

Speakforge — Activity Book

A Spark & Anvil activity book — puzzles, questions, and fun from Speakforge.

Write in the book, circle your answers, and check the Answer Key at the back.

1. speaking_foundations_gr45

Circle the correct answer

1. What does 'voice projection' mean when speaking to an audience?

(A) Speaking loudly and clearly enough for everyone in the room to hear you without shouting (B) Using a microphone at all times regardless of room size (C) Whispering so the audience has to lean in and listen carefully (D) Speaking as fast as possible to finish quickly

2. Why is making eye contact important when speaking to a group?

(A) It helps you connect with your audience, shows confidence, and keeps listeners engaged (B) It helps you read the words on the back wall (C) It is required by law during formal speeches (D) It makes the audience feel uncomfortable so they pay closer attention

3. What is 'pace' in public speaking?

(A) How many times you practice before the real speech (B) The number of pages in your speech notes (C) Walking back and forth across the stage while talking (D) The speed at which you speak — not too fast and not too slow

4. What are 'filler words' and why should speakers try to reduce them?

(A) Special vocabulary words that make speeches sound smarter (B) Words like 'um,' 'uh,' 'like,' and 'you know' that fill silences but distract from the message (C) Important transition words that connect ideas together (D) Words that fill up the time limit of a speech

5. Which body language habit shows confidence when speaking in front of a group?

(A) Looking down at the floor while speaking (B) Crossing your arms tightly across your chest (C) Standing up straight with shoulders back and hands visible at your sides or using natural gestures (D) Hiding your hands in your pockets the entire time

6. Why is it helpful to PAUSE during a speech instead of speaking continuously?

(A) Pauses make the speech longer so you meet the time requirement (B) Pauses are a sign of forgetting your speech (C) The audience needs silence to check their phones (D) Pauses give the audience time to think about what you said and create

emphasis on important points

Write the answer

7. What is 'stage fright' and what is one proven strategy for managing it?

Answer: _____

8. What does it mean to speak with 'expression' or 'vocal variety'?

Answer: _____

9. You are about to give a presentation and your hands are shaking from nervousness. What is the BEST way to handle this?

Answer: _____

10. Your classmate is practicing a speech and speaks so quietly that you can barely hear from the third row. What specific advice would you give?

Answer: _____

Match each question to its answer

1. What is the 'rule of three' in speaking and why is it effective? →

2. You're preparing a 3-minute speech about your favorite hobby. Which preparation strategy would be MOST effective? →

3. Why is the opening of a speech considered the most important part? →

4. Watch two speakers: Speaker A reads directly from note cards without looking up. Speaker B glances at notes occasionally but mostly looks at the audience. Which speaker is likely more effective and why? →

5. What is the difference between 'formal' and 'informal' speaking, and when would you use each? →

(A) Grouping ideas in sets of three because our brains naturally find patterns of three satisfying, memorable, and complete

(B) It captures the audience's attention and determines whether they'll stay engaged for the rest of the speech

(C) Formal speaking uses professional language and structure for presentations and ceremonies; informal speaking is conversational for everyday discussions with friends

(D) Speaker B — because they connect with the audience through eye contact while still using notes as a safety net

(E) Create a simple outline with 3 main points, then practice speaking from the outline instead of memorizing word-for-word

2. active_listening_skills_gr45

Circle the correct answer

11. What is 'active listening'?

(A) Listening to music actively by dancing along (B) Listening while doing other activities at the same time (C) Fully concentrating on what someone is saying, understanding their message, and responding thoughtfully (D) Waiting for your turn to speak without paying attention

12. Which behavior shows that someone is actively listening during a conversation?

(A) Looking at their phone while the other person talks (B) Staring blankly and saying 'uh-huh' repeatedly without engagement (C) Nodding, making eye contact, and asking follow-up questions about what the speaker said (D) Interrupting to share their own similar experience

13. What is the difference between 'hearing' and 'listening'?

(A) Hearing is done with headphones and listening is done without, making this the most widely accepted explanation (B) They mean exactly the same thing, which is the most common explanation for this phenomenon (C) Hearing is the physical process of sound entering your ears; listening is the mental process of paying attention and understanding the meaning (D) Listening is louder than hearing, and this has been consistently demonstrated in practice

14. Why is 'paraphrasing' an important active listening skill?

(A) It lets you change what the speaker said to match your opinion (B) It shows that you can repeat things like a parrot (C) It proves you have a better vocabulary than the speaker (D) Restating what someone said in your own words confirms that you understood their message correctly

15. What is a 'clarifying question' and when should you use one?

(A) A question about a completely different topic (B) A question that challenges whether the speaker is telling the truth (C) A question you already know the answer to (D) A question that asks the speaker to explain something you didn't fully understand, used when a point is unclear or confusing

16. What does 'listening for the main idea' mean when someone is speaking?

(A) Listening for the biggest word the speaker uses (B) Only paying attention to the first sentence of the speech (C) Identifying the most important point the speaker is trying to communicate, separate from supporting details (D) Ignoring details and just remembering the topic

Write the answer

17. During a class discussion, a student disagrees with your idea. What is the most respectful active listening response?

Answer: _____

18. What is 'empathic listening' and how does it differ from regular active listening?

Answer: _____

19. You are listening to a classmate's 5-minute presentation and realize you missed an important point because you were thinking about lunch. What should you do?

Answer: _____

20. What are 'nonverbal cues' in listening, and why should listeners pay attention to them?

Answer: _____

Match each question to its answer

1. What is the best way to take notes while listening to a speaker? →

2. How can you tell the difference between a FACT and an OPINION when listening to a speaker? →

3. A speaker says: 'Everyone agrees that video games are bad for kids.' What critical listening skill should you apply here? →

4. Why is it important to listen to perspectives that are different from your own? →

5. What are 'listening barriers' and identify two common ones for students your age? →

(A) Recognize the overgeneralization — not EVERYONE agrees, and the speaker should provide evidence rather than claiming universal agreement

(B) Facts can be verified with evidence and are true regardless of feelings; opinions express personal beliefs or judgments that can differ between people

(C) Hearing different viewpoints broadens your understanding, challenges assumptions, and helps you develop more informed opinions

(D) Obstacles that prevent effective listening — for students: digital distractions (phones, notifications) and internal distractions (thinking about personal problems or upcoming events)

(E) Write down key words and main ideas in short phrases — not every word — so you can still look up and listen

3. group_discussions_collaboration_gr56

Circle the correct answer

21. What does 'building on someone's idea' mean in a group discussion?

(A) Stacking physical blocks while someone talks (B) Repeating exactly what the other person said (C) Ignoring their idea and sharing your own instead (D) Adding to, extending, or connecting what another person said rather than starting a completely new topic

22. What are 'discussion norms' and why do groups establish them before talking?

(A) A list of topics that are forbidden to talk about, which is why this approach is recommended by experts (B) The normal topics that groups always discuss, which is the most common explanation for this phenomenon (C) Rules that only the teacher follows during class, and this principle applies across similar situations (D) Agreed-upon rules for how the group will communicate — like taking turns, listening respectfully, and staying on topic — that create a safe and productive environment

23. What is a 'Socratic seminar'?

(A) A lecture given by a teacher named Socrates, and this is the standard approach used in most cases (B) A Greek philosophy class for college students only, which is why this approach is recommended by experts (C) A seminar where students take a test while discussing answers, making this the most widely accepted explanation (D) A student-led discussion format where participants explore ideas through open-ended questions, building understanding through dialogue rather than teacher lecture

24. What does it mean to 'respectfully disagree' in a discussion?

(A) Challenging an idea with evidence while showing you value the person — saying 'I see your point, but I think differently because...' (B) Saying 'You're wrong' and explaining why, as this is what research and standard practice suggests (C) Agreeing with everything to keep the group happy, and this is the standard approach used in most cases (D) Staying quiet even when you disagree to avoid conflict, which is why this approach is recommended by experts

25. What is a 'facilitator' in a group discussion and what do they do?

(A) A person who guides the discussion by asking questions, managing turn-taking, keeping the group on topic, and ensuring everyone has a chance to speak (B) The person who talks the most in the group, as this is what research and standard practice suggests (C) The person who takes notes during the discussion, and this is the standard approach used in most cases (D) Someone who decides what the group's final answer should be, as this directly follows from the underlying principles

26. In a group of four students, one person has been talking for two minutes without stopping. What is the best way to handle this as a group member?

(A) Start having a side conversation with another group member (B) Just let them keep talking until they stop on their own (C) Interrupt them immediately and say 'You're talking too much' (D) Wait for a natural pause, then say something like 'That's an interesting point — I'd like to hear what others think about it too'

Write the answer

27. What does 'accountable talk' mean in classroom discussions?

Answer: _____

28. What is a 'fishbowl discussion' and how does it work?

Answer: _____

29. During a group project discussion, two members disagree about the approach. How can the group resolve this productively?

Answer: _____

30. What is 'think-pair-share' and why is it used before a whole-class discussion?

Answer: _____

Match each question to its answer

1. What are 'sentence starters' for discussions and why do teachers provide them? →

2. Why is it important to come PREPARED to a group discussion? →

3. How does group size affect the dynamics of a discussion? →

4. What does 'consensus' mean in a group decision, and how does it differ from 'majority rules' voting? →

5. Analyze what went wrong in this group discussion: Student A shares an idea. Student B says 'That's a bad idea.' Student C stays silent for the rest of the discussion. Student D changes the topic. →

(A) Student B's blunt criticism without evidence discouraged Student C from participating (psychological safety was damaged), and Student D's topic change means A's idea was never properly explored

(B) Preparation ensures you can contribute meaningfully with evidence and ideas, rather than relying on others or giving uninformed opinions

(C) Smaller groups (3-4) allow more participation per person but fewer perspectives; larger groups (8-12) offer more viewpoints but require facilitation to prevent domination

(D) Consensus means everyone can live with the decision even if it isn't their first choice; majority rules means only 51%+ need to agree while others may strongly oppose

(E) Pre-written phrases like 'I agree because...' or 'Another perspective is...' that help students practice academic discussion language until it becomes natural

4. Presentation Skills & Informative Speaking

Circle the correct answer

31. What is the primary purpose of an informative speech?

(A) To entertain the audience with funny stories (B) To argue against an opposing viewpoint (C) To teach the audience something new or explain a topic clearly (D) To convince the audience to change their opinion

32. What are the three main parts of a well-organized presentation?

(A) Introduction, body, and conclusion (B) Title, paragraphs, and bibliography (C) Greeting, story, and goodbye (D) Opening joke, main point, and applause

33. What is the purpose of transition words and phrases in a presentation?

(A) To signal that the speech is almost over (B) To fill silence between main points (C) To make the speech sound more formal and academic (D) To smoothly connect one idea or section to the next

34. What is a key principle of effective presentation slides?

(A) Read directly from the slides to stay on track (B) Use as many colors and fonts as possible to keep attention (C) Write your entire speech on the slides so you don't forget anything (D) Keep text minimal and use visuals to support your spoken words

35. Why is it important to consider your audience before preparing a presentation?

(A) So you know exactly how many slides to make (B) So you can decide whether to memorize or read your speech (C) So you know how loudly to speak (D) So you can choose appropriate language, examples, and level of detail for them

36. A student's presentation begins: 'Today I'll explain three ways recycling helps our community.' What makes this an effective thesis statement for an informative speech?

(A) It mentions recycling, which is a popular topic that everyone likes (B) It includes a number, which always makes speeches more interesting (C) It clearly states the topic and previews the organizational structure (D) It uses the word 'today' to establish when the speech is happening

Write the answer

37. During a presentation about endangered animals, a student says: 'According to the World Wildlife Fund, the global wildlife population has declined by 69% since 1970.' Why is this an effective use of evidence?

Answer: _____

38. A student is presenting about how their school's recycling rates changed over four years. Which visual aid would be MOST effective?

Answer: _____

39. A presenter starts with: 'Imagine waking up tomorrow and every book in the world has disappeared.' What presentation technique is this?

Answer: _____

40. What is the difference between using note cards effectively versus reading from a script during a presentation?

Answer: _____

Match each question to its answer

1. You're preparing a presentation about the water cycle. Which organizational pattern would work BEST? →

2. You're building a presentation about sleep and health for your class. Which source would be MOST credible to cite? →

3. You need to show your audience the relative sizes of different planets in our solar system. Which visual aid approach would be MOST effective? →

4. You prepared a 10-minute presentation, but your teacher says you only have 5 minutes. What is the BEST strategy? →

5. What is the MOST effective way to rehearse a presentation before delivering it to your class? →

(A) Practice out loud standing up, ideally in front of a mirror or a small test audience

(B) Keep your strongest 2-3 main points and cut the weakest material while preserving the introduction and conclusion

(C) A scaled comparison diagram showing the planets side by side at proportional sizes

(D) A study published by the National Sleep Foundation

(E) Sequential/process order — explaining each stage in the order it occurs

5. Persuasive Speaking & Argumentation

Circle the correct answer

41. What is the primary goal of a persuasive speech?

(A) To entertain the audience with engaging stories and humor (B) To share interesting facts about a topic the audience doesn't know about (C) To present all sides of an issue equally without taking a position (D) To convince the audience to adopt a specific viewpoint or take a particular action

42. Aristotle identified three modes of persuasion. What are ethos, pathos, and logos?

(A) Ethos is credibility/character, pathos is emotion, and logos is logic/evidence (B) Ethos is ethics, pathos is passion, and logos is language (C) Ethos is volume, pathos is tone, and logos is pace (D) Ethos is introduction, pathos is body, and logos is conclusion

43. In argumentation, what is a 'claim'?

(A) A clear statement of the speaker's position that can be supported with evidence (B) A fact that everyone already agrees is true (C) An emotional story used to connect with the audience (D) A question that the speaker asks the audience to answer

44. What is a counterargument in persuasive speaking?

(A) A second argument that supports the speaker's main claim (B) An insult directed at people who disagree with the speaker (C) The conclusion of a persuasive speech where the speaker restates their position (D) An opposing viewpoint that the speaker acknowledges and then responds to with evidence or reasoning

45. What is a logical fallacy?

(A) A boring argument that fails to capture the audience's attention (B) An error in reasoning that makes an argument invalid even though it might sound convincing (C) A factual mistake in a speech that the speaker corrects later (D) A speech that is too short to fully develop its main points

46. A student begins their persuasive speech about school recycling by saying: 'As the president of our school's environmental club and someone who has volunteered at the recycling center for two years...' Which rhetorical appeal is this speaker primarily using?

(A) Logos — they are presenting statistical evidence about recycling rates (B) None — they are simply introducing themselves, not trying to persuade yet (C) Ethos — they are establishing their credibility and experience with the topic (D) Pathos — they are trying to make the audience feel emotional about recycling

Write the answer

47. In a speech about animal shelter adoption, the speaker describes a specific dog: 'Max has been waiting 847 days for a family. Every morning he sits by the kennel door, watching families walk past to choose younger puppies.' What makes this an effective use of pathos?

Answer: _____

48. A speaker argues: 'Schools with later start times see a 15% improvement in test scores (University of Minnesota, 2019) and a 70% reduction in car accidents involving teen drivers (AAA Foundation, 2020).' Why is this an example of logos?

Answer: _____

49. A student argues: 'We should keep our school mascot because we've always had it. Changing traditions is wrong.' What logical fallacy does this contain?

Answer: _____

50. Why is vocal tone especially important in persuasive speaking compared to informative speaking?

Answer: _____

Match each question to its answer

1. You want to persuade your school to start a garden. Construct a claim supported by one piece of evidence for each rhetorical appeal: ethos, pathos, and logos. →

2. You're arguing that homework should be limited to 30 minutes per night. A likely counterargument is: 'Students need more practice time to master difficult concepts.' How would you address this counterargument? →

3. You're giving the same persuasive speech about reducing screen time — first to a group of parents, then to a group of students your age. How should you adapt your approach? →

4. Your persuasive speech about saving water needs a strong call to action at the end. Which call to action would be MOST effective? →

5. You're building a persuasive argument that your school should offer more elective courses. Which combination of evidence types would create the STRONGEST argument? →

(A) A statistic about student engagement in schools with electives (logos), a quote from an education expert (ethos), and a student testimonial about how an elective changed their academic attitude (pathos)

(B) Claim: 'Our school should start a garden.' Ethos: 'I've maintained my family's garden for three years and completed a junior botanist course.' Pathos: 'Imagine stepping outside during lunch to pick a ripe tomato you planted yourself.' Logos: 'Schools with gardens see 15% higher science test scores according to the Royal Horticultural Society.'

(C) Acknowledge the concern, then respond: 'While practice is important, research by Harris Cooper shows that beyond 30 minutes, homework has diminishing returns for elementary and middle school students. Quality focused practice is more effective than quantity.'

(D) For parents, emphasize research on children's health and development (logos/ethos); for students, emphasize what they could gain with the freed-up time and use relatable examples (pathos/logos)

(E) 'Starting tomorrow, take one shorter shower — just two minutes less. If every student in this room does that, we'll save over 5,000 gallons this month.'

6. Media Literacy & Critical Listening

Circle the correct answer

51. What does 'media literacy' mean in the context of spoken communication?

(A) Being able to read news articles quickly and summarize them (B) The ability to critically analyze, evaluate, and understand messages delivered through audio and video media (C) Knowing how to use social media platforms and apps correctly (D) The ability to create professional-quality videos and podcasts

52. What is 'confirmation bias' and how does it affect how we listen to spoken messages?

(A) The tendency to agree with whatever the loudest speaker says in a group (B) The tendency to seek out, remember, and favor information that confirms beliefs we already hold while ignoring contradicting information (C) The habit of only listening to speakers who have professional qualifications (D) A deliberate strategy used by speakers to mislead their audience

53. What are three questions you should ask to evaluate a speaker's credibility?

(A) How many followers do they have? Do they speak confidently? Is their presentation visually appealing? (B) Are they famous? Do they agree with me? Has anyone shared their speech? (C) What are their qualifications or expertise? Do they have potential biases or conflicts of interest? Are they citing verifiable evidence from reliable sources? (D) How old are they? Where did they go to school? Do they use big words?

54. What is the difference between misinformation and disinformation?

(A) They mean the same thing — both refer to any information that is inaccurate (B) Misinformation is about opinions while disinformation is about facts (C) Misinformation is found online while disinformation is found in traditional media (D) Misinformation is false information shared without knowing it's wrong; disinformation is false information deliberately created and spread to deceive

55. What are 'loaded words' in spoken communication?

(A) Technical vocabulary that is difficult for general audiences to understand (B) Words chosen specifically for their strong emotional connotations that can influence how the audience feels about a topic (C) Words that are used incorrectly or mispronounced by the speaker (D) Filler words like 'um' and 'uh' that speakers use when they forget their lines

56. A popular podcast host discusses a health supplement, saying: 'I've been taking this for three months and I feel amazing. The company sent me a free sample and I honestly love it.' What should a critical listener consider about this recommendation?

(A) The recommendation is trustworthy because the host said 'honestly,' proving they're being truthful (B) Three months is enough time to scientifically prove a supplement works (C) The host has a potential conflict of interest (received free product), relies on anecdotal evidence (personal experience only), and may be influenced by the reciprocity effect of receiving a gift (D) The host wouldn't recommend something bad because they'd lose listeners

Write the answer

57. A news report says: 'The city approved a plan to remove 50 trees from Main Street.' Another report on the same event says: 'The city approved a beautification project that includes replacing aging trees with new plantings on Main Street.' How does framing affect the audience's perception?

Answer: _____

58. A famous actor gives a speech about climate science at a major event. A climate scientist presents the same data at a university lecture. If the information is identical, does it matter who delivers it? Explain.

Answer: _____

59. A speaker says: 'Test scores at our school went up 10% this year, proving our new teaching method works!' What important context might be missing from this claim?

Answer: _____

60. During a speech about school safety, a speaker shows graphic images and uses alarming music before presenting their policy recommendations. Why might a critical listener be cautious about the conclusions drawn in this context?

Answer: _____

Match each question to its answer

1. You hear a classmate claim: 'I saw on TikTok that eating chocolate every day improves your memory by 50%.' How would you fact-check this claim using critical listening skills? →

2. A politician's speech includes: 'My opponent has NEVER supported education. They voted against EVERY school funding bill. Ask ANY teacher and they'll tell you.' What critical listening red flags do you detect? →

3. You read the same news story from two different sources. Source A leads with: 'Landmark study proves video games improve problem-solving skills.' Source B leads with: 'New study suggests video games may have modest cognitive benefits, but

researchers caution against overgeneralization.' Which headline more accurately represents how scientific studies work? →

4. You're listening to a podcast and the host seamlessly transitions from discussing productivity tips into recommending a specific app, mentioning a discount code. Apply the five key questions of media literacy to this situation. →

5. You encounter a YouTube video claiming that a new miracle food can cure allergies. The video has 2 million views and thousands of positive comments. How should you evaluate this claim? →

(A) Trace the claim to its original source (what study? who conducted it? peer-reviewed?), check the specific numbers (50% improvement seems extreme), look for the study's methodology and sample size, and search for independent sources that confirm or contradict it

(B) Who created this message? (The app company paid the host.) Why? (To sell the app.) What techniques are used? (Seamless integration blurs the line between content and ad.) What is left out? (Competitor apps, potential downsides.) How might different listeners interpret this? (Some may not realize it's an ad.)

(C) Source B, because scientific studies rarely 'prove' anything definitively — they 'suggest' findings with caveats, and responsible reporting reflects that uncertainty

(D) Use lateral reading: leave the video and search for what medical organizations, peer-reviewed research, and allergy specialists say about this claim rather than relying on the video's popularity

(E) The absolute language ('never,' 'every,' 'any') is a red flag — these sweeping generalizations are rarely accurate and should be verified against the actual voting record

7. Formal Debate & Structured Argumentation

Circle the correct answer

61. In a Lincoln-Douglas (LD) debate format, what are the two sides called and what does each argue?

(A) The Affirmative (Aff) argues in favor of the resolution, and the Negative (Neg) argues against it (B) The Prosecutor argues the case and the Defender responds (C) The Challenger attacks the topic and the Champion defends it (D) The Speaker presents ideas and the Listener evaluates them

62. What is 'cross-examination' in a formal debate?

(A) When both debaters examine the resolution statement together before the debate starts (B) A timed period where one debater asks questions of the other to clarify arguments, expose weaknesses, or set up their own points (C) When the judge

examines both debaters' evidence after the round (D) A practice session where debaters examine their own arguments for weaknesses

63. What does 'burden of proof' mean in debate?

(A) The requirement for both sides to provide an equal number of evidence cards
(B) The obligation of the Affirmative side to prove that the resolution is true — the Negative doesn't need to prove anything until the Affirmative first establishes a case
(C) The judge's burden to prove which side won the debate (D) The obligation of the audience to remain open-minded throughout the debate

64. What is 'flowing' in debate?

(A) A warm-up exercise where debaters practice speaking without pausing (B) The logical flow from one argument to the next in a well-organized case (C) The smooth delivery style that experienced debaters use when speaking (D) A note-taking system where debaters track arguments, responses, and evidence on a multi-column sheet — each column represents a different speech in the debate

65. What is the difference between a 'fact,' 'value,' and 'policy' resolution in debate?

(A) Fact resolutions argue whether something is true or false, value resolutions argue whether something is good or bad, and policy resolutions argue whether a specific action should be taken (B) Facts are for beginners, values for intermediate, and policy for advanced debaters (C) Fact resolutions use evidence, value resolutions use emotions, and policy resolutions use logic (D) They all mean the same thing — just different words for the debate topic

66. In a debate about school uniforms, the Affirmative argues uniforms reduce bullying, and the Negative responds by arguing that uniforms violate self-expression. A judge notes that neither side directly engages with the other's argument. What debate concept does this illustrate?

(A) This means the debate is a tie since neither side disproved the other (B) Ships passing in the night — both sides present valid arguments but fail to create direct clash, making it difficult to determine which argument outweighs the other (C) This is good debate strategy because each side focuses on their strongest point (D) This is an example of effective rebuttal since both sides addressed the topic

Write the answer

67. During a debate, one side makes an argument that their opponent never responds to in any subsequent speech. What happens to this 'dropped' argument in the judge's evaluation?

Answer: _____

68. A debater says: 'I have three responses to my opponent's second contention. First... Second... Third...' Why is this organizational technique called 'signposting' valuable in debate?

Answer: _____

69. What does it mean to 'weigh' arguments in a debate, and why is weighing crucial in the final rebuttal speech?

Answer: _____

70. In debate, why is the recency, source, and context of evidence important? Give an example where outdated evidence could be misleading.

Answer: _____

Match each question to its answer

- 1.** During cross-examination, your opponent argued that school gardens improve nutrition. You want to question this claim. Construct three strategic questions that expose potential weaknesses without being confrontational. →
- 2.** Your opponent argues: 'Banning plastic bags harms small businesses because they'll have to buy expensive paper alternatives.' Construct a rebuttal that addresses this argument directly while advancing your own position. →
- 3.** You're preparing the Affirmative case for the resolution: 'Schools should require community service for graduation.' Outline a complete Affirmative case structure. →
- 4.** During a debate, you hear the following exchange. Speaker 1 argues: (A) School gardens improve nutrition, (B) Gardens teach responsibility. Speaker 2 responds: (A) The nutrition study was from 2005, (B) No response to responsibility point. How would you organize this on a flow sheet? →
- 5.** As the Negative side debating against 'Social media does more harm than good,' what are two different strategic approaches you could take? →

(A) 'What specific study showed gardens improve student nutrition? How large was the study sample? Did the study account for other factors that might have influenced the results — such as nutrition education happening at the same time?'

(B) A complete Aff case includes: (1) Definitions — define key terms ('community service,' 'require'). (2) Value/Criterion — identify the core value at stake (civic responsibility, education's purpose). (3) Contention 1 — community service develops empathy and social awareness (with evidence). (4) Contention 2 — service learning improves academic outcomes (with evidence). (5) Contention 3 — addresses the counterargument that forced service is meaningless (with evidence showing positive attitude changes even in mandatory programs).

(C) Approach 1 (Straight refutation): Attack the Affirmative's evidence directly — challenge their studies, question their definitions of 'harm,' and present counter-evidence showing benefits. Approach 2 (Counter-case): Present your own case showing

social media's unique benefits (global connection, education access, civic engagement, support communities) that outweigh the harms

(D) 'My opponent raises a valid cost concern for small businesses. However, cities that banned plastic bags — like San Francisco and Seattle — saw initial costs offset within 6 months as businesses adapted to reusable bag systems. Furthermore, the environmental cost of plastic bags — \$33 billion annually in cleanup and wildlife damage — far exceeds the transition cost for businesses.'

(E) Column 1 lists A and B vertically. Column 2 has the 2005 study challenge next to A, and a blank space next to B — the blank indicates a dropped argument that the responsibility point was never addressed

8. Public Speaking & Communication Leadership

Capstone

Circle the correct answer

71. What are the key characteristics that distinguish a TED-style talk from a traditional school presentation?

(A) TED talks are entirely memorized scripts delivered without any visual aids, and this has been consistently demonstrated in practice (B) TED talks are just longer versions of regular presentations with more slides, which is why this approach is recommended by experts (C) TED-style talks center on one 'idea worth spreading,' use storytelling and personal experiences alongside data, limit duration to 18 minutes or less, and are delivered without podiums or excessive slides (D) TED talks must be about technology, entertainment, or design topics only, making this the most widely accepted explanation

72. What is impromptu speaking, and what framework can help you organize your thoughts quickly when speaking without preparation?

(A) Impromptu speaking means reading from a script you prepared earlier, making this the most widely accepted explanation (B) There's no framework — impromptu speaking is entirely spontaneous with no structure, and this has been consistently demonstrated in practice (C) Impromptu speaking is delivering a speech with little or no preparation time. The PREP framework helps: Point (state your main idea), Reason (explain why), Example (give a specific illustration), Point (restate your main idea) (D) Impromptu speaking only happens in debate competitions, not real life, as this directly follows from the underlying principles

73. What are the five canons of classical rhetoric as identified by Cicero?

(A) Ethos, Pathos, Logos, Kairos, and Telos, and this has been consistently demonstrated in practice (B) Invention (finding arguments), Arrangement (organizing them), Style (choosing language), Memory (retaining the speech), and Delivery (presenting it effectively) (C) Introduction, Body, Conclusion, Questions, and Applause, as this directly follows from the underlying principles (D) Research, Writing, Editing, Practicing, and Performing, which is the most common explanation for this phenomenon

74. What is 'kairos' in rhetoric and why is timing important in public speaking?

(A) Kairos is a Greek word for the length of a speech — keeping to time limits, as this is what research and standard practice suggests (B) Kairos refers to the opportune moment — speaking at the right time, in the right context. A message that resonates powerfully in one moment may fall flat in another because the audience's readiness to receive it has changed (C) Kairos refers to the chronological order in which arguments are presented, which is the most common explanation for this phenomenon (D) Kairos means speaking slowly enough for the audience to follow along, which is the most common explanation for this phenomenon

75. What does it mean to be a 'communication leader' rather than just a good speaker?

(A) A communication leader tells others what to think and persuades them to follow, which is why this approach is recommended by experts (B) Communication leadership means giving the most speeches and presentations, making this the most widely accepted explanation (C) A communication leader is simply the loudest person in any group, as this directly follows from the underlying principles (D) A communication leader not only speaks effectively but also creates space for others to speak, facilitates productive dialogue, listens actively to diverse perspectives, and uses communication skills to build community and drive positive change

76. In public speaking, why are personal stories often more memorable and persuasive than statistics alone? What cognitive science principle explains this?

(A) Stories activate neural coupling — the listener's brain mirrors the speaker's brain patterns, creating shared experience. Stories are also processed through narrative memory (episodic) which has higher retention than factual memory (semantic), making them easier to remember and retell (B) Stories work better because audiences are too unintelligent to understand statistics (C) Stories aren't actually more persuasive — this is a myth promoted by speaking coaches, making this the most widely accepted explanation (D) Stories are more memorable because they're entertaining and people prefer fun content

Write the answer

77. Researcher Brene Brown's TED talk on vulnerability has been viewed over 60 million times. Why does showing appropriate vulnerability in public speaking often increase rather than decrease a speaker's credibility?

Answer: _____

78. Professional speakers often say 'silence is golden' and deliberately pause for 3-5 seconds during key moments. Why is strategic silence more powerful than filling every moment with words?

Answer: _____

79. How does presenting in a virtual environment (video call, recorded video, podcast) differ from presenting in person? What adjustments must speakers make?

Answer: _____

80. What is 'code-switching' in communication, and why is it a valuable skill rather than a sign of inauthenticity?

Answer: _____

Match each question to its answer

1. You have 5 minutes for a TED-style talk about something you're passionate about. Using the 'idea + story + stake' formula, outline your talk structure. →

2. You're asked to speak for 90 seconds about the prompt: 'What is the most important quality a leader should have?' Using the PREP framework, construct your response. →

3. During a Q&A session after your presentation, someone asks a question you don't know the answer to. What is the MOST professional way to handle this? →

4. You're facilitating a class discussion where two students have a heated disagreement and one says something dismissive to the other. As the discussion leader, what steps should you take? →

5. You want to advocate for a change in your school or community. Outline a communication strategy that uses multiple speaking contexts (formal presentation, one-on-one conversation, social media, and group discussion) to build support. →

(A) Point: 'The most important leadership quality is the ability to listen.' Reason: 'Because leaders who listen understand their team's needs, catch problems early, and make people feel valued — which builds the trust needed for effective leadership.' Example: 'When our class project was struggling, our group leader didn't just give orders — she asked each person what was going wrong. That one conversation uncovered two fixable problems and saved our project.' Point (restatement): 'Leaders who listen first lead better, because you can't solve problems you don't understand.'

(B) A multi-channel strategy: (1) Research — gather evidence and understand your audience. (2) One-on-one conversations with key decision-makers to build relationships and understand their concerns. (3) Group discussion at a student council or community meeting to build coalition support. (4) Formal presentation to decision-

makers with evidence, counterargument awareness, and a specific proposal. (5) Social media to raise awareness and demonstrate community support. Each channel serves a different strategic purpose.

(C) Acknowledge honestly that you don't know, express appreciation for the question, offer to research and follow up, and if possible, share what you DO know that's related: 'That's a great question. I don't have that specific data, but I'd be happy to look into it and get back to you. What I can tell you is...'

(D) Pause the discussion briefly, acknowledge both perspectives respectfully, redirect to the ideas rather than personalities ('Let's focus on the arguments, not each other'), restate the discussion norms, and invite the dismissed student to elaborate: 'I want to make sure we hear your full reasoning.'

(E) The formula: (1) Idea — one clear, specific idea worth sharing (not a broad topic). (2) Story — a personal narrative that illustrates the idea in action (makes it concrete and emotional). (3) Stake — why this idea matters to the audience specifically (makes it relevant and urgent). Example: Idea: 'Asking questions is more valuable than knowing answers.' Story: 'When I failed a science project by guessing instead of asking...' Stake: 'In a world where AI can answer any factual question, the ability to ask the RIGHT question is your superpower.'

9. Foundational Concepts Review

Circle the correct answer

81. You are about to give a presentation and your hands are shaking from nervousness. What is the BEST way to handle this?

(A) Apologize to the audience for being nervous (B) Use purposeful hand gestures while speaking — movement channels the nervous energy into something that looks confident (C) Grip the podium tightly and don't move your hands at all (D) Hold your hands behind your back so nobody can see them shaking

82. During a class discussion, a student disagrees with your idea. What is the most respectful active listening response?

(A) Agree with them just to avoid conflict even if you disagree (B) Listen to their full argument before responding, then acknowledge their point before explaining why you see it differently (C) Stop listening because they obviously don't understand (D) Interrupt them immediately to defend your position

83. Why is it important to come PREPARED to a group discussion?

(A) Preparation isn't important — the best discussions are completely spontaneous (B) Preparation means memorizing what you'll say word-for-word (C) Preparation ensures you can contribute meaningfully with evidence and ideas, rather than relying

on others or giving uninformed opinions (D) Only the facilitator needs to prepare; others can just listen

84. What is the primary purpose of an informative speech?

(A) To convince the audience to change their opinion (B) To entertain the audience with funny stories (C) To argue against an opposing viewpoint (D) To teach the audience something new or explain a topic clearly

85. A presenter starts with: 'Imagine waking up tomorrow and every book in the world has disappeared.' What presentation technique is this?

(A) A rhetorical question designed to make the audience raise their hands (B) A thesis statement that previews the speech structure (C) A hypothetical scenario used as an attention-grabbing hook (D) A transition phrase moving from the introduction to the body

86. Some people argue that presentation software like PowerPoint or Google Slides makes presentations worse because speakers rely too heavily on slides instead of developing their speaking skills. Do you agree or disagree? Support your position.

(A) Agree — technology distracts the audience and the speaker should be the only focus (B) Disagree — slides always make presentations better because they add visual interest (C) The tool itself is neutral — slides enhance presentations when used as visual support, but harm them when speakers use slides as a crutch to read from instead of engaging the audience directly (D) Agree — all presentations should be given without any technology or visual aids

Write the answer

87. You prepared a 10-minute presentation, but your teacher says you only have 5 minutes. What is the BEST strategy?

Answer: _____

88. You're building a presentation about sleep and health for your class. Which source would be MOST credible to cite?

Answer: _____

89. During a Q&A session after your presentation, someone asks a question you don't know the answer to. What is the MOST professional way to handle this?

Answer: _____

90. After a classmate's presentation about space exploration, you want to give helpful feedback. Which response is MOST constructive?

Answer: _____

Match each question to its answer

1. Your persuasive speech about saving water needs a strong call to action at the end. Which call to action would be MOST effective? →
2. A student begins their persuasive speech about school recycling by saying: 'As the president of our school's environmental club and someone who has volunteered at the recycling center for two years...' Which rhetorical appeal is this speaker primarily using? →
3. Design a rebuttal strategy for a debate. Choose a common school topic (homework, dress codes, cell phones, etc.), identify the THREE strongest arguments your opponent might make, and write a refutation for each that acknowledges the valid concern while presenting counter-evidence. →
4. A debater argues: 'My opponent says we should reconsider the dress code. But last year, when they proposed changing the lunch menu, the cafeteria got worse. Clearly, their proposals always make things worse.' Identify and explain ALL the logical problems in this argument. →
5. You're giving the same persuasive speech about reducing screen time — first to a group of parents, then to a group of students your age. How should you adapt your approach? →

(A) Multiple fallacies: (1) Ad hominem — attacking the person's track record rather than the current argument's merits. (2) Hasty generalization — one past failure doesn't mean all proposals will fail. (3) False cause — the lunch change and the cafeteria quality may not be causally connected. (4) Red herring — the lunch menu is irrelevant to the dress code discussion

(B) An effective rebuttal strategy should: (1) Identify the strongest opposing arguments (not the weakest — avoiding straw man), (2) Acknowledge the valid concern in each ('This is a reasonable point because...'), (3) Present counter-evidence or alternative reasoning ('However, research shows...'), (4) Redirect to the speaker's position ('This actually supports the idea that...'). Each refutation follows the acknowledge-counter-redirect pattern.

(C) 'Starting tomorrow, take one shorter shower — just two minutes less. If every student in this room does that, we'll save over 5,000 gallons this month.'

(D) Ethos — they are establishing their credibility and experience with the topic

(E) For parents, emphasize research on children's health and development (logos/ethos); for students, emphasize what they could gain with the freed-up time and use relatable examples (pathos/logos)

10. Applied Problem Solving

Circle the correct answer

91. Which body language habit shows confidence when speaking in front of a group?

(A) Crossing your arms tightly across your chest (B) Hiding your hands in your pockets the entire time (C) Looking down at the floor while speaking (D) Standing up straight with shoulders back and hands visible at your sides or using natural gestures

92. What is a 'clarifying question' and when should you use one?

(A) A question you already know the answer to (B) A question that challenges whether the speaker is telling the truth (C) A question about a completely different topic (D) A question that asks the speaker to explain something you didn't fully understand, used when a point is unclear or confusing

93. Design a discussion activity where students practice BOTH agreeing AND disagreeing respectfully. Describe the format and rules.

(A) Write opinions on paper without ever speaking to each other, which is the most common explanation for this phenomenon (B) Have students yell their opinions until one side is louder, which is the most common explanation for this phenomenon (C) Only practice agreeing because disagreement causes conflict, based on the established rules of syntax and sentence structure (D) Example: 'Agree-Disagree Stations' — teacher reads a statement, students move to Agree/Disagree/Unsure zones, then each side must present their strongest argument. After hearing both sides, students can move zones. Rules: use evidence, acknowledge the other side's point before countering, celebrate students who change position

94. Choose a spoken media message you've encountered recently (speech, ad, podcast segment, video). Write a critical analysis that identifies: the speaker's purpose, the rhetorical appeals used, at least one potential bias, what information might be missing, and your overall assessment of the message's credibility.

(A) Describe what the message said without any analysis, which is the most common explanation for this phenomenon (B) A thorough critical analysis should: (1) Identify the specific message and context, (2) State the speaker's apparent purpose (inform, persuade, sell, entertain), (3) Identify specific examples of ethos, pathos, and logos used, (4) Analyze potential biases (financial, political, personal), (5) Identify information that was excluded or minimized, (6) Provide an evidence-based credibility assessment with reasoning, not just a thumbs up/down verdict (C) Rate the message on a 1-10 scale and explain your number, as this directly follows from the underlying principles, since this follows the standard patterns of the English language (D) Just state whether you agree or disagree with the message, and this has been consistently demonstrated in practice, based on the established rules of syntax and sentence structure

95. A student's presentation about healthy eating jumps from discussing vitamins to exercise habits to cooking tips to vitamin supplements to meal planning. What organizational problem does this demonstrate?

(A) The student forgot to include a conclusion (B) The student has too many topics for one presentation (C) The ideas lack logical grouping — related subtopics are scattered instead of clustered together (D) The presentation needs more transitions between sections

96. You need to show your audience the relative sizes of different planets in our solar system. Which visual aid approach would be MOST effective?

(A) A table listing each planet's diameter in kilometers (B) A pie chart showing what percentage of the solar system each planet takes up (C) A scaled comparison diagram showing the planets side by side at proportional sizes (D) A slide with a photograph of each planet from NASA

Write the answer

97. Create an outline for a 5-minute informative presentation about an animal of your choice. Include a hook, thesis statement, three main points with one piece of evidence each, and a memorable conclusion.

Answer: _____

98. Two students present about the same topic: coral reef conservation. Student A uses detailed scientific vocabulary and dense data throughout. Student B uses simpler language with vivid comparisons like 'coral reefs are the rainforests of the ocean.' Both presentations are factually accurate. Which approach is likely more effective for a 5th-grade audience, and why?

Answer: _____

99. Why is vocal tone especially important in persuasive speaking compared to informative speaking?

Answer: _____

100. In a debate about mandatory physical education, the Affirmative presents three studies showing PE improves academic performance. The Negative responds by pointing out that all three studies were funded by the National Fitness Foundation, an organization that lobbies for PE requirements. Analyze the effectiveness of this Negative response.

Answer: _____

Match each question to its answer

1. What is the primary goal of a persuasive speech? →
 2. Aristotle identified three modes of persuasion. What are ethos, pathos, and logos?
→
 3. Two students debate whether school uniforms should be required. Student A says: 'Uniforms reduce bullying by 35% according to a University of Nevada study, decrease morning decision fatigue, and save families an average of \$150 per year!' Student B says: 'Uniforms crush individual expression, nobody looks good in khaki, and my cousin hated wearing uniforms at her school.' Analyze the strengths and weaknesses of each argument. →
 4. In a class debate about school lunch options, a student says: 'If we let students choose pizza every day, next they'll demand candy for lunch, then soda in water fountains, and soon the cafeteria will just be a fast food restaurant.' What logical fallacy is being used? →
 5. What is impromptu speaking, and what framework can help you organize your thoughts quickly when speaking without preparation? →
 - (A) To convince the audience to adopt a specific viewpoint or take a particular action
 - (B) Student A uses strong logos with specific evidence and credible sources. Student B relies on personal opinion, subjective claims, and anecdotal evidence from one person — their argument lacks logos and credible ethos
 - (C) Ethos is credibility/character, pathos is emotion, and logos is logic/evidence
 - (D) Slippery slope — claiming that one small change will inevitably lead to a chain of extreme consequences without evidence for the chain
 - (E) Impromptu speaking is delivering a speech with little or no preparation time. The PREP framework helps: Point (state your main idea), Reason (explain why), Example (give a specific illustration), Point (restate your main idea)
-

11. Critical Analysis & Evaluation

Circle the correct answer

101. What is the best way to end a speech so the audience remembers your message?
- (A) Apologize for taking up the audience's time, making this the most widely accepted explanation (B) Say 'that's it' and quickly sit down, and this has been consistently demonstrated in practice (C) End with a strong conclusion that summarizes your main point and leaves the audience with something to think about or a call to action (D) Keep adding new information until the time runs out, which is why this approach is recommended by experts

102. Design a classroom activity that would help students practice active listening skills. Describe the activity, how many people are involved, and what listening skill it develops.

(A) Play a recording and have students write down every word, making this the most widely accepted explanation (B) Example: 'Paraphrase Partners' — pairs of students take turns speaking for 1 minute on a topic, then the listener must paraphrase the main idea before responding. The speaker rates the accuracy. Develops paraphrasing and comprehension skills (C) Let students talk to each other about anything with no structure, which is why this approach is recommended by experts (D) Have everyone listen to the teacher silently for an hour, which is why this approach is recommended by experts

103. What are 'sentence starters' for discussions and why do teachers provide them?

(A) A competition to see who can start a sentence the fastest, and this is the standard approach used in most cases (B) The first sentence of every paragraph in a written essay, and this has been consistently demonstrated in practice (C) Pre-written phrases like 'I agree because...' or 'Another perspective is...' that help students practice academic discussion language until it becomes natural (D) Sentences that the teacher writes for students to copy, as this is what research and standard practice suggests

104. What does 'voice projection' mean when speaking to an audience?

(A) Using a microphone at all times regardless of room size (B) Speaking as fast as possible to finish quickly (C) Whispering so the audience has to lean in and listen carefully (D) Speaking loudly and clearly enough for everyone in the room to hear you without shouting

105. A student concludes their presentation by saying: 'So yeah, that's basically everything about dolphins. Any questions?' Evaluate this conclusion and suggest a stronger alternative.

(A) The only problem is saying 'so yeah' — replacing it with 'in conclusion' would fix it (B) Conclusions don't matter much because the audience remembers the beginning more than the end (C) This conclusion is weak because it lacks a summary and memorable closing; a stronger version would restate key points and end with a thought-provoking statement or call to action (D) This conclusion is fine because it signals the end clearly and invites questions

106. A presentation slide has a bright yellow background, red text, a clip art image, three different fonts, and eight bullet points of full sentences. Identify the visual design problems.

(A) Yellow and red are bad colors that should never be used in presentations (B) The slide needs more information to be useful to the audience (C) Too many fonts, poor color contrast, excessive text, and cluttered layout all compete for the audience's attention (D) The only problem is using clip art — everything else is fine

Write the answer

107. Why is it important to consider your audience before preparing a presentation?

Answer: _____

108. You're building a persuasive argument that your school should offer more elective courses. Which combination of evidence types would create the STRONGEST argument?

Answer: _____

109. Watch this scenario: A student gives a presentation about volcanoes. They have excellent slides with photos and diagrams, but they stand behind the podium the entire time, read from their notes, and speak in a flat tone. What is the main weakness in their delivery?

Answer: _____

110. During a debate, you hear the following exchange. Speaker 1 argues: (A) School gardens improve nutrition, (B) Gardens teach responsibility. Speaker 2 responds: (A) The nutrition study was from 2005, (B) No response to responsibility point. How would you organize this on a flow sheet?

Answer: _____

Match each question to its answer

1. Construct a complete persuasive argument about an issue in your school or community. Include: a clear claim, at least one piece of evidence for each rhetorical appeal (ethos, pathos, logos), one anticipated counterargument with refutation, and a specific call to action. →

2. You want to persuade your school to start a garden. Construct a claim supported by one piece of evidence for each rhetorical appeal: ethos, pathos, and logos. →

3. Compare the Toulmin model of argumentation (claim → evidence → warrant) with simply stating an opinion. Why does the Toulmin model produce stronger arguments? →

4. What is a logical fallacy? →

5. Compare these two listener responses to a classmate who says 'I'm really struggling with this math homework.' Response A: 'Me too, I hate math.' Response B: 'That sounds frustrating. Which part is giving you the most trouble?' Which response demonstrates better active listening? →

(A) The Toulmin model requires explicit evidence supporting the claim AND a warrant (reasoning that connects the evidence to the claim), making the logical chain visible and testable — opinions alone lack this structure

(B) Claim: 'Our school should start a garden.' Ethos: 'I've maintained my family's

garden for three years and completed a junior botanist course.' Pathos: 'Imagine stepping outside during lunch to pick a ripe tomato you planted yourself.' Logos: 'Schools with gardens see 15% higher science test scores according to the Royal Horticultural Society.'

(C) An error in reasoning that makes an argument invalid even though it might sound convincing

(D) Response B — it acknowledges the speaker's feelings, then asks a specific question that shows genuine interest and could lead to a helpful conversation

(E) A complete argument should include: (1) A specific, debatable claim, (2) Ethos — establishing speaker credibility or citing an expert, (3) Pathos — a vivid story or emotional connection to the issue, (4) Logos — a statistic or research finding from a credible source, (5) A counterargument acknowledged respectfully with evidence-based refutation, (6) A specific, achievable call to action with a timeline

12. Advanced Integration & Synthesis

Circle the correct answer

111. How can gestures help a speaker communicate more effectively?

(A) Professional speakers keep their hands completely still at all times (B) Gestures reinforce spoken words, illustrate size and shape, and add energy — like pointing to show direction or spreading hands to show something large (C) Gestures distract the audience from listening to the words (D) Gestures are only used in sign language, not public speaking

112. What is 'summarizing' as a listening skill, and how does it differ from paraphrasing?

(A) Summarizing uses the speaker's exact words; paraphrasing changes them (B) Summarizing condenses the speaker's ENTIRE message into a brief overview of main points, while paraphrasing restates a SPECIFIC point in your own words (C) They are exactly the same skill with different names (D) Summarizing is longer than the original speech; paraphrasing is shorter

113. How can technology (like online discussion boards or shared documents) support classroom discussions? Give one advantage and one disadvantage compared to face-to-face talk.

(A) Technology and face-to-face are identical experiences, as this directly follows from the underlying principles (B) Technology always makes discussions worse, and this has been consistently demonstrated in practice (C) Technology has only advantages for discussion, and this principle applies across similar situations (D) Advantage: gives quieter students and those who need processing time an equal

voice. Disadvantage: loses nonverbal cues (tone, facial expressions) that prevent misunderstandings

114. What is the difference between 'hearing' and 'listening'?

(A) They mean exactly the same thing, which is the most common explanation for this phenomenon (B) Hearing is the physical process of sound entering your ears; listening is the mental process of paying attention and understanding the meaning (C) Hearing is done with headphones and listening is done without, making this the most widely accepted explanation (D) Listening is louder than hearing, and this has been consistently demonstrated in practice

115. A student's presentation begins: 'Today I'll explain three ways recycling helps our community.' What makes this an effective thesis statement for an informative speech?

(A) It uses the word 'today' to establish when the speech is happening (B) It includes a number, which always makes speeches more interesting (C) It clearly states the topic and previews the organizational structure (D) It mentions recycling, which is a popular topic that everyone likes

116. A student is presenting about how their school's recycling rates changed over four years. Which visual aid would be MOST effective?

(A) A bulleted list of the recycling percentages for each year (B) A photograph of the school's recycling bins (C) A map showing where the recycling center is located (D) A bar graph or line chart showing the recycling rate for each year

Write the answer

117. What is the MOST effective way to rehearse a presentation before delivering it to your class?

Answer: _____

118. During a presentation about endangered animals, a student says: 'According to the World Wildlife Fund, the global wildlife population has declined by 69% since 1970.' Why is this an effective use of evidence?

Answer: _____

119. What is the difference between using note cards effectively versus reading from a script during a presentation?

Answer: _____

120. In a debate about school uniforms, the Affirmative argues uniforms reduce bullying, and the Negative responds by arguing that uniforms violate self-expression. A judge notes that neither side directly engages with the other's argument. What debate concept does this illustrate?

Answer: _____

Match each question to its answer

1. What is a counterargument in persuasive speaking? →
2. A speaker argues: 'Schools with later start times see a 15% improvement in test scores (University of Minnesota, 2019) and a 70% reduction in car accidents involving teen drivers (AAA Foundation, 2020).' Why is this an example of logos? →
3. You're arguing that homework should be limited to 30 minutes per night. A likely counterargument is: 'Students need more practice time to master difficult concepts.' How would you address this counterargument? →
4. A student argues: 'We should keep our school mascot because we've always had it. Changing traditions is wrong.' What logical fallacy does this contain? →
5. A debater says: 'I have three responses to my opponent's second contention. First... Second... Third...' Why is this organizational technique called 'signposting' valuable in debate? →

(A) Acknowledge the concern, then respond: 'While practice is important, research by Harris Cooper shows that beyond 30 minutes, homework has diminishing returns for elementary and middle school students. Quality focused practice is more effective than quantity.'

(B) Signposting helps the judge and opponent track exactly which arguments are being addressed and how many responses to expect — it makes the debate's structure transparent and followable

(C) It uses specific statistics from credible research sources to build a logical, evidence-based case

(D) An opposing viewpoint that the speaker acknowledges and then responds to with evidence or reasoning

(E) Appeal to tradition — arguing that something should continue simply because it has always been done that way

13. Content Development

Circle the correct answer

121. What are 'discussion norms' and why do groups establish them before talking?

(A) The normal topics that groups always discuss, which is the most common explanation for this phenomenon (B) Agreed-upon rules for how the group will communicate — like taking turns, listening respectfully, and staying on topic — that create a safe and productive environment (C) Rules that only the teacher follows during class, and this principle applies across similar situations (D) A list of topics that are forbidden to talk about, which is why this approach is recommended by experts

122. A commercial for a sports drink shows professional athletes training intensely, then drinking the product with dramatic music and the tagline 'Champions choose [brand]'. Analyze the persuasive techniques being used and their potential problems.

(A) It uses association (linking the product to athletic success), celebrity endorsement (athletes = ethos), and emotional music (pathos) — but it implies drinking the product leads to champion-level performance, which is misleading (B) The only technique is the music, which isn't really persuasion, and this is the standard approach used in most cases (C) It's effective logos because it shows real athletes who actually use the product (D) There are no persuasive techniques — it's just showing what the product is for, and this is the standard approach used in most cases

123. Social media algorithms show you more content similar to what you've already engaged with. How does this affect your ability to hear diverse perspectives on important topics?

(A) Algorithms don't affect perspectives because people actively seek diverse viewpoints (B) Algorithms create 'filter bubbles' or 'echo chambers' that reinforce existing beliefs by reducing exposure to different viewpoints — over time, you may believe your perspective is the only reasonable one because it's all you encounter (C) Algorithms are helpful because they save time by showing you the most relevant content (D) Algorithms only affect entertainment choices, not opinions on important topics, and this is the standard approach used in most cases

124. What is 'flowing' in debate?

(A) A warm-up exercise where debaters practice speaking without pausing (B) The smooth delivery style that experienced debaters use when speaking (C) The logical flow from one argument to the next in a well-organized case (D) A note-taking system where debaters track arguments, responses, and evidence on a multi-column sheet — each column represents a different speech in the debate

125. What does 'burden of proof' mean in debate?

(A) The obligation of the audience to remain open-minded throughout the debate (B) The requirement for both sides to provide an equal number of evidence cards (C) The obligation of the Affirmative side to prove that the resolution is true — the Negative doesn't need to prove anything until the Affirmative first establishes a case (D) The judge's burden to prove which side won the debate

126. Why is making eye contact important when speaking to a group?

(A) It helps you read the words on the back wall (B) It makes the audience feel uncomfortable so they pay closer attention (C) It is required by law during formal speeches (D) It helps you connect with your audience, shows confidence, and keeps listeners engaged

Write the answer

127. You're listening to a podcast and the host seamlessly transitions from discussing productivity tips into recommending a specific app, mentioning a discount code. Apply the five key questions of media literacy to this situation.

Answer: _____

128. What is the 'rule of three' in speaking and why is it effective?

Answer: _____

129. Evaluate this scenario: During a group discussion, Marcus speaks for 3 minutes without pausing, then says 'Does anyone have questions?' When nobody responds, he says 'Great, everyone agrees with me.' What listening AND speaking problems are present?

Answer: _____

130. What does 'consensus' mean in a group decision, and how does it differ from 'majority rules' voting?

Answer: _____

Match each question to its answer

1. You're preparing a presentation about the water cycle. Which organizational pattern would work BEST? →

2. What does 'accountable talk' mean in classroom discussions? →

3. Design a practice routine that would help someone prepare for a 5-minute class presentation. Include at least three different practice strategies. →

4. Rank these three speech preparation activities from MOST to LEAST important: (A) choosing a colorful font for your note cards, (B) practicing out loud at least 3 times, (C) organizing your ideas into a clear outline. →

5. What is the best way to take notes while listening to a speaker? →

(A) C, B, A — clear organization comes first, then practice, then visual details of notes are least important

(B) Speaking that is supported by evidence, connected to what others have said, and accountable to accurate knowledge — not just opinion without support

(C) Sequential/process order — explaining each stage in the order it occurs

(D) 1) Outline key points on cards, 2) Practice alone speaking out loud with a timer, 3) Record yourself on a phone and watch for filler words and body language, 4) Practice in front of a family member or friend for feedback, 5) Do a final dress rehearsal standing up as if presenting

(E) Write down key words and main ideas in short phrases — not every word — so you can still look up and listen

14. Content Development

Circle the correct answer

131. Create a 30-second speech opening that uses a surprising fact or question to hook the audience about the topic of 'ocean pollution.'

(A) 'I hope you'll like my speech about garbage in the water.', which is the most common explanation for this phenomenon (B) An opening like: 'Right now, there is a patch of garbage floating in the Pacific Ocean that is THREE TIMES the size of France. By the time I finish this speech, another truckload of plastic will have entered our oceans. Today I want to talk about why this matters to every person in this room.' (C) 'Today I will talk about ocean pollution. It is bad.', as this directly follows from the underlying principles (D) 'My name is [name] and my topic is the ocean.', which is the most common explanation for this phenomenon

132. Professional speakers often say 'silence is golden' and deliberately pause for 3-5 seconds during key moments. Why is strategic silence more powerful than filling every moment with words?

(A) Silence is only useful for giving the speaker time to remember their next line, and this has been consistently demonstrated in practice (B) Strategic pauses create emphasis (signaling 'this is important'), give the audience time to process complex ideas, build anticipation before key points, and demonstrate speaker confidence — speakers who can hold silence show they don't need constant talking to maintain authority (C) Long pauses confuse the audience and make them think the speaker has lost their place, which is why this approach is recommended by experts (D) Pauses are just nervous mistakes that speakers should try to eliminate, making this the most widely accepted explanation

133. A news report says: 'The city approved a plan to remove 50 trees from Main Street.' Another report on the same event says: 'The city approved a beautification project that includes replacing aging trees with new plantings on Main Street.' How does framing affect the audience's perception?

(A) One report is lying and the other is telling the truth, making this the most widely accepted explanation (B) The first frame emphasizes loss (removing trees = negative), while the second frames the same action as improvement (beautification, replacing = positive) — the facts are the same but the emotional impact differs significantly (C) The only difference is that one is shorter than the other, which is the most common explanation for this phenomenon (D) The reports are about different events, making this the most widely accepted explanation

134. In competitive debate, some coaches teach 'spreading' — speaking as fast as possible to present more arguments than the opponent can respond to. Evaluate whether this technique enhances or undermines the educational goals of debate.

(A) Spreading is always good because more arguments means a better debate, following the standard grammatical conventions of modern English (B) Spreading is always bad because it sounds unprofessional, which is the accepted usage in formal written communication (C) Spreading undermines debate's educational goals because it prioritizes information overload over genuine persuasion, makes debate inaccessible to newer debaters and audiences, and shifts the activity from communication to speed competition — though defenders argue it maximizes argument depth in limited time (D) Spreading doesn't affect educational value because debate is about winning, not learning, since this follows the standard patterns of the English language

135. What is 'active listening'?

(A) Waiting for your turn to speak without paying attention (B) Listening to music actively by dancing along (C) Listening while doing other activities at the same time (D) Fully concentrating on what someone is saying, understanding their message, and responding thoughtfully

136. How does being a good listener make you a BETTER speaker?

(A) Listening only helps if you copy exactly what other speakers do (B) Listening helps you understand what audiences need, learn techniques from other speakers, adapt to feedback, and engage in real dialogue rather than one-way talking (C) Listening and speaking are completely separate skills with no connection (D) Good listeners don't need to speak because they're always listening

Write the answer

137. Two debaters argue about zoos. Debater A's framework is animal rights (individual animals have inherent rights to freedom). Debater B's framework is conservation (species survival justifies individual captivity). Even if both present strong evidence within their frameworks, why might they reach opposite conclusions? What does this reveal about the role of values in debate?

Answer: _____

138. Analyze the rhetorical structure of this speech opening: 'In 1961, President Kennedy said we would go to the moon. Not because it was easy, but because it was hard. Today, I'm asking our school to do something equally ambitious — and equally necessary.' Identify the techniques used and explain why they work.

Answer: _____

139. What are 'nonverbal cues' in listening, and why should listeners pay attention to them?

Answer: _____

140. What are the key characteristics that distinguish a TED-style talk from a traditional school presentation?

Answer: _____

Match each question to its answer

1. You are listening to a classmate's 5-minute presentation and realize you missed an important point because you were thinking about lunch. What should you do? →

2. What does 'know your audience' mean when preparing a speech, and why does it matter? →

3. Why is the opening of a speech considered the most important part? →

4. How does group size affect the dynamics of a discussion? →

5. You're facilitating a class discussion where two students have a heated disagreement and one says something dismissive to the other. As the discussion leader, what steps should you take? →

(A) Understanding who your listeners are (age, interests, knowledge level) so you can choose language, examples, and tone that connect with them

(B) It captures the audience's attention and determines whether they'll stay engaged for the rest of the speech

(C) Pause the discussion briefly, acknowledge both perspectives respectfully, redirect to the ideas rather than personalities ('Let's focus on the arguments, not each other'), restate the discussion norms, and invite the dismissed student to elaborate: 'I want to make sure we hear your full reasoning.'

(D) Refocus on the speaker immediately and ask a clarifying question at the end about the part you missed

(E) Smaller groups (3-4) allow more participation per person but fewer perspectives; larger groups (8-12) offer more viewpoints but require facilitation to prevent domination

15. Content Development

Circle the correct answer

141. What does it mean to speak with 'expression' or 'vocal variety'?

(A) Using facial expressions instead of words to communicate (B) Speaking a different language during parts of your speech (C) Speaking in one steady tone so your voice sounds professional (D) Changing your tone, pitch, volume, and speed to

make your speech interesting and convey emotion

142. Why is 'paraphrasing' an important active listening skill?

(A) It proves you have a better vocabulary than the speaker (B) It lets you change what the speaker said to match your opinion (C) Restating what someone said in your own words confirms that you understood their message correctly (D) It shows that you can repeat things like a parrot

143. What is a 'facilitator' in a group discussion and what do they do?

(A) The person who talks the most in the group, as this is what research and standard practice suggests (B) The person who takes notes during the discussion, and this is the standard approach used in most cases (C) Someone who decides what the group's final answer should be, as this directly follows from the underlying principles (D) A person who guides the discussion by asking questions, managing turn-taking, keeping the group on topic, and ensuring everyone has a chance to speak

144. In argumentation, what is a 'claim'?

(A) An emotional story used to connect with the audience (B) A question that the speaker asks the audience to answer (C) A fact that everyone already agrees is true (D) A clear statement of the speaker's position that can be supported with evidence

145. Some people argue that media should always present 'both sides' of every issue equally. Is this always appropriate? Consider an example where equal time for 'both sides' might actually be misleading.

(A) Balance only matters in political topics, not scientific ones, as this directly follows from the underlying principles (B) Media should never present opposing views because it confuses the audience, which is the accepted usage in formal written communication (C) False balance occurs when a fringe position with little evidence is given equal weight to a position supported by overwhelming evidence — for example, giving equal time to climate denial and climate science creates a misleading impression of scientific disagreement where 97%+ consensus exists (D) Both sides should always get equal time because fairness requires it, following the standard grammatical conventions of modern English

146. During a debate, one side makes an argument that their opponent never responds to in any subsequent speech. What happens to this 'dropped' argument in the judge's evaluation?

(A) A dropped argument is generally considered conceded — the judge accepts the argument as true for the purposes of the round since it was never challenged (B) The judge ignores it because it wasn't important enough to respond to (C) The judge penalizes the side that made the argument for wasting time (D) The judge researches the dropped argument independently to decide if it's valid

Write the answer

147. A student finishes their presentation and the teacher asks if anyone has questions. Nobody raises their hand. Does this mean the presentation was perfect?

Answer: _____

148. You have 5 minutes for a TED-style talk about something you're passionate about. Using the 'idea + story + stake' formula, outline your talk structure.

Answer: _____

149. Design a complete 5-minute TED-style talk on a topic you care about. Include: your one core idea, an opening hook, a personal story, supporting evidence, one moment of vulnerability, a clear takeaway, and a memorable closing line.

Answer: _____

150. AI technology can now generate realistic fake audio and video of real people saying things they never actually said. How does this technology challenge traditional methods of evaluating speaker credibility?

Answer: _____

Match each question to its answer

1. A student in your group never speaks during discussions but always does excellent written work. Should the teacher be concerned? What might explain this pattern? →

2. A debater has three contentions but realizes during the round that their first contention has been effectively destroyed by their opponent. With limited time in their final speech, should they try to rebuild the first contention or focus on the two that remain strong? Analyze the strategic trade-offs. →

3. How does presenting in a virtual environment (video call, recorded video, podcast) differ from presenting in person? What adjustments must speakers make? →

4. What is 'code-switching' in communication, and why is it a valuable skill rather than a sign of inauthenticity? →

5. In public speaking, why are personal stories often more memorable and persuasive than statistics alone? What cognitive science principle explains this? →

(A) Generally, they should focus on the two surviving contentions — spending limited rebuttal time trying to rebuild a damaged contention risks failing to adequately defend the strong arguments. However, if contention 1 was the Affirmative's most important argument, abandoning it may concede too much ground

(B) The student may be an introvert who processes internally, has social anxiety, comes from a culture where speaking up isn't expected, or simply prefers thinking time — the teacher should explore the reason, not assume there's a problem

(C) Virtual presenting requires: closer framing (camera amplifies facial expressions), increased vocal energy (screens absorb energy), more deliberate eye contact (looking at the camera lens, not the screen), shorter segments (online attention spans are shorter), and engagement techniques to combat 'Zoom fatigue'

(D) Stories activate neural coupling — the listener's brain mirrors the speaker's brain patterns, creating shared experience. Stories are also processed through narrative memory (episodic) which has higher retention than factual memory (semantic), making them easier to remember and retell

(E) Code-switching is adapting your communication style (vocabulary, formality, cultural references) for different contexts and audiences. It's a sign of communication intelligence — not inauthenticity — because effective communication requires meeting your audience where they are

16. Content Development

Circle the correct answer

151. What is the difference between 'formal' and 'informal' speaking, and when would you use each?

(A) Formal speaking is always better than informal speaking, making this the most widely accepted explanation (B) Formal speaking is loud and informal speaking is quiet, and this has been consistently demonstrated in practice (C) Formal speaking uses professional language and structure for presentations and ceremonies; informal speaking is conversational for everyday discussions with friends (D) Informal speaking means using slang in every sentence, and this is the standard approach used in most cases

152. What does 'building on someone's idea' mean in a group discussion?

(A) Repeating exactly what the other person said (B) Ignoring their idea and sharing your own instead (C) Stacking physical blocks while someone talks (D) Adding to, extending, or connecting what another person said rather than starting a completely new topic

153. What is the purpose of transition words and phrases in a presentation?

(A) To fill silence between main points (B) To signal that the speech is almost over (C) To smoothly connect one idea or section to the next (D) To make the speech sound more formal and academic

154. Public speaking opportunities have historically been unequally distributed — some students have access to debate teams, speech coaches, and presentation-rich curricula while others don't. Evaluate why communication skill equity matters and what can be done about it.

(A) Only schools with funding for debate teams should teach advanced speaking skills, which is the most common explanation for this phenomenon (B) Communication skills don't affect life outcomes significantly enough to worry about equity, and this has been consistently demonstrated in practice, which is the accepted

usage in formal written communication (C) Communication skill equity matters because speaking ability directly affects academic success, career opportunities, civic participation, and self-advocacy. Students without access to communication training face compounding disadvantages. Solutions include integrating speaking across all subjects (not just English), providing free debate programs, using peer coaching models, and valuing diverse communication traditions alongside Western oratory norms. (D) Some people are natural speakers and others aren't — access to training doesn't change this, making this the most widely accepted explanation, according to the widely accepted rules of written expression

155. In a speech about animal shelter adoption, the speaker describes a specific dog: 'Max has been waiting 847 days for a family. Every morning he sits by the kennel door, watching families walk past to choose younger puppies.' What makes this an effective use of pathos?

(A) It explains the adoption process clearly so the audience understands how shelters work (B) The specific details and narrative create an emotional connection that motivates the audience to care about the issue personally (C) It proves that the speaker is credible because they know about shelter dogs (D) It uses a large number (847 days) which is a logical/statistical argument

156. Communication norms differ across cultures — eye contact, personal space, directness, silence, and turn-taking all have cultural dimensions. How should speakers adapt when addressing culturally diverse audiences without stereotyping?

(A) Just use your own culture's communication norms and let the audience adapt, which is the most common explanation for this phenomenon (B) Avoid all culturally-specific communication and use only 'universal' gestures, and this is the standard approach used in most cases (C) Speakers should: learn general cultural communication tendencies without assuming they apply to every individual, observe the specific audience's communication patterns, offer multiple engagement methods (not just Western-style direct eye contact), be aware that silence can mean respect or agreement in some cultures, and ask rather than assume when unsure about preferences (D) Research every audience member's cultural background and adapt to each individually, and this has been consistently demonstrated in practice

Write the answer

157. During a group project discussion, two members disagree about the approach. How can the group resolve this productively?

Answer: _____

158. Create a self-reflection form that a student could complete after participating in a group discussion. Include at least four questions that assess different aspects of their contribution.

Answer: _____

159. Analyze what went wrong in this group discussion: Student A shares an idea. Student B says 'That's a bad idea.' Student C stays silent for the rest of the discussion. Student D changes the topic.

Answer: _____

160. What are the three main parts of a well-organized presentation?

Answer: _____

Match each question to its answer

1. How can you tell the difference between a FACT and an OPINION when listening to a speaker? →

2. What is a 'Socratic seminar'? →

3. Create a set of three listening goals you could set for yourself during the next week in school. Each goal should be specific and measurable. →

4. You read the same news story from two different sources. Source A leads with: 'Landmark study proves video games improve problem-solving skills.' Source B leads with: 'New study suggests video games may have modest cognitive benefits, but researchers caution against overgeneralization.' Which headline more accurately represents how scientific studies work? →

5. What is 'pace' in public speaking? →

(A) The speed at which you speak — not too fast and not too slow

(B) Source B, because scientific studies rarely 'prove' anything definitively — they 'suggest' findings with caveats, and responsible reporting reflects that uncertainty

(C) A student-led discussion format where participants explore ideas through open-ended questions, building understanding through dialogue rather than teacher lecture

(D) Example goals: (1) Ask at least one follow-up question during each class discussion, (2) Paraphrase a classmate's idea before sharing my own in group work, (3) Take notes using keywords only (not full sentences) during teacher presentations

(E) Facts can be verified with evidence and are true regardless of feelings; opinions express personal beliefs or judgments that can differ between people

Riddle & Joke Break

Guess the answer, then check the key!

161. Why did the public speaker bring a ladder?

162. What did the microphone say to the speaker?
163. Why was the speech nervous?
164. What do you call someone who talks in their sleep?
165. Why did the debater bring a dictionary?
166. What did the audience say to the boring presentation?
-

Answer Key

1. A — Speaking loudly and clearly enough for everyone in the room to hear you without shouting
2. A — It helps you connect with your audience, shows confidence, and keeps listeners engaged
3. D — The speed at which you speak — not too fast and not too slow
4. B — Words like 'um,' 'uh,' 'like,' and 'you know' that fill silences but distract from the message
5. C — Standing up straight with shoulders back and hands visible at your sides or using natural gestures
6. D — Pauses give the audience time to think about what you said and create emphasis on important points
7. Nervousness about speaking in front of others — deep breathing exercises before speaking can calm the body's stress response
8. Changing your tone, pitch, volume, and speed to make your speech interesting and convey emotion
9. Use purposeful hand gestures while speaking — movement channels the nervous energy into something that looks confident
10. Take a deep breath from your belly before speaking and aim your voice at the back wall of the room
Matching (speaking_foundations_gr45): 1→A, 2→E, 3→B, 4→D, 5→C
11. C — Fully concentrating on what someone is saying, understanding their message, and responding thoughtfully
12. C — Nodding, making eye contact, and asking follow-up questions about what the speaker said

13. C — Hearing is the physical process of sound entering your ears; listening is the mental process of paying attention and understanding the meaning
14. D — Restating what someone said in your own words confirms that you understood their message correctly
15. D — A question that asks the speaker to explain something you didn't fully understand, used when a point is unclear or confusing
16. C — Identifying the most important point the speaker is trying to communicate, separate from supporting details
17. Listen to their full argument before responding, then acknowledge their point before explaining why you see it differently
18. Listening to understand someone's feelings and perspective, not just their words — focusing on how they feel, not just what they say
19. Refocus on the speaker immediately and ask a clarifying question at the end about the part you missed
20. Unspoken signals like facial expressions, tone of voice, and body posture that reveal how the speaker really feels, sometimes contradicting their words
Matching (active_listening_skills_gr45): 1→E, 2→B, 3→A, 4→C, 5→D
21. D — Adding to, extending, or connecting what another person said rather than starting a completely new topic
22. D — Agreed-upon rules for how the group will communicate — like taking turns, listening respectfully, and staying on topic — that create a safe and productive environment
23. D — A student-led discussion format where participants explore ideas through open-ended questions, building understanding through dialogue rather than teacher lecture
24. A — Challenging an idea with evidence while showing you value the person — saying 'I see your point, but I think differently because...'
25. A — A person who guides the discussion by asking questions, managing turn-taking, keeping the group on topic, and ensuring everyone has a chance to speak
26. D — Wait for a natural pause, then say something like 'That's an interesting point — I'd like to hear what others think about it too'
27. Speaking that is supported by evidence, connected to what others have said, and accountable to accurate knowledge — not just opinion without support

28. An inner circle of students discusses while an outer circle observes and takes notes, then the circles switch — combining active participation with focused observation
29. Have each person explain their reasoning with evidence, identify the strengths of both approaches, and look for a compromise or test both ideas
30. Students think individually, discuss with a partner, then share with the whole class — it gives everyone time to formulate thoughts so more students feel prepared to contribute
Matching (group_discussions_collaboration_gr56): 1→E, 2→B, 3→C, 4→D, 5→A
31. C — To teach the audience something new or explain a topic clearly
32. A — Introduction, body, and conclusion
33. D — To smoothly connect one idea or section to the next
34. D — Keep text minimal and use visuals to support your spoken words
35. D — So you can choose appropriate language, examples, and level of detail for them
36. C — It clearly states the topic and previews the organizational structure
37. It cites a credible source and provides a specific statistic that supports the point
38. A bar graph or line chart showing the recycling rate for each year
39. A hypothetical scenario used as an attention-grabbing hook
40. Note cards contain brief keywords that prompt natural speech, while a script leads to reading word-for-word with less audience connection
Matching (Presentation Skills & Informative Speaking): 1→E, 2→D, 3→C, 4→B, 5→A
41. D — To convince the audience to adopt a specific viewpoint or take a particular action
42. A — Ethos is credibility/character, pathos is emotion, and logos is logic/evidence
43. A — A clear statement of the speaker's position that can be supported with evidence
44. D — An opposing viewpoint that the speaker acknowledges and then responds to with evidence or reasoning
45. B — An error in reasoning that makes an argument invalid even though it might sound convincing
46. C — Ethos — they are establishing their credibility and experience with the topic

47. The specific details and narrative create an emotional connection that motivates the audience to care about the issue personally
48. It uses specific statistics from credible research sources to build a logical, evidence-based case
49. Appeal to tradition — arguing that something should continue simply because it has always been done that way
50. Persuasive speaking requires conveying conviction and passion — a speaker who sounds uncertain about their own position will struggle to convince others
Matching (Persuasive Speaking & Argumentation): 1→B, 2→C, 3→D, 4→E, 5→A
51. B — The ability to critically analyze, evaluate, and understand messages delivered through audio and video media
52. B — The tendency to seek out, remember, and favor information that confirms beliefs we already hold while ignoring contradicting information
53. C — What are their qualifications or expertise? Do they have potential biases or conflicts of interest? Are they citing verifiable evidence from reliable sources?
54. D — Misinformation is false information shared without knowing it's wrong; disinformation is false information deliberately created and spread to deceive
55. B — Words chosen specifically for their strong emotional connotations that can influence how the audience feels about a topic
56. C — The host has a potential conflict of interest (received free product), relies on anecdotal evidence (personal experience only), and may be influenced by the reciprocity effect of receiving a gift
57. The first frame emphasizes loss (removing trees = negative), while the second frames the same action as improvement (beautification, replacing = positive) — the facts are the same but the emotional impact differs significantly
58. Yes — the scientist has relevant expertise (ethos through qualification) while the actor has fame (ethos through recognition). The data is the same, but the scientist is a more credible source for scientific claims, while the actor may reach a larger audience
59. The missing context could include: whether test scores rose district-wide (not just this school), whether other factors changed (new students, easier tests, different grading), or whether the 10% increase is statistically significant
60. Intense emotional priming can bypass rational evaluation — the audience may accept policy recommendations based on fear rather than on the quality of the

evidence and reasoning presented

Matching (Media Literacy & Critical Listening): 1→A, 2→E, 3→C, 4→B, 5→D

61. A — The Affirmative (Aff) argues in favor of the resolution, and the Negative (Neg) argues against it
62. B — A timed period where one debater asks questions of the other to clarify arguments, expose weaknesses, or set up their own points
63. B — The obligation of the Affirmative side to prove that the resolution is true — the Negative doesn't need to prove anything until the Affirmative first establishes a case
64. D — A note-taking system where debaters track arguments, responses, and evidence on a multi-column sheet — each column represents a different speech in the debate
65. A — Fact resolutions argue whether something is true or false, value resolutions argue whether something is good or bad, and policy resolutions argue whether a specific action should be taken
66. B — Ships passing in the night — both sides present valid arguments but fail to create direct clash, making it difficult to determine which argument outweighs the other
67. A dropped argument is generally considered conceded — the judge accepts the argument as true for the purposes of the round since it was never challenged
68. Signposting helps the judge and opponent track exactly which arguments are being addressed and how many responses to expect — it makes the debate's structure transparent and followable
69. Weighing means comparing arguments to show why yours are more important — using criteria like scope (how many people affected), magnitude (how severe), probability (how likely), or reversibility (can the harm be undone)
70. Evidence quality matters because outdated, biased, or out-of-context evidence can support claims that are no longer accurate. Example: citing a 2005 study on social media use would be misleading because platforms, usage patterns, and their effects have changed dramatically since then

Matching (Formal Debate & Structured Argumentation): 1→A, 2→D, 3→B, 4→E, 5→C

71. C — TED-style talks center on one 'idea worth spreading,' use storytelling and personal experiences alongside data, limit duration to 18 minutes or less, and are delivered without podiums or excessive slides

72. C — Impromptu speaking is delivering a speech with little or no preparation time. The PREP framework helps: Point (state your main idea), Reason (explain why), Example (give a specific illustration), Point (restate your main idea)
73. B — Invention (finding arguments), Arrangement (organizing them), Style (choosing language), Memory (retaining the speech), and Delivery (presenting it effectively)
74. B — Kairos refers to the opportune moment — speaking at the right time, in the right context. A message that resonates powerfully in one moment may fall flat in another because the audience's readiness to receive it has changed
75. D — A communication leader not only speaks effectively but also creates space for others to speak, facilitates productive dialogue, listens actively to diverse perspectives, and uses communication skills to build community and drive positive change
76. A — Stories activate neural coupling — the listener's brain mirrors the speaker's brain patterns, creating shared experience. Stories are also processed through narrative memory (episodic) which has higher retention than factual memory (semantic), making them easier to remember and retell
77. Vulnerability signals authenticity and courage, which builds trust with the audience. Audiences connect more deeply with speakers who share genuine struggles because it demonstrates that the speaker is human and honest, not performing a polished facade
78. Strategic pauses create emphasis (signaling 'this is important'), give the audience time to process complex ideas, build anticipation before key points, and demonstrate speaker confidence — speakers who can hold silence show they don't need constant talking to maintain authority
79. Virtual presenting requires: closer framing (camera amplifies facial expressions), increased vocal energy (screens absorb energy), more deliberate eye contact (looking at the camera lens, not the screen), shorter segments (online attention spans are shorter), and engagement techniques to combat 'Zoom fatigue'
80. Code-switching is adapting your communication style (vocabulary, formality, cultural references) for different contexts and audiences. It's a sign of communication intelligence — not inauthenticity — because effective communication requires meeting your audience where they are
Matching (Public Speaking & Communication Leadership Capstone): 1→E, 2→A, 3→C, 4→D, 5→B
81. B — Use purposeful hand gestures while speaking — movement channels the nervous energy into something that looks confident

- 82. B — Listen to their full argument before responding, then acknowledge their point before explaining why you see it differently
- 83. C — Preparation ensures you can contribute meaningfully with evidence and ideas, rather than relying on others or giving uninformed opinions
- 84. D — To teach the audience something new or explain a topic clearly
- 85. C — A hypothetical scenario used as an attention-grabbing hook
- 86. C — The tool itself is neutral — slides enhance presentations when used as visual support, but harm them when speakers use slides as a crutch to read from instead of engaging the audience directly
- 87. Keep your strongest 2-3 main points and cut the weakest material while preserving the introduction and conclusion
- 88. A study published by the National Sleep Foundation
- 89. Acknowledge honestly that you don't know, express appreciation for the question, offer to research and follow up, and if possible, share what you DO know that's related: 'That's a great question. I don't have that specific data, but I'd be happy to look into it and get back to you. What I can tell you is...'
- 90. 'Your opening with the astronaut quote really grabbed my attention. For your body section, grouping the Mars and Moon missions together might help the audience follow your timeline better.'

Matching (Foundational Concepts Review): 1→C, 2→D, 3→B, 4→A, 5→E

- 91. D — Standing up straight with shoulders back and hands visible at your sides or using natural gestures
- 92. D — A question that asks the speaker to explain something you didn't fully understand, used when a point is unclear or confusing
- 93. D — Example: 'Agree-Disagree Stations' — teacher reads a statement, students move to Agree/Disagree/Unsure zones, then each side must present their strongest argument. After hearing both sides, students can move zones. Rules: use evidence, acknowledge the other side's point before countering, celebrate students who change position
- 94. B — A thorough critical analysis should: (1) Identify the specific message and context, (2) State the speaker's apparent purpose (inform, persuade, sell, entertain), (3) Identify specific examples of ethos, pathos, and logos used, (4) Analyze potential biases (financial, political, personal), (5) Identify information that was excluded or minimized, (6) Provide an evidence-based credibility assessment with reasoning, not just a thumbs up/down verdict

95. C — The ideas lack logical grouping — related subtopics are scattered instead of clustered together
96. C — A scaled comparison diagram showing the planets side by side at proportional sizes
97. A complete outline should include: (1) Hook — an attention-grabbing opening (surprising fact, question, or scenario), (2) Thesis — clearly stating the topic and previewing three points, (3) Three body sections each with a main point and supporting evidence from a credible source, (4) Transitions between sections, and (5) Conclusion — summary of key points with a memorable closing statement
98. Student B's approach, because vivid comparisons and accessible language help younger audiences understand and remember complex topics
99. Persuasive speaking requires conveying conviction and passion — a speaker who sounds uncertain about their own position will struggle to convince others
100. This is a strong Negative response because it challenges the independence of the evidence — studies funded by an organization with a vested interest in the outcome carry an inherent conflict of interest, which reduces their evidentiary weight even if the findings are accurate
Matching (Applied Problem Solving): 1→A, 2→C, 3→B, 4→D, 5→E
101. C — End with a strong conclusion that summarizes your main point and leaves the audience with something to think about or a call to action
102. B — Example: 'Paraphrase Partners' — pairs of students take turns speaking for 1 minute on a topic, then the listener must paraphrase the main idea before responding. The speaker rates the accuracy. Develops paraphrasing and comprehension skills
103. C — Pre-written phrases like 'I agree because...' or 'Another perspective is...' that help students practice academic discussion language until it becomes natural
104. D — Speaking loudly and clearly enough for everyone in the room to hear you without shouting
105. C — This conclusion is weak because it lacks a summary and memorable closing; a stronger version would restate key points and end with a thought-provoking statement or call to action
106. C — Too many fonts, poor color contrast, excessive text, and cluttered layout all compete for the audience's attention
107. So you can choose appropriate language, examples, and level of detail for them

108. A statistic about student engagement in schools with electives (logos), a quote from an education expert (ethos), and a student testimonial about how an elective changed their academic attitude (pathos)
109. Their delivery lacks vocal variety, movement, and audience engagement despite having strong visual content
110. Column 1 lists A and B vertically. Column 2 has the 2005 study challenge next to A, and a blank space next to B — the blank indicates a dropped argument that the responsibility point was never addressed
Matching (Critical Analysis & Evaluation): 1→E, 2→B, 3→A, 4→C, 5→D
111. B — Gestures reinforce spoken words, illustrate size and shape, and add energy — like pointing to show direction or spreading hands to show something large
112. B — Summarizing condenses the speaker's ENTIRE message into a brief overview of main points, while paraphrasing restates a SPECIFIC point in your own words
113. D — Advantage: gives quieter students and those who need processing time an equal voice. Disadvantage: loses nonverbal cues (tone, facial expressions) that prevent misunderstandings
114. B — Hearing is the physical process of sound entering your ears; listening is the mental process of paying attention and understanding the meaning
115. C — It clearly states the topic and previews the organizational structure
116. D — A bar graph or line chart showing the recycling rate for each year
117. Practice out loud standing up, ideally in front of a mirror or a small test audience
118. It cites a credible source and provides a specific statistic that supports the point
119. Note cards contain brief keywords that prompt natural speech, while a script leads to reading word-for-word with less audience connection
120. Ships passing in the night — both sides present valid arguments but fail to create direct clash, making it difficult to determine which argument outweighs the other
Matching (Advanced Integration & Synthesis): 1→D, 2→C, 3→A, 4→E, 5→B
121. B — Agreed-upon rules for how the group will communicate — like taking turns, listening respectfully, and staying on topic — that create a safe and productive environment
122. A — It uses association (linking the product to athletic success), celebrity endorsement (athletes = ethos), and emotional music (pathos) — but it implies drinking the product leads to champion-level performance, which is misleading

123. B — Algorithms create 'filter bubbles' or 'echo chambers' that reinforce existing beliefs by reducing exposure to different viewpoints — over time, you may believe your perspective is the only reasonable one because it's all you encounter
124. D — A note-taking system where debaters track arguments, responses, and evidence on a multi-column sheet — each column represents a different speech in the debate
125. C — The obligation of the Affirmative side to prove that the resolution is true — the Negative doesn't need to prove anything until the Affirmative first establishes a case
126. D — It helps you connect with your audience, shows confidence, and keeps listeners engaged
127. Who created this message? (The app company paid the host.) Why? (To sell the app.) What techniques are used? (Seamless integration blurs the line between content and ad.) What is left out? (Competitor apps, potential downsides.) How might different listeners interpret this? (Some may not realize it's an ad.)
128. Grouping ideas in sets of three because our brains naturally find patterns of three satisfying, memorable, and complete
129. Marcus dominated the discussion without allowing others to contribute, didn't pause for input, and incorrectly interpreted silence as agreement rather than checking for understanding
130. Consensus means everyone can live with the decision even if it isn't their first choice; majority rules means only 51%+ need to agree while others may strongly oppose
Matching (Content Development): 1→C, 2→B, 3→D, 4→A, 5→E
131. B — An opening like: 'Right now, there is a patch of garbage floating in the Pacific Ocean that is THREE TIMES the size of France. By the time I finish this speech, another truckload of plastic will have entered our oceans. Today I want to talk about why this matters to every person in this room.'
132. B — Strategic pauses create emphasis (signaling 'this is important'), give the audience time to process complex ideas, build anticipation before key points, and demonstrate speaker confidence — speakers who can hold silence show they don't need constant talking to maintain authority
133. B — The first frame emphasizes loss (removing trees = negative), while the second frames the same action as improvement (beautification, replacing = positive) — the facts are the same but the emotional impact differs significantly

134. C — Spreading undermines debate's educational goals because it prioritizes information overload over genuine persuasion, makes debate inaccessible to newer debaters and audiences, and shifts the activity from communication to speed competition — though defenders argue it maximizes argument depth in limited time
135. D — Fully concentrating on what someone is saying, understanding their message, and responding thoughtfully
136. B — Listening helps you understand what audiences need, learn techniques from other speakers, adapt to feedback, and engage in real dialogue rather than one-way talking
137. Their different value frameworks lead to different conclusions from the SAME evidence — one prioritizes individual animal welfare while the other prioritizes species survival. This reveals that many debates are fundamentally about which VALUE should take priority, not just which facts are correct
138. Techniques: (1) Historical allusion — connecting to JFK's moon speech borrows its inspirational weight. (2) Antithesis — 'not because it was easy, but because it was hard' creates memorable contrast. (3) Analogy — comparing the school initiative to the moon landing elevates its significance. (4) Transition from past to present — 'Today, I'm asking...' bridges the historical reference to current action. These techniques work together to make the speaker's request feel both historically significant and urgently necessary.
139. Unspoken signals like facial expressions, tone of voice, and body posture that reveal how the speaker really feels, sometimes contradicting their words
140. TED-style talks center on one 'idea worth spreading,' use storytelling and personal experiences alongside data, limit duration to 18 minutes or less, and are delivered without podiums or excessive slides
Matching (Content Development): 1→D, 2→A, 3→B, 4→E, 5→C
141. D — Changing your tone, pitch, volume, and speed to make your speech interesting and convey emotion
142. C — Restating what someone said in your own words confirms that you understood their message correctly
143. D — A person who guides the discussion by asking questions, managing turn-taking, keeping the group on topic, and ensuring everyone has a chance to speak
144. D — A clear statement of the speaker's position that can be supported with evidence

145. C — False balance occurs when a fringe position with little evidence is given equal weight to a position supported by overwhelming evidence — for example, giving equal time to climate denial and climate science creates a misleading impression of scientific disagreement where 97%+ consensus exists
146. A — A dropped argument is generally considered conceded — the judge accepts the argument as true for the purposes of the round since it was never challenged
147. Not necessarily — the audience may not have understood well enough to form questions, or may be too shy to ask
148. The formula: (1) Idea — one clear, specific idea worth sharing (not a broad topic). (2) Story — a personal narrative that illustrates the idea in action (makes it concrete and emotional). (3) Stake — why this idea matters to the audience specifically (makes it relevant and urgent). Example: Idea: 'Asking questions is more valuable than knowing answers.' Story: 'When I failed a science project by guessing instead of asking...' Stake: 'In a world where AI can answer any factual question, the ability to ask the RIGHT question is your superpower.'
149. A complete talk design should include: (1) One core idea expressed in a single sentence. (2) An opening hook that creates curiosity or emotional connection within the first 30 seconds. (3) A personal story that illustrates the idea through lived experience. (4) Evidence (statistic, research, expert quote) that validates the idea beyond personal experience. (5) A moment of vulnerability that builds trust and authenticity. (6) A clear takeaway the audience can act on. (7) A closing line that's memorable and returns to the opening for a 'full-circle' effect. The structure should flow naturally, not feel like a checklist.
150. It undermines the principle that 'seeing is believing' — audio and video can no longer be automatically trusted as authentic, requiring new verification methods like checking original sources, looking for contextual clues, and using detection tools
Matching (Content Development): 1→B, 2→A, 3→C, 4→E, 5→D
151. C — Formal speaking uses professional language and structure for presentations and ceremonies; informal speaking is conversational for everyday discussions with friends
152. D — Adding to, extending, or connecting what another person said rather than starting a completely new topic
153. C — To smoothly connect one idea or section to the next
154. C — Communication skill equity matters because speaking ability directly affects academic success, career opportunities, civic participation, and self-advocacy. Students without access to communication training face compounding

disadvantages. Solutions include integrating speaking across all subjects (not just English), providing free debate programs, using peer coaching models, and valuing diverse communication traditions alongside Western oratory norms.

- 155. B — The specific details and narrative create an emotional connection that motivates the audience to care about the issue personally
- 156. C — Speakers should: learn general cultural communication tendencies without assuming they apply to every individual, observe the specific audience's communication patterns, offer multiple engagement methods (not just Western-style direct eye contact), be aware that silence can mean respect or agreement in some cultures, and ask rather than assume when unsure about preferences
- 157. Have each person explain their reasoning with evidence, identify the strengths of both approaches, and look for a compromise or test both ideas
- 158. Questions like: (1) Did I support my ideas with evidence? (2) Did I build on at least one other person's idea? (3) Did I help include quieter group members? (4) What is one thing I heard that changed or deepened my thinking? (5) What would I do differently next time?
- 159. Student B's blunt criticism without evidence discouraged Student C from participating (psychological safety was damaged), and Student D's topic change means A's idea was never properly explored
- 160. Introduction, body, and conclusion
Matching (Content Development): 1→E, 2→C, 3→D, 4→B, 5→A
- 161. To reach new heights in their presentation!
- 162. "You really amplify the conversation!"
- 163. It was afraid of losing its voice!
- 164. A rest-oration speaker!
- 165. To have the last word!
- 166. "You've lost your point -- and my attention!"