

前言

INTRODUCTION

英语演讲与辩论是英语语言综合能力的体现。在英语国家，它们是学生必须掌握的基本能力，在学校教育中极受重视。随着中国与国际社会交流与合作机会的增加，需要学生用英语演讲与辩论的场合越来越多，要想在不断变换的场合中全面、得体地表达、分析自己的观点和态度，仅仅掌握几句浅层次的交际口语远远不够。培养学生演讲与辩论的能力是相当必要的。

正是考虑到演讲与辩论的能力如此重要而且又是可以通过学习逐渐掌握的，编者才决定编写这本《英语演讲与辩论》教材。本教材共有 10 个单元，引导学生系统地练习和掌握用英语演讲和辩论的基本语言技巧和思维方法，培养学生系统、连贯、得体地阐述自己见解的能力，以及在此基础上就感兴趣的话题展开讨论的能力。

本教材具有以下特点：

1. 针对性强。本教材针对不同场合里不同的演讲类型，具体分析了如何介绍自己、介绍他人，如何向听众介绍、解释某物，如何讲故事，如何向听众展示资料和信息，如何批驳对方的观点等。以上话题都是在公共场合演讲、谈话时常常涉及的，也是学生在演讲和辩论时需要掌握的最基本的技能。

2. 可操作性强。本教材在每个单元中均先给出演讲或辩论实例。通过对实例的分析提出问题，引发学生思考。每个实例后都设计了相应的练习，训练各种演讲与辩论技巧，并鼓励学生填写相应的评估表格，就演讲进行评论。拓展阅读部分则系统地讲解基本演讲知识，传授辩论技巧。

3. 互动性强。教材中的活动多样、形式新颖、互动性强。学生通过二人组合练习、小组讨论、大组汇报、复述、表演、采访等富有创造性的语言实践活动，交流信息，解决问题，进行思想沟通，逐步达到英语表达准确与流利的结合，内容与形式的统一。

本书既可作为高校英语专业演讲课的教材，也是广大非英语专业大学生及英语演讲爱好者进行自我训练的极佳教程。

在编写此书的过程中，我们参考了王文字主编的《高级英语口语教程》、王守仁、何宁主编的《新编英语口语教程》、L.G.亚历山大主编的《英语辩论手册》等教材，以及由于编者疏忽而忘记提及的作者，在此一并表示衷心的感谢。

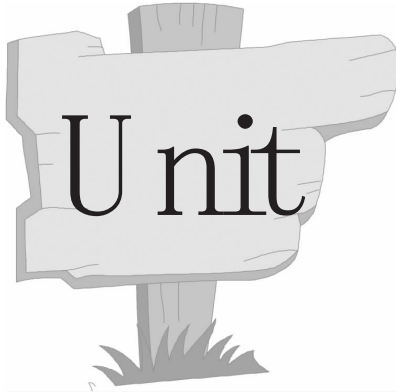
本书的疏漏与不妥之处，敬请批评指正。

曹军 张宇



Unit 1 Foundations of Public Speaking	1
Text 1 Respecting the Future	2
Text 2 Commencement Address at Wellesley College	6
Further reading	11
Unit 2 Development of Public Speeches	15
Text 1 John F. Kennedy: Inaugural Address	16
Text 2 George W. Bush: Inaugural Address	22
Further reading	29
Unit 3 Delivery of Public Speaking	45
Text 1 I Have a Dream	46
Text 2 Remarks to the Press by Secretary of State Condoleezza Rice	51
Further reading	55
Unit 4 Informative Speaking	63
Text 1 Impressionistic Painting	64
Text 2 How to Improve Grades	68
Further reading	73
Unit 5 Persuasive Speaking	81
Text 1 Globalization: Challenges and Opportunities for China's Young Generation	82
Text 2 Women's Rights Are Human Rights	87
Further reading	97
Unit 6 Ceremonial Speaking I	103
Text 1 Speeches of Introduction	104
Text 2 Speeches of Welcome and Farewell	109
Further reading	120
Unit 7 Ceremonial Speaking II	125
Text 1 Thank Speeches	126
Text 2 Speeches of Presentation and Acceptance	130

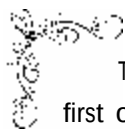
Further reading	137
Unit 8 Debate I: Fundamental Issues	147
Text 1 Romantic Love and Successful Marriage	148
Text 2 The Large Family and the Small Family	151
Further reading	157
Unit 9 Debate II: Argument	167
Text 1 Hardship Experience Is Necessary for Young Students to Mature (I)	168
Text 2 Hardship Experience Is Necessary for Young Students to Mature (II)	175
Further reading	181
Unit 10 Debate III: Refutation	185
Text 1 Urbanization Helps Improve the Quality of Living (I)	186
Text 2 Urbanization Helps Improve the Quality of Living (II)	191
Further reading	205
Appendix	208



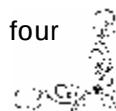
内 容 提 要

-  Text 1 Respecting the Future
-  Text 2 Commencement Address at
Wellesley College
-  Further reading

Foundations of Public Speaking



The texts of this unit present two sample commencement speeches, the first one by a graduate of Harvard University and the second by the Former First Lady of U.S.A. The passage in the further reading analyzes the four essentials and classifications of public speaking.



Text 1

Respecting the Future

Eric Hart

I doubt that I am the first farm boy to be accepted to Harvard, but when I first arrived in Cambridge you could have fooled me. Fresh off the tractor, with a farmer's tan and a head full of Republican idealism, I fancied myself to be quite the moral authority. Back then my ideological heroes occupied a wide range of the political spectrum, one that included both Rush Limbaugh and Ronald Reagan. I was always right, and the Right was never wrong. Suffice to say I was somewhat shocked to discover that Harvard had inadvertently admitted 1,599 other individuals who were similarly afflicted with the same more infallibility, albeit in a slightly different political flavor. In my first semester, I found no shortage of people willing to lock horns with me.

College life, especially at an institution like Harvard, is remarkably adroit at forcing people to pick sides. Whether the issue is war, politics, religion, sexual orientation, race, or snow sculptures, interaction on college campuses is often reduced to a form of polemical dodge ball, with divided combatants hurling arguments at each other without restraint. The only thing now that differs from the timeless game we all came to dread in elementary school is that at college the teachers join the fray as well. The ever-quotable Henry Kissinger once said, "University politics are vicious precisely

because the stakes are so small.” When debate is confined to subjects such as pedagogic method and alcohol policies, perhaps he’s right. But his words ring a little hollow when images of dead American GIs and Iraqi civilians are broadcast into our common rooms in high definition television. With such stakes, “mere opinions” have much more prescience.

If Descartes was right, and “I think, therefore I am,” must it necessarily follow, “therefore, I am what I think”? Opinions change. People change. Once conformist pre-meds can become lifelong counter-culturists just as readily as revolutionary college activists can become investment bankers, government bureaucrats, even, dare I say, Harvard Professors. But as people, we are not merely the sum of our political opinions. Our personal value as human beings is not determined at the ballot box, nor are we justified in condemning each other’s morality simply because we attended different rallies. The inherent elasticity and receptiveness of the opinions we hold is one of our greatest strengths. But while opinions may change, our value as human beings does not.

Is it not our duty, both as educated members of society and as decent people to respect our differences and maintain civility in our dialogues, whatever the issue or the forum may be? Can the reconciliation of differences and resultant advance of the human race occur in an environment that is filled with angry polemics and moral condemnations? We are told as children, “If you don’t have anything nice to say, don’t say anything at all.” As we all know the attempt to silence a Harvard student is inherently futile, perhaps we should strive to achieve the first condition of that precept.

As we leave these walls and enter into society, there is no doubt that from our ranks, leaders will emerge. The tools that Harvard has given us, polished and refined by the community of remarkable individuals we have all been a part of, will enable our scientists, our writers, our politicians, doctors, activists, and even, our soldiers to craft the environment in which our future unfolds. We are challenged to make that environment a positive one, full of optimism, not cynicism, driven by discourse, not denunciations, and built on respect, not contempt. We might not always agree with one another, but the amelioration of those differences can be accelerated and enhanced if we each adhere to a policy of intelligent respectfulness towards our ideological opponents.

Opinions do change. People do change, myself included. Once a Rush Limbaugh devotee, Harvard has opened my eyes and forced me to consider and appreciate voices from the other side of the political spectrum, such as Bill O’Reilly and Harvey Mansfield. By honoring a code of civility and respect for the common humanity of even those we fundamentally disagree with, we preserve the hope for understanding, and the possibility for change. Thank you.

Words and Phrases

1. spectrum: *n.* a broad sequence or range of related qualities, ideas, or activities 系列; 范围
2. inadvertently: *adv.* inattentively; carelessly 疏忽地; 漫不经心地
3. suffice: *v.* to satisfy the needs or requirements of; be enough for 足够满足...的需要或要求; 对...够用
4. be afflicted with: suffer from 忍受; 遭受
5. infallibility: *n.* absolutely right 绝无错误
6. polemical: *adj.* of or relating to a controversy, an argument, or a refutation 辩论法; 辩论术; 好辩的; 挑起争端的
7. pedagogic: *adj.* of, relating to, or characteristic of pedagogy 教育学的; 属于、有关或具有教学特征的
8. albeit: *conj.* even though; although 即使; 虽然; 尽管
9. be adroit at: be good at 善于
10. GIs: *n.* an enlisted person in or a veteran of any of the U.S. armed forces, especially a person enlisted in the army 美国大兵
11. lock horns with: conflict with; compete with 冲突; 竞争
12. prescience: *n.* knowledge of actions or events before they occur; foresight 预知; 先见
13. elasticity: *n.* the condition or property of being elastic; flexibility 弹力; 弹性
14. reconciliation: *n.* the condition of being reconciled 和解; 调和; 顺从
15. futile: *adj.* having no useful result 无用的; 徒劳的
16. craft: *v.* to make or construct (something) in a manner suggesting great care or ingenuity 极其谨慎地或精巧地制作或建造(某物)
17. denunciation: *n.* the act or an instance of denouncing, especially a public condemnation or censure 谴责; 告发
18. amelioration: *n.* the act or the state of improving 改善; 改进
19. cynicism: *n.* a scornful, bitterly mocking attitude or quality 愤世嫉俗
20. civility: *n.* courteous behavior; politeness 文明举止; 礼貌

Relevant Information

1. This speech is an Undergraduate English Oration from 2003 Commencement of Harvard University. Each year at the Harvard Commencement, three graduating students speak to approximately 32,000 students, faculty, parents, alumni/ae, and guests. As soon as the first anthem concludes, a senior strides up to the microphone and announces in Latin, “Salvete omnes!” Then follows one of the oldest of Harvard traditions — an oration in Latin. Next, a graduating senior speaks in English on a topic concerning the experience of an undergraduate at Harvard. Finally, a graduating student from one of the Graduate or Professional Schools speaks on a topic related to his or her experience at the graduate level.
2. Rush Limbaugh: a famous right wing radio commentator and talk-show host in America.
3. Ronald Reagan: Reagan, Ronald Wilson (1911—2004), 40th president of the United States (1981—1989), who implemented policies that reversed trends toward greater government involvement in economic and social regulation. He introduced a new style of presidential leadership, downgrading the role of the president as an administrator and increasing the importance of communication via the national news media.
4. Henry Kissinger: Kissinger, Henry Alfred (1923—), American scholar and Nobel laureate, statesman, secretary of state under Presidents Richard M. Nixon and Gerald R.
5. Descartes: Descartes, René (1596—1650), French philosopher, scientist, and mathematician, sometimes called the father of modern philosophy.
6. O’ Reilly: Bill O’Reilly, a famous controversial talk-show host of Fox News. The O’Reilly Factor is one of the most nation-wide popular talk-shows named after him.
7. Harvey Mansfield: a famous professor of Government Department, Harvard University.



Activities

● Questions for discussion:

1. What are the four essentials of public speaking?
2. What are the relations of the four essentials of public speaking?
3. How can we classify public speaking?

● Speech work:

Pair work:

1. Introduce yourself to your partner.
2. Ask your partner some questions to get more information of your partner.
3. Make a two minutes' introduction to introduce your partner to the whole class.



Text 2

Commencement Address at Wellesley College

Barbara Pierce Bush

Thank you. Thank you, very much. Thank you very, very much, President Keohane. Mrs. Gorbachev, Trustees, Faculty, Parents, and I should say, Julia Porter, class president, and certainly my new best friend, Christine Bicknell — and, of course, the Class of 1990. I am really thrilled to be here today and very excited, as I know you all must be, that Mrs. Gorbachev could join us.

These are exciting times. They're exciting in Washington, and I have really looked forward to coming to Wellesley. I thought it was going to be fun. I never dreamt it would be this much fun. So, thank you for that.

More than ten years ago, when I was invited here to talk about our experiences in the People's Republic of China, I was struck by both the natural beauty of your campus and the spirit of this place.

Wellesley, you see, is not just a place but an idea — an experiment in excellence in which diversity is not just tolerated, but is embraced. The essence of this spirit was captured in a moving speech about tolerance given last year by a student body president of one of your sister colleges. She related the story by Robert Fulghum about a young pastor, finding himself in charge of some very energetic children, hits upon a game called "Giants, Wizards, and Dwarfs." "You have to decide now," the pastor instructed the children, "which you are — a giant, a wizard or a dwarf?" At that, a small girl tugging at his pants leg, asked, "But where do the mermaids stand?" And the pastor tells her there are no mermaids. And she says, "Oh yes there are. I am a mermaid."

Now this little girl knew what she was, and she was not about to give up on either her identity,

or the game. She intended to take her place wherever mermaids fit into the scheme of things. “Where do the mermaids stand? All of those who are different, those who do not fit the boxes and the pigeonholes?” “Answer that question,” wrote Fulghum, “and you can build a school, a nation, or a whole world.” As that very wise young woman said, “Diversity, like anything worth having, requires effort: effort to learn about and respect difference, to be compassionate with one another, to cherish our own identity, and to accept unconditionally the same in others.”

You should all be very proud that this is the Wellesley spirit. Now I know your first choice today was Alice Walker — guess how I know! — known for *The Color Purple*. Instead you got me — known for the color of my hair! Alice Walker’s book has a special resonance here. At Wellesley, each class is known by a special color. For four years the Class of 1990 has worn the color purple. Today you meet on Severance Green to say goodbye to all of that, to begin a new and very personal journey, to search for your own true colors.

In the world that awaits you, beyond the shores of Lake Waban, no one can say what your true colors will be. But this I do know: You have a first class education from a first class school. And so you need not, probably cannot, live a “paint-by-numbers” life. Decisions are not irrevocable. Choices do come back. And as you set off from Wellesley, I hope that many of you will consider making three very special choices.

The first is to believe in something larger than yourself, to get involved in some of the big ideas of our time. I chose literacy because I honestly believe that if more people could read, write and comprehend, we would be that much closer to solving so many of the problems that plague our nation and our society.

And early on I made another choice which I hope you’ll make as well. Whether you are talking about education, career, or service, you’re talking about life — and life really must have joy. It’s supposed to be fun!

One of the reasons I made the most important decision of my life, to marry George Bush, is that he made me laugh. It’s true, sometimes we’ve laughed through our tears. But that shared laughter has been one of our strongest bonds. Find the joy in life, because as Ferris Bueller said on his day off, “Life moves pretty fast; and if ya don’t stop and look around once in a while, ya gonna miss it!”

(I am not going to tell George YA clapped more for Ferris than YA clapped for George.)

The third choice that must not be missed is to cherish your human connections: your relationships with family and friends. For several years, you’ve had impressed upon you the importance to your career of dedication and hard work. And, of course, that’s true. But as important as your obligations as a doctor, a lawyer, a business leader will be, you are a human being first. And

those human connections — with spouses, with children, with friends — are the most important investments you will ever make.

At the end of your life, you will never regret not having passed one more test, winning one more verdict, or not closing one more deal. You will regret time not spent with a husband, a child, a friend or a parent.

We are in a transitional period right now, fascinating and exhilarating times, learning to adjust to changes and the choices we, men and women, are facing. As an example, I remember what a friend said, on hearing her husband complain to his buddies that he had to baby sit. Quickly setting him straight, my friend told her husband that when it's your own kids, it's not called babysitting.

Now, maybe we should adjust faster; maybe we should adjust slower. But whatever the era, whatever the times, one thing will never change: fathers and mothers, if you have children, they must come first. You must read to your children. And you must hug your children. And you must love your children. Your success as a family, our success as a society, depends not on what happens in the White House, but on what happens inside your house.

For over fifty years, it was said that the winner of Wellesley's annual hoop race would be the first to get married. Now they say, the winner will be the first to become a C.E.O. Both of those stereotypes show too little tolerance for those who want to know where the mermaids stand. So I want to offer a new legend: the winner of the hoop race will be the first to realize her dream — not society's dreams — her own personal dream.

And who knows? Somewhere out in this audience may even be someone who will one day follow in my footsteps, and preside over the White House as the President's spouse. I wish him well!

Well, the controversy ends here. But our conversation is only a beginning. And a worthwhile conversation it has been. So as you leave Wellesley today, take with you deep thanks for the courtesy and the honor you have shared with Mrs. Gorbachev and with me. Thank you. God bless you. And may your future be worthy of your dreams.

Words and Phrases

1. thrill: v. to cause to feel a sudden intense sensation; excite greatly 使非常激动
2. capture: v. to gain possession or control of 赢得; 夺取/赢得对...的占有或控制
3. pastor: n. a Christian minister or priest having spiritual charge over a congregation or other group 牧师

4. hit upon: to encounter, especially unexpectedly 偶然发现
5. dwarf: *n.* an abnormally small person, often having limbs and features not properly proportioned or formed 矮子; 侏儒
6. tug: *v.* to pull hard 用力拉
7. mermaid: *v.* a legendary sea creature having the head and upper body of a woman and the tail of a fish 美人鱼
8. compassionate: *adj.* feeling or showing compassion; sympathetic 有同情心的; 深表同情的
9. resonance: *n.* the quality or condition of being resounding or echoing 共鸣; 回声
10. severance: *n.* separation; partition 断绝; 隔绝
11. irrevocable: *adj.* impossible to retract or revoke 不能改变的; 不能取消的
12. plague: *v.* to pester or annoy persistently or incessantly 折磨; 使苦恼
13. YA: *abbr.* young adult 年轻人
14. clap: *v.* to strike the palms of the hands together with a sudden explosive sound, as in applauding 鼓掌, 轻拍
15. obligation: *n.* a social, legal, or moral requirement, such as a duty, contract, or promise that compels one to follow or avoid a particular course of action 义务; 职责
16. exhilarating: *adj.* causing exhilaration; invigorating 使人兴奋的
17. hoop: *n.* a large wooden, plastic, or metal ring 很大的木制、塑料或金属圈
18. stereotype: *n.* a conventional, formulaic, and oversimplified conception, opinion, or image 固定形式; 老一套
19. spouse: *n.* a marriage partner; a husband or wife 配偶 (指夫或妻)
20. courtesy: *n.* a polite gesture or remark 殷勤有礼貌的行为或言辞

Relevant Information

1. Wellesley College: a private institution of higher education for women, located in Wellesley, Massachusetts, 19 km west of Boston. Wellesley College was founded in 1870 and opened for instruction in 1875.
2. Barbara Pierce Bush: former First Lady of U.S.A. She is the wife of George Herbert Walter Bush, 41st President of U.S.A. *Commencement Address at Wellesley College* was delivered on June 1, 1990.

3. Keohane: Nan Keohane, president of Wellesley College, Hillary's Alma Mater. She then became the first woman president of Duke University.
4. Gorbachev: Gorbachev, Mikhail Sergeyevich (1931—), leader of the Union of Soviet Socialist Republics (USSR) from 1985 to 1991, the last leader of that country and the key figure in the liberalization and subsequent disintegration of Soviet and Eastern European Communism. Gorbachev set out to reinvigorate the Soviet system but inadvertently destroyed it. His policies aimed at relaxing tensions with the West, particularly the United States, and made a crucial contribution to the end of the Cold War, which had divided the world since the late 1940s.
5. Robert Fulghum: a best-selling author of 1989 in USA. He offered a mix of folksy adages and plain-speaking commentary in *All I Really Need to Know I Learned in Kindergarten*. This book was so popular that his publisher quickly brought out Fulghum's *It Was on Fire When I Lay Down on It*, which immediately after publication bounded onto the best-seller lists.
6. Alice Walker: (1944—), American author and poet, most of whose writing portrays the lives of poor, oppressed African American women in the early 1900s. She won the American Book Award (see National Book Awards) and the Pulitzer Prize for her best-known work, the novel *The Color Purple* (1982), which was praised for its strong characterizations and the clear, musical quality of its colloquial language. The novel was made into a motion picture in 1985, and Walker's book *The Same River Twice: Honoring the Difficult* (1996) contains her notes and reflections on making the film.



Activities

● Questions for discussion:

1. What's the difference of language styles between the two samples of commencement speeches?
2. In the second speech, why did Barbara Pierce Bush mention the story by Robert Fulghum?
3. What is the Wellesley spirit?

● Speech work:

Group work:

Procedure:

1. The whole class is divided into groups of 4–5 students.
2. Within the group, each student gives a 2–3 minute talk on the chosen topic.

3. Each group selects one student to be Today's Speaker, and helps him/her to improve the talk.
4. Today's Speaker gives a talk to the whole class on behalf of his/her group.

Suggested topics:

1. An Unforgettable Day in My Life
2. The One Who Influenced Me When I Was a Child
3. My Favorite City



Further reading

Four essentials of public speaking

As a basis of effective preparation, it is necessary for you to first get acquaintance of the four essentials of public speaking: speaker, occasion, language and audience.

Speaker. Speaker is the subject of public speaking, thus the core of the four essentials. Different people have different talents, and speakers are most effective when they lead from their strengths. From composing a speech to delivering a speech, it is the speaker who keeps making decisions to achieve strikingness. Especially at the delivery stage, the speaker's voice, body movement and so on is crucial to the success of a speech. A poor speaker may lead a well-composed speech to a total failure. A good speaker knows that typically, 80% of a person's effectiveness is the result of 21% of his or her actions.

Besides, in public speaking, the different identities of speakers may generate speeches of different language styles. Therefore, speaker is the key role of a public speech, whose task is not only to compose a well-organized speech, but most important to vividly deliver such a speech.

Occasion. The nature of the occasion will obviously have a great bearing on your speech. Occasion will dictate not only the content of your speech, but also the duration, the tone, and the expectations of your audience. For example, humor may be inappropriate during a business presentation or a eulogy, while it may be welcome during a wedding speech, or a sports event. You should also be aware of your role and any observances that you should make during your speech. And it is a must that you should be mindful of the occasion and your role in it.

The occasion will also set out certain clear goals for you before you start composing your

speech, so that you will be better equipped to judge its progress and success of your speech prior to its public airing. A hilarious Best Man speech may have your audience rolling in the aisles, but if you fail to give tribute to the Bride and Groom you will have failed in your role.

Audience. Whatever the occasion is, your speech must always be targeted at your audience. If you are familiar with your audience, for example, if the occasion is a large family gathering, then your speech should acknowledge and build upon your existing intimacy with your audience. The use of names and personal details of members of your audience can help engage your listeners. If the speech is to an unfamiliar audience, then an early goal of your speech must be to build a degree of trust with the listeners. You must know who your audience are in order to best decide how to affect your message upon them.

In public speaking, what is suitable for one group of audience may not be appropriate for another. Analyzing your audience before composing the speech will enable you to give a more acceptable speech, and enable your audience to follow your words more easily.

Language. Language is the media of public speaking, and is especially important in such an occasion. The basic structure of verbal speech has its own typical features, which are significantly different from written language. Composing a speech with written language may make the audience feel labored in listening, and may make the speaker drag in his or her delivery as well. A good speaker always understands spoken English has simple structure, frequent repetition, personal language, and variety in delivery. In other words, language used in public speaking is usually specific and concrete in order to make the audience easily follow the speech. Moreover, language in the speech should also be interesting to attract the audience's attention.

Besides, speeches on different occasions require different styles of language. Language in an inaugural speech can go far from that in a toast speech. Thus a good speaker should not only choose words with care and sensitivity, but always use language appropriate for his or her particular audience and occasion.

Classification of public speaking

When speaking of classification of public speeches, people usually consider that all speeches fall into two general types, formal and informal speeches. As a matter of fact, public speaking may be classified in terms of several other ways, such as purpose, content, mode, etc. Considering the content of a speech, we may classify a speech as either technical or non-technical. According to the modes by which speeches are delivered, we may classify a speech as speech by reading aloud, speech by recitation, or impromptu speech. Here we just focus on the different categories of public

speaking classified in terms of purpose.

Awareness speech. Awareness speeches, which generally highlight the meaning of an event, range from humorous to serious, from routine to unique. Common components of an awareness speech include describing the occasion, explaining the significance of the occasion, describing the person or group of people involved, recalling past events or actions, pointing to future events or actions, etc. Of course, not every awareness speech has all of the above components.

Introduction/welcome. An introduction is the meeting of at least two people who don't know each other. Sometimes it is a speech to introduce oneself to the audience, while sometimes it is a speech to welcome a person by introducing him to the audience and describing the audience as well.

Presentation (commencement). A commencement speech is a formal presentation in an academic setting and considerably longer. In such a speech, past achievements should be emphasized, the nature of the award should be explained and new goals may be suggested. Usually the speaker will show his/her appreciation, and may mention anecdotes or unknown events that occurred in the process of his/her work as well as what the award means to him/her.

Nomination (acceptance). A nomination speech will identify the person at the beginning unless everyone knows who you are nominating, then you could leave the candidate's name until the end. Your task is to give reasons why that person deserves the nomination. The acceptance speech is quite similar to the nomination. To be specific, the candidate demonstrates the reasons given in the nominating speech in his/her acceptance speech.

Tribute (farewell). Such speeches are the flip side of an introduction speech. Both the tribute and farewell speech may recall accomplishments and dwell on shared experience, good wishes and hope for a future reunion. When a tribute is to someone who is deceased, it is called a eulogy.

Besides the above ones, awareness speech also includes speeches of inauguration, challenge, announcement, entertainment, etc.

Information speech. Information speech is to make certain concepts clear and introduce new ideas to the audience. An informative speech must describe actual relationship between concepts in the most simple and functional way so that the audience can easily understand. Information speeches sometimes are labeled as presentations, reports, briefings, lectures or demonstrations.

Argument speech. Speeches of such a category discuss both sides of a question, and call for evaluating choices or options. In an argument speech, the first thing is to reasoning, and then to give evidence. Reasoning here refers to make some statements, while evidence mainly consists of very accurate information, particularly facts or statistics, to support the statements.

Persuasive speech in essence belongs to the category of argument speech. It aims at persuading

the audience to do something they may not like to do at the moment, or changing their mind about or attitude towards something.

Action speech. Action speeches are quite different from argument speeches. Action speeches include indirect suggestions and emotion, trying to get people to act on what they already have chosen or agreed to. As the argument speech is a direct approach, the action speech may be indirect.

Different types of speeches require different styles of language and develop in various modes despite certain formats of all public speaking. It is inevitable to make clear the category of a speech before composing and delivering it.