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Министерство образования Республики Беларусь

Учреждение образования  
«Гомельский государственный университет  
имени Франциска Скоринь»

Т.А. СЕНИНА

АНГЛИЙСКИЙ ЯЗЫК

ПРАКТИЧЕСКОЕ ПОСОБИЕ

для послевузовской ступени обучения (магистратуры)

Гомель 2008

Аб. N4

81.432.1-923

С 311

Министерство образования Республики Беларусь

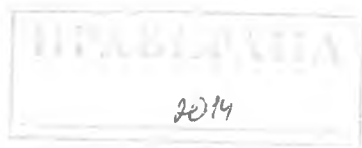
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імя Францыска Скарыны»  
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Целью подготовки практического пособия является оказание  
помощи обучающимся в магистратуре в развитии умений устного  
общения в монологической форме по специальности и обществен-  
но-политическим вопросам.

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## ВВЕДЕНИЕ

Магистратура в Беларуси готовит научные и научно-педагогические кадры в различных областях к выполнению стратегической роли в нашей стране и в процессе развития международного сотрудничества специалистов и ученых. В связи с этим изучение иностранного языка становится неотъемлемой частью в общеобразовательной профессиональной подготовке студентов магистратуры. Целью данного практического пособия является развитие умений научной публичной речи (НПР), которая представляет собой социально значимое взаимодействие в рамках различных видов международного сотрудничества (конференции, конгресса, симпозиума, совещания, семинара и др.). Научная публичная речь является, по мнению многих исследователей, одной из высших форм владения языком, а обучение НПР конкретизирует содержание образовательного процесса по иностранным языкам в магистратуре, сужая и уточняя наполнение довольно широкого понятия «монологическая речь», указанного в типовой магистерской программе-минимуме.

Практическое пособие состоит из пяти разделов, содержание которых определяется типами НПР (информационный, убеждающий, конвенциональный), а также ее структурными компонентами (введение, основная часть, заключение): Introduction to Public Speech, Conclusion to Public Speech, Informative Speech, Persuasive Speech, Special Occasion Speech. Создание отдельных блоков «Introduction to Public Speech» и «Conclusion to Public Speech» обусловлено тем, что начало и конец НПР являются важными для реализации успешного выступления, а умения, связанные с созданием вступления и заключения являются общими для информационного и убеждающего типов НПР. Более того, введение отдельных групп заданий «Introduction to Public Speech» и «Conclusion to Public Speech» позволило разгрузить блоки, в которых рассматриваются информационный и убеждающий типы НПР. Продвижение по любому из блоков осуществляется по принципу «снежного кома», то есть мы наращиваем умения на основе уже проработанных. Более того, для обобщения материала, подведения итогов и выявления уровня развития умений НПР различных типов у обучаемых в пособие включен шестой раздел «Summarizing Public Speaking skills».

Создавая практическое пособие, мы исходили из того, что при поступлении в магистратуру выпускники вуза уже владеют достаточным объемом лексических единиц. В связи с этим, а также для обеспечения необходимого уровня сложности речемыслительных задач на данном этапе

обучения, мы привлекали знания из разных областей. Это также одно из условий активизации творческого мышления и исследовательских умений магистрантов.

Практическое пособие адресовано студентам магистратуры различных специальностей и направлено на развитие умений научной публичной речи.

РЕПОЗИТОРИЙ ГГУ ИМЕНИ Ф. СКОРИНЫ

If all my possessions were taken from me with one exception, I would choose to keep the power of speech, for by it I would soon regain all the rest.  
D. Webster.

## WHAT IS PUBLIC SPEAKING AND WHO IS IT FOR?

Public Speaking is an art, a science, and a skill – one that can be learned, improved, and polished. It is a learning experience in a dynamic transaction “between one and many” – between the one who is speaking and the many who are listening.

If you are a skillful Public Speaker, the course will greatly improve your ability to communicate in English in a wide range of Public Speaking situations. If you are a student holding your Master’s Degree, the course will develop the communication skills you need to succeed in your future professional life and will enlarge your knowledge of Public Speaking. Everybody studying this course will become more fluent and confident in using the English language for Public Speaking and increase their career prospects.

The course consists of 6 units based on the structure and types of Public Speaking. It contains a range of language and examples for all stages to your Public Speech including the introduction, the main body, and the conclusion.

Good luck and enjoy building your «Public Speaking Skills»!

## UNIT 1

### INTRODUCTION TO PUBLIC SPEECH

#### STUDENTS GROUP DISCUSSION

1 Discuss with your groupmates some issues related to producing a good Introduction to a public speech:

- What purposes does an introduction serve?
- What stages of an introduction do you know?

2 Match the stages of an Introduction with their purposes. Some purposes are achieved by several stages.

STAGES OF AN INTRODUCTION	PURPOSES OF STAGES
Open with Impact on Audience	To gain attention
Focus on Thesis Statement	To establish a speaker-audience-topic connection
Give Instructions about Questions	To orient the audience
Gain Audience	
Preview your speech	

3 Watch a videoclip. Geoff Maxwell, Manager at Standard Electronics, has been asked to talk to a group of visitors. Pay special attention the introduction to his speech and define what stages he followed for his purpose(s). Support your opinion.

#### STAGES OF INTRODUCTION PRACTICE

SKILLS DEVELOPMENT *Opening with Impact on Audience*

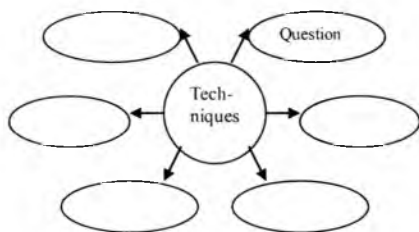
1 A good start makes you feel more confident. Communication experts agree that the first three minutes of a speech are the most important. They talk about 'hooks' - simple techniques for getting the immediate attention of the audience. The example below illustrates the technique called "gimmick" [gimik] (трюк). Analyze the passage and answer the questions:

- Is it a good start for a speech?
- In what situation is it acceptable?



A person enters the conference room...on the roller blades and skates around juggling small cakes in the air. Then... he smashes a cream pie in somebody's face.

2 What other techniques do you know? Compile a chart.



3 This is the list of the techniques that can be used to open with impact. Which techniques have you not mentioned yet? Add them to the chart.

- |                   |                         |
|-------------------|-------------------------|
| Personal Story    | Quotation (цитата)      |
| Question          | Anecdote                |
| Recent Happenings | Definition              |
| Amazing fact      | Comparison/Contrast     |
| Statistics        | Audio or visual effects |

4 Watch Geoff Maxwell's introduction again. What opening technique did he use?

5 What do you think? Is there any difference between genders in communication process? Which techniques can be used to attract women's attention? Men's attention? Why?

6 In your opinion, how is the choice of the technique affected by the age of a person? By its profession?

7 How does the place (a conference room, a restaurant, a church, etc.), where the speech is delivered, influence the choice of the opening techniques used?

8 Choose one of the Public Speaking Situations in the box (page 9) with the topic, audience, and the place of the meeting.

a) Which techniques would you use to attract your potential audience's attention? Why?

b) Prepare four openings for your Public Speech using different techniques. Use the signposts/set expressions often used for a good Public Speech from the table below. Work in pairs or in small groups.

Technique	Signposts
Statistics	<ul style="list-style-type: none"> <li>- Did you know that...</li> <li>- According to the latest study...</li> <li>- Statistics show that...</li> <li>- I read somewhere the other day that...</li> </ul>
Amazing fact / Personal story/ Anecdote/ Recent Happenings	<ul style="list-style-type: none"> <li>- You know,</li> <li>- When I think about...</li> <li>- I'm reminded of...</li> <li>- Have you ever been in the situation where...</li> <li>- I remember when...</li> <li>- It turned out...</li> <li>- A funny thing happened to me the other day...</li> <li>- On the way here, I saw...</li> <li>- I noticed in the news last week...</li> <li>- According to the latest reports...</li> </ul>
Question	<ul style="list-style-type: none"> <li>- How would you...?</li> <li>- Have you ever wondered why it is that...?</li> <li>- Do you have...?</li> <li>- Well, if I could show you...</li> <li>- Would you be interested?</li> <li>- Do you think that's possible...?</li> <li>- I wonder if any of you here know the answer to this question</li> <li>- Did you know that...?</li> <li>- Could you explain why / how?</li> <li>- What happens if / when?</li> </ul>
Quotations	<ul style="list-style-type: none"> <li>- Mr. X announced/ told</li> <li>- In the (immortal) words of</li> <li>- And I quote here</li> <li>- As Y put it.</li> <li>- To borrow / lift a phrase from</li> </ul>

	<ul style="list-style-type: none"> <li>- No one / Few have said it better</li> <li>- As the saying goes</li> <li>- As X and Y point out / state</li> <li>- X claims / proposes that</li> </ul>
Definition	<ul style="list-style-type: none"> <li>- ... is a thing/ kind</li> <li>- Let's define...</li> </ul>
Comparison/Contrast	<ul style="list-style-type: none"> <li>- In contrast with</li> <li>- On the contrast</li> <li>- By comparison</li> <li>- Though</li> <li>- On the one hand... On the other hand</li> <li>- Conversely</li> <li>- However</li> <li>- Nevertheless</li> <li>- Despite</li> <li>- Not only... but also</li> <li>- Contrary to what we would expect</li> </ul>
Audio or visual effects	<ul style="list-style-type: none"> <li>- Watch</li> <li>- Listen to</li> <li>- Now, I'll show you the...</li> <li>- Notice /Observe the.../ Listen to...</li> </ul>

### SKILLS DEVELOPMENT *Focus on the Thesis Statement*

The thesis/major statement should be broad enough to incorporate all of your main ideas. Remember the audience can be friendly or hostile to your topic. If the audience is hostile you should focus on an area of common agreement (взаимное согласие).

**1 Work in pairs or in small groups. Consider the situations in the box (page 9). Put (+) if the audience is friendly and (-) if the audience is hostile to the topic. Think how it might influence your thesis statement.**

**2 Formulate and write down a thesis statement for each topic in the box (pp. 17-18). The first one has been done for you.**

EXAMPLE of the Thesis Statement *Today we'll be discussing the laws on smoking currently in force.*

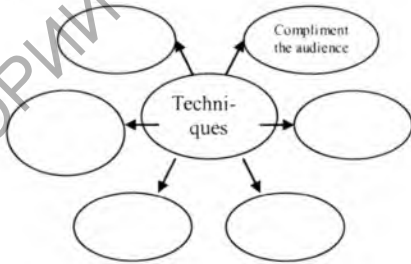
**You can start your thesis statements using one of the following popular phrases:**

- Today I am going to talk about...
- The purpose of my presentation is to introduce our new range of...
- This morning I'd like to discuss/report on/present...
- What I want/I'd like to do this morning is to talk to you about/tell you about/and show you...
- This morning, I'd like to outline the ... we've developed for you.
- The subject/topic of this speech is...
- Right. Today I'd like to present... and especially...
- I promised to report the results of our survey to you. So...
- I want to focus on...

SKILLS DEVELOPMENT *Gaining Audience*

Did you always like the speakers you had to listen to? Have you ever had the question in your mind "Why should I listen to this speaker on this topic?" So does your audience. In addition to attracting attention, you must establish a connection among yourself as a speaker, your audience members, and your topic.

**1 What techniques can you use to gain your audience? Compile a chart.**



**2 This is the list of the techniques used to gain your audience. Have you mentioned all of them in the chart? Can you add anything?**

- 1 Establishing your credibility (надежность),
- 2 Referring to others present (присутствующий),
- 3 Referring to the occasion (событие),
- 4 Expressing your pleasure or interest in speaking,
- 5 Complimenting the audience,

6 Expressing your similarities (сходство) with the audience.

**3 Read some examples of Public Speech Introductions below. Define what technique is used by the speaker. Some examples combine several techniques.**

a) Thank you, Mr. Walter. I'm glad to be here today. I understand from your local newspapers that this day is greatly celebrated. It was here that...

b) I will discuss both the challenges and the opportunities of diversity. As someone who has been fortunate to join the senior management of a great global corporation, I believe that no organization can achieve its full potential unless it is capable of benefiting from diversity.

c) I feel very happy to be invited here today. It is always a great pleasure for me to talk about China with those who have a sincere interest in Chinese affairs.

d) First, I want to compliment the organizers of these two days. Yours is the most comprehensive programme on the important subject of retiree activity that I've encountered – and I have been deeply engaged in this area of activity for nearly 17 years.

e) I'm flattered to be here today. Yes, I was delighted to be asked to be your commencement speaker. But I also know the truth: by the time you're my age ninety-nine out of a hundred will have completely forgotten who spoke at your graduation. And I can accept that.

f) Thank you. I felt as if you were introducing someone else because my mind was racing back 10 years, when I was sitting out there in the audience at the Adelante conference. Anonymous. Comfortable. Try hard to relate to our "successful" speaker, but mostly feeling like a working mother, glad for a chance to sit down.

I've made a few discoveries these past 10 years that I'm eager to share with you. The first is that keynote speakers at conferences like this are not some sort of alien creatures. Nor were they born under a lucky star. They are ordinary people.

**4 How can you gain the audience in every situation given in the box (pp. 17-18)? Develop your ideas. Work in pairs or in small groups.**

#### SKILLS DEVELOPMENT *Previewing your Speech*

A preview is a forecast of the main points of the speech. In many ways it is the summary before the fact.

**1 Watch Geoff Maxwell's introduction again. Tick the signposts he used to preview his speech in the list below.**

- a) Firstly I'd like to... Secondly, we can... Thirdly...Lastly...
- b) First of all, I'll give you... Later...Next...To finish up/ I'll finish with...
- c) My speech will be in two main parts. In the first part I'll...
- d) I'm going to tell you about the ideas we've come up with for...
- e) I'll give you the background to bring you up-to-date and talk you through the results...
- f) By the end of this session/ talk, I'll highlight what I see as the main..., put the situation into some kind of perspective..., and discuss in more depth the implications of...

**2 Choose a Public Speaking Situation from the box (pp. 17-18). Construct the preview for its introduction. Use the signposts from the previous exercise. The first one has been done for you:**

EXAMPLE To start with I'll describe the laws in current made this year. Then I'll mention reasons for changing these laws. After that I'll consider the consequences of these changes. Finally, I'll give some recommendations.

**SKILLS DEVELOPMENT** *Giving Instructions about Questions*

**1 Read the speech introductions in the table below. Check if all the stages of Introduction are presented.**

Possible Introductions	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
a) The purpose of this presentation is to present the findings of a study into people's sleep habits. The study suggests that the time an individual spends asleep is inversely related to salary - companies which offer high salaries encourage individuals to substitute work for sleep. The presentation is divided in two parts. The first part describes the findings of the study in more detail. The second part examines the implications for executive stress.	Employees of a big company	60 / 40	38-56	Conference room

b) Today, I'm going to talk to you about bullying at college. My friend got bullied last week by his groupmates, and I think it is outrageous. Something's got to be done!	Police officers	99 / 1	25-35	Police office
c) Have any of you ever thought about going to study abroad? I really like to study abroad, and that's what my speech is going to be about.	College students	50 / 50	14-16	Class room
d) I think capital punishment is wrong. What if somebody who was innocent got killed? I'm going to persuade all of you that life without capital punishment is a better way to go.	Society of Dentists	45 / 55	25-40	Rest-room
e) On a recent visit to Japan, I was greatly surprised to see a German car, a BMW, prominently displayed in Tokyo's main airport. I was even more surprised to see so many left-hand drive Mercedes in Tokyo itself, especially as the Japanese today drive on the left. Clearly, there's a lucrative (прибыльный) market for quality foreign cars. So I will be presenting Japan as a new and attractive market for our range of prestigious sports cars, and as the solution to the downturn in our US business.	Japanese top-managers	80 / 20	27-45	Assembly hall
f) My dear colleagues! I am here, at the international conference on Human Resources, to tell you about selection and orientation procedures for employees due to go abroad. My speech will be divided into two parts.	Your colleagues	30 / 70	25-37	Conference room

**2 Rewrite these introductions to fit the "open – focus – gain" model. The first one has been done for you.**

**EXAMPLE** Do you know how much time people spend asleep? Approximately 2,600 hours per year asleep. This morning I'd like to present the findings of a study into people's sleep habits. I'm sure this will be of great interest to everyone here, especially when you consider that each of us will spend about a third of our life sleeping.

In fact, this study suggests that the amount of time an individual spends asleep is inversely related to salary. In other words, by offering employees more money we encourage them to substitute work for sleep.

In the first part of my presentation we'll be looking at these surprising findings in more detail. Then, we can discuss the implications for executive stress.

**3 Present the introduction you have done to your partner or in the small groups. Add instructions about questions. Use the expressions from the box below.**

Giving Instructions about Questions	Useful Expressions
Inviting questions while your speech	<ul style="list-style-type: none"> <li>- Do feel free to interrupt me if you have any questions.</li> <li>- If you have any questions you'd like to ask, don't hesitate to ask.</li> <li>- Feel free to ask any questions you like as we go along.</li> <li>- If you're not clear about anything, go ahead and ask any questions you want.</li> </ul>
Inviting questions after your speech	<ul style="list-style-type: none"> <li>- And don't worry; there'll be plenty of time left over for questions at the end.</li> <li>- I'll try to answer all of your questions after the presentation.</li> <li>- I plan to keep some time for questions after the presentation.</li> <li>- I'll be happy /glad to answer your questions at the end of my talk / as we go along.</li> <li>- Perhaps we can leave any questions you may have until the end of the presentation.</li> <li>- Please feel free to give me your feedback.</li> <li>- If you have any other important points to raise,</li> </ul>



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- If you have any other comments,</li><li>- There'll be time at the end for questions and comments.</li></ul> |
|--|---|

## SYNTHESIZING PUBLIC SPEAKING SKILLS

### 1 Which of these things irritate you most in a Public Speaking Introduction? Why?

- Apologising (извинение): *sorry for wasting your time*;
- Making hollow promises (пустые обещания): *I am here to solve your love life problems, to make you the most important person in your company*;
- Relying on gimmicks: slamming a book on the desk, yelling obscenities (непристойность);
- Prefacing the introduction: *I'm really nervous, but here goes...; Before I begin my talk, I want to say...; I hope I can remember everything I want to say.*

### 2 Watch a videoclip. Joanna Brooks is starting her speech. What did she do wrong? Why? Help her to improve her public speech.

### 3 Choose a Public Speaking situation from the box (pp. 17-18). Build up the Introduction for it for 2-3 minutes. Use the guidelines below.

#### Analyze your potential audience

- Is the Public Speaking situation very formal?
- Is the audience hostile or friendly to your topic?
- How old are the audience members? What is their occupation?
- Will men percept your ideas differently from women?
- Will your audience be interested in your topic?
- How does all this information affect your Introduction? Explain your opinion.

#### Make a good Introduction to your Public Speech

*Open with impact:*

Put a question.

Start with a quotation.

Put statistics in the opening.

Define a term and then expanding on that definition.

Include an amazing, perhaps even shocking, fact.

Contrast or compare the things.

Use audio or visual effects.

*Focus on the thesis statement* remembering if the audience is hostile to your topic you should focus on an area of common agreement.

*Connect with the audience:* Establish your credibility.

Refer to others present.

Refer to the occasion.

Express your pleasure or interest in speaking.

Compliment the audience.

Express your similarities with the audience.

*Preview of what the body will contain* using suitable signposts.

*Give instructions about questions* inviting questions while or before your speech.

**4 Deliver your Introduction to the class. Remember to avoid things that irritate people.**

**5 Work independently and check how skilful you have become. Choose another Public Speaking situation from the box.**

a) Prepare a Speech Introduction approximately two minutes long. Present the results of your labors in small groups or in a class as a whole.

b) Listen to your fellow-students' Speech Introduction. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.

PUBLIC SPEAKING SITUATIONS				
Topic	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
1 Cigarette smoking should be banned in all public places.	University students	70 / 30	35-50	University hall
2 Capital punishment should not be abolished.	Members of parliament	45 / 55	25-40	Parliament
3 Retirement should not be mandatory at age 60 for all government employees.	Retired people	90 / 10	55-75	Assembly hall

4 Teachers should be paid according to performance rather than seniority, degrees earned, or publications.	Parent-Teacher Association of the Elementary Schools	20 / 80	30-55	Classroom
5 Divorce should not be granted immediately when the parties request it.	Lawyers	45 / 55	22-35	Extension courses
6 Young people should save money.	Group of doctors	50 / 50	25-30	Refresher courses
7 Good grades are very important for the future career.	College students	40 / 60	18-22	Reading room
8 The petrol station should be built in the neighborhood	The citizens of the house	50 / 50	35-60	Courtyard
9 The telephone company should be changed to a different one.	Your fellow-students			University hall
10 Children should be raised and educated by the state.	Parent-Teacher association	20 / 80	22-55	School assembly hall
11 Donate your organs to medicine after your death.	Scientists	36 / 74	23-30	Laboratory
12 University athletics should be abolished.	Council of Physical Education Instructors	50 / 50	25-36	University gym
13 Suicide and its assistance by others should be legalized.	Doctors	76 / 24	47-65	Conference room
14 All wild-animal killing should be declared illegal.	Society of Hunters	96 / 4	28-65	Hunting lodge
15 Get a Master's Degree.	Your class			Lecture-room
16 Vote for me! I want to be your monitor!	Your class			Assembly hall

## UNIT 2

### CONCLUSION TO PUBLIC SPEECH

#### STUDENTS GROUP DISCUSSION

**1 Discuss with your groupmates some issues related to producing a good Conclusion to a public speech:**

- What are common faults with Conclusions in the Public Speeches you have heard?
- What advice would you give to Public Speakers? Tick the most important advice below. Comment your choice.
  - Don't introduce new material in the conclusion.
  - Don't dilute (принижать) your position: *We really don't know enough, but anyway... This information is probably dated, but it was all I could find.*
  - Don't drag out (затягивать) your conclusion, structure it thoroughly.

**2 Watch how Joanna Brooks finished off her public speech. What was wrong in her speech? Think how she can improve her conclusion. Give her advice.**

**3 Joanna Brooks has considered your recommendation. Watch her conclusion to the public speech and think what she improved. Support your opinion.**

**4 Refer the stages of a Conclusion and the parts of Joanna Brooks' one. Analyze it using the following questions:**

- What structure does a Conclusion of a Public Speech have?
- Are all parts necessary in a Conclusion?
- What aim does every part have?
- Define the age, sex, and occupation of the potential audience. Explain your opinion.

Conclusion: STRUCTURE	
Stages	Example
Summarize your Main Ideas Close with Impact	a) So, before we move on to discuss these matters, let me just summarize the main issues as I see them. Firstly, on the product side, there's the question of diversity of product range.

on Audience (Invite questions)	<p>Secondly, on the market front, we need to review our distribution network. And thirdly, on the personnel side, we need to look at the sort of employer we are, and want to become.</p> <p>b) Right, before we start, are there any questions you'd like to ask?</p> <p>c) So, I suggest we look at things in that order: product, distribution, and people. Hopefully this will help us to agree on a clear way forward.</p>
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## STAGES OF CONCLUSION PRACTICE

### SKILLS DEVELOPMENT *Summarizing your Main Points*

1 Study the Techniques of Summarizing below. Watch Joanna Brooks' conclusion again. Which Technique did she use? What signposts?

Conclusion: SUMMARIZING	
Techniques	Signposts
a) Restating (вновь заявлять, формулировать) the main idea or purpose of the topic.	<ul style="list-style-type: none"> <li>- To conclude/ sum up/ summarize</li> <li>- In conclusion</li> <li>- Thus/Therefore</li> </ul>
b) Restating the importance of the topic.	<ul style="list-style-type: none"> <li>- So, as you can see</li> <li>- It follows, then, that</li> <li>- Let me close by saying</li> </ul>
c) Restating your major points.	<ul style="list-style-type: none"> <li>- Finally, may I remind you of some of the main points we've considered/ covered.</li> <li>- If I can just sum up the main points</li> <li>- So let me summarize/recap what we've looked at</li> <li>- First..., second..., third...</li> </ul>

2 Consider the samples of Public Speech Conclusions below. Analyze them. The following questions will help you:

- What technique of Summarizing is used by a Public Speaker?
- What type of an audience is aimed by a Public Speaker in every Conclusion? Define their age, sex, and occupation. Explain your opinion.

a) Now, you see why I assert that mediation provides a sensible approach for setting divorce-related issues? Do you understand that mediation helps the couple manage conflict, helps the couple engage in a win-win exchange, and helps the couple stabilize individually? Do you see more clearly that mediation does provide a sensible approach for setting divorce –related issues?

b) Thank you for taking this journey with me into the future. By sharing with you our vision of the future, I hope you will not only understand where we have been as an agency but where we will be in the future. You are an indispensable part of that future. I look forward to working with you to bring tax administration into the next century.

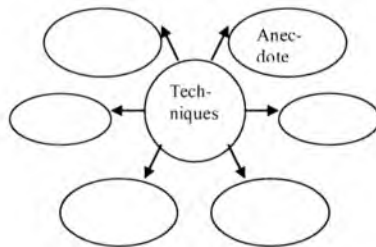
c) It is estimated that within the next five years, 25 percent of all major corporations in this country will have established some sort of fitness programming. Indeed, corporate fitness programming has come of age. There's no doubt about it – healthy employees work more and cost less, and that's why managers will embrace fitness, not as a fringe benefit, but as an integral part of their regular personnel and healthcare policies. The message is clear – fitness means profits.

**3 Rewrite the samples of Public Speech Conclusions above. Use two other techniques. The signposts from the table above (ex.1) will help you.**

**4 Deliver your Conclusions in small groups. Whose Conclusion is the most effective? Why?**

SKILLS DEVELOPMENT *Closing with Impact on Audience*

**1 How can you impress your audience at the end of your Public Speech? Compile a chart.**



**2 Look through the techniques of Closing with Impact. Have you mentioned all of them? Improve your chart. Say what techniques are more common for you.**

**Conclusion: CLOSING WITH IMPACT**

Techniques	Signposts
1 Quotation (цитата)	– As X said
2 Anecdote	– Let me tell the – In the (immortal) words of – And I quote here – As Y put it. – To borrow / lift a phrase from – No one / Few have said it better – As the saying goes – As X and Y point out / state – X claims / proposes that
3 Giving Recommendation	– I therefore suggest/ propose/ recom-
4 Direct appeal to Action (прямой призыв к действию)	mend – My suggestion/ proposal/ recommen- dation is to set up – Let's
5 Return to Introduction	– For the reasons I've explained at the beginning, – The idea I stated at the beginning – Returning now to a problem I stated in the introduction
6 Repeating what you and the audience believe	– It is because we support these values and recognize the need to ... – I see this meeting as an opportunity for us to re-state our commitment to the tri- umph of the... – I see it as an expression of our faith in international cooperation to achieve...

**3 In your opinion, what techniques of Closing with Impact are more effective than the others? Why?**

**4 What type of audience can they influence most successfully? Define the age, sex, occupation, and their level of education.**

**5 Consider the Public Speech Conclusions below. Analyze each of them with the help of the following questions:**

- What topic does it concern?
- What audience does it address?
- Are there all the stages of a Conclusion?

a) Now, to sum up the main findings of the study.

The organization of the administrative and manufacturing data centres is not cost-effective, and is creating problems of duplication. We therefore recommend a thorough reorganisation. We've looked at two options.

First, to set up three regional data centres, but this represents only a partial solution to the problem of duplication and, as we've seen, is really not viable.

To expand one of the existing regional data centres in Bristol, Barcelona or Frankfurt, would achieve an efficient use of our resources, but there are physical problems such as lack of space, and the time factor.

So, the option which we strongly recommend for more detailed consideration is to subcontract all administrative computing to an outside supplier of computer services.

I've detailed cost breakdowns for the two options, which I'll be passing round now.

b) The overall performance of the lemonade category has not been good, due, as I've explained, to general economic factors.

Secondly, sales of Aqua-Sparkle are down but, like other premium brands, it has performed much better in the market than the lower priced brands.

Thirdly, the outlook for the lemonade category is not bright. However, because of its premium positioning we can expect to see Aqua-Sparkle continuing to perform better in the market than many of its competitors.

For the reasons I've explained at the beginning, discounting the brand is not an option if we really want to maintain our premium positioning. So, we're looking for other ways to bring our lemonade back onto the shelves of the Independent Grocers.

c) So, as we've seen today, the study we carried out indicated two main reasons for the early return of staff from overseas contracts. Firstly, it is an inadequate preparation for living and working in a strange culture and environment. The second reason is the poor selection procedures.

Therefore, we've changed the procedures for selection and orientation, and have managed to boost our success rate to 90 per cent, which I'm sure you will agree is a very satisfactory level [Ellis, p.70-79].

**6 What technique of Closing with Impact would you use in these samples above? Explain your choice.**



7 Rewrite them to fit the "summarize – close with impact" model. The signposts in the table above (ex. 2) will help you.

8 Deliver your Conclusions in small groups or in the class as a whole. Work on your charisma by being:

Positive  
Confident  
Enthusiastic  
Firm in your ideas

## SYNTHESIZING PUBLIC SPEAKING SKILLS

1 Choose a Public Speaking situation from the box (pp. 25-26). Build up the Conclusion for it. Use the guidelines below. Deliver your Conclusion either in small groups, or in the class as a whole.

### Analyze your potential audience

- Is the Public Speaking situation very formal?
- Is the audience hostile or friendly to your topic?
- How old are the audience members? What is their occupation?
- Will men percept your ideas differently from women?
- Will your audience be interested in your topic?
- How does all this information affect your Conclusion? Explain your opinion.

### Make a good Conclusion to your Public Speech

*Summarize the body:*

- Restate the thesis or purpose.
- Restate the importance of the topic.
- Restate your main points.

*Close with Impact:*

- Use a quotation.
- Give Recommendation.
- Appeal to Action directly.
- Return to your introduction.
- Repeat what you and the audience believe.

*Invite questions:*

- Now I answer any questions you may have.
- Are there any (final) questions?

- (Do you have) any questions?
- And, of course, I'll be pleased to answer any questions.
- I would welcome your questions and suggestions.
- If there are any questions, I'd be happy to answer them.

PUBLIC SPEAKING SITUATIONS				
Topic	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
2 Cigarette smoking should be banned in all public places.	University students	70 / 30	35-50	University hall
3 Capital punishment should not be abolished.	Members of parliament	45 / 55	25-40	Parliament
4 Retirement should not be mandatory at age 60 for all government employees.	Retired people	90 / 10	55-75	Assembly hall
5 Teachers should be paid according to performance rather than seniority, degrees earned, or publications.	Parent-Teacher Association of the Elementary Schools	20 / 80	30-55	Classroom
6 Divorce should not be granted immediately when the parties request it.	Lawyers	45 / 55	22-35	Extension courses
7 Young people should save money.	Group of doctors	50 / 50	25-30	Refresher courses
8 Good grades are very important for the future career.	College students	40 / 60	18-22	Reading room
9 The petrol station should be built in the neighborhood	The citizens of the house	50 / 50	35-60	Courtyard
10 The telephone company should be changed to a different one.	Your fellow-students			University hall
11 Children should be raised and educated by the state.	Parent-Teacher association	20 / 80	22-55	School assembly hall
12 Donate your organs to medicine after your death.	Scientists	36 / 74	23-30	Laboratory

13 University athletics should be abolished.	Council of Physical Education Instructors	50 / 50	25-36	University gym
14 Suicide and its assistance by others should be legalized.	Doctors	76 / 24	47-65	Conference room
15 All wild-animal killing should be declared illegal.	Society of Hunters	96 / 4	28-65	Hunting lodge
16 Get a Master's Degree.	Your class			Lecture-room
17 Vote for me! I want to be your monitor!	Your class			Assembly hall

**6 Work independently and check how skillful you have become. Choose another Public Speaking situation from the box.**

a) Prepare a Speech of Introduction approximately two minutes long. Present the results of your labors in small groups or in a class as a whole.

b) Listen to your fellow-students' Speeches of Introduction. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.

## UNIT 3

### INFORMATIVE SPEECH

#### STUDENTS GROUP DISCUSSION

1 Discuss with your groupmates some issues related to producing a successful Informative Speech:

- What purpose does an Informative Speech have?
- Have you heard any Informative Speeches? Give examples.
- What advice would you give to the speakers you have heard? Tick the most important pieces of advice for an Informative Speech below. Explain your choice.

*Advice for an Informative Speech:*

Limit the amount of information you communicate.

Adjust the level of complexity.

Stress the relevance and the usefulness of the information to your audience.

Relate new information to old.

Vary the levels of abstraction [DeVito, p.376].

2 Watch the Informative Speech of Joanna Brooks, Manager with Westwood Brewery. What advice would you give her? Why?

#### INFORMATIVE SPEECH PRACTICE

SKILLS DEVELOPMENT *Outlining the Body of an Informative Speech*

1 Study the organizational patterns of an Informative Speech below. Which one do you consider most common?

- Spatial*, based on physical space or geography.
- Temporal*, based on chronology or a sequence of events.
- Topical*, based on subtopics or divisions of equal importance.

2 Now read the article «Organizational Patterns of an Informative Speech» by public speaking scientists St. Brydon and M. Scott. What does it say about the question above? Find the answer as quickly as you can.

## ORGANIZATIONAL PATTERNS OF AN INFORMATIVE SPEECH

by St. Brydon and M. Scott

Organize your message clearly, and it's far more likely that your listeners will understand your message, accept your message, remember your message, and be interested in your message. For your informative speech you can use either temporal, or spatial, or topical pattern.

### *Temporal pattern*

Organizing your ideas on the basis of some *temporal (time)* relationship is a popular, easy-to-use and easy-to-follow organizational pattern. When you use this pattern, you organize your speech into two, three, or four major parts, beginning with the past and working up to the present or the future, or *visa versa* (наоборот).

The temporal pattern is useful when you describe events or processes that occur over time. It's also appropriate when you tell a story, demonstrate how something works, or how to do something. A speech «Making an Interpersonal Contact» might be organized in a temporal pattern and could be divided something like this:

I *Spot the person with whom you want to make contact.*

(Signpost)\*

II *Make eye contact.*

(Signpost)

III *Give some positive nonverbal sign.*

(Signpost)

IV *Make verbal contact.*

(Signpost)

\* For signposts check see the table below.

### *Spatial pattern*

You can also organize your main points on the basis of *space*. This pattern is especially useful when you describe objects or places. Like the temporal pattern, it's an organizational pattern that listeners will find easy to follow as you progress, from top to bottom, left to right, inside to outside, or from east to west, for example. The structure of a place, object, or even animal is easy placed into a spatial pattern. Here's an example of an outline describing the structure of a speech.

## I Introduction

(Signpost)

## II Body

(Signpost)

## III Conclusion

(Signpost)

### *Topical pattern*

The most popular pattern for organizing informative speeches is the topical pattern. When your speech conveniently divides itself into *subtopics*, each of which is clear and approximately equal in importance, this pattern is most useful. A speech on important cities of the world, or a speech on problems facing the university graduates might be organized into a topical pattern. For example, the topical pattern is an obvious choice for organizing a speech «Peculiarities of Your Work».

## I Hours of work and overtime

(Signpost)

## II Pay and expenses

(Signpost)

## III Type of people who work there.

(Signpost)

Are you interested in something you don't understand? Is it hard for you work to make sense out of a speech that is difficult to follow? Your listeners are no different. Organize your speech!

**3 Read the article about the organizational patterns of an Informative Speech again. Analyze in pairs the organizational patterns. Use the following questions:**

– What organizational patterns can be used to outline the body of an Informative Speech?

– How many parts are there in every organizational pattern of an Informative Speech? Is its number fixed?

– What notion is every pattern based? How does it influence the structure of an Informative speech?

– When is every organizational pattern used?

– What example is given? What topic is discussed there? Do you agree with a choice of an organizational pattern?

– What signposts can be used to connect the ideas in these examples?

Study some useful expressions below.

Informative Speech: SIGNPOSTS	
Function	Signposts
Introducing the Main Point	<ul style="list-style-type: none"> <li>- I'll begin by saying...</li> <li>- Let's begin...</li> <li>- First of all, I'll give you some background information.</li> <li>- The first/second point is...</li> <li>- Firstly, ... Secondly, ...</li> </ul>
Moving to another Main Point	<ul style="list-style-type: none"> <li>- I'd like now to discuss/ Let's look at /Let's examine...</li> <li>- Now we'll move on to...</li> <li>- Let me turn now to...</li> <li>- This is due to ... and also to...</li> <li>- This can be explained by two factors.</li> <li>- There are two reasons/ explanations for this.</li> <li>- Next... / Turning to... / Moreover / In addition to this</li> <li>- My next point is ... / On the other hand</li> <li>- Above all, ... / In addition, ...</li> <li>- With this in mind, I would like to...</li> <li>- Our next important area is...</li> </ul>
Summarizing the Main Point/s	<ul style="list-style-type: none"> <li>- That's all I have to say about...</li> <li>- Well, I've told you about...</li> <li>- We've looked at...</li> <li>- So that's the general picture for... and now let's look at...</li> <li>- That completes my overview of... so now I'd like to move on to...</li> </ul>

#### 4 Work in pairs.

a) Say what organizational pattern would you use to:

- To describe the college campus to a group of first-year students who have never seen a college campus.
- To demonstrate virtual reality simulation that the old-aged audience members have never experienced.
- To define the major steps toward a university education to a group of high

school students.

- To highlight the strategies of safe driving to taxi-drivers.

b) Think about and write down the outline for one of the Informative Speeches above (ex. 4, a). Add signposts.

c) Say what organizational pattern you have used in your outlines. Explain your choice. Make any changes in your Informative Speech outlines if necessary.

d) Here are a few types of titles that usually attract an audience's attention. Spend a few moments finding a catchy title for your Informative Speech outlines.

*Plays on words: To Study or Not to Study?*

*References to popular titles: Big Ben and Small Simulation*

*Rhyming titles: Know-Go-Perform*

*Titles that ask a question: What is Virtual Reality Simulation?*

*Formulaic titles: The 4 S of Safe Driving*

*Numeric reference: Three States toward a University Education*

**5 Choose a Public Speaking situation from the box below (pp. 31-32).**

a) Analyze your Public Speaking situation with a partner. The questions below will help you.

- Is the Public Speaking situation very formal?
- How old are your audience members? What is their occupation? How does this information affect your Informative Speech?
- Will men perceive your Informative Speech differently from women? Why?
- Is your audience likely to know much about your Informative topic? What are the main reasons of this?
- Is your audience interested, neutral or indifferent to your Informative topic? Why?
- What qualities does this type of audience like in you as a Public Speaker?

**PUBLIC SPEAKING SITUATIONS**

What to do:	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
1 Describe how to print out a computer file.	Doctors	40 / 60	35-40	Computer room



2 Demonstrate how to open a door with a credit card.	Children	49 / 51	10-12	Bank
3 Define one of the following terms: science, conference, assistant, data, and research (use at least two different types of definitions).	Accountants	24 / 76	50-60	Refresher courses
4 Demonstrate - without a computer - how to move a bloc of text on a computer.	Retired people	20 / 80	55-80	Computer room
5 Present the results of your work at an internal company meeting.	Top managers from different European subsidiaries	68 / 32	30-50	Conference room
6 Present the results of your research at a scientific conference.	Scientific researchers	50 / 50	25-55	Conference room
7 Tell about training for the subordinates at your internal company meeting.	Representatives from training, personnel from the company's different locations	75 / 25	25-40	Assembly hall of your company

b) Think about the organisational pattern for your Informative Speech: *Temporal*, *Spatial*, or *Topical*. Make and write down its outline. Add necessary signposts.

c) Discuss in pairs the outlines of your Informative Speeches. Make changes if necessary.

**6 Choose another Public Speaking situation from the box (pp. 31-32). Build up the outline of your Informative Speech. Add signposts. Discuss your outlines in pairs or in small groups.**

1 This list contains some “rules” for designing and using visuals. Discuss these rules and try to agree on some others to add to the list.

Rules for Visuals

*Design*

- Don't use visuals to repeat what you can say with words
- Don't overcrowd visual with too much information

*Use*

- Don't use too many visuals
- Don't read from the visual

2 Watch a videoclip. Joanna Brooks is delivering an Informative Speech. Identify the mistakes she made in using visuals. What advice would you give her to correct these mistakes?

3 Joanna Brooks considered your advice. Check if she uses her visuals right.

4 Study a visual and its comments below. They present the main points of the Informative Speech “Performance of Chocolate Products” to the businessmen of 30-45 years old.

- a) Check if all Rules for Visuals are observed.
- b) Think what kinds of Supporting Ideas are used in them.

Kinds of Supporting Ideas:

*Example:* from your own experience or from what you heard or read.

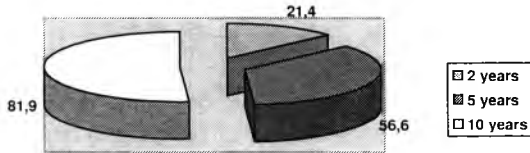
*Common Sense:* things that you believe everybody knows (proverbs, sayings, facts from the news, newspapers, etc.).

*Expert Opinion:* the opinions of experts.

*Statistics:* numbers.

## I Slight decrease in chocolate consumption

A) Change of eating habits:



B) Laws: McDonalds has introduced salads in the menu.

*FOR EXAMPLE:* Now let's look at a slight decrease in chocolate consumption. It is interesting to notice that statistics show 80% of people have changed their eating habits during last 10 years, with a move away from sweet things to vegetables and fruit. Another reason is increasing pressure from health lobbies. For instance, National Health Service has forced McDonalds to introduce salads in the menu.

5 Look through the visuals below. They are devoted to the Informative speech "Performance of Chocolate Products" too (ex. 1).

a) Build up its Supporting Ideas. Use the signposts that are given to you.

The next slide shows.../ Observe.../ To develop this topic a bit further...

## II Market for boxes of chocolates always difficult

### A) Seasonal market

The diagram compares.../ The trend revealed by this graph suggests that.../ Look at the figures for summer.../ The column on the right illustrates development over the...



### B) Chocolate boxes are often very big

Everybody agrees / says/ ...

Now: 40 sm long

REDUCE

Project: 20 sm long

I'd like to draw your attention to.../Let's move on now and discuss...

## III Sales of chocolate sweets below target

### A) Low variety

Salesmen agree/ claim / propose that...

### B) Dull cover

To illustrate my point...I'll show.../ The first picture gives.../For example/ In particular/ Let me give an example/ compare...

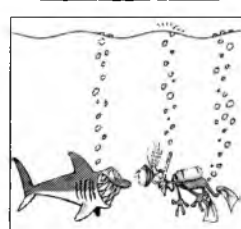
Present Cover



My Suggestion 1



My Suggestion 2



b) Work in pairs. Present your Supporting Ideas to each other. Do you agree with your partner's interpretation? Explain your opinion.

### **6 Recall the outlines you made using the Temporal, Spatial and Topical Patterns for your Informative Speech (pp. 31-32, ex. 5).**

a) Reinforce your main points with different kinds of Supporting Ideas. Use signposts.

b) Make visuals for the body of your Informative Speech.

c) Comment your visuals in pairs or in small groups.

d) Listen to your fellow-students' comments. Analyze their visuals and report your results to your class. The following questions will help you:

– *Is a visual relevant to the Informative Speech?*

– *Is a visual large enough to be seen by everyone from all parts of the room?*

– *Do colours make the message instantly clear?*

– *Does your fellow-student use too much information?*

– *Has he/she given his/her visual a title that further guides your attention?*

– *Does your fellow-student know his/her visual so well that he/she can point to what he/she wants without breaking eye contact with his/her audience?*

### **SYNTHESIZING INFORMATIVE SPEAKING SKILLS**

**1 Choose a Public Speaking situation from the box (p. 38). Build up an Informative Speech using the guidelines below. Deliver your speech in small groups or in the class as a whole.**

#### **Analyze your potential audience**

– Is the Public Speaking situation very formal?

– How old are your audience members? What is their occupation? How does this information affect your Informative Speech?

– Will men percept your Informative Speech differently from women? Why?

– Is your audience likely to know much about your Informative topic? What are the main reasons of this?

– Is your audience interested, neutral or indifferent to your Informative topic? Why?

– What qualities does this type of audience like in you as a Public Speaker?

#### **Make a good Introduction to your Informative Speech**

*Open with impact:*

Put a question.

Start with a quotation.

Put statistics in the opening.  
Define a term and then expanding on that definition.  
Include an amazing, perhaps even shocking, fact.  
Contrast or compare the things.  
Use audio or visual effects.

*Focus on the thesis statement* remembering if the audience is hostile to your topic you should focus on an area of common agreement.

*Connect with the audience:* Establish your credibility.  
Refer to others present.  
Refer to the occasion.  
Express your pleasure or interest in speaking.  
Compliment the audience.  
Express your similarities with the audience.

*Preview of what the body will contain* using suitable signposts.

*Give instructions about questions* inviting questions while or before your speech.

### **Outline the Body of your Informative Speech**

*Generate* at least two main points from your thesis

*Organize* the main points using a certain organizational pattern: Temporal, Spatial, Topical patterns.

*Support* the main points with examples, common sense, expert opinion, and statistics (supporting ideas).

*Connect* the main points and supporting ideas via signposts.

*Include* graphics and visuals where appropriate.

### **Make a good Conclusion to your Informative Speech**

*Summarize the body:* Restate the thesis or purpose.  
Restate the importance of the topic.  
Restate your main points.

*Close with Impact:* Use a quotation.  
Give Recommendation.  
Return to your introduction.  
Repeat what you and the audience believe.

(*Invite questions* if it is necessary).

**PUBLIC SPEAKING SITUATIONS**

Topic	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
1 Present a travel package on Belarussian sightseeing. Describe places to be visited, and cover 3 essential details (dates, hotels, guide service, meals, costs, manner of travel, etc.). Support your appeal with visuals.	Members of the Adventurer Travel Club	67 / 33	18-36	Your office conference room
2 Report on the economics of renting telephones from the telephone company versus buying telephones.	A consumer-protection organization	47 / 53	40-50	Assembly hall
3 Present a plan for improving some phase of operation on your campus (housing, grade appeals, library, cafeteria, curricula, athletics, etc.).	Your fellow-students			Cafeteria
4 As a buyer of men's (or women's) clothing, report on the fashions for the coming season.	Sales personnel of your favorite store	34 / 66	22-35	Hall of the store
5 Look through current newspapers, magazines, and get the best available information on the job outlook. Show variations by geographic area, degree, and schools.	This year's school graduates	49 / 51	17-18	Classroom
6 Explain the responsibilities and tasks.	A group of new employees	40 / 60	22-25	Office
7 Report on a conference you have visited recently. Support your appeal with visuals.	Your fellow-students			Classroom

**2 Work independently and check how skilful you have become. Choose another Public Speaking situation from the box.**

a) Prepare a Speech of Introduction approximately two minutes long. Present the results of your labors in small groups or in a class as a whole.

b) Listen to your fellow-students' Speeches of Introduction. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.

РЕПОЗИТОРИЙ ГГУ ИМЕНИ Ф. СКОРИНЫ



## UNIT 4

### PERSUASIVE SPEECH

#### STUDENTS GROUP DISCUSSION

**1 Discuss with your groupmates some issues related to producing a successful Persuasive Speech:**

- What purpose does a Persuasive Speech have?
- What kind of Public Speeches have you happened to listen to?
- How did the speakers achieve their aim?

**2 Below you will find some ideas to your Persuasive Speech. Which ideas do you consider the most effective while persuading? Are all of them ethically correct? Why?**

- Proceed little by little when attacking conflicting, contradictory beliefs.
- Refute (доказывать несостоятельность) counter arguments when strengthening an audience's beliefs.
- Strive for small gains (победа):
  - Begin with a very small request (просьба) and lead up to your real request;
  - Start with a request larger than you really want and follow it with a smaller request.
- Use reliable and valid evidence and sound arguments to prove your case.
- Arouse (пробуждать) the emotions of the audience, appeal to the motives that influence their behaviour:
  - *reciprocity* (взаимность): if you ask an audience something, promise them to do something for them in return;
  - *social support*: remember that people like behaving as others do;
  - *scarcity* (нехватка): a unique thing is more attractable than the one existing in great numbers.
  - *commitment* (обязательства): people always have commitments to their family, work, or society in general;
  - *liking, authority* (авторитет): associate your ideas with something/body the audience respects (to gain their approval) or with something/body they hate (to gain their rejection). For example:
    - Give a bad name (e.g. Neo-Nazi) to get the audience to condemn the idea without analyzing the argument and evidence.
    - Use «virtue words» (e.g. democracy) to make the audience to ignore the evidence and simply approve of the idea.

f) Establish your own believability: stress your competence, good character, and charisma.

**3 Watch the Persuasive Speech of Geoff Maxwell, Manager of Standard Electronics. He is speaking to a group of visitors. Define what motives of the audience he appeals to.**

## PERSUASIVE SPEECH PRACTICE

### SKILLS DEVELOPMENT *Outlining the Body of a Persuasive Speech*

**1 Read an extract from the «Oxford Guide to Effective Speaking» and say if the following sentences are true or false in your opinion. Why?**

- The outline is not necessary to prepare a public speech.
- The organizational pattern/structure consists of main points to which supporting ideas are attached.
- Examples, statistics, expert opinions, and common-sense ideas are not used by a speaker very often.
- A successful public speech is one where the audience gets lost and confused.
- Problem-solution, Stock issues and Motivated patterns help persuade the audience and achieve the most persuasive effect.

#### The Extract from the «Oxford Guide to Effective Speaking»

One of the most important things to do when preparing a public speech is to establish its broad *outline*.

To do this, look at the ideas and materials you have collected and pick out a small number of the main points – opinions or point of view with which others may or may not agree. The main points form the *organizational pattern/structure*. *Supporting ideas* are the reasons for that point of view is stated or implied (подразумевается). Supporting ideas are attached to the main points and contain examples, statistics, expert opinions, common-sense ideas, etc. This process of organizing your speech is rather time-consuming, but it certainly saves much time later.

A successful public speech is one where the audience

- is taken along by the flow of the speaking,
- doesn't get lost or confused,
- and comes away with the feeling that the ideas it contains could not have been expressed in any other way.

So it is important to choose an appropriate organizational pattern. The most successful organizational patterns for persuading are *Problem-solution*, *Stock issues and Motivated patterns*. The main points introduced in the order these patterns suggest help persuade the audience and achieve the most persuasive effect [*Oxford Guide to Effective Speaking*, p. 264-265].

**2 Find words and phrases in the Public Speaking description above which mean:**

- a) an important idea
- b) a arrangement of the main points
- c) to convince a person/an audience to do something
- d) 2-point pattern that is based on problems-solutions

**Check your answers with the text.**

**3 Write out the terms and notions that are connected with organizing a public speech. Draw a chart of the Public Speaking process.**

PATTERN

*Problem-Solution Pattern*

**1 Build up a persuasive argument on the topic “Divorce should not be granted immediately when the parties request it” as to the pattern:**

I *The general problem:*

(Signpost)\*

A) *A specific problem 1:*

(Signpost)

B) *A specific problem 2:*

(Signpost)

II *The general solution:*

(Signpost)

A) *A specific solution 1:*

(Signpost)

B) *A specific solution 2:*

(Signpost)

\* For signposts check see the table below.

**Some ideas below have been mixed up for you:**

1 The couple should be given 2-3 months for a more thorough consideration of their decision.

2 Immediate divorce leaves some juridical problems unregulated.

- 3 Divorce should not be granted immediately when the parties request it.
- 4 A psychologist should be appointed for advice and consultation in order to help the couple to reconcile (мириться).
- 5 Divorce is granted immediately when the parties request it.
- 6 Immediate divorce does not help the spouses (супруги) to reconcile.

**2 What audience does the speaker address in the example above? The questions below will help you specify it. Explain your answers.**

- Is the Public Speaking situation very formal?
- How old are the audience members? What is their occupation?
- Are they mostly men or women?
- Is the audience hostile, friendly or neutral to your topic? What are the main reasons of this?
  - What underlying values and beliefs does this type of audience have about this Persuasive Speech?
  - What qualities does this type of audience like in a Public Speaker?

**3 Study the signposts in the table below. Connect the ideas in the outline above.**

SIGNPOSTS TO CONNECT:	
Problems	Solutions
<ul style="list-style-type: none"> <li>- There are, however, disadvantages...</li> <li>- Now, what about the causes?</li> <li>- But there are some problems too.</li> <li>- The first cause/problem is to...</li> <li>- But what about the second cause/problem?</li> <li>- So, now let's look at the third cause/problem, which is to...</li> <li>- On the one hand...</li> <li>- On the other hand...</li> <li>- We've considered /looked at three options.</li> <li>- Now, I'd like to look at the solutions.</li> </ul>	<ul style="list-style-type: none"> <li>- What are the effects?</li> <li>- Consequently/ Therefore</li> <li>- Hence / Thus</li> <li>- As a result, we will have...</li> <li>- It could lead to...</li> <li>- It may result in...</li> <li>- ...will be a direct effect ...</li> <li>- One way to solve this problem is...</li> <li>- Another is ...</li> <li>- There are two alternative...</li> <li>- This is a result of...</li> <li>- This is because of...</li> <li>- This is largely due to...</li> <li>- ...contributed to this.</li> </ul>

**4 Work in pairs. Choose a Public Speaking situation from the box (pp. 44-45).**

a) Analyze your Public Speaking situation with the help of these questions:

- Is the Public Speaking situation very formal?
- How old are your audience members? What is their occupation? How does this information affect your Persuasive Speech?
- Will men percept your Persuasive Speech differently from women? Why?
- Is the audience hostile, friendly or neutral to your Persuasive topic? What are the main reasons of this?
- What underlying values and beliefs does your audience have about your topic?
- What qualities does this type of audience like in you as a Public Speaker?

PUBLIC SPEAKING SITUATIONS				
Topic	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
1 Divorce should not be granted immediately when the parties request it.	Lawyers	45 / 55	22-35	Extension courses
2 Capital punishment should not be abolished.	Members of parliament	45 / 55	25-40	Parliament
3 Social Security benefits should be decreased by at least one-third.	Chernobyl Veterans	80 / 20	45-60	Chernobyl Veterans' Society
4 Good grades are very important for the future career.	College students	40 / 60	18-22	Reading room
5 Abortion should be declared illegal.	MPs	57 / 43	34-56	Parliament
6 University athletics should be abolished.	Council of Physical Education Instructors	50 / 50	25-36	Gymnasium
7 Suicide and its assistance by others should be legalized.	Doctors	76 / 24	47-65	Conference room

8	A University and a City for the next meeting of your conference.	Participants of the conference	70 / 30	38-50	Assembly hall
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b) Think of a problem raised and its solution in your Public Speaking situation. Make its outline using the Problem-Solution pattern. Add necessary signposts.

c) Discuss your outlines of Persuasive speeches in pairs. Make changes if necessary.

**5 Choose another Public Speaking situation. Build up an outline of your Persuasive Speech. Use the Problem-Solution pattern. Discuss your outlines in pairs or in small groups.**

PATTERN

*Stock Issues Pattern and Motivated Pattern*

**1 Read the introduction to the article «Organizational patterns of a Persuasive Speech» by public speaking scientists St. Brydon and M. Scott.**

a) Divide into two groups.

Group A. Read about Stock Issue pattern.

Group B. Read about Motivated pattern.

b) Inside your students' groups answer the questions about the Persuasive Speaking pattern described in your part of the article.

- How many parts are there in the organizational pattern? What are they?
- How every of these parts can be constructed? Give some advice.
- Think about a persuasive message you have heard where this pattern is used.
- What other peculiarities does the organizational pattern have?
- What example is given? What topic is discussed there?

#### ORGANIZATIONAL PATTERNS OF A PERSUASIVE SPEECH

*by St. Brydon and M. Scott*

There are a number of different patterns you can use to organize the body of your speech. We have discussed the problem-solution pattern. We now will introduce another two traditional patterns common for persuasive speaking.

### Stock Issue Pattern

Closely related to the problem-solution pattern is what is often called the stock issues pattern, which is well suited to persuasive speeches. This pattern is based on the model of deliberative debate, and addresses four key questions that must be answered affirmatively to support a policy proposal. For example, suppose you are a representative of a building company that wants to build the petrol station in the neighborhood. You would first want to know how serious the problem is, second, who is to blame, third, how it would be solved, and finally, whether the solution is worth the cost. These four stock issues are referred to as (1) ill, (2) blame, (3) cure, and (4) cost. In our example, your speech would have the following four main points:

I *Ill*: The lack of petrol station is causing a serious problem in our neighborhood.

(Signpost)

II *Blame*: The problem exists because there is no petrol station in our neighborhood.

(Signpost)

III *Cure*: The problem can be cured by building the petrol station.

(Signpost)

IV *Cost*: The cost of the petrol station will be paid for by the petrol company and you will get 10 litres of petrol every month.

(Signpost)

As with the problem-solution pattern, you'll need specific subpoints to show that the facts support this problem and that you have correctly identified the cause. The solution needs to be well thought out and explained. And you must be sure that the costs of your solution do not outweigh the benefits of solving the problem.

### Motivated Pattern

Motivated pattern was invented by Monroe and aims at motivating the audience to respond positively to your purpose. This is a pattern for organizing the entire (целая) speech. Its five steps overlap (частично совпадают) somewhat with the introduction and conclusion of a speech, as well as the body. They are as follows:

I *Attention*: Gain your audience's attention

II *Need*: Show the audience a need that affects them (use examples, statistics, testimony, illustrations, etc.).

III *Satisfaction*: Present the solution to the need.

– A statement (with examples and illustrations if necessary) of what you want the audience to learn, believe, or do.

– A statement of how or why what you're asking them to learn, believe, or do will lead to satisfying the need in Step II.

- *Visualization*: Help the audience imagine how their need will be met in the future.
- Demonstrate the benefits that the audience will receive if your ideas are put into operation.
- Demonstrate the negative effects that the audience will suffer if your plan isn't put into operation.

IV *Action*: State what action must be taken by the audience to fulfill the need.

Here's an abbreviated example of how these five steps would look in a speech designed to persuade your fellow-students to buy a home computer.

I *Attention*: By the time we graduate, there will be more home computers than automobiles.

(Signpost)

II *Need*: Much as it's now impossible to get around without a car, it will be impossible to get around the enormous amount of information without a home computer.

(Signpost)

III *Satisfaction*: Learning a few basic principles of home computers will enable us to process our work efficiently, in less time, and more enjoyable.

(Signpost)

IV *Visualization*: With these basic principles firmly in mind (and a home computer), you'll be able to stay at home and do your library research for your next speech just by punching in the correct codes.

(Signpost)

V *Action*: these few principles should be supplemented by further study. Probably the best way to further your study is to enroll in a computer course. Another useful way is to read the brief paperback.

(Signpost)

Obviously, the motivated sequence pattern is most directly suited to persuasive speeches. However, an informative speech could use at least some of these steps, because informative speaking typically is the first step in a persuasive campaign.

c) Find a partner from the other group. Compare your answers.

d) Read about the other Persuasive Speaking pattern. Work in pairs. Answer the following questions:

- Which pattern is more familiar to you in your public speaking experience? Where have you met it?
- What signposts can be used to connect the ideas in the examples from the article? Study some useful expressions below.

*I'll give you some background information.*

*The main explanation for this is... and that brings me to...*



*There are two reasons for this.*

*This is due to/ because of ... and also to...*

*Turning to*

*So that's the general picture for... and now let's look at*

*That completes my overview of... so now I'd like to move on to*

*That's all I have to say about... let's consider alternatives in more details*

*Well, I've told you about... I'd like now to discuss*

*Reviewing what we've discussed*

*So, the most important things to remember are*

*Have you ever been in the situation where...*

*I read somewhere the other day that...*

*I'd like to introduce your benefits...*

*With this in mind, I would like to...*

*So, that's a look at...*

*To illustrate...*

*So, we've discovered that...*

*Go! / Write! / Give! / Note!*

*In other words...*

**2 Choose a Public Speaking situation from the box (p. 48-49).**

a) Analyze your Public Speaking situation with a partner. The questions below will help you.

- Is the Public Speaking situation very formal?

- How old are your audience members? What is their occupation? How does this information affect your Persuasive Speech?

- Will men percept your Persuasive Speech differently from women? Why?

- Is the audience hostile, friendly or neutral to your Persuasive topic? What are the main reasons of this?

- What underlying values and beliefs does your audience have about your topic?

- What qualities does this type of audience like in you as a Public Speaker?

PUBLIC SPEAKING SITUATIONS				
Topic	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
1 The petrol station should be built in the neighborhood.	The citizens of the house	50 / 50	35-60	Court-yard

2 Retirement should not be mandatory at age 60 for all government employees.	Lawyers	90 / 10	24-35	Conference hall
3 Teachers should be paid according to performance rather than seniority, degrees earned, or scientific work.	Parent-Teacher Association of the Elementary Schools	20 / 80	22-55	Classroom
4 Marijuana should be made legal for all those over 18 years of age.	Deputies	60 / 40	45-60	Chamber of Deputies
5 Children should be raised and educated by the state.	Parent-Teacher association	28 / 72	25-45	School Assembly Hall
6 All wild-animal killing should be declared illegal.	Society of Hunters	96 / 4	28-65	Hunting lodge
7 Being optimistic leads to happiness.	Engineers	64 / 36	45-60	Cocktail lounge
8 My Qualifications.	Your prospective employers	56 / 44	43-48	Office
9 Your scientific project	Sponsors	74 / 26	37-49	Assembly hall

b) Make an outline for your Persuasive Speech. Use the Stock Issues or Motivated patterns. Add the necessary signposts.

c) Discuss your outlines in pairs. Make changes if necessary.

**3 Choose another Public Speaking situation. Build up an outline of your Persuasive Speech. Discuss your outlines in pairs or in small groups.**

#### SKILLS DEVELOPMENT *Developing Supporting Ideas*

**1 Read the opinion about constructing a Public Speech and complete the definitions of supporting ideas (a-d) below.**

One way to think about this three-step approach [introduction, body, and conclusion] is to imagine a “speech sandwich”. ... To make your speech sandwich appetizing, you need to add some spices or condiments. Otherwise it will taste bland. So in the meat of your speech, add:

- a few flavourful examples,
- some scintillating statistics,
- palatable common sense, and
- mouth-watering expert opinion.

Delicious! Anybody would want to take a bite.

- a) ... are from your own experience or from what you heard or read.
- b) ... includes things that you believe everybody knows (proverbs, sayings, facts from the news, newspapers, etc.).
- c) ... is the belief of a specialist.
- d) ... are numbers.

**2 Watch the Persuasive Speech of Dr. Linden, a well-known management scientist. Define the kinds of supporting ideas he uses.**

**3 Look through the samples of Supporting Ideas below. Analyze them using the following questions:**

- What type of an audience does every sample aim? Identify the age, sex and occupation.
- What topic do all these Supporting Ideas concern?
- What main points can they support?

A) Example: For example, my cool neighbour has twin brothers. The elder chap married a pretty chick. But after the first month, they fell out with her because his beautiful wife spent all of her time dressing herself up without doing any housework. And she always dated many boyfriends. Finally he divorced his cool chick last year. But the younger chap who married an ordinary looking sweetheart with a good personality has a very happy married life now and they have a charming 3 year old kid now.

B) Common sense: In China it is claimed, "Don't choose beautiful person to be your wife." It is considered that the beautiful wife spends more time dressing herself up without doing housework or child care than the not beautiful wife. And the beautiful wife always spends a lot of money on looking after her, clothing and cosmetics.

C) Expert opinion & Statistics: Psychologists at Yale University investigated 3,519 married men's life spans. According to the report, the men who married a beautiful wife had a shorter life than the men who married a not beautiful wife. The degree of beauty was in direct proportion to the husbands' life-spans. In the study, there was a scale of 1-20 points: 20 points is the most beautiful wife and 1

point the least beautiful wife. The result was that men who had a wife who scored 1-12 points lived 12 years longer than men whose wife scored 13-20 points. [Daniel Krieger, shinyfruit@yahoo.com]

**4 This is an outline of a Persuasive Speech. Its aim is to persuade your fellow-students to buy a home computer. Develop its main points with different kinds of Supporting Ideas. The beginnings of the sentences are given to you.**

I *Attention*: By the time we graduate, there will be more home computers than automobiles.

*Statistics*: According to / to quote / the book says / to illustrate...

II *Need*: Much as it's now impossible to get around without a car, it will be impossible to get around the enormous amount of information without a home computer.

*Expert opinion*: According to / to quote / the book says / to illustrate...

III *Satisfaction*: Learning a few basic principles of home computers will enable us to process our work efficiently, in less time, and more enjoyable.

*Common sense*: Everyone knows / if...then / it's common knowledge that/ the "Times" says that...

IV *Visualization*: With these basic principles firmly in mind (and a home computer), you'll be able to stay at home and do your library research for your next speech just by punching in the correct codes.

*Example*: For example / for instance / let me give an example/ in particular...

V *Action*: these few principles should be supplemented by further study. Probably the best way to further your study is to enroll in a computer course. Another useful way is to read the brief paperback.

*Buy*...

**5 Recall the outlines you made using the Problem-Solution, Motivated Sequence and Stock Issues patterns for your Persuasive Speeches (pp. 44-45, ex. 4, 5; pp. 48-49, ex. 2, 3). Support your main points with different kinds of Supporting Ideas. Discuss your outlines in pairs or in small groups.**

## SYNTHESIZING PERSUASIVE SPEAKING SKILLS

1 Choose another Public Speaking situation from the box (pp. 53-54). Build up a Persuasive Speech using the guidelines below. Deliver your speech in small groups or with the class as a whole.

### Analyze your potential audience

- Is the Public Speaking situation very formal?
- How old are your audience members? What is their occupation? How does this information affect your Persuasive Speech?
- Will men percept your Persuasive Speech differently from women? Why?
- Is the audience hostile, friendly or neutral to your Persuasive topic? What are the main reasons of this?
- What underlying values and beliefs does your audience have about your topic?
- What qualities does this type of audience like in you as a Public Speaker?

### Make a good Introduction to your Persuasive Speech

*Open with impact:*

- Put a question.
- Start with a quotation.
- Put statistics in the opening.
- Define a term and then expanding on that definition.
- Include an amazing, perhaps even shocking, fact.
- Contrast or compare the things.
- Use audio or visual effects.

*Focus on the thesis statement* remembering if the audience is hostile to your topic you should focus on an area of common agreement.

*Connect with the audience:* Establish your credibility.  
Refer to others present.  
Refer to the occasion.  
Express your pleasure or interest in speaking.  
Compliment the audience.  
Express your similarities with the audience.

*Preview of what the body will contain* using suitable signposts.

Give instructions about questions inviting questions while or before your speech.

### Outline the Body of your Persuasive Speech

*Generate* at least two main points from your thesis.

*Organize* the main points using a certain organizational pattern: the Problem-Solution Pattern, Stock Issues Pattern or Motivated pattern.

*Support* the main points with examples, common sense, expert opinion, and statistics (supporting ideas).

*Connect* the main points and supporting ideas via signposts.

*Include* graphics and visuals if appropriate.

### Make a good Conclusion to your Persuasive Speech

*Summarize the body:* Restate the thesis or purpose.

Restate the importance of the topic.

Restate your main points.

*Close with Impact:*

Use a quotation.

Give Recommendation.

Appeal to Action directly.

Return to your introduction.

Repeat what you and the audience believe.

(Invite questions if it is necessary).

PUBLIC SPEAKING SITUATIONS				
Topic	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
1 Nuclear plants should be expanded.	Doctors of cancer department	45 / 55	35-50	Conference hall
2 Marriage licenses should be denied to any couple who has not known each other for at least one year.	Clerks	60 / 40	26-30	Banquet room
3 Alcohol should be prohibited on university campuses.	Students who live in university campuses	39 / 61	17-24	University hall

4 Personal firearms should be prohibited.	Members of parliament	50 / 50	30-35	Parliament
5 Support university athletics.	Sponsors' council	70 / 30	50-67	Rector's office
6 Sex education in elementary schools should be expanded.	Directors of schools	20 / 80	40-55	Ministry of education
7 Be a «Green Peace» volunteer!	Your friends			Cafe
8 Vote in the next election!	City citizens	25 / 75	50-60	TV news at 17.00
9 Stricter laws on drink-driving should not be implemented.	Members of parliament	70 / 30	36-56	Parliament
10 Buy environmentally-friendly goods!	Housewives and househusbands	15 / 85	35-50	Talk-show
11 Wear seat belts!	Taxi drivers	88/12	45-56	Police office
12 Recycle garbage!	Businesspeople	54/46	30-35	Cocktail lounge
13 You begin a new business.	Investors	75/25	34-57	Office-room
14 More computing equipment for students!	Your dean and his/her assistants			Assembly hall

**2 Work independently and check how skilful you have become. Choose another Public Speaking situation from the box.**

a) Prepare a Speech of Introduction approximately two minutes long. Present the results of your labors in small groups or in a class as a whole.

b) Listen to your fellow-students' Speeches of Introduction. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.

## UNIT 5

### SPECIAL OCCASION SPEECH

#### STUDENTS GROUP DISCUSSION

**1 Think of the definitions for these types of Special Occasion Speeches:**

Speech of Introduction,

Speech of Presentation,

Speech of Acceptance,

Speech of Tribute: Eulogy, Farewell, Dedication (речь-посвящение), Commendation (речь-восхваление), Toast.

**2 Compare your definitions with the ones given below. What are the main differences?**

Speech of Introduction is a speech that briefly sets the stage for an upcoming speaker or event.

Speech of Presentation is a speech presenting an award or honour to an individual.

Speech of Acceptance is a speech expressing thanks for an award or honour.

Speeches of Tribute:

*The Eulogy* is a speech praising someone who died, setting their life and contribution in perspective and a positive light.

*The Farewell* is a speech saying goodbye to a position or a colleague; signalling that you are moving on and you want to express your feelings to those you're leaving.

*The Dedication* is a speech giving some special meaning to a new research lab, a store opening, or the start of the building of a bridge.

*The Commendation* is a speech calling attention to the stature of the person or people being honoured, or emphasizes the significance of the occasion.

*The Toast* is a speech saying hello or good luck in a relatively formal sense; speeches of weddings, conferences, and banquets often include toasting the honorees).

**3 Watch the famous Special Occasion Speeches. Decide what of events they are devoted to. What are their purposes? Do you consider all of them successful? Why?**



## SPECIAL OCCASION SPEECH PRACTICE

SKILLS DEVELOPMENT *Outlining and Developing the Speech of Introduction*

1 Think and introduce your neighbour to your class.

2 Listen to your fellow-students' Speeches of Introduction. Analyze them using the following questions:

- Whose Speech of Introduction was most successful? Why?
- What are the qualities of a good Speech of Introduction?
- What difficulties have you faced?
- How can you avoid these difficulties?

3 Study the stages of a Speech of Introduction and some advice in the table below. Think how to improve your Special Occasion Speeches using the questions below:

a) Who of your fellow-students followed this structure in their Speeches of Introduction?

b) What stages have you missed? What did you do wrong in your Speech of Introduction?

Speech of Introduction: OUTLINE	
Stage	How to put it into words:
Open with Impact	<i>Build enthusiasm for the main speaker: humour, a moving story.</i>
Connect with the audience	<i>Focus on the importance of the event, its significance to the audience.</i>
	<i>Focus on the speaker's competence, credibility and character:</i> 1 Why should the audience listen to the speaker? 2 What special qualification does he have? 3 Why is the topic of special concern to the audience? Give examples.
Close with impact	<i>Focus on upcoming speech: Mention the speaker's topic/event.</i>

## SYNTHESIZING SPEECH OF INTRODUCTION SKILLS

I Choose a Public Speaking Situation from the box below (p. 56).

- a) Analyze your Public Speaking situation with the help of these questions:
- Is the Public Speaking situation very formal?
  - How old are your audience members? What is their occupation? How will this information affect your Special Occasion Speech?
  - Will men percept your Special Occasion Speech differently from women? Why?
  - What formalities does your audience expect you to follow in your Special Occasion Speech?
  - What qualities does this type of audience like in you as a Public Speaker?

PUBLIC SPEAKING SITUATIONS				
What to do:	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
1 Introduce a famous scientist: e.g., J. Alferov, B. Gates, etc.	Schoolchildren	35/65	10-12	Classroom
2 Introduce a contemporary religious, political, or social leader: e.g., Vladimir Putin, Elizabeth II.	Members of Parliament	73 / 27	36-55	Parliament
3 Prepare a speech of introduction that you might give to introduce your new colleague.	Your colleagues			Office
4 Introduce a famous media: film, television, radio, recording.	Your friends			Your home

- b) Build up your Speech of Introduction approximately two minutes long. Use the signposts given below in the table.

Speech of Introduction: SIGNPOSTS	
Stage	Signposts
Open with Impact	<ul style="list-style-type: none"> <li>- Good evening, and welcome to...</li> <li>- I am pleased to welcome all of you...</li> </ul>

	– This evening/event has turned out to be celebratory, informative and entertaining – as well as inspiring – and tonight will be no exception.
Connect with the audience	– The extraordinary ... of tonight remind us of ...'s powerful influence in our lives. – ... are a healing, therapeutic force that lifts our spirits and UNITes us as a culture. – ...is an outstanding singer/ scientist, famous actor/ historian and a successful producer/ politician. – ...has achieved extraordinary success in...
Close with impact	Enjoy the film, enjoy the evening, and thank you for coming.

c) Present the results of your labors in small groups or in a class as a whole.

d) Listen to your fellow-students' Speeches of Introduction. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.

**3 Work independently and check how skilful you have become. Choose another Public Speaking Situation from the box.**

a) Prepare a Speech of Introduction approximately two minutes long. Present the results of your labors in small groups or in a class as a whole.

b) Listen to your fellow-students' Speeches of Introduction. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.

#### SKILLS DEVELOPMENT *Outlining and Developing the Speech of Presentation and the Speech of Acceptance*

**1 Work in pairs. Study the outlines of a Speech of Presentation and a Speech of Acceptance below. Compare them in pairs using the following points:**

- Aim
- Stages
- Advice given
- Events they can occur

Speech of Presentation: OUTLINE	
Stage	How to put it into words:
Open with Impact	State the importance of the occasion. Give the award an extra dignity or status.
	State the reasons for the presentation (the special contribution made by the honouree).
Connect with the audience	<ul style="list-style-type: none"> <li>– Provide an example or testimony from your own experience or from testimony (признание) of those who know him/her.</li> <li>– Even if you have not had a chance to work/study with this person, tell what you think the person may be like as an employee, as a learner, as a thinker.</li> </ul>
Close with impact	Focus on the honouree by name.

Speech of Acceptance: OUTLINE	
Stage	How to put it into words:
Connect with the audience	Thanks to those who gave the award.
	Thanks those who helped.
Close with impact	<ul style="list-style-type: none"> <li>– State the meaning of the award to you now and in the future (convey your feelings).</li> <li>– Thank again.</li> </ul>

**2 Work in pairs. Choose a Public Speaking Situation from the box (p. 61).**

a) Analyze your Public Speaking situation with the help of these questions:

- Is the Public Speaking situation very formal?
- How old are your audience members? What is their occupation? How will this information affect your Special Occasion Speech?
- Will men percept your Special Occasion Speech differently from women? Why?
- What formalities does your audience expect you to follow in your Special Occasion Speech?
- What qualities does this type of audience like in you as a Public Speaker?

PUBLIC SPEAKING SITUATIONS				
Award/Honor to Present	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
1 Award for the best report at the conference.	The honorees of the Award	50 / 50	18-59	Concert hall
2 Gold watch for service at university.	Honoree	Man	60	Banquet room
	Your colleagues	67 / 33	25-62	
3 Award of Mr. Belarus.	Participants of the contest , judges, fans	60 / 40	16-53	Concert hall
4 Five million dollars for the university library.	Students, librarians	50 / 50	17-64	Library
5 Scientist of the Year Award.	Main publishers of the country	30 / 70	45-50	Assembly hall
6 Honorary Ph.D. in communication for outstanding contributions to the science.	University heads	78 / 22	47-64	University hall
7 Award for outstanding achievement in architecture.	Famous architects	67 / 33	55-60	Concert hall
8 Award for raising a prize hog.	Famous farmers	70 / 30	35-50	Court yard

b) Decide who in your pair should serve as a presenter of the award or honor. The other person should be a recipient of this award or honor.

- The *presenter* prepares a two-minute Speech of Presentation in which she/he presents the award to the other person. Use the signposts given below.

The *recipient* prepares a two-minute Speech of Acceptance. Use the signposts given below.

Speech of Presentation: SIGNPOSTS	
Stage	Signposts
Open with Impact	<ul style="list-style-type: none"> <li>- ...represents the best in...</li> <li>- ...have a profound impact on our...</li> <li>- The great thing about this award is that...</li> </ul>

	<ul style="list-style-type: none"> <li>- You seek out excellence, reward it, and thereby provide useful model.</li> <li>- ...has achieved unprecedented success as an...</li> <li>- ...redefined the art of...</li> <li>- ...is the embodiment of coolness, hipness, and sophistication</li> </ul>
Connect with the audience	<ul style="list-style-type: none"> <li>- a legend, award winner that continues to inspire us all by...</li> <li>- her ... continues to exert a powerful influence on several generations of country.</li> </ul>
Close with impact	<ul style="list-style-type: none"> <li>- It's my pleasure to announce the winner of the lifetime achievement award, our...</li> <li>- Please help me acknowledge...</li> </ul>

Speech of Acceptance: SIGNPOSTS	
Stage	Signposts
Connect with the audience	<ul style="list-style-type: none"> <li>- Ladies and gentlemen! I really don't know how to thank the academy for this award.</li> <li>- I thank ... for giving ...such a prominent voice.</li> <li>- Thank you my friend, people who've inspired me, who've been so generous to me, and for all of the kind words.</li> <li>- ...and I'd like to thank everyone who has helped: ...</li> <li>- Thank you (very much indeed)!</li> </ul>
Close with impact	<ul style="list-style-type: none"> <li>- I am filled with pride and humility.</li> <li>- It's overwhelming to see so many faces of people who have ... me all my life.</li> <li>- It takes my breath away.</li> <li>- I am honoured, I am flattered.</li> <li>- It is the highest possible accolade I could receive from my peers.</li> <li>- I accept this award in honour of all the men...</li> <li>- I accept this award very gratefully and gladly, and assure you that I will do everything that I can to preserve our work.</li> </ul>

	<ul style="list-style-type: none"> <li>- This is the night I'll remember forever.</li> <li>- This is an evening that I certainly will never, ever forget.</li> <li>- Thank you for telling me that I am on the right track.</li> <li>- Thank you!</li> </ul>
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c) Present the results your speeches in a class as a whole.

d) Listen to your fellow-students' Public Speeches. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.

### SYNTHESIZING SPEECH OF PRESENTATION AND SPEECH OF ACCEPTANCE SKILLS

**Work independently and check how skilful you have become. Choose another Public Speaking Situation from the box (p. 61). Change the roles.**

a) Prepare either a Speech of Presentation or a Speech of Acceptance. Present it in a class as a whole.

b) Listen to your fellow-students' Public Speeches. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.

SKILLS DEVELOPMENT *Outlining and Developing the Speech of Tribute*

**1 Study the Public Speaking Situations in the box below (pp. 63-64). Define the subtype of the Speech of Tribute required in every situation from this list: *Eulogy, Farewell, Dedication, Commendation, and Toast.***

PUBLIC SPEAKING SITUATIONS					
A Tribute to:	Subtype	Audience			Place
		Occupation	Male/ Female (%)	Age (y.o.)	
1 A politician for supporting AIDS research.		Politician	Man	49	Assembly hall
		AIDS research scientists	69 / 31	37-60	

2 A scientist for advances in cancer research.	Scientist	Woman	54	Restaurant
	Cancer research scientists	47 / 53	40-58	
3 A famous athlete for building a children's hospital.	Famous athlete	Man	28	Hospital assembly hall
	Children from the hospital, hospital staff		10-60	
4 A consumer advocate (защитник потребителей) for exposing fraud (обман).	Consumer advocate	Woman	36	Head's office
	Her colleagues	61 / 39	34-49	
5 A colleague who was a famous scientist in informational technology and who died yesterday.	Your colleagues, the family and relatives of the person died	25 / 75	45-80	Cemetery
6 Opening of a new University building.	Reactor, Deans, teachers, Students of your university	39 / 61	18-60	Near the University building, outside
7 Your teacher and the other staff at an end-of-course party.	Your teacher, the other staff, your fellow-students			Restaurant

**2 Work in pairs. Study the outline of a Speech of Tribute below. Think how the subtype of its speech influences the stages and their contents. Explain your opinion.**

Speech of Tribute: OUTLINE	
Stage	How to put it into words:
Open with Impact	<ul style="list-style-type: none"> <li>- State the reasons for tribute.</li> <li>- Call attention to the stature of the honouree or the occasion that necessitates the memorial.</li> </ul>
Connect with the audience	<p><i>Talk about the event/ the person:</i></p> <ul style="list-style-type: none"> <li>- Provide an example, memorable event or testimony from your own experience or from testimony of those who know him/her.</li> <li>- Focus on the best that person has accomplished.</li> </ul>
Close with impact	<i>Leave a lasting impression:</i>



	<ul style="list-style-type: none"> <li>- Use a verse, a quote, a short anecdote,</li> <li>- Express your thanks, etc.</li> </ul>
	(Propose a toast)

## SYNTHESIZING SPEECH OF TRIBUTE SKILLS

**1 Work in pairs. Choose a Public Speaking Situation from the box below (pp. 65-66).**

- a) Analyze your Public Speaking situation with the help of these questions:
- Is the Public Speaking situation very formal?
  - How old are your audience members? What is their occupation? How will this information affect your Special Occasion Speech?
  - Will men percept your Special Occasion Speech differently from women? Why?
  - What formalities does your audience expect you to follow in your Special Occasion Speech?
  - What qualities does this type of audience like in you as a Public Speaker?

PUBLIC SPEAKING SITUATIONS				
Topic	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
1 Present an award for the best report at the conference.	Conference participant	Man	43	Conference hall
	His colleagues	70 / 30	23-52	
2 Say thanks for an unexpected birthday party.	Your friends who just surprised you with a birthday party. They're all clapping Bid yelling "speech, speech".			Your home
3 Eulogize a person who was your university friend.	Family and friends of this person	75 / 25	50-60	Cemetery
4 Toast the celebration of the signing of a new contract.	Your partners	50 / 50	35-48	Banquet room
5 Toast the celebration of the promotion of a colleague, Terry Henning.	Terry Henning	Man	37	Head's office
	Your colleagues	45 / 55	22-46	
6 Pay tribute to a retiring colleague, Jane Garcia, for her twenty years' service.	Jane Garcia	Woman	55	Head's office
	Your colleagues	48 / 52	40-60	

7 Give a toast at your best friends' wedding.	Your friends	50 / 50	24, 25	Restaurant
	His guests		18-55	
8 Introduce a football team.	Fans of Manchester UNITED	80 / 20	18-45	Talk-show room

b) Build up your Speech of Tribute. Use the signposts given in the table below.

Speech of Tribute: SIGNPOSTS	
Stage	Signposts
Open with Impact	<ul style="list-style-type: none"> <li>- Well, everyone, it's been a very enjoyable evening/year, and before we leave, I want to say a few words.</li> <li>- It is a great moment for our...</li> <li>- Today is a day for mourning and remembering.</li> </ul>
Connect with the audience	<ul style="list-style-type: none"> <li>- You all helped to make it a great evening/year.</li> <li>- All of us must remember this moment...</li> <li>- Personally, I am proud of ...</li> <li>- I am honoured to ...</li> <li>- This is a remarkable/ outstanding moment...</li> <li>- Let's remember ...</li> <li>- In his/her lifetime...</li> <li>- We share this pain with all the family.</li> <li>- We mourn our friend, we mourn him together.</li> <li>- I know it's hard to understand that sometimes painful things like this happen.</li> </ul>
Close with impact	<ul style="list-style-type: none"> <li>- ... later said...</li> <li>- May it serve the prosperity of our nation ...</li> <li>- We will never forget them/you/this time nor the last time we saw them/ spent time all together.</li> <li>- Thank you.</li> </ul>
	<ul style="list-style-type: none"> <li>- Now, I'd like to propose a toast.</li> <li>- To next year/ Mr. X/ everybody's health!</li> <li>- Cheers!</li> </ul>

c) Present your Speech of Tribute in small groups or in a class as a whole.

d) Listen to your fellow-students' Speeches of Tribute. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.

**2 Work independently and check how skilful you have become. Choose another Public Speaking Situation.**

a) Prepare a Speech of Tribute approximately two minutes long. Present the results of your labors in small groups or in a class as a whole.

b) Listen to your fellow-students' Speeches of Tribute. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.

РЕПОЗИТОРИЙ ГГУ ИМЕНИ Ф. СКОРИНЫ

## UNIT 6

### SUMMARIZING PUBLIC SPEAKING SKILLS

1 Choose a Public Speaking situation from the box. Define the type of a public speech.

2 Analyze your potential audience. Build up your speech for approximately two minutes long. Deliver it in small groups or with the class as a whole.

PUBLIC SPEAKING SITUATIONS				
Topic	Audience			Place
	Occupation	Male/ Female (%)	Age (y.o.)	
1 University campuses should be better-equipped with computers.	Students who live in university campuses	49 / 51	17-24	University hall
2 Save our planet!	Your friends			At your place
3 Divorce should be denied to any couple who has lived together less than one year.	Lawyers	85 / 15	30-60	Office
4 Congratulations on the Opening of the VI Language Conference!	Participants of the conference	60 / 40	23-60	Conference hall
5 Congratulations on graduation of the University!	Your dean, lecturers and fellow-students			Assembly hall
6 New ways of treating cancer.	Doctors of cancer department	45 / 55	30-55	Conference hall
7 Operation of the new equipment.	Scientists	50 / 50	30-35	Laboratory
8 New laws on social benefits in force.	Lawyers	40 / 60	20-35	Cocktail lounge

9 Advantages and disadvantages of early sex education at school.	Directors of schools	80 / 20	45-60	Ministry of education
10 Many Thanks to the participants of the conference.	Participants of the conference	70 / 30	30-50	Conference hall
11 Many Thanks to the sponsors' of the university.	Sponsors' council	70 / 30	50-67	Rector's office
12 To the honour of the best citizen.	City citizens	45 / 55	50-60	TV news at 18.00
13 Don't speak on the mobile phone while driving!	Taxi drivers	90/10	45-59	Police office
14 Start your business.	University students	65/35	18-22	University hall

**3 Listen to your fellow-students' Public Speeches. Evaluate them using the Evaluation Form (see Appendix). Make a report about advantages and disadvantages of their speeches.**

## EVALUATION FORM

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

## 1 Effective communication through grammatical accuracy

Correct pronunciation  Clarity of articulation  Use of appropriate pauses   
 Appropriate use of speed  Range and accuracy of vocabulary  Range and appropriate use of grammar

10 9 8 7 6 5 4 3 2 1

Comfortable intelligibility \_\_\_\_\_ Comprehension difficult

Scale of 1-10

Comments: \_\_\_\_\_

## 2 Effective engagement of audience

Coherence of delivery  Appropriate use of visual aids  Interaction with audience: eye contact, voice quality, variation of pace, pitch and volume   
 Appropriate use of movement  Independence of notes

10 9 8 7 6 5 4 3 2 1

Effective communication with audience \_\_\_\_\_ Failure to engage audience

Scale of 1-10

Comments: \_\_\_\_\_

## 3 Effective use of content

Evidence of accurate analysis of speaking situation  Appropriate quality of data collected  Appropriate analysis of data  Evidence of building on module content   
 Evidence of collaboration during data collection and speaking situation analysis  Handled material ethically

10 9 8 7 6 5 4 3 2 1

Effective use of content \_\_\_\_\_ Confused collection of information

Scale of 1-10

Comments: \_\_\_\_\_

## 4 Effective use of organization

Use of effective attention-getter  Clear main points  Logical order of main point   
 Adequate support of each point: examples, illustrations, expert opinions, statistics, quotations, etc.  Smooth signposting of points  Use of memorable concluding statement that ties speech together  Fit time allotted

10 9 8 7 6 5 4 3 2 1

Easy-to-follow structuring \_\_\_\_\_ Abrupt pieces of information

Scale of 1-10

Comments: \_\_\_\_\_

Overall Comments \_\_\_\_\_

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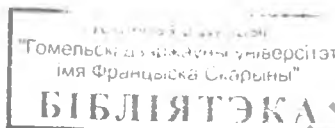
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