

ΕΛΟΓ 254

COMMUNICAT

with

HAMILTON

2nd Edition

by Davina  
RAMIREZ

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# Communiation

## with

## Hamilton

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

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# 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.

## How this Book Is Organized

Each chapter has six sections.

### Section A: Warmups

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

### Section B: Listening

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. Most 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.

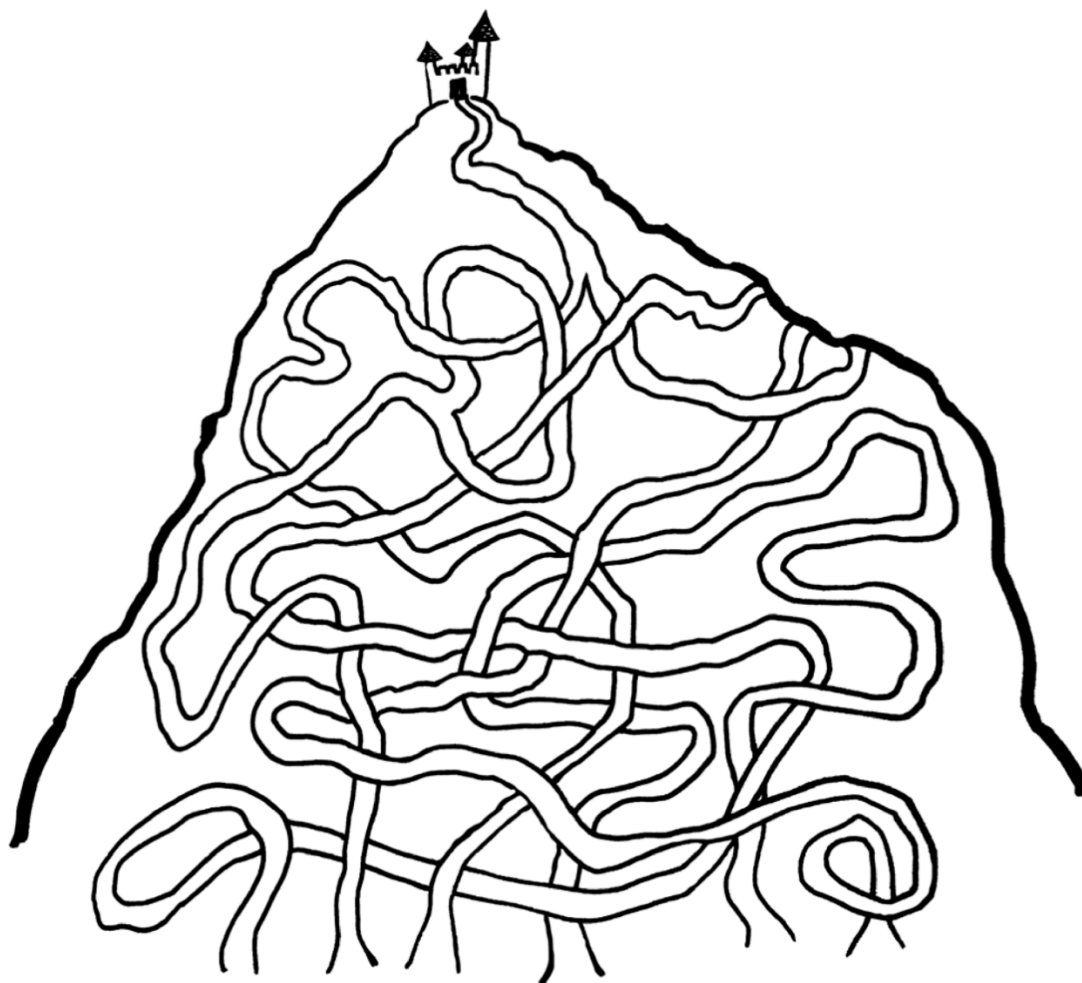
### Section F: Review

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: Alexander Hamilton

## Section A: Warmup

### Task 1.1: Lengthen Stressed Syllables

Stress is not always a **stronger** sound. Often, it's a **L O N G E R** sound. Say each word and phrase. Make the stressed syllables l o n g e r. 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> l <u>uuute</u> ly | 11.    re p la a a c e ment     |
| 2.    be g i i i ning                | 12.    su c e e e s s    ful ly |
| 3.    sch o o o    lar ship          | 13.    Ca    n a a a    di an   |
| 4.    de fi n i i i    tion          | 14.    Eu    ro p e e e    an   |
| 5.    e e e    vry    body           | 15.    f r e e e    quently     |
| 6.    in de p e e e n    dent        | 16.    vo lun t e e e r         |
| 7.    m a a a    nage ment           | 17.    tra d i i i    tion al   |
| 8.    a d i i i    tion al           | 18.    u    ni v e e e r    sal |
| 9.    Fri i i i day                  | 19.    co m u u u    ni    cate |

#### Group 2: Phrases

Listen and pronounce: Where's the stress? Is the stress louder, longer, or both? Does the stress affect the meaning? What meaning does the stress communicate?

1. Can we take a vacation? *Please?*
2. Roses are red, violets are blue.
3. I'm *so* hungry.
4. He's not a lawyer. He's a liar.
5. I don't need a new car, but I want 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 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, when intonation **falls**.

PCCEE

FBIII

Practice this stress and intonation pattern. First, figure out what the correct acronym is for each phrase. Then, say the acronym (not the phrase).

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 is it?

## SECTION B: Notes

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	II. Main Point 1
Body Paragraph 2	Main Point 2
Body Paragraph 3	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 vocabulary for public speaking - NOT WRITING - will help you understand these differences.

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 while listening. 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.
- But, **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** in your notes. 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

---

**When studying, write a summary or questions to the left**

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

**Take notes in largest space: use colors and symbols**

Vivamus in luctus risus - vulputate, ligula, sagittis

**When reviewing, summarize at bottom**

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: 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. (You **do not need** to print the complete lyrics.) 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 1.6: Listen to the song

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 based on the song.

### Task 1.7: 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
<i>example:</i> “I always feel a lot of stress during a test.”  <i>Meaning:</i>	<i>example:</i> “My manager stressed that we need to greet customers politely.”  <i>Meaning:</i>	<i>example:</i> “I’m stressing out over paying for college.”  <i>Meaning:</i>	<i>example:</i> “Looking for work is so stressful.”  <i>Meaning:</i>  <i>example:</i> “My sister is super stressed because she has six kids.” <i>Meaning:</i>

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

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

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 a 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 1.8: Mark Stress

Listen to these verses together as a class. 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](https://www.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” begins with some rude, or “bad,” words. These are a type of vocabulary called “vulgarity.” 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.

### 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

5. **bastard** (vulgar) – As an insult, a bad, rude or mean man. Literally, a person whose parents were not married
6. **orphan** - Child whose parents are dead
7. “**son of a whore**” (vulgar) – The idiom is a general insult for a bad man. “Whore” is a vulgar word for a *prostitute*
8. **Scotsman** - a man from Scotland
9. **self-starter** – a person who sets their own goals
10. “**carted away**” – taken away
11. “**keep your guard up**” – Not trusting others; taking care of yourself
12. “**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.”
13. **hurricane** – a storm with strong winds, especially near an ocean
14. **refrain** – part of a song
15. “**dripping down the drain**” - The idiom “down the drain” means anything wasted, lost
16. “**This kid is insane**” – This young man is impressive
17. **split** – Leave. “His father split” means his father abandoned the family
18. “**full of it**” - dishonest
19. **debt-ridden** - owed a lot of money
20. **bedridden** - so sick they cannot leave bed
21. **sick (n)** – As a noun, “sick” means “vomit,” especially in British English
22. **commit suicide** – kill oneself

23. **“fend for yourself”** – Take care of yourself, protect yourself
24. **retreat** - To hide, back away, be private
25. **treatise** - book. “Reading every treatise on the shelf” - reading every book he can find
26. **destitute** - no money; homeless, a beggar
27. **scam** - A dishonest trick to get a benefit.
28. **“Scammin’ for every book he can get his hands on”**- doing anything, honest or dishonest, to get books to read
29. **bow of a ship** – The front end of a ship
30. **“be a new man”** – Start life fresh; start in a new place where people don’t know you
31. **“come up from the bottom”** – try to succeed with no resources

### True or False?

- a) Hamilton had a lucky childhood\_\_\_\_\_
- b) Hamilton survived a hurricane\_\_\_\_\_
- c) Hamilton’s mother died in a hurricane \_\_\_\_\_
- d) Hamilton had a job at age 14\_\_\_\_\_
- e) Hamilton was born in America\_\_\_\_\_

\* \* \* \* \*

## Section D: Pronunciation and IPA

### 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 complete IPA includes many sounds not used in English, such as /!/, the “click” used in Khoesan, and /χ/, used in Arabic words like (خضراء).

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.

For an example of how the IPA is useful, 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 Vowels, Diphthongs and /r/ Blends			
Symbol:	Key Word:	Symbol:	Key Word:
i or iʏ	green	aɪ	white
ɪ	silver	aʷ or aʊ	brown
e or eʏ	gray	ɔɪ	turquoise
ɛ	red		
æ	black		
ɑ	olive	ʒ (ʒr)	purple
ɔ	auburn	æ (ə)r	teacher
oʷ	rose	ɛr	where
ʊ	wooden	ar	car
uʷ	blue	ɔr	floor
ʌ	mustard	ʊr	tour
ə	banana	ɪr	beer

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
		r	little

## 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 focus 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 Voice Typing

Check yourself by speaking to Google Docs or any other voice-recognition software. Does the computer understand you?

### 5. Watch and Listen to Yourself

Frequently record yourself reading the pronunciation tests, then watch and listen to the recordings.

### 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; your tongue; your breath. Again, slow down!

### 8. Imitate a Movie

Try to memorize a few minutes of dialogue in a movie. Play the same minute over and over, repeating along with the actors until you can match the movie exactly.

\* \* \* \* \*

### Task 1.9: 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/ /əɪ/	/eɪ/ /ɛ/ /æ/	/ɪ/ /ɛ/ /æ/

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 bastard, \_\_\_\_ 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, conn \_\_\_\_ cted 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 \_\_\_\_ t, 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

## Speaking Practice Ch. 1

These words, sentences or verses will be on your homework for this chapter.  
Each Speaking Assignment will be graded on these qualities:

**Speed:** Don't read too quickly!

**Specific Sounds:** Vowels and consonants

**Stress:** Stress certain syllables. Sometimes stress is **longer**; sometimes it is **louder**

**Pauses:** Pause at a period, a comma, or a new idea

**Intonation:** Use rising intonation to show the idea is incomplete;  
use falling intonation to show the idea is complete  
Use special intonation for questions or exclamations

**Linking:** Some words link together and sound like one word.  
For example, "did you" sounds like /dɪdʒyə/.

**Reduction:** Reduce sounds when needed. For example, the /h/ sound in the words "he, him, his" is reduced so those words sound like "ee, im, iz."

### Part 1: From "Hamilton"

Repeat with the song to memorize the rhythm and pronunciation. When you read, do NOT sing or rap: say it in a normal way. Stress the same syllables as the song.

When he was ten his father split, full of it, debt-ridden

Two years later, see Alex and his mother bed-ridden

Half-dead, sittin' in their own sick, the scent thick

And Alex got better but his mother went quick

### Part 2: Sentences

My son has ADD, but he's an honors student at PCC.

I don't *need* a new car, but I *want* one.

Did you eat lunch yet? What did you have?

Is he going to drive to the meeting? What's his ETA?

### Part 3: "Ations" by Shel Silverstein

If we meet and I say, "Hi,"

That's a salutation.

If you ask me how I feel,

That's consideration.

If we stop and talk a while,

That's a conversation.

If we understand each other,

That's communication.

If we argue, scream and fight,

That's an altercation.

If later we apologize,

That's reconciliation.

If we help each other home,

That's cooperation.

And all these ations added up

Make civilization.

(And if I say this is a wonderful poem,

Is that exaggeration?)

# 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:	Your Dictionary's Symbols:	Transcription in class IPA:
1. three		
2. hot		
3. age		
4. national		
5. knitting		

Word:	Word or Phrase in English:
1. / madəʊn /	
2. /bɪr /	
3. / kɔʊts /	
4. / tʃʃɪlz/	
5. / dʒeɪmz/	

## Section E: Public Speaking

### Public Speaking 1.1: Informal 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.**

1. **Take a few minutes to write notes** – just a few words to help you organize your ideas. *Don't write a paragraph!*
2. **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.
3. **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.
4. **Organize.** Your presentation should have a beginning, a middle, and an end.

#### **I. Beginning, or Introduction:**

Begin with a greeting and introduce yourself. Connect to your audience with eye contact. 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 — and thank them. Give time for applause, too!

\* \* \* \* \*

## Public Speaking 1.2: Pie Chart Presentation

There are specific steps you should follow when presenting a graph. Let's start with these three steps.

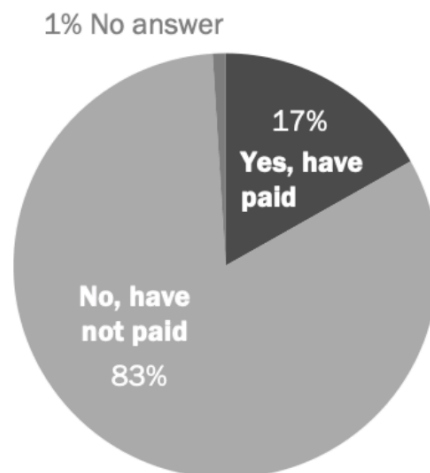
- 1: Title.** State the title of the graph. If the title is hard to understand, paraphrase in an easier way.
- 2: Describe the graph.** All these graphs are *pie charts*. State that. Then, tell the audience what each color or pattern represents. Use present tense!
- 3: Give reasons.** Tell the audience *why* the chart appears the way it does. Focus on the biggest part of the pie and the smallest part of the pie and explain why they are the largest or smallest.

**Assignment:** Give a 3-5 minute presentation on a pie chart assigned by your teacher. Plan a short Intro, Body and Conclusion. Show the pie chart to your audience when you speak. Include the 3 steps above.

Example: Figure 1.

### Most Americans say they have not paid for news in past year ...

*% of U.S. adults who say \_\_\_\_ when asked if they have paid for news in the past year*



*Fig. 1. source: [https://www.journalism.org/2020/12/08/the-american-public-shows-mixed-familiarity-with-new-and-evolving-forms-of-news/pj\\_2020-12-08\\_news-consumption\\_1-07/](https://www.journalism.org/2020/12/08/the-american-public-shows-mixed-familiarity-with-new-and-evolving-forms-of-news/pj_2020-12-08_news-consumption_1-07/)*



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

This is an example of notes you could use for a 3 minute presentation on this graph.

### I. INTRODUCTION

(look around and smile)

Hi, good morning

My name is —

I wanna tell you about this graph (Show graph)

### II. BODY

A: The **TITLE** is, "Most Americans say They Have Not  
Paid for News in the Past Year"

shows how many people did pay \$\$ to get news (newspaper, information)  
how many don't pay anything, get news free

B: This is a **PIE CHART**

There are three colors.

Light gray means, they didn't pay money

That's almost everyone, more than 80%

Dark gray, they did pay AND Small part, medium gray, didn't answer

C: **WHY** is this part so big (point at light gray) ???

This is also me, I don't pay

I guess we don't like to pay -- bc we can get free —

On Internet, you can see news

Go to newspaper or TV station website,

Facebook, Instagram etc see things from people

Youtube has videos — save money, it's easy

### III. CONCLUSION

that's my graph today

THANKS for listening

questions, please ask me

# 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: Ch. 1 Review

### Task 1.10: 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 - ɣ /    / 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.

10. Pronounce these words.

/ əbaʊt /    [Hint: Use the keyword "brown"]

/ teɪkən /    [Hint: Use the keyword "gray"]

/ pɛnsəl /    [Hint: Use the keyword "red"]

/ mɛməriʊ /    [Hint: Use the keyword "green"]

\* \* \* \* \*

## Chapter 2: Aaron Burr

### Section A: Warmup

#### Task 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.    parti ci p a 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 se                          | 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

Stress is on the last letter of an acronym: 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 (like helping verbs and pronouns) MAY be reduced. Compare these sentence pairs.

#### Do NOT reduce

- A. You are the winner!
- B. He looks great today.
- C. Don't give it to HER, give it to HER.
- D. Do you want both tea and coffee?
- E. I didn't do it. Did you?
- F. I know why HE did it, but why'd YOU do it?
- G. I want two cookies.
- H. I'm going to Hawaii!

#### Reduce

- a) I'll give it to you.
- b) I think he got a haircut.
- c) I saw her outside.
- d) I bought tea and coffee.
- e) Did you (didja) finish it?
- f) Why'd he **do** that? And why'd you **help** him do it?
- g) I want to take a break early today.
- h) We're going to visit Hawaii someday.

### 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
A. Did you eat lunch yet?	a) What did you have?
B. Are you a full-time student?	b) How many classes are you taking?
C. Are you taking a PE class?	c) What time does that happen?
D. Are you going to come home now?	d) What's your ETA?
E. Did you finish all your homework?	e) How long did it take?

## 2.5: Stress Patterns

The chart below shows different forms of some important words. Mark the correct stress for each one and write how many syllables it has. An “X” indicates that the form is rarely used.

Noun	Verb	Adjective	Adverb
ambition Syllables: ____	X	ambitious Syllables: ____	ambitiously Syllables: ____
colony Syllables: ____ colonist ( <i>person</i> ) Syllables: ____	colonize Syllables: ____	colonial Syllables: ____	X
economy Syllables: ____ economics Syllables: ____ economist ( <i>person</i> ) Syllables: ____	economize ( <i>Note the meaning change</i> ) Syllables: ____	economic Syllables: ____	economically Syllables: ____
revolution Syllables: ____ revolutionary ( <i>person</i> ) Syllables: ____	revolutionize Syllables: ____	revolutionary Syllables: ____	X
independence Syllables: ____	X	independent Syllables: ____	independently Syllables: ____

### 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.

- ★ 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?

## Section B: Notes

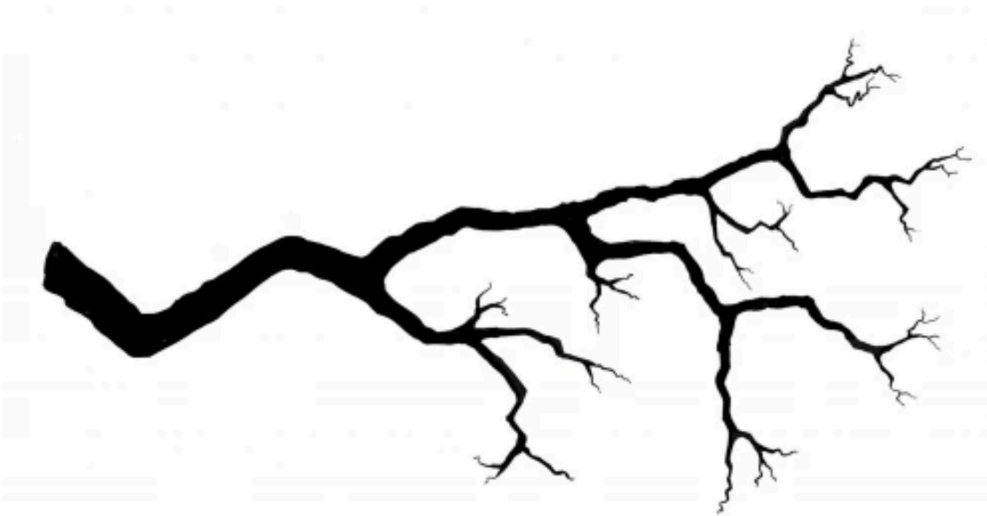
### Preview Vocabulary

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

## "FROM GENERAL TO SPECIFIC"



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 the big idea or concept, and then hear several details or examples. 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

Chldhd:

1772 -

accomplished:

Quick review:

III. MP 3: the musical play

QUESTION FOR NEXT TIME:

## Section C: Song

### 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 Don't Know?
  - a) These three men know Burr \_\_\_\_\_
  - b) Burr thinks they are scary guys \_\_\_\_\_
  - c) Burr respects them \_\_\_\_\_
  - d) Burr is proud to support King George \_\_\_\_\_
  - e) Burr keeps his political beliefs secret \_\_\_\_\_

### Rhymes

A "rhyme" describes 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 · /ɜr/	
Ahead – Dead · /ɛd/	Handle – Financial · /æ/
Place to be – Three – Me · /iy/	Horses – Four sets - Corsets · /ɔr/
College – Knowledge · /ədʒ/	

## 2.8: Write the Rhymes

Write the single word(s) that rhymes with the bold word.

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

## 2.9: 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.

[0:55 – 1:23]

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

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

**B:** [4 or 5] 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 or 5] Fools who run their mouths off wind up dead...

## 2.10: Linking

Mark and pronounce the linking in these phrases.

How did you do it? → How'd ya do it? → / haʊdʒə du<sup>w</sup> ɪt /

How did you graduate so fast? → How'd ya graduate so fast? → / haʊdʒyə /

Don't let them know → Don't let 'em know → / doʊn lɛdəm /

What you're against → Whatcher against → / wʌtʃjər əɡɛnst/

... or what you're for → or whatcher for → / ər wʌtʃjər fo<sup>w</sup>r /

Do you wanna get ahead? → You wanna get ahead? → / wʌnʌ /

## 2.10: Vowels

Fill in the space with the IPA symbol that matches the sound from the song.

Keywords: “green, gray, red, black, olive, blue, floor”

I'm J\_\_\_\_\_hn L\_\_\_\_\_ens in the pl\_\_\_\_\_ce to b\_\_\_\_\_

T\_\_\_\_\_pints a' S\_\_\_\_\_m \_\_\_\_\_dams

but I'm workin' on thr\_\_\_\_\_

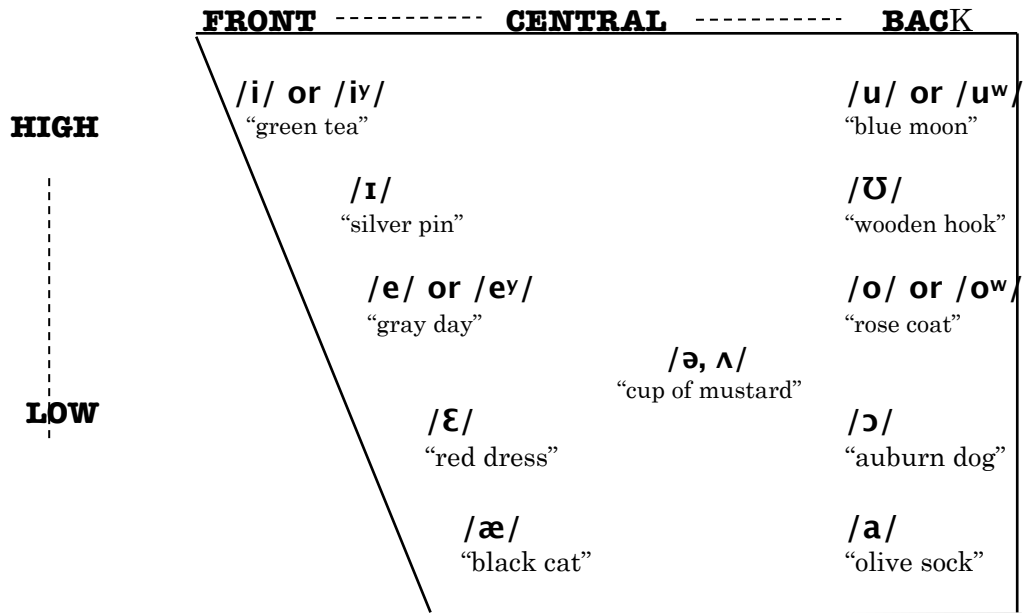
These r\_\_\_\_\_dcoats don't w\_\_\_\_\_nt it with m\_\_\_\_\_

'Cause I will p\_\_\_\_\_p chick-a p\_\_\_\_\_p

these c\_\_\_\_\_ps till I'm fr\_\_\_\_\_

## Section D: Pronunciation and IPA

### 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 /iː – ɪ – eɪ – 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

## 2.12: 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: /e/ and /ɛ/	
eat	it	cane	Ken
read	rid	rain	Ren
seat	sit	pain	pen
seek	sick	Jane	Jen
teak	tick	taste	test
deed	did	bail	bell

### 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:

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

### 2.13: Listen

Listen to your teacher pronounce these words. What sound does the given word have: /ɪ/ or /i/ ? 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: /e/ 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: /e/ 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 _____

## Speaking Practice, Ch. 2

### Part 1: From "Hamilton"

Repeat with the song to memorize the rhythm and pronunciation. When you read, do NOT sing or rap: say it in a normal way. Stress the same syllables as the song.

**H:** You're an orphan - of course! I'm an orphan. God, I wish there was a war.

Then we could prove that we're worth more than anyone bargained for.

**B:** Can I buy you a drink?

**H:** That would be nice.

**B:** While we're talking, let me offer you some free advice.

Talk less. Smile more. Don't let 'em know what you're against or what you're for.

**H:** You can't be serious.

**B:** You want to get ahead? Fools who run their mouths off wind up dead ...

### Part 2, Linking

1. Cats and dogs
2. Sons and daughters
3. Truck or car
4. Truth or dare
5. Goes in
6. How'd you do it?
7. How'd you graduate so fast?
8. Don't let 'em know.
9. See Alex and 'is mother bed-ridden.
10. But 'is mother went quick.

Part 3, IPA. Pronounce these transcriptions. These are NOT ordinary English words.

/mu<sup>w</sup>tʃ /

/ʃɜːl/

/ðɑɪ/

/dʒɪŋ/

/wɛlvər/



## 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:

- |            |          |
|------------|----------|
| 1. /sevn/: | a. seven |
| 2. /sevŋ/: | b. ship  |
| 3. /tʃɪp/: | c. sing  |
| 4. /hevɹ/: | d. hair  |
| 5. /hɜ:/:  | e. her   |
| 6. /ðɪs/:  | f. this  |
| 7. /sɛvn/: | g. chip  |
|            | h. sane  |
|            | i. cheap |
|            | j. sang  |
|            | k. he    |

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!

IPA Transcription:	English word(s):	IPA Transcription:	English word(s):
/grɪvŋ tɪv/		/fɪlɪŋ /	
/ grev deɪ /		/fɪvliŋ/	
/blæk kæt/		/ɪtʃ/	
/ nɪr bɪr/		/ɪvɪtʃ/	
/ tʃeɪvndʒ/		/naɪf/	
/ tʃeɪvndʒɪz /		/pleɪz/	
/ haʊdʒəduːt /		/eɪt/	

## Section E: Public Speaking

### Public Speaking 2.1: Informal Presentation with Notes

In this informal presentation, you will sit in a small group with your classmates and use prepared notes.

Time: about 3 minutes.

**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, and 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, or Introduction:** 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:

The person's name, time they lived, and their big accomplishment

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.

\* \* \* \* \*

## Public Speaking 2.2: Comparison Presentation

Prepare a presentation using an outline form.

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.**

### Planning and Organizing

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

#### **I. Introduction.**

Begin with a greeting and an interesting idea (an Attention-Getter). Then Reveal the Topic – 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. Choose one from the outline form.

#### **II. Body.**

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 the Body with a clear transition. Again, **do not be creative**. A predictable signal helps your audience understand the structure.

#### **III. Conclusion: Thank the audience.**

If you have an interesting last point, like your opinion, you can say it here. Always thank your audience. If you have time, you can invite the audience to ask questions.

### Requirements:

- ➡ Time: between 3 and 5 minutes
- ➡ Outline: Use **one** of the Outline Forms (A or B) to create an Outline
- ➡ 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

## Writing and Using the Outline:

This is the first presentation that requires a formal Outline. You will notice the outline form is very short. You may feel there is not enough room to write all the ideas you needs. Yes, it's true the Outline form is very short. **There is a reason for this!**

A good presenter **does not read the presentation**. Instead, a good presenter makes a connection with the audience and speaks directly and naturally to them. It is important to know exactly what ideas you want to express, and an outline will help with this. An outline will give keywords that remind you of the main point you want to make. An outline will include the exact words of the **most important** sentences, like transitions. However, an outline *must not* be written out like an essay or a paragraph.

Think of an outline as a seed, and the actual presentation – your speaking — as the plant that grows out of that seed.

Of course, you might want to write out every word you plan to say. That's OK. This is called a script. Some speakers like to prepare a script and practice reading. Please do this if it makes you feel comfortable! However, the outline is required, and the script is not.

Please look at the example outline on Page 45.

**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!”**

\* \* \* \* \*

## I. INTRODUCTION

## **Outline B: Block Comparison**

### **I. INTRODUCTION**

**C. Attention Getter:**

**D. Reveal Topic:**

(Use a sentence like, "I'll talk about two topics, \_\_\_\_ and \_\_\_\_.")

**C. Transition: Circle ONE**

"OK, let's start." "Ready? Let's go." "Let's begin."

### **II. BODY**

**A. FIRST TOPIC:**

**B. SECOND TOPIC:**

### **III. CONCLUSION**

**A. Transition: Circle ONE**

"OK, that's all." "I'm out of time now." "That's enough for today."

**B. Interesting Closing Statement / Thank You:**

## 2.14: Read an Outline

Here's an example Outline for a Comparison Presentation.

### I. INTRODUCTION

#### A: Attention Getter:

Who is the worst enemy anyone can have? Know the word "FRENEMY"?  
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: Circle ONE

"OK, let's start." "Ready? Let's go." "Let's begin."

### II. BODY

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

### III. CONCLUSION

#### A. Transition: Circle ONE

"OK, that's all." "I'm out of time now." "That's enough for today."

#### B. Interesting Closing Statement/Thank You:

These frenemies changed ea other + learned from each other.  
Better 2 learn from friends! Don't make friend into a FRENEMY!



## Section F: Ch. 2 Review

Finish the chart with the missing word forms.

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

Complete the review verbally, with a partner.

1. What's the difference between "standing for something" and "falling for something?"
2. Name at least one way Hamilton and Burr were alike.
3. 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.



9. What words are usually reduced in a sentence, and what words are usually NOT reduced?  
Give examples of sentences which use the same words but different reduction - like "I'm going on vacation" compared to "I'm going to take a walk." Which sentence has reduced words, and why?
10. What is the intonation rule for two types of questions?
11. Give examples of linked sounds we heard in the song.
12. What is a rhyme? How is it different from assonance?
13. Name three steps that you may use when presenting a pie chart.
14. Why is an outline quite short, compared to the actual words you will say when you give a presentation?



## Chapter 3: George Washington

### Section A: Warmup

#### 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.

1. I d o n ’t think that’s right. /oʷ/
2. Most people d o n ’t k n o w.
3. Please, d o n ’t drive by yourself.
4. Some people d o n ’t like to be touched.
5. A r e n ’t you going home? /ar/
6. Things a r e n ’t as simple as they used to be.
7. We look alike, but we a r e n ’t related.
8. For the last time - I’m n o t going. /a/
9. This is n o t working.
10. It’s good, but it’s n o t perfect.
11. Do n o t go without without me.
12. I c a n ’t believe you like it. /æ/ **Notice that the final /t/ is reduced**
13. I can dance, but I c a n ’t sing.
14. If we c a n ’t afford a car this year, we just have to wait.
15. Why c a n ’t we use 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.

### 3.4: Plurals

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

Let start — Let's start    /s/   /z/   /ɪz/

In the city — In the cities    /s/   /z/   /ɪz/

Tell me more — Tells me more    /s/   /z/   /ɪz/

A crow nest — A crow's nest    /s/   /z/   /ɪz/

Wash her hair — Washes her hair    /s/   /z/   /ɪz/

You flatter me — That flatters me    /s/   /z/   /ɪz/

Extra shift — Extra shifts    /s/   /z/   /ɪz/

A life work — A life's work    /s/   /z/   /ɪz/

Live a long time — Lives a long time    /s/   /z/   /ɪz/

Say her name — Says her name    /s/   /z/   /ɪz/

Great work of art — Great works of art    /s/   /z/   /ɪz/

Learn quickly — Learns quickly    /s/   /z/   /ɪz/

Crash a car — Crashes a car    /s/   /z/   /ɪz/

## Section B: Notes

### 3.4: 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.

### 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 -

## 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?

## 3.5. 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.

\* \* \* \* \*

### 3.6: Listen and Take Notes

Date:

Topic:

Date:

Topic:



## Section C: Song

**Song:** “*Right Hand Man*,” from the musical “*Hamilton*,” by Lin-Manuel Miranda  
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.

### 3.7: “Right Hand Man” Words, Phrases and Idioms

Don’t memorize this list; use it to help you understand the song.

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!

### 3.8: Listen for Meaning

Listen to the song “Right Hand Man” and answer the questions.

[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.

[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. Why does he accept the job now?

#### 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?

### 3.9: 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

### 3.11: Vocabulary Review

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
/kə · lə · ni/	/ə · kə · nə · mi/
co · lo · nist	e · co · no · mist
/kə · lə · nɪst/	/ə · kə · nə · mɪst/
co · lo · nize	e · co · no · mize
/kə · lə · naɪz/	/ə · kə · nə · maɪz/

#### Group 2:

am · bi · tion
/æm · bɪ · ʃən/
re · vo · lu · tion
/rɛ · və · luː · ʃən/
foun · da · tion
/faʊn · deɪ · ʃən/
re · pu · ta · tion
/rə · pyuː · teɪ · ʃən/

### Task 3.12: Brainstorm “-tion” Words

Can you think of other “-tion” words that follow this pattern? Brainstorm as many as you can in about five minutes. *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.

## 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 nəst/
skittish	/skɪ rəʃ/
seldom	/sɛl dəm/
Verbs: Stress Syllable 2	
precede	/prə sivd/
explode	/ɛks plɔwd/
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 3.13: 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 3.14: 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^/, let’s steal their c/æ/nnons!

### Task 3.15. 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!



## 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/ /huː - zɑːskɪŋ/ /ɪ - tsə blɜːr/ /ə - nɔːrʃən/  /pɑːp tʃɪ - kə pɑːp/ /reɪ - zə kʌpl/

### Task 3.16: 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

\* \* \* \* \*

## Speaking Practice, Ch. 3

### Part 1: From "Hamilton"

Repeat with the song to memorize the rhythm and pronunciation. When you read, do NOT sing or rap: say it in a normal way. Stress the same syllables as the song.

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 and master the element of surprise. I'll rise above my station and organize your  
information until we rise to the occasion of our new nation, sir.

### Part 2, Linking: "---t you" and "---d you."

1. I can't, but you can.
2. It's not your fault.
3. Can't you find them?
4. Doesn't your watch work?
5. Find your glasses.

### Part 3, Word Endings

Let's start ♦ In the cities ♦ Passes the class  
Washes his hair ♦ Works extra shifts ♦ Tells me more  
Thinks too much ♦ Says her name ♦ Colleges and workplaces  
Learns quickly ♦ Crashes a car ♦ Great works of art

### Part 4, IPA: Read the IPA word or phrase aloud. The last one is not English!

1. /pragɾɛs/
2. /ɛvriʏ/
3. /weʏrdʒə goʷ/
4. /bætə daʊn/
5. /aɪm ɡʌnə θɪnkə boʷdɪt/
6. /mɪn pɜːm keʏ/

### IPA Homework 3.1

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. /dəvə <sup>w</sup> rst /	
2. /piʔtsə /	
3. / weʔr/	
4. /aɪskriʔm/	
5. /mɪnɪt/	
6. /dəno <sup>w</sup> /	
7. /gɪvɪ tu <sup>w</sup> əm/	
8. /gɪvɪ tu <sup>w</sup> ɪm/	
9. /waɪndʌp/	
10. /dɪdʒə/	

### IPA Homework 3.2

IPA Transcription:	English word or phrase:
1. /kəmənd /	
2. /kəmən /	
3. /meɪdʒə /	
4. /mɛʒər /	
5. /tru <sup>w</sup> θ/	
6. /tru <sup>w</sup> s/	
7. /sʌðərən/	
8. /skɪrɪʃ /	
9. /brɪdɪʃ /	
10. /kwɛstʃənz/	
11. /səgdʒəstʃənz/	
12. /əkeɪʒən/	

## Section E: Public Speaking

## Public Speaking 3.1: Introductions

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.

A complete presentation Introduction has 6 parts. You are NOT required to use all 6 parts in every Intro. Choose the ones that make sense (or the ones your instructors requires).

**Task 3.11: Listen to the lecture and fill out this form with your own notes.**

### Attention Getter:

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

### Reveal Topic:

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

**Credibility Statement:**

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

**Relevancy Statement:**

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

**Preview:**

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

**First Transition Phrase:**

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

**Review:**

- 1) What parts of an Intro have you used before?
- 2) Does every Intro use all 6 parts?
- 3) What are the most important parts of an Intro?
- 4) If you have very little time, what can you say for an AG?
- 5) What are the keywords used in a Credibility?
- 6) What are the keywords used in a Relevancy?
- 7) What are the keywords used in a Preview?

## Introduction Practice

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.”).

### 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 5-year-old children .

**I. (Attention Getter)**

**II. (Reveal Topic)**

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

**IV.(Preview)**

**V. (First Transition Phrase)**

\* \* \* \* \*



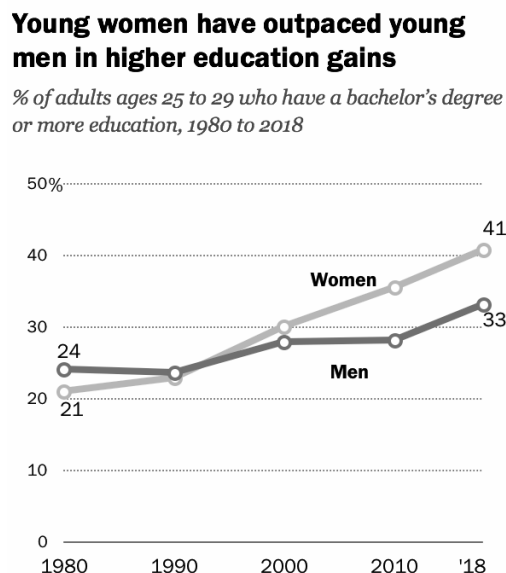
## Public Speaking 3.2: Line Graph

There are specific steps you should follow when presenting a line graph. They are similar to the Pie Chart.

- 1: Title.** State the title of the graph. If the title is hard to understand, paraphrase in an easier way.
- 2: Describe the graph.** State the type of graph - a line graph or bar chart - then state what the axes are (the line across the bottom and the line up the side). Use the sentences:  
“The x-axis represents .... The y-axis represents ...”  
If there is more than one line or color, explain what it represents.
- 3: Explain the main message of the graph in 1 sentence. What is changing? Is it increasing or decreasing?**  
Do NOT give too much information. DO give a one-sentence summary.
- 4) Give reasons.** Tell the audience *why* the chart appears the way it does. Focus on the highest point and lowest point. This is the most difficult part and usually requires research.
- 5) Predict.** Conclude your presentation by making a prediction about the future.

**Assignment:** Give a 4-6 minute presentation on a line graph assigned by your teacher. Plan an Intro with 5 parts, a Body with all the steps above, and a Conclusion. Show the graph to your audience when you speak.

Example: Figure 1.



[https://www.pewsocialtrends.org/2019/10/23/majority-of-americans-say-parents-are-doing-too-much-for-their-young-adult-children/psdt\\_10-23-19\\_youngadults-00-03/](https://www.pewsocialtrends.org/2019/10/23/majority-of-americans-say-parents-are-doing-too-much-for-their-young-adult-children/psdt_10-23-19_youngadults-00-03/)

The next page has an Outline form you can follow.



# Line Graph Presentation Outline

## Cover Page

**Your Name:**

**Title of Graph:**

**Source of Graph:**

Give the complete web address and the name of the organization that created the graph.

**Source(s):**

Give the complete web addresses of your information sources.

## **I. INTRODUCTION**

**A. Attention Getter or Greeting:**

**B. Reveal Topic:** (“Today I’m going to show you ...”)

**C. Credibility Statement:** (How did you learn about this topic?)

**D. Preview:** (“Let’s look at the graph and make a prediction.”)

**Transition:** (“OK, let’s get started” or something similar)

## **II. BODY**

**A. Title:**

**B. Description:**

**C. Explain main message:**

**D. Give reasons:** (Include an example)

**(D. Reasons continued)**

**E. Prediction:**

**Transition:** (“OK, that’s all for now” or something similar)

### **III. CONCLUSION**

**A. Interesting Last Thought:**

**B. Thank audience:**

# THE MATADOR WALK



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**"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 VÁSQUEZ**

*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 F: Ch. 3 Review

1. Name one or more causes of the American Revolution.
2. **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.
3. Explain “retreat” with an example.
4. Explain “abandon ship” with an example.
5. Did you ever *put someone on a pedestal*? Was that a good idea?
6. Explain the idiom *the elephant in the room* with an example.
7. Tell your partner about one time you *rose to the occasion*.
8. When the sounds /t/ and /y/ link, what does it sound like?  
What about /d/ and /y/?
9. How many sections does a Speech Intro have? Name them all.
10. What are the *keywords* for the Credibility; the Relevancy; the Preview?
11. What steps should you follow to present a line graph?

## Chapter 4: Thomas Jefferson

### Section A: Warmup

#### A: Stress Negation Words

Negation words like “don’t, aren’t, not, can’t” are very important! Always say them clearly. Also, notice that just by changing INTONATION you can create a question – the grammar doesn’t always change!

1. I d o n ’t think that’s right. /oʊ/
2. D o n ’t you think so?
3. So you d o n ’t have anything earlier?
4. So, you d o n ’t have anything earlier.
5. A r e n ’t you going home soon? /ar/
6. You a r e n ’t ready yet.
7. You a r e n ’t ready yet?
8. For the last time - I’m n o t going. /a/
9. It’s n o t possible today.
10. It’s n o t possible today?
11. I c a n ’t believe you like this. /æ/  
**Notice that the final /t/ is reduced**
12. We can do this but we c a n ’t do that.
13. You c a n ’t do that?
14. You c a n ’t do that.
15. Sorry, I c a n ’t come right now.
16. I can sing, but I c a n ’t dance.
17. I can cook, but I c a n ’t wash the dishes.
18. You c a n ’t wash the dishes? Why not?

## B: Linking and Reduction in Small Talk

There is a lot of reduction in these very common phrases. Remember that d + y = /dʒ/ and t + y = /tʃ/!

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

## C: Intonation

A question can be CHOICE or YES/NO depending on the intonation. Try asking each of these questions both ways.

1. Do want soup or salad?
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?

## D: Plurals

Work on the /s/, /z/ or /ɪz/ sound at the end of words.

1. Natural resources are priceless.
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.

## E: "-ed" Endings

Circle the sound the "-ed" ending makes.

I want to learn - I've learned /d/ /t/ /ɪd/

I want to observe - I've observed /d/ /t/ /ɪd/

I want to practice - I've practiced /d/ /t/ /ɪd/

I want to live - I've lived /d/ /t/ /ɪd/

I want to try - I've tried /d/ /t/ /ɪd/

I want to introduce - I've introduced /d/ /t/ /ɪd/

I'm tired /d/ /t/ /ɪd/ I'm stretched /d/ /t/ /ɪd/



## Part F: "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

## Dialogue

A: Is your father coming to the gathering this Saturday?

B: No. Neither is my mother.

A: That's too bad. My brother was looking forward to seeing them.

B: Well, they're both a little under the weather.

A: Oh, sorry to hear that. Can I send something or other to cheer them up?

B: Please don't bother. They'll be fine.

## Section B: Notes

### Task 4.1: 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:	/kən flɪkt/	/kən trə dɪk ʃən/
verb:	/kən flɪkt/	/kən trə dɪkt/
adjective:	/kən flɪk təd/	/kən trə dɪk tə ri/

## 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 4.3: 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. Use your own notebook paper.

## 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
8 = VIII	and so on until 20 ...	these, 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 4.4: Listen and Take Notes

Make notes as you listen to the lecture about Thomas Jefferson. 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 4.5: 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

#### 4.6: Listen to song: "What'd I Miss"

<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 4.7: 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.

### 4.8: Linking

Write the long forms of these linked and reduced phrases.

1. “How’dja do it?” \_\_\_\_\_
2. “How’dja graduate so fast?” \_\_\_\_\_
3. “Whatta ya stall for?” \_\_\_\_\_
4. “Why’dja leave?” \_\_\_\_\_
5. “Where’dja go?” \_\_\_\_\_
6. “Who’dja 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	
Example 1: do/did	
why did you	/waɪ dʒə/
where did you	/wɛr dʒə/
who did you	/huː dʒə/
Example 2: have	
should have	/ʃʊdə/
could have	/kʊdə/
would have	/wʊdə/
I have done it	/aɪv dʌnət/

Clarify: “Do” and “have” can both be a helping verb OR a main verb.

Reduce helping verbs

Don't reduce main verbs

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

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

### Task 4.10: 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: Whadjja do instead?

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

B: I prob'ly coulda helped you. Whadda ya working on?

#### Task 4.9: 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. /ʃiɪp /  | ship  | sheep | cheap |
| 3. /piɪs /  | pitch | peach | piece |
| 4. /ʃlɛp /  | slip  | shlep | sleep |
| 5. /spɑɪz / | spies | spaz  | spice |
| 6. /bɛɪð /  | batch | bath  | bathe |
| 7. /bædʒ /  | budge | badge | both  |

#### Task 4.10: 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/   | /maθ/   | /mæθ/   |
| 3) feather | /fetʃər/ | /fɛðər/ | /fɛθər/ |
| 4. father  | /fatʃər/ | /faðər/ | /fæðər/ |

\* \* \* \* \*

## Speaking Practice, Ch. 4

### Part 1: From "Hamilton"

Repeat with the song to memorize the rhythm and pronunciation. When you read, do NOT sing or rap: say it in a normal way. Stress the same syllables as the song.

**Burr:** Treasury Secretary, Washington's the President.

Every American experiment sets a precedent.

Not so fast, someone came along to resist him.

Pissed him off until we had a two-party system.

You haven't met him yet, you haven't had the chance.

**Madison:** Thomas, we are engaged in a battle for our nation's

very soul. Can you get us out of the mess we're in?

Hamilton's new financial plan is nothing less

than government control. I've been fighting for the South

alone. Where have you been? We have to win.

### Part 2. IPA

/afə ðə ɔθə ə drɪŋk/

/ə neɪnʃənt eɪʒən poʊəm/

/ðə poʊəts vlʌrsɪz ən raɪmz/

### Part 3. Word endings

1. We learned, observed and practiced using knives.
2. She introduced it and demonstrated it, then we experienced it.
3. After the group paused, they discussed three ethnicities.
4. The rancher encouraged us to buy cabbages and birds.

## IPA Homework 4

Transcribe the given word using our class IPA. Use the same reduced pronunciation and the song uses.

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

## Section E: Public Speaking

### Public Speaking 4.1: Visual Aids

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 even more than listening. But, you want the audience to concentrate on listening to you! Why do presenters use visual aids like slideshows?

**Some information is 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 help communicate an emotion. Data, especially numbers that change over time, is easier to understand by looking at a graph. Use a slideshow program to organize and share visual information that supports your words.

Your slideshow should only be used to support your words, not to replace them. Don't read from your slideshow. Don't put too many words on a slide. There should be fewer than 15 words per slide. 5-8 words is better.

Also, use 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!

#### Task 4.11: Visual Aid Practice

Using nothing but paper and your own pencils or pens, create an appropriate slideshow for a presentation on one (or more) of these occasions. Use landscape orientation (each image should be more wide than tall). Your slideshow should have:

- ★ An Opening slide
- ★ 2-4 slides for the Body of the Presentation
- ★ A Closing slide with the final message

## Possible Topics:

<ul style="list-style-type: none"> <li>* A presentation at a 50<sup>th</sup> wedding anniversary</li> <li>* A presentation about a new technology (phone, computer, medical treatment ...)</li> <li>* A presentation about the history of the World Cup</li> <li>* A presentation asking the audience to quit smoking</li> <li>* A presentation explaining how to buy a new car</li> </ul>	<ul style="list-style-type: none"> <li>* A presentation announcing your new company, a bakery</li> <li>* A presentation teaching us how to cook a food</li> <li>* A presentation explaining that household cleaners are dangerous for children</li> <li>* A presentation sharing facts about a famous painter</li> <li>* A presentation sharing facts about an endangered animal</li> </ul>
--	---

Your assignment should look something like this:

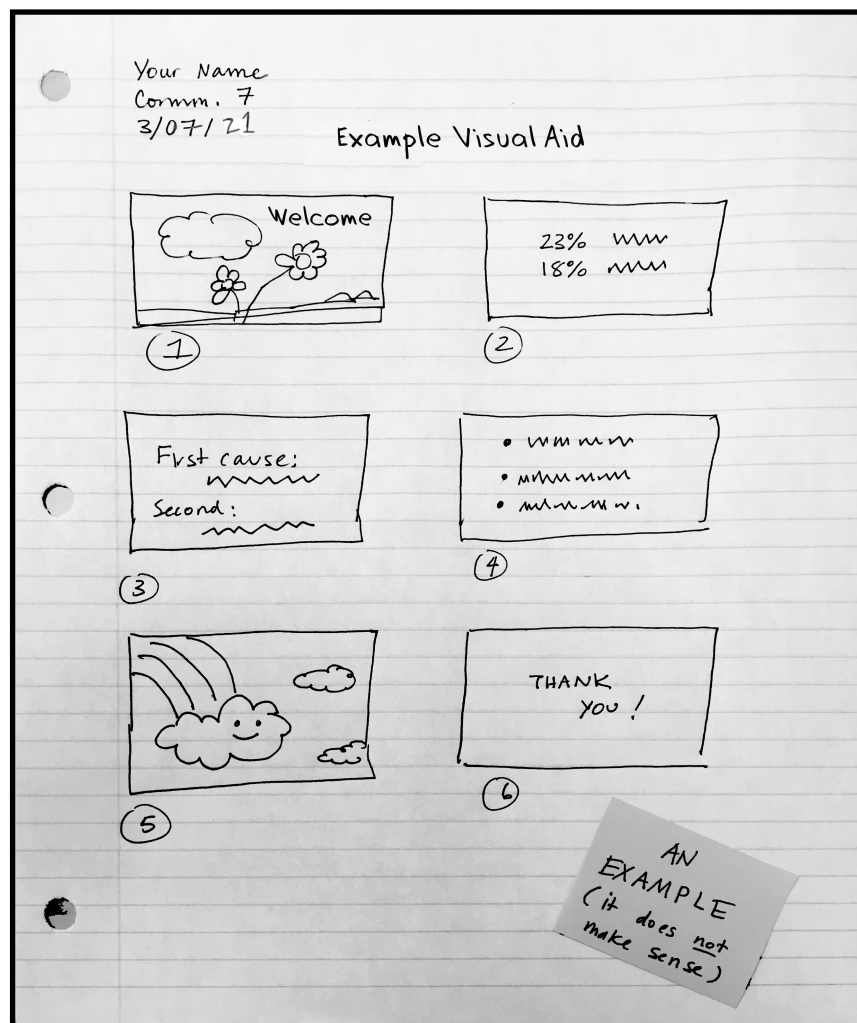


Fig. 1. Example Visual Aid Practice. Ramirez 2021

## Task 4.12: Watch an Example Presentation

Watch the Example Presentation that your instructor shares with you.

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.

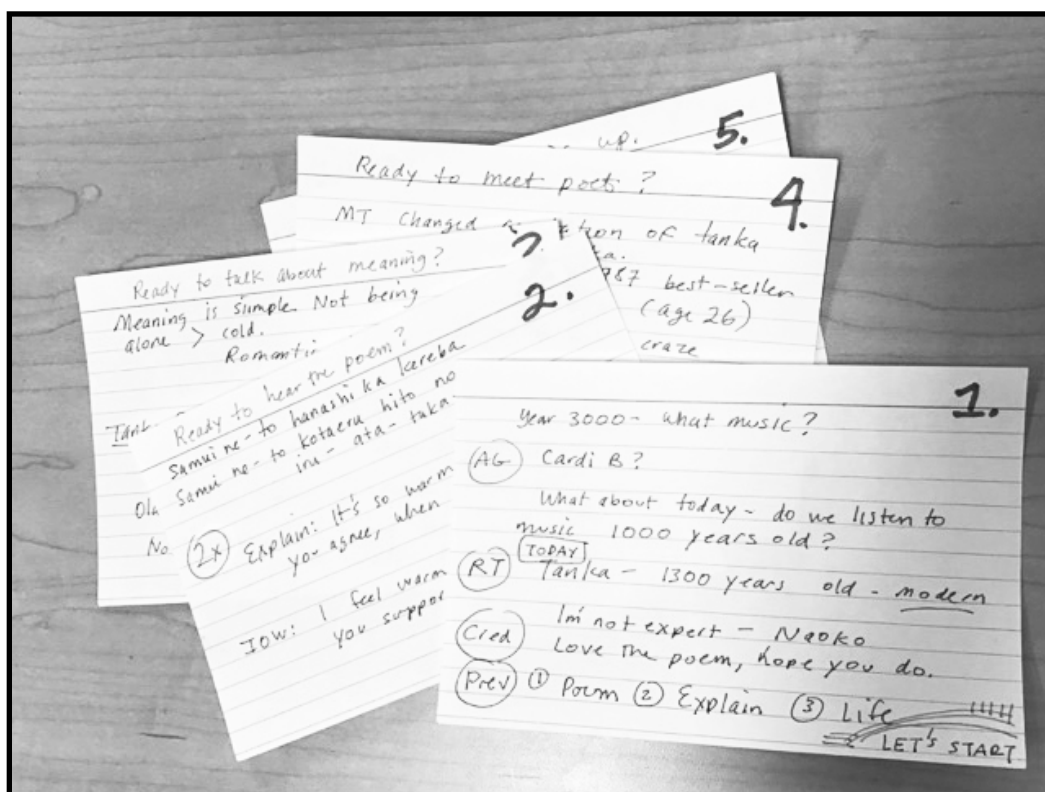


Fig. 2. Cards for Poetry Presentation. Ramirez 2021

\* \* \* \* \*



## Public Speaking 4.2: Poetry Presentation

### Present a Poem and Talk About the Poet

#### REQUIREMENTS:

This presentation will be 5-7 minutes long. You will share song lyrics or a poem with the class. The song or poem may be in any language and from any time period.

You must use a simple slide show this speech. You must include AT LEAST 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. You **MUST** give a source for every picture you use.

You must submit a formal Outline for this presentation, including a Cover Page. Use the template file your instructor shares. You may write by hand or type; both are equally good.

#### DUE DATES:

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

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

The Slideshow is due: \_\_\_\_\_

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

## ORGANIZATION:

<b>Introduction:</b>	Must include 5 points of a complete Introduction. You may choose EITHER a "Credibility" OR a "Relevancy" - you are not required to give both.
<b>Body:</b>	<p><b>All Poetry Presentations must include three points:</b></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> This may include: 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? What is the structure of the poem? What are the sounds of the poem - stress, rhyme, assonance?</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>
<b>Conclusion:</b>	Give a short summary and an interesting last thought.

The next few pages provide a template to fill out for a formal Outline.

# Poetry Presentation Outline

## Cover Page

**Name:**

**Specific Purpose of Speech:**

**Central Idea:**

**Supporting Materials:**

**1. Source(s):** What source did you use to find your poem and facts about the poet?

**2. Visual Aid(s):** Give the source for each and picture.

(Give the full web address. Don't just say "Google"!)

## I. INTRODUCTION

A. AG:

B. RT:

C. Credibility / Relevancy:

D. Preview:

**Transition:** (“OK, let’s get started” or something similar)

## II. BODY

**A: MAIN POINT 1.** Your first MAIN POINT goes here. It MUST be one complete sentence.

---

1.

2.

**B: MAIN POINT 2.** Your second MAIN POINT goes here. Follow the same style that you used for the first one and write a complete sentence.

---

1.

2.

**C: MAIN POINT 3.** Your last MAIN POINT goes here. Follow the same style that you used for the first one and write a complete sentence.

---

1.

2.

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

### **III. CONCLUSION - Your reason for choosing the poem may go here**

**A: (Summary Statement)**

**B: (Memorable Closing Statement)**

## Section F: Ch. 4 Review

- 1) Name three things Jefferson was proud of.
- 2) Name two things he was NOT proud of.
- 3) Where was Jefferson during the Revolutionary War?
- 4) What did Jefferson and Hamilton disagree about?
- 5) What are the six sections of a complete Introduction?
- 6) Should you always use **all** six sections?
- 7) What is the purpose of a slideshow?
- 8) What specific information belongs on a slideshow?
- 9) How many words should appear on a slide?
- 10) What does “landscape orientation” mean?
- 11) Pronounce the words “poem, poet, poetry.” What does each mean?
- 12) What is a cover sheet?

13) What is a “main point sentence”?

14) Do you write a main point sentence on the outline?

15) Why should every main point sentence use similar words?

16) How is the AG for a long presentation (or a speech) different than for a short presentation?

17) What are the last words you should say to that audience after every presentation?



## Chapter 5: Conflict in Washington's Cabinet

### Section A: Warmup

#### Task 5.1: 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 5.2: Disagreement

Work in pairs. "A" speaker: Use "yes/no" intonation on the tag questions. "B" speaker: use rising intonation on your answer to show the idea is incomplete. Complete the sentence with your own response. Try responses that are MORE polite or MORE relaxed.

1. A: I wish classes started earlier, don't you?  
B: Well ...
2. A: Video games are a waste of time, don't you think?  
B: Actually ....
3. A: I love energy drinks. And they're really good for you.  
B: Ummmmm ...

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

B: Well ...

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

B: Actually ...

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

B: Let's check that ...

### Task 5.3: 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 eating 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*

### Task 5.4: Tricky Sounds, Linking and Reduction: Mixed Sentences

1. They'll wait a while.	10. I had had a pet fish.
2. That hurts my hair.	11. What do you do?
3. That hurts her hair.	12. She had had a heart problem.
4. low blood pressure	13. She's had a heart problem.
5. heart attack	14. I can see him.
6. That's health food.	15. I can't see him.
7. That's healthy food.	16. Can you go now or later?
8. Not everyone can.	17. Did you say now or later?
9. Several people can't.	18. Turns it on and off.
10. I've considered them all.	19. I've heard it said.
11. They said his name.	20. We've stretched and practiced.
12. Read the ancient rhymes.	21. They've surveyed some places.

## Section B: Notes

### Task 5.5: 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 5.6: 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.

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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?”)

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

**Task 5.7: Form a team to give the final presentation as a group. Write a proposal and begin your research.**

# Team Presentation Proposal

Our Team's Name: \_\_\_\_\_

**Team members:**

## Team Roles:

Our Leader is: \_\_\_\_\_

This person has everyone's contact information, sets the deadlines, and sends emails to everyone

Our Visual Designer is: \_\_\_\_\_

This person will collect the visual aid from each person and put them together in a slideshow

## Specific Roles:

Sub-Topic	Person
Explain the problem	
Explain the results of the problem	
Explain the causes of the problem	
Offer solutions	

**We want to research these topics:**

1)

2)

3)



## 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

(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 5.8: 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 5.9: 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

### Speaking Practice, Chapter 5

#### Part 1: From “Hamilton”

**Repeat with the song to memorize the rhythm and pronunciation. When you read, do NOT sing or rap: say it in a normal way. Stress the same syllables as the song.**

**W:** You wanna pull yourself together?

**H:** I’m sorry, these Virginians are birds of a feather.

**W:** Young man, I’m from Virginia, so watch your mouth!

**H:** So we let Congress get held hostage by the South?

**W:** You need the votes –

**H:** No, we need bold strokes. We need this plan –

**W:** No, you need to convince more folks!

**H:** James Madison won’t talk to me, that’s a nonstarter.

**W:** Winning was easy, young man. Governing’s harder.

#### Part 2: Stress, Linking and Intonation

1. She had had a heart problem.
2. She’s had a heart problem.
3. I can see him.
4. I can’t see him.
5. Can you go now or later?
6. Did you say now or later?
7. Turn it on and off.

Part 3: IPA. Read the exact sounds. The last one is not English!

- a. /teʏ kə breʏk/
- b. /an ðə ɛdʒ/
- c. /gɪ vɪ tuːw yə faðə/
- d. /bə dzʌ və fɛðə/
- e. /ðə əliy bæd ɡets ðə wə:m/
- f. /dʒaʊbaɪs/

#### Part 4: Linking and Reduction

- |                             |                           |
|-----------------------------|---------------------------|
| 1. but you /bʌʃ yuː/        | I can't, but you can      |
| 2. not your /nɒʃ yər/       | It's not your fault.      |
| 3. can't you /kænʃ yʌ/      | Can't you find them?      |
| 4. doesn't your /dʌznʃ yər/ | Doesn't your watch work?  |
| 5. said yes /seɪdʒes/       | She said yes, I think.    |
| 6. find- your /faɪndʒyər/   | Find your glasses.        |
| 7. heard you /hɜːdʒə/       | I heard you were leaving. |
| 8. don't you /dɒnʃ yə/      | Why don't you ask?        |

\* \* \* \* \*

## IPA Homework 5

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

1	IPA:	English:
2	/æ lə baʊt/	
3	/teykə waɪl/	
4	/klaktaʊər/	
5	/mækænɪkəl pɛnsəl/	
6	/gʊd mɛməri/	
7	/səplaɪ zafɪsɪz/	
8	/kreʊziˈdeɪz/	

## SECTION E: PUBLIC SPEAKING

### Public Speaking 5.1: Impromptu Graph Presentation

Remember the steps for presenting a line graph?

- 1: Title.** State the title of the graph. If the title is hard to understand, paraphrase in an easier way.
- 2: Describe the graph.** State the type of graph - a line graph or bar chart - then state what the axes are (the line across the bottom and the line up the side). Use the sentences:  
“The x-axis represents .... The y-axis represents ...”  
If there is more than one line or color, explain what it represents.
- 3: Explain the main message of the graph in 1 sentence.** What is changing? Is it increasing or decreasing? Do NOT give too much information. DO give a one-sentence summary.
- 4) Give reasons.** Tell the audience *why* the chart appears the way it does. Focus on the highest point and lowest point. This is the most difficult part and usually requires research.
- 5) Predict.** Conclude your presentation by making a prediction about the future.

Practice these steps with graphs your instructor gives you. Take 10 minutes to prepare, then present your graph to a classmate. You may have a pie chart as well. Be flexible!

You do not need a full Intro or Conclusion for this Impromptu, but by now you should have some good Presenter habits: Begin with a greeting or question, and end by thanking the audience.

# Impromptu Notes 1

**A: Title:**

**B. Description:**

**C. Explain main message:**

**D. Give reasons:** (Include an example)

**E. Prediction:**



## Impromptu Notes 2

**A: Title:**

**B. Description:**

**C. Explain main message:**

**D. Give reasons:** (Include an example)

**E. Prediction:**

## Public Speaking 5.2: Group Presentation

- \* Form groups and choose topic: due \_\_\_\_\_
- \* Turn in Proposal: due \_\_\_\_\_
- \* Turn in Outlines and Visual Aids: due \_\_\_\_\_
- \* Give Presentation to the class: due \_\_\_\_\_

Time: 12-16 minutes total

Every member should include a graph

Every member must speak!

All presentations must include the sections below. “Causes” and “Consequences” may go in any order. Every speaker must include one graph and cite the source in the outline. Include the source – the title and full web address – of every visual aid on the screen.

As you change from one speaker to the next, be sure to introduce the next speaker and thank the person who introduced you.

All speakers should respond to questions at the end of the presentation.

### 1: Prove the Problem Exists

Explain the background of your chosen problem. DEFINE the problem. You might include information like: when did the problem begin? How large is the problem? How many people are involved? What countries or parts of the world are affected? What are current laws and regulations? Have there been big changes recently? Assume that the audience doesn’t know anything about this topic. Educate them.

### 2 or 3: Causes of the Problem

Why is the problem happening? Put the MOST IMPORTANT cause LAST. A brainstorm is VERY helpful – please create one before you plan. You won’t include all causes, but it helps if you can SEE many causes and choose the most interesting.

### 2 or 3: Consequences or Results of the Problem

Typically, go from least important to most important results. Use simple present tense for facts (what is still true) and past tense for examples of experiences and things that are no longer true. Use present perfect for changes that began in the past and are still happening.

### 4: Solutions to the Problem

Speak for about as long as other speakers. Include a summary of the speakers before you. Solutions may be your group’s original ideas, or from research. If your solutions are your own creative thoughts – tell us that your group is the source! Use words like “We think ...” or “We believe ...” Again, mention more than one possible solution, but discuss the BEST solution LAST.

\* \* \* \* \*

