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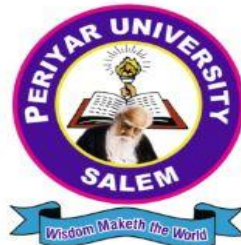
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CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

B.A ENGLISH

SEMESTER - III



SKILL ENHANCEMENT COURSE

PUBLIC SPEAKING (SEC V)

(Candidates admitted from 2024 onwards)

PERIYAR UNIVERSITY

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

B.A ENGLISH 2024 admission onwards

Skill Enhancement Course

Public Speaking

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1.WHAT IS PUBLIC SPEAKING?

Unit Objectives:

1. To help students to understand the meaning of public speaking
2. To help students to understand its benefits and its usage in different fields
3. To enable students to know the different usage of public speaking in different situations.
4. To help students to understand its origin and its development throughout the years.
5. To enable students to think and speak on their own with their imaginary capabilities.

Public speaking features communication between a speaker and an audience. The speaker does most of the talking, while the audience primarily listens. They may smile, frown, or look puzzled. Talented speakers recognize these signals and modify their message if needed. Audience members might even respond with more than just silent facial expressions. For instance, they may applaud the speaker or shout out words of encouragement and appreciation if they're pleased with or excited by the speaker's message. Or they may boo or heckle the speaker if they disagree with the message. However, in public speaking, even the most energetic interjections are usually brief. For the majority of the speech, the speaker "has the floor."

Public speaking is audience centered. In public speaking, the presenter chooses his or her message with the audience's interests and needs in mind. Good speakers consider what topic would be appropriate for their audience on a particular occasion. They also develop their message in a way that their audience will find interesting and understandable.

For example, suppose you recently got a job as a product developer at a furniture company. You've asked to meet with members of your company's management team to discuss a new line of dorm furniture that you would like

to take management team care about most the company's profitability, its ability to increase revenues while reducing costs. So you develop explanations for how the proposed campaign will enhance profit- ability ("This new line will increase sales by 10 percent over the next two quarters while cutting our expenses by 5 percent leading to a 6 percent increase in profitability"). You make sure to avoid sales- style language, such as "This new design is bold and provocative," because you know that such language will hold little interest for your business-oriented listeners.

Public speaking emphasizes the spoken word. Any speaker can supplement his or her speech with pictures, charts, videos, handouts, objects, or even a live demonstration. However, public speakers devote most of their time to *speaking* to their audience. The spoken word plays the central role in their message, though speakers use gestures, posture, voice intonation, eye contact, other types of body language, and even presentation aids to heighten the impact of their words.

Public speaking is usually a prepared presentation. Few public speakers simply walk up to the lectern or podium and make up their talk as they go. The best speakers choose their topic in advance, carefully consider what they might say about that topic, and then select the best ideas for the audience they will be addressing. They organize those ideas, choose their words carefully, and practice delivering the speech before the big day. Even people who suspect that they may be called on to deliver an impromptu speech. For example, at a community service awards dinner know how to quickly piece together a few comments as they step to the front of the room.

1.1 PUBLIC SPEAKING: A GREAT TRADITION

For centuries, people around the world have studied the art and practice of public speaking and used public address to inform, influence, and persuade others.

As far back as the fifth century B.C.e., all adult male citizens in the Greek city-state of Athens had a right to speak out in the assembly and vote on proposals relating to civic matters. Sometimes as many as six thousand citizens attended these meetings. Indeed, the ancient Greeks were the first people to think formally about rhetoric as well as teach it as a subject. A century later, the Greek scholar Aristotle wrote *Rhetoric*, a systematic analysis of the art and practice of public speaking. Many of Aristotle's ideas influence the study of public speaking even today. Later, in first-century B.C.e. Rome, senators vehemently debated the issues of the day. Cicero, a Roman politician, was a renowned orator and a prolific writer on rhetoric, the craft of public speaking. Another noteworthy Roman rhetorician, Quintilian, emphasized the ideal of an ethical orator—the good person speaking well.

The tradition of public speaking, however, was not limited to Greece and Rome, it's been practiced in many regions throughout history. From the time of Confucius in the fifth century B.C.e. until the end of the third century B.C.e., China enjoyed an intellectual climate whose energy rivaled that of ancient Greece. Scholars traveling throughout China passionately advocated a variety of systems of political and economic philosophy. In fifteenth-century western Africa, traveling storytellers recited parables and humorous stories, while in northeastern Africa, Islamic scholars embarked on lecture tours attended by large crowds. On feast days in one African kingdom (near present-day Mali), it was traditional for a bard to dress in a bird's-head mask and deliver a speech encouraging the king to live up to his predecessors' high standards. In seventeenth-century India, a speaker's words were valued over other means of communication, and inscribed versions of the messages were referred to as treasure houses of the Goddess of Speech. Native Americans prized oratory too. Indeed, many deemed oratorical ability a more important leadership quality than even bravery in battle.

The United States also has a rich history of public speaking. During the Great Awakening of the 1730s and 1740s, preachers sought to revive waning religious zeal in the colonies, often preaching in fields to accommodate the many listeners. During the American Revolution in the second half of the eighteenth century, colonists took to the streets to passionately decry new taxes and also launched the famous Boston Tea Party, in which they dressed as Mohawk Indians, boarded three ships in Boston Harbor, and hurled the vessels' cargoes of tea overboard. In the 1770s and 1780s, political leaders in each of the states energetically debated the merits of ratifying the U.S. Constitution and the Bill of Rights. In the nineteenth century, public speaking became a hallmark of American society, as people debated political issues, expanded their knowledge, and even entertained one another. Political debates drew particularly large and enthusiastic crowds, such as the 1858 Senate seat debates between Abraham Lincoln and Stephen Douglas. More than fifteen thousand people gathered to hear the contenders in Freeport, Illinois a town with just five thousand residents.

The antislavery movement of this time also used public speaking to drive major social change. Frederick Douglass, a former slave who moved audiences with his depictions of life under slavery, counted among the most compelling antislavery speakers. Women also actively participated in the American Anti-Slavery Society, holding offices and delivering public lectures. Angelina Grimké was just one eloquent orator who won audience members' commitment to the antislavery cause with graphic descriptions of the slave abuse she had witnessed while growing up in South Carolina. Other women such as Elizabeth Cady Stanton, Susan B. Anthony, and Lucy Stone took leadership roles in the women's suffrage movement, which arose in the early 1900s. These able orators used fiery speeches to convince Americans that women deserved the right to cast a ballot at the polls, a radical notion at the time.

During the twentieth century, public address continued to play a key role in American and world affairs, especially from political leaders throughout both world wars and the Great Depression. In August 1963, a whopping 250,000 people gathered near the Lincoln Memorial in Washington, D.C., to hear Martin Luther King Jr. deliver his “I Have a Dream” speech, an address that instantly excited the imaginations of people around the world. In June of that same year

President John F. Kennedy traveled to Berlin to speak to an audience of over 400,000, voicing his support of those blocked in by the Berlin Wall, built by German leaders after World War II to prevent emigration. Kennedy famously showed his solidarity with Berliners by declaring “*ich bin ein Berliner*” (“I am a Berliner”).

Twenty-four years later, President Ronald Reagan traveled to the Brandenburg Gate in Berlin and challenged Russian leader Mikhail Gorbachev with the iconic words, “Tear down this wall!” The wall was finally opened in 1989. In the 1990s, the Million Man and the Million Woman marches culminated in public speeches by activists on such issues as job creation, human rights, and respect for African Americans.

Today, new means of digital communication (e-mail, smartphones, videoconferences) mean that people can connect with large audiences like never before. However, leaders in many industries continue to rely on “in-person” public addresses to reach an audience. For example, politicians still spend much of their time speaking to live audiences on the campaign trail.

1.2 TYPES OF PUBLIC SPEAKING

Mediated Communication

Today, speeches may be saved for future playback or presented in real time to one or more audiences in different locations. These methods of presentation are examples of mediated communication:

messages transmitted through either a mechanical or an electronic medium. You may be called on to use mediated channels for presentations on campus, in your career, or as part of your community involvement. Therefore, it will be beneficial for you to gain skills

There are many situations in which you may deliver a mediated presentation at school, on the job, or in your community. Consider the following examples:

- Recording a presentation for a class and uploading it on the course Web site
- Participating in a job or scholarship interview on Skype
- Creating a video for a favorite charity and posting it on YouTube
- Podcasting a program you produced for your campus radio station
- Delivering a sales presentation by videoconference to clients in several different states.

Research confirms that the use of mediated presentations is expanding. A recent survey of college presidents found that over three-fourths of institutions teach online classes.¹ Worldwide, spending on videoconferencing technology now exceeds \$2 billion, which is likely to double by 2015. The Detroit City Council has joined an expanding list of governmental organizations that allow people to use technology such as Skype to make comments during public meetings.

Prerecorded and Real-Time Presentations

The options for mediated delivery can be divided into two categories: prerecorded and real time. A prerecorded (also known as asynchronous) mediated presentation is recorded by the speaker for later viewing by one or more audiences. For example, a speaker might create a podcast or a YouTube video of a presentation. If you are taking

an online public speaking class in which you will be recording your speech assignments and submitting them to your instructor, you will be delivering a prerecorded speech.

A real-time (also known as synchronous) mediated presentation is delivered directly to the audience as the speaker presents the message from a remote location. For example, a presentation during a videoconference or a speech presented to a group via Skype. These speeches have a number of similarities to F2F presentations, but there is one crucial difference, the audience and speaker are not together. Mediated presentations pose both opportunities and challenges, and these can vary depending on whether they are in a prerecorded or real-time format.

Advantages of mediated presentation

Why might a mediated presentation be a good choice? Let's consider several benefits to presenting a mediated speech to a remote audience.

Flexibility. One advantage of mediated presentations is increased flexibility. You need to be at a specific place at a specific time for a F2F presentation. Conversely, real-time technologies such as videoconferencing allow audience members to be at multiple (and presumably more convenient) locations. Making things even more convenient, prerecorded speeches can be viewed at different locations *and* at different times. You may choose to sign up for an online public speaking class because of the flexibility it offers for your schedule.

Savings. Both forms of mediated presentations can also save time and money. It can be expensive for an organization to bring everyone who should hear a message to a common location. The travel involved can also place demands on participants' time. Rather than having the audience come to the speech, mediated technology can more efficiently bring the speech to the audience.

Audience Size. Attendance at a face-to-face presentation is limited to the number of people who can be accommodated in the available space and who can be there at the designated time. Because mediated presentations can be viewed by audiences in different locations and even at different times (for prerecorded speeches), they give you an opportunity to address a greater number of people.

Advantages of Prerecorded Speeches

Prerecorded presentations come with several specific advantages: do-overs, pause and rewind buttons, and the ability to save.

Do-Overs. One benefit of prerecorded messages is the opportunity to do another “take” if your speech does not go well the first time. In a real-time speech, if you make a mistake (or perhaps your technology fails), there is no do-over. You need to adapt to the problem as best you can and continue the presentation. When you prerecord your speech, you have the chance to start over as many times as you like until you are pleased with the outcome. If you are adept with your equipment, you might also be tempted to edit your presentation. But be careful editing may not be allowed in classroom speeches. If this is the case, it would be an ethical violation to do any editing, so be sure to check with your instructor first.

Pause and Rewind Buttons. Prerecorded speeches can also provide audience members with additional opportunities to process your message and reflect on it. A viewer can go back and review a section of the presentation or watch the entire speech again. Audience members may also pause the video and discuss a part of the speech before moving on to the next main idea.

Saving It for the Ages. A final advantage is that prerecording creates a permanent record of your speech, enabling it to be viewed by future audiences. Suppose that for your job, you make a comprehensive training video for new employees. Or perhaps in your volunteer work,

you create a dynamite presentation about how to set up a food distribution program. The company or the nonprofit organization could then use your video to provide future audiences with the benefits of your good work. In addition, having recordings of your classroom speeches allows you to provide prospective employers with a sample of your public speaking skills, much as you might provide them with a writing sample.

Advantages of Real-Time Technologies

Through the use of formats such as videoconferencing, Webinars, and Skype, a speaker can communicate with audience members in diverse locations and also interact in real time. The decision to use a real-time mediated format may depend on the purpose of the presentation. If the message is straightforward and not very complex, this format is more likely to be appropriate. Videoconferencing is also more likely to be successful when participants have already met and built a relationship with one another. When participants are not acquainted, it may be more difficult for them to develop a sense of togetherness or cohesion in mediated formats.

In any real-time mediated presentation, the technologies cannot create the sense of presence that comes from a speaker and an audience sharing the same physical space. However, they do allow for some of the benefits of a face-to-face speech

Audience Feedback. Depending on the type of technology available, you might be able to experience audience feedback and adapt your speech in the moment. If you have the advantage of top-flight technology and large screens, you will be able to observe more of your audience's nonverbal responses.

Audience Interaction. Real-time technology allows audience members to interact with the speaker during or immediately after the speech. For example, there can be a question and answer session. Or, if the

speaker encourages it, audience members may ask questions during the presentation.

Option to Save. An additional benefit to real-time presentations is that they can often be saved. Depending on what technology you use, audience members may have the ability to go back to any part of your speech if they didn't understand something or want to reinforce the information shared. If you are able to record your real-time speech, you have the opportunity to share it with an even wider audience.

Informative Speaking

Informative speaking is about teaching your listeners something and increasing their awareness of your topic. You probably use informative speaking many times during a typical day whenever you're defining, explaining, describing, demonstrating, or telling a story about something. Whether you're speaking informatively in everyday situations or delivering a formal presentation to a class or another type of audience, you can greatly enhance your effectiveness by applying the key practices presented in this chapter.

Techniques for informing

Most informative speeches rely on one of the following techniques for conveying information: definition, explanation, description, demonstration, or narrative. Although some topics may lend themselves to one or another of these techniques, you will most often use a blend of techniques in your informative presentation.

Definition

Through definition, you break something down by its parts and explain how they add up to identify the topic. In short, you explain the essence, meaning, purpose, or identity of something. That "something" could be any of the following

An object—for example, “What is a bicycle derailleur?”

A person or group—for instance, “Who are the Hmong people?”

An event—such as, “What was the ‘the Play’ in college football?”

A process—for instance, “What is reverse engineering?”

An idea or concept—for example, “What is obscenity?”

There are four different types of definition, which demonstrates how you might use each of the four types to define the word *obscenity*.

Explanation

Through explanation, you provide an analysis of something for purposes of clarity and specificity by tracing a line of reasoning or a series of causal connections between events. In this process of interpretation, you may also offer examples to illustrate the information you’re sharing. Explanation works well when you’re giving a speech about a process, tracing the end of an important event, or explaining how an interesting object works. For instance, you could use explanation to help your audience understand any one of the following:

- The most common causes of running injuries
- How an appeal is made to the U.S. Supreme Court
- What events and decisions led to the end of World War
- How the engine in a hybrid car works
- What stages a person usually goes through when grieving
- How mitosis works

Description

When you use description, you use words to paint a mental picture for your listeners, so that they can close their eyes and imagine what you are saying. If you provide sufficient information and detail, your audience may be able to experience vividly what you describe and through multiple senses. For example, you might decide to use description to help your audience understand one of the following:

- What the aurora borealis looks like
- What it's like to work on a presidential campaign
- What the people you see (every day) on public transportation look like
- How you felt when you drove a car alone for the first time
- What the call of a blackbird sounds like
- How your city would look if people stopped littering
- What it's like to attend the Burning Man festival in Nevada
- What it looks like when humpback whales breach
- What a freshly applied tattoo feels like

You can exert maximum impact through description by using vivid language, presentation aids, and details that evoke the senses of sight, sound, smell, touch, and taste. This can be especially effective if you use it as a subpoint to engage listeners' imaginations and place them in the middle of what you're describing.

Demonstration

You might choose to provide a demonstration of a topic if your goal is to teach your audience how a process or a set of guidelines works. Demonstrations often call for both physical modeling and verbal elements as you lead the audience through the parts or steps of

whatever you are demonstrating. Your audience learns by watching your modeling and listening to your words. Because physical modeling often requires the use of props and visual aids, be sure to practice with the aids before giving your speech. And since you'll be teaching your audience, you need to be confident that you know your topic thoroughly.

Demonstrations could be helpful for a wide range of informative speeches. For example, you might use a demonstration to show your listeners how to do one of the following:

- Fix a flat tire on a bicycle
- Care for an orchid
- Create a Zen garden sandbox
- Sell something on Craigslist
- Milk a goat
- Praise dance
- Practice self-defense
- Properly display and store an American flag

For some of these demonstrations, you could bring the needed props to your speech forum. For instance, to demonstrate how to fold an American flag, you could easily bring in a large flag and with an assistant show the proper way to fold it for storage in accordance with military custom. You could also improvise, asking members of your audience about the flags they've seen in advertising, used as decoration in dorm rooms, or printed on T-shirts and other clothing, before noting that such seemingly patriotic displays are actually violations of the U.S. Flag Code.

Demonstration coupled with repetition of the speech message has proven especially effective as a learning and memory enhancement tool. A good example of this can be seen in the practices of an organization called Per Scholas, which provides job training to low-income individuals. This program has been spectacularly effective with helping to train computer repair technicians who have little or no previous formal education. The practice of demonstrating the repair process and repeating the message has been key to the program's success.

Narrative

A narrative is a story. When you use a narrative in an informative speech, the story enables you to both share information and capture the audience's attention. The story itself can take the form of a personal remembrance, a humorous anecdote, or a serious account of an event that happened in someone else's life all told in a way that informs the audience about your topic. Used skillfully, narratives can help "humanize" a speaker for listeners and thus enhance the speaker's credibility, or ethos.

Using narrative in an informative speech is a good way to get your point across in an engaging, memorable way. For example, you could use narrative to do one of the following:

- *Open a speech on the drama and dangers of competitive sports, specifically those with little or no equipment to protect the body. A poignant introductory story about Kevin Ware, the Louisville shooting guard who severely broke his leg during the 2013 NCAA tournament, could help win your listeners' attention and stir up their emotions right from the start.*

Emphasize the importance of communication in sustaining intimate relationships. An entertaining narrative about a misunderstanding that you and your romantic partner ultimately cleared up through skillful

communication could help you get your point across in a lighthearted but meaningful way.

- *Help your listeners appreciate the need for careful preparation before a job interview.* A story about how your friend failed to research the dress code of a company he was interviewing with and showed up in overly casual attire could leave a lasting impression on your listeners.
- *Reveal the difficulty of getting a job after serving time in prison.* A story about the hardships that released inmates face when trying to find jobs and rebuild their lives could raise audience awareness.

Using narrative effectively takes careful thought and preparation. You need to choose a story that supports your message, rather than just throwing in a narrative simply to entertain or captivate your audience.

Thus, select stories and the details that go into them based on audience analysis. To illustrate, if you were giving a speech about the 2013 NCAA tournament to an audience composed of people who had little knowledge of college basketball, you might need to explain who Kevin Ware is and why he was so important to the Louisville team and fans. Even if you know the elements of the narrative well, you may want to research background information and specific details of the story and weave the information you find into the speech.

Finally, remember that telling a compelling story in a way that also informs and educates your audience is a bit of an art. You want to come across as casual and natural (rather than over-rehearsed) but also authoritative, which requires extensive preparation and practice. It's as if you need to carefully practice acting unrehearsed. In truth, using narrative in a speech can be a risky call, but if you pull it off well, it offers you and your audience real rewards.

Persuasive speakers

Persuasive speakers strengthen or weaken their audience's commitment to a particular topic or motivate their listeners to take a particular action. In doing so, persuasive speakers make one of three types of claims: fact, value, or policy. In evaluating a message, audience members may take the central route and carefully process the message, or take the peripheral route and be influenced by cues that have little to do with speech content. If they are interested in the topic, they will most likely follow the central route, resulting in more effective and longer lasting attitude choice.

In a persuasive speech, your goal is to affect your audience members' beliefs, attitudes, or actions, while also advocating fact, value, or policy claims. Persuasive Speeches Attempt to Influence Audience Members depending on your goal, influencing audience members might mean trying to strengthen their commitment, weaken their commitment, or promote them to take action.

Strengthen Audience Commitment. If audience members already agree with your perspective, you may try to strengthen their commitment. For instance, your classmates may already believe that there are not enough healthy food and drink options in campus

Vending machines. In this case, you could seek to convince them to take immediate action to address the problem.

Weaken Audience Commitment. If many audience members disagree with your perspective on an issue, you may attempt to weaken their commitment to their viewpoint. For example, suppose you support the removal of all fast-food outlets on campus, but your audience survey reveals that most of your classmates like to eat at those establishments. Your speech is unlikely to succeed if you advocate a ban on campus fast food. Instead, you could try to weaken your audience's commitment to fast food; for example, you might attempt to persuade them that eating fast food less frequently has many benefits.

Promote Audience Action. You may also seek to persuade audience members to take a specific action. Asking students to drink less caffeine, serve on the college's Library Improvement Committee, or vote for an activity-fee increase would be examples of this type of speech. You might also advocate action in the community, such as volunteering to help assemble bags of food for a local food bank.

Persuasive Speeches Advocate Fact, Value, or Policy Claims. In any persuasive speech, you will make one of three types of claims: a fact claim, a value claim, or a policy claim.

A fact claim asserts that something is true or false. Fact claims that are debatable make for especially strong persuasive speech topics. For example, do energy drinks cause more health problems than coffee does? Have charter schools improved student achievement in your state? Do first-person-shooter video games cause players to commit violent crimes? Because each of these questions is debatable, you could come up with an argument supporting either a yes or a no answer.

A value claim attaches a judgment (such as good, bad, moral, or immoral) to a subject. Examples of persuasive speech topics making these claims include "physician-assisted suicide is immoral," "full-body scanners are a justified intrusion on airline-passenger privacy," and "it is better to cut funding for prisons than for higher education." Whereas many people can reach agreement on fact claims when presented with enough evidence, value claims often provide greater challenges. Audience members' ideas of right and wrong may be deeply held and may stem from fundamental religious or philosophical beliefs and thus be difficult to change. If you decide to make a value claim in a persuasive speech, select one that your audience is at least open to considering.

A policy claim advocates action by organizations, institutions, or members of your audience. Examples include advocating that the government should increase Pell Grants to students, that regulation of

prescription drug abuse should be increased, or that your listeners should invest in stocks.

Special Occasion Speech

A special occasion speech, whether it is to mark a joyous or sorrowful event, present or accept an award, introduce another speaker or performer or give a witty but evocative talk after a formal dinner. By applying the general guidelines described in this chapter as well as the strategies tailored specifically to each of the six types of special-occasion speeches, you can lay the groundwork for a successful presentation that will make your listeners remember the event for many years to come. If you are asked to deliver a speech on such an occasion, be aware of the type of speech your audience will expect and follow specific strategies designed to tailor your special-occasion speech for both the occasion and the audience.

Types

Although there are various types of special-occasion speeches, the six most common are as follows:

- *Speech of introduction.* Sometimes referred to as “the speech before the speech,” this is a brief presentation designed to prepare an audience for the “main event” a speaker, a performance, or an activity that will follow. A speech of introduction provides context and gives credentials for the main speaker or performer.
- *Speech of presentation.* Awards, honors, and special designations often require speeches before they are conferred. A presentation speech explains the background and significance of the award and the reasons why the recipient is deserving of it.
- *Speech of acceptance.* Recipients of honors, awards, or designations are often expected to give a short presentation of their own, something beyond a simple thank you. Recipients typically express

gratitude for the award, extol the award's significance to them and others, and acknowledge others' support and contributions.

- *Speech to memorialize or eulogize.* A eulogy comments on the passing of an individual, celebrates his or her life, and often shares personal reflections and stories about the deceased. It offers an appropriate method for recovering from grief, and helps people feel consolation while also paying tribute to their sense of loss. A speech to memorialize uses the same approach but is expanded to honor the sacrifice and heroism of a group of individuals often on a significant anniversary, such as Veterans Day or September 11.
- *Speech to celebrate.* Events that represent rites of passage—such as christenings, graduations, weddings, reunions, and retirements—often demand celebration speeches. These may take the form of a toast or special observance that focuses the audience's attention on the milestone achieved, and recognizes the joy and pride the participants feel.
- *After-dinner speech.* At times, a speaker needs to use humor and good storytelling to lighten the mood of an occasion or soften up an audience. Though these presentations are called “after-dinner speeches” (in the tradition of Mark Twain), they can follow or precede a meal. Light in tone, they can help a speaker entertain his or her listeners or set the stage for an event that follows the meal, such as a fund-raising effort for a charitable cause.

General Guidelines

A handful of general guidelines can boost your chances of delivering an effective special-occasion speech, no matter what type you'll be giving. These guidelines include appealing to your audience's emotions, matching your delivery to the mood of the occasion, adapting to your audience's expectations, evoking shared values, and respecting time constraints.

Appealing to Your Audience's Emotions

Successful special-occasion speeches often evoke emotional responses, such as laughter, tears, joy, and pride. Since many special occasions are intimately connected with important human events, your audience will likely be predisposed to experiencing a particular feeling during the occasion. Your job in giving the speech will be to signal when it's time for that emotion to come to the surface

Matching Your Delivery to the Mood of the Occasion

Whether joyous or solemn, lighthearted or serious, your demeanor and words should match the overall mood of the special occasion for which you're giving a speech. As the saying goes, there's a time and a place for everything: a time to tell funny stories, a time to show respect, and a time to share your own sadness. By ensuring that what you say and how you say it are appropriate for the occasion, you will enhance your effectiveness and impact.

Adapting to Your Audience's Expectations

Listeners' cultural background, age, values, and other characteristics all affect how they perceive a special occasion and what they expect from a speech delivered during that occasion. For example, a community of Christian Arab immigrants living in Chicago would likely want to attend a church funeral service after one of their community members died. Moreover, they would probably expect a mostly religious service with only a brief discussion of the deceased, including comments focused particularly on how he or she cared about the community and shared its traditions. At a community dinner in honor of the deceased later in the day, speakers may share more personal stories.

On the other hand, an audience of amateur comedians might expect a fun and lighthearted presentation at a roast for a fellow entertainer, with speakers revealing funny stories about the individual being roasted.

At this kind of event, it would run against audience expectations to bring up painful events from the person's childhood and thus bring an overly serious turn to the proceedings.

Before giving any special-occasion speech, be sure you're familiar with your audience's expectations regarding what should be said during the speech and how it should be said.

Evoking Shared Values

Many effective special-occasion speeches appeal to values shared by members of the audience and the speaker. For instance, suppose you're presenting a plaque to Olivia, a fellow member of People Aid, an organization that helps homeless members of your community. The award is for Olivia's steady dedication to People Aid's mission of helping the homeless; she has recruited an unusual number of volunteers to serve boxed lunches to the homeless at shelters throughout the community and led other valuable projects for the organization. Before handing the plaque to Olivia, you deliver a speech extolling her ability to embody People Aid's values, which include compassion for those in need and a strong work ethic. Your speech about Olivia reaffirms your listeners' own dedication to these values and inspires them to strive for the same high standards she has set.

Other special-occasion speeches may touch on values such as patriotism, fairness, shared sacrifice, and religious belief. To illustrate, let's say you're giving a speech at a ceremony recognizing the first anniversary of the death of Frank, a close friend who lost his life while serving in the U.S. Army in Afghanistan. The ceremony is held at the town hall near where you and Frank grew up. Neighbors and family members have gathered to remember Frank and honor the one-year anniversary of his death. In your speech, you note that "Frank felt the same love for his country that everyone in this room feels. We have all made sacrifices for that love. Frank lost his life, and we lost him all too soon. We will never forget our lost friend, brother, son, and neighbor." Through

these words, you tap into the patriotism in your listeners' hearts and their sense of shared sacrifice reminding them that you are all connected in a close community.

Group Discussion

An effective group discussion requires skillful leadership and constructive participation. The leader must manage key elements of group dynamics, including the flow of the discussion. He or she has to ensure that all perspectives receive consideration, encourage participation, keep the group on task, and minimize interpersonal conflict. In terms of group members, the most effective focus on task- and maintenance-oriented roles and avoid self-oriented ones. They actively share their ideas, consider one another's viewpoints, constructively participate, and help the group reach a sound decision perhaps through the five-step reflective-thinking process. These steps include defining and analyzing a problem, establishing criteria for solving the problem, generating potential solutions, and selecting the best solution from the list.

Groups may present their findings in a symposium, during which each member presents part of the group's message. At other times, the group may use a panel discussion format, in which there is less formal structure and more give-and-take among members. In either case, thorough preparation will allow each member to know who will present which topics.

If you're called on to deliver a presentation for your entire group, preparation will again help ensure that you're accurately reflecting the group's decisions, opinions, or findings. Be sure to get input from other group members while preparing the presentation, and acknowledge other members' viewpoints as you're giving the speech.

Effective leadership

When the coach of a gold medal winning Olympic team, the leader of a Nobel Prize winning medical research team, or the director

of a successful play is interviewed, that person is usually being recognized as a successful leader; successful groups depend on capable participation by each group member, but the leader's actions are critical.

This is true because it's difficult for any group to function without an effective leader. Somebody needs to organize group meetings, keep the group focused, encourage participation by all members, mediate conflict, and facilitate decision making. The leader need not have total control, but he or she must help group members reach a decision and achieve goals together.

Selecting a Leader

Groups gain leaders in various ways. Sometimes an external authority selects a designated leader to help the group move quickly forward with its mission. For example, a mayor may appoint a blue-ribbon committee to investigate ways to improve mass transit, designating a leader to guide the inquiry. Or an army lieutenant who needs to send soldiers on a reconnaissance mission may designate a leader from the group of troops selected.

In other situations, there may be an implied leader, someone with preexisting authority or skills particularly well suited to the task at hand though not formally assigned the role. For instance, a marketing manager may decide to form a task force to evaluate her company's advertising strategies. At the task force's first meeting, she's the implied leader because she formed the group.

In still other situations, a group may have an emergent leader, one who comes to be recognized as a leader by the group's members over time. Though not officially elected or even named as such, an emergent leader usually comes to assume the role because he or she has the most time to commit to the group, demonstrates exceptional competence and goodwill, or simply takes the initiative and starts leading. Juan and Jenny did this for help.

Leading Meetings

Effective group leaders conduct meetings in ways that enable

members to work together productively, contribute their ideas, and make well-informed decisions. If you're the leader of a group, consider these tips for facilitating group meetings. Address Procedural Needs. Where and when will meetings take place? Who will start meetings and record notes? And how will notes be circulated to members who could not attend a particular meeting?

Model the Behavior You Expect. Avoid interrupting others or dismissing their questions or comments. Make group members feel they can interact comfortably with you. And resist any urge to dominate discussions or decisions.

Facilitate Discussion. Ensure that all members of your group have the opportunity to participate in each discussion. If some group members are not speaking during a meeting, strive to bring them into the discussion. Although it's important to contribute when you have an idea that nobody else has raised, try to let other members speak first. If you make your position known early, members may hesitate to contradict you.

Keep Members on Task. If the discussion begins to stray from the item under consideration, keep members on task in a friendly manner.

Help Members Avoid Groupthink. Groupthink is members' tendency to accept ideas and information uncritically because of strong feelings of loyalty or single-mindedness within the group. Groupthink erodes the lively and open exchange of ideas necessary for informed decisions. Worse, it also suggests that being increasingly amiable with other members of a group can eliminate independent, critical thinking, and replace it with groupthink. If one person advocates a course of action in your group and everybody else nods in agreement, try to broaden the discussion before moving the group toward making a final decision. For instance, ask a particularly insightful participant if he or she can think of any potential risks to the proposed course of action. If nobody is willing to offer any reservations, consider raising some concerns yourself.

Be sure that the group has considered the pros *and* cons of the pro- posed options before selecting one.

Managing Conflict. No matter the situation or setting, disagreements inevitably crop up as a group works together on a project. Some conflict is helpful. For example, when members express honest disagreement about pro- posed plans of action, they help minimize the risk of groupthink. But interpersonal conflicts that have nothing to do with the group’s mission only create distraction. Whenever conflict arises in your group, strive to either minimize it or channel it in a productive di- rection. The following guidelines can help. the group’s mission only create distraction. Whenever conflict arises in your group, strive to either minimize it or channel it in a productive di- rection. The following guidelines can help.

Refer to Ideas by Topic, Not by Person. Focus on the content of specific suggestions rather than attributing those sug- gestions to individual members. For example, suppose you’re part of a group that’s trying to get a candidate elected as head of the town council. Monique advocates a mass e-mail to build support for the candidate, but Tim thinks that leafleting would be better. Refer to these ideas as “the e-mail plan” and “the leafleting plan” rather than “Monique’s idea” and “Tim’s suggestion.” When ideas get associated with an individual, that person may develop a feeling of personal investment in that option. He or she may thus become defensive if the proposal is criticized—even if it has real shortcomings.

Resolve Conflicts Quickly. If a conflict between group members becomes distracting, try to resolve it rather than allowing it to continue or repressing it. Give the members who disagree an equal opportunity to explain their perspective; let each person speak with- out interruption, and then ask other members for their views. If both people’s ideas have merit, perhaps you can help the group find a solution that draws the best from each perspective. As leader, you may ultimately need to offer your opinion or vote in order to break a deadlock on an issue, but try to give group members an opportunity to speak before injecting your opinion.

Focus on Tasks, Not Disagreements. To help members concentrate on the task at hand rather than interpersonal tensions that may be simmering, articulate desired changes in behavior rather than criticizing individuals: “Let’s get back to discussing our project,” not “Sally, your answers to Noah’s questions are always so sarcastic.”

A personality clash may better be solved by discussing the problem in private with the members who disagree rather than airing the conflict in front of the entire group. If there is a member who gets along well with the people experiencing the conflict, he or she may be able to help them find a way to manage their disagreement.

Manage Disruptive Emotions. Conflicts can spark intense and disruptive emotions within a group. Even after a conflict has been resolved, members may still feel angry, upset, or embarrassed and may withdraw from the discussion. If this happens, bring reluctant members back into the discussion by inviting their input on important issues.

Delivering Group representation

To share its ideas with an audience, a group may select from several common approaches: a symposium, in which several or all group members speak to the audience in turn; a panel discussion, in which members engage in discourse with one another, observed by the audience; or a presentation by one member representing the group. In this section, we offer tips for using each of these three ways

Symposium

During a symposium, each group member takes responsibility for delivering a different part of the presentation, depending on his or her expertise or interest, or the needs of the group. For example, when a product team at a computer company proposes a design for a new handheld device to its research and

development department, one member might describe the competing handheld designs the team used as reference points for its own design. Another member might then present the technical resources that will be required to manufacture the device. And a third member might conclude the presentation by sharing the group's thoughts about how to minimize the

costs of producing the design.

Panel Discussion

In a panel discussion, group members sit at a table and speak as if conversing among themselves, while the audience watches and listens. There may be time for audience questions after the discussion, but the panel members' primary role is to speak, and the audience's primary role is to listen. For example, a professor might ask a team of students to come back the next semester and conduct a panel discussion for a new class about a research project they had successfully conducted.

Single Group Representative

Sometimes one person will be responsible for presenting on behalf of the entire group. If your group has selected this format, keep the following considerations in mind.

First, check that your group has discussed and decided on the best approach for the presentation. Which person is most qualified to present the group's opinions? Who would have the most effective delivery?

Is this a topic that requires the ethos or authority of a group leader or a group member with particular expertise? Select the member who best meets these criteria.

Second, if you're the person chosen to give the presentation, be sure your group has carefully thought through all aspects of the speech. There's an important difference between a speech that you prepare, research, and deliver yourself and one that emerges from a group: in the latter instance, the group contributes substantially to the invention process. Get input from all group members before you start preparing the presentation, and solicit their feedback after you outline your speech.

Third, as you are delivering the talk, take care to distinguish whether you are representing your own views, the views of some members of the group, or a consensus of all group members. Be fair and accurate when summarizing other members' viewpoints. Acknowledge other members' good ideas rather than presenting them as your own.

SELF ASSESSMENT

CHOOSE THE CORRECT ANSWER (1 MARK)

1. The speeches saved for future playback or presented in real time to one or more audiences in different locations

a) **Mediated** b) persuasion c) group d) special occasion

2. Teaching the listeners something and increasing their awareness

a) persuasion b) **Informative** c) group d) mediated

3. A claim attaches a judgement to a subject is

a) policy claim b) **value claim** c) fact claim d) personal claim

4. A speech on the personal reflections and stories about the deceased

a) celebrate b) **eulogy** c) dinner speech d) introduction speech

5. Group members sit at a table and speak as if conversing among themselves is

a) **panel discussion** b) symposium c) single group representation d) recorded speech

ANSWER THE FOLLOWING IN 250 WORDS (5 MARKS)

1. Write a note on public speaking.

Public speaking features communication between a speaker and an audience. The speaker does most of the talking, while the audience primarily listens. They may smile, frown, or look puzzled. Talented speakers recognize these signals and modify their message if needed. Audience members might even respond with more than just silent facial expressions. For instance, they may applaud the speaker or shout out words of encouragement and appreciation if they're pleased with or excited by the speaker's message. Or they may boo or heckle the speaker if they disagree with the message. However, in public speaking, even the most energetic interjections are usually brief. For the majority of the speech, the speaker "has the floor."

2. Write a note on persuasive speech.

persuasive speakers strengthen or weaken their audience's commitment to a particular topic or motivate their listeners to take a particular action. In doing so, persuasive speakers make one of three types of claims: fact, value, or policy. In evaluating a message, audience members may take the central route and carefully process the message, or take the peripheral route

and be influenced by cues that have little to do with speech content. If they are interested in the topic, they will most likely follow the central route, resulting in more effective and longer lasting attitude choice.

3. Write a note on policy claim.

A policy claim advocates action by organizations, institutions, or members of your audience. Examples include advocating that the government should increase Pell Grants to students, that regulation of prescription drug abuse should be increased, or that your listeners should invest in stocks. Now that you know typical objectives of persuasive speeches, let's turn our attention to how persuasion works.

ANSWER THE FOLLOWING IN 500 WORDS (10 MARKS)

1. Write an essay on public speaking and its history.

Public speaking features communication between a speaker and an audience. The speaker does most of the talking, while the audience primarily listens. They may smile, frown, or look puzzled. Talented speakers recognize these signals and modify their message if needed.

For centuries, people around the world have studied the art and practice of public speaking and used public address to inform, influence, and persuade others. Indeed, the ancient Greeks were the first people to think formally about rhetoric as well as teach it as a subject. A century later, the Greek scholar Aristotle wrote *Rhetoric*, a systematic analysis of the art and practice of public speaking. Many of Aristotle's ideas influence the study of public speaking even today.

Later, in first-century B.C.e. Rome, senators vehemently debated the issues of the day. Cicero, a Roman politician, was a renowned orator and a prolific writer on rhetoric, the craft of public speaking. Another noteworthy Roman rhetorician, Quintilian, emphasized the ideal of an ethical orator—the good person speaking well.

The United States also has a rich history of public speaking. During the Great Awakening of the 1730s and 1740s, preachers sought to revive waning religious zeal in the colonies, often preaching in fields to accommodate the many listeners. During the American Revolution in the second half of the eighteenth century, colonists took to the streets to passionately decry new taxes and also launched the famous Boston Tea Party,

In the nineteenth century, public speaking became a hallmark of American society, as people debated political issues, expanded their knowledge, and even entertained one another. Political debates drew particularly large and enthusiastic crowds, such as the 1858 Senate seat debates between Abraham Lincoln and Stephen Douglas. More than fifteen thousand people gathered to hear the contenders in Free-port, Illinois a town with just five thousand residents.

The antislavery movement of this time also used public speaking to drive major social change. Frederick Douglass, a former slave who moved audiences with his depictions of life under slavery, counted among the most compelling antislavery speakers. Women also actively participated in the American Anti-Slavery Society, holding offices and delivering public lectures.

During the twentieth century, public address continued to play a key role in American and world affairs, especially from political leaders throughout both world wars and the Great Depression.

Today, new means of digital communication (e-mail, smart-phones, videoconferences) mean that people can connect with

large audiences like never before. However, leaders in many industries continue to rely on “in-person” public addresses to reach an audience—for example, politicians still spend much of their time speaking to live audiences on the campaign trail.

2. Write an essay on group discussion.

An effective group discussion requires skillful leadership and constructive participation. The leader must manage key elements of group dynamics, including the flow of the discussion. He or she has to ensure that all perspectives receive consideration, encourage participation, keep the group on task, and minimize interpersonal conflict. In terms of group members, the most effective focus on task- and maintenance-oriented roles and avoid self-oriented ones. They actively share their ideas, consider one another’s viewpoints, constructively participate, and help the group reach a sound decision—perhaps through the five-step reflective-thinking process. These steps include defining and analyzing a problem, establishing criteria for solving the problem, generating potential solutions, and selecting the best solution from the list.

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reconnaissance mission may designate a leader from the group of troops selected.

Effective group leaders conduct meetings in ways that enable members to work together productively, contribute their ideas, and make well-informed decisions. If you're the leader of a group, consider these tips for facilitating group meetings.

2.NEED FOR PUBLIC SPEAKING

As you make your way through life completing your degree, advancing in your career, establishing yourself in a neighborhood or community you will sometimes find yourself in situations in which you need to express your ideas to others. By studying and practicing public speaking, you can learn to deliver effective presentations in each of these contexts. Public speaking skills give you the power to share your ideas and bring about needed change in the world around you.

Public speaking skills can also come in handy in everyday situations. As you become more comfortable with public speaking, you will find yourself more confident about asking a question at a meeting or speaking up when hanging out with new coworkers. You will also be equipped to speak on the fly if you are asked to give a toast, accept an award, or make a presentation at the last minute.

Using Public Speaking as a Student

you'll need to start practicing public speaking skills to get advanced in their level. But the skills you acquire by working your way will also help you as you complete your degree and participate in additional educational opportunities throughout your life. Those later opportunities may include adult-education work- shops, higher-level degrees, or professional development courses. Instructors in all types of courses may ask students to stand up on the first day of class and introduce themselves as well as explain what they hope to get from the class.

Many instructors also require students to deliver oral presentations on research projects and other coursework. Students with strong public speaking skills can share their findings more effectively than those with a limited background in presenting speeches. Think about students who have given oral presentations in your classes; most likely you've noticed that those who give thoughtfully crafted and skillfully delivered presentations make a better impression on the instructor *and* the rest of the class. Equally important, the information they offer is probably more useful to listeners than information delivered by less skilled speakers.

Public speaking skills also enhance your ability to participate in campus activities. If you belong to an organization or a club, team, sorority, or fraternity, you may want to speak out at a group meeting or represent your group before the student senate or other campus organizations. When you present an effective speech to these audiences, you boost your chances of achieving your goal—whether it's persuading your sorority to take up a new social cause or convincing the student senate to fund a campus job fair related to your major.

Using Public Speaking in Your Career

A knack for public speaking is one of the most important assets you can possess in the workplace. According to the National Association of Colleges and Employers 2012 Job Outlook Survey, verbal communication skills and ability to work in a team outrank all other qualities that employers seek in potential job candidates. Employees agree that communication skills are important. In the survey “Making the Grade? What American Workers Think Should Be Done to Improve Education,” 87 percent of the 1,014 U.S. adult workers surveyed rated communication skills as very important for performing their jobs.

The importance of public speaking is not limited to careers that might first come to mind, such as law or politics. In *Listen. Write. Present*, a book on effective communication in scientific and technical fields, authors Stephanie Roberson Barnard and Deborah St. James emphasize that workers in these careers need to practice public speaking so that they will be comfortable when presenting and able to tailor their presentations to audience needs. No matter which career path you choose, you'll almost certainly need public speaking skills. Consider the following examples:

- A police officer faces an angry crowd on the verge of violence. The officer talks calmly and rationally to the group, defusing the tension and preventing a brawl.
- An IT professional shows peers a new workflow program the company is developing and addresses the bugs the IT team is working to fix.

An elementary school teacher encounters a roomful of parents who are skeptical about a new math curriculum, which differs markedly from how they learned math in the good old days.” The teacher clearly and energetically presents research results defending the curriculum, and the parents happily

accept the new method.

Hall of Famer Lou Gehrig did not choose career paths that made public speaking likely, as he was planning to major in engineer- ing at Columbia before the Yankees came calling. Nevertheless, he delivered one of the most compelling presentations in American history. After being tragically stricken with ALS, he was honored in a ceremony at Yankee Stadium. His eloquent remarks, sometimes called the “Gettysburg Address of baseball,” are perhaps even more memorable than his four Most Valuable Player awards

Using Public Speaking in Your Community

Beyond work or school, you may wear many different hats in your community. For example, you might be active in service organizations, athletic leagues, clubs, religious groups, or political commit-tees. If you’re a parent, you may find yourself taking on leadership roles in your children’s schools, sports teams, clubs, or other activities. You may also decide to get involved in a social cause you feel passionate about. In each of these endeavors, public speaking skills can help you.

To play an active role in issues that concern you, you will also need to speak out. You may actively seek out opportunities to lead, or you may be encouraged to take leadership roles. In addition, you may be asked to speak in less formal situations, for example, offering a wedding toast or presenting an award to a friend or colleague who is retiring. In each of these cases, the skills you learn in a public speaking class will help ensure that others hear and respect your views.

2.1 PUBLIC SPEAKING: A DYNAMIC DISCIPLINE

Clearly, public speaking has a long history, and many of the principles taught by ancient scholars such as Aristotle are still relevant today. However, it's also a dynamic discipline that has evolved to reflect changes in society. In this section, we highlight several of these major changes: new ways of depicting the public speaking process, ever-expanding channels for communication, greater awareness of audiences' cultural diversity, new emphasis on the importance of critical thinking in preparing a speech, and increasing attention to ethics in public address.

At the dawn of the modern communication disciplines, scholars viewed all forms of communication including public speaking as a linear process. In their view, a speech was a one-way flow of ideas from speaker to audience. That is, the speaker “injected” listeners with his or her ideas, much as a doctor injects a patient with a vaccine.

A linear model includes several key elements. Specifically, a person with an idea to express is the **source**, and the ideas that he or she conveys to the audience constitute the **message**. The source must **encode** the message, meaning that he or she chooses **verbal** and **nonverbal symbols** to express the ideas. Verbal symbols are the words that the source uses; nonverbal symbols are the means of making a point without the use of words, such as hand gestures, eye contact, and facial expressions.

The source communicates the encoded message through a **channel**, the medium of delivery. For example, to deliver their message, speakers could simply use their voices to address a small group, rely on a microphone or the broadcast airwaves to give a speech to a huge crowd, or even podcast a speech so that it can be heard at different times in different locations.

In the linear model, sources communicate their message to one or more **receivers**, who try to make sense of the message by decoding. To **decode**, receivers process the source's verbal and nonverbal symbols and form their own perception of the message's meaning.

Noise (also called **interference**) is a phenomenon that disrupts communication between source and receiver. Noise may be caused by external sources (for example, when a speech is drowned out by a fleet of jets roaring overhead). But noise can also originate internally—within the source or his or her listeners. For instance, a student giving an oral presentation in class might forget key elements in her speech if she is preoccupied with a recent argument with a coworker. Meanwhile, several members of her audience might have difficulty focusing on her message if they, too, are distracted by their own thoughts and concerns.

Today, scholars have modified this view to consider communication including public speaking to be transactional, as opposed to simply one-way. Though many of the elements of the linear model remain in play, a **transaction** is a communicative exchange in which all participants continuously send *and* receive

messages. For example, suppose you're about to deliver a speech. As you organize your notes at the lectern, you notice a man in the front row of your audience yawning. In this case, the man is both receiver of your message and a sender of his own message: "I hope you're not planning to talk for two hours."

Participants in a public speaking transaction can also send and receive messages by providing **feedback** in the form of verbal or nonverbal responses. An audience member who shouts "Right on!" in response to a compelling point in a speech is giving feedback. People listening to a speech can also provide nonverbal feedback. For example, an audience member can lean forward to express interest, nod vigorously to show agreement, fold her arms to signal disagreement, or adopt a puzzled look to convey confusion.

In the transactional model of communication, the participants in a public speaking exchange seek to create **shared meaning** a common understanding with little confusion and few misinterpretations. Good public speakers don't merely try to get their point of view across to their audience. Instead, they strive to improve their own knowledge, seek

understanding, and develop agreements when they communicate with others.

For example, suppose an audience member nods when the speaker says, “We can easily put our privacy at risk on Facebook.” The speaker must assume the role of *receiver* and decode the message behind that nod. The nod could mean either “I agree” or “Well, duh, we all know that. Move on!” To better decode the message, a speaker may look for additional cues, such as signs of understanding or boredom on the faces of other audience members. Imagine that the speaker determines that the nod conveys agreement that this potential loss of privacy is a serious problem. He or she might respond by saying, “Since we agree that using Facebook can put our privacy at risk, let’s take a look at how we can protect ourselves.” Audience members then smile and nod. Now, audience and speaker have created shared meaning.

New Technologies, New Channels

For thousands of years, public speaking was conducted exclusively face-to-face. Whether we are considering our ancient ancestors planning a hunt around a campfire or Susan

B. Anthony calling for equal rights for women at the dawn of the twentieth century, speaker and audience were at the same location.

The rise of new communication technologies changed this, providing speakers with ever-expanding options for bringing their message to an audience. In 1923, Calvin Coolidge delivered the first presidential address broadcast on radio, and just twenty-four years later, President Truman delivered the first televised address. In the late twentieth century, the development of the Internet introduced even more channels for public speaking. Speakers can now present live speeches to remote audiences using videoconferencing or VoIP (voice over Internet protocol) technologies such as Skype or Google Hangout. They can also create podcasts or make digital recordings of their speeches available on platforms such as YouTube. These options are growing so fast that by the time this book is published, there will undoubtedly be more possibilities. If you are enrolled in an online speech class, you will probably have the chance to use some of these digital technologies to present your speeches.

Although technological innovation presents many options for speakers to reach audiences, face-to-face public speaking is

unlikely to go the way of the passenger pigeon or landline phone any time soon. The connection that is created when speaker and audience are physically present is very powerful. As former secretary of state Hillary Clinton explained, “Even though we live in the age of so-called virtual reality, where I could do a video-conference with anybody in the world in government, I could even be satellite-beamed into a personal appearance somewhere nothing substitutes for showing up.”

Awareness of Audiences’ Cultural Diversity

Most effective and ethical public speakers today take into account the cultural backgrounds of their listeners. By **culture**, we mean the values, traditions, and rules for living that are passed from generation to Generation. Culture is learned, and it influences all aspects of a person’s life, including religious practices, use of language, food choices, dress, and ways of communicating with others.

In the United States, public speakers have increasingly needed to consider the range of cultures represented by their audience members as American society has grown more culturally diverse. A 2012 Census Bureau Report concluded

that forty million U.S. residents, or 13 percent, were born in another country—the highest percentage in over ninety years. Furthermore, just over half of all babies born in the United States are now members of “minority” groups. These trends are exemplified by a recent *National Geographic* map displaying the most common last names in the United States. Jones, Smith, and Anderson are prominent, as are Garcia, Martinez, Nguyen, and Kim. This trend is not limited to “gateway” states such as California, New York, and Florida: Nguyen is also the fourth most frequent name among Nebraska home buyers. Communication scholars have recognized the importance of understanding and relating to persons from diverse cultures. Myron Lustig and Jolene Koester note that it is no longer likely that your clients, customers, coworkers, or neighbors have the same values, customs, or first language as you do. Your career success and personal satisfaction will increasingly depend on how well you can communicate with persons from other cultures.

The most effective public speakers are sensitive to their audience members’ cultural backgrounds. For example, they avoid biased language and ethnic jokes. They also adapt their delivery to acknowledge their awareness of different cultural norms regarding communication. For example, audience

members from one particular culture might interpret extensive eye contact as rude or disrespectful, while individuals from another culture might welcome it. Savvy speakers take pains to identify the cultural norms of their audience and customize their presentation accordingly.

An audience member's culture not only influences how he or she perceives a speaker's behavior but also affects the person's worldview—the “lens” through which he or she sees and interprets reality. Worldview in turn influences how listeners respond to a speaker's message. For example, suppose your audience members' culture maintains a worldview that says, “It's not polite to challenge a speaker's claims.” In this case, your listeners may decline to ask questions during or after your speech, since (to their thinking) asking questions may come across as being challenging and therefore disrespectful to you. But without questions, you don't have the feedback you need to assess whether your listeners have understood you.

Listeners' worldviews can also affect how they respond to a speaker's ideas during a presentation. For instance, consider the continuing public debate on DREAM Act legislation (enacted in California in 2011), which gives undocumented immigrants who

came to the United States as children some form of legal status if they serve in the military or complete a college education. Writer Maria Teresa Vanikiotis expressed one worldview that would lead to a favorable response to such a plan, noting that “it is . . . unfair to punish children for the offenses of their parents.” According to Vanikiotis, when young children are brought to this country and they grow up here, “they are Americans in every way but on paper” and “we owe them the opportunities and promise of America, which includes the right to an education.”

The worldview of opponents of such legislation led to a very different response. For example, Ira Mehlman, media director for the Federation for Immigration Reform, contended that “parents are responsible for the consequences that their actions and choices have on their kids.” He said that while it was sad that children must suffer because of decisions their parents made, it was not the duty of America to “fix the mess you created for your kids.”

Where do you stand on the DREAM Act debate? It depends on your worldview. More important, where does your *audience* stand on the topic that you’re discussing in your speech? By understanding your listeners’ worldviews, you can more easily

gauge their likely reaction to your speech and craft an appropriate and effective message.

Emphasis on Critical Thinking

In addition to encouraging greater attention to cultural awareness, scholars of public speaking have begun emphasizing the importance of critical thinking skills for speakers who are preparing presentations. **Critical thinking** refers to the analysis and evaluation of ideas based on reliability, truth, and accuracy. When you are engaged in critical thinking, you carefully evaluate the evidence and reasoning presented in the message. You are also open-minded about your own ideas and assumptions, and subject them to the same analysis that you apply to others' viewpoints.

Before you present ideas to an audience, you should feel confident that those ideas are reasonable. Rather than assuming that your beliefs are true, suspend judgment and consider other perspectives. For example, suppose you are interested in speaking about drilling for oil in Alaska. You might research the perspectives of economists, companies that drill for oil, environmentalists, Alaska natives, and others with a

stake in the issue. Carefully consider the ideas of each group, and modify your opinions when new ideas make sense.

To use critical thinking, you would also evaluate the probable truth of the claims you plan to make. Anybody can make a claim, but not all claims are based on careful analysis. For example, if you were researching the impact of expanded drilling on gasoline prices, the views of a petroleum economist who has studied the issue are more likely to be accurate than those of an angry author of a letter to the editor in your local newspaper.

In public speaking, **ethics**—rules and values that a group defines to guide conduct and distinguish between right and wrong can come into play during every stage of the process. For example, as you research and write your speech, you must make decisions about what information you'll include and how that information will influence your audience. As you deliver your speech, you have to make choices about language and tone of voice, and how those aspects of your presentation will affect your listeners. In this chapter, we examine the responsibilities of both speakers and their audiences.

2.2 CODES OF ETHICS:

People adopt a code of behavior that they commit to using consistently. These individuals are demonstrating **ethical absolutism**—the belief that people should exhibit the same behavior in all situations. For instance, you would be using ethical absolutism if you decided to tell your romantic partner how you really felt about the sweater. In this case, your code of ethics might contain a principle saying, “People should always tell the truth, even if doing so hurts loved ones.”

Other people use **situational ethics**—which holds that correct behavior can vary depending on the situation at hand. Joe, for example, would be (inappropriately) using situational ethics if he decided that under the extenuating circumstances, it would be OK for him to plagiarize “just this once.”

Whether you tend to see ethical decisions in absolute or situational terms, there are some generalizations that apply in most situations. For example, most societies believe that it’s more ethical to tell the truth than to lie. In the context of public speaking, most people believe that lying is wrong. They see it as an ethical violation, not to mention (in some circumstances)

a possible violation of the law.

Yet some of these same individuals might think little or nothing of intentionally exaggerating their qualifications during a job interview—especially if they believe that “everybody does it and gets away with it.” Thus, many people use a blend of approaches to making ethics-related choices. In truth, most people are not strictly absolutists; even those who generally follow a strict ethical code may sometimes face dilemmas that compel them to engage in situational ethics, and all of us face such situations at some point in our lives.

you always strive to make the most ethical choice. To help you with such choices, in this chapter we expose you to the kinds of communication-related ethical dilemmas that speakers and audience members sometimes face, and we also explore behaviors most people consider unethical. As you’ll discover, one guiding principle that can help you make ethical choices is that of respect for other people—the old adage of treating others how you would want to be treated, as well as avoiding treating them in ways you would *not* want to be treated. For instance, if you would resent a public speaker who had withheld important information in order to persuade you to take a

particular action, you shouldn't exhibit that same behavior in your own speeches.

Ethics can also vary across societies, making them **culturally relative**. For example, in some cultures, people consider knowledge to be something that is owned collectively rather than by individuals. In cultures with strong oral and narrative traditions, for example, stories are passed from one generation to another and are shared as general cultural knowledge. In such cultures, people don't consider working together or paraphrasing without attribution to be cheating or any other form of unethical behavior. When discussing ethics in this book, we reflect a Western cultural perspective, which holds that individuals *do* own the knowledge they create. This perspective informs the academic guidelines and honor codes that are explicitly stated by most colleges and universities in the United States—indeed, you will often find these guidelines cited in your instructors' syllabi. Thus, we require proper citation and attribution of sources for all speeches.

As you read on, consider your own approach to making ethical decisions while developing and delivering presentations. What are your beliefs regarding proper behavior in general and in public

speaking in particular? Do you always honor these beliefs strictly, or only in certain situations? To help you answer these questions, let's consider some of the ethical issues you may confront. These include communicating truthfully, crediting others' work, using sound reasoning, and behaving ethically when you're listening to someone else's speech. Though making ethical choices in public speaking situations can sometimes be difficult, this chapter helps you develop a responsible system for doing so. The key word here is *responsibility*. Whenever you give a speech, you wield power—over what your listeners think, how they feel, and what actions they end up taking—and are thus responsible for your audience's well-being. The following sections offer guidelines for shouldering that responsibility by exhibiting ethically responsible behavior in public speaking.

Legal speech vs ethical speech

As we connect ethics and public speaking, it is worth observing that many people in the United States often confuse (sometimes intentionally) **ethical speech** with **legally protected speech**. Although these two concepts sometimes overlap—that is, what you say is both legal and ethically responsible to your audience—they are most definitely *not* the

same. Ethical speech refers to incorporating ethical decision making into your public speaking process *and* into what you ultimately say. It means that you follow guidelines for telling the truth and avoid misleading an audience—because such actions are ethical and *the right thing to do*. Focusing on legally protected speech, by contrast, refers to using the law as your boundary for what you may say *and* how you say it. Thus, with this approach, you would make decisions about telling the truth or withholding information based on whether there is a legal requirement to take a certain action or a legal consequence for violating the rules. When you rely on legal guidelines for acceptable speech, your decision-making calculus has nothing to do with ethics—it is only driven by what is technically within the legal rules. If you use legal protection as your guiding principle for speaking, you can technically stay within the bounds of what is lawful but still speak unethically.

It's vital to note that far more types of speech are technically legal than are strictly ethical. In the United States, the First Amendment to the Constitution mandates “freedom of speech,” and this freedom allows for a vast range of legally protected statements. In fact, there are relatively few exceptions, and these are typically handled in narrow terms such as slander (intentional

falsehood about another person), fighting words (words meant to provoke a violent response), and obscenity (hard-core, sexually explicit expression). Political speech— expression that relates to political discourse—is the most legally protected and privileged form of expression under the First Amendment, sometimes to a surprising degree. In 2012, congressional representative Michele Bachmann accused a State Department employee, Huma Abedin, of having ties to the Muslim Brotherhood—an organization with links to terrorism. She offered no proof of this assertion because it simply wasn't true! Many called her words McCarthyism (the practice of lobbing baseless and politically charged accusations), and even leading Republican lawmakers like Senator John McCain and House Speaker John Boehner denounced her claims. As political speech, Bachmann's comments were fully protected by the Constitution, but that certainly did not make her speech ethically responsible.

Make sure that you understand the distinction between ethical and legal speech when crafting your own presentations. When you consider ethics, you are doing more than just what is legally required—you are doing what is morally correct for your situation.

Communicating truthfully

The most basic ethical guideline for public speaking is this: *tell your audience the truth*. How do you feel when someone has lied to you or intentionally misled you? If you're like most people, you resent it and feel manipulated. Audience members who discover that a speaker has deceived them seldom believe anything that person said—and they rarely do what he or she asked of them. They also remember being lied to. A known liar will have trouble ever convincing future listeners of his or her credibility or trustworthiness.

That being said, the words *truth* and *truthfully* are fairly subjective and elude precise definition. It is easier to describe truth in public speaking by examining what is *not* truth.

Lying

Public speakers who lie are intentionally seeking to deceive their audience. Why do they lie? Some fear what their listeners would do if they knew the truth; they don't trust their audience to react in a supportive or understanding way. Consider an older student giving a speech on gun safety who fabricated his identity as a military veteran. Though he was an experienced

hunter and certified in the safe handling of firearms, he lied because he (ironically) thought it would give him more credibility. Yet his audience might well have accepted his suggestions anyway; after all, hunting experience and a certification course are worthy credentials. By lying about his background, he risked losing his listeners' trust if they ever learned of his deception.

Half-Truths

When a speaker reveals only part of the truth and then mixes it with a lie, he or she is telling a **half-truth**. In practice, a half-truth has the same damaging impact as a lie: it deceives the audience. Consider the example of a corporate manager required to explain to the board of directors why her company recently lost so many top executives. In her presentation, she said that many of the departing executives had accepted positions at other companies or simply elected to take early retirement—normal occurrences in business. Though the first part was true, the second part was a half-truth. The two executives who chose to retire early did so as part of a legal settlement related to accusations of accounting malpractice.

False Inference

When a speaker presents information that leads listeners to an incorrect conclusion, that speaker has caused a **false inference**. Speakers who commit this ethical breach intentionally drop hints designed to make their audience believe something that isn't true. For example, in a presentation titled "UFOs, Extraterrestrials, and the Supernatural," a student described a series of events that occurred in a Midwestern town: an increase in the number of babies with birth defects, a rise in the rate of kidnapping, and a jump in the amount of farmland seized by the federal government. This student did not say outright that there was a government conspiracy to conceal the presence of aliens and UFOs, but he clearly intended his audience to draw this inference. In reality, the increase in birth defects amounted to exactly one—from six to seven. The rising kidnapping rate was actually a statewide statistic, caused by a change in laws about divorce and child custody. And the government seizure of land had happened—but only for the construction of a highway overpass. The speaker had unethically arranged his facts in such a way as to make his audience conclude that the government was trying to conceal the presence of aliens, *X-Files*-style.

False inferences can also occur accidentally, like when a speaker gathers insufficient data and therefore unknowingly presents an incomplete understanding of the speech topic to the audience. Creating accidental false inferences isn't unethical, but it prevents you from conveying accurate information to your audience, thus damaging the effectiveness of your speech. To avoid causing an accidental or a deliberate false inference, avoid overgeneralized claims based on statistical findings, and always explain to your audience what the statistics mean and how they were derived.

Taking evidence out of context is another form of false inference. Here, the speaker shares a source's data or statements without explaining how they relate to the original situation. The speaker uses these facts or words *selectively* to support an argument. For example, in a speech about the propensity of pit bulls to attack people, one student quoted an animal-behavior expert out of context to imply a genetic predisposition toward attack: "There is an observable tendency in the genetic makeup of pit bulls to viciously attack humans." The student did *not* explain to her audience that the quotation came from a longer statement that clearly defies this view:

Some have argued that there is an observable tendency in the genetic makeup of pit bulls to viciously attack humans. But surely this is not the case. While it is true that *some* pit bulls have attacked *some* humans, there is no research to definitively prove a genetic tendency to attack humans. More study of this is needed.

Philosophers—and cheating romantic partners—have long argued about whether keeping silent about something is the same thing as lying about it. Thus, **omission** is another source of false inference. Here, presenters mislead the audience not by what they say but by what they leave unsaid. For example, in a presentation about on-campus drug use, a student government representative was asked about the extent of drug use and abuse in her campus dormitory. In response, she merely smiled and moved on to another question. Her silence and body language implied that there was no drug problem in her dormitory, but in fact, her dorm had the worst record for on-campus substance abuse. If silence about a topic will mislead your audience, and if you are aware of this likelihood but withhold information anyway, you have acted unethically through omission. Such actions suggest that you view your listeners as consumers of information and take unethical and cynical *caveat emptor* (let the buyer

beware) approach to public speaking.

To communicate truthfully and therefore ethically, never lie, never tell half-truths, and never cause false inferences—whether by taking evidence out of context or by omitting pertinent information. There are always alternatives. For example, if you fear that the truth may weaken your argument, then you need to do further research and perhaps take a closer look at your stance. Still, remember that there are at least two sides to every issue, as well as multiple solutions and perspectives to consider. If you fear what the audience might think if they knew the truth, consider the opposite: how will they react if they learn you have deceived them? In most situations, listeners will react to a lie much more negatively than to an unwelcome truth.

Acknowledging the work of others

Researching a speech topic exposes you to a wealth of interesting facts, information, and ideas—many of which you will want to include in your presentation. But finding these materials also raises

Listeners—and especially speech instructors—want speakers

to demonstrate their own ideas and thinking during a presentation. At the same time, all of us recognize that most speeches can be enhanced by research and examples from outside sources. The question is, how should you reconcile these objectives? To do so, you must use a blend of materials that demonstrates your own ideas and also ethically incorporates and acknowledges the original ideas of others. This approach is honest for you and fair to your listeners and sources. Imagine coming across an article or a published essay addressing the same topic as your speech—as Joe did when he was rushing to complete his speech preparation. Maybe you admire the way the author worded her prose; would it be a problem to incorporate a few lines from the article word-for-word without citing the quotations? What about taking a preponderance of the ideas from the publication and rewording them but not attributing them to the author? Would that be unethical? The answer to these questions is an unequivocal “Yes!”

Presenting another person’s words or ideas as if they were your own is called **plagiarism**, and it is always unethical. Plagiarism is “the deliberate and knowing presentation of another person’s original ideas or creative expressions as one’s own.” If you

plagiarize, you mislead your audience by misrepresenting the source of the material you've used. Unfortunately, plagiarism is increasingly common at colleges and universities—and much of that owes to the rise of the Internet. Students may feel that plagiarism is a lesser evil than other kinds of cheating and use rationales to excuse it (“I don’t have time,” “No will one find out”). However, these are still just excuses for unethical behavior. When you plagiarize, you are stealing the ideas and words of another person—a crime most colleges and universities consider worthy of expulsion.

Though plagiarism is wrong, people sometimes have difficulty discerning the line between plagiarism and appropriate use of researched material. To illustrate why, let’s consider plagiarism in two contexts: quoting from a source and paraphrasing the work of others.

Quoting from a Source

Suppose a student named Larissa was planning a speech about the history of drive-in movie theaters. She had drawn her inspiration from a magazine article she saw in an airport while traveling home from school for the holidays. She thought the

topic was unusual enough to make an interesting presentation, and her instructor agreed and approved her choice.

When trying to research the topic, however, Larissa could find little or no material beyond the magazine article she had found in the airport. Panic set in as the day for her in-class speech approached. In desperation, Larissa decided that no one in her class at the University of Michigan–Ann Arbor would know about the article because it had been published in *Nevada Horizons*, a magazine sold only in the greater Las Vegas area. Rationalizing her actions, she used nearly all of the article verbatim as her speech.

It turned out that the magazine article had appeared simultaneously in several different publications, including a large national

newspaper where Larissa's instructor had read it. Larissa earned an F in the class and was suspended from school.

Clearly, what Larissa did constituted plagiarism. But what if she had taken only one-third, one-half, or even just a few lines from the story and represented the material as her own? Would any of these scenarios still constitute plagiarism? Yes. Whether she lifted

five pages or one page or only a single sentence, she would still be stealing the original author’s words and ideas. By analogy, a shop owner won’t care whether you stole one or two eggs or an entire dozen. Either way, you stole.

Plagiarism is particularly common among students who research their speech topics online. The temptation to lift and use text from a Web site can be overwhelming, but doing so without attribution is stealing. Students face the related danger of unintentional plagiarism when they copy a quotation from a source and paste it into their notes without writing down the citation information. When they return to their notes later, they may not remember that they had copied and pasted the material as opposed to writing it themselves.

Most of the direct quotations you use in a speech will be short—a line or two or, at most, a paragraph. To avoid plagiarism, you must attribute the quote to its source. How should you cite the source? If Larissa had just used several quotes from the magazine article, she might have attributed the material in the following way:

As Roberta Gonzales wrote in the June 19 issue of *Nevada Horizons* (p. D4), “The growth and popularity of drive-in theaters

tracked with the affordability of automobiles for a larger and younger population of drivers.”

The first part of this sentence is the attribution, which includes the page number. In delivering your speech, it's OK not to cite the page numbers of all your sources. However, we strongly suggest that you document a complete citation on your speech outline or text. That way, anyone (

your facts can easily do so. Before preparing your speech, make sure to check with your instructor to find out if he or she has additional expectations for proper attribution.

Paraphrasing the Work of Others

Suppose Larissa never lifted the text from the magazine article verba- tim. Instead, she used **paraphrasing**—restating the original author's ideas in her own words. Would this constitute plagiarism?

This is where the rules defining plagiarism are a bit less clear. Is it stealing if you use your own words but not necessarily your own ideas? Your teachers will not expect you to be an authority on every speech topic you address; you *will* have to

research your subject matter. This may cause you to wonder, “How could it be plagiarism if I’m paraphrasing someone else’s words or ideas? After all, these are *my* words!”

Students at the college level regularly struggle with this challenge. To resolve the dilemma, consider this simple rule of thumb: if you’re using most or all of the original material, simply rearranged and restated in your own words, you’re still taking another person’s ideas and presenting them as your own. This isn’t the same as directly copying without attribution, but it is wrong on several fronts. For one thing, you’re not generating your own ideas and opinions about your topic—so you’re not meeting your instructor’s expectations. For another, you’re being unfair to the person whose ideas you’re presenting as your own.

The safest bet is always to acknowledge the original source of any material you use in your speech, whether you are directly quoting or paraphrasing. For example, if Larissa had paraphrased some ideas from the magazine article, she could have mentioned the author and source of her material in the following way:

According to Roberta Gonzales, writing in the June 19 issue of

Nevada Horizons on page D4, drive-in theaters tended to grow in popularity with Americans who were increasingly able to afford and enjoy the freedom of automobiles. This was especially true of younger drivers, who yearned for freedom of mobility and a common place to meet and so-cialize outside the scrutiny of mom and dad.

Common Knowledge

There are limited situations—known as common knowledge—in which you can use information from a source without giving a direct citation. **Common knowledge** information is widely known and disseminated in many sources. For example, you may not need to cite the fact that France presented the Statue of Liberty to the United States in 1886, but you might need to cite a source if you wanted to give statistics, such as the statue’s total weight (125 tons), the weight of the statue’s concrete foundation (27,000 tons), or the distance the statue’s torch sways in the wind (5 inches).⁵ Be sure to check with your instructor on guidelines for common knowledge. But remember: when in doubt, include the citation.

Using sound reasoning

Every public speaker has a responsibility to provide well-reasoned support for his or her points. **Fallacious reasoning** is faulty (and thus unsound) reasoning, in which the link between a claim and its supporting material is weak. Unfortunately, fallacious reasoning is all too common in speeches, even if it's often unintentional. When public speakers *intentionally* misuse logic to deceive their audience, their actions are profoundly unethical. Four common ways in which a speaker might misuse logic include the following:

- **Hasty generalization:** Making a claim about all members of a group from information based on a limited part of the group
- **Post hoc fallacy:** Wrongly identifying the cause of one event as the event that immediately preceded it
- **Ad hominem (personal attack) fallacy:** Attempting to weaken someone's argument by making unsubstantiated claims about his or her character
- **Ad populum (bandwagon) fallacy:** Believing that an argument is true simply because other people believe it

Being an ethical listener

So far, we've focused our discussion of ethics on speakers' responsibilities. But audience members also have a responsibility to demonstrate ethical behavior. The qualities that characterize what we call an **ethical audience** include courtesy, open-mindedness, and a willingness to hold a speaker accountable for his or her statements. When you're listening to someone who's giving a speech, consider the following guidelines for exhibiting ethical behavior.

Show Courtesy

The old adage about treating others as you'd like to be treated applies just as much in public speaking as in all other areas of life. When someone else is delivering a presentation, extend the same courtesy you would appreciate if you were speaking. Courteous behavior includes focusing your attention on the speaker as soon as he or she begins, and stopping any activities that may distract you or the speaker (working on a class assignment, texting your friends, chatting with your neighbor). Show the speaker that you are actively paying attention.

Demonstrate an Open Mind

Avoid prejudging the speech or speaker. Even if you have a strongly held belief on the topic or you dislike the speaker, look for parts of the message—or aspects of the speaker—that signal common ground. Consider the fact that you might hear something that changes your mind or that broadens your perspective on the speech topic.

Hold the Speaker Accountable

Prejudging a speech or speaker is clearly unethical. But mindlessly swallowing what the person says in his or her presentation can be equally damaging. To avoid this, you need to hold the presenter accountable for his or her claims. How can you do so? If time is available at the end of the speech, ask questions that prompt the speaker to explain or defend statements you think require additional evidence. If your instructor allows time for a longer exchange, don't hesitate to honestly (and respectfully) express your response to the speech. Convey questions and opinions politely, focus on the content of the speech itself, and scrupulously avoid attacking the speaker's character. For example, say, "Can you tell us more about how you arrived at

those figures?” rather than, “You obviously didn’t care enough to do a thorough job in your research.” In offering feedback to the speaker on his or her presentation, frame your comments or suggestions constructively—that is, in ways that can help the person build his or her public speaking skills. Avoid destructive feedback, which only diminishes the presenter and denigrates his or her speech.

2.3 THE LISTENING PROCESS

It’s crucial for speakers *and* audience members to understand the listening process. How you listen as a speaker—while both preparing and delivering a speech—can have a powerful impact on the quality of your presentation and your ability to connect with your audience. How you listen as an audience member can strongly affect your ability to absorb the information the speaker is imparting to you. Equally important, improving your listening skills as both a speaker and an audience member will help you interpret and use more of what you hear from others in a wide variety of situations—not just in your public speaking course.

Communication researchers define listening in a slightly different manner—with terms that describe listening as a step in the communication process:

- 1.Sensing
- 2.Interpreting
- 3.Evaluating
4. Responding

Action-Oriented Listening.

People who use this style of listening usually focus on immediately getting to the meaning of a message and determining what response is required. These listeners indicate a preference for messages that are direct, concise, and error-free. Conversely, these listeners are easily frustrated by those who ramble or take a while to get to the point.

Content-Oriented Listening.

In contrast to action-oriented listeners, content-oriented listeners favor depth and complexity of information and

messages. They are willing to spend more time listening, pay careful attention to what's being said, and enjoy discussing and thinking about the message afterwards.

People-Oriented Listening.

Like content-oriented listeners, people-oriented listeners are willing to invest time and attention in communications, yet they are differentiated by their interest in being supportive of friends and strengthening relationships. These listeners notice the mood and body language of speakers, and express more empathy toward them.

Time-Oriented Listening.

The major identifying element of this listening style is time—or, more precisely, a concern with managing time. These listeners see time as a precious resource to be conserved and protected. Thus, they can exhibit impatience and rush interactions.

Becoming a better listener

Along with overcoming specific culprits of poor listening, you can also improve your general listening skills by focusing on **interactive listening**, which includes *filtering out distractions*, *focusing on the speaker(s)*, and *showing that you are paying attention*. These behaviors help improve both processing and retaining, in turn making you a more effective listener

Filter Out Distractions

There are potentially countless distractions in any speaking situation, both external and internal. *External distractions*, or **external noise**, include street noise, a flashy visual aid left up during an entire presentation, or chattering audience members. *Internal distractions*, often referred to as **internal noise**, are any thoughts that make it hard for you to concentrate—such as worrying about how well you’re doing in class or pondering aspects of your personal life. If you are an audience member, filtering out distractions means avoiding nonlistening activities, such as gazing around the room or surfing online. As a speaker, filtering out distractions during presentations or question-and-answer sessions means focusing on reactions or questions from audience members rather than looking ahead to your next point. When conducting interview research, this

means focusing on your current question and the interviewee’s response rather than thinking about your next question or an unrelated topic.

Focus on the Speaker

In any listening situation, keep your mind on what the speaker is say-ing, not on what you may be about to hear or what you’re going to say next. Ask yourself, “What does this statement that I’ve just heard mean? Do I agree or disagree with it? Do I have questions or comments of my own about it—or even a different point of view? How might other people think or feel about this comment or issue?”

Show That You Are Listening

As a responsible listener, you can use a combination of nonverbal and verbal cues to show that you are listening. Look at the other person while he or she is speaking *and* as you are responding. Indicate nonverbally—perhaps with alert posture and a smile or nod of your head—that you are paying attention.

When the opportunity presents itself, you can also verbally communicate that you are listening. As an audience member,

you can ask thoughtful questions during a question-and-answer session or even applaud appropriately at a rousing portion of the speech. As a speaker, paraphrase questions asked by audience members to show that you understand and to allow them to correct any misinterpretation. And in interview situations, maintain eye contact and be ready to move into new lines of questioning based on your interviewee's responses.

Maximizing audience attention

Despite your best efforts, you may occasionally find yourself delivering a speech to audience members who do not listen well. For example, while doing **audience surveillance**—paying attention to an audience's nonverbal and verbal responses while giving a speech—you may notice some audience members who *act* as if they are listening but who you can tell (perhaps by their expression or lack of eye contact) are not. The good news is that there are several strategies you can use to help your audience members listen more effectively to your speech. In this section, we outline several steps that you, as a speaker, can take to both anticipate and deal with audience listening challenges.

SELF ASSESSMENT

CHOOSE THE CORRECT ANSWER (1 MARK)

1. The belief that people should exhibit the same behavior in all situations

a) ethical absolutism b) situational ethics c) **cultural ethics** d) absolute relative

2. People hold the correct behavior that varies depending on a situation

a) cultural b) **situational** c) absolute d) geographical

3. Presenting information that leads listeners to an incorrect conclusion

a) correct reference b) **false reference** c) complete truth d) ethical utterance

4. Presenting other person's words or ideas is

a) **plagiarism** b) pragmatism c) denotation d) connotation

5. Listeners consider time as a precious resource in

a) people oriented b) culture oriented c) content oriented d) **Time oriented listening**

ANSWER THE FOLLOWING IN 250 WORDS (5 MARKS)

1. Write a note on using public speaking as a student.

Many instructors require students to deliver oral presentations on research projects and other coursework. Students with strong public speaking skills can share their findings more effectively than those with a limited background in presenting speeches. Think about students who have given oral presentations in your classes; most likely you've noticed that those who give thoughtfully crafted and skillfully delivered presentations make a better impression on the instructor *and* the rest of the class. Equally important, the information they offer is probably more useful to listeners than information delivered by less skilled speakers.

3. Write a note on action oriented listening.

People who use this style of listening usually focus on immediately getting to the meaning of a message and determining what response is required. These listeners indicate a preference for messages that are direct, concise, and error-free.

Conversely, these listeners are easily frustrated by those who ramble or take a while to get to the point.

ANSWER THE FOLLOWING IN 500 WORDS (10 MARKS)

1. Write an essay on the need of public speaking.

Public speaking skills come in handy in everyday situations. As you become more comfortable with public speaking, you will find yourself more confident about asking a question at a meeting or speaking up when hanging out with new coworkers. You will also be equipped to speak on the fly if you are asked to give a toast, accept an award, or make a presentation at the last minute.

Using Public Speaking as a Student

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those who give thoughtfully crafted and skillfully delivered presentations make a better impression on the instructor *and* the rest of the class. Equally important, the information they offer is probably more useful to listeners than information delivered by less skilled speakers.

Public speaking skills also enhance your ability to participate in campus activities. If you belong to an organization or a club, team, sorority, or fraternity, you may want to speak out at a group meeting or represent your group before the student senate or other campus organizations. When you present an effective speech to these audiences, you boost your chances of achieving your goal—whether it's persuading your sorority to take up a new social cause or convincing the student senate to fund a campus job fair related to your major.

Using Public Speaking in Your Career

A knack for public speaking is one of the most important assets you can possess in the workplace. According to the National Association of Colleges and Employers 2012 Job Outlook Survey, verbal communication skills and ability to work in a team outrank all other qualities that employers seek in potential job

candidates. Employees agree that communication skills are important.

No matter which career path you choose, you'll almost certainly need public speaking skills.

An elementary school teacher encounters a roomful of parents who are skeptical about a new math curriculum, which differs markedly from how they learned math in the good old days." The teacher clearly and energetically presents research results defending the curriculum, and the parents happily accept the new method.

Using Public Speaking in Your Community

Beyond work or school, you may wear many different hats in your community. For example, you might be active in service organizations, athletic leagues, clubs, religious groups, or political committees. If you're a parent, you may find yourself taking on leadership roles in your children's schools, sports teams, clubs, or other activities. You may also decide to get involved in a social cause you feel passionate about. In each of these endeavors, public speaking skills can help you.

To play an active role in issues that concern you, you will also need to speak out. You may actively seek out opportunities to lead, or you may be encouraged to take leadership roles. In addition, you may be asked to speak in less formal situations—for example, offering a wedding toast or presenting an award to a friend or colleague who is retiring. In each of these cases, the skills you learn in a public speaking class will help ensure that others hear and respect your views.

2. Discuss the importance of listening in public speaking.

It's crucial for speakers *and* audience members to understand the listening process. How you listen as a speaker—while both preparing and delivering a speech—can have a powerful impact on the quality of your presentation and your ability to connect with your audience. How you listen as an audience member can strongly affect your ability to absorb the information the speaker is imparting to you. Equally important, improving your listening skills as both a speaker and an audience member will help you interpret and use more of what you hear from others in a wide variety of situations—not just in your public speaking course.

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People who use this style of listening usually focus on immediately getting to the meaning of a message and determining what response is required. These listeners indicate a preference for messages that are direct, concise, and error-free. Conversely, these listeners are easily frustrated by those who ramble or take a while to get to the point.

Content-Oriented Listening.

In contrast to action-oriented listeners, content-oriented listeners favor depth and complexity of information and

messages. They are willing to spend more time listening, pay careful attention to what's being said, and enjoy discussing and thinking about the message afterwards.

People-Oriented Listening.

Like content-oriented listeners, people-oriented listeners are willing to invest time and attention in communications, yet they are differentiated by their interest in being supportive of friends and strengthening relationships. These listeners notice the mood and body language of speakers, and express more empathy toward them.

Time-Oriented Listening.

The major identifying element of this listening style is time—or, more precisely, a concern with managing time. These listeners see time as a precious resource to be conserved and protected. Thus, they can exhibit impatience and rush interactions.

Becoming a better listener

Along with overcoming specific culprits of poor listening, you can also improve your general listening skills

by focusing on **interactive listening**, which includes *filtering out distractions, focusing on the speaker(s), and showing that you are paying attention*. These behaviors help improve both processing and retaining, in turn making you a more effective listener.

3.SIGNIFICANCE AND ESSENTIALS OF PUBLIC SPEAKING

For beginning speakers, preparation is crucial. The more rigorously you prepare your speech, the more likely you'll avoid three common problems that inexperienced public speakers typically encounter:

- ***Leaving too little time for planning and practicing.***

Students who wait until the last minute to develop their speeches usually deliver weaker addresses than their better-prepared classmates. Why? If you put off your assignment until

just before the due date, you can't plan or practice your presentation. And without a plan or sufficient practice, you risk losing track of your thoughts while delivering your speech.

- ***Focusing on length rather than quality.*** Beginners sometimes focus more on meeting time requirements than on developing their ideas. They write down the first thoughts that come to mind or simply insert chunks of researched material. They don't consider what information might be most interesting, useful, or convincing to their listeners, nor do they try to organize their ideas in a way that their audience can easily follow. The result? A disjointed, lack-luster presentation.
- ***Failing to follow the assignment.*** A speech may impress a classroom full of beginning speakers if it is delivered well and includes interesting details. Yet it will not succeed if it fails to meet your instructor's assignment regarding such matters as which topics are acceptable, how the speech should be organized, and how many sources are required. Make sure to clarify such expectations before preparing your speech.

Fortunately, you don't have to succumb to these challenges. This chapter introduces steps of the speechmaking process

that will help you avoid these stumbling blocks and deliver a successful speech.

3.1 THE CLASSICAL APPROACH TO SPEECH PREPARATION

Aristotle wrote a systematic analysis of rhetorical practices in the fourth century B.C.e. Cicero (106–43 B.C.e.)—a Roman lawyer, a politician, and one of history’s

most famed orators—elaborated on these concepts. During this time, rhetoric was a highly prized skill that citizens used to present and defend their ideas in public forums.

In his treatise *De inventione*, Cicero maintained that effective speakers attend to five key matters while preparing a speech: invention, arrangement, style, memory, and delivery. Contemporary scholars refer to these five concepts as the **classical canons of rhetoric**. These five canons form the basis of speech preparation to this day. Here, we take a closer look at each one:

- **Invention** is the generation of ideas for use in a speech, including both the speaker’s own thoughts on the topic

and ideas from other sources. Speakers generate a large number of ideas for their speeches and then choose those that will best serve their purpose in an ethical manner. Talented speakers select the best ideas for a particular speech based on their analysis of their audience, their choice of topic and purpose, the research they conduct, and the evidence they gather.

- **Arrangement** refers to structuring ideas to convey them effectively to an audience; today, we refer to this as *organization*. Most speeches have three main parts: an introduction, a body, and a conclusion, with the body serving as the core of the speech and containing the main points. Effective speakers arrange the ideas in the body so that the message will be clear and memorable to the audience.
- **Style** is the choice of language that will best express a speaker's ideas to the audience. Through effective style, speakers state their ideas clearly, make their ideas memorable, and avoid bias.
- **Memory** (also known as *preparation*) is somewhat analogous to practice and refers to the work that speakers do to remain in command of their material when they present a

speech. This canon originally emphasized techniques for learning speeches by heart and creating mental stockpiles of words and phrases that speakers could inject into presentations where appropriate. In contemporary settings, speakers seldom recite speeches from memory; instead, they rely on notes to remind themselves of key ideas that they can deliver conversationally.

- **Delivery** refers to the speaker’s use of his or her voice and body during the actual presentation of a speech. A strong delivery—one in which the speaker’s voice, hand gestures, eye contact, and movements are appropriate for the audience and setting—can make a powerful impression.

Preparing and delivering speech

The first assignment is designed to be an icebreaker—a speech introducing a classmate, for example, or talking about yourself. Such assignments are usually focused on giving students an opportunity to speak in front of the class in a low-pressure situation as well as a chance to get to know one another better. Other instructors may begin with a more substantive assignment, such as a three- to five-minute

speech describing a hero in your community or an artifact that is significant to your culture. In either case, because the speech comes early in the term, you will not be expected to be familiar with all of the concepts in this book. However, your professor will have covered some of these topics and will expect to see you apply them in your presentation.

Analyze Your Audience

Speeches should always be given for the benefit of the audience— whether to inform, persuade, or mark a special occasion. **Audience analysis** is the process of learning about an audience’s interests and backgrounds in order to create a speech that meets their needs. It is important to learn about the audience members (or make educated guesses) before you select a topic and choose the ideas you will use to develop the topic.

Conducting detailed, formal analysis of your audience. However, you have probably spoken with classmates and learned about their interests and backgrounds. You may also have heard them share information during class; for example, perhaps your instructor had students introduce one another

during the first week of class. In addition, you and the other students will likely have shared experiences in class and at your college or university. Use your knowledge of these shared experiences to anticipate your listeners' attitudes and interests.

If you feel you need to do more to analyze your audience, here are some questions you could ask several classmates:

- Are there popular sports teams, activities, and traditions on campus? Unpopular experiences such as scarce parking or difficulty in signing up for required classes?
- Are the students in our class interested in politics? Do they share any common viewpoints on political issues?
- Are many of our classmates first-year students? Seniors? Do most of them live on campus or commute? Are most working to finance their education?
- What are the cultural backgrounds of the people taking this class?

Jot down responses to these questions, as well as your own thoughts about topics that may interest your classmates.

Select Your Topic

Your **topic** is the subject you will address in your speech. The topic for your first speech will depend on the assignment your instructor has given you. Typical assignments include informing the class about an interesting issue you studied in another course, telling the class about a pet peeve, or sharing a cultural tradition with your audience.

To choose a topic, list as many possibilities as you can, and then use your audience analysis to select one that you think would appeal most to your listeners and also appeal to you. When you personally care about the topic, you'll invest more time in preparing and practicing the speech. You'll also convey your interest in the topic while delivering your speech, which will further engage your audience.

Make sure to avoid overused topics—such as the drinking age, steroids in sports, abortion, or the “art” of making a perfect peanut butter and jelly sandwich. Every instructor has a list of “reruns” that he or she would prefer not to watch again. If you choose a topic that is often presented in student speeches—for example, the death penalty or legalization of marijuana—you must make

sure to take a fresh perspective or approach. If you have any doubts whatsoever whether your topic is appropriate, be sure to check with your instructor.

Finally, consider ways to narrow your topic. Most topics are too broad to cover in a five- or ten-minute presentation. For example, you would run out of time long before you could discuss everything there is to know about your major, culture, or favorite sport. Select one or more *aspects* of your topic that you think will most interest your audience and that you can also cover in the available time for

your speech. For example, instead of trying to describe your entire culture, you might focus your topic on how your family or neighborhood celebrates a particular holiday.

Determine Your Speech's Rhetorical Purpose

Every speech must have a **rhetorical purpose**—a primary goal for the speech. For example, do you want to help listeners broaden their understanding of your topic? Persuade your audience to support a cause? Mark a special occasion? Inspire audience members and move them emotionally? Speeches typically have one of the following objectives:

- *Informing*: increasing your audience's understanding or awareness of your subject.
- *Persuading*: trying to influence your audience's beliefs or actions with respect to your subject.
- *Marking a special occasion*: speaking at events, such as graduations, memorial services, weddings, awards ceremonies, and holiday commemorations.

The rhetorical purpose you choose focuses the content of your speech. This is because each idea you develop must support the purpose you've selected. For classroom speeches, your instructor may specify a rhetorical purpose. If he or she does not, determine the purpose yourself. How? Decide whether you want your audience members to understand, believe, feel, or do something in particular about your topic after they listen to your speech. For instance, one student who was an avid fan of libertarian Ron Paul chose to ask classmates to sign a petition in support of Mr. Paul coming to speak on campus. He attempted to persuade his classmates that the chance to hear a former presidential candidate in person would be a unique and interesting experience for those of any political persuasion.

Create a Thesis Statement

Once you've selected your topic and identified your rhetorical purpose, draft a thesis statement for your speech. The **thesis statement** (sometimes called the *central idea* or *topic statement*) is a single sentence that sums up your speech's main message and reflects your narrowed topic and rhetorical purpose. Basically, the thesis statement should convey your speech's bottom line, enabling audience members to understand the essence of your overall speech message. Here are some examples of thesis statements:

- “Today I will inform you about how the New Year is celebrated in my culture.”
- “Today, I hope to convince you to try a vegan diet for one week.”
- “Tonight I hope to entertain you with a humorous look at online shopping.”

Determine Your Main Points

To determine main points, begin by making a list of ideas you might like to cover. These ideas can come from what you already know and from research you do about your topic. Then select main points by considering which ideas would be most interesting to your audience and best help listeners obtain a deeper understanding of your topic.

Each main point you select must also support your thesis statement. Otherwise, your audience may conclude that you're straying off course and may lose interest or become confused.

Develop Supporting Materials

Once you've selected your main points, develop **supporting materials**—information that bolsters and fleshes out the claims made in each of those points. There are several types of supporting materials, including examples, definitions, testimony, statistics, narratives, and analogies. You can generate supporting materials internally by brainstorming and externally by conducting research.

Brainstorming is the process of quickly listing every idea that comes to mind, without evaluating its merits, in order to develop a

substantial list of ideas. To brainstorm potential supporting materials, ask yourself questions such as “What do I know about my topic?” and “What do I think is most important or interesting about this topic?” List all the responses to these questions that come to mind. Your goal is to create a diverse list of many possible ideas, not to make a final decision about which ones you will use.

Organize and Outline the Body of Your Speech

A speech should be well organized, meaning that your ideas are structured in a way that enables the audience to follow your message easily. To organize your speech, draft an **outline**. Your outline contains the text of your speech in complete sentences or briefer phrases (depending on what your instructor prefers).

A speech outline has three major parts: the introduction, the body, and the conclusion. The **body** is the core of your speech and is where you present your main message about your topic. For this reason, we recommend outlining the body of your speech before out-lining the introduction, even though

the body follows the introduction when you actually deliver the speech.

To create a full-sentence outline for the body of your speech, first express each of the main points you've selected as a single sentence that states a key idea you're planning to emphasize. Then number each main point with a roman numeral. It is common to have between two and five main points, although your instructor may ask you to develop a single main point in your first speech.

Next, create subpoints from the supporting materials you have gathered through brainstorming and research. **Subpoints** explain, prove, or expand on your main points. In your outline, indicate each sub- point with a capital letter, and indent each under its corresponding main point.

An important principle of outlining is **subordination**. Each main point must relate to your specific purpose, and each subpoint must relate to the main point that it supports. If you include additional sup- porting material under any subpoint (a sub-subpoint, so to speak), it must relate to that subpoint. Here's a generic example of how subordination might look in a typical outline:

- I. Main Point 1
 - A. Subpoint
 - B. Subpoint
 - 1. Sub-subpoint
 - 2. Sub-subpoint
- II. Main Point 2

Outline Your Introduction and Conclusion

The **introduction** to your speech serves several vital purposes, each of which is the basis for one major section of the introduction, as shown in the following list (your instructor may require a specific combination or order of these elements): Start your speech with a brief story, quotation, striking fact or statistic, or humorous incident that grabs listeners' attention while also hinting at what your speech will cover.

- I. *Thesis statement.* In a single sentence, convey the topic and purpose of your speech.

II. *Show the audience what's in it for them.* In one or two sentences, summarize why audience members should listen to your speech. Will you provide information they need to know? Information they will want to share with friends and family?

III. *Establish your credibility.* To show that you are a believable source of information on your topic, indicate any relevant expertise, experience, or education that you have.

IV. *Preview your main points.* To help the audience understand where you will be going in your speech, list each main point using no more than one sentence per point.

The **conclusion** of your speech summarizes what you have said and leaves the audience with a memorable impression of your presentation. There are two main parts to a conclusion:

I. *Summary of your main points.* Briefly recap the major points you made during your speech.

II. *Clincher.* End with a closing sentence or paragraph that leaves your audience with a vivid memory of your speech. A clincher may be related to the introduction (for example, supplying a happy ending to a story you began in the

attention-getter), or it may consist of a statement or quotation that characterizes the content of your speech.

Incorporate Transitions

Once you've outlined the body, introduction, and conclusion, you will want to create transitions to connect the parts of your speech. A **transition** is a sentence that indicates you are moving from one idea to another. Transitions are especially helpful in the following places:

- Between the introduction and your first main point
- Between each main point
- Between the final main point and the conclusion

Practice Your Speech

After drafting your outline, make sure to practice your speech. With practice, you'll feel more confident about your presentation—and more comfortable talking in front of your classmates. This comfort level will enable you to use extemporaneous delivery—using only notes for reference, rather than reading your speech to the audience word-for-word.

Practice delivering your speech from your full outline several times, until the content starts to feel familiar. Then condense your outline into a set of briefer notes. This will be the outline you'll use when actually presenting your speech, and it will help you deliver your speech in a more conversational way, explaining the main points and subpoints

in your own words, without reading word-for-word. Place your speaking outline on index cards or 8½" × 11" paper, using large type so that it will be easy to glance down and find your place while you are presenting. You may refer to your notes when you need to refresh your memory, but you should usually be looking at the audience.

Deliver Your Speech

The moment has come: you're watching a classmate wrap up her speech, and you're next in line. As you approach the lectern and start delivering your speech, keep the following guidelines in mind:

- *Project your voice.* Speak loudly and slowly enough that your audience can easily hear what you are saying.

- *Maintain an even rate of speaking.* Many speakers tend to rush through a speech, particularly if they are nervous. Speak at a rate that enables you to pronounce the words clearly, allowing the audience to follow your speech.
- *Convey interest in your topic.* Maintain energy and variety in your speaking voice, so that you build audience enthusiasm for your speech.
- *Maintain eye contact.* Try to make eye contact with people in each section of the room during the course of your presentation.

Each speech you deliver is a learning experience. Your instructor (and perhaps your classmates) will offer feedback after your presentation. Use these suggestions to prepare future speeches; you'll soon see your public speaking skills improve.

Overcoming speech anxiety

As you begin to prepare for your first speech, you may experience some nervousness about speaking in front of an audience. If so, you're not alone. Although the claim that people

fear public speaking more than death may be an urban legend, almost everyone, from college students to the public at large, feels nervous about speaking before an audience.⁹ The symptoms of **speech anxiety**—the worry or fear that some people experience before giving a talk (also called **stage fright**)—can take a wide variety of forms. Some people experience the stereotypical sensation of “butterflies in the stomach,” as well as sweaty palms and a dry mouth. Others endure nausea, hyper-ventilation, and downright panic.

A little nervousness can actually be a good thing when you’re giving a speech: it helps focus your attention. But in its extreme form, speech anxiety can prevent you from speaking clearly or keeping your train of thought while delivering your presentation. Though speech anxiety is quite common, you *can* learn to manage it. As one seasoned public speaker put it, “You may not be able to get rid of the butterflies, but you can at least get them flying information.” The following strategies can help you combat speech anxiety and build confidence in your public speaking skills.

Prepare Early and Follow a Plan

One of the best ways to build confidence in your ability to deliver a successful speech is to get to work soon after you receive an assignment and follow an organized plan to craft and practice your speech. Resist the temptation to procrastinate—speech apprehension is associated with inadequate preparation. Conversely, high anxiety can be reduced by good preparation; when a speaker gets down to business and makes progress on a speech, he or she will feel less anxious. The point is clear: select a topic as soon as possible, and draft an outline well in advance.

Once you have an outline, you can take other steps to improve your speech and build confidence. One helpful suggestion is to get your instructor's feedback on your outline. This feedback, perhaps in the form of comments on your outline or a list of the standards he or she uses for grading, will help you improve your speech and reduce the stress of not knowing how it will be evaluated.

You can also gain confidence by practicing your speech. One study found that when students delivered their speech three times before a small group of classmates, they experienced a reduction in speech anxiety. If it is not practical to practice with a group of classmates, you can present your speech to friends

and family. If you follow this plan—beginning right away, asking for feedback, and practicing—you will be on the right track to building confidence.

Take Care of Yourself

Be sure to get a good night's sleep before a speech. Avoid excessive sugar and caffeinated beverages the morning of your presentation—these will only make you more jittery. If you don't feel much like eating on the day of your speech, consume a light meal before you deliver your presentation. Then reward yourself with a favorite feast when it's all over.

Also, budget your time in the days leading up to your speech. It's hard to get sufficient sleep, prepare nutritious meals, and practice your presentation if you have to work six hours, study for a test, and write a ten-page paper the day before you deliver your speech. Having too much to do in too little time intensifies anxiety. To avoid this scenario, look at the syllabi for all your courses early in the semester to see when major assignments are due. Consider other commitments as well, such as job, family, and community responsibilities. Then plan your time so that the days leading up to your speech are as relaxed as possible.

Visualize Success

Researchers have found that a simple activity reduces anxiety for public speaking students: visualizing success.¹⁵ With **visualization**, you imagine yourself scoring a resolute audience in the same way you would converse with a friend—natural and relaxed. Picture the audience nodding in agreement with a key point, smiling when an idea hits home, and laughing at your jokes. Listen to the thundering applause as you wrap up your speech. The power of positive thinking is no mere cliché. When you visualize success, you can ease your anxiety—if not eradicate it entirely.

Use Relaxation Techniques

When you're suffering from speech anxiety, your muscles tense up, and your mind swarms with negative thoughts. You know you should relax. But who can chill out on command? **Relaxation strategies**—techniques that reduce muscle tension and negative thoughts—can help. For many people, exercise is a powerful relaxation strategy. It helps you expend nervous energy, and it leaves you relaxed and limber on the day of your presentation. It's also renowned for clearing your mind. But

exercising doesn't necessarily mean heading for the nearest gym to lift weights or take a Pilates class. All you have to do is practice tightening and releasing your muscles—wherever you are at the moment. Breathe in as you tighten a group of muscles, and then exhale as you release the tension. Consider progressing from your neck muscles down to your feet. You can use this and other relaxation techniques even as you're waiting to deliver your speech.

Volunteer to Speak First

Many public speakers experience more anxiety shortly before their presentation than during the actual speech. If this describes you, and you're going to be one of several speakers in a class or program, ask to speak first—or as early as possible in the lineup. That way, you'll have less time to work up a debilitating level of worry.

Never Defeat Yourself

It is easy to become your own worst critic while giving a speech. If audience members are yawning or frowning, such feedback can increase your speech anxiety. Do not fall into the trap of making negative judgments as you speak. There is a

good chance that a frowning classmate is trying to remember where she left her keys or worrying about an upcoming math test.

Even if you do make a serious mistake during your speech, do not give up. Your classmates will be hoping you recover and finish strong. We have seen one student’s outline disappear when her iPad crashed midspeech, another remain silent for two minutes while putting a jumbled pile of note cards in the right order, and a third watch his dog (a visual aid) have an “accident” as the speech concluded. In these situations, the first post speech comment from an audience member has consistently been a supportive statement about the speaker’s effort to recover.

3.2 INCORPORATING DEMOGRAPHICS

In addition to considering situational characteristics, you also need to take demographics into account. **Demographics**—a term that’s originally from the world of public relations and marketing—refers to certain characteristics of your listeners. For example, demographics can include age, gender composition, sexual orientation, race, ethnicity, religious orientation,

socioeconomic background, and political affiliation. By assessing your audience members' demographics, you can better anticipate their beliefs about your topic, their willingness to listen to your message, and their likely responses. In this section, we examine demographic characteristics you should consider while developing and delivering a presentation.

Age

Age can affect how audience members respond to your message. For example, a presentation on safe snowboarding would not likely interest most retired persons. But it may hold great appeal for athletic students in their late teens and early twenties.

Naturally, when you're speaking to a large group of diverse listeners, their ages may vary considerably. How can you consider age when targeting these varied listeners? Try tailoring your supporting materials (such as examples and quotations) to the needs of different age groups within your audience. For instance, older listeners may not understand references to the popular musical groups or late-night comedy shows that younger people tend to appreciate. And younger

listeners might not get references to classic film stars like Greta Garbo or Cary Grant or even early rock stars such as Elvis Presley. For younger listeners, you might also try to avoid referring to events that took place before they were born unless you place the events in context for them. When speaking to an audience of mixed ages, be sure to either add some context to your references or use references that would appeal to a wide range of listeners.

Gender Composition

The **gender composition** of your audience—*mixed* (male and female) or *single gender* (all female or all male)—affects how your listeners will respond to your speech. Some stories, illustrations, or examples might resonate better with one gender grouping than another. Car sellers, for example, pay close attention to differences in buying patterns between genders.

Although consideration of gender is a valid component of audience analysis, you must never assume you know about an individual audience member's views based on gender. The views of countless men and women cut against the grain of traditional ideas of **gender stereotypes**—oversimplified and often distorted

views of what it means to be male or female. Likewise, ethical speakers never resort to **sexist language**, or language with a bias for or against a given gender.

Sexual Orientation

Another demographic characteristic that has become increasingly important to consider and acknowledge is the **sexual orientation** of your audience members. This can include straight men and women as well as lesbian, gay, bisexual, transgendered, and queer and/or questioning individuals—or LGBTQ for short. In spite of the 2013 Supreme Court rulings concerning marriage equality (generally seen as a victory for the LGBTQ community), there has still been controversy surrounding questions of status and legal protection for LGBTQ members. Not everyone in the country feels comfortable with or accepting of people based on differences in sexual orientation.

Given this environment, some might object to acknowledging the LGBTQ demographic, but we strongly believe that acknowledging members of the LGBTQ community is not only a smart and strategic move for a speaker but also an ethical

responsibility. Statistics vary, but estimates suggest that gay or lesbian people (only two parts of the LGBTQ designation) account for between 5 and 10 percent of our population. Since speakers have a responsibility to all members of their audiences—not simply those in the dominant majority—ignoring LGBTQ listeners means excluding and potentially alienating a substantial portion of an audience from the discussion.

Acknowledging a difference in sexual orientation can be accomplished both overtly and passively, depending on what is appropriate for your speech and your situation. Open and overt acknowledgment of these differences might be accomplished by including examples or illustrations that reference LGBTQs as well as straight people. For example, a speech on conflict in relationships might include examples of gay or lesbian couples in the same breath as examples of heterosexual couples. Likewise, a speech that deals with parenting could include the story of two fathers raising a child, along with examples featuring a mother and father or a single parent.

You can offer passive acknowledgment of the LGBTQ community (and do so sensitively) through inclusive word choice when referencing sexual or relational orientation. For

example, instead of only speaking of “married couples” or “a wife searching for a husband” (or vice versa), you might refer to “loving partners” or “individuals looking for a long-term commitment.” Inclusive word choice invites everyone in the audience to share in the speech while avoiding language that privileges one form of sexual orientation over another.

Race and Ethnicity

In the United States today, the population is far more racially and ethnically diverse than in previous eras. With this increased diversity, your audience members are likely to come from a wide variety of racial and ethnic origins. In preparing and delivering your speech, you need to be sensitive to your listeners’ diverse backgrounds and speak to their varied interests. At the same time, however, you must not generalize about particular races or ethnicities. For example, all Americans of white European descent don’t necessarily feel the same way about affirmative action. Neither do all Americans of African descent.

Still, **race**—common heritage based on genetically shared physical characteristics of people in a group—*can* affect how listeners respond to a speaker’s message. This is especially true in situations in which racial issues are sensitive, affecting

people throughout their lives.

Ethnicity—cultural background that is usually associated with shared religion, national origin, and language—is another important demographic aspect to consider, as it can shape beliefs, attitudes, and values of audience members.

Religious Orientation

A person's set of religious beliefs is another demographic characteristic that can influence how people respond to your speech. For some people, religious orientation strongly shapes their views on a wide range of issues—including but not limited to gay marriage, abortion, and men's and women's roles in family life and society.

Moreover, some of the larger religions have numerous subdivisions, whose adherents possess conflicting beliefs about specific issues. Thus, like any other demographic characteristic, religious orientation does not preordain (pardon the pun) an audience's reaction to a given message, yet it can still exert great influence. Presenters who craft their speeches accordingly stand a better chance of connecting with their listeners.

Socioeconomic Background

Related to but distinct from questions surrounding demographic characteristics such as race, religion, and political affiliation are those that concern the social and economic background of an audience member or group. **Socioeconomic status** is a measure of where individuals stand in terms of financial resources, education, and occupation in relation to other individuals.

As a speaker, it's important to consider your audience's socioeconomic status and how it might influence their individual and collective concerns.

Financial Resources

It is likely that people who come from wealth and privilege will have different life experiences from those who are poor and have fewer resources and options. For this reason, a person who has always been financially comfortable may have very different concerns than a person who is struggling financially. A speech extolling the benefits of clipping grocery-store coupons, for example, might be of more interest to a lower-income group than it is to a very affluent group. Conversely, a speech on stock

market investing might fail to capture the attention of students with little or no money to invest.

Negotiating your path through assumptions about socioeconomic status can be tricky business: labels like “rich,” “poor,” and “middle class” are relative terms that carry little real meaning. You can, however, analyze your audience to get an idea of their collective economic status.

Education and Occupation

Your audience’s level of education and occupation can also influence their reaction to your speech. For example, suppose many of your listeners are already familiar through formal education or life experience—with the facts you plan to present in your speech. If you’re aware of this familiarity before hand, you’ll know that you won’t have to provide extensive background information in your speech. But if your audience is unlikely to have had exposure to your topic through formal schooling or life experience, you’ll need to provide more explanation and examples to help them understand your presentation.

Political Affiliation

In some respects, **political affiliation**—a person’s political beliefs and positions—is the most difficult of the demographic characteristics to pin down. Traditional labels like “liberal” or “conservative” and “Republican” or “Democrat” elude specific meaning and are so broad as to be relatively useless in predicting a person’s views on every issue. Members of your audience who identify themselves as conservative won’t all necessarily hold the same beliefs about each of these dimensions of conservatism. Likewise, membership in a political party does not guarantee that someone will vote for a specific candidate or respond to a speaker’s message in a predictable manner.

Nevertheless, knowing your listeners’ political orientation—as well as their views on specific political issues can help you determine how to craft your speech. In a highly polarized political climate, attention to your listeners’ political orientation becomes especially crucial to making a successful presentation.

Putting the Demographic Pieces Together

Great public speakers use their knowledge of their listeners’

demo- graphic characteristics to understand the people they are addressing—and to make their messages more effective. Every audience is unique; by identifying characteristics that many of your listeners share, you gain insight into how they might respond to your message. You can then incorporate these insights as you develop your speech and frame your message for the audience.

3.3 CREATING A RESEARCH PLAN

Skilled researchers develop a strategy for finding and keeping track of the information they need. Gaining experience, they improve on that strategy throughout their lifetime, particularly as new technologies change the nature of research. The following steps will help you formulate a **research plan**—a strategy for finding and keeping track of information to use in your speech. It's important to quickly put this plan into action, as almost three-fourths of college students report that procrastination harms their research efforts.

Inventory Your Research Needs

Begin by determining your **research objectives**—the goals you need to accomplish with your research. Your knowledge of

the topic will influence your goals. If you don't know a lot about the subject, begin with general research to learn more about the basics. On the other hand, if you know your topic well—for example, you already have a good idea of your thesis and even some of your main points—you might want to use research to learn more about specific aspects of your topic. When determining which aspects of your topic to research further, consider your rhetorical purpose and your instructor's research requirements. Finally, before moving ahead with your research, make a list of the subject matter you need to research and the questions you need to answer. This will help you stay focused on your research objectives.

Find the Sources You Need

Once you have determined your research objectives, consider where you can find the information you need.

Your school or community libraries are two great places to start your search. If you have access to people with expertise on your topic, you may also want to set up an interview or two. Although the Internet can be a useful source of information, there are also risks in using online sources. Therefore, it's

always advisable to mix Internet research with research from other sources.

We strongly recommend that you discuss your topic with a **research librarian**. These librarians are career professionals who are hired to assist students and faculty with their research. They are experts at tracking down hard-to-find information and thus can be amazingly helpful and knowledgeable about the resources available on your topic. More often than not, they will point you in the right direction for finding the most useful and credible sources. You will also need to consider what types of sources will best meet your research needs. In this section, we discuss the benefits of different library resources, including books, journal articles, newspapers, government documents, and reference works. You may also want to research high-quality Internet sources or conduct interviews if experts on your topic are available.

Use library indexes (often available on the library's Web site) to develop a list of sources to research. Library indexes are usually organized by **keyword**—a word or term related to your topic, including a synonym of the word. If you do not find what you are looking for under the keywords you have

chosen, be persistent; try using broader, narrower, or related terms until you find useful sources.

Keep Track of Your Sources

One of the most important (and unappreciated) steps in the speech preparation process is maintaining complete and accurate records of your research sources. When you prepare your speech outline, your instructor will expect you to properly cite the sources of all the research you will use in your presentation. If you have lost track of the sources of your evidence or have incomplete citations, it will be very difficult to go back and find this information later. Furthermore, if you cannot cite the source of a piece of information, you cannot use that material in your speech.

Therefore, it is essential that you find and keep full citations for all research sources you may use in your speech. The **citation** contains information about the source author and where your evidence can be found—it's the academic equivalent of a map to your source. When a source is cited properly, it should be easy for another person to find the original source, whether it is in the library or online. Your

instructor will have a citation format that you need to follow; be sure you know what information is required

Many computer-based library indexes now allow you to **export** the citations for your research sources by cutting and pasting the citation into a Word file. This is a very efficient way to keep track of source citations. If you are not sure how to do this, check with a research librarian.

You also need a reliable system for matching each citation to the evidence you obtain. However you choose to keep a copy of your evidence (note cards, downloads, photocopies), be sure that you also immediately record the evidence's citation information. One of the most common mistakes our students make is to assume that the URL that appears at the bottom of the page when Internet evidence is printed out is sufficient for a citation. Please note: it is *not* sufficient! In this case, you also need to find and record the name of the author of the information, his or her credentials, and the date of the information

No matter where you gather evidence for your speech (library, Inter-net, or interviews), you must ensure that each is a **credible source**—meaning one that can be reasonably trusted to be accurate and objective. When you use the most

credible sources possible, you can be confident that the facts you present are valid, and your audience will be more likely to accept your claims. To evaluate the credibility of a given source, examine four distinguishing characteristics: expertise, objectivity, observational capacity, and recency.

With these criteria for source credibility in mind, let's now look closely at three major strategies for researching your speech: using a library, searching the Internet, and interviewing experts in your topic.

Conducting library research

Libraries remain one of the best resources for researching your speech. Despite the Internet's increasing popularity as a research tool, the library still offers convenient access to the broadest range of *credible* sources. In addition, libraries allow you access to strong evidence and credible sources that are not available on Web sites. And last but not least, no search engine has been able to match the experience and expertise of professional librarians in guiding you to the best material on your topic.

Local and school libraries house a wealth of information sources, including books, periodicals, newspapers, reference works, and government documents, along with powerful digital resources and data-bases that you might not be able to access otherwise.

Books

Books are one of the best systems that humans have ever developed for storing and conveying information; they have important advantages as information sources and are often the best place to start your research. Since books have been the primary tools for sharing and storing ideas throughout human history, many of today's books contain thousands of years of accumulated human knowledge. In addition, many books are written by people with extensive expertise in their subject—though of course you should always check each author's credentials using the four criteria described earlier.

Periodicals

A **periodical** is a publication that appears at regular intervals—for example, weekly, monthly, quarterly, or annually. These publications include scholarly journals and news and topical-interest magazines. Often the most credible information on your speech topic will come from articles in scholarly journals, generally written by people with expertise on a subject. Articles in such journals are subjected to **peer review**—that is, an editor decides to publish only articles that are approved by other experts in the field and that meet the

publication's other requirements. In contrast, newsmagazines are particularly helpful for speeches on current events.

Newspaper

Newspapers are another useful source, especially when you need very current information. Many college libraries have indexes for articles published in major national newspapers, such as the *New York Times*, *Washington Post*, *Christian Science Monitor*, and *Wall Street Journal*. University libraries often offer access to full-text articles from newspapers that restrict content to subscribers. Your library may also have indexes for your local newspaper and papers from large cities in your region. Most newspapers now have Web sites, and some are exclusively online (for example, the *Seattle Post Intelligencer* and the *Christian Science Monitor's* daily newspaper). Many of these sites allow you to search for articles. This can be particularly helpful if you want to focus on news from a specific region—for example, coverage of the auto industry in Detroit newspapers. *Editorials on File* reprints editorials from newspapers across the United States and Canada, which offer diverse perspectives on current issues.

Reference Works

A **reference work** is a compilation of background information on major topic areas. Reference works are helpful for doing exploratory research on your subject area or discovering a specific fact (such as the number of people with Internet access worldwide or the capital of Kazakhstan), as opposed to in-depth information. Reference works are increasingly available in both printed and online form in your library.

There are several major categories of reference works. Most include general works that cover a comprehensive range of topics as well as specialized works that focus on a single subject (for example, philosophy or art) in more detail. **Encyclopedias** offer relatively brief entries that provide background information on a wide range of alphabetized topics. **Dictionaries** offer definitions, pronunciation guides, and sometimes etymologies for words, while

quotation books offer famous or notable quotations on a variety of subjects. **Atlases** provide maps, charts, and tables relating to different geo-graphic regions. Finally, **yearbooks**—such as the *Statistical Abstract of the United States*—are updated annually and contain statistics and other facts about social, political, and economic topics.

Government Documents

If your topic relates to government activities, laws, or regulations, government documents can provide useful information for your speech. Document authors may be experts, but beware of documents motivated by political objectives.

- *GPO Access* (www.gpoaccess.gov) contains links to congressional hearings and reports as well as the *Congressional Record*, which covers all debates in the House and Senate. Legislators often add news articles, reports, and other documentation to the *Record*. *GPO Access* also includes links to Supreme Court opinions, oral arguments before the court, and opinions of lower federal courts, as well as information issued by the executive branch of the federal government.
- *CQ Electronic Library* (available through many college libraries) features information from *Congressional Quarterly*, which provides nonpartisan reporting on Congress and politics.

CQ Weekly provides information about bills pending in Congress and articles about major issues confronting the federal government, while *CQ Researcher Online* provides extended reports on major news issues.

Using the internet

The Internet has become the go-to research option for many college students. Whereas 95 percent of college students researching online use search engines, only 9 percent report using the library more than the Internet when searching for information. These research habits can be hazardous to the typical student's academic progress; in fact, a recent study found that

higher grades are associated with more frequent use of the library. Whereas libraries emphasize quality research sources, searching the Web can be a bit like sending an untrained dog out to retrieve the morning newspaper. He might come back with the paper, but he could just as easily end up digging in your flower bed or eating a neighbor's chicken. In other words, you can't always be certain that your search will generate the information you need. By understanding the benefits *and* limitations of Internet research, you can get the most from this tool .

Benefits of Internet Research

Internet research allows you convenient access to information on nearly any topic without leaving your desk. Even better, many libraries offer access to full-text periodical and newspaper indexes from remote locations; such indexes are among the most useful available online, and we recommend that you focus on them when the convenience of researching from your own computer is important.

The Internet also offers speed—enabling you to track down a news report or a research finding almost instantly, from anywhere in the world. Finally, this research tool puts an immense volume of information at your fingertips. A decade ago, University of California at Berkeley researchers estimated that the World Wide Web contained about 170 *trillion* bytes of information, which is seventeentimes the size of the print collections in the Library of Congress.

The size of the Internet continues to expand rapidly. Kevin Kelly, one of *Wired* magazine's founders, estimates that the total number of Web pages now exceeds one trillion. With careful searching online, you may be able to find quality information that simply does not exist in your own library.

Interviewing sources

Although library and online research can provide a treasure trove of information, there's no substitute for talking to an expert in the field. When you

conduct an interview, you can talk to your source about the questions or issues most important to you; you are not limited to whatever your source has written.

SELF ASSESSMENT

CHOOSE THE CORRECT ANSWER (1 MARK)

1. Structuring ideas to convey them effectively is

a) style b) memory c) **arrangement** d) invention

2. The choice of language that will best express a speaker's ideas to the audience

a) Memory b) arrangement c) invention d) **style**

3. The process of quickly listing every ideas without evaluating is

a) **Brainstroming** b) research c) subordination d) evaluation

4. The term for referring certain characteristics of listeners is

a) Brainstroming b) evaluation c) **demographics** d) subordination

5. Audience who has neither positive or negative opinion about the message or idea

a) positive b) negative c) **neutral** d) hostile

ANSWER THE FOLLOWING IN 250 WORDS (5 MARKS)

1. Write a note on creating a research plan.

Skilled researchers develop a strategy for finding and keeping track of the information they need. Gaining experience, they improve on that strategy throughout their lifetime, particularly as new technologies change the nature of research. The following steps will help you formulate a **research plan**—a strategy for finding and keeping track of information to use in your speech. It's important to quickly put this plan into action, as almost three-fourths of college students report that procrastination harms their research efforts.

2. Write a note on the use of internet in research.

The Internet has become the go-to research option for many college students. Whereas 95 percent of college students researching online use search engines, only 9 percent report using the library more than the Internet when searching for information. These research habits can be hazardous to the typical student's academic progress; in fact, a recent study found that higher grades are associated with more frequent use of the library.

ANSWER THE FOLLOWING IN 500 WORDS (10 MARKS)

1. Write an essay on the classical approach to speech preparation.

Aristotle wrote a systematic analysis of rhetorical practices in the fourth century B.C.e. Cicero (106–43 B.C.e.)—a Roman lawyer, a politician, and one of history's most famed orators—elaborated on these concepts. During this time, rhetoric was a highly prized skill that citizens used to present and defend their ideas in public forums.

In his treatise *De inventione*, Cicero maintained that effective speakers attend to five key matters while preparing a speech: invention, arrangement, style, memory, and delivery. Contemporary scholars refer to these five concepts as the **classical canons of rhetoric**. These five canons form the basis of speech preparation to this day. Here, we take a closer look at each one:

- **Invention** is the generation of ideas for use in a speech, including both the speaker's own thoughts on the topic and ideas from other sources. Speakers generate a large number of ideas for their speeches and then choose those that will best serve their purpose in an ethical manner. Talented speakers select the best ideas for a particular speech based on their analysis of their audience, their choice of topic and purpose, the research they conduct, and the evidence they gather.
- **Arrangement** refers to structuring ideas to convey them effectively to an audience; today, we refer to this as *organization*. Most speeches have three main parts: an introduction, a body, and a

conclusion, with the body serving as the core of the speech and containing the main points. Effective speakers arrange the ideas in the body so that the message will be clear and memorable to the audience.

- **Style** is the choice of language that will best express a speaker's ideas to the audience. Through effective style, speakers state their ideas clearly, make their ideas memorable, and avoid bias.
- **Memory** (also known as *preparation*) is somewhat analogous to practice and refers to the work that speakers do to remain in command of their material when they present a speech.⁷ This canon originally emphasized techniques for learning speeches by heart and creating mental stockpiles of words and phrases that speakers could inject into presentations where appropriate. In contemporary settings, speakers seldom recite speeches from memory; instead, they rely on notes to remind themselves of key ideas that they can deliver conversationally.
- **Delivery** refers to the speaker's use of his or her voice and body during the actual presentation of a speech. A strong delivery—one in which the speaker's voice, hand gestures, eye contact, and movements are appropriate for the audience and setting—can make a powerful impression.

2. Discuss the importance of research.

Skilled researchers develop a strategy for finding and keeping track of the information they need. Gaining experience, they improve on that strategy throughout their lifetime, particularly as new technologies change the nature of research. The following steps will help you formulate a **research plan**—a strategy for finding and keeping track of information to use in your speech. It's important to quickly put this plan into action, as almost three-fourths of college students report that procrastination harms their research efforts.

Begin by determining your **research objectives**—the goals you need

to accomplish with your research. Your knowledge of the topic will influence your goals. If you don't know a lot about the subject, begin with general research to learn more about the basics. On the other hand, if you know your topic well—for example, you already have a good idea of your thesis and even some of your main points—you might want to use research to learn more about specific aspects of your topic. When determining which aspects of your topic to research further, consider your rhetorical purpose and your instructor's research requirements. Finally, before moving ahead with your research, make a list of the subject matter you need to research and the questions you need to answer. This will help you stay focused on your research objectives.

Once you have determined your research objectives, consider where you can find the information you need. Your school or community libraries are two great places to start your search. If you have access to people with expertise on your topic, you may also want to set up an interview or two. Although the Internet can be a useful source of information, there are also risks in using online sources. Therefore, it's always advisable to mix Internet research with research from other sources.

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4.TEACHNIQUES IN ACQUIRING THE SKILL

4.1ORGANIZING THE SPEECH

Good organization is particularly important in oral communication because listeners don't have the luxury of reviewing printed information to understand your message. By contrast, those who are reading a printed message—whether in a book, a magazine, or on-line—can go back and reread the text if they're confused. Thus, when giving a speech, you must take special care to help the audience follow your ideas.

Subordination and Coordination

The principle of subordination is the key to a well-organized speech. Using **subordination** means creating a hierarchy of points and their supporting materials in your speech. Thus, main points are the most important (or highest) level of subordination, and supporting materials used to develop a main point (called **subpoints**) are subordinate to that main point. (There should be at least two subpoints to support each main point.) In the same way, materials that support subpoints are called **sub-subpoints**, and these sub-subpoints are subordinate to their corresponding subpoint. A well-organized speech also features **coordination**. Each main point is coordinate with other main points—that is, they are at the same level of significance—just as sub-points are coordinate with other subpoints, and so on.

Introducing your speech

In public speaking, as in many other situations in life, first impressions are vital. Your introduction creates a first impression both of you as a speaker *and* of your message. Scholars have recognized the importance of the introduction for as long as people have discussed speechmaking: Cicero included the introduction as one of six essential parts of a speech, and

contemporary scholars note that the introduction is a key opportunity for the speaker to build a bond with the audience.

A good introduction thus accomplishes a number of important purposes. Specifically, it does the following:

- Gains your audience's attention
- Signals your thesis
- Shows the relevance of the topic for your audience
- Establishes your credibility
- Previews your main points

Your introduction must accomplish all this in a brief period of time. For example, in a five- to ten-minute speech, the introduction should take up no more than one minute. With these kinds of time constraints, there's no doubt about it: your introduction needs to be efficient *and* effective. Let's look more closely at each of the objectives your introduction must achieve.

Gain Your Audience's Attention

Begin your speech with an **attention-getter**—material intended to capture the audience's interest at the start of a speech. People listening to a presentation may have other things on their minds (for example, a problem at home, a distracting sound coming from the next room, or worries about an upcoming test or paper). You need to help your listeners redirect their focus from these other matters to you and your message

Tell a Story or an Anecdote.

Most people love a good story, so opening with one can be a compelling yet comfortable way to begin your speech. If you start your speech with a story, be sure it relates to your message, takes up an appropriate amount of time, and comes across as believable.

Offer a Striking or Provocative Statement.

A compelling factor idea pertaining to your topic can immediately pull the audience into your speech. For example, you might present a surprising statistic or make an ironic statement to defy your listeners' expectations about what they'll hear during your speech

Use Humor

Most people enjoy jokes, amusing stories, or other humorous references. A funny or playful attention-getter can be a great way to gain audience interest, break the ice, and enhance your credibility.

Ask a Rhetorical Question

A **rhetorical question**—one that you want listeners to answer in their heads—can capture audience members' attention because it gets them thinking about your speech topic. For example, to introduce a speech about the Winter Olympics, you could ask, "What's the first sport that comes to mind when you think about the Winter Olympics?" Make sure your rhetorical question addresses something of interest to your audience.

Provide a Quotation.

A stimulating quotation that illuminates your topic can make an effective attention-getter—especially if you're quoting someone your audience likes and respects or if the quotation is thought provoking or counterintuitive.

Signal Your Thesis

Your thesis statement should clearly convey your topic and purpose in delivering the presentation, further preparing your audience members to listen.

Show Your Audience What's in It for Them

Once you have revealed your thesis, you need to generate audience interest and motivate active listening. Through WIIFM, you clarify why your message is relevant to and important for your listeners.

To accomplish this goal, provide one sentence or a short paragraph that indicates why the audience should take an interest in your topic. Avoid going on and on; instead, give listeners just enough to whet their appetite. In the body of your speech, you'll go into more detail about how the ideas or suggestions in your presentation will benefit listeners.

Establish Your Credibility

To establish credibility, explain how you have gained knowledge about your topic. In one or two sentences, emphasize your most relevant credentials (resist any urge to go over your entire résumé or life history!), making sure to adopt a modest, non-superior tone.

Concluding your speech

While your introduction helps you set the stage for your speech, your conclusion serves another equally important purpose: it helps you sum up the message you developed in the body of your speech and leave a memorable impression in your audience members' minds. Don't use the conclusion to develop new ideas about your topic or further expand on points you've just made. Instead, use it to highlight content you have already presented. A good conclusion generally takes one minute or less (few sins of a speaker are worse than saying "in conclusion" and then continuing to speak for several more minutes). Your conclusion should start with a transition, summarize your main points, and finish with a clincher—a memorable idea.

Summarize Your Main Points

The first part of your conclusion is a **summary**, a brief review of your main points. The summary is similar to the preview of your main points that you offered in your introduction, except that here you are reminding the audience of what you said instead of telling them what ideas you'll be presenting. You

may summarize in a single compound sentence that covers each main point, or you may restate each main point in a complete sentence. In either case, your goal is to remind the audience of your main ideas one last time. An effective summary helps listeners remember your message by enabling them to put your speech together in their own minds.

Be sure that your summary includes each main point from your speech. That way, you'll break the speech down into manageable sections for your audience members and remind them of the presentation's structure.

Finish with a Memorable Clincher

Finish your conclusion with a **clincher**, something that leaves a lasting impression of your speech in your listeners' minds. Once your speech ends, audience members will have countless demands on their time and attention. To make your presentation memorable, select and word your clincher carefully.

The clincher should take up only about thirty seconds in a five- to ten-minute speech. Rock musicians have been known to smash their guitars at the end of a show to leave a lasting impression. We would not recommend such mayhem in a speech, but there are a number of less destructive strategies you can use to make your speech memorable. Following are several ways to craft a good clincher.

Tie Your Clincher to the Introduction. If you began your speech with a compelling anecdote or example, consider extending it in your clincher.

End with a Striking Sentence or Phrase. There may be a single sentence or phrase that effectively sums up your speech. Advertisers and political campaign managers often use this technique because the words are easy to re-member

Highlight Your Thesis. Rather than summing up your speech with a single key sentence, you may decide to use a few lines to reinforce the heart of your message.

Conclude with an Emotional Message. Recall a speech or presentation that ended by appealing to your emotions. If you're like most people, that speech left more of an impact on you than a speech that used only cold hard facts. Often, a clincher that delivers an emotional charge makes a speech particularly memorable—especially in a persuasive or commemorative presentation.

End with a Story or an Anecdote. A story that illustrates the message of your speech can make an effective clincher.

4.2 THE IMPORTANCE OF LANGUAGE AND WORD CHOICE

Your word choice defines you as a speaker. In earlier chapters, we introduced the concept of a speaker's *ethos*, or personal credibility, and explained how *ethos* can influence an audience's perception of the presenter's message. Your words and phrases convey your *ethos* to your listeners because they say something about you as a person.

Difference between oral and written language

You may have noticed that words and sentences can come across quite differently when you hear them spoken aloud, as opposed to when you read them to yourself. In a public speaking context, the difference between spoken and written language can be even more pronounced. To help you craft better language for your speeches, you should consider three key differences between oral and written language:

- *Oral language is more adaptive.* Writers seldom know exactly who will read their words, or in what context; the best they can do is to take educated guesses and make language choices accordingly. When you speak before a live audience, however, you can get immediate feedback, which would be virtually impossible for a writer. Thus, you can observe your audience members during your presentation, interact with them, and *respond* to the way they are receiving your message.

Because a speech is a live, physical interaction that generates instantaneous audience feedback, you can adapt to the situation, such as by extending or simplifying an explanation if listeners seem confused or by choosing clearer or simpler language.

- *Oral language tends to be less formal.* Because writers have the luxury of getting their words down on paper (or on screen) and then going back to make changes, they typically use precise word choice and follow the formal rules of syntax and grammar. This careful use of language aligns well with most readers' expectations. In most speech situations, however, language choice tends toward a somewhat less formal style. Because listeners lack the chance to go back and reread your words, you will want to use shorter and less complicated sentences. (Of course, certain speech situations—such as political settings—require elevated sentence structure and word choice.) In addition, effective oral language is often simpler and less technically precise than is written language. Thus, consider incorporating appropriate colloquialisms, a conversational tone, and even sentence fragments into your speeches.

- *Oral language incorporates repetition.* Most writing teachers and coaches advise their students to avoid repeating themselves or being *redundant* by covering the same ground more than once. But in speaking situations, repetition can be an especially effective tool because your listeners can't go back and revisit your points—your words are there and then are suddenly gone. Because most audience members won't take notes (especially outside a classroom setting), there is nothing for listeners to rely on except their own memory of your words. You can help your listeners remember your message by intentionally repeating keywords and phrases throughout your presentation. If they hear certain words often enough, they will remember them

kinds of meanings

In addition to using words to express your message clearly and to enhance your credibility, you need to be aware that words can have two very

different kinds of meanings. By understanding these differences, you can select your language more strategically to exert the impact you want.

Denotative Meaning

The **denotative meaning** of a word is its exact, literal dictionary definition. When you use a word that has one dictionary definition (and that is not overly technical), you can usually expect that your audience will understand what you mean. But many words have several dictionary definitions. In these cases, you may need to take steps to avoid confusion.

Connotative Meaning

Many words may also have at least one **connotative meaning**—an association that comes to mind when people hear or read the word. A word's connotative meanings may bear little or no resemblance to its denotative meanings. For example, when used as a noun in a statement about stocks, the word *dog* may connote a poor investment opportunity—yet the literal meaning of the noun *dog* is a specific type of canine.

Presenting messages clearly

You can't get your message across to your audience unless you present it clearly. To make your message as clear as possible, use language that's understandable, concrete, proper, and concise.

Understandable Language

Understandable language consists of words your listeners find *recognizable*. In most situations, the best way to ensure that you're using understandable language is to choose words that reflect your audience's language skills, avoiding technical terms beyond their comprehension.

Concrete Words

Whenever possible, strive to use concrete words instead of abstract ones. What's the difference? A **concrete word** is specific and suggests exactly what

you mean. An **abstract word**, on the other hand, is general and can be confusing and ambiguous for your audience.

Proper Use of Words

The audience's understanding of your message will improve if you use words that correctly express the point you want to make. Incorrect word choice can confuse listeners or undermine your credibility. For example, if you were to use the words *recession* and *depression* interchangeably in a speech on the economy, you would likely lose credibility with any audience members who know the difference between these two very specific economic terms.

Concise Language

Because audience members cannot reread or rehear portions of your speech, they have only one chance to grasp your ideas. For this reason, make sure that each of your sentences expresses just one thought. Although long sentences linking different ideas may be understandable in print, they're hard to follow in a speech.

Expressing ideas effectively

Words have great power to move an audience, especially when used vividly. Empower your own language through the use of repetition, hypothetical examples, personal anecdotes, vivid language, and figurative language.

Repetition

Repetition—saying a specific word, phrase, or statement more than once—helps you grab your audience's attention and leave listeners with enduring memories of your speech:

Hypothetical Examples

With technical, complicated messages—as well as policy statements and points in a speech where you particularly want to focus your audience’s attention—consider using hypothetical examples. A **hypothetical example** is an imagined example or scenario you invite your audience to consider to help them follow a complicated point presented immediately afterward.

Personal Anecdotes

Illustrating a concept with *personal anecdotes* (brief stories) can help you further build credibility and reassure your listeners that you’re not judging them

Vivid Language

Vivid language grabs the attention of your audience with words and phrases that appeal to all the senses—sight, smell, touch, hearing, and taste.

Figurative Language

Figurative language, or *figures of speech*, refers to the techniques speakers employ to word specific types of claims or ideas. Although there are literally hundreds of kinds of figures of speech, some of the most commonly employed ones: anaphora, antithesis, and metaphor/simile.

Anaphora—the repetition of a word or phrase at the beginning of successive phrases, clauses, or sentences—is used to achieve emphasis and clarity, as well as a rhetorical sense of style. For example, in a special occasion speech known as a *eulogy*, a surviving relative of the deceased said the following:

He is watching over us now, listening to me give a speech I wish I never had to give. And so it will go for everyone. *He is watching over us* as we drive his youngest daughter to school every morning. *He is watching over us* as we face the uncertainty of continuing to run the business he built.

Here the repetition of “He is watching over us” allows the speaker to imply that the deceased is not really gone and that those who grieve for his loss can be consoled by the suggestion of his continued presence.

Speakers may occasionally wish to compare or contrast topics in a speech, even if they know in advance how they would like their audience to resolve the points in conflict. When speakers do this, they employ **antithesis**—clauses set in opposition to one another, usually to distinguish between choices, concepts, and ideas. For example, a student named Stephen employed antithesis to persuade people to invest in solar power:

Do we want to go forward or backward? Live in the future or be stuck in the past? Continue to be dependent on oil from other countries or invest in safe, free sunshine right here to meet much of our electricity and power needs?

Here Stephen contrasts “forward” and “future” with “backward” and “stuck in the past.” He wants his audience to choose “safe, free sunshine” over being “dependent on oil from other countries.”

Similes and metaphors suggest similarities between objects that are not alike. A **simile** makes explicit comparisons and contains the words *like* or *as*. Examples include “His mind works *like an adding machine*” and “The baby’s crying was *as sweet as music* to his ears.”

A **metaphor** makes *implicit* comparisons of unlike objects by identifying one object with the other. The comparisons, however, are not meant to be taken literally. For example, the phrase “innovation is the engine that drives our economy” doesn’t mean that innovation is an actual engine.

Choosing respectful language

When you use respectful language in your speeches—words, phrases, and expressions that are courteous and don't reflect bias against other cultures or individuals

Avoid Stereotypes

A **stereotype** is a generalization based on the false assumption that characteristics displayed by some members of a group are shared by all members of that group. Stereotypes are often based on ethnicity, race, gender, religious beliefs, or sexual orientation. But stereotypes can also be based on a person's economic background, what schools they attended, what region they come from—even things as seemingly innocuous as musical taste or appearance. Stereotypes, especially negative ones, are a form of biased language that put a speaker's credibility at risk.

Use Gender-Neutral References

Experts in grammar openly advocated the use of the generic *he* as early as 1553, and by 1850, this preference was legally supported (*he* was said to stand for *he* and *she*). By the 1970s, however, modern linguists began questioning the generic use of masculine pronouns for reinforcing gender-based stereotypes.

Using gender-neutral references can be challenging at times. For instance, suppose you were giving a speech about jobs that can be held by both men and women—such as chief executive officer (CEO), nurse, or high school principal. Occasional use of *he or she* is fine, but frequent use could get tedious for your audience. How would *you* react if you heard a speaker say, “A good president keeps his or her meetings organized, listens to his or her employees, and puts his or her company's needs first”? Happily, there are ways to work around any awkwardness with pronouns. Using plurals where appropriate can help: “Good *presidents* keep *their* meetings organized, listen to *their* employees, and put *their* company's needs first.” Or, if a singular pronoun is more appropriate for your speech, alternate the use of *she* and *he* from paragraph to paragraph or from example to example.

Also avoid using gender-specific nouns or noun phrases, such as *poetess*, *chairman*, *congressman*, *cleaning lady*, and *fireman*. Instead, use a **gender-neutral term**—a word that does not suggest a particular gender—such as *poet*, *chair*, *representative*, *cleaner*, and *firefighter*.

Make Appropriate References to Ethnic Groups

To show respect for your audience, use the noun or phrase preferred by a particular ethnic group when you are referring to that group. For example, *African American* is commonly preferred to *black*. Sometimes people from a group may use more than one name to refer to themselves—for example, *Latino/Latina* and *Chicano/Chicana* or a name derived from their country of origin. If you are uncertain about which term to use in such a case, ask friends or classmates who are members of that group which name they prefer.

Steer Clear of Unnecessary References to Ethnicity, Religion, Gender, or Sexuality

When a person's ethnicity, religion, gender, or sexuality is not relevant to a point you are making, there's no need to mention it in your speech. Including it can only hurt your credibility.

4.3 SELECTING THE RIGHT MODE OF DELIVERY

Reading from a Manuscript

In this delivery mode, you give your speech by reading directly from a **script**—a typed or handwritten document containing the entire text of your speech. As you read, you typically do not deviate from your script.

Although most people using this delivery mode read from a printed script, it has become increasingly popular for speakers to use teleprompter devices when addressing large audiences. From the audience's perspective, teleprompters are clear, appearing as small glass screens around the speaker; from the speaker's perspective, however, they display lines of text, which advance in time with the speech. Having more than one teleprompter allows

the speaker to appear to shift his or her gaze toward different parts of the audience while continuing to read the text from the prompter. While teleprompters might seem ubiquitous—they are used by news anchors, politicians, presenters at award ceremonies, and so on—the technology is not available in most public speaking situations. Thus, for the purposes of our discussion, reading from a script means reading from a printed or handwritten manuscript that the speaker holds in his or her hands.

Delivery from a script is appropriate in circumstances in which speakers (or speech-writers) need to choose their words very carefully. The word-for-word manuscript delivery ensures that listeners hear *exactly* what you want them to hear. For example, public speakers often use this mode of delivery in press conferences.

Memorizing from a Manuscript

Memorization is only advisable when you are called on to deliver a precise message and you are already trained to memorize a great deal of text and deliver it flawlessly. This delivery mode does offer some advantages over reading from a script. Specifically, there's no barrier between you and your audience, so you can maintain eye contact with listeners throughout your speech. This allows you to be more natural when using gestures and visual aids. And like reading from a manuscript, you can control your word choice by precisely repeating what you've memorized; in fact, memorization was a key feature of classical rhetorical training. In contemporary thought, however, it is no longer considered the best form of speech preparation and delivery in most situations.

Impromptu Speaking

In different situations, you may be called on to speak unexpectedly. **Impromptu delivery** means that you are generating your speech content in the moment, without time to prepare in advance. These kinds of speeches are both quite common and very challenging for inexperienced speakers. They occur with regularity in a variety of situations: you might be called on to

speak at a meeting at the last minute, to comment in a class, or to offer a spur-of-the-moment toast at a wedding or party. You also use impromptu delivery while fielding unexpected questions after a presentation.

Verbal delivery skills

To deliver a high-impact speech, you need to think about more than just your mode of delivery; you need to draw on a variety of speaking skills, both verbal and nonverbal. In this section, we examine the importance of **verbal delivery skills**—that is, the effective use of your voice when delivering a speech. Developing verbal delivery skills involves careful consideration of the use of volume, tone, rate of delivery, projection, articulation, pronunciation, and pausing.

Volume refers to how loud or soft your voice is as you deliver a speech. Some speakers are not audible enough, while others are too audible. A guiding rule for volume: be loud enough so that everyone in your audience can hear you, but not so loud as to drive away the listeners positioned closest to you.

The **tone** of your speaking voice derives from *pitch*—the highs and lows in your voice. If you can mix high and low tones and achieve some tonal variety, you'll add warmth and color to your verbal delivery. By contrast, if your tone never varies (speaking in a **monotone**), listeners may perceive your presentation as bland, boring, or even annoying (in the case of a relentlessly high-pitched voice).

Your **rate of delivery** refers to how quickly or slowly you speak during a presentation. As with other verbal delivery skills, going to one extreme or another (in this case, speaking too quickly or too slowly) can hurt your delivery.

To project, use the air you exhale from your lungs to carry the sound of your voice across the room or auditorium. Projection is all about the mechanics of breathing. To send your voice clearly across a large space, first maintain good posture: sit or stand up straight, with your shoulders

back and your head at a neutral position (not too far forward or back). Also, exhale from your diaphragm—that sheet of muscle just below your rib cage—to push your breath away from you.

Articulation refers to the crispness or clarity of your spoken words. When you articulate, your vowels and consonants sound clear and distinct, and your listeners can distinguish your separate words as well as the syllables in your words. The result? Your audience can easily understand what you're saying.

Articulation problems are most common when nervousness increases a speaker's rate of delivery or when a speaker is being inattentive. Whatever the cause of your articulation issues, focus on this rule to get better results: when you deliver a speech, clearly and distinctly express all parts of the words in your presentation, and make sure not to round off the ends of words or lower your voice at the ends of sentences.

Pronunciation refers to correctness in the way you say words. Are you saying them in a way that has been commonly agreed to? If you pronounce terms incorrectly, your listeners may have difficulty understanding you. Equally troublesome, they may question your credibility.

Used skillfully, **pausing**—leaving gaps between words or sentences in a speech—affords you some significant advantages. Besides enabling you to collect your thoughts, it reinforces the seriousness of your subject because it shows that you're choosing your words carefully. Pausing can help you create a sense of importance as well. If you make a statement and then pause for the audience to weigh your words, your listeners may conclude that you've just said something especially important.

Non-Verbal Delivery skills

In addition to verbal delivery, you will need to consider your non-verbal behavior as part of the delivery of your speech. **Nonverbal delivery skills** involve the use of physical behaviors to deliver a speech. In this section, we

discuss how specific elements of non verbal delivery—eye contact, gestures, physical movement, proxemics, and personal appearance—can help you connect with your audience and leave a lasting impression.

Eye contact enables you to gauge the audience’s interest in your speech. By looking into your listeners’ eyes, you can discern how they’re feeling about the speech (fascinated? confused? up- set?). Armed with these impressions, you can adapt your delivery if needed. For example, you could provide a few more juicy details about a particular point if your listeners look fascinated and hungry for more, or reexplain a key point if your listeners look confused or overwhelmed.

Eye contact also helps you interact with your audience. By glancing at a particular listener, for instance, you may notice that he or she seems eager to ask a question, thus prompting you to stop and field queries from the audience. Finally, eye contact helps you compel your audience’s attention.

A **gesture** is a hand, head, or face movement that emphasizes, pantomimes, demonstrates, or calls attention to something. Gestures can add flair to your speech delivery, especially when they seem natural rather than overly practiced. To get the most from gestures, follow these guidelines:

- Use gestures deliberately to emphasize or illustrate points in your speech.
- Remain aware that not all audience members may interpret your gestures in the same way.
- Make sure your gestures reinforce your spoken message.
- Avoid nervous, distracting gestures.

Physical movement describes how much or how little you move around while delivering a speech. Not surprisingly, standing stock-still (sometimes referred to as the “tree trunk” approach) isn’t very effective, nor is shifting

or walking restlessly from side to side or back and forth (“pacing”) in front of your audience. A motionless speaker comes across as boring or odd, while a restless one is distracting and annoying.

Proxemics

The use of space and distance between yourself and your audience—is related to physical movement. Through proxemics, you control how close you stand to your audience while delivering your speech. The size and setup of the speech setting can help you determine how best to use proxemics. For example, in a large forum, you may want to come out from behind the podium and move closer to your audience, so that listeners can see and hear you more easily.

Personal appearance in a public speech matters for two reasons. First, many people in your audience will form their initial impression of you *before* you even say anything—just by looking at you. Be sure your appearance communicates the right message. Second, studies show that this initial impression can be long lasting and very significant. If you make a negative first impression because of a sloppy or an otherwise unappealing appearance, you’ll need to expend a lot of time and effort to win back your audience’s trust and rebuild your credibility.

4.4 PRESENTATION AIDS

Presentation Aids Can Make Your Speech More Interesting

A colorful and attractive presentation aid can help you spice up any presentation, especially one on a slightly dry topic. For instance, a financial-services salesperson giving a talk on retirement savings might display a photo of an older couple looking relaxed, happy, and healthy. The salesperson could also provide graphs that show the makeup of sensible investments.

Presentation Aids Can Simplify a Complex Topic.

If you are giving a speech on a technical or complicated topic, a presentation aid can help you simplify your message so that your listeners can better understand you. For example, a student giving a presentation on how to skydive could show a drawing of a simplified parachute, with labels highlighting each part of the equipment.

Presentation Aids Can Help Your Audience Remember Your Speech.

Many individuals find visual information much easier to recall than spoken information. Thus, the right presentation aids can help ensure that you leave a lasting impression on your listeners. and experience with such methods of communicating.

Types

A presentation aid can provide both audio and visual assistance simultaneously (as in a digital video recording of an exotic bird singing), audio assistance only (a recording of a Harley-Davidson motorcycle engine), or visual assistance only (a photograph of a person on a surfboard). Traditional aids include the speaker himself or herself, assistants, objects, visual images (maps, photographs and drawings, diagrams), graphs, text-based visuals, and audio and video. Here we take a closer look at each type of presentation aid.

The Speaker

You can be an effective visual aid, particularly if your topic calls for an explanation of an action. Consider Zoya, a student who loved rock climbing and gave a presentation on the sport's basics. During her speech, she covered some of the most common climbing moves and provided tips for taking lessons and finding the best beginner climbing spots. To illustrate her points, Zoya wore the clothes, special shoes, and equipment (harness, belay device, carabiners) that she used while climbing. Through her attire, she served as a visual aid. In addition to wearing clothing or other apparel or equipment related to your topic, you can also be a visual aid by demonstrating or acting out an aspect of your speech topic. Shenille, a college sophomore in a speech class, prepared

an informative presentation about three styles of African dance. She described them and then demonstrated each one by dancing briefly before the audience.

Assistants

If serving as a presentation aid yourself would complicate things too much or prevent you from interacting with your audience, consider asking someone to help you reinforce points from your speech or to demonstrate something. For example, in speeches about lifesaving techniques and the use of CPR, lifeguards teaching new recruits often ask an assistant to role-play the victim of a drowning accident, concussion, heart attack, or stroke. The lifeguard then demonstrates techniques and procedures on the assistant while the class watches. As we saw earlier in the chapter, using an assistant can also help you surmount unique challenges in using presentation aids—such as how to show a motorcycle to a classroom of students.

Objects

Any object can be a visual aid. For example, in a speech about James Bond movies, one student presented a collection of posters depicting all the actors who ever played 007, from Sean Connery to Daniel Craig. By contrast, in a January 2013 presentation, Samsung executive Brian Berkeley spoke about a new OLED (organic light-emitting diode) screen display for tablets and smartphones. Addressing a large audience, Berkeley stood before an immense screen and used it to show important text from his speech, along with graphic illustrations of the new technology. Berkeley also hooked up a wallet-sized prototype to the screen to show that even when he bent the flexible prototype, the images on the giant screen remained unaffected. Given these visuals (and the technology), his audience was entranced. Of course, Berkeley was speaking to an immense audience and needed projection technology to make his small OLED device accessible to all. If you want to use a small object as a presentation aid in a speech to your classmates, consider walking closer to the audience and holding the object up for them to see.

What if you have the opposite challenge: your object is too large or unwieldy to present in its entirety to your audience? This situation calls for equally creative problem-solving. Consider Alan, a student who once gave a speech about the “physics of bowling.” He explained everything about bowling—including the science behind the holes drilled into the balls, the effect of the rotation and angle of the bowler’s arm on the ball’s momentum, and the ball’s impact on the pins. Naturally, Alan couldn’t bring an entire bowling alley into the classroom, so he came up with an ingenious alternative. He showed his audience three bowling balls—all with different kinds of holes. Then he rolled each of the balls down a slanted table and into the hands of an assistant. As he rolled the balls, he pointed out to his audience how each ball’s speed and path differed based on its design and his technique.

Visual Images

As the old saying goes, a picture is sometimes worth a thousand words. When you are giving a speech, it can save time and improve clarity to present a simple visual representation rather than try to describe something. If you are explaining the layout of a room, for example, a scale drawing will provide your audience with a clearer image than would a recitation of the room’s dimensions. There are several types of visual aids that can give your audience a clearer image of what you are talking about.

Maps.

A map is a visual representation of geography and can contain as much or as little information as you wish. In addition to the map itself, you can add highlighting or labels to make the map more useful to your audience. For example, if you’re giving a talk on the architecture of a particular city, you could show a map with the most important buildings labeled. In a presentation about competing in the Ironman triathlon in Hawaii, a speaker could use a map to show the route traveled for the race.

Photographs and Drawings.

Photographs can help you provide an exact depiction. For example, if you're giving a speech about the *Mona Lisa*, you could provide a photograph of the painting and use it to point out certain aspects of Leonardo da Vinci's technique. Drawings enable you to emphasize certain details about your topic. For instance, in a speech about how mosquitoes spread malaria, you could provide a drawing of the insect that details its proboscis as the tool for spreading disease. As with maps, you can add labels or other types of highlighting to a photograph or drawing to focus your audience's attention on specific details.

Diagrams.

If you are trying to explain how something works or describe its parts, a diagram can be helpful. A **diagram** is a drawing that details an object or action, as well as arrangements and relations among its parts. Diagrams can be drawn by hand or rendered on computers, and they typically include labels and important information in addition to visual images. Coaches routinely use a diagram to convey strategy to their players; you might also use an annotated diagram to provide instructions or point out different elements of something, such as a cyclist's equipment.

Graphs

A **graph** is a visual representation of the relationship among different numbers, measurements, or quantities. Graphs are especially useful when presenting a great deal of statistical evidence. Some common types of graphs are line graphs, bar graphs, and pie charts.

Line Graphs. A **line graph** uses lines plotted on a pair of axes to show relationships between two elements. For example, you could use a line graph to show the various elevations of the Ironman race or how much profit a company made over a ten-year period.

Bar Graphs. A **bar graph** consists of parallel bars of varying height or length that compare several pieces of information. For instance, you could

use a bar graph to compare the weight loss of three categories of triathletes in a series of races.

Pie Charts. A **pie chart** (also known as a **circle graph**) is used to show how percentages and proportions relate to one another and add up to a whole. A pie chart resembles a pie that has been divided up into slices, with each slice representing a percentage of the total sum. You could use a pie chart to show the percentages of different types of foods in a recommended diet for triathletes or how much your town spent in a given year on various services, such as education or road repair.

Text-Based Visuals

In some cases, presenting text graphically can help your audience organize and understand information. For example, to highlight key ideas or important “takeaways” from your speech, you could use a **verbal chart**, which arranges words in a certain format, such as bullet points. You might use a simple verbal chart to list tips for last-minute Ironman triathlon race preparation or the parts that make up a motorcycle engine, or to compare the pros and cons of a particular issue in table form.

Text and graphics can be combined to convey both information and action. A **flowchart** is a text-based visual that demonstrates the direction of information, processes, and ideas. You might use a flowchart to show the steps in preparing for the Ironman competition or the process that a bank uses to decide whether to lend money to a mortgage applicant. It is important to use text-based visuals sparingly; you do not want to present your speech outline as a visual aid.

Audio and Video

In many speech situations, it can be particularly useful to demonstrate an action that cannot easily be described in words or presented in a still image. In such cases, you may wish to incorporate audio selections or video clips into your presentation to vividly explain, demonstrate, or illustrate a key

point. We discuss several means of sharing audio and video, as well as practical considerations for doing so, in the section on technology. But first, let's consider the circumstances in which this type of content is most useful.

Audio. Presenting sound recordings or effects can greatly enhance a presentation if used well. In a speech about a particular musician or composer, for example, it would make sense to play a recording of his or her work for the audience. Audio can also make abstract concepts easier to understand. For example, Monica prepared a speech about the effects of loud music on hearing. Because "loud" is a relative term, Monica decided to play audio recordings of different sounds at different volumes (the engine of a compact car, a radio turned up all the way, a jet engine during takeoff). Though Monica couldn't subject her audience to a roar as loud as a real jet engine, she arranged the *relative* loudness of the sounds to demonstrate noise levels by decibel and to help her audience understand the nature of sound and how it is measured.

Video. A video is useful to your presentation whenever a demonstration of the subject in action or motion would enhance the audience's understanding more than a simple photographic representation or verbal description would. For example, a photograph depicting alpine ski racer and Olympic gold medalist Lindsey Vonn might be useful for identifying her as a world-class athlete and celebrity, but a video showing her prowess during a race would be more useful if the speech focused on racing techniques.

In the same vein, video may be a better choice for your presentation aid if a moving image can better capture the scene or setting. For example, a photograph of a redwood tree on fire might be useful in a speech about forest fires, but a digital video of a burning tree would be a better choice to demonstrate how quickly a fire can spread.

Not all video clips are useful. Video works best when it is clear, compelling, and easy to see. For example, Meg is a bird watcher, and she wants to give a speech about a particular type of seabird that nests near her home. Showing a grainy, hand-shot video clip of the fast-moving bird in flight

would probably not add much to her presentation, since it would not provide a clear image of the bird or a real sense of how it moves. However, a color illustration or photo of the bird, along with an audio clip of its call, would greatly enhance her presentation.

Using technology wisely

You've prepared your speech, and you've pulled together a collection of visual and audio aids that will support your points in an interesting way. Now you need to decide just how to present them. Should you download all of your audio and video onto a laptop and create a digital slide show, complete with video clips and audio? Or will a simple flip chart and CD player do the job more effectively? In this section, we take a look at various means of incorporating presentation aids—both low- and high-tech—and examine the pros and cons of each.

Using Presentation Software

Presentation software (sometimes referred to as *slideware*) enables users to create, edit, and present information, usually in a slide-show format. You can use presentation software to create tables, charts, graphs, and illustrations. Digital cameras, cell phones, and MP3 players have further transformed the world of presentation aids by enabling you to capture, download, and share photos, audio, and video cheaply and easily.

If you have access to a computer as well as a digital projector and audio speakers, this software makes it relatively easy to incorporate all of your aids into a digital slide show and present it to your audience. Such digital presentations have become extremely widespread in business settings, in communities across the world, and on college campuses; indeed, some instructors may require a digital presentation for a public speaking course.

The most commonly used presentation software is Microsoft PowerPoint,⁵ but other software, such as Adobe Flash, OpenOffice Impress, Apple Keynote, Prezi, SlideRocket, Google Docs Presentations, and Zoho

Show, is also available.⁶ The instructions for using these programs vary and change with each new version (refer to your program's user guide for technical guidance). Along with the general guidelines for any presentation aid, there are certain things you should keep in mind when developing a digital slide-show presentation.

Use It to Unify a Mixed-Media Presentation.

If you have many different types of aids (pictures, data graphs, lists, video, and audio), presenting them in a unified way helps keep the audience focused on your message. Digital slide shows allow you to incorporate a variety of presentation aids and present them in one consistent frame. They also make it easy to print out parts of your slide show for audience members to take home. Such handouts are especially useful in informational presentations.

Remember, Content Is King.

Don't let your speech be eclipsed by technological bells and whistles. As with any presentation aid, it's important to use presentation software to share material that supports your points. A slick digital presentation that lacks substance might look good, but it is unlikely to impress your audience (or your instructor). Your speech should be solid enough to deliver without any aids at all.

Don't Let the Software Steal the Show.

Presentation software should be used to assist you in delivering your speech—it shouldn't deliver your speech for you. Remember that *you* need to be the center of attention, not your slides. Help your listeners focus on you and your message: avoid reading from your slides, move around as you speak, maintain eye contact with listeners, and limit the amount of text in your slides. Use your slides to show material; use your speech to talk about the material you show.

Using Other Technology

Although presentation software may seem ubiquitous, it is far from the only option you have for sharing your aids. Your choice of technology—analogue or digital—may be dictated by the limitations of your forum or budget as much as by content or personal choice. Furthermore, in many cases, traditional presentation aids are more appropriate and make for more dynamic presentations than do their digital counterparts. A speaker can interact with printed photographs, marker boards, and flip charts, keeping the audience focused on the speaker rather than just on the aid. If you want to share a basic visual as part of your speech, these simple options are often the best choice. You have similar options when it comes to audio and video.

Although in recent years it has become possible to integrate audio and video into presentations using computer software and a digital projector, it may often be more convenient or downright necessary to present audio and video using more traditional means—a television set and a DVD

When it comes to incorporating audio and visual aids into a presentation, some speeches benefit from a mixed approach. A student named Justine did just this when she gave an informative speech to her classmates on the history of jazz. During her presentation, she showed actual instruments—a tenor saxophone and an electronic keyboard—and demonstrated a few riffs on each. She later played a vintage LP recording of a rare Charlie Parker selection using a record player. Finally, she shared a digital recording of saxophonist Sadao Watanabe from an MP3 player with speakers attached.

Guidelines for developing presentation aids

Effectively developing your presentation aids—that is, figuring out exactly what aids to use and the appearance and organization of the aids—is crucial to reaping their potential benefits, from making your speech more interesting and simplifying your topic to helping your audience remember your speech. Even if you already have a general idea of what you want your aids to achieve—for example, show the audience paintings from Pablo Picasso's Blue Period, or help them remember the most important aspects of

the job-interview process—you still have many factors to consider to achieve maximum impact. As you develop your presentation aids, pay special attention to the forum, consider audience demographics and prior exposure, make sure your aids support your points, keep your aids simple and clear, and make sure to rehearse with your aids. Let's address each of these important factors in turn.

Consider the Forum

Consider the location, or **forum**, as you're mulling over which presentation aids to use. Where will the audience listen to your speech? Is the forum equipped to handle presentation aids? For example, is a large screen available to display? Are there outlets available for a laptop computer and computer projector, a slide projector, a television monitor, or a DVD player? If you want to visit a Web site during your presentation and show it to your audience, is wireless access available? If you plan to use printed visual aids, do you have access to poster boards, flip charts, marker boards, or chalkboards?

Consider Your Audience

Because presentation aids become part of the message you are sharing with listeners, your analysis of your audience should drive your aid selection. When choosing appropriate aids, be sure to consider audience demographics and listeners' prior exposure. Ask yourself, "Of all the possible aids for this speech, which one or which combination would work best with this audience?"

Demographics.

Think about the *demographics* of your audience. Demographics—such as listeners' age, gender, and place of birth—can easily predetermine audience members' response to a particular audio or visual aid.

For example, a student named Anna is giving a presentation on costume design in film. The main point of her speech is that on-screen, clothing plays an important role in defining a character. As she speaks, she

clicks through images from films in which costume designers' carefully chosen contemporary clothing offered the films' audiences insights into characters' personalities and experiences. In presenting this speech to a class of traditional-aged college students, Anna might include images of Jennifer Lawrence and Bradley Cooper in the 2012 film *Silver Linings Playbook*. But what if Anna were presenting her speech to an audience consisting mainly of people in their forties and fifties? She might make the same points and present all the same evidence but instead choose images of characters from earlier films, such as *Annie Hall* (1977) or *Do the Right Thing* (1989).

Prior Exposure.

Prior exposure to certain elements of your speech may positively or negatively influence your audience's response to those elements. This can be true of presentation aids as well. Consider Crystal, a student who gave a persuasive speech opposing abortion. She knew from interviews that many of her listeners identified themselves as pro-choice. Therefore, she avoided using graphic photos or images of abortion procedures, which these audience members had probably seen many times before and would likely find offensive. Instead, Crystal chose visual aids to make her argument that all life has value, including pictures of healthy infants and the children and young adults they grew up to be. Although she may not have persuaded all her listeners to change their viewpoints on abortion, her speech proved thought provoking and held her audience's attention.

How can you determine whether your audience has had prior exposure to the presentation aids you're considering—and what that exposure implies?

"Has my audience seen or heard this aid before?" If so, proceed to the next question.

"What was the result of this prior exposure?" Were listeners persuaded to take the action the speaker advocated? If not, proceed to the next question.

“Why was the prior exposure ineffective?” Ask yourself how you can avoid repeating the mistakes made by the previous presenter, who failed to persuade his or her audience through those particular aids.

Can your points be enhanced by specific images or sounds? For example, if you’re giving a speech on a particular city’s architecture, a map would strongly support your message. A recording of a song about that same city would be less relevant to your speech.

Rehearse with Your Presentation Aids

We strongly advocate that you create your aids while developing your speech—and then practice using them as you rehearse your presentation. Don’t put yourself in the risky position of needing to create aids on the fly while delivering your speech. At the same time, we suggest that you prepare for surprises—including power failures and technology glitches (frozen programs, system crashes, or a failed Internet connection).

As many hapless public speakers have discovered, technology can fail just when you need it most. Imagine how you’d feel if, during a key point in your speech, you turned on your computer to project an important photo and the device didn’t work. To avoid this scenario, always prepare a hard copy of any presentation aids you plan to present through computers or other technology or equipment—you can always pass it around the room as a last resort. To further cover yourself, make sure you practice giving your speech without using the aids.

When delivering PowerPoint or other sorts of digital presentations, make sure to practice a number of times with your slides, just as you would with speech outlines. To guard against any surprises, check that your media will work with the computers in the speech setting before it’s time to speak, and bring hard copies of your aids with you on the day of the presentation. When incorporating a computer or DVD player into a presentation, keep in mind basic principles of using aids: be sure to practice with the aids, ideally in the room where you will be presenting and on the same equipment;

consider taping power cables to the floor to avoid tripping over them during your speech; and make sure you have the video cued to the right scene before beginning your speech.

Using presentation aids during speech

Skillful development of your presentation aids isn't enough to ensure a successful speech. You also need to use the aids correctly during your presentation. Otherwise, you risk making all-too-common mistakes, such as distracting your audience by keeping aids displayed after you're finished with them, or losing eye contact with your listeners while discussing an aid. The following strategies can help you exert maximum impact with your presentation aids.

Make Sure Everyone Can See and Hear Your Aids

Position stereo speakers so that all listeners can hear the audio recordings you're playing. In the same vein, position a computer screen so that everyone can see it. Place a printed graph, chart, or picture prominently on the wall or flip chart, so that your entire audience can view it.

Control Audience Interaction with Your Aids

To avoid distracting your audience unnecessarily, do not show or play an aid until you are ready for listeners to see or hear it. Then, when you're finished presenting the aid, put it away or shut it off. This strategy keeps your audience's attention focused on you instead of your aids—and helps ensure that listeners don't miss important parts of your speech.

You can control audience interaction with your aids in several ways. For example, if you are using an audio recording, cue up the desired track ahead of time so that you can play it promptly when you're ready. Avoid playing background music (from an MP3 player or a cell phone) during your speech. If you plan to tape or pin a chart to the wall, do so in advance, but fold half of the display over the other half and tape or pin it down. That way, you'll block the audience's view until you are ready to refer to the chart in your speech, at which point you'll undo the tape or pin.

Use the same technique when displaying a series of images on successive sheets of a flip chart. Insert blank sheets between each sheet containing an image. When you finish with one image, flip the page so that all your audience sees is a blank page.

This technique also works well with overhead transparencies, slide shows, and computer images in a PowerPoint presentation. Remove each image after you've discussed it, leaving a blank screen, or turn the equipment off and refocus the audience on you.

To ensure that handouts are informative rather than distracting, issue clear instructions about how to use them. For example, pass handouts out facedown and tell the audience not to look at them until you say so. Explain that you don't want listeners to get ahead of you. Of course, there will always be someone who ignores this instruction and takes a peek. To keep your audience focused on your speech, watch them during your presentation. Look for listeners who are paging through the handouts. Then adjust your delivery by increasing your volume or moving closer to those audience members to draw their attention back to you.

Maintain Eye Contact

Many inexperienced speakers look at their visual aids during their presentation instead of maintaining eye contact with their audience. Of course, you need to glance at visual aids as you present them—especially if you're referring to something specific on an aid. But this should be *only* a glance—not a gaze.

Remember the Purpose of Your Aids

Treat your presentation aids as tools that supplement your speech—not the main vehicle for delivering your speech. Your presentation contains your message, and you are the messenger. If you forget this, you risk seeing your audience focus on your aids instead of you. For instance, many inexperienced salespeople rely too heavily on brochures and handouts during a presentation. They assume—mistakenly—that good marketing materials are all they need to sell a product or a service. But a brochure can't answer listeners' questions or interact spontaneously with them. Only a human being can connect with audiences in these crucial ways. The best speakers understand that presentation aids support a speech—not the other way around.

SELF ASSESSMENT

CHOOSE THE CORRECT ANSWER (1 MARK)

1. The meaning of a word that denotes its literal meaning
a) connotation b) **denotation** c) concrete words d) concise language
2. The word which denotes its associative meaning
a) denotative b) concise language c) concrete words d) **connotative**
3. The repetition of word or phrase at the beginning of the successive phrases
a) **anaphora** b) figurative language c) concrete words d) denotation
4. The use of space and distance between you and your audience
a) pausing b) metaphor c) **proxemics** d) adaptation
5. Using lines plotted on a pair of axes to show relationships between two elements
a) Bar graph b) verbal chart c) flow chart d) **Line graph**

ANSWER THE FOLLOWING IN 250 WORDS (5 MARKS)

1. Write a note on physical movement in speech.

Physical movement describes how much or how little you move around while delivering a speech. Not surprisingly, standing stock-still (sometimes referred to as the “tree trunk” approach) isn’t very effective, nor is shifting or walking restlessly from side to side or back and forth (“pacing”) in front of your audience. A motionless speaker comes across as boring or odd, while a restless one is distracting and annoying.

2. Explain the process of concluding a speech.

While your introduction helps you set the stage for your speech, your conclusion serves another equally important purpose: it helps you sum up the message you developed in the body of your speech and leave a memorable impression in your audience members’ minds. Don’t use the conclusion to develop new ideas about your topic or further expand on points you’ve just made. Instead, use it to highlight content you have already presented. A good conclusion generally takes one minute or less (few sins of a speaker are worse than saying “in conclusion” and then continuing to speak for several more minutes). Your conclusion should start with a transition, summarize your main points, and finish with a clincher—a memorable idea.

ANSWER THE FOLLOWING IN 500 WORDS (10 MARKS)

1, Write an essay on the presentation skill.

A colorful and attractive presentation aid can help you spice up any presentation, especially one on a slightly dry topic. For instance, a financial-services salesperson giving a talk on retirement savings might display a photo of an older couple looking relaxed, happy, and healthy. The salesperson could also provide graphs that show the makeup of sensible investments.

If you are giving a speech on a technical or complicated topic, a presentation aid can help you simplify your message so that your listeners can better understand you. For example, a student giving a presentation on how to skydive could show a drawing of a simplified parachute, with labels highlighting each part of the equipment.

Many individuals find visual information much easier to recall than spoken information. Thus, the right presentation aids can help ensure that you leave a lasting impression on your listeners. and experience with such methods of communicating

Skillful development of your presentation aids isn't enough to ensure a successful speech. You also need to use the aids correctly during your presentation. Otherwise, you risk making all-too-common mistakes, such as distracting your audience by keeping aids displayed after you're finished with them, or losing eye contact with your listeners while discussing an aid. The following strategies can help you exert maximum impact with your presentation aids.

Many inexperienced speakers look at their visual aids during their presentation instead of maintaining eye contact with their audience. Of course, you need to glance at visual aids as you present them—especially if you're referring to something specific on an aid. But this should be *only* a glance—not a gaze.

Treat your presentation aids as tools that supplement your speech—not the main vehicle for delivering your speech. Your presentation contains your message, and you are the messenger. If

you forget this, you risk seeing your audience focus on your aids instead of you. For instance, many inexperienced salespeople rely too heavily on brochures and handouts during a presentation. They assume—mistakenly—that good marketing materials are all they need to sell a product or a service. But a brochure can't answer listeners' questions or interact spontaneously with them. Only a human being can connect with audiences in these crucial ways. The best speakers understand that presentation aids support a speech—not the other way around.

2. Write an essay on delivering your speech.

In this delivery mode, you give your speech by reading directly from a script—a typed or handwritten document containing the entire text of your speech. As you read, you typically do not deviate from your script

Although most people using this delivery mode read from a printed script, it has become increasingly popular for speakers to use teleprompter devices when addressing large audiences. From the audience's perspective, teleprompters are clear, appearing as small glass screens around the speaker; from the speaker's perspective, however, they display lines of text, which advance in time with the speech. Having more than one teleprompter allows the speaker to appear to shift his or her gaze toward different parts of the audience while continuing to read the text from the prompter.

While teleprompters might seem ubiquitous—they are used by news anchors, politicians, presenters at award ceremonies, and so on—the technology is not available in most public speaking situations. Thus, for the purposes of our discussion, reading from a script means reading from a printed or handwritten manuscript that the speaker holds in his or her hands.

Delivery from a script is appropriate in circumstances in which speakers (or speechwriters) need to choose their words very carefully. The word-for-word manuscript delivery ensures that listeners hear *exactly* what you want

them to hear. For example, public speakers often use this mode of delivery in press conferences.

Memorization is only advisable when you are called on to deliver a precise message and you are already trained to memorize a great deal of text and deliver it flawlessly. This delivery mode does offer some advantages over reading from a script. Specifically, there's no barrier between you and your audience, so you can maintain eye contact with listeners throughout your speech. This allows you to be more natural when using gestures and visual aids. And like reading from a manuscript, you can control your word choice by precisely repeating what you've memorized; in fact, memorization was a key feature of classical rhetorical training. In contemporary thought, however, it is no longer considered the best form of speech preparation and delivery in most situations.

To deliver a high-impact speech, you need to think about more than just your mode of delivery; you need to draw on a variety of speaking skills, both verbal and nonverbal.

3. Write an essay on the importance of language.

Your word choice defines you as a speaker. In earlier chapters, we introduced the concept of a speaker's *ethos*, or personal credibility, and explained how *ethos* can influence an audience's perception of the presenter's message. Your words and phrases convey your *ethos* to your listeners because they say something about you as a person.

Difference between oral and written language

You may have noticed that words and sentences can come across quite differently when you hear them spoken aloud, as opposed to when you read them to yourself. In a public speaking context, the difference between spoken and written language can be even more pronounced. To help you craft better language for your speeches, you should consider three key differences between oral and written language:

- *Oral language is more adaptive.* Writers seldom know exactly who will read their words, or in what context; the best they can do is to take educated guesses and make language choices accordingly. When you speak before a live audience, however, you can get immediate feedback, which would be virtually impossible for a writer. Thus, you can observe your audience members during your presentation, interact with them, and *respond* to the way they are receiving your message. Because a speech is a live, physical interaction that generates instantaneous audience feedback, you can adapt to the situation, such as by extending or simplifying an explanation if listeners seem confused or by choosing clearer or simpler language.

- *Oral language tends to be less formal.* Because writers have the luxury of getting their words down on paper (or on screen) and then going back to make changes, they typically use precise word choice and follow the formal rules of syntax and grammar. This careful use of language aligns well with most readers' expectations. In most speech situations, however, language choice tends toward a somewhat less formal style. Because listeners lack the chance to go back and reread your words, you will want to use shorter and less complicated sentences. (Of course, certain speech situations—such as political settings—require elevated sentence structure and word choice.) In addition, effective oral language is often simpler and less technically precise than is written language. Thus, consider incorporating appropriate colloquialisms, a conversational tone, and even sentence fragments into your speeches.

- *Oral language incorporates repetition.* Most writing teachers and coaches advise their students to avoid repeating themselves or being *redundant* by covering the same ground more than once. But in speaking situations, repetition can be an especially effective tool because your listeners can't go back and revisit your points—your words are there and then are suddenly gone. Because most audience members won't take notes (especially outside a classroom setting), there is nothing for listeners to rely on except their own memory of your words.

You can help your listeners remember your message by intentionally repeating keywords and phrases throughout your presentation. If they hear certain words often enough, they will remember them.

Presenting messages clearly

You can't get your message across to your audience unless you present it clearly. To make your message as clear as possible, use language that's understandable, concrete, proper, and concise.

Understandable Language

Understandable language consists of words your listeners find *recognizable*. In most situations, the best way to ensure that you're using understandable language is to choose words that reflect your audience's language skills, avoiding technical terms beyond their comprehension.

Concrete Words

Whenever possible, strive to use concrete words instead of abstract ones. What's the difference? A **concrete word** is specific and suggests exactly what you mean. An **abstract word**, on the other hand, is general and can be confusing and ambiguous for your audience.

Proper Use of Words

The audience's understanding of your message will improve if you use words that correctly express the point you want to make. Incorrect word choice can confuse listeners or undermine your credibility. For example, if you were to use the words *recession* and *depression* interchangeably in a speech on the economy, you would likely lose credibility with any audience members who know the difference between these two very specific economic terms.

Concise Language

Because audience members cannot reread or rehear portions of your speech, they have only one chance to grasp your ideas. For this reason, make sure that each of your sentences expresses just one thought. Although long sentences linking different ideas may be understandable in print, they're hard to follow in a speech.

Expressing ideas effectively

Words have great power to move an audience, especially when used vividly. Empower your own language through the use of repetition, hypothetical examples, personal anecdotes, vivid language, and figurative language.

Avoid Stereotypes

A **stereotype** is a generalization based on the false assumption that characteristics displayed by some members of a group are shared by all members of that group. Stereotypes are often based on ethnicity, race, gender, religious beliefs, or sexual orientation. But stereotypes can also be based on a person's economic background, what schools they attended, what region they come from—even things as seemingly innocuous as musical taste or appearance. Stereotypes, especially negative ones, are a form of biased language that put a speaker's credibility at risk.

5.SPEAKING ANY COMMON TOPIC IN FRONT OF THE CLASS

1.CHILD SLAVERY AND THE PRODUCTION OF CHOCOLATE

David Kruckenberg

Santiago Canyon College

Student David Kruckenberg presented this speech in the finals of the Phi Rho Pi National Tournament in 2007.

David uses a problem-cause-solution format to address the compelling issue of child labor in the production of chocolate. He uses diverse reasoning strategies and consistently documents his claims with evidence. David's speech is well organized, with a clear preview and transitions between each main point. His audience-centered solution demonstrates how each of us can be personally involved in addressing the problem.

I was forced to stay in a large room with other children from a neighboring plantation. I tried to run away, but I was caught. As punishment they cut my feet. I had to work for weeks while my wounds healed. This moving testimony may sound like past history, when slavery was prevalent. But these words are not a reminder of the past; they're found in the April 24, 2006, *Forbes* magazine. These are the words of an enslaved boy working in the cocoa fields of the country of Côte d'Ivoire, also known as the Ivory Coast. And he is not alone. UNICEF reports in February 2006 that child trafficking is on the rise in this African region. •

It may surprise you to learn that the last chocolate you ate may well have been tainted with child slavery. Despite the promises and agreements made in recent years by chocolate companies, they continue to use child labor in the production of their chocolate. We as consumers must communicate that this is unacceptable. •

To do so, we will first reveal the connection between chocolate and child slavery, second examine why the problem continues, and finally discover just how much power we have in bringing child slavery to an end.

Cocoa bean production is limited to areas near the equator, such as Central America, Indonesia, and the Ivory Coast. The International Cocoa Initiative Web site, last updated February 8, 2007, explains that with almost a million acres devoted to growing cocoa, the Ivory Coast accounts for more than 40 percent of world cocoa production. According to a November 10, 2006, report by the *Vancouver Sun*, because growing cocoa is labor-intensive and labor is a significant part of the cost of production, many farmers in the Ivory Coast have turned to using forced child labor to cut costs.

The conditions of these children are beyond comprehension. The International Cocoa Initiative details the hazards they face each day: they must work long hours in the fields in brutal conditions. They clear fields with machetes and apply pesticides without protective gear. After harvesting the cocoa pods, they must split them open with heavy knives. Once the beans are dried and bagged, they must carry these large loads long distances on their young backs.

Even more alarming is just how many children are forced to live this life. The *New York Times* of October 26, 2006, reports that more than 200,000 children in the Ivory Coast are forced to work in the cocoa fields. The *Chicago Tribune* of May 5, 2006, reports that in contrast to the rest of the world, this region of Africa has the highest rate of child laborers of all children five to fourteen years old; more than one in four are forced to work. Earth Save International, last updated February 14, 2007, says that these children are either enticed with promises of good wages and easy work or outright kidnapped. One example is a boy named Moliq, who came to the Ivory Coast at the age of fourteen; despite the promises, he was never paid. When he asked to be paid, he was beaten. He had to scavenge for food and at night was locked up with the other kids. The *New York Times* of October 29,

2006, says that almost twelve thousand children in the Ivory Coast have been trafficked far from their families' homes and into slavery. •

The growing use of child slavery is reprehensible, but why is it allowed to continue? The answer is our widespread and growing demand for chocolate.

• Unfortunately, child slavery continues because our demand for chocolate continues, enabling the Ivory Coast and the chocolate companies to ignore the problem. Farmers in the Ivory Coast invest in cocoa for its large profits. In order to maximize their gain, they cut costs by using the forced labor of children. These 600,000 farmers then turn to large export companies in the Ivory Coast to buy their cocoa. The *New York Times* of October 26, 2006, reports that these export companies are able to keep the price that they pay for cocoa low because they have so many farmers to choose from. The exporters then sell their cocoa to large chocolate companies, such as Hershey's, Nestle, M&M/Mars, and Cadbury. •

The *Calgary Herald* of November 17, 2006, tells us that in 2001, almost all of the big chocolate companies signed the Harkin-Engel Protocol, agreeing that by 2005 they would certify that their chocolate was not tainted with child slavery; however, this deadline passed two years ago, with the companies making excuses and saying they need more time. But the September 20, 2006, *Seattle Post-Intelligencer* suggests that they're more concerned about the civil war in the Ivory Coast interfering with their supply of cocoa. Clearly the civil war is also the top priority with the Ivory Coast government. The Associated Press on June 15, 2006, explains that the government doesn't want to interfere with the supply of cocoa because export taxes are its primary source of revenue. The government uses this money to buy military arms and equipment. The Ivory Coast may not have blood diamonds, but [the nation] certainly possesses blood chocolate. •

Ultimately, the blame rests on us, because consumer demand for chocolate keeps the industry insulated from pressure. The World Cocoa Foundation, last updated February 14, 2007, tells us that North America and Europe consume nearly two-thirds of all cocoa products and that demand for

confectionary products containing chocolate rises 4 to 5 percent each year. The sad truth is, most consumers are not aware of chocolate's connection to child slavery. Because we continue to buy its chocolate, the industry feels no urgency to change. •

Now that we understand the problem and why it continues, we must ask what we can do, and the answer is simple. We must stop buying slave-produced chocolate.

But don't worry, I'm not suggesting that we stop buying chocolate altogether. There is an alternative, and it's called fair trade chocolate. TransFair USA, a nonprofit organization, is the only independent third-party certifier of fair trade products in the U.S. It allows companies to display the fair trade-certified label on products that meet strict standards. Some of these standards found on the organization's Web site, last updated November 16, 2006, include a prohibition [on] forced child labor, safe working conditions, living wages, environmentally safe farming methods, a guaranteed minimum price, and direct trade between the farmers and chocolate companies, thus eliminating the manipulative exporters. •

If we as consumers change how we buy chocolate, the industry will have to respond. Currently, companies are trying to distance themselves from the bad press associated with slave labor, and as a result the *Ontario Guelph Mercury*, February 3, 2007, reports that some have begun to buy into the fair trade market. For example, *Business Wire*, October 11, 2006, reports that Ben and Jerry's is expanding its fair trade-certified ice cream flavors. *Forbes* magazine, previously cited, says that fair trade has even made inroads into the Ivory Coast but still accounts for only about 1 percent of cocoa exports. •

Economics teaches us that demand controls supply; they can only sell what we buy. A perfect example of this is the industry's response to the rise in demand for organic food products. The *Boston Herald* on October 16, 2006, reports that organic food sales have risen more than 15 percent in the last two years. According to the September 20, 2006, *Sacramento Bee*, with a

multibillion-dollar market, big companies like Wal-Mart and Frito-Lay have made organic food mainstream. If we demand more fair trade chocolate, the industry will have to supply it, and when the chocolate companies start buying more slave-free cocoa, farmers in the Ivory Coast will have to abandon slavery to keep their buyers. •

Today we have exposed the connection between chocolate and child slavery, examined why the problem continues, and finally discovered how we can bring it to an end. The next time you go to buy chocolate, remember the words of a child, quoted in the November 10, 2006 *Toronto Star*: “When the rest of the world eats chocolate, they’re eating my flesh.” The Ivory Coast may be seven thousand miles away, but we have a responsibility to protect all children. Fair trade chocolate may cost us a little more money, but that’s a small price to pay to free thousands of children from slavery. •

2. RECLAIMING PUBLIC SPACES FOR THE EMPOWERMENT OF WOMEN AND GIRLS

Michelle Bachelet

Michelle Bachelet, former executive director of UN Women and the first female president of Chile, presented this speech during a Side Event for the Commission on the Status of Women, March 7, 2013.

Ladies and Gentlemen,

I am pleased to be with you as we gather to talk about a subject critical to the well-being of millions of women and girls around the globe. This subject seems, at first glance, so simple and straightforward that we take it often for granted. It is about the ability of women and girls to be safe in public spaces. • It’s about being able to wait for a bus, ride a sub-way, sell goods in a marketplace, walk to school, be in the school [or] a store or a voting booth, swim in a pool, visit a friend—safely and peacefully. • But so often, women and girls are in fear of public spaces—they get accosted, threatened, harassed, or assaulted.

Violence against women and girls takes place every day in public spaces around the globe. Most cases, however, remain hidden—unspoken, unreported, unaddressed. But sometimes . . . sometimes . . . the acts are so horrific that when publicized they draw the outcry, the revulsion, and condemnation of people everywhere, and they rally millions to demand change. You heard me say it before—this happened last October, when Malala Yousafzai, a fourteen-year-old Pakistani girl, was shot by an assailant who boarded her school bus. It happened in December, when a twenty-three-year-old medical student was robbed, gang-raped, and thrown off a bus in New Delhi. All she wanted to do is get home safely after watching a movie. How many of you here in this room take it for granted to get home safely after an evening out with friends?

And it's not just happening in the evening—it happened last month when Kepar Leniata, a twenty-year-old Papua New Guinea mother, accused of witchcraft, was tortured and burned alive on a public street in broad daylight.

And it happens everywhere! More than 1 million women are stalked in the United States each year. Women and girls are kidnapped and sold into sexual slavery in Europe. Indigenous women disappear along British Columbia's notorious Route 16, now called "the Highway of Tears." •

Instead of letting ourselves be overwhelmed by the staggering number of these incidents, instead of being paralyzed by the heart-rending stories of each individual victim, instead of being disheartened by what the prevalence of such violence might say about the state of humanity in the twenty-first century . . .

Let us speak; let us act; let us rise. •

Events like our being together today allow us to share our experiences, our ideas, and our recommendations to aid women and girls, our fellow human beings at risk around the world. • If I have one hope, it is that when you leave this room after our meeting you are determined to take ACTION—to do what you can do to put an end to this.

We find ourselves at a unique global moment and opportunity. The momentum is there to break through the barriers to ending sexual violence and harassment in public spaces. Research sponsored by the UN Safe Cities Global Initiative, for example, reveals that women and girls identify sexual harassment and fear of violence in public spaces as inhibiting their lives, and they are ready to break their silence about it and collectively move to action. At UN Women, we are committed to working with the members of this panel, the members of this audience, and all people of goodwill to bring experiences, diverse resources, and determination to the table to maximize our impact and serve as a catalyst for change.

UN Women works collaboratively with UN-Habitat, UNICEF, UN Development Programme, and numerous global and local partners—including Huairou Commission, Women in Cities International, Women and HABITAT Network–Latin America, and GROOTS International. We work with many partners in cities across regions to develop innovative strategies to tackle this most important issue. We do this because we know that we have to unite to have greater and faster impact.

New cities are joining in our work all the time—including, most recently, Dublin, Ireland. In fact, our goal was to involve thirty-five cities by 2017, but that goal will be reached this year, in 2013.

And the Safe Cities program is already making a difference. In Quito, Ecuador, for example, women were encouraged to break the silence about their experiences through a public awareness letter-writing campaign. Some ten thousand letters were submitted and resulted in an amended city ordinance recognizing violence against women in public spaces. •In Rio de Janeiro, it's making a difference through the use of mapping technologies to identify safety concerns in ten of the city's high-risk areas.

And it's making a difference in Port Moresby, Papua New Guinea, where women organized a market vendor association, and local government invested in improvements to ensure safety and a cleaner working environment.

I am excited and encouraged every day by the progress I see around me in this area. I know we have a long way to go, but change is happening. I thank you for being here, and I thank you for all you do. I look forward to our conversation today and tomorrow and to our actions for many days to come. Let us work together for freedom and justice for all women and girls.

3.REMARKS AT THE FUNERAL OF CIVIL RIGHTS LEADER ROSA PARKS

Governor Jennifer Granholm

Michigan governor Jennifer Granholm was one of the speakers who honored Rosa Parks's life at her memorial service on November 2, 2005, in Detroit.

Governor Granholm's message demonstrates the style that is a hallmark of special-occasion speeches. She uses metaphors that exemplify Rosa Parks's leadership and strength, along with repetition to emphasize key themes. Granholm's speech appeals to the broader audience that is celebrating Rosa Parks's life, not just the dignitaries who are attending the service. She challenges the audience to honor Ms. Parks by carrying on her quest for civil rights.

To Judge Keith and all of the members of the clergy; to all of the members of Congress who are here and our state legislators; to our heads of corporations and honored guests—I'm so glad you're here. But today, I want to address my comments not to you, the "titled" people. Instead, I'd like to talk, for a moment, with everyone out there who doesn't have a title—those who aren't credentialed. I want to use my time to speak to everyone who's never been elected. I want to speak not to the CEOs but to the secretaries of the company; not to the senators but to the janitors; not to those who were lucky enough to be ushered into this beautiful space today but to those who stood in line for hours waiting to get in. And to those of you who are outside who did not get in—this is your day.

Rosa Parks was laid in honor in our nation's capital, in the great Rotunda that's reserved only for war heroes and for presidents. But she was

not a president. She was, though, a war hero. She was a heroic warrior for equality, and that alone, my God, surely is enough for a nation to celebrate.

But Rosa Parks was also a warrior for the everyman and the everywoman. She was a warrior with the soft armor of a seamstress; a warrior with the powerful weapon of the Sunday school teacher; a warrior wearing a warrior's helmet made of a crown of perfectly coiled braids; a soldier whose tank in this battle was a city bus; an improbable warrior leading an unlikely army of waitresses, and street sweepers, and shopkeepers, and auto mechanics; a warrior protected in this army by the piercing weapons of love and nonviolence, more powerful than any weapons or any army before or since. •

And so, perhaps what we are celebrating today—in addition to the fight, the noble fight—is how it was fought. Rosa Parks stands for every one of us improbable warriors, in every seemingly small moment where truth and justice are at risk. She offered every one of us this example of a splendid paradox—the paradox of quiet strength. No more quiet than strong; certainly no more strong than quiet, each reinforcing the other. •

Rosa Parks was powerful because she was improbable. She was unexpected. She was untitled. And what was true of Gandhi was certainly true of Rosa Parks: that her greatness lay in what everybody could do but doesn't. We will all say today that the greatest tribute we could pay to our improbable warrior is to continue battling and to do so in a way that honors her life. • I, like you, imagine the day when the war will be won. The day when a brilliant eight-year-old chess player has the same chances in life, whether she lives in Livonia or off Livernois. We know that this war will be won when the son of a barber on the Grand River receives from each of us the same looks of hope and words of encouragement as the son of a doctor in Grand Rapids. We know that the war will be won when the city of Bloomfield Hills and the city of Detroit have the same college graduation rates—and the same low prison incarceration rates as well. • We know that we will be winning Mrs. Parks's war—our war—when it's yesterday's news when a newly elected governor, senator, or president is a woman or person of color—yesterday's news. We

know we will be winning the war when people in the state of Michigan do not have to vote on whether diversity in our university classrooms is a good thing. We know we will see signs that we are winning this war when love overwhelms fear and acts of quiet strength become our daily bread.

So—good night, Mrs. Parks, from the state of Michigan to our own gently powerful hero. Because by your actions, you have given us our final marching orders. We are enlisted in this war.

On behalf of the state of Michigan, ma'am, we are reporting for duty. •

4. SPEECH TO ACCEPT THE 1949 NOBEL PRIZE IN LITERATURE

William Faulkner

Speeches to accept awards often demand of their speakers a mix of gratitude and humility, rejoicing and respect. Award winners in our culture should also be modest, though not falsely apologetic, and they should show wit and good nature where possible. There are few prizes better globally recognized than the Nobel Prize, and in this speech accepting the Nobel Prize in Literature, delivered in Stockholm in 1950, the great author William Faulkner speaks from the heart in words that show the audience why he is a good speaker—and a great wordsmith

I feel that this award was not made to me as a man, but to my work—a life's work in the agony and sweat of the human spirit, not for glory and least of all for profit, but to create out of the materials of the human spirit something which did not exist before. So this award is only mine in trust. • It will not be difficult to find a dedication for the money part of it commensurate with the purpose and significance of its origin. But I would like to do the same with the acclaim, too, by using this moment as a pinnacle from which I might be listened to by the young men and women already dedicated to the same anguish and travail, among whom is already that one who will some day stand here where I am standing. •

Our tragedy today is a general and universal physical fear so long sustained by now that we can even bear it. There are no longer problems of the spirit. There is only the question: when will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself, which alone can make good writing, because only that is worth writing about, worth the agony and the sweat. •

He must learn them again. He must teach himself that the basest of all things is to be afraid and, teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the old universal truths, lacking which any story is ephemeral and doomed—love and honor and pity and pride and compassion and sacrifice. • Until he does so, he labors under a curse. He writes not of love but of lust, of defeats in which nobody loses anything of value, of victories without hope and, worst of all, without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

Until he relearns these things, he will write as though he stood among and watched the end of man. I decline to accept the end of man. • It is easy enough to say that man is immortal simply because he will endure: that when the last ding-dong of doom has clanged and faded from the last worthless rock hanging tideless in the last red and dying evening, that even then there will still be one more sound: that of his puny inexhaustible voice, still talking. I refuse to accept this. • I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice but because he has a soul, a spirit capable of compassion and sacrifice and endurance.

The poet's, the writer's, duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past. The poet's voice need not merely be the record of man; it can be one of the props, the pillars to help him endure and prevail.

5. Deforestation

Deforestation is the permanent destruction of the forests in order to enhance sources for life and use of woods. Cutting plant is not bad however cutting it permanently is bad. If one is cutting plant, he/she should do replanting on the same place or other place. Deforestation is one for many purposes like harvesting, livestock, logging, building houses, furniture, roads, firewood, industrialization, and other many purposes. Deforestation is affecting the environment more badly and more rapidly. Earth was full of forests in the last century however currently around eighty percent of the forests have been cut and destroyed and even rain forests has been disappeared permanently.

Forests are required for the wellness of the wild animals, human being and environment. Because of the deforestation many unique species of the plants and animals has been extinct permanently. The process of plant cutting is disrupting the natural carbon cycle and increasing its level in the environment day by day. Forests are the best medium to utilize the CO₂ gas from the environment as well as remove other pollutants from the atmosphere and thus maintain the freshness of the environment. Whenever trees are destroyed or burned by any means it releases carbon and methane which is dangerous for human life. Both of the gases are called as the green house gas and involve in the greenhouse effect which ultimately causes global warming.

Forests are very necessary for the proper rain, getting medicine, air freshness, removing air pollution, getting wood for many purposes, etc. When we cut plants, it disturbs all the cycles and affects human lives. Instead of cutting plants to fulfill the need of paper, we should make the habit of recycling the old things as possible as to avoid the cut of new plants. Just imagine the planet without water, life is not possible. And same way, life is also not possible without plants and forests as they are the source of rain, fresh air, animal habitat, shadows, wood, etc.

Without plant, it is not possible to rain on the earth, nor fresh air, no animals, no shadows, no woods, and medicine. Everywhere would be only heat, warm, drought, flood, storm, carbon dioxide gas, methane, other poisonous gases, no winter season and rainy season, only summer season. We should join our hands

together to prevent the deforestation. We should not waste the papers and avoid the unnecessary use of things like paper kitchen towels, facial tissues, etc. We should think about the reuse and recycle of the papers things without wasting them to lessen the need of plants cutting. Saving forests and plants is in our own hand and only a small step from the end of us all may show a big result towards stopping deforestation.

6.Education

Education speeds up effective learning and instils values, information, skills, and beliefs. A person's life becomes better and more serene as a result of education. The teaching of writing and reading is the first stage in education. People become conscious and literate through education. It makes it easier for people to find work and undoubtedly improves their standard of living. Additionally, it enhances and hones a person's communication abilities. It teaches someone to make practical use of the resources at their disposal. The significance of education in advancing knowledge in society is one of its significant features. When a person is educated, knowledge is transferred from one generation to the next. Not one person, but many people are educated because of one.

As one's knowledge base grows and their technical proficiency improves, education strengthens a person intellectually, mentally, and socially. In the business and academic worlds, it aids in improving their position. It serves as a useful tool for all stages of life. In the cutting-edge technological environment, education is crucial. Unlike in the past, when only the wealthy could afford to send their children to school and receive training, education is not as difficult or expensive. In the twenty-first century, there are numerous strategies to raise educational standards. In today's modernised period, the requirements for receiving an education have altered completely.

Nowadays, anyone, regardless of age, can pursue an education. If a person's thinking is not constrained, their age will never be a barrier. The possibility of homeschooling has been made available in some curricula. Universities around the globe are starting a variety of distance learning programmes. Following high school,

we can pursue both a job and further education through remote learning programmes. To make the courses available to everyone, the academic price has also been made affordable.

Governmental and non-governmental agencies organise a variety of events where teachers visit a community and impart knowledge to students. In order to assist someone become an educated person, parents and instructors play a crucial part in their lives. Through education people's mindset is improved which leads to the removal of significant social barriers. It advances not just societal and economic progress but also personal advancements.

Any country's greatest advantage is its educated population. Through them, a nation improves because education breaks down mindset barriers, imparts knowledge and information, and develops people's listening skills and manners. It gives a person a distinctive standard of living and equips them to deal with issues at the local, state, federal, and worldwide levels. Education promotes self-reliance, mental stability, and financial security. It improves self-assurance and instils confidence in a person, which is one of the best qualities of success.

7.Honesty

Honesty is a word which we all much familiar of it however not so used to of. There is no any concrete method through which honesty can be tested however it can be felt to a great extent. Honesty is a virtue which reflects people's mind towards goodness. It brings stability and lots of happiness in the life as it easily wins the confidence of people in the society.

Honesty means being honest and truthful to anyone in all aspects. It is the act of doing good by considering what is universal good in any situation without anyone's force. Honesty is the way we do for others in good and selfless manners. Some people only show to be honest however in real life they never become honest and it is wrong way to cheat innocent people. Honesty is truly a virtue which reveals good qualities of a person.

Honesty plays various important roles all through the life which can be seen very clearly with open eyes. Being said an honest person by the people in society is the best complement for that person. It is the real property a person earns in life which never finishes. Lack of honesty in the society is the biggest gap now-a-days among people. It is due to the lack proper interpersonal relationship between parents-children and students-teachers. Honesty is not a thing which can be bought or sold. It can be developed slowly thus home and school are the best place for a child to develop good habits.

Home and school are the place where a child learns moral ethics. Thus, there should be some essential tactics in the education system to keep a child close to the morality. Children must be instructed properly right from their childhood to practice honesty at home and school with the help of parents and teachers. Youths of any country are the future of that country so they should given better opportunities to develop moral character, so that they can lead their country in better way.

Honesty is the true solution of all human problems. Now-a-days, everywhere is corruption and various problems in the society just because of the reducing number of honest people. In such a fast and competitive environment, people have forgotten about the moral ethics. It is necessary to rethink that how to bring honesty back in the society to let everything go in natural manner.

People should realize the value of honesty in order to manage the social and economical balance. Honesty is very necessary to be followed by people as it has been an essential requirement in the modern time. It is a good habit which makes a person capable enough to solve and handle any difficult situation.

8. Parents

We came into this world because of our parents. They are the ones who brought us into existence, and we should cherish this gift of life. I'm thankful to my parents for all they've done for me. In this essay about my parents, I want to express how important they are to me and how much I admire and respect them.

In my life, my parents are like superheroes. They've been with me every step of the way, and I can't imagine life without them. Whenever I'm lost, they guide me back on the right path.

My mom is a homemaker, and she's the strongest person I know. She takes care of our home, helps me with my work, and cooks the most delicious meals. She used to be a teacher but left her job to look after us kids.

My mom makes many sacrifices for us, often things we don't even realize. She always puts us before herself and never sleeps in. She's like the glue that holds our family together.

Parents are a source of strength and support for their children. They carry so many responsibilities but never complain. We should be grateful for our parents because not everyone is as lucky as we are to have them.

While my mom takes care of things at home, my father works outside. He's a kind-hearted person who never hesitates to assist my mom and lend a helping hand to those in need.

Father is a sociable guy; he talks to our neighbors and keeps our family ties strong. He's a hardworking businessman who puts in a lot of effort.

Despite his busy schedule, he makes time for us on our days off, and we often go on picnics or out for dinners. I really admire my father for all he does for us without ever complaining.

In our community, he's quite well-known because he's always ready to lend a helping hand. Anyone who asks for his help can count on him. That's why he's respected and loved, and I look up to him as my wonderful father.

My mother's name is Tanya Srivastava she is a forty-year-old homemaker. I believe she is the most crucial person in our family. We can't even imagine a day without her. Every morning, she rises early and begins her work in the kitchen. She washes clothes, tidies up our entire home, and prepares our meals.

I have a deep love for both of my parents. They are kind individuals who have instilled the value of kindness in their children as well. Even when they have disagreements, they always resolve them without letting it impact us. I look up to my parents and hope to follow in their footsteps, aiming to achieve success in life with their blessings.

9. Friendship

Friendship, a joy-filled treasure chest, ranks among the world's most exquisite gifts. Picture a friendless world – akin to a garden stripped of flowers or a colourless rainbow. This essay delves into the enchanting realm of friendship, deciphering its essence, significance, and the art of being an exemplary friend.

Friendship is a unique connection between caring individuals. It's akin to having a comrade to share toys, secrets, and laughter. Friends, like radiant stars, illuminate our darkest hours, infusing life with zest and thrill. Just as a favourite toy or pet brings joy, a friend is a delightful companion who adds happiness to our lives.

Friendship, akin to magic, enhances every experience. Imagine navigating a playground solo – the fun pales compared to having a companion. Friends, resembling superheroes, rescue us from sadness and loneliness, sharing our joys and helping us confront fears. Friends offer love, support, and diminish the daunting vastness of the world.

Now, consider the traits of an exceptional friend. A stellar friend is kind, caring, and reliable, akin to a comforting blanket on a chilly day, imparting a sense of safety and joy. They lend an ear when we speak, express their thoughts, and steadfastly stand by us – akin to a robust pillar in a building.

Integral to friendship is the act of sharing. Friends share toys, snacks, and occasionally, cherished stories. Beyond tangible items, it involves sharing time, attention, and love – akin to planting seeds of kindness that burgeon into the blossoms of friendship.

Friends elevate every moment to a realm of delight. Be it playing games, cracking jokes, or picnicking, activities are more enjoyable when shared with friends. Recall moments of uproarious laughter; chances are, friends were present. These joyous instances become enduring memories, akin to a chest brimming with joy.

Friendship is about support. Friends, like life teammates, help with homework or lift spirits when down. This aid deepens bonds, revealing care for friends' well-being.

Disagreements happen even among close friends. Key is how we handle them. Good friends converse, listen, and jointly find solutions. Like a puzzle, friendship sometimes needs patience and understanding to fit all pieces.

Being a good friend is vital. Kindness, honesty, and respect matter. Listening and being there when needed define a good friend. Sometimes, it means prioritising others and showing empathy.

Making friends is like finding treasures. Friendships grow by being friendly, saying hello, and sharing interests. Like planting seeds, friendships need time. Patience and openness are crucial, as new people might become future best friends.

In conclusion, friendship is a vital and enchanting life aspect, bringing joy and support. Good friends, like shining gems, enrich our lives. Through kindness and assistance, we forge lasting connections. Let's value current friends and welcome new ones, as more friends mean more joy, colouring our world.

10.Literature

It places an emphasis on many topics from human tragedies to tales of the ever-popular search for love. While it is physically written in words, these words come alive in the imagination of the mind, and its ability to comprehend the complexity or simplicity of the text.

Literature enables people to see through the lenses of others, and sometimes even inanimate objects; therefore, it becomes a looking glass into the world as

others view it. It is a journey that is inscribed in pages and powered by the imagination of the reader.

Ultimately, literature has provided a gateway to teach the reader about life experiences from even the saddest stories to the most joyful ones that will touch their hearts.

From a very young age, many are exposed to literature in the most stripped-down form: picture books and simple texts that are mainly for the sole purpose of teaching the alphabet etc. Although these are not nearly as complex as an 800-page sci-fi novel, it is the first step that many take towards the literary world.

Progressively, as people grow older, they explore other genres of books, ones that propel them towards curiosity of the subject, and the overall book.

Reading and being given the keys to the literature world prepares individuals from an early age to discover the true importance of literature: being able to comprehend and understand situations from many perspectives.

Physically speaking, it is impossible to be someone else. It is impossible to switch bodies with another human being, and it is impossible to completely understand the complexity of their world. Literature, as an alternative, is the closest thing the world has to being able to understand another person whole-heartedly.

For stance, a novel about a treacherous war, written from the perspective of a soldier, allows the reader to envision their memories, their pain, and their emotions without actually being that person. Consequently, literature can act as a time machine, enabling individuals to go into a specific time period of the story, into the mind and soul of the protagonist.

With the ability to see the world with a pair of fresh eyes, it triggers the reader to reflect upon their own lives. Reading material that is relatable to the reader may teach them morals and encourage them to practice good judgment.

This can be proven through public school systems, where the books that are emphasized the most tend to have a moral-teaching purpose behind the story.

An example would be William Shakespeare's stories, where each one is meant to be reflective of human nature – both the good and bad.

Consequently, this can promote better judgment of situations, so the reader does not find themselves in the same circumstances as perhaps those in the fiction world. Henceforth, literature is proven to not only be reflective of life, but it can also be used as a guide for the reader to follow and practice good judgment.

The world today is ever-changing. Never before has life been so chaotic and challenging for all. Life before literature was practical and predictable, but in the present-day, literature has expanded into countless libraries and into the minds of many as the gateway for comprehension and curiosity of the human mind and the world around them.

Literature is of great importance and is studied upon as it provides the ability to connect human relationships and define what is right and what is wrong. Therefore, words are alive more than ever before.

11. Diwali

Diwali is the festival of Light. It is the largest festival for Hindus and Sikh community and is celebrated in every part of India. Diwali is usually celebrated on second fortnight of the lunar month which generally falls on Mid October or November.

There are 4 others festivals associated with it. It gives the learning of “victory over devil” and “Lead me from darkness to light”. Diwali is an hindi word which means “row of lamps”.

The exact origin of Diwali is not well known instead there are some ancient stories associated with it. One popular story is associated with Diwali is the return of Ram in Ayodhya after killing Ravana. On that special day, People of Ayodhya celebrated Lord Ram's return in Ayodhya after defeating the Devil Rvana with candles, lamps and flowers. From that day, in the memory of Ram's return in Ayodhya, It is started celebrated as Diwali.

Diwali is one of the largest festival in the Hindu calendar. It is celebrated for continuous 5 days as there are 5 other festivals associated with 4 other festivals.

This festival is known as the festival of Light. Ma Lakshmi and Kuber are mainly worshiped as They are known as the god of Economics.

People started preparing for this festival since 1 month ago. Those who are living outside the city or home starts planning to return home 1 month ago as there are too much crowd in transportation during Diwali. People used to color their homes with vibrant color. Girls started preparing for the gharaunda which is a small house made by kids girl to worship on Diwali.

Diwali is a time of joy and unity. People of all ages, from children to the elderly, participate in the festivities. The sight of homes and streets illuminated with lamps and decorations is enchanting. Families come together to celebrate, exchange gifts, and share meals. It's a time of renewal and reflection, with an emphasis on the triumph of good over evil and the pursuit of inner light and knowledge.

On the day of Diwali, people wear new and vibrant clothes and send greetings to relatives and loved once. On this day, people decorate their homes with beautiful lights and lamps. Ma Lakshmi and Lord Kuber are worshiped in Home. Childs and people used to burn crackers in the night. Some people used to playcards and Gambling which is bad. Overall this festival gives us the opportunity to make the memory of whole year with the family and loved once.

Dhanteras is the first festival of Diwali. It is celebrated on the 13th day of the dark fortnight (Krishna Paksha) of the Hindu month of Ashwin, which usually falls in October or November. The word "Dhanteras" is derived from two Sanskrit words: "Dhan," which means wealth, and "Teras," which means the thirteenth day. This day is also known as "Dhantrayodashi."

Dhanteras has a greater importance for Hindus, and it is primarily associated with the worship of Goddess Lakshmi, the goddess of wealth and prosperity. It is believed that on this day, Goddess Lakshmi emerged from the the cosmic ocean (Samudra Manthan) along with other divine beings, and she is welcomed into homes to bless them with wealth and prosperity.

Dhanteras is an special day to buy precious metals such as gold and silver, as it is believed that acquiring such assets on this day will bring good fortune and prosperity. In some regions, it is auspicious to buy new utensils on Dhanteras. This tradition is originated in the belief that acquiring new kitchen utensils will ensure an abundance of food and nourishment in the household.

Chhoti Diwali is known as Narak Chaturdashi or Kali Chaudas, is the second day of the five-day Diwali festival. It falls on the 14th day of the dark fortnight (Krishna Paksha) of the Hindu month of Ashwin, occurring in October or November. Chhoti Diwali is celebrated with various customs and rituals and holds its own significance within the Diwali festival.

Chhoti Diwali is associated with several mythological stories. One of the most famous stories is the victory of Lord Krishna over the demon Narakasura. According to Hindu mythology, Narakasura was a powerful and evil demon who had imprisoned thousands of women and held immense power. Lord Krishna defeated Narakasura, and restored peace and justice. This day symbolizes the triumph of good over evil and the victory of light over darkness.

Diwali is an important hindu festival. It's called the "Festival of Lights" because people light oil lamps and candles to celebrate. Families clean their homes, decorate with colorful designs (called rangoli), and pray to Goddess Lakshmi for good luck. They exchange gifts and eat delicious sweets. Diwali lasts for five days, with each day having its own special meaning and customs. It's a time for happiness, unity, and hope, and it marks the victory of light over darkness and good over evil. People also burst fireworks, but some use eco-friendly ones to protect the environment.

Govardhan Puja is also known as Annakut, is a Hindu festival celebrated the day after Diwali. It honors Lord Krishna's feat of lifting the Govardhan Hill to protect his people from torrential rain sent by Lord Indra. On this day, devotees create a small hill made of food offerings, symbolizing the Govardhan Hill, and offer prayers to Lord Krishna. Temples and homes prepare a wide variety of vegetarian dishes and sweets. It represents gratitude for nature and the importance of protecting the environment.

Bhaiya Dooj is also known as Bhai Dooj or Bhau-Beej, is a Hindu festival that celebrates the special bond between brothers and sisters. It falls on the fifth day of Diwali, generally two days after Diwali. The festival's name is a combination of "Bhaiya," which means brother, and "Dooj," which means the second day after the new moon.

On this day, sisters perform aarti (a ceremonial prayer) for their brothers, apply a "tilak" (a mark) on their foreheads, and offer them sweets. In return,

brothers give gifts and blessings to their sisters as a symbol of their love and protection. Bhaiya Dooj is a day to strengthen the sibling bond, express gratitude, and wish each other well. It holds a special place in the hearts of brothers and sisters.

Diwali is known as the festival of light. It marks the victory of Truth over lie and it has some important importance in Hindu and Sikh community. It symbolize the victory of light over darkness and god over evil. The festival brings families and communities together, strengthening bonds and fostering unity. The lighting of lamps and candles symbolizes the illumination of one's life with knowledge. Diwali also promotes the spirit of giving, sharing, and spreading joy, making it a much-anticipated and cherished festival.

Diwali is known for vibrant colour and firecrackers. It is advised not to burn too much firecrackers as it pollutes our environment. Also from the safety concern, Firecrackers are very harmful for child and kids. Firecrackers are made of various hazardous chemicals which is harmful for human lives. Some environmental activists request us to use eco friendly crackers to reduce the Air and Noise population. In some incident, Childs burnt their hand due cracking the crackers. Also sometimes it hurted the innocent animals. So we should keep in mind about the way of using the firecrackers too.

Noise and pollutants are produced as a result of cracker explosions. It poses a very high risk since it has the potential to inflict severe burns on youngsters. The act of bursting crackers causes visual impairment, aggravates eye irritation, and brings the air quality index down, all of which contribute to the high number of accidents that result from the activity. Diwali must be observed in a manner that is both secure and kind to the natural world. We can still enjoy the festival by following various traditions and rituals.

Diwali gives us various life lessons. It teaches us the victory of truth over lie and light over darkness. Diwali is celebrated to make the whole in a year moment. It teaches us spiritual awareness and unity in community.

12.Pongal

Pongal is a harvest festival in the southern part of India, celebrated for four days starting from the last day of the Tamil month in mid-January. A harvest festival

generally marks the growth and harvest of new crops. In the case of Pongal, the crops are rice and sugarcane.

The name '**Pongal**' comes from the Tamil word '**pongu**', which means "**boil over**" or "**flourish**." It is celebrated by Hindus in India. Pongal is made with sweet boiled rice and offered to the sun god. The preparation of rice-based dishes is a highlight of this celebration. A mixture of cooked rice, jaggery, lentils, and milk is allowed to spill outside the pongal pot. When the rice gets spilled over an earthen pot, it symbolises the family is blessed with health and wealth.

Pongal, the harvest festival of southern India, brings together a community of people who toil day and night to support the entire country. Even though every harvest festival in India has a unique tale to tell, the work that goes into it is appreciated. Here, the sun deity is honoured with a sweet dish from rice boiled in milk and jaggery.

In Pongal, we find not only the religious meaning but also the appropriate respect. The festival is generally believed to be associated with the sun god Surya, but it is a reflection of strength and determination. India celebrates the spirit of union and diversity at once. Pongal is one such aspect that highlights the same. The commonness of the economy balanced by religion and culture makes Pongal an expression of what drives every community across the country.

The soil, the sun, the rains, and the plough are all crucial components that, over three days, give Pongal its spiritual identity. Pongal is a festival that celebrates the harvest, beliefs, and culture. The significance of these celebrations demonstrates India's strong ties to religion, culture, and humanity in general. Pongal will continue to spread the message of togetherness and unity through its celebration as long as mankind and humanism exist.

Tamil Nadu celebrates Pongal-the harvest festival which traditionally takes place on January 14 or 15, is a time to thank nature for the good harvest. The event symbolises a period of abundance, tranquillity, and joy. Pongal is a four-day celebration.

Pongal's 1st day is the Bhogi Pongal. On this day, a large bonfire is lit in front of the houses. All old clothes and other stuff is thrown away, and every corner of the house is kept clean. This is done to mark a new beginning in life. Women wear new clothes, sing mantras and perform ritual songs around a blazing fire. This ritual is known as "Bogi Mantalu". On this day, farmers gather seasonal new crops, fruits, sugarcane and flowers for the next day's Pongal celebration. This ritual is known as the Bhogi Pallu.

Thai Pongal, or "**Surya Pongal**," is the name of the second day of the Pongal festival. This day is allocated to honour Surya, the sun god. Fresh rice is boiled in water in pots on this day. Additionally, flowers, turmeric plants, and pieces of sugarcane are used to embellish the pots. The sun receives the first handful of rice that is presented.

Additionally, jaggery and boiling milk are brought to the sun god, and the Kolam flower is used to draw the sun god's image. A puja is then done to ask for their blessings. Ven Pongal, a dish made of rice, dhal, and sugar, is also made by people.

In this holiday, prayers are made to the cattle, including bulls, cows, and other farm animals utilised in agriculture. The third day of Pongal is recognised as Mattu Pongal. Cattle are given a bath, have their horns painted, and have flower garlands, bunches of corn, and multicoloured beads strung around their necks. Touching their feet in respect, you should also give them Pongal to eat.

The final day of Pongal is Kaanum Pongal, which falls on the fourth day. Thiruvalluvar Day is another name for the day. Literally translated as "**to observe**," "**Kaanum**" is the occasion for visiting relatives and exchanging presents. The younger family members show respect and respect to the older family members, while the older ones give them money and bless them. Some people feed the birds.

We live on the most beautiful planet, Earth which has very clean and attractive nature full of greenery. Nature is our best friend which provides us all the resources to live here. It gives us water to drink, pure air to breathe, food to eat, land to stay, animals, plants for our other uses, etc for our betterment. We should fully

enjoy the nature without disturbing its ecological balance. We should care our nature, make it peaceful, keep it clean and prevent it from the destruction so that we can enjoy our nature forever. Nature is a most precious gift given by the God to us to enjoy but not to harm.

13. Nature

Nature is the most beautiful and attractive surrounding around us which make us happy and provide us natural environment to live healthy. Our nature provides us variety of beautiful flowers, attractive birds, animals, green plants, blue sky, land, running rivers, sea, forests, air, mountains, valleys, hills and many more things. Our God has created a beautiful nature for the healthy living of us. All the things we use for our living are the assets of nature which we should not spoil and damage.

We should not destroy the originality of the nature and should not imbalance the ecosystem cycle. Our nature provides us beautiful environment to live and enjoy so it is our responsibility to keep it clean and away from all the damages. In the modern era, many selfish and bad activities of the human being have disturbed the nature to a great extent. But we all should try to maintain our nature's beauty.

The nature is everything around us which surrounds us with beautiful environment. We see and enjoy it every moment. We observe natural changes in it, hear it and feel it everywhere. We should take full advantage of the nature and go out of home for the morning walk daily to breathe pure air and enjoy morning beauty of nature. All though the day it changes its beauty like in the morning when sun rises everything looks bright orange and then yellowish. In the evening when sun sets it again becomes dark orange and then light dark.

The nature has everything for us but we do not have anything for it even we are destroying its property day by day to just fulfill our selfish wishes. In the modern technological world lots of inventions are getting launched daily without its advantage and disadvantage to the nature. It is our responsibility to save the declining assets of our nature to make possible the existence of life forever on the earth. If we do not take any step towards nature conservation, we are keeping our future generations at

danger. We should understand its worth and value and try to maintain its natural shape.

Nature is the most precious and valuable gift to us from the God to live our life here on the earth. Nature makes our life easy by providing all the required resources for daily living. We should be thankful to our nature for helping, caring and nurturing us like a mother. We can enjoy the sweet sound and scenery of the nature if we peacefully sit in the early morning in the garden. Our nature is adorned with lots of scenic beauty which we can enjoy anytime. Earth has geographical beauty and is known as the city of garden or heaven. But it is sad to say that such beautiful gifts of God are declining day by day due to the technological advancement and high level of ignorance of the human beings.

Nature is like our real mother which never harms us but always nourishes us. Walking in the lap of nature in the early morning makes us healthy and strong as well as keeps us away from many lethal diseases like diabetes, chronic heart diseases, high blood pressure, liver problem, digestive system ailments, infections, brain disease, etc. It is good for our health to hear the soft sound of the birds, rattle of the breeze, sound of running fresh air, sound of running water in the river, etc in the early morning. Most of the poets, writers and people used to of yoga and meditation are seen in the early morning in the garden to re-energize their body, mind and soul.

Nature is the most important and integral part of the lives of everyone. Everyone has been blessed with the true love of God in the form of beautiful nature. We should never miss the pleasure of enjoying the nature. Nature has been the most favourite topic of the works of many famous poets, writers, painters and artists. Nature is the beautiful creation of the God which he blessed to us as a precious gift. Nature is everything which surrounds us like water, air, land, sky, fire, river, forests, animals, birds, plants, sun, moon, stars, sea, lake, rain, thunder, storm, etc. Nature is very colourful and has both living and non-living things in its lap.

Everything in the nature has their own power and uniqueness provided by the God. It has its many forms which are changing by season to season and even from minute to minute such as sea looks bright blue in the morning but by noon it looks

emerald green colour. Sky changes its colour all through the day from pale pink at sunrise, dazzling blue in late morning, bright orange in evening at sunset and purple by twilight. Our mood also gets changed according to the nature such as happy and hopeful at sun shine, rainy season and spring season. We feel heartily happy at moonlight and little bored and tired in high sun light.

Nature has some powerful transformative power which changes our mood and behaviour accordingly. Nature has power to recover the patients from their diseases if they are provided with the required and pleasant environment. Nature is very essential for our healthy life so we should keep it clean and conserve it for our future generations. We should cut trees and forests, should not despoil the ocean, rivers, should not make hole in ozone layer, should not increase green house effect, global warming and many more through our selfish activities. We should get fully aware about our nature and try our best to keep it natural so that it can nourish life on the earth forever.

Nature is the natural environment which surrounds us, cares us and nourishes us every moment. It provides us a protective layer around us to prevent from the damages. We are not able to survive on the earth without nature like air, land, water, fire and sky. Nature includes everything around us like plants, animals, river, forests, rain, lake, birds, sea, thunder, sun, moon, weather, atmosphere, mountain, desserts, hills, ice, etc. Every form of nature is very powerful which has ability to nourish as well as destroy us.

Now a day, everyone has less time to enjoy nature. In the increasing crowd we forgot to enjoy nature and improve health. We started using technological instruments for our health fitness. However it is very true that nature has power to nourish us and fit us forever. Most of the writers have described the real beauty and advantage of the nature in their writings. Nature has ability to make our mind tension free and cure our diseases. Because of technological advancement in the life of human being, our nature is declining gradually which needs a high level of awareness to keep it in balance and to conserve natural assets.

God has created everything very beautifully seeing which our eyes can never be tired. But we forgot that we too have some responsibility towards our nature to relationship between nature and human beings. How beautiful scenery it looks in morning with sunrise, songs of birds, sounds of lakes, rivers, air and happy gatherings of friends in the evening in garden after a long day of crush. But we forgot to enjoy the beauty of the nature in just fulfilling our duties towards our families.

Sometimes during our holidays we spend our whole day by watching TV, reading news paper, playing indoor games or on the computer but we forgot that outside the door we can do something interesting in the lap of nature ad natural environment. Unnecessarily we left on all the lights of home, we use electricity without need which ultimately increases the heat in the environment called global warming. Our other activities like cutting trees and forests increase the amount of CO₂ gas in the environment causing green house effect and global warming.

If we want to be happy and healthy always we should try our best to save our planet and its beautiful nature by stopping our foolish and selfish activities. In order to keep ecosystem in balance we should not cut trees, forests, practice energy and water conservation and many more. Ultimately we are the real user of the nature so we should really take care of it.

14.Pollution

Being aware of pollution is quite mandatory for all the students these days. In order to become a responsible citizen of the world for future generations, every child should know how human activities are leaving an impact on the environment and nature.

Pollution has become a very common yet serious issue in today's world. It has been there in different forms since a long time even before human evolution such as volcanic eruptions, wildfire which lead to various photochemical reactions in the atmosphere. The current concern is that it is rising day by day due to various resources of pollutants. And, one of the main pollutants are humans and man-made machines. It is right to say that pollution is damaging the mother earth severely and we, humans, should play our part to prevent it from happening.

Pollution sepsis is the presence of contaminants in the natural environment that causes harm and damage and therefore leads to adverse changes.

There are mainly three kinds of pollution - 1) Air Pollution, 2) Water Pollution, and 3) Soil Pollution.

Air Pollution occurs due to the presence of harmful gases and substances in the air. It is due to vehicle emission, dust and dirt, poisonous gasses from the factories etc. To reduce air pollution, we should use carpooling or public transport rather than using our private mode of transportation whose harmful gas emission only adds to the problem, we should also actively avoid burning trash or other materials etc.

Water Pollution happens when toxic substances get mixed in various water bodies such as lakes, oceans, rivers etc. Here toxic substances refer to the Chemical fertilizer, Industrial waste, Sewage and wastewater, Mining activities, Marine dumping etc.

Soil pollution depicts the contamination of soil due to the presence of toxic substances due to Excessive use of fertilisers and pesticides, deforestation, industrial waste etc. To maintain the soil's fertility, the government must limit the usage of fertilizers and plant more trees.

There are a few other pollutants causing pollution apart from the aforementioned ones, such as Radioactive pollution. This is one of the rarer types of pollution. It occurs due to the presence of radioactive substances such as the presence of nuclear waste in air, solids, liquids or any other place.

Pollution is increasingly having a major effect on the health of human lives. People are getting affected by different types of deadly diseases due to the various pollution in air, water and soil. Here are the different diseases humans face due to different pollution.

Air is an essential part of human life. Humans cannot live without breathing air. But, air pollution causes major damage to human lives.

Water is another source of life. Any living being cannot survive without drinking water. But the continuous degradation and pollution of major water bodies are also causing deadly diseases to humans and animals. It is also affecting marine life.

Since water is consumed all the time, it's pollution is causing a lot of deadly diseases.

Soil is an important part of our lives. The land on which we are walking or travelling is made with soil. Due to all the chemicals mixed with the soil and degradation due to the same, it is inevitable that many harmful chemicals come in contact with our body and cause many skin diseases or in forms of food crops that are planted on such polluted soil. Direct contact can cause a lot of problems for us humans.

The degrading quality of all the important elements like air, water and soil is affecting the lives of many children, adults as well as animals. We need to keep our environment safe and use effective methods to reduce pollution.

The industries should disintegrate the harmful gas from the air prior to its release from the chimneys. They should check and avoid using harmful gases, which are the major causes of air pollution.

If you are travelling to distant places, it is recommended to take public transport. Or if you are going to any shops or buying any garment, it is always better to use your cycle. Public transport can take you to different places along with other people; this will help reduce air pollution. If you can cycle, it will reduce air pollution and another added benefit is that it will keep your health in check.

In the dry season, many people burn plastic, papers, dry leaves, which creates a big fire and smoke that creates a harmful layer of fog suspended in the atmosphere. It is better if you stop burning plastic to reduce smoke

To keep the water free from any pollution, the first thing is to avoid disposing of any sort of plastics or food waste water material in water. The waste materials get dissolved in the water and harm the aquatic life along with those who drink the water. you should avoid purchasing harmful chemical products that can get mixed with the water and pollute it. The biggest examples are pesticides and insecticides, which causes a major effect on marine life. Detergents have many strong chemicals which can cause the leather to water and wash your clothes. If these detergents get mixed with water, they can pollute the soil.

The industries should avoid disposing of harmful chemicals in the soil. It can change the structure and components of the soil making it an unusable surface of land for vegetation.

As you dispose of the food containers in dustbins, it is good to use biodegradable food containers despite using plastic containers, which are harmful to the soil. The structure of the soil can be improved by planting more trees. Trees help to hold the soil together and improve the soil quality. Hence we should plant more trees.

Upon learning about the harmful effects of pollution, it is everyone's responsibility to take some steps towards prevention. We should be aware of all the possible preventive measures to help reduce every kind of pollution such as to curb air pollution, we should avoid bursting crackers during any festival or using public transport or carpool to reduce air pollution or cutting down the usage of loud loudspeaker, and public honking would help in noise pollution. We should always be aware of this situation and take measures accordingly. It's us who should be cautious in the beginning and make everyone else surrounding us conscious as well. We should take eco-friendly steps like planting more trees, reducing the usage of plastic, using more sustainable products in the household etc. while talking about the pollution of the entire world, you should always remember that every small step will lead to a bigger impact one day.

In a nutshell, every kind of pollution leaves a huge negative impact on our environment, human lives, animals etc. We, as responsible citizens, must take steps towards a better tomorrow. We must join hands to take various initiatives and fight against this problem. A lot of innocent lives are put in danger due to pollution every day. If we don't do anything from now on or take a stand to make the earth pollution-free, then the doomsday will be upon us very soon.

SELF ASSESSMENT

ANSWER THE FOLLOWING IN 500 WORDS (10 MARKS)

1, Write a sample speech on Pongal.

Pongal is a harvest festival in the southern part of India, celebrated for four days starting from the last day of the Tamil month in mid-January. A harvest festival

generally marks the growth and harvest of new crops. In the case of Pongal, the crops are rice and sugarcane.

The name '**Pongal**' comes from the Tamil word '**pongu**', which means "**boil over**" or "**flourish**." It is celebrated by Hindus in India. Pongal is made with sweet boiled rice and offered to the sun god. The preparation of rice-based dishes is a highlight of this celebration. A mixture of cooked rice, jaggery, lentils, and milk is allowed to spill outside the pongal pot. When the rice gets spilled over an earthen pot, it symbolises the family is blessed with health and wealth.

Pongal, the harvest festival of southern India, brings together a community of people who toil day and night to support the entire country. Even though every harvest festival in India has a unique tale to tell, the work that goes into it is appreciated. Here, the sun deity is honoured with a sweet dish from rice boiled in milk and jaggery.

In Pongal, we find not only the religious meaning but also the appropriate respect. The festival is generally believed to be associated with the sun god Surya, but it is a reflection of strength and determination. India celebrates the spirit of union and diversity at once. Pongal is one such aspect that highlights the same. The commonness of the economy balanced by religion and culture makes Pongal an expression of what drives every community across the country.

The soil, the sun, the rains, and the plough are all crucial components that, over three days, give Pongal its spiritual identity. Pongal is a festival that celebrates the harvest, beliefs, and culture. The significance of these celebrations demonstrates India's strong ties to religion, culture, and humanity in general. Pongal will continue to spread the message of togetherness and unity through its celebration as long as mankind and humanism exist.

Tamil Nadu celebrates Pongal-the harvest festival which traditionally takes place on January 14 or 15, is a time to thank nature for the good harvest. The event symbolises a period of abundance, tranquillity, and joy. Pongal is a four-day celebration.

Pongal's 1st day is the Bhogi Pongal. On this day, a large bonfire is lit in front of the houses. All old clothes and other stuff is thrown away, and every corner of the house is kept clean. This is done to mark a new beginning in life. Women wear new clothes, sing mantras and perform ritual songs around a blazing fire. This ritual is known as "Bogi Mantalu". On this day, farmers gather seasonal new crops, fruits, sugarcane and flowers for the next day's Pongal celebration. This ritual is known as the Bhogi Pallu.

Thai Pongal, or "**Surya Pongal**," is the name of the second day of the Pongal festival. This day is allocated to honour Surya, the sun god. Fresh rice is boiled in water in pots on this day. Additionally, flowers, turmeric plants, and pieces of sugarcane are used to embellish the pots. The sun receives the first handful of rice that is presented.

Additionally, jaggery and boiling milk are brought to the sun god, and the Kolam flower is used to draw the sun god's image. A puja is then done to ask for their blessings. Ven Pongal, a dish made of rice, dhal, and sugar, is also made by people.

In this holiday, prayers are made to the cattle, including bulls, cows, and other farm animals utilised in agriculture. The third day of Pongal is recognised as Mattu Pongal. Cattle are given a bath, have their horns painted, and have flower garlands, bunches of corn, and multicoloured beads strung around their necks. Touching their feet in respect, you should also give them Pongal to eat.

The final day of Pongal is Kaanum Pongal, which falls on the fourth day. Thiruvalluvar Day is another name for the day. Literally translated as "**to observe**," "**Kaanum**" is the occasion for visiting relatives and exchanging presents. The younger family members show respect and respect to the older family members, while the older ones give them money and bless them. Some people feed the birds.

We live on the most beautiful planet, Earth which has very clean and attractive nature full of greenery. Nature is our best friend which provides us all the resources to live here. It gives us water to drink, pure air to breathe, food to eat, land to stay, animals, plants for our other uses, etc for our betterment. We should fully enjoy the

nature without disturbing its ecological balance. We should care our nature, make it peaceful, keep it clean and prevent it from the destruction so that we can enjoy our nature forever. Nature is a most precious gift given by the God to us to enjoy but not to harm.

2. Write a sample speech on pollution.

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cautious in the beginning and make everyone else surrounding us conscious as well. We should take eco-friendly steps like planting more trees, reducing the usage of plastic, using more sustainable products in the household etc. while talking about the pollution of the entire world, you should always remember that every small step will lead to a bigger impact one day.

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3. Write a sample speech on child slavery and production of chocolate.

I was forced to stay in a large room with other children from a neighboring plantation. I tried to run away, but I was caught. As punishment they cut my feet. I had to work for weeks while my wounds healed. This moving testimony may sound like past history, when slavery was prevalent. But these words are not a reminder of the past; they're found in the April 24, 2006, *Forbes* magazine. These are the words of an enslaved boy working in the cocoa fields of the country of Côte d'Ivoire, also known as the Ivory Coast. And he is not alone. UNICEF reports in February 2006 that child trafficking is on the rise in this African region. •

It may surprise you to learn that the last chocolate you ate may well have been tainted with child slavery. Despite the promises and agreements made in recent years by chocolate companies, they continue to use child labor in the production of their chocolate. We as consumers must communicate that this is unacceptable. •

To do so, we will first reveal the connection between chocolate and child slavery, second examine why the problem continues, and finally discover just how much power we have in bringing child slavery to an end.

Cocoa bean production is limited to areas near the equator, such as Central America, Indonesia, and the Ivory Coast. The International Cocoa Initiative Web site, last updated February 8, 2007, explains that with almost a million acres devoted to growing cocoa, the Ivory Coast accounts for more than 40 percent of world cocoa production. According to a November 10, 2006, report by the *Vancouver Sun*, because growing cocoa is labor-intensive and labor is a significant part of the cost of production, many farmers in the Ivory Coast have turned to using forced child labor to cut costs.

The conditions of these children are beyond comprehension. The International Cocoa Initiative details the hazards they face each day: they must work long hours in the fields in brutal conditions. They clear fields with machetes and apply pesticides without protective gear. After harvesting the cocoa pods, they must split them open with heavy knives. Once the beans are dried and bagged, they must carry these large loads long distances on their young backs.

Even more alarming is just how many children are forced to live this life. The *New York Times* of October 26, 2006, reports that more than 200,000 children in the Ivory Coast are forced to work in the cocoa fields. The *Chicago Tribune* of May 5, 2006, reports that in contrast to the rest of the world, this region of Africa has the highest rate of child laborers of all children five to fourteen years old; more than one in four are forced to work. Earth Save International, last updated February 14, 2007, says that these children are either enticed with promises of good wages and easy work or outright kidnapped. One example is a boy named Moliq, who came to the Ivory Coast at the age of fourteen; despite the promises, he was never paid. When he asked to be paid, he was beaten. He had to scavenge for food and at night was locked up with the other kids. The *New York Times* of October 29, 2006, says that almost twelve thousand children in the Ivory Coast have been trafficked far from their families' homes and into slavery. •

The growing use of child slavery is reprehensible, but why is it allowed to continue? The answer is our widespread and growing demand for chocolate.

•

Unfortunately, child slavery continues because our demand for chocolate continues, enabling the Ivory Coast and the chocolate companies to ignore the problem. Farmers in the Ivory Coast invest in cocoa for its large profits. In order to maximize their gain, they cut costs by using the forced labor of children. These 600,000 farmers then turn to large export companies in the Ivory Coast to buy their cocoa. The *New York Times* of October 26, 2006, reports that these export companies are able to keep the price that they pay for cocoa low because they have so many farmers to choose from. The exporters then sell their cocoa to large chocolate companies, such as Hershey's, Nestle, M&M/Mars, and Cadbury.

The *Calgary Herald* of November 17, 2006, tells us that in 2001, almost all of the big chocolate companies signed the Harkin-Engel Protocol, agreeing that by 2005 they would certify that their chocolate was not tainted with child slavery; however, this deadline passed two years ago, with the companies making excuses and saying they need more time. But the September 20, 2006, *Seattle Post-Intelligencer* suggests that they're more concerned about the civil war in the Ivory Coast interfering with their supply of cocoa. Clearly the civil war is also the top priority with the Ivory Coast government. The Associated Press on June 15, 2006, explains that the government doesn't want to interfere with the supply of cocoa because export taxes are its primary source of revenue. The government uses this money to buy military arms and equipment. The Ivory Coast may not have blood diamonds, but [the nation] certainly possesses blood chocolate.

Ultimately, the blame rests on us, because consumer demand for chocolate keeps the industry insulated from pressure. The World Cocoa Foundation, last updated February 14, 2007, tells us that North America and Europe consume nearly two-thirds of all cocoa products and that demand for confectionary products containing chocolate rises 4 to 5 percent each year.

The sad truth is, most consumers are not aware of chocolate's connection to child slavery. Because we continue to buy its chocolate, the industry feels no urgency to change. •

Now that we understand the problem and why it continues, we must ask what we can do, and the answer is simple. We must stop buying slave-produced chocolate.

But don't worry, I'm not suggesting that we stop buying chocolate altogether. There is an alternative, and it's called fair trade chocolate. TransFair USA, a nonprofit organization, is the only independent third-party certifier of fair trade products in the U.S. It allows companies to display the fair trade–certified label on products that meet strict standards. Some of these standards found on the organization's Web site, last updated November 16, 2006, include a prohibition [on] forced child labor, safe working conditions, living wages, environmentally safe farming methods, a guaranteed minimum price, and direct trade between the farmers and chocolate companies, thus eliminating the manipulative exporters. •

If we as consumers change how we buy chocolate, the industry will have to respond. Currently, companies are trying to distance themselves from the bad press associated with slave labor, and as a result the *Ontario Guelph Mercury*, February 3, 2007, reports that some have begun to buy into the fair trade market. For example, *Business Wire*, October 11, 2006, reports that Ben and Jerry's is expanding its fair trade–certified ice cream flavors. *Forbes* magazine, previously cited, says that fair trade has even made inroads into the Ivory Coast but still accounts for only about 1 percent of cocoa exports. •

Economics teaches us that demand controls supply; they can only sell what we buy. A perfect example of this is the industry's response to the rise in demand for organic food products. The *Boston Herald* on October 16, 2006, reports that organic food sales have risen more than 15 percent in the last two years. According to the September 20, 2006, *Sacramento Bee*, with a multibillion-dollar market, big companies like Wal-Mart and Frito-Lay have made

organic food mainstream. If we demand more fair trade chocolate, the industry will have to supply it, and when the chocolate companies start buying more slave-free cocoa, farmers in the Ivory Coast will have to abandon slavery to keep their buyers. •

Today we have exposed the connection between chocolate and child slavery, examined why the problem continues, and finally discovered how we can bring it to an end. The next time you go to buy chocolate, remember the words of a child, quoted in the November 10, 2006 *Toronto Star*: “When the rest of the world eats chocolate, they’re eating my flesh.” The Ivory Coast may be seven thousand miles away, but we have a responsibility to protect all children. Fair trade chocolate may cost us a little more money, but that’s a small price to pay to free thousands of children from slavery. •

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