Séquence 3

Speech: the power of the spoken word

Sommaire

Objectifs de la séquence
1. Get ready: getting to know famous speech makers and their causes
2. Learning to listen attentively to a speech
3. Understanding how to make a good speech
4. Practising making your own speech
5. Developing your capacity at understanding a written speech
6. On the way to autonomy

“Words are of course, the most powerful drug used by mankind.”
Rudyard Kipling

“You can stroke people with words.”
F. Scott Fitzgerald

“Man’s deadliest weapon is language.”
Arthur Koestler

1. mankind = humanity
2. stroke = caress
3. deadliest = most dangerous
Dans cette séquence, vous allez apprendre à comprendre et à réaliser un discours militant et à rédiger et à clamer votre propre discours.

Pour cela, des activités vous seront proposées à partir de documents variés liés à des discours de personnalités célèbres du monde anglophone, pour vous informer et développer vos compétences en lecture, en audition et en expression orale et écrite.

1. Get ready: getting to know famous speech makers and their causes
Vous allez vous familiariser avec trois personnages célèbres dont les discours ont marqué l’actualité et l’histoire récente au niveau mondial, ainsi que les thématiques traitées dans leurs discours.

2. Learning to listen attentively to a speech
Vous apprendrez à dégager le sens d’un discours en approfondissant de plus en plus votre écoute pour apprécier non seulement le message mais aussi la manière de le déclamer.

3. Understanding how to make a good speech
Vous développerez votre capacité à repérer les techniques essentielles du bon orateur.

4. Practising making your own speech
Pas à pas, vous vous entraînerez à rédiger et à clamer votre propre discours.

5. Developing your capacity at understanding a written speech
Vous allez apprendre à repérer et à analyser les différents éléments qui vous permettent de dégager le sens principal et d’apprécier les nuances dans le texte d’un discours. Vous travaillerez aussi sur le passage de l’écrit à l’oral afin d’approfondir vos compétences en prononciation.

6. On the way to autonomy
Après quelques activités d’entraînement linguistique, l’activité proposée est semblable à celle réalisée en amont, mais cette fois-ci, nous reti- rons les bêquilles, et vous devez travailler seul et évaluer vous-même la qualité de votre prestation.
1 Getting to know famous speech makers and their causes

Activity 1

Study the following documents then do the activities.

A © Africanpictures / akg-images.
B © akg-images.
C © akg-images / Ullstein bild.
D © akg-images / PictureContact.
E © akg-images.
F © Africanpictures / akg-images.
Two of these men are regularly in the news, and the other one is remembered every year on a specific day in his country of birth. Match each name with the reason for his fame.

Barack Obama ○  ○ was the first Black President of South Africa

Nelson Mandela ○  ○ was a prominent leader of the civil-rights movement in America

Martin Luther King ○  ○ is the first African-American President of the United States

1. a. Match each famous figure with the corresponding picture.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barack Obama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nelson Mandela</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin Luther King</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Complete each sentence with the correct name. (Use the pictures to help you.)

…………………………………………………………….. led a civil rights march in Washington D.C. in 1963 before making his historical speech against racial discrimination.

…………………………………………………………….. devoted his time and energy to the fight against poverty on a world scale after serving two Presidencies.

…………………………………………………………….. inspired admiration worldwide after his speech on race on March 18, 2008.

2. What do all three men represented here have in common?

<table>
<thead>
<tr>
<th></th>
<th>B. Obama</th>
<th>M. King</th>
<th>N. Mandela</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their ancestors were African.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Their fathers were born in Africa.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>They have fought for a better human condition.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>They have been elected President.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>They are American.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>They were awarded the Nobel Peace Prize.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
What do you already know about these great men? Tick the appropriate figure(s) for each statement.

<table>
<thead>
<tr>
<th></th>
<th>M.L. KING</th>
<th>N. MANDELA</th>
<th>B. OBAMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>His father was from Kenya and grew up herding goats.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>He was a man of the church like his father.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>He spent his childhood first in Indonesia and then in Hawaii.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>His father was chief of a small African village.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>He organized protests and mobilized his people, in a pacific manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>He studied law at Harvard University.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>He spent 27 years in prison as an enemy of the state.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>He was a civil rights lawyer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>He was assassinated in 1963.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>He is one of the world's greatest and most admired political leaders.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 2

You are going to listen to the recording of the three figures’ biographies to check your answers. Follow these steps to prepare the listening activity.

1. Listen to the pronunciation of the following words to familiarise yourself with how they sound. As you listen, look at the phonetic transcript to visualise the pronunciation, then repeat each word.

<table>
<thead>
<tr>
<th>Word you hear</th>
<th>Pronunciation</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pastor</td>
<td>/ˈpaːstə/</td>
<td>pasteur (d’église protestante)</td>
</tr>
<tr>
<td>minister</td>
<td>/ˈmɪnɪsta/</td>
<td>ecclésiastique (protestant)</td>
</tr>
<tr>
<td>award</td>
<td>/ɔˈwɜːd/</td>
<td>attribuer, décerner</td>
</tr>
<tr>
<td>law</td>
<td>/lɔː/</td>
<td>loi</td>
</tr>
<tr>
<td>unfair</td>
<td>/ənˈfɪə/</td>
<td>injuste</td>
</tr>
<tr>
<td>treason</td>
<td>/trɪˈzn/</td>
<td>trahison</td>
</tr>
<tr>
<td>herd</td>
<td>/hɜːd/</td>
<td>garder (un troupeau)</td>
</tr>
</tbody>
</table>
Read the following notes to be sure you will understand all the cultural references and important vocabulary in the biographies.

The African National Congress (ANC): a political party that sought to unite all Africans and regain their rights and freedom.

Disbarred: forbidden to practise law.

Apartheid: term used to define official segregation between Blacks and Whites in South Africa.

To attend (school, college, a concert): to go to...

To graduate (from school, college): to leave (school, college) with a diploma

To run a campaign, a company: to direct, manage.

To run for (Senator, President): to present oneself for election.

Landmark (speech): historic.

Now listen to the biographies and correct any mistakes you made in the exercises in Activity 1.

Check your answers.

Comment améliorer l’oral

Si vous avez plus de difficultés à l’oral qu’à l’écrit (ce qui est généralement le cas quand on apprend une langue), il faut profiter des occasions qui se présentent pour s’entraîner.

Cela veut dire bien sûr, faire toutes les activités d’écoute et de production orale proposées, mais vous pouvez aussi utiliser les supports audio associés aux scripts proposés dans le corrigé pour affiner votre écoute et votre prononciation.

Écoutez à nouveau l’enregistrement 2 tout en vous guidant des scripts dans le corrigé et réalisez les entraînements suivants :

1. Entraînement à la compréhension

Écoutez l’enregistrement sans regarder le script tant que vous le comprenez. Dès qu’un problème de compréhension se pose, regardez la transcription : il se peut que la lecture vous éclaire aussitôt, mais il se peut aussi que vous ayez besoin de consulter un dictionnaire pour surmonter l’obstacle, si c’est le mot et non pas la prononciation qui vous pose problème.

2. Entraînement à la production orale

Écoutez l’enregistrement tout en regardant le script et essayez de reproduire ce que vous entendez. Au début, procédez par segments de phrases, puis par phrases entières, puis par paragraphes entiers pour essayer de reproduire le rythme. Si possible, enregistrez-vous et comparez votre production avec l’original.
Activity 3

Before going any further, let’s make sure you are familiar with the history of civil rights in the USA and South Africa.

1. Read the following fact sheet and complete the blanks with the words at the left column.

Civil rights in the USA

Today’s African Americans are descendants of the Negro slaves imported from ............................................................. and the Caribbean from the 15th century to the mid-19th century. They were made to work in the cotton and tobacco plantations in the South. The slaves belonged to their masters and had no ............................................................. Although the Declaration of Independence, signed on 4 July 1776, states: We hold these truths to be self-evident, that all men are created equal, it wasn’t until after the Civil War (1861-1865) that the slaves were freed. However, they remained victims of ............................................................., as their rights as citizens of the United States were not ............................................................. They were ............................................................. the right to vote, and many secret societies such as the Ku Klux Klan were created to ............................................................. them. The persecution against Blacks was particularly strong in the South where ............................................................. was widely practised: Blacks and Whites lived in different quarters, travelled in different parts of public ............................................................. and went to different schools, shops and restaurants.

The Supreme Court put an end to segregation in ............................................................. in 1954 and to segregation on public transport in 1956. In 1964, the Civil Rights Act prohibited discrimination in public ............................................................. and established an Equal Employment Opportunity Commission to ............................................................. discrimination in employment. A year later the African Americans’ right to vote was reinforced, but the resistance of some Whites caused serious riots (émeutes), and led to the creation of Negro Associations such as the Black Muslims (pro-violence), the Civil Rights Association (non-violent led by Martin Luther King) and the Black Panthers (paramilitary).

It wasn’t until 1988 that Jesse Jackson became the first potential Black ............................................................. for the American presidency.

2. Read the following entries from the Timeline of the Building of South Africa, then do the activity below.

- **1651**: Dutch settlers arrive in South Africa.
- **1700s**: Dutch seize land from Bantu and Khoi tribes.
- **1756**: Dutch import slaves form West Africa, Malaysia and India.
- **1867**: Beginning of diamond mining: black Africans do the most dangerous work.
- **1950**: The Population Registration Act: classification of people into three racial groups: white, coloured (mixed race or Asian) and native (black). Marriages between races are prohibited.
1951 The Bantu Homelands Act: the white government declares that the lands reserved for black Africans are independent nations (homelands). The homelands are too small to support the many people in them. The Blacks are considered foreigners in South Africa and must carry identification documents all the time.

1953 The Preservation of Separate Amenities Act officialises apartheid establishing “separate but not necessarily equal” parks, beaches, post offices, and other public places for whites and non-whites.


1980s People and governments around the world launch an international campaign to boycott South Africa.

1993 A multiracial, multiparty transitional government is approved.

1994 Nelson Mandela, the African resistance leader who had been jailed for 27 years, is elected President.

**Complete the following sentences in an appropriate way.**

a. Whereas Blacks in America were exploited on plantations, the Africans were made to work in ..................................................

b. In both countries, Blacks were ................................................for more than a century.

c. ........................................ in South Africa is equivalent to segregation in the United States.

d. Segregation and apartheid are forms of ..........................................

e. Today in theory, in both the USA and South Africa, all citizens are equal: in practise, Blacks are often ........................................ against in many areas such as housing, employment and healthcare.

**Vocabulary tip**

Bien souvent, l’ajout du suffixe approprié permet de transformer un verbe en adjectif ou nom :

<table>
<thead>
<tr>
<th>Verbe</th>
<th>Adjectif (sens actif/sens passif)</th>
<th>Nom</th>
</tr>
</thead>
<tbody>
<tr>
<td>exploit</td>
<td>exploitable/exploited</td>
<td>exploitation</td>
</tr>
<tr>
<td>discriminate</td>
<td>discriminating/discriminated</td>
<td>discrimination</td>
</tr>
<tr>
<td>persecute</td>
<td>persecuting/persecuted</td>
<td>persecution</td>
</tr>
<tr>
<td>segregate</td>
<td>segregational/segregated</td>
<td>segregation</td>
</tr>
</tbody>
</table>

Essayez de deviner comment chaque série se prononce avant d’écouter. Quelle règle remarquez-vous ?
Listen to the recording of the second part of Martin Luther King’s speech and complete the following table.

King’s manner
- boring
- passionate
- inspirational

King’s voice
- monotonous
- lively
- distinctive

Key words & repetitions

a. Taking into account your answers to Question 1, suggest a title for this speech.

b. Sum up the main ideas of the speech:

King’s message:

Who it concerns:
Activity 5

1. a. Listen to the recording again to pick out the following elements.

<table>
<thead>
<tr>
<th>People (nouns, pronouns...)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Places (names)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References to the past</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References to the present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References to the future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

b. Draw conclusions about the people King is interested in:

- They are of ☐ similar ☐ different social groups
- They are of ☐ similar ☐ different races
- They are of ☐ similar ☐ different religions
- They are of ☐ similar ☐ different ages
- They are ☐ male ☐ female

Write a sentence to sum up King's interest: ..................................................................................................................
c. Check the geographical situation of the places mentioned on the map of the United States, then draw your conclusion:

The places mentioned are in the □ North □ South □ East □ West of the USA.

So, King is interested in ........................................................................................................................................

2 a. Listen again and tick all the notions King mentions

☐ brotherhood ☐ dream ☐ despair ☐ faith ☐ disbelief ☐ freedom
☐ hope ☐ justice ☐ hostility ☐ nightmare ☐ injustice ☐ opposition
☐ oppression ☐ pride ☐ subordination ☐ liberty

b. Match each value with its definition:

- A mental picture of the future ○ ☐ brotherhood
- The condition of being free ○ ☐ dream
- The feeling of expectation and desire ○ ☐ faith
- The feeling that men should treat one another like brothers ○ ☐ freedom
- The quality of being right and fair ○ ☐ justice
- Trust, unquestioning confidence ○ ☐ hope

c. Sum up King’s message concerning his values:

........................................................................................................................................................
........................................................................................................................................................
........................................................................................................................................................

Check your answers.

Activity 6

The success of a speech depends not only on what is said (the message), but more importantly on how it is delivered (the manner).

Let’s study how Martin Luther King expresses his convictions and tries to influence his audience.

Let us not wallow in the valley of despair. I say to you, today my friends, so even though we face the difficulties of today and tomorrow. I still have a dream. It is a dream deeply rooted in the American dream. I have a
dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident that all men are created equal. I have a dream that one day out in the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content character. I have a dream today. I have a dream that one day down in Alabama, [...] little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream.

 [...] 

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day when all of God’s children will be able to sing with new meaning “My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father's died, land of the Pilgrim's pride, from every mountainside, let freedom ring!” And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that, let freedom, ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee! Let freedom ring from every hill and molehill of Mississippi. From every mountaintop, let freedom ring. And when this happens, when we allow freedom to ring, when we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, “Free at last, free at last. Thank God Almighty, we are free at last.”

Extract from “I have a dream” speech by Martin Luther King, 28 August 1963, Washington.

1. Listen to the speech and mark the text with a slash (/) to indicate each significant pause. You can use a double slash (//) to indicate longer pauses.
2 Complete the table below to compare how Martin Luther King makes his speech with normal conversation:

<table>
<thead>
<tr>
<th></th>
<th>Normal conversation</th>
<th>King in his speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pause at the end of the sentence</td>
<td>□ always</td>
<td>□ always</td>
</tr>
<tr>
<td></td>
<td>□ sometimes</td>
<td>□ sometimes</td>
</tr>
<tr>
<td></td>
<td>□ never</td>
<td>□ never</td>
</tr>
<tr>
<td>Pause mid-sentence</td>
<td>□ always</td>
<td>□ always</td>
</tr>
<tr>
<td></td>
<td>□ sometimes</td>
<td>□ sometimes</td>
</tr>
<tr>
<td></td>
<td>□ never</td>
<td>□ never</td>
</tr>
<tr>
<td>Stress on key words</td>
<td>□ always</td>
<td>□ always</td>
</tr>
<tr>
<td></td>
<td>□ sometimes</td>
<td>□ sometimes</td>
</tr>
<tr>
<td></td>
<td>□ never</td>
<td>□ never</td>
</tr>
<tr>
<td>Stress on grammatical words</td>
<td>□ always</td>
<td>□ always</td>
</tr>
<tr>
<td></td>
<td>□ sometimes</td>
<td>□ sometimes</td>
</tr>
<tr>
<td></td>
<td>□ never</td>
<td>□ never</td>
</tr>
<tr>
<td>Contracted verb forms</td>
<td>□ always</td>
<td>□ always</td>
</tr>
<tr>
<td></td>
<td>□ sometimes</td>
<td>□ sometimes</td>
</tr>
<tr>
<td></td>
<td>□ never</td>
<td>□ never</td>
</tr>
</tbody>
</table>

Draw your conclusion:

In his speech, King .................................................................
.........................................................................................
.........................................................................................
.........................................................................................

Why do you think he talks like this? ...........................................
.........................................................................................
.........................................................................................
.........................................................................................

Check your answers.

3 Practise imitating Martin Luther King: listen to a few lines of the speech, looking at the text at the same time, then repeat.
We have seen that content (the message) and delivery (the manner of speaking) both play a very important role in making a good speech. In this part, we will try to draw up guidelines using Martin Luther King’s speech as an illustration.

Activity 7

Look at these slides from a workshop on speech making:

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th>DESCRIPTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLITERATION</td>
<td>Expressing one’s own beliefs rather than facts</td>
<td>A horrible, hungry hippopotamus.</td>
</tr>
<tr>
<td>FACTS</td>
<td>Referring to historical truths</td>
<td>Do it well, do it fast and do it now.</td>
</tr>
<tr>
<td>OPINIONS</td>
<td>Repeating a word or expression</td>
<td>I think it’s time to rebel.</td>
</tr>
<tr>
<td>REPETITION</td>
<td>Repeating an idea or image three times, usually in a slightly different way</td>
<td>Our ancestors came from Africa.</td>
</tr>
<tr>
<td>EMOTIVE LANGUAGE</td>
<td>Using a series of words that start with the same letter</td>
<td>Today 56 % of black households in America are headed by single women.</td>
</tr>
<tr>
<td>STATISTICS</td>
<td>Using figures (statistics) to illustrate an argument</td>
<td>Too much blood has been spilt.</td>
</tr>
<tr>
<td>THREE (RULES OF)</td>
<td>Words and phrases to make the audience feel something</td>
<td>I remember that day. I remember seeing...</td>
</tr>
</tbody>
</table>
Look at Martin Luther King’s speech again and decide which of these techniques he uses – precisely or partially. Quote an example each time.

Let us not wallow in the valley of despair. I say to you, today my friends, so even though we face the difficulties of today and tomorrow. I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident that all men are created equal. I have a dream that one day out in the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content character. I have a dream today. I have a dream that one day down in Alabama, […] little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream.

[...]

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day when all of God’s children will be able to sing with new meaning “My country ‘tis of thee, sweet land of liberty, of thee I sing. Land where my father’s died, land of the Pilgrim’s pride, from every mountainside, let freedom ring!” And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that, let freedom, ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee! Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring. And when this happens, when we allow freedom to ring, when we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, “Free at last, free at last. Thank God Almighty, we are free at last.”

Extract from “I have a dream” speech by Martin Luther King, 28 August 1963, Washington.
### TECHNIQUE PRECISE USE PARTIAL USE

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th>PRECISE USE</th>
<th>PARTIAL USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLITERATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FACTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPINIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPETITION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMOTIVE LANGUAGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATISTICS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THREE (RULES OF)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. Read the fact file below then complete the table that follows:

**FACT FILE**

Here are some other techniques often used in speech making:

**RHETORICAL QUESTIONS:** Questions designed to make the reader think; they don’t need an answer.

**SUPERLATIVES:** Using adjectives to imply the highest or lowest quality.

**PRONOUNS I, we, you:** Establishing a direct contact between the speaker and his audience.

**FLATTERY:** Saying nice things about the audience to inspire a positive attitude towards the speaker.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Present in King’s speech</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetorical questions</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Superlatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flattery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Check your answers.**
Activity 8

You are going to put into practise what you have just learnt by writing and giving your own speech.

The situation: the American TV Channel NBC has developed a new reality show: “I have a dream.” Each week, eight contestants deliver a speech to present their dream; the public vote and the contestant with the most votes will participate in a grand final. The winner takes home $10,000 to realise his/her dream.

Your task: Deliver your speech entitled “I have a dream”.

Rules to respect: You must speak for a minimum of 2 minutes. You may speak with your notes in front of you BUT you must not read your notes, you must deliver your speech (déclamer votre discours).

Guidelines: Your dream can be a personal ambition or something on a larger scale. You need to develop the following points:

1. What your ambition is. (introduction)
2. What it involves. (details)
3. Why you want to do it. (reason)
4. How you would feel if you fulfilled your ambition. (consequence)
5. Whether you think it is something realistic or not. (rationality)

The steps below will help you:

1. Note your ideas (in note form = key words, not sentences)
a. Write out your speech on lined paper on alternate lines (*laissez une ligne entre chaque*). At the same time, try to incorporate the different techniques seen above.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Rough copy (ébauche)</th>
<th>Definitive version</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Alliteration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Facts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O Opinions</td>
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<td>R Repetition</td>
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<td>S Statistics</td>
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<tr>
<td>T Three (rules of)</td>
<td></td>
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<tr>
<td></td>
<td>Rhetorical questions</td>
<td></td>
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<td></td>
<td>Superlatives</td>
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<td></td>
<td>Pronouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flattery</td>
<td></td>
</tr>
</tbody>
</table>

b. Read through your completed speech and:

1. **Tick off the techniques used in the column “Rough copy” above.** (Make sure the repetitions are necessary to create effect, if not use synonyms.)

2. **Check the grammar** (*conjugaison, accord sujet-verbe, place des adjectifs* etc.)

c. Try to add any techniques not present in your rough copy.

d. Proof-read the definitive version and tick off the techniques in the final column of the table above.
Prepare to deliver your speech:

a. **Underline** the key words which you intend to stress.

b. **Indicate** significant pauses with a slash (/), longer pauses with a double slash (//).

c. **Practise** delivering your speech, looking at your paper as little as possible.

Deliver your speech, standing up and record it at the same time.

Listen to your recording and assess your performance.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The opening lines attract the public’s attention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My voice is loud and clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My intonation goes down at the end of sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I clearly articulate words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I sound confident (there are no gapfillers such as ‘err, umm).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I avoid colloquialisms such as “you know”, “right”, “okay”, “so”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use changes in volume to good effect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use changes in pace (= speed) to good effect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is easy to follow the structure of my speech.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The end of the speech is lively and exciting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 9

To help you improve your performance, we are going to work together on a model speech. (It is a model in its form, not in its content!)

a. **Read** the speech below to familiarise yourself with its content:

I have a dream!

Have you ever wondered where to draw the line between dreams and reality? I have agreed to participate in this reality show because I have a dream. I have a dream that reality shows be banned! No, you did not mishear me – I sincerely believe that reality shows have a harmful effect not only on TV viewers but on the entire population of the world, whether they watch television or not! In fact, most people in the industrialised world watch reality shows: in the UK 70 % of the population (from age 4 upwards) admit to watching reality television on a regular basis, while a
report in the United States indicates that for girls ages 12-17 years old, 3 out of 4 of their favourite television shows are reality TV shows. So, if people like reality TV, I can hear you saying, where is the problem?

I have a dream that ordinary people be content to lead ordinary lives: so-called ‘reality’ on reality TV is far from reality and yet viewers are led to believe that is how life should be led! In fact, reality TV is only popular as long as it creates drama, and to do so, producers actually fabricate the shows and communicate scripts to the participants. Worse still, many reality shows highlight shallow, superficial or unfavouring aspects of society. Reality TV is no mirror on society, but a futile fabrication of fantasy that millions of people believe to be reality. I have a dream that ordinary people be satisfied to lead their ordinary lives!

I have a dream that professional actors continue to earn a decent living performing fictional roles on our TV screens. Today more than 20 million people have stared on reality shows — those 20 million people, most of whom are famous for 15 minutes, have caused a cataclysmic reduction in the number of roles in scripted drama for real actors. I have a dream that professional actors fill our TV screens anew with delightful, diversified, distinctively fictional drama!

I have a dream that each and every individual in society be able to appreciate his position in the nation’s economy and to react instead of ‘switching off’ to indulge in reality shows. Socioeconomic conditions have never been so bad: so many people are in debt, the cost of living is consistently outstripping people’s paychecks, unemployment is relatively high. More alarming still, world peace is at risk with wars being fought in Iraq and Afghanistan, not to mention on the African continent. Instead of prompting people to do something about it, ‘reality’ TV gives them something less threatening to focus on, encouraging listlessness, lethargy and passivity. I have a dream that each and every man, woman and child reflects and acts according to his position in the world — without reality TV!

I have a dream that reality be a place where TV offers entertainment without supplanting reality, where each and everyone of us is able to work for our living, inform ourselves about the situation in the world around us, react and take position if necessary to defend our beliefs and find time to relax at the end of the day watching a genuine professionally acted drama on the small screen if we so wish. I have a dream that reality be the most realistic possible — a world without reality shows!

b. Imagine you are to deliver this speech. Annotate it as before:

1. Underline the key words which you intend to stress.

2. Indicate significant pauses with a slash (/), longer pauses with a double slash (//).
Now, listen to the recorded version of the model speech twice following the instructions below:

a. First listening – listen, without stopping the recording. Try to appreciate the rhythm (changes in speed and volume).

b. Second listening – listen and using a different colour pen, annotate the script to show yourself where the pauses are.

Deliver the speech standing up and record it at the same time. (If you need to, practise repeating after the model recording first.)

Listen to your recording and assess your performance.
Activity 10

Read Nelson Mandela’s MAKE POVERTY HISTORY speech carefully, then do the activities that follow:

“I am privileged to be here today at the invitation of the campaign to Make Poverty History. As you know, I recently formally announced my retirement from public life and should really not be here. However, as long as poverty, injustice and gross inequality persist in our world, none of us can truly rest. Moreover, the Global Campaign for Action Against Poverty represents such a noble cause that we could not decline the invitation. Massive poverty and obscene inequality are such terrible scourges of our times – times in which the world boasts breathtaking advances in science, technology, industry and wealth accumulation – that they have to rank alongside slavery and apartheid as social evils. The Global Campaign for Action Against Poverty can take its place as a public movement alongside the movement to abolish slavery and the international
solidarity against apartheid. And I can never thank the people of Britain enough for their support through those days of the struggle against apartheid. Many stood in solidarity with us, just a few yards from this spot. Through your will and passion, you assisted in consigning that evil system forever to history. But in this new century, millions of people in the world’s poorest countries remain imprisoned, enslaved, and in chains. They are trapped in the prison of poverty. It is time to set them free. Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings. And overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life. While poverty persists, there is no true freedom. The steps that are needed from the developed nations are clear. The first is ensuring trade justice. I have said before that trade justice is a truly meaningful way for the developed countries to show commitment to bringing about an end to global poverty. The second is an end to the debt crisis for the poorest countries. The third is to deliver much more aid and make sure it is of the highest quality. In 2005, there is a unique opportunity for making an impact. In September, world leaders will gather in New York to measure progress since they made the Millennium Declaration in the year 2000. That declaration promised to halve extreme poverty. But at the moment, the promise is falling tragically behind. Those leaders must now honour their promises to the world’s poorest citizens. Tomorrow, here in London, the G7 finance ministers can make a significant beginning. I am happy to have been invited to meet with them. The G8 leaders, when they meet in Scotland in July, have already promised to focus on the issue of poverty, especially in Africa. I say to all those leaders: do not look the other way; do not hesitate. Recognise that the world is hungry for action, not words. Act with courage and vision. I am proud to wear the symbol of this global call to action in 2005. This white band is from my country. In a moment, I want to give this band to you – young people of Britain – and ask you to take it forward along with millions of others to the G8 summit in July. I entrust it to you. I will be watching with anticipation. We thank you for coming here today. Sometimes it falls upon a generation to be great. You can be that great generation. Let your greatness blossom. Of course the task will not be easy. But not to do this would be a crime against humanity, against which I ask all humanity now to rise up. Make Poverty History in 2005. Make History in 2005. Then we can all stand with our heads held high.”


a. Pick out what strikes you as being the key passage in the speech.
b. Pick out the following elements and complete Column 2 (elements in the speech or the context):

<table>
<thead>
<tr>
<th>Elements in the speech</th>
<th>Further information</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>You</td>
</tr>
<tr>
<td></td>
<td>Nelson Mandela</td>
</tr>
<tr>
<td>Places</td>
<td></td>
</tr>
<tr>
<td>References to the past</td>
<td></td>
</tr>
<tr>
<td>References to the present</td>
<td></td>
</tr>
<tr>
<td>References to the future</td>
<td></td>
</tr>
</tbody>
</table>

c. Read the speech more closely and clarify the elements in Column 2, by adding further information in Column 3 (sometimes, it will be a quote from the speech, other times you will explain in your own words).
Read the speech again to establish its structure. (It may help if you highlight all the repetitions to follow the development of Mandela’s ideas more clearly.) Complete the table below with the main ideas for each part of the speech. (Give a title to each part if you prefer.)

<table>
<thead>
<tr>
<th>Part</th>
<th>Main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – pleased to accept invitation “I am privileged... we could not decline the invitation.”</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Look at Mandela’s speech to analyse the rhetorical power.

a. Pick out elements to complete the following table.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Alliteration</td>
<td></td>
</tr>
<tr>
<td>F Facts</td>
<td></td>
</tr>
<tr>
<td>O Opinions</td>
<td></td>
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<tr>
<td>R Repetition</td>
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<tr>
<td>E Emotive language</td>
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<tr>
<td>S Statistics</td>
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</tr>
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<td>T Three (rules of)</td>
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<td>Rhetorical questions</td>
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<td>Superlatives</td>
<td></td>
</tr>
<tr>
<td>Pronouns</td>
<td></td>
</tr>
<tr>
<td>Flattery</td>
<td></td>
</tr>
</tbody>
</table>
b. If you compare Mandela’s speech with Martin Luther King’s, who would you say appeals more to emotions, and who appeals more to reason? (draw arrows → to indicate your answer)

Martin Luther King ○ emotion
Nelson Mandela ○ reason

c. Study the passage about poverty (Massive poverty... no true freedom) and number the arguments in the correct order:

<table>
<thead>
<tr>
<th>Nº</th>
<th>Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Man has the power to eliminate poverty.</td>
</tr>
<tr>
<td>2</td>
<td>Poverty is a form of injustice.</td>
</tr>
<tr>
<td>3</td>
<td>Poverty is as bad as slavery and apartheid.</td>
</tr>
<tr>
<td>4</td>
<td>Thanks to the British, apartheid is a thing of the past.</td>
</tr>
<tr>
<td>5</td>
<td>Today millions of people still suffer from poverty.</td>
</tr>
</tbody>
</table>

Check your answers.

Activity 11

When we read a written document, we generally understand the main idea, but don’t necessarily understand details, because we are unfamiliar with certain words. It’s important to try to guess meaning even if you don’t necessarily find the exact answer.

Tick the appropriate answers about the words underlined in this passage from Mandela’s speech:

Massive poverty and obscene inequality are such terrible scourges of our times – times in which the world boasts breathtaking advances in science, technology, industry and wealth accumulation – that they have to rank alongside slavery and apartheid as social evils.

**Scourges:**
- noun
- verb
- adjective
- positive
- negative
- neutral
- neutral
- evils
- illnesses
- joys

**Boasts:**
- noun
- verb
- adjective
- positive
- negative
- neutral
- neutral
- diminishes
- magnifies
- is proud of
- dissimulates

**Rank:**
- noun
- verb
- adjective
- positive
- negative
- neutral
- neutral
- follow
- precede
- spoil
- be present
Quite often, understanding the words themselves is not sufficient to understand the meaning of a sentence. We have to identify what the word or expression actually refers to – generally somewhere else in the text or simply in the context.

Select the appropriate reference for the underlined expression in each of these passages:

a. Massive poverty and obscene inequality are such terrible scourges of our times – times in which the world boasts breathtaking advances in science, technology, industry and wealth accumulation – that they have to rank alongside slavery and apartheid as social evils.

- **They:**
  - massive poverty and obscene inequality
  - breathtaking advances
  - our times
  - social evils

b. Through your will and passion, you assisted in consigning that evil system forever to history.

- **that evil system:**
  - will and passion
  - solidarity
  - apartheid
  - slavery

c. I am proud to wear the symbol of this global call to action in 2005.

- **the symbol of this global call to action:**
  - this white band
  - the G8 summit

Vocabulary toolbox

Dans le discours de Nelson Mandela figurent quelques exemples de verbes à préfixe:

- *people in the world’s poorest countries remain imprisoned, enslaved...*

- *I entrust it to you*

Regardez la signification:

- To place trust in someone to do something: to entrust s.o. to + V
- To make someone a slave: to enslave s.o.
- To put someone in prison: to imprison s.o.

Comment diriez-vous?

- To put someone in peril: ............................................................
- To put someone in danger: ...........................................................
- To make someone noble: .............................................................
- To make sure: ..............................................................................

Check your answers.
Activity 12

1 Transparent words
   a. Underline the element(s) in each word that are pronounced differently in English in comparison with French.

   privileged
   campaign
   decline
   science
   technology
   industry
   system

   charity
developed
promise
finance
focus
symbol
humanity

   b. Listen to the correction and practise repeating each word.

2 Silent consonants
   a. Underline the consonant in each word which is not pronounced in English.

   should
debt
highest

   b. Listen to the correction and practise repeating each word.

3 Sounds [ʒ] and [ʃ]
   a. Match the following words 2 by 2 according to their pronunciation.

   measure
   issue
   vision
   action

   b. Listen to the correction and practise repeating each word.

4 Polysyllabic words
   a. Tick the box which corresponds to the stressed syllable in each word as in the example.

   po/ver/ty

   © Cned – Académie en ligne
b. Listen to the correction and practise repeating each word.

c. Complete the following rules:
Dans les mots se terminant en –tion, la syllabe accentuée est .................
..................................................................................
Dans les mots se terminant en –ty, la syllabe accentuée est .................
..................................................................................

Check your answers.

Activity 13

Now put into practice all you have learnt so far: how to annotate a speech (Activity 9), and how to pronounce English words correctly (Activity 12).

Annotate Mandela’s speech to guide your delivery.

“I am privileged to be here today at the invitation of the campaign to Make Poverty History. As you know, I recently formally announced my retirement from public life and should really not be here. However, as long as poverty, injustice and gross inequality persist in our world, none of us can truly rest. Moreover, the Global Campaign for Action Against Poverty represents such a noble cause that we could not decline the invitation. Massive poverty and obscene inequality are such terrible scourges of our times – times in which the world boasts breathtaking advances in science, technology, industry and wealth accumulation – that they have to rank alongside slavery and apartheid as social evils. The Global Campaign for Action Against Poverty can take its place as a public movement alongside the movement to abolish slavery and the international solidarity against apartheid. And I can never thank the people of Britain enough for their support through those days of the struggle against apartheid. Many stood in solidarity with us, just a few yards from this spot. Through your will and passion, you assisted in consigning that evil system forever to history. But in this new century, millions of people in the
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2 Deliver the speech standing up and record it at the same time.

3 Listen to the recording of Mandela’s speech and compare it with your own production. How can you improve your performance?
Another TV show: “Room 101”

The situation: you have been invited to appear on “Room 101”.

Your task: deliver a persuasive speech explaining why three items of your choice should be banished to Room 101. (You must choose one item from each category: concrete objects, abstract ideas, people – real or fictional).

Activity 14

Preparing work

1 Preparing your arguments: using adjectives

Adjectives are one of the easiest ways of presenting your point of view. So we are going to brainstorm them:

a. Match each adjective with its contrary.

- compassionate ○ ○ common
- entertaining ○ ○ cruel
- old-fashioned ○ ○ minor
- overrated ○ ○ tiresome
- rare ○ ○ underestimated
- significant ○ ○ unknown
- well-known ○ ○ up-to-date

FACT FILE

Room 101 is a torture chamber in George Orwell's novel *Nineteen Eighty Four* which contained the main character’s worst nightmare – in this case, rats. The BBC took this concept and turned it into a TV show in which various celebrities talk about the things they hate. Ironically, the origin of Room 101 was at the BBC anyway. Room 101 was the room of a senior BBC programme editor who often rejected or edited Orwell’s work. The author took his literary revenge by making the editor’s room to be an evil place.

“Room 101” is now an internationally recognised concept used by publicists and TV programmers worldwide.
b. Choose the correct prefix (un– or in–) to form the opposite of the following adjectives:

acceptable  
unacceptable
accessible  
inaccessible
competent  

conventional  

conventional
dignified  

dignified
expected  

rewarding
stable  

stable
tolerant  


c. Choose the correct prefix (dis–, im–, il– or ir–) to form the opposite of the following adjectives:

advantageous  

disadvantageous
legal  

illegal
agreeable  

agreeable
legitimate  

legitimate
logical  

logical
mature  

mature
personal  

personal
rational  

rational
responsible  

responsible


d. The following adjectives have “absolute” meanings: they can’t be intensified with very or extremely, but we can emphasise them with absolutely, really or quite (= absolutely). Decide if each one has a positive (+) or negative (-) connotation.

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>Negative (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>absurd</td>
<td></td>
</tr>
<tr>
<td>appalling</td>
<td></td>
</tr>
<tr>
<td>awful</td>
<td></td>
</tr>
<tr>
<td>brilliant</td>
<td></td>
</tr>
<tr>
<td>delightful</td>
<td></td>
</tr>
<tr>
<td>enormous</td>
<td></td>
</tr>
<tr>
<td>essential</td>
<td></td>
</tr>
</tbody>
</table>
Examples of use:

- It was a really awful journey.
- Her performance is quite wonderful.

In insisting:

Adverbs are a useful way of emphasising your point of view.

Let’s review them together.

Match each adverb with its synonym:

- enormously ○ ○ again and again
- consistently ○ ○ always
- constantly ○ ○ immensely
- inevitably ○ ○ obviously
- invariably ○ ○ seldom
- rarely ○ ○ systematically
- totally ○ ○ utterly

Developing an argument

a. Here is the script of one visitor to Room 101’s diatribe against zoos. Tick the words or expressions that you would use to complete each sentence.

1. It is .................................................. that animals are kept in captivity.
   - appalling
   - disgraceful
   - enviable
   - unacceptable
   - shocking
   - incomprehensible

2. Some zoos are .................................................. (1) but most of them are ............. .................................................. (2)
   - admirable
   - appalling
   - excellent
   - atrocious
   - dreadful
   - fine
   - praiseworthy
   - frightful
3. something must be done as soon as possible.
   - clearly
   - absolutely
   - obviously
   - inevitably
   - personally
   - quite frankly
   - immediately
   - generally

4. there is a straightforward solution to this problem.
   - actually
   - unfortunately
   - honestly
   - sadly
   - seriously
   - frankly
   - hopefully
   - desperately

5. (1) good zoos but (2) bad ones.
   - am all in favour of
   - advocate
   - am against
   - condemn
   - strongly disapprove of
   - applaud
   - approve of
   - favour
   - support
   - object to
   - reject the idea of

b. Now complete these sentences in an appropriate way using words and expressions from above:

1. It is that most safari parks are simply money-making enterprises.

2. there are some zoos which are run to make a profit, but not all.

3. some zoos are absolutely

4. I zoos as such – even if I enjoy a day at the zoo.

**Activity 15**

Participate in the “Room 101” TV show. Decide what your three “pet hates” are. Remember, you must choose one item from each category: concrete objects, abstract ideas, people (real or fictional). Look back through the sequence to draw up a checklist of the different steps you must follow before you record your speech. Pay attention to content and to delivery.

Try to talk for 1 minute 30 seconds using vocabulary and ideas from the rest of the sequence. (Don’t forget to do an auto-assessment of your message.)