#### ADVERBS +

##### 1. SUPERLATIVE

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

##### 2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

##### 3. FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been rarely removed.

##### 4. OTHER

Assembly procedure for the grenade launcher merely reverses disassembly steps.

##### 5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

#### VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

#### VERBS AND ADVERB

(particles)

Put on the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.

## APPENDIX 6

### VOCABULARY (DLIELC IN-HOUSE)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary.

1155 16R

R

T

G

TAX 1037

GOAR 15

visually

recognize

aircraft

environment

classroom

not

from

hostile

slides

projector

screen

slide projector

penet

paper

apply

identical principle

knowledge

induced

aircraft characteristics

to identify

know

similar

profile

studied

by comparison

known as

with emphasis

distinguishing features

80

Miss 16R

B

ASK 1037 cont'd

recognition

action

observation

~~overall configuration~~

image perception

familiarity with

recognizable features

distinguishing

bill measures

overall sample

recognizable features

desired identification range

squarish window

8!

WRS 16 R

B

T

143K 1038

Ref: TM 9-230-300-10; TM 9-1005-286-10-1

per. in  
chick  
all types  
weather  
member  
dark sunlight  
exposure

england  
fast action  
tasks  
speed  
night vision

boresighting procedure  
Vulcan system  
SP (only 1000 ft)  
down 12 ft  
boresight  
time of cannon  
distant aiming point  
of boresighting  
right

8.2

Uros 162

G

TASK 1039

planned  
interest  
substance  
reference  
unusually available  
appropriate  
circumstances  
usual conditions  
unusual conditions  
recognize  
portion  
accepting

B

prevailing maintenance  
task  
maintenance area  
technical area  
Supervision  
efficiency

T

generator set  
1.5kw, 28v  
L4 Form 2000  
normal indication  
abnormal indication  
maintenance personnel

12

Nov 16 R

S

T

Table 1040 Ref: 9-1430-549-12 & 9-1430-587-12 FFM 44-6 -

operator

task

employee

performed

supervision

branch order

submits

target alert data display

weather conditions

forward area clearing radar

available

transmitting

submits

site

locate

best receiving conditions

your credit

orient

identify

magnetic compass

control

the indicator

install

indicator

available

the range

relays

portrayed

target information

even number

radiating

matrix

7.1



G

B

T

Task 1041 Lf TM 9-1430-589-12

performance  
weather conditions  
normal  
aircraft  
cleaning materials  
locate  
control  
communication between  
surface  
communication  
operator position  
to connect

preventive maintenance  
corrective maintenance  
technical areas  
tools  
reference  
supervision  
inspect  
efficiency  
adjustments  
maintenance

operator checks and tests  
targeted data display set  
empowered  
operational status  
battery charging indicator  
DA Form 200  
indicators  
normal indicators  
abnormal indicators  
battery charging procedures  
Data link processor and  
display group self-test check  
operator position  
DA Form 200  
organized maintenance personnel

85

# MOS 16 R

G

R

T

Task 1042

Ref: TM 9-1005-286-10.1 & 9-2352-220-10

program  
hand protection  
storage  
hand tools  
daily  
isolation  
area  
protected  
element location  
availability  
recognition  
usage  
maintenance  
base of  
handling

firing  
tools  
tactical situation  
supervision  
visually inspect  
disassembly

Vulcan ammunition  
M25 linker - linker  
wounds  
color coding  
ammunition  
long & short rounds  
serviceability of rounds & link  
ammunition handling, safety  
procedures  
linking and de-linking procedure  
RT energy  
electrical current  
electrical potential energy  
components of ammunition

U.S. 12 R

G

B

T

Task 1043 Proj: FMUS-2 444-5 & 44-100

Security  
in area  
of interest  
to be  
maintained

Weather  
all data  
to be  
submitted  
to the  
command  
at  
the  
time

to work  
SPC by method  
facing area  
Task  
to work  
at an outflow materials  
as appropriate  
applied to principle  
cross  
concentration  
light discipline

Verban firing position  
Verban system  
emplacement criteria  
weapon system  
emplace the system

800

WDS 16 12

G

B

T

Truck 1044

Ref: TM 21-306 # 9-2300-357-10 # 9-2350-300-10 -

operator  
program  
weather conditions

executive maintenance  
administrative areas  
tactical area

APC Subcom  
SP Subcom

before

varied terrain

operations check  
indicators

being

warning device

normal indicators

after

operating capabilities

abnormal indicators

locally

limitations

color monitor display

control

correct deficiencies

control

tracked vehicle

discriminate between

maneuver

longer

observed condition

warning

towing

88

Mos 16R

G

B

T

TASK 1045 Ref TM 44-4

perform (ed)  
key light house  
binoculars  
k. r. r.  
no class  
directing  
recognize  
identify

observer procedures  
to wall  
SP (full p. y. chd)  
engaged  
tactical area  
task  
communication equipment  
develop & use  
aircraft recognition

Vulcan  
T4005  
range cards  
systematic search p. T!

88

MOS 1612

TASK 1045 Ref: FM 23-65; TM 9-1005-215-10

Maintain  
operate  
outdoors  
Weather  
inspect  
gun  
adjust  
destroy  
know use  
prepare  
clean  
observe  
safety precaution

.50 caliber M2 machine gun

Task

administrative area

tactical area

rifle gun cleaner

lubricating oil

mount (w)

mount (v)

traced vehicle

sight

disassemble

assemble

weapon

load

clear

reduce common stoppages

cock gun

backplate

engage target

adjust fire

tracer observation

DA FORM 240V

Traversing & elevation

Mechanism

set & check

headspace adjusting

range card

90

# MOS 16R

G

B

T

TASK 1047 Ref TM 9-2350-211-10 TM 21-305, TM 9-2320-211-10

operate  
maintain  
perform  
weather  
types  
clearing materials  
tool bit  
lubricants  
shift case  
operate truck  
at  
to  
at  
at  
install  
use  
equipment  
reloading

5 ton truck  
task  
terrain  
temperature  
road condition  
atmospheric  
the procedures  
lubrication procedures  
lubrication

at front view  
log book  
engage transfer assembly  
operation checks  
front wind  
indicators  
cargo (to by road)  
parking operation

91

lines 1612

G

B

T

Tech 1048 P.1 TM 9-2320-200-10, LO 9-2320-300-10

perform  
member  
availability  
clearing, maintenance  
line work  
supplies  
location  
control  
drive  
recognition  
operation  
adjust

PM check  
service  
operational  
administrative area  
technical area  
squad  
supervisor  
tool bit  
PM procedures  
lubrication procedure

SP Vulcan 845 line  
indicators  
carrier  
[equipment manual  
criteria (E 50)  
load tension

3



MVS 16 R

G

S

T

Task 1009 Kif

TM 9-2350-800-10

operation (60)

antennas

location

weather

available

position

Direct sunlight

sequence

function

location

condition

operation

normal

abnormal

condition

adjustments

range

operation

tactical area

Tool

signal

sequence

firing

proper sequence

indications

deficiencies

preparation for firing procedure

SP Vulcan automatic system

night vision sight

indicators

Vulcan carrier device

charge battery system

99

Nov 10 12

C,

B

7

Tech 1050 Ref: TAI 9-2350-800-10 ; 409-2350-800-10

purpose (100)

tasks

SP Vehicle water crossing

kind

terrain

operation

require

lubrication

finding

fuel tank

operational procedure

amphibious vehicle

exit

same with

exit

like previous

water crossing procedure

carries

immersion in water

water operation

removal

water crossing procedure

be more

water crossing procedure

AD-A121 079 JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 16R SHORT 272  
RANGE AIR DEFENSE.. (U) DEFENSE LANGUAGE INST LACKLAND  
AFB TX ENGLISH LANGUAGE CENTER.. 01 JUL 78

JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 16R SHORT  
 RANGE AIR DEFENSE. (U) DEFENSE LANGUAGE INST LACKLAND  
 AFB TX ENGLISH LANGUAGE CENTER. 81 JUL 78

224

UNCLASSIFIED

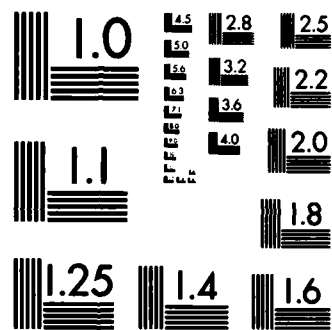
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NL

END

491 MEC-

GEM



MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

MOSC 10R

6

15

7

Task 1051 R.M. 9-2350-800-10 # 40 (some H)

operate

unusual conditions

SP Vulcan system

operational

tactical area

Wintertime bit

unusual

supervision

log books

element

procedures

geographical

condition

as well

as well

but weather

applicable to

to the area

to the area

high humidity area

95

Nov 16 R

G

B

T

TASK 1052 4. TM 9. 2350-300-10

operate  
position  
present  
history  
inches  
inches  
inches  
inches  
absent  
position  
history  
history  
history  
history

maintain  
administration  
technical area  
task  
superior  
basic work item  
all procedures

SP Vulcan auxiliary equipment  
auxiliary generator  
gunner's quadrant  
right vision  
M134 telescope  
indications

95

# MDS 16R

G,

B

T

- TASK 1053  
performed (ed)  
logistics hours  
darkness  
darker  
weather  
available  
open  
close  
equipment  
movement  
Cover  
raise  
operate  
Scuba  
aerial  
groceries  
men  
helmet  
airing  
able  
chills  
know

Ref: FM 54-5  
employed  
tactical area  
T and  
Squad  
disposition  
targets

SP Vulcan Squad Drill  
hand ch  
dismount  
emergency dismount  
dismount  
dismounted food  
carrier  
operation check  
profile check & procedures  
ammunition down/lost task  
auxiliary power unit (APU)  
communication procedures

MOS 16R

R

E

T

TASK 105U Co, FM 44-5

performed  
sessions  
all types  
weather  
weather  
training purposes  
within limitations  
system  
all conditions  
rel or information  
identifying  
actions

employed  
tactical area  
Task

Squad  
hostile fire  
SOP  
firing range  
communication  
preparation for firing  
enemy aircraft

engaged in target  
SP Vulcan System  
air density, tactics  
range, tactics  
muzzle velocity, tactics  
armament, tactics, tactics  
engage targets  
all modes  
communication system  
TADS  
senior gunner  
observe procedures  
directing, tactics, tactics  
gunner's gunner.



WWS 16 R

G

B

T

TASK 1055

Ref TM 9-2350-300-10

performance

day

night

weather conditions

visibility

inspect

empty drum

know

keep drum

employment

tactical area

task

squad

load

detonator

vacuum

recharge

ammo handling  
procedures

[SP Vulcan ammunition system

procedures

SP Vulcan system

M25 linker detector

speed weapon

link / detector ammunition

ammunition storage racks

electrically primed ammunition

RF energy

feed system

Mo-16R  
R

T

6,  
TRK 056

FM 44-100, TM 9-1005-286-10-1

operation  
outdoors  
all type  
weather  
perform  
member  
raise  
lock  
sense  
apply power

emplace  
@ immediate area  
technical area  
task  
squad

March after  
towed vehicle system  
Gamma G-7  
DA Form 2000  
log book  
antenna  
stowed position  
outtriggers  
couple (to join)  
carrier  
auxiliary equipment  
uncouple  
set outtriggers & legs

10

hws 16 R

G

B

T

TASK 1057 Ref TM 9-1005-286-10-1

perform  
conditions  
prior to  
making adjustments  
properly  
mechanically  
Be aware of  
precautions

employed  
tactical area  
task  
target

firing interceptor adjustments  
towed Vulcan  
the mount  
to track on  
track  
object to be protected  
cover the sight  
indirect fire

WWS 16R

G

B

T

TASK 1058 Tr 9-1005-286-10-1

operational

tactical areas

towed Vulcan

unusual condition

operational

partial radar jammer

partially operational

special purpose equipment

climate condition

sights, equipment

geographical condition

mount

warm-up

radar distribution

requirements

extreme cold

102

Nov 16 R

B

T

ASK 1059 Ref TM 9-1005-286-10-1

operate  
maintain

imposed  
tactical area

towed balloon anemometer equipment

log book

generator set (100)

barometer

M130 straight telescope

AN/TOS-2B night sight

sunrise gnomon

M25 link - distance

microphone headset

external house central

arm - sub. E. 100/

DA Form 28-1

113

Wds 16 R

B

T

C  
TASK 1060 Ref TM 9-2320-242-10; LO 9-2320-242-  
perform  
packed  
cleaning material  
lubricants  
examine & adjust  
normal  
abnormal  
condition.

Preventive Maintenance. *Stam G. Cat*  
1st Form 2-10-57.

Mos 16R

B

T

← TAC 1061 Kly TM 9-2320-102-10, TM 21-805

operate

varies

road condition

function

location

control

instrument

stop

start

input

output

medium speed

0.5 sec

terrain condition

blastout

Gama 6.00

engage transfer assembly

maximum slope limitations

terrain procedures

W.C. H. R.

B

T

TRAIL 1962 TM 9-2325-202-10,60 1-2720-211-100

factor  
slimmer  
like pressures  
operator

provision

vehicle

sealed

checked

water current

tailgate

water tightness

factor  
gamma point  
access plugs  
Leakage  
locking depth  
Velocity





NWS 16 R

B

T

R  
TASK 260 Lt FM 44-100

family

engage  
hostile fire  
communication

airial targets  
ground targets  
towed balloons  
an aircraft in  
range table  
muzzle velocity, lead  
senior gunner  
gunner quadrant

11/25/12

B

T

Task 1065 Ref TM 9-1025-28-10-1

per form

6 at

Sight

to 1000 ft

in 100 ft

velocity

reducer

detonated

Howed Verban

ammunition loading process

125 lb/hr

initia loading process

normal ammunition

link / det link

ASU

fuel system

electrically powered

~~detonated~~

7/1/12

ALOS 16 R

SKILL LEVEL II 7.500 200142.200

SAME AS 16 D  $\neq$  P

MOE 16 R (SL II)

B

T

G

TASK 2009 Ref TM9-1005-286-10-2 or TM9-2350-300-10

perform  
performing  
indicators  
audience  
all types  
weather  
normally  
performed  
knew  
location  
function  
control

task  
components  
maintenance procedure  
PM procedures  
duty procedures  
deficiencies  
scope  
maintenance personnel

round internal pressure  
maintenance  
M168 cannon  
Senior Gunner  
Jalcan system  
DA Form 2404  
log book  
indicators  
cannon  
clear  
EXACT (EXACT) (EXACT) (EXACT)  
held at clear (EXACT) (EXACT)  
logbook  
round counter  
indication

0. insure  
proper  
seamless  
transition  
control  
observed  
proper  
use  
recognizing  
normal  
abnormal  
unidentified  
to correct  
recovered  
reported

111



# WDS 16K (SL II)

G

B

T

TASC 2012

Ref TM 9-1005-284-10-2

part 101 101

operational

indoor

and door

all door

1.2.2.1

Senior material

lubricants

know

purpose

control

how

about

suspension

electrical system

service

know

about

how

car 11.11

individual

convert

reported

complete

operation

about

to aware

administrative area

tactical area

Tasha

Seamus

Substantive personnel

maintainance personnel

troubleshooting

corrective maintenance

named Tasha

Senior Engineer

high level

Do 1.2.2.1

log book

indicators

indication

carriage

Wenegate

radiation hazard

Task 2010 (Cal 2)

abnormal

clean

inspect

system

proper

improvement

correct

needed

require

definition

maintain personnel

indication

optical system

consistency procedures



#### APPENDIX 7

Appendix 7 is the machine-generated vocabulary list. It was not useful for our purposes. It is included as a vocabulary reference.

H<sup>+</sup>ADQUARTERS

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

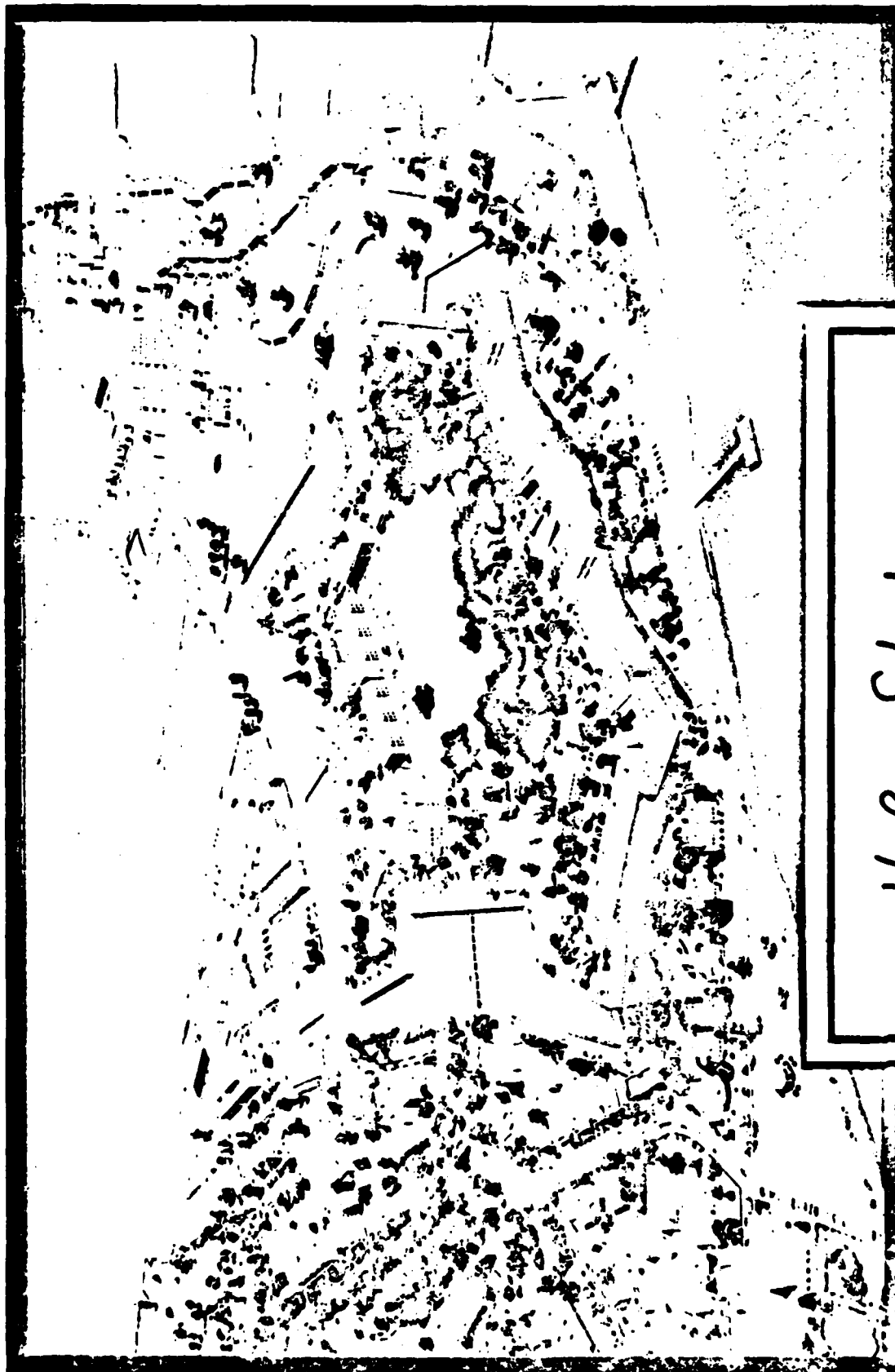
FORT MONROE, VIRGINIA 23651

DATA CONTROL NUMBER

Job No / Proj No

JUL 24 1980

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16R SL1



# SEQUENTIAL DATA .NAGER

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163, SR9641

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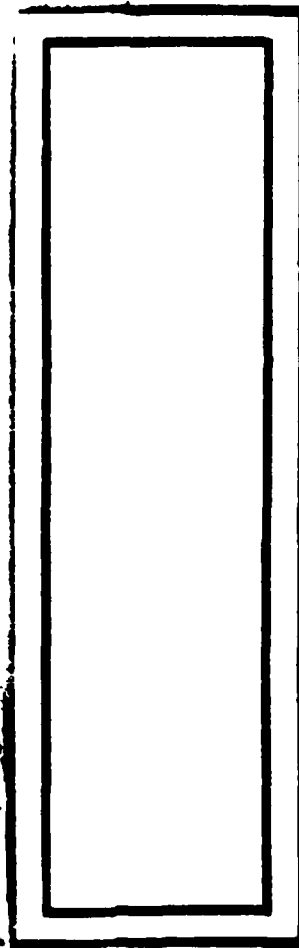
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# HEADQUARTERS

## UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651



16 R  
Skill 1

#1589

76 RECORDS

43 UNIQUE ITEMS

FREQUENCY DISTRIBUTION

1 A  
1 ACCURACY  
1 ALL  
7 APPROPRIATION  
1 AND

3 AS  
3 RE  
1 EV  
2 CA  
2 CHANGING

1 CLEAR  
1 DETOURATED  
1 ELECTRICALLY  
1 ENERGY  
1 FEED

1 FOR  
2 FROM  
1 HANDLING  
1 LEFT  
3 NEW

1 LOAD  
2 LOADED  
1 LOST  
1 PUT  
1 CONSERVE

1 PARAGRAPH  
2 PARTIALLY  
2 PLETHOR  
1 PRINCE  
1 PROCEDURE

3 PRICEDURES  
1 RECHAMBERED  
2 RELUVALING  
1 R  
1 RUIHUS

1 STANDARDS  
1 SUPPLY  
1 SYSTEM  
3 THAT  
4 THE

1 TH  
2 TO  
1 UNIT  
2 WHEN  
1 WILL

180451 L CRT PM  
180451 INJNT 45, DELETE 45  
180451 IMPROVING SNT PERFORMED  
180451 HCU IN , DLT  
180451 TDPUS APPLIED 1234  
180451 END-SYNCSTMT OPT- M, THERO107/DUMP



UR9C70.11 ( 60162/800521 1927 FAST RETRIEVAL AND DATA MANIPULATION

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1 ENERGY	1 FEED	1 FOR	1 HANDLING	1
1 LEFT	1 LOAD	1 MUST	1 NOT	1
1 RESERVE	1 PARAGRAPH	1 PRIMED	1 PRECEDURE	1
1 RECHARGED	1 RE	1 ROUNDS	1 STANDARDS	1
1 SUPPLY	1 SYSTEM	1 TM	1 UNIT	1

"HEADQUARTERS

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

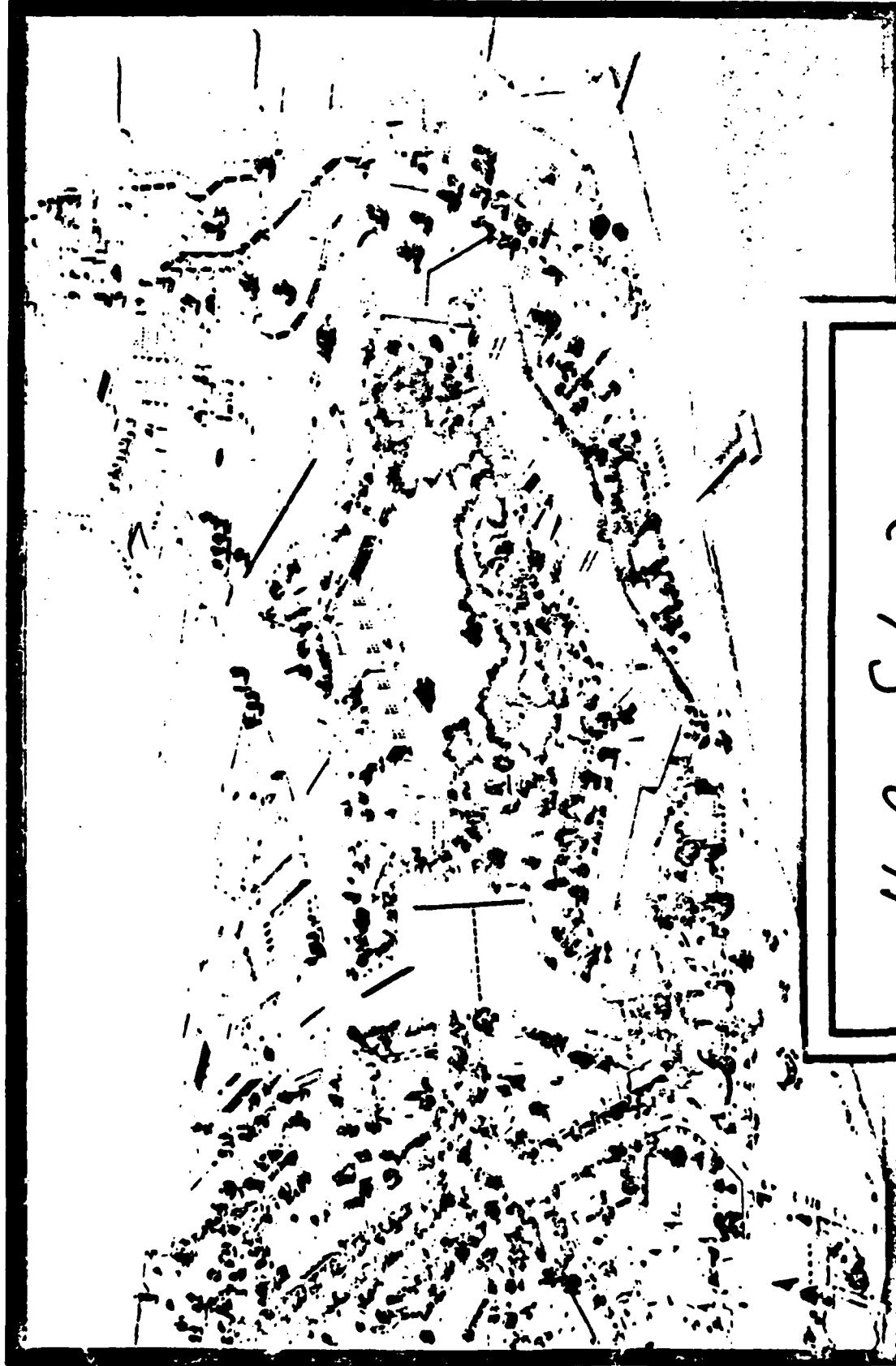
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# SEQUENTIAL DATA MANAGER

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## WORD LIST BY PAGE

1	INTERCEPT	25.1	22.1			
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3	IS	22.2	21.1	235.2	24.1	
4	MATERIALS	25.1				
5	MODE	235.1				
6	OPTICAL	235.1	100.3	25.2	24.1	21.1
7	OPTIC	235.1	100.1	25.2	24.2	22.2
8	POTENTIAL	235.1	22.1			
9	POTENTIAL	235.3	100.1			
10	SKILL	25.1	22.1			
11	SKILLS	235.3	100.1			
12	TECH	25.3	24.2	22.3	21.3	
13	TECH	22.1				
14	AND	235.2	100.5	25.1	24.1	
15	ANY	235.2				
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19	BY	235.5	100.3	25.1	24.1	22.2
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21	CREWMEN	25.1	22.1			
22	FLY	22.2	235.5	25.1		
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25	PERIOD	235.1				
26	PERIOD	235.2				
27	THAT	235.1	100.1			
28	THAT	235.1	100.2	6.1		
29	TO	235.3	100.2	25.1	24.1	22.1
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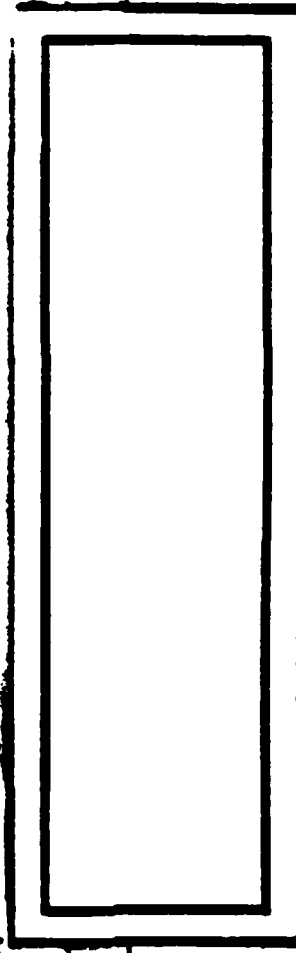
# HEADQUARTERS

## UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

DATA CONTROL NUMBER

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GROUPS FREQUENCY DISTRIBUTION 201 UNIQUE ITEMS 641 RECORDS

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FREQUENCY/WORD

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10	PROCESSES	10	SYSTEM	9	TH	8	FOR
8	TS	8	IS	8	CR	8	PERFORMED
7	ALL	7	ALL	7	FORM	6	ON
5	A	5	A	5	CORRECT	5	PERSONNEL
4	AREA	4	AREA	4	ABNORMAL	4	ACCORDING
4	CHECKS	4	CHECKS	4	BEYOND	4	BOOK
4	CONTROLS	4	CONTROLS	4	CLEAR	4	COMPLETE
4	FIN	4	FIN	4	CORRECTIVE	4	DEFICIENCIES
4	INDIVIDUAL	4	INDIVIDUAL	4	FOR US	4	INDICATIONS
4	PAY	4	PAY	4	KNOWLEDGES	4	LOCATION
4	PAID	4	PAID	4	NORMAL	4	OPERATOR'S
4	TOWED	4	TOWED	4	REPORTED	4	SKILLS
3	CHECK	3	CHECK	4	TRIPLES	4	TYPES
3	OUTDOORS	3	OUTDOORS	3	FUNCTION	3	GUNNER
3	FOUND	3	FOUND	3	PREVENTIVE	3	RECOGNIZE
3	TACTICAL	3	TACTICAL	3	SAFETY	3	SECTION
2	ASSISTANT	2	ASSISTANT	3	WEATHER	2	ADMINISTRATIVE
2	CAPABILITY	2	CAPABILITY	2	AT	2	DEFENSE
2	INDUSTRY	2	INDUSTRY	2	CREW	2	CRITICAL
2	LEVEL	2	LEVEL	2	INSURE	2	INTERVAL
2	NORMALLY	2	NORMALLY	2	LO	2	LUNARIZATION
2	SCOPE	2	SCOPE	2	OPERATIONAL	2	PROPER
2	TOOL	2	TOOL	2	SERVICES	2	SKILL
1	ADMINISTRATIVE	1	ADMINISTRATIVE	2	USE	1	ACQUISITION
1	AVAILABLE	1	AVAILABLE	1	ARE	1	ARMAMENT
1	CHAPTER	1	CHAPTER	1	ARE	1	BETWEEN
1	COUNTER	1	COUNTER	1	CLEAR	1	CLEANING
1	DISTINGUISH	1	DISTINGUISH	1	DAMAGE	1	DANGER
1	EXAGGERATE	1	EXAGGERATE	1	DUPING	1	ELECTRICAL
1	FREEDOM	1	FREEDOM	1	EXISTS	1	FEED
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1	ILL	1	ILL	1	HAZARDS	1	HELD
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1	WAVEGUIDE	1	WAVEGUIDE	1	TARGET	1	TASKS
1	WITH	1	WITH	1	UP	1	USING
1	WRENCH	1	WRENCH	1	WHEN	1	WILL
1	YITH	1	YITH	1	WRENCH	1	YOU



## APPENDIX 8

### ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.

(See Section II for discussion.)

## LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

### Sentences:

- |                  |                         |
|------------------|-------------------------|
| A. Declarative   | statement               |
| B. Interrogative | question                |
|                  | 1. wh- questions        |
|                  | 2. tag questions        |
|                  | 3. yes/no questions     |
| C. Imperative    | command, polite request |
| D. Exclamatory   | exclamation             |

### Sentence Complexity:

- |                     |   |
|---------------------|---|
| A. Simple           | one full subject and predicate                                    |
| B. Compound         | two or more independent clauses joined by:                        |
|                     | 1. punctuation  |
|                     | 2. punctuation and conjunctive adverb                             |
|                     | 3. coordinate conjunction   |
| C. Complex          | one or more dependent clauses and an independent clause           |
| D. Compound-Complex | two or more independent clauses and one or more dependent clauses |

### Verbs:

- |                            |   |
|----------------------------|---|
| A. Concord                 | subject-verb agreement  |
| B. Transitive              | takes an object   |
| C. Intransitive            | doesn't take an object  |
| D. Copula                  | to be   |
| E. Linking                 | connectors  |
| F. Auxiliaries of tense    | will, do, did   |
| G. Auxiliaries of modality | should, ought to, must to, have to, have got to, able to, can, may, might, could, would |
| H. Tense                   | present, past   |
| I. Aspect                  | perfect, progressive  |

### Verbal Forms:

- |                       |               |
|-----------------------|---------------|
| A. Present Participle | active voice  |
| B. Past Participle    | passive voice |

### Voice:

- |                        |                            |
|------------------------|----------------------------|
| A. Active              | subject does action        |
| B. Passive             | subject does not do action |
| 1. agent expressed     |                            |
| 2. agent not expressed |                            |

### Nouns:

A. Singular	man, pen
B. Plural	men, pens
C. Count	chairs
D. Mass	flour
E. Possessive	soldier's
F. Collective	fish

### Adjectives:

A. Predicative	The tank is green.
B. Attributive	The green tank is moving.
C. Degrees of comparison	
1. regular	big, bigger
2. irregular	worse, worst
D. Ordinal/Cardinal Numbers	first, one

### Adverbs:

A. Time/Frequency	immediately, today, ago
B. Place/Position	here, there, everywhere
C. Manner	maybe, possibly
D. Negative	no, never
E. Comparison of	nearest, harder
F. Degree	thoroughly, completely

### Articles:

A. Definite	a, the
B. Indefinite	any, some

### Pronouns:

A. Personal	you
B. Demonstrative	that
C. Indefinite	anybody, both, each
D. Reflexive	himself, yourself
E. Cases of	I, me, my, mine
F. Relative	who, whom, whose
G. Interrogative	who, which, what

### Conjunctions:

A. Coordinating	and, but, or, nor
B. Subordinating	because, if, as, that, after
C. Correlative	either, or
D. Conjunctive adverb	therefore, furthermore

**Prepositions:**

**A. Simple**

- |                                  |            |
|----------------------------------|------------|
| 1. place                         | on, in     |
| 2. time                          | in, at, on |
| 3. direction/motion              | to         |
| 4. manner/agent/<br>instrument   | by, with   |
| 5. measurement/<br>number amount | of         |

**B. Compound:**

according to, because of, by means

**Vocabulary:**

words from 1100 through 2400 -  
Elementary and Intermediate Phase of General  
English materials

**Special Expressions/Idioms**

"knock it off" "can it, buddy"

**Verb Combinations**

two word verbs