



普通高等教育“十一五”国家级规划教材

新世纪高等院校英语专业本科生系列教材（修订版）

总主编 戴炜栋

# 英语口语演示： 劝导篇

*Oral English Presentations:  
Persuasive Presentations*

主编 黄次栋



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英语教材 英语教材

# 英语口语交际

大学英语  
第二册

Oral English Presentation  
Presentation

作者 王 强

外语教学与研究出版社



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# “新世纪高等院校英语专业本科生系列教材”

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## 总 序

黄 敬 章 主

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这 30 多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国 30 余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编写者和教材出版者关心和重视的问题。



## 前言

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校 40 余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业知识的四大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员

国务院学位委员会外语学科评议组组长





## 前言

早在2000年,美国的全美大学和企业联合会(the National Association of Colleges and Employers)曾经作过一次调查,了解企业对大学毕业生的能力要求。联合会对企业发放问卷,请他们将问卷中提到的十项技能按重要性进行排序。结果显示:列为首位的是口头沟通能力。口头沟通能力包括对当事人、同事、上级、下属、同行、顾客、来宾或自己的服务对象等提供想法或信息的交际能力和口、笔头语言能力。

据 Joseph A. Quattrini, 商界人士在日常交际中将其85%—90%的工作日用于与人沟通。口头沟通能力的表现形式主要有三:一是会话(conversation speaking),有两人或数人之间通话。轮换说话是其标志之一,参与者一会儿是说话人,一会儿是听话人。二是讲演(presentation speaking),有一人讲演,十数人或上百人,乃至数百人听讲。多为专题演讲,听众也是专业人员,或对讲题熟悉或感兴趣的人。一般在演讲结束后听众还有提问时间。三是对公众讲演(public speaking),场面大、主题广,如群众大会、代表大会等。

笔者曾在某上市公司兼职七年,每周一必有晨会,上有董事长、总经理用数据、实例对比演示本公司集团与五百强中同行间的差距及努力方向,下至部门经理、一般员工就本部门工作的计划、进度、成果、问题、建议等做演示,在公司内部交流想法、沟通信息。演示全部用英语,这样做的目的是:对内作练兵,对外讲实战。

随着我国改革开放的进一步深化,这样的公司或机关不胜枚举。鉴于社会的需要、学生的需要,2006年我们于上海杉达学院开设了“英语口语演示课”,进行课程建设。2007年我们又在此基础上申请并获准了市教委的重点课程建设的教学科研课题,同时自编了重点培养英语讲演能力的这套《英语口语演示》教材,并已进行了数年的教学实践。

本教材按口头沟通能力的主要交际功能表现,分为三册:一、报道性演示(Informative Presentations);二、劝导性演示(Persuasive Presentations);三、商务演示(Business Presentations)。第一册“报道性演示”力求在一年级的会话课及故事朗读课的基础上,培养与操练学习者的讲演能力,报道的重点是告知、描述、



解说、指示、示范、澄清、纠正等。此外,第一册还包括了表达善意的讲演(good-will presentations)、对公众的授奖讲演(award presentations)及典礼上的讲演(ceremony presentations)。

由于口头英语讲演的技能要求很高,要求讲演者的写作能力及语音、语调和朗读的技能均需达到标准且熟练的程度,讲演者必须边准备、边操练,才能最后演示。准备中先写好书面稿,再加以口语化。这样在口笔语两种语言形式上都得到操练并熟练,才能更好地达到演示的目的。

我们学会用英语进行国际交往有着双重的目的:一方面用以了解国际时事,吸收国外有用的东西以及先进的科技;一方面向外国介绍中国的事情,如我国的历史、文化、经济等等。帮助学生发展用英语进行国际沟通的能力正是学校专业教育的重要任务之一。为此,我们在本专业首创开设“英语口语演示”课程,并编写了新教材。教材的设计、编写及使用都旨在让学生学好英语,立足本国,放眼世界,用英语向世界介绍中国。

第二册是“劝导性演示”,要求在第一册“报道性演示”的基础上,学会用英语与世界交流,进行政治、经济、贸易、文化、教育、卫生、体育等领域的报道及推介,增进双方的沟通与了解。交流,强调的是双向的交际,甚至交锋;要学会用英语指导、劝导或诱导,乃至教导对方,因为双方存在着分歧,对同一件事有不同的看法,持不同的态度。我们的目的是在某种程度上说动对方,从而使其改变主意,或不再反对我们,或同意我们。要达到劝导的目的,全靠演讲者的说理——摆事实、讲道理。因此,劝导性演示是以报道性演示所呈现的事实为基础的,说理是在报道的事实上展开的,劝导实际上是报道的延续。两者既独立又关联。

有效的说理要求演讲者既自信又可信,主旨显明,信息量大,逻辑性强,组织合理,理据翔实,策略多变,因人而异。“劝导性演示”的焦点是针对目标听众相悖的态度、信仰、价值观;目标是经过演讲者的说理使目标听众在这些问题上朝着他的态度、信仰、价值观方向发生不同程度的改变。要达到这样的效果,演讲者需要有较强的语言交际能力、逻辑思维能力、收集必要信息的能力、与听众互动的能力以及讲演策略应变的能力。对这些能力的培养与操练,教材中都有所交待。我们的生活及接触的书籍无不充满着矛盾,需要彼此劝导与说服。国际生活也是如此,需要学外语的学会这样做。

《英语口语演示:劝导篇》及2009年出版的《英语口语演示:报道篇》在课程设置、教学思路、教材编写及内容构架等各方面进行了全面的创新,历时三年完稿。本教材在编写过程中同步进行了教学实践,得到了上海杉达学院的校长及有关师生的热忱支持,美国老师 Andrew Riese 先生在繁忙的教学工作之余,为本教材语言进行了校对与润色,谨此向他们表示衷心的感谢。

本教材的编写是一种尝试,教材中难免有疏漏谬误之处,还恳请广大读者和使用者批评指正。

黄次栋

上海杉达学院



## 使用说明

本教材作为“英语口语演示课”的教学用书,已在上海市教委重点课程建设中立了项。在正式出版以前,教材曾在大学里进行了为期两年的试用,受到师生的广泛好评。笔者在两年的教学实践中悟出了四个道理,也是在使用中需要注意的重点。

首先,要创造一个接近现实生活的使用情景 (a comparable real-world situation), 帮助学生选好学生及练习做英语口语演示的题目。让学生设想未来要做的工作以及在这种工作环境中可能需要做的英语口语演示。就国内涉外的的工作而言,如政府的涉外部门以及文教、卫生、新闻、出版、旅游、贸易、海关、体育等单位需要使用英语的工作,这些都有很多适合学生选择演示题目的内容。如果学生选择了英国伦敦的“St. Paul's Cathedral”为题目用英语介绍“圣保罗大教堂”,就明显与现实生活不符,也与教学目的相悖。英语口语演示课的宗旨是学习并运用英语向世界介绍中国。因此,不如改题为“上海徐家汇天主教堂”,以其历史的变迁,介绍今日中国宗教的政策及现状。这就非常接近学生未来的现实生活,因为对学英语的学生来说,担任这样类似的任务是完全有可能的。

在第二册劝导性演讲的选题时,重点要考虑到是否有争议性。若以保护环境为题,其争议的焦点可能是:一说,保护环境是政府的事;一说,它是政府的事,但也是老百姓大家的事。这样,进行劝导性演讲也有的放矢。

其次,英语口语演示课程限定了学生的学习、操练及模拟演示都应以英语为沟通工具,以说英语者为沟通对象,以本土的实情为内容,这样的演示演练才是真实的或接近真实的。其原因是有了“信息差”。以本国、本土的人或事为演示内容对外国人士来说,基本上是陌生的,是新信息。如果学生因崇拜外国足球明星,欲以“Beckham”为题,向外国人士做英文报道性的演示,难有新信息可言。倒不如用英语对外介绍中国的或本地的富有特色的体育活动或杰出的体育明星才有信息差。没有信息差的报道也就不存在信息交流或沟通。在现

实生活里,交谈中一方知道的事,另一方不知道,但又很想知道,双方存在信息上的差距,构成了信息差。而报道性演示的目的就是克服信息差。有了信息交流,就有了交际。英语口语教学中的演示,一旦失去了信息差,也失去了交际的目的,成了为说而说的口语技巧的操练而已。

在第二册劝导性演讲的准备中,针对目标听众的对立观点,提出新的信息,包括新鲜的事例、具体的事例、详情的数据、恰当的证词等,加以批驳,或用以佐证自己的观点。克服了信息差,才能有效地达到说服的目的。

再次,用英语向世界介绍中国需要学生做多方面的努力。首先要努力了解祖国,了解祖国的文化、历史、地理、经济等等。这需要多参加社会实践,丰富经历,增进体会。另外,在准备讲稿时,还需要多读书,多查阅资料,多实地采访,锻炼自己收集材料、调查研究的能力,使自己在此专题上变得聪明起来。

对于劝导性演讲中对新信息的要求,学生往往由于生活经验不足或阅读量不够,在说理的过程中苦于缺少新信息、新内容而捉襟见肘,则需要老师帮助,提供他们新信息资源。学生自当在课外充实生活经历,进行大量阅读,丰富自己的生活内容以弥补不足。

最后,学生必须学会正确、得体地使用英语,口笔语并举。在准备及操练的过程中,要将收集到的素材有重点地加以组织,书面成文。文字要正确,结构要清晰,要有逻辑性。这是练笔头。演示前,要准备发言提纲,并把书面文本口语化,反复朗读做到音调正确、话语流利,要有演有讲,切忌照稿宣读。这是练口头。学生坚持手写口诵,双管齐下,讲演定能自然、有效。





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# Introduction to Persuasive Presentation

Volume 1 of *Oral English Presentations* mainly discusses the informative presentation, a major form of presentation. It aims to give information or facts. There is a wide spectrum of topics for it, such as people, objects, organizations, institutions, events, processes and concepts. It describes, explains, shows, clarifies, reports, analyzes, etc. Presenters usually give information, findings, facts and statistics in their presentations at international conferences, sales promotions, tourism or press briefings, research reports, launching ceremonies, events or academic seminars.

However, speaking to inform cannot fully meet communication needs. Sometimes the speaker wants to influence or change the listeners' opinions or attitudes. Occasionally, the speaker even wants the listeners to accept his own opinions or values. This is a step further than what the speaker attempts in an informative speech. Examples like election campaign speeches and public debates are common occurrences, which are more than giving information or facts. The speakers ask more from the audience and have a clear goal, which is to persuade. So, based on the previously provided facts or information, a persuasive presentation sounds something like an extension of the informative presentation.



## INFORMATIVE PRESENTATION VS. PERSUASIVE PRESENTATION

The purpose of an informative presentation is to offer information. The speaker



uses various skills and tools in order to clearly describe, explain, show, clarify, report or analyze. And the audience are to seek the information they need. Like in a university, many selective courses are available to the students. These courses may involve topics like business laws, culture and cross-cultural communication or physics. The students are free to make their own choices to attend the courses they are interested in or have no idea of. The audience are looking forward to learning new things, concepts, ideas, processes etc. from the presentation.

The purpose of a persuasive presentation is to change the opinions or attitudes of the audience, on the basis of the information provided. The speaker uses different methods or techniques to influence the audience about the subject. There is a hidden mind interaction going on at the presentation between the speaker and the listeners. The audience may change or keep their original ideas, opinions or attitudes after the presentation. For example, in a public presentation on environmental protection, the speaker firstly elaborates the deteriorating environment and the contributing factors of "white pollution." Later he tries to persuade the audience to use their own durable shopping bags instead of free plastic bags from the supermarkets to cut down the pollution. The purpose of this persuasive speaker is not just to inform the audience of the environmental pollution but to make an impact on the behavior of the audience.

### **When do you need to persuade?**

There are plenty of occasions in our daily life when it is necessary to persuade someone. Have you ever spoken to your superior when you wanted him to approve your budget plan? Have you ever had a job interview and tried to display all you can contribute? Have you ever persuaded your professor to give an extension for your dissertation? When shopping in Fuyou Road market at Yu Garden, have you ever tried to bargain for a discount? Answers to all of these questions are positive. You, indeed, live in a world of persuasion.

### **Why do you try to persuade?**

To persuade your audience to do something is to guide them by giving good reasons. Persuasion is an act of persuading, a process of creating, reinforcing, or changing the audience's attitudes, beliefs, values, and/or behavior. To put it simpler, the purpose of a persuasive presentation is to influence the listeners. This volume will repeatedly mention these words: attitudes, beliefs, values and behavior. They are on the audience's side; yet the audience are varied in these aspects towards the subject under discussion. As a natural result, the purpose of a persuasive presentation naturally changes with those of the audience.



## **The Use of Persuasive Presentation**

In this volume, we will look at varied types of persuasion and ask questions like “What is each of them used for?” To answer this question, please first observe what is happening around you every day. When you are walking along the pedestrian section of Nanjing Road, peddlers will approach you and try to sell you something like one of their mobile phones of the latest model. At home, you are surrounded by hundreds of commercials on TV and radio. On campus, you hear student’s union election campaign speeches, persuading you to vote in their favor. All these are already part of your life. You are used to these sales, commercials and campaign speeches now. However, just as you are being persuaded more often than not, you yourself also do the persuading at other times.



## **The Targets of Persuasive Presentation**

A persuasive presentation may aim at changing the audience’s attitude. An attitude is the opinion and feelings that you usually have about something. It might be optimistic, or pessimistic; it might be in favor or in opposition. It might also be neutral. How could the persuasive speech influence the audience’s attitude? For instance, before the 2008 Olympics started, you might have felt very pessimistic about the performance of the Chinese women’s basketball team. However, after a persuasive speech made by a faithful fan of the team, you may have become quite optimistic towards its performance in the 2008 Olympic Games. Also, a kindergarten kid may be afraid of or feel disgusted against a small animal like a frog. A kindergarten teacher could persuade the kid to protect frogs because they eat harmful insects. Frogs are good animals; good animals eat harmful insects to protect the crops.

A persuasive presentation may create, reinforce or change the audience’s belief. A belief is the feeling that something is definitely true or that it definitely exists. You might believe something is true or false. For example, country folk in ancient China used to be very superstitious. As they failed to explain some mysterious natural disasters, such as famines, floods, and fires, they fell victim to some fallacies about celestial spirits or vicious ghosts. With the development of science and technology, people tend to make a judgment based on either past experience or evidence. Typically in China, we have special scientific teams to organize public seminars, helping the farmers learn science and apply scientific theories to explain some of the

natural mysteries. These public seminars in the countryside would not only give adequate scientific information but also persuade the farmers to change their superstitious beliefs. As much scientific evidence uncovers the truth, fewer people now believe in the existence of ghosts or haunted houses. Other simple examples include the belief of life on Mars or disbelief of E. T.

A persuasive presentation may create, reinforce or change the audience's values. A value is one's principles about what is right and wrong, or one's ideas about what is important in life. A value is a permanent judgment based upon one's attitudes and beliefs. Different from attitudes and beliefs, values are the foundation of one's mentality and ideology. It is not created overnight but formed through generations. Once a value is established, it is not easy to change or abandon it. We all know about Confucianism, which is an ancient Chinese ethical and philosophical system originally developed from the teachings of the early Chinese sage and philosopher Confucius. Chinese people's values are greatly influenced by Confucianism. Confucian teachings rest on three essential values: filial piety, humaneness and ritual. Based on these, the modern Chinese people think that obedience to parents, kindness to others, and courtesies and ceremonies on various occasions are very important. Additionally, Chinese people also value honesty, integrity, bravery, kinship, etc.



## Goals of Persuasion

As is discussed above, persuasion refers to the process of influencing others' attitudes, beliefs, values and/or behavior. Here "influence" means to enhance/stress, weaken/lessen or even change. Attitudes, beliefs and values, after all, are the three core elements in a persuasive presentation that the speaker is to target.

In a persuasive presentation, you may want to accomplish the following three goals, depending on the three different types of audience respectively:

**To enhance/stress attitudes, beliefs, or values.** On most occasions, the speakers want to enhance or stress their own views. For example, in China, the Nine-Year-Compulsory Education system used to be promoted nationwide. Most people realize and accept the importance of foundational education for their children and the necessity to reduce illiteracy. However, in some economically less-developed areas of China, girls were generally not given an equal opportunity to be educated. Persuasive presentations were then used to enhance the official view of equal rights for girls in education.

**To weaken/lessen attitudes, beliefs, or values.** Persuasive presentations may also be used for weakening purposes. For example, in early 2008, the stock market in