

# FITTING WORDS

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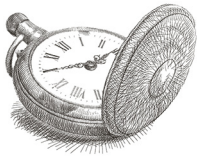
*Classical Rhetoric  
for the Christian Student*

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## Workbook



ROMAN  
ROADS  
MEDIA



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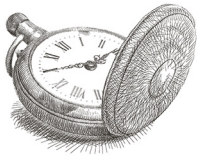
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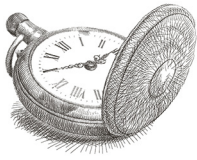
## COMPONENTS OF THIS COURSE

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**F***itting Words: Classical Rhetoric for the Christian Student* is meant as a one-year course in practical rhetoric for the Christian high school student. The entire packet includes these components:

1. The **textbook** with thirty lessons on the art of rhetoric. Each lesson also includes Thinking Deeper questions, suggestions for Reading Further, and quotes for Developing Memory. The Thinking Deeper sections provide optional questions for discussion, questions which dig further into the lesson topics. These occasionally require outside reading. The Developing Memory sections give the students exercise in memorizing and delivering appropriate quotes of varying length. Before starting this course you may find it helpful to read Lesson 29, which discusses some methods for memorizing. Students will write and deliver speeches after Lessons 13, 14, 15, 16, and 30. The appendices include a glossary of key terms, the text of the primary speeches used throughout the course, and a chart of every speech in the Bible, many of which are also used throughout the course.
2. The **student workbook**, which includes exercises for each lesson. Many of the lessons have two exercises, A and B, both of which should be completed by the student before going on to the next lesson. Also included are speech judging sheets identical to those in the test packet, which the student may use to evaluate himself as he practices the required speeches.
3. An **answer key** for the exercises and the tests. Also included is a proposed course schedule. The answer key layout matches the layout of the exercises and tests for ease of grading. Point suggestions are given [in brackets] for the exams only.
4. The **exam packet**, which includes review sheets for the tests, the tests themselves, and speech judging sheets for the instructor to evaluate the speeches to be delivered by the student. The final evaluation for the course is not a comprehensive exam but a final speech. Review sheets, tests, and judging sheets are items which may be individually copied and distributed to the students at various times throughout the course.

5. The **video course**, available in multiple formats, in which the author introduces and teaches through each lesson. Each video session also introduces a figure of speech or thought (re-taught together in Lessons 27 and 28), offers suggestions for the Thinking Deeper questions, demonstrates a delivery of the Developing Memory quote, gives suggestions for completing the exercises, and presents the commonplace topic for developing copiousness. Lessons prior to tests or speeches include related helps.



## HOW TO USE THIS WORKBOOK

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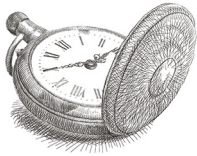
**T**his student workbook includes the lesson exercises and speech judging sheets for *Fitting Words: Classical Rhetoric for the Christian Student*. This workbook is consumable; each student should be issued one workbook. The pages are perforated so that each exercise and judging sheet can be removed and completed.

The exercise numbers are aligned with the lesson numbers in the student text. The answers for these exercises are contained in the Answer Key for *Fitting Words*.

Speech judging sheets are included here for the students to use as they practice their speeches. Identical speech judging sheets are included in the test packet for instructor use.







## EXERCISE 2

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1. Consider this structural analysis of an excerpt from Gorgias's *Encomium of Helen*. Note that parallel (meaning similar or opposite) words or phrases are placed one above the other.

In many did she work desire for her love, and  
her one body was the cause of bringing together  
many bodies of men  
thinking great thoughts for  
great goals,  
of whom some had greatness of wealth,  
some the glory of ancient nobility,  
some the vigor of personal agility,  
some the command of acquired knowledge.

And all came because of a passion which loved to conquer and  
a love of honor which was unconquered.

2. Arrange the following brief speeches from the Old Testament using this same method.

*Ruth 1:16–17*

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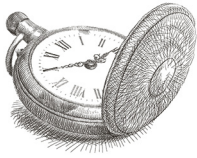
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## EXERCISE 3

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1. What is the first thing that Socrates says a good speaker must know? Contrary to this, what has Phaedrus heard to be the source of persuasion for orators? [259–260]

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2. What does Lady Rhetoric claim that she is able to give? What does she not claim to give?

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3. Phaedrus says that the practice of rhetoric has been confined to courts of law and public assemblies. In the lines prior, what does Socrates imply that its scope should be? [261]

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4. What does Socrates criticize the professors of the art of rhetoric (he has in mind the sophists) for doing?

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5. Socrates claims that “he who would be a master of the art must understand the real nature of everything.” Explain why (there are a couple of reasons). [262]

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6. Having listened to the first few lines of Lysias’s speech, what two suggestions does Socrates make for the rhetorician (what ought he to do, and what must he observe)? What does he further imply that a rhetorician should do (that Lysias did not do)? [263]

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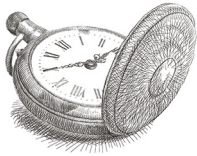
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## EXERCISE 16A

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Read this excerpt in praise of Isaac Newton from Petr Beckmann's *A History of Pi*, chapter 13, and answer the questions. Defend each of your answers using quotes from the excerpt.

There had never been a scientist like Newton, and there has not been one like him since. Not Einstein, not Archimedes, not Galileo, not Planck, not anybody else measured up to anywhere near his stature. Indeed, it is safe to say that there can never be a scientist like Newton again, for the scientists of future generations will have books and libraries, microfilms and microfiches, magnetic discs and other computerized information to draw on. Newton had nothing, nothing except Galileo's qualitative thoughts and Kepler's laws of planetary motion. With little more than that to go on, Newton formulated three laws that govern all motion in the universe: From the galaxies in the heavens to the electrons whirling round atomic nuclei, from the cat that always falls on its feet to the gyroscopes that watch over the flight of space ships. His laws of motion have withstood the test of time for three centuries. The very concepts of space, time and mass have crumbled under the impact of Einstein's theory of relativity; age-old prejudices of cause, effect and certainty were destroyed by quantum mechanics; but Newton's laws have come through unscathed....

Newton's achievement in discovering the differential and integral calculus is, in comparison, a smaller achievement; even so, it was epochal. As we have seen, the ground was well prepared for its discovery by a sizable troop of pioneers. Leibniz discovered it independently of Newton some ten years later, and Newton would not have been the giant he was if he had overlooked it. For Newton overlooked nothing. He found all the big things that were to be found in his time, and a host of lesser things (such as a way to calculate pi) as well. How many more his ever-brooding mind discovered, we shall never know, for he had an almost obsessive aversion to publishing his works. The greatest scientific book ever published, his *Principia*, took definite shape in his mind in 1665, when he was 23; but he did not commit his theories to paper until 1672–74. Whether he wrote them down for his own satisfaction or for posterity, we do not know, but the manuscript (of Part I) lay in his drawer for ten more years, until his friend Edmond Halley



(1656–1742) accidentally learned of its existence in 1684. Halley was one of the world's great astronomers; yet his greatest contribution to science was persuading Newton to publish the *Principia*, urging him to finish the second and third parts, seeing them through the press, and financing their publication. In 1687 this greatest of all scientific works came off the press and heralded the birth of modern science.

Isaac Newton was born on Christmas Day, 1642, in a small farm house at Woolsthorpe near Colsterworth, Lincolnshire. At Grantham, the nearest place that had a school, he did not excel in mathematics in the dazzling way of the wonderchildren Pascal or Gauss, but his schoolmaster, Mr. Stokes, noticed that the boy was bright. If there was any omen of young Isaac's future destiny, it must have been his habit of brooding. Going home from Grantham, it was usual to dismount and lead one's horse up a particularly steep hill. But Isaac would occasionally be so deeply lost in meditation that he would forget to remount his horse and walk home the rest of the way.

When he finished school, there came the great turning point of Newton's career. His widowed mother wanted him to take over the farm, but Stokes was able to persuade her to send Isaac to Cambridge, where he was very quickly through with Euclid, and soon he mastered Descartes' new geometry. By the time he was twenty-one, he had discovered the binomial theorem for fractional powers, and had embarked on his discovery of infinite series and "fluxions" (derivatives). Soon he was correcting, and adding to, the work of his professor and friend, Isaac Barrow. In 1665 the Great Plague broke out, in Cambridge as well as London, and the university was closed down. Newton returned to Woolsthorpe for the rest of the year and part of the next. It is most probable that during this time, when he was twenty-three, with no one about but his mother to disturb his brooding, Newton made the greater part of his vast discoveries. "All this was in the two plague years 1665 and 1666," he reminisced in old age, "for in those days I was in the prime of my age of invention, and minded mathematics and [natural] philosophy more than at any time since." Asked how he made his discoveries, he answered, "By always thinking unto them," and on another occasion, "I keep the subject constantly before me and wait till the first dawnings open little by little into the full light." Newton retained these great powers of concentration throughout his life. He succeeded Barrow as Lucasian Professor of Mathematics at Cambridge (1669), and relinquished this post to become Warden of the Mint (1696) and later (1699) Master of the Mint; in 1703 he was elected President of the Royal Society, a position which he held until his death in 1726. In his later years he spent much time on non-scientific activity, but remained

as astute a mathematician as ever, amazing men by the ease with which he solved problems set up to challenge him.

In 1697, for example, Jean Bernoulli I (1667–1748) posed a problem that was to become famous in the founding of the Calculus of Variations: What is the curve joining two given points such that a heavy particle will move along the curve from the upper to the lower point in minimum time? The problem is so difficult that it is not, for example, usually included in today's under-graduate engineering curriculum. It was received by the Royal Society and handed to Newton in the afternoon; he returned the solution the next morning, and according to John Conduitt (his niece's husband), he solved it before going to bed! The solution was sent to Jean Bernoulli without signature, but on reading it he instantly recognized the author, as he exclaimed, *tanquam ex ungue leonem* (as the lion is known by its claw).

1. Which of Aristotle's forms of virtue does Beckmann primarily employ in praise of Newton?

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2. Beckmann praises Newton using many of the noble deeds identified by Aristotle. Identify eight of them.

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4. He is the only one

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5. He has done it better than anyone else

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6. He has succeeded in this same way often

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7. Unexpected success given the circumstances

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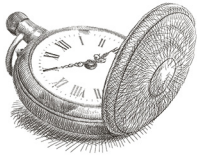
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8. Compare him with great men

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## EXERCISE 16B

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NAME

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Read this speech in praise of Gerhard Groot by Dr. George Grant<sup>1</sup> and answer the questions. Defend each of your answers using quotes from the speech.

Some men's greatness may be seen in how largely they loom over the movements they launched. But greater men are they whose movements loom large over them—even to the point of obscuring them from view.

Gerhard Groot was just such a man. It would be difficult to find a single page of modern history written about him. But it would be even more difficult to find a single page of modern history that has not been profoundly affected by him. He lived in the tumultuous days of the fourteenth century. A contemporary of John Wycliffe, Geoffrey Chaucer, and Jan Hus, he saw the scourge of the Black Death sweep a quarter of the population of the world away in a wave of pestilence; he saw France and England locked in the intractable conflagration of the Hundred Years War; he saw the Western church sundered by the Great Schism that produced two, sometimes three, sometimes even four, popes; and he saw the rise of the universities and the smothering influence of humanistic scholasticism. Churches were riven by corruption, kingdoms were shaken by instability, families were splintered by adversity, and the very foundations of Christian civilization in the West seemed to be crumbling.

They were dire days indeed. The problems facing men and nations seemed all but insurmountable. Doomsayers had a heyday. Sound familiar?

Groot was raised in the home of a prosperous merchant and received the finest education available. Alas, he found it difficult to take the claims of his academic masters, his ecclesiastical mentors, and his church peers seriously. Like so many of his contemporaries, he concluded that the overt wickedness of the church and the blatant debauchery of the university mitigated against any serious belief in the gospel. As a result, he ran from conviction and spent his youth and his wealth on reckless and heedless dissipation. He moved progressively from spoiled brat to party animal to insufferable boor. When he was finally arrested by grace and converted, he had tasted all the pleasures the medieval world had to offer—and still he yearned for more.

<sup>1</sup> From Ligonier Ministries and R.C. Sproul. © *Tabletalk* magazine. Website: [www.ligonier.org/tabletalk](http://www.ligonier.org/tabletalk). Email: [tabletalk@ligonier.org](mailto:tabletalk@ligonier.org). Toll free: 1-800-435-4343. Used with permission.

As an ardent new convert in the midst of a church awash in promiscuous impiety, he lifted up an urgent prophetic voice against the evils of his day. He began to model a life of radical discipleship. And he attracted a strong following in his native Dutch lowlands.

Eventually, Groote's movement came to be known as the Brethren of the Common Life. He and his followers were committed to the authority of the Scriptures first and foremost. They promoted biblical preaching that was practical and accessible to the ordinary Christian. They pioneered vernacular translations of the Bible. And they founded schools to educate young men and women to be wise and discerning believers as well as effective and successful citizens.

The revival wrought by the movement was genuine, vibrant, and even widely admired. Even so, it could hardly have been expected to put a dent in the overwhelming problems of the day. Indeed, the litany of fourteenth century woes continued, seemingly unabated. When Groote died, some asserted that his efforts at renewal were ultimately stymied by the fierce reality of the circumstances of the day; he was by all such accounts, a failure.

But throughout his life and ministry, Groote was laying foundations for something that might endure well beyond his own life and ministry. He had a multigenerational plan. He understood that it had taken a very long time for Western civilization to get into the mess that it was in and that no man or movement, no matter how potent or effective, would be able to turn things around overnight. That was why the heart and soul of his plan was to disseminate the Scriptures and build schools. His covenantal theology had led him to have a generational vision, one that enabled him to invest in a future he would likely never see on this earth.

It was a wise strategy. Amazingly, in less than a century and a half the strategy began to bear abundant fruit: it was in those scattered and seemingly insignificant Brethren of Common Life schools that nearly every one of the magisterial reformers would ultimately be educated: Luther, Zwingli, Calvin, Melancthon, Bucer, and Beza.

An obscure man changed the course of history—albeit generations later—by simply living out the implications of radical grace and covenantal faithfulness right where he was. He faced the impossible odds of a culture gone terribly awry. He implemented a generational vision that laid new foundations for freedom and prosperity simply by equipping and enabling future leaders.

Perhaps by looking back at Groote and his reforming work, we will be able to see our way forward for our own. After all, his was a distinctly biblical vision, a sound vision, and thus a rather unpopular vision. And it still is.

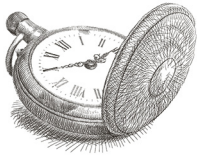












## EXERCISE 17A

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Problems 1–3: For each of the given terms, identify at least three *parts* (or elements or steps) in the left column, and at least three *species* in the right column. Be careful to use consistent dividing principles.

### 1. Speech

_____	_____
_____	_____
_____	_____

### 2. Sound

_____	_____
_____	_____
_____	_____

### 3. Dinner

_____	_____
_____	_____
_____	_____

### 4. Define *monarchy* in the following ways:

Example \_\_\_\_\_

Etymology \_\_\_\_\_

Genus and difference \_\_\_\_\_

\_\_\_\_\_

Problems 5–6: Read through Patrick Henry’s “Give Me Liberty” speech (see Appendix B of the text), then answer the questions, quoting the appropriate passage from the speech.

5. What term does Henry define (or clarify) with repeated synonyms? List the synonyms.

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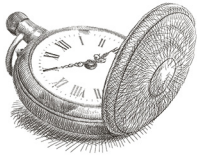
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6. Henry defined “to be free” with a genus and difference definition. What other term does he clarify by providing a genus and difference definition? What is his definition?

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## EXERCISE 18A

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Problems 1–8: Identify the statements as *simple* or *compound* by circling the correct choice.

1. We are met on a great battlefield of that war.  
simple      compound
2. The world will little note, nor long remember, what we say here.  
simple      compound
3. There is a just God who presides over the destinies of nations.  
simple      compound
4. An appeal to arms and to the God of hosts is all that is left us!  
simple      compound
5. I will prove it if you do deny it.  
simple      compound
6. The consul orders an enemy to depart from the city.  
simple      compound
7. Injustice anywhere is a threat to justice everywhere.  
simple      compound
8. Time can be used either destructively or constructively.  
simple      compound

Problems 9–13: Write whether the statements from the Bible are *singular* or *indefinite*. If they are indefinite, write whether the statement should be considered *particular* or *universal*.

9. The rulers take counsel together against the Lord and against His Anointed. (Psalm 2:2)

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10. Righteousness exalts a nation. (Proverbs 14:34)

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11. Babylon has caused the slain of Israel to fall. (Jeremiah 51:49)

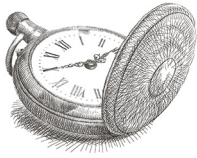
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12. The lamp of the body is the eye. (Matthew 6:22)

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13. The dead were judged according to their works. (Revelation 20:12)

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## EXERCISE 18B

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1. Read Acts 26:25–32 below. Identify each **bold** compound statement as a *conjunction*, *disjunction*, or *conditional*.

<sup>25</sup> “I am not insane, most excellent Festus,” Paul replied. **“What I am saying is true and reasonable.”** <sup>26</sup> The king is familiar with these things, and I can speak freely to him. I am convinced that none of this has escaped his notice, because it was not done in a corner. <sup>27</sup> King Agrippa, do you believe the prophets? I know you do.”

<sup>28</sup> Then Agrippa said to Paul, “Do you think that in such a short time you can persuade me to be a Christian?”

<sup>29</sup> Paul replied, “Short time or long—**I pray to God that not only you but all who are listening to me today may become what I am**, except for these chains.”

<sup>30</sup> The king rose, and with him the governor and Bernice and those sitting with them. <sup>31</sup> After they left the room, they began saying to one another, **“This man is not doing anything that deserves death or imprisonment.”**

<sup>32</sup> Agrippa said to Festus, **“This man could have been set free if he had not appealed to Caesar.”**

Problems 2–3: Combine the two statements by rewriting them into a single *biconditional*. (Ignore minor additional details and different wording. Write in normal sounding language.)

2. “If you surely surrender to the king of Babylon’s princes, then your soul shall live; this city shall not be burned with fire, and you and your house shall live. But if you do not surrender to the king of Babylon’s princes, then this city shall be given into the hand of the Chaldeans; they shall burn it with fire, and you shall not escape from their hand” (Jeremiah 38:17–18).

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3. “For if you forgive men their trespasses, your heavenly Father will also forgive you. But if you do not forgive men their trespasses, neither will your Father forgive your trespasses” (Matthew 6:14–15).

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Problems 4–12: Identify the most specific relationship between the given pair of statements from this list: *contradiction*, *contrariety*, *equivalence*, *implication*, *independence*, *subcontrariety*.

4. All mechanical things break. / Some mechanical things do not break.

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5. Some mathematicians are engineers. / Some engineers are mathematicians.

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6. Everybody loves a winner. / Nobody loves a winner.

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7. Sometimes you just can't win. / Sometimes you can win.

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8. This man Zechariah has a son. / This man Zechariah is a father.

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9. Jane is a wife. / Jane has a sister-in-law.

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10. Some desperados are renegades. / No desperados are renegades.

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11. Martin is neither a priest nor a soldier. / Martin is not a soldier.

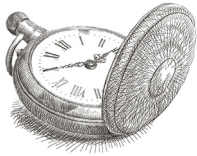
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12. He is a good director if and only if he is an experienced actor. / He is an experienced actor.

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13. Identify by problem number (4–12) which of the above pair of statements are consistent. \_\_\_\_\_

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## EXERCISE 23B

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Problems 1–8: Identify the conditional argument as *modus ponens* (MP), *modus tollens* (MT), affirming the consequent (AC), or denying the antecedent (DA). You may abbreviate.

1. If you do well, then your sacrifice will be accepted. But Cain did not do well. Consequently, his sacrifice was not accepted. \_\_\_\_\_
2. If I ascend into heaven, God is there. God is in heaven. Therefore, I have ascended into heaven. \_\_\_\_\_
3. If ten righteous men had been found, then the city would have been spared. The city was not spared, so ten righteous men must not have been found. \_\_\_\_\_
4. When the child was born a boy, he was to be killed. Moses was a son. Thus, Moses was to be killed. \_\_\_\_\_
5. If a thief is caught, then he is to restore double. That child was caught stealing, so she had to restore double. \_\_\_\_\_
6. If you want to live a godly life, then you will be persecuted. My friends and I are often persecuted. We must want to live godly lives. \_\_\_\_\_
7. If a ruler listens to lies, then all of his servants become wicked. Many of Solomon's servants were not wicked. Clearly, he did not listen to lies. \_\_\_\_\_
8. Mormon doctrine is true only if the Scripture mentions a third heaven. The Bible does mention a third heaven. Hence, Mormon doctrine is true. \_\_\_\_\_

Problems 9–13: Refute the given dilemma. Identify the method used: grasping the horns, going between the horns, or rebutting the horns. Use each of these three methods at least once.

9. If I try to teach a lot of concepts, then the lessons will be shallow. But if I try to teach only a few concepts, then I will not cover the subject completely. I try to teach a lot of concepts or only a few. Thus, my teaching is either shallow or incomplete.

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Name the method used: \_\_\_\_\_

10. If people are good, then laws are not needed to prevent wrongdoing, but if people are evil, then the laws are not able to prevent wrongdoing. People are either good or evil. Consequently, laws are either not needed or not able to prevent wrongdoing.

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Name the method used: \_\_\_\_\_

11. If the U.S. reduces carbon emissions, then our economy will be hampered. If we do not reduce carbon emissions, then we contribute to global warming. We either reduce carbon emissions or not, so either our economy is hampered or we contribute to global warming.

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Name the method used: \_\_\_\_\_

12. If Christians immerse themselves in modern culture, then they will be polluted by it. But for Christians to escape modern culture they must become hermits. Christians will either immerse themselves in modern culture or seek to escape it, so they will either be polluted by culture or they will become hermits.

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Name the method used: \_\_\_\_\_

13. If you love someone, then you will hurt them, and if you love no one, then you will be lonely. You will love someone or no one, so you will hurt someone or you will be lonely.

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Name the method used: \_\_\_\_\_

Problems 14–18: Write a counterexample to the given syllogism or enthymeme. Make sure that your premises are clearly true and that your conclusion is clearly false.

14. All good poems rhyme, for all Shakespeare's sonnets are good poems, and all of them rhyme.

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15. All formaldehyde-based laminates emit unhealthy gases, but some laminates are not formaldehyde based. Therefore, some laminates don't emit unhealthy gases.

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16. No writers of lewd articles are decent citizens, but some journalists are not writers of lewd articles. Therefore, some journalists are decent citizens.

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17. Teenagers are not yet adults, because teenagers go to movies regularly.

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18. Oswald must have been the lone assassin of Kennedy. After all, it's been over fifty years and nobody has proven that anyone else helped him.

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Problems 19–20: Write a *reductio ad absurdum* argument to refute the given claim.

19. If you die when you are dreaming, then you die in reality and never wake up.

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20. Words cannot convey meaning.

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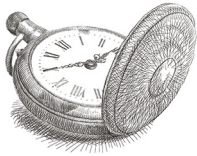
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SAMPLE



## EXERCISE 24B

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NAME

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DATE

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Identify the informal fallacy being made. Be specific.

1. “No individual vote in an election makes a worthwhile difference, so elections are a worthless means of making public choices.”

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2. “A large percentage of the voting public report that they plan to vote for Senator West, so she is clearly the best candidate.”

---

3. “We wanted to hear from the student body about fun activities, so we asked the senior girls, and they all said we should have a formal dance. So that’s what we should do.”

---

4. “You think that the school should have a formal dance just because you are a dance instructor!”

---

5. “My sister says I shouldn’t flirt with the lifeguard at the pool, but I have seen her talking with the guys at the café, so why should I listen to her?”

---

6. “What’s wrong with flirting with that lifeguard? Swimming is a healthy activity, and should get me in shape for running cross country!”

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7. “Yes, officer, I know about the ordinance not to leave dogs in a car in hot weather. But I wasn’t *leaving* my dog, I was just going into the store and then coming back.”
- 

8. “Officer, it wouldn’t be right to fine me for leaving my dog. I have had such a hard day, my husband yelled at me this morning, my son has the flu, and it’s my birthday!”
- 

9. “Why should we be confident that there is intelligent life on other planets? Because that biologist said so, and he even advocates trying to communicate with them.”
- 

10. “You don’t think that there are intelligent aliens in our galaxy? You must believe that earth is the only planet where biological life can exist!”
- 

11. “No one has proven that there is extraterrestrial life, so humans must indeed be alone.”
- 

12. “The teachers at that college are all liberals, so when you go there to study, don’t believe anything they say to you!”
- 

13. “My daughter’s first year of college cost \$18,000, and for what? English 101, a philosophy course, and an easy math class. Higher education is a waste of time and money!”
-

14. “The human body is like a machine, and it’s not wrong to turn off a machine after it’s been running a long time. So it is acceptable to end the life of the sick and aged.”

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15. “If you continue advocating for death with dignity, some day you will be in a nursing home on life support, and they will end your life with no dignity at all!”

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16. “You shouldn’t play poker with chips. Next thing you know you’ll be playing for money, then playing at the casino, then losing all you have until you are on the streets begging!”

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17. “What’s wrong with people begging? You are begging me to stop gambling!”

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18. “Fathers should help their children with their studies, so I wrote my son’s essay for him.”

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19. “Having students write thesis papers and defend them is a medieval practice that is not necessary in these modern times.”

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20. “It is morally wrong to use animals for medical testing. Imagine researchers gleefully injecting poisons into puppies, and poking their exposed brains just to see what happens!”

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21. “America should not have stopped sending men to the moon. The last Apollo mission came back in December 1972, and what happened? In January 1973 we got *Roe v. Wade*.”

---

22. “We should continue to send astronauts to the moon because it would be beneficial for men to travel to the lunar surface.”

---

23. “You say I should learn good conversation skills because they will help me to be a good friend and to gain confidence. But there is so much more to learn: personal finances, auto repair, biblical Greek...”

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24. “I have heard that learning biblical Greek will take years of intensive study, so it will probably take a long time to learn the Greek alphabet.”

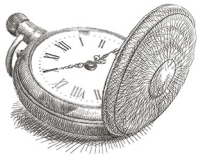
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25. “A sign in the park read, ‘If your dog messes on the grass, please dispose of it.’ That sounds pretty harsh.”

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26. “Have you stopped abusing your dog?”

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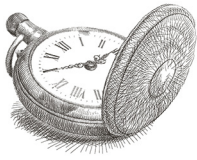


## SPEECH JUDGING SHEETS

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**T**he judging sheets on the following pages are identical to the ones your teacher will be using to evaluate your speeches. We have provided them here so you can have a better idea of what to expect when you actually deliver your speeches and so you can use them for self-evaluation as you practice.

SAMPLE



# SPEECH JUDGING SHEET

## LESSON 13: EMOTION SPEECH

Student name \_\_\_\_\_

Date \_\_\_\_\_

Title/Topic \_\_\_\_\_

Primary emotion desired \_\_\_\_\_

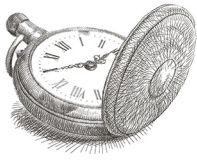
### POINTS

1. The desired emotion was effectively produced and was \_\_\_\_\_ / 5
2. appropriate to the topic.
3. Each element of the definition of the desired emotion was \_\_\_\_\_ / 5  
considered and applied.
4. Vivid language and descriptions were used to produce the \_\_\_\_\_ / 5  
desired emotion.
5. The speech was well arranged and unified, with introduc- \_\_\_\_\_ / 5  
tion, body, conclusion.
6. The student was prepared, speaking audibly, clearly, and \_\_\_\_\_ / 5  
with good speed and expression, maintaining ethos.

(Required time: 3–5 minutes) Time \_\_\_\_\_

Deduction for time \_\_\_\_\_

**TOTAL** \_\_\_\_\_ / 25



# SPEECH JUDGING SHEET

## LESSON 14: FORENSIC SPEECH

Student name \_\_\_\_\_

Date \_\_\_\_\_

Name of accused \_\_\_\_\_ Circle one: ACCUSATION DEFENSE

Alleged wrong \_\_\_\_\_

### POINTS

1. The speech was clearly aimed at accusing or defending the alleged wrongdoer. \_\_\_\_\_ / 5
2. The elements of the alleged wrong were clear: injury, voluntarily inflicted, contrary to law. \_\_\_\_\_ / 5
3. Means, opportunity, motive, and state of mind were appropriately addressed. \_\_\_\_\_ / 5
4. The speech properly followed the six parts of a discourse. \_\_\_\_\_ / 15
  - a) Introduction: *hearers made receptive and attentive*
  - b) Narration: *necessary background information given*
  - c) Division: *issue made clear using stasis theory, proofs previewed*
  - d) Proof: *persuasive arguments, focused on appropriate question of stasis*
  - e) Refutation: *main objections sufficiently answered*
  - f) Conclusion: *case powerfully summed up, appropriate emotional appeal*
5. The student was prepared, speaking audibly, clearly, with good speed and expression, maintaining ethos. \_\_\_\_\_ / 5

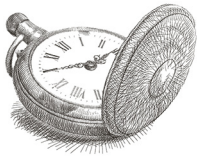
(Required time: 5–8 minutes)

Time \_\_\_\_\_

Deduction for time \_\_\_\_\_

**TOTAL**

\_\_\_\_ / **35**



# SPEECH JUDGING SHEET

## LESSON 15: SAINT CRISPIN'S DAY

Student name \_\_\_\_\_

Date \_\_\_\_\_

What's he that wishes so?  
My cousin Westmoreland? No my fair cousin:  
If we are mark'd to die, we are enow  
To do our country loss; and if to live,  
The fewer men, the greater share of honour.  
God's will! I pray thee, wish not one man more.  
By Jove, I am not covetous for gold,  
Nor care I who doth feed upon my cost;  
It yearns me not if men my garments wear;  
Such outward things dwell not in my desires;  
But if it be a sin to covet honour,  
I am the most offending soul alive.  
No, faith, my coz, wish not a man from England:  
God's peace! I would not lose so great an honour  
As one man more, methinks, would share  
from me  
For the best hope I have. O, do not wish one  
more!  
Rather, proclaim it, Westmoreland, through  
my host,  
That he which hath no stomach to this fight,  
Let him depart; his passport shall be made  
And crowns for convoy put into his purse:  
We would not die in that man's company  
That fears his fellowship to die with us.  
This day is called the feast of Crispian:  
He that outlives this day and comes safe home  
Will stand a tip-toe when the day is named,  
And rouse him at the name of Crispian.  
He that shall live this day and see old age,  
Will yearly on the vigil feast his neighbors,  
And say, "Tomorrow is Saint Crispian":  
Then will he strip his sleeve and show his scars,  
And say, "These wounds I had on Crispin's day."

Old men forget; yet all shall be forgot,  
But he'll remember with advantages  
What feats he did that day: Then shall our names,  
Familiar in his mouth as household words,  
Harry the King, Bedford and Exeter,  
Warwick and Talbot, Salisbury and Gloucester,  
Be in their flowing cups freshly remember'd.  
This story shall the good man teach his son;  
And Crispin Crispian shall ne'er go by,  
From this day to the ending of the world,  
But we in it shall be remembered;  
We few, we happy few, we band of brothers;  
For he today that sheds his blood with me  
Shall be my brother; be he ne'er so vile,  
This day shall gentle his condition:  
And gentlemen in England now a-bed  
Shall think themselves accursed they were  
not here,  
And hold their manhoods cheap whiles any  
speaks  
That fought with us upon Saint Crispin's day.

### CONTENT SCORING

- 2 points Lost a line
- 1 point Additional line lost, lost phrase, lines swapped
- 1/2 point Lost a word, phrases swapped
- 1/3 point Incorrect word, words swapped
- 1 point Restarting at a previous line
- 1/2 point Corrected word, major inappropriate pause
- 1/3 point Momentary inappropriate pause, repeated word
- 1 point for each word hint.

**POINTS  
LOST**

**CONTENT** *(from front of sheet)*

Number of hints:

\_\_\_\_\_

Other problems with content

\_\_\_\_\_

**VOICE**

Unclear, mumbling, not enunciating

Saying *um, uh, oops...*

\_\_\_\_\_

Improper pronunciation

\_\_\_\_\_

Too fast

\_\_\_\_\_

Too quiet, could not hear easily

\_\_\_\_\_

Other problems with voice

\_\_\_\_\_

**TOTAL**

\_\_\_\_\_ / 30