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SPEAKING SKILLS AND MINDSET

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FOREWORD

Every person has a purpose in life. We, teachers, have one primary purpose. It is to reach our disciples and contribute to their success. This trajectory is long but so much rewarding for us, and for those that are to make our world better.

Communication represents the essence of success. Any kind of human interaction has at its basis a type of communication. The goal in communication should always be a combination between understanding and connection, and this ensures the creation of a successful network. The more skillful you are in communication, the more successful you become.

The book exposes every reader to the idea that speaking is not a talent, but it is a skill to be trained. Dale Carnegie (2017) mentioned that there are three types of speeches that a person delivers 'one you practiced, the one you gave, and the one you wish you gave'[1]. It is worth training the speaking skills and every failure is a step taken to make the language adventure more captivating.

As experience is vital in training speaking, the book guides the readers to gathering experiences in different situations. It offers structures, samples and encourages the training of the speaking skills. Any person who is eager to achieve a high linguistic competence can consult it as many necessary tips are presented.

The enthusiasm with which this book has been written, the courage taken by YOU to consult it and follow some of the included linguistic recommendations will definitely change the way you regard the world. This change in mindset is to enhance your vision about learning and intelligence.

[1] Carnegie, D. (2017). *The Quick and Easy Way to Effective Speaking*, p.94.

HISTORICAL OVERVIEW

All the people do not relish speaking in public, when the others will evaluate them and their speeches. As we live in a society, very few want to take risks to spoil the image they have created for ages. Although all are afraid to speak in front of others, it is clear that public speaking skills are the most important. These skills resemble communication skills that are used daily to communicate

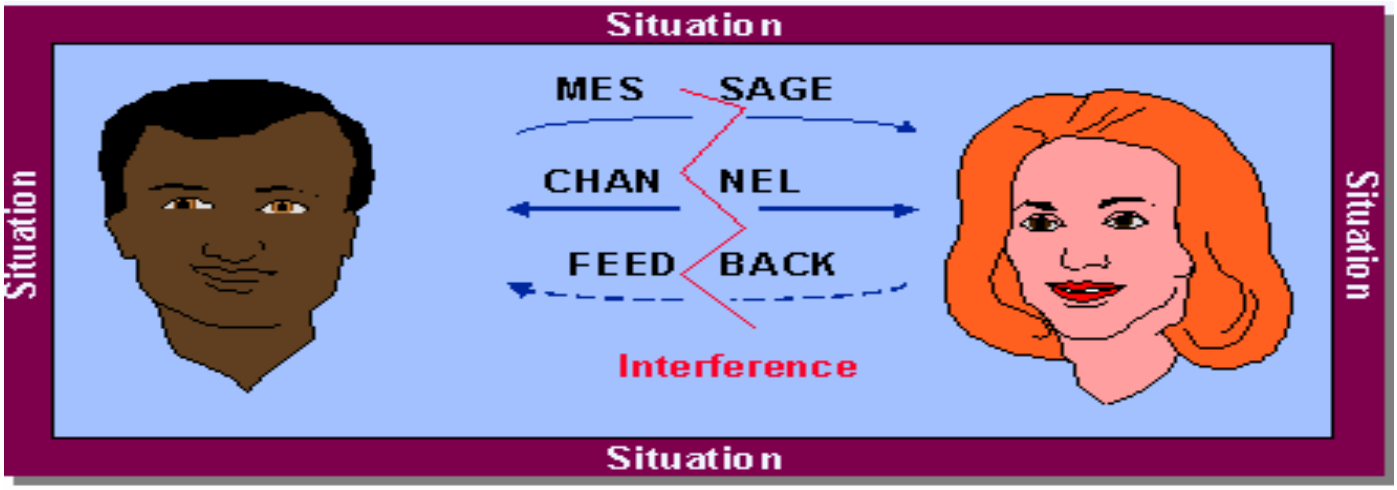
with people, including person-to-person interactions, conferences, public forums and organizational situations.

- ✓ The oldest public speaking handbook was written on papyrus in Egypt 4500 years ago.
- ✓ Aristotle's *Rhetoric* is still very valuable; it contains principles followed by many speakers.
- ✓ Cicero used his speeches to defend liberty and wrote several books about oratory.
- ✓ There are a series of notable thinkers that dealt with issues of rhetoric, speech and language. It is worth mentioning Roman educator *Quintilian*, the Christian preacher *St. Augustine*, medieval writer *Christine de Pizan*, the British philosopher *Francis Bacon* and the American critic *Kenneth Burke*.

Public Speaking fits the very model of communication. Communication is considered to encompass the simultaneous sending and receiving messages through one or more channels. A public speaker sends orally or nonverbally messages to an audience which provides the speaker with a certain feedback. Thus, the elements of the speech communication process are:

- Speaker – the person that communicates a message to the listener. The success of the speaker depends on the credibility and preparation of the speech. The speaker has to be highly interested in everything he speaks out, if he expects the audience to get interested in the sent message.
- Message – the information that is transmitted has to be relevant, coherent and captivating to keep the audience engaged.

- Channel – means by which the message is communicated. Public speakers may use different channels that definitely affect the message received by the audience. They may use channels of radio or television. Sometimes good public speakers will transmit a message without any electronic intervention.
- Listener – the person that receives the information. Everything the speaker says is filtered through the listener's frame of reference that is the total amount of knowledge, experience, goals, and attitudes. Stephen E. Lucas states that as people have different frames of reference, a public speaker has to take great care to adapt to a particular audience. The speech has to be audience-oriented and an efficient public speaker has to answer the question: "Why / How is this message important for the audience?".
- Feedback – the nonverbal messages sent from a listener to a speaker. In public speaking the feedback is very important as it speaks about the importance of the speech for the audience. There are different ways to send the feedback (from listeners' leaning forward in their seats to their looking at the clock, their quizzical looks to rapping the knuckles on the desk to show admiration).
- Interference - anything that impedes the communication of a message. It can be external and internal. The external interference is external to the audience, and it is connected to the physical settings. The internal interference comes from the audience, that is something that bothers it.
- Situation – the time and place in which speech deliverance occurs.



Key takeaways

1.

2.

3.

Exercises

1. **View the speeches by accessing the QRcode. Write down the summary and what you think about the speech and the speaker.**

Steve Job

Summary

Opinion

Elon Musk

Summary

Opinion

2. **In pairs, choose a tongue twister and use different tones to deliver it.**

Tongue twisters:

A happy hippo hopped and hiccupped.

English can be understood through tough thorough thought, though.

Cooks cook cupcakes quickly.

Really leery, rarely Larry.

Twelve twins twirled twelve twigs.

A snake sneaks to seek a snack.

I like New York, unique New York, I like unique New York.

Six Czech cricket critics.

Babbling baby boys blurted boldly.

Tones in a speech
Formal
Informal
Motivating
Optimistic
Tragic
Serious
Respectful

PUBLIC SPEAKING FEATURES

There are a lot of debates on the resemblance of public speaking to a simple conversation procedure. Every day, as Stephen E. Lucas states, an adult spends about 30 percent of waking hours in conversation. He/she has to organize the thoughts logically to be understood, to tailor the message to the audience, to tell the message passionate for a maximum impact and it modifies in accordance with the listener's feedback. All these seem to be a part of an effective public speaking performance. Still, despite the similarities public speaking is different from conversation. The author stated above underlines a set of features that make public speaking different:

- A more highly structured speech – it requires much more preparation.
- A more formal language usage – listeners very often react very negatively when the speakers do not polish their language.
- A special method of delivery – to be an effective speaker, it is necessary to follow some rules: clear voice, more erect posture, Z eye contact, and non-verbal habits.

Public speaking is a process that develops critical thinking, a skill that is very important in everyday life. It involves "elated skills such as distinguishing fact from opinion, judging the credibility of statements. It focuses on the ability to see the things clearly. Critical thinking is a matter of logic, of being able to spot weaknesses of other people's arguments and, thus, to avoid using them in your own speech. In broader sense, this is the ability to see clearly the relationships among ideas. This is a life-lasting skill that each person striving for a successful career should develop.

Key takeaways

1.

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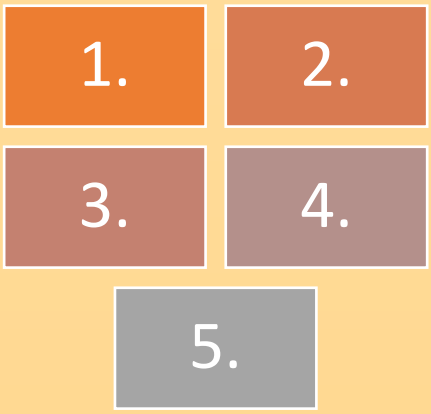
3.

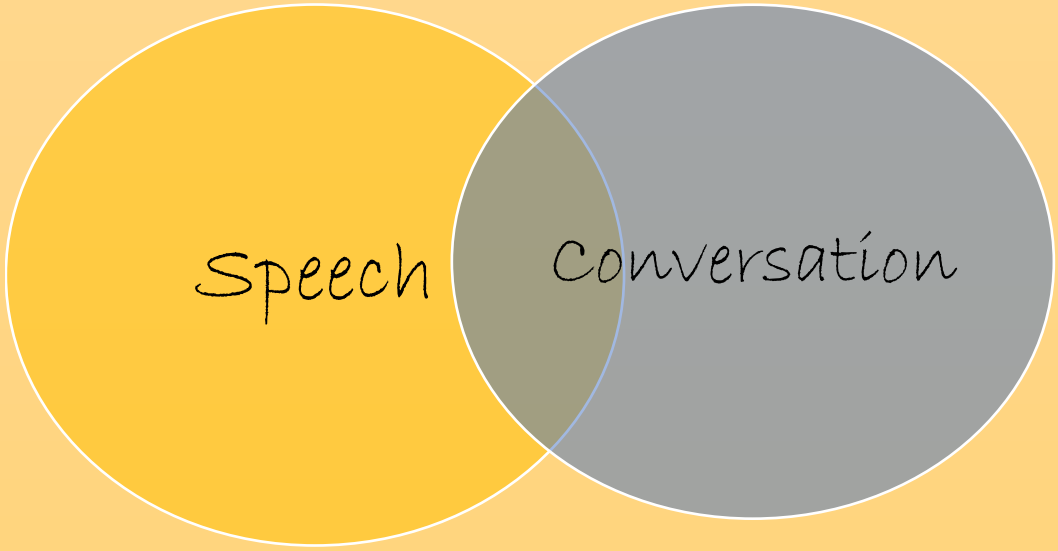
Exercises

1. **Choose a speech on ted.com. Determine its elements.**



2. **Summarize the selected speech. Choose a partner and point to the main ideas. Use the**

Venn's diagram to state the differences and similarities between the selected speech and your conversation.



CRITICAL LISTENING

Critical listening has the goal to evaluate or scrutinize what is being said, it usually involves some sort of problem solving or decision making.

Listening is very important. In communication-oriented age, listening is more important than ever. It is believed that more the greatest number of errors made in any field, especially business, is from poor listening. Listening is extremely important for any speaker, it gives the opportunity to get most of the ideas from TV and radio and be tuned in different topics.

Many times, each of us can observe that in a conversation the listener pretends to be listening. They fake to pay attention to the things we are speaking out. This kind of listening is a "faked" listening. Although we believe that it is easy to listen to somebody, listening turns out to be a complex neurological process that needs training. Many psychologists determine three stages of the active listening process:

- Comprehension is the first stage when the person recognizes the words that are presented. In order to comprehend a message, any person has to be able to hear it and to concentrate on it. The question that the listener asks him/herself at this stage is: "What did the speaker say?".
- Interpretation is the second stage when the comprehended words are translated into ideas. The interpretation of the meaning requires the assignment of the meaning to the words that are used in the transmitted message. The question that the listener asks him/herself at this stage is: "What did the speaker mean?".
- Evaluation is the last stage that requires to judge upon the speaker's ideas and understand whether the speaker's ideas are important. The question that the speaker asks is: "So what?".

There is a tight connection between listening and critical thinking. Active auditory process can enhance the skills of a good critical thinker. Any message that is heard makes you make relationship between the background you have in store and the ideas that are transmitted. The more connections you make, the better you understand what is wrong or right. As a result, some personal conclusions follow.

There can be identified four kinds of listening:

- Appreciative listening is an auditory process for joy and enjoyment, as listening to the music, to comedy routine. Any time you enjoy yourself listening to the music, you make associations with feelings experienced, ideas, books read. This helps in drawing conclusions about what is worth listening, advising to others, using for other activities.
- Emphatic listening is a process that has as consequence the providing of the emotional support for the speaker, as when we lend a sympathetic ear to a friend. It requires the recalling of an appropriate experience to support the person in need.
- Comprehensive listening is a process that asks to understand a message to follow some directions, as to listen to some directions to find the right way.
- Critical listening is a process to evaluate a message for the purpose of accepting or rejecting it, as when we listen to a campaign speech of a political candidate.

To experience an effective auditory process, you should be interested in the following items:

Focus: What is the focus of the speech?

Investigation: How well the speaker made the topic investigations, observations?

Organization: How has the speaker organized the speech? Why are the main points important for you?

Language: Does the speaker use a language that clear and interesting/ Is there new vocabulary that you can learn from the context?

Message strategy: Has the speaker use a strategy that causes you to respond the way she wanted?

Today, many people speak about methods to enhance listening, if you want to become a successful speaker. As it is an active process, it requires effort. Here are some of the methods that will help the active auditory process happen:

1. Preparation. As you prepare to listen to a message, you can practice listening by taking advantage of challenging listening situations. Discuss complex topics with your friends

and you will be prepared. Necessarily, you have to build a positive attitude while listening.

2. Controlling distractions. A distraction is something that distracts the attention away from the message. There are two types of distractions: internal and external. The internal ones are forms of daydreaming like personal plans and problems everyone dwells on from time to time. The external distractions are changes in the environment like the sound of a book closing, speaker tripping over a podium.
3. Withholding evaluation. You should not let your evaluation of the topic get in the way of your comprehension of the speech itself. Carl Rogers underlines that human beings have the tendency to evaluate a message before they listen to it all. There are some recommendations that each person has to take into account when listening to a message:
    - Do not dismiss a topic as "uninteresting" until you have heard all the speaker has to say.
    - Do not criticize the speaker's delivery or physical appearance.
4. Taking notes. Critical thinking skill can be developed if some notes are taken. It is necessary to divide the paper into two parts and write down main ideas and the details and questions. Notes taking makes you get concentrated and helps you to evaluate and make connections between ideas and with your own background.

Key takeaways

1.

2.

3.

Exercises

1. **Access the link www.youtube.com/watch?v=962eYqe--Yc and listen critically. Answer the following questions:**
   What did the speaker say?
   What did the speaker mean?
   What conclusions have you come to?
2. **Express your opinion on the following quotations:**

Of all the skills of leadership, listening is the most valuable — and one of the least understood. Most captains of industry listen only sometimes, and they remain ordinary leaders. But a few, the great ones, never stop listening. That's how they get word before anyone else of unseen problems and opportunities.**— Peter Nulty, Fortune Magazine**

You have to be willing sometimes to listen to some remarkable bad opinions. Because if you say to someone, 'That's the silliest thing I've ever heard; get on out of here!' — then you'll never get anything out of that person again, and you might as well have a puppet on a string or a robot.— **John Bryan, Sarah Lee Corporation**

Giving the First Speech

Ice breaker speech is

a speech designed to get students speak in front of the class.

A simple presentation or a short speech that any student has to deliver is called ice breaker. It is designed to "break the ice" by making students come in front and deliver a speech. Many professional public speakers assure that the ice breaker speech is the first made step to on the road of confidence.

There may be a number of possible assignments for the first speech. One is the self-introduction that provides insight into speaker's background. The audience should be told an event that happened in speaker's life.

Another important element highly necessary in developing a good speech is creativity. Any kind of speech has to have a hook to catch the interest of the audience. The author of the book emphasizes a series (p.64):

- Speaking about one's personality referring to the apps in the telephone;
- Addressing to a personality without identifying her/him, thus, making the speech mysterious and suspenseful;
- Presenting a dangerous situation that the speaker has ever been in;
- Using humor (jokes, remarks, funny stories), but if you are not a funny story, leave this strategy out;
- Using hands-on activities in presenting one's point of view.

Choosing a topic

The first step in speech making is the topic. Usually, speeches are delivered for a special occasion. Most people speak about the topics they are familiar with. It is extremely difficult to speak on something you do not have any idea of, but you have to. Any new topic requires research.

A good public speaker will start early to research the topic. Starting early gives a lot of time to analyze the findings. Preparing a speech is like constructing a "jigsaw puzzle".

Experts in the field recommend to make a preliminary bibliography. While looking for information, you will run across titles of books, articles that might contain useful information. There are major formats for citing documents in bibliography: Modern Language Association (MLA) and American Psychological Association (APA). The bibliography should be clear, accurate and consistent.

Once the bibliography has been done, take notes, record notes in a consistent format, make a separate entry for each note, distinguishing among direct quotations, paraphrases and personal ideas.

There are cases when a topic requires a research (investigative) interview. This method is excellent to gather materials for speeches. Stephen E. Lucas underlines some stages in the interview taking:

- Pre-interview stage requires to:
    - Define the purpose of the interview;
    - Decide whom to interview;
    - Arrange the interview;
    - Decide whether to record the interview;
    - Prepare the questions.
- Interview itself stage requires to:
    - Dress appropriately;
    - Repeat the purpose of the interview;
    - Set up a recorder;
    - Keep the interview on track;
    - Listen carefully.
- After-the-interview stage requires to:
    - Review the notes;
    - Transcribe the notes.

There are some other items to be taken into account when choosing the topic:

- Audience – any effective speaker makes an analysis of his or her audience, this implies the studying of knowledge, attitudes, and the interests that will help to tailor

the message. The greatest majority of linguists assume that the speech has to fit the audience. The message has to be listener-centered to be fruitful. There are a lot of factors that s good speaker has to take into account: (1) age; (2) gender; (3) occupation and income; (4) religion. Overall, this analysis provides an idea about acceptable knowledge or intelligence level of the subject material to be presented.

- Occasion – the speech occasion influences the subject choice, the length, and the speech delivery. The occasion suggests a suitable range of time that limits the length. The time of the day the speech will be delivered may suggest the choice of certain topics. People tend to be less alert in the morning and late in the afternoon.
- Length of speech – as a rule, the speech should be shorter than the time allotted so as to maximize the audience attention. If 10 minutes are allotted, use 8. Never use materials to speech just to meet minimum time.

Organizing a Speech

Generally, the speech is formed of three parts: introduction, body and conclusion.

Introduction targets at getting the attention of the audience. There are a great number of ways to do it: starting either with a rhetorical question or with a quotation, or with a startling statement. The most common speech beginnings are stories or jokes that state the thesis statement of the whole speech. In this way, the introduction orients the listener to the subject matter of the speech.

Body is the biggest part of the speech. It offers the opportunity to state the main arguments and ideas. The argument support makes the ideas strong. It may be represented by some statistical data, personal or non-personal situations, surveys and any other examples that will give value to the stated ideas. Each idea should have a personal reflection that will motivate the audience to listen the following arguments.

Conclusion is the most important part of the speech as it is the last to be heard by the audience. The research shows that 60% of people remember the last part of a 10-minute speech. The conclusion has to restate the thesis statement and the key parts of the whole speech. It should bring to the listeners why it is important for them too. The ending as the beginning should be catchy. The same introduction techniques can be used for conclusion.

Key takeaways

1.
2.
3.

Exercises

1. **Watch the speech by accessing the link (https://www.youtube.com/watch?v=CHXpBr3qybk).**
2. **Deconstruct the speech. Identify the parts of speech. Explain the purpose of each part of speech.**

Introduction

Body

Conclusion

3. **Create a speech with the topic 'Discipline in Life'. Follow the directions.**

Narrowed topic:
Purpose:
Thesis statement:
Introduction:
Attention getter:
Thesis statement:
Body:
Argument 1.
Support
Argument 2.
Support
Argument 3.
Support
Conclusion:
Paraphrased thesis statement:
Memorable ending or a hook

ANALYZING THE AUDIENCE

The term audience analysis refers to the analysis of the demographic characteristics and the internal psychological traits of an audience. “Demo-” comes the Greek root word demos meaning “people,” and “-graphic” means description or drawing. Demographic characteristics describe the external characteristics of the audience.

The first demographic characteristic is age. Certain roles, behaviors, motivations, interests, and concerns are ascended to people of certain ages. Young people are concerned about career choices; people over 60 are concerned about retirement.

The second demographic characteristic is gender. Despite the stereotype, not all women have fifty pairs of shoes with stiletto heels in their closets, and not all men love football.

Race, ethnicity, and culture are often lumped together; at the same time, these categorizations can be controversial. We will consider race, ethnicity, and culture in one section because of their interrelationship although they are distinct categories.

Unfortunately, dividing these categories and groups is not that easy, and these categories are almost always clouded by complicated political and personal concerns, which we do not have time or space to address here. Most audiences will be heterogeneous, or a mixture of different types of people and demographic characteristics, as opposed to homogeneous, very similar in many characteristics (a group of single, 20-year-old, white female nursing students at your college).

Religion, casually defined as beliefs and practices about the transcendent, deity, and the meaning of life, can be thought of as an affiliation and as a life commitment.

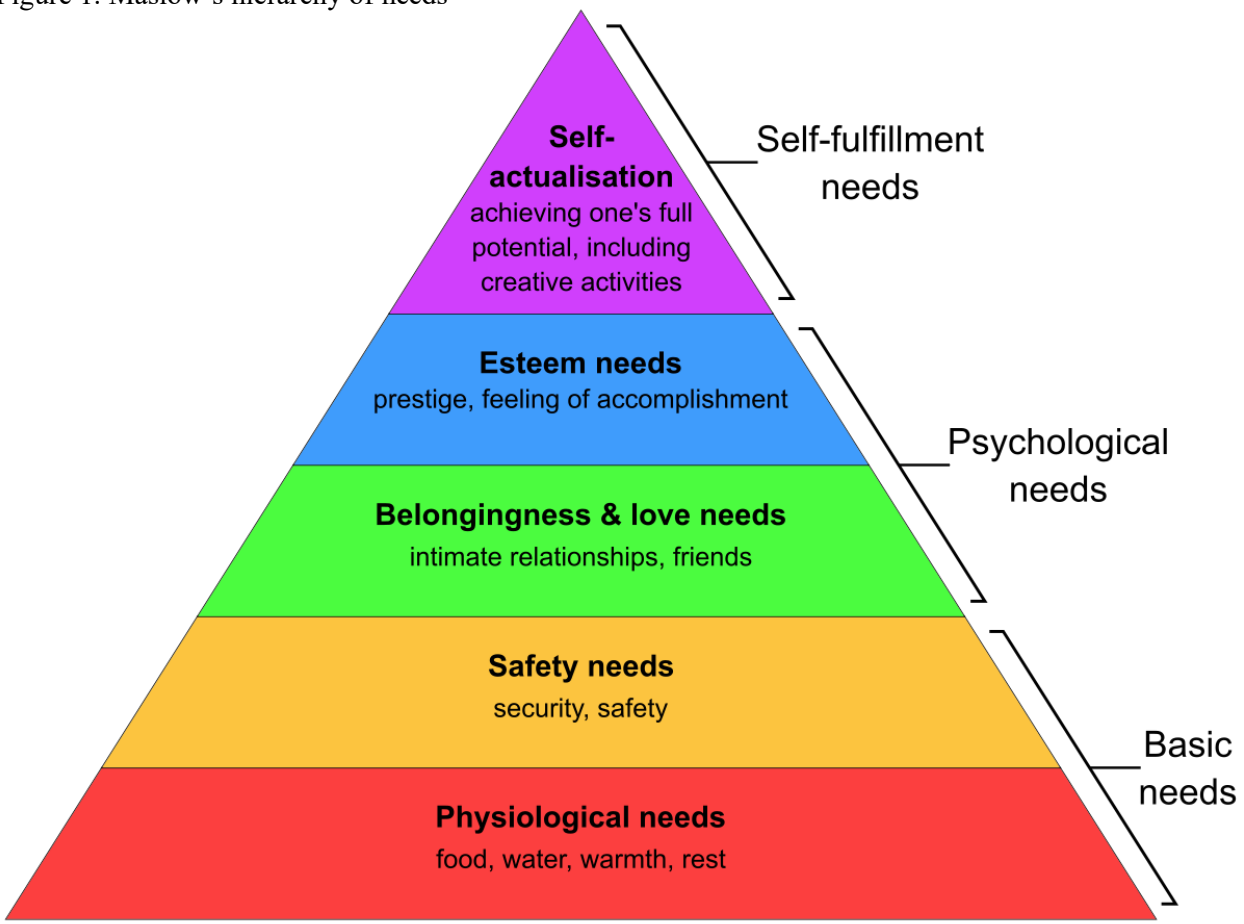
Occupation may be a demographic characteristic that is central to a presentation. The occupations reflect the values, interests, and abilities. Education is closely tied to occupation and is often a matter of choice. It usually reflects what kind of information and training a person has been exposed to, but it does not necessarily reflect intelligence. A certain credential is supposed to be a guarantee of having learned a set of knowledge or attained certain skills.

The most difficult analysis targets at determining the psychographic characteristics. These are beliefs, needs, values, and needs. The beliefs are hard to change, as they are complex and refer to stability (the longer we hold them, they stronger they become), centrality (they represent the core of our identity), and strength (we follow the belief and our behavior is determined by it).

The next psychographic characteristic is attitude. Myers (2012) defines it as a reaction towards something. Psychologists believe that attitudes come from experiences, beliefs and social contexts.

The third psychographic characteristic is needs. Maslow's Hierarchy of needs (Maslow, 1943) describes their typology in details. Human motivation is influenced by needs. Below, the hierarchy presents the types of needs.

Figure 1. Maslow's hierarchy of needs



Before you start planning a speech, it is necessary to investigate the audience. The following checklist will be of great help. All these details taken into account will make the speech relevant for the audience.

Table 1. Checklist for audience analysis

Characteristics	
Age	
Religion	
Occupation/Majors	
Gender	
Marital/Family status	
Socio-economic level	

Exercises

1. **Access the link https://www.ted.com/talks/catherine_price_why_having_fun_is_the_secret_to_a_healthier_life. Deconstruct the speech.**

STRUCTURE	
Attention getter	
Introduction	
Body	
Conclusion	

2. **Choose one idea and plan your own speech. Follow the directions.**

A. Audience: elderly people

Attention getter: a personal story

B. Audience: doctors

Attention getter: a motto

C. Audience: lawyers

Attention getter: a rhetorical question

DELIVERING THE FIRST SPEECH

Speech delivery is the scariest moment for the greatest majority of people. It is even much more tough for those that are doing it for the first time. Most experts recommend speaking extemporaneously. This is a type of prepared speech that is presented from a brief set of notes. This method is extremely effective for beginners. It is necessary to use index cards with the key words printed on them. They should be large enough to read clearly from them.

Extemporaneous Speech

Is a carefully prepared speech, using notes

A truly effective extemporaneous speaker delivers the speech effortlessly, but it takes a lot of time. The first time when rehearsing the speech, it may seem that you have troubles with remembering a lot of words. All good public speakers say that the more you practice, the better you become and we have to keep on completing the speech as good as possible.

The speech delivery itself can be a nerve-wracking experience. There are some tips that Stephen E. Lucas shares with his reader on presenting the speech:

- Starting the speech – the posture is extremely important, every beginner has to assume a relaxed, but an upright posture with the feet planted a little less than shoulder-width. The index cards should be arranged and, then, take a moment to look at the audience and smile.
- Conversational style – a type of language that will ease the flow of ideas from the speaker to listener. Good and experienced speakers address to their audience as they are speaking to their friends during a casual conversation.
- Gestures – the body language is a part of the successful speech. Every speaker has to feel free to use the hands to make the ideas expressive enough.
- Eye contact – one of the major motives for speaking extemporaneously is to maintain eye contact. Generally, it is required to use Z-eye-contact, but if you are too nervous to look directly into the eyes, be sure to look to the left, right and to the center of the room to convey a sense of eye contact.

- Voice should be as expressive as possible, but natural. It is advisable to use different intonation patterns to show interest and enthusiasm. Voice loudness level, pitch, and speed of delivery have an extremely great impact on the audience.
- Stand up and more – speakers have to stand up straight. Leaning on the podium conveys a lack of vitality and over-casualness. It is advisable not to put the hands in the pockets. Still, you can shift your weight from side to side, while standing, helping the blood circulation and conveying energy.
- Dealing with nerves is the most troublesome item in speech delivery. Different people experience different symptoms: butterflies in the stomach, tension in the muscles, shivering. It is impossible to deal with these symptoms. The only thing that can be done is to accept them as a normal state.

Methods of Delivery

There are some methods of delivery that the beginner can try:

1. Impromptu – the speaker uses no notes nor has any preparation and speaks immediately on a topic "off the cuff".
2. Extemporaneous – a well-prepared speech when the speaker has an outline. With an outline, a constant eye contact with the audience and an accurate reading, the speaker can easily adjust the emphasis of his or her speech delivery.
3. Manuscript -a well-prepared and well-structured speech. The speaker takes responsibilities to put it down as accurate as possible. This type of speech, sometimes, turns up to be very boring and leads to audience daydreaming. The greatest problem here is the lack of eye contact, thus, the speaker loses the connection with the audience.
4. Memorization – the speaker commits the speech to the memory.

Exercises

Deconstruct the parts of the proposed speech and techniques used. Make a list of structural elements and delivery techniques.

Structural elements	**Delivery techniques**
Introduction Thesis statement	Rhetorical question

What Adults can learn from Kids
(https://www.ted.com/talks/adora_svitak/transcript?langu age=en)

Now, I want to start with a question: When was the last time you were called "childish"? For kids like me, being called childish can be a frequent occurrence. Every time we make irrational demands, exhibit irresponsible behavior, or display any other signs of being normal American citizens, we are called childish. Which really bothers me. After all, take a look at these events: Imperialism and colonization, world wars, George W. Bush. Ask yourself, who's responsible? Adults.

Now, what have kids done? Well, Anne Frank touched millions with her powerful account of the Holocaust. Ruby Bridges helped to end segregation in the United States. And, most recently, Charlie Simpson helped to raise 120,000 pounds for Haiti, on his little bike. So as you can see evidenced by such examples, age has absolutely nothing to do with it. The traits the word "childish" addresses are seen so often in adults, that we should abolish this age-discriminatory word, when it comes to criticizing behavior associated with irresponsibility and irrational thinking.

Then again, who's to say that certain types of irrational thinking aren't exactly what the world needs? Maybe you've had grand plans before, but stopped yourself, thinking, "That's impossible," or "That costs too much," or "That won't benefit me." For better or worse, we kids aren't hampered as much when it comes to thinking about reasons why not to do things. Kids can be full of inspiring aspirations and hopeful thinking, like my wish that no one went hungry, or that everything were free, a kind of utopia. How many of you still dream like that, and believe in the possibilities? Sometimes a knowledge of history and the past failures of Utopian ideals can be a burden, because you know that if everything were free, then the food stocks would become depleted and scarce and lead to chaos. On the other hand, we, kids, still dream about perfection. And that's a good thing, because in order to make anything a reality, you have to dream about it first.

In many ways, our audacity to imagine helps push the boundaries of possibility. For instance, the Museum of Glass in Tacoma, Washington, my home state -- yoohoo, Washington! It has a program called Kids Design Glass, and kids draw their own ideas for glass art. The resident artist said they got some of their best ideas from the program, because kids don't think about the limitations of how hard it can be to blow glass into certain shapes, they just think of good ideas. Now, when you think of glass, you might think of colorful Chihuly designs, or maybe Italian vases, but kids challenge glass artists to go beyond that, into the realm of brokenhearted snakes and bacon boys, who you can see has meat vision.

Now, our inherent wisdom doesn't have to be insider's knowledge. Kids already do a lot of learning from adults, and we have a lot to share. I think that adults should start learning from kids. Now, I do most of my speaking in front of an education crowd -- teachers and students, and I like this analogy: It shouldn't be a teacher at the head of the class, telling students, "Do this, do that." The students should teach their teachers. Learning between grown-ups and kids should be reciprocal. The reality, unfortunately, is a little different, and it has a lot to do with trust, or a lack of it.

Now, if you don't trust someone, you place restrictions on them, right? If I doubt my older sister's ability to pay back the 10 percent interest I established on her last loan, I'm going to withhold her ability to get more money from me, until she pays it back.

True story, by the way. Now, adults seem to have a prevalently restrictive attitude towards kids, from every "Don't do that, don't do this" in the school handbook, to restrictions on school Internet use. As history points out, regimes become oppressive when they're fearful about keeping control. And although adults may not be quite at the level of totalitarian regimes, kids have no or very little say in making the rules, when really, the attitude should be reciprocal, meaning that the adult population should learn and take into account the wishes of the younger population.

Now, what's even worse than restriction, is that adults often underestimate kids' abilities. We love challenges, but when expectations are low, trust me, we will sink to them. My own parents had anything but low expectations for me and my sister. Okay, so they didn't tell us to become doctors or lawyers or anything like that, but my dad did read to us about Aristotle and pioneer germ-fighters, when lots of other kids were hearing "The Wheels on the Bus Go Round and Round." Well, we heard that one too, but "Pioneer Germ Fighters" totally rules.

I loved to write from the age of four, and when I was six, my mom bought me my own laptop equipped with Microsoft Word. Thank you, Bill Gates, and thank you, Ma. I wrote over 300 short stories on that little laptop, and I wanted to get published. Instead of just scoffing at this heresy that a kid wanted to get published, or saying wait until you're older, my parents were really supportive. Many publishers were not quite so encouraging. One large children's publisher ironically said that they didn't work with children. Children's publisher not working with children? I don't know, you're kind of alienating a large client there.

One publisher, Action Publishing, was willing to take that leap and trust me, and to listen to what I had to say. They published my first book, "Flying Fingers," you see it here. And from there on, it's gone to speaking at hundreds of schools, keynoting to thousands of educators, and finally, today, speaking to you.

I appreciate your attention today, because to show that you truly care, you listen. But there's a problem with this rosy picture of kids being so much better than adults. Kids grow up and become adults just like you.

Or just like you? Really? The goal is not to turn kids into your kind of adult, but rather, better adults than you have been, which may be a little challenging, considering your guys' credentials.

But the way progress happens, is because new generations and new eras grow and develop and become better than the previous ones. It's the reason we're not in the Dark Ages anymore. No matter your position or place in life, it is imperative to create opportunities for children, so that we can grow up to blow you away.

Adults and fellow TEDsters, you need to listen and learn from kids, and trust us and expect more from us. You must lend an ear today, because we are the leaders of tomorrow, which means we're going to take care of you when you're old and senile. No, just kidding. No, really, we are going to be the next generation, the ones who will bring this world forward. And in case you don't think that this really has meaning for you, remember that cloning is possible, and that involves going through childhood again, in which case you'll want to be heard, just like my generation. Now, the world needs opportunities for new leaders and new ideas. Kids need opportunities to lead and succeed. Are you ready to make the match? Because the world's problems shouldn't be the human family's heirloom.

Selecting a Topic and a Purpose

The first step in speech making is the topic. Usually, the choice of the topic is determined by the occasion. In a public speaking class, the situation is different. You can speak about everything you want, being sometimes very personal.

Brainstorming

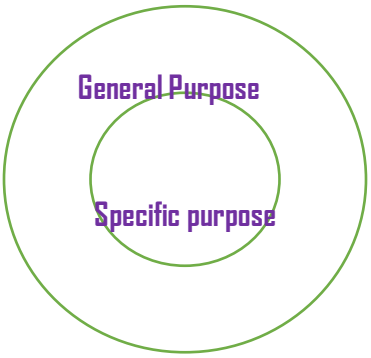
A way to generate ideas by making associations

Once the topic has been chosen or assigned, it is time to start for the brainstorming procedure to start. Stephen E. Lucas recommends a set of activities to narrow the topic:

- Personal inventory implies a quick inventory of all the hobbies, beliefs, interests, etc. that comes into one's mind. The made list can give hints what the person has to speak about.
- Clustering implies a technique when a person has to take a sheet of paper and divide it into nine columns: People, Places, Things, Events, Processes, Concepts, Natural Phenomena, Problems, Plans, and Policies. Some items in the list can strike as potential topics.

When the topic is chosen, it is high time to determine the general purpose of the speech. It should fall in one of the two categories – to inform or to persuade. When informing the speaker acts as a lecturer and the goal is to convey the information clearly and interestingly. The goal is to enhance the knowledge and the understanding about a certain topic and to offer some information the listeners did not know about before.

When the purpose is to persuade, the speaker acts as an advocate by changing the attitudes, actions, and views of the audience on a certain topic. In this case, the speaker has to take great responsibilities in designing the speech as accurate and as carefully as possible.



Along with determining the general purpose, the specific purpose should be identified too. It is stated in one infinitive phrase:

Topic: Literacy clinics

General purpose: To inform

Specific Purpose: To inform about the importance of such clinics in every town and village to help those that are struggling with language literacy.

Formulating a specific purpose is the most important early step in developing a successful speech. There are a series of tips that may help in formulating the specific purpose statement:

Write the purpose statement as a full infinitive phrase, not as a fragment.

Express the statement as a declarative sentence, but not as a question.

Avoid figurative language in the statement.

Limit the statement to one distinct idea.

Make sure the specific purpose is not vague or general.

Use the following checklist.

Checklist		
Yes	No	Does the purpose meet the assignment?
		Can I accomplish the purpose in the time allotted?
		Does the purpose indicate what I want to do?
		Is the purpose relevant to the audience?
		Is the purpose too trivial for the audience?
		Is the purpose too technical to the audience?

The specific purpose is what we would like to accomplish, but the central idea or the thesis statement is what we expect to say. It helps the speaker to encapsulate the main idea of the whole speech. The central idea is the speaker's residual message – what the audience will remember when the speaker is done with the speech. Moreover, the central idea is important as it helps the speaker to keep track and to provide more clarity. The thesis statement or the main idea is considered the "yardstick" that gives relevance to the speech. The ability to use appropriate thesis statements is beneficial for communication.

A good thesis statement incorporates a set of characteristics:

1. Briefly worded, containing one idea;
2. Clear and simple;
3. A statement;
4. No comparative structures;

5. Placed at the beginning of the paragraph;
6. Formed of 10-15 words, this is the amount of words a person can remember.

A good thesis statement crystallizes the thoughts. Here is a borrowed example of effective purposes and thesis statement:

Topic: Music therapy.

General purpose: to inform.

Specific purpose: to inform the audience about the benefits of the music therapy for people with psychological or cognitive disabilities.

Thesis statement: Music therapy developed as a formal mode of treatment during the 20th century, utilizes a number of methods, and is explained by several theories that account for its success.

Key takeaways

1.

2.

3.

Exercises

1. **You are provided a series of materials: scissors, cardboard, plastic bottle, a robotics software, using one of the brainstorming methods you have to identify the topic, general and specific purposes and the thesis statement.**
2. **Identify the specific purposes to the topics and general topics provided.**
   1. *Topic*: Facebook

      General purpose: to persuade
   2. *Topic*: Volunteering

      General purpose: to inform
   3. *Topic*: Child abuse

      General purpose: to persuade
   4. *Topic*: Moldova

      General purpose: to persuade

ORGANIZING AND OUTLINING IDEAS

A good organization of the speech guarantees a good understanding of the ideas. This is a challenge for the speaker to follow an overall arrangement that will help the listeners to keep track and to understand the essence of the message.

Generally, the speech has a three-tiered structure: (1) introduction; (2) body; (3) conclusion. All the parts are equally important, but a good organization of the body may interest the listeners, thus, the speaker will reach his purpose. There are series of patterns that help in arranging the ideas:

- ✓ *Chronological order* helps the speaker to arrange the facts or the events synchronically or diachronically in accordance with:

  a. Historical period topic:

  1. Principality of Moldova was created in 1350
  2. Bessarabia was annexed to the Russian Empire in 1812
  3. Moldova got independence in 1991.

  b. Construction Topic

  1. Choosing an object to be made
  2. Choosing the materials
  3. Designing the object
  4. Assembling the object
  5. Painting the object

- ✓ *Spatial order* is very good pattern in describing physical places. Nancy Grass Hemmert believes that this is an instructional pattern, a give-direction pattern. Speeches that describe places or objects frequently use spatial organization. The example offered by the writer is the following:

  Thesis statement: Since the tragedy of 9/11, access to the Statue of Liberty has been limited to three areas: the lobby, the promenade, and the pedestal.

  1. The lobby of the Statue of Liberty houses an exhibit on the original torch.
  2. The promenade around the Statue of Liberty provides fantastic views of the statue and the harbor.
  3. The pedestal of the Statue of Liberty houses an exhibit on the history and the symbolism of the statue.

- ✓ *Topical order* helps to place the ideas into the basic topical categories. This pattern helps to narrow the topic very easily. The example offered by Griffin is connected to the general topic of cars. The author proposes an exercise to use this pattern. First, there should be listed aspects of cars and their ownership that influence people's car-buying decisions.

Color	purpose	affordability	insurance	Parts availability
Make	price	Safety features	2wd/4wd	Used new condition
Mpg	engine	Cargo capacity	Wheel base	Extended warranty
Size	seating	2/4 doors	Down payment	
Loan	loan	accessories	mileage	Warranty

Then the ideas should be sorted:

1. Affordability

a. Price

b. Down payment

c. Loan

2. Make

a. Model

b. Color

c. Safety features

3. Accessories

a. Power features

b. CD player

c. Chrome rims

- ✓ *Problem-solution order* is a pattern that helps to persuade the listener to accept a solution to a problem. First, the problem is described, possible solutions, and the best solution experienced. Second, the application of the

solution is presented and the results are analyzed. Problem-solution is used in informative and persuasive speeches. Speeches about diseases and historical events generally use problem-solution order. The example provided by Nancy Grass Hemmert is as follows.

Thesis statement: Because car accidents related to cell phone use are on the rise, using a cell phone while driving should be made illegal.

1. Car accidents attributed to cell phone use are on the rise throughout the country.
2. Congress should pass a bill outlawing cell phone use while driving.

✓ *Casual order* helps to identify a cause, a condition, or an agent that may lead to a particular result. It represents a cause-effect relationship. This pattern is formed of two parts: the analysis of the event cause, and the discussion of the effects of the event or problem. For example:

Thesis statement:

Frequently attributed to a poor diet and exercise, adult-onset diabetes leads to many serous secondary health problems.

1. Adult-onset diabetes is caused by poor diet and exercise.
2. Adult-onset diabetes can lead to heart attacks, stroke, blindness, and kidney diseases.

Tips for developing main points:

- The body should be formed of no more than five main points, and not less than two main points.
- One main point summarizes one idea.
- The main points should be clearly distinguished.
- All the main points should be space balanced (being supported by approximately the same number of supporting ideas.

The usage of the organization patterns is only one step to the creation of the speech body. There are some tips S.E. Lucas shares with the readers:

1. Each main point should be clearly independent of the others.
2. The same pattern of wording should be used for each main point.
3. The time devoted to each point should be well-balanced.

Still, the main points, by themselves are only assertions. These statements have to be supported by supporting materials. There are three types of supporting materials: examples,

statistics, and testimony. The same writer advises the speakers to use a checklist to make sure that they have taken everything into account when designing the body.

Checklist		
Yes	*No*	
		Does the speech contain from two to five main points?
		Do I follow one of the organizational patterns discussed?
		Are the main points clearly separate from each other?
		Have I balanced the amount of time devoted to each point?
		Do I use connectives that insure the transition from one point to another?
		Is each main point backed up with strong supporting materials?

When the main points are ready, it is necessary to connect them. Connectives help to indicate that there is a strong relationship among the main points. There are four types of connectives: transitions, internal previews, internal summaries, and signposts.

Transitions are words or phrases that indicate when a speaker has just completed one thought and are moving on to another. They state both the idea the speaker is leaving and the idea the speaker is passing to. For example:

Now that we have clear idea of the problem, let me share the solution with you.

Internal previews let the audience know what the speaker will take next, they are more detailed than transitions. They specify the supporting materials. Internal previews are combined with transitions. It is not necessary to use internal previews for each supporting subpoint, but it is advisable to use at least one when explaining the main point, thus, offering the possibility to the audience to keep track of the ideas.

Internal summaries are statements that help to summarize the speaker's points. They are an excellent way to reinforce and to clarify ideas.

Signposts are brief statements that indicate where the speaker is in his message. The signposts can be numerical (the first …, the second …) or wordy (the most important thing to remember, how serious is the fraud?).

The appropriate usage of pattern in designing the speech and the connectives can make the message clear and effective.

Key takeaways

1.

2.

3

Exercises

1. **Watch the video and deconstruct the speech by accessing the link** (798) Steve Jobs introduces iPhone in 2007 - YouTube**. Follow the directions.**

a. **Identify the topic**

b. **Mention the purpose and order used by the speaker in designing the speech**

c. **Use the checklist and answer the questions by referring to the content of the speech**

Checklist		
Yes	No	
		Does the speech contain from two to five main points?
		Do I follow one of the organizational patterns discussed?
		Are the main points clearly separate from each other?
		Have I balanced the amount of time devoted to each point?
		Do I use connectives that insure the transition from one point to another?
		Is each main point backed up with strong supporting materials?

d. **Detect the strongest point and justify your point of view**

2. **Choose a topic that describes your preferences. Extend on it by choosing an order pattern mentioned and outline the main points. Follow the structure.**

Topic:

Order pattern:

Introduction

Thesis statement:

Body

Order points:

Conclusion

General idea referring to thesis statement:

3. **Deliver the speech extemporaneously.**

INFORMATIVE SPEECHES

An informative speech targets at informing the audience on a certain topic of discussion. It educates people on a topic. There are different types of informative speeches. The main types are descriptive, explanatory, demonstrative, and definition speeches.

Descriptive speeches are used to create visual images for audiences. It is useful in describing events, people, buildings and objects.

Demonstrative speeches inform the audience about the steps to be taken in fulfilling a task. They are like guides for the listeners.

Explanatory speeches aim at giving the audience the general idea about the state of something. It is similar to descriptive speech. It just gives more specific information about the way it is.

Definition speeches are likely to define a concept or theory so as the audience gets in deeper information about it. They may explain some new concepts in different contexts.

Any of the cited speeches follow the general structural formula. They should have an introduction, body and conclusion. The introduction should start with an attention getter and continue with the thesis statement that summarizes the state of things. The body aims at developing on the thesis by means of arguments and they are strengthened by support. There are three main types of support to consider:

A. Interest supports that increases the interest of the audience by providing with stories, personal experience, examples.
B. Evidence supports are concrete examples such as opinions of experts, direst quotations, surveys and facts.
C. Multimedia aids that are represented by pictures, posters, presentations, videos.

The conclusion ends with an overview of the main points and a conclusion intensifier. Here is one of the outlines to be followed in designing an informative speech:

Thesis: A theme statement that clearly describes the topic and points made in the presentation.

1. **Introduction**

1. Attention-grabbing opening statement
2. Reason to listen to the speech

3. Thesis statement
4. Preview of points to be covered
2. **First main point**
    1. Supporting detail
3. **Second main point**
    1. Supporting detail
4. **Third main point**
    1. Supporting detail
5. **Conclusion**
1. Restatement of main points
2. Restatement of thesis
3. Concluding remarks and an intensifier (credit: Informative Speech Preparation & Outline, with Examples (myspeechclass.com))

TIPS

Avoid persuasion

Do not forget that you inform the audience about an event, process, object, and person.

Avoid information overload

Do not forget that too much information can be dangerously boring.

Engage your audience

Do not forget that there are three main learning styles (visual, auditory and kinesthetic). Your speech should be directed to all of them.

Researching the topic

Research is an investigation that has as fundamentals asking and answering questions. The scholars regard research as a way to discover, revise and mention facts. Generally speaking, the investigation is formed of three parts: discovering, revising and reporting. There are two types of research: (1) the one to find new facts; and (2) the other to analyze the old facts. Professor Wrench provides with two examples that have at the core two types of research

Example 1.

In 1928 Alexander Fleming accidentally discovered the first antibiotic, penicillin. Before this discovery, there were no antibiotics and simple infections killed people regularly.

Example 2.

To improve upon the work of Fleming's first antibiotic, a group of Croatian researchers created azithromycin. Today azithromycin is licensed by Pfizer Inc. under the name Zithromax.

Research falls in two categories: primary and secondary. Primary research is an active type that targets at finding new knowledge. The investigators make use of surveys and interviews.

Surveys are collections of facts that are gathered from the participants. On the other hand, interviews are conversations with interviewees to gather facts and opinions. Both tools make the reporting of facts captivating.

Types of sources

The process of research makes the person come across different types of either academic or non-academic sources. The sources that are used should be trustworthy. A reliable source provides a thorough and well-reasoned theory. These are scholarly articles, peer-reviewed materials, blogs that are created by educational institutions and many more.

Citing the sources

Any kind of reporting of facts is known as serious if the investigator cites the source. There are two ways to cite sources. American Psychological Association agreed upon the form that is used by social scientists. Modern language Association recommends the scholars in humanities to use another style. We know them as APA and MLA.

Table 1. APA style (credit: https://www.mendeley.com)

Type of source	Way of citing
In-text citations (one author)	Mitchell (2017) states… Or …(Mitchell, 2017). The structure of this changes depending on whether a direct quote or parenthetical used: Direct Quote: The citation must follow the quote directly and contain a page number after the date, for example (Mitchell, 2017, p.104).
In-text citations (many authors)	The surname of both authors is stated with either 'and' or an ampersand between. For example: Mitchell and Smith (2017) state… Or …(Mitchell & Smith, 2017).
Book	Book referencing examples: Mitchell, J.A., Thomson, M., & Coyne, R.P. (2017). A guide to citation. London, England: My Publisher Jones, A.F & Wang, L. (2011). Spectacular creatures: The Amazon rainforest (2nd ed.). San Jose, Costa Rica: My Publisher
Book chapter	Edited book chapter example: In the following example, B.N. Troy is the author of the chapter and S.T. Williams is the editor. Troy, B.N. (2015). APA citation rules. In S.T,

	Williams (Ed.). A guide to citation rules (2nd ed., pp. 50-95). New York, NY: Publishers. How to Cite an E-Book in APA Format An E-Book reference is the same as a book reference expect the publisher is swapped for a URL. The basic structure is as follows: Author surname, initial(s) (Ed(s).*). (Year). Title (ed.*). Retrieved from URL
Newspaper article	How to Cite a Newspaper Articles in Print or Online in APA Format The basic structure is as follows: Author surname, initial(s). (Year, Month Day). Title. Title of Newspaper, column/section, p. or pp. Retrieved from URL*
Image	Image Example: Millais, J.E. (1851-1852). Ophelia [painting]. Retrieved from www.tate.org.uk/art/artworks/millais-ophelia-n01506
Film	How to Cite a Film in APA Format The basic format of a film citation is: Producer surname, initial (Producer), & Director surname, initial (Director). (Year of Release). Title of film [Motion Picture]. Country of Origin: Studio.
Web site	How to Cite a Website in APA Format When citing a website, the basic structure is as follows: Author surname, initial(s). (Year, month day). Title. Retrieved from URL

Table 2. MLA style (credit: MLA Style | Student Success | University of Arkansas (uark.edu))

Type of source	Way of citing
In-text citations (one author)	Pollan says that "doing nutrition science isn't easy" (61). The mistakes of the past demonstrate that "doing nutrition science isn't easy" (Pollan 61).
In-text citations (many authors)	Hall and Kennedy asked tutors to use journals as a tool for reflection (2). The tutors use journaling to reflect on practice in "particular sessions" (Hall and Kennedy 2).

	DeCiccio et al. reported on a group activity developed to identify research goals. (2).
Indirect source	Block says, "I don't believe anything I read in nutritional epidemiology anymore" (qtd. in Pollan 78).
Long quotation	The Poor People's Campaign underscored a shift in King's social vision away from an emphasis upon integration and toward a more class-oriented critique of American social structure. The elements of the new approach, however, were solidly rooted in King's theology .... [H]e was expressing more clearly than ever—in his calls for massive aid to the poor, for a new spirit of Christian brotherhood, for the salvation of American society—the Christian socialism of Walter Rauschenbusch that had so long captured his imagination. (211-12)
Short quotation	Nestle reports that the "unsavory system [of renting shelf space] puts retail food stores in firm control of the marketplace" (78). Omitting words Pollan states, "American gas stations now make more money selling food . . . than gasoline...." (192).
Book	Book referencing examples: Pollan, Michael. In Defense of Food: An Eater's Manifesto. Penguin Books, 2008. Gillespie, Paula, and Neal Lerner. The Allyn and Bacon Guide to Peer Tutoring. Allyn and Bacon, 2000.
Book chapter	Pollan, Michael. "Escape from the Western Diet." They Say/I Say. 3rd ed., edited by Gerald Graff, Cathy Birkenstein, and Russell Durst. Norton, 2015. 420-27.
Newspaper article	Print Poniewozik, James. "TV Makes a Too-Close Call." Time, 20 Nov. 2000, pp. 70-1. Morse, Steven, and Eva Smith. "Hotel Revenue Management Strategies During Fall Foliage Travel Season." Journal of Online Hotel & Business Management, vol.4, no.1, 2015, pp. 1-4. July 2016, https://www.longdom.org/open-access/hotel-revenue-management-strategies-during-fall-foliage-travel-season-2169-0286-1000111.pdf
Film, recording, personal interview	The Other Guys. Dir. Adam McKay. Perf. Will Ferrell, Mark Wahlberg, and Eva Mendes. Columbia, 2010. Film. Elliot, Missy. "Izzy Izzy Ah." Supa Dupa Fly. EastWest. 1997. CD. Ray, Rachel. Personal interview. 16 Dec. 2014.
Web site or blog	"Partisanship and Political Animosity." Pewinternet.org. Pew Research Center, 22 June 2016, https://www.pewresearch.org/politics/2016/06/22/partisanship-and-

	political-animosity-in-2016/ Mitteldorf, Josh. "When Your Doctor Suggests Statins (Part 1: Mechanism of Action)." Aging Matters. ScienceBlog, 15 Mar. 2016, https://joshmitteldorf.scienceblog.com/2016/03/15/when-your-doctor-suggests-statins-part-1-mechanism-of-action/

The speaker uses a presentation to make the speech visually understandable. As the informative speech presents details about a certain topic, a lot of sources are used. Any picture, video or information that is borrowed is to be mentioned the source that is generally included between round brackets (Poniewozik, James. "TV Makes a Too-Close Call." Time, 20 Nov. 2000, pp. 70-1.). The speaker decides what style to use. It might be either only MLA or APA.

Delivering an Informative Speech

Delivering a speech is a challenge for many speakers. There are even today discussions on the guidelines for improving delivery. Colorado State University has agreed on a five-step method that makes speaker feel more comfortable with these speeches:

1. Read aloud your full-sentence outline. Listen to what you are saying and adjust your language to achieve a good, clear, simple sentence structure.
2. Practice the speech repeatedly from the speaking outline. Become comfortable with your keywords to the point that what you say takes the form of an easy, natural conversation.
3. Practice the speech aloud...rehearse it until you are confident you have mastered the ideas you want to present. Do not be concerned about "getting it just right." Once you know the content, you will find the way that is most comfortable for you.
4. Practice in front of a mirror, tape record your practice, and/or present your speech to a friend. You are looking for feedback on rate of delivery, volume, pitch, non-verbal cues (gestures, card-usage, etc.), and eye-contact.

5. Do a dress rehearsal of the speech under conditions as close as possible to those of the actual speech. Practice the speech a day or two before in a classroom. Be sure to incorporate as many elements as possible in the dress rehearsal...especially visual aids.

Topic: Adoption

Purpose: To inform people about adoption

Thesis: Adoption is the act of transferring parental rights and duties to someone other than the adopted person's biological parents. The number of children adopted each year by American families is an estimate only.

Introduction

What do Edgar Allan Poe, John Lennon, Steve Jobs, and Eleanor Roosevelt all have in common? They were all adopted. Adoption is the act of transferring parental rights and duties to someone other than the adopted person's biological parents. The adoption process is lengthy, expensive, and varies from country to country and even state to state. Not only does adoption vary from state to state, but sometimes the adoption process even varies within regions of a state.

Body

1. Adoption processes vary from place to place.
   - The adoption process varies from state to state.

It is more expensive in certain states than in others.
The amount of paperwork throughout the process also depends on the state legislature.

   - The adoption process varies within a state.

In certain states, the adoption process is different from one region to the next.
The process is different depending on the child protection laws set in each region inside a state.

2. Types of adoption
   - There are different types of adoption.

There is step-parent or other family member adoption
There is also adoption across state lines

   - The more traditional adoption types are commonly known.

There is private adoption which is most commonly found throughout the U.S.
Adoption through foster care is a good thing to try for first-time adopters.

3. The adoption process is expensive.
   - There are a lot of upfront expenses.

You are subjected to adoption agency fees to help you find a suitable match for your family.
You also have to pay to adopt the child you want to adopt.

   - There are a lot of big expenses in terms of the child too.

Readying a living space to suit a child's wants and needs can be expensive.
Many new expenses come to light like healthcare, school, etc.

Conclusion

Adoption processes vary from state to state. There are many different types of adoption. Adoption can be expensive, so you have to ensure that you are financially capable of caring for another human being. Adoption is the act of transferring parental rights and duties to someone other than the adopted person's biological parents. The number of children adopted each year by American families is an estimate only. Adoption is an absolutely life-changing adventure, but everyone needs to be more educated before walking into a demanding process. There will be many emotions, expenses, and frustration, but it truly is worth it in the end.

(credit: www.myspeechclass.com)

Exercises

1.
   A. **Start researching the topic 'Family Values'. Create a list of sources mentioning 2 facts from each chosen document.**
   B. **Choose the most relevant facts to inform the public about family values.**
   C. **Access the link** Aesop's Fables - Online Collection - 656+ fables - (aesopfables.com) **and choose a fable that speaks about family values.**
   D. **Start designing the informative speech following the structure from the lesson.**
   E. **Deliver the speech**
2. **Evaluate your colleague's speech using the evaluation grid.**

Criteria	Score	
	Very good	**Needs improvement**
Oral Introduction: The speaker captured audience's attention		
Body of Speech: Easy to follow and understand, information seemed accurate and complete		
Summary: Brief, clear, and provided a wrap-up of the topic		
Performance: Speaker showed good inflection, proper pronunciation, used expression to demonstrate points, appeared conversational and natural, made eye contact with audience, and voice was loud and clear enough to hear; reliance on notecards was limited		
Creativity: Speaker conveyed topic creatively so audience would remember speech		
Sources: Sources were listed at the end of the speech		
Overall Impression: Topic chosen was interesting and timely; speech successfully informed, convinced, persuaded or entertained audience		

PERSUASIVE SPEECHES

Persuasion is defined as an attempt to get a person follow a point of view or change a certain behavior.

Persuasive speaking is the type of speaking that asks for an action. This action might be a change of values, beliefs or behavior. Persuasive speaking is very connected to the audience, as the speaker calls for action. The persuasive speech resembles an informative speech, but its formula is information plus a change (information + a change = persuasion. Traditionally, persuasion involves ethos (credibility), logos (logic), and pathos (emotion). Ethos represents the speaker's credentials on the speech. The speaker should use the existing credibility that is based on the information the audience has about the speaker. Additionally, the speaker has to provide with reliable data and quotations. Today we think of logos as logical and organized arguments and the trustworthy evidence to support these arguments. Pathos is related to the usage of emotions of the correctness of the thesis statement that is called **proposition.**

Types of propositions

There are four types of propositions to be used in persuasive speeches:

- The **proposition of fact** is used in speeches where there is an attempt to establish the truth of a statement.

Proposition: Using solar energy can make the life of humans easier.

1. Solar energy reduces power bills.
2. Solar energy requires less money for maintenance.

- The **proposition of definition** argues that a word, phrase, or concept has a particular meaning. Various ways are used to define words (by negation, operationalizing, classification and division).

Proposition: Alcoholism should be considered a disease, because the effects of drinking alcohol become more severe over the time.

1. Alcoholism has been defined as the chronic and genetic disease.
2. Alcoholism is treated as an ordinary disease

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- The **proposition of value** defines the value word for clarity. It has such words as “good,” “bad,” “best,” “worst,” “just,” “unjust,” “ethical,” “unethical,” “moral,” “immoral,” “beneficial,” “harmful,” “advantageous,” or “disadvantageous”. The basis of the proposition is structured in three parts: definition of the value, argumentation and counter-argumentation.

Proposition: Homeschooling is more beneficial for children.

1. It is elective school education.
2. It is a curriculum-free education.
3. It is a distant type of education

Argument 1. Homeschooling has a high degree of academic flexibility.

Argument 2. Homeschooling helps to protect children from toxic environments.

Counter-argument. Although homeschooling is beneficial for children, not every parent is able to homeschool.

- The proposition of policy or practice calls to adopt a certain behavior. Speeches with propositions of policy can be those that call for passive acceptance and agreement from the audience and those that try to instigate the audience to action. The most common structures used in outlining the persuasive speeches that call for action are problem-solution-benefit or problem-cause-solution.

Proposition: The government should act to ensure high standards of living for all citizens.

Problem:

Family of four estimated monthly costs are 28,275.86L without rent.

A single person estimated monthly costs are 8,392.75L without rent.

The average salary of a Moldovan is 5000 lei.

Solution:

The government should find ways to join EU.

The government should offer opportunities for part-time jobs.

Benefit:

Youth will stay home.

The immigrants would come home.

The tourists would visit Moldova oftener.

Structures of Persuasive Speeches

One of the most known structures is Monroe's Motivated Sequence that provides with a structural set and the tentative feedback. It starts with attention getter. Then, the speaker mentions the needs or the problem. There are four elements to be mentioned when relating about the need. These are stating the need, illustrating it, providing with evidence and a personal example. The third step is the satisfaction and problem solving. Further, the speaker makes the audience go through the visualization stage, when the speaker asks the audience to visualize a future where the problem has been solved. The last stage is call for action. Here the speaker asks for the approval of the proposed plan to solve the problem. Below, the motivated sequence is presented at a glance.

Steps	Audience Response
Attention—Getting Attention	I want to listen to the speaker.
Need—Showing the Need, Describing the Problem	Something needs to be done about the problem.
Satisfaction—Satisfying the Need, Presenting the Solution	In order to satisfy the need or fix the problem this is what I need to do.
Visualization—Visualizing the Results	I can see myself enjoying the benefits of taking action.
Action—Requesting Audience Action or Approval	I will act in a specific way or approve a decision or behavior.

Another structure is Problem-Cause-Solution. In this format, the speaker presents the problem and names the causes. Later, he proposes a solution to solve the problem. This structure can be used for impromptu speeches too. Here is an example (credit: www. saylordotorg.github.io):

Specific Purpose: To persuade my classroom peers that our campus should adopt a zero-tolerance policy for hate speech.

Main Points:

1. Demonstrate that there is distrust among different groups on campus that has led to unnecessary confrontations and violence.

2. Show that the confrontations and violence are a result of hate speech that occurred prior to the events.
3. Explain how instituting a campus-wide zero-tolerance policy against hate speech could stop the unnecessary confrontations and violence.

Comparative advantages pattern is good for persuasive speeches. The goal of this speech is to compare items side-by-side and show why one of them is more advantageous than the other. Here is an example (credit: www. saylordotorg.github.io):

Specific Purpose: To persuade my audience that the Nook is more advantageous than the Kindle.

Main Points:

1. The Nook allows owners to trade and loan books to other owners or people who have downloaded the Nook software, while the Kindle does not.

2. The Nook has a color-touch screen, while the Kindle's screen is black and grey and non-interactive.

3. The Nook's memory can be expanded through microSD, while the Kindle's memory cannot be upgraded.

Tips for Persuasive Speaking

Identify the target audience. In almost any persuasive speaking situation, there will be a subset of the audience that agrees, that disagrees, and that are undecided about the topic. Therefore, a speaker ought to focus on the part of the audience that is undecided on the issue.

Most persuasive speeches concern questions of fact, value, or policy. Issues of fact are similar to informative speeches in that they review findings. The difference is that persuasive speeches make judgments about which findings are accurate. Issues of value tackle the time-honored questions of what is good, right, or beautiful. Values can be either individually, communally, or nationally held, and are thus contentious and often clashing. Issues of policy concern what actions should be taken to resolve a particular problem. Policy questions posit a problem and a solution.

Articulate the goals of the speech. In conclusion the speaker should make a call to action that is the culmination of a persuasive speech.

Generally speaking, the structure of the persuasive speech should be as follows:

Introduction

Attention getter

Here is a list of emotions/emotive words:
Exhausted
Afraid
Agitated
Adored
Attracted
Astonished
Bored
Brave
Confused
Defeated
Disgusted
Depressed
Embarrassed
Ecstatic
Funny
Furious
Hopeful
Hurt
Horrible
Proud
Infatuated
Greedy

Description of the problem

Proposition

Body (3 types of arguments)

1. Argument (logos) – connection to logic. The speaker has to mention a general truth about the selected topic.

Awareness

Evidence

Call for action (solution)

2. Argument (pathos) – connection to feelings. The speaker has to make the audience experience feelings related to the selected topic.

Awareness

Evidence

Call for action (solution)

3. Argument (mythos) – connection to a certain culture. The speaker has to relate the topic to a certain culture.

Awareness

Evidence

Call for action (solution)

Conclusion

Proposition reformulated

Hook

There are five persuasive techniques that can be used as attention getters or hooks:

Rhetorical questions

Personal anecdotes

Inclusive language[2]

Emotive language[3].

Inclusive language (reference to ethnicity, gender…)

Don't write	Write
Oriental	Asian, or a specific nationality/ethnicity.
Colored person/people or ethnic	Person/people of color or [specific race/ethnicity/nationality].
Mixed race	Dual heritage, multi-racial
Minority (unless referring to a numerical or factual minority)	Marginalized
Fireman, Policeman	Firefighter, police officer
Chairman, chairwoman	Chair
Actor/actress	Actor
Mankind	Humanity, people, human beings

[2] Inclusive language is used whenever anything (books, magazines, films, TV shows) is written to accurately reflect and respect the experiences of specific communities.
[3] Emotive language is the term used when certain word choices are made to evoke an emotional response in the reader.

Key takeaways

1.
2.
3.

Topic: Walking frequently can improve both your mental and physical health.
Specific Purpose: To persuade the audience to start walking to improve their health.
Central idea: Regular walking can improve your mental and physical health.

Introduction

Life has become all about convenience and ease lately. We have dishwashers, so we don't have to wash dishes by hand with electric scooters, so we don't have to paddle while riding. I mean, isn't it ridiculous?

Today's luxuries have been welcomed by the masses. They have also been accused of turning us into passive, lethargic sloths. As a reformed sloth, I know how easy it can be to slip into the convenience of things and not want to move off the couch. I want to persuade you to start walking.

Body

Americans lead a passive lifestyle at the expense of their own health.

1. Adults watch between 15 and 18 hours of TV a week.
    1. This means that we spend approximately 40% of our leisure time in front of the TV.
    2. Ironically, it is also reported that Americans don't like many of the shows that they watch.
2. An article in the March 1994 issue of Walking reports that there is evidence that our passive lifestyle is bad for our mental and emotional mind state.
    1. Today's studies indicate that people were experiencing higher bouts of depression than in the 18th and 19th centuries, when work and life were considered problematic.
    2. The article reports that 12.6% of Americans suffer from anxiety, and 9.5% suffer from severe depression.

Conclusion

In closing, I urge you to start walking more. Walking is a simple, easy activity. Park further away from stores and walk. Walk instead of driving to your nearest convenience store. Take 20 minutes and enjoy a walk around your neighborhood. Hide the TV remote, move off the couch and, walk. Do it for your heart.

(Credit: www.myspeechclass.com)

Exercises

3. Investigate the topic of bullying.

Narrow the topic by brainstorming. Mention types of bullying.

1. 2.

2. Choose one type of bullying. Identify its characteristics and describe it.

1.

2.

3.

3. Decide upon three arguments. Design the speech.

Introduction

Attention getter

Description of the problem

Thesis statement

Body (3 types of arguments)

1. Argument (logos)

Awareness

Evidence

Call for action (solution)

2. Argument (pathos)

Awareness

Evidence

Call for action (solution)

3. Argument (mythos)

Awareness

Evidence

Call for action (solution)

Conclusion

Thesis statement reformulated

Hook

1. Consult the table (Persuasive-Language-Word-Bank-1e3i059.pdf (cpb-ap-se2.wpmucdn.com) and identify the emotive language in the extracts below.

"Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
…
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st"(W. Shakespeare)

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice". (M. Luther King)

2. Deconstruct the speech (Teach every child about food | Jamie Oliver - YouTube) and prove that its function is to persuade.

Entertaining Speeches

A type of speech designed to captivate the audience's attention by amusing them while transmitting the message

The entertaining speech is a speech designed to captivate an audience's attention by amusing them while delivering a message. The entertaining speeches should communicate a clear message in a different manner. As they are delivered on special occasions, they are referred to as special occasion speeches.

Although many believe that entertaining speeches are easy, they need a serious preparation. The four key ingredients of a good entertaining speech are: preparation, adaptation to the occasion, adaptation to the audience, and mindfulness about the time.

The possible structure of an entertaining speech is as follows:

Introduction

Attention Getter: personal story, joke

Message (opt for a less serious message)

Preview

Body (any or all of the following)

Events that led to your observation

Quotation that humorously reflects the message

Stories about others that can help the audience understand the message.

Conclusion

Review

Restatement of the message

Link back to opening story or joke.

HOW TO CREATE FUNNY STORIES

1. MAKE FUN OF YOURSELF.
2. EMBRACE THE IMPOSSIBLE.
3. INCLUDE AN ELEMENT OF SURPRISE.
4. CHOOSE THE STORY FOR AN APPROPRIATE AUDIENCE.

Key takeaways

1.
2.
3.

Thesis: Reasons why videos go viral

Purpose: To entertain the audience with a presentation on why videos go viral

Introduction

As a specialist in public relations, I feel best suited to deliver this speech on the reasons why videos go viral. Most people in the world want to be famous. That is a basic fact that cannot be argued with. This is something that seemed hard to achieve some time ago. However, this is a trend that has changed, over the years, due to web video. People can now become famous within a span of one week. This brings us to the major question in this speech; why do internet videos go viral? YouTube can be used as an illustration. Every minute, about 48 hours are uploaded in YouTube. However, only a tiny percentage of this goes viral. Therefore, it is important to discuss why these videos go viral.

Unexpectedness

Just the other day, a four minute video of a guy laughing, while viewing the rainbow, had 5,000,000 views on YouTube. At the same time, there are other videos that may seem to be worthy of such views, yet they do not achieve this. This shows that there is great value in unexpectedness. People on the internet want to see things that they do not expect there. They prefer to view videos that cannot be predicted. That is how such funny and short videos go viral. It is a technique that has been repeatedly used by celebrities. It shows creativity, as well as captures the attention of people on the internet, at a glance.

Tastemakers

There are people in the society that act as tastemakers. This means that they have the ability to engage in activities that command a lot of support and following, from people all over the world. These are people that can make everyone want to be associated with something. A recent example is that of Rebecca Black with her song, ‘Friday’. This video did not have views at first. Later, its views shot up and it became one of the most watched videos on YouTube. However, there is one interesting aspect to these findings. The days when the views were highest were always Fridays. This shows that the song raised awareness of the importance and amusement that comes with Friday. This is an ideal example of how tastemakers manage to have their videos go viral. From these findings, it is clear that videos do not just go viral. There are vital factors that contribute to this every time that it happens.

Conclusion

It is now clear that there are specific reasons and factors that contribute to a video going viral. This does not only shed light on the matter, but also creates great interest in people who would like to be famous. As my research has shown, there is a great need for creativity in these videos for this to happen. This explains the mystery of why some videos go viral, while others do not get that privilege. It also explains the reason why people are inevitably attracted to some videos and not to others.

Credit: How to Write an Entertaining Speech: Guide, Tips, and Example (payforwriting.com)

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Exercises

1. Access the link Most Memorable Oscar Speeches in Academy History (Watch) - Variety and choose a speech. Follow the steps and analyze it.

Speaker's name:

Topic:

Summary:

Thesis statement:

Introduction:

Body:

Conclusion:

Delivery techniques:

2. Work with a partner. Tell a funny story to the partner. Let your friend evaluate the process of telling the story.

3. Read the story below and mention how the humorous effect has/has not been achieved.

*Here's a funny thing that happened to me on a cruise up the east coast. I was an enrichment lecturer on the ship and on my first lecture, my laptop just would not communicate with their video projector. Fortunately, the ship's A-V tekkie was there and loaned me his laptop, which did work with it. Unfortunately, he didn't bring the power supply for it, but he said that it was fully charged, and would last several hours. Of course, about half way through the lecture, his laptop ran out of battery power and died. My wife ran out to try to find him, which left me wondering what to do until he arrived, which might be in one minute or one hour. However, I realized that I had already memorized a standup comedy routine that I had been preparing for an upcoming gig at the talent show where I live. So for the next 10 minutes or so until the tekkie arrived, I entertained them - and got a good round of applause for my efforts. (*Raoul Drapeau)

4. Choose a topic from those proposed and invent a scary story. Tell it to your colleagues. What was their feedback?

I want to marry Cameron Diaz.
Don't eat vegetables; they have feelings too.
Kids should have an hour break to watch cartoons in schools.

5. Use the created story in designing an entertaining speech. Follow the structure mentioned in the clarification section.

Special Occasion Speeches

Special occasion speech is a type of speech that is given to mark a special event. Ceremonial speeches are speeches given during a ceremony or a ritual. These ceremonies tend to be very special for people, that is why it is important to deliver memorable speeches. These speeches are introductions, presentations, acceptances, dedications, toasts, roasts, and eulogies.

The first type of speech is called the speech of introduction, which is a short speech given by the host of a ceremony that introduces another speaker and his or her speech. This type of speech should have a clear introduction, body, and conclusion.

The second type of common ceremonial speech is the speech of presentation. A speech of presentation is a brief speech given to accompany a prize or honor. Kanye West did to Taylor Swift during the 2009 MTV Music Video Awards, for example http://www.mtv.com/videos/misc/435995/taylor-swift-wins-best-female-video.jhtml#id=1620605)

The third type of speech is the speech of acceptance. The speech of acceptance is a speech given by the recipient of a prize or honor. There are three typical components of a speech of acceptance: thank the givers of the award or honor, thank those who helped you achieve your goal, and put the award or honor into perspective.

The fourth ceremonial speech is the speech of dedication. A speech of dedication is delivered when a new store opens, a building is named after someone, a plaque is placed on a wall, a new library is completed, and so on. These speeches are designed to highlight the importance of the project and possibly those to whom the project has been dedicated.

A toast is a speech designed to congratulate, appreciate, or remember. First, toasts can be delivered for the purpose of congratulating someone for an honor, a new job, or getting married. You can also toast someone to show your appreciation for something they've done. Lastly, we toast people to remember them and what they have accomplished.

Here are some helpful steps for writing a tribute speech:

1. Think About the Person
2. Write an Outline
3. Get the Audience's Attention
4. Make Your Points
5. Finish Strong
6. Practice Your Speech

Credit: How to Write a Memorable Tribute Speech: Step-By-Step | Cake Blog (joincake.com)

Preparing a toast, the first goal is always to keep your remarks brief. Toasts are generally given during the middle of some kind of festivities

The roast speech is a very interesting and peculiar speech because it is designed to both praise and good-naturedly insult a person being honored. Generally, roasts are given at the conclusion of a banquet in honor of someone's life achievements. The television station Comedy Central has been conducting roasts of various celebrities for a few years.

As an example it is worth watching a roast delivered by Stephen Colbert, television host of *The Colbert Report.* He roasted President George W. Bush (http://www.youtube.com/watch?v=BSE_saVX_2A).

A eulogy is a speech given in honor of someone who has died. The Senator Barack Obama delivering a eulogy at the funeral of civil rights activist Rosa Parks in November of 2005 can serve as an example (http://www.youtube.com/watch?v=pRsH92sJCr4).

Exercises

1. **Access the link https://www.youtube.com/watch?v=y1zlbsG_wk8 and identify the type of speech. Justify your opinion. Deconstruct the speech.**
2. **Create a tribute speech to a person who has passed away. Follow the directions.**

Introduction:

Who is the speech about? What is your relation to this person?

Body:

Main point 1: Start off with a key characteristic of the person you're talking about, such as their caring nature or listening skills.

Evidence: What evidence do you have that supports your main point? For instance, if they were a caring person, talk about a time they helped others.

Main point 2: What's another point you'd like to make about the person?

Evidence: Again, support your point.

Conclusion:

Repeat your crucial points and end with something meaningful.

Hook: Wrap up in a memorable way.

IMPROMPTU SPEECHES

An impromptu speech is a kind of speech that is delivered without prior notice. This is sometimes referred to as "off the cuff" or "spur of the moment". Many professional speakers mention some tips to be taken into account when delivering an impromptu speech:

- **make some quick notes**

It is recommended to make some notes on a sheet of paper. If the speaker is pressed of time, it is highly recommended to put down the beginning and the ending.

- **decide on the tone**

The speaker has to think about the tone. This will depend on the type of event. For example, at a wedding, the speech should be delivered informally, whereas at a business conference the speech will be made in a professional tone.

The introductory speeches are considered impromptu speeches. The introductory speeches might be used in introducing oneself or the others. There are a couple of structures that help in designing these speeches:

- 3 S (Success, Strength, Situation)

I have been ... (Success)

My real strength is ... (Strength)

What I am looking for is … (Situation)

- CITY

Your Opener - the opening, ice-breaker or attention grabber

Introduction - Who the speaker is, what is their background and their achievements

Thank the speaker for accepting the invitation to speak

Confirmation - Confirm and repeat the speaker's name and their credentials

There are a couple of frameworks that can make the process of delivering a more general impromptu speech easier. These are as follows:

- The 5 Ws

Who - Who is involved in the event or who is attending?

What - What event are you at and what are the common goals?

Where - Where is the event, how did the initiative the event revolves around start?

When - Is the timing of the event important? What does the future hold?

Why - Why is everyone there? Why are you there?

- PREP

Point – What is your position?

Reason – What is the reason that makes you share this opinion?

Example – What is the proof that your position is worth listening to?

Point – Why should your position be followed by the others?

- Cause, Effect, Remedy

What is the cause of something?

What is its effect?

And what is the remedy?

It does not matter what structure you use, it is worth all the time keeping in mind that the speech should be three-part structured.

Topic: Cameras off during a virtual team meeting
Point: Human Resources are reporting numerous requests from employees to be allowed to leave their cameras off during routine virtual (zoom) meetings.
Reason: The reason most frequently given is fatigue due to strain
Examples: It is hard to:
maintain focus while looking at a grid of faces for the length of an entire meeting,
see yourself on camera and NOT respond to it,
be physically constrained in a small space in order to remain on camera,
arrange life so it doesn't intrude in the form of kittens, babies or anything else while on camera,
have your colleagues in your home without having issued the invitation yourself.
Point: And that's why we've asked Human Resources to develop a set of guidelines to cover when cameras should be on, and when they can be turned off. If you have any suggestions or points you'd like them to consider, please get them by Friday.
Credit: Impromptu speech outline: 7 structural patterns with examples (write-out-loud.com)

Topic: Procrastination
Cause(s) of procrastination:
boredom: not being interested in the task that needs completing
fear of failure: thinking the task will prove too difficult - would rather not begin it, than risk failure, perfectionism
Effect(s) of procrastination:
pressure: rushing to catch up on what should have been done which leads to poor decision making
failure: letting oneself, friends, family and workmates down, compromised work standards, reputation
Remedies:
Create incremental to-do lists – a bit at a time rather than one huge overwhelming piece of work.
Create a stimulating work-place for yourself – surround yourself with what you genuinely like to see.
Get rid of the temptations you know you are distracted by. Put your phone on mute. Remove bookmarked sites.
Find a mentor, someone you admire and who will hold you to account.

Exercises

1. **Analyze the structure of the impromptu speech. Determine the type of structure. Deliver the speech using the proposed structure.**

Point: It's a joy to join you celebrating X and Y's engagement.
Reason(s): There's dozens of reasons for my being pleased to be here. We haven't got time for them all. So here's three. The first goes back a long way to when we were ten years old. I'm never going to get married, he said. Thanks to X, look at you now! I am delighted you have to eat those words. The second reason is quite selfish. At least the field is cleared now because he's well and truly spoken for. And the third and most important is because I've never seen Y quite so deliriously crazy happy, ever, in all the years I've known him.
Example(s): This is the man who has spent all his weekends
for last year renovating the house they share. You know it's got to be the real thing when unclogging drains, getting rid of rat nests and replacing rotten window frames is better than time out with me and the boys. When you add making significant positive changes to his eating and drinking habits, throw in running a kilometer or two or three or more, several times a week, it's proof. You've got be happy to do any of that!
Point: Which in turn, makes me happy too. Here's to X and Y!

2. **Watch the speech by accessing the link https://www.ted.com/talks/heidi_sorensen_5_lessons_on_building_an_emissions_free_city?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare. Use some mentioned structures and introduce the speaker.**

3. **Introduce yourself to your class. Use 3S structure.**

SELF-ASSESSMENT # 1

Points	***Fluency***	***Pronunciation and accent***	***Vocabulary***	***Gramma***	***Details***
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of wellchosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

SELF-ASSESSMENT # 2 [4]

Delivery	**1**	**2**	**3**	4
Introduction	No introduction.	Abrupt, unclear or insufficient introduction.	General and adequate introduction, introduces topic to audience.	Grabs audience attention and interest, clear thesis statement; explains topic
Gestures	No use of appropriate gestures	Minimal use of appropriate gestures	Hand and body movements appropriate to content.	Good use of gestures; normal, spontaneous and natural.
Conveys tone/mood	Does not convey mood or tone.	Minimal conveyance of tone of mood	Uses voice to convey mood.	Enhanced use of dramatic voice and tone; pulls audience.
Smoothness/flow	Halting or abrupt transitions, lengthy pauses.	Choppy, with some pauses.	Smooth transitions, appropriate pace and pauses.	Fluid delivery uses pauses effectively.
Articulation	Many mispronounced words. Lacks clear enunciation throughout piece.	Occasional mispronounced words. Some unclear words.	Words generally pronounced clearly and correctly throughout piece; inflection appropriate.	Excellent articulation - enunciates complex words clearly.
Appropriate length	Scoring 1-4 based proportionately on effective use of time for subject matter. Less than 3 or more than 10 minutes = automatic score of 2			
Proper equipment (note cards)	Reads the speech.	Relies on text to support presentation.	Refers to notes for quotes, facts, and transitions.	Minimal use of cards as cues.

[4] credit: https://erie.cce.cornell.edu/resources/4-h-public-presentation-speech-rubric

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