

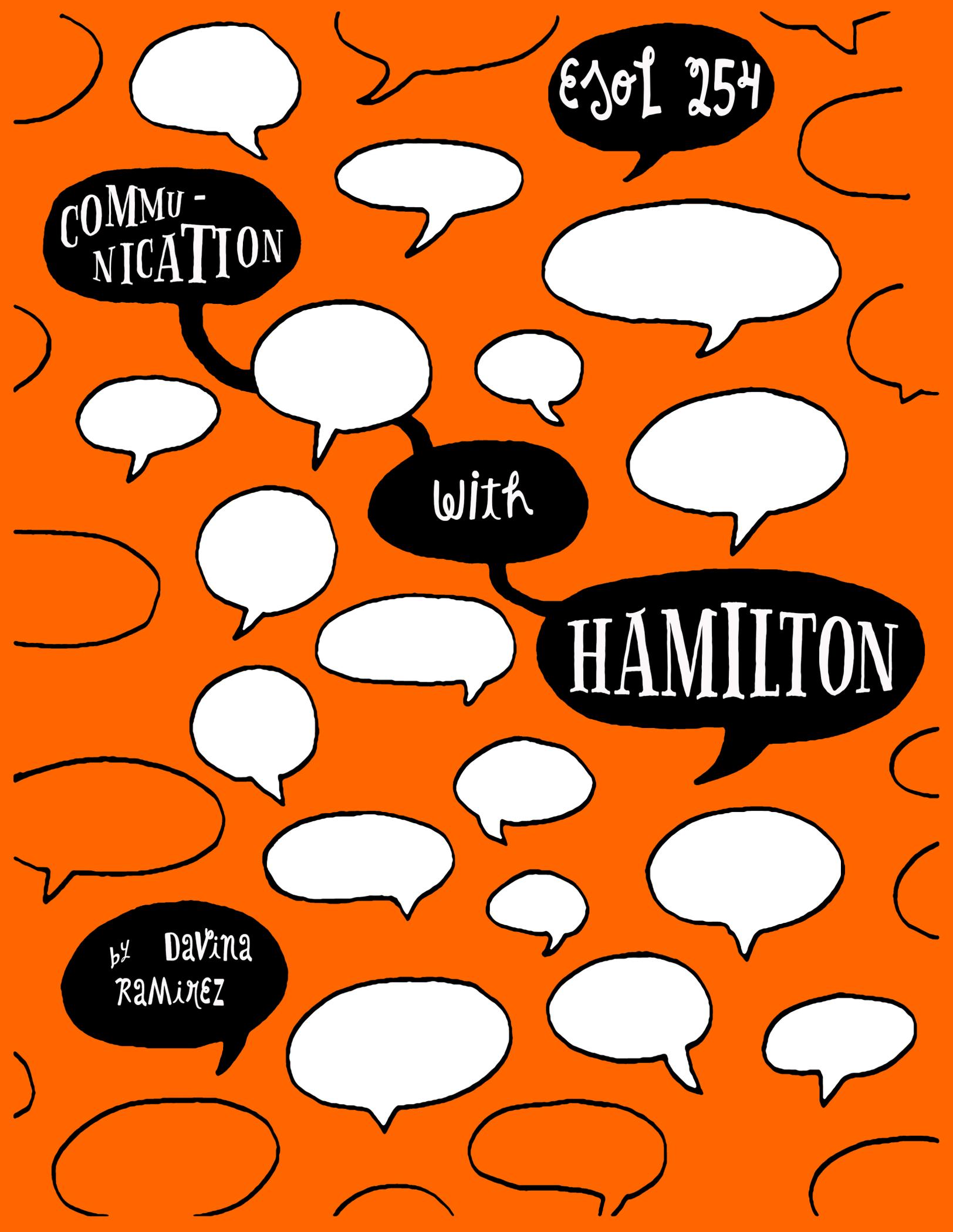
Ετος 254

COMMUNICATTON

with

HAMILTON

by Davina  
RAMIREZ





# **Communication** **with** ***Hamilton***

**An ESOL Course**  
**Based on the Musical by Lin-Manuel Miranda**  
*by Davina Ramirez*

## **Table of Contents**

<u>Chapter 2: Alexander Hamilton .....</u>	<u>17</u>
<u>Chapter 3: Introducing Aaron Burr .....</u>	<u>35</u>
<u>Chapter 4: Giving a Speech .....</u>	<u>54</u>
<u>Chapter 5: Introducing Thomas Jefferson; The Prepared Speech.....</u>	<u>73</u>
<u>Chapter 6: Conflict in Washington’s Cabinet; Presenting a Graph .....</u>	<u>93</u>

# Welcome to Your Communication Course!

Communication is a unique topic. It includes both speaking and listening. Both of these skills have aspects that a teacher can explain – how to organize a speech, or how to write Cornell notes, for example. However, actually improving your pronunciation abilities or your listening comprehension is different. These skills can't be improved by study. ***The only effective way to improve is practice.***

You will have the most success if you think of these skills like physical fitness skills – like going to the gym to work out. In reality, listening and speaking are physical skills. Traditional **studying** will not help you improve. You actually need to develop different muscles, breathing patterns, and brain connections!

## How this Book Is Organized

Each chapter (except the first) has six sections.

### Section A: Let's Talk

Chapters begin with pronunciation challenges to develop your rhythm and intonation.

### Section B: Lecture or Speech

Your instructor may deliver the lectures live, or you may watch the video versions. It's a good idea to watch several times over a few days. You should learn the main points, but the goal is NOT to memorize the material. Instead, use the opportunity to notice how different types of public speaking are organized and to practice note-taking skills. There will be some vocabulary words listed, but **learning new vocabulary is not the focus of the course**. There is evidence that learners can most effectively learn only 8-12 new words per week; full-time students are probably studying at least that many words in their other classes.

### Section C: Song from the musical "Hamilton," by Lin-Manuel Miranda

Listening to music is an incredible shortcut to developing the "body memory" of pronunciation, stress and rhythm. In addition, this popular musical will teach you about the U.S.A. – how the country was founded, its government, its culture, and some important idioms.

### Section D: IPA and Focused Pronunciation

You can't "delete your accent" in a few weeks or months. However, focused pronunciation practice on just a few important skills CAN have a dramatic effect. The course focuses **only** on the pronunciation qualities that are most important to listeners.

### Section E: Public Speaking

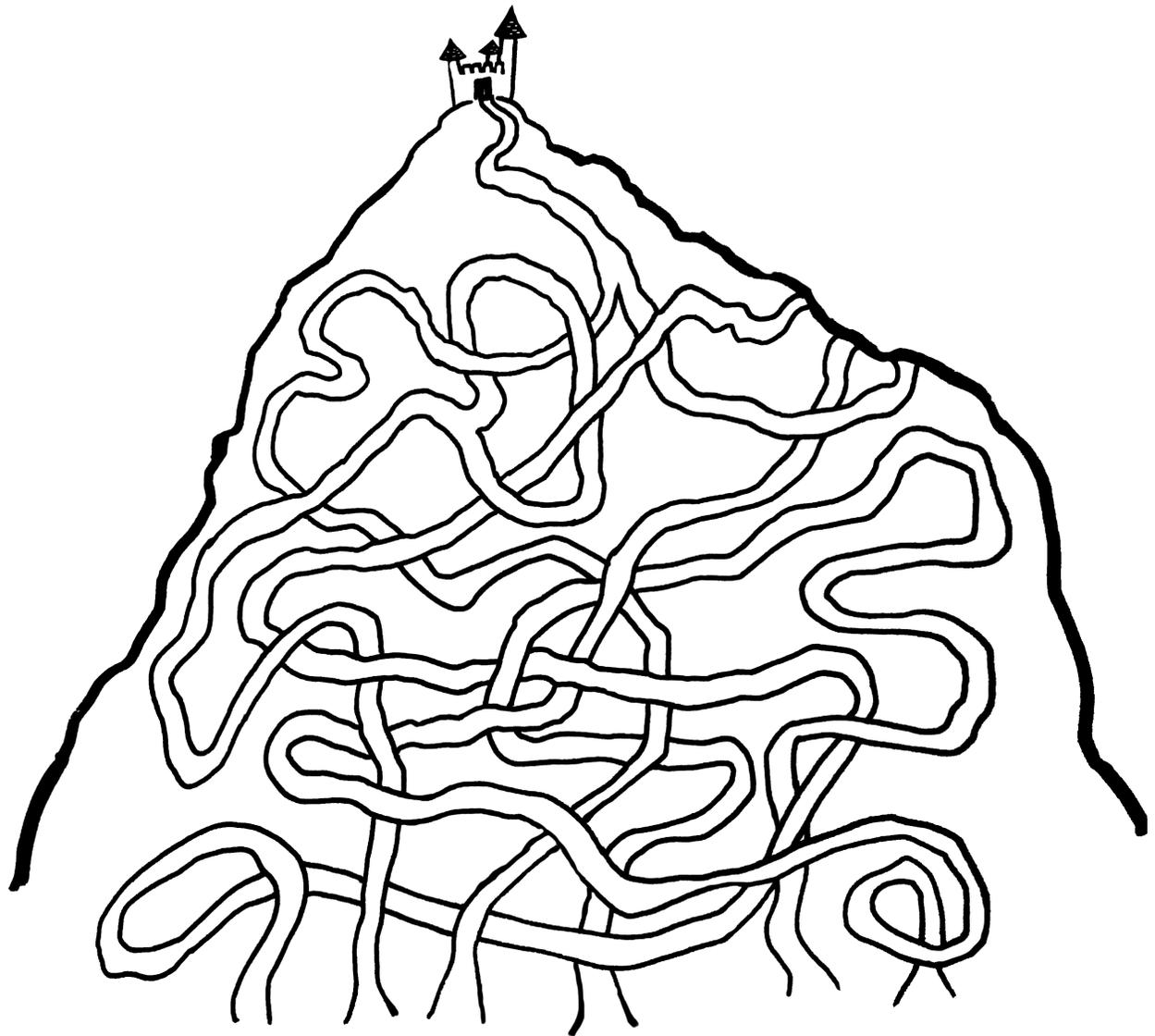
Every college student and professional will need to speak to groups at times. This section focuses on the skills you need to organize and deliver presentations and speeches.

### Section F: Review

Prepare for a quiz, or just to move on to the next chapter, by reviewing some of the most important points of the chapter with classmates.

**In college, time flies fast. Every class you take, every term, is a unique opportunity to expand your knowledge and your skills.**

**Make the most of this special time!**



Ramirez 2019

**YOU WILL NEVER BE COMPLETELY READY.  
START FROM WHEREVER YOU ARE.**  
~ C.J. HAYDEN



# Chapter 1: Pronunciation Basics

## SECTION A: WARMUP

### LET'S TALK! 1

#### Task 1.1: Lengthen Stressed Syllables

Stress is not always a **stronger** sound. Often, it's a LONGER sound. Say each word and phrase. Make the stressed syllables longer. Try drawing a mark under each syllable, like the example under #1. Focus on being longer, NOT louder! Notice the sounds of the vowels – does the spelling match the vowel sound?

#### Group 1: Words

- |                              |                     |
|------------------------------|---------------------|
| 1. ab <u>so</u> lu u u te ly | 11. re plaaace ment |
| 2. be giii ning              | 12. su ceess ful ly |
| 3. schooo lar ship           | 13. Ca naaaa di an  |
| 4. de fi niii tion           | 14. Eu ropeee an    |
| 5. eee vry body              | 15. freee quent ly  |
| 6. in de peeen dent          | 16. vo lun teer     |
| 7. maaa nage ment            | 17. tra diii tional |
| 8. a diii tional             | 18. u ni veeer sal  |
| 9. Friiiday                  | 19. co muuu ni cate |

#### Group 2: Phrases

Notice that some phrases have stress that is stronger AND stress that is longer.

1. Let's taake a vac a a a a tion.
2. It's not eeasy being greeeen.
3. R o o o o ses are r E d, vi i i olets are bLUE.
4. I'm s o o o o hungry.
5. He's not a laaaa wyer, he's a liiii ar.
6. R o o o o ock -a-bye b a a a by, i i i n the tree t o o o p.
7. I don't neeeed a new car, but I w a a a a n t one.

### Task 1.2: Intonation on Acronyms

Common *groups of words*, like “Portland Community College” or “Federal Bureau of Investigation,” are often shortened by using only their *initials*, or the first letter of each word. The small group of letters is called an *acronym*.

“Portland Community College” = PCC  
 “Federal Bureau of Investigation” = FBI

All abcronyms have the same stress pattern. Stress is on the last letter: it should sound longer. The *intonation* should sound **high** until the last letter, when intonation **falls**.





Practice this stress and intonation pattern on the following abbreviations.

1. “Oh My God” = \_\_\_\_\_
2. “Attention Deficit Disorder” = \_\_\_\_\_
3. “Human Immunodeficiency Virus” = \_\_\_\_\_
4. “Estimated Time of Arrival” = \_\_\_\_\_
5. “Human Resources” = \_\_\_\_\_
6. “Master’s of Business Administration” = \_\_\_\_\_
7. “National Football League” = \_\_\_\_\_
8. “Philosophy Doctor” = \_\_\_\_\_

### Task 1.3: Intonation on Questions

Compare the intonation patterns of the following questions. Listen to the examples, then mark the patterns above the sentences and practice saying them.

Yes/No Question	Wh- Question
A. Did you eat lunch yet?	a) What did you have?
B. Is your daughter in school?	b) Where is her school?
C. Do you own a car?	c) What kind is it?
D. Is it raining?	d) Why does it rain so much here?
E. Do you know what time it is?	e) Well, what time it is?

## SECTION B: LISTENING

Let's start with three important facts.

- ★ FACT: Every effective public speaker organizes their message.
- ★ FACT: If a listener recognizes the organization pattern, it's much easier to understand the information. The listener creates a "story" in their mind; they can predict and prepare for the speaker's sequence of information. In other words, *knowing the patterns* gives you a *schema*.
- ★ FACT: There are only a few common organization patterns to learn.

These facts show that *learning the most common organization patterns* gives us an effective shortcut to better listening skills. The great thing about these patterns is that they are all very similar to essay organization. In other words, college students who know how to organize an essay already know the basic way public speaking is organized!

Essay:	Public Speaking:
I. Introduction	I. Introduction
II. Body Paragraph 1 Body Paragraph 2 Body Paragraph 3	II. Main Point 1 Main Point 2 Main Point 3
III. Conclusion	III. Conclusion

**Note:** You might want to use **the same technical words** used in college writing for Communication. You might want to talk about the "thesis statement" of a lecture, or the "hook" of a speech.

**PLEASE AVOID THIS.** It's true that both academic writing and academic speaking use a 3-part pattern of Introduction - Body - Conclusion, but there are important differences. Using the correct word will help you understand these differences.

In this text, we will study organizational patterns for four types of public speaking:

- ★ Lecture Organization
- ★ Informal Presentation Organization
- ★ Speech Organization
- ★ Group Presentation Organization

The course will teach you **how to recognize the patterns as a listener**  
and  
**how to use an appropriate pattern as a speaker.**

Our first listening task is an *academic lecture*. Please notice these things:

- ★ **The Introduction is short.** The lecturer usually knows their audience, so they don't introduce themselves. The lecturer knows the audience **needs** the information, so they don't waste time trying to make the audience excited. However, they often give a little motivation to the audience –a reason why the lecture could be useful. This motivation is also called “relevancy.”
- ★ **The Intro. often tells the audience how many main points to expect.** The lecturer, usually a teacher or professor, knows their audience needs to take notes. They try to be helpful.
- ★ **There are clear transition words.** Words like “start – begin – second – now – finally” are clues telling the listeners how to organize their notes. Use these clues.
- ★ **Main Point 1 is usually the longest.** The lecturer knows the audience will get tired over time. Therefore, the later points are usually shorter. In our first lecture, Main Point 1 has five or six parts.
- ★ **Lecturers repeat important points.** Listening to a lecture is not like watching a movie where you need to watch for hidden clues to guess the ending. No, the lecturer wants to *help you understand* the main points. Anything the lecturer repeats, or writes on the board, or shows in a slide, is likely to be important and **MUST** appear in your notes.
- ★ **Not every important point gets repeated.** A “C” student will learn the points that were repeated and put on the board. An “A” student will also learn the smaller details that were mentioned only once.
- ★ **The conclusion is short.** Sometimes a lecturer will include a short review of the entire lecture in the Conclusion, but it's more common to simply end with a little advice and a goodbye.
- ★ **A lecture is not a speech, and it's not a presentation.** A lecture could be quite similar to these forms, but usually there are clear differences. Students and professionals sometimes give speeches, and they often give presentations, but in general, only teachers give lectures.
- ★ **A lecture often includes visual aids.** If the lecturer shows information in a slide or writes it on the board – **INCLUDE THAT INFO**. Follow the visual cues the lecturer uses (e.g., timelines, arrows, numbers).

\* \* \* \* \*

### Task 1.4: Listen and Take Notes

Listen the lecture, several times if needed.

Make notes that will help you learn the main ideas from the lecture.

Your goal: to pass a quiz about this lecture several days after listening to it.

On the following page is a Cornell notes-style guide. If you are familiar with Cornell notes, or if your teacher teaches this style, you can complete the entire page. If not, only fill out the main boxed area.

### Mini-Lesson: Cornell Notes

Write the lecture topic on top

Date: Nov. 08 Topic: Lorem ipsum

- I. Lorem ipsum dolor sit amet.
- II. consectetur adipiscing elit.
  - a. Suspendisse at pulvinar lorem, s
  - b. it amet tincidunt ipsum.
  - c. Suspendisse tempor quis quam eget.
- III. tristique. Donec fermentum faucibus magna eget pharetra. Vivamus egestas ipsum
- IV. ut faucibus commodo
- V. Aenean molestie dolor ac enim lacinia, quis porta nunc gravida.
- VI. Vivamus in luctus risus, in tincidunt mi.
- VII. Curabitur posuere
- VIII. feugiat risus quis rutrum.
- IX. Sed lacinia lectus
  - a. vel mi tristique vulputate.
  - b. In metus ligula,
  - c. varius et sagittis
  - d. consectetur, condimentum
  - e. in purus Donec fringilla

When studying, write a summary or questions to the left

Take notes in largest space: use colors and symbols

When reviewing, summarize at bottom

Vivamus in luctus risus - vulputate, ligula, sagittis

Date:

Topic:

3 main points: \_\_\_\_\_

I. Main Point 1: \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Reduction

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Linking

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date:

Topic:

5. \_\_\_\_\_

Examples:

---

---

---

Quick review:

II. M P 2: Goal for the class

Goal IS NOT:

Goal IS:

III. M P 3: \_\_\_\_\_

We WON'T

We WILL

### Task 1.5: Review Lecture

After listening, you should know these words.

#### Group 1: Pronunciation Terminology

- |              |               |
|--------------|---------------|
| 1. phoneme   | 5. syllable   |
| 2. vowel     | 6. reduction  |
| 3. consonant | 7. linking    |
| 4. stress    | 8. intonation |

#### Group 2: AWL Words (Check: What is the AWL?)

- |             |              |
|-------------|--------------|
| 9. affect   | 14. link     |
| 10. clarify | 15. perceive |
| 11. concept | 16. specific |
| 12. brief   | 17. topic    |
| 13. lecture | 18. unique   |

#### Discussion Questions:

- A. Is this a *phoneme*? “sk”
- B. Give an example of a *consonant*. Does your first language have a consonant that English doesn’t have? How about a vowel?
- C. How many *syllables* does the word “presidential” have?
- D. How many *syllables* does the name “Ohio” have?
- E. How many *syllables* does the phrase “every squirrel” have when pronounced in a relaxed American accent?
- F. What’s a lecture? How is it different from a presentation?
- G. What does *perceive* mean? What’s the noun form?

\* \* \* \* \*

## SECTION C: PRONUNCIATION AND IPA

### Pronunciation Improvement Advice

In these few weeks of class, you should focus on YOUR weakest areas. Your pronunciation grade will depend less on how well you can pronounce words now, and more on how much you improve between now and finals week. Here is some advice to help you improve.

#### 1. Practice Every Day

Speaking a language uses muscles. Changing pronunciation requires you to actually change those muscles! Like any fitness program, it takes many repetitions to really create a change. So, work pronunciation into your daily routine, just like brushing your teeth. Work on your “problem sounds” every day for about five minutes.

#### 2. Work 5 to 10 Minutes at a Time

Don't over-work. That will make your muscles and brain tired. Instead, stay fresh and strong, and focus for 5-10 minutes a day only.

#### 3. Slow Down

Do not speak quickly, focusing on the **meaning** of what you're saying. For pronunciation drills, the meaning does not matter. Focus on the sound and feel only.

#### 4. Use a Mirror

Sometimes, do your pronunciation in front of a mirror. Watch your mouth!

#### 5. Listen to Yourself

Use your phone to record yourself reading the pronunciation tests, then listen.

#### 6. Close Your Eyes

The human brain is very visual. Help your brain focus on sound by shutting your eyes while you pronounce your project.

#### 7. How Does It Feel?

Try to **feel** your lips; tongue; breathing. Again, slow down!

#### 8. Choose Carefully, and Repeat

Choose a TYPE of pronunciation practice to work on every time. If you work on words one day, work on sentences the next day, then go back to words. Work on one smaller part each day and often go back to an earlier part.

#### 9. Watch a Movie

Try to memorize a few minutes of dialogue in a movie. Choose sounds that are difficult for you. Re-run it over and over, repeating along with the actors until you can match the movie exactly.

\* \* \* \* \*

## Introduction to the IPA

IPA is an acronym that stands for International Phonetic Alphabet. IPA is a tool for transcribing sounds. In this system, every symbol represents exactly one sound. The IPA has been in use since the late 1800s. The complete IPA includes many sounds not used in English, such as //, the “click” used in Khoesan, and /χ/, used in Arabic words like (خضراء).

As computer displays have improved, more and more websites use IPA for pronunciation. IPA is used in many online dictionaries, especially learner’s dictionaries (the Macmillan Dictionary online is a good example) and Wikipedia. The IPA is a world-wide standard pronunciation tool and will probably become even more common in the future.

Example: See the Macmillan Dictionary pronunciation of “neither:” Compare the British and American sounds.

<https://www.macmillandictionary.com/us/dictionary/american/neither>

## Class IPA Chart

This chart on the following page shows the most common sounds of American English. It is similar to standard IPA, but uses a few different symbols for clarity when transcribing by hand. Keep a copy handy as you do pronunciation work all term.

**ALWAYS** use forward slash symbols to enclose the IPA symbols you write, /laɪk ðɪs/.

IPA Consonants			
Symbol:	Key Word:	Symbol:	Key Word:
p	pack	s	sip
b	back	z	zip
t	tip	ʃ	ship
d	dip	ʒ	measure
k	cap	h	hat
g	gap	m	sum
tʃ	church	n	sun
dʒ	judge	ŋ	sung
f	fan	w	wall
v	van	y	yet
θ	thing	l	light
ð	then	r	right
		ɹ	little

IPA Vowels, Diphthongs and /r/ Blends			
Symbol:	Key Word:	Symbol:	Key Word:
i or i <sup>y</sup>	green	aɪ	white
ɪ	silver	a <sup>w</sup> or aʊ	brown
e or e <sup>y</sup>	gray	ɔɪ	turquoise
ɛ	red		
æ	black		
a	olive	ɜ̄ (ɜr)	purple
ɔ	auburn	ə (əɹ)	teacher
o <sup>w</sup>	rose	ɛɹ	where
ʊ	wooden	ɑɹ	car
u <sup>w</sup>	blue	ɔɹ	floor
ʌ	mustard	ʊɹ	tour
ə	banana	ɪɹ	beer

## IPA Homework 1

Directions: Look up each word in any dictionary you are comfortable using. A paper dictionary, language learner's dictionary, online dictionary or Google dictionary are all OK – IF you know how to use the dictionary's pronunciation symbols! Copy the pronunciation symbols your dictionary uses for each word. THEN, in class with your instructor, write the pronunciation using our class IPA. It doesn't matter if the symbols are the same or not.

Please remember to put IPA symbols between / / forward slashes.

Name of dictionary used: \_\_\_\_\_

Word:	Pronunciation from Dictionary:	Transcription in class IPA:
1. three		
2. hot		
3. age		
4. national		
5. knitting		
6. once		
7. urge		
8. toys		
9. letter		
10. tough		

## SECTION D: PUBLIC SPEAKING

### Impromptu Small-Group Presentation

In this informal presentation, you will sit in a small group with your classmates; only one speaker will talk at a time. You will not be graded for this presentation.

**Time:** between 1.5 and 3 minutes. Don't take too long!

**Your topic:** Tell us about a time you did something forbidden – something “wrong” or “bad” – but you did NOT get caught or punished.

**Take a few minutes to write notes** – just a few words to help you organize your ideas.

*Don't write a paragraph!*

**Don't read your presentation.** Use your notes if you want, but don't read directly from them. Speak as naturally as possible. Use notes to remind yourself of your next point.

**Look at your audience.** Watch their faces: do they understand you? Check in: ask questions like “Can you hear me?” or “Am I speaking too fast?” Make eye contact, and move your eyes to all different listeners.

**Organize.** Your presentation should have a beginning, a middle, and an end.

**I. Beginning:** Begin with a greeting and an interesting idea – connect to your audience! Tell them something about the time and place of your anecdote.

**II. Middle: The longest part; the Body.**

Tell the anecdote. Native speakers often use present tense for anecdotes, even though the action was in the past.

A: What did you do that was WRONG?

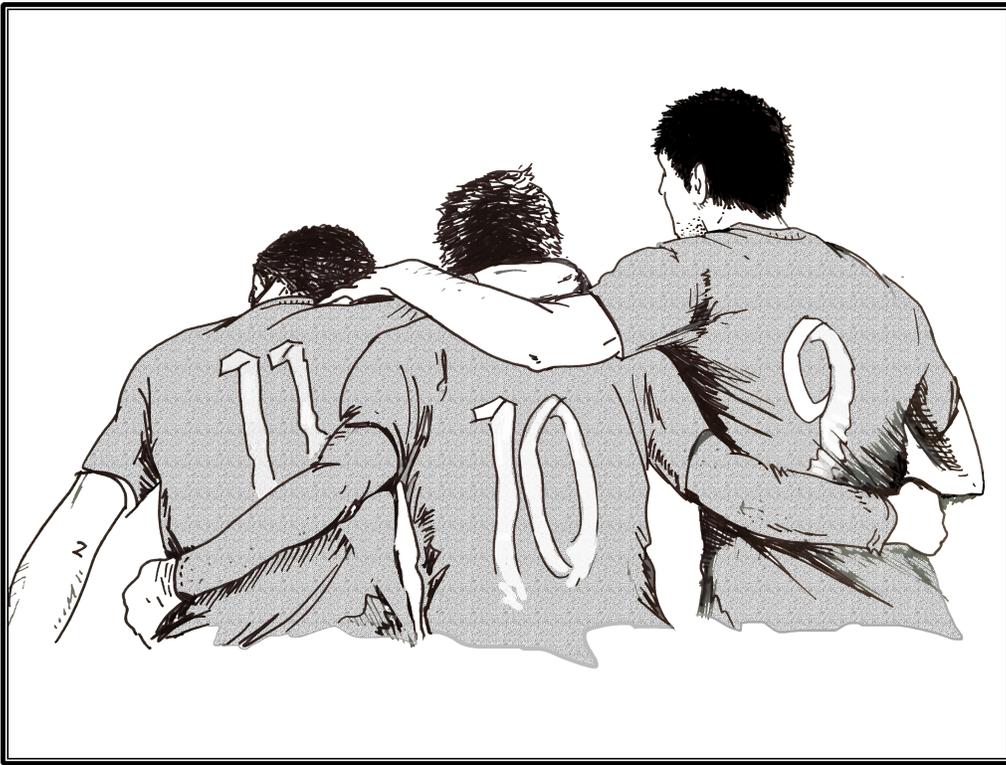
B: Why did you NOT get caught or in trouble?

**III. End: Conclude your thoughts.**

Give a final interesting thought to your audience – probably, you'll tell us if your WRONG action ever was discovered.

\* \* \* \* \*

# COMMUNICATION IS WIN-WIN!



Ramirez 2019

Always remember: in Communication, your audience,  
whoever they are, wants to see you succeed.  
When you win, THEY win.

## SECTION F: REVIEW

### Task 1.3: Review Chapter 1

Work with a partner or in a small group. Answer these questions verbally. Use the given space for notes, but focus on discussion rather than writing answers.

#### Guidelines for working with classmates:

- ★ Begin with introductions. Each person should give their name; repeat each name you hear and ask group members if your pronunciation sounds OK. Do this every time, all term, until you are confident about all classmates' names.
- ★ After your brief greeting, take a short time to skim the questions before beginning - see how many questions there are, the level of difficulty, and so on.
- ★ When you begin discussion, agree on an *approach*. In other words, spend one minute deciding whether the group wants to take turns, so that each person answers one question, or whether you will all discuss each question together. Your approach will depend on your preferences, the question types, and the amount of time you have for the task.
- ★ Be mindful of how much time you have. Time yourselves; try to finish all questions in the given time. If any single question is taking too long, move on to the next. Be sure to ask your instructor about these challenging questions.
- ★ As you discuss the questions, check in with each member of the group. Do they have something additional to add, or a question? Use a phrase like "Are we good?" or "Anything else?" before moving on to the next question.
- ★ Never forget that your classmates are your teammates! You all have the same learning goals and you are all sharing the same learning process.

#### Trust and respect your team!

1. Give an example of each.  
phoneme - vowel - consonant - linking - reduction - intonation
2. Define these words from memory.  
affect - clarify - perceive/perception - unique
3. Name three or more types of public speaking.
4. Why does it help a listener to recognize the speaker's organizational pattern?

5. Share three or more things facts about lectures. Can you explain how a lecture is different from a speech?
6. True or False?
- a) Linking is similar to slang; it's informal.
  - b) If the lecturer puts information on the board, it's probably not going to be on the quiz.
  - c) The lecturer sometimes tells the audience why their information is important.
  - d) A lecture usually has three main points.
  - e) The Intro and Conclusion of a lecture are usually very short.
  - f) You should practice pronunciation for about ten minutes a day.

7. **Pronounce these IPA symbols aloud.**

/ɛ - a - æ/ /d - h - y/ /ʃ - θ - dʒ/.

8. Why is eye contact an important part of giving a presentation?
9. Share one fact about how to do group work in Communication class.

\* \* \* \* \*

# Chapter 2: Alexander Hamilton

## SECTION A: WARMUP

### LET'S TALK! 2

#### 2.1: Lengthen Stressed Syllables

Here's another group of ordinary words. Make the stressed syllables longer. Try drawing a mark under each syllable, like the example under #1. Focus on being longer, NOT louder!

#### Group 1: Words

- |   |                                     |
|---|-------------------------------------|
| 1.    b a a a    si    cally<br>~~~~~    /    \ | 11.    par ti ci p a a a    tion    |
| 2.    su p p o o o r    ter                     | 12.    n o o o r    ma lly          |
| 3.    y e e e e    ster day                     | 13.    i m m u u    ni ty           |
| 4.    sur p r i i i e                           | 14.    a a a al pha bet             |
| 5.    sur p r i i i sing    ly                  | 15.    c u u u    cum ber           |
| 6.    re m a a a r kable                        | 16.    ar t i i i cu l a a a a tion |
| 7.    w o o o n    der ful                      | 17.    ve ge t a a a ri an          |
| 8.    cre a a a a tive                          | 18.    a vo c a a a do              |
| 9.    phy y y y si cally                        | 19.    t o o o o th    brush        |

#### 2.2: Intonation on Acronyms

Common *groups of words*, like “Portland Community College” or “Federal Bureau of Investigation,” are often shortened by using only their *initials*, or the first letter of each word. The small group of letters is called an *acronym*. All acronyms have the same stress pattern. Stress is on the last letter: it should sound longer. The *intonation* should sound **high** until the last letter, where intonation **falls**.

“Portland Community College” = PCC = pee    cee    c e e e e 

Practice this stress and intonation pattern on the following acronyms.

1. “Intelligence Quotient” = \_\_\_\_\_
2. “Frequently Asked Questions” = \_\_\_\_\_
3. “Over the Counter” = \_\_\_\_\_
4. “Alcoholics Anonymous” = \_\_\_\_\_
5. “Save our Ship” = \_\_\_\_\_
6. “Bring Your Own Bottle” = \_\_\_\_\_

### 2.3: Linking and Reduction

An important idea to remember is that **IMPORTANT** sounds do **NOT** get reduced. That means nouns and verbs – the “content” parts of a sentence - are not completely reduced. However, the “grammar” parts of a sentence **MAY** be reduced. For example, helping verbs, FANBOYS and pronouns may be reduced. Compare these sentence pairs.

Do NOT reduce	Reduce
<p>A. <u>You</u> are the winner!</p> <p>B. <u>He</u> looks great today.</p> <p>C. Don't give it to <u>HER</u>, give it to <u>HER</u>.</p> <p>D. If you want tea <u>and</u> coffee, it will cost more.</p> <p>E. I didn't do it. <u>Did you</u>?</p> <p>F. I know <u>why HE</u> did it, but <u>why did YOU</u> do it?</p> <p>G. I <u>want two</u> cookies.</p> <p>H. I'm <u>going to</u> Hawaii!</p>	<p>a) I'll give it to <u>you</u>.</p> <p>b) I think <u>he</u> got a haircut.</p> <p>c) I saw <u>her</u> outside.</p> <p>d) I bought fruit <u>and</u> cheese.</p> <p>e) <u>Did you</u> finish cleaning your house?</p> <p>f) <u>Why'd he</u> get a ticket? And <u>why'd you</u> pay for his fine?</p> <p>g) I <u>want to</u> take a break early today.</p> <p>h) We're <u>going to</u> study together later.</p>

### 2.4: Intonation on Questions

Compare the intonation patterns of the following questions. Listen to the examples, then mark the patterns above the sentences and practice saying them.

Yes/No Question	Wh- Question
<p>A. Did you eat lunch yet? </p> <p>B. Are you a full-time student?</p> <p>C. Are you taking a PE class?</p> <p>D. Are you going to come home now?</p> <p>E. Did you finish all your homework?</p>	<p>a) What did you have? </p> <p>b) How many classes are you taking?</p> <p>c) What time does that happen?</p> <p>d) What's your ETA?</p> <p>e) How long did it take?</p>

## SECTION B: LISTENING

### Preview Vocabulary

This lecture covers background information that will help you understand the songs we will work on better. In other words, it will **activate the schema** you need to understand the story and characters better.

### AWL Words to Know

1. ambitious	7. economics / economy
2. assistant	8. to found / founding
3. brief	9. military
4. colony	10. to participate
5. currency	11. philosophy
6. democracy	12. revolution / revolutionary

### Focus on Vocabulary

The chart below indicates the word forms of the given word. Be sure you understand each one! An "X" indicates that the form is rarely used.

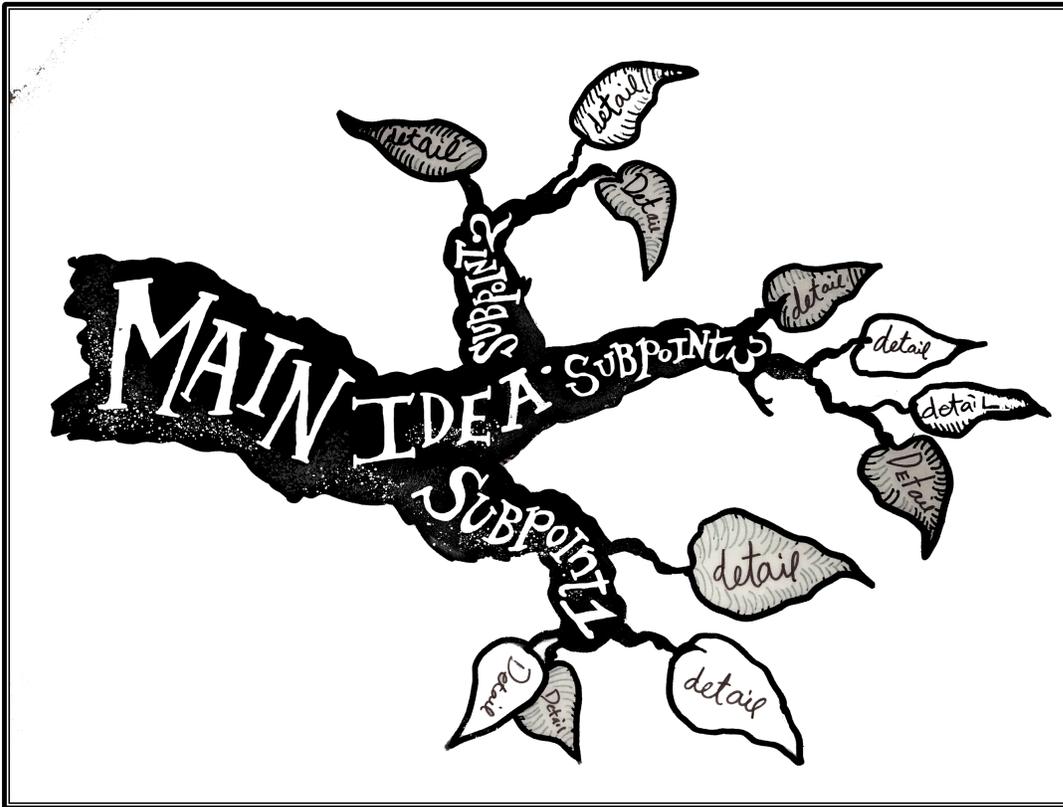
Noun	Verb	Adjective	Adverb
ambition	x	ambitious	ambitiously
colony colonist ( <i>person</i> )	to colonize	colonial	X
economy economics economist ( <i>person</i> )	economize ( <i>Note the meaning change</i> )	economic	economically
revolution revolutionary ( <i>person</i> )	to revolutionize	revolutionary	X
revolt	to revolt	revolting ( <i>Note the meaning change</i> )	revoltingly

### Task 2.5: Discuss

Remember the guidelines for group discussions! Start with greetings and names; decide how you will accomplish your task; spend an appropriate amount of time on each question; check that everyone participates; encourage clarifying questions.

- ★ In small groups, brainstorm what you know about the history of the US. Where did early Americans come from? When did the current government of the US first begin? What was happening in your country at that time?
  
- ★ Discuss the word “colony” and share your knowledge about this concept.
  
- ★ Think about American money. Who is on the penny? The quarter? The dollar? The hundred-dollar bill?
  
- ★ Who is on the money of your home country?
  
- ★ Why do certain people appear on money?

# “FROM THE GENERAL TO THE SPECIFIC”



Ramirez 2019

Nature is full of movement from general to specific. A tree trunk becomes a branch and a branch becomes a twig. A good lecture usually moves the same way. You first hear a bigger idea or concept, and then hear several details or examples related to that idea. That pattern is repeated for each concept in the lecture.

Listen for the pattern in the lecture.

## Task 2.6: Listen and Take Notes

Use your own paper or the form on the next page.

Date:

Topic:

3 main points: \_\_\_\_\_

I. MP 1: (Starts with a question - don't take notes about that)  
US History  
1600 -

Next 150 years -

1750 -

1776 -

1781 -

II. MP 2: Hamilton

Childhd:

1772 -

accomplished:

Quick review:

III. MP 3: the musical play

QUESTION FOR NEXT TIME:

## SECTION C: SONG

### Song 1: "Alexander Hamilton" from the musical Hamilton by Lin-Manuel Miranda

You can find the complete lyrics to this song – and to the entire musical – online. Feel free to print these or read them on your device as you listen. (However, you **do not need** to print the complete lyrics – **please do not!**) We will listen to the entire song several times to get the overall meaning and to practice hearing English stress patterns. Then, we'll focus on a few verses (parts of the song) to work on detailed pronunciation points. We'll use this pattern for every song in this workbook.

#### Task 2.7: Listen to the song

YouTube link:

[https://www.youtube.com/watch?v=VhinPd5RRJw&list=RDDcD9ADx\\_Rh4&index=21](https://www.youtube.com/watch?v=VhinPd5RRJw&list=RDDcD9ADx_Rh4&index=21)

After listening once:

1. What is the mood or feeling of this song? Brainstorm a few adjectives.
2. What percent of the song *lyrics*, or the words, did you understand?  
Almost nothing      About 25%      About half      75% or more
3. Who is the song about?

After listening several times:

1. Get together in small groups. Discuss some facts that you learned about Hamilton's life from the song and make notes here.

2. Optional: Create a timeline of Hamilton's life on the board.

### Task 2.8: Review Stress

“Stress” is a common word in English. It can be a noun or a verb, and it has a few adjective forms. You probably know what these words mean:

stress, N	to stress, V	to stress out, PHRASAL VERB	stressful, ADJ stressed, ADJ
<p><i>example:</i> “I always feel a lot of stress during a test.”</p> <p><i>Meaning:</i></p>	<p><i>example:</i> “My manager stressed that we need to greet customers politely.”</p> <p><i>Meaning:</i></p>	<p><i>example:</i> “I’m stressing out over paying for college.”</p> <p><i>Meaning:</i></p>	<p><i>example:</i> “Looking for work is so stressful.”</p> <p><i>Meaning:</i></p> <p><i>example:</i> “My sister is super stressed because she has six kids.”</p> <p><i>Meaning:</i></p>

When we discuss pronunciation, “stress” has a different meaning.

stress, N	to stress, V	stressed, ADJ
<p><i>example:</i> “There is usually no stress on function words like <i>the</i>.”</p>	<p><i>example:</i> “You should stress the second syllable in the words <i>fourteen, fifteen, sixteen</i> and so on.”</p>	<p><i>example:</i> “There are two stressed syllables in the word <i>photography</i>.”</p>

It’s actually difficult to define *spoken stress*. Speakers can stress syllables by making the vowel a little **louder**, a little **longer**, or a little **higher**; usually, English stress is some combination of these three qualities. The important thing for a language learner is to hear stress and to be able to pronounce it. If you can stress the correct syllables when you speak English, listeners will be able to understand you much better. In fact, years of research have proved that stress is the #1 factor that makes speakers easy or hard to understand.

### Task 2.9: Mark Stress

Listen to these verses together as a class. Your teacher may slow the playback if it helps. First, tap or nod on the stressed syllables – using your entire body will help you feel stress. After you’ve tapped once or twice, mark the stressed syllables with a dot directly over the vowel. **ONLY** vowels can be stressed! Notice the number next to the line? That’s how many vowels with **primary stress** that line has.

You might notice that different speakers have different stress patterns, even though the overall rhythm of the song (the snapping fingers) does not change.

#### Song: “Alexander Hamilton”

*Lyrics from Genius.com*

#### 0:0–0:18 [Verse 1, AARON BURR]

- [4] How does a bastard, orphan, son of a whore and a
- [4] Scotsman, dropped in the middle of a forgotten
- [4] Spot in the Caribbean by providence, impoverished,
- [4] In squalor ... Grow up to be a hero and a scholar?

#### 0:48–1:03 [Verse 4, JAMES MADISON]

- [4] Then a hurricane came, and devastation reigned
- [4] Our man saw his future drip, dripping down the drain
- [4] Put a pencil to his temple, connected it to his brain
- [4] And he wrote his first refrain, a testament to his pain

#### 1:33–1:48 [Verse 7, ELIZA HAMILTON]

- [5] When he was ten his father split, full of it, debt-ridden
- [4] Two years later, see Alex and his mother bed-ridden
- [5] Half-dead, sitting in their own sick, the scent thick

#### [FULL COMPANY EXCEPT HAMILTON (whispering)]

- [4] And Alex got better but his mother went quick

### Notice Grammar

What types of words are stressed? What do they have in common?

## Vocabulary Note:

The song “Alexander Hamilton” starts off immediately with some rude, or “bad” words. These are a type of vocabulary called “vulgaritys.” Other names for them are “cuss words” or “swear words.” Every language has some vulgarities, and every culture has a use for them. A good general rule in the US is to avoid vulgarities in any professional setting, like work or school. Each vulgarity in the song lyrics will be marked.

### Extra Idioms from the White House video:

**“caught beef with”:** Disagree with, fight with

**Founding Fathers:** The men who started America by separating from England about 250 years ago. They *founded* (started) the country

### “Alexander Hamilton” Phrases and Idioms

1. **“bastard”** (vulgar) – As an insult, a bad, rude or mean man. Literally, a person whose parents were not married
2. **orphan** - Child whose parents are dead
3. **“son of a whore”** (vulgar) – The idiom is a general insult for a bad man. In this case, it’s literal: Hamilton’s mother apparently was a prostitute
4. **Scotsman** - a man from Scotland
5. **“self-starter”** – a person who sets their own goals
6. **“carted away”** – taken away
7. **“keep your guard up”** – Not trusting others; taking care of yourself
8. **“beg, steal, borrow, or barter (trade)”** – Each of these words means “a way of getting something.” Together, they make an idiom meaning “willing to do anything, honest or not, to get what you want.”
9. **hurricane** – a storm with strong winds, especially near an ocean
10. **refrain** – part of a song
11. **“dripping down the drain”** - The idiom “down the drain” means anything wasted, lost
12. **“This kid is insane”** – This young man is impressive

14. **split** – Leave. “His father split” means his father abandoned the family
15. “full of it” - dishonest
16. “**debt-ridden**” - owed a lot of money
17. **bedridden** - so sick they cannot leave bed
18. **sick (n)** – When used as a noun, “sick” means “vomit,” especially in England
19. **commit suicide** – kill oneself
20. “**fend for yourself**” – Take care of yourself, protect yourself
21. **retreat** - To hide, back away, be private
22. **treatise** - book. “Reading every treatise on the shelf” - reading every book he can find
23. **destitute** - no money; homeless, a beggar
24. **scam** - A dishonest trick to get a benefit.
25. “**Scammin’ for every book he can get his hands on**”- doing anything, honest or dishonest, to get books to read
26. **bow of a ship** – The front end of a ship
27. “**be a new man**” – Start life fresh; start in a new place where people don’t know you
28. “**come up from the bottom**” – try to succeed with no resources

### Task 2.10: Use the Idioms

Working in small groups, create short dialogues using one or two of the idioms in this list. The dialogue itself should demonstrate the meaning. Perform the dialogues in front of your classmates.

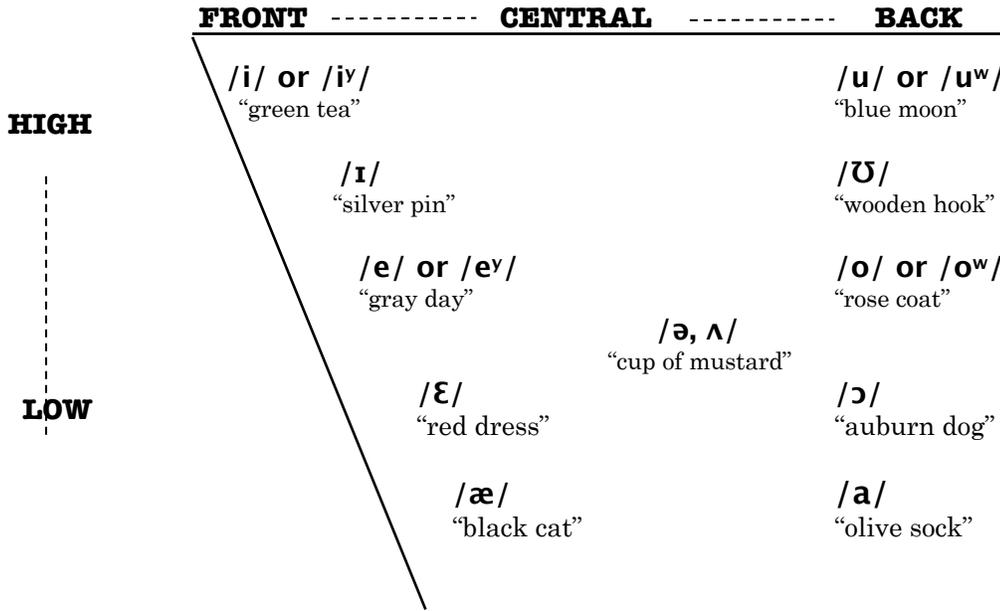
\* \* \* \* \*

## SECTION D: PRONUNCIATION AND IPA

### Pronunciation Focus: Vowels

To do this exercise, you will need to be familiar with the IPA, or International Phonetic Alphabet. We will use these familiar verses to practice some important vowel sounds.

The Vowels of English



First, notice the labels “High, Low” at the left side.

We call some vowels “High” because:

- ★ Your tongue is in a higher position in your mouth when you say them
- ★ The pitch of the vowel is higher

TRY IT: Say the vowels /iʲ - ɪ - eʲ - ɛ - æ /

- ★ Say ONLY the vowel – not the keyword!
- ★ Speak slowly together with classmates
- ★ Try closing your eyes to focus on the sensations
- ★ Notice how your tongue moves a tiny bit lower for each vowel
- ★ Notice how your jaw moves a tiny bit lower for each vowel

#### Task 2.11: Tricky Pairs

These exercises focus on two tricky pairs of vowels. These vowels are among the most common English learner mistakes. Changing these vowels changes the meaning of words and makes your English hard to understand – it’s a serious mistake.

**Pronounce these words:**

Work first together as a class, then in small groups. Try saying each similar pair of words to compare or saying all the words in each column. Try saying one of the pair and asking your partner if you said the high or low vowel.

Pair 1: /iː/ and /ɪ/		Pair 2: /eɪ/ and /ɛ/	
eat	it	cane	Ken
read	rid	rain/reign	Ren
seat	split	refrain	friend
seek	sick	pain	pen
teak	thick	taste	test
squeak	quick	stain	ten

**Questions and Things to Notice:**

- ★ Which of these vowels does your language use? Almost every human language uses /iː/, but many languages do not use /ɪ/.
- ★ The higher vowels in these pairs are longer, too. You can continue to say them for as long as you have breath. /ɪ/ and /ɛ/ are different. They are naturally short.

**Pair 1: /iː/ and /ɪ/. Say the sentences:**

- a. Please sit in this seat.
- b. The shoes should fit your feet.
- c. Do you still steal?
- d. Pitch that peach into the trash.
- e. Hit the heat switch, please.
- f. Those bins are for beans.
- g. They ship sheep overseas.
- h. Don't buy the cheapest chips.
- i. I don't like this beat one little bit.

**Tongue Twisters – Say three times, quickly!**

- Which witch wished which wish?
- Quick kiss. Quicker kiss.

### Task 2.12: Listen

Listen to your teacher pronounce these words. (You may work on one column at a time.)

What sound does the given word have: /ɪ/ or /iː/? Write the IPA in the space.

meal _____	he's _____	we'll _____	knit _____
skim _____	his _____	mill _____	neat _____
rip _____	eat _____	wheel _____	fist _____
list _____	it _____	pick _____	lips _____
least _____	feet _____	ship _____	filling _____
team _____	rich _____	didn't _____	feel _____
week _____	will _____	snicker _____	leaving _____
weak _____	leak _____	kit _____	living _____

### Pair 2: /eɪ/ and /ɛ/. Say the sentences:

- My relatives left yesterday.
- Thanks for helping with the taste test.
- They let us go so late.
- The letter was sent late.
- Thanks for arranging that play.
- To the west is a waste.
- I've already spent everything that you sent me.
- Did you get a new gate?
- Pay off the debt on this date.

Listen to your teacher pronounce these words. (You may work on one column at a time.) What sound does the given word have: /eɪ/ or /ɛ/? Write the IPA in the space.

chase _____	wet _____	tell _____	edge _____
chess _____	wade _____	tale _____	age _____
late _____	whet _____	tail _____	best _____
letter _____	ray _____	Seth _____	pest _____
gel _____	red _____	fade _____	paste _____
jail _____	end _____	fed _____	aid _____
bail _____	fell _____	faith _____	Ed _____
bell _____	lay _____	Fez _____	ale _____

### Task 2.13: Low Vowel Practice

Begin by saying these vowels. Speak slowly. Try closing your eyes to concentrate on the sensations. Remember that lower vowels are more challenging than higher vowels.

Group 1	Group 2	Group 3
/a/ /ɔr/ /əɾ/	/eʏ/ /ɛ/ /ʌr/	/ɪ/ /ɛ/

Now, fill in the space with the correct vowel. Work on one verse at a time. You might want to listen to the song, or work from memory.

#### 0:0–0:18, Verse 1. Use Group 1 Vowels

- [4] How does a b stard, phan, son of a wh e and a
- [4] Sc tsman, dr pped in the middle of a forg tten
- [4] Sp t in the Caribbean by pr vidence, imp verished,
- [4] In squ l Grow up to be a hero and a sch l ?

#### 0:48–1:03, Verse 4. Use Group 2 Vowels

- [4] Then a h icane came, and d vastation r gned
- [4] Our man saw his future drip, dripping down the dr n
- [4] Put a p ncil to his t mple, connected it to his br n
- [4] And he wrote his f st refr n, a testament to his p n

#### 1:33–1:48, Verse 7. Use Group 3 Vowels

- [5] When he was t n his father spl t, full of debt-r dden
- [5] Two years later, see Alex and s mother bed-r dden
- [5] Half-d d, sittin' in their own s ck, the scent th ck
- [4] And Alex got b tter but his mother went qu ck

## IPA Homework 2

Match the IPA phrase to the ordinary English word.

Notice there are some extra words – you will not use them all!

IPA:	Words:
	seven
1. /seʏn/:	broader
2. /seʏŋ/:	sing
3. /tʃɪp/:	hair
4. /heʏr/:	her
5. /hʌr/:	brother
6. /brʌdər/:	chip
7. /brʌðər/:	sane
	cheap
	sang

Transcribe these words without looking at a dictionary. Use your IPA handout and say each word **slowly**. Check with classmates. Try writing your attempts on the board before filling out this page. Use / / forward slashes around your transcriptions. Don't worry if you have many mistakes at first; mastering the IPA takes time!

Word:	IPA Transcription:	Word:	IPA Transcription:
destroy		filling	
scam		feeling	
immigrant		itch	
collection		colors	
million		knife	
ruined		lather	
fourteen		glitter	

## SECTION E: PUBLIC SPEAKING

### Prepared Small-Group Presentation

In this informal presentation, you will sit in a small group with your classmates; only 1 speaker will talk at a time. You will not be graded for this presentation.

**Time:** about 3 minutes.

**Possible topic:** Research a person who was important in the history of your country. Tell your classmates about this person. Include what people today think of them – are they famous or not? Are they considered a hero or a villain?

- ★ **Write notes as homework.** Learn a few facts about the person you are thinking of. Use ONLY one or two websites. Write the exact name of the website you used on your page of notes. Don't write a paragraph or an essay. Do use Roman numerals (I, II, III) to show your organization.
- ★ **Don't read your presentation: look at your audience.** Use your notes if you want, but don't read directly from them. Speak as naturally as possible. Use notes to remind yourself of your next point. Make eye contact, and move your eyes to all different listeners.
- ★ **A confident posture and a smile creates confidence.** A famous American saying is, "Fake it 'til you make it." In this situation, it means PRETEND to be confident, and that will MAKE you confident in reality!
- ★ Your presentation should have a beginning, a middle, and an end.
  - I. **Beginning:** Begin with a greeting and an interesting idea; possibly, ask the audience a question, or show them an item, such as a coin.
  - II. **Middle: The longest part; the Body.** Share the most interesting things you learned about your famous person. Avoid listing many facts. Instead, try to share two points:
    - A. The person's name, time they lived, and their big accomplishment
    - B. What people in your home country think of this person today
  - III. **End: Conclude your thoughts.** Give a final interesting thought to your audience – probably, tell us **why** you chose your person.

\* \* \* \* \*

## SECTION F: REVIEW

Finish the chart with the missing word forms.

Noun	Verb	Adjective	Adverb
ambition			
		colonial	X
economist ( <i>person</i> )			
		revolutionary	X

**Review your Lecture notes.** If YOU were the instructor and you were designing a quiz on this lecture, what would you want your students to remember? Write three questions that would be on YOUR quiz.

---

---

---

---

### True or False?

- Hamilton had a lucky childhood \_\_\_\_
- Hamilton survived a hurricane \_\_\_\_
- Hamilton's mother died in a hurricane \_\_\_\_
- Hamilton had a job at age 14 \_\_\_\_
- Hamilton was born in America \_\_\_\_

Write and explain one or two idioms from the song.

---

---

---

What is the IPA? What does that acronym **stand for**?

## Chapter 3: Introducing Aaron Burr

### SECTION A: WARMUP

## LET'S TALK! 3

### 3.1: Stress Negation Words

Negation words like “don’t, aren’t, not, can’t” are very important! Always say them clearly. Stress by making the vowel a little longer AND higher; maybe a little louder. A small pause after is helpful, too. Notice the “t” sound at the end is not very strong.

1. I d o n ’t think that’s right. /o<sup>w</sup>/
2. Most people d o n ’t have a clear idea how to write a résumé.
3. Please d o n ’t drive by yourself.
4. Many autistic people d o n ’t like to be touched.
5. A r e n ’t you going home soon? /ar/
6. Things a r e n ’t as simple as they used to be.
7. You’re not ready? Why a r e n ’t you ready?
8. We look alike, but we a r e n ’t actually related.
9. For the last time - I’m n o t going. /a/
10. This is n o t helping anyone.
11. It’s a good translation, but it’s n o t totally accurate.
12. I’m telling you, do n o t go out without a coat.
13. I c a n ’t believe you like this perfume. /æ/Reduce final /t/
14. Karaoke is fun even if you c a n ’t sing.
15. If we c a n ’t afford a car this year, we just have to wait.
16. Why c a n ’t we put it on a credit card?

### 3.2: A Few More Acronyms

Practice the acronym stress and intonation pattern.

1. "Best Friend Forever" = \_\_\_\_\_
2. "As Soon As Possible" = \_\_\_\_\_
3. "Child Protective Services" = \_\_\_\_\_
4. "Democratic National Committee" = \_\_\_\_\_
5. "Do It Yourself" = \_\_\_\_\_

### 3.3: Linking and Reduction

IMPORTANT sounds do NOT get reduced. Nouns and verbs – the "content" parts of a sentence - are not completely reduced. However, the "grammar" parts of a sentence MAY be reduced.

Do NOT reduce	Reduce
A. We'll eat, <u>then</u> go out.	a) This is better <u>than</u> that.
B. Here's a <u>can</u> of tuna.	b) We <u>can</u> do that.
C. Don't give it to <u>HER</u> , give it to <u>HER</u> .	c) I saw <u>her</u> outside.
D. I said <u>look</u> , don't touch.	d) Let's take a look.
E. <u>Come</u> home!	e) Oh, <u>come on</u> . You don't believe that.
F. I know <u>why HE</u> did it, but <u>why did YOU</u> do it?	f) <u>Why'd he</u> get a ticket? And <u>why'd you</u> pay for his fine?
G. She's <u>going to</u> China.	g) I'm <u>going to</u> take a trip too.

## SECTION B: LISTENING

In this chapter, we will meet one of Hamilton's most important friends. Let's preview some vocabulary that you'll hear in this chapter's presentation and song. Not all are defined: use your dictionary!

### Task 3.1: Preview Vocabulary

1. **affect, Transitive V:** To change something over time
2. **“opposites attract:”** The idea that people who are very different – “opposites” of each other – want to be friends or romantic partners.
3. **impulsive:** Describes a person who makes instant decisions and acts without thinking. Children are typically impulsive.
4. **resentment:** A bad, bitter feeling when one feels treated unfairly; related to “jealousy,” but with anger. The adjective form is **resentful**.
5. **“At your service:”** I'm pleased to meet you; I'll help you if I can
6. **“Out of sorts with:”** Disagree with, angry with
7. **Accelerated:** \_\_\_\_\_
8. **“It's a blur:”** I don't remember clearly
  
9. **Bursar:** \_\_\_\_\_
10. **“Worth more than anyone bargained for:”** More valuable than others think. The feeling of this idiom is that others don't appreciate the subject enough.
11. **“Get ahead:”** succeed in life
12. **“Run your mouth off:”** Talk too much, talk too freely
13. **“Wind up \_\_\_\_:”** In the end, they will have this result. Common phrases are “wind up dead,” “wind up in (place),” “wind up with (noun).”
  
14. **Sam Adams (historical person):** \_\_\_\_\_
15. **Redcoats:** The British soldiers wore red uniforms
16. *oui:* French. “Yes”
17. *Je m'appelle:* French. “My name is-”
18. **Lancelot:** A legendary heroic knight
19. *Bon soir:* French. “Good night”
20. *Casse toi!:* French. “Get out of here”
21. *C'est moi!:* French. “It's me”
22. **Have intercourse:** *Somewhat vulgar.* Have sex
  
23. **Corset:** \_\_\_\_\_
24. **“raise a couple more:”** Raise your glasses in a toast
25. **Prodigy:** A gifted child, a person who had amazing abilities as a child or youth
26. **“Drop some knowledge:”** Share your ideas
27. **“Take a stand:”** Represent what you believe in in front of other people
28. **“You spit, I'mma sit:”** While you rap and recite verses, I'll sit quietly
29. **“see where we land:”** We'll see how life turns out for us in the end
  
30. **Imminent:** \_\_\_\_\_
31. **Stall, v:** To delay something
32. **“Stand for something:”** Have beliefs, goals or ideals
33. **“Fall for something:”** Be tricked or fooled

### Task 3.2: Vocabulary Check

Discuss in pairs or small groups. Focus on talking, not writing!

1. Name a *prodigy* from history.
2. Have you ever *fallen for* a trick or joke? Was it funny, or was it upsetting?
3. Do you ever *run your mouth off*? Why or why not?
4. What puts you *out of sorts*?
5. Name a person who *took a stand*.
6. Think of something you *stand for*. Tell your group about it.
7. When was the last time something *was a blur* in your memory?
8. True or false? “Donald Trump is worth more than anyone bargained for.”
9. When you want to *stall* before answering the teacher’s questions, what do you do?
10. In what college building can you find the *bursar*?

### Task 3.3: Read an Outline

Unlike the earlier listening assignments, this is a presentation. Professionals and students frequently give presentations to coworkers and classmates; presentations are often an important part of your grade in college classes. Prepare for this assignment by learning about the typical organization pattern of an informal college presentation. Here is the outline the speaker will use for this presentation. Notice the T-Charts!

#### I. INTRODUCTION

**A. Attention Getter:** *Who is the worst enemy anyone can have? Know the word "FRENEMY"? Old friend knows u – strong emotions – resentment over unfair life*

**B. Introduce Topic and Preview:**  
(You can use a sentence like, "I'll talk about two topics, \_\_\_ and \_\_\_.")

*Today I'm gonna comp 2 important ppl from US history.  
AH and AB. Examples of "opposites attract." Compare families, personalities*

**C. Transition**  
(Be very simple! "OK, let's start." "Ready? Let's go." "I'll begin now.")

#### II. BODY

<i>AH</i>	<i>AB</i> <i>"What about Burr"</i>
<i>FAM: poor, low status, 1 sib, orphan</i>	<i>rich, high status, 1 sib, orphan</i>
<i>As father – son died – duel</i>	<i>Daughter died – ship</i>
<i>PERS: Impulsive (Explain: self control)</i>	<i>NOT impulsive, a planner</i>
<i>Outgoing, Open</i>	<i>Reserved, Private</i>
<i>Smart, Ambitious</i>	<i>Smart, Ambitious</i>

#### III. CONCLUSION

**A. Transition**  
(Be very simple! "OK, that's all." "I'm out of time now." ~~"That's enough for today."~~)

**B. Memorable Closing Statement:**  
*These frenemies changed ea other + learned from each other.  
Better 2 learn from friends! Don't make friend into a FRENEMY!*

### Task 3.4: Listen and Take Notes

Listen to the example presentation. Remember the outline that the speaker used; you can look at it as you listen. Take notes after listening once.

Comparison Presentation

I. "Frenemy" is \_\_\_\_\_ Compare \_\_\_\_\_ & \_\_\_\_\_

2 main points: \_\_\_\_\_ & \_\_\_\_\_

Family: Ham	Burr
<p>only his mom, + one sibling</p> <p>"bastard"</p>	<p>daught was best friend- died age 29, wreck? pirates?</p>
<p>Personality: Ham</p> <p>"impulsive" = have idea, u do it</p> <p>No _____</p> <p>outgoing,</p> <p>"open" = shows emotions to everyone</p> <p>goal:</p>	<p>Burr</p> <p>Not imp. Made plans, worked slowly</p> <p>goals: 1.</p> <p>2. have power.</p>

## SECTION C: SONG

Song 2: "Aaron Burr, Sir" from the musical Hamilton by Lin-Manuel Miranda

Link: <https://www.youtube.com/watch?v=LOUf8Z0RQic>

### Task 3.5: Listen to the Song

Listen to the song. Don't read the lyrics as you listen. Relax and try to understand the emotions and personalities of the five men you meet in this song. Answer the questions below as you listen the SECOND time.

#### Questions

1. [0:06] What year is it?
2. [0:16 – 0:24] Describe Burr's response to Hamilton in three or more adjectives.
3. [0:25 – 0:35] What happened to Hamilton at Princeton College?
4. [0:40 – 0:43] Describe Hamilton's attitude with 2 or more adjectives.
5. [0:45 – 0:49] What was Burr's college experience? Why?
6. [1:27 – 1:30] What does Burr mean when he says, "Like I said ..."?
7. [2:13 – 2:31] True, False or ?:  
These three men know Burr \_\_\_\_\_  
Burr thinks they are scary guys \_\_\_\_\_  
Burr respects them \_\_\_\_\_  
Burr is proud to support King George \_\_\_\_\_  
Burr keeps his political beliefs secret \_\_\_\_\_

### Rhymes

A "rhyme" is two or more words that have the exact same ending sounds. Don't be tricked by "assonance" – that means the vowels are the same, or similar. A true rhyme has EXACTLY the same ending sounds.

Rhyme	Assonance (not a rhyme!)
Burr – Sir – Blur • /ɪr/	Handle – Financial • /æ/
Ahead – Dead • /ɛd/	Horses – Four sets • /ɔr/
Place to be – Three – Me • /i/	
College – Knowledge • /ədʒ/	

### Task 3.6: Write the Rhymes

- a. Graduate so fast ... \_\_\_\_\_
- b. I wish there was a **war** ... \_\_\_\_\_ ... \_\_\_\_\_
- c. That would be **nice** ... \_\_\_\_\_
- d. Take a **stand** ... \_\_\_\_\_

### Task 3.7: Mark Stress

Mark the stressed vowels in this verse with a dot directly over the vowel. Notice the number next to the line – that’s the number of stresses you should mark. Each line could have more stressed vowels, but our goal is to mark *main* stresses, not *secondary* stresses.

[0:55 – 1:23]

**B:** [3] Can I buy you a drink?

**H:** [2] That would be nice.

**B:** [4] While we’re talking, let me offer you some free advice.

[4] Talk less ... Smile more.

[5] Don’t let them know what you’re against or what you’re for.

**H:** [2] You can’t be serious.

**B:** [2] You want to get ahead?      **H:** [1] Yes!

**B:** [4] Fools who run their mouths off wind up dead...

## SECTION D: PRONUNCIATION AND IPA

### Task 3.8: Vocabulary Review

These are some vocabulary words from Chapter 2. Let's focus on pronouncing these words with the correct stress patterns. Repeat these together and mark the stressed vowels with a dot.

#### Group 1:

co · lo · ny	e · co · no · my
<b>/ka · lə · niʔ/</b>	/ə · <b>ka</b> · nə · miʔ/
co · lo · nist	e · co · no · mist
<b>/ka · lə · nɪst/</b>	/ə · <b>ka</b> · nə · mɪst/
co · lo · nize	e · co · no · mize
<b>/ka · lə · naɪz/</b>	/ə · <b>ka</b> · nə · maɪz/

#### Group 2:

am · bi · tion
/æm · <b>bɪ</b> · ʃən/
re · vo · lu · tion
/rɛ · və · <b>lu</b> <sup>w</sup> · ʃən/
re · vo · lu · tion · ary
/rɛ · və · <b>lu</b> <sup>w</sup> · ʃən · ɛ · riʔ/
foun · da · tion
/fo <sup>w</sup> n · <b>de</b> <sup>y</sup> · ʃən/
re · pu · ta · tion
/rə · pyu <sup>w</sup> · <b>te</b> <sup>y</sup> · ʃən/

### Task 3.9: Brainstorm “-tion” Words

Can you think of other “-tion” words that follow this pattern? Brainstorm as many as you can in about five minutes. You can compete in groups and write your words on the board to see who generates the most correct words. *Where are these words stressed?*

**You will probably recognize some patterns.** However, be careful about trying to learn “rules.” The history of the English language shows us that English vocabulary comes from many different languages. Every “imported” word also “imported” the pronunciation (and spelling) of its original language. This means that English contains stress rules from at least five different languages. Thus, memorizing rules is less useful than pronouncing groups of words and creating a “muscle memory” of their stress patterns.

## Linking

In pronunciation, “linking” means the way two separate words are pronounced as one. All human languages do this somewhat. It’s much easier and more natural to say a word if the first sound is a consonant. For that reason, **a vowel will try to “steal” any consonant to its left side.** Linking is common, but it does not happen in all situations. There are very few reliable rules for English pronunciation, but there are a few good *guides*, or *rules of thumb*. These guides are **often** correct, but **not always**. Here is one:

### Linking Guideline 1

Consonant + Vowel	
full of it Who’s asking It’s a blur an orphan pop chick-a-pop raise a couple	/fʊ - lə - vɪt/ /hu <sup>w</sup> - zɑskɪŋ/ /ɪ - tsə blɜr/ /ə - nɔ <sup>w</sup> rɪfən/  /pɑp tʃɪ - kə pɑp/ /re <sup>y</sup> - zə kʌpl/

### Task 3.10: Say with Linking

Say the phrase. Link so that the second word sounds like it begins with a consonant.

1. Cats and dogs	11. Goes in
2. Sons and daughters	12. Place in
3. Truck or car	13. March on
4. Truth or dare	14. Clean air
5. Give up	15. Hot-air balloon
6. What’s up	16. Black ink
7. Clean up	17. Gold ink
8. Full of	18. Orange ink
9. Made of	19. His own
10. Made in	20. Our own

\* \* \* \* \*



## IPA Homework 3

Work in small groups. Say these words. Use the IPA handout to “sound out” the symbols. Write the full form of the ordinary English word **or words** you hear.

IPA Transcription:	English word or phrase:
1. /dəvɔːrst /	
2. /piːtsə /	
3. / weɪr/	
4. /aɪskriːm/	
5. /mɪnɪt/	
6. /dənoʊ/	
7. /gɪvɪ tuː əm/	
8. /gɪvɪ tuː ɪm/	
9. /waɪndɹ/	
10. /dɪdʒə/	

# THE MATADOR WALK



© hornedgrebe-stock.adobe.com. Used under license

**"FROM THE AGE OF TWELVE, I WAS TAUGHT TO WALK EVERY DAY ON A SPECIAL WAY,  
IN A WAY THAT PRODUCED COURAGE. THE MOST IMPORTANT LESSON IN COURAGE IS  
PHYSICAL, NOT MENTAL. THE MENTAL PART COMES LATER."  
MANOLO MARTÍN VASQUEZ**

*Martín Vasquez was a bullfighter, or matador. In 1989, at the age of 69, he had been badly injured by bulls fifteen times or more and had almost died twice.*

*Your "Matador Walk" is the walk that brings you confidence.  
Shoulders are down, chin is up, and arms are relaxed.  
Walk to the front of the class slowly, breathing deeply.  
Place your feet solidly on the ground and face the class with a smile.  
Try it!*

## SECTION E: PUBLIC SPEAKING

### Prepared Presentation

In this informal presentation, you will speak standing up before your classmates.

Time: between 3 and 6 minutes. 2 minutes is too short!

This is an Informative presentation. Specifically, it's a Comparison presentation. You will tell classmates about two different specific nouns, sharing specific ways they are similar or different.

Do remember that whatever individual nouns you discuss must belong to the same general group. For example, it is a good choice to compare two holidays, two popular singers, or two cities.

**Follow your instructor's guidance when choosing your topic.**

#### Steps to Follow:

**Spend some time planning.** What do your classmates know about your topic? If it's familiar to them, your presentation might be boring. If it's totally new, it might be confusing. Try to teach classmates something new about something they already know a little about.

**Write an Outline.** You must write and turn in an outline using one of the given forms. If you do any research, you **MUST** write the website name on your outline. Notice that one outline uses a T-chart; this style can be used for either Block or Point-by-Point.

**Practice your Matador Walk.** Your instructor might ask you to simply walk to the front of the class, greet your classmates, and return to your desk. You can practice on your own, too, imagining your audience. Remember that your audience **WANTS** you to succeed – they are “on your team!”

**Practice your Presentation aloud.** Read your presentation to a partner, friend or tutor. There is no substitute for this step. Doing it mentally – silently – is not effective.

#### On Presentation Day:

**Be mindful of Body Language.** Remember **WHY** you need strong eye contact – it connects you to your audience. Remember the importance of a confident posture – “Fake it ‘til you make it!” Shoulders are down, chin is up, breathing is deep and you have a bright smile. Some people call this the “Walk of the Matador” (look it up!).

**Don't read your presentation.** Do use notes, but don't read directly from them. Combine speaking from memory with speaking freely. Use notes to remind yourself of your next point.

\* \* \* \* \*

# Planning and Organizing

Your presentation needs a beginning, a middle, and an end.

**I. Beginning.** The presentation needs an introduction. Begin with a greeting and an interesting idea – wake up your audience! Tell them something INTERESTING. Then give a Preview – what will you talk about? Name your topic and mention your main points. Lastly, give a transition indicating that your Introduction is complete. **Don't** be creative here. A simple, SHORT signal like “OK, let's begin” is best.

**II. Middle: The longest part; the main part, or Body, of the talk.**

If you have written a Comparison essay, you might remember two organization choices: *Block* or *Point-by-Point*. You have the same choices in a presentation. End with a clear transition. Again, **do not be creative**. A predictable signal helps your audience understand the structure.

**III. End: Conclude your thoughts.** Give a final interesting thought to your audience. It's a good idea to repeat something from the Intro. Finally, ask the audience if they have questions.

## These are your goals:

- ★ Time: between 3 and 5 minutes
- ★ Plan: Use one of the Outline Forms (A or B) to create an Outline
- ★ Organization: Have three clear sections, transitions, and more than one main point
- ★ Body language: Make eye contact, don't read, be loud enough
- ★ Clear speaking: Avoid using words that are hard for YOU to pronounce
- ★ Use EITHER the "Point by Point" OR "Block" style – both are equally good

**Most importantly: Practice, practice, practice!**

**Give your presentation aloud to friends, family, tutors, the mirror  
And if you feel nervous...**

**“Fake It ‘til You Make It!”**

Warm up by doing your Matador Walk to the front of the class and introducing yourself, sharing a fact, explaining a proverb, or making a recommendation. Focus on your physical form. How does it affect your emotional state?

## Presentation Outline A: Comparison

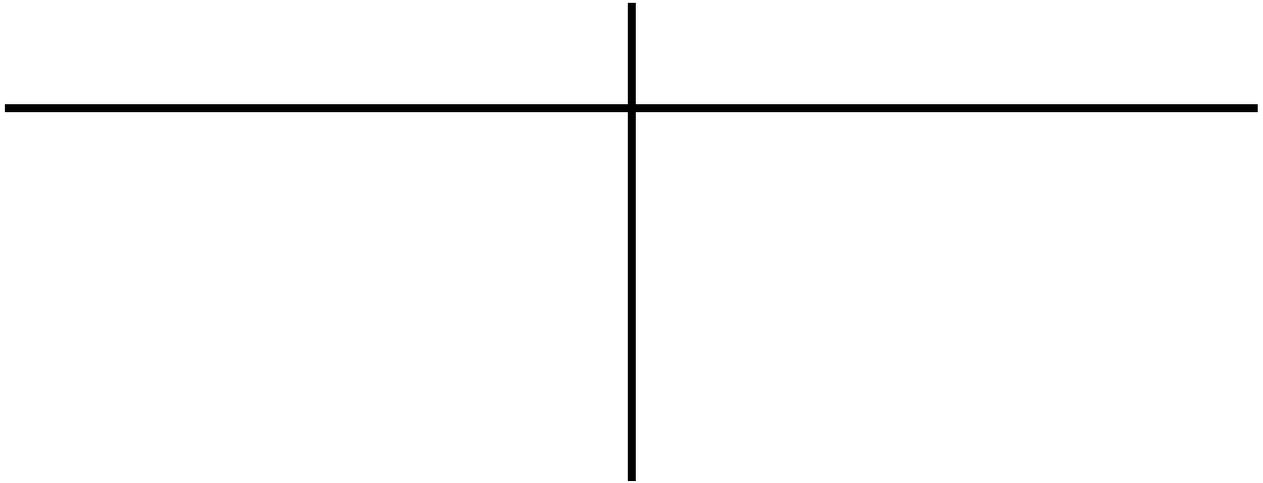
### I. INTRODUCTION

A. Attention Getter:

B. Introduce Topic and Preview:  
(You can use a sentence like, "I'll talk about two topics, \_\_\_ and \_\_\_.")

C. Transition  
(Be very simple! "OK, let's start." "Ready? Let's go." "I'll begin now.")

### II. BODY



### III. CONCLUSION

A. Transition  
(Be very simple! "OK, that's all." "I'm out of time now." "That's enough for today.")  
B. Memorable Closing Statement:

## **Presentation Outline B: Comparison**

### **I. INTRODUCTION**

**C. Attention Getter:**

**D. Introduce Topic and Preview:**

(You can use a sentence like, “I’ll talk about two topics, \_\_\_ and \_\_\_.”)

**C. Transition**

(Be very simple! “OK, let’s start.” “Ready? Let’s go.” “I’ll begin now.”)

### **II. BODY**

**A. FIRST TOPIC:**

**B. SECOND TOPIC:**

### **III. CONCLUSION**

**A. Transition**

(Be very simple! “OK, that’s all.” “I’m out of time now.” “That’s enough for today.”)

**B. Memorable Closing Statement:**

## SECTION F: REVIEW

Complete the review verbally, with a partner.

1. Explain the words “impulsive” and “resentful” by giving examples from your experience.

*Notes:*

---

---

---

---

2. What’s the difference between “standing for something” and “falling for something”?

*Notes:*

---

---

---

3. **Review your Presentation notes.** How was the Presentation different from a lecture? Try to name 3 or more differences.

- a. Name at least one way Hamilton and Burr were alike.
- b. Name at least one way Hamilton and Burr were different.

4. What happens in the song “Aaron Burr, Sir”?

5. Read these lines with correct stress:

*While we’re talking, let me offer you some free advice.*

*Talk less ... Smile more.*

*Don’t let them know what you’re against or what you’re for.*

6. Read these words with correct stress:

2 syllables: nation – action – option – section

5 syllables: communication – cooperation – organization – administration

7. Explain the term “Fake it ‘til you make it.” How does that relate to giving a presentation?

8. True or false: Most audiences think it’s funny to see a speaker make an embarrassing mistake.

# Chapter 4: Giving a Speech

## SECTION A: VOCABULARY

### LET'S TALK! 4

#### 4.1: Linking and Reduction in Small Talk

There is a lot of reduction in these very common phrases.

The "y" sound has special linking rules. d + y = /dʒ / and t + y = /tʃ /!

1. What did you do? /dʒ / \_\_\_\_\_
2. How did it go? \_\_\_\_\_
3. When did you go? /dʒ / \_\_\_\_\_
4. Where did you go? /dʒ / \_\_\_\_\_
5. What have you been doing? /tʃ / \_\_\_\_\_

#### 4.2: Intonation

A question can be CHOICE or YES/NO depending on the intonation. Try asking each of these questions both ways. First, ask these questions as a CHOICE. Intonation goes UP on the first noun. Pause before "or." Intonation goes DOWN at the very end of the question.

1. Do you want soup ... or salad? ("I'll have salad, please.")  

2. Do you have classes Tuesdays ... or Thursdays?
3. Can you meet this weekend ... or next weekend?
4. Is your car Korean ... or Japanese?
5. Do you own a computer ... or a tablet?

Now, ask these questions as YES-NO questions. These may be a slight stress on the verb. Pause slightly before the noun phrase. The two nouns are grouped together. "Or" is unstressed and reduced. Intonation goes UP at the very end of the question.

6. Do you *want* soup ər salad? ("No, thanks.")
7. Do you *have* classes Tuesdays ər Thursdays?
8. Can you *meet* this weekend ər next weekend?
9. Is your car Korean ər Japanese?
10. Do you *own* a computer ər a tablet?

### 4.3: Plurals

Work on the /s/, /z/ or /ɪz/ sound at the end of words. What's the rule?

1. She takes the cakes.
2. Let's visit three museums.
3. He fishes while she swishes.
4. Buy stamps, plants, locks and hats.
5. Alligators and crocodiles are both reptiles.
6. He washes the dishes while she exercises.

### 4.4: "th"

Focus on correct pronunciation of difficult sounds.

rhythm, rhyme and harmony	under the weather	teething ring
That was then, this is now	one or the other	lather, rinse, repeat
either this one or that one	bathing beauties	father, mother, sister brother
feathered friends	something or other	don't bother

## SECTION B: LISTENING

### Task 4.1: Preview Vocabulary

Match the vocabulary word to a definition.

Nouns	Definitions
1. ____ effect	a) The overthrow of a government
2. ____ creation	b) A country under the political control of another country
3. ____ funding	c) Study of the human mind
4. ____ immigration	d) A country's source of money and materials, such as oil or gold
5. ____ major	e) The action of making something, OR the thing that is made
6. ____ military	f) Something which gives others energy to create or do something
7. ____ psychology	g) Money provided, especially by an institution like a government, for a purpose
8. ____ resource	h) Wood prepared for use in building
9. ____ revolution	i) The system of owning humans and forcing them to work
10. ____ slavery	j) Coming to live permanently in a different country
11. ____ colony	k) A high-ranked (powerful) army officer
12. ____ lumber	l) The armed forces of a country
13. ____ inspiration	m) A change that is the result of some action.

### Task 4.2: Expand the Word Family

Each of these nouns refers to an object or idea. Think of the related noun that means *a person*.

revolution -	colony -
immigration -	psychology -
creation -	economics -
education -	tour -
	terror -

### Task 4.3: Prepare to Listen

This is a longer lecture. It does not have a detailed Preview. The lecturer does not use slides, but writes on the board. Taking notes on this type of lecture can be challenging. Use the partly completed example pages to guide you.

#### Things to Notice:

- ★ The example notes combine a timeline, similar to the one the lecturer creates, with a Mapping style. You know that the organization will be chronological, but as you listen to the lecture, you cannot predict exactly how many details there will be or how the details will connect to each other. That makes the Mapping style a good choice, because it is so flexible.
- ★ Notice that the lecturer's timeline goes ACROSS the board, and the notes put the timeline DOWN the page. Be sure to use color, underlining, arrows and circles to indicate the most important points. Like the earlier note examples, this is a Cornell note template. After you have listened to the lecture a few times and finished the notes, use the space on the left to brainstorm some questions that you think could be on a quiz about this lecture.
- ★ The notes contain many short forms (abbreviations). It is crucial to use short forms when you take notes. Luckily, you can develop your own system. What are YOUR favorite abbreviations?

### Task 4.4. Abbreviate It

Write a reasonable short form of the word or phrase. Compare with classmates.

a) emotions:	f) Battle of Yorktown:
b) government:	g) representing:
c) natural resources:	h) original:
d) Revolutionary War:	i) President's Day:
e) dangerous situation:	j) election:

As you work on these listenings, remember that the goal is to practice listening and note-taking techniques - not to memorize every word in the lecture. As you work on your college major, you will have many, many lectures, with many different personal styles. It will be IMPOSSIBLE to memorize every word of every lecture. Your goal is to focus on the question: "What does the lecturer **most** want me to remember?" and get THOSE points into your notes.

\* \* \* \* \*

### Task 4.5: Listen and Take Notes

Date:

Topic:

Date:

Topic:

## SECTION C: SONG

Song: "Right Hand Man," from the musical "Hamilton," by Lin-Manuel Miranda

Link: [https://www.youtube.com/watch?v=DcD9ADx\\_Rh4](https://www.youtube.com/watch?v=DcD9ADx_Rh4)

Our song in this chapter covers many months in the Revolutionary War. It's a long song – over five minutes! Your goal isn't to memorize the song, but to focus on getting the "big picture" it describes.

**The song "Right Hand Man" begins in 1777.** Both Burr and Hamilton are actively fighting as soldiers in this war. At this point, the American side is in a terrible position. This song goes back and forth between Hamilton, who is with a small group of soldiers who are sick, hungry, and being killed at a high rate. Despite those problems, Hamilton is outstandingly brave and effective. Washington, the leader of the American side, is beloved and popular. He's surrounded by people who try to impress him, but when he's not watching, many of his soldiers are running away. Washington knows that it's almost impossible to get more guns, enough food, or even warm coats. He is looking for something even more valuable to an army: a brilliant mind to help him plan and lead.

### Task 4.6: Preview Vocabulary

Do NOT try to learn all words on this list. While your instructor may select some idioms or phrases to study in detail, this page is meant as a reference while you listen to the song.

### "Right Hand Man" Words, Phrases and Idioms

1. **Die in glory:** To die doing something wonderful, bringing respect
2. **Mount Vernon:** The name of Washington's home farm, in Virginia
3. **Outgunned, outmanned, outnumbered, outplanned:** By putting the prefix "Out-" before any "-ed" verb, we get a word meaning "I have less of this quality than someone else." If you are *outplayed*, the other person *played better* than you. If you are *outrun*, the other person is *faster* than you. (What does it mean to be *outsmarted*?)
4. **Right hand man:** The closest, most trusted helper.
5. **Be real:** Be honest; say something difficult or unpopular
6. **The model of (something):** A perfect model; something others try to copy
7. **Put (someone) on a pedestal:** Expensive, beautiful sculptures are put up on pedestals to protect them and make it easy to look at them. This expression is a simile for admiring someone so much we believe they have no flaws. This expression indicates unrealistic love and expectations.
8. **Elephant in the room:** An issue that everyone in the group knows exists, but refuses to talk about – maybe it's embarrassing or uncomfortable, or maybe people have become used to it.
9. **Hope is fleeting:** Anything that is "fleeting" lasts a very short time. This expression means that when feels hopeful it doesn't last.
10. **Retreating:** To "retreat" is to give up a fight and back down, especially to save one's own life. Individuals and armies can *retreat*. In everyday use, it can mean to go to a quiet place.
11. **Knight takes rook:** A reference to chess; these are the names of chess pieces. The "rook" is sometimes called the "castle."
12. **Make a stand:** To take a public position and keep it, especially when others are attacking.
13. **All-out:** Complete, 100%.

14. **Battering down:** Using a weapon called a “battering ram” to knock in a door.
15. **Abandon ship:** Similar to “retreat” but with a different history. When a ship is sinking, many people will panic and try to save only themselves, pushing past others thoughtlessly. In everyday use, it can mean to give up on something that’s failing, like a business.
16. **Cannon:** The large guns used in war
17. **Giddy-up:** The command given to make a horse run (or at least go faster).
18. **Divvy up:** Divide, share between people.
19. **Skittish:** Nervous, jumpy, easily frightened.
20. **Mass mutiny:** “Mutiny” is when soldiers turn against their commanders and refuse to obey. “Mass” means huge numbers, so this means many of his soldiers are not following orders.
21. **In dire need of:** Desperately needing something
22. **On the contrary:** Just the opposite
23. **Your reputation precedes you:** “Before I even met you, I heard about you.” The gossip about you *goes before* (precedes) you.
24. **Martyr:** Someone who dies for their ideals
25. **Powder keg:** Literally, the box holding explosive powder. In everyday use, it means a situation that can become dangerous almost immediately.
26. **Let something slide:** Be careless or relaxed, especially about rules
27. **Master the element of surprise:** To become experts at fighting in surprising, unexpected ways, so that the enemy won’t be able to fight effectively.
28. **Rise above my station:** Do better than people expect of you. If your family are all farmers, it’s “your station” to be a farmer. If you become a rich movie director instead, you’re “above your station.”
29. **Rise to the occasion:** To do well in a demanding situation. When you are required to give a presentation, you can rise to the occasion!

#### Task 4.7: Listen for Meaning

Listen to the song “Right Hand Man” several times, at regular speed or slowed down.

[0:00 – 0:27]: How many “troops” are there? How many people is that? Where are they – on land or in ships?

[0:28 - 0:35]: Why did Hamilton wish for a war?

[1:05 – 1:11]: Is this good news for the American soldiers?

[1:36 – 1:42]: What is “the elephant in the room”?

[2:45 – 2:48]: True or false: Washington thinks his soldiers are great.

**[3:12 – 3:16]:** Inference: Does Washington like Burr’s idea of “firing on the British from a distance”?

**[3:35 – 3:38]:** True or false: Hamilton thinks Washington is angry with him.

Inference: Was it typical for Hamilton to be in trouble?

**[3:54 – 4:02]:** A military secretary does all the writing for a commander. It’s a safe job. Why doesn’t Hamilton want that job?

**[4:20 – 4:23]:** {Washington is offering the job of secretary to Hamilton here.}

**[4:23 – 4:34]:** Earlier, Hamilton refused the job of secretary. (Who offered him that position before?) Why does he accept the job now?

#### Task 4.8: Discuss

In pairs or small groups, talk about Washington’s [4:09 – 4:12] comment: “Dying is easy, young man. Living is harder.” Do you agree? Have you ever heard this idea expressed in a different way?

#### Task 4.9: Rhymes

Listen for rhymes. Write the rhyming word in the space.

**[3:30]** play out \_\_\_\_\_ **[4:02]** hunger \_\_\_\_\_

**[3:37]** contrary \_\_\_\_\_ **[4:07]** martyr \_\_\_\_\_

**[3:44]** laugh \_\_\_\_\_ **[4:13]** honest \_\_\_\_\_

**[3:50]** renown \_\_\_\_\_ **[4:19]** explode \_\_\_\_\_

**[4:01]** all right \_\_\_\_\_

## SECTION D: PRONUNCIATION AND IPA

### Stress or Unstress: What's More Important?

The key to English stress is NOT saying the stressed vowels especially loudly. In fact, that will be more difficult to understand. The real key is *softening the unstressed vowels*. Remember the #1 most common vowel in English – the winner of the popularity contest – is *schwa*, /ə/. That is the sound of many unstressed vowels, **regardless of spelling**.

Almost every English word more than 2 syllables long has the /ə/ sound.

Remember that pronunciation guides are **often - not always** – correct. Here is one:

#### Stress Guideline 1

Two- Syllable Words	
Nouns, Adjectives and Adverbs: Stress Syllable 1	
cannon	/kæ nən/
question	/kwɛs tʃyən/
honest	/ə nɛst/
skittish	/skɪ rəʃ/
seldom	/sɛl dəm/
Verbs: Stress Syllable 2	
precede	/prə siˈd/
explode	/əks pləˈd/
assist	/ə sɪst/

Notice that the unstressed vowels have many different spellings, but only one sound - /ə/. However, sometimes unstressed vowels sound more like /ɪ, ʌ/ or /ɛ/.

#### Task 4.10: Unstressed Vowels

Practice saying these groups of words. To get the correct stress sound, say the stressed vowel clearly and use a weak vowel like /ə/ for the unstressed syllable.

Noun, Adjective, Adverb	Verb
midnight, moment, Vernon, forces, horses	precede, explode, assist
bullet, meeting, hunger, martyr	report, resist, revolt, recall, review
lovely, crazy, scary, ugly	attend, collect, complain, create
always, seldom, maybe, never	explain, exist, extend, excel
simply, clearly, sadly, quickly	perceive, receive, conceive

**WATCH OUT:** This is a guideline, not a rule! Many words do NOT follow these patterns!

#### Task 4.11: Read a verse with stress

Here is one verse from “Right Hand Man.” Notice that the second version transcribes the vowel sounds in IPA: work with the version that you prefer. First, use a highlighter to mark the bold (stressed) vowels. Then, read the lines with stress. Be sure to tap a finger or pencil together with the stress! You can try speaking together with the song, or together with the whole class. Try to SAY this verse, NOT rap it.

If this is difficult, try this technique: Read ONLY the stressed syllables. Try it while listening to the verse. Remember – do NOT say the whole word; ONLY the stressed vowel. Don’t forget the importance of the silent “beat.”

#### A

[2:06] They’re battering down the Battery- check the damages (*beat*)  
We gotta stop ‘em and rob ‘em of their advantages (*beat*)  
Let’s take a stand with the stamina God has granted us  
Hamlton won’t abandon ship  
Yo, let’s steal their cannons

#### B

[2:06] They’re b/æ/ttering down the B/æ/ttery- check the d/æ/mages  
We gotta st/a/p ‘em and r/a/b ‘em of their adv/æ/ntages  
Let’s take a st/æ/nd with the st/æ/mina God has gr/æ/nted us  
H/æ/mlton won’t ab/æ/ndon ship  
Y/o<sup>w</sup>/, let’s steal their c/æ/nnons!

#### Task 4.12. Mark and read stress.

First, listen to the song and mark the stressed syllables with a dot over the vowel, as usual. Then read the lines with stress. Be sure to tap a finger or pencil together with the stress! You can try rapping together with the song, or speaking together with the whole class.

[4:43] We’ll need some spies on the inside  
Some King’s men who might let some things slide  
I’ll write to Congress and tell ‘em we need supplies,  
you rally the guys,  
master the element of surprise  
I’ll rise above my station,  
organize your information,  
‘til we rise to the occasion  
of our new nation - Sir!

**Task 4.13: Read IPA.**

Circle the ordinary word that matches the IPA word. Working with a partner, “sound out” the IPA transcription. Your instructor should read the English words aloud – some are unusual.

- |             |       |       |       |
|-------------|-------|-------|-------|
| 1. /kɑp /   | cap   | cape  | cop   |
| 2. /ʃiʋp /  | ship  | sheep | cheap |
| 3. /piʋs /  | pitch | peach | piece |
| 4. /ʃlep /  | slip  | shlep | sleep |
| 5. /spɑɪz / | spies | spaz  | spice |
| 6. /beʋð /  | batch | bath  | bathe |
| 7. /bædʒ /  | budge | badge | both  |

**Task 4.14: Match IPA.**

Circle the IPA transcription that matches the English word. Working with a partner, “sound out” the IPA transcriptions. Do all the transcriptions use correct IPA?

- |            |          |         |         |
|------------|----------|---------|---------|
| 1) think   | /ʒɪnk/   | /θɪnk/  | /θɪnk/  |
| 2) math    | /mætʃ/   | /mæθ/   | /mæθ/   |
| 3) feather | /fetʃər/ | /fɛðər/ | /fɛθər/ |
| 4. father  | /fatʃər/ | /fɑðər/ | /fæðər/ |

\* \* \* \* \*

## IPA Homework 4

Say these words. (Use the IPA handout.) Write the full form of the ordinary English word you hear.

Word:	English word / words:
1. /kəmænd /	
2. /kəmən /	
3. /meɪdʒə /	
4. /mɛʒər /	
5. /truːθ/	
6. /truːs/	
7. /slɒðərən/	
8. /skɪrɪf/	
9. /brɪdɪf/	
10. /kwɛstʃənz/	
11. /sɛgdʒəstʃənz/	
12. /əkeɪʒən/	

## SECTION E: PUBLIC SPEAKING

### Prepared Speeches: Introductions

Remember: A speech is not an essay!

A prepared speech has a fairly long Intro, compared to the Body. The purpose is partly to help you relax, and partly to help your audience get used to your speaking style. Think of it as the “get-to-know-you” stage.

An Intro has 5 or 6 parts. We will choose EITHER a Credibility Statement or a Relevancy Statement – not both, as in many college Communication classes.

Save these notes and use them when writing speeches in the future.

The 5 Parts of a Speech Intro:

#### I. (Attention Getter)

What is it?	Examples:
-------------	-----------

#### II. (Reveal Topic)

What is it?	Examples:
-------------	-----------

#### III.(Credibility Statement)

What is it?	Examples:
-------------	-----------

**IV.(Relevancy Statement)**

What is it?	Examples:
-------------	-----------

**VI. (Preview)**

What is it?	Examples:
-------------	-----------

**VII. (First Transition Phrase)**

What is it?	Examples:
-------------	-----------

### Mini-Lesson: Avoid Challenging Sounds

Watch: (especially 6:34): Erica Hill <https://www.youtube.com/watch?v=18eGkIOQ-wk>  
and (especially 2:34): Craig Melvin <https://www.youtube.com/watch?v=xGBrHbbNZkQ>

Even native speakers have words or phrases that they find difficult to pronounce! When they have to do a presentation, they make sure that those hard-to-say words are NOT in their notes.

Remember that communication is about sharing your meaning with others – it’s not a pronunciation competition or test. When you prepare any presentation or speech, “screen it” for words or sounds that you find difficult. Change those words. Paraphrase or find synonyms. Your goal is to share information that’s easy for classmates to understand.

After learning how an Intro is put together, try it yourself! Take about 10-15 minutes for each Practice Intro. Use topics your instructor gives you – simple topics like “My favorite holiday,” “My pet,” “The best sport,” or “My hero.” DO NOT WRITE THE FULL SPEECH. Hint: If you can’t think of Main Points to mention in the Preview, say anything (“First, I’ll talk about blah, blah, blah. Then I’ll talk about blah, blah, blah.”).

### Task 4.15: Write an Introduction

#### Practice Introduction 1

Topic: \_\_\_\_\_ Audience: Your Classmates .

I. (Attention Getter)

II. (Reveal Topic)

III. (Credibility Statement) or (Relevancy Statement)

IV. (Preview)

V. (First Transition Phrase)

## Practice Introduction 2

Topic: \_\_\_\_\_ Audience: A group of kindergartenders .

**I. (Attention Getter)**

**II. (Reveal Topic)**

**III.(Credibility Statement) or (Relevancy Statement)**

**IV. (Preview)**

**V. (First Transition Phrase)**

\* \* \* \* \*

## SECTION F: REVIEW

Work with a partner to discuss these questions. Take notes about your answers, but focus on *discussion*.

1. **Review your Lecture notes.** If YOU were the instructor and you were designing a quiz on this lecture, what would you want your students to remember? Write three questions that would be on YOUR quiz.

---

---

---

---

---

2. Name one or more causes of the American Revolution.

3. **True or false:**

- \_\_\_ Slavery was legal in America before the Revolution.
- \_\_\_ Most colonists supported the war at first.
- \_\_\_ Washington started the war with some big victories.
- \_\_\_ There were 14 colonies.
- \_\_\_ Washington was President two times.

4. Explain “retreat” with an example.
5. Explain “abandon ship” with an example.
6. Did you ever *put someone on a pedestal*? Was that a good idea?
7. Explain the idiom *the elephant in the room* with an example.
8. Tell your partner about one time you *rose to the occasion*.
9. How many sections does a Speech Intro have? Name them all.



# Chapter 5: Introducing Thomas Jefferson; The Prepared Speech

## SECTION A: WARMUP

### LET'S TALK! 5

#### Task 5.1: Linking

Try to say the following sentences and phrases with linking. Mark the linked words!

1. Is this mine or yours?
2. Is it his attitude?
3. Life is too short.
4. Let's go at five-o'clock.
5. Wait just a minute, ok?
6. We think of you often.
7. Where did you go this weekend?
8. What did you do?
9. Who did you see?
10. Why did you do that?
11. Where do you want to go next?
12. What do you want to do next?
13. Where are you going to go?

#### Task 5.2: Choice and Yes/No Questions

Review:



CHOICE: Do you want soup ... or salad? ("I'll have salad, please.")



YES/NO: Do you *want* soup or salad? ("No, thanks.")

Try asking these questions in both ways. See if your partner can answer appropriately.

1. Do you prefer cats or dogs?
2. Are you allergic to peanuts or dairy?
3. Can I have some tea or coffee?
4. Do you have a son or daughter?
5. Would you like to watch TV or a movie?

## SECTION B: LISTENING

### Task 5.3: Preview Vocabulary

Match the word to a reasonable definition.

- |                      |  |
|----------------------|--|
| 1. ___ to clarify    | a) make something new or original that did not exist before                                  |
| 2. ___ concept       | a) involving or related to money   |
| 3. ___ conflict      | b) work, especially work that requires hard physical effort                                  |
| 4. ___ contradiction | c) the idea of something, abstract or concrete, that exists                                  |
| 5. ___ to create     | d) the job something is designed to do   |
| 6. ___ currency      | e) particular attention paid to something  |
| 7. ___ to expand     | f) the hidden but real cause, fact or idea of something                                      |
| 8. ___ exports       | g) explain something clearly so it is easier to understand                                   |
| 9. ___ financial     | h) to show something is true or exists   |
| 10. ___ to focus     | i) a difference between two statements or ideas that makes it impossible for both to be true |
| 11. ___ function     | j) to talk or write more about something, adding more details or information                 |
| 12. ___ to indicate  | k) the process of trying to achieve or chase something                                       |
| 13. ___ labor        | l) angry disagreement between people or groups   |
| 14. ___ principle    | m) a basic belief that guides how things are done  |
| 15. ___ pursuit      | n) a product that is sold to another country   |
| 16. ___ underlying   | o) the system of money used in a particular country  |

### Vocabulary Notes

“Conflict” and “contradiction” are two words with related meanings. First, notice the pronunciation of the noun and adjective forms. The prefix “con-” is stressed in both. The longer words have both primary and secondary stress (mark with a dot).

noun:	<b>/kən flɪkt/</b>	<b>/kən trə dɪk ʃən/</b>
verb:	<b>/kən flɪkt/</b>	<b>/kən trə dɪkt/</b>
adjective:	<b>/kən flɪk təd/</b>	<b>/kən trə dɪk tə riʊ/</b>

### Task 5.4: “Conflict-Contradict”

Work with a partner. Say the full sentence as you fill in the space with the right word from above. Pay attention to plurals and subject-verb agreement!

1. I *need* to save money, but I *want* a new car ... I'm so \_\_\_\_\_ !
2. That guy loves to argue. He \_\_\_\_\_ everything the teacher says.
3. I need to change my work schedule. It \_\_\_\_\_ with my classes.
4. Did you schedule yourself for two classes at the same time? How can you resolve that \_\_\_\_\_ ?
5. Your girlfriend texted that he was working? Well, I saw her sitting in a bar. Doesn't that seem like a big \_\_\_\_\_ ?
6. These two gangs have a history of violent \_\_\_\_\_ .
7. The suspect said he was innocent, but the police found \_\_\_\_\_ evidence.
8. I want my children to be more polite. They \_\_\_\_\_ me too often.

### Nouns and Verbs

You might notice that stress generally chooses to be on the LAST syllable of a verb, and the SECOND-to-the-last syllable of a noun. Again, that's a guideline – not a rule. Here are some words that have the same form for both noun and verb. Say these word pairs. Mark the stresses with a dot; try not to use a dictionary.

<u>Noun</u>	<u>Verb</u>
focus	focus
export	export
labor	labor
function	function
sequence	sequence

### Task 5.5: Listening Practice: VOA

<https://www.youtube.com/watch?v=jy0pn2ptrQo>

How was this information organized? Write an outline using Roman numerals for the main points.

#### Using Roman Numerals

This is how Roman numerals work:

1 = I	10 = X	
2 = II	11 = XI	22 = _____
3 = III	12 = XII	
4 = IV	13 = XIII	25 = _____
5 = V	14 = XIV	
6 = VI	15 = XV	29 = _____
7 = VII	16 = _____	You won't use these,
8 = VIII	and so on until 20 ...	but:
9 = IX	20 = XX	50 = L
		100 = C

There is nothing “magical” about Roman numerals, but they are an academic convention. This means that your instructors will ALWAYS understand your notes and outlines if you use them correctly.

- ★ More important information is positioned further left. Smaller details are further right. In your own notes, use letters or other symbols to show the relationships.
- ★ Use a new Roman numeral when the speaker starts a new topic. Listen for transition words.
- ★ Use the same system when planning your public speaking.

### Task 5.6: Listen and Take Notes

Fill out the skeleton outline on the next page. Your goal: To pass a quiz on the topic after several days have passed. When you review the notes, write some possible quiz questions in the space to the left.

Date:

Topic:

## SECTION C: SONG

### Task 5.7: Idioms

Remember your goal with this long vocabulary section. Do NOT spend excessive time on vocabulary study. Instead, use this list to prepare to understand the words you will hear in the song.

1. **Decorated war vet** – “Decorated” here means “earned medals.” “Vet” is short for “veteran”
2. **Debt** – Amount of money owed to someone else
3. **Forfeit** – Lose a sports game, or lose something valuable, because of a mistake
4. **Piss (someone) off** (Vulgar) – Make (someone) angry. Regular separable phrasal verb
5. **Kick ass** (Vulgar)– Succeed, excel at something. Can also mean beat in a fight!
6. **American experiment** – In the new country, they were doing everything for the first time. This phrase in general means the American attempt to create an equal and democratic society: it’s not clear if it will work!
7. **Sets a precedent** – A “precedent” is an action or decision that later actions are based on. In other words, the next generations will do the same thing
8. **“Someone came along to resist him”** – Hamilton has an enemy for the first time
9. **Two party system** – Two political parties, like Democrats and Republicans today. The US began with only one party.
10. **France is following us to revolution** - The US changed its government in a war. France is going to do the same thing.
11. **Status quo** – Latin. The way things ordinarily are.
12. **“I helped Lafayette”** – The Marquis de Lafayette is Hamilton’s old friend, who fought in the war for the US
13. **draft a declaration** - Write an official document (like the Declaration of Independence)
14. **Be a lamb** – Be nice, be sweet
15. **Abyss** – Literally, a bottomless hole, or Hell. Often used as a metaphor for a bad situation where no solution seems possible.

Review these important idioms.

- Get to the bottom of something – Discover the basic cause of something
- Get into a mess – Get into trouble
- Get out of a mess – Solve a problem

**Task 5.8: Idiom Practice**

In small groups, create short dialogues which demonstrate the meanings of the three idioms above. Use the idiom in the dialogue, changing the exact words as needed. Example:

- A: Hey, Dad, can we talk?
- B: Yes, son. What's happening?
- A: I have some little problems. My landlord is asking for rent, and I don't have the money. I had an accident, so I need to borrow your car. And also ... I'm failing my classes.
- B: What! You call that little problems? How did you **get into this stupid mess?**
- A: It's a long story ...

**Task 5.9: Listen to song:**

"What'd I Miss," from the musical Hamilton by Lin-Manuel Miranda:  
<https://www.youtube.com/watch?v=2JNRo7OipYc>

Listen to the song several times. Try listening at a slower speed the first two times. Answer the questions as you listen.

[0:27 – 0:34] Predict what the relationship between Hamilton and Jefferson will be like.

---

---

[1:12 – 1:22] Explain Jefferson's words, "... And the world still spins."

---

---

[1:31] What work is Jefferson thinking of?

---

---

[1:43] How does Jefferson feel about his home?

---

---

[2:43 – 3:04] Summarize the problem that James Madison complains about.

---

---

**[3:33]** Is this the first time that Hamilton and Jefferson meet? How do you know?

---

---

**Task 5.10: Tap with Stress**

Listen to the first 35 or so second of the song. Slow the speed to .75.

Tap, nod or clap for each stress.

[0:10] How does the bastard orphan

Immigrant decorated war vet

Unite the colonies through more debt?

Fight the other founding fathers 'til he has to forfeit?

Have it all, lose it all -- You ready for more yet?

Treasury Secretary. Washington's the President

Ev'ry American experiment sets a precedent

Not so fast. Someone came along to resist him

[0:33] Pissed him off until we had a two-party system

## SECTION D: PRONUNCIATION AND IPA

The title of this song is “What’d I Miss.” *What’d* is a short form of the words “What did.” Two words are linked and reduced. This is a common pattern. Begin by checking your awareness.

### Task 5.11: Linking

Write the long forms of these linked and reduced phrases.

1. “How’d you do it?” \_\_\_\_\_
2. “How’d you graduate so fast?” \_\_\_\_\_
3. “Whatta you stall for?” \_\_\_\_\_
4. “Why’d ya leave?” \_\_\_\_\_
5. “Where’d you go?” \_\_\_\_\_
6. “Who’d ya talk to?” \_\_\_\_\_

*What word is reduced?*

7. “You shoulda been there.”\_ \_\_\_\_\_
8. “I coulda told you that.”\_ \_\_\_\_\_
9. “I woulda helped.”\_ \_\_\_\_\_

Listen! “Coulda Shoulda Woulda” by Peter Case: <https://www.youtube.com/watch?v=CQAGdV3Y4rs>

*What word is reduced?*

10. “She’s gonna go.” \_\_\_\_\_
11. “I wanna go.” \_\_\_\_\_
12. “I’ve gotta go.” \_\_\_\_\_

*What word is reduced?*

## Linking Guideline 2

Link and Reduce Helping Verbs	
<b>Example 1: do/did</b>	
why did you	/waɪ dʒə/
where did you	/weɪ dʒə/
who did you	/huː dʒə/
<b>Example 2: have</b>	
should have	/ʃʊ də/
could have	/kʊ də/
would have	/wʊ də/
I have done it	/aɪv dʌnət/

This guideline also works for function words like “and, the” in normal speech.

**Clarify:** The same word can be a helping verb OR a main verb.

Example: “What do you **do**?” – /wʌtə juː duː/

Example: “I had **had** a dog.” – /aɪəd hædə dɒg/

### Task 5.12: Linking and Reduction Practice

Read the following sentences by yourself or with a partner. Clarify meanings if needed.

Notice reductions in “interesting, finished, probably.”

A: What'dja do last night?

B: Oh, nothing interesting. I hadta do some housework. What'd you do?

A: I hadda research a project. I shoulda finished last week, but ...

B: Whadja do instead?

A: I hadda finish another project first. Plus, I didn't really wanna do it.

B: I probably coulda helped you. Whadda ya working on?

## Stress on Negatives

In general, stress in a sentence is used to help listeners notice the key information, including nouns and verbs. It also includes any **negation words**. A negation word like “can’t, won’t, not” completely changes the meaning of a sentence. You **MUST** make sure your listeners understand, so stress these negation words. The clear vowel is more important than the word ending. The final /t/ sound is sometimes not pronounced at all.

### Stress Guideline 2

Stress Negation Words	
Positive	Negative
<b>can</b> /kən, kn/ <b>I will, I’ll</b> /əl/ <b>did</b> - /dəd/	<b>can’t</b> - /kæn/ <b>won’t</b> /wɒn/ <b>didn’t</b> - /dɪdn, dɪrn/

### Task 5.13: “Can, Can’t” Practice

Read the following sentences by yourself or with a partner. Is the IPA word a POSITIVE or NEGATIVE? Write “+/-” next to the sentence.

A: Excuse me, /kn/ you help me out?

B: /aɪ kn/ try! What’s your question?

A: I wanna buy running shoes, but I /kæn/ find them.

B: Um ... I just started working here, so I /hævn/ learned where everything is yet...

C: Sorry, I /doʊn/ mean to be nosy, but you want running shoes?

A: Yes! /aɪv/ looked everywhere.

C: I /kn/ help. You /wɒn/ find’em with shoes. They’re with sports equipment.

A & B: Thank you!

## IPA Homework 5

Transcribe the given word using our class IPA.

1. decorated	
2. veteran	
3. Treasury	
4. secretary	
5. president	
6. experiment	
7. precedent	
8. resist	
9. ambassador	
10. declaration	
11. financial	
12. national	

## SECTION E: PUBLIC SPEAKING

### Prepared Speech

What is a speech and how is it different from a presentation?

Here is a wedding speech: <https://www.youtube.com/watch?v=Em8I02rqbhw>

- ★ A *presentation* is meant to share information with an audience. You often give presentations in classes or professionally. A presentation almost always uses some kind of visual aid, like a slideshow.
- ★ A *speech* is meant to share an emotion with an audience. You often give a speech at weddings or other formal ceremonies. A speech is often given with words only, or using very simple visual aids.

**This section will teach you how to organize a speech with three main points and a simple visual aid.**

### Visual Aids for Speeches

The human brain, in general, prefers to LOOK more than LISTEN. That means most people in your audience will concentrate on anything you show them. When you give a speech, you want the audience to concentrate on listening to you. So, most speeches do not include visual aids. The speaker wants the audience to focus their eyes on them and their body language.

However, even when giving a speech, a visual aid can be very useful. Some information is more difficult to understand by listening. Numbers and unusual words, like names, can be difficult for your audience to hear. A good visual aid will help the audience with numbers, dates, and the spelling of names. A picture can also help communicate the mood of your speech.

Another point to consider is using the visual aid correctly. If your classroom has a screen to display your visual aid, do not block this screen with your body. Do not turn and speak to the screen. All public speaking requires a connection between the speaker and their audience— NEVER break that connection by turning your back on your listeners! Also, it's much harder to hear the speaker when they direct their voice away from the audience. If your classroom does not have a screen, consider making a poster for the visual aid.

### Task 5.14: Visual Aid

Using nothing but paper and your own pencils or pens, create an appropriate visual aid for a speech for one (or more) of these occasions. **NO WORDS ARE ALLOWED: only images.** Use landscape orientation (the paper should be more wide than tall) – only one image per speech (no slideshows). Share your visual aids in groups. What makes a visual more or less successful?

<ul style="list-style-type: none"><li>★ A 50<sup>th</sup> wedding anniversary</li><li>★ A goodbye party for a friend who is leaving the country</li><li>★ A birthday party for a child</li><li>★ A graduation ceremony</li><li>★ A celebration party when your country has won the World Cup</li><li>★ Asking the audience to quit smoking</li><li>★ Asking the audience to vote for higher taxes</li></ul>	<ul style="list-style-type: none"><li>★ Announcing that you will run for President</li><li>★ Announcing that your company is closing</li><li>★ Apologizing because your company's product is dangerous</li><li>★ Sharing facts about a famous painter</li><li>★ Sharing facts about an endangered animal</li></ul>
---	--

### Task 5.15: Watch an Example Speech

Focus on the video of the Example Poetry Speech. Do NOT read this book at the same time.

The first time you watch, simply focus on the language and body language. Notice transitions and the way the visual aid is used.

After that, listen while you compare the prepared Outline and the cards the speaker used.

The Outline is turned in to the instructor; it includes your references and shows your planning and organization. The cards are a tool used while giving your speech.

## Outline Example

The following pages represent the final draft of the Outline used for this example speech. Like any project, this assignment goes through several drafts; it is turned in; it is graded. The word "Outline" doesn't mean that it is incomplete or unfinished. It means it is a short form showing the exact plan of the speech without including every word.

Some students prefer to write out every word they plan to say. This is called a "Script." It is not usually recommended that you write a Script for student speeches; your goal should not be memorization. However, if you strongly feel it will improve your work, try it.

Page 1 is a Cover Page. The instructor may use this page to identify the speaker, their purpose, and their sources. Not all teachers require a Cover Page!

### Cover Page Speech 1: Informative - Poet

Name: *Davina Ramirez*

Specific Purpose: *To inform listeners about poet Machi Tawara, share a poem, and discuss the form "Tanka"*

#### **SUPPORTING MATERIALS:**

1. Source(s):

*<http://www.gtpweb.net/twr/indexe.htm>*

*Book: "Salad Anniversary"*

*[http://www.poetrymagazines.org.uk/  
magazine/record.asp?id=18917](http://www.poetrymagazines.org.uk/magazine/record.asp?id=18917)*

*<http://en.wikipedia.org/wiki/Haiku>*

2. Picture Source(s):

*<http://sencla.com/2008/performer/p56.html>*

Yes, you **MUST** write the full web address of your sources.

## **INTRODUCTION**

I. (Attention Getter)

*In the year 3000 what music will we hear?  
1000 years! Can we care about something that old?*

II. (Reveal Topic)

*Tanka – poetry form 1,300 years old  
ancient but also modern*

III. (Credibility Statement) or (Relevancy Statement)

*I didn't study Japanese literature, but lived –  
A student introduced me – Naoko, works in TC  
I love this poem – that's enough  
Hope you love it too*

IV. (Preview)

*Hear the poem, 2 lang – Short explanation of Tanka form  
Tawara's life*

V. (TRANSITION: From the Intro to the Body. Include the exact wording you will use in your speech.)

*Let's start!*

## **BODY**

**(MAIN POINT 1) Your first main point goes here.**

*Are you ready to hear the poem?*

A. *“Samui ne” to hanashikakereba*

*“Samui ne” to kotaeru hito no iru atataka-sa*

*「寒いね」と話しかければ「寒いね」*

*と 答える人のいるあたたかさ*

B. *let me explain*

*How warm, With you here to say, “It sure is!”*

*Whenever I say, “It sure is cold”*

Notice that  
Main Point 1 is  
written as a  
complete  
sentence

## **II. (MP 2 ) Your second MAIN POINT goes here.**

Follow the same style that you used for the first one.

Are you ready to talk about the meaning and style?

### *A. Meaning – when we share feeling*

- *Not being alone; Human warmth > body cold*
- *romantic or fam? ??*

*A connection btw 2 people > the outside world*

### *B. Form – not so simple*

- *Haiku? 5, 7, 5 syllables*
  - *Tanka – 5, 7, 5, 7, 7*
- (Read slowly, point to image) – rhymes (to, no)*
- *simple deep meaning*

## **III. (MP 3 ) Your third MAIN POINT goes here.**

Follow the same style that you used for the first one.

Are you ready to meet the poet?

### *A. MT changed reputation of tanka born Osaka*

*“Salad Anniversary” – 1987 – MT 26 y-o*

*– best-seller, outpouring of poetry*

*Popular – like Harry Potter*

All three Main Points are questions. They are similar. This helps listeners understand the structure.

**B. her life NOW**

- retired teaching
- still writing, translating
- married, 1 child
- still writing poetry

**TRANSITION:**

**(From Body to Conclusion. Include the exact wording)**

*It looks like my time is up!*

**CONCLUSION -**

**Your reason for choosing the poem may go here**

I. (Summary Statement)

*I've shared one of my favorite poems with you –  
simple, with long history  
Hope you enjoyed*

II. (Memorable Closing Statement)

*"To live is to create poetry"  
I'm not poet  
Pay attention – we can all do  
Observe small moments  
Enjoy life  
Thank you!*

**Assignment: Informative Speech**  
**Present a Poem and Talk About the Poet**

**REQUIREMENTS:**

This prepared speech will be a 5-7 minute speech presenting song lyrics or a poem to the class. The song or poem may be in any language and from any time period.

You must use a single visual aid for this speech. Consider including three things: the poet's name, some words of the poem itself (in any language), and an image. This may be a picture of the poet, scenes from their life, or it may be a picture that relates to the poem. These pictures can simply be shown as overheads, using the overhead projector.

**NO slideshows!**

**DUE DATES:**

{If required - A rough draft of the Script is due: \_\_\_\_\_}

The Outline, including cover sheet, is due : \_\_\_\_\_

Give speech before your audience: \_\_\_\_\_

**ORGANIZATION:**

Introduction	Must include all points of a normal Introduction. You may choose EITHER a "Credibility" OR a "Relevancy" - you are not required to give both.
Body	<p>All Poem speeches must include three points:</p> <p><b>The song or poem itself.</b> Read four to eight lines. You may choose to read in English or in your native language; if you read in a language other than English, also read a translation of the poem, so that we can all understand the poem. It's wonderful to hear poetry in many languages, so I hope you will consider this! Focus on rhythm as you read. You may want to read the poem twice, whatever language you use.</p> <p><b>Meaning.</b> What does the poem mean to you? Why do you like it? Why did you choose it? What does it teach us? Are there important symbols you need to explain? Do you need to tell us about the rest of the poem?</p> <p><b>The poet's life.</b> Give us some simple, basic information about the writer - when did they live, their gender, their nationality. How does the life of the poet influence their writing? Is the poet famous or not? Are they living now? What other works should we know about? This part is required, so it will not be OK to choose "anonymous" poems. You must know the writer by name and learn some facts about their life.</p> <p>You may give these points in any order that makes sense to you. Include clear transitions between points.</p>
Conclusion	Give a short summary and an interesting last thought.

## SECTION F: REVIEW

1. Look at the sentence "What did you do?"  
Which sounds are linked together? Say the sentence slowly.
2. Explain meaning of "choice question." How is it different from a "yes/no question"?
3. What are the pronunciation rules for a **choice** question?
4. What are the pronunciation rules for a **yes/no** question?
5. Explain the difference in meaning between "conflict" and "contradict."
6. In general, how are nouns and verbs stressed differently?
7. Why are Roman numerals used in college?
8. What does "status quo" mean?
9. Who was Thomas Jefferson? State three things he is famous for.
10. Give some examples of linked words used in the song "What's I Miss?"
11. Think about the sentences "I had had a dog." The verb "had" is repeated. Why? How are these two words pronounced?
12. Explain how the words "can" and "can't" sound differently from each other.
13. What is a *visual aid*?
14. In general, does the human brain prefer to *look* or to *listen*?
15. How should this influence your speech planning?
16. How many drafts does a Speech Outline go through?
17. Explain to the group what information is put on a Cover Page.
18. What is a "script"? Explain it.

# Chapter 6: Conflict in Washington's Cabinet; Presenting a Graph

## SECTION A: LET'S TALK!

### LET'S TALK! 6

#### Task 6.1: Rising Intonation

Remember the role of intonation in thought groups. When an idea is completed, your intonation goes down. In the same way, intonation can show that your idea is not complete. Read these sentences with rising intonation; mark the intonation with an arrow.

1. Wait a minute ...
2. I don't know ...
3. I need a little more time ...
4. I'm still thinking ...
5. Let's take a look ...
6. I'm not sure that's right ...
7. I see your point ...
8. I never thought about it like that ...

#### Task 6.2: Disagreement

Use "yes/no" intonation on the tag questions and rising intonation to show the idea is incomplete.

1. A: I wish classes started earlier, don't you?  
B: Well ...
2. A: Batman is the stupidest superhero ever, don't you think?  
B: Actually ... I kind of like Batman.
3. A: I love energy drinks. And they're really good for you.  
B: Ummmmm ... are you sure about that?

4. A: They say that sugar causes diabetes, but it's not really true.

B: Well ... I think there's a lot of evidence it does.

5. A: I don't make my kids do homework. I mean, it's a waste of time, right?

B: Actually ... I have to disagree about that.

6. A: The graph shows the numbers are decreasing.

B: Let's check ... I *think* they're actually increasing.

### Task 6.3: Limericks

A limerick is a special kind of poem. Traditionally, they are written for adults only, and usually use a "bad" word in the last line! However, these limericks are OK for everyone to say. Practice reading these with correct stress. How many stressed syllables does each line have? What is the pattern of the rhymes?

There was an old man of Peru,  
Who dreamt he was kissing his shoe.  
He woke in the night  
In a terrible fright  
And found it was perfectly true.

*Edward Lear*

There once was a girl from Great Britain  
Who carelessly sat on her kitten  
Imagine her surprise  
And the look in her eyes  
When on the behind she was bitten.

*- Anonymous*

#### 6.4: Tricky Sounds, Linking and Reduction: Mixed Sentences

1. They'll wait a while.
2. That hurts my hair.
3. That hurts her hair.
4. low blood pressure
5. heart attack
6. That's health food.
7. That's healthy food.
8. Not everyone can.
9. Several people can't.
10. I had had a pet fish.
11. What do you do?
12. She had had a heart problem.
13. She's had a heart problem.
14. I can see him.
15. I can't see him.
16. Can you go now or later?
17. Did you say now or later?
18. Turn it on and off.

## SECTION B: LISTENING

### Task 6.5: Listen and Take Notes

This lecture demonstrates ways to present a chart or graph to a group.

Main Point 1

What is the title, style, source of Graph 1?

Please explain what information this graph shows.

What is the "main message" of Chart 1? How do we know this?

What is an example?

Can you make any predictions about the future based on this chart?

Main Point 2

What is the title, style, source of Graph 2?

Please explain what information this graph shows.

What is the “main message” of Chart 2?

What is an example?

Can you make any predictions about the future based on this chart?

### Main Point 3 - Presenting graphs

What is a recommended sequence for presenting a graph?

1 -

2 -

3 and 4 -

5 -

What step is the hardest and the most important?

What are some key vocabulary words to use when presenting a graph?

What is audience awareness and cultural awareness?

**Task 6.6: Research Assignment**

Google the term “audience awareness.” Skim some of the articles. (Remember that websites ending in .edu, .gov and .org are OFTEN better sources than those ending in .com.) Write a definition of “audience awareness” in your own words.

---

---

---

---

---

---

---

---

---

---

Next, search for the term “cultural awareness” and do the same. Can you find a listing of different stages of cultural awareness? (I recommend an article by Stephanie Quappe and Giovanna Cantatore titled “What Is Cultural Awareness, Anyway?”)

---

---

---

---

---

---

---

---

---

---

Finally, reflect on how these concepts can help you be a better communicator. How does this information relate to presenting graphs?

## SECTION C: SONG

### Warm-Up

1. What is a government *cabinet*? What is a *cabinet meeting*?
2. What are “debts”?
3. What is a “national bank”? Does your country have one?
4. Remember from “What’d I Miss:” What job does Jefferson have in the new government? What job does Hamilton have?

#### Task 6.7: Listen to song:

“Cabinet Battle 1” from the musical *Hamilton* by Lin-Manuel Miranda

Link: <https://www.youtube.com/watch?v=dSYW61XQZeo>

(0:22)[JEFFERSON]

‘Life, liberty and the pursuit of \_\_\_\_\_.’

We fought for these ideals; we shouldn’t settle for less

These are wise words, enterprising men quote ‘em.

Don’t act surprised, you guys, cuz I \_\_\_\_\_.

...

(0:45) Ooh, if the shoe fits, \_\_\_\_\_ it. If New York’s in debt

Why should Virginia \_\_\_\_\_ it? Uh!

Our debts are \_\_\_\_\_, I’m afraid

Don’t tax the South, cuz we got it \_\_\_\_\_ in the shade

...

(1:24) [HAMILTON]

Thomas. That was a real nice \_\_\_\_\_

Welcome to the present, we’re running a real \_\_\_\_\_

Would you like to join us, or stay mellow

Doin’ whatever the hell it is you do in \_\_\_\_\_?

...

(2:56) [WASHINGTON]

You wanna pull yourself \_\_\_\_\_?

[HAMILTON]

I'm sorry, these Virginians are birds of a \_\_\_\_\_.

[WASHINGTON]

Young man, I'm from Virginia, so watch your \_\_\_\_\_.

[HAMILTON]

So we let Congress get held hostage by the \_\_\_\_\_?

...

(3:23) [HAMILTON]

What happens if I don't get congressional \_\_\_\_\_?

[WASHINGTON]

I imagine they'll call for your \_\_\_\_\_.

### Task 6.8: Comprehension

Answer after you have listened to the song a few times.

1. What is the conflict between Jefferson and Hamilton; what do they disagree about?
2. Does Jefferson support the idea of a national bank? Why or why not?
3. Jefferson says that the South, specifically Virginia, are more financially successful than New York is. Hamilton says there is a bad reason for that. Explain.
4. What does Washington think of the disagreement? Think of these issues:
  - a) Who does Washington seem to like more, Jefferson or Hamilton?
  - b) Does Washington strongly believe that a national bank is needed?
  - c) Will Washington support Hamilton in public?

### Task 6.9: Idioms and Phrases

1. **You have the floor** – it's your turn to talk to the group
2. If the shoe fits, wear it –
3. Made in the shade -
4. **Get frisky** – Be active, or in this case, aggressive physically. Jefferson is referring to the Boston Tea Party, where Americans attacked British ships and threw their goods into the water.
5. Get mellow -
6. **diuretic, sedative** – medicines. A diuretic increases the flow of fluids in the body. A sedative helps you sleep or makes you unconscious.
7. Get a boost -
8. Die in a trench -
9. **Mad as a hatter** – Crazy, strange, unpredictable
10. Birds of a feather -
11. **Watch your mouth** – Be careful of what you say
12. Bold strokes -
13. **That's a nonstarter** – That is not a possible option; we'll never do that

## SECTION D: PRONUNCIATION AND IPA

### Task 6.10: Linking and Reduction

- |                              |                           |
|------------------------------|---------------------------|
| 1. but you /bʌtʃyʌ/          | I can't, but you can      |
| 2. not your /nɒtʃyər/        | It's not your fault.      |
| 3. can't you /kæntʃyʌ/       | Can't you find them?      |
| 4. doesn't your /dɒzəntʃyər/ | Doesn't your watch work?  |
| 5. said yes /sedʒyes/        | She said yes, I think.    |
| 6. find- your /faɪndʒyər/    | Find your glasses.        |
| 7. heard you /hɜrdʒyʌ/       | I heard you were leaving. |
| 8. don't you /dɒnʃyə/        | Why don't you ask?        |

### IPA Homework 6

Write the sentence or phrase given in class using ordinary English.

IPA:	English:

## Presenting a Graph in Five Steps

**Possible vocabulary:**

chart	x-axis	solid line	shrinking
graph	y-axis	dotted line	decreasing
bar graph	columns	dashed line	growing
pie chart	rows	trend	increasing

1. Give title of graph and rephrase title.

*Example: “This graph is called Pachyderm Populations in Rural Asia. It shows the numbers of elephants living in the countryside in Asia.”*

2. Describe the graph – how is it organized and what are its components? Remember to use present tense. Paraphrase and simplify.

*Example: “This is a bar graph. The x-axis is time, and the y-axis is the numbers of elephants. The dark purple color represents wild elephants and the light purple bar is for domesticated elephants, elephants that are owned by people.”*

3. What does graph demonstrate? What is its main message? You MUST go beyond the words on the graph itself. You can explain reasons why, too.

*Example: “From the graph we can see that the number of animals is getting smaller. Every year there are fewer elephants. This is partly because there is less countryside and more people every year. But we also see that the captive elephants are decreasing even more. This shows that in the past people used elephants to do work and now they don’t.”*

4. Give a specific example that directly demonstrates point #3. Choose a point that is an extreme – the smallest, biggest, or biggest change.

*Example: “For example – in 1948, the first year they have data, there were more than 200 thousand domesticated elephants in 15 countries. Now look at 2004. There were about 900 elephants in captivity. That’s still a big number but it’s a huge drop. Also notice that in 2004 only 11 countries had captive elephants. Some countries don’t have any captive elephants at all.”*

5. Your prediction, based on what you just explained.

*Example: “I think this trend will continue. I think that in thirty years there will be no captive elephants any more, because people will use machines instead. But I also think the wild elephant populations will also keep shrinking. There is less open space, and the countryside is shrinking. Maybe in 100 years elephants will only exist in zoos.”*

## A Graph in Five Steps

1. Title of graph & main idea?
2. Description of graph's organization and appearance?
3. What does graph teach us? What is its main message? Reasons?
4. One or more specific examples?
5. Your prediction?

## A Graph in Five Steps

1. Title of graph & main idea?
2. Description of graph's organization and appearance?
3. What does graph teach us? What is its main message? Reasons?
4. One or more specific examples?
5. Your prediction?

## SECTION F: REVIEW

1. What are the five steps used to describe a graph?
2. Which step is the most difficult for the speaker?
3. Explain the difference between a bar graph and a line graph.
4. What is "audience awareness"?
5. How is this different from "cultural awareness"?
6. Imagine your audience is a group of 12-year-olds. How would this change your speech planning? Be specific.
7. Reflect on your own cultural awareness. Imagine that you will give the same speech on two nights: first to a group of people from your home country, second to a group of Americans. Name two or three things that would be different between the two nights.
8. Who wrote the words "Life, liberty and the pursuit of happiness"? Where do these words come from? What is the context of this phrase?
9. Explain one idiom from the song "Cabinet Battle 1."
10. Explain how linking works with the phrase "did you." Compare it to the phrase "not your." Can you write the linked phrases using IPA?

