

О.Н. ЯКОВЛЕВА



PUBLIC SPEAKING IN ENGLISH



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на английском языке**

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Пособие знакомит студентов со структурными и лингвистическими характеристиками англоязычной публичной речи в целом и ее основными разновидностями.

Пособие может быть также использовано всеми, кто изучает английский язык на продвинутом уровне.

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СОДЕРЖАНИЕ

ПРЕДИСЛОВИЕ.....	4
Part I. INTRODUCTION TO PUBLIC SPEAKING	6
1. The tradition of public speaking.....	6
2. Analyzing the audience.....	7
3. Developing confidence	8
4. Speech communication process	14
Part II. PREPARING THE SPEECH	20
1. Formulating purpose, thesis, and main points	20
2. Organizing introduction and conclusion.....	26
3. Organizing the body of the speech	33
4. Using language	37
Part III. GENRES OF SPEECH	41
1. Speaking to inform	41
2. Speaking to persuade.....	42
3. Speaking on special occasion	44
Appendix I. ASSIGNMENTS	45
Appendix II. SPEECHES FOR ANALYSIS AND DISCUSSION.....	55
Appendix III. SPEECH CRITIQUES.....	93
FURTHER READING SUGGESTIONS.....	122

ПРЕДИСЛОВИЕ

Настоящее пособие составлено в соответствии с ФГОС ВПО по направлению подготовки «Лингвистика» (профиль «перевод и переводоведение»), исходя из конкретных видов деятельности, к которым должен быть готов переводчик. Образовательный стандарт предполагает владение такими компетенциями, как готовность осуществлять межкультурный диалог, умение творчески использовать полученные знания за пределами узко профессиональной сферы, стремление к постоянному повышению квалификации и мастерства в целях успешного осуществления социальных и профессиональных контактов.

Умение выступать с речью перед аудиторией является неотъемлемой составляющей профессиональной подготовки переводчика, так как устный перевод, как правило, является публичным и предусматривает знание характеристик различных жанров публичной речи. Цель данного пособия – подготовить студентов к переводу публичного выступления с английского языка на родной путем ознакомления их со структурными и лингвистическими характеристиками англоязычной публичной речи в целом, и ее основными разновидностями. Курс «Публичное выступление на английском языке» был впервые разработан с ориентацией на подготовку будущих переводчиков.

Учебное пособие состоит из трех частей и трех приложений. *Первая часть* включает раздел, посвященный истокам риторики как науки о красноречии, в ней также рассматривается важность умения правильно анализировать потенциальную аудиторию, учитывать ее культурные, национальные и другие особенности. Особое внимание уделено также таким аспектам, как преодоление страха перед публичным выступлением и развитие уверенности в себе и своем успехе. В четвертом разделе первой части подробно рассматривается процесс коммуникации и его основные составляющие. Материал, изложенный в первой части пособия, является дополнительным к курсу лекций по дисциплине «Публичное выступление на английском языке» и предполагает самостоятельное изучение рекомендованной литературы.

Вторая часть пособия готовит студентов непосредственно к публичному выступлению на английском языке. В ней представлены лексические единицы, позволяющие эффективно сформулировать цель, основной тезис и главные положения выступления, правильно

оформить вступление к речи и ее заключение. Студентам предлагается выполнить серию упражнений, направленных на выработку навыков правильного структурирования публичного выступления в соответствии с темой и коммуникативным заданием. Особое внимание уделяется использованию тропов и фигур речи для придания языку оратора большей выразительности.

Третья часть пособия посвящена трем основным жанрам публичного выступления: информационному, аргументирующему и торжественному. В данной части рассматриваются также подвиды заявленных жанров, их основные характеристики и правила, которыми необходимо руководствоваться при подготовке соответствующих выступлений.

В приложении I предлагаются задания по каждому из трех типов речей и основные критерии их оценки. В приложениях II и III представлены тексты речей известных личностей – политических и общественных деятелей, представителей бизнеса и т. д., которые служат образцами ораторского искусства. Студентам предлагается самостоятельно проанализировать содержательные, структурные и лингвистические особенности этих речей, сбалансированность их отдельных компонентов, а также эффективность используемых лингвистических средств.

Автор надеется, что систематическая самостоятельная работа студентов с предлагаемым пособием, а также аудиторные занятия позволят студентам успешно овладеть навыками публичного выступления на английском языке и представить перед студенческой аудиторией подготовленные выступления различных типов. Знание ведущих особенностей публичного выступления, в целом, и его основных характеристик изучаемом иностранном языке, в частности, является необходимым условием формирования языковой личности переводчика, залогом его дальнейшей успешной профессиональной деятельности.

Желаю успешной работы!

Автор

Part I. INTRODUCTION TO PUBLIC SPEAKING

1. The tradition of public speaking

Given the importance of public speaking, it's not surprising that it has been taught and studied around the globe for thousands of years. Almost all cultures have an equivalent of the English word "orator" to designate someone with special skills in public speaking. The oldest known handbook on effective speech was written on papyrus in Egypt some 4500 years ago. Eloquence was highly prized in ancient India, Africa, and China, as well as among the Aztecs and other pre-European cultures of North and South America.

In classical Greece and Rome, public speaking played a central role in education and civic life. It was also studied extensively. Aristotle's rhetoric, composed during the third century B.C.E., is still considered the most important work on its subject, and many of its principles are followed by speakers (and writers) today. The great Roman leader Cicero used his speeches to defend liberty and wrote several works about oratory in general.

Over the centuries, many other notable thinkers have dealt with issues of rhetoric, speech, and language – including the Roman educator Quintilian, the Christian preacher St. Augustine, the medieval writer Christine de Pizan, the British philosopher Francis Bacon, and the American critic Kenneth Burke. In recent years, communication researchers have provided an increasingly scientific basis for understanding the methods and strategies of effective speech.

Your immediate objective is to apply those methods and strategies in your classroom speeches. What you learn in your class, however, will be applicable long after you leave university. Keep in mind that the principles of public speaking are derived from a long tradition and have been confirmed by a substantial body of research. The more you know about those principles, the more effective you will be in your own speeches – and the more effective you will be in listening to the speeches of other people.

2. Analyzing the audience

Good speakers are audience-centered. They know that the aim of speechmaking is to gain a desired response from listeners. When working on your speeches, keep three questions in mind: To whom am I speaking? What do I want them to know, believe, or do as a result of my speech? What is the most effective way of composing and presenting my speech to accomplish that aim? Your classroom speeches will give you excellent practice in dealing with these questions, provided you always think of your classmates as a real audience.

To be an effective speaker, you should know something about the psychology of audiences. Auditory perception is selective. Even when people pay close attention, they don't process a speaker's message exactly as the speaker intended. People hear what they want to hear. People also are egocentric. They typically approach speeches with one question uppermost in mind: "Why is this important to me?" Therefore, you need to study your audience and adapt your speech directly to their beliefs and interests.

The first stage in learning about your audience is to undertake a demographic audience analysis. This involves identifying important demographic traits of your audience such as age, gender, sexual orientation, religion, group membership, and racial, ethnic, or cultural background. The second stage in learning about your audience is to conduct a situational audience analysis. This involves identifying traits of the audience unique to the particular speaking situation at hand. These traits include the size of the audience, attitudes influenced by the physical setting, and your listeners' disposition toward the topic, toward you as a speaker, and toward the occasion.

For speeches outside the classroom, you can best get information about the audience by asking the person who invites you to speak. If possible, you should also sound out someone else who has spoken to the same group. For your classroom speeches, you can learn much about your audience by observation and conversation. You also can do a more formal audience analysis by interviewing members of the audience or by circulating a questionnaire.

Once you complete the audience analysis, you must adapt your speech so it will be clear and convincing to your listeners. Keep them in mind constantly as you prepare the speech. Put yourself in their place. Try to hear the speech as they will. Anticipate questions and objections, and try to answer them in advance.

When you deliver your speech, keep an eye out for audience feedback. If you see frowns or puzzled looks on your listeners' faces, you may need to adjust your remarks in response. Like other aspects of audience adaptation, this may be difficult at first, but if you work at it, you should soon see results.

3. Developing confidence

If you feel nervous about giving a speech, you are in very good company. Some of the greatest public speakers in history have suffered from stage fright, including Abraham Lincoln, Margaret Sanger, and Winston Churchill. The famous Roman orator Cicero said: "I turn pale at the outset of a speech and quake in every limb and in my soul." Oprah Winfrey, Conan O'Brien, and Jay Leno all report being anxious about speaking in public. Early in his career, Leonardo DiCaprio was so nervous about giving an acceptance speech that he hoped he would not win the Academy Award for which he had been nominated. Eighty-one percent of business executives say public speaking is the most nerve-racking experience they face.

Actually, most people tend to be anxious before doing something important in public. Actors are nervous before a play, politicians are nervous before a campaign speech, athletes are nervous before a big game. The ones who succeed have learned to use their nervousness to their advantage. Listen to American gymnast Shawn Johnson speaking after her balance beam routine in the women's apparatus finals at the 2008 Olympic Games in Beijing: "I was so nervous I couldn't get anything right in warm ups. But I wanted to do my best and end on a good note." Putting her

butterflies to good use, Johnson ended on a good note, indeed, by scoring 16.225 points to win the gold medal.

Much the same thing happens in speechmaking. Most experienced speakers have stage fright before taking the floor, but their nervousness is a healthy sign that they are getting “psyched up” for a good effort. Novelist and lecturer I. A. R. Wylie explains, “Now after many years of practice I am, I suppose, really a “practiced speaker.” But I rarely rise to my feet without a throat constricted with terror and a furiously thumping heart. When, for some reason, I am cool and self-assured, the speech is always a failure.”

In other words, it is perfectly normal – even desirable – to be nervous at the start of a speech. Your body is responding as it would to any stressful situation – by producing extra adrenaline. This sudden shot of adrenaline is what makes your heart race, your hands shake, your knees knock, and your skin perspire. Every public speaker experiences all these reactions to some extent. The question is: How can you control your nervousness and make it work for you rather than against you?

Dealing with nervousness

Rather than trying to eliminate every trace of stage fright, you should aim at transforming it from a negative force into what one expert calls positive nervousness, – an enthusiastic, lively feeling with a slight edge to it. It’s still nervousness, but it feels different. You’re no longer victimized by it; instead, you’re vitalized by it. You’re in control of it.

Don’t think of yourself as having stage fright. Instead, think of it as “stage excitement” or “stage enthusiasm.” It can help you get focused and energized in the same way that it helps athletes, musicians, and others get primed for a game or a concert. Think of it as a normal part of giving a successful speech.

Here are six time-tested ways you can turn your nervousness from a negative force into a positive one.

1. Acquire Speaking Experience

You have already taken the first step. You are enrolled in a public speaking course, where you will learn about speechmaking and gain speaking experience. Think back to your first day at kindergarten, your first date, your first day at a new job. You were probably nervous in each situation because you were facing something new and unknown. Once you became accustomed to the situation, it was no longer threatening. So it is with public speaking. For most students, the biggest part of stage fright is fear of the unknown. The more you learn about public speaking and the more speeches you give, the less threatening speechmaking will become.

Of course, the road to confidence will sometimes be bumpy. Learning to give a speech is not much different from learning any other skill – it proceeds by trial and error. The purpose of your speech class is to shorten the process, to minimize the errors, to give you a nonthreatening arena – a sort of laboratory – in which to undertake the “trial.”

Your teacher recognizes that you are a novice and is trained to give the kind of guidance you need to get started. In your fellow students you have a highly sympathetic audience who will provide valuable feedback to help you improve your speaking skills. As the class goes on, your fears about public speaking will gradually recede until they are replaced by only a healthy nervousness before you rise to speak.

2. Prepare, Prepare, Prepare

Another key to gaining confidence is to pick speech topics you truly care about – and then to prepare your speeches so thoroughly that you cannot help but be successful. How much time should you devote to preparing your speeches? A standard rule of thumb is that each minute of speaking time requires one to two hours of preparation time – perhaps more, depending on the amount of research needed for the speech. This may seem like a lot of time, but the rewards are well worth it. One professional speech consultant estimates that proper preparation can reduce stage fright by up to 75 percent.

If you follow the techniques suggested by your teacher and in the rest of this book, you will stand up for every speech fully prepared. Imagine that the day for your first speech has arrived. You have studied your audience and selected a topic you know will interest them. You have researched the speech thoroughly and practiced it several times until it feels absolutely comfortable. You have even tried it out before two or three trusted friends. How can you help but be confident of success?

3. Think Positively

Confidence is mostly the well-known power of positive thinking. If you think you can do it, you usually can. On the other hand, if you predict disaster and doom, that is almost always what you will get. This is especially true when it comes to public speaking. Speakers who think negatively about themselves and the speech experience are much more likely to be overcome by stage fright than are speakers who think positively.

Many psychologists believe that the ratio of positive to negative thoughts in regard to stressful activities such as speechmaking should be at least five to one. That is, for each negative thought, you should counter with a minimum of five positive ones. Doing so will not make your nerves go away completely, but it will help keep them under control so you can concentrate on communicating your ideas rather than on brooding about your fears and anxieties.

4. Use the Power of Visualization

Visualization is closely related to positive thinking. It is used by athletes, musicians, actors, speakers, and others to enhance their performance in stressful situations.

The key to visualization is creating a vivid mental blueprint in which you see yourself succeeding in your speech. Picture yourself in your classroom rising to speak. See yourself at the lectern, poised and self-assured, making eye contact with your audience and delivering your introduction in a firm, clear voice. Feel your

confidence growing as your listeners get more and more caught up in what you are saying. Imagine your sense of achievement as you conclude the speech knowing you have done your very best.

As you create these images in your mind's eye, be realistic but stay focused on the positive aspects of your speech. Don't allow negative images to eclipse the positive ones. Acknowledge your nervousness, but picture yourself overcoming it to give a vibrant, articulate presentation. If one part of the speech always seems to give you trouble, visualize yourself getting through it without any hitches. And be specific. The more lucid your mental pictures, the more successful you are likely to be.

As with your physical rehearsal of the speech, this kind of mental rehearsal of the speech should be repeated several times in the days before you speak. It doesn't guarantee that every speech will turn out exactly the way you envision it – and it certainly is no substitute for thorough preparation. But used in conjunction with the other methods of combating stage fright, it is a proven way to help control your nerves and to craft a successful presentation.

5. Know That Most Nervousness Is Not Visible

Many novice speakers are worried about appearing nervous to the audience. It's hard to speak with poise and assurance if you think you look tense and insecure. One of the most valuable lessons you will learn as your speech class proceeds is that only a fraction of the turmoil you feel inside is visible on the outside. "Your nervous system may be giving you a thousand shocks," says one experienced speaker, "but the viewer can see only a few of them."

Even though your palms are sweating and your heart is pounding, your listeners probably won't realize how tense you are – especially if you do your best to act cool and confident on the outside. To them the speaker looked calm and assured.

Knowing this should make it easier for you to face your listeners with confidence. As one student stated after watching a videotape of her first classroom speech, "I was amazed at how calm I looked. I assumed everyone would be able to see how scared I was,

but now that I know they can't, I won't be nearly so nervous in the future. It really helps to know that you look in control even though you may not feel that way."

6. Don't Expect Perfection

It may also help to know that there is no such thing as a perfect speech. At some point in every presentation, every speaker says or does something that does not come across exactly as he or she had planned. Fortunately, such moments are usually not evident to the audience. Why? Because the audience does not know what the speaker plans to say. It hears only what the speaker does say. If you momentarily lose your place, reverse the order of a couple statements, or forget to pause at a certain spot, no one need be the wiser. When such moments occur, just proceed as if nothing happened.

One of the biggest reasons people are concerned about making a mistake in a speech is that they view speechmaking as a performance rather than an act of communication. They feel the audience is judging them against a scale of absolute perfection in which every misstated word or awkward gesture will count against them. But speech audiences are not like judges in a violin recital or an ice skating contest. They are not looking for a virtuoso performance, but for a well-thought-out address that communicates the speaker's ideas clearly and directly. Sometimes an error or two can actually enhance a speaker's appeal by making her or him seem more human.

As you work on your speeches, make sure you prepare thoroughly and do all you can to get your message across to your listeners. But don't panic about being perfect or about what will happen if you make a mistake. Once you free your mind of these burdens, you will find it much easier to approach your speeches with confidence and even with enthusiasm.

Over the years thousands of students have developed confidence in their speechmaking abilities. As your confidence grows, you will be better able to stand before other people and tell

them what you think and feel and know – and to make them think and feel and know those same things. The best part about confidence is that it nurtures itself. After you score your first triumph, you will be much more confident the next time. And as you become a more confident public speaker, you will likely become more confident in other areas of your life as well.

4. Speech Communication Process

As you begin your first speeches, you may find it helpful to understand what goes on when one person talks to another. Regardless of the kind of speech communication involved, there are seven elements – speaker, message, channel, listener, feedback, interference, and situation. Here we shall focus on how these elements interact when a public speaker addresses an audience.

Speaker

Speech communication begins with a speaker. If you pick up the telephone and call a friend, you are acting as a speaker. (Of course, you will also act as a listener when your friend is talking.) In public speaking, you will usually present your entire speech without interruption.

Your success as a speaker depends on you – on your personal credibility, your knowledge of the subject, your preparation of the speech, your manner of speaking, is more than matter of technical skill. It also requires enthusiasm. You can't expect people to be interested in what you say unless you are interested yourself. If you are truly excited about your subject, your audience is almost sure to get excited along with you. You can learn all the techniques of effective speechmaking, but before they can be of much use, you must first have something to say – something that sparks your own enthusiasm.

Message

The message is whatever a speaker communicate to someone else. If you are calling a friend, you might say, “I’ll be a little late picking you up tonight.” That is the message. But it may not be the only message. Perhaps there is a certain tone in your voice that suggests reluctance, hesitation. The underlying message might be “I really don’t want to go to that party. You talked me into it, but I’m going to put it off as long as I can.”

Your goal in public speaking is to have your intended message be the message that is actually communicated. Achieving this depends both of what you say (the verbal message) and on how you say it (the nonverbal message).

Getting the verbal message just right requires work. You must narrow your topic down to something you discuss adequately in the time allowed for the speech. You must do research and choose supporting details to make your ideas clear and convincing. You must organize your ideas so listeners can follow them without getting lost. And you must express your message in words that are accurate, clear, vivid, and appropriate.

Besides the message you send with words, you send a message with your tone of voice, appearance, gestures, facial expression, and eye contact. Imagine that one of your classmates gets up to speak about student loans. Throughout her speech she slumps behind the lectern, takes long pauses to remember what she wants to say, stares at the ceiling, and fumbles with her visual aids. Her intended message is “We must make more money available for student loans.” But the message she actually communicates is “I haven’t prepared very well for this speech.” One of your jobs as a speaker is to make sure your nonverbal message does not distract from your verbal message.

Channel

The channel is the means by which a message is communicated. When you pick up the phone to call a friend, the telephone is the channel. Public speakers may use one or more of several channels, each of which will affect the message received by the audience.

Consider a speech to Congress by the President of the United States. The speech is carried to the nation by the channels of radio and television. For the radio audience the message is conveyed entirely by the President's voice. They can hear him, but they can't see him. For the television audience the message is conveyed by both the President's voice and the televised image of the President and his surroundings. The people in Congress have a more direct channel. They not only hear the President's voice as amplified through a microphone, but they see him and hear him without any electronic intervention.

Listener

The listener is the person who receives the communicated message. Without a listener, there is no communication. When you talk to a friend on the phone, you have one listener. In public speaking you will have many listeners.

Everything a speaker says is filtered through a listener's frame of reference – the total of his or her knowledge, experience, goals, values, and attitudes. Because a speaker and a listener are different people, they can never have exactly the same frame of reference. And because a listener's frame of reference can never be exactly the same as a speaker's, the meaning of a message will never be exactly the same to a listener as to a speaker.

You can easily test the impact of different frames of reference. Ask each of your classmates to describe a chair. If you have 20 classmates, you will probably get 20 different descriptions. One student might picture a large chair, another elegant chair, and so on. Even if two or more envision the same general type – say a rocking chair – their mental images of the chair could still be different. One might be thinking of an early American rocker, another of a modern

Scandinavian rocker – the possibilities are unlimited. And “chair” is a fairly simple concept. What about “patriotism” or “freedom”?

Because people have different frames of reference, a public speaker must take great care to adapt the message to the particular audience being addressed. To be an effective speaker, you must be audience-centered. You must do everything in your speech with your audience in mind. You cannot assume that listeners will be interested in what you have to say. You must understand their point of view as you prepare the speech, and you must work to get them involved. You will quickly lose your listeners’ attention if your presentation is either too basic or too sophisticated. You will also lose your audience if you do not relate to their experience, interests, knowledge, and values. When you make a speech that causes listeners to say, “That is important to me,” you will almost always be successful.

Feedback

When the President addresses the nation on television, he is engaged in one way communication. You can talk back to the television set, but the President won’t hear you. Most situations, however, involve two-way communication. Your listeners don’t simply absorb your message like human sponges. They send back messages of their own. These messages are called feedback. For example, when you phone your friend to say you will be late, you may hear, “Oh, no I don’t care what your problem is; you get here on time!” That is feedback. This kind of verbal give – and – take is unusual in public speaking. Still, there is always plenty of feedback to let you know how your message is being received. Do your listeners lean forward in their seats, as if paying close attention? Do they applaud in approval? Do they laugh at your jokes? Do they have quizzical look on their faces? Do they shuffle their feet and gaze at the clock? The message sent by these reactions should be “I am fascinated,” “I am bored,” “I agree with you,” “I don’t agree with you,” or any number of others. As a speaker, you need to be alert to these reactions and adjust your message accordingly.

Like any kind of communication, feedback is affected by one's frame of reference. How would you feel if, immediately after your speech, all your classmates started to rap their knuckles on the desks? Would you run out of the room in despair? Not if you were in a European university. In many parts of Europe, students rap their knuckles on their desks to show great admiration for a classroom lecture. You must understand the feedback to be able to deal with it.

Interference

Interference is anything that impedes the communication of a message. When you talk on the telephone, sometimes there is static, or wires get crossed so that two different conversations are going on at once. That is a kind of interference. In public speaking, there are two kinds of interference. One, like the static or crossed wires in a phone conversation, is external to the audience. Many classrooms are subject to this kind of interference – from traffic outside the building, the clatter of a radiator, students conversing in the hall, a room that is stifling hot or freezing cold. Any of these can distract your listeners from what you are saying.

A second kind of interference is internal and comes from within your audience rather than from the outside. Perhaps one of your listeners has a bad mosquito bite or a patch of poison ivy. She may be so distracted by the itch that she doesn't pay attention to our speech. Another listener could be worrying about a test coming up in the next class period. Yet another could be brooding about an argument he had with his girlfriend. As a speaker, you must try to hold your listeners' attention despite these various kinds of interference.

Situation

The situation is the time and place in which speech communication occurs. Conversation always takes place in a certain situation. Sometimes the situation helps – as when you propose marriage over an intimate candlelight dinner. Other times it may hurt – as when you try to speak words of love in competition with a blaring stereo. When you have to talk with someone about a touchy issue, you usually wait until the situation is just right. Public speakers must also be alert to the situation. Certain occasions funerals, church services, graduation ceremonies – require certain kinds of speeches. Physical setting is also important. It makes a great deal of difference whether speech is presented indoors or out, in a small classroom or in a gymnasium, to a densely packed crowd or to a handful of scattered souls. When you adjust to the situation of a public speech, you are only doing on a larger scale what you do every day in conversation.

Part II. PREPARING THE SPEECH

1. Formulating purpose, thesis, and main points

Specific Purpose Statement

Example 1:

Ineffective – Calendars

More Effective – To inform my audience about 4 major kinds of calendars used in the world today.

Example 2:

Ineffective – Is the space program necessary?

More Effective – To persuade my audience that the space program provides many important benefits to people here on earth.

Example 3:

Ineffective – To inform my audience that yoga is extremely cool.

More Effective – To inform my audience how yoga can improve their health.

Example 4:

Ineffective – To persuade my audience to become vegetarians and to donate money to Greenpeace.

More Effective - To persuade my audience to become vegetarians.

Example 5:

Ineffective – To inform my audience about the Civil War.

More Effective – To inform my audience about the role of African-American soldiers in the Civil War.

Thesis

Example 6:

Topic – Music Therapy

General Purpose – to inform

Specific Purpose – to inform my audience about the benefits of music therapy for people with psychological disabilities.

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

Example 7:

Topic – Alternative-fuel vehicles

General purpose – To persuade

Specific Purpose – To persuade my audience that the federal government should speed up efforts to develop alternative-fuel vehicles.

Thesis – Developing alternative-fuel vehicles will help reduce American dependence on foreign oil and will help reduce air-pollution.

Main Points

Example 8:

Specific Purpose – To inform my audience about the major uses of hypnosis.

Thesis – The major uses of hypnosis today are to control pain in medical surgery, to help people stop smoking, and to help students improve their academic performance.

Main Points – 1. Hypnosis is used in surgery as an adjunct to chemical anesthesia.
2. Hypnosis is used to help people stop smoking.
3. Hypnosis is used to help students improve their academic performance.

Example 9:

Specific Purpose – To inform my audience how the Great Wall of China was built.

Thesis – The Great Wall of China was built in 3 major stages.

Main Points – 1. Building of the Great Wall began during the Qin dynasty of 221-206 B.C.
2. New sections of the Great Wall were added during the Han dynasty of 206 B.C. – 220 A.D.
3. The Great Wall was completed during the Ming dynasty of 1368-1644.

Example 10:

Specific Purpose – To inform my audience about the structure of a hurricane.

Thesis – A hurricane is made up of 3 parts going from inside to outside.

Main Points – 1. At the center of a hurricane is the calm, cloud-free eye.
2. Surrounding the eye is the eyewall, a dense ring of clouds that produces the most intense wind and rainfall.
3. Rotating around the eyewall are large bands of clouds and precipitation.

Example 11:

Specific purpose – To inform my audience of major kinds of fireworks.

Thesis – The major kinds of fireworks are skyrockets, Roman candles, and pinwheels.

Main Points – 1. Skyrockets explode high in the air, producing the most dramatic effects of all fireworks.
2. Roman candle shoot out separate groups of sparks and colored flames.
3. Pinwheels throw off sparks and flames as they whirl on the end of a stick.

Example 12:

Ineffective: 1. The first step is choosing the play.
2. The second step is selecting the cast.
3. The third step is conducting rehearsals and then performing the play.

More effective: 1. The first step is choosing the play.
2. The second step is selecting the cast.
3. The third step is conducting rehearsals.
4. The fourth step is performing the play.

Example 13:

Ineffective: 1. Regular exercise increases your endurance.
2. Your sleeping pattern is improved by regular exercise.
3. It is possible to help control your weight by regular exercise.

More effective: 1. Regular exercise increases your endurance.
2. Regular exercise improves your sleeping pattern.
3. Regular exercise helps control your weight.

Ex 1. Why specific purposes in the left column are ineffective?
Match every effective specific purpose with ineffective one.

1 To inform my audience about the parts of a backpack.	A. To persuade my audience that the government should increase spending on education.
2 Why should the university raise tuition?	B. To persuade my audience that federal government should increase funding for stem cell research.
3 To persuade my audience to become literacy tutors and to donate time to the Special Olympics.	C. To persuade my audience that the university policy on parking should be revised.
4 Hot-air balloons.	D. To inform my audience about the history of the Alamo.
5 To persuade my audience that the government should allow handguns and increase spending for education.	E. To persuade my audience to become literacy tutors.

6 To persuade my audience that the policy on university parking really stinks.	F. To persuade my audience that federal government should adopt a system of national health insurance for all people in the country.
7 To inform my audience about the rise and fall of ancient Rome.	G. To persuade my audience that the government should allow handguns.
8 To persuade my audience that something should be done about medical care.	H. To persuade my audience to donate time to the Special Olympics.
9 Stem cell research.	I. To persuade my audience that university should raise tuition.
10 To inform my audience about the solution to Fermat's Last Theorem.	J. To inform my audience about the scientific uses of hot-air balloons.
11 What is the Alamo?	

Ex 2. Why thesis in the left column is ineffective? Match every effective thesis with ineffective one.

1. Paying college athletes a salary is a good idea.	A. Mexico's Peninsula has many attractions, including a warm climate, excellent food, and extensive Mayan ruins.
2. Do you know the meaning behind the American holiday Thanksgiving?	B. Although diets produce quick weight loss, they can lead to series health problem by braking down muscle tissue as well as fat.
3. Problems of diets.	C. To inform my audience of the meaning behind the American holiday Thanksgiving.
4. Mexico's Peninsula is an awesome place for a vacation.	D. Because college students in sports such as football and basketball generate millions of dollars for their schools, the college authorities should allow such athletes to receive a \$250 monthly salary as part of their scholarships.

Ex 3. Supply the general purpose, specific purpose, and main points for speech with the following thesis.

The Chinese restaurant known as Dim Sum features
3 kinds of food: steamed, deep-fried, and baked.

Ex 4. Supply the general purpose, specific purpose, and thesis for speeches with the following main points:

A

- 1 As a painter, Leonardo da Vinci produced The Last Supper, the Mona Lisa, and other masterpieces.
- 2 As a inventor, Leonardo da Vinci drew plans for such devices as parachute and a flying machine.
- 3 As an astronomer, Leonardo da Vinci concluded that the earth revolves around the sun.

B

- 1 The first step in buying a house is seeing a loan officer.
- 2 The second step in buying a house is deciding what features you want.
- 3 The third step in buying a house is looking at houses that are for sale.
- 4 The fourth step in buying a house is making an offer.

C

- 1 The first step in making pottery is shaping the clay until it is soft and smooth.
- 2 The second step in making pottery is decorating the shaped clay.
- 3 The third step in making pottery is firing the finished product to make it hard and strong.

D

- 1 You should volunteer as a literacy tutor because it helps children.
- 2 You should volunteer as a literacy tutor because it strengthens the community.
- 3 You should volunteer as a literacy tutor because it is personally rewarding.

2. Organizing introduction and conclusion

Designing the Speech (Introduction & Conclusion)

Example 1:

Today I am going to talk about collecting stamps – a hobby that is both fascinating and financially rewarding. I would like to explain the basic kinds of collectible stamps, why they are so valuable, and how collectors buy and sell their stamps.

Example 2:

It is Saturday morning and you are helping clean out your grandmother's attic. After working a while, you stumble upon a trunk, open it, and discover inside hundreds of old stamps. Thinking about getting to the meeting with your friend on time, you start throwing the stamps into the trash can. Congratulations! You have just thrown away a new laptop.

Example 3:

I'd like to ask you to use your imaginations and think how it would feel if you'd spent an evening studying for an exam, you get up in the morning all set to go to class. You get to the University front door, and it won't open. You think: "Oh, I can just get to the first building and use the bridge." But you get there and the door won't open either. It would be pretty frustrating, wouldn't it? That's the kind of frustration handicapped students feel when they can't get to class because there are no necessary accommodations at the University buildings.

Example 4:

Of the many threats to our public health, youth violence is the one that threatens not only each of us as individuals, but also the very fabric of our nation...

I'd like you to imagine some 300 students among us now. That's how many students will be attacked or robbed in our country during the 10 minutes I'll be speaking to you. More than 17 000 every day – more than half a million every month...

Example 5:

Take a moment and think of the 3 women closest to you. Who comes to mind? Your mother? Your sister? Your girlfriend? Your best friend? Now guess which one will be sexually assaulted during her lifetime? It's not a pleasant thought, but according to the Department of Justice, one of every three women will be sexually assaulted sometime during her life.

Example 6:

It is the most chronic disease in the US. Controllable but incurable, it is a symptomless disease. You can have it for years and never know until it kills you. Some 40 million Americans have this disease, and 300 000 will die from it before the year is out. What am I talking about? Not cancer. Not AIDS. Not heart disease. I am talking about high blood pressure.

Example 7:

Have you ever spent a sleepless night studying for an exam? Can you remember rushing to finish a term paper because you waited too long to start writing it? Do you often feel overwhelmed by all the things you have to get done? If so, you may be the victim of poor time management. Fortunately, there are proven strategies you can follow to use your time more effectively and to keep control of your life.

Example 8:

I can visualize the scene again and again: 11:30pm, Saturday night, the 15th of August. International Airport, India. I was leaving home for the University of Richmond. And as I said that final goodbye to my parents, my family, and my friends; and as I saw hope, expectation, even a tinge of sadness, in their eyes; and as I stepped aboard the Boeing 747 in front, I knew my life had changed forever.

Example 9:

What is the fastest – growing sport today among American women? If you answered weight lifting, you are absolutely correct. Regardless of whether you are male or female, weight lifting can give you a sense of strength and power, enhance your self-esteem, and make you look and feel better. I started weighting lifts when I was in high school, and I have kept at it for the past eight years. I was also taught weight lifting in several health clubs, and I am a certified instructor. Using some of my experience, I would like to explain the basic kinds of weights and how to use them properly.

Example 10:

- After researching the subject of my speech, I have come to the same conclusion as the experts that the best way to ...
- According to the Special Olympics Web site, more than 1 million people compete in Special Olympics around the world.
- The National Administration reports that...
- Findings from the National Institute of Mental Health show that...
- Dr. Smith, who led the research team that conducted the study, states: "..."
- Allan Williams, chief scientist at the Insurance Institute, reports that...

Example 11:

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

Preview – First I am going to talk about the development of the music therapy during the 20th century, then I will discuss the methods of music therapy, and finally I will explore theories that account for the success of music therapy.

Example 12:

Preview – Today I will share part of I have learned by explaining what happens when you receive an acupuncture treatment, how acupuncture works, the kinds of medical conditions that can be treated with acupuncture, and the growing use of acupuncture in combination with Western medical techniques.

Example 13:

Preview – To understand the importance of Frederick Douglass in African-American history, we will look first at the years he spent in Slavery before escaping to the North, then at his battle against slavery during the Civil War, and finally at his contributions as a race spokesman during the final years of his life.

Example 14:

In conclusion, we have seen that the AIDS epidemic is having a devastating effect on African society. An entire adult generation is slowly being wiped out. An entirely new generation of AIDS orphans is being created. Governments in the nations most afflicted have neither the resources nor the expertise to counter the epidemic. Many African economies are being crippled by the loss of people in the work place. Before it's too late, the United Nations and developed countries need to increase their efforts to stop the epidemic and bring it under control. The lives and well-being of 10 millions of people hang in the balance.

Example 15:

We can not ignore the evils of television commercials in which candidates for the highest offices are sold to the voters in 30-second spots. These ads cheapen the elective process and degrade our political institutions. In the words of historian Arthur Schlesinger, Jr., "You can not merchandise candidates like soap and hope to preserve a rational democracy."

Example 16:

My friend is back in school, participating in activities she never did before – and enjoying it. I’m proud and happy to say that she is still fighting for her life and even happier that she failed to kill herself. Otherwise, I wouldn’t be here today trying to help you. You see, I am my “friend,” and I am more than glad to say, I’ve made it.

Example 17:

Intro – 9 young athletes assembled at the starting line with a desire to run the race to the finish and win. One little boy stumbled, fell, and begin to cry. The other runners heard the boy cry. They went back to the boy’s side – every single one of them. One girl with Down syndrome kissed him and said: “This will make it better.” Then all nine linked arms and walked to the finish line together. These athletes were not competing on national television. But they were given an opportunity to feel the brush of the ribbon cross their chests as they ran through their own finish line in their own Olympics – Special Olympics.

Example 18:

Conclusion – Remember the 9 children I mentioned at the beginning of the speech. Think of their happiness and their support of one another. Think of how much they gained from running in that race. And think how you can help others experience the same benefits as they strive to fulfill the motto of the Special Olympics: “Let me win. But if I can’t win, let me be brave in the attempt.”

Ex 1. Read a complete introduction from a student speech. Indicate principles used in developing the introduction.

The Miracle of Bone Marrow Transplants

Introduction

Katy Hubbell was four years old when she was diagnosed with a severe case of aplastic anemia, a disease in which the bone marrow stops producing new cells. After several types of treatment failed, Katy underwent a bone marrow transplant. Her donor was a 40-year-old airline manager who lived thousands of miles away. His generosity saved the life of a little girl he had never met. Today Katy is an active preteen girl who loves Harry Potter books and wants to be a cheerleader.

Bone marrow transplants have been called a medical miracle because of their life saving capability. I first came interested in the subject when a 12-year-old member of my church was diagnosed with leukemia. I joined a committee to publicize Greg's case and to seek potential donors. Eventually a suitable donor was found and Greg is now a healthy high-school sophomore.

Because of Greg's illness, I learned that anyone can get sick and need a bone marrow donation. It could be any of us in this room, a close friend, or even a family member. An estimated 15,000 bone marrow transplants are performed in the U.S. each year. According to the U.S. Food and Drug Administration, these transplants give patients "a chance to beat diseases once believed to have no cure."

Through my research for this speech, I have learned much more about his remarkable procedure. Today I would like to talk with you about bone marrow donation – how simple a process it is for the donor, how absolutely vital it is for the recipient, and how donors and recipients find one another.

Ex 2. Read a conclusion from the speech about bone marrow transplants whose introduction we looked at earlier. Indicate principles used in developing the conclusion.

Conclusion

We have seen, then, that becoming a bone marrow donor is safe and relatively painless. We have also seen the immense benefits to the people who receive bone marrow transplants. Finally, we have seen how donors and recipients are matched up through a national network of bone marrow organizations.

It is now more than three years since Greg received his bone marrow transplant. In that time, he has changed from a very sick young boy to a busy, healthy, active young man. Greg says of his donor, “Without her, I wouldn’t be here today. I owe my whole life, and everything I ever accomplish, to her.” Through bone marrow donation, all of us have the opportunity to make that kind of contribution.

Ex 3. You should be able to answer the following questions:

1. What are the objectives of a speech introduction?
2. What are the methods you can use in the introduction to get the attention and interest of your audience?
3. Why is it important to establish your credibility at the beginning of your speech?
4. What is a preview statement? Why should you nearly always include a preview statement in the introduction of your speech?
5. What are the major functions of a speech conclusion?
6. What are the ways you can signal the end of your speech?
7. What are the ways to reinforce the central idea when concluding your speech?

3. Organizing the body of the speech

Gathering Materials & Organizing the Body of the Speech

Example 1:

Corina Alamillio is lying on her right side in an operating room at the Medical Center. There is a pillow tucked beneath her cheek and a steel scaffold screwed into her forehead to keep her head perfectly still. Two surgeons are hard at work on a saucer-size portion of Corina's brain, which gleams and pulsates gently to the rhythm of her heartbeat.

Example 2:

When archaeologists broke the seal on Tutankhamen's tomb in the autumn of 1922, they uncovered an amazing treasure – a storehouse of ancient Egyptian art of priceless beauty that had lain, untouched and unseen, for more than 3 000 years. Archaeology is a profession of endless, painstaking research, and the occasional – very rare – marvelous find.

Example 3:

In the history of the Olympic Games, there have been many shining stars. Among them was a European girl. Her name has faded from memory, yet her unbending spirit shall never perish.

In the lead though she had been, she stumbled and her leg was injured. Competitors passed her from behind in succession until finally only her weak and lonely figure remained on the track. Doctors came and offered to take her away. Yet she refused. She managed to get to the endpoint with drops of blood along her trail.

But though she failed in the race, the girl won applause from people all over the world.

Example 4:

Imagine this: You are taking your exam when you notice the student sitting next to you is staring at your answers. You also see his open notebook under his desk. You become angry that he may get

a high score by cheating while you have worked hard to earn your grade. And you feel helpless because you think telling the professor will do nothing.

But now imagine that you attend a school with an honors system. At the beginning of each exam, you sign a statement that says that you will not cheat and that you accept the responsibility to report cheating.

Such a system can work at hour school. Professor Donald McCabe, president of the Center for Academic Integrity, has surveyed more than 20 000 students at 70 colleges throughout the country, and his research shows that the level of cheating is significantly lower at schools with honor codes than at schools without them.

Example 5:

The suspension bridge has a roadway suspended by vertical cables attached to 2 or more main cables. The main cables are hung on 2 towers and have their ends anchored in concrete.

Example 6:

One well-known suspension bridge is the Golden Gate Bridge in San Francisco.

Example 7:

“According to the Chronicle of Higher Education, 45 percent of all undergraduates in America study at a community college.”

“According to MSNBC News, sales of organic crops now exceed \$ 15 billion a year and are increasing at the rate of 17–20 percent annually.”

“Last year the Federal Trade Commission received more than 635 000 complaints about identity theft, and consumers reported losses of more than \$ 547 million.”

Example 8:

Charles Perkins left college a changed person. Not only had he earned his degree in mathematics, but he had racked up almost

\$ 4 000 in credit-card debt. Charles was sure that he would be able to pay off his debt easily once he got a full-time job. But when he received his first paycheck, he found, to his dismay, that he could only make the minimum monthly payment on his credit cards. Rather than getting rid of his debt, it would take him years to pay it off.

Example 9:

According to the latest issue of Money magazine, the average credit-card debt of graduating college student is \$ 3 700. If someone makes only the minimum monthly payment on his or her credit-cards – which is what most people do – they will rack up more than \$ 4 200 in interest charges alone before paying off their original \$ 3 700 debt. Perhaps this explains why in the last few years the number of people under 25 filing for bankruptcy has increased by over 59 percent.

Example 10:

How much money is a trillion dollars? Think of it this way. If you had \$ 1 million and spent it at the rate of \$ 1 000 a day, you would run out of money in less than 3 years. If you had \$ 1 billion and spent it at the rate of \$ 1 000 a day, you would not run out of money for almost 3 000 years. And if you had \$ 1 trillion and spent it at the rate of \$ 1 000 a day, you would not run out of money for nearly 3 million years.

Example 11:

- Now that we have a clear understanding of the problem, let me share the solution with you.
- I have spoken so far of bravery and patriotism, but it is the sacrifice of the soldiers that has etched them into the pages of history.
- Now that we've seen how drinking too much is a serious problem for students and their communities, let's look at some causes.
- Keeping these points in mind about sign language, let's return to the sentence I started with and...
- Now that we have taken a look at what the rules are, let's put them into practice.

Example 12:

- The first cause of this problem is inefficient agricultural production.
- The second cause is recurrent drought in the affected countries.
- The final cause is mismanagement of available food resources by local leaders.

Example 13:

- So just how serious is the problem of mail-order fraud? Is it just a few isolated cases, or is it widespread enough to require serious measures to protect consumers?
- Why is it that mail-order fraud continues to be such a major problem? Why do people keep falling for outrages gimmicks that are obviously too good to be true?
- So how can we solve this problem? Is there a way to protect the rights of legitimate mail-order companies while attacking the fraudulent ones?

Example 14:

- The most important thing to remember...
- Be sure to keep this in mind...
- This is crucial to understand the rest of the speech...
- Above all, you need to know...
- Let me repeat that last statement...

Ex. You should be able to answer the following questions:

1. Why do you need supporting materials in your speeches?
2. What are the three kinds of examples? How might you use each kind to support your ideas?
3. What are the tips for using examples in your speeches?
4. Why is it so easy to lie with statistics? What questions should you ask to judge the reliability of statistics?
5. What are the tips for using statistics in your speeches?
6. What is testimony? Explain the difference between expert testimony and peer testimony?
7. What are the tips for using testimony in your speeches?

4. Using Language

Example 1:

Walking into my grandparents' home when I was a child was like being wrapped in a giant security blanket.

Example 2:

America's cities are the windows through which the world looks at American society (Henry Cisneros).

Example 3:

With globalization, the same sea washes all of humankind. We are all in the same boat. There are no safe islands (Kofi Annan).

Example 4:

Globalization should not be a huge melting pot into which people of uniqueness go only to come out all the same. It should not be a process in which country gradually lose their identities.

To my understanding, globalization should be a grand orchestra – an orchestra in which every player has his particular position and function; an orchestra where uniqueness of every member is so cherished that anyone's role is irreplaceable by anyone else; an orchestra based on the joint contribution of every participant, which can and will produce the most beautiful symphony of tomorrow's peace and prosperity.

Example 5:

We cannot tell what the course of this fell war will be as it spreads remorseless through ever-wider regions.

We know it will be heard; we expect it will be long.

We cannot predict or measure its episodes or its tribulations...

We cannot yet see how deliverance will come, or when it will come.

But nothing is more certain than that every trace of Hitler's footsteps, every strain of his infected and corroding fingers, will be sponged and purged and, if need be, blasted from the surface of the earth (Winston Churchill).

Example 6:

Rich and poor, intelligent and ignorant, wise and foolish, virtuous and vicious, man and woman – it is ever the same, each soul must depend only on itself (Elizabeth Cady Stanton).

Example 7:

We defeated communism. We defeated fascism. We defeated them on the field of battle, and we defeated them on the field of ideas (Colin Powell).

Example 8:

When you see your street, see my street. When you see your house, see my house. When you see your children, see my children (Whitney Young, Jr.).

Example 9:

We will not tire, we will not falter, and we will not fail (George W. Bush).

Example 10:

Peace is essential for progress, but progress is no less essential for peace (Liaquant Ali Khan).

Example 11:

Ask not what your country can do for you; ask what you can do for your county (John F. Kennedy).

Example 12:

Your success as a family, our success as a society, depends not on what happens at the White House, but on what happens inside your house (Barbara Bush).

Example 13:

To join an army that didn't believe in you. To fight with an army who didn't like you. To die for an army that didn't respect you. This was the Massachusetts 54th. Today they lay where they died, on

the beaches of South Carolina. Colonel Shaw and his men were piled together in a mass grave, which has since been covered by the shifting tides of the Atlantic. A small statue stands in Boston – a reminder of their sacrifice.

Bravery, patriotism, and sacrifice. These are qualities of the Massachusetts 54th. With the help of their efforts, along with all the other black regiments that followed them, slavery did eventually come to an end.

Exercise. Study the following inspirational speech by Jesse Owens. Notice how the speech is organized and how the speaker uses the language.

Speeches of Inspiration: An Illustration

In his inspirational speeches to budding athletes, Jesse Owens frequently talked of his Olympic achievements. The following excerpts, taken from a statement protesting America's withdrawal from the 1980 Summer Olympic Games, illustrate his inspirational style. Jesse Owens was unable to deliver this message orally. It was prepared shortly before his death from cancer.

1. What the Berlin games proved ... was that Hitler's "supermen" could be beaten. Ironically, it was one of his blond, blue-eyed, Aryan athletes who helped do the beating.

2. I held the world record in the broad jump. Even more than the sprints, it was "my" event. Yet I was one jump from not even making the finals. I fouled on my first try, and playing it safe the second time, I had not jumped far enough.

3. The broad jump preliminaries came before the finals of my other three events and everything, it seemed then, depended on this jump. Fear swept over me and then panic. I walked off alone, trying to gather myself. I dropped on one knee, closed my eyes, and prayed. I felt a hand on my shoulder. I opened my eyes and there stood my arch enemy, Luz Long, the prize athlete Hitler had kept under wraps

while he trained for one purpose only: to beat me. Long had broken the Olympic mark in his very first try in the preliminaries.

4. “I know about you,” he said. “You are like me. You must do it all the way, or you cannot do it. The same that has happened to you today happened to me last year in Cologne. I will tell you what I did then.” Luz told me to measure my steps, place my towel 6 inches on back of the takeoff board and jump from there. That way I could give it all I had and be certain not to foul.

5. As soon as I had qualified, Luz, smiling broadly, came to me and said, “Now we can make each other do our best in the finals.”

6. And that’s what we did in the finals. Luz jumped, and broke his Olympic record. Then I jumped just a bit further and broke Luz’s new record. We each had three leaps in all. On his final jump, Luz went almost 26 feet, 5 inches, a mark that seemed impossible to beat. I went just a bit over that, and set an Olympic record that was to last for almost a quarter of a century.

7. I won that day, but I’m being straight when I say that even before I made that last jump, I knew I had won a victory of a far greater kind – over something inside myself, thanks to Luz.

8. The instant my record-breaking win was announced, Luz was there, throwing his arms around me and raising my arm to the sky. “Jazzy Owenz!” he yelled as loud as he could. More than 100,000 Germans in the stadium joined in. “Jazzy Owenz, Jazzy Owenz, Jazzy Owenz!”

9. Hitler was there, too, but he was not chanting. He had lost that day. Luz Long was killed in World War II and, although I don’t cry often, I wept when I received his last letter – I knew it was his last. In it he asked me to someday find his son, Karl, and to tell him “of how we fought well together, and of the good times, and that any two men can become brothers.”

10. That is what the Olympics are all about. The road to the Olympics does not lead to Moscow. It leads to no city, no country. It goes far beyond Lake Placid or Moscow, Ancient Greece or Nazi Germany. The road to the Olympics leads, in the end, to the best within us.

Part III. GENRES OF SPEECH

1. Speaking to inform

Speaking to inform occurs in a wide range of everyday situations. Yet it is a difficult task that requires more skill than you might think. Improving your ability to convey knowledge effectively will be most valuable to you throughout your life.

Informative speeches may be grouped into four categories: speeches about objects, speeches about processes, speeches about events, and speeches about concepts. These categories are not absolute, but they are helpful in analyzing and organizing informative speeches.

Objects, as defined here, include places, structures, animals, even people. Speeches about objects usually are organized in chronological, spatial, or topical order. A process is a series of actions that work together to produce a final result. Speeches about processes explain how something is made, how something is done, or how something works. Clear organization is especially important in speeches about processes because listeners must be able to follow each step in the process. The most common types of organization for speeches about processes are chronological and topical.

An event is anything that happens or is regarded as happening. You can approach an event from almost any angle. You might explain its origins, causes, effects, implications, major features, and so on. Usually speeches about events are arranged in chronological, causal, or topical order. Concepts include beliefs, theories, ideas, and principles. Speeches about concepts are often more complex than other kinds of informative speeches, and they typically follow a topical pattern of organization.

No matter what the subject of your informative speech, be careful not to overestimate what your audience knows about it. In most classroom speeches your listeners will be no more than slightly familiar with your topic. Therefore, you cannot assume they

will know what you mean. Explain everything so thoroughly they cannot help but understand. Avoid being too technical. Make sure your ideas and your language are fully comprehensible to someone who has no specialized knowledge about the topic.

Equally important, recognize that what is fascinating to you may not be fascinating to everybody. It is your job to make your informative speech interesting and meaningful to your audience. Find ways to talk about the topic in terms of your listeners. Avoid too many abstractions. Use description, comparison, and contrast to make your audience see what you are talking about. Finally, try to personalize your ideas. No matter what your subject, you can almost always find a way to dramatize it in human terms.

2. Speaking to persuade

Persuasion is the process of creating, reinforcing, or changing people's beliefs or actions. When you speak to persuade, you act as an advocate. Your job is to sell a program, to defend an idea, to refute an opponent, or to inspire people to action. The ability to speak persuasively will benefit you in every part of your life, from personal relations to community activities to career aspirations.

How successful you are in any particular persuasive speech will depend above all on how well you tailor your message to the values, attitudes, and beliefs of your audience. Careful listeners do not sit passively and soak in everything a speaker has to say. While they listen, they actively assess the speaker's credibility, supporting materials, language, reasoning, and emotional appeals.

You should think of your speech as a kind of mental dialogue with your audience. Most important, you need to identify your target audience, anticipate the possible objections they will raise to your point of view, and answer those objections in your speech. You cannot convert skeptical listeners unless you deal directly with the reasons for their skepticism.

Persuasive speeches may center on questions of fact, questions of value, or questions of policy. Some questions of fact can be

answered absolutely. Others cannot – either because the facts are murky or because there is not enough information available to us. When giving a persuasive speech about a question of fact, your role is akin to that of a lawyer in a courtroom trial. You will try to get your listeners to accept your view of the facts.

Questions of value go beyond the immediate facts to involve a person's beliefs about what is right or wrong, good or bad, moral or immoral, ethical or unethical. When speaking about a question of value, you must justify your opinion by establishing standards for your value judgment. Although questions of value often have strong implications for our actions, speeches on questions of value do not argue directly for or against particular courses of action.

Once you go beyond arguing right or wrong to urging that something should or should not be done, you move to a question of policy. When you speak on a question of policy, your goal may be to evoke passive agreement or to spark immediate action. In either case, you will face three basic issues: need, plan, and practicality. How much of your speech you devote to each issue will depend on your topic and your audience.

There are several options for organizing speeches on questions of policy. If you advocate a change in policy, your main points will often fall naturally into problem-solution order or into problem-cause-solution order. If your audience already agrees that a problem exists, you may be able to use comparative advantages order. Whenever you seek immediate action from listeners, you should consider a more specialized organizational pattern known as Monroe's motivated sequence, whose five steps are based on the psychology of persuasion.

Regardless of your speech topic or method of organization, you need to make sure your goals are ethically sound and that you use ethical methods to persuade your audience. In this regard, as in others, you should aim at the highest standards and construct your speech so it will be ethical as well as convincing.

3. Speaking on special occasion

Special occasions include weddings, funerals, dedications, award ceremonies, retirement dinners, and the like. Nearly always they are occasions for speechmaking. In this chapter we have considered speeches of introduction, speeches of presentation, speeches of acceptance, commemorative speeches, and after-dinner speeches.

When you make a speech of introduction, your job is to build enthusiasm for the main speaker and to establish a welcoming climate that will boost his or her credibility and confidence. Keep your remarks brief, make sure they are completely accurate, and adapt them to the audience, the occasion, and the main speaker.

Speeches of presentation are given when someone is receiving publicly a gift or an award. The main theme of such a speech is to acknowledge the achievements of the recipient. The purpose of an acceptance speech is to give thanks for a gift or an award. When delivering such a speech, you should thank the people who are bestowing the award and recognize the contributions of people who helped you gain it. Be brief, humble, and gracious.

Commemorative speeches are speeches of praise or celebration. Your aim in such a speech is to pay tribute to a person, a group of people, an institution, or an idea. When making a commemorative speech you want to inspire your audience – to arouse and heighten their appreciation of and admiration for the subject. Your success will depend largely on how well you put into language the thoughts and feelings appropriate to the occasion.

After-dinner speeches are best thought of as a kind of speech to entertain, and they usually have a lighter tone than informative or persuasive speeches. Neither technical nor argumentative, they seek to stimulate the imagination by approaching the topic in a novel or unexpected way. Although humor can be an important part of after-dinner speeches, it is not essential. If you do use humor, it should grow naturally out of the speech materials and provide insight into the topic.

Appendix I.

ASSIGNMENTS

Informative Speech Assignment

The goals of this speech: (1) To become familiar with the process of public speaking, (2) to learn appropriate methods of presenting ideas and arguments, and (3) to grasp the nature of informative speaking.

There are 2 options for this speech:

1. **The Structured Design.** With this option the student will first select a piece of music, informing the audience of the importance of the chosen composition. These speeches might include the songs of social influence, historical significance, and personal influence (influence on you). This may be any song, but your speech should be taken seriously. You will want to answer the questions: “What kind of work is this song accomplishing? What is it asking of its audience? What was the historical situation from which it emerged?”
2. **The Open-Ended Design.** With this option the student must select carefully the topic. The primary criterion is “social significance.” This means that topic must engage issues that effected society in important and significant ways.

Whichever option you choose, your speech should make a contribution to audience knowledge. Your goal is to present a speech to your audience which gets them to think about things in a new light. Basic or undeveloped speeches without creativity do not do well. In other words, please take the time to develop a creative, well practiced, and intelligent speech. It should be the best work of which you are currently capable.

Requirements of Informative Speech:

1. The speech must meet the social significance criterion.
2. At least 3 credible sources must be included in your speech to support your thesis.
3. The class period **before** your speech you must turn in a **typed** outline of your speech. This should be detailed outline including an **Introduction, Main Points, and Conclusion** and a **Bibliography** of sources used in the speech.
4. The speech must be between 5 and 7 minutes long. Speeches over or under that time will demonstrate a lack of preparation and will result in the penalty of your grade. Note: a timer will be present to let you know your time during your speech.
5. The speeches **must include** either a **visual or audio aid**. If using a visual aid, make sure the print is large enough to see clearly and that it does not contain too much information. **Always Practice!!!** Always make sure the equipment you need is set up correctly beforehand and with audio aid know the correct volume level for our classroom.
6. You must use **keyword outline** delivering your speech. This means no full sentences (accept for the quotations you plan to use, they can be fully typed). This outline should contain key words, helping to guide a **well-practiced** presentation.

Pick a song/topic that you find interesting and important and communicate that to your audience.

Informative Speech Evaluation Sheet

Speaker's Name _____ Date _____

(Scale: 1=missing, 2=unsatisfactory, 3=average, 4=effective, 5=excellent)

<p>Topic</p> <p>_____ Socially Significant</p> <p>_____ Appropriate for Audience</p> <p>Introduction</p> <p>_____ Attention Getter</p> <p>_____ Established Relevance</p> <p>_____ Established Credibility</p> <p>_____ Clear, Declarative Thesis</p> <p>_____ Preview of Main Points</p> <p>Body</p> <p>_____ Easy to Follow, Main pts clear</p> <p>_____ Clear Transitions</p> <p>_____ Evidence for each Main Point</p> <p>_____ Source citation and use (at least 3)</p> <p>_____ Adequate amount/too much info</p> <p>Conclusion</p> <p>_____ Review of Thesis and Main pts.</p> <p>_____ Relevance</p> <p>_____ Powerful Ending</p>	<p>Delivery</p> <p>_____ Proper Speech Rate</p> <p>_____ Volume</p> <p>_____ Use of Visual/Audio aid</p> <p>_____ Eye Contact/Scanning</p> <p>_____ Effective use of gestures</p> <p>_____ Enunciation/articulation</p> <p>_____ Vocal fillers (ah's, uhm's)</p> <p>General Performance</p> <p>_____ Enthusiasm/interest in speech</p> <p>_____ Speech Preparation</p> <p>_____ Appropriate audience analysis</p> <p>_____ Speech achieved purpose</p> <p>_____ Speaker avoided mistakes</p> <p>_____ Speaker well practiced/being memorized</p> <p>Time</p> <p>_____ Stayed within time limit</p>
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Suggestions/Questions/Comments

Peer Suggestions

Message Analysis Assignment

The purpose of this assignment is to give you an opportunity to flex your critical muscles. You'll have two options for this assignment, which I'll detail below. In terms of general guidelines, think 2-3 pages, one and a half spaced in 12pt font.

Option 1: Self-Analysis

With this option you will conduct an in-depth analysis of your own speaking performance in your first speech. This serves as an excellent opportunity for you to observe your habits of speaking, and can significantly help you become a better speaker. The process goes as follows: (1) Watch your first speech once all the way through without taking any notes; (2) Watch yourself again, but this time use the grading sheet I use to closely analyze your speech. Stop and rewind as needed and take careful notes on your performance; (3) Use these notes to write up your self-analysis, organizing the essay according to the major parts of the speech: Introduction, Body, Conclusion, Delivery, and Overall Performance.

Option 2: Textual Analysis

Option two gives you the chance to analyze a persuasive text. With this option, you simply answer the five main questions below, spending approximately one page on each. The issues under each main question, which are labeled a, b, c, are meant to give you ideas. You shouldn't feel compelled to address every one of them.

1. Determining a text's argument. What is its message and how is it formed?
 - a) Are the arguments deductive? Are they inductive, from example?
 - b) What is the overall persuasive strategy?
 - c) What challenges must the argument overcome?

2. Examining a text's modes of proof. How is it persuading?
 - a) Are the text's appeals primarily ethical, logical, or emotional?
 - b) In this section you need to offer evidence for your claims from the text.
3. Considering a text's audience. Who is it persuading?
 - a) Who is the target audience? How do you know?
 - b) How is the audience constructed by the text (this is a key question)?
4. Investigating a text's motives. Why did the authors/creators choose this strategy of persuasion?
 - a) Given what the text is trying to achieve, were there better strategies available?
 - b) Why has it chosen its particular approach?
5. Discussing a text's implications. What is its social and political impact?
 - a) Consider issues of race, class, and gender here: what sets of norms is this ad reinforcing or challenging?
 - b) The "so what" of your analysis. These effects can be tangible or intangible, but make an argument.

Deliberative Speech Assignment

The purpose of this assignment is to give students another opportunity to practice and refine their speaking skills, to solidify the fundamentals of public speaking in each speaker, and to develop an understanding of the deliberative genre of speech.

The speeches themselves will be responses to a rhetorical problem. Each speaker will be required to locate a “problem” and analyze it, ultimately **persuading** his/her audience to a particular **course of action** regarding that problem (for example, one might persuade an audience that the solution to violent crime can be found in the improvement of education).

In selecting a problem you should consider the following steps carefully:

1. Identify something that has had some significant impact socially, **both** for you in particular and for audience (you have to demonstrate to the audience why your topic is relevant).
2. Consider why this problem is of interest to you (you can not be an effective persuasive speaker without some enthusiasm for the subject).
3. Finally, draft a specific purpose statement (“I want my audience to agree that...” “I want to persuade my audience that...”) and a clear declarative thesis.

In all, these speeches should be serious attempts to engage and analyze the problem, ultimately persuading your audience to a particular position. These speeches will be deliberative in the sense that you will be asking your audience to think or act **in the future** in a particular way regarding an issue of some **controversy and social significance**. Do not fall into the trap of providing more information than interpretation (this might be primarily persuasive, not informative, speech). You must argue toward a clear position. It will be especially important to include **counterarguments** to your position and think about possible **rebuttals**.

Requirements:

1. Detailed outlines should be turned in a class prior to your speech. These should have incorporated all quotes and citations fully transcribed where implemented in the speech. Please include a **Bibliography** at the end of the outline.
2. Again three sources are required within your speech.
3. These speeches will be 5-7 minutes long. The speeches **must** include a visual aid.
4. As with the first speech, delivery should be from a keyword outline.
5. Bring a hard copy of revised detailed outline on the day of your speech.

Deliberative Speech Evaluation Sheet

Speaker's Name _____ Date _____

(Scale: 1=missing, 2=unsatisfactory, 3=average, 4=effective, 5=excellent)

<p>Topic</p> <p>_____ Socially Significant</p> <p>_____ Appropriate for Audience</p> <p>Introduction</p> <p>_____ Attention Getter</p> <p>_____ Established Relevance</p> <p>_____ Established Credibility</p> <p>_____ Clear, Declarative Thesis</p> <p>_____ Preview of Main Points</p> <p>Body</p> <p>_____ Easy to Follow, Main pts clear</p> <p>_____ Clear Transitions</p> <p>_____ Evidence for each Main Point</p> <p>_____ Counter-argument and Rebuttal</p> <p>_____ Source citation and use (at least 3)</p> <p>_____ Adequate amount/too much info</p> <p>Conclusion</p> <p>_____ Review of Thesis and Main pts.</p> <p>_____ Relevance</p> <p>_____ Powerful Ending</p>	<p>Delivery</p> <p>_____ Proper Speech Rate</p> <p>_____ Volume</p> <p>_____ Use of Visual/Audio aid</p> <p>_____ Eye Contact/Scanning</p> <p>_____ Effective use of gestures</p> <p>_____ Enunciation/articulation</p> <p>_____ Vocal fillers (ah's, uhm's)</p> <p>General Performance</p> <p>_____ Enthusiasm/interest in speech</p> <p>_____ Speech Preparation</p> <p>_____ Appropriate audience analysis</p> <p>_____ Speech achieved purpose</p> <p>_____ Speaker avoided mistakes</p> <p>_____ Speaker well practiced/being memorized</p> <p>Time</p> <p>_____ Stayed within time limit</p>
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Suggestions/Questions/Comments

Peer Suggestions:

Epideictic Speech Assignment

The purpose of this assignment is to introduce students to a new genre of speaking – speeches of praise and blame. In the course of your lives each of you will almost certainly find yourselves in the position of having to deliver an epideictic speech. Perhaps you will need to give a toast at a wedding. Maybe you will be asked to give a speech of introduction for a foreign administrator visiting your company. You might even have to give an acceptance speech for some award recognizing your own achievements. Whatever the case, you will likely find yourself giving a ceremonial speech at some point in your life. This genre of speech, then, may be the most practical form of speaking we engage.

The genre of epideictic speaking generally requires speakers to focus on two elements: language use and delivery. We do not want to ignore clarity and organization, but we also do not need to focus on them because they have been of the limelight in our first two speeches. You all know how to construct a clear and well-organized speech. Let us, then, move beyond clarity and organization even while we employ their benefits. Let us emphasize now artistic uses of language and creative styles of delivery. These will be the tenets which guide us as we construct our speeches of praise and rebuke.

The guidelines for this final speech are less stringent than in the past. Each of you is an experienced speaker now and the guidelines given to you at the beginning of this semester would only constrain you at this stage. Thus, we have only a few rules to follow for this final round of speaking:

1. The speeches will be 5 to 7 minutes long.
2. One Visual Aid is required.
3. You can use either Manuscripts or Keyword Outlines to guide you.
4. You will need to turn in either a manuscript or an outline (depending on your approach) on your speaking day.
5. You **MUST** have a sharp and well-practiced delivery.

Ceremonial Speech Critique Sheet

Name: _____
Topic: _____ Time: _____ Grade: _____

Organization: Weak Strong

Introduction (gains attention)	_____	_____	_____	_____	_____
Body	_____	_____	_____	_____	_____
Transitions / Flow	_____	_____	_____	_____	_____
Conclusion (sense of closure)	_____	_____	_____	_____	_____

Content:

Person / Topic clearly named	_____	_____	_____	_____	_____
Identification with the audience	_____	_____	_____	_____	_____
Language used to magnify	_____	_____	_____	_____	_____

Delivery:

Eye Contact	_____	_____	_____	_____	_____
Effective Gestures	_____	_____	_____	_____	_____
Facial Expressions	_____	_____	_____	_____	_____
Volume / Projection	_____	_____	_____	_____	_____
Pitch / Rate / Variety	_____	_____	_____	_____	_____
Articulation / Pronunciation	_____	_____	_____	_____	_____
Language Clarity	_____	_____	_____	_____	_____
Fillers	_____	_____	_____	_____	_____
Use of Visual Aid	_____	_____	_____	_____	_____

Quality:

Credibility	_____	_____	_____	_____	_____
Enthusiasm	_____	_____	_____	_____	_____
Confidence / Poise	_____	_____	_____	_____	_____
Speech Preparation	_____	_____	_____	_____	_____

Manuscript/Outline Complete: _____

Comments:

Appendix II.

SPEECHES FOR ANALYSIS AND DISCUSSION

Speech 1

Self- Introduction

“A Heart Worn On My Hand”

Introduction

The blistering sun beats on my forehead. I grip my fingers along the red stitching of the leather softball nestled in my hand. The batter steps up to the plate and I dig the toe of my cleats further into the pitching mound. As I prepare to pitch, my focus lies on nothing but the catcher’s glove. I know my next pitch will be a strike. As I throw the ball with all my strength, the batter unleashes a hard line drive right back at me, but it’s all right because I catch the ball in my glove and the batter is out.

Not only has my softball glove saved me from physical harm, but it contains hidden clues to my personality, my background, and the experiences that have helped shape who I am today.

Body

On the outside of my glove, you can see my name scribbled in black permanent marker and water stains surrounding my name. My name is unique and has given me the courage to stand out from my peers throughout my life. Surrounding my name you notice

water stains on the leather of my glove. These stains come from practicing in the rainy spring weather in Milwaukee, Wisconsin, where I attended high school.

As you try on my glove, you notice how easily it conforms to the shape of your hand. As you open and close the glove, you notice that all the individual fingers move together with ease. This reflects how important teamwork is to me. I was captain of my softball team

my senior year in high school, and I know that to accomplish any major task, everyone must move in the same direction, together.

If you look at the seams of my glove, you can imagine all the experiences they – and I – have been through. You can see me playing catch with my dad for the first time in my backyard. You can feel the dirt from my hand after I hit a home run and the joy I experienced after being named first team all-conference. You can see my mom, dad, younger sister, and older brother always there to support me at the games.

Conclusion

Over time, my softball glove has changed in appearance. Not only does it reveal important aspects of my life, but the warm tone of the leather shows my aging and transformations as I have grown up. As the famous basketball coach John Wooden once said, “Sports do not build character, they reveal it.” Through my softball glove, my character is revealed.

Speech 2

Introducing a Classmate “Rhymes with Orange”

Paul Madsen’s first memory in life was sitting on his grandmother’s lap and being fed his favorite food – an orange. Surprisingly, there are actually many similarities between Paul and his favorite food.

Body

Much like an orange has tough skin, so does Paul, which is evident by his choice of a major hobby – playing rugby. Paul started playing rugby while he was growing up near London, England. Rugby is described by many as the roughest sport in the world, a fact Paul can attest to since he has broken two ribs, two bones in his foot,

and fractured his jaw while playing the sport. But rugby's brutal nature hasn't stopped Paul from pursuing the sport to its highest level, including leading his local team to the European championship game for its age group.

But like an orange, Paul's tough skin can be misleading. Just as an orange has a softer inside, so does Paul. He is both a caring person and a humanitarian. He has done lots of charity work throughout his life, and this past summer he went to Namibia in Southern Africa and helped build schools so the local children could have a chance to be educated. Paul also helped teach some of the children English and distributed basic health products that the children had been lacking. Paul views it as an obligation to give back to those less fortunate than him because he has been so blessed in life – especially by his loving family, which includes his mother, father, and three younger brothers.

Like an orange about to be picked from the tree, Paul has absolutely no idea where he will end up. After growing up in England, he's spending his first full year away from his homeland and is just starting to adjust to American culture. So far he's enjoying his new home immensely and is very much looking forward to furthering his education here at the university. As for a profession, Paul is not sure yet what he wants to do. He thinks he would like to have a job doing some sort of charity-related work, or he might want to coach rugby back in England.

Conclusion

But no matter where life takes him, one thing is for sure – Paul will eat lots of oranges along the way.

Speech 3

Informative Speech “The Great Wall of China”

In China there’s a saying, “You won’t be considered a great person until you’ve been to the Great Wall.” I don’t know if it make me a great person, but I do know that the wall is indeed great.

As you can see from this photograph, the wall is great in beauty, with its long arms resting on rolling hills and its towers peering across the valleys. The wall stretches across more than half of China, from the sea in the east, past Beijing, to Gansu province in the west. At a total length of 4,000 miles, it is the longest human-made construction in the world. If the Great Wall were transported to the United States and stretched out in a straight line, it would run from New York City completely across the Atlantic Ocean – past Spain, England, and France, all the way to Berlin, Germany.

Today I would like to share with you some of the wonders of the Great Wall. I will focus on the three major stages of its construction, moving from the first phase during the Qin Dynasty, to the second phase during the Han Dynasty, and concluding with the third phase during the Ming Dynasty. Let’s start more than 2,000 years ago, when the first parts of the wall were built.

The beginning of the Great Wall as we know it dates to 221 B.C., when Emperor Qin Shi Huang ordered his top general to lead 300,000 soldiers in rebuilding and connecting separate old walls that had been built by princes of warring states. In just 12 years, Qin had a 3,000-mile wall using primarily wood frames filled with stones and compacted earth.

While the wall proved effective in keeping out the tribes who threatened to invade China from the north, it created dissent within China. According to Arthur Waldron’s *The Great Wall of China: From History to Myth*, “ditches on the roadside were filled with corpses of men who had been forced into construction of the Great Wall.” Compelled into hard labor and burdened by heavy taxes to finance the project, the people grew unhappy, and a year after Qin’s

death, the peasants revolted. While the wall stood, the empire collapsed.

The second major period of construction for the Great Wall occurred during the Han Dynasty, which lasted from 206 B.C. to 220 A.D. Emperor Wu Di ordered expansion of the existing wall to protect land won when his armies defeated the northern tribes. Workers added 300 miles to the existing wall. They built wooden frames, which they filled with willow reeds and a mixture of fine gravel and water. As you can see from this picture of ruins of the Han wall, it was very different in construction and appearance from the Great Wall as it exists today.

The third major building period of the Great Wall occurred 1,100 years later during the Ming Dynasty. In 1368, during the first year of the Ming Dynasty, Emperor Zhu Yuanzhang ordered more expansion of the wall. Subsequent Ming Emperors strengthened and extended the wall until it reached its current length. Builders of the Ming wall made three important architectural advancements which resulted in the distinctive features of the wall as it exists today.

You can see those features especially well in this photograph. First, rather than using earth and stone, they used kiln-fired bricks to create a stronger wall. Second, they erected more than 3,000 beacon towers to watch the mountain passes from potential invaders. These towers rise from the wall like mighty outposts and are one of the most striking aspects of the wall when you see them in person. Third, the Ming builders made the wall so large that it would be almost impossible to break through. In fact, the wall is so wide that soldiers could ride several horses abreast along the top of the wall.

In conclusion, the Great Wall of China enjoys a rich history. Built over the course of more than 2,500 years during the Qin, Han, and Ming Dynasties, it is a magnificent feat of human engineering. While the wall no longer continues to defend China from invaders, it does continue to play a central role in Chinese culture and international identity. Now that you know a little more about the wall, I hope you have a fuller appreciation of why it's regarded as great, not just in China, but throughout the world.

Speech 4

Informative Speech **Acupuncture: New Uses for and Ancient Remedy**

Six months ago, my 78-year-old grandmother was quickly losing her independence. Severe arthritis in both knees hampered her ability to take care of herself. Shopping, getting around the neighborhood, even walking down her front steps was becoming almost impossible. Pain medications helped somewhat but the side effects created their own problems.

Then her doctor suggested acupuncture. My grandmother was skeptical at first, but she was willing to try just about anything. She did, and the results were miraculous. After six weeks her pain and stiffness were significantly reduced, she was able to take care of her apartment again, she could get out on her own to go shopping, to visit friends and family, and to do the other things her arthritis had prevented in the past. Acupuncture restored her quality of life and her independence.

My grandmother's story is not unique. Performed for well over 2,000 years in China and other parts of Asia, acupuncture is becoming more and more popular in the U.S. and other Western countries for one simple reason – it works. Impressed by my grandmother's experience, I began acupuncture treatments for my migraine headaches, and now my headaches are completely gone.

Not surprisingly, I wanted to learn more about this treatment that produced such miraculous results for both my grandmother and myself. Today I will share part of what I have learned by explaining what happens when you receive an acupuncture treatment, how acupuncture works, the kinds of medical conditions that can be treated by acupuncture, and the growing use of acupuncture in combination with Western medical techniques. Let's start by looking at a typical acupuncture treatment.

Acupuncture is the insertion of needles into the skin to achieve a balanced flow of energy, which in turn restores and preserves health. To prevent any chance of contamination from one person to

another, acupuncturists in the U.S. use sterilized needles that are individually packaged and are disposed of after a single use.

I realize that the notion of having needles stuck into you may seem frightening, but the needles are so thin that the process is painless. Acupuncture needles are much smaller than the needles used for drawing blood or getting shots. Here are some needles that I received from my acupuncturist. After my speech I'll pass them around so you can see how incredibly light and small they are. They are so thin – about the thickness of a human hair – that you can hardly tell when they are inserted. And there is usually no sensation other than pain relief once they have been inserted. After being left in for 20 or 30 minutes while you lie in a darkened room, the needles are removed and the treatment is over.

Now that you know what happens when you are treated by an acupuncturist, you are probably wondering how acupuncture works. The process is explained by Dr. Felix Mann, President of the Medical Acupuncture Society, in his book *Acupuncture: The Ancient Chinese Art of Healing and How it Works Scientifically*. According to traditional Chinese medicine, every life process is based on the flow of vital energy through the body. This energy is known in Chinese as *qi* and flows along channels or pathways called meridians.

The meridians are shown in this visual aid. As you can see, they cover the entire body, running from the top of the head to the bottom of the feet and down both arms. When the free flow of energy through these meridians is blocked, the result is pain, disease, or other physical problems.

The aim of acupuncture is to restore the open flow of energy through these meridians. This is done by placing needles at specific points on the meridians. Altogether there are more than 1,000 acupuncture points in the meridians. These points have been mapped out over the centuries with scientific precision. In China there is a saying: "There is no pain if there is free flow; if there is pain, there is no free flow."

Although acupuncture is based in a different view of the body from that held by Western doctors, the evidence is clear that it works

in treating a wide range of medical conditions. The World Health Organization lists more than 40 conditions that can be effectively treated with acupuncture, including ear, nose, and throat ailments; asthma and other respiratory problems; and nervous system and muscular disorders. A study in the *Annals of Internal Medicine* confirms that acupuncture can relieve low-back pain, while the American Cancer Society reports that acupuncture may even help smokers kick the habit.

People also use acupuncture to build their immune system, to control allergies, and to combat depression and anxiety. Of course, you can't use acupuncture to heal a broken arm. But people in Asia often use acupuncture during surgery instead of Western anesthesia, and it can speed recovery time after surgery.

In light of all this, it is not surprising that a number of clinics and hospitals are combining acupuncture with Western medicine in an effort to provide patients the benefits of both. For example, Massachusetts General Hospital in Boston, the third oldest hospital in the U.S. has added acupuncture to its wellness center. Positive results have also been seen at the Mattel Children's Hospital at UCLA. Dr. Lonnie Zeltzer, director of the hospital's pediatric pain program, confirms that acupuncture "really does help. Most children accept acupuncture, and in fact, really feel good about it."

Another example of the integration of acupuncture with Western medicine is the Wasser Pain Management Center at Mount Sinai Hospital in Toronto, Canada. Neurologist Allan Gordon, Director of the Center, says that introducing acupuncture into the hospital "expands the treatment available to chronic pain sufferers" and provides "multiple options for care to our patients." The National Institutes for Health report that more than 8 million Americans tried acupuncture, and its use throughout the rest of the Western world is growing fast.

Today we have learned what happens during an acupuncture treatment, how acupuncture works, some of the illnesses that can be treated with acupuncture, and the growing integration of acupuncture

with Western approaches to medicine. I hope you know now more about this ancient medical practice and the benefits it can provide.

After years of skepticism about acupuncture, the West is finally beginning to recognize that acupuncture is a highly effective way to improve health and reduce pain and suffering. Just ask my grandmother.

Speech 5

Questions of Culture Sajid Zahir Chinoy

Distinguished guests, faculty, staff, students, ladies and gentlemen, and, most of all, the Class of 1996:

I can visualize the scene again and again: 11:30 P.M., Saturday night, the fifteenth of August, 1992, Bombay International Airport, India. I was leaving home for the University of Richmond. And as I said that final goodbye to my parents, my family, and my friends; and as I saw hope, expectation, even a tinge of sadness, in their eyes; and as I stepped aboard the Boeing 747 in front, I knew my life had changed forever.

The next 36 hours on board the aircraft were a time of questions, of concerns, of tremendous uncertainty.

Had I made the right choice in leaving home? Had I made the right choice in leaving my parents, my family, my home? Had I made the right choice in leaving my country, my culture, my background? Had I made the right choice in choosing the University of Richmond?

And then, of course, there was that one nagging question, that one overriding concern: As one of only three Indian students on a Richmond campus of 3, 000, would I ever fit in?

My country was different. My culture was different. My experiences were different. My background was different. My language was different. My accent was different. Would I ever fit in?

And so here I was, high above the clouds, grappling with questions of culture, of interaction, of ethnicity. What I didn't know

was that 30, 000 feet below, on the ground, the world was faced with these very same questions – the question of culture, the question of interactions, the question of ethnicity.

And so whether my aircraft took off from Bombay, where the Hindus and the Muslims lived together in a most fragile peace; or whether my aircraft was over Africa, where the Hutus and Tutsis of Rwanda and Burundi had long-standing animosity; or whether my aircraft was over Bosnia, where the Serbs, and Croats, the Muslims, and the Bosnians had broken yet another truce, the question was the same – could different cultures ever come together to reinforce one another?

Ladies and gentlemen, after that bumpy aircraft ride, this young Indian student had found his answer. He had been witness to the four most spectacular years of his life at the University of Richmond. The academics were great; the extracurriculars were great; his graduate plans were great.

But what left an indelible impact on his mind was none of this. No, instead it was those special moments, those moments of human interaction, those human relationships that can never quite be translated into words:

The time this young Indian student spent his first Thanksgiving dinner with his debate team coach. That Thanksgiving evening when I ate my first American turkey and saw my first American football game, not knowing the difference between a tackle and a touchdown. And yet, all of a sudden, just like that, this very different Indian student had become an inherent part of the great American tradition of giving thanks.

The time I spent my first Christmas Eve with my journalism professor. That Christmas evening when the relationship wasn't of a faculty member and a student anymore, but of two buddies who fought fiercely over every point in Ping-Pong.

The time I had a long and honest talk with an American friend on the eve of a calculus exam. I didn't learn much calculus that night, but what I did learn was that as different as we are – different countries, different cultures, different continents – inherently we are still the same.

The time in December 1992 when India was hit by communal riots, when violence and bloodshed were but a few hundred yards from my family and my home, and when my fantastic roommate from my freshman year sat up the entire night, giving me hope, strength, and courage at every step.

Yes, four years after that bumpy aircraft ride, I have found the answer to the question of culture.

I have found that it has taken just a little understanding, just a little sensitivity, just a little open-mindedness, just a little empathy on the part of this community – this University of Richmond community – to change my life like never before.

I have found that it makes no difference what culture you follow, what your background is, what your experiences are, what language you speak, what accent you have. That commonality of the human bond far transcends these superficial differences.

And yet look around at the world today. Look around at the very regions that were faced with the same question of culture that I was faced with four years ago.

Look at Bosnia, where, between 1992 and 1996, 300, 000 people had been slaughtered – Bosnians, Serbs, Croats, Muslims – all because they came from a slightly different heritage or culture or history.

Look at Bombay, India. In one maddening week in 1992, 2,000 Indians – Hindus and Muslims – lost their lives fighting with one another. They fought over a mosque; they fought over a structure made of brick and mortar. Two thousand human beings lost their lives.

Look at Africa, where, between 1992 and 1996, 1 million Hutus and Tutsis lost their lives. Just comprehend that for a moment. Between the time you were a freshman and a senior, 1 million lost their lives fighting over culture, over history, over background.

Yes, just look at the madness. The world has fought hard to highlight its differences. We have forgotten our inherent similarities. All because what was missing was a little understanding. Just a little sensitivity. Just a little open-mindedness. Just a little empathy.

Two similar questions of culture in 1992. Two diametrically opposite results in 1996.

And so to the Class of 1996, I say go and distinguish yourselves like never before. Go get the best of jobs, the most rewarding of careers. Go to the best of graduate programs. And make a real difference in your communities.

But not for one moment, not for one moment, ever forget the memory of these four years – the memory that just a little understanding, just a little sensitivity, just a little open-mindedness, just a little empathy on your part can mean the difference between complete despair for one young boy in Bosnia and remarkable hope for another young boy in Richmond.

Thank you.

Speech 6

“A Time to Kill” (1996)

Movie Speech

Jake Tyler Brigrance’s Closing Argument

Brigrance: I had a great summation all worked out, full of some sharp lawyering. But I’m not going to read it. I’m here to apologize. I am young and I am inexperienced.

But you cannot hold Carl Lee Hailey responsible for my shortcomings. You see, in all this legal maneuvering something has gotten lost, and that something is the truth.

Now, it is incumbent upon us lawyers not to just talk about the truth, but to actually seek it, to find it, to live it. My teacher taught me that. Let’s take Dr. Bass, for example. Now, obviously I would have never knowingly put a convicted felon on the stand – I hope you can believe that. But what is the truth? That he is a disgraced liar? And



what if I told you that the woman he was accused of raping was 17, he was 23, that she later became his wife, bore his child and is still married to the man today. Does that make his testimony more or less true?

What is it in us that seeks the truth? Is it our minds or is it our hearts?

I set out to prove a black man could receive a fair trial in the south, that we are all equal in the eyes of the law. That's not the truth, because the eyes of the law are human eyes – yours and mine – and until we can see each other as equals, justice is never going to be evenhanded. It will remain nothing more than a reflection of our own prejudices, so until that day we have a duty under God to seek the truth, not with our eyes and not with our minds where fear and hate turn commonality into prejudice, but with our hearts – where we don't know better.

Now I wanna tell you a story. I'm gonna ask ya'all to close your eyes while I tell you this story. I want you to listen to me. I want you to listen to yourselves.

This is a story about a little girl walking home from the grocery store one sunny afternoon. I want you to picture this little girl. Suddenly a truck races up. Two men jump out and grab her. They drag her into a nearby field and they tie her up, and they rip her clothes from her body. Now they climb on, first one then the other, raping her, shattering everything innocent and pure – vicious thrusts – in a fog of drunken breath and sweat. And when they're done, after they killed her tiny womb, murdered any chance for her to bear children, to have life beyond her own, they decide to use her for target practice. So they start throwing full beer cans at her. They throw 'em so hard that it tears the flesh all the way to her bones – and they urinate on her.



Now comes the hanging. They have a rope; they tie a noose. Imagine the noose pulling tight around her neck and a sudden blinding jerk. She's pulled into the air and her feet and legs go kicking and they don't find the ground. The hanging branch isn't strong enough. It snaps and she falls back to the earth. So they pick her up, throw her in the back of the truck, and drive out to Foggy Creek Bridge and pitch her over the edge. And she drops some 30 feet down to the creek bottom below.

Can you see her? Her raped, beaten, broken body, soaked in their urine, soaked in their semen, soaked in her blood – left to die.

Can you see her? I want you to picture that little girl.

Now imagine she's white. The defense rests your honor.

Speech 7

“The Great Debaters” (2007)

Wiley College vs. Harvard University

**Resolved: *Civil Disobedience is a Moral Weapon
in the Fight for Justice***

Harvard Dean: On this historic occasion, we welcome the distinguished team from Wiley College, our illustrious judges, you, the audience, and through the wonder of radio, the nation. Harvard University celebrates its 300th anniversary this year, and in Franklin Delano Roosevelt, its fifth President of the United States. But no university, no matter how grand or Augustan its history, can afford to live in the past. So, in the spirit of tomorrow, I introduce to you, today, the debaters from Wiley College: Samantha Boone and Mr. James Farmer, Jr. Mr. Farmer will argue the first affirmative.

James Farmer, Jr.: Resolved: *Civil disobedience is a moral weapon in the fight for justice*. But how can disobedience ever be moral? Well I guess that depends on one's definition of the words – word. In 1919, in India, ten thousand people gathered in Amritsar to protest the tyranny of British rule. General Reginald Dyer trapped them in a courtyard and ordered his troops to fire into the crowd for ten minutes. Three hundred seventy-nine died – men, women,

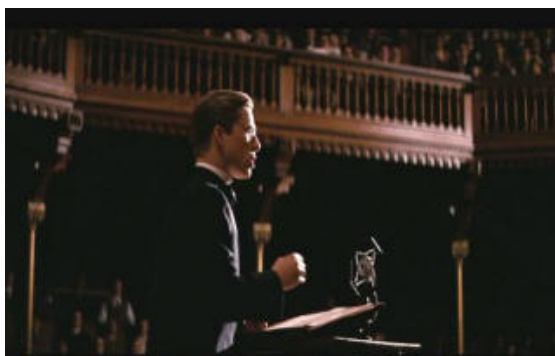


children, shot down in cold blood. Dyer said he had taught them “a moral lesson.” Gandhi and his followers responded not with violence, but with an organized campaign of noncooperation. Government buildings were occupied. Streets were

blocked with people who refused to rise, even when beaten by police. Gandhi was arrested. But the British were soon forced to release him. He called it a “moral victory.” The definition of *moral*: Dyer's “lesson” or Gandhi’s victory. You choose.

First Harvard

Debater: From 1914 to 1918, for every single minute the world was at war, four men laid down their lives. Just think of it: Two hundred and forty brave young men were hurled into eternity every hour,



of every day, of every night, for four long years. Thirty-five thousand hours; eight million, two hundred and eighty-one thousand casualties. Two hundred and forty. Two hundred and forty. Two hundred and forty. Here was a slaughter immeasurably greater than what happened at Amritsar. Can there be anything moral about it? Nothing – except that it stopped Germany from enslaving all of Europe. Civil disobedience isn’t moral because it’s nonviolent. Fighting for your country with violence can be deeply moral, demanding the greatest sacrifice of all: life itself. Nonviolence is the mask civil disobedience wears to conceal its true face: anarchy.

Samantha Booke:

Gandhi believes one must always act with love and respect for one's opponents – even if they are Harvard debaters. Gandhi also believes that law breakers must accept



the legal consequences for their actions. Does that sound like anarchy? Civil disobedience is not something for us to fear. It is, after all, an American concept. You see, Gandhi draws his inspiration not from a Hindu scripture, but from Henry David Thoreau, who, I believe, graduated from Harvard and lived by a pond not too far from here.



Second Harvard

Debater: My opponent is right about one thing: Thoreau was a Harvard grad; and, like many of us, a bit self-righteous. He once said, “Any man more right than his neighbors constitutes a majority of one....”

Thoreau the idealist could never know that Adolf Hitler would agree with his words. The beauty and the burden of democracy is this: No idea prevails without the support of the majority. The People decide the moral issues of the day, not “a majority of one.”

Samantha Booke: Majorities do not decide what is right or wrong. Your conscience does. So why should a citizen surrender his or her conscience to a legislature? For we must never, ever kneel down before the tyranny of a majority.

Second Harvard Debater: You can't decide which laws to obey and which to ignore. If we could, I'd never stop for a red light. My father is one of those men that stands between us and chaos: a police officer. I remember the day his partner, his best friend, was gunned down in the line of duty. Most vividly of all, I remember the expression on my dad's face. Nothing that erodes the rule of law can be moral, no matter what name we give it.

James Farmer, Jr.: In Texas, they lynch negroes. My teammates and I saw a man strung up by his neck – and set on fire. We drove through a lynch mob, pressed our faces against the floorboard. I looked at my teammates. I saw the fear in their eyes; and worse – the shame. What was this negro's crime that he should be hung, without trial, in a dark forest filled with fog? Was he a thief? Was he a killer? Or just a negro? Was he a sharecropper? A preacher? Were his children waiting up for him? And who were we to just lie there and do nothing? No matter what he did, the mob was the criminal. But the law did nothing – just left us wondering why. My opponent says, "Nothing that erodes the rule of law can be moral." But there is no rule of law in the Jim Crow South, not when negroes are denied housing, turned away from schools, hospitals – and not when we are lynched.

Saint Augustine said, "An unjust law is no law at all," which means I have a right, even a duty, to resist – with violence or civil disobedience. You should pray I choose the latter.

Speech 8

Prime Minister Winston Churchill's speech to the allied delegates

St. James's Place, London, June 12, 1941

In the twenty-second month of the war against Nazism, we meet here in this old Palace of St. James's, itself not unscarred by the fire of the enemy, in order to proclaim the high purposes and resolves of the lawful constitutional governments of Europe whose countries have been overrun, and we meet here also to cheer the hopes of free men and free peoples throughout the world.

Here before us on the table lie the title deeds of ten nations or states whose soil has been invaded and polluted and whose men women and children lie prostrate or writhing under the Hitler yoke.

But here also, duly authorized by Parliament and the democracy of Britain, are gathered the servants of the ancient British monarchy and the accredited representatives of the British dominions beyond seas of Canada, Australia, New Zealand and South Africa, of the Empire of India, of Burma and of our colonies in every quarter of the globe. They have drawn their swords in this cause. They will never let them fall till life is gone or victory is won.

Here we meet while from across the Atlantic Ocean the hammers and lathes of the United States signal in a rising hum their message of encouragement and their promise of swift and ever-growing aid.

What tragedies, what horrors, what crimes has Hitler and all that Hitler stands for brought upon Europe and the world! The ruins of Warsaw, of Rotterdam, of Belgrade are monuments which will long recall to future generations the outrage of unopposed air bombing applied with calculated scientific cruelty to helpless populations. Here in London and throughout the cities of our island and in Ireland there may also be seen marks of devastation. They are being repaid and presently they will be more than repaid.

But far worse than these visible injuries is the misery of the conquered peoples. We see them hounded, terrorized, exploited. Their manhood by the million is forced to work under conditions indistinguishable in many cases from actual slavery. Their goods and chattels are pillaged or filched for worthless money. Their homes, their daily life are pried into and spied upon by the all pervading system of secret political police which, having reduced the Germans themselves to abject docility, now stalks the streets and byways of a dozen lands. Their religious faiths are affronted, persecuted or oppressed in the interest of a fanatic paganism devised to perpetuate the worship and sustain the tyranny of one abominable creature. Their traditions, their culture, their laws, their institutions, social and political alike, are suppressed by force or undermined by subtle, coldly planned intrigue.

The prisons of the continent no longer suffice. The concentration camps are overcrowded. Every dawn German volleys crack. Czechs, Poles, Dutchmen, Norwegians, Yugoslavs and Greeks, Frenchmen, Belgians, Luxemburgers make the great sacrifice for faith and country. A vile race of Quislings-to use a new word which will carry the scorn of mankind down the centuries-is hired to fawn upon the conqueror, to collaborate in his designs and to enforce his rule upon their fellow countrymen while groveling low themselves. Such is the plight of once glorious Europe and such are the atrocities against which we are in arms.

Your excellencies, my lords and gentlemen, it is upon this foundation that Hitler, with his tattered lackey, Mussolini, at his tail and Admiral Darlan frisking by his side, pretends to build out of hatred, appetite and racial assertion a new order for Europe. Never did so mocking a fantasy obsess the mind of mortal man.

We cannot tell what the course of this fell war will be as it spreads, remorseless, through ever wider regions.

It will not be by German hands that the structure of Europe will be rebuilt or union of the European family achieved. In every country into which the German armies and Nazi police have broken there has sprung up from the soil a hatred of the German name and contempt

for the Nazi creed which the passage of hundreds of years will not efface from human memory.

We know it will be hard; we expect it to be long, we cannot predict or measure its episodes or its tribulations. But one thing is certain, one thing is sure, one thing stands out stark and undeniable, massive and unassailable for all the world to see. We cannot see how deliverance will come or when it will come, but nothing is more certain that every trace of Hitler's footsteps, every stain of his infected, corroding fingers will be sponged and purged and, if need be, blasted from the surface of the earth.

We are here, your excellencies, to affirm and fortify our union in that ceaseless and unwearying effort which must be made if the captive peoples are to be set free.

A year ago His Majesty's Government was left alone to face the storm, and to many of our friends and enemies alike it may have seemed that our days, too, were numbered and that Britain and its institutions would sink forever beneath the verge. But I may with some pride remind your excellencies that even in that dark hour when our army was disorganized and almost weaponless when scarcely a gun or tank remained in Britain, when almost all our stores and ammunition had been lost in France, never for one moment did the British people dream of making peace with the conqueror and never for a moment did they despair of the common cause.

On the contrary, we proclaimed at that very time to all men, not only to ourselves, our determination not to make peace until every one of the ravaged and enslaved countries was liberated and until the Nazi domination was broken and destroyed.

See how far we have traveled since those breathless days of June, a year ago! Our solid, stubborn strength has stood an awful test. We are the masters of our own air and now reach out in ever-growing retribution upon the enemy. The Royal Navy holds the seas. The Italian fleet cowers, diminished, in harbor and the German Navy largely is crippled or sunk.

The murderous raids upon our ports, cities and factories have been powerless to quench the spirit of the British nation, to stop our

national life or check the immense expansion of our war industry. Food and arms from across oceans are coming safely in. Full provision to replace all sunken tonnage is being made here, and still more by our friends in the United States. We are becoming an armed community. Our land forces are being perfected in equipment and training.

Hitler may turn and trample this way and that through tortured Europe. He may spread his course far and wide and carry his curse with him. He may break into Africa or into Asia. But it is here, in this island fortress, that he will have to reckon in the end. We shall strive to resist by land and sea.

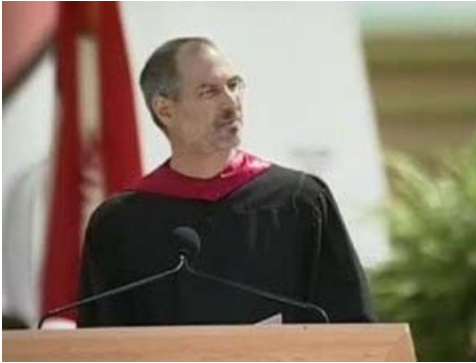
We shall be on his track wherever he goes. Our air power will continue to teach the German homeland that war is not all loot and triumph. We shall aid and stir the people of every conquered country to resistance and revolt. We shall break up and derange every effort which Hitler makes to systematize and consolidate his subjugations. He will find no peace, no rest, no halting place, no parley. And if, driven to desperate hazards, he attempts invasion of the British Isles, as well he may, we shall not flinch from the supreme trial. With the help of God, of which we must all feel daily conscious, we shall continue steadfast in faith and duty till our task is done.

This then, my lords and gentlemen, is the message which we send forth today to all states and nations, bound or free, to all the men in all the lands who care for freedom's cause. To our Allies and well-wishers in Europe, to our American friends and helpers drawing ever closer in their might across the ocean, this is the message—lift up your hearts, all will come right. Out of depths of sorrow and sacrifice will be born again the glory of mankind.

Speech 9

Steve Jobs, CEO of Apple Computer and of Pixar Animation Studios

Commencement address at Stanford University
delivered June 14, 2005



I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No

big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no

personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something – your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky – I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation – the Macintosh – a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down – that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me – I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything – all external expectations, all pride, all fear of embarrassment or failure – these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's

change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma – which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalog, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

Speech 10

Barack Obama

Commencement Address at Barnard College

delivered 14 May 2012, New York, NY

Thank you, President Spar, trustees, President Bollinger. Hello, Class of 2012! Congratulations on reaching this day. Thank you for the honor of being able to be a part of it.

There are so many people who are proud of you – your parents, family, faculty, friends – all who share in this achievement. So please give them a big round of applause. To all the moms who are here today, you could not ask for a better Mother’s Day gift than to see all of these folks graduate.

I have to say, though, whenever I come to these things, I start thinking about Malia and Sasha graduating, and I start tearing up and – it’s terrible. I don’t know how you guys are holding it together.

I will begin by telling a hard truth: I’m a Columbia college graduate. I know there can be a little bit of a sibling rivalry here. But I’m honored nevertheless to be your commencement speaker today – although I’ve got to say, you set a pretty high bar given the past three years. Hillary Clinton – Meryl Streep – Sheryl Sandberg – these are not easy acts to follow.

But I will point out Hillary is doing an extraordinary job as one of the finest Secretaries of State America has ever had. We gave Meryl the Presidential Medal of Arts and Humanities. Sheryl is not just a good friend; she’s also one of our economic advisers. So it’s like the old saying goes – keep your friends close, and your Barnard commencement speakers even closer. There’s wisdom in that.

Now, the year I graduated – this area looks familiar – the year I graduated was 1983, the first year women were admitted to Columbia. Sally Ride was the first American woman in space. Music was all about Michael and the Moonwalk.

AUDIENCE MEMBER: Do it!

THE PRESIDENT: No Moonwalking. No Moonwalking today.

We had the Walkman, not iPods. Some of the streets around here were not quite so inviting. Times Square was not a family destination. So I know this is all ancient history. Nothing worse than commencement speakers droning on about bygone days. But for all the differences, the Class of 1983 actually had a lot in



common with all of you. For we, too, were heading out into a world at a moment when our country was still recovering from a particularly severe economic recession. It was a time of change. It was a time of uncertainty. It was a time of passionate political debates.

You can relate to this because just as you were starting out finding your way around this campus, an economic crisis struck that would claim more than 5 million jobs before the end of your freshman year. Since then, some of you have probably seen parents put off retirement, friends struggle to find work. And you may be looking toward the future with that same sense of concern that my generation did when we were sitting where you are now.

Of course, as young women, you're also going to grapple with some unique challenges, like whether you'll be able to earn equal pay for equal work; whether you'll be able to balance the demands of your job and your family; whether you'll be able to fully control decisions about your own health.

And while opportunities for women have grown exponentially over the last 30 years, as young people, in many ways you have it even tougher than we did. This recession has been more brutal, the job losses steeper. Politics seems nastier. Congress more gridlocked than ever. Some folks in the financial world have not exactly been model corporate citizens.

No wonder that faith in our institutions has never been lower, particularly when good news doesn't get the same kind of ratings as bad news anymore. Every day you receive a steady stream of sensationalism and scandal and stories with a message that suggest change isn't possible; that you can't make a difference; that you won't be able to close that gap between life as it is and life as you want it to be.

My job today is to tell you don't believe it. Because as tough as things have been, I am convinced you are tougher. I've seen your passion and I've seen your service. I've seen you engage and I've seen you turn out in record numbers. I've heard your voices amplified by creativity and a digital fluency that those of us in older generations can barely comprehend. I've seen a generation eager, impatient even, to step into the rushing waters of history and change its course.

And that defiant, can-do spirit is what runs through the veins of American history. It's the lifeblood of all our progress. And it is that spirit which we need your generation to embrace and rekindle right now.

See, the question is not whether things will get better – they always do. The question is not whether we've got the solutions to our challenges – we've had them within our grasp for quite some time. We know, for example, that this country would be better off if more Americans were able to get the kind of education that you've received here at Barnard – if more people could get the specific skills and training that employers are looking for today.

We know that we'd all be better off if we invest in science and technology that sparks new businesses and medical breakthroughs; if we developed more clean energy so we could use less foreign oil and reduce the carbon pollution that's threatening our planet.

We know that we're better off when there are rules that stop big banks from making bad bets with other people's money and – when insurance companies aren't allowed to drop your coverage when you need it most or charge women differently from men. Indeed, we know we are better off when women are treated fairly and equally in every aspect of American life – whether it's the salary you earn or the health decisions you make.

We know these things to be true. We know that our challenges are eminently solvable. The question is whether together, we can muster the will – in our own lives, in our common institutions, in our politics – to bring about the changes we need. And I'm convinced your generation possesses that will. And I believe that the women of this generation – that all of you will help lead the way.

Now, I recognize that's a cheap applause line when you're giving a commencement at Barnard. It's the easy thing to say. But it's true. It is – in part, it is simple math. Today, women are not just half this country; you're half its workforce. More and more women are out-earning their husbands. You're more than half of our college graduates, and master's graduates, and PhDs. So you've got us outnumbered.

After decades of slow, steady, extraordinary progress, you are now poised to make this the century where women shape not only their own destiny but the destiny of this nation and of this world.

But how far your leadership takes this country, how far it takes this world – well, that will be up to you. You've got to want it. It will not be handed to you. And as someone who wants that future – that better future – for you, and for Malia and Sasha, as somebody who's had the good fortune of being the husband and the father and the son of some strong, remarkable women, allow me to offer just a few pieces of advice. That's obligatory. Bear with me.

My first piece of advice is this: Don't just get involved. Fight for your seat at the table. Better yet, fight for a seat at the head of the table.

It's been said that the most important role in our democracy is the role of citizen. And indeed, it was 225 years ago today that the Constitutional Convention opened in Philadelphia, and our founders, citizens all, began crafting an extraordinary document. Yes, it had its flaws – flaws that this nation has strived to protect (perfect) over time. Questions of race and gender were unresolved. No woman's signature graced the original document – although we can assume that there were founding mothers whispering smarter things in the ears of the founding fathers. I mean, that's almost certain.

What made this document special was that it provided the space – the possibility – for those who had been left out of our charter to fight their way in. It provided people the language to appeal to principles and ideals that broadened democracy’s reach. It allowed for protest, and movements, and the dissemination of new ideas that would repeatedly, decade after decade, change the world – a constant forward movement that continues to this day.

Our founders understood that America does not stand still; we are dynamic, not static. We look forward, not back. And now that new doors have been opened for you, you’ve got an obligation to seize those opportunities.

You need to do this not just for yourself but for those who don’t yet enjoy the choices that you’ve had, the choices you will have. And one reason many workplaces still have outdated policies is because women only account for 3 percent of the CEOs at Fortune 500 companies. One reason we’re actually refighting long-settled battles over women’s rights is because women occupy fewer than one in five seats in Congress.

Now, I’m not saying that the only way to achieve success is by climbing to the top of the corporate ladder or running for office – although, let’s face it, Congress would get a lot more done if you did. That I think we’re sure about. But if you decide not to sit yourself at the table, at the very least you’ve got to make sure you have a say in who does. It matters.

Before women like Barbara Mikulski and Olympia Snowe and others got to Congress, just to take one example, much of federally-funded research on diseases focused solely on their effects on men. It wasn’t until women like Patsy Mink and Edith Green got to Congress and passed Title IX, 40 years ago this year, that we declared women, too, should be allowed to compete and win on America’s playing fields. Until a woman named Lilly Ledbetter showed up at her office and had the courage to step up and say, you know what, this isn’t right, women weren’t being treated fairly – we lacked some of the tools we needed to uphold the basic principle of equal pay for equal work.

So don't accept somebody else's construction of the way things ought to be. It's up to you to right wrongs. It's up to you to point out injustice. It's up to you to hold the system accountable and sometimes upend it entirely. It's up to you to stand up and to be heard, to write and to lobby, to march, to organize, to vote. Don't be content to just sit back and watch.

Those who oppose change, those who benefit from an unjust status quo, have always bet on the public's cynicism or the public's complacency. Throughout American history, though, they have lost that bet, and I believe they will this time as well. But ultimately, Class of 2012, that will depend on you. Don't wait for the person next to you to be the first to speak up for what's right. Because maybe, just maybe, they're waiting on you.

Which brings me to my second piece of advice: Never underestimate the power of your example. The very fact that you are graduating, let alone that more women now graduate from college than men, is only possible because earlier generations of women – your mothers, your grandmothers, your aunts – shattered the myth that you couldn't or shouldn't be where you are.

I think of a friend of mine who's the daughter of immigrants. When she was in high school, her guidance counselor told her, you know what, you're just not college material. You should think about becoming a secretary. Well, she was stubborn, so she went to college anyway. She got her master's. She ran for local office, won. She ran for state office, she won. She ran for Congress, she won. And lo and behold, Hilda Solis did end up becoming a secretary – she is America's Secretary of Labor.

So think about what that means to a young Latina girl when she sees a Cabinet secretary that looks like her. Think about what it means to a young girl in Iowa when she sees a presidential candidate who looks like her. Think about what it means to a young girl walking in Harlem right down the street when she sees a U.N. ambassador who looks like her. Do not underestimate the power of your example.

This diploma opens up new possibilities, so reach back, convince a young girl to earn one, too. If you earned your degree in areas where we need more women – like computer science or engineering – reach back and persuade another student to study it, too. If you're going into fields where we need more women, like construction or computer engineering – reach back, hire someone new. Be a mentor. Be a role model.

Until a girl can imagine herself, can picture herself as a computer programmer, or a combatant commander, she won't become one. Until there are women who tell her, ignore our pop culture obsession over beauty and fashion – and focus instead on studying and inventing and competing and leading, she'll think those are the only things that girls are supposed to care about. Now, Michelle will say, nothing wrong with caring about it a little bit. You can be stylish and powerful, too. That's Michelle's advice.

And never forget that the most important example a young girl will ever follow is that of a parent. Malia and Sasha are going to be outstanding women because Michelle and Marian Robinson are outstanding women. So understand your power, and use it wisely.

My last piece of advice – this is simple, but perhaps most important: Persevere. Persevere. Nothing worthwhile is easy. No one of achievement has avoided failure – sometimes catastrophic failures. But they keep at it. They learn from mistakes. They don't quit.

You know, when I first arrived on this campus, it was with little money, fewer options. But it was here that I tried to find my place in this world. I knew I wanted to make a difference, but it was vague how in fact I'd go about it. But I wanted to do my part to do my part to shape a better world.

So even as I worked after graduation in a few unfulfilling jobs here in New York – I will not list them all – even as I went from motley apartment to motley apartment, I reached out. I started to write letters to community organizations all across the country. And one day, a small group of churches on the South Side of Chicago answered, offering me work with people in neighborhoods hit hard by steel mills that were shutting down and communities where jobs were dying away.

The community had been plagued by gang violence, so once I arrived, one of the first things we tried to do was to mobilize a meeting with community leaders to deal with gangs. And I'd worked for weeks on this project. We invited the police; we made phone calls; we went to churches; we passed out flyers. The night of the meeting we arranged rows and rows of chairs in anticipation of this crowd. And we waited, and we waited. And finally, a group of older folks walked in to the hall and they sat down. And this little old lady raised her hand and asked, "Is this where the bingo game is?" It was a disaster. Nobody showed up. My first big community meeting – nobody showed up.

And later, the volunteers I worked with told me, that's it; we're quitting. They'd been doing this for two years even before I had arrived. They had nothing to show for it. And I'll be honest, I felt pretty discouraged as well. I didn't know what I was doing. I thought about quitting. And as we were talking, I looked outside and saw some young boys playing in a vacant lot across the street. And they were just throwing rocks up at a boarded building. They had nothing better to do – late at night, just throwing rocks. And I said to the volunteers, "Before you quit, answer one question. What will happen to those boys if you quit? Who will fight for them if we don't? Who will give them a fair shot if we leave?"

And one by one, the volunteers decided not to quit. We went back to those neighborhoods and we kept at it. We registered new voters, and we set up after-school programs, and we fought for new jobs, and helped people live lives with some measure of dignity. And we sustained ourselves with those small victories. We didn't set the world on fire. Some of those communities are still very poor. There are still a lot of gangs out there. But I believe that it was those small victories that helped me win the bigger victories of my last three and a half years as President.

And I wish I could say that this perseverance came from some innate toughness in me. But the truth is, it was learned. I got it from watching the people who raised me. More specifically, I got it from watching the women who shaped my life.

I grew up as the son of a single mom who struggled to put herself through school and make ends meet. She had marriages that fell apart; even went on food stamps at one point to help us get by. But she didn't quit. And she earned her degree, and made sure that through scholarships and hard work, my sister and I earned ours. She used to wake me up when we were living overseas – wake me up before dawn to study my English lessons. And when I'd complain, she'd just look at me and say, "This is no picnic for me either, buster."

And my mom ended up dedicating herself to helping women around the world access the money they needed to start their own businesses – she was an early pioneer in microfinance. And that meant, though, that she was gone a lot, and she had her own struggles trying to figure out balancing motherhood and a career. And when she was gone, my grandmother stepped up to take care of me.

She only had a high school education. She got a job at a local bank. She hit the glass ceiling, and watched men she once trained promoted up the ladder ahead of her. But she didn't quit. Rather than grow hard or angry each time she got passed over, she kept doing her job as best as she knew how, and ultimately ended up being vice president at the bank. She didn't quit.

And later on, I met a woman who was assigned to advise me on my first summer job at a law firm. And she gave me such good advice that I married her. And Michelle and I gave everything we had to balance our careers and a young family. But let's face it, no matter how enlightened I must have thought myself to be, it often fell more on her shoulders when I was traveling, when I was away. I know that when she was with our girls, she'd feel guilty that she wasn't giving enough time to her work, and when she was at her work, she'd feel guilty she wasn't giving enough time to our girls. And both of us wished we had some superpower that would let us be in two places at once. But we persisted. We made that marriage work.

And the reason Michelle had the strength to juggle everything, and put up with me and eventually the public spotlight, was because she, too, came from a family of folks who didn't quit – because she saw her dad get up and go to work every day even though he never finished college, even though he had crippling MS. She saw her mother, even though she never finished college, in that school, that urban school, every day making sure Michelle and her brother were getting the education they deserved. Michelle saw how her parents never quit. They never indulged in self-pity, no matter how stacked the odds were against them. They didn't quit.

Those are the folks who inspire me. People ask me sometimes, who inspires you, Mr. President? Those quiet heroes all across this country – some of your parents and grandparents who are sitting here – no fanfare, no articles written about them, they just persevere. They just do their jobs. They meet their responsibilities. They don't quit. I'm only here because of them. They may not have set out to change the world, but in small, important ways, they did. They certainly changed mine.

So whether it's starting a business, or running for office, or raising an amazing family, remember that making your mark on the world is hard. It takes patience. It takes commitment. It comes with plenty of setbacks and it comes with plenty of failures.

But whenever you feel that creeping cynicism, whenever you hear those voices say you can't make a difference, whenever somebody tells you to set your sights lower – the trajectory of this country should give you hope. Previous generations should give you hope. What young generations have done before should give you hope. Young folks who marched and mobilized and stood up and sat in, from Seneca Falls to Selma to Stonewall, didn't just do it for themselves; they did it for other people.

That's how we achieved women's rights. That's how we achieved voting rights. That's how we achieved workers' rights. That's how we achieved gay rights. That's how we've made this Union more perfect.

And if you're willing to do your part now, if you're willing to reach up and close that gap between what America is and what America should be, I want you to know that I will be right there with you. If you are ready to fight for that brilliant, radically simple idea of America that no matter who you are or what you look like, no matter who you love or what God you worship, you can still pursue your own happiness, I will join you every step of the way.

Now more than ever – Now more than ever, America needs what you, the Class of 2012, has to offer. America needs you to reach high and hope deeply. And if you fight for your seat at the table, and you set a better example, and you persevere in what you decide to do with your life, I have every faith not only that you will succeed, but that, through you, our nation will continue to be a beacon of light for men and women, boys and girls, in every corner of the globe.

So thank you. Congratulations. God bless you. God bless the United States of America.

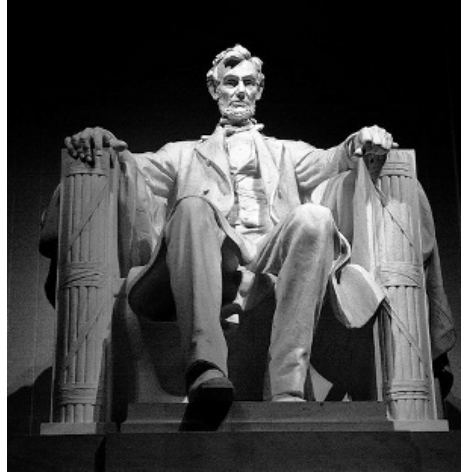
Appendix III. SPEECH CRITIQUES

Speech Critique: Gettysburg Address – Abraham Lincoln

*by Andrew Dlugan
November 14th, 2011*

Abraham Lincoln's Gettysburg Address is one of the most famous, most quoted, and most recited speeches of all time. It is also one of the shortest among its peers at just 10 sentences.

In this article, we examine five key lessons which you can learn from Lincoln's speech and apply to your own speeches.



You should:

1. Watch the video with a recitation by Jeff Daniels;
2. Read the analysis in this speech critique, as well as the speech transcript below; and
3. Share your thoughts on this presentation.

Lesson 1 – Anchor Your Arguments Solidly

When trying to persuade your audience, one of the strongest techniques you can use is to anchor your arguments to statements which your audience believes in. Lincoln does this twice in his first sentence:

“Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition **that all men are created equal.**” [1]

Among the beliefs which his audience held, perhaps none were stronger than those put forth in the Bible and Declaration of Independence. Lincoln knew this, of course, and included references to both of these documents.

First, Psalm 90 verse 10 states:

“The days of our years are **threescore years and ten...**”

(Note: a “score” equals 20 years. So, the verse is stating that a human life is about 70 years.)

Therefore, Lincoln’s “Four score and seven years ago” was a Biblically evocative way of tracing backwards eighty-seven years to the signing of the Declaration of Independence in 1776. That document contains the following famous line:

“We hold these truths to be self-evident, **that all men are created equal**, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.”

By referencing both the Bible and the Declaration of Independence, Lincoln is signaling that if his audience trusts the words in those documents (they did!), then they should trust his words as well.

How can you use this lesson? When trying to persuade your audience, seek out principles on which you agree and beliefs which you share. Anchor your arguments from that solid foundation.

Lesson 2 – Employ Classic Rhetorical Devices

Lincoln employed simple techniques which transformed his words from bland to poetic. Two which we’ll look at here are triads and contrast.

First, he uttered two of the most famous **triads** ever spoken:

“...we can not dedicate, we can not consecrate, we can not hallow this ground.” [6]

“government of the people, by the people, for the people.” [10]

Second, he uses **contrast** wonderfully:

“... for those who here **gave their lives** that that **nation might live.**” [4]

(the *death* of the soldiers contrasts with the *life* of the nation)

“The world will little note, nor long **remember what we say here**, but it can never **forget what they did here.**” [8]

(*remember* contrasts *forget*; *say* contrasts *did*)

How can you use this lesson? While the stately prose of Lincoln’s day may not be appropriate for your next speech, there is still much to be gained from weaving rhetorical devices into your speech. A few well-crafted phrases often serve as memorable sound bites, giving your words an extended life.

Lesson 3 – Repeat Your Most Important Words

In the first lesson, we’ve seen how words can be used to anchor arguments by referencing widely held beliefs.

In the second lesson, we’ve seen how words can be strung together to craft rhetorical devices.

Now, we’ll turn our attention to the importance of repeating individual words. A word-by-word analysis of the Gettysburg Address reveals the following words are repeated:

we: 10 times

here: 8 times

dedicate (or dedicated): 6 times

nation: 5 times

While this may not seem like much, remember that his entire speech was only 271 words.

By repetitive use of these words, he drills his central point home: Like the men who died **here**, **we** must **dedicate** ourselves to save our **nation**.

- “We” creates a bond with the audience (it’s not about you or I, it’s about us together)
- “Here” casts Gettysburg as the springboard to propel them forward
- “Dedicate” is more powerful than saying “we must try to do this”
- “Nation” gives the higher purpose

How can you use this lesson? Determine the words which most clearly capture your central argument. Repeat them throughout your speech, particularly in your conclusion and in conjunction with other rhetorical devices. Use these words in your marketing materials, speech title, speech introduction, and slides as well. Doing so will make it more likely that your audience will “get” your message and remember it.

Lesson 4 – Use a Simple Outline

The Gettysburg Address employs a simple and straightforward three part speech outline: past, present, future.

Past: The speech begins 87 years in the past, with the signing of the Declaration of Independence and the formation of a new nation. [1]

Present: The speech then describes the present context: the civil war, a great battlefield (Gettysburg), and a dedication ceremony. The new nation is being tested. [2-8]

Future: Lincoln paints a picture of the future where the promise of the new nation is fully realized through a desirable relationship between government and the people. [9-10]

Note that “the nation” is the central thread tying all three parts together.

How can you use this lesson? When organizing your content, one of the best approaches is one of the simplest. Go chronological.

Start in the past, generally at a moment of relative prosperity or happiness.

Explain how your audience came to the present moment. Describe the challenge, the conflict, or the negative trend.

Finally, describe a more prosperous future, one that can be realized if your audience is persuaded to action by you.

And, speaking of being persuaded to act...

Lesson 5 – State a Clear Call-to-Action

The final sentences of the Gettysburg Address are a rallying cry for Lincoln’s audience. Although the occasion of the gathering is to dedicate a war memorial (a purpose to which Lincoln devotes many words in the body of his speech), that is not Lincoln’s full purpose. He calls his audience to “be dedicated here to the unfinished work” [8], to not let those who died to “have died in vain” [10]. He implores them to remain committed to the ideals set forth by the nation’s founding fathers.

How can you use this lesson? The hallmark of a persuasive speech is a clear call-to-action. Don’t hint at what you want your audience to do. Don’t imply. Don’t suggest. Clearly state the actions that, if taken, will lead your audience to success and prosperity.

Speech Transcript – Gettysburg Address – Abraham Lincoln

[1] Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

[2] Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure.

[3] We are met on a great battle-field of that war.

[4] We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live.

[5] It is altogether fitting and proper that we should do this.

[6] But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow this ground.

[7] The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.

[8] The world will little note, nor long remember what we say here, but it can never forget what they did here.

[9] It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

[10] It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.

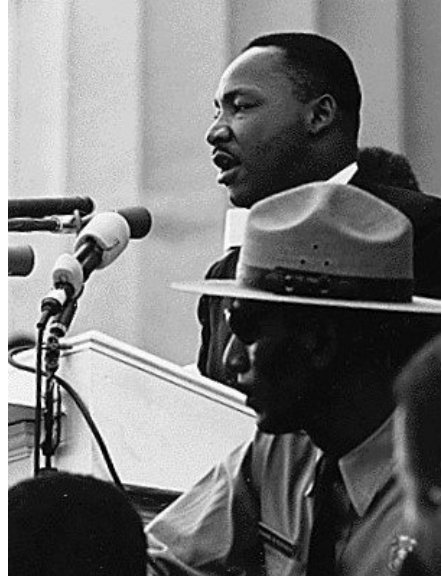
Speech Critique: I Have a Dream – Martin Luther King Jr.

*by Andrew Dlugan
January 18th, 2009*

“I Have a Dream” by Martin Luther King Jr. is one of the most memorable speeches of all time. It is worthy of lengthy study as we can all learn speechwriting skills from King’s historic masterpiece.

You should:

1. Watch the video;
2. Read the analysis in this speech critique;
3. Study the speech text in the complete transcript; and
4. Share your thoughts on this presentation.



Much of the greatness of this speech is tied to its historical context, a topic which goes beyond the scope of this article. Instead, we will focus on five key lessons in speechwriting that we can extract from Martin Luther King’s most famous speech:

1. Emphasize phrases by repeating at the beginning of sentences
2. Repeat key “theme” words throughout your speech
3. Utilize appropriate quotations or allusions
4. Use specific examples to “ground” your arguments
5. Use metaphors to highlight contrasting concepts

Lesson 1: Emphasize Phrases by Repeating at the Beginning of Sentences

Anaphora (repeating words at the beginning of neighboring clauses) is a commonly used rhetorical device. Repeating the words twice sets the pattern, and further repetitions emphasize the pattern and increase the rhetorical effect.

“I have a dream” is repeated in eight successive sentences, and is one of the most often cited examples of anaphora in modern rhetoric. But this is just one of eight occurrences of anaphora in this speech. By order of introduction, here are the key phrases:

- *“One hundred years later...”* [paragraph 3]
- *“Now is the time...”* [paragraph 6]
- *“We must...”* [paragraph 8]
- *“We can never (cannot) be satisfied...”* [paragraph 13]
- *“Go back to...”* [paragraph 14]
- *“I Have a Dream...”* [paragraphs 16 through 24]
- *“With this faith, ...”* [paragraph 26]
- *“Let freedom ring (from) ...”* [paragraphs 27 through 41]

Read those repeated phrases in sequence. Even in the absence of the remainder of the speech, these key phrases tell much of *King’s story*. Emphasis through repetition makes these phrases more memorable, and, by extension, make *King’s story* more memorable.

Lesson 2: Repeat Key “Theme” Words Throughout Your Speech

Repetition in forms like anaphora is quite *obvious*, but there are more *subtle* ways to use repetition as well. One way is to repeat key “theme” words throughout the body of your speech.

If you count the frequency of words used in King’s “I Have a Dream”, very interesting patterns emerge. The most commonly used noun is freedom, which is used twenty times in the speech. This makes sense, since freedom is one of the primary themes of the speech.

Other key themes? Consider these commonly repeated words:

- freedom (20 times)
- we (30 times), our (17 times), you (8 times)
- nation (10 times), america (5 times), american (4 times)
- justice (8 times) and injustice (3 times)
- dream (11 times)

Lesson 3: Utilize Appropriate Quotations or Allusions

Evoking historic and literary references is a powerful speechwriting technique which can be executed explicitly (a direct quotation) or implicitly (allusion).

You can improve the credibility of your arguments by referring to the (appropriate) words of credible speakers/writers in your speech. Consider the allusions used by Martin Luther King Jr.:

- “*Five score years ago...*” [paragraph 2] refers to Lincoln’s famous Gettysburg Address speech which began “*Four score and seven years ago...*” This allusion is particularly poignant given that King was speaking in front of the Lincoln Memorial.
- “*Life, Liberty, and the Pursuit of Happiness*” [and the rest of paragraph 4] is a reference to the United States Declaration of Independence.

Numerous Biblical allusions provide the moral basis for King’s arguments:

- “*It came as a joyous daybreak to end the long night of their captivity.*” [paragraph 2] alludes to Psalms 30:5 “*For his anger is but for a moment; his favor is for a lifetime. Weeping may linger for the night, but joy comes with the morning.*”

- *“Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.”* [paragraph 8] evokes Jeremiah 2:13 *“for my people have committed two evils: they have forsaken me, the fountain of living water, and dug out cisterns for themselves, cracked cisterns that can hold no water.”*

Lesson 4: Use specific examples to “ground” your arguments

Your speech is greatly improved when you provide specific examples which illustrate your logical (and perhaps theoretical) arguments.

One way that Martin Luther King Jr. accomplishes this is to make numerous geographic references throughout the speech:

- Mississippi, New York [paragraph 13]
- Mississippi, Alabama, South Carolina, Georgia, Louisiana [14]
- Georgia [18]
- Mississippi [19]
- Alabama [22]
- New Hampshire [32], New York [33], Pennsylvania [34], Colorado [35], California [36], Georgia [37], Tennessee [38], Mississippi [39]

Note that Mississippi is mentioned on four separate occasions. This is not accidental; mentioning Mississippi would evoke some of the strongest emotions and images for his audience.

Additionally, King uses relatively generic geographic references to make his message more inclusive:

- “slums and ghettos of our northern cities” [paragraph 14]
- “the South” [25]
- “From every mountainside” [40]
- “from every village and every hamlet” [41]

Lesson 5: Use Metaphors to Highlight Contrasting Concepts

Metaphors allow you to associate your speech concepts with concrete images and emotions.

To highlight the contrast between two abstract concepts, consider associating them with contrasting concrete metaphors. For example, to contrast segregation with racial justice, King evokes the contrasting metaphors of dark and desolate valley (of segregation) and sunlit path (of racial justice).

- “joyous **daybreak** to end the **long night** of their captivity” [paragraph 2]
- “the Negro lives on a **lonely island** of poverty in the midst of a **vast ocean** of material prosperity” [3]
- “rise from the **dark and desolate valley** of segregation to the **sunlit path** of racial justice” [6]
- “This **sweltering summer** of the Negro’s legitimate discontent will not pass until there is an **invigorating autumn** of freedom and equality.” [7]
- “sweltering with the **heat** of oppression, will be transformed into an **oasis** of freedom and justice.” [19]

Speech Transcript: I Have a Dream – Martin Luther King Jr.

[1] I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

[2] Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

[3] But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

[4] In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

[5] But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

[6] We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

[7] It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

[8] But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

[9] The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

[10] We cannot walk alone.

[11] And as we walk, we must make the pledge that we shall always march ahead.

[12] We cannot turn back.

[13] There are those who are asking the devotees of civil rights, “When will you be satisfied?” We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro’s basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: “For Whites Only.” We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until “justice rolls down like waters, and righteousness like a mighty stream.”

[14] I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest – quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

[15] Let us not wallow in the valley of despair, I say to you today, my friends.

[16] And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

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

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

[19] I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

[20] I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

[21] I have a dream today!

[22] I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of “interposition” and “nullification” – one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

[23] I have a dream today!

[24] I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; “and the glory of the Lord shall be revealed and all flesh shall see it together.”

[25] This is our hope, and this is the faith that I go back to the South with.

[26] With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

[27] And this will be the day – this will be the day when all of God’s children will be able to sing with new meaning:

[28] My country 'tis of thee, sweet land of liberty, of thee
I sing.

[29] Land where my fathers died, land of the Pilgrim's pride,

[30] From every mountainside, let freedom ring!

[31] And if America is to be a great nation, this must become
true.

[32] And so let freedom ring from the prodigious hilltops of
New Hampshire.

[33] Let freedom ring from the mighty mountains of New
York.

[34] Let freedom ring from the heightening Alleghenies of
Pennsylvania.

[35] Let freedom ring from the snow-capped Rockies of
Colorado.

[36] Let freedom ring from the curvaceous slopes of California.

[37] But not only that. Let freedom ring from Stone Mountain
of Georgia.

[38] Let freedom ring from Lookout Mountain of Tennessee.

[39] Let freedom ring from every hill and molehill of
Mississippi.

[40] From every mountainside, let freedom ring.

[41] And when this happens, when we allow freedom ring,
when we let it ring from every village and every hamlet, from every
state and every city, we will be able to speed up that day when all of
God's children, black men and white men, Jews and Gentiles,
Protestants and Catholics, will be able to join hands and sing in the
words of the old Negro spiritual:

[42] Free at last! Free at last!

[43] Thank God Almighty, we are free at last!

Speech Critique: Barack Obama delivers Inauguration Speech

*by Andrew Dlugan
January 20th, 2009*

Some will argue that Barack Obama's Inauguration speech was not his most electric speech, or that it failed to deliver on unreasonably high expectations.

Nonetheless, studying the speech provides five key speechwriting lessons that can help us all be better communicators.



You should:

1. Watch the video;
2. Read the analysis in this speech critique;
3. Study the speech text in the complete transcript; and
4. Share your thoughts on this presentation.

Note that numbers in square brackets (e.g. [14]) refer to paragraph numbers in the speech text at the end of this article.

Lesson 1 : Start with a Strong, Simple Speech Outline

Speech analysis by media pundits often focuses exclusively on the soundbites – a few phrases here and there hole-punched out of a 17-minute speech. It is easy to forget that other words were used to stitch together those soundbites into (hopefully) a cohesive whole.

So, it is worthwhile to study and analyze the speech outline of Obama's inauguration speech, because all speechwriters can learn

from the strong, simple structure which helped convey his message coherently.

Obama had to accomplish five tasks:

- Be frank and honest about the realities of the economy and wars
- Address the sagging morale and lack of confidence
- Appear strong
- Offer an olive branch to the world
- Make a call-to-action for personal contributions (along the lines of “Ask not what your country can do...”)

Obama achieved all of these aims in his inauguration speech using a simple six-part structure:

1. **Thank you** [paragraphs 1–2]

Some will point to Obama’s mention of Bush as mere formality, but it’s more significant than that. Obama is preaching respect for the individual regardless of whether you agree with them. Thus, it is important he follows his own advice. To do otherwise would damage his credibility.

2. **Honestly acknowledge the economic crisis** [paragraphs 3–7]

Obama was blunt and direct, using phrases like “*the challenges ... are real. They are serious and they are many.*” He didn’t promise solutions in this year or the next. As the economic issue is №1 in the minds of Americans, he was wise to address this first in his speech. Equally important, he showed great resolve and leadership with his powerful “*But know this, America – they will be met.*”

3. **Americans have always faced crises and overcome them** [paragraphs 8–17]

In this section of the speech, Obama stays consistent with his message of hope that won him the election. He is speaking directly to millions of Americans who feel the “*sapping of confidence across our land*” [paragraph 6]. He cites scripture [10], refers to the

Declaration of Independence [10], and then reminds his audience of the struggles of the past which were overcome [paragraphs 12–15]. He concludes this section by reminding everyone that the core American strength still persists [paragraph 16].

4. **Address cynics** [paragraphs 18–20]

This brief interlude seems to be aimed at Congress and other political forces. In an attempt to persuade those who are skeptical of his plans, the key phrase here is “Their memories are short.”

5. **Speak about and to the World** [paragraphs 21–26]

This section was very, very strong. His words are strong, yet friendly. He charts a new foreign policy which is anchored on common, human ideals. This part of the speech might be received quite favorably around the world.

6. **The solution lies within the determination of the people** [paragraphs 27–35]

Obama transitions back to the American people with remarkable skill. Drawing a parallel between the armed forces and *normal* citizens in terms of embodying a spirit of service was masterful. This is the call-to-action. The concluding story taken from the Revolutionary war was a great metaphor, and a fine way to conclude.

Lesson 2: Craft Impactful Lines

The message and outline are more important, but the soundbites are important too.

If there’s **one weakness in Obama’s speech**, it’s that there’s no *clear*, unmistakable phrase which people will be quoting years from now (although only time holds the definitive judgment).

- There was no “Ask not what your country can do for you”.
- There was no “I have a dream”.
- There was no “This was their finest hour.”
- There was no “Yes we can.”

But that's not to say that this speech was lacking in **wonderfully crafted and impactful lines**:

- “... *begin again the work of remaking America.*” [paragraph 16]
- “*Their memories are short.*” [18]
- “*The question we ask today is not whether our government is too big or too small, but whether it works*” [19] (He busts open the debate by reframing the question.)
- “*We reject as false the choice between our safety and our ideals.*” [21] (A particularly sharp indictment of Bush's policies.)
- “*We are ready to lead once more.*” [21] (Simply stated, but this is exactly what America's allies wanted to hear.)
- “*For the world has changed, and we must change with it.*” [26]
- “*What is required now is a new era of responsibility*” [29]

Lesson 3: Employ the Magical Rule of Three

Finding examples of the Rule of Three in speeches by great speakers is like finding smiling kids in a candy store. Examples abound! But this does not lessen the importance of this speechwriting tactic. Quite the opposite!

Here are just some of the examples in the inauguration speech of varying length:

- “*humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors.*” [paragraph 2]
- “*Homes have been lost; jobs shed; businesses shuttered.*” [5]
- “*Our health care is too costly; our schools fail too many; and [...] energy [...] threaten our planet.*” [5]
- “*all are equal, all are free, and all deserve [...] pursue [...] happiness.*” [10]
- “*struggled and sacrificed and worked*” [15]
- “*birth or wealth or faction*” [15]

- “*we must pick ourselves up, dust ourselves off, and begin again the work of remaking America*” [16]
- “*to spend wisely, reform bad habits, and do our business in the light of day*” [19]
- “*the justness of our cause, the force of our example, the tempering qualities of humility and restraint.*” [22]

Lesson 4: Amplify Words by Drawing Contrasts

Sometimes the best way to **highlight and sharpen concepts** is to **introduce contrast**.

Here are a few examples from Obama’s Inauguration speech:

- “*rising tides of prosperity and the still waters of peace*” versus “*gathering clouds and raging storms*” [paragraph 3]
- “*know that your people will judge you on what you can build, not what you destroy.*” [25]
- “*we will extend a hand if you are willing to unclench your fist*” [25]
- “*a man whose father less than sixty years ago might not have been served at a local restaurant can now stand before you to take a most sacred oath.*” [32]

Lesson 5: Thread Your Theme Throughout Your Speech

If the core message of your speech is *the plot* of the story, then the theme of your speech is *the setting and mood*. Stated another way, your message is the *what you say* – your theme is the *how you say it*.

Inauguration speeches are very naturally set with themes that emphasize the continuity and progress of a nation. Whatever the concerns of the era, they can be expressed relative to the past.

The theme for Obama’s inauguration speech could be expressed as “*drawing strength from our common past*”. (This is consistent with Obama’s intellect – he is well versed in the nation’s history through his studies of Lincoln and others.) This speech

repeatedly drew examples from the past and even urged the people to return to old values near the end of the speech:

“But those values upon which our success depends – hard work and honesty, courage and fair play, tolerance and curiosity, loyalty and patriotism – these things are old. These things are true. They have been the quiet force of progress throughout our history. What is demanded then is a return to these truths.”

All in all, there are numerous references to the past to set the theme for this speech:

- *“mindful of the sacrifices borne by our ancestors”* [paragraph 2]
- *“Forty-four Americans have now taken the presidential oath”* [3]
- *“faithful to the ideals of our forebearers, and true to our founding documents”* [3]
- *“So it has been. So it must be with this generation of Americans.”* [4]
- *“passed on from generation to generation”* [10]
- *“Our journey has never been ...”* [11]
- *“Concord and Gettysburg ; Normandy and Khe Sahn”* [14]
- At seven words, this passage is wonderfully brief, yet manages to span four wars: Revolutionary War, Civil War, World War II, and Vietnam War, respectively.
- *“Their memories are short.”* [18]
- *“Our Founding Fathers [...] expanded by the blood of generations.”* [21]
- *“Recall that earlier generations...”* [22]
- *“the fallen heroes who lie in Arlington”* [27]
- *“But those values upon which our success depends – hard work and honesty, courage and fair play, tolerance and curiosity, loyalty and patriotism – these things are old. These things are true. They have been the quiet force of progress throughout our history. What is demanded then is a return to these truths.”* [29]
- *“In the year of America’s birth...”* [33]

Speech Transcript – Barack Obama’s Inauguration Speech

[1] My fellow citizens:

[2] I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors. I thank President Bush for his service to our nation, as well as the generosity and cooperation he has shown throughout this transition.

[3] Forty-four Americans have now taken the presidential oath. The words have been spoken during rising tides of prosperity and the still waters of peace. Yet, every so often the oath is taken amidst gathering clouds and raging storms. At these moments, America has carried on not simply because of the skill or vision of those in high office, but because We the People have remained faithful to the ideals of our forbearers, and true to our founding documents.

[4] So it has been. So it must be with this generation of Americans.

[5] That we are in the midst of crisis is now well understood. Our nation is at war, against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost; jobs shed; businesses shuttered. Our health care is too costly; our schools fail too many; and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.

[6] These are the indicators of crisis, subject to data and statistics. Less measurable but no less profound is a sapping of confidence across our land – a nagging fear that America’s decline is inevitable, and that the next generation must lower its sights.

[7] Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But know this, America – they will be met.

[8] On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord.

[9] On this day, we come to proclaim an end to the petty grievances and false promises, the recriminations and worn out dogmas, that for far too long have strangled our politics.

[10] We remain a young nation, but in the words of Scripture, the time has come to set aside childish things. The time has come to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift, that noble idea, passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to pursue their full measure of happiness.

[11] In reaffirming the greatness of our nation, we understand that greatness is never a given. It must be earned. Our journey has never been one of short-cuts or settling for less. It has not been the path for the faint-hearted – for those who prefer leisure over work, or seek only the pleasures of riches and fame. Rather, it has been the risk-takers, the doers, the makers of things – some celebrated but more often men and women obscure in their labor, who have carried us up the long, rugged path towards prosperity and freedom.

[12] For us, they packed up their few worldly possessions and traveled across oceans in search of a new life.

[13] For us, they toiled in sweatshops and settled the West; endured the lash of the whip and plowed the hard earth.

[14] For us, they fought and died, in places like Concord and Gettysburg; Normandy and Khe Sahn.

[15] Time and again these men and women struggled and sacrificed and worked till their hands were raw so that we might live a better life. They saw America as bigger than the sum of our individual ambitions; greater than all the differences of birth or wealth or faction.

[16] This is the journey we continue today. We remain the most prosperous, powerful nation on Earth. Our workers are no less productive than when this crisis began. Our minds are no less inventive, our goods and services no less needed than they were last week or last month or last year. Our capacity remains undiminished. But our time of standing pat, of protecting narrow interests and putting off unpleasant decisions – that time has surely passed.

Starting today, we must pick ourselves up, dust ourselves off, and begin again the work of remaking America.

[17] For everywhere we look, there is work to be done. The state of the economy calls for action, bold and swift, and we will act – not only to create new jobs, but to lay a new foundation for growth. We will build the roads and bridges, the electric grids and digital lines that feed our commerce and bind us together. We will restore science to its rightful place, and wield technology’s wonders to raise health care’s quality and lower its cost. We will harness the sun and the winds and the soil to fuel our cars and run our factories. And we will transform our schools and colleges and universities to meet the demands of a new age. All this we can do. And all this we will do.

[18] Now, there are some who question the scale of our ambitions – who suggest that our system cannot tolerate too many big plans. Their memories are short. For they have forgotten what this country has already done; what free men and women can achieve when imagination is joined to common purpose, and necessity to courage.

[19] What the cynics fail to understand is that the ground has shifted beneath them – that the stale political arguments that have consumed us for so long no longer apply. The question we ask today is not whether our government is too big or too small, but whether it works – whether it helps families find jobs at a decent wage, care they can afford, a retirement that is dignified. Where the answer is yes, we intend to move forward. Where the answer is no, programs will end. And those of us who manage the public’s dollars will be held to account – to spend wisely, reform bad habits, and do our business in the light of day – because only then can we restore the vital trust between a people and their government.

[20] Nor is the question before us whether the market is a force for good or ill. Its power to generate wealth and expand freedom is unmatched, but this crisis has reminded us that without a watchful eye, the market can spin out of control – and that a nation cannot prosper long when it favors only the prosperous. The success of our economy has always depended not just on the size of our Gross

Domestic Product, but on the reach of our prosperity; on our ability to extend opportunity to every willing heart – not out of charity, but because it is the surest route to our common good.

[21] As for our common defense, we reject as false the choice between our safety and our ideals. Our Founding Fathers, faced with perils we can scarcely imagine, drafted a charter to assure the rule of law and the rights of man, a charter expanded by the blood of generations. Those ideals still light the world, and we will not give them up for expedience's sake. And so to all other peoples and governments who are watching today, from the grandest capitals to the small village where my father was born: know that America is a friend of each nation and every man, woman, and child who seeks a future of peace and dignity, and that we are ready to lead once more.

[22] Recall that earlier generations faced down fascism and communism not just with missiles and tanks, but with sturdy alliances and enduring convictions. They understood that our power alone cannot protect us, nor does it entitle us to do as we please. Instead, they knew that our power grows through its prudent use; our security emanates from the justness of our cause, the force of our example, the tempering qualities of humility and restraint.

[23] We are the keepers of this legacy. Guided by these principles once more, we can meet those new threats that demand even greater effort – even greater cooperation and understanding between nations. We will begin to responsibly leave Iraq to its people, and forge a hard-earned peace in Afghanistan. With old friends and former foes, we will work tirelessly to lessen the nuclear threat, and roll back the specter of a warming planet. We will not apologize for our way of life, nor will we waver in its defense, and for those who seek to advance their aims by inducing terror and slaughtering innocents, we say to you now that our spirit is stronger and cannot be broken; you cannot outlast us, and we will defeat you.

[24] For we know that our patchwork heritage is a strength, not a weakness. We are a nation of Christians and Muslims, Jews and Hindus – and non-believers. We are shaped by every language and culture, drawn from every end of this Earth; and because we have

tasted the bitter swill of civil war and segregation, and emerged from that dark chapter stronger and more united, we cannot help but believe that the old hatreds shall someday pass; that the lines of tribe shall soon dissolve; that as the world grows smaller, our common humanity shall reveal itself; and that America must play its role in ushering in a new era of peace.

[25] To the Muslim world, we seek a new way forward, based on mutual interest and mutual respect. To those leaders around the globe who seek to sow conflict, or blame their society's ills on the West – know that your people will judge you on what you can build, not what you destroy. To those who cling to power through corruption and deceit and the silencing of dissent, know that you are on the wrong side of history; but that we will extend a hand if you are willing to unclench your fist.

[26] To the people of poor nations, we pledge to work alongside you to make your farms flourish and let clean waters flow; to nourish starved bodies and feed hungry minds. And to those nations like ours that enjoy relative plenty, we say we can no longer afford indifference to suffering outside our borders; nor can we consume the world's resources without regard to effect. For the world has changed, and we must change with it.

[27] As we consider the road that unfolds before us, we remember with humble gratitude those brave Americans who, at this very hour, patrol far-off deserts and distant mountains. They have something to tell us today, just as the fallen heroes who lie in Arlington whisper through the ages. We honor them not only because they are guardians of our liberty, but because they embody the spirit of service; a willingness to find meaning in something greater than themselves. And yet, at this moment – a moment that will define a generation – it is precisely this spirit that must inhabit us all.

[28] For as much as government can do and must do, it is ultimately the faith and determination of the American people upon which this nation relies. It is the kindness to take in a stranger when the levees break, the selflessness of workers who would rather cut their hours than see a friend lose their job which sees us through our

darkest hours. It is the firefighter's courage to storm a stairway filled with smoke, but also a parent's willingness to nurture a child, that finally decides our fate.

[29] Our challenges may be new. The instruments with which we meet them may be new. But those values upon which our success depends – hard work and honesty, courage and fair play, tolerance and curiosity, loyalty and patriotism – these things are old. These things are true. They have been the quiet force of progress throughout our history. What is demanded then is a return to these truths. What is required of us now is a new era of responsibility – a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world, duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character, than giving our all to a difficult task.

[30] This is the price and the promise of citizenship.

[31] This is the source of our confidence – the knowledge that God calls on us to shape an uncertain destiny.

[32] This is the meaning of our liberty and our creed – why men and women and children of every race and every faith can join in celebration across this magnificent mall, and why a man whose father less than sixty years ago might not have been served at a local restaurant can now stand before you to take a most sacred oath.

[33] So let us mark this day with remembrance, of who we are and how far we have traveled. In the year of America's birth, in the coldest of months, a small band of patriots huddled by dying campfires on the shores of an icy river. The capital was abandoned. The enemy was advancing. The snow was stained with blood. At a moment when the outcome of our revolution was most in doubt, the father of our nation ordered these words be read to the people:

[34] "Let it be told to the future world ... that in the depth of winter, when nothing but hope and virtue could survive ... that the city and the country, alarmed at one common danger, came forth to meet [it]."

[35] America. In the face of our common dangers, in this winter of our hardship, let us remember these timeless words. With hope and virtue, let us brave once more the icy currents, and endure what storms may come. Let it be said by our children's children that when we were tested we refused to let this journey end, that we did not turn back nor did we falter; and with eyes fixed on the horizon and God's grace upon us, we carried forth that great gift of freedom and delivered it safely to future generations.

[36] Thank you. God bless you.

[37] And God bless the United States of America.

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