BBI 2417
PUBLIC SPEAKING
Semester 1, 2011/12

STUDENT-DIRECTED LEARNING PORTFOLIO

ENGLISH LANGUAGE PROFICIENCY UNIT
DEPARTMENT OF ENGLISH LANGUAGE
Activity 1.

Purpose: To help you to understand more clearly the importance of psychological setting as it relates to developing your abilities as a public speaker.

Instructions: Complete the following questions.

1. What three words would you use to describe yourself?

2. If you were to use a metaphor or simile to describe your personality, what would it be?

3. What three words would a close friend use to describe you? (If possible, contact a friend rather than trying to predict a friend’s response.)

4. If a friend were to use a metaphor or simile to describe your personality, what would it be?

5. In your experience, what are the ways in which you are often misjudged by people who don’t know you very well?
6. Find someone who doesn’t know you well—perhaps a classmate or someone you’ve recently met. Given first impressions, how does this person describe you?

7. Now, comparing the responses to these questions …
   a. Were there any differences in the ways in which you view yourself and the ways in which your friend perceives you?

   b. How might you use the knowledge of these similarities and differences to help you develop as a more effective public speaker?

   c. What did you learn about how strangers or acquaintances perceive you?

   d. How might you use this information to help you become a more effective public speaker?
Activity 2

Purpose : To help you understand more clearly the importance of physical setting in public speaking

Instructions : Identify at least three different public speaking situations. These might include three different classrooms at your college or university; a classroom, a televised speech, and a coach’s motivational talk to his or her team; or any three settings that interest you. Observe the speaker and the audience and in each setting complete the following chart.

<table>
<thead>
<tr>
<th>Setting 1</th>
<th>Setting 2</th>
<th>Setting 3</th>
</tr>
</thead>
</table>

Location, shape and size of physical setting:

Seating arrangement of audience:

Distance between speaker and audience:

Time of day:

Lighting conditions:

Sound conditions:

Other relevant aspects of physical setting:
After your observations and completing the above chart, respond to the following questions:

1. Considering only the physical setting, which setting was best for audience members and why?

2. Considering only the physical setting, which setting was best for the speaker and why?

3. If you were asked to describe the ideal physical setting for your first speech in this class, what would it be like?
Activity 3

Purpose: To help you understand more clearly the importance of audience feedback in public speaking situations

Instructions: Take careful observational notes in at least two different college classrooms and complete the following chart.

Student feedback behaviours

<table>
<thead>
<tr>
<th></th>
<th>Class 1</th>
<th>Class 2</th>
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<tbody>
<tr>
<td>Front row students:</td>
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<tr>
<td>Typical body postures:</td>
<td></td>
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<tr>
<td>Amount of note-taking:</td>
<td></td>
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<tr>
<td>Amount of classroom participation:</td>
<td></td>
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<tr>
<td>Amount of talk with other students:</td>
<td></td>
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<tr>
<td>Other feedback behaviours:</td>
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<tr>
<td>Students seated in middle of the class:</td>
<td></td>
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<tr>
<td>Typical body postures:</td>
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<td>Amount of note-taking:</td>
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<tr>
<td>Other feedback behaviours:</td>
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</tr>
</tbody>
</table>
Back row students:

Typical body postures:

Amount of note-taking:

Amount of classroom participation:

Amount of talk with other students

Other feedback behaviours:

In general, examples of positive feedback include:

In general, examples of negative feedback include:

In general, examples of feedback requesting clarification include:

What other characteristics, other than seating preferences, seem to influence student feedback?

Given your observations, what conclusions about student feedback can you make?
3. Research and experience suggest five helpful things to remember about nervousness.

a. Despite nervousness, nearly everyone can finish a speech. An example of an occasion when I was quite nervous but successfully completed a performance was when

b. The audience rarely notices the speaker's nervousness and usually believes the speaker to be much more comfortable and confident than they actually are. An example of a time in which I was very nervous but most people did not seem to notice was when

c. Being prepared and having practised can help reduce nervousness. In your opinion, how many times will you need to practise your speech to cope with nervousness?

d. The more experience that you have in public speaking, the less nervous you will be.

e. Experienced speakers are often still nervous, but they have learned how to

B. Specific Behaviours to Cope with Nervousness

1. Pick a topic that you are comfortable with. Examples of such topics that I might chose for my first speech include
2. Don’t procrastinate; work steadily so that you will have time to practise. My first speech is due on ____________, so I will select a topic by ____________, I will have developed an outline by ____________, and I will plan to rehearse the speech three times: _______________________________________________ and _______________________________________________.

3. Schedule your speech at a time that is psychologically right for you. Think about whether you like to get tasks “over and done with” or whether you like to observe others and pick up ideas for changing your own speech. Given my personality, I would perform best if my speech were scheduled ____________________________________________________________________________.

4. Plan to eat and drink wisely. Don’t eat a big meal right before speaking. Avoid foods and drinks such as ____________________________________________________________________________.

5. Visualize speaking successfully. When I visualize my ideal speech, I specifically picture ____________________________________________________________________________.

6. Talk to yourself in positive ways before speaking. Instead of saying to myself negative things like ____________________________________________, I will try to repeat to ____________________________________________________________________________.
7. Pause for a few seconds before you begin to speak. This short pause will allow me time to

C. Persistent Nervousness and Programs that Help

1. Systematic desensitization is a form of treatment that involves using
   Techniques while exposing people to the stimulus that they fear. An example of this kind of technique would


Additional Vocabulary for Review

For each of the following terms, try to define the concept in your own words and supply an example or illustration.

Chronological organization

Topical organization

Extemporaneous speaking

Cognitive nervousness

Behavioural nervousness

Visualization

Systematic desensitization

Cognitive restructuring
Speech Evaluation Checklist

Pages 11 and 12 are for reinforcement of the different aspects involved in public speaking. You need not complete the checklist.

Content

1. Was the goal of the speech clear?
2. Did the speaker have high quality information?
3. Did the speaker use a variety of developmental material?
4. Were visual aids appropriate and well used?
5. Did the speaker establish common ground and adapt the content to the audience’s interests, knowledge and attitudes?

Organization

6. Did the introduction gain attention and goodwill, set the tone, build credibility, and lead into the speech?
7. Were the main points complete sentences that were clear, parallel, and meaningful?
8. Did transitions lead smoothly from one point to another?
9. Did the conclusion tie the speech together?

Language

10. Was the language clear?
11. Was the language vivid?
12. Was the language emphatic?
13. Was the language appropriate?

Delivery

14. Did the speaker sound enthusiastic?
15. Did the speaker show sufficient vocal expressiveness?
16. Was the presentation spontaneous?
17. Was the presentation fluent?
18. Did the speaker look at the audience?
19. Were the pronunciation and articulation acceptable?
20. Did the speaker have a good posture?
21. Did the speaker have sufficient poise?

Based on these criteria, evaluate this speech as (check one):

____ excellent ______ good ______ satisfactory _____ fair _____ poor
Audience Analysis Checklist

1. The audience education level is ___ high school ___ college ___ postcollege.

2. The age range is from ___ to ___. The average age is about ___.

3. The audience is approximately ___ percent male and ___ percent female.

4. My estimate of the income level of the audience is ___ below average ___ average ___ above average.

5. The audience is basically ___ the same race ___ a mixture of races.

6. The audience is basically ___ the same religion ___ a mixture of religions.

7. The audience is basically ___ the same nationality ___ a mixture of nationalities.

8. The audience is basically from ___ the same state ___ the same city ___ the same neighbourhood ___ from different areas.

Predictions

1. Audience interest in this topic is likely to be ___ high ___ moderate ___ low.

2. Audience understanding of the topic will be ___ great ___ moderate ___ little.

3. Audience attitude towards me as a speaker is likely to be ___ positive ___ neutral ___ negative.

4. Audience attitude towards my topic will be ___ positive ___ neutral ___ negative.
Self Test: To assess your comprehension and learning, take the following Self Test.

Multiple choice:

1. When attempting to analyze an audience, what kind of information is collected?
   a. information about the age and educational level of the listeners
   b. information about the cultural background of the listeners
   c. demographic data about the audience
   d. all of the above

2. Which of the following ways of gathering audience data is not discussed by the textbook?
   a. observing of the audience
   b. use of an on-line search engine
   c. questioning of the contact person who scheduled the speech

3. After Akiko’s speech, a member of the audience leaned toward a friend and whispered; “She really seemed to know her facts, and the entire presentation seemed fair and objectively presented.” The audience member was making a judgement about:
   a. the audience demographics
   b. the speech topic
   c. the speaker’s credibility
   d. the speech subject

4. What kind of survey questions allow for a range of responses to a statement?
   a. two-sided questions
   b. multiple-choice questions
   c. scaled questions
   d. open-ended questions

5. Kativa was preparing for a speech she had been asked to give to the local Rotary Club. One week before the speech, she contacted the secretary of the club and asked if it would be possible to visit the hall where the Rotary Club meeting would be held before the actual meeting date. In this situation, Kativa is most likely planning ahead and
   a. adapting her message to audience demographics
   b. researching the expectations for the speech
   c. attempting to learn more about the facilities available for her speech
   d. establishing a friendly relationship with a potential audience member
6. The statement "A tuition hike would benefit students because it would fund additional computer labs, on-line access to all dorm rooms, and updates in outmoded computer hardware currently in campus computer labs" is an example of a
   a. speech topic
   b. general speech goal
   c. specific speech goal
   d. speech thesis statement

True/False:

7. ___ A speaker should not choose to speak about a topic in which the audience has little interest.

8. ___ Audiences are often affected by the likability of the speaker.

9. ___ When brainstorming a list of specific topics from a subject area that you have identified, it is important to try to order the items as you think of them.

10. ___ An example of a general speech goal is entertaining the audience.
Pre-Research Worksheet

My subject area is:

My topic is:

The main things that I already know about this topic are:

I am already aware of the following good resources on this topic:

Three questions that I need to investigate about my topic:

Three questions that I need to investigate about my topic are:

Three good search terms to use for searches of the library's catalogue are:

Two possible periodicals where I can search for information on this topic are:

Three good search terms or search phrases to use while searching the Internet are:

A good person to interview in order to learn more about this topic is:

Three good interview questions about this topic are:
Interview Preparation Form

1. Whom have you identified to interview and why?

2. What kinds of information do you hope to gain from this interview?

3. List at least five questions that you plan to ask at this interview:
   a. 
   b. 
   c. 
   d. 
   e. 

4. Review the questions that you listed and revise them, making each question as clear, objective, and precise as you can:
   a. 
   b. 
   c. 
   d. 
   e.
5. Consider the organization of this interview and order your questions, numbering them according to which question you will ask first, second, third, etc.

6. Plan a brief introduction which will start your interview. Remember to include your name and your purpose, as well as thanking the interviewee.

7. Plan a brief conclusion for the interview. Remember again to thank the interviewee.
Interview Log

1. Who will you interview?

2. The date of the first contact to arrange the interview (via mail, telephone, or e-mail)

3. The arranged date and time for the interview is:

4. Things to bring to the interview include:

5. As soon as possible after completing the interview, answer these questions:
   a. What was the most surprising information that you gained from the interview?
   b. What was the most puzzling information that you gained from the interview?
   c. List at least one fact, statistic, or example that was given during the interview that you can use in your speech:
   d. What was your general impression of the interview?
   e. If you had the chance to conduct the interview again, what would you do differently?
Self Test: To review the chapter and assess your comprehension and learning, take the following Self Test

Multiple Choice:

1. Most libraries' on-line catalogue systems allow patrons to perform searches by
   a. author, title and anecdote
   b. browser, server, and subject
   c. author, title and subject
   d. subject, bibliography, and index

2. Magazines and journals that are published regularly at fixed intervals are called
   a. indexes
   b. on-line sources
   c. periodicals
   d. all of the above

3. Bess wanted to locate current information on reported incivility in college classrooms. The best place to begin this kind of research would be
   a. the Internet
   b. a periodical index (print or on-line)
   c. a general encyclopedia
   d. an on-line catalogue of books at her college library

4. An on-line collection of information which is stored so that it can be retrieved from a computer terminal is known as
   a. a browser
   b. a server
   c. an electronic data base
   d. a periodical

5. The age or date of a source is particularly important when you are providing what kind of information?
   a. anecdotes
   b. statistics
   c. expert opinion
   d. quotations
True/False:

6. Researchers should reference either electronic or print sources, but should not confuse listeners by citing both electronic and print sources in the same speech.

7. Researchers should not bother library staff personnel with questions about the library’s resources as there are usually print explanations of these resources for those willing to look for them.

8. It is usually recommended that researchers start their searches for information on the Internet or the World Wide Web before searching library print and on-line resources.

9. When planning an interview, it is usually best to begin the interview by asking the most difficult and/or controversial questions so that the interviewee will know that you are prepared and know the subject well.

10. After finishing an interview, it is best to “leave it alone” for a day or two so that you can later review your notes with more objectivity.
Activity 4

Purpose: To give you experience in organizing ideas using alternatives to traditional outlines.

Instructions: Tree diagramming, also known as hierarchical outlining, gives you an opportunity to organize your ideas without the apparatus of traditional outlines (the Roman and Arabic numbering and lettering systems which many people find confusing and intimidating).

Start by writing a clear statement of your idea (thesis) at the left hand side of a sheet of paper. Next, list each supporting or related idea in a vertical list to the right of the main idea (or thesis). For each supporting idea, continue working towards the right hand side of the paper, listing details and specifics that develop your thoughts.

If you have access to the Internet, the following web site reviews these directions with a short graphic representation of a tree diagram:
A “blank” model of a tree diagram has been included on the next page. For starters, try to fill in ideas to complete this diagram. Then, use this outlining tool to shape your ideas for your next speech.

Use this “blank” outline to practise tree diagramming; fill in the blanks to organize your speech ideas. The large square on the left should state your thesis; the three medium-sized squares should list your main points in the order in which you plan to discuss them; the six small boxes should be used to list supporting details (facts, statistics, examples, stories, quotations, etc.)
Sample Speech Outline

(To see the entire speech, use Info Trac College Edition and search Vital Speeches for “Lessons from Canoeing: vision, control, and joy” by Mary Carol Murphy.)

Specific goal: I would like my audience to understand three principles for a happier and more successful life.

Thesis statement: Three principles from canoeing provide advice for living: you need vision, control, and joy.

I. Introduction
   A. I have fond memories of my own induction and my family’s pride.
   B. I prepared for this speech by reading about how to handle stage fright.
   C. As you embark on your futures, you are thrilled and scared.
   D. Canoeing is the perfect metaphor for life (thesis)

II. You must have a vision of where you want to go and how you will get there before you begin.
   A. You need to dream and fantasize about the specifics of the journey ahead.
   B. The river or path that you choose should provide a challenge somewhat greater than your ability.
   C. You should research the journey through reading books and talking to those who have gone before.
   D. As you’re on your journey, the farther you look in front of the boat, the better.
   E. You will need both dreams and plans.
   F. My story of researching my career in media and advertising was only the start of my learning

III. You will soon be on your own and you will need to take control of your own life.
   A. Emerson said “Nothing can bring you peace but yourself”
   B. If you do not have control, someone will take control for you.
   C. If you do not have control, you can experience very difficult times.
   D. To maintain control, education and training are essential.
   E. To maintain control, you will need to keep pace with the current.
      1. Don’t try to fight the current, but “go with the flow.”
      2. Use your brain more than your muscles.
F. To maintain control, you will need to pace yourself.
   1. Learn to see big challenges as smaller and more manageable chunks.
   2. Learn to take rest stops along the way.
G. My own experience with having and raising triplets has taught me the importance of control.

IV. You must remember to take joy in the journey.
   A. Don't reserve celebrations only for the end of the journey.
   B. When things aren't going well, remember your sense of humour.
   C. Don't forget to relax along the way.

V. Conclusion
   A. The three key points that you need to remember to live happily and successfully are; have a vision and a plan, maintain control by acquiring all the skills you will need, and always remember to keep smiling.
   B. I would like each of you to have a canoeing patch to remind you of these lessons.
Self Test: To review the chapter and assess your comprehension and learning, take the following Self Test.

Multiple Choice

1. The maximum number of main ideas that should be included in a thesis statement is
   a. one
   b. three
   c. five
   d. as many as the speaker can support with evidence and credibility

2. “Second, many students attend this college because of its affordable cost.” is an example of
   a. an introduction
   b. a section transition
   c. a thesis statement
   d. supporting information

3. A speaker describes the steps involved in changing a car tyre. The organizational pattern most suited to this speech is
   a. spatial order
   b. time or chronological order
   c. problem-solution order
   d. topical order

4. A speaker describes why students should choose to attend XYZ University. The organizational pattern most suited to this speech is
   a. spatial order
   b. time or chronological order
   c. problem-solution order
   d. topical order

5. The part of a speech that states the speech goal and lists the main points is the
   a. section transition
   b. organization pattern
   c. thesis statement
   d. logical reason
True/False

6. ___ The process of outlining a speech most commonly begins with the development of supporting material for the main points.

7. ___ A good working thesis statement should be general enough to allow for audience members to add their own ideas.

8. ___ A space ordering of a speech’s main points is typically used in describing a place, an object, or a scene.

9. ___ When preparing a speech outline, the main points should be expressed as single words or short phrases so that they can be more easily remembered.

10. ___ A good example of a thesis statement which uses parallel structure is: “Many students choose this college for its cost, its exciting athletic teams, and because teachers really care about students here.”
Self Test: To review the chapter and assess your comprehension and learning, take the following Self Test.

Multiple Choice

1. Which of the following is an example of using yourself as a visual aid?
   a. demonstrating the steps of the foxtrot for a speech on dancing
   b. wearing a Stone Cold Steve Austin shirt for a speech on the WWF
   c. indicating through gestures the baseball signs for "hit and run" for a speech on base running strategy
   d. all of the above

2. Which kind of material would be best suited to presentation in a pie graph?
   a. the change in the American divorce rate from 1990-1998
   b. the make-up of this year's freshman class at Yale University, according to major
   c. the three major points being discussed in a speech on preventing school shootings
   d. the total rushing yards accumulated in 1999 for each of the thirty-one teams in the National Football League

3. Which kind of material would be best suited to presentation in a line graph?
   a. the change in the American divorce rate from 1990-1998
   b. the make-up of this year's freshman class at Yale University, according to major
   c. the three major points being discussed in a speech on preventing school shootings
   d. the total rushing yards accumulated in 1999 for each of the thirty-one teams in the National Football League

4. Which kind of material would be best suited to a word chart?
   a. the change in the American divorce rate from 1990-1998
   b. the make-up of this year's freshman class at Yale University, according to major
   c. the three major points being discussed in a speech on preventing school shootings
   d. the total rushing yards accumulated in 1999 for each of the thirty-one teams in the National Football League

5. Which of the following is not a kind of projection media?
   a. television
   b. overhead transparencies
   c. slides
   d. films
Activity 5

Purpose: To give you practice in analyzing other speakers’ Introductions and conclusions so that you can more effectively plan and prepare introductions and conclusions for your own speeches.

Instructions: Locate and print copies of the two speeches listed below. Then insert them after page 29 as pages 29a(1), 29a(2), 29b(1), 29b(2), etc.

“Speech from Hell” given by Don Imus at the 1996 Radio/TV Correspondents Association Annual Dinner (http://www.imonthe.net/imus/ispeech.htm)

“Farewell to the Yankee Fans” given by Lou Gehrig on July 4, 1939 at Yankee Stadium (http://www.historyplace.com/speeches/previous.htm)

1. Look at each of the two speeches listed above and mark the “boundary” between the introduction and the body.

2. Begin by examining Gehrig’s introduction and comparing it with the four goals for an introduction listed in the text. Gehrig’s speech introduction focuses on meeting which goals?

3. What kind of tone does Gehrig’s introduction set for his speech?

4. Next, examine Imus’ introduction: how does he gain the audience’s attention?

5. How does Imus’ introduction set a tone for the speech, and what kind of tone is set?
6. How does Imus' introduction create a bond of goodwill with the audience?

7. How does Imus' introduction establish his credibility?

8. What rules for effective introduction does Imus appear to violate?

9. In your opinion, which introduction is more effective and why?

10. Now, look at the endings of the two speeches and mark the boundaries between the body of the speeches and their conclusions.

11. Begin by examining the conclusion of Gehrig's speech. The conclusion to this very short speech is also quite brief. How does Gehrig summarize his message and connect with his audience in this conclusion?

12. Does Gehrig use a story, an appeal to action, or an emotionally charged statement to conclude his speech?

13. Next, look at Imus' conclusion. What rules for effective conclusions does Imus appear to violate?

14. In your opinion, which conclusion is more effective and why?
1. Developing Common Ground

A. Use personal pronouns to show the audience that you are aware of them. Use you, us, we, and our to show your empathy with audience needs and interests. Rewrite the following sentence, using personal pronouns to involve the audience: The public is often unaware of the many environmental hazards they encounter on a daily basis.

B. Use rhetorical questions to mentally involve the audience in your speech. Rewrite the following sentence, using rhetorical questions to involve the audience: The public is often unaware of the many environmental hazards they encounter on a daily basis.

C. Use common experiences to involve the audience. (It is important to remember that common experiences need not be personal experiences, but common knowledge that the culture and the community share.) Rewrite the following sentence, using common experiences to involve the audience: The public is often unaware of the many environmental hazards they encounter on a daily basis.

D. Use specific references to the audience to compare the unknown with the familiar and to personalize information. Rewrite the following sentence, using personalization of the information to involve the audience: The public is often unaware of the many environmental hazards they encounter on a daily basis.
II. Creating and Maintaining Audience Interest

A. Listeners want information that is timely. Imagine that you are giving a speech to your classmates on purchasing a new car. Provide an illustration of how you can make your information timely.

B. Listeners want information that has proximity and is related to their needs and interests. Imagine that you are giving a speech to your classmates on purchasing a new car. Provide an illustration of how you can share information on this subject that has proximity with the audience.

C. Listeners want information that is serious and that will matter to them in some physical, economic or psychological way. Imagine that you are giving a speech to your classmates on purchasing a new car. Provide an illustration of how you can demonstrate the seriousness of this topic to your audience.

III. Adapting to Audience Level of Understanding

A. To effectively relate to your audience, it is important to orient listeners to your topic by giving them the necessary background to make sense of your message. Imagine that you are giving a speech on birth order and your opening statement is “It’s not the sign you were born under or what your mother was when she was pregnant. What largely determines personality is when you were born.” Rewrite this opening so that listeners are more clearly oriented to your topic.
B. To effectively relate to your audience, it is important to carefully consider how to present new information that the audience may find strange or confusing. Describe briefly four strategies which are helpful when communicating new information.
Complete the following outline with concepts and terms from the textbook and provide your own examples as requested.

I. Types of Visual Aids. Visual aids can increase audience attention and audience recall of information. Their use often tends to decrease speaker anxiety while increasing speaker confidence. When someone says "visual aids," what immediately comes to mind?

A. Choosing the kind of visual aids to use depends upon your topic and the particular setting of your speech. Imagine yourself speaking in an auditorium before a crowd of 250 people. What kinds of visuals aids would be most appropriate?

What kinds of visual aids would not be as effective?

B. You can use yourself as a visual aid both by what you do and what you wear. Imagine that you are giving a speech on the pleasures of surfing. Describe how you could use yourself as a visual aid for this speech.

C. Objects can serve as effective visual aids, but they must be large enough to be seen, yet small enough to carry with you. It is rarely effective to pass an object around during the speech as this certainly distracts the members of the audience from your message. Again, imagine that speech on surfing. What objects could you bring in to clarify, emphasize and dramatize your message? List at least two objects.
D. Models can serve as effective visual aids when the actual object is too large or too small to be shown to the audience. Provide an example of a model that could be effectively used in a speech.

E. Charts are graphic representations that communicate a lot of information in a condensed and easily grasped format.

1. Word charts are much like outlines designed for the audience. They preview and review verbal material.

2. Organizational charts use symbols and connectors to show relationships (between people, between steps in a process, etc.).

3. Using your own speech as an example, suggest a chart that could help to clarify and dramatize your message.

F. A flipchart is a large pad of paper mounted on an easel.

1. Flipchart pages are often prepared before the speech.

2. It is recommended that you leave at least two blank pages between each prepared page.
   a. Blank sheets allow you to tear out and revise sheets without disrupting the sequence of your visuals.
   b. Blank sheets give you the opportunity to add more prepared pages as needed and to use blank pages in an impromptu manner during your presentation.
   c. Blank sheets can provide "blank space" that will not distract the audience when the flip chart is not in use.
3. Most of us have seen flipcharts in use, whether at a presentation, on a television show, or in a movie. Describe a situation in which you have seen a flipchart used and evaluate its effectiveness.

Activity 6

Tasks:

a) Find on the net Martin Luther King's "I Have A Dream" and analyse the speech and write your feelings/reaction after listening to the speech.

b) Listen to Tun Dr. Mahathir's speeches and analyse ONE of them.

Locate and print copies of the two speeches listed in the tasks above. Then insert the components in the tasks (after page 35) as follows:

1. Analysis of Speech (a) as pages 35a(1), 35a(2), etc.
2. Analysis of Speech (b) as pages 35b(1), 35b(2), etc.
3. Speech (a) as pages 35c(1), 35c(2), etc.
4. Speech (b) as pages 35d(1), 35d(2), etc.