

Speaking II



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Unit 1: I Have a Dream

Expressing Wishes and Regrets

1.1. Wishes

Look at the pictures below. What do you think the people in them might be thinking?

Copy meanings into words upper p.95

1.2. Conflicting wishes

Example: A has a car; B doesn't have a car

A: I wish I had a car.

B: Really? Why's that?

A: Well, if I had a car, I wouldn't spend all my time waiting for buses.

B: Well, frankly, I wish I didn't have a car.

A: Really? Why's that?

B: Because if I didn't have a car, I wouldn't have to take the children to school at seven every morning.

Situational practice

Work in pairs. Have similar conversations, based on the situations below.

1. A doesn't have a telephone; B has a telephone.
2. A doesn't work in Jakarta; B works in Jakarta.
3. A's children go to boarding school; B's children don't go to boarding school.
4. A's mother hardly ever visits him; B's mother often visits him.
5. A isn't famous; B is famous.

1.3. Regrets

James didn't know much about the stock market when he invested all his savings in silver. Shortly afterwards, silver collapsed and he lost all his money. He decided to 'borrow' some money from his company's safe, and use it to win back what he had lost. He knew that he would have to return the money he had taken before the company's accounts were checked on Friday afternoon. On Wednesday evening he took the money to the Casino and lost it all. On Thursday, in desperation, he asked his bank manager for a loan, but the bank manager refused. So when the accounts were checked on Friday, the loss was noticed, and James was arrested for embezzlement. He is now awaiting trial ...

1. James regrets not finding out about the stock market before investing his savings.
What other things does he regret doing/not doing?
2. James: "I wish I'd known more about the stock market. If I'd known more about the stock market, I would never have invested my savings in silver."
What else might he say?

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1.4. Discussions

1. Read the following wishes and select five things you would wish for most. What you wish for will turn out to be as what you wanted. Discuss your decisions in small groups.

- | | |
|--|---|
| 1. to deeply love a person who deeply loves me. | 8. to understand the meaning of life. |
| 2. for there to be peace on earth, and no more war. | 9. to be able to read people's minds. |
| 3. to have the talent and ability to succeed at anything I choose. | 10. to be able to be invisible. |
| 4. to be recognized as the best at something. | 11. to live as long as I want. |
| 5. for there to be a clean environment, free from pollution. | 12. to have a lot of children. |
| 6. to be able to travel in time. | 13. to be able to take revenge on my enemies. |
| 7. to be very attractive and youthful all my life. | 14. to be able to change appearance, age, sex and race whenever I want. |
| | 15. to be reincarnated with all my memories. |

2. Discuss the following questions with a partner and then tell your answers/opinions/experiences to the class.

Regrets I have a few, but then again too few to mention

1. If your life were on a videotape and you could go back and edit parts cut, what parts would you change?
2. Is there anyone's advice that you regret having or not having taken?
3. Is there anyone who you wish you had never met? Which person from your past would you most like to see again?
4. Yeats, an Irish poet, wrote:

*One looks back to one's youth as to a cup that a madman,
dying of thirst, left half-tasted.*

Will this be the case when you are old (i.e. that you will feel that you didn't take all the opportunities that you should have done)? Are you satisfied with your life? do you feel you have (and need to have) a purpose? Do you set yourself goals? Do you think you make good use of your time?

Unit 2: Entertainment's Corner

Expressing Likes and Dislikes

2.1. Language Notes

1. Active and passive gerund forms

I enjoy **swimming**.

I'm fond of **going** to the opera.

I love people **inviting** me to parties.

I love **being** invited to parties

She doesn't like people **pulling** her hair.

She doesn't like **having** her hair **pulled**.

2. 'Prefer'

Which do you prefer, **eating** at home or **eating** in restaurants?

I prefer **eating** in restaurants.

I prefer **eating** in restaurants **to eating** at home.

3. 'Like doing' and 'like to do'

I like **eating** caviar.

I like **to have** a good breakfast in the morning.

4. Vocabulary

'like' and 'dislike' verbs

copy of meanings intermediate p 79

The sentences below show some of the film star's other likes and dislikes. Change them using either **being** or **having**.

1. I hate people telephoning me early in the morning.
2. I love people taking my photograph.
3. I don't mind journalists following me about.
4. I love people bringing my breakfast to me in bed.
5. I adore people giving me expensive presents.

Situational practice

Sample conversation showing likes/dislikes:

A: How do you feel if someone tickles you?

B: I hate people tickling me.

A: Really? I don't mind being tickled.

A: How do you feel if someone admires your clothes?

B: I love people admiring my clothes.

A: Yes, I like having my clothes admired too.

Work with a partner. Have similar conversations. How do you feel if someone:

- | | |
|--------------------------|----------------------------|
| 1. interrupts you? | 5. takes your temperature? |
| 2. twists your arm? | 6. laughs at you? |
| 3. compliments you? | 7. corrects your English? |
| 4. tells you what to do? | 8. scratches your back? |

2.2. Agree/disagree with someone's likes/dislikes

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copy of CEL p 87

2.3. Discussions

1. How many times have you been to the movies this month?
2. Which film do you think has the best special effects?
3. Which film do you think has the best music?
4. What is the best movie that you have ever seen?
5. What is the worst movie you have seen?
6. Who is your favorite actor/actress? Why do you like him/her so much?
7. Are videos more popular than movies in your country?
8. Have you ever seen a foreign movie?
9. Which country produces the best movies?

10. If someone made a film about your life, who would you cast in the starring role?

2.4. Activity

Work in groups. Find out from each other what you really like and dislike doing.

Talk about your favorite activities, and also things you particularly dislike.

Ask about:

- travel
- eating out
- parties
- clothes
- when it's raining
- in class
- when you're alone
- lecturers

Unit 3: Find Me a Date!
Describing Personal Appearance

3.1. Describing Appearance: Review

copy of meanings into words upper p 10

Situational practice

Look at the three pictures below. Make comments about them.

Copy of meaning into words upper p 11

3.2. Discussions

1. First Impressions

Fact: People form 90% of their opinion of someone in the first 90 seconds.

What conclusions can you draw from the following information?

- a. A man who wears an earring in one ear.
- b. A woman with an earring in her nose.
- c. A man with a beard or moustache.
- d. A woman who wears heavy make-up.
- e. A 60-year-old man with long hair.
- f. Someone who wears lots of jewelry.
- g. Someone who is always laughing.
- h. Someone who bites their nails.
- i. Someone who has tattoos.
- j. Someone with red hair.

2. Beauty and the Beast

Copy discussions a-z intermediate p. 9

1. Do you think this proverb is true or are there certain norms of beauty?
2. Are we born with an innate sense of beauty or do we acquire it?
3. Is physical attractiveness easier to identify and more important in women or men? Is beauty only a physical quality?
4. Do most people overestimate or underestimate their own beauty?
5. What influence does someone's physical appearance have on their personality? And vice versa?

Which of the following do you agree with?

If you're good-looking you're more likely to:

6. have a pleasant personality and have more friends.
7. be treated more leniently if you're in the wrong.
8. get a job with a higher status.
9. find a partner and get married.
10. be generally happier.

Interesting facts

- University professors often give good-looking girls better marks in exams; male students tend to overestimate the intellectual qualities of pretty female students.
- In court cases attractive people get lighter sentences, unless they made conscious use of their beauty to get their own ends, in which case they might be more severely punished.
- Attractive people are seen by others as having a better personality, higher status, more likelihood of getting married, and being happier.
- Beautiful girls rarely become scientists, they tend to choose subjects such as languages, law and medicine.
- Women who have beautiful bodies often have less self-confidence — they worry too much about keeping their body perfect.
- Short men are less likely to get jobs than tall men and they receive lower starting salaries. In US presidential elections, the taller candidate nearly always wins. There may even be a connection between height and intelligence, as it seems that the same genes are involved in both aspects.

3.3. Activity: Find Me a Date!

When you decided to get married, what qualities do you count? Must she/he be young and good-looking? Have a job? Wealthy? Kind? Intelligent? Tall?

Fill out the form below and find your date among your classmates. Half the class will be males and the other half will be females. Make sure you find whom you're looking for, the one that meets all/almost all of your requirements.

| | | |
|---------------------------|---|-------|
| Name | : | |
| Age | : | |
| Occupation | : | |
| Income | : | |
| Positive things about me: | | |
| I need a date who | : | |
| | | |

Try to discuss about a marriage life with your date. Finally both of you agree to get married. Make your wedding invitation and bring it to the class to do the activity in Unit 4.

Unit 4: What a Wonderful Wedding!

Making, Accepting and Declining Invitations

4.1. Language Notes

| | Making an Invitation | Accepting | Declining |
|--|---|----------------------------|--|
| More formal  Less formal | I'd like to invite you to dinner this Saturday. | Thank you. I'd love to. | I'm awfully sorry, but I have other plans. |
| | I'd like to invite you to a party next Friday. | That would be wonderful. | I wish I could, but |
| | I was wondering if you'd like to | Yes, thank you. What time? | I'd really like to, but |
| | We're going to have a few friends over on Wednesday, and we'd love you to come. | That would be great. | |
| | Are you free on Saturday? Would you like to | Thanks. I'd love to. | Sorry. I've already made plans for Saturday. |
| | How about dinner? | Sounds great. | Oh darn! Have to |
| | How about coffee? | OK. | |
| | Let's go to our place for a drink. | All right. | |

Situational practice _____

Copy CEL p.22

4.2. Discussions

1. Bring your wedding invitation (assignment of Unit 3) to the class. With your partner, discuss the following:
 - a. Do you make a special agreement between you and your partner? (e.g. how to take care of the children, how to clean the house etc)
 - b. If both you and your partner have your own income, how will you arrange the money?
 - c. What if your husband asks you to quit working soon after the wedding? Shall you insist on keeping the work? Or give it up? Why?
2. With your partner, show your wedding invitations and present the details of your wedding party in front of the class. Try to invite as many people as you can to come to your party. Remember, everyone can only go to one wedding party.

4.3. Activity

1. You have chosen to come to one of the wedding party, and you are there now. Be in the same group with the persons who also choose the same party. You don't know anyone, so you are going to find new friends. Find as many friends as you can and report to the class their personal information (e.g. name, address, workplace, etc).
2. Among the new friends that you just made, there is one that attracts you the most. Tell the class about him/her.

Unit 5: Family and People

Expressing Argument

5.1. Language notes

Family and friends often argue about many things. Of course the discussions are between the family members and will be much less formal than a radio program or a public meeting. The language functions will include:

breaking into a conversation

If you'd let me get a word in
edgeways I'd
If you'd only listen to me
Shut up, Janet, while I finish
That's nonsense/stupid/ridiculous!

making suggestions

What about
Why don't we
We could always
I've got a marvelous/great idea; we
could
Listen, let's ...

calming the argument

Listen, please, all of you
Don't get upset/angry!
Keep your hair on!

refusing suggestions

It's out of the question to
Of course we couldn't
What a ridiculous idea
It'd be a complete waste to
.....

arguing without hurting the other person's feeling

I know | how you feel, | but
| what you mean, |
I know it must be difficult to accept that
I see your point of view, of course, but

raising objections or difficulties

It's all very well to say, but
It's not as easy as all that, if we, it means that
Yes, but look, | Janet, | that would involve
| Bill, |
Yes, but on the other hand,

Whose Career?

JANET ANDERSON — 25 years old. Qualified architect with London Design — a small group of successful architects specializing in public buildings, schools and hospitals. Loves her work and is good at it. promises to become an original architect. Financial prospects good.

BILL THOMAS — 26 years old. Sales executive in a company electronic equipment. Enjoys sport, especially tennis and football. Good career prospects if he will accept a lot of travel — including periods abroad.

They have known each other for 3 years. They want to get married and later have 2 or 3 children. Unfortunately their careers don't fit very well, especially as Bill's boss offered him promotion to be a Sales Manager in Singapore office. How would they solve the problem? Present some possibilities for Janet and Bill, then pick the one that fits them the best.

5.2. Discussions

A Royal Family

Ten years ago, a beautiful but shy 18-year-old woman went on a blind date with a prince. A friend of the prince saw Lady Anna shopping in a famous department store. He told the prince about her and arranged the blind date. When Lady Anna met Prince Giles, it was love at first sight. They fell in love and had a whirlwind romance. After going out for just one month, they decided to get engaged. They got married in the summer.

Five years after the wedding day, their dream marriage has become a royal nightmare. Soon after the wedding day, they fell out of love. Anna liked disco dancing and shopping. But Giles liked hunting, fishing and long conversations about politics. They didn't spend much time together, he always away from home on royal visits. The age difference was also a problem. He was 15 years older than her. They both wanted different things.

The Queen was happy when they had two children. Princess Anna was happy too until she heard some terrible news. At first it was too fantastic to believe. Prince Giles had a lover: an ex-girlfriend called Pamela Barker. The prince was having an affair! But the incredible thing was that the prince had rejected the most beautiful woman in the world for a plain married woman who was 15 years older than Princess Anna. The royal couple separated immediately. They are now considering divorce. Many people are wondering who will get the custody of the children.

But why did it all go wrong? Some people say that they were never happy. Perhaps it was an arranged marriage instead of a love-match. The queen might have ordered Prince Giles to get married and have children immediately. Other people blame Princess Anna. They think that she was too young to be a responsible wife and mother. They say that after their separation, she has also had a love affair with an army officer. Will we ever know the true story of the pain of the princess?

In your group, discuss:

1. Who do you sympathize with (feel sorry for) — Prince Giles or Princess Anna?
Why?
2. What should happen to the royal family?
3. If they finally decided to divorce, who will get the custody of the children?
4. What is the best solution of their problem?

5.3. Activity

Interview one of your classmates about the following questions. Try to get very detailed information from them.

1. What are some unusual things about your family? What makes your family typical?
2. Do you think it is better to be part of a large family or a small one? Why?

3. Is it better for a family to have a working mother or a mother who stays at home with the children?
4. What is the best way to punish a child? How were you punished as a child?
5. Are there any forms of punishment that you would never implement?
6. What kinds of toys would you prefer your child to play with? Are there any toys that you would not permit your child to play with?
7. Do you think little girls and little boys should be treated differently?
8. Do you think it is easier to be a father or a mother? Who do you think should be the head of the family?
9. Do you think grandparents have a positive or negative effect on the youngsters in a household?
10. Would you take in your aging father or mother?

Unit 6: Occupation and Work

Promoting Good Qualities of Oneself

6.1. Language Notes

1. Gerunds; short responses

| Statements | Agree | Disagree |
|----------------------------------|--------------------|----------------|
| I like driving. | So do I. | Oh, I don't. |
| I hate working on weekends. | Really? I like it. | So do I. |
| I'm good at using computers. | Gee, I'm not. | So am I. |
| I don't mind working evenings. | Well, I do. | Neither do I. |
| I'm not good at writing reports. | I am! | Neither am I. |
| I can't stand making mistakes. | Oh, I don't mind. | Neither can I. |

Other verbs or phrases followed by gerunds: love, enjoy, be interested in.

2. Clauses with because

I'd make a good journalist because I love writing.
I wouldn't want to be a teacher because I'm too impatient.
I could be a teacher because I'm very creative.
I could never be a stockbroker because I'm not good at making decisions quickly.

Situational practice

Are you good at
communicating with people?
remembering names?
solving problems?
making decisions quickly?

Do you
have any special skills?
have any experience?
have any special certificates or diplomas?
speak any foreign languages?

Do you like
traveling?
commuting?
working evenings?

1. What are your skills and job preferences? Take turns asking questions like those in the callouts and others of your own.
2. Prepare a personal job profile. Write down your name, skills and job preferences. Then compare profiles with your classmates. Make suggestions for possible jobs.

6.2. Discussions

1. What is work?

'I suppose I have a really loose interpretation of 'work', because I think that just being alive is so much work at something you don't always want to do.' (Andy Warhol)

- a. Apart from school or your job, what else do you consider to be work?
- b. Are these 'real' jobs: housewife, monarch, novelist, pop star, priest?
- c. If the salary were the same, which job would you like to do: actor/actress, archaeologist, astronomer, chef, fashion designer, fortune teller, musician, research scientist, tourist operator?
- d. If you had enough money never to have to work again, would you stop working? What would you do instead?

2. Which job?

Copy discussion a-z intermediate p 45

- a. Which is the easiest job? baby-sitter, dentist, footballer, teacher
- b. The most boring? car park attendant, assembly line worker, shepherd, window cleaner
- c. The most tiring? doctor, farmer, miner, top model
- d. The most useful? journalist, market researcher, nurse, postman
- e. The worst? grave digger, prison warder, soldier, toilet cleaner

3. Dirty jobs?

Which of these organizations would you work for if you had little or no alternative?

Rank them from 1 - 6 (1 is the job that you prefer most).

- a. A pharmaceutical company which tests its beauty products on animals.
- b. A multinational which trades with the governments of politically oppressed people.
- c. An arms producer or a company whose products can be used for military purposes.
- d. A fast food chain that opens 'restaurants' in beautiful squares in the old quarters of towns.
- e. A nuclear power station.
- f. A tobacco company.

How honest were you in answering these questions? If you had no other opportunities for getting a job, is there no way you would reconsider? How much is one really contributing to the problem by working for such companies?

6.3. Activity

You are an unmarried, male, 22-year-old immigrant to the United States. You were a taxicab driver in your country, and you came to the United States five months ago to get a better job. However, it is very difficult to find a good job because you don't have a university degree and your English is not good.

You are studying English three times a week at night in an adult school near your apartment. However, life is expensive! You are spending about \$1200 a month

(for a very cheap apartment, cheap food, cheap clothes, and so on), and the \$6000 you brought with you is almost gone.

You must get a job this week (you just got your Green Card). There are some jobs listed on the newspaper today.

copy can't stop talking p 24 ads

Which of the jobs that you would like to apply? Why? Are you capable enough to do the jobs? In the class, find other participants that also apply for the same jobs as you. Make a group with them, and then discuss who will be the most suitable person to fill in the position. Of course you have to promote your good qualities to win the job.

Unit 7: Neighborhood and Places

Giving Directions, Describing Favorite Places

7.1. Giving Directions: Review

copy meanings into intermediate p 26

7.2. Language Notes

1. Prepositions of direction

in (to), out of;
on (to), off;
up to, towards, away from;
up, down;
along, through, between;
across, round, past, over, under.

2. Expressing sequence in giving instructions

First you put a paper cup under the tap. **After that you** put your money in the machine, **and then you** press the button ...

3. Expressions for giving street directions

Turn **left/right**.
Take the first turning **on your left/on your right**.

Keep/go straight on along this road.

Situational practice _____

copy of meanings into intermediate p 23 where do they go

7.3. Discussions

copy headway pre-in p 35

7.4. Activity

Conduct a survey based on the following case. Ask your classmates' opinions on the case and how they will respond to it. Later, you have to present the result in front of the class.

A young woman, called Kitty Genovese, was walking along the streets of a middle-class neighborhood in New York at 3.00 am, when she was attacked. She screamed for help and managed to escape. A few minutes later her assailant caught her again and she continued screaming for half an hour whilst 38 neighbors watched transfixed from their windows and did nothing. They didn't even call the police. Kitty died of multiple stab wounds.

In another town in America, a man went to a garage sale and

1. Which seems to be the strangest story — Kitty Genovese's or the man returning the money?
2. What do you think? True or False? People did nothing to help Kitty because they:
 - a. prefer to protect themselves rather than get involved and risk being killed.
 - b. no longer have a group or tribal feeling which binds them together — we are all too individual and we always put ourselves first.
 - c. convince themselves that there are already institutions in cities to deal with this kind of problem; they don't need to intervene because the police will intervene for them.
 - d. basically selfish and just don't care about other people.

The man returned the box because:

- e. he was a noble altruist.
 - f. he was simply afraid he might have been caught.
3. What would you do in the following situations?
 - a. You see someone suspicious hanging around outside a neighbor's house.
 - b. You see a teenager stealing some sweets from a shop. And if it was a little old lady?
 - c. You see someone of a different color skin being beaten up by four or you color skin.
 - d. You see a mother violently beating her screaming child.

- e. You see some children teasing and taunting another child.

Unit 8: Unusual Telling Personal Experiences

8.1. Presentation

copy meanings intermediate p. 31

1. The pictures show seven periods in Geoffrey's life. Look at the arrows above the pictures. What events does each point to?
2. The arrows below the pictures show other events in his life. in group, ask and answer questions about when each happened.

Example: A: When did he meet Angeline?

B: He met her before he became a captain.

C: He met her after he went to college.

D: He met her while he was at college.

Situational practice _____

at 6 p.m. at Easter
on Sunday evening on 6 July
in 1960 in September in the autumn in
Roman times
last Monday yesterday five years ago

4. Simple Past Passive

They built the house in the 19th century.
The house was built in the 19th century.

8.3. Discussions

Coincidences?

One of the best known collection of parallels is between the careers of Abraham Lincoln and John F. Kennedy; both were shot while sitting next to their wives; both were succeeded by a Southerner named Johnson; both their killers were themselves killed before they could be brought to justice. Lincoln had a secretary called Kennedy; Kennedy a secretary called Lincoln. Lincoln was killed in the Ford Theater; Kennedy was killed in a Ford Lincoln — and so on.

Similar connections are found between identical twins who have been separated at birth. Dorothy Lowe and Bridget Harrison were separated in 1945, and did not meet until 1979, when they were flown over from Britain for an investigation by Dr Tom Bouchard, a psychologist at the University of Minnesota. They found that when they met they were both wearing seven rings on their hands, two bracelets on one wrist, a watch and a bracelet on the other. They married on the same day, had worn identical wedding dresses and carried the same flowers. Dorothy had named her son Richard Andrew, and her daughter, Catherine Louise; Bridget had named her son Andrew Richard and her daughter Karen Louise (she had wanted to call her Catherine). Both had a cat named Tiger. Dorothy loved the historical novels of Catherine Cookson; Bridget loved the historical novels of Caroline Merchant (Catherine Cookson's other pen name). They had a string of similar mannerisms when nervous ...

1. Are the situations outlined in the text coincidences or something else? Can you think of any rational explanations for these facts?
2. What are the implications of the fact that these identical twins had so many things in common? Is what we inherit from our parents stronger than how we are conditioned by our environment?

3. Have you ever had the feeling that it's a small world when you've met someone you know thousands of kilometers away from home, or in some unusual circumstances?
4. What has been the biggest coincidence in your life so far?

8.4. Activity

Interview one of your classmates on the following questions:

1. What is the most unusual experience you've ever had? _____
2. What is the most unusual person you've ever met? _____
3. What is the most unusual place you've ever been? _____
4. What is the most unusual thing you've ever bought? _____
5. What is the most unusual thing you've ever been given? _____
6. What is the most unusual film you've ever seen? _____
7. What is the most unusual book you've ever read? _____
8. What is the most unusual sight you've ever seen? _____
9. What is the most unusual face you've ever seen? _____
10. What is the most unusual teacher you've ever had? _____

Report your interview results to the class.

Unit 9: Our City and Country

What Would Happen If....?

9.1. Language Notes

1. Adverbs and modals expressing probability

He will probably/certainly get in touch with us.

They may/might/could move to a bigger house.

She probably/certainly won't come back before midnight.

2. Other ways of expressing probability

I expect he'll go abroad.

I shouldn't think she'll be promoted.

I doubt if he'll get into trouble.

3. 'If' and 'unless' + Simple Present tense

The firm may make a profit if they attract new customers.

The firm certainly won't make a profit unless they attract new customers.

4. 'Will' and 'going to'

Those plants will die unless you water them.

Look at that plant — I think it's going to die.

5. 'Will be doing' and 'will have done'

next summer they'll be living in Berlin.

By next summer they will have moved to Berlin.

9.2. Stating and Reassuring Predictions

Don is just going to start doing his national service in the army. He's talking to some friends.

Copy of meanings into intermediate p. 137

Situational practice

Work in groups. Have similar conversations using the expressions below.

| | | |
|----------------|-------|-------------------|
| I expect | may | I don't expect |
| I should think | might | I shouldn't think |
| | could | I doubt if |

You are worried about:

1. an exam you're going to take
2. going on holiday alone
3. having a baby
4. your new job that starts next week
5. going on a blind date

Now look at these pictures. What do you think is going to happen?

Copy of meanings into intermediate p. 139

9.3. Discussions

Davisville, Missouri, is a rapidly growing city. In 1960, 5000 people lived in Davisville; in 1980, 10,000 people lived there; now over 40,000 residents live in Davisville. Population experts predict a 100% rise in population in the next ten years.

Davisville needs an airport. The nearest airport is in Kansas City, 225 miles away. Many visitors come to Davisville to speak and study at the university.

You are the Davis County Planning Commission. Today you are studying a report about the new airport. There are five possible places to build it. You must choose one.

Study the following map and then make your decisions. Please state the advantages and disadvantages of each proposed airport.

copy of cant stop talking p. 96

9.3. Activity

headway pre-in p. 71

Unit 10: Modernize or Close!

Presenting Ideas in a Meeting

10.1. Language Notes

explaining the purpose of a meeting

The purpose of today's meeting is to reach a decision on ...

make up our minds whether

...

work out a plan for ...

The subject for today's meeting is ...

On the agenda today is ...

raising objections

There's no point in change for the sake of change ...

I don't accept that there's any need to ...

You haven't convinced me that ...

There's nothing in the market survey that will persuade me to ...

There's no evidence that ...

advocating proposals

I'm sure ...

convinced ...

It's my conviction that ...

I'm absolutely certain that ...

I advise you most strongly to ...

If you follow my advice you won't hesitate to ...

Without any doubt, the best thing to do is ...

presenting information or proposals

First of all I'd like to explain ...

| present ...
| show you ...

I'm going to concentrate on some main points. First ...
..., then ... and finally ...

What I suggest is to ...

| propose
| advise

The most important features of my proposals are ...

My idea would be to ...

To sum up then, ...

In conclusion, I'll summarize the results of the survey.

| the conclusions to be drawn.

what I'd like to do.

| I can offer.

10.2. Discussions

copy of discussions advanced role play p. 40

1. Summarize the situation. What is Andrew Brett's problem? What advantages does he have?
2. What advice would you give Andrew Brett? Think of 6 things he could do to make his company more profitable.
3. Andrew Brett thought about the problem for a couple of months; he got in touch with a firm of consultants, with his bank manager, asked friends and other members of the family for advice. There seemed to be three possible solutions:

Copy of discussions adv p.41

Examine each solution proposed. Think of four objectives to each one, and ways of answering the objectives. Imagine what the opinion of the workers would be about the different suggestions.

10.3. Activity

Andrew Brett has rejected the solution of just selling the company — he enjoys his work and feels a responsibility to the staff. He has called a meeting of his management team to discuss plans for the future. Play the meeting. Concentrate on item 2 of the agenda.

Copy of discussions ad role p. 42

Copy of discuss adv p. 43

Copy of discuss adv p. 44

Unit 11: A Time to Remember

Reporting News and Events

11.1. Presentation

"... I met a really interesting guy last night. He was an Australian, and he told me he'd traveled to Britain for only \$50: he'd worked his passage on a few boats, and then he'd hitchhiked through Europe. He said that since he 'd arrived in London he'd been earning a living painting people's portraits in Trafalgar Square. He'd been an art student in Sydney, apparently. Anyway, he told me he was going to leave for America on Sunday, but he said he would come round and paint my portrait before he left ..."

"The Minister said that the situation had certainly improved, although there was a long way to go before the Government achieved its targets. The rate of inflation had fallen, he said, to single figures, and was still falling, and he hoped that this would enable the Government to reduce the rate of income tax in the next Budget. The Minister stressed, however, that this depended on the cooperation of the Trade Unions. He was going to meet Union leaders later in the day, and said that he would announce the results of these discussions in Parliament."

What do you think were the actual words spoken by:

1. the Australian?
2. the Minister?

Situational Practice

Report the situations of the following picture.

11.2. Language Notes

1. Reported speech

structures

She told me she was expecting a baby.

He said he hadn't been there before.

But you told me I would enjoy it!

He said that he was going to meet a friend.

2. 'Reported thought'

structures

I thought he was a bachelor.

I didn't realize they'd bought a dog.

3. Reporting verbs: statements

He claimed (that) he had climbed Everest.

I warned him (that) he would catch malaria.

She accused him of lying to her.

He insisted (that) he had met her.

4. Reporting verbs:

influencing and taking action

He threatened to call the police.

He begged her to marry him.

I suggested (that) she should contact the Embassy.

He insisted on carrying my suitcase.

11.3. Discussions

Work in groups. Look at the headlines and pictures below and make up the story that each refers to. Consider:

- what has happened
- the details of what happened

copy of headway advanced p. 59, meanings upper p. 149

copy of meanings into intermediate p. 87

11.4. Activity

The Right-to-Privacy Survey

A never-ending hunger for news about public figures has created a demand for information that used to be considered very private. It's not even necessary for the news to be factually correct for people to want to read, watch, or hear it.

You are going to take a survey on media issues by talking with one another. To follow are listed some questions related to the issue of privacy. Ask people to answer these questions. Then ask them why they think what they do. After all the class has completed the survey, tally the results on the board to see how your class feels about the right to privacy versus the right to know.

1. Should the names of rape victims be reported by the news media?
2. Should the media tell us if a famous person is homosexual?
3. Should the media tell us if a politician is having personal problems in his or her marriage?
4. Should the media tell us if a politician is having problems with drugs or alcohol?

5. Should the media tell us if a politician is having personal problems with money?
6. Should the media tell us if a politician has a lover outside of his or her marriage?
7. Do the media have the right to print private information about the family of a politician?
8. Do the media have the right to print private information about famous people such as actors or rock stars?
9. Does a politician's private life tell us anything about how well he or she can do the job?
10. Why do people like to read about the private lives of those who are famous? Is it because:
 - a. we want to see if they are the same as we are?
 - b. we feel good when we know they have problems too?
 - c. we are just curious and nosy?
 - d. other?

Unit 12: Action!

Making Short Speech

12.1. Speaking on Special Occasions

Special occasions include weddings, funerals, dedications, award ceremonies, retirement dinners and the like. Nearly always they are occasions for speechmaking. When you make a speech of introduction, your job is to build enthusiasm for the main speaker and to establish a welcoming climate that will boost his or her credibility and confidence. Keep your remarks brief, make certain they are completely accurate and adapt them to the audience, the occasion and the main speaker.

Speeches of presentation are given when someone is receiving publicly a gift or an award. The main theme of such a speech is to acknowledge the achievements of the recipient. You need to tell the audience why the recipient is receiving the award.

The purpose of an acceptance speech is to give thanks for a gift or an award. When delivering such a speech, you should thank the people who are bestowing the award and recognize the contributions of people who helped you gain it. Be brief, humble and gracious.

Commemorative speeches are speeches of praise or celebration. Your aim in such a speech is to pay tribute to a person, a group of people, an institution or an idea. When making a commemorative speech you want to inspire your audience — to arouse and heighten their appreciation of and admiration for the subject. You will deal the most part with intangibles, and your success will depend on how well you put into language the thoughts and feelings appropriate to the occasion.

After-dinner speeches are best thought of as a kind of speech to entertain, and they usually have a lighter tone than informative or persuasive speeches. Neither technical nor argumentative, they seek to stimulate the imagination by approaching the topic in a novel or

unexpected way. Although humor can be an important part of after-dinner speeches, it is not essential. If you do use humor, it should grow naturally out of the speech materials and provide insight into the topic.

12.2. Discussion

1. Every year the Nobel Prize Committee in Stockholm, Sweden, gives the Nobel Peace Prize to someone. It is one of the highest awards a person can receive. A person receives the award for:
 - a. A special contribution to peace. For example, Henry Kissinger and Le Duc Tho received the 1973 Peace Prize because they ended the Vietnam War.
 - b. A lifetime of contributions to peace. For example, Dag Hammarskjold received the 1961 Peace Prize for his many contributions to peace as Secretary-General of the United Nations.

You are a member of the Nobel Peace Prize Committee. Choose the winner from the nominees.

Nominee 1: **Henrick Von Damm**, South African Foreign Minister
For many years, an all-white government ruled South Africa. Blacks fought against white; there was a war there last year. Mr. Von Damm wrote a treaty to end the war. The black majority will now control the South African government.

Nominee 2: **Bernadette Ross and Brendan Moriarity**, Irish Activists
In the past, Ross and Moriarity had seven "Save the Children" marches in the streets of Dublin, Ireland. They also tried many other ways to stop the fighting between Catholics and Protestants in northern Ireland. During the 1993 march, a bomb killed Ross and Moriarity.

Nominee 3: **Mikhail Gorbachev**, First Secretary, U.S.S.R.
Gorbachev helped to decrease nuclear weapons in Eastern Europe (1986). In 1987 he signed a treaty with Ronald Reagan to reduce the number of missiles in the U.S.S.R and the U.S.A. In 1998 he started to take Soviet soldiers out of Afghanistan. In 1993, Gorbachev signed a peace treaty between the U.S.S.R and China.

Nominee 4: **Hosni Mohammed** (Palestinian representative) and **Benyamin Basset** (Israeli ambassador)
In 1993, Mohammed and Basset wrote a peace treaty between Palestinians and Israelis. After 43 years, the Palestinians finally recognized Israel. Israel agreed to establish a Palestinian state in parts of the West Bank and Gaza.

Nominee 5: **UNICEF**, The United Nations' International Children's Emergency Fund.
UNICEF gives over \$25 million a year to feed hungry children around the world. For example, in 1981 UNICEF sent food to save over 500,000 children in Ethiopia and Somalia. Last year UNICEF opened new offices in the Sudan and Bombay, India, to help hungry children there.

2. You are a member of the committee that gives awards every year. In a group of three or four, discuss the categories of the awards this year and socialize them to the other groups. Ask other groups to write the nominees. Remember that all names appear as the nominees are those in the class.

12.3. Activity

After finishing either discussion 1 or 2, you are able to determine the winners. Act out the ceremony of giving the awards and ask the winners to perform their speeches.

Overcoming Speaking Anxiety in Meetings & Presentations

by

Lenny Laskowski

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Do your knees feel like Gumby's when you have to get up and speak in front of a group? Do you feel like the next words out of your mouth are going to be the dumbest words ever uttered by a human?

If you said yes to either of the questions above, be advised, you have a full-blown case of stage fright, says Lenny Laskowski, a professional speaker and President of LJL Seminars.

According to the book of lists, the fear of speaking in public is the #1 fear of all fears. The fear of dying is #7! Over 41% of people have some fear or anxiety dealing with speaking in front of groups. People who have this fear can experience all kinds of symptoms: Sweaty palms, accelerated heart rate, memory loss and even difficulty in breathing.

Some of the world's most famous presenters have freely admitted to nervousness and stage fright. Mark Twain said it best, "There are two types of speakers: those that are nervous and those that are liars".

Everyone, even experienced speakers, has some anxiety when speaking in front of a group of people. This is perfectly normal. The best way to deal with this anxiety is to

first acknowledge that this fear is perfectly normal and you are not alone. To reduce your fear, you need to make sure you properly and thoroughly prepare yourself before you speak. Proper preparation and rehearsal can help to reduce this fear by about 75%. Proper breathing techniques can further reduce this fear by another 15%. Your mental state accounts for the remaining 10%.

Below are just a few suggestions you should use to overcome your speaking anxiety. The first and most important of all is preparation. I like to think of it as the 9 P's:

- **Prior Proper Preparation**
- **Prevents Poor Performance**
of the
- **Person Putting on the Presentation**

Nothing will relax you more than to know you are properly prepared. Below are 10 steps you can take to reduce your speech anxiety.

1. **Know the room** - become familiar with the place in which you will speak. Arrive early and walk around the room including the speaking area. Stand at the lectern, speak into the microphone. Walk around where the audience will be seated. Walk from where you will be seated to the place where you will be speaking.
2. **Know the Audience** - If possible, greet some of the audience as they arrive and chat with them. It is easier to speak to a group of friends than to a group of strangers.
3. **Know Your Material** - If you are not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech or presentation and revise it until you can present it with ease.
4. **Learn How to Relax** - You can ease tension by doing exercises. Sit comfortable with your back straight. Breathe in slowly, hold your breath for 4 to 5 seconds, then slowly exhale. To relax your facial muscles, open your mouth and eyes wide, then close them tightly.
5. **Visualize Yourself Speaking** - Imagine yourself walking confidently to the lectern as the audience applauds. Imagine yourself speaking, your voice loud, clear and assured. When you visualize yourself as successful, you will be successful.
6. **Realize People Want You To Succeed** - All audiences want speakers to be interesting, stimulating, informative and entertaining. They want you to succeed - not fail.
7. **Don't apologize For Being Nervous** - Most of the time your nervousness does not show at all. If you don't say anything about it, nobody will notice. If you mention your nervousness or apologize for any problems you think you have with your speech, you'll only be calling attention to it. Had you remained silent, your listeners may not have noticed at all.
8. **Concentrate on Your Message - not the medium** - Your nervous feelings will dissipate if you focus your attention away from your anxieties and concentrate on your message and your audience, not yourself.

9. **Turn Nervousness into Positive Energy** - the same nervous energy that causes stage fright can be an asset to you. Harness it, and transform it into vitality and enthusiasm.
10. **Gain Experience** - Experience builds confidence, which is the key to effective speaking. Most beginning speakers find their anxieties decrease after each speech they give.

If the fear of public speaking causes you to prepare more, then the fear of speaking serves as its own best antidote. Remember, "He who fails to prepare is preparing for failure - so Prepare, Prepare, Prepare"

Unit 13: A Hard Bargain

Persuasive Speaking

13.1. Presentation

Terry is a door-to-door salesman. He's talking about his job.

It's a hard life. I've been doing it for 20 years now. My father taught me how to do it. a lot of men work as door-to-door salesmen but sometimes women do it as well. You have to work long hours to make a lot of money. People usually pay in cash. You don't see many checks or credit cards in this business. You have to sell yourself as well as the product. They have to trust you because it's difficult for them to get a refund. Sometimes the customers don't get a guarantee. They can't take it back to the shop after they bought it.

"The most important thing is to smile as much as possible. I never give people the hard sell. If they don't want to buy anything, I just smile and say 'No problem!', then they might ask me to come back next week."

"I knew one young man who used to sell products for the kitchen and the bathroom, like brushes and mops. He had a catalogue full of products. the customers looked at the catalogue. When they wanted to buy something they asked him if it was a good product. John looked them in the eyes and said 'To be honest, 90 percent of the things in this catalogue are terrible. That brush is badly made, it'll be broken in 2 weeks.' The customers were always surprised that he was so honest. They often asked if there were any good products for sale. He always sold them something. They liked him because he was honest about the bad products."

Think about Terry and the young man. Which one do you think can be a better salesperson? Why?

13.2. Language Notes

Responding to a salesperson

- **Positive responses**

Oh lovely, how much is it?

That's just what I need.

- **Negative responses**

Not today, thank you.

I'm sorry, I've got one of those already.

I would, but I bought one of those from the supermarket yesterday.

Perhaps you could come back later.

Get lost or I'll set my dog on you!

I never buy anything without telling my wife/husband first.

My dinner is burning, I have to go.

I'm talking on the phone at the moment, you can come back later.

I'm sorry but I don't live here – I'm the cleaner.

My mother and father are not at home at the moment.

I don't have any cash on me.

13.3. Discussions

Do you agree or disagree with these statements? Why?

1. Being a door-to-door salesperson is more difficult than teaching.
2. Most door-to-door salespeople are dishonest.
3. It's more convenient that buying something from a shop.
4. A cheap price is more important than having a guarantee.
5. It's easy to convince people to buy things they don't really need.
6. What a salesperson looks like is very important. (People usually trust someone who is smartly dressed.)

13.4. Activity: Being a salesperson

1. You are a door-to-door salesperson of a real company. Think of something that you want to sell (choose from the list if you like). Bring to the class the product or a product catalogue of the company.

| | | |
|-------------------|---------------------|-------------|
| clothes | religious magazines | food |
| encyclopedias | kitchen products | CD's |
| cleaning products | cosmetics | electronics |

It is Friday. You haven't sold anything all week. You really need to sell something. Knock on the door and sell your product. Don't give up!

2. You are going to sell the following things. Persuade the class to buy your product by convincing them of the advantages of the product.

Copy of intermediate com games

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Unit 14: The Political Campaign

Promises, Intentions

14.1. Promises

I

A: Can I rely on you to turn off the lights when you leave?

B: Yes. I promise I'll turn them off.

A: You won't forget? It's really important.

B: Don't worry. You can rely on me.

A: Will the car be ready by five?

B: Yes, it will.

A: Can I depend on that?

B: Absolutely! I promise it'll be ready by five.

A: Okay. I'm counting on you.

B: Don't worry! I won't let you down.

I Won't Let You

He
Gave
Me
His
Word

A: I'm very disappointed with the salesman who sold me this watch.

B: How come?

A: He guaranteed that this watch was waterproof, but it isn't!

B: That's too bad. Are you going to talk to him about it? After all, he DID give you his word.

A: Maybe I should.

Situational practice

Copy CEL p. 34 (1)

14.2. Intentions

A: You know I've made a decision.
B: What?

A: I'm going to join the army.
B: Gee! Joining the army! That's a big decision!
A: I know. But I've thought about it for a long time,
and I've decided it's time to do it.
B: Well, good luck!

A: Tell me, what are you doing this afternoon?
B: I'm not sure. I'll probably stay home and read a book.
A: Well, I'm planning to go fishing. Would you like to join
me?
B: Sure. I'd be happy to. Going fishing sounds a lot more
exciting than staying home and reading a book.
A: Good! I'll pick you up at around one o'clock.
B: See you then.

Situational practice

Propose some possibilities about the woman's plans.

14.3. Language Notes

1. 'I will' for spontaneous decisions

Perhaps/maybe I'll go to the cinema tonight.

Perhaps/maybe I won't go to the cinema tonight.

2. 'Shall we ...?' and 'Let's ...'

Where shall we go this evening?

Shall we invite Peter to dinner?

Let's go for a walk.

3. Verbs expressing intentions and plans

I'm going to visit my sister next week.

They're planning to build an extension to their house.

She's intending to retire next year.

I'm thinking of buying a bicycle.

4. Present Continuous tense for definite arrangements

I'm starting my university course in September.

~~(They've already accepted me.)~~

He's flying to Italy on Friday. (He's already booked the ticket.)

14.4. Discussion

You are a member of a negotiating team for your country. In each of the following situations, you are involved in a dispute over resources with a representative from another country. How would you resolve the conflict?

Situation 1: Building in the Buffer Zone

An area of your country has traditionally served as a buffer zone between yours and a neighboring country, with which you have a hostile relationship. A recent wave of immigrants has made it necessary for you to build a great deal of new housing. You don't have much space, and your government has decided to build in the buffer zone even though this may seem threatening to your neighbor.

Situation 2: The Oil Crisis

You are an oil-poor country bordering a country rich in oil. You have recently discovered oil on your land near the border. You wish to drill for this oil. you have no idea how large the oil reservoir is, but it may extent into the land of the neighboring country.

Situation 3: Hunger Strikes

Your country is in a state of famine. You are receiving aid from an international relief organization. People from the neighboring country are crossing your border and stealing this food from the warehouses. This country is capable of producing enough food to feed its own population. However, this country is involved in a civil war. Troops frequently burn down crops to punish villagers whom they suspect of supporting the other side.

Situation 4: Don't Rain on My Parade

You represent a heavily industrialized nation that sells much of what you manufacture to a neighboring country at a very low price because they buy in large quantity. Unfortunately, the pollution from your factories is contributing to the acid-rain problem. This acid rain falls heavily on the neighboring country. this country is very concerned and has asked you to take expensive steps toward making your factories environmentally safe.

Situation 5: Run River Run

A river flows across your border with a neighboring country, which is quite poor and has very low quality municipal services. This country does not have adequate sewage treatment plants, so much of the raw sewage is piped directly into the river and flows into your country.

14.5. Activity

Work in a group of three. You are going to join the General Election for President next year. Now you start to prepare for the campaign. Discuss in the group the main

program of your party and state the advantages of the program. Try to persuade the citizens, as they really determine whether you will win or not.

A Brief Note on Persuasive Speaking

Of all the kinds of public speaking, persuasion is the most complex and the most challenging. When you speak to persuade, you act as an advocate. Your job is to sell a program, to defend an idea, to refute an opponent, or to inspire people to action.

How successful you are in any particular persuasive speech will depend above all on how well you tailor your message to the values, attitudes and beliefs of your audience. Careful listeners do not sit passively and soak in everything a speaker has to say. While they listen, they actively assess the speaker's credibility, supporting materials, language, reasoning and emotional appeals. You should think of your speech as a kind of mental dialogue with your audience. Most important, you need to identify your target audience, anticipate the possible objections they will raise to your point of view, and answer those objections in your speech. You cannot convert skeptical listeners unless you deal directly with the reasons for their skepticism.

Persuasive speeches may center on questions of fact, questions of value, or questions of policy. Some questions of fact can be answered absolutely. Others cannot — either because the facts are murky or because there is not enough information available to us. When giving a persuasive speech about questions of fact, your role is akin to that of a lawyer in a courtroom trial. You will try to get your listeners to accept your view of the facts.

Questions of value go beyond the immediate facts to involve a person's beliefs about what is right or wrong, good or bad, moral or immoral, ethical or unethical. When speaking about a question of values, you must justify your opinion by establishing standards for your value judgment. Although questions of value often have strong implications for our actions, speeches on questions of value do not argue directly for or against particular courses of action.

Once you go beyond arguing right or wrong to urging that something should or should not be done, you move to a question of policy. When you speak on a question of policy, your goal may be to evoke passive agreement or to spark immediate action. In either case, you will face three basic issues — need, plan and practicality. How much of your speech you devote to each issue will depend on your topic and your audience.

There are several options for organizing speeches on questions of policy. If you advocate a change in policy, your main points will often fall naturally into problem-solution order or into problem-cause-solution order. If your audience already agrees that a problem exists, you may be able to use comparative advantages order. Whenever you seek immediate action from listeners, you should consider a more specialized organizational pattern.