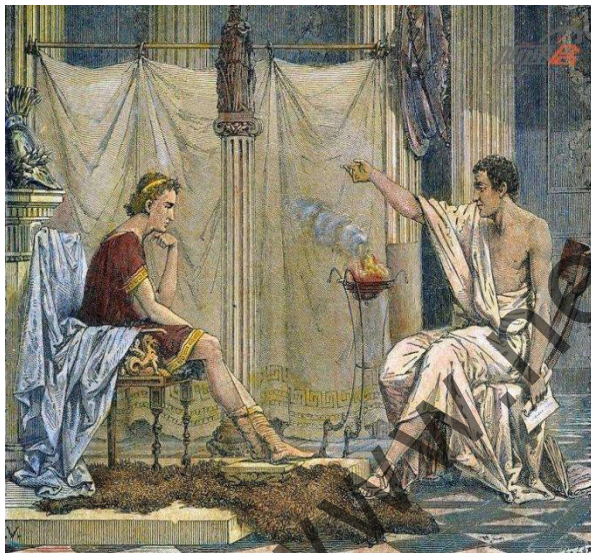

Unit 1

An Introduction to Public Speaking and Critical Thinking



*A speech has two parts.
Necessarily, you state your
case and you prove it.*

— Aristotle

Overview

Public speaking is the process or act of performing a speech to a live audience. It is usually structured with three general purposes: to persuade, to inform and to entertain. In this unit, you will know some basics about public speaking and critical thinking, learn to work out for your voice and cultivate critical thinking abilities through culture topic discussion. You are supposed to make some practice in public speaking activities.

Key Points and Difficult Points:**Key Points:**

1. To understand basics of public speaking and critical thinking
2. To understand skills to make public speeches
3. To enlarge knowledge about current culture topics

Difficult Points:

1. Be able to work out for your voice
2. Be able to apply skills to make public speeches
3. Be able to apply critical thinking to discuss culture topics



Pre-class Tasks

Task 1: Selecting a Topic

Select one culture topic from the list of in-class Task 1. Then prepare a 3-minute speech and present it on a public occasion. Try to supplement the chart by your own research.

Task 2: Working Out for Your Voice

Step 1

Enjoy the speech entitled **My View on Cross-cultural Communication** on the course resources website. Then try to answer the following questions:

1. How do you evaluate the speech?
2. Does the speaker achieve a successful voice effect? And how?



Step 2

Following are some suggestions for working out for your voice in public speaking. Several of you will be asked to go to the front of the classroom to show the 3-minute pre-class speech again. Follow these instructions to make your speech more effective and impressive.



A good voice is important for public speaking. Effective breath control improves the sound of your voice in several ways. There are a lot of practical things you can do to improve the quality of your voice, from learning to breathe properly to trying specific warm-up exercises before speaking. These aren't overnight solutions, but with time and work, you can absolutely improve the quality of your voice.

■ Breathing and Standing Correctly

✓ Learn to breathe. As you inhale and exhale, try to inflate your stomach and kidney areas with your breath. To ensure that you're breathing into these areas, place your hands around your waist, with your thumbs on your back, your fingers at your front, and your palms resting on your sides down towards your hips. You should feel your hands expand and contract with each breath. Over time, as you strengthen your breath, these expansions and contractions will get bigger and longer.

✓ Learn the correct posture. Pay attention to the position of your feet, knees, hips, chest, shoulders, arms, and head. Your feet should be

slightly apart, with one foot slightly in front of the other so that your weight is slightly forward. Your knees should be relaxed and slightly bent. Your hands should be relaxed and hanging at your sides. Your shoulders should slide back and down so that your back is straight and your head is high. Your chest should be slightly up and out—this will likely happen naturally when you pull your shoulders back and down. Your chin should be parallel with the floor—neither lifted nor pointed downward.

✓ Relax. Once you've moved into the correct posture, check in to make sure that you are not holding tension anywhere. It should not feel as though you're forcing your chest out or your back to be straight. Be sure to relax your face and your neck. Speaking while your body and face are tensed will only make it more difficult to produce a high-quality sound.

■ **Having the Correct Mouth Position**

✓ Have an open but relaxed mouth. Your mouth should be wide open when you speak, but avoid the temptation to open it so wide that your face and neck muscles tense up. Check in to make sure that your lips, jaw, and neck feel loose and relaxed.

✓ Lift your soft palate. A common piece of advice from professional speakers is to create space in your mouth. Opening your mouth wide is part of how you can do this; another part of creating space involves dropping your jaw and tongue, and lifting your soft palate.

✓ Ensure your tongue is positioned correctly. When creating space in your mouth, make sure that your tongue is out of the way. Let it rest softly at the bottom of your mouth, with its tip touching the back of your lower teeth.

✓ Remember to swallow. Too much saliva in your mouth might make it difficult to speak, so remember to swallow before starting.

■ **Using Vocal Exercises to Strengthen Your Voice**

✓ Warm up. Before speaking or doing more demanding vocal exercises, you'll benefit from doing some of the following simple exercises to warm up your voice: yawning, coughing very gently or humming.

✓ Speak scales. Starting as low as you can comfortably speak, gently move up the scale using a "me" sound until you reach the highest note at which you are comfortable. Then, move down the scale from high to low using an "e" sound.

✓ Practise "woo" scales. Your mouth should look as though you're sucking in a long string of spaghetti as you inhale. When you exhale, make a "woo" sound. Keep the sound steady as you exhale, and do this 2 to 3 times.

✓ Practise smooth projection with words and phrases. Say groups of single words or entire phrases without stopping between the words — treat them as a single word. Lengthen the vowels and exaggerate the vocalization of each word as you say it.

✓ Cool down. As with physical exercises, cooling down after doing vocal exercises is important. One way to cool down is to do the same simple vocal warm-ups you started with, for example, yawning, light coughing, and humming.

✓ Remember to breathe and stay relaxed. Whether you're warming up, or giving a speech, breathing deeply and keeping your body, throat, and face relaxed are key to ensuring a high-quality voice.

■ Learning from Others

✓ Find a good, professional teacher. A good teacher can give you detailed feedback and advice on how to improve your voice.

✓ Listen closely to professional speakers. Listen to the way they handle their breath, volume, articulation, control, vocal habits, and resonance. If you're particularly fond of their style, see if you can replicate it.

✓ Watch professional speakers. Pay attention to how they breathe and support the notes with their breath. Note their posture and body language. Watch the way they use their lips to shape the sounds and words that they are saying.

✓ Question things. You've already read about questioning assumptions and questioning authority figures. Now you're about to be told to question... everything? Asking questions is perhaps the quintessential act of critical thinking. If you don't know what questions to ask, or don't ask the questions in the first place, you may as well not get the answer. Finding the answer, and finding it elegantly, is what critical thinking is all about.

■ **Adjusting Your Perspective**

✓ Understand your own biases. Human judgement can be subjective, frail, and spiteful. Understanding what your biases are and where they are may affect how you deal with information.

✓ Don't just think one or two steps ahead. Think several and try to imagine the possible futures the problem you're working on may take on.

✓ Read great books. Great writing has the power to frame debate, enlighten or unleash emotion.

✓ Put yourself in other people's shoes. Empathy can also help you develop your critical thinking skills. Putting yourself in the shoes of others will help you imagine their motivations, aspirations, and turmoils. You can use this information to be persuasive.

✓ Set aside at least 30 minutes a day to improve your brain function.

■ **Putting It All Together**

✓ Understand all your options. When you want to use your critical thinking skills to act, it helps to know what your options are. Lay them all out there, and then weigh the options.

✓ Surround yourself with people smarter than you. If you really want to develop critical thinking skills, converse with people smarter than yourself. You can bet that some of their intelligence is going to permeate your perspective.

✓ Fail until you succeed. Be fearless in the face of failure. Failure is just another way of figuring out what doesn't work. Use failure to your advantage by learning from your lessons. The popular myth is that successful people never fail, when the truth is that successful people fail until they succeed, at which point their success is the only thing that's visible.

Questions:

1. How to improve critical thinking abilities?

2. How to perfect your questioning skills?

3. How to adjust your perspectives?

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In-class Tasks

Task 1: Topic Sharing

Share what you've found in the pre-class research with your partners. Try to express your ideas and enlarge your knowledge concerned with the topic of culture. Please check out who offers more ideas in your group.

Culture Topics

1. My view on culture globalization.
2. The interplay between culture and education.
3. How to pass on cultural traditions to children?
4. The difference between culture and entertainment.
5. The influence of Western culture on Chinese culture.
6. How cultures around the world think about parenting.
7. How to use art to bridge misunderstanding among countries?
8. Chinese arts festival takes root and flourishes in foreign countries.

More Topics to Be Added



Task 2: Making and Evaluating Your Speech

In this section, you are supposed to learn some basic knowledge for making public speeches. Then, you will practice making a culture topic speech in cooperation with your partners.

Step 1: Make a Public Speech



In business, in school, and in public life, we are often called upon to "make a few comments." Often, people might not know what to talk about, or ramble without making a point, or simply be confusing to listen to. This section is designed to help you shine where others falter. You'll learn some basic skills for making public speeches and delivering them confidently. By the end, you should be able to significantly reduce your fear of public speaking, use rehearsal techniques to develop a strong, vibrant speaking voice, and perform speeches with dynamic movement and gestures. Following are the suggestions:

- Research a topic. Good speakers stick to what they know. Great speakers research what they need to convey their message.
- Focus. Help your audience grasp your message by focusing on your message. Stories, humor, or other "sidebars" should connect to the core idea. Anything that doesn't need to be edited out.
- Organize ideas logically. A well-organized presentation can be absorbed with minimal mental strain. Bridging is key.
- Employ quotations, facts, and statistics. Don't include these for the sake of including them, but do use them appropriately to complement your ideas.
- Master metaphors. Metaphors enhance the understandability of the message in a way that direct language often cannot.
- Tell a story: Everyone loves a story. Points wrapped up in a story are more memorable.

- Start strong and close stronger. The body of your presentation should be strong too, but your audience will remember your first and last words.
- Incorporate humour. Knowing when to use humor is essential. So is developing the comedic timing to deliver it with greatest effect.
- Vary vocal pace, tone, and volume. A monotone voice is like fingernails on the chalkboard.
- Punctuate words with gestures. Gestures should complement your words in harmony. Tell them how big the fish was, and show them with your arms.
- Utilize 3-dimensional space. Chaining yourself to the lectern limits the energy and passion you can exhibit. Lose the notes, and lose the chain.
- Complement words with visual aids. Visual aids should aid the message; they should not be the message.
- Analyze your audience. Deliver the message they want or need to hear.
- Connect with the audience. Eye contact is only the first step. Aim to have the audience conclude "This speaker is just like me!" The sooner, the better.
- Interact with the audience. Ask questions and care about the answers. Solicit volunteers. Make your presentation a dialogue.
- Conduct a Q&A session. Not every speaking opportunity affords a Q&A session, but understand how to lead one productively. Use the Q&A to solidify the impression that you are an expert, not just a speaker.
- Lead a discussion. Again, not every speaking opportunity affords time for a discussion, but know how to engage the audience productively.
- Obey time constraints. Maybe you have 2 minutes. Maybe you have 45. Either way, customize your presentation to fit the time allowed, and respect your audience by not going over time.
- Craft an introduction. Set the context and make sure the audience is ready to go, whether the introduction is for you or for someone else.
- Exhibit confidence and poise. These qualities are sometimes difficult for a speaker to attain, but easy for an audience to sense.

- Handle unexpected issues smoothly. Maybe the lights will go out. Maybe the projector is dead. Have a plan to handle every situation.
- Be coherent when speaking off the cuff. Impromptu speaking leaves a lasting impression, too. Doing it well tells the audience that you are personable, and that you are an expert who knows their stuff beyond the slides and prepared speech.
- Seek and utilize feedback. Understand that no presentation or presenter is perfect. Aim for continuous improvement, and understand that the best way to improve is to solicit candid feedback from as many people as you can.
- Listen critically and analyze other speakers. Study the strengths and weaknesses of other speakers.
- Act and speak ethically. Since public speaking fears are so common, realize the tremendous power of influence that you hold. Use this power responsibly.

Step 2: Evaluate the Public Speech

There are certain criteria for judging effective public speeches. Read the following section and learn how to evaluate your speech.

The areas most commonly focused on in a speech evaluation are as follows:

■ Introduction

- ✓ Did it capture attention & interest?
- ✓ Was the topic introduced clearly?
- ✓ Was the topic related to the audience?
- ✓ Did the speaker have topic-credibility?
- ✓ Was the body of the speech previewed?

■ Body

- ✓ Were the main points clear?
- ✓ Were the main points supported?
- ✓ Were the main points logically presented?
- ✓ Were the transitions between main points clear and effective?

■ Conclusion

- ✓ Was the transition to the end of the speech signaled?
- ✓ Was there a summary of principal points?
- ✓ Was there an effective close and/or call to action?

■ Language

- ✓ Was the language used appropriate for the topic and the audience?
- ✓ Was the language varied?

■ Delivery

- ✓ Were the notes, visual aids, etc. organized before the start?
- ✓ Was the beginning poised?
- ✓ Was there good use of eye contact?
- ✓ Was the body language effective?
- ✓ Was the speaking rate flexible and effective?
- ✓ Was the speaking volume appropriate and varied?
- ✓ Was there fluency, an absence of fillers like 'ahs' & 'ums'?
- ✓ Did the speaker show enthusiasm for the topic?
- ✓ Were there visual aids & were they appropriate & integrated into the speech?
- ✓ Did the speech finish with poise?

■ Overall Evaluation

- ✓ Did the speaker achieve the assignment's purpose?
- ✓ Was the topic researched?
- ✓ Did the topic adapt well to the audience?
- ✓ Were the audience interested in?
- ✓ Was the speech completed within the time limit?

Task 3: Speech-making Practice**Step 1:**

Suppose you have been invited to attend an international culture seminar. The theme is about the importance of cultural diversity. The participants are mainly researchers or education professionals. Focus on one aspect of the topic and prepare a 5-minute speech on it. You will be invited to present it in front of the classroom. Don't forget to check basics about public speaking

and critical thinking for reference.

Step 2:

Design a self-assessment sheet which will help assess your critical thinking in the speech. The following sample is for your reference.

Aspect		Self-reflection (Achievements & Weaknesses)	
Content	Topic		
	Beginning		
	Body	Effectiveness of Evidence	
		Logic of Arguments	
	Ending		
Delivery			
Language			
Rhetorical Devices			

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After-class Tasks

Task 1: Reviewing Questions

1. What are the general features of critical thinking?
2. How to work out for your voice?
3. How to evaluate culture-topic speeches through critical thinking?

Task 2: Imitation Practice

Find a well-designed public speech on cultural issues delivered by a native speaker. Enjoy the speech with an attention to the speaker's overall performance. Then try to imitate his/her voice effect, body language, and sentence stress, etc. Practice by your own and video your speech. Make a comparison between your performance and that of the native speaker. Based on the analysis, you should find ways to improve the delivery of your speech.

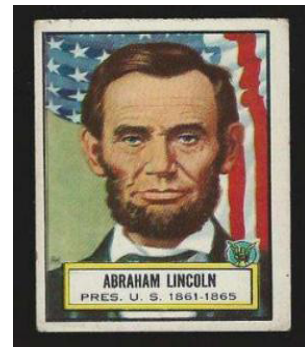
Task 3: Famous Speech Appreciation

The Gettysburg Address, Abraham Lincoln, Nov. 19, 1863

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.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. 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. 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.

Questions:

1. Does the speaker achieve a satisfactory voice effect? And what are the tips for fulfilling this goal?

2. How will you evaluate this speech from the perspective of critical thinking? What about the introduction, the body, and the conclusion?

Reflection and Self-assessment

1. I can share opinions on culture topics with my partners in English.
 Excellent Good Fair Weak Poor
2. I am familiar with current culture issues.
 Excellent Good Fair Weak Poor
3. I understand the basic information about critical thinking.
 Excellent Good Fair Weak Poor
4. I understand the basic information about public speaking.
 Excellent Good Fair Weak Poor
5. I can present a culture topic speech.
 Excellent Good Fair Weak Poor

References

1. Pre-class Speech Script

My Views on Cross-cultural Communication

Good morning, ladies and gentlemen. It's no secret that nowadays we need to communicate effectively with individuals from other countries and good cross-cultural communication should be a top priority. However, this can be quite challenging. Just imagine the mutual incomprehension and embarrassment that sometimes arise between people from different cultural backgrounds. So how to improve the cross-cultural communication skills? I have the following aspects to elaborate my view.

Firstly, we should learn to accept cultural diversities. The co-existence of different cultural contexts brings new communication challenges to life and to workplace as well. These differences should be considered in an effort to optimize communications between the two parties. For example, some European cultures such as Germany and Britain are more keenly conscious of the passage of time than those in Latin American cultures. They attach great importance to the schedule of their time. But for Latin Americans, precise time may not play any real role and it is

unlikely for them to understand the European obsession with precise time and schedules. Therefore, learning the basics about culture in different countries is important, which will fulfill the basic level of understanding and the two parties have to adjust their expectations accordingly in cross-cultural communication.

Secondly, we should develop awareness of individual cultures. Learning the basics about culture in different countries is important. This is necessary even for the basic level of understanding required to engage in appropriate greetings and physical contact. For instance, the firm handshake that is widely accepted in the U.S. is not recognized in all other cultures. It is important that employees communicating across cultures practice patience and work to increase their knowledge and understanding of these cultures. This requires the ability to see that a person's own behaviors and reactions are often culturally driven and that while they may not match our own, they are culturally appropriate. Work to keep everyone involved aware and respectful of such differences.

To sum up, the cross-cultural communication poses a great challenge to the people involved. We should not only recognize the existence of cultural diversities, but also learn the basics about cultures on different occasions. Making ourselves the global citizens is the task we are all facing now.

2. The Speech Appreciation Section is an excerpt from "The Gettysburg Address" delivered by Abraham Lincoln.

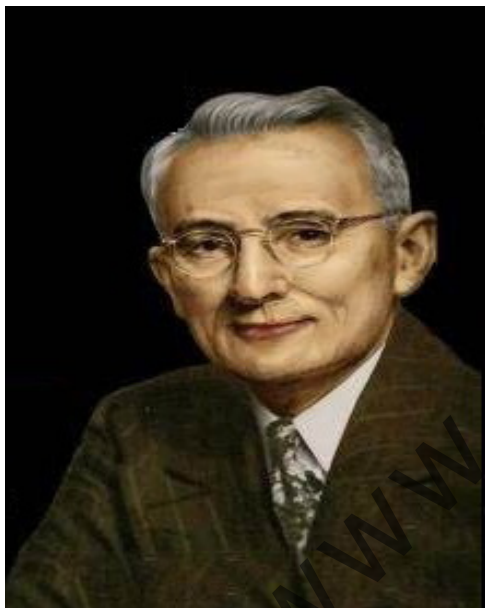
<https://www.bilibili.com/video/av21343876/>

3. Other Online Resources for Reference:

- a. Why Cultural Diversity Matters
- b. Learn a New Culture
- c. Corporate Culture — Leader's Secret Asset

Unit 2

Selecting the Speech Topic



*Great speakers are not born,
they are trained.*

— Dale Carnegie

Overview

Topic is the subject of a speech and speech-making starts with choosing a topic. Usually the speech topic is determined by the occasion, the audience and the speaker's qualification. In this unit, you will know some basics about speech topics and critical thinking, learn to make effective eye contact and cultivate critical thinking abilities through topic discussion. You are supposed to make some practice on selecting education topics and proposing the topics in public speaking activities.

Key Points and Difficult Points:

Key Points:

1. To understand skills to select speech topics
2. To understand skills to make public speeches
3. To enlarge knowledge about current education issues

Difficult Points:

1. Be able to make effective eye contact with the audience
2. Be able to apply skills to make public speeches
3. Be able to apply critical thinking to discuss education topics



Pre-class Tasks

Task 1: Selecting a Topic

Select one education topic from the list of in-class Task 1. Then prepare a 3-minute speech and present it on a public occasion. Try to supplement the chart by your own research.

Task 2: Practicing Eye Contact

Step 1

Enjoy the speech entitled **Online Learning or Traditional Learning** on the course resources website. Then answer the following questions:

1. How do you evaluate the speech? Is the topic impressive?
2. Has the speaker made effective eye contact with the audience?



Step 2

Following are some suggestions for making effective eye contact in public speaking. Several of you will be asked to go to the front of the classroom to show the 3-minute pre-class speech again. Follow these instructions to make your speech more effective and impressive.



Eye contact is a form of nonverbal communication and it has a large influence on social behavior. Effective eye contact is crucial to public speaking. It is a sign of openness, credibility and reliability and helps engage the audience and improve speaker's performance. Following are some tips for making good eye contact in public speaking:

- Learn to overcome fear and nervousness. The key to overcoming awkward sensations lies in diligent practice. Gradually increasing the amount of eye contact while speaking will help you adapt to the unfamiliar experience.
- You will never be able to make eye contact with every person in a large group. Look slightly above the crowd. Aim your eyes 2-3 inches above the heads of the group without focusing on one particular person.
- Shift your gaze every 10-15 seconds. You do not want to look straight ahead throughout the speech. Every so often, turn your head a different direction. Try to look at every section of the crowd once or twice so that the whole audience feel like they have your attention.
- Alternatively, choose 4-5 people to look at. This works best if you know several people in the crowd and feel comfortable speaking to them, like a classroom presentation.
- Make full eye contact when someone else is speaking in group. This

lets the speaker know that he/she has your attention and you care about what he/she has to say.

Task 3: Critical Thinking Challenge

The following section gives a general introduction of critical thinking challenge. Read it through and assess what critical thinking qualities you possess.



Critical thinking is the objective analysis of facts to form a judgment. It is self-directed, self-disciplined, self-corrective and it entails quite effective communication and problem-solving abilities, as well as a commitment to overcoming our native ego-centrism. To sum up, the ultimate objective in thinking critically is to come to conclusions that are correct and to make decisions that are wise.

Following is a list of skills that covers almost every quality that people believe is important in critical thinking. Read and check what qualities you possess. All are in the question form:

How well do you

- determine what information is or is not pertinent
- distinguish between rational claims and emotional ones
- separate fact from opinion
- spot deception and holes in the arguments of others
- present your own analysis of the data or information
- recognize logical flaws in arguments
- draw connections between discrete sources of information
- attend to contradictory, inadequate, or ambiguous information
- construct cogent arguments rooted in data rather than opinion
- select the strongest set of supporting data

- avoid overstated conclusions
- recognize that a problem may have no clear answer or single solution
- propose other options and weigh them in the decision
- correctly and precisely use evidence to defend the argument
- logically and cohesively organize the argument
- avoid extraneous elements in an argument's development
- present evidence in an order that contributes to a persuasive argument

Questions:

1. What critical thinking qualities do you possess?

2. Which aspects do you need to improve?

3. What other critical thinking qualities do you know?

In-class Tasks

Task 1: Topic Sharing

Share what you've found in pre-class research with your partners. Try to express your ideas and enlarge your knowledge concerned with the topic of education. Please check out who offers more ideas in your group.

Education Topics

1. Home Schooling vs. Traditional Schooling
2. Why is dance as important as maths in school?
3. Technological development needs the humanities.
4. How to inspire every student to be a lifelong reader?
5. How to improve music classes in a new era of education?
6. Should life-skill classes be required for every student?
7. Why is China just as desperate for education reform as the U.S.?
8. Are pre-university students too young to live in foreign countries?

More Topics to Be Added



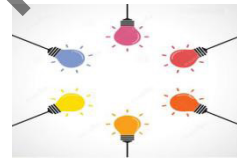
Task 2: Selecting and Evaluating Topics

In this section, you are supposed to learn the skills for selecting topics. Then, you will practice selecting education topics for public speaking in cooperation with your partners.

Step 1: Select Topics

Brainstorming for Topics

In public speaking, you are seldom assigned a specific topic. Therefore, the first task for a public speaker is to select a topic. Choosing or finding a topic can be frustrating, but there are a number of brainstorming procedures you can follow to get started.



■ Personal Inventory

Make a quick inventory of your past experiences, interests, hobbies, skills, beliefs and so forth. From this list you may find a specific topic.

■ Clustering

Take a sheet of paper and divide it into nine columns. Fill in the information as follows: people, places, things, events, processes, concepts, natural phenomena, problems, plans and policies. It is quite likely that several items on your list will strike you as potential topics.

■ Reference Search

Browse through an encyclopedia, a periodical database, or some other reference works until you come across what might be a good speech topic.

■ Internet Search

Another suggestion is to connect to a subject-based search engine. When you click on one of the categories, you will see a group of subcategories, which might get you closer to a speech topic.

Audience-Analysis Survey

Good public speakers are audience-centered. They know the major purpose of speech-making is to gain a desired response from listeners. Therefore, the speaker needs to identify the audience's age, gender, religion, group membership, and racial, ethnic, or cultural background. An audience-analysis questionnaire is an effective method to gather the information. Usually there are four major types of questions you can apply for reference, namely yes-no questions, scale questions, multiple choice questions, and open-ended questions. Once you complete the audience analysis, try to anticipate questions and objections, and try to answer them in advance. After the speech, think about the audience's response and changes you would make.

Determine the Purpose

The general purpose of your speech usually falls into one of two overlapping categories — to inform or to persuade. When our general purpose is to inform, you act as a teacher or lecturer to convey information clearly and accurately. When your general purpose is to persuade, you act as an advocate. You go beyond giving information to change or structure the attitudes or actions of your audience. Once you have chosen a topic and a general purpose, you must further determine the specific purpose of your speech. The specific purpose should focus on one aspect of the topic. Below is a sample for your reference:

Topic: Music Therapy

General purpose: To inform

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

Step 2: Evaluate Speech Topics

With an analysis on the supposed audience and purpose of the speech, select three topics from the list of in-class task 1. Explain to your group members the reasons for choosing these topics, the specific purpose of the speech, and the main points to be made. Note down your thoughts in the following table.

Topics	Reasons	Specific Purposes	Main Points

Task 3: Proposing Topics in Public Speaking

Make practice on presenting education topics to your partners with a reference to the following samples. You should finish at least the first introductory section of your speech.

- "Declaration of War to Japan" by Franklin Roosevelt, 1941 "Mr. Vice President, members of the Senate and the House of Representatives: Yesterday, December 7, 1941 — a date which will live in infamy — the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan." (stick to the point)
- "Confronting Myself" by CCTV Cup ESC Contestant "What do you do in the face of a challenge? Face it or run away? I choose to face it. Life is about taking up challenges and facing adversities one after another." (present different options)
- "Walls and Bridges" by CCTV Cup ESC Contestant "Thank you, ladies and gentlemen. My topic today is *Walls and Bridges*. I'm studying in a city famous for its city walls. All visitors to my city are amazed by the imposing sight of the city walls..." (stick to the point)
- "I Have a Dream" by Martin Luther King, 1963 "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." (highlight the significance)

Task 4: Speech-making Practice

Step 1:

Suppose you are the student representative of your school to attend a local education conference. The theme of the conference is focused on the education reform from kindergarten to higher education. The audience are mainly school administrators or education professionals. Select one education topic and prepare a 5-minute speech on it. You will be invited to present your speech in front of the classroom. Don't forget to make necessary audience analysis and clarify the purpose of your speech in advance.

Step 2:

Design a self-assessment sheet which will help assess your critical thinking in the speech. The following sample is for your reference.

Aspect		Self-reflection (Achievements & Weaknesses)	
Content	Topic		
	Beginning		
	Body	Effectiveness of Evidence	
		Logic of Arguments	
	Ending		
Delivery			
Language			
Rhetorical Devices			