SPEECH

COMMUNICATION

MADE SIMPLE

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MIAMI DADE COLLEGE
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Speech Communication Made Simple 1 is a practical, user-friendly presentation-skills course for intermediate ESL students. It features rich academic content, varied activities, and a step-by-step approach to building students' confidence as speakers.

Chapter Organization
Each chapter contains sections designed to help students improve their speech communication abilities and express themselves effectively in front of others. Exercises and assignments prepare students for the ultimate chapter goal: the preparation and delivery of a presentation to the class.

The Chapter Challenge serves as an introduction to the chapter topic. It provides an overview of the objectives of the chapter.

The Presentation Preview provides an engaging introduction to the speech assignment. It helps students consider the topic of the presentation and relate it to their own experiences. It includes a sample presentation (a speech, interview, or discussion) that follows the organization and contains the content required in the chapter assignment.

The Pronunciation Practice section offers instruction and practice in a selected American-English pronunciation pattern. The pronunciation points selected are those that are difficult for most non-native speakers of English. Students are encouraged to practice the pronunciation skills presented in each chapter when preparing and delivering their speeches.

The Playing with Sayings section presents idiomatic sayings in popular use. The related activities help students understand the sayings and use them to enhance their spoken communication. Students are encouraged to use one or more of these sayings in their presentations.

The Presentation Project provides specific guidelines and useful language for students to follow in order to prepare, practice, and deliver their own presentations on the assigned topic. Step-by-step instructions are given for choosing and researching a topic, citing sources, using transitions, and outlining information. Instructions vary by chapter and directly relate to the nature and complexity of the assignment.

Book Contents
The chapters included in Speech Communication Made Simple 1 are as follows:

Chapter 1: Getting Started is designed to help students overcome stage fright and succeed at public speaking.

Chapter 2: Effective Speech Delivery has numerous activities to help students improve their use of eye contact, posture, gestures, and voice so that they speak more effectively.

Chapter 3: Don't Just Tell Me, Show Me! gives general guidelines for the effective use of speech aids (both audio and visual) to enhance presentations.

Chapter 4: Interesting Interviews teaches students to identify different types of questions used by interviewers, conduct an interview, and prepare a speech about the information learned in the interview.
Chapter 5: Explain It! gives step-by-step procedures for identifying a problem, analyzing its causes, suggesting solutions, and preparing a speech that presents information in a comprehensible and memorable way.

Chapter 6: Demonstrate It! presents guidelines for identifying a process or skill and preparing and organizing a “how to” speech.

Chapter 7: Communicating Across Cultures helps students understand and appreciate the diverse beliefs and customs of people from different backgrounds in order to communicate across cultures more effectively.

Chapter 8: Convince Me! gives step-by-step procedures for preparing a speech that persuades others to change a belief or a behavior using Monroe’s Motivated Sequence.

Chapter 9: Let’s Discuss It! provides students with practice in the process of brainstorming to produce ideas. The chapter also teaches students how to research a topic and how to lead and participate in an organized group discussion about it.

Chapter 10: Tell Me a Story teaches the basics of effective story telling, including plot development from start to finish and effective use of voice, gestures, and facial expressions to make a story come alive.

Approach

Speech Communication Made Simple 1 incorporates a scaffolded approach to the development of students’ public speaking skills. At the beginning of each chapter, students participate in a directed discussion of a model presentation as a prelude to preparing, writing, and delivering their own speeches. The next series of steps focus on skill building. Students read guidelines for selecting an appropriate topic; learn language needed to speak about the topic; fill out worksheets to help them organize information into an introduction, body, and conclusion; and prepare note cards for use during their speech. In the practice phase of the lesson, students practice their presentation out loud and complete a speech checklist to confirm all required presentation elements are included. Having worked through all these steps, students are ready to deliver their speech.

Components

In addition to its interactive activities and extensive speaking assignments, Speech Communication Made Simple 1 offers an array of components to facilitate ease of teaching and learning. These components include:

- Evaluation forms in the Appendix providing suggested evaluation criteria for each presentation
- A DVD in the back of the book with MP3 audio for all the sample speeches, pronunciation, and listening activities
- An online Teacher’s Manual that includes chapter-by-chapter teaching suggestions, quizzes, answer keys, and the audioscripts for the listening exercises in the student book.
INTRODUCTION: TO THE STUDENT

At some point in your life, you will probably have to make a speech in front of an audience. You might want to convince people to change their opinion about a topic or demonstrate how to make or do something. You might need to teach an audience new information about a subject or share a personal experience with them. Maybe you will be asked to participate in a group discussion at school, work, a place of worship, or a club. In any of these cases, you will need to be able to organize your thoughts and express them so that others can easily understand and remember them. As you can see, the ability to make a presentation before an audience is an important skill to have in life.

If the ability to make a presentation is important in your life, then *Speech Communication Made Simple 1* is for you! Among many other skills, this book teaches you how to:

- choose a topic that will interest your listeners and decide what to say about it;
- organize your thoughts and information so that listeners can follow your ideas easily;
- get your audience's attention, develop the body of your presentation, and conclude your speech in a memorable way;
- use your voice, natural gestures, good posture, and eye contact to “wow” your audience.

Most important of all, *Speech Communication Made Simple 1* will help you overcome your fears about speaking before a group and give you the self-confidence to take advantage of opportunities to speak in public.

The more effort you put into studying and practicing the skills *Speech Communication Made Simple 1* teaches you, the more you will benefit. Although you might be nervous about the idea of standing before an audience and making a speech, your fears will fade as you progress through this book. By the time you have finished, you will be very proud of yourself and of your progress.

As you work through this book you will have many chances to speak in class. The assignments will give you confidence and help you to improve future speeches. With the help of this book and your teacher, you will learn how to select topics, make them interesting to your audience, get over problem spots, and improve your ability to speak in front of a group—large or small. I hope you enjoy all the fun activities in *Speech Communication Made Simple 1*.

Let’s begin!
## SCOPE AND SEQUENCE

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<td>EFFECTIVE SPEECH DELIVERY</td>
<td>Meaningful Object</td>
<td>Final Consonant Sounds</td>
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<tr>
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<td>My Worst Fear</td>
<td>Regular Past-Tense Verbs</td>
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<td><strong>Useful Language</strong></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>as easy as pie, like sardines, foot the bill, stand on one's own two feet, seeing is believing</td>
<td>Conversation Starters; Beginning Your Speech; Concluding Your Speech; Introducing Your Photos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in over one's head, lose one's head, out of hand, lend a hand, one's heart isn't in it</td>
<td>Getting Listeners' Attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>saved the day, crossed one's fingers, counted one's blessings, melted in one's mouth, lifted one's spirits</td>
<td>Concluding Your Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where's the fire? Do you read me? What comes to mind? What's new? What's up?</td>
<td>Introducing Restatements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have butterflies in one's stomach, like a deer in headlights, in a heartbeat, one's worst nightmare, hit a roadblock</td>
<td>Preview Statements; Summary Statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the life of the party, to throw in the towel, to put two and two together, through thick and thin, to be under the weather</td>
<td>Stating Your Topic; Previewing the Body of the Speech; Signaling the Steps; Emphasizing Difficult Steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>too good to be true, pull the wool over one's eyes, put one's foot in one's mouth, get to the point, pull some strings</td>
<td>Beginning the Body of the Speech</td>
<td></td>
<td></td>
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<td>with bells on, wear out one's welcome, white lie, out of the blue, in black and white</td>
<td>Attention Getters</td>
<td></td>
<td></td>
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<tr>
<td>go to pieces, on the books, make tracks, pull some strings, all ears</td>
<td>Providing Feedback and Reinforcement; Adding Information; Group Leader Transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hold your horses, hang in there, to hold one's tongue, hit the nail on the head, to have high hopes</td>
<td>Beginning a Story</td>
<td></td>
<td></td>
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</tbody>
</table>
ABOUT THE AUTHOR

Paulette Dale, Ph.D., Professor Emeritus and Endowed Teaching Chair at Miami Dade College, has taught speech communication, public speaking, and pronunciation classes for international students for more than thirty-five years. She has authored a variety of textbooks and series for Pearson Education including English Pronunciation Made Simple and Speech Communication Made Simple. She has been the featured speaker at international conferences including MexTESOL, BrazTESOL, VenTESOL, PanamaTESOL, ELT Horizons in Peru, ABLA in Guatemala, and SHARE in Argentina. Dr. Dale is currently an English Language Specialist for the U.S. State Department and travels around the world conducting workshops for English language teachers. Her areas of expertise include English pronunciation, speaking, listening, and teaching young learners.

Acknowledgments

The author wishes to express her sincere gratitude and indebtedness to the many people who assisted in developing this book:

Professors Marie Knepper and James Wolf of Miami Dade College, Academic Directors Leo Mercado and Anthony Acevedo of the Instituto Cultural Peruano Norteamericano, and other colleagues who recommended valuable improvements;

My editors, Amy McCormick, Lise Minovitz, and Lida Baker, who were extremely helpful, understanding, and patient, and who helped transform the manuscript into this wonderful new book;

The following reviewers, who read the material and provided valuable feedback and suggestions for improvement: Brigitte Barshay, English Language Institute UCSD, La Jolla, California; Christina Hankwitz, St. Norbert College, De Pere, Wisconsin; Lisa Kovacs-Morgan, English Language Institute UCSD, La Jolla, California; Alice Lee, Richland College, Dallas, Texas; Sarah Saxer, Howard Community College, Columbia, Maryland; and Floria Volynskaya, Howard Community College, Columbia, Maryland;

My students, for encouraging me and for giving me many practical suggestions to help me better meet their needs;

And, finally, my family and friends for their support and encouragement throughout the project.
CHAPTER 5

EXPLAIN IT!

Speeches can have different purposes. Probably the most common one is to inform or explain something. When you give a speech like this, your job is to be a teacher. You need to present facts—not opinions—to help the audience understand and remember the information you want them to learn.

CHAPTER CHALLENGE Your challenge in this chapter is to learn how to teach your audience about a problem. By the time you complete this chapter, you will be able to:

- identify a problem and explain its causes
- present solutions to the problem
- plan, prepare, and present a speech to inform using a problem-solution organization
I. **Identify a Problem**

There are many problems in the world today. Some are specific to a school or community, while others are international problems that affect people all over the world. There are environmental problems as well as social problems. Most people have large or small personal problems as well.

**Activity 1** Brainstorm Problems

Work in small groups. Brainstorm problems and add them to the categories in the chart. Examples are provided. Can you think of other problems that don’t fit these categories? Add them at the end.

<table>
<thead>
<tr>
<th>School Problems</th>
<th>International Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheating on tests</td>
<td>world hunger</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Problems</th>
<th>Environmental Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>car theft</td>
<td>global warming</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>National Problems</th>
<th>Health/Psychological Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>homelessness</td>
<td>stress</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Problems Specific to a Country</th>
<th>Other Problems</th>
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<tbody>
<tr>
<td>dengue fever in Brazil</td>
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</tbody>
</table>
II. **Analyze a Problem**

In order to analyze a problem and explain it, you will need to talk about what causes it and how to solve it. Study the examples in the chart.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Causes</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homelessness</td>
<td>-Not enough low-income housing</td>
<td>-The government needs to build more low-income housing.</td>
</tr>
<tr>
<td></td>
<td>-Job loss</td>
<td>-Communities need more job-training programs.</td>
</tr>
<tr>
<td>Shark attacks at beach</td>
<td>- Shiny objects attract sharks.</td>
<td>-Don't wear jewelry in the water.</td>
</tr>
<tr>
<td></td>
<td>- Blood attracts sharks.</td>
<td>-Don't enter the water if you are bleeding.</td>
</tr>
<tr>
<td>Teen shoplifting</td>
<td>- Items are easy to steal.</td>
<td>- Stores can attach electronic sensors to merchandise.</td>
</tr>
<tr>
<td></td>
<td>- It's a &quot;game&quot; for teenagers.</td>
<td>- Schools should teach teens about the bad effects of stealing.</td>
</tr>
</tbody>
</table>

**ACTIVITY** Analyze a Problem

1. Work with a partner. Analyze the following facts about the problem of insomnia—being unable to sleep. Label each statement C for cause or S for solution.

   - a. Suffering from depression
   - b. Drinking coffee in the late afternoon
   - c. Staying awake all day without napping
   - d. Being worried or afraid of something, such as giving a speech
   - e. Feeling stressed
   - f. Drinking alcohol or smoking before bedtime
   - g. Exercising early in the day, not in the evening
   - h. Having a quiet, dark, and cool bedroom
   - i. Listening to soft music at bedtime

2. Brainstorm with your partner. What other causes and solutions for insomnia can you think of?

3. Share your ideas with the class.

III. **Parts of a Speech**

In Chapter 1 you learned that every speech has an introduction, a body, a conclusion, and transitions. This section provides additional information about the contents of the introduction, transitions, and conclusion.

A. **Introduction**

A good introduction contains two parts: an “attention getter” and a preview.

**Attention Getter**

The purpose of the attention getter is to grab your listeners’ attention and motivate them to listen to the rest of your speech.

**EXAMPLE:**

Today I am going to give you some information that could save your life!
Preview

The preview comes after the attention-getting opener. It tells your listeners what you are going to speak about. It lets them know what the main points in the body of your speech are going to be.

**Examples:**
Today, I will talk about the problem of shark attacks.
First, I will explain why sharks attack swimmers at the beach.
Second, I will tell you how to prevent being attacked by a shark.

B. Transitions

How would you feel if you were driving on a highway and there were no signs? You would feel lost and confused! You wouldn't know where you are or how to get to your destination.

Transitions in your speech are like signs along a highway. They are words and phrases that tell your listeners where you have been and where you are going in your speech.

You will use two types of transitions in this chapter.

**Transition to the Body of the Speech**

This transition tells listeners that the introduction is over and you are starting the body of your speech.

**Examples:**
First, let's look at . . .
To start, I will discuss . . .
To begin, I want to explain . . .

**Transitions in the Body of the Speech**

These transitions signal that you have finished one section of your speech and are ready to begin the next section. A good way to do this is to review the information you just explained and to preview what you are going to discuss next.

**Examples:**
First I explained . . . Second I will talk about . . .
I just talked about . . . Now I will move on to . . .
Now you know . . . Next, I am going to discuss . . .

C. Conclusion

**Summary**

Your conclusion should have two parts: a summary and final remarks. The summary reminds your listeners of what you spoke about. It repeats the main points you talked about in the body of your speech.

**Examples:**
Today, I talked about the problem of shark attacks.
First, I explained why sharks attack swimmers at the beach.
After that I told you how to prevent being attacked by a shark.

**Final Remarks**

Your final remarks should end your speech smoothly and memorably.

**Example:**
Now that you know how to stay safe from sharks, grab your sunglasses and bathing suits and let’s go to the beach!
ACTIVITY Fill in the Missing Statements

Work with a partner. Pretend that you are giving a speech about insomnia. Read the Speech Preparation Outline below and fill in each blank line with the correct statement from the list.

| 1. Now you know what causes insomnia. Next, I'd like to explain what you can do about it. |
| 2. After that, I will explain some solutions to this annoying problem. |
| 3. To start with, let's talk about the reasons people have insomnia. |
| 4. Second, I discussed solutions to the problem of insomnia. |
| 5. First, I will explain some causes of insomnia. |

Introduction
Attention Getter
I love to sleep! I would be miserable if I didn't get a good night's sleep. Unfortunately millions of people have trouble falling asleep at night. They suffer from a very common problem.

Statement and Explanation of Problem
It's called insomnia. Insomnia is the inability to fall asleep or to stay asleep.

Preview
Today, I will explain the problem of insomnia.

Transition to Body:

Body
I. Reasons for Insomnia
   A. Drinking coffee in the late afternoon
   B. Stress or anxiety about personal problems
   C. Drinking alcohol before bedtime

Transition:

II. Solutions to Insomnia.
   A. Make sure your bedroom is dark and quiet.
   B. Avoid smoking before bedtime.
   C. Don't exercise within 3 hours of bedtime.

(continued)
(Continued)

**Conclusion**

**Summary**

I have explained two important aspects about insomnia.

First, I talked about causes of insomnia.

Final Remark(s)

So, follow the advice I have given you and you will get a good night’s sleep tonight!

**IV. Presentation Preview**

Your goal is to choose a problem you feel strongly about and to prepare a speech to inform your audience about it.

**ACTIVITY 1  Listen to a Model Speech**

Listen to Igor’s model speech. Pay attention to the parts of the speech and the details Igor includes.

---

**Model Speech: Stage Fright**

What do you have in common with famous athletes, actors, singers, and even presidents? It’s a common problem that causes pain and suffering. Can you guess what it is? I’ll tell you.

It’s called stage fright!

Stage fright is the fear you have when you speak or perform in front of an audience. It makes you feel like you *have butterflies in your stomach*!

Today, I will teach you two important points about stage fright. First, I’ll explain the causes of stage fright. Second, I’ll tell you some ways you can control it.

Let’s begin by looking at the causes.

I looked up *stage fright* in Wikipedia. I read that unfamiliar activities create stress and cause stage fright. The article also said that people get stage fright when they feel they are not prepared. I know I get it if I haven’t practiced my speech at least three times!
Wikipedia says there are other causes of stage fright, too. Some people lack confidence about their language skills. Some people are afraid to fail. They are afraid they will forget what they want to say or that the audience won’t like them. These feelings can all cause stage fright.

Transition

Now you know some of the causes of stage fright. Next I will explain what you can do about it.

There are several solutions to the problem. Wear something you feel good in! I know I don’t feel as nervous when I look my best. It also helps to practice deep breathing before your speech. This helps you to feel calm. Start your speech slowly. Take time to arrange your note cards and make eye contact with the audience before beginning. This will help you relax. Another great suggestion offered by experts is to pretend that you are talking to friends. Thinking of my audience as good friends really works for me.

Finally, it is very important to be prepared. So practice your speech many times. This will help you feel more confident. I can tell you from personal experience that being prepared really reduces my stage fright.

CONCLUSION

I have explained two important aspects of stage fright. First, I explained the different causes of stage fright. Second, I talked about ways to help you control it.

Summary

In conclusion, stage fright does not have to be your worst nightmare. Remember, as long as you are in control of it, your stage fright won’t be a roadblock. Stage fright is like a lion in a cage. If you don’t let it out of the cage, it can’t harm you!

Final Remarks

ACTIVITY 2 Complete the Outline

1 Listen to Igor’s speech again and complete the outline on page 62.
**Introduction**

**Attention Getter**

What do you have in common with ____________ athletes, actors, singers, and even ____________? It's a ____________ problem that causes ____________ and suffering. Can you ____________ what it is? I'll tell you.

**Statement and Explanation of Problem**

It's called _____________. Stage fright is the ____________ you have when you speak or perform in front of an ____________.

**Preview**

Today, I will ____________ you two important points about _____________.

A. Causes of stage fright

B. ___________________________________________________________________

**Transition to Body**

Let's begin by looking at _____________________________________________________________________.

**Body**

I. Causes of stage fright.

A. Causes according to Wikipedia

1. Unfamiliar activities

2. Feeling you are _______________________________________________________________________

3. Lack of _____________________________________________________________________________

4. Fear of failure _________________________________________________________________________

a. fear of forgetting ____________________________________________________________________

b. _________________________________________________________________________________

**Transition**

Now you know some of the causes of stage fright. ____________ I will explain what you can do about it.

II. Solutions for stage fright

A. _____________________________________________________________________________

B. Practice deep breathing before speech

C. _____________________________________________________________________________

D. Arrange your cards and ______________________________________________________________________

E. Pretend you are talking with friends

F. Be prepared. ____________ your speech many times.
**Conclusion**

**Summary**

I have explained two important aspects of stage fright.

A. First, I explained the different causes of stage fright.
B. Second, I talked about______________________________.

**Final Remarks**

In conclusion, stage fright does not have to be your worst __________________.
Remember, as long as you are in control of it, your stage fright won't be a roadblock. Stage fright is like a ______________ in a cage. If you don't let it out of the ______________, it can't harm you!

---

**ACTIVITY 3**  Model Speech Discussion

Discuss these questions in small groups.

1. Was “stage fright” a good topic for Igor’s speech? Why?
2. How did Igor use his personal experiences to develop the body of his speech?
3. Where did Igor use transitions?
4. Was Igor’s information well organized? Why or why not?
5. How did you know when he was beginning his summary?
6. How does Igor’s summary differ from his preview?
7. What do you remember most about his speech?

---

**V. Pronunciation Practice: Syllable Stress in Compound Nouns**

A compound noun is formed by combining two nouns into one word or phrase. Some compound nouns are written as single words, like chalkboard or classroom. Others are written as two words, like stop sign, note card, and eye contact. When pronouncing compound nouns, stress the first syllable or word.

**ACTIVITY 1**  Word Practice

Listen and repeat the following compound nouns. Be sure to stress the first word or syllable in each item.

1. suntan  5. baseball  9. grapefruit  13. dollhouse  17. mailman
2. football  6. keyhole  10. blueberry  14. swimsuit  18. mailbox
3. airplane  7. suitcase  11. bedroom  15. forehead  19. post office
4. ice cream  8. drugstore  12. bookstore  16. notebook  20. race horse

**ACTIVITY 2**  Sentence Practice

Work with a partner. Write five sentences using at least two of the compound nouns from Activity 1 in each sentence. Practice reading your sentences aloud to each other.

**EXAMPLE:** My sister has a dollhouse in her bedroom.

The baseball hit me on the forehead.
**ACTIVITY 3** Identify Compound Nouns

1 Igor’s Model Speech on pages 60–61 uses six compound nouns. Three are written as one word. Three are written as two words. Find the compounds and write them in the chart.

<table>
<thead>
<tr>
<th>One-Word Compound Nouns</th>
<th>Two-Word Compound Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Work with a partner. Take turns using these words in sentences.

3 Change partners. Take turns reading Igor’s speech to each other. Pay attention to your pronunciation of compound nouns.

**VI. Playing with Sayings: Sayings with Compound Nouns**

**ACTIVITY 1** Learn the Meanings

1 Read the following sayings and their meanings. Place a checkmark (√) next to those you heard in the Model Speech on pages 60–61.

   1. **Butterflies in one’s stomach**: a feeling of nervousness
      I get butterflies in my stomach when I go on a job interview.

   2. **Like a deer in headlights**: unable to move because of fear
      I felt like a deer in headlights when I had to give my first speech.

   3. **In a heartbeat**: with no preparation
      I would go to Paris in a heartbeat.

   4. **One’s worst nightmare**: the worst thing that can happen
      My worst nightmare is getting into a car accident.

   5. **Hit a roadblock**: to meet serious difficulty or trouble
      I hit a roadblock while I was writing my term paper, so I went for a walk.

2 Circle all the compound nouns in the sayings in Activity 1. Say them out loud several times. Remember to stress the first word or syllable.

**ACTIVITY 2** Use the Sayings

1 Complete the sentences with your ideas or experiences.

   **Example:** Losing my passport in a foreign country is my worst nightmare.

   1. I had butterflies in my stomach when ________________________________.

   2. I felt like a deer in the headlights when ________________________________.

   3. ________________________________ is my worst nightmare.

   4. I would ________________________________ in a heartbeat.

   5. I hit a roadblock while I was ________________________________.

2 Work in small groups. Share the sentences you wrote. Be sure to stress the first word or syllable of compound nouns.
VII. Presentation Project: Explain It!

Select a problem that you find interesting. Your project is to prepare and present a three- to four-minute speech about the problem. Your goal is to explain its causes and suggest solutions.

**STEP 1 | Choose a Topic**

**A** For your Explain It! speech you can choose a problem from Activity 1: Brainstorm Problems on page 56, a problem from the list below, or another problem you choose.

- medical mistakes
- gossip
- barking dogs
- animal cruelty
- drunk driving
- noisy neighbors
- gaining weight
- Internet addiction
- cell phone addiction
- oversleeping
- talking on a cell phone or texting while driving
- pronunciation difficulties in English
- spending too much money

**B** Write the problem you selected here: __________________________________________

**STEP 2 | Plan Your Speech**

**A** Review your completed outline of Igor’s Model Speech on pages 60–61. Pay attention to the parts of the speech.

**B** Read the guidelines for organizing your speech.

---

**Introduction**

1. Get your listeners’ attention.
2. State the problem and explain it briefly.
3. Preview the main sections in the body of your speech.
4. Add a transition to the body.

**Body**

1. Explain the causes of the problem.
2. Add a transition.
3. Present solutions to the problem.

**Conclusion**

1. Summarize the main sections of your speech.
2. Make final remarks your audience will remember.
C Read the Useful Language feature to learn phrases you can use in your preview statement. Place a checkmark (✓) next to the expressions you like best.

**USEFUL LANGUAGE: PREVIEW STATEMENTS**

- This morning, I will explain two major points about __________.
  First I will . . .  Next I will . . .
- Today, I will talk to you about the problem of __________.
  To begin . . .  Second . . .
- The purpose of my speech is to discuss __________.
  To start, I will . . .  After that, I will . . .

D Complete the outline for your speech.

**Explain It! Speech Preparation Outline**

**Problem:** ________________________________________________________________

**Introduction**

Attention Getter

______________________________________________________________

Statement of Problem and Explanation

______________________________________________________________

**Preview**

______________________________________________________________

First: ________________________________

Second: ________________________________

Transition to body: ________________________________

**Body**

Causes

______________________________________________________________

______________________________________________________________

______________________________________________________________

Transition: ________________________________
Solutions


Conclusion
Summary

First:

Second:

Final Remarks


E  Read the Useful Language expressions you can use to begin your summary. Place a checkmark (√) next to the expressions you like best.

USEFUL LANGUAGE: SUMMARY STATEMENTS
This morning, I explained two points about ____________.
In my speech today, I spoke about ____________.
Now you understand the problem of ____________.
First, I explained the causes of . . . Second, I presented solutions . . .

F  Prepare at least one speech aid.

G  Select a saying from page 64 to include in your speech. Write it here:

_________________________________________________________________________________

STEP 3 | Prepare Note Cards
A  Use the guidelines in Step 2B, page 65, to prepare note cards for your speech. Label the cards:
• Attention Getter
• Statement and Explanation of Problem
• Preview
• Transition to Body
• Causes of Problem
• Transition to Solutions
• Possible Solutions
• Summary
• Final Remarks
B Fill in details from your Speech Preparation Outline. Use as many cards as you need.
C Add Useful Language expressions from page 67 and a saying from page 64 to your notes.
D Number your cards.

STEP 4 | Practice Your Speech

A Practice your speech with your note cards and speech aid. Record it and listen to it at least once. Be sure it is three to four minutes long.
B Complete the Speech Checklist. Is there anything you want to change or improve before you present the speech in class?

<table>
<thead>
<tr>
<th>Speech Checklist</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My introduction included an attention getter, statement and explanation of the problem, and preview.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. I included information about causes and solutions.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. I included transitions.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. My conclusion included a summary and final remarks.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. I included a saying from the chapter.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. I included a speech aid.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. I included a Useful Language expression.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. My pronunciation of compound nouns is correct.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. My speech is three to four minutes long.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

C Practice again with your note cards and speech aid.
D Your teacher and/or your classmates may evaluate your speech. Study the form on page 144 so you know how you will be evaluated. You may use the items on the form to make final changes to your speech.

STEP 5 | Present Your Speech

A Relax, take a deep breath, and present your speech.
B Listen to your audience's applause.