Unit 6, “Putting It All Together,” is organized somewhat differently from the other five units in the text. The unit presents a longer speech that draws from the speech types and organizational strategies presented in other units. The final presentation task gives students the opportunity to make a longer presentation in which they can incorporate several speech types and organizational strategies. Unit 6 also continues the discussion of Taking a Position that began in unit 5 with Speaking to Persuade and introduces two new topics, Comparison and Contrast and Narration. Additional presentation ideas related to these three topics are included in the unit. Suggestions for group presentations are included for the first time in unit 6. Instructors may wish to have their students do a group presentation before making their final speech.

Task 1 begins with a long speech, Polio and the Salk Vaccine. It includes several of the speech types and organizational strategies that are covered in the text. “Polio” is structured as a problem-solution speech (see unit 5 on problems and solutions). Section 1 introduces the problem, polio, and gives an extended definition of polio (see unit 4 on definitions). In the definition, the speaker discusses the process of how polio infects humans (see unit 3 on processes). Section 2 presents historical information about polio and Jonas Salk’s discovery of the first polio vaccine (see unit 1 on introducing someone using chronological order). Section 3 reveals the controversy that arose between the American Medical Association and Salk (see unit 5 on persuasion/argumentation and listing, unit 6 on taking a position). Section 4 highlights the differences between the Salk and Sabin vaccines (see unit 6 on comparison and contrast). In sections 2 and 3, the speaker makes extensive use of narration, which is discussed more fully in this unit (see Narration).

While the “Polio” speech is long, it has the potential for an interesting discussion. Instructors may wish to

1. Assign the speech to be read for homework and then discuss the answers to the questions in task 1 in class.

2. Ask students to read the speech aloud in groups. Instead of reading the entire speech straight through, students can each read a section and then pause to discuss the purpose of the section and the organizational strategy that the speaker used.
In this unit, there is no paragraph summarizing the speech analysis. If students have uncertainties, the instructor can answer questions using information contained in the notes.

**Taking a Position,** following up on the discussion of *Speaking to Persuade* in unit 5, highlights the importance of taking a position and arguing persuasively in an academic community. Many times speakers will summarize an opponent’s position and then list their counterarguments. Listing, the focus of task 2, is a simple but effective organizational strategy.

Students who are assigned task 3 present a speech in which they take a position on a controversial topic. If students work in groups, they will need to decide how to best divide the work of preparing and presenting their topic.

Under **Comparison and Contrast,** task 4 gives students practice in using linking words or connectors that signal comparison and contrast by asking them to compare and contrast features of the two vaccines. This sentence-based activity can be done quickly in pairs.

In **task 5** students evaluate three different possible ways to organize a comparison-contrast speech. Organization Structure 1 in the table is generally considered the least effective since it only lists characteristics of each department, but leaves it to the listeners to find similarities and differences. Organization Structure 2, which organizes information into different subtopics or categories for comparison, and Organization Structure 3, which organizes by first presenting similarities and then differences between the two departments, are more effective in highlighting similarities and differences than the first structure. Organizational structure 2 may in some cases give students working in pairs the opportunity to divide the speech more equitably.

Students who give a comparison and contrast speech, **task 6,** have a choice of topics. If students present the speech with a partner, they may wish to decide which organizational structure will allow them to more evenly divide up their speech.

**Narration** is used widely in academics, especially in fields of study concerned with people, such as law, anthropology, psychology, public health, business, dentistry, social work, nursing, women’s studies, and history. While it is impossible to deal with narration in more than a superficial way because of the breadth of this topic, **task 7** attempts to show students how narratives are used by professors in spoken academic English. Students are asked to guess the speaker’s purpose in using the narrative. The stories are somewhat long and instructors may wish to assign them to be read for homework. Instructors wanting additional narratives may find examples in popular journals, such as *Scientific American.* While they are written rather than spoken, they can serve to illustrate a range of functions that narratives have.
Narratives 1 and 2 interestingly have the same overall purpose—to correct a misconception of the meaning of a term. In the botany lecture, the term is *hardy*; in the psychology lecture, it is *evolution* (*natural selection*). Narrative 3 is an example of the author’s claim or statement that “There’s a tendency to switch from one undesirable behavior towards another in the economic realm.” (In this example, “undesirable” behavior is defined from the American automakers’ point of view.)

**Task 8** gives students who wish to tell a story in their next speech several ideas to consider.

**Task 9** is the students’ final speech. In this speech, students should attempt to combine some of the text types and organizational and other strategies that they have learned in the course. See the **Final Evaluation** at the end of the unit.

**Using the Unit with Future Teaching Assistants or Graduate Teaching Instructors**

One activity in this unit that TAs/GSIs may find challenging is telling a story as part of a presentation. TAs/GSIs may wish to experiment with beginning a class lecture with a narrative that leads into the day’s topic of discussion. See **task 8**, page 162 for other possible topics.

**Using the Unit with Native Speakers**

There are many speech topics for native speakers to choose from in this unit. **Narration** and **Taking a Position** are challenging for all presenters. Giving group speeches may also very useful to speakers who are in departments where group work is common.