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INTRODUCTION TO PUBLIC SPEAKING AND PRESENTING

Учебное пособие

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Учебное пособие содержит рекомендации по подготовке устной презентации на английском языке, а также упражнения для формирования навыков успешного выступления. Пособие предназначено для студентов, обучающихся по направлению 44.03.01 «Педагогическое образование» (профиль: «Иностранный язык») и по направлению 44.04.01 Педагогическое образование (магистерская программа «Языковое образование» и «Историческое образование»).

Настоящее пособие может быть использовано на занятиях по практике устной и письменной речи и в процессе изучения английского языка в качестве второго иностранного. Представленные в пособии материалы и задания рассчитаны на 16-20 часов аудиторных занятий и такой же объем самостоятельной работы.

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Introduction

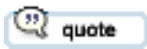
Public presentation of any kind, be it a speech/ talk/ workshop or a poster presentation, is a particularly effective way of getting your ideas across to people locally or worldwide. A variety of rhetorical devices, IT tools and visuals can perform a valuable service for presenters and the audience; however, the biggest issue is how to convey ideas efficiently without making your presentation boring, gimmicky or even counterproductive.

The first part of this book is devoted to the art of oratory and introduces the reader to three exceptional speeches delivered by the public figures in different countries on one occasion - the beginning of the World War II. Some background information is given in Russian for the students of different levels to understand the historical situation better. More advanced students will be able to practice interpreting skills. Reading and analysis of the speeches will help the students to understand what makes public speaking a powerful instrument of influence.

The information and the exercises given in **the second part** of the book will help you to improve your presenting skills by providing some useful tips on the stages of preparing a talk, dealing with its structure, content, interaction with the audience, body language and much more. Special focus is made on the DOs and DON'Ts of an effective PowerPoint presentation.

In the **Supplement** you will find a glossary of rhetorical devices, the guidelines for presenting at an international conference, poster presentation tips, and a sample evaluation form for students' presentations and speeches.

Part I. What Makes a Speech Great



Speech is power: speech is to persuade, to convert, to compel.

Ralph Waldo Emerson



Rhetoric is the art of using language so as to persuade or influence others. As a skill that can be taught, rhetoric flourished in ancient Greece where Socrates, Plato, and Aristotle explored the most effective techniques of persuasive oratory. This art of “enchanting the soul” (*Plato*) is a powerful tool in modern times, too. Great orators can stir up our emotions, spur people to any action, and even start revolutions. Memorable speeches and addresses are given on special occasions, such as presidential inaugurations, rallies, award ceremonies, graduations, dedications, weddings, etc. War conflicts and political debate also brought to life many examples of exceptional speeches made by some of the greatest orators in history – Martin Luther King, Abraham Lincoln, John F. Kennedy, Mahatma Gandhi, Winston Churchill, Charles de Gaulle, Lev Trotsky and many others.



1. The Greatest Speeches in History Quiz

- a) Look at the names in the left-hand column. What do you know about these historical figures?
- b) In pairs, match the speakers with the speeches they made on different occasions (the dates will help you to do the quiz).

1. Martin Luther King, Jr	a. The Gettysburg Address (1863)
2. Franklin Delano Roosevelt	b. On Women's Right to Vote (1873)
	c. King's Speech after Britain's Declaration of

3. John F. Kennedy	War against Germany (1939)
4. Winston Churchill	d. On the Nazi Invasion of the Soviet Union (1941)
5. George VI	
6. Ronald Reagan	e. Pearl Harbor Address to the Nation (1941)
7. Susan B. Anthony	f. "Iron Curtain" (1946)
8. Bill Clinton	g. Nobel Prize Acceptance Speech (1950)
9. Abraham Lincoln	h. "We Choose to Go to the Moon" (1962)
10. George W. Bush	i. "I Have A Dream" (1963)
11. Vyacheslav Molotov	j. "Tear Down this Wall" (1987)
12. William Faulkner	k. "I Have Sinned" (1998)
	l. After September 11th (2001)

c) In small groups, check your answers with other students and discuss the possible occasion, purpose and the target audience of the speeches.

d) The transcripts and audio files of these speeches are available on The History Place website (see The Great Speeches Collection at <http://www.historyplace.com/speeches/previous.htm>). Listen to one or two speeches of your choice and share your impressions with the class.



2. What Makes a Great Speech?

The best way to learn how to write speeches is to read the great ones, from M.L.King's Mountaintop speech to Steve Jobs' 2005 commencement address. In his article for The Huffington Post, Dr Arlo Brady shares about what it takes to make a really great speech and what one can learn from great speakers.

- a) Read the article and give Russian equivalents to the words and phrases in bold.
- b) Comment on the names of the orators mentioned in the text and find all speeches cited by the author on The History Place website (<http://www.historyplace.com/speeches/previous.htm>).
- c) In pairs, make a short list of tips (up to 10) for giving a great speech.

What Makes a Great Speech?

by A. Brady

A great place to start when considering the art of the oratory is ancient Greece and Rome. In both cases, a culture of debate developed whereby one's ability to set out a ***persuasive argument*** was the way politics was advanced. The children of the wealthy were taught public speaking as a core part of the curriculum - a tradition that still remains in many of Britain's great public schools and elite universities.

The primary learning from these ancient times that remains relevant today is the liberal use of the ***tricolon device***. This is the idea that when writing a speech, it's important to group your examples into threes. The most famous example probably being Julius Caesar's iconic 'Veni, vidi, vici' (I came; I saw; I conquered). Winston Churchill also used the device frequently - just look at his famous Battle of Britain speech, where he said "Never in the field of human conflict was so much owed by so many to so few." More recently, Tony Blair famously used a tricolon when talking about his Labour government's commitment to 'education, education, education'. It's the use of devices like this that make the content of great speeches 'sticky'. Without this, the speech may be well-delivered and impressive to behold in the moment, but its ***core message*** may not persist in our cultural memory.

The other technique most often deployed by speechwriters is the overt ***use of imagery*** - e.g. JFK's inaugural observation that "The torch has been passed to a new generation of Americans." <...> The combination of the

words and image means that this statement gets imprinted onto the brain in a way that cannot be achieved by words alone.

In the case of Martin Luther King, he did this not only through the use of **evocative phrases** like the “red hills of Georgia” or “curvaceous slopes of California”, but he also made use of actual imagery - the location itself - to imprint on people’s minds. In his speech he refers to the National Mall’s “hallowed spot” and there can be no doubt that the choice of location and scale of audience drove its subsequent pickup across the nation. <...>

Looking at King’s speech and other contemporary oratory, where video or audio footage is available, there are a series of other learnings that are worthy of mention:

The first is **the power of the pause**. Most people in my experience speak too quickly, trying to cram as much as possible into a finite period of time. Audiences only ever have a short **attention span**, and no matter how much content you go through, they won’t take it all in. You need to consider from the start the three key points you want your audience to take away - and go no further.

The second is **the power of repetition**. Tell people your main argument, and then tell them again in a slightly different guise.

The third is **the power of emotion**. A great speech tends to include humor, pain, surprise - and the corresponding emotions: smiles, grimaces etc.

The fourth is the use of gestures and hand movements. <...> Hand movements and speech are closely linked - our brains are wired to evaluate the two together, to get an accurate understanding of meaning.

The fifth observation is that the great speeches tend to be written by one or two people, not a committee. <...>

My final observation is that over the last decade, as the media has evolved, so our attention spans have shortened. Hour-long speeches are routinely condensed to **a soundbite** that flickers across the bottom of Sky

News. You know this is going to happen, so why not create a speech that is a vehicle for a powerful soundbite, one that encapsulates your argument or invites the audience to dig deeper. When King tells me that he has a dream, I want to know more. I can choose between Malcolm X's "Bullet or the Ballot" with ease, without hearing his full argument. Despite telling three powerful stories from his own life, I don't think Steve Jobs really intended for his Stanford audience to take away anything other than the idea that they should "Stay hungry. Stay Foolish". In fact, in an effort to underline its importance, he even repeated it twice.

In summary, I think what's clear is that to make a good speech great, you need to have 'sticky' *inviting content* and you need *to deliver the message with passion and charisma*. The location and sense of occasion is certainly important - think JFK's 'Ich bin ein Berliner' in front of West Berlin's city hall - but if you really crack the oratory, the location can fade into the background. I doubt that many people remember that JFK's equally-iconic "We choose to go to the moon", was delivered not on the steps of the Lincoln Memorial but on a simple platform in the middle of Rice University's football field in Houston.

(abridged from http://www.huffingtonpost.co.uk/dr-arlo-brady/what-makes-a-great-speech_b_3854861.html)



3. Rhetorical Devices and Figures of Speech

- a) Study the Glossary of Rhetorical Devices and Figures of Speech illustrated with examples in Supplement 1.
- b) Choose one of the speeches available on The History Place website (see The Great Speeches Collection at <http://www.historyplace.com/speeches/previous.htm>) and find examples of using imagery and other rhetorical devices.