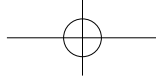


## Map of the book

Unit	Public speaking skills	Critical thinking skills
<b>Unit 1</b> <b>Understanding public speaking and critical thinking</b> P1	<ul style="list-style-type: none"> <li>Understanding the nature and characteristics of public speaking</li> <li>Using the Paul-Elder model to prepare and evaluate arguments for speeches</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing the elements of thought</li> <li>Clarifying a concept and explaining a point</li> <li>Evaluating arguments with specific criteria</li> </ul>
<b>Unit 2</b> <b>Preparing for a speech</b> P15	<ul style="list-style-type: none"> <li>Using a variety of techniques to select a good speech topic</li> <li>Analyzing the audience to make the speech cater to their interests</li> </ul>	<ul style="list-style-type: none"> <li>Identifying causes of phobias</li> <li>Analyzing audience needs</li> <li>Evaluating speech topics</li> </ul>
<b>Unit 3</b> <b>Supporting your ideas</b> P29	<ul style="list-style-type: none"> <li>Using materials to support claims</li> <li>Understanding argument construction</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating the credibility of sources of information</li> <li>Evaluating the quality of evidence</li> </ul>
<b>Unit 4</b> <b>Organizing a speech</b> P41	<ul style="list-style-type: none"> <li>Structuring a speech</li> <li>Using transitional words, phrases, and sentences</li> <li>Outlining a speech</li> </ul>	<ul style="list-style-type: none"> <li>Identifying organizational patterns of speeches</li> <li>Analyzing organizational patterns of speeches</li> <li>Evaluating methods of organization in speeches</li> </ul>
<b>Unit 5</b> <b>Introducing and concluding your speech</b> P59	<ul style="list-style-type: none"> <li>Understanding the major functions of speech introductions and conclusions</li> <li>Making effective speech introductions and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating the effectiveness of speech introductions and conclusions</li> <li>Assessing the suitability of a speech introduction or conclusion for a particular audience and occasion</li> </ul>
<b>Unit 6</b> <b>Delivering your speech</b> P73	<ul style="list-style-type: none"> <li>Using delivery skills to enhance effectiveness of speeches</li> <li>Overcoming stage fright through delivery practice</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences about what is expressed through nonverbal language</li> <li>Analyzing the effects of nonverbal language</li> </ul>
<b>Unit 7</b> <b>Using language effectively</b> P87	<ul style="list-style-type: none"> <li>Using language accurately, concisely, and vividly in a speech</li> <li>Applying rhetorical devices in speeches</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying the meaning of words and phrases</li> <li>Analyzing features of language</li> </ul>
<b>Unit 8</b> <b>Speaking to inform</b> P101	<ul style="list-style-type: none"> <li>Making different types of informative speeches</li> <li>Organizing ideas appropriately for informative speeches</li> </ul>	<ul style="list-style-type: none"> <li>Using detailed description and specific vocabulary to reflect precision of thinking</li> <li>Analyzing and evaluating speeches using a set of criteria</li> </ul>

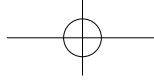


## Intercultural competence

- Raising awareness of the needs of audiences from different cultures
  - Learning about cultural traditions behind different cuisines
  - Understanding causes of differences in cuisines across cultures
- Understanding if phobias are culture-related or not
  - Cultivating empathy for people with phobias
- Identifying similarities and differences between the problems of adolescents in different cultures and solutions to those problems
  - Reflecting on cultural differences in argument construction
- Finding similarities and differences between ways of organizing information and ideas in different cultures
  - Comparing methods of investigation and coping strategies for university students' psychological problems in different countries
- Understanding different attitudes toward organ donation in different countries or religions
  - Explaining the obstacles to organ donation in Chinese society
- Understanding the cultural differences in using gestures
  - Becoming aware of cultural differences in the expression of emotion in special occasion speeches
- Introducing Chinese tea culture to people from other cultures
  - Explaining the cultural meanings embedded in some Chinese sayings
- Understanding the cultural meanings of famous tourist sites
  - Explaining things like events, beliefs, customs, and artifacts to people from different cultures

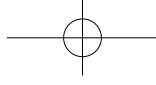
## Map of the book

Unit	Public speaking skills	Critical thinking skills
<b>Unit 9</b> <b>Using visual aids</b> P119	<ul style="list-style-type: none"> <li>• Preparing visual aids for presentations and speeches</li> <li>• Using visual aids in presentations and speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Developing criteria for judging the appropriateness of visual aids</li> <li>• Defining the concept of cultural heritage</li> </ul>
<b>Unit 10</b> <b>Understanding claims in persuasive speeches</b> P131	<ul style="list-style-type: none"> <li>• Using vocal variety to express meaning and attract audience's attention</li> <li>• Understanding the type of question a claim addresses</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing a speaker's purpose of speech by examining claims of the speech</li> <li>• Evaluating a speaker's arguments using the Toulmin Model</li> </ul>
<b>Unit 11</b> <b>Organizing persuasive speeches</b> P145	<ul style="list-style-type: none"> <li>• Using gestures to help communicate ideas and emotions</li> <li>• Using various organizational patterns to develop ideas for persuasive speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying, analyzing, and evaluating organizational patterns in speeches</li> <li>• Assessing or generating solutions to the problem of poverty</li> </ul>
<b>Unit 12</b> <b>Methods of persuasion</b> P161	<ul style="list-style-type: none"> <li>• Applying logical reasoning in argumentation</li> <li>• Using strategies to appeal to emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Examining the assumptions underlying arguments concerning population issues</li> <li>• Exploring the implications and consequences of family planning</li> </ul>
<b>Unit 13</b> <b>Avoiding logical fallacies</b> P175	<ul style="list-style-type: none"> <li>• Developing a confident posture for public speaking</li> <li>• Avoiding logical fallacies in speeches and watching out for them in the arguments of others</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and classifying logical fallacies</li> <li>• Analyzing the logic of arguments</li> </ul>
<b>Unit 14</b> <b>Extemporaneous and impromptu speeches</b> P189	<ul style="list-style-type: none"> <li>• Avoiding frequent use of fillers in speeches</li> <li>• Making effective extemporaneous and impromptu speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Justifying your priorities in life</li> <li>• Choosing suitable organizational models to present information, ideas, and arguments</li> </ul>
<b>Unit 15</b> <b>Speaking on special occasions</b> P201	<ul style="list-style-type: none"> <li>• Enhancing vocal and physical delivery skills to add vitality to a speech</li> <li>• Understanding and making effective ceremonial speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing the relevance of speech materials for a particular occasion and audience</li> <li>• Organizing ideas in a logical and creative way to fit the special needs of an occasion</li> </ul>
<b>Appendix</b> P217		



## Intercultural competence

- Being able to identify the effect that age and cultural background may have on the use of visual aids
- Introducing national cultural heritage to people from different cultures
- Understanding the positions of different countries in addressing the challenge of global climate change
- Developing globally-minded thinking on global environmental issues
- Understanding the causes of and solutions to problems of poverty in different cultures
- Comparing organizational patterns of persuasive speeches in different cultures
- Explaining China's family planning policy to people from other cultures
- Comparing and contrasting the population policies of different countries
- Understanding the concept of censorship and interpreting the particular practices of censorship in different cultures
- Comparing ways that advertisers in different countries use to persuade people into buying their products
- Analyzing the impact of age, gender, and culture on priorities in life
- Understanding priorities in life for people of different cultures
- Understanding the shared values of graduating students in different cultures
- Analyzing different career and life choices of graduating students across cultures



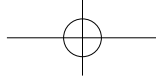
# 1

## Unit

# Understanding public speaking and critical thinking



**H**ave you ever had the experience of speaking in front of many people? If you have, did you enjoy it? Whether you like it or not, situations where public speaking skills are needed arise very often in life, much more often than you might think. Good public speaking skills help you improve academic performance in school, move ahead in work, and impress others in daily life. Effective public speaking requires not just good communication skills but also well-thought-out and logically organized opinions. Therefore, the goal of a public speaking course is to help you become better speakers and better thinkers. To reach this goal, it is necessary to first understand the nature and characteristics of public speaking and what makes good thinking. In this unit, you will have the opportunity to practice the skills for analyzing the elements of thought, explaining a point, and evaluating arguments for speeches while exploring the relationship between cuisines and culture.



## Objectives



### Public speaking skills

- Understanding the nature and characteristics of public speaking
- Using the Paul-Elder model to prepare and evaluate arguments for speeches



### Critical thinking skills

- Analyzing the elements of thought
- Clarifying a concept and explaining a point
- Evaluating arguments with specific criteria



### Intercultural competence

- Raising awareness of the needs of audiences from different cultures
- Learning about cultural traditions behind different cuisines
- Understanding causes of differences in cuisines across cultures

## Pre-class work

Recall your past experience of speaking in front of a big audience. Be ready to share it in class.





# I. Starting point

## 1 Work out for your voice by following the instructions below.

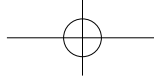
- 1) Stand with your feet shoulder-width apart. Support the weight of your body through your hips and legs rather than locking your knees. Consciously release and relax your shoulders. Place your hands on your stomach.
- 2) Breathe in through your nose for a count of four. Count slowly. As you inhale, feel your diaphragm rising. Breathe out through your mouth for a count of four and now feel your diaphragm expanding. Do three rounds of inhaling and exhaling for a count of four while making sure you keep your shoulders, stomach, and legs relaxed.
- 3) Breathe deeply and say “Mmmm.” Breathe deeply and say “Mmmm-Hmmm.” Then say “Mmmm. It’s great to be here.” Say “Mmmm-Hmmm one. Mmmm-Hmmm two. Mmmm-Hmmm three.”

### Working out for your voice

A good voice is important for public speaking. Effective breath control improves the sound of your voice in several ways: It helps with your voice projection; it reduces voice shaking; and it helps you control the pitch of your voice and the rate of speaking. Regular breathing practice will improve the control of your voice and your voice quality.

## 2 Suppose this is the first day at a summer camp. To help you get to know each other, you are asked to interview one camp member and introduce this person to the other members, who are from different countries. When preparing the speech, please take into consideration both the cultural background of your interviewee and those of the audience.

- 1) Work in groups of four. Form two pairs. In each pair, one is the interviewer and the other one is the interviewee. Conduct an interview for three minutes to find out the interviewee’s hobbies, character, past experiences, etc. The interviewer prepares to speak for two minutes. In this introductory speech the interviewer should think of an animal or an object that the interviewee can be compared to, select two or three features he/she and that animal or object have in common to talk about, and use examples to support your claims.
- 2) Take turns to give the prepared introductory speech in the group and the interviewee comments on whether it is a good description of him/her.



## II. Understanding public speaking

### Activity 1 Understanding the nature and characteristics of public speaking

- 1 Work in pairs and fill in the following table according to your understanding of similarities and differences between public speaking and daily conversation.

	Public speaking	Daily conversation
Audience		
Flow of information		
Context		
Structure		
Logic		
Language		
Delivery		

- 2 Summarize the characteristics of public speaking according to your answers and report your findings to the class.

### Activity 2 Identifying the elements of thought

- 1 Think for a minute and then write your own definition of critical thinking on a piece of paper.
- 2 Share your definition with the class.
- 3 Read the article “Introducing critical thinking” on Pages 12–14. Work in pairs and answer the following questions.
- 1) How is critical thinking defined by the author?
  - 2) What are the similarities and differences between your definition and the author’s definition?
  - 3) Pick two elements of thought from the article and tell your partner how you understand them. Use specific examples to illustrate your point.





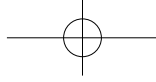
**4** Read the following passage and use the analytical framework introduced in the article “Introducing critical thinking” you just read to identify the elements of thought. Then work with your partner to complete the table that follows.

Impossible. It is impossible to think of France without at once being pleasantly assaulted with a sensuous vision of velvety wines and tempting French foods. Is this reputation a carefully nurtured legend or does it indeed have some basis in fact?

A great cuisine can only be developed where there are suitable and abundant natural resources, diligent and imaginative cooks, and enough sensitively appreciative palates to taste and enjoy the results. It would seem that France can give a nod to each point.

Watered by numerous rivers, blessed with a temperate climate and fertile soil, the rolling plains and valleys of France are dotted with orchards and vineyards, yield grains and varieties of delicate vegetables, and nurture cattle, sheep, and fowl in such abundance that, under normal conditions, France is actually self-sufficient in foodstuffs. Farmers, fishermen, and shepherders have learned from centuries of diligent care and lessons handed down from one generation to the next how to coax the finest quality from their produce, be it grapes or chickens. And in a nation that can honor a chef with the Légion of d’Honneur it is not surprising that the taste for fine wines begins with the very young at the family table, and the arts of the kitchen begin near maman.

Category	Elements of thought in the passage
Purpose	To persuade people that there are basic facts contributing to the great French cuisine
Question at hand	
Information	
Inference	
Concept	
Assumption	
Consequence	
Point of view	



## Language for public speaking: formal vs. informal language

The style of language people use when writing is usually more formal than that they use when speaking. Although formal and informal languages have many features in common—words, sentence structures, and meanings—there are many differences. For example, in daily conversations when informal language is used, there are often many repetitions and fillers (e.g. huh, um), whereas no such features are found in written texts. Formal language and informal language are also differentiated by particular choices of grammar and vocabulary. For example:

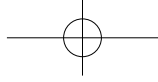
**Formal** — The police arrested the thief.

**Informal** — The cops bagged the crook.  
(use of slang words)

I am going to talk about the relationship between public speaking and critical thinking. — **Formal**

I'm gonna let you know how public speaking and critical thinking are related. ("gonna" instead of "going to") — **Informal**

The style of language used in public speaking needs to be more formal than that in conversations. It should be carefully chosen and polished.



## III. Practicing public speaking

### Activity 1 Explaining a point

- 1** Read the article “Explaining a point with SEE-I” on Page 8. Prepare for five minutes to answer one of the following questions assigned to you, using the SEE-I structure. Remember that the language you use should not be conversational.
  - 1) The most important skill I expect to develop in this class is \_\_\_\_\_.
  - 2) A successful public speech should \_\_\_\_\_.
- 2** Get into groups of four, in which two people have prepared to answer Question 1 and the other two have prepared to answer Question 2. Take turns to stand up and make your SEE-I speech.
- 3** After each speech the listeners should give feedback regarding if the point is clear to you, if you could hear the speaker clearly without any difficulty, and if you agree with the speaker.
- 4** After everyone has given the speech, discuss the following questions and share your answers in class.
  - 1) Did you feel differently when speaking to three people, standing up, compared to when you speak to one person. If yes, what are the differences?
  - 2) If you were to do the same activity again, is there anything that you would do differently? What is it/are they?





## Explaining a point with SEE-I

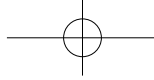
A commonly used organizational model for speech is called SEE-I, which is helpful when you clarify a concept or explain a point. There are four parts in SEE-I.

**S Statement.** In this first sentence you would write a statement in response to a prompt provided to you. You should try to make a single argument to defend. If the prompt was: “What is the best way to reduce stage fright?” A statement could be: “The best way to reduce stage fright is through systematic practice.”

**E Elaboration.** In this paragraph you would write an explanation about the argument of your statement. A good way to start is “In other words...” To continue the argument beginning with the above statement, an elaboration would be: “In other words, after composing a speech into a logical organization, practice can make you comfortable with the delivery. Some may practice their speech 10 times before being ready. When practicing, you should speak aloud so the words can be heard. Practicing in front of a mirror helps in checking gestures. Even the same note card to be used in the speech can be used during practice to give you something familiar. If you are uncomfortable with a certain part of the speech, practicing that section many times really helps in knowing the speech.”







**E Example.** In this paragraph you would provide an example to support the elaboration. You can start with the words “For example”:  
“For example, I had to give a speech at my school’s graduation ceremony. I was allowed to speak for eight minutes and so I prepared and practiced for eight hours. I must have practiced that speech 20 times in the two weeks before the event! Every time I practiced it, I saw another way to improve the language. I felt confident when I gave gestures to emphasize a point. Just before going to the ceremony I practiced two more times. When I gave the speech I felt very confident and knew I had done the best I could do.”

**I Illustration.** In this last segment you clarify your position with a metaphor, diagram, or photo. A good way to start this would be “This is like”:  
“This is like a performance of a symphony concert. There are many parts that go into a symphony concert, like organizing the musicians and selecting the music. But the quality of the concert can only be assured when the orchestra has systematically practiced so that every piece sounds perfect.”

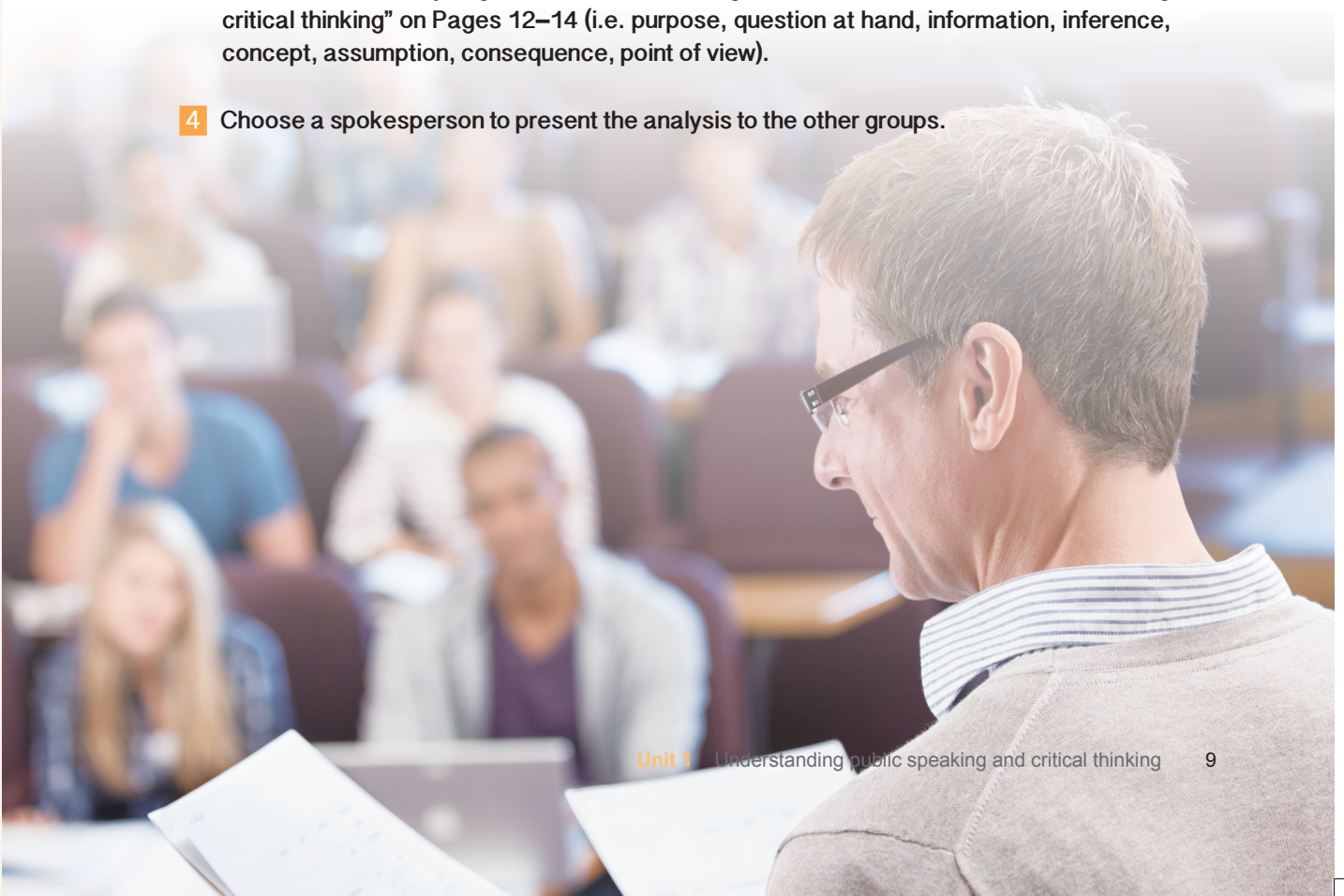


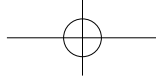
## Activity 2 Thinking from different perspectives

- 1 Get into six small groups, A, B, C, D, E, and F. Each group prepares to describe a can of Coca-Cola from a different point of view to a journalist who is going to publish your words in a newspaper. The six points of view are those of:

-  The CEO of the Coca-Cola Corporation
-  An aluminum manufacturer
-  Director of Marketing at Coca-Cola
-  A teenager
-  A parent of an obese child
-  A man, who has been living in the mountains and in complete isolation from the outside world

- 2 Form groups of six, with at least one student from each of the previous Groups A, B, C, D, E, and F. You need to introduce yourself (like a professional) to the group first. Then describe the can of Coca-Cola from your designated point of view.
- 3 Each group picks one person's account and analyzes the description using the framework for analyzing the elements of thought introduced in the article "Introducing critical thinking" on Pages 12–14 (i.e. purpose, question at hand, information, inference, concept, assumption, consequence, point of view).
- 4 Choose a spokesperson to present the analysis to the other groups.





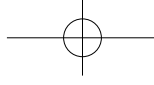
### Activity 3 Evaluating the quality of arguments

- 1 Read the following three passages about food and culture, and evaluate the arguments using the Paul-Elder intellectual standards of thought introduced in the article “Introducing critical thinking” on Pages 12–14 you have read (i.e. clarity, accuracy, precision, relevancy, significance, depth, breadth, logic, fairness).
- 2 Form groups of three or four. Each group analyzes one of the following passages and evaluates the argument(s) along three of the nine dimensions.
- 3 Report the results of your analysis in class.

1

In all cultural traditions, food is only one aspect yet it is probably one of the most persistent. There is no cultural group and no individual for whom at least one specific food—the memory, taste, or smell of which—does not evoke a pang of loving nostalgia. Food plays an inextricable role in our daily lives. Without food we cannot survive. But food is much more than a tool of survival. Food is a source of pleasure, comfort, and security. Food is also a symbol of hospitality, social status, and religious significance. What we select to eat, how we prepare it, serve it, and even how we eat it are all factors profoundly touched by our individual cultural inheritance.





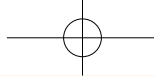
2

The center of the traditional Russian kitchen is a remarkable stove called the pleeta. It is remarkable because it not only often provides the heat for most of the house, serves as a warm bed at night (with a mattress on top), but also cooks meals and bakes food in either one of two ovens: a slow oven and a fast oven. Further, an area near the ovens is perfect for broiling shashlyk (skewered meats), while a covered hole in the chimney carries the charcoal fumes away from the heating samovar. This latter could be described as the second most important piece of equipment in the traditional Russian kitchen for the huge polished samovar is used to heat water for tea, and unquestionably tea has a special place in the Russian home.

3

Chinese cuisine is obviously different from Western cuisine. One of the main causes for the difference lies in notions of food. Chinese cuisine attaches great importance to the flavor, color, shape, and smell of food, while Western cuisine pays more attention to nutrition. Consequently, Western diet is thought to reflect a “scientific” view, which cares about the intake of calories, vitamins, protein, and so on during a day. Compared with Western diet, Chinese food is more a result of the pursuit of taste. Taste is placed at the paramount position in cooking, while nutrition can be sacrificed if necessary. Deep frying and long-time stewing, during which process a lot of nutrition is lost, are commonly used in cooking.

The different pursuits in Chinese cuisine and Western cuisine are compatible with their respective philosophies. Metaphysics is the main feature of Western philosophy. Such a philosophy brought vitality to Western culture, so natural sciences, psychology, and methodology achieved a rapid development. The notion of food is heavily influenced by research findings from natural sciences, such as biology and nutriology. In Chinese philosophy, *hexie* (harmony) is essential and “taking a middle path” is often viewed as the best policy. These are also reflected in Chinese food culture, in which mixing ingredients for best flavor and trying to achieve a balance of taste and nutrition is the highest goal for cooking.



## IV. Reading

# *Introducing critical thinking*

### **Understanding critical thinking as a system**

Critical thinking is a system of analysis and evaluation that opens all other systems. The system provides a common assessment language for students and instructors to use. As you work with this tool you should become more effective at using the system while you become a better critical thinker.

Analysis and evaluation can be put into a model to make it easier to use. This model of critical thinking as a system was developed by Richard Paul and Linda Elder. In this model, there are eight elements of thought.

**Purpose.** Whenever you want to express yourself, in writing or speech, you need to determine the purpose you want to achieve. Are you informing your audience about something new? Are you trying to persuade the audience to take an action or change a belief? Within any of the arguments of a speech you need to continually ask yourself, what is the purpose of this point? If you are assessing someone else's speech and you hear some information, you can always start your analysis by asking, what is the purpose of the data?

**Question at hand.** What are the issues involved to satisfy the purpose? If the speech is to persuade, is there a problem that needs to be identified? What causes the problem? Are there values that need to be satisfied?

**Information.** What information do you need to support the position you are taking? The information could be statistics you get from research. It could also be your personal experience. Whatever type of information you use, you need to verify the quality of the information. In other words, you need to check if the information is accurate, relevant, and up-to-date.

**Inference.** Once you hear the questions and information, can you draw a separate conclusion? Are there any solutions to the problem?

**Concept.** Is there any philosophical idea or theory you need to understand? Do you need to provide a definition to strengthen your argument? Is there a different scientific approach you need to consider, such as a different model that might clarify the analysis?

**Assumption.** What things can you take for granted in the audience being addressed? Do you understand their values, education level, and interests? Can you assume anything about the topic such as whether the complicated information is understandable?

**Consequence.** What are the good things that will come from the conclusions and solutions you





have arrived at? Will your approach be well received? Are there societal and personal benefits from your recommendations?

**Point of view.** Who are the stakeholders involved? Are you looking at the issue from the standpoint of the people who are in charge or the people who are affected by the outcome? Can you see the issues from the points of view of the audience members?

Note that analysis through the elements of thought is usually dependent on all of the elements working together. Often, if you change one element, the others will also need to be modified.

### **Evaluation through intellectual standards of thought**

Once you have established the specific elements of thought in your analysis, you can start to determine if the elements can be made stronger. When providing an assessment, you should be able to articulate what is good and what needs to improve. The following standards give you criteria for assessment and language to use.

**Clarity**—Is the argument understandable? Was the language easy to understand? Was the speaker clear in their diction? Was there any vagueness or were there missing elements?

**Accuracy**—Is the information true and complete? Do the conclusions being drawn derive appropriately from the information available?

**Precision**—Are there enough details to satisfy the specific requirements? Does the action have sufficient features presented to solve the problem?

**Relevancy**—Is the argument “on point”? In other words, does it relate to the other arguments being made? Can you see the links between the claims and the data? Does the argument match the organization being used?

**Significance**—How important is the argument? Are there any statistics to back up the claim? What value is being expressed? Are the values the same as those the audience holds? What will happen if we don't take the advice in the speech?

**Depth**—When evaluating an issue, is there a need to understand other specifics within the issue?

**Breadth**—When evaluating an issue, are there other areas of interest necessary for understanding the complete picture?

**Logic**—Does the argument make sense? Do the conclusions come from the analysis and evidence provided? Do the arguments throughout the speech cohere with each other? Is there consistency?

**Fairness**—Is an objective position being taken? Are there other points of view that need to be considered?



This model allows you to “pinpoint” and communicate your assessments. Perhaps you will be able to compliment other students by saying “I really liked your thesis (purpose plus topic), it was very clear.” Or perhaps you will want to help someone improve. “I would like it more if your information was more significant.” The model should also help with your self-assessments. You will be able to achieve better thinking as you practice public speaking. And in return, your public speaking will improve as you practice critical thinking.

## Assignment

1. Design a self-assessment sheet that will be used throughout the semester. This is to help you keep a record of your achievements and remaining weaknesses. The following table is for your reference.

Week \_\_\_\_\_

Aspect		Reflection	Plan to improve	
Content	Beginning			
	Ending			
	Body	Clarity of arguments		
		Effectiveness of evidence		
Logic of arguments				
Structure				
Language				
Delivery				

2. Suppose you are at a potluck party in a foreign country. For this party you have prepared a typical Chinese dish. Before people start to eat, you need to introduce this dish. Make it interesting. You can take the following questions into consideration.
  - 1) What is it called?
  - 2) How is it cooked and/or served?
  - 3) Which Chinese cuisine does it belong to? Why is it popular in that region? Is it related to geographical features, people’s beliefs, values, religion, etc. of the place?