

DYNAMIC ENGLISH VOCABULARY AND
GENERAL LANGUAGE COURSE

SPEAKING
and
LISTENING

Farouk Fassim

DYNAMIC ENGLISH SPEAKING AND LISTENING SKILLS

My grandfather used to say to me, as a young child, that those who could speak with confidence had a better chance of selling mere words than those who brought cows and bulls to sell in a market where cattle were highly prized.

Good speech is so important in conducting meetings, negotiating to solve problems, settling a deal, making presentations, or addressing an audience.

Being a good conversationalist also matters greatly.

This book will teach you how to use speech effectively and productively.

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PREPARING FOR CONVERSATION

Learners must do the following -

participate in role-playing and express opinions in a group on the basis of **cue cards** that are provided to them;

rehearse and test their opinion/s at home and among close friends to gauge reaction;

search for the vocabulary and phrases to allow them to express their ideas clearly and adequately;

give cognizance to issues of multiculturalism and constitutional injunctions;

develop a strategy to deal effectively with those in their group who tend to dominate a discussion or conversation; and

practise how to take turns by using such phrases as:

- o I believe that . . .
- o We should not overlook . . .
- o One shouldn't underestimate . . .
- o What I would like to see is . . .
- o As I understand it . . .
- o It was recently reported that . . .
- o It is common cause that . . .
- o While I am in general agreement with . . .

MAKING CONVERSATION

Breaking the ice

The learner must use a story or a joke that was successfully used before with variation. Offering some personal information will solicit a similar response from others in the group.

Good topics for conversation

Books, clothes, environmental issues, fashion, food, gadgets, interests, holidays, hobbies, media, money, movies, music, sports.

Sustaining a conversation

Talking about fashion, for instance, should lead to an exchange of views on trends, designers, models, fashion magazines, boutiques, stores, indigenous and international approaches, fashion for women, fashion for men, colours and materials, and so on and so forth.

Requirements

Good conversationalists have a reservoir of interesting facts, information, stories and jokes. They also practise continuously so that they know how to take a turn, how to make an input quickly and interestingly, how to sustain conversation and how to intervene to keep the focus on the topic. An expansive vocabulary, good pronunciation and articulation are vitally important.

Using discourse markers effectively

These are: as for, as regards, consequently, considering that, in addition, in retrospect, in view of the fact that, furthermore, moreover, on the other hand, therefore, thus, while, whereas, with regard to, etc.

Topics to be wary about

Beliefs, cultural practices, physical abnormalities, race and religion are dangerous to talk about. They lead to arguments.

ASSESSING CONVERSATIONAL SKILLS

A good conversationalist is successful in -

1. initiating a conversation with a joke, narrative or story;
2. sustaining the conversation by exploring broader issues that are associated with the topic;
3. introducing interesting facts and information at crucial moments;
4. using conventions applicable to turn taking at regular interval;
5. intervening to bring the focus of the conversation back to the topic;
6. being adequately assertive without being overly dominant;
7. stimulating others in the group to become interested in the topic;
8. using appropriate vocabulary to express personal ideas and opinions;
9. giving due regard to ethical, socio-cultural, and human rights issues;
10. avoiding vocabulary and topics that cause offence or are seen as being provocative;
11. disagreeing with the views of another person in the group without deflating that person; and
12. listening to others in the group attentively and encouragingly.

NEGOTIATING TO REACH CONSENSUS

As very specific skills are required to achieve success in negotiations, learners should choose a topic on which division exists to reconcile the parties. These are the steps to be taken:

1. Exercise patience

Patience is the key in ensuring that negotiations are successful.

2. Understand the issues

Thorough preparation is necessary in resolving a conflict. The negotiator must know the history of the problems and the issues which are regarded as the sticking points. It will also be important to understand the personalities of those who are involved in the conflict. For a win-win situation to arise both the issues and all personal sensitivities will have to be given consideration.

3. Have three sets of plans

Have Plan A; Plan B and Plan C with you. This will allow for optimal flexibility and for real negotiations to take place.

4. Create Trust

Trust is essential for meaningful communication. In any negotiations it is important to have an **honest broker** who is factual, truthful and trusted. Secret information is shared with someone who can be confided in.

5. Listen, observe and make detailed notes

It is very important to listen to what individuals are saying and to observe intently what emotions they show and what body language they manifest. It is true that many things are spoken without the use of words. Successful negotiators know how

to listen and observe body language. What is said is as important as how it is said. What is left out is just as important.

6. Precede statements with questions

In negotiations it is important to begin by asking questions to understand the true extent of the problem as well as the interests that each party is protecting. Thus, both the 'what' and the 'why' questions must be used to get to the bottom of the 'hidden' issues.

7. Strive for equality

Negotiators need to be tactful but assertive. Every negotiator must be prepared to counteract what each party is likely to assert. Remember that Individuals have public issues as well as self-interests and these have to be carefully considered.

8. Compromise has to be the outcome of any negotiation

A negotiator must evaluate each point placed on the table by the contending parties to determine which points are of primary importance. Once the **bottom line** has been determined the negotiator can try to achieve a settlement through give and take.

9. Humour helps

Making a joke, unfortunately, is power related and not everyone in a group is free to use humour for the strategic potential it offers. The use of ironic exaggeration and artfully pointing to incongruities can relieve tension.

10. Reduce everything to writing

As joint gains in negotiations are obtained incrementally, it is important to show that the blank page is being written on.

On completion of the negotiations, the facilitators will report back to the class and indicate what measure of success they had achieved. They will also report on what were the sticking issues and how these were successfully dealt with.

The facilitators will also need to evaluate their own strengths and weaknesses honestly. They will have to answer whether they were genuinely a part of the solution or whether they themselves contributed in any way to the impasse remaining unresolved. The following are some of the factors complicating negotiations:

- a lack of multicultural perspective;
- a lack of patience;
- a lack of good or honest intent;
- a lack of impartiality or objectivity;
- a lack of thorough preparation;
- a failure to separate the personality from the issue;
- a display of authoritarianism or arrogance;
- a failure in keeping the focus on mutual gain; and
- a failure to negotiate a framework of objective criteria.

The art of negotiation is a complicated one and therefore a single exercise in class will not suffice. Repeated practice will enable interested individuals to hone their negotiating skills and become increasingly more confident in their abilities to get those who are at odds with each other, to compromise and reach consensus.

Question for Discussion:

Is it possible to achieve **pure consensus** in the real world or should one be satisfied with negotiating to achieve **practical consensus**? Substantiate your viewpoint.

CONDUCTING A FORMAL MEETING

A formal meeting is highly structured and must therefore closely follow the specific agenda that was agreed upon beforehand. Regular monthly meetings, however, will naturally follow a set agenda. At other times an agenda can be proposed and accepted at the beginning of a meeting.

In order to conduct a mock meeting it will be necessary to elect a Chairman, Secretary, Treasurer and committee coordinators. They should then prepare a set of mock minutes for use in the meeting. This task can be facilitated if the minutes of a sports club or a welfare organisation are requested. Note that the word ‘chairman’ is not a sexist term as it is the shortened form of “chair manager”. Use the following agenda as a guide:

Welcome

“Good evening to all of you. I am delighted to see such a good turn out. I trust that you will participate fully in the meeting and contribute to its progress.”

Present

“For the record, members present at today’s meeting are:”

Apologies

“Are there any apologies?”

Minutes of the last meeting (if available)

“The minutes of the last meeting will now be read”.

Amendments & Corrections

“Are there any corrections and amendments?”

The following corrections and amendments have been proposed and I put them to you for your consideration”.

“Are there any objections?”

“No objections.”

“The amendments and corrections are approved.”

Motion for Approval

“May I request a motion for the approval of the minutes? The proposer of the motion would have had to be present at the last meeting. Thank you, Mr / Ms XYZ. Is there a seconder? Thank you, Mr / Ms The minutes are approved.”

Matters Arising

“The minutes are now open for discussion. Does anyone seek any clarification? If you are clear on all the issues let us proceed with a discussion of the minutes.” (Allow time for discussion).

“If there are no further issues I would like to move to the Financial Report.” (If this is a routine meeting)

Financial report by the treasurer covering the period 31 December 2018 – 31 January 2019.

“The financial report will now be presented. Do I have a mover and seconder for the report? Thank you. The report is now open for discussion.” (Allow for questions and discussion.) “We have now had lengthy discussions on the report and I propose that we move on to the last item on the agenda.”

Date and place of next meeting - (only for routine meetings)

“The next meeting is scheduled for 17 February 2019 at 18H00. Please have a look at your diaries to see if this date is open and suitable. The programme for the meeting will be finalised in due course and you will be advised accordingly. If the date and time is agreed to I will now call the meeting to a close. Thank you, once again, for your attendance and valuable contribution. Drive safely and take care on the road.”

APPLYING INTERVIEWING SKILLS

Anyone who is interviewing an applicant for a position will need to evaluate each individual for the following -

- levels of self-motivation and ability to work without
- supervision;
- dependability in normal as well as in critical situations;
- enthusiasm and energy for work;
- ability to withstand pressure situations;
- drive;
- perseverance;
- effective time management;
- planning effectiveness;
- handling the unexpected and the unusual;
- willingness to receive constructive criticism;
- willingness to learn new skills; and
- willingness to be a team player.

QUESTION AND ANSWER METHOD

In order to develop a profile of a candidate an interviewer will have to ask a number of probing questions.

Imagine that you are the chief interviewer for a major business organisation. One of your classmates will play the part of an applicant for the situation. Ask the following questions and use the responses you obtain to compile a report on the applicant's suitability for the advertised job. Read the report to the class so that they can evaluate its validity, accuracy and usefulness.

TYPICAL QUESTIONS ASKED IN AN INTERVIEW

Why do you want this job?

What are the skills and qualifications, in your opinion, that the advertised job requires? Do you meet these requirements?

What contributions can you make to this organisation?

What do you know about the group's philosophy and operation?

What in particular attracts you to this organisation?

What personal needs will this job satisfy?

What difference do you think you will make to this organisation?

What were your past successes in the work place?

What has been your biggest failure thus far? How did you rectify that failure?

What are the key lessons you learnt from your previous and present jobs? How will this impact on your work in the future?

What is your reaction to criticism generally?

How well do you work with colleagues of different cultures and beliefs?

If you were applying to Microsoft Corporation for this job what sort of questions would you have been expected to answer?

How much of your success can be attributed to others? Explain.

Can you narrate any story of a person who went beyond the call of duty to serve an organisation or the people associated with it?

INTRODUCING A SPEAKER

BEING ADEQUATELY PREPARED

One who is introducing a speaker is setting the stage so to speak. For this reason one has to solicit information both from the speaker, and from those who closely know the individual.

It is very important to give the speaker a suitable build up to arouse audience interest. Interest is always heightened when fascinating or gripping personal incidents in the speaker's life are shared with the audience.

All of us react to the human element and therefore an introduction which arouses admiration, or empathy, or sympathy for the speaker will warm the audience to him or her and allow for any existing tension to be considerably eased.

It will also help the person who is introducing the speaker to have an abstract of the speech to lead right to the point where the main speech will begin.

GETTING THE PERSONAL DETAILS RIGHT

It is very important to get the speaker's name right and to pronounce it as correctly as possible. It is also imperative that titles and qualifications are checked to prevent embarrassment on all sides. A speaker who accepts an invitation to speak deserves to be appropriately introduced to the audience. The audience should in the same way be introduced to the speaker so that a bond of commonality is established between speaker and audience right at the beginning.

BEING PREPARED FOR LAST MINUTE CHANGES

Things seldom go according to a plan and one must therefore be prepared for that.

MAKING A SPEECH

Understand who the audience is?

Every speaker needs to know his or her audience to achieve rapport. It is easier to have people interested in what you are saying if they themselves are equally interested in that subject. Anticipation on the part of the audience is everything that a speaker hopes and prays for. The speaker's first duty, therefore, is to arouse interest and then to sustain it.

Key points

A speaker who has clearly identified the three or four key points of the address and sticks to them will have a good chance of driving home the message. Considerable thought must therefore be given to selecting the main points that will be addressed in the speech. The practice of waffling considerably taxes the patience of an audience. A message must be delivered crisply and clearly.

What is the outcome you are hoping for?

There are speakers who enjoy hearing themselves speaking while boring everyone else to tears. Successful speakers are mindful of their audience and use their speeches to achieve clearly defined outcomes. Demosthenes, a great orator in ancient Greece, always clarified to himself the outcome he sought and then prepared his speeches accordingly. What one sows is what one will reap. As Demosthenes kept this thought in mind, he achieved enormous success. Find out more about Demosthenes to motivate yourself.

Observing the time limit

Successful speakers regularly keep an eye on the clock to ensure that the speech will be completed within the time that was allocated.

Will the speech be easy for everyone to follow?

Members of the audience do not have the benefit of replay. The message must therefore be simple and clear, and the speaker must strive for good articulation and enunciation. The main points must likewise be built up in a simple and logical manner so that the audience can **anticipate** where the speaker is leading to. It is important to remember that the point of a speech is not to show one's cleverness but to convey one's message as effectively as possible. At the best of times people misconstrue what is said and communication fails. A speaker must make sure that this does not happen and this can be achieved by regularly summarising an argument. Keeping things simple will also ensure that the message was not distorted but received as it was intended.

Will *Power Point* or any other graphics be used?

Many speakers today use computer software to generate graphics to support their speeches. Computer software also assists the speaker in properly structuring a speech. If neither a computer nor an overhead projector is available, the good old-fashioned chart will do just as well. The use of visual support makes it easier to follow a speech. Wisdom holds that a good picture says more than a thousand words. In the classroom, it is certainly better to show and tell rather than to rely on the spoken word alone. This view, in later life, will be equally valid.

The need for adequate rehearsal

Speakers who have rehearsed what they going to be saying will be relaxed, confident and passionate and thus will score with their audiences. Furthermore, they will be able to make regular eye contact with members of their audience. This is very important. A speech should never be read. It should always be **delivered!**

Using interesting anecdotes to liven a presentation?

Human beings are grudgingly forced to deal with facts and statistics since it is the human element that is most appealing to them. Therefore, stories and anecdotes that are well told will liven up a presentation and allow for the message to make an indelible impression in the minds of the listeners. Everyone should make it a habit to collect interesting stories and anecdotes in a little notebook that is taken everywhere. Once these stories, jokes and anecdotes have been recorded they should be practised repeatedly so that they can be told with ease and confidence. Practice makes perfect!

Keeping to the theme?

Many speakers easily digress and so lose their way. One has to stick to one's theme throughout. It is necessary for one who is speaking to check that the theme is being pursued steadfastly.

Ensuring that the speech is building up to a climax

Once a speaker gets into his or her stride and has built up audience interest, it is imperative to reach the desired **high point**. This is because speeches, as a rule, are made to persuade and influence people. As the end point of the speech is being reached the speaker should clinch his or her argument by making the most important point that would have been saved for precisely this moment. This is the climax.

Conclusion

After the main point has been made and the issues summarised, the speaker should call for some kind of action or participation in a plan or programme.

THE FUNCTIONS OF A CHAIRPERSON

OPENING, and GENERAL ‘HOUSEKEEPING’

The Chairperson calls the gathering to order, greets everyone, explains the procedures to be followed, makes certain announcements on behalf of the organisers and thereafter directs its proceedings in a fair, impartial and democratic manner.

INTRODUCTION

If a speaker is to be presented, the Chairperson will have to make some introductory remarks to relax the audience and provide them with key background information. If the person is well known, a buzz of excitement will already have begun to prevail and not much will have to be said about the individual's many accomplishments. On the other hand, if the opposite is true, the chairperson will have to share a little of the guest's history to give a proper build up. The opening remarks, however, should not be a speech. They should merely serve to set the mood and to warm the audience to the speaker. An invited speaker deserves a sympathetic and attentive audience.

GIVING THE PLATFORM TO THE SPEAKER

Good order and observation of the rules and procedures must be maintained. The time limit must be strictly adhered to.

CONCLUSION

First, the chairperson will lead the applause and make a few remarks of approval about the content and the manner of delivery at the end of the speech. Thereafter, the audience will be acknowledged for being attentive and responsive. Finally, someone will move the vote of thanks and the meeting will then be declared closed.

SPEECHES FOR PRACTICE

An inspiring speech was delivered by Deputy President TM Mbeki in the Constitutional Assembly on the occasion of the adoption of “The Republic of South Africa Constitutional Bill, 1996.” It is a speech worth listening to if you can get an audio copy from a library. The following extract, taken from that speech, should be rehearsed and then delivered to the class:

The constitution whose adoption we celebrate constitutes an unequivocal statement that we refuse to accept that our Africanness shall be defined by our race, colour, gender or historical origins. It is a firm assertion made by ourselves that South Africa belongs to all who live in it, black and white. It gives concrete expression to the sentiment we share as Africans, and will defend to the death, that the people shall govern.

It recognises the fact that the dignity of the individual is both an objective which society must pursue, and is a goal which cannot be separated from the material well-being of that individual. It seeks to create the situation in which all our people shall be free from fear, including the fear of the oppression of one national group by another, the fear of the disempowerment of one social echelon by another, the fear of the use of state power to deny anybody their fundamental human rights and the fear of tyranny.

It aims to open the doors so that those who were disadvantaged can assume their place in society as equals with their fellow human beings without regard to colour, race, gender, age or geographic dispersal.

It provides the opportunity to each one and all to state their views, promote them, strive for their implementation in the process of governance without fear that a contrary view will be met with repression. It creates a law-governed society which shall be inimical to arbitrary rule. It enables the resolution of conflicts by peaceful means rather than resorting to force.

It rejoices in the diversity of our people and creates the space for all of us voluntarily to define ourselves as one people. As an African, this is an achievement of which I am proud, proud without reservation and proud without any feeling of conceit.

Our sense of elevation at this moment also derives from the fact that this magnificent product is the unique creation of African hands and African minds. But it is also constitutes a tribute to our loss of vanity that we could, despite the temptation to treat ourselves as an exceptional fragment of humanity, draw on the accumulated experience and wisdom of all humankind, to define for ourselves what we want to be.

Together with the best in the world, we too are prone to pettiness, petulance, selfishness and short-sightedness. But it seems to have happened that we looked at ourselves and (saw the need to) make a super-human effort to be other than (merely) human, to respond to the call to create for ourselves a glorious future, to remind ourselves of the Latin saying: Gloria est consequenda -

Glory must be sought after!

Today it feels good to be an African.

The following is an adaptation of a speech given by former USA Vice President Al Gore at the National Sierra Club Convention in San Francisco on September 9, 2006.

The issue of global warming is one I am very passionate about. All of you know about dire scientific warnings of an onrushing environmental catastrophe. The average hurricane will continue to get stronger because of global warming. Since the 1970s hurricanes in both the Atlantic and the Pacific have increased in duration.

The President says that he is not sure that global warming is a real threat. He says that he is not ready to do anything meaningful to prepare us for a threat that he's not certain is real. He tells us that he believes the science of global warming is in dispute.

Winston Churchill, when the military storm was gathering over continental Europe, was alarmed that the government of the day was unwilling to confront it. He said of the government: "They go on in a strange paradox, decided only to be undecided, resolved to be irresolute, adamant for drift, solid for fluidity, all powerful to be impotent." He continued, "The era of procrastination, of half measures, of soothing and baffling expedience of delays, is coming to a close. In its place we are entering a period of consequences."

In spite of his warnings the government offered Germany appeasement and Churchill was moved to say, "This is only the beginning of the reckoning. This is only the first sip, the first

foretaste, of a bitter cup which will be proffered to us year by year - unless by a supreme recovery of moral health and martial vigour, we rise again and take our stand for freedom."

We too are 'entering a period of consequences'. It is time now for us to recover our moral health and stand up for freedom. It is time to condemn the government for poor decisions, missed judgments, lack of planning, lack of preparation, and wilful denial of the obvious truth about the serious and imminent threats that are facing the people. The situation, ladies and gentlemen, has deteriorated so much that some are now saying that we cannot ever rely on the government to protect the people. They have in the past asked for unilateral power for themselves but only to deal with a catastrophe of their own creation. Not for what is brewing. I am in agreement that we should not give them more power to abuse and misuse, the way they have recently done.

A hundred years ago, Upton Sinclair wrote, "It is difficult to get a man to understand something when his salary depends upon him not understanding." There are too many such people in the bureaucracy. They do not want to understand because they wish to keep their jobs secure. Recently we witnessed the devastating effects of Hurricane Katrina as a result of the government ignoring all the warnings that were given and so many people drowned. So many people lost everything.

It is true, to be fair to the bureaucrats, that no single hurricane can be blamed singly on global warming. Hurricanes have come for a long time, and will continue to come in the future. Science has not definitively shown that global warming increases the frequency of hurricanes. Hurricanes are caused by decade long weather cycles. But it is also true that warmer oceans make the average

hurricane stronger. The warmer oceans make the winds stronger and dramatically increase the moisture content of the storm. This increased moisture magnifies its destructive power.

The truth, my friends, is that our circumstances are not only new; they are totally different to anything ever experienced in human history.

The relationship between humankind and the earth has been utterly transformed in the last hundred years. In a hundred years we quadrupled the population of our planet. We have harnessed technologies that vastly magnify our impact on the natural world. We have at the same time cultivated a mind-set and an attitude that allow us to ignore the scientific evidence that is before us. The result is that our civilization is on a collision course with the earth.

We have reached a moment of moral crisis. This is not about any scientific debate or political dialogue. This is about who we are as human beings. It is about our capacity to transcend our own limitations. It is about our ability to see with our hearts, as well as our heads.

We should not wait, we cannot wait, we must not wait. To those who say the problem is too big for us as a country, I say that we have accepted and successfully met such challenges in the past. We freed the slaves. We gave women the right to vote. We took on Jim Crow and segregation. We cured great diseases. We landed man on the moon. We brought down communism. We brought down apartheid. We did this because we had leadership and because we had vision and because people exercised their moral authority in their local communities.

This is your moment. This is the time for those who see, understand, care and are willing to work to preserve the earth to say, "This time the warnings will not be ignored by government. This time we will prepare. This time we will rise to the occasion. And we will prevail."

Thank You

EXERCISE

1. Rehearse the two speeches and then deliver each with passion and conviction. Ensure that you use the dramatic pause effectively. This is a pause in the delivery calculated to achieve an impact.
2. Prepare a speech in which you passionately argue for young people to protect our constitution and our environment.
3. Craft a speech in which you urge young people to desist from reckless behaviour that seriously endangers their health and future.
4. Prepare a speech on how the world can avoid climate change disasters and pandemics as a result of young people taking it upon themselves to do more through participation in local, regional and national elections to influence policies and help elect those who are committed to keeping the world safe for all life on earth.

PARTICIPATING IN A DISCUSSION

Record a talk programme where callers phone in to discuss a topical matter. A day or two later play excerpts of the recording to the class. Thereafter, host the continuation of the debate on 'the class radio' and invite your fellow class mates to call and participate in the debate.

A newspaper company can be requested to make available 40 or 50 copies of one edition of a newspaper it publishes. Many communities have a knock and drop service. Letters, stories, advertisements and editorial comments can then be selected for discussion. Learners can contribute their own experiences on a given issue being ventilated in the press.

Discuss music and songs that appeal to you. In your discussion give attention to the artists and their particular talents.

Record either television or radio reports of what is happening in South Africa, Africa and the world on a preselected topic. Play the edited recording to the class.

Invite someone who is particularly knowledgeable on the subject a parent for instance, to provide background information on the subject so that the class can obtain a proper historical perspective. Additional information from the internet, magazines or books ought also to be compiled for learners to refer to.

Learners can thereafter assess the television or radio report for objectivity and accuracy. In doing so learners can indicate what conclusions they had arrived at both on the reporting and on the key aspects of each report.

If there was any propaganda, whose interest was it serving?

TOPICS FOR FURTHER DISCUSSION

1. Is the following warning by Dr Volkow justified? Discuss.

Tobacco use kills nearly half a million Americans each year, with one in every six U.S. deaths the result of smoking. Smoking harms nearly every organ of the body, causing many diseases and compromising smokers' health in general. Nicotine, a component of tobacco, is the primary reason that tobacco is addictive, although cigarette smoke contains many other dangerous chemicals, including tar, carbon monoxide, acetaldehyde, nitrosamines, and more.

Nora D.Volkow, M.D.

Director

USA National Institute on Drug Abuse

2. Is the following a balanced view on GMOs? Discuss.

All genetically engineered crops contain bacterial DNA. This DNA contains a genetic element (the so called "CpG motif") that stimulates the immune system to start a sequence of reactions leading to inflammation. Exposure to these genetic elements may lead to promotion of inflammation, arthritis and lymphoma (a malignant blood disease).

Furthermore, it has been demonstrated that DNA is not broken down in the gastro-intestinal tract to the extent formerly believed. Ingested DNA sequences large enough to contain whole genes have remained intact and entered the blood and tissues. This means that eating GE foods may increase the risk of said disorders.

Dr. Joe Cummins, Emeritus Professor of Genetics,
University of Western Ontario, Canada, 2001

MAKING AN ORAL PRESENTATION

Preparation for an Oral Presentation

To prepare for an oral presentation one has to give consideration to a number of things, some of which are:

the time allowed;

the introduction;

the main facts to be included;

the research to be undertaken;

the vocabulary to be used;

the objectives to be achieved;

the structure to be used;

the aids and visual materials to be employed;

the rehearsal prior to the delivery;

the conclusion.

Every presenter seeks to do one of several things in a successful presentation:

share information;

seek support or endorsement for something;

effect a sale;

influence a decision, or the course of an action, or simply stimulate discussion for purposes of brainstorming.

Ideally a presentation should begin with an arresting introduction before proceeding to the body of the presentation, then the summary and finally the conclusion. The presenter should never read from minutely prepared notes but should use numbered *cue cards* to allow for a smooth and flowing presentation. This will allow for **eye contact** to be made with the audience. This is most important in any presentation.

The presenter must also give due care to the choice of words as vocabulary influences the effectiveness of communication. In this regard, where it is possible, every big word should be replaced with a simple word. Every complex sentence should likewise be made into shorter simple sentences.

Visual aids greatly enhance a presentation. Visual and audio material should be integrated into the presentation. These could include charts, posters, photographs, slides, images, music and sound recordings.

Presentations can be either short and simple or very long and complex. It all depends on who is being addressed and in what context the presentation will have to be made. The length of the presentation is determined by negotiating with the different role players.

Every presentation, however, has to begin with research. This is how material is gathered. Some presentations will depend on research that has been personally conducted by the presenter. At other times one will have to use the library or browse the internet.

It does not matter where the facts are sourced from. What is important is that the facts should stand up to scrutiny and the preparation should appear to be very thorough. Finally, as every bit of information cannot go into a presentation, some facts and figures can be held in reserve for question time.

When all is said and done it is the presenter who has to sell himself/herself to the audience. The personal attributes of the presenter will, therefore, be of great significance in achieving success.

For this reason, the presenter has to rehearse how to stand, which position to stand in, what movements to make and in what tone and in which manner to deliver the presentation. Finally, anyone who continues with daily voice training will understand the value of having a strong, resonant and cultured voice. The importance of regular voice training can't be overemphasized. Ask Morgan Freeman or Oprah Winfrey about this!

Exercises:

Prepare an effective presentation on any one of the following topics:

The cars of tomorrow will use a mixture of fuel and compressed air. Not only will this lighten the burden of motorists but it will also impact favourably on the environment.

Too many people are having to battle the bulge because of their addiction to fast foods. What can the fast food outlets do about a problem that is becoming a national crisis?

It is important to get to know the drugs that are wreaking a havoc with the lives of young people who have little idea of what they are getting into when they are invited to experiment with these drugs.

What is HIV and why is a medical solution not readily available to deal with this scourge afflicting our society?

Installing a solar home energy system, designed to work seamlessly with Eskom's normal power supply, is the way to go.

USING AND EVALUATING STYLES AND REGISTERS

Role playing is important in understanding the register people employ. Request permission to record the characters you wish to impersonate and then rehearse the manner in which they speak.

When you are ready try to speak as -

an uncle or aunt, to a one-year-old baby to amuse it;

an angry principal, to learners who come consistently late;

a teacher, trying to explain a concept in science or mathematics;

a doctor, explaining how and when medication should be taken;

a lawyer, closing an argument in defence;

a husband who has again forgotten his wife's birthday;

one male teenager talking to another male teenager;

a male teenager to a female teenager whom he is attracted to;

as a fellow member of a distinct cultural group using English;

two women talking to each other at the hair salon; and

two South African men talking about rugby, cricket or football.

In linguistics the term “register” is defined as language of a type that is used in communicating with particular individuals or a set of people in a particular social situation.

Now that you have had some experience in understanding how styles and registers work, prepare three paragraphs on any one of the following:

The President making a speech on Freedom Day.

A counsellor talking to young drug addicts.

A magistrate sentencing a juvenile offender for vandalism.

SOUTH AFRICAN ENGLISH

English is the third most spoken language in the world but not everyone speaks Standard British English. Not even the majority of people in England do. Worldwide one can easily identify American English, Australian English, Indian English and Ghanaian English. South African English, of course, also stands out as being somewhat different!

As a multilingual country we will continue to modify English by contributing new words and phrases as in the following list of well recognised and widely used words:

apartheid	bakkie
bergie	biltong
braai	commando
howzit	indaba
larney	lekker
lightey	mampara
oke	pap
robot	skelm
skrik	stoep
takkies	voetsek
wors	y'all

Further Exercise

Make a list of other words that are peculiarly South African and which are regularly used by people who use English.

LANGUAGE AND POWER

The relationship between language and power is evident in every social interaction. As it is a dynamic force in our lives we are aware of its power, but as it is also very complex we need to understand how this power actually works. In all societies words are used to influence people or to make them do things they would not normally do. Mark Antony's oration in Shakespeare's **Julius Caesar** is a classic example of how language can be used as an instrument to mobilise people for violent purposes. Antony is himself acutely aware of this for he acknowledges this much to himself:

Now let it work. Mischief, thou art afoot,
Take thou what course thou wilt!

(William Shakespeare – Julius Caesar – Act 3 Scene II)

Ask a librarian for a recording of Mark Antony's oration and memorise it if you can. You will get good practice in oratory and at the same time you will entertain your family and friends.

Cultural agents and the media regularly use language to influence people and to incline them to certain opinions, beliefs or action.

Language is also used in framing rules, regulations, laws and treaties . People have to observe these implicitly or face dire consequences. Those who make the laws, and those who enforce them, wield enormous power in society.

It is also through language that globalisation is becoming a reality. Contemporary society is being influenced by the internet in a way that has no parallel in history. Power relations are changing. The language of IT and international economics is the language of power in the modern world. It's a language you need!

Do you accept that language has such enormous power? Substantiate your point fully.

LANGUAGE IN SUPPORT OF A MESSAGE

Language is used both to communicate and to exert power. In Act II of Shaw's **Pygmalion** Professor Higgins proclaims: 'I shall make a duchess of this drabble-tailed guttersnipe ... if she has a good ear and a quick tongue.' Eliza Doolittle, a downtrodden flower seller, is given lessons in elocution by Professor Higgins and is thereby elevated to the highest rank in society. This is the transformative power of language at its best!

Advertisers for their part choose evocative words to herd people to the market place. Politicians also shape people's perceptions of reality by the words they use, and the manner in which they use them. It is no different with writers and cultural activists. They all wield power through language.

In order to penetrate the mind of a copywriter it is best to act like one. Use the power adjectives, power verbs and power adverbs below to promote a product or cause of your choice.

Power Adjectives

acclaimed	amazing	astounding
attractive	authentic	awesome
bargain	beautiful	beneficial
big	bold	brilliant
certified	colourful	colossal
compelling	confidential	creative
custom-made	daring	dazzling
dedicated	distinct	distinguished
dominant	dynamic	endless
endorsed	enormous	excellent
exceptional	exciting	exclusive

expert	extensive	extra
famous	fantastic	fascinating
favourable	fierce	flexible
foremost	free	fresh
full	genuine	gigantic
grand	greatest	guaranteed
helpful	highest	hot
huge	ideal	immense
impressive	improved	informative
ingenious	innovative	instructive
intense	interesting	introductory
knockout	largest	latest
lavish	leading	legendary
massive	mighty	outstanding
phenomenal	popular	potent
powerful	practical	precise
premier	prime	prized
professional	profitable	prominent
proven	quality	rare
recommended	reduced	refundable
reliable	remarkable	reserved
revealing	revolutionary	security
selected	selective	sensational

sizzling	solid	special
spectacular	splendid	superior
supreme	surprising	tailored
terrific	tested	tireless
tremendous	unbeatable	uncommon

Power Verbs

accelerate	achieve	approve
capture	certify	champion
clinch	compare	control
delight	deliver	direct
discount	endorse	ensure
exceed	guarantee	hurry
overwhelm	perfect	promise
rush	safeguard	secure
skyrocket	snatch	surprise
undertake	unlock	urge

Power Adverbs

absolutely	better	certainly
confidently	easily	exactly
expeditiously	immediately	personally
precisely	quickly	securely
specially	thoroughly	urgently

TOPICS FOR RESEARCH

Collect advertisements on a common subject from newspapers and magazines. List separately the adjectives, verbs and adverbs used in these advertisements. Comment on the use of these words.

Look at five different advertisements on a common topic, selected by the class, and analyse how language is used to influence consumers to buy and use a particular product that is being advertised.

Answer the following questions on advertisements in general:-

- a. Does an advertisement encourage you to believe that you are missing out in some significant way and that you therefore need the advertised product to lead a better life? Substantiate.
- b. Do certain advertisements make you believe that there are people who are leading perfect lives on account of using certain products? Name some of these happy, healthy, contented, and successful people. Do you believe the message? Substantiate.
- c. List a few products that are meant to hold back and in fact reverse the ravages of age. What is the scientific evidence for these claims? What are your comments on the various claims?
- d. What are some claims made by manufacturers of hair products such as shampoo? What is your reaction to these claims?
- e. What do fast food outlets have to say about their products to appeal to consumers? Are you in any way influenced by their advertisements?
- f. Do you agree that words indeed have power over you and that they influence your attitudes, beliefs and behaviour? Substantiate.

USING RHETORICAL DEVICES WHEN SPEAKING

An effective speaker is one who makes an oral presentation fluently and expressively while using pauses, rhetorical questions and repetition for effect. In training for rhetoric, a learner must also give attention to posture, voice projection, and maintaining eye contact with the audience. Finally, it is important to use the correct tone, gestures and pronunciation. Read Bernard Shaw's **Pygmalion** to understand the importance of effective speech.

The following were the words spoken by newly elected President Nelson Mandela as he concluded his inaugural address on May 10, 1994. The speech is finely crafted and needs to be delivered in a fluent and expressive manner. Use appropriate pauses, tone, voice projection and clear articulation to make a soul stirring delivery.

Arrange with the librarian who helps to listen to this speech as it was delivered by President Mandela himself.

We succeeded to take our last steps to freedom in conditions of relative peace. We commit ourselves to the construction of a complete, just and lasting peace.

We have triumphed in the effort to implant hope in the breasts of the millions of our people. We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity - a rainbow nation at peace with itself and the world.

As a token of its commitment to the renewal of our country, the new Interim Government of National Unity will, as a matter of urgency, address the issue of amnesty for various categories

of our people who are currently serving terms of imprisonment. We dedicate this day to all the heroes and heroines in this country and the rest of the world who sacrificed in many ways and surrendered their lives so that we could be free.

Their dreams have become reality. Freedom is their reward.

We are both humbled and elevated by the honour and privilege that you, the people of South Africa, have bestowed on us, as the first President of a united, democratic, non-racial and non-sexist government.

We understand still that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

Let there be justice for all.

Let there be peace for all.

Let there be work, bread, water and salt for all.

Let each know that for each the body, the mind and the soul have been freed to fulfil themselves.

Never, never and never again shall it be that this beautiful land will experience the oppression of one by another and suffer the indignity of being the skunk of the world.

Let freedom reign.

The sun shall never set on so glorious a human achievement!

God bless Africa!

Thank you.

Make a checklist of the items that President Mandela promised to give attention to. What can you say about his choice of items for his list?

Summarise in your own words the concluding remarks of President Mandela beginning with the words 'Let there be... How do you feel about these words? Explain.

Comment on President Mandela's use of the following phrases:

- chasms that divide
- bondage of poverty
- token of commitment
- enter into a covenant
- inalienable right to human dignity
- skunk of the world

Explain the past historical circumstances that led President Mandela to made the following remark:

"Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world."

Compare President Mandela's words with the following:

Once more unto the breach, dear friends, once more,
Or close the wall up with our English dead!
In peace there's nothing so becomes a man
As modest stillness and humility;
But when the blast of war blows in our ears,
Then imitate the action of the tiger:
Stiffen the sinews, summon up the blood....

William Shakespeare's Henry V (Act 5 - Scene 3)

HOW TO MAKE A CRITICAL ANALYSIS OF A SPEECH

Analyse the speaker's assumptions or point of view.

Analyse the social and cultural context of the speech.

Evaluate whether adequate evidence was presented in support of the speaker's assumptions or viewpoint.

Evaluate whether the style and the register used in the oral communication was appropriate.

Explain the varieties of language used:

standard regular English;

informal, indigenised, dialect

Identify persuasive techniques that were used.

Distinguish between what was factually stated and what was communicated as an opinion. Was the opinion qualified or unqualified? Was it based on personal knowledge or on hearsay? What weight should a critical listener give to such an opinion?

Comment on the manipulation of information.

Comment on the emotive use of language, bias, prejudice, intolerance and stereotyping.

Analyse the manipulative use of language.

Evaluate the relationship between language and culture and language and power as was evident in the speech.

Draw conclusions based on the quality and strength of the evidence that was led. Were the facts that were adduced by the speaker facts that could be substantiated or were they opinions?.

DISTINGUISHING BETWEEN FACTS & OPINIONS

Fact: Something that can be shown to be true, to exist, or to have happened. A fact is supported by direct observation, or irrefutable evidence.

Opinion: the view that somebody takes about an issue. An opinion, even if it is based on a fact, involves an individual's personal judgment. Lawyers, for instance, can hold diametrically different opinions on an issue or incident based on a given fact.

How to determine if it is an opinion:

Is the speaker or writer using adjectives like: dangerous, cruel, harmful, beautiful, or enchanting?

Is the speaker or writer using adverbs like: often, perhaps, probably, sometimes or usually?

Is the speaker or writer resorting to verbs like: believe, feel, propose, think, suggest?

How to determine that someone is stating the facts:

The use of the verb to be: "is" or "are" will feature very prominently. Alternatively, the speaker or writer will use the present imperfect tense, as in the following:

The earth **is** a sphere.

Present day South Africa **is** a democracy.

The Indian Ocean **washes** the eastern shores of Africa.

This year the rains **are** delayed.

Germs **cause** infections.

The sun **rises** in the East.

Greenhouse gases **blanket** the earth and **keep** it warmer.

Which of the following statements are factually true?

1. Hollywood produces many of the films that are seen around the world.
2. I understand that South Africa is well poised to be a great film making nation.
3. There were no tickets available for the concert.
4. Many of us have probably read the poems of Wally Serote.
5. Graeme Smith is at present the captain of the Proteas.
6. Durban must be South Africa's most beautiful city.
7. Table Mountain overlooks Cape Town.
8. OR Tambo International is our country's busiest airport.
9. Mandela, de Klerk and Tutu are Nobel laureates.
10. Mangoes could be grown in Cape Town.

Distortion of a message by Omission:

Jeff Cohen and Norman Solomon asserted in 1995 that "when Martin Luther King focused his challenge on legalized racial discrimination in the South, most major media were his allies."

When King, however, took up the cudgels on behalf of the poor, black and white, the media began to side-line him. In their view the media was deliberately distorting the message of King by giving prominence to what he did earlier in his life and by ignoring the issues he began to espouse in the last three years of his life before he was assassinated.

Read the thrust of their argument on the next page and undertake some research to find out whether the media is generally guilty of distorting the truth by omitting whatever does not suit the perspective of a particular paper, radio station or television broadcaster.

Noting that a majority of Americans below the poverty line were white, King developed a class perspective. He decried the huge income gaps between rich and poor, and called for "radical changes in the structure of ... society" to redistribute wealth and power.

"True compassion," King declared, "is more than flinging a coin to a beggar; it comes to see that an edifice which produces beggars needs restructuring."

By 1967, King had also become the country's most prominent opponent of the Vietnam War, and a staunch critic of overall U.S. foreign policy, which he deemed militaristic. In his "Beyond Vietnam" speech delivered at New York's Riverside Church on April 4, 1967 - a year to the day before he was murdered - King called the United States "the greatest purveyor of violence in the world today."

From Vietnam to South Africa to Latin America, King said, the U.S. was "on the wrong side of a world revolution." King questioned "our alliance with the landed gentry of Latin America," and asked why the U.S. was suppressing revolutions "of the shirtless and barefoot people" in the Third World, instead of supporting them.

In foreign policy, King also offered an economic critique, complaining about "capitalists of the West investing huge sums of money in Asia, Africa and South America, only to take the profits out with no concern for the social betterment of the countries."

You haven't heard the "Beyond Vietnam" speech on network news retrospectives, but national media heard it loud and clear back in 1967 - and loudly denounced it. Time magazine called it "demagogic slander that sounded like a script for Radio Hanoi."

The Washington Post patronized that "King has diminished his usefulness to his cause, his country, his people."

In his last months, King was organizing the most militant project of his life: the Poor People's Campaign. He crisscrossed the country to assemble "a multiracial army of the poor" that would descend on Washington - engaging in non-violent civil disobedience at the Capitol, if need be - until Congress enacted a poor people's bill of rights. Reader's Digest warned of an "insurrection."

King's economic bill of rights called for massive government jobs programmes to rebuild America's cities. He saw a crying need to confront a Congress that had demonstrated its "hostility to the poor" - appropriating "military funds with alacrity and generosity," but providing "poverty funds with miserliness."

How familiar that sounds today, more than a quarter-century after King's efforts on behalf of the poor people's mobilization were cut short by an assassin's bullet.

As 1995 gets underway, in this nation of immense wealth, the White House and Congress continue to accept the perpetuation of poverty. And so do most mass media. Perhaps it's no surprise that they tell us little about the last years of Martin Luther King's life.

For the full story go to:

<http://www.fair.org/index.php?page=2269>

1. Imagine that you are a reporter for a certain media organisation. Write a report on the conflict in Darfur, or Palestine or Iraq involving the death of a number of people at the hands of the military. Quote the military commander in full to give a balanced story. Thereafter edit the story by omitting something significant that was said to make the military look better or worse.

2. Is the media in South Africa totally objective or does it also follow an agenda? Substantiate with concrete evidence.

GENDERED PRACTICES IN LANGUAGE

Do men and women use language exactly in the same way?
Find out through making careful personal observations.

Are men or women more likely to use intensifiers in their daily speech. (What a **massive** disaster! What an **unholy** mess! I am **extremely** busy!) Research the question to find out the answer.

Are men or women more likely to use question tags when speaking?

(First speaker: It's such a hot day.

Second speaker: Isn't it?

First speaker: They're such a lazy lot.

Second speaker: Aren't they?)

Are men or women more likely to make interruptions when people are conversing?

(Hang on, I never said that.

Hello – when did I ever say that?)

In general are men or women more likely to use slang? Why?
Please substantiate.

Do we generally use more or less the same adjectives to describe both girls and boys? Explain.

List the adjectives that would normally be used to describe a beautiful girl.

List the adjectives that would be used to describe a fine looking teenage boy.

List adjectives that would be used to describe a badly behaved teenage boy.

Is it possible to identify distinct female and male language forms?
Do women use language that is more polite and do they employ a less competitive and more co-operative style? Explore this topic.

IMPROVING THE SKILLS OF LISTENING

Preparing a checklist of the issues in anticipation of a lecture

Preparing a check list in advance helps to anticipate the likely issues to be covered during a lecture. Points that were addressed by the lecturer can then be ticked off. On the other hand, where this was not done, the lecturer could be asked to explain the omission. If none of the anticipated points were covered the listener will need to ascertain the reason for that.

Making diagrams or notes

Keywords used in a speech should be noted and a flow chart should reveal how the points were sequenced by the speaker. The listener must differentiate between the main points and the supporting points. An A3 sheet of paper is ideal for mapping.

Ensuring that the speaker keeps you in his / her focus

A listener should ideally occupy a seat where the speaker can keep eye contact with him / her and receive his / her non verbal or spoken responses. This encourages one to be an active listener.

Anticipating the next sentence

It is possible to anticipate the next sentence where an argument is being developed logically and sequentially. Make this a habit.

Being open-minded

A good listener is always prepared to listen to someone else even if what the speaker is saying does not accord with his / her ideas or viewpoints. A listener can use a part of the page to draw two columns with the headings: Points I Agree With and Points I Disagree With. Brief notes can be entered in each column.

Making a summary after listening to a talk or presentation

A summary should be prepared without delay at the end of the talk or presentation. Novel ideas, interesting words, key phrases, stimulating ideas and deep insights should be captured in the summary.

Asking questions

When asking a question a good listener will make a short point first and then pose the question within the context of that point. For example a listener could ask:

Chairperson, I am seriously considering the idea of becoming an anthropologist some day. In view of what the speaker has had to say about people in power ignoring anthropologists, would he still advise me to persevere with my present inclination? If so, why?

Making a point

A listener must, in making a point, briefly state what the speaker had said and then offer his / her analysis:

Chairperson, the speaker led much evidence to show that anthropologists play an important role in society but that political leaders seldom give cognisance to their work. I would like to believe that this may in part be as a result of anthropologists working in isolated pockets and not as viable groups. How does the speaker react to my statement?

Restating

Learners should attempt to restate the points that were made by the speaker both to show that they understood what had been said and remembering the main and subsidiary points. It is said, not without justification, that the best way of learning is by restating and repeating.

USING AND EVALUATING ANECDOTES

John Carlin in his book **Playing the Enemy**, published by Penguin, records the first meeting of John Reinders, who was chief of presidential protocol under FW de Klerk with Nelson Mandela. With the change of government he took it that it was time for him to move on. He got to his office in Pretoria very early in the morning to start packing his boxes. It was April 1994. He heard a knock at the door. It was Mandela.

"Good morning! How are you?" the new president said, before adding, with a frown: "But... what are you doing?"

"Mr President," Reinders replied, "I am putting away my things. I am off to a new job."

"Ah, and where are you going?"

"To Correctional Services, Mr President."

"Correctional Services? Ah, no. No, no, I do not recommend that," said Mandela, breaking into a complicit smile. "I know Correctional Services very well. Ve-ry well. No, no, I do not recommend that at all."

Reinders, a little bemused, smiled back.

"Now," Mandela said, "by all means leave, if that is what you wish, but you must understand that I would like you to stay. We have no experience of running an office like this and we need people like you to help us. It will only be five years, as I intend to serve only one presidential term. I would be most grateful if you stayed."

Reinders remained with Mandela to the end, accompanying him on innumerable foreign and domestic trips, never ceasing to be

astonished and charmed by the unfailing kindness and courtesy Mandela showed him. From the friendly greeting he gave him every morning, to the concern he always expressed for the welfare of his family, to the time during a state visit to Rome when Mandela introduced him, by name, to the Pope.

A year after leaving office, Mandela invited the Reinder's family to lunch. The meal began and Mandela raised a glass. Turning to Reinders' wife and children, he said: "I would like to apologise to you for depriving you for so long of (his) presence. But, I must tell you, the job he did for us was magnificent. Magnificent!"

The lunch ended and Mandela accompanied the family to the door. As they left in their car, he stood in the driveway, waving goodbye.

DISCUSSION

The fact that John Carlin used this anecdote in his book indicates that he appreciated it highly. For him the story illustrated the manner in which Mandela won over the people who were so opposed to him for so many years.

The anecdote also makes a very good story for those who wish to highlight the fact that it doesn't pay to bear grudges.

At a different level the story can be used to illustrate the fact that loyalty from a superior begets loyalty from those who are subordinate. It is much better to lead than to push.

THE NATURE AND USE OF ANECDOTES

The anecdote is a short, witty and complete story that has been used from times immemorial both to grab the attention of an audience and to establish a continuing rapport with them. A speaker who makes an effective introduction is generally guaranteed to receive a sympathetic hearing for the remainder of the speech.

It is important, however, for the anecdote to be relevant to the topic as it has to put the listeners on the right track. The anecdote on the previous page says a bookful on Mandela's unique ability in cultivating loyalty in friend and foe alike. What a boon it is for a speaker to have such an anecdote when speaking on a topic such as Mandela's role in achieving national reconciliation.

The apt anecdote is indeed a powerful weapon in a speaker's arsenal. It allows for a point to be fully elucidated without anyone having to belabour it. Even so, a story is a means to an end, not an end in itself. The normal content of the speech has still to stand on its own. The ideal is to achieve a harmonious balance between being light-hearted on the hand and sufficiently serious on the other. This is how an audience can be kept interested and alert.

An anecdote that contains biographical incident contains risk in retelling. This is because an anecdotes being used to prove a point may be apocryphal, not real.

Anecdotes that are not recorded and validated can alter with each telling. In such cases they are useful for entertaining an audience. No more than that! They set everybody off on a journey but they don't constitute the destination.

Learners should diligently collect anecdotes with biographical details of the persons who feature in them. The new curriculum encourages a learner to make little books as a source of lifelong reference. Each little date seed will grow into a mighty big palm.

USING DICTIONARIES TO RESEARCH PRONUNCIATION

Some dictionary publishers have kept with the International Phonetic Alphabet to represent the sound of words while others have experimented with the standard alphabet to devise a different system. The IPA phonetic script approach allows for each sound to be represented by a unique symbol. The downside is that these symbols have to be learnt.

The Longman Dictionary of Contemporary English uses the International Phonetic Alphabet to represent the sound of a word:

tis.sue /'tɪʃuː, -sjuː \$ -ʃuː/

The '\$' sign above indicates American pronunciation and, as can be seen, there is a noticeable difference in the pronunciation. The Compact Oxford English Dictionary, on the other hand, uses a different system: **tissue** /tishoo, tisyoo/

There are many different pronunciation guides in English as can be seen in different dictionaries.

The answer to the problem is to utilise technology. Learners can use electronic pronouncing dictionaries as these come with instant sound. The online audio dictionary at www.howjsay.com, for example, offers 2284 commonly used words that have been individually pronounced using standard British English. The *MS Encarta Dictionary* is another widely available dictionary that offers an audio solution. Every major dictionary, in time, will offer audio files as the solution for representing the sound of words. In the meanwhile, learners should use the dictionary resources that are available to them to explore pronunciation.

PRONUNCIATION

If a variation in pronunciation exists within England itself, what can one expect in the rest of the world? Over a billion non-native speakers use English; and pronunciation, as is to be expected, will differ from group to group and country to country. Fortunately radio, television and cinema continue to provide most users of English with standards to be striven for. Learners should choose well spoken role models to emulate.

Oprah Winfrey, for example, turned her study of speech, drama and English at Tennessee State University to very good account.

It is a natural goal for learners that they should want to improve their spoken English. Good pronunciation is a matter of personal pride. Good pronunciation is also essential in promoting effective and accurate communication. Learners should work at it tirelessly throughout their lives.

Learners must continue to add to the list provided in the book and refer to a reputable dictionary for guidance on pronunciation. The MS Encarta and Oxford Dictionaries were utilised in the preparation of this section. The book also provides learners with words that rhyme with the headword. *Front rhymes in the list below are written in italics.*

Word	Say it as	Rhyming Words
abattoir	ábɞə twaár	repertoire, reservoir
abyss	ə bíss	cannabis
accede	ək seéd	agreed, bleed, deed
accumulative	ə kyoómyolətív	active, massive
accursed	ə kúrst	burst, first, thirst

acoustic	ə koóstik	arctic, garlic, tropic
acquiesce	ákwi éss	bless, caress, stress
adjourn	ə júrn	burn, stern, turn
admirable	ádmərəb'l	baffle, chapel
aegis	éejiss	bodice, Paris
acquiesce	ánnəss théttik	obsess, recess
angina	an jīnə	gala, saga, zebra
annihilate	ə nīə layt	bait, inflate, state
apparatus	áppə ráytəss	bogus, bonus
apropos	ápprə pō	aloe, harrow, polo
archangel	aárk aynjəl	vigil, signal
arch-enemy	aárch énnəmi	abbey, angry
archipelago	aárki péllə gō	forego, gecko
aspirant	áspirənt	parent, tyrant
assuage	ə swáyj	cage, page, sage
attaché	ə tásh ay	cachet, papier-mâché
awry	ə rī	cry, dry, try
azure	áyzhər	brazier, cruiser
barrage	bárraaj	garage, mirage
bivouac	bívvoə ak	black, flack, sack
blasé	blaá zay	assay, hearsay
boatswain	bōss'n	arson, prison
bourgeois	boór zhwaa	pasha, shah
broccoli	brókəli	alley, dolly, folly
brochure	brōshər	armour, saviour

brusque	brusk	Dusk, rusk, tusk
bureaucracy	byoor rókræssi	busy, chassis, glossy
cache	kash	cash, splash, trash
caesarean	seézər ien	foreign, heron
calibre	kállibər	amber, barber
calumny	kálləmni	knee, felony, tyranny
camaraderie	kámmə raádəri	bawdry, boundary
camouflage	kámmə flaaʒ	barrage, mirage
candidature	kándidəchər	lecture, texture
capon	káypon	cheapen, misshapen
caricature	kárrikə cher	butcher, culture
carouse	kə rówz	arouse, cows, vows
caveat	kávvi at	brickbat, combat
celibacy	sélləbəsi	gypsy, sexy
<u>cellist</u>	chéllist	<u>checklist</u>, enlist
<u>chagrin</u>	shággrin	<u>chalet</u>, grin
chameleon	kə meéli ən	billion, stallion
chamois	shám waa	army, pygmy
chancre	sháŋkər	anchor, tanker
chasten	cháyss'n	bison, treason
chicanery	shi káyneri	Henry, scenery
chimera	kī meérə	Sarah, torah
circuit	súrkit	cricket, jacket
<u>cirrhosis</u>	sə rössiss	<u>sitar</u> - thesis
clandestine	klan déstin	canteen, nicotine

clangour	kláng gər	anger, hunger, sugar
cliché	kleé shay	essay, ricochet
clientele	klien tél	cartel, pastel, tell
coalesce	kōə léss	bless, unless
codicil	kōdissil	windowsill, overspill
cognac	kón yak	haystack, yak
cognoscenti	kógnə shénti	plenty, twenty
coiffure	kwaa foōr	tandoor
colloquy	kólləkwi	soliloquy
<u>comely</u>	kúm li	<u>come</u> (kumly) costly
commandment	kə maándmənt	moment, payment
comparable	kómpərəb'l	gamble, grumble
composite	kómpəzit	licit, tacit, say it
concierge	kónssi airzh	verge, diverge
confidante	kónfi dánt	mordant, verdant
conjugal	kónjoog'l	regal, single
connoisseur	kónnə sūr	pincer, sensor
consummate	kónssə mayt (adj)	helmet, kismet
consummate	kónssy oo mayt (verb)	cremate, inmate
contiguous	kən tíggyoə əss	arduous, virtuous
controversy	kóntrə vurssi	fancy, gypsy
contumely	kón tyoomli	chilli, silly
coquetry	kókitri	fiery, misery
cornucopia	káwrnyookōpi ə	cheetah, drama
cortege	kawr tézh	beige

courtesan	káwrți zán	arson, Saxon, waxen
covert (v)	kúvvært	culvert, pervert
crèche	kresh	fresh
critique	kri teék	antique, teak
cuisine	kwi zeén	benzene
debauch	di baák'l	buckle, sparkle
debris	déb ree	belfry, carefree
debut	dáybyoo	imbue, zebu
decorum	di káwrəm	forum, quorum
demesne	di meén	demean, mien
denouement	day nóo mon	grandma
derisory	di rīssəri	grocery, misery
(develop)ment	di vélləpmənt	(gallop), (hiccup)
devotee	dévvō tée	duty, empty, testy
dilettante	dílli tánt	détente, entente
diocesan	dī óssiss'n	jettison, venison
dishevel	di shévv'l	devil, level, revel
disparate	díspərət	favourite, pirate
dogged	dóggid	rugged, turgid
douche	doosh	ambush, bush
doughty	dówti	grouty
eccentric	ek séntrik	gastric, metric
echelon	éshə lon	Ceylon, Orlon
entrepreneur	óntrəprə núr	manner, scanner
elite	i léet	athlete, delete

émigré	émmi gray	grey, betray
entrée	ón tray	portray, outré, tray
<u>ex</u> acerbate	ig zássær bayt	<i>ignite</i> - debate
expiry	[ik spīri	fiery, wiry, enquiry
façade	fə sáad	Hansard
facsimile	fak símmæli	flatly, timely
fiancé	fī ón say	daresay, hearsay
finale	fī naáli	collie, molly, rally
finesse	fī nés	bareness, broadness
gigantic	jī gántik	drastic, frantic
gourd	goord	assured, insured
gourmet	goor may	dismay, may
grievous	greévæss	chorus, joyous
grimace	grímmæss	premise, promise
guffaw	gə fáw	awe, therefore
haemorrhage	hémmerij	average, beverage
harangue	hə ráng	rang
heifer	héffær	suffer, tougher
hierarchy	hīr aarki	cookie, monkey
illicit	i líssit	transit
illusory	i loózæri	dowry, flowery
impasse	im paáss	surpass, trespass
impotence	ímpætəns	distance
impugn	im pyoón	cocoon, tycoon
incarcerate	in kaárssæ rayt	berate, death rate

indict	in dīt	cordite, graphite
indigent	índijənt	agent, pungent
indolence	índələnsə	balance, variance
inexorable	in éksərəb'ɫ	cable, crumble
infamous	ínfəmæss	humus, thymus
infinite	ínfinət	hornet, signet
ingratiante	in gráyshi ayt	create, narrate
inveigle	in váyg'ɫ	single, tangle
irascible	i rássəb'ɫ	nimble, symbol
irate	ī ráyt	berate, birth-rate
jurisprudence	joóriiss proód'nss	credence, guidance
kaolin	káy əlin	mandolin, violin
kopje	kóppi	floppy, poppy
laparoscopy	láppə róskəpi	Penelope
largesse	laar jéss	caress, confess
lascivious	lə sívvi əss	crevice, grievous
laudatory	láwdətəri	mandatory
lineage	línni ij	cabbage, marriage
lingerie	lánzhəri	battery, flattery
litigant	líttigənt	elegant, fumigant
llama	laámə	comma, drama
longevity (soft 'g')	lon jévvəti	guilty, trustee
lucre	loókər	acre, talker
macabre	mə kaábə	barb, rhubarb
maelstrom	máyɫ strom	intercom

mandatory	mándətəri	glory, story
masquerade	maáskə ráyd	charade, parade
memoir	mém waar	hurrah, grandpa
menagerie	mnajri	scurry, Surrey
milieu	meél yō	purlieu, value
motif	mō teéf	belief, relief
naiveté	nīeévə tay	forte, sauté
negligé or negligee	néggli zhay	deejay
niche	neesh	kitsch, ditch
notoriety	nō táwri əti	sortie, thrifty
obeisance	ō báyss'nss	guidance, penance
ogre	ōgər	stronger, sugar
patois	pát waa	bourgeois, bra
penchant	pón shoN	shone
persuasion	pər swáyzh'n	lesion, version
piebald	pībawld	bald, blackballed
piquant	peékənt	secant, vacant
pizzazz	pə záz	jazz, topaz
perique	peek	boutique, teak
porpoise	páwrpæss	corpus, rumpus
premiere	prémmi air]	cashmere, smear
premise	prémmiss	malice, tennis
preparatory	pri párrətəri	story, Tory
prioritize	prī órri tīz	advise, book prize
privacy	prínvæssi	mercy, spicy

progeny	prójjæni	funny, honey
pronunciation	prə núnssi áysh'n	nation, station
psyche	sīki	Nike (shoes), spiky
punctilious	pungk tílli æss	callous, palace
pungent	púnjənt	regent, urgent
purloin	pur lóyn	loin, sirloin
quixotic	kwik sóttik	gothic
<i>raison d'être</i>	ráy zo day taá	Voltaire
regime	ray zheém	esteem, extreme
renege	ri náyg	adage, tonnage
reparable	réppərəb'l	bramble, ramble
repertoire	réppər twaar	boudoir, jaguar
rescind	ri sínd	sinned
respite	réspait	despite
resume	ri zyoóm	assume, presume
résumé	rézzyoo may	dismay, gourmet
rhetoric	réttərik	citric, metric
ribald	ribb'ld	dribbled, scribbled
riposte	ri póst	compost, doorpost
ricochet	ríkə shay	cliché, sachet
riparian	rī páiri ən	barbarian, ovarian
sachet	sásh ay	cachet, sashay
sang-froid	song frwaá	jaguar, memoir
scourge	skurj	purge, urge
scythe (n)	saith	blithe, write

séance	sáy aNss	dance, France
skiing	skeé ing	fleeing, seeing
sobriquet	sōbri kay	decay, highway
slough (skin of snake)	slau	bough, endow
sojourn	sójjurn	adjourn
sough	sow	cow, plough
suave	swaav	halve, starve
succinct	sək síngkt	precinct
succour	súkə	sucker, trucker
succumb	sə kúm	talcum, welcome
suede	swayd	persuade, swayed
suffragette	súffrə jét	propjet
suffuse	sə fyoóz	abuse, confuse
svelte	svelt	belt, melt, pelt
swaddle	swódd'l	twaddle, waddle
swathe	sway th	bathe, sunbathe
sword	sawrd	soared
sycamore	síkə mawr	more, sophomore
sycophant	síkəfənt	infant
syllogism	síllə jizəm	bosom, spasm
synapsis	síllə jizəm	sepsis, thesis
terrace	teris	derris, Ferris
timbre	tímbər	limber, timber
torque	tawrk	cork, fork
toupee	toó pay	coupe, pupae

trait	trei	delay, relay
turquoise	túrkwoyz	revise
twaddle	twódd'l	coddle, model
ubiquitous	yoo bíkwitæss	zealous
ululate	yoólyoo layt	collate, relate
ursine	úr sīn	porcine, cosine
usage	yoóssij	carriage, village
usufruct	yoózyoo frukt	instruct, obstruct
uxorious	uk sáwri æss	nervous, solace
vaudeville	váwdèvil	Melville, Nashville
vegetable	véjtəb'l	crumble, fumble
vehement	veémənt	movement, treatment
vehicle	veé ik'l	fickle, pickle
verdigris	vúrdi gree	agree, degree
vicissitude	vī sissi tyood	attitude, etude
vigilante (soft 'g')	víjji lánti	Dante, diamante
vignette (silent 'g')	vin yét	octet, rosette
villain	víllən	woollen
viol	vīəl	dial, trial
virulent	vírroolənt	coolant, silent
virtuoso	vúrchoo óssō	Crusoe, trousseau
vis-à-vis	veézə vi	chimpanzee
viscera	víssərə	aura, cobra, mantra
viscosity	vi skóssəti	busty, frosty
viscount (silent 's')	vī kownt	account, discount

vitamin	víttəmin	jasmine, histamine
vitiate	víshi ayt	create, negate
vivacious	vi váyshæss	gracious, spacious
vociferous	vö sifferess	humorous, walrus
volte-face	vólt faáss	farce, glass
volition	vō lish'n	fission, mission
voluptuous	vo lúpchoo ess	incestuous, virtuous
waffle (as in walnut)	wóff'l	baffle, raffle
weevil	weév'l	anvil, evil
werewolf	wáir woolf	rare wolf
whetstone	wét stōn	limestone, sandstone
whimsical	wímzik'l	sprinkle, twinkle
whinge	winj	cringe, fringe
whorl	wurl	furl, hurl
wizen	wízz'n	mizzen, citizen
wondrous	wúndræss	walrus, Cyprus
xylem	zī lem	phylum, problem
<u>xylo</u>phone	zīlafön	<u>xylem</u>, <u>xylene</u>
yacht	yot	blot, plot, slot,
yoghurt	yóggərt	ingot, ballot, harlot
Zaire	zīeér	fakir, nadir
zealot	zéllet	helot, pellet
zeitgeist	zīt gīst	enticed, heist
zephyr	zэфfər	heifer
zoid	zōoyd	colloid, haploid

PRONUNCIATION DIFFERENCES

Sometimes two words end in a similar combination of letters but the pronunciation is markedly different as in:

abbot	robot	lice	chalice
ache	moustache	malice	splice
allowed	hallowed	marine	doctrine
anemone	hormone	mead	head
avarice	price	nicotine	turpentine
rice	caprice	own	gown
bone	gone	pear	fear
clown	blown	pint	mint
cone	scone	plough	hiccough
constable	unstable	poll	doll
cover	clover	poor	door
fete	effete	prey	storey
feud	Freud	pull	dull
ford	word	read	bread
four	tour	renown	disown
fowl	bowl	roll	loll
gild	wild	hone	done
grey	Humphrey	trough	rough
helm	Wilhelm	uncouth	north
icon	silicon	wasp	gasp
isle	hassle	youth	south
gush	ambush	wolf	golf

PRONUNCIATION SIMILARITIES

Sometimes two words end in a dissimilar combination of letters but the pronunciation is markedly similar. Add to this list of such words:

boudoir	bourgeois	Degas	faux pas	radar
Bombay	croquet	foyer	risqué	touché
decree nisi	lullaby	occupy	syllabi	Uruguay
Bordeaux	flambeau	oboe	stucco	tableau
cuckoo	debut	lasso	ragout	statue
furore	gory	hoary	quarry	signori
Australasia	euthanasia	brazier	Caucasia	fantasia
candour	Luanda	philander	propaganda	salamander
Attila	cedilla	flotilla	mantilla	maxilla
aroma	diploma	glaucoma	misnomer	trachoma
Barcelona	corona	donor	krone	persona
curator	rector	equator	legislator	pia mater
director	hector	nectar	spectre	vector
cough	Khrushchev	Molotov	quaff	trough
carriage	cleavage	cottage	porridge	umbrage
gnarl	corral	morale	snarl	Provencal

EXERCISE

Find one word in each row which is out of place.

cove glove grove trove stove

chive drive festive strive thrive

beneath dearth earth mirth worth

aftermath bath hearth path warpath

chest guest quest thirst wrest

decant gallant plant recant scant

blot boycott port robot snot

ambush blush crush slush thrush

crèche enmesh fresh quiche thresh

basalt colt default exalt smalt

consult exult result moult tumult

brow crow oboe Oslo rhino

bourgeois coup d'état faux pas hurrah turquoise

anemone crone drone intone ozone

bough plough rough slough sough

ghastly gherkin ghetto ghostly ghoul

scene	scent	sceptic	sceptre	science
debt	doubt	obtain	redoubt	subtle
bread	deaf	head	heat	leapt
depict	indict	muscle	schedule	yacht
gnaw	gnome	legit	phlegm	straight
hoarse	hopeful	honoured	hollow	holy
pendant	psalm	pneumatic	pseudonym	receipt
answer	sword	switch	whole	write
bomb	climb	crumb	bulb	thumb
every	interesting	literature	vegetable	veracity
calf	calm	halt	salmon	walk
cupboard	psychic	psychology	raspberry	sculpt
bear	board	butter	crest	garden
amulet	chalet	gauntlet	mallet	wallet
au fait	banquet	bouquet	croquet	parquet
ballet	often	listen	pistol	whistle
boar	loan	cocoa	dread	soar
clangour	contour	leopard	succour	youth
arbour	candour	demeanour	glamour	pour

FURTHER EXERCISE

Practise pronouncing the following words:

bolt colt dolt jolt moult

cant Kant pant rant scant

ambit audit biscuit cubit digit

gambit legit orbit plaudit tacit

Practise saying the following words. All of them rhyme with 'porridge'.

adage baggage blockage bondage breakage

cabbage carriage cleavage college cottage

courage damage dosage forage garbage

homage hostage image knowledge leakage

linkage luggage marriage message outage

package passage partridge pilferage pillage

ravage roughage rummage sandwich savage

scrummage seepage sewage shortage shrinkage

stoppage stowage tillage usage village

vintage visage voyage wordage wreckage

Practise saying the following words. All of them rhyme with 'interplay'.

anime	assay	au fait	ballet	bidet
blasé	bobsleigh	bouquet	buffet	café
chalet	cliché	coulee	coupe	crochet
croquet	defray	dismay	divorce	duvet
entrée	epee	fiancé	foray	foyer
gourmet	gourmet	hombre	in re	lycee
melee	naiveté	negligé	neigh	parfait
parfait	parquet	passé	per se	pince-nez
portray	protégé	ricochet	risqué	Roget
sleigh	soufflé	stingray	sundae	touché

Practise saying the following words. All of them rhyme with 'permit'.

budget	booklet	bracelet	digit	droplet
doublet	fidget	hamlet	hermit	mallet
midget	moonlit	mullet	omelette	omit
permit	palate	platelet	pulpit	respite
summit	transmit	triplet	trumpet	turret

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