SPEECH
COMMUNICATION
MADE SIMPLE

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**PREFACE: TO THE TEACHER**

*Speech Communication Made Simple 2* is a practical, user-friendly presentation-skills course for advanced ESL students. Now in its fourth edition, the program 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, debate) that follows the organization and contains the content required in the chapter assignment.

The **Pronunciation Practice** section is designed to teach a variety of American English pronunciation patterns. 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 to understand the sayings and to use them for enhancing 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 in *Speech Communication Made Simple 2* are as follows:

**Chapter 1: Developing Self-Confidence** is designed to help students overcome stage fright and succeed at public speaking.

**Chapter 2: Delivering Your Message** has numerous activities to help students improve their use of eye contact, posture, gestures, and voice so that they can speak more effectively.

**Chapter 3: Putting Your Speech Together** teaches students how to organize and outline information for their speeches.

**Chapter 4: Powerful Presentation Aids** gives general guidelines for the effective use of speech aids (both audio and visual) including presentation software such as PowerPoint®.

**Chapter 5: Speaking to Inform** gives step-by-step procedures for preparing a speech that presents new information in a comprehensible and memorable way.
Chapter 6: Interpersonal Communication helps students avoid misunderstandings while enabling them to interact more effectively.

Chapter 7: Listen to Learn includes both suggestions and activities to improve a wide variety of listening skills.

Chapter 8: Problem-Solving Group Discussions teaches students how to identify a problem as well as its causes, probable effects, and possible solutions, in order to contribute responsibly to a problem-solving group discussion.

Chapter 9: Speaking to Persuade gives step-by-step procedures for preparing a speech that persuades others to change their beliefs, opinions, or behaviors.

Chapter 10: Dare to Debate teaches the basic techniques of effective debate, including choosing and researching a proposition, organizing compelling constructive and rebuttal speeches, and formulating and responding to cross-examination questions.

Approach

Speech Communication Made Simple 2 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 and delivering their own speeches. The next series of steps focuses on skill building. Students select an appropriate topic and learn the language needed to speak about it. They complete outlines to help them organize information and prepare note cards to consult during their speeches. In the practice phase of the lesson, students rehearse their presentations and complete a speech checklist to confirm that all required presentation elements are included.

Components

In addition to its interactive activities and extensive speaking assignments, Speech Communication Made Simple 2 offers an array of components to facilitate ease of teaching and learning. These components include:

- Evaluation forms in the Appendix that provide suggested evaluation criteria for each presentation
- A CD-ROM in the back of the book that contains 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
ABOUT THE AUTHORS

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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, your 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 2* 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 2* 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.

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.

The more effort you put into studying and practicing the skills *Speech Communication Made Simple 2* teaches you, the more you will benefit. Though you may 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.

We hope you enjoy all the fun activities in *Speech Communication Made Simple 2*. Let's begin!
“Where do I begin?” This is a question students often ask when faced with the task of writing a speech. The answer is that you must begin with a speech topic and a clear purpose for speaking. Once you have selected those, you can start gathering and organizing information for your speech. As you will soon learn, writing a speech is like following a recipe or using step-by-step instructions to put something together after you take it out of the box.

**CHAPTER CHALLENGE**  This chapter will help you organize and outline your thoughts and information so that you can deliver a logical, clear speech. When you complete this chapter, you will be able to:

- prepare the introduction, body, and conclusion of a speech
- use an outline to plan and deliver a speech
- plan, prepare, and present a personal opinion speech
I. Preparing the Speech

Every speech has three parts: the introduction, the body, and the conclusion. Which part of a speech do you think you should prepare first? Write the numbers 1, 2, and 3 to indicate the correct order.

_____ Introduction
_____ Body
_____ Conclusion

The correct answers may surprise you. They are 3, 1, 2. First you prepare the body of your speech. Then you prepare the conclusion. Finally you prepare the introduction.

Prepare the Body

The body of a speech contains any number of sections to develop the topic. It includes major ideas as well as details that support and clarify those ideas.

To prepare the body, first list subtopics that you might include in your speech. Write them as you think of them. Some ideas will be important, and some will not. At this stage you should just concentrate on writing all the ideas you can think of that relate to the topic of your speech. Study the example from a student speech entitled “Land the Job of Your Dreams.”

**EXAMPLES:**
- Dress appropriately.
- Behave appropriately during the personal interview.
- Submit a résumé.
- Find the desired position.
- Schedule appointments.
- Get a flexible work schedule.
- Learn new skills.
- Choose accessories.
- Don’t chew gum or smoke.

Second, narrow your list of subtopics. Review your list and select the three or four subtopics that will best develop your speech in the time allowed. These subtopics will become the main headings of your speech.

**EXAMPLES:**
- Behave appropriately during the personal interview.
- Submit a résumé.
- Find the desired position.
- Schedule interviews.
- Get a flexible work schedule.
- Learn new skills.
- Choose accessories.
- Don’t chew gum or smoke.

Next, order your subtopics logically so that one leads naturally into the next one.

**EXAMPLES:**
I. Find the desired position.
II. Submit a résumé.
III. Schedule interviews.
IV. Behave appropriately during the personal interview.
Finally, develop your subtopics with factual information, logical proof, and presentation aids. If your subtopics are supported and well organized, they will be interesting and your listeners will understand and remember your speech better.

**Prepare the Conclusion**

A good conclusion includes two parts:

- A summary of the main points in the speech
- Memorable final remarks

A good summary briefly reviews your topic and repeats or restates the main ideas. Effective final remarks are delivered after the summary and leave your audience thinking about what you’ve said long after your speech has ended.

**Example:**

“Land the Job of Your Dreams”

**Summary**

Now you know four important steps to follow when applying for a job.

- First, find a job you would like.
- Second, submit a résumé.
- Third, schedule interviews.
- Fourth, act professionally during the interview.

**Final Remarks**

Be sure to follow the steps I explained and you’ll be on your way to landing the job of your dreams!

**Prepare the Introduction**

A good introduction includes an attention-getting opener that captures your listeners’ attention immediately. The introduction also contains a preview of the main points in the body of the speech.

Some methods for opening your speech and getting listeners’ attention include:

- telling a brief story;
- asking your listeners a question to arouse their curiosity;
- shocking your audience with a startling fact or quotation.

An effective preview:

- tells listeners the main ideas in the body of the speech;
- helps listeners to follow information easily as you progress through the speech.

**Example:**

“Land the Job of Your Dreams”

**Opener**

What I’m about to tell you could change your life. If you listen carefully to what I have to say, you’ll be able to land the job of your dreams.

**Preview**

I’m going to discuss four important aspects to consider when applying for a job:

- Finding the desired position
- Submitting a successful résumé
- Scheduling interviews
- Behaving appropriately during the personal interview
**ACTIVITY 1  Label the Parts of a Speech**

Work with a partner. Below is a list of the parts in a typical speech. On the line to the left of each exercise item, write the letter of the corresponding speech part from the list.

a. attention-getting opener
b. preview
c. body subtopic
d. summary statement
e. final remark(s)

1. My presentation will cover three aspects of electronic spying in the computer industry.
2. In my hand I have a tiny microphone that can hear the sound of a fly walking on a pane of glass a block away! Sounds incredible, doesn’t it! But it’s true!
3. Advantages of using electronic espionage
4. Types of devices used in electronic spying
5. So, if you have a business, beware! You never know if a competitor is looking over your shoulder or listening to your conversations from a mile away!
6. Disadvantages of using electronic espionage
7. My investigation of electronic spying in the computer industry is complete. You are now aware of three issues related to this topic.

**ACTIVITY 2  Complete the Outline**

Still working with your partner, fill in the lines below with items 1–7 from Activity 1. Note that each body subtopic will be used three times.

---

**Electronic Espionage in Business and Industry**

**Introduction**

I. ______________________________________

II. ______________________________________

**Body**

I. Types of devices used in electronic spying
II. ______________________________________
III. ______________________________________

**Conclusion**

I. ______________________________________

II. ______________________________________
II. Purpose of Outlines

With a good outline, you’ll never have to worry about forgetting what you want to say. Outlines do the following:

• Make it easy for you to deliver your speech
• Assure that you have organized your ideas
• Help you remember all your information

Even when you’re not giving a speech, an outline can make your life easier. It can help you to accomplish tasks in a logical order, saving you time and even money. An outline also helps you to remember all that you need to do. For example, if you have several errands to do after class, you could organize them as follows:

**Example:**

I. Post office
II. Grocery store
III. Gas station
IV. Bank

When one item doesn’t depend on another, any random order of organization is fine. However, suppose your car is almost out of gas and you don’t have any cash. You would need to go to a bank first! So you would change the order of the errands. Your new outline would look like this:

I. Bank
II. Gas station
III. Grocery store
IV. Post office

But wait! You are going to buy ice cream at the grocery store. You don’t want it to melt while you go to the post office, do you? You decide to stop at the grocery store just before heading home. Now your outline looks like this:

I. Bank
II. Gas station
III. Post office
IV. Grocery store

You may have a lot on your mind. As a result, you may forget what you want to do at each of the places you need to go to. No problem! Add specific details to each point of your outline.

**Example:**

I. Bank
   A. Cash check from Uncle Mario
   B. Deposit paycheck into savings account
   C. Pay fine for bouncing check

II. Gas station
   A. Fill up tank
   B. Check water in battery
   C. Check oil level
   D. Put air in tires

III. Post office
   A. Buy stamps
   B. Send package to Venezuela
IV. Grocery Store
   A. Ice cream
   B. Cottage cheese
   C. Skim milk

As you can see, the key to outlining is to identify subtopics and add specific details. With such an outline, you will never arrive home having forgotten something you had to do. Do this for your speeches and you will never again worry, “What if I forget what I am going to say?”

III. Outlining Supporting Points

Once you have gathered enough information to prepare the introduction, body, and conclusion of your speech, you will need to organize and outline it. A good outline meets four basic requirements.

1. Each Supporting Point Relates to a Main Point

All the supporting points under each main point in the body of your speech must directly support that section of the body. In the example below, which supporting idea does not support the main point?

   Alcoholism is an international problem.
   A. Russia has a high alcoholism rate.
   B. France has the highest alcoholism rate in Europe.
   C. Alcoholics have more car accidents than nondrinkers.
   D. Japan has a severe juvenile alcoholism problem.

If you said C, you're right! Although it is an interesting fact, it does not directly relate to the main point: Alcoholism is an international problem.

2. Each Supporting Point Contains Only One Idea

Supporting points under each main point should not contain more than one idea.

Study the example. Which supporting idea contains more than one idea?

   Small cars are better than large cars.
   A. They are less expensive and easier to park.
   B. They get better gas mileage.

If you said A, you're correct! Point A contains two separate supporting ideas. The example should be outlined like this:

   Small cars are better than large cars.
   A. They are less expensive.
   B. They are easier to park.
   C. They get better gas mileage.

3. Supporting Points Are Not Repeated or Restated

Supporting ideas under each main point should not repeat the same information in different words. Each supporting point needs to express a different idea. Which supporting ideas in the example below contain the same information?

   Students dislike the school cafeteria.
   A. There is very little food to choose from.
   B. The food is too expensive.
   C. The menu is extremely limited.
If you said A and C, you are correct again! These two points use different words to state the same idea.

4. Supporting Points Have an Equal Level of Importance

All the supporting ideas under each main point must be equally important. They must belong to the same category or be parallel to each other.

Which supporting point in the example below belongs to a different category than the others?

Sales in South America have fallen drastically.

A. Colombia  
B. Lima  
C. Ecuador

If you said B, you are right! A and C are countries. B is a city. The supporting points should be all cities or all countries.

**Activity 1 Recognize What Makes a Good Outline**

Work in small groups. Choose the best description for each example outline.

- a. Incorrect: At least one supporting point does not relate to the main point.
- b. Incorrect: At least one supporting point contains more than one idea.
- c. Incorrect: Supporting points are repeated or restated.
- d. Incorrect: Parallel supporting points do not have an equal level of importance.

✓ Correct

**Example:**

Polyester is better than cotton.

a. It is less expensive and easier to wash.  
b. It lasts longer.  
c. It requires less ironing.

1. _______ Tourists buy many products in the United States.
   a. They buy camera equipment.  
b. They buy toasters.  
c. They purchase kitchen appliances.  
d. They purchase designer clothing.

2. _______ There are many advantages to freeze-drying food.
   a. Foods keep their nutritional value almost indefinitely.  
b. Freeze-dried foods don't require refrigeration.  
c. It's a relatively new technology.  
d. Freeze-dried foods maintain their flavor longer than regular frozen foods.

3. _______ There are many ways to invest your money.
   a. Stocks  
b. Mutual funds  
c. Real estate  
d. Corporate bonds
4. ______ The bank offers a variety of accounts.
   a. Traditional savings accounts
   b. Checking and money-market savings accounts
   c. Retirement accounts

5. ______ Attending college is very expensive.
   a. Tuition fees are quite high.
   b. Prices for books are prohibitive.
   c. Textbooks are extremely expensive.

6. ______ Juvenile delinquency is a nationwide problem.
   a. The Northeast
   b. New York
   c. The Southwest
   d. The Midwest

7. ______ Cats make wonderful pets.
   a. They are easy to care for.
   b. They were worshipped in ancient Egypt.
   c. Cats provide excellent companionship.

8. ______ Reasons for students' parking problems on campus
   a. There are too many students with cars.
   b. Many outsiders illegally park in the lots.
   c. Students could take the bus to campus.

9. ______ Gambling takes many forms.
   a. Casino gambling
   b. Horse racing
   c. Lotteries

10. ______ Ways to fight inflation
    a. Buy things on sale.
    b. Comparison-shop for the best prices.
    c. The annual inflation rate is approximately five percent.

**ACTIVITY 2 Add Supporting Points to a Main Point**

1 Work in pairs. Fill in appropriate supporting points for each of the main topics.

a. I. Safety tips for traveling with pets
   a. ____________________________
   b. ____________________________
   c. ____________________________

b. I. Countries receiving U.S. exports
   a. In Asia
      1. ____________________________
      2. ____________________________
      3. ____________________________
b. _____________________________________________________________
   1. Germany
   2. _____________________________________________________________
   3. _____________________________________________________________

c. _____________________________________________________________
   1. Brazil
   2. _____________________________________________________________
   3. _____________________________________________________________

c. I. Reasons why dogs should be allowed in restaurants
   a. _____________________________________________________________
   b. _____________________________________________________________
   c. _____________________________________________________________

2 Switch papers with another pair of students. Check each other's outlines to be sure they meet
the four basic requirements described on pages 44 and 45. Return the outline you checked and
discuss suggestions for improvement with the writers.

**ACTIVITY 3 Complete the Outline**

1 Work in small groups. Complete the speech outline on pages 48–49 with the missing headings
and supporting ideas from the list. Some items have been filled in as examples.

<table>
<thead>
<tr>
<th>Casino open twenty-four hours a day</th>
<th>Every cabin has a balcony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olympic-size swimming pool</td>
<td>Guided tours of each port</td>
</tr>
<tr>
<td>King-size beds in every cabin</td>
<td>Cartagena, Colombia</td>
</tr>
<tr>
<td>Widescreen TV in every cabin</td>
<td>Three elegant restaurants</td>
</tr>
<tr>
<td>Shipboard activities</td>
<td>Visits to four exotic places</td>
</tr>
<tr>
<td>Water sports</td>
<td>Sailing</td>
</tr>
<tr>
<td>Nightly entertainment in ship's nightclub</td>
<td>Ping-pong tournaments</td>
</tr>
<tr>
<td>Puerto Plata, Dominican Republic</td>
<td>Costume party</td>
</tr>
<tr>
<td>Poolside shuffleboard tournaments</td>
<td>Hiking</td>
</tr>
<tr>
<td>Georgetown, Grand Cayman</td>
<td>Passenger talent show</td>
</tr>
<tr>
<td>Horseback riding</td>
<td>Guest accommodations</td>
</tr>
<tr>
<td>Fishing</td>
<td></td>
</tr>
</tbody>
</table>
A Fabulous Fantasia Cruise

Introduction
I. Are you wondering what to do for your next vacation? I have the perfect suggestion for all of you. Why not take a cruise?

II. I’m going to tell you about five highlights you can expect on a Fabulous Fantasia Cruise.
   A. Luxurious cabins
   B. Excellent shipboard facilities
   C. Exotic ports of call
   D. Interesting shore-visit activities
   E. Fun shipboard activities

Body
I. __________________________________________________________________________
   A. Fully air-conditioned cabins
   B. __________________________________________________________
   C. __________________________________________________________
   D. __________________________________________________________

II. Ship’s facilities
   A. __________________________________________________________________________
   B. Swinging disco open all night
   C. __________________________________________________________
   D. __________________________________________________________

III. __________________________________________________________________________
   A. __________________________________________________________
   B. __________________________________________________________
   C. __________________________________________________________
   D. Cozumel, Mexico

IV. Shore-visit activities
   A. __________________________________________________________________________
   B. Activities for sports lovers
      1. __________________________________________________________________________
         a. Waterskiing
         b. __________________________________________________________
         c. __________________________________________________________
      2. Land sports
         a. __________________________________________________________
         b. __________________________________________________________
V. ________________________________________________________________
   A. Bingo in captain's lounge
   B. ________________________________________________________________
   C. Competitive games
      1. ________________________________________________________________
      2. ________________________________________________________________
   D. ________________________________________________________________
   E. ________________________________________________________________

**Conclusion**
I. I'm sure you will now agree that a Fantasia Cruise would be the perfect vacation.
   A. The passenger cabins are fabulous.
   B. The ship has wonderful facilities for you to enjoy.
   C. You'll visit four unforgettable places.
   D. There are many shore-visit activities.
   E. There are many things to do while aboard the ship.
II. Your dream vacation awaits you. Make your reservation soon and cruise to paradise with Fantasia!

---

**IV. Presentation Preview**
Your goal is to present a speech about a strong point of view or personal opinion.

**ACTIVITY 1 Listen to a Model Speech**
Listen to Fatimah's Model Speech. Pay attention to her organization.

**Fatimah’s Presentation: A Point of View**

**INTRODUCTION**
Attention Getter
I never go out to lunch with friends. I don't go to movies. During the holidays, I can't go home to Egypt to be with my family. Why? I have no money! After paying for my tuition, books, rent, and transportation every month, I have almost no money left. When I applied for my student visa to come to the United States, I couldn't believe my ears when I found out I wouldn't be allowed to work full time and go to school at the same time.

Statement of opinion
In my opinion, it isn't fair that most international students aren't allowed to work full time while they're studying in the United States.

Preview
So today, I'd like to present three good reasons why I believe foreign students should be allowed to work as much as they'd like.

First, working would help us pay our many different expenses.

*(continued)*
Second, being in a workplace with Americans would help us improve our proficiency in English.

Third, working would help us learn American customs.

My first point is that we should be allowed to work as much as we need to in order to help us pay our bills.

Before I came to the United States, I knew it would be expensive to live here, but I didn’t realize how expensive. The reality is, I don’t have enough money to pay for my tuition and living expenses and buy all my textbooks, too. To save money I try to borrow books from friends, but sometimes they can’t lend me their books and I can’t do my homework. A couple of times I even had to borrow money so I could buy groceries. I felt like this beggar.

[Fatimah shows audience this picture].

Also, I have to share an apartment with four other students. They like to play loud music and I can’t study. It stresses me out when they won’t be quiet. If I could make more money, I could get an apartment with just one roommate. Then I could have some peace and quiet and get my studying done! Also, during the holidays, I would be able to afford a plane ticket back to Egypt.

OK, my second reason for wanting a full-time job is that it would help me improve my English. I would have the opportunity and the need to practice speaking English more. I would also have more chances to practice listening to different English speakers. So you see, being allowed to have a full-time job would help me learn English faster, and then I would do better in school, too.

My last reason for wanting to work full time is that it would help me learn more about American customs. Depending upon where I worked, I’d see how Americans conduct business and act in different places like offices, restaurants, stores, or sporting events. For example, my friend is a volunteer at a sports stadium. She learned that everyone stands up to show respect when the American national
anthem is played at football and basketball games. Learning about customs like these would help me understand Americans better and make friends with them more easily.

**CONCLUSION**

As you can see, I have some good reasons for my opinion that international students should be allowed to work as much as they want to.

**Summary**

First, being able to have a full-time job would help us pay our bills. Second, it would help us improve our English. Third, it would help us learn more about American customs.

**Final Remarks**

Before I arrived in the United States, I was sure I’d be able to buy a car and live in a nice apartment. I was positive I’d have enough money to go out to eat and see a movie once in a while. But as they say, “That’s the way the ball bounces!” If I want to study in the United States, I have to accept the law.

---

**Activity 2** Discuss the Model Presentation

Discuss these questions in small groups.

1. How did Fatimah get the audience's attention?
2. What did Fatimah say in her preview?
3. How did you know that she was about to state her opinion?
4. How many reasons did Fatimah give to support her opinion? What were they?
5. Did Fatimah's presentation aid make the speech more interesting? How?
6. How did you know when Fatimah was finished explaining her first reason?
7. How did you know when she was about to explain her third reason?
8. Were Fatimah's final remarks effective? Why or why not?

---

**V. Pronunciation Practice: Contractions**

A contraction is the short form of a word or words. Contractions are frequently used in spoken English and are grammatically correct. Use contractions when you speak. They will help your speech sound smooth and natural.

**Activity 1** Write Contractions

Listen and repeat the following two-word expressions and their contractions. Write the contractions in the blank spaces.

**Example:**

<table>
<thead>
<tr>
<th>Two-Word Expression</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>does not _______</td>
<td>I'll</td>
</tr>
<tr>
<td>I am _______</td>
<td>I'm</td>
</tr>
<tr>
<td>should not _______</td>
<td>shouldn't</td>
</tr>
<tr>
<td>will not _______</td>
<td>won't</td>
</tr>
<tr>
<td>he is _______</td>
<td>he's</td>
</tr>
<tr>
<td>I will _______</td>
<td>I'll</td>
</tr>
<tr>
<td>cannot _______</td>
<td>can't</td>
</tr>
<tr>
<td>we have _______</td>
<td>we've</td>
</tr>
<tr>
<td>you are _______</td>
<td>you're</td>
</tr>
<tr>
<td>is not _______</td>
<td>isn't</td>
</tr>
</tbody>
</table>
**ACTIVITY 2  Practice the Sentences**

Listen and repeat the pairs of sentences. The sentences with contractions should sound smooth, natural, and informal compared to those without contractions.

1. a. Omar does not know.
   b. Omar doesn’t know.
2. a. I do not think she cares.
   b. I don’t think she cares.
3. a. You are coming, are you not?
   b. You’re coming, aren’t you?
4. a. She is very tall.
   b. She’s very tall.
5. a. We are not going.
   b. We’re not going.
6. a. It is not funny.
   b. It’s not funny.
7. a. Antonio is not a good cook.
   b. Antonio isn’t a good cook.
8. a. Leo will not eat cake.
   b. Leo won’t eat cake.
9. a. How is the new baby?
   b. How’s the new baby?
10. a. They cannot leave now.
    b. They can’t leave now.

**ACTIVITY 3  Identify the Contractions**

Read Fatimah’s Model Speech on page 49 again. Circle thirteen different contractions and write them in the chart below. Next to each contraction write the full form it represents. The first one is done as an example.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. don’t</td>
<td>do not</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY 4  Practice the Speech**

Work with a partner. Take turns reading Fatimah’s speech aloud. Be sure to pronounce the contractions correctly.
VI. Playing with Sayings: Sayings with Contractions

**Activity 1** Learn the Meaning

Read the following sayings. Check ✓ the ones you heard in Fatimah’s Model Speech on page 49. Refer back to the speech if necessary.

1. *(It’s)* six of one, half a dozen of another: Either of two options or choices is equal or acceptable.
   
   My friend asked if I wanted a Pepsi or a Coke. I told him, “*It’s six of one, half a dozen of another.*”

2. You can’t fight city hall: It’s useless to fight against a government or large organization.
   
   I gave up trying to convince the tax office they made a mistake on my tax bill. *You can’t fight city hall.*

3. Can’t believe one’s ears (eyes): To be very surprised by what one hears (sees).
   
   I couldn’t believe my eyes when I saw photos of the earthquake damage.

4. Don’t count your chickens before they hatch: Don’t rely on an event you expect to happen until it actually occurs.
   
   I thought I was going to get a promotion, so I had a party to celebrate. I didn’t get the promotion. Next time, I won’t *count my chickens before they hatch.*

5. That’s the way the ball bounces: You can’t control everything that happens; sometimes you should accept that bad things occur.
   
   I was very upset that the airline lost my luggage and delivered it to my hotel three days late. My sister told me, “*That’s the way the ball bounces.*”

**Activity 2** Use the Sayings

1 Work in small groups. Read the following situations. Write the saying from Activity 1 that best applies to each situation.

   a. Sam was sure he was going to win the lottery, so he went out and ordered an expensive car. ________________________________

   b. Aziz was sick during his entire vacation. There was nothing he could do about it. ________________________________

   c. Five thousand people wrote letters to state lawmakers to fight for more money for education. Their efforts didn’t do any good. ________________________________

   d. My mom asked what color dress I wanted for my birthday. I told her that color wasn’t important, that I liked them all equally. ________________________________

   e. I was absolutely amazed when I heard the news. I never expected it. ________________________________

2 In small groups, tell about a personal experience that matches one of the sayings. Your classmates should guess which saying it matches. Be sure to pronounce contractions clearly.

**Example:**

Celia: I couldn’t decide if I would have more fun going to Disney World or Miami Beach for my birthday. I finally decided that either option would be the same amount of fun.

Classmates: *It was six of one, half a dozen of another.*

VII. Presentation Project: A Point of View

Your project is to prepare and present a two- to three-minutes speech about a strong opinion you have. It could be about an issue, a policy, a situation, an attitude, or someone’s behavior.
**STEP 1 | Choose a Topic**

People have strong feelings about many topics. You can choose one of the following topics or select your own.

<table>
<thead>
<tr>
<th>a problem in your country</th>
<th>learning a second language</th>
<th>world peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>corruption</td>
<td>punishing criminals</td>
<td>child rearing</td>
</tr>
<tr>
<td>lying</td>
<td>gay marriage</td>
<td>a problem in your city</td>
</tr>
<tr>
<td>dishonesty</td>
<td>required classes</td>
<td>politicians</td>
</tr>
<tr>
<td>gun control</td>
<td>abortion</td>
<td>diets</td>
</tr>
<tr>
<td>capital punishment</td>
<td>alcohol</td>
<td>discrimination</td>
</tr>
<tr>
<td>an unfair rule</td>
<td>impolite people</td>
<td>cruelty to animals</td>
</tr>
<tr>
<td>adopting children</td>
<td>immigration laws</td>
<td>classroom policies</td>
</tr>
</tbody>
</table>

**STEP 2 | Plan Your Speech**

A  Review Fatimah’s model speech on page 49.

B  Read the following guidelines for organizing your speech.

**Introduction**
1. Get listeners’ attention.
2. State your opinion.
3. Preview the reasons for your opinion.

**Body (support with examples and presentation aids)**
1. Explain first reason for opinion.
2. Explain second reason for opinion.
3. Explain third reason for opinion.

**Conclusion**
1. Summarize the reasons for your opinion.
2. Make memorable final remarks.

C Read the Useful Language you can use to express your opinion. Place a check mark ✓ next to the expressions you like best.

**USEFUL LANGUAGE: EXPRESSING AN OPINION**

_____ In my opinion . . .
_____ It is my firm belief that . . .
_____ I strongly feel that . . .
_____ My point of view is . . .
Complete the following outline with notes for your speech.

A Point of View: Speech Preparation Outline

Topic: _____________________________________________________________

Introduction

I. Attention Getter

_________________________________________________________________

II. Statement of Opinion

_________________________________________________________________

III. Preview

First Reason: __________________________________________________________________

Second Reason: __________________________________________________________________

Third Reason: __________________________________________________________________

Body

I. First reason (examples, presentation aids to be used)

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

II. Second reason (examples, presentation aids to be used)

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

III. Third reason (examples, presentation aids to be used)

_________________________________________________________________

_________________________________________________________________

(continued)
(continued)

**Conclusion**

I. Summary

______________________________________________________________________________

First: _______________________________________________________________________

Second: _____________________________________________________________________

Third: ______________________________________________________________________

II. Final Remarks

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

E Select a saying from page 53 to include in your speech. Write it here: _________________

F Include one or more presentation aids.

**STEP 3 | Prepare Note Cards**

A Use your Speech Preparation Outline to prepare note cards for your speech. Label the cards:

- Attention Getter
- Opinion
- Preview
- Reason 1
- Reason 2
- Reason 3
- Summary
- Final Remarks

B Fill in details from your outline. Use as many cards as you need.

C Add the Useful Language expression and the saying you selected to your note cards.

D Number your cards.

**STEP 4 | Practice Your Speech**

A Practice your speech with your note cards and presentation aid(s). Record it and listen to it at least once. Be sure it is two to three minutes long.

B Complete the speech checklist. Is there anything you want to change or improve before you present the speech in class?
**Speech Checklist**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I prepared an attention getter and stated my opinion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I included a preview.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I included three reasons for my opinion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I included a summary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I included final remarks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I included a saying from the chapter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I included a presentation aid.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I included a Useful Language expression.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. My pronunciation of contractions is clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. My speech is two to three minutes long.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Your teacher and/or your classmates may evaluate your speech. Study the evaluation form on page 232 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.