



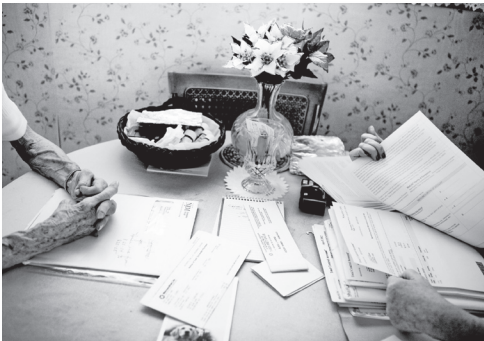
**GETTING STARTED: PREPARING
THE SPEECH**

**Unit
2**

SELECTING A TOPIC



Look at the pictures. What topics could emerge for an oral presentation in this course?



The topic must be:

1. SUITABLE TO YOU

Your main concern, therefore, should be to find a topic that is interesting to you whether you are presenting a summary of an article or making an argumentative appeal. A good way to start is to ask yourself “What things do I care about?”, “What courses or issues covered in the courses I take I enjoy most?” You should also be concerned with finding a topic that is suitable to you, which can be effectively presented by you and efficiently discussed under the requirements and limitations of your specific assignment. It should be a topic you know something about that can be effectively presented in the required time limit set by your instructor. For example, you couldn’t talk and analyze Amartya Sen’s contributions in 10 minutes and allow time for discussion at the end. Ask yourself “What things do I already know?”, “What things would I like to learn more about?”, “What have I recently learnt from television or other courses?” You may also select a topic that you are well aware of and inform your listeners about it provided that they know nothing or very little about it. You could also choose a topic that both you and your audience are familiar with if your purpose is to shed new light to it or to persuade them in favor or against a particular viewpoint. Some students also choose topics they want to know more about. The purpose of it is to engage into research and actually learn more about a topic that interests you. So don’t feel that, because you might not know a topic very well, you should not or cannot present on it. Start by making a list of the subjects that you find interesting and workable or by brainstorming either alone or with friends and classmates who can help you. Then proceed to limit your choices.

2. SUITABLE TO YOUR AUDIENCE

Keep in mind that the topic must also be interesting and suitable to your audience, too. If you are presenting to your classmates, consider their interests and needs. Don’t choose anything that could be too hard for them to understand, something that they have already been taught extensively in another course or is outside their interests. Avoid

topics that audiences might find embarrassing or offensive because in this way you might be breaking their ethical norms. If the class has students from different nationalities, it would be wise to handle racial and political issues with discretion. In such cases, however, you may give information about practices that do not attempt to change the listeners' convictions. A good idea to gauge how your listeners feel about your choice of topics is to give out a questionnaire asking for their opinion on a number of topics with either close or open-ended items.

The questions you should be asking yourself to choose a topic to talk about:

- What things interest me?
- Which courses do I enjoy most?
- What have I learnt recently in my courses, which I would like to share with others?
- What do I know about this topic?
- What would I like to learn about this topic?
- What do my listeners know about this topic?
- Would my listeners be interested in this topic?



NARROWING DOWN THE TOPIC

B

Once you have decided on the broad subject you want to talk about, you need to narrow it down to a topic that can be adequately presented and discussed in your class. To do that, two main considerations must be kept in mind (Andrews et al. 2002): the particular situation in which you will be presenting and your audience.

Consideration of **the situation** involves:

- Recent events that you may want to talk about or not talk about
- Recent areas of academic interest
- Assignment restrictions including choice of topic, choice of purpose or time limits

Consideration of **the audience** involves:

- What the audience already knows about the topic.
- How the audience feels about the topic.
- What common experiences and ideas I share with my audience.

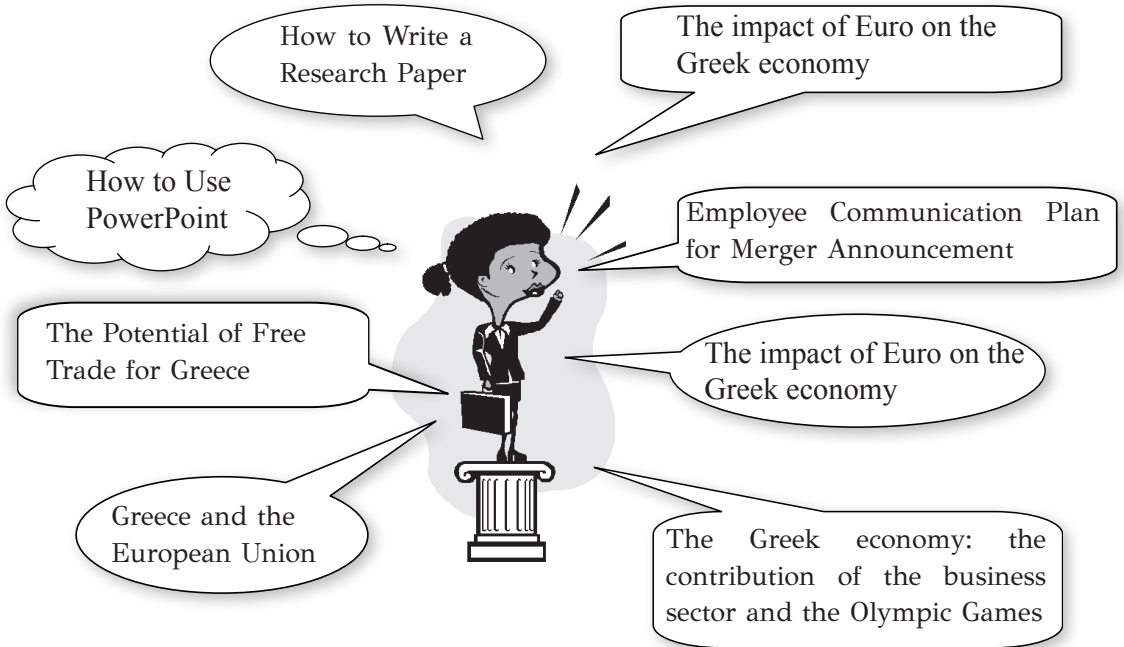
Look at some examples of narrowing down topics

Marketing	Working in marketing Advertising	Job prospects for a position in marketing Modern trends in advertising The ethics of advertising Word-of-mouth advertising
The internet/ Electronic media	Potential dangers of the internet Communicating through the web Viruses Mobile phones	Buying through the internet Misinformation Identification and protection from viruses Use in public places
Computers	Impact of computers	The impact of computers in today's teenagers The impact of computer games
Economics	Amartya Sen	Sen's economic theories

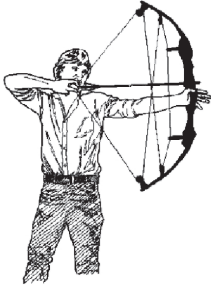
Business	Companies Communication	Organization chart of a company Structure problems of a company Scandal involving the dairy products in Greece Body language in negotiations Body language in presentations
Sports	Greek basketball The Olympics Sports in tertiary education	Historical development of basketball in Greece Appraisal of the Olympics in Greece Scandals in tertiary education athletics
Social issues	Alcoholism Unemployment Peer pressure Smoking Teens	Prevention of alcoholism in teenagers Combating unemployment in Greece Dangers of peer pressure Banning smoking in public areas in Greece Work in the teens
Education	Recent Greek laws on education Post-graduate studies Tertiary education	Benefits of the new law on education Weaknesses of the Greek law Preparing for post graduate studies Advice for first year students Going to school and holding a job
World events	Tsunami Economic crisis	Economic impact of the tsunami to the world The economic crisis in Greece The economic crisis in Argentina
Health	Obesity Anorexia nervosa Daily injuries	Dealing with obesity The psychological consequences of obesity Identification and dangers prevention

Self-study practice

Which of the following topics do you consider suitable for an oral presentation in your English class?



DECIDING ON A PURPOSE



As we have said earlier, all forms of communication take place for a purpose. We always communicate for a particular reason e.g., to give news, to persuade someone to do something or to change his/her mind, to share information and experiences and sympathize with someone. The most common general purposes for which you may be required to deliver a speech in the academic or workplace environment are to inform and to persuade.

Types of general purposes

1. INFORMATIVE SPEECHES

This type may seem easy to understand at first but very often people fail to achieve it. This happens when speakers attempt to inform their audiences about things they already know well, or when they try to explain something complicated but rely too much on technical language, which the audience finds difficult to understand. In these cases the purpose is not achieved.

2. PERSUASIVE SPEECHES

As with informative purposes, the aim here is not merely to tell others what to do or how they should feel. It is not merely to give an opinion on a topic. Your aim in a persuasive speech should be to get a response from the audience, to make your audience feel more strongly about an issue they care about, to agree with you or to take some action.

Narrowing down your purpose

After you decide on your basic general purpose, you should refine it into a more specific one. You need to consider what exactly you want

your audience to understand or how exactly you want them to respond. The more specific your purpose is, the more likely you are to achieve it because in this way you can see how realistic and feasible your purpose is given the setting, the time, and the specific audience. Admittedly, a speech can sometimes adopt both purposes. For example, speakers might have to first inform the audience before they attempt to persuade them. Similarly before speakers inform their audience about a topic, they might need to persuade them about its importance. Whatever the case is, the specific purpose of the presentation needs to be clear if it is to be achieved.



The following are types of specific **informative** purposes. You can use the underlined words to express your specific purpose.

A) General: I want to inform my audience about the adoption of Euro in Greece.

Specific 1: I would like my audience to know the impact of the adoption of the Euro for the Greek economy.

Specific 2: I would like my audience to understand how the adoption of the Euro will influence the Greek consumer.

B) General: I want them to know about the effects of using a mobile phone

Specific: I would like to explain to them the potential dangers of the mobile phone for our health.

C) General: I want to talk about advertising.

Specific 1: I would like them to understand how advertising works by explaining various advertising techniques used on TV.

Specific 2: I would like to explain to them two new advertising techniques.

Types of specific informative purposes

- To give new information
- To look at something known from a different aspect
- To explain something
- To make the audience understand something better

Important tips on informative speeches

- Always keep in mind what your audience knows about your topic
- Explain clearly or avoid technical information

The following are types of specific **persuasive** purposes. You can use the underlined words to express your specific purpose.

A) General: I want to persuade my audience about the benefits of using the Euro for the Greek economy.

Specific 1: I would like my audience to agree that the Euro's benefits for the Greek economy outweigh the disadvantages.

Specific 2: I would like my audience to realize the importance of adopting the euro for them.

B) General: I want them to talk about the effects of using a mobile phone

Specific 1: I would like to alert them to the hidden dangers of the mobile phone for our health.

Specific 2: I want like to convince them to reduce their use of the mobile phone.

C) General: I want to talk about advertising.

Specific 1: I want to alert them to the dangers of advertising toys for children.

Specific 2: I want to help them be less vulnerable to the strong effect of TV commercials.

Specific 3: I want to convince them that TV commercials have no real impact on viewers.

Types of specific persuasive purposes

- To reinforce the audience's feelings
- To influence the audience's ideas
- To make the audience take action

Important tips on persuasive speeches

- Go for a realistic purpose
- Always keep in mind how your audience feels about your topic
- Use a variety of persuasive strategies to achieve your purpose

Your purpose must have the following characteristics:

1) It must be clear. For example in I want to talk about advertising, the use of the phrase talk about shows that the speaker has no clear idea of what he wants to do or what he expects from his audience. On the other hand, in I want to alert them to the dangers of advertising toys for children, he both narrows down the topic of advertising into dangers of advertising toys for children, and attempts to influence their ideas by alerting them to the dangers of advertising. On the other hand, attempting to alert them to the hidden dangers for our health sheds new light to a well-known issue and is likely to draw their attention.

2) It must be realistic. It should be covered in the time limit set by the assignment and not attempt to do more than it claims. I want to talk about the effects of using a mobile phone may be something that the audience is too familiar with and fail to motivate them.

3) It must ask for a specific audience response. Merely informing or persuading audiences usually does not suffice. Shedding new light to an old issue, making them understand something, attempting to influence their beliefs or urging them to take action are specific responses that a speaker can ask for. For example, I want to talk about advertising does not aim at a particular response. Helping them be less vulnerable and convincing them that TV commercials have no real impact attempt to change audience feelings and beliefs. Also, a purpose like talking about the effects of using mobile phones does not ask for a particular response, but convincing them to reduce their use of mobile phones asks the audience to take a particular action.

In-class practice

Evaluate the following purposes according to the criteria above

- A. What you should know about tax reform.
- B. I want to inform my audience about the difference between micro and macroeconomics.
- C. I want to talk about the parking problem in Thessaloniki.
- D. I want to convince my audience about the dangers of alcohol.
- E. I would like to suggest a more suitable organization structure for the Pitkin's Company.
- F. I want to inform my students about the role of technology in human history.
- G. I would like to inform them about the main characteristics of the most commonly used antivirus programs.
- H. I want to show them how to use PowerPoint.
- I. I want to convince them that using PowerPoint for presentations is easy.

PREPARING A RATIONALE




A rationale is usually submitted together with the topic. It could be in the form of a paragraph or longer. Along with the main ideas to be stressed in the presentation, it also includes a justification¹ of the choice of topic. In other words you need to explain why you have chosen this particular topic to talk about. Why is it interesting to you? Why is it of interest to your specific audience? How

is it suitable to this particular audience/class? A rationale should also state your general and specific purpose. Is your purpose to inform or to persuade? Are you aiming to tell your fellow students about the latest developments in the Greek banking system, which they should know nothing about? Are you aiming to get them to agree that women dominate administrative positions or are unfairly treated at work? Do you intend to persuade them about the need to become more computer literate? Would you like to present how to use a computer program, which many students need but hesitate to use? Whatever you have chosen to talk about, your purpose needs to be clearly stated in your rationale.

In short, a rationale should have:

- ✓ A brief description of your topic (in about 1-2 sentences)
- ✓ A clear justification for your choice of topic (in 1-2 sentences)
- ✓ A clear statement about your purpose (in one sentence)
- ✓ A clear justification for your choice of purpose (in one sentence)

1. justification: explaining, δικαιολόγηση.

In-class practice



Read the following exemplary student rationales and identify the parts that make up the topic, justification for choice of topic, the purpose and justification of purpose.

1. Our topic concerns the Dutch policy on shadow-economy activities such as prostitution and drugs. In particular, we will focus on the Dutch government’s attitude, laws, and methods to deal with these socio-economic activities, which differ from those of other European policies. The selection of our topic was triggered when we first came across an in depth analysis of this policy given by some close acquaintances who are now living and studying in the Netherlands. We strongly feel it is an issue that everyone studying International and European Studies should be aware of. The purpose of our talk is to explain how the Dutch policy makers legalize these activities in order to tax them. Also, we think that although these activities are well known to most of us, our main purpose is to bring to attention an alternative perspective of such political innovations, by comparing the economic benefits and the social impacts.

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2. This talk is an analysis of the meaning of the term “Exclusive Economic Zone”, as it is prescribed by the United Nations convention on the Law of the Sea We will talk about the importance of EEZ, as it contains sovereign rights of states for many purposes. Under this spectrum, we will consider the effects on the relations among the countries of EMS (East Mediterranean Sea). These issues are worthy

of our attention as they play significant role on a state’s external action and energy policy, especially in unbalanced regions during times of economic crisis. There is an obvious relevance to Greece, as it is a country that historically has faced and is still facing a lot of territorial problems with its neighbors. In this light our purpose is to help our audience understand better how the EEZ could have a great influence on a country by explaining aspects of it that are most likely unknown, yet important to us.

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Read the following student rationales and identify their weaknesses according to the criteria above

1. Our topic is about the impact of Euro on the European economy. This subject was chosen because we believe that it is one of the most serious issues of our times. Furthermore, the adoption of the Euro has brought serious changes (both negative and positive) to the members of EU and to the economic, diplomatic and political relations with the rest of the world. Our purpose is to inform and clarify that the appearance of the Euro has meant the beginning of a new age for Europe and the rest of the world.

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2. This speech examines the concept of globalization and the role of the IMF and the World Bank in the poverty in Africa today. We think it

is an interesting topic for our class firstly because when one studies economics it is important to know about the effects of an economic movement, which is also a modern economic phenomenon which affects all countries. Although the problems of Africa are far away from us, all European countries trade with it and are affected by it. It is also an underdeveloped country which deserves help from all nations and not damage. Our purpose is to persuade our classmates about the disastrous consequences of globalization for Africa and to inform them about the asymmetry of power and the interests of the EU members, especially of the European and American countries in relation to Africa. It is an important issue because the African development will also affect the global economy.

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Consolidation 

- Your topic should be ...*
- Suitable to you
 - Suitable to your audience

- Your purpose should ...*
- Be clear
 - Be realistic
 - Ask for a specific audience response

- A rationale is a paragraph with...*
- A brief description of your topic
 - An explanation of your choice of topic
 - A statement of your purpose
 - A brief explanation of your choice of purpose

PREPARING AN ABSTRACT FOR A PRESENTATION



Giving a talk at a conference often requires preparing a short abstract. In this abstract your aim is to give your audience the main ideas of your talk. Conference abstracts are usually published in the conference program with a view to informing the participants about the content of the talks beforehand to help them decide which ones to attend.

In-class practice



Read the following student abstracts and underline the phrases that link the main ideas together.

1. Our speech is based on an episode of National Geographic series, “Aftermath: Population overload”. The documentary deals with a hypothesis: what the world would be like if the population doubles. The talk will start with the social impacts and then move to the economic ones. Next we will talk about the different effects on various regions of the world. We will end with predictions about the earth’s future.
2. This presentation will be about what Game Theory is and whether and how it can help in different situations. This talk will start with the idea of the Game Theory and the types of strategic games. Next we will point out the Equilibrium Nash. Finally we will stress the importance of the concept of Prisoner’s Dilemma.

Assignment

Decide on a topic for your speech assignment. Prepare a rationale explaining your choice and a short abstract. Before you submit it to your instructor, make sure you have found the source/s you will use in your assignment.

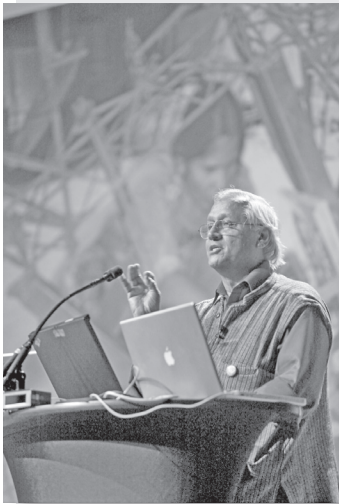


7. Learning from the barefoot movement

by
Bunker Roy

given in TEDGlobal 2011

Watch the video on http://www.ted.com/talks/bunker_roy



I'd like to take you to another world. And I'd like to share a 45 year-old love story with the poor, living on less than one dollar a day. I went to a very elitist, snobbish, expensive education in India, and that almost destroyed me. I was all set to be a diplomat, teacher, doctor - all laid out. Then, I don't look it, but I was the Indian national squash champion for three years. (Laughter) The whole world was laid out for me. Everything was at my feet. I could do nothing wrong. And then I thought out of curiosity I'd like to go and live and work and just see what a village is like.

1:12 So in 1965, I went to what was called the worst Bihar famine in India, and I saw starvation, death, people dying of hunger, for the first time. It changed my life. I came back home, told my mother, "I'd like to live and work in a village." Mother went into a coma. (Laughter) "What is this? The whole world is laid out for you, the best jobs are laid out for you, and you want to go and work in a village? I mean, is there something wrong with you?" I said, "No, I've got the best education. It made me think. And I wanted to give something back in my own way." "What do you want to do in a village? No



job, no money, no security, no prospect.” I said, “I want to live and dig wells for five years.” “Dig wells for five years? You went to the most expensive school and college in India, and you want to dig wells for five years?” She didn’t speak to me for a very long time, because she thought I’d let my family down.

- 2:24** But then, I was exposed to the most extraordinary knowledge and skills that very poor people have, which are never brought into the mainstream –which is never identified, respected, applied on a large scale. And I thought I’d start a Barefoot College– college only for the poor. What the poor thought was important would be reflected in the college. I went to this village for the first time. Elders came to me and said, “Are you running from the police?” I said, “No.” (Laughter) “You failed in your exam?” I said, “No.” “You didn’t get a government job?” I said, “No.” “What are you doing here? Why are you here? The education system in India makes you look at Paris and New Delhi and Zurich; what are you doing in this village? Is there something wrong with you you’re not telling us?” I said, “No, I want to actually start a college only for the poor. What the poor thought was important would be reflected in the college.”
- 3:29** So the elders gave me some very sound and profound advice. They said, “Please, don’t bring anyone with a degree and qualification into your college.” So it’s the only college in India where, if you should have a Ph.D. or a Master’s, you are disqualified to come. You have to be a cop-out or a wash-out or a dropout to come to our college. You have to work with your hands. You have to have a dignity of labor. You have to show that you have a skill that you can offer to the community and provide a service to the community. So we started the Barefoot College, and we redefined professionalism.
- 4:11** Who is a professional? A professional is someone who has a combination of competence, confidence and belief. A water diviner is a professional. A traditional midwife is a professional. A traditional bone setter is a professional. These are professionals all over the world. You find them in any inaccessible village

around the world. And we thought that these people should come into the mainstream and show that the knowledge and skills that they have is universal. It needs to be used, needs to be applied, needs to be shown to the world outside - that these knowledge and skills are relevant even today.

4:54 So the college works following the lifestyle and work style of Mahatma Gandhi. You eat on the floor, you sleep on the floor, you work on the floor. There are no contracts, no written contracts. You can stay with me for 20 years, go tomorrow. And no one can get more than \$100 a month. You come for the money, you don't come to Barefoot College. You come for the work and the challenge, you'll come to the Barefoot College. That is where we want you to try crazy ideas. Whatever idea you have, come and try it. It doesn't matter if you fail. Battered, bruised, you start again. It's the only college where the teacher is the learner and the learner is the teacher. And it's the only college where we don't give a certificate. You are certified by the community you serve. You don't need a paper to hang on the wall to show that you are an engineer.



5:48 So when I said that, they said, "Well show us what is possible. What are you doing? This is all mumbo-jumbo if you can't show it on the ground." So we built the first Barefoot College in 1986. It was built by 12 Barefoot architects who can't read and write, built on \$1.50 a sq. ft. 150 people lived there, worked there. They got the Aga Khan Award for Architecture in 2002. But then they suspected, they thought there was an architect behind it. I said, "Yes, they made the blueprints, but the Barefoot architects actually constructed the college." We are the only ones who actually returned the award for \$50,000, because they didn't believe us, and we thought that they were actually casting aspersions on the Barefoot architects of Tilonia.

6:39 I asked a forester –high-powered, paper-qualified expert – I said, “What can you build in this place?” He had one look at the soil and said, “Forget it. No way. Not even worth it. No water, rocky soil.” I was in a bit of a spot. And I said, “Okay, I’ll go to the old man in village and say, ‘What should I grow in this spot?’” He looked quietly at me and said, “You build this, you build this, you put this, and it’ll work.” This is what it looks like today.



7:08 Went to the roof, and all the women said, “Clear out. The men should clear out because we don’t want to share this technology with the men. This is waterproofing the roof.” (Laughter) It is a bit of jaggery, a bit of urens and a bit of other things I don’t know. But it actually doesn’t leak. Since 1986, it hasn’t leaked. This technology, the women will not share with the men.

7:32 (Laughter)

7:35 It’s the only college which is fully solar-electrified. All the power comes from the sun. 45 kilowatts of panels on the roof. And everything works off the sun for the next 25 years. So long as the sun shines, we’ll have no problem with power. But the beauty is that it was installed by a priest, a Hindu priest, who’s only done eight years of primary schooling - never been to school, never been to college. He knows more about solar than anyone I know anywhere in the world guaranteed.



8:13 Food, if you come to the Barefoot College, is solar cooked. But the people who fabricated that solar cooker are women, illiterate

women, who actually fabricate the most sophisticated solar cooker. It's a parabolic Scheffler solar cooker. Unfortunately, they're almost half German, they're so precise. (Laughter) You'll never find Indian women so precise. Absolutely to the last inch, they can make that cooker. And we have 60 meals twice a day of solar cooking.

8:56 We have a dentist - she's a grandmother, illiterate, who's a dentist. She actually looks after the teeth of 7,000 children. Barefoot technology: this was 1986 –no engineer, no architect thought of it– but we are collecting rainwater from the roofs. Very little water is wasted. All the roofs are connected underground to a 400,000 liter tank, and no water is wasted. If we have four years of drought, we still have water on the campus, because we collect rainwater.

9:28 60 percent of children don't go to school, because they have to look after animals –sheep, goats– domestic chores. So we thought of starting a school at night for the children. Because the night schools of Tilonia, over 75,000 children have gone through these night schools. Because it's for the convenience of the child; it's not for the convenience of the teacher. And what do we teach in these schools?



Democracy, citizenship, how you should measure your land, what you should do if you're arrested, what you should do if your animal is sick. This is what we teach in the night schools. But all the schools are solar-lit.

10:09 Every five years we have an election. Between six to 14 year-old children participate in a democratic process, and they elect a prime minister. The prime minister is 12 years old. She looks after 20 goats in the morning, but she's prime minister in the evening. She has a cabinet, a minister of education, a minister for energy, a minister

for health. And they actually monitor and supervise 150 schools for 7,000 children. She got the World's Children's Prize five years ago, and she went to Sweden. First time ever going out of her village. Never seen Sweden. Wasn't dazzled at all by what was happening. And the Queen of Sweden, who's there, turned to me and said, "Can you ask this child where she got her confidence from? She's only 12 years old, and she's not dazzled by anything." And the girl, who's on her left, turned to me and looked at the queen straight in the eye and said, "Please tell her I'm the prime minister."

11:15 (Laughter)

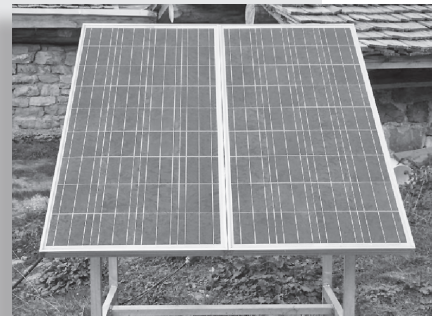
11:17 (Applause)

11:25 Where the percentage of illiteracy is very high, we use puppetry. Puppets is the way we communicate. You have Jokhim Chacha who is 300 years old. He is my psychoanalyst. He is my teacher. He's my doctor. He's my lawyer. He's my donor. He actually raises money, solves my disputes. He solves my problems in the village. If there's tension in the village, if attendance at the schools goes down and there's a friction between the teacher and the parent, the puppet calls the teacher and the parent in front of the whole village and says, "Shake hands. The attendance must not drop." These puppets are made out of recycled World Bank reports.

12:22 (Laughter)

12:24 (Applause)

12:31 So this decentralized, demystified approach of solar-electrifying villages, we've covered all over India from Ladakh up to Bhutan –all solar-electrified villages by people who have been trained. And we went to Ladakh, and we asked this woman– this, at minus 40, you have to come out of the roof, because there's no place, it



was all snowed up on both sides - and we asked this woman, "What was the benefit you had from solar electricity?" And she thought for a minute and said, "It's the first time I can see my husband's face in winter."

13:12 (Laughter)

13:15 Went to Afghanistan. One lesson we learned in India was men are untrainable. (Laughter) Men are restless, men are ambitious, men are compulsively mobile, and they all want a certificate. (Laughter) All across the globe, you have this tendency of men wanting a certificate. Why? Because they want to leave the village and go to a city, looking for a job. So we came up with a great solution: train grandmothers. What's the best way of communicating in the world today? Television? No. Telegraph? No. Telephone? No. Tell a woman.

14:11 (Laughter)

14:14 (Applause)

14:18 So we went to Afghanistan for the first time, and we picked three women and said, "We want to take them to India." They said, "Impossible. They don't even go out of their rooms, and you want to take them to India." I said, "I'll make a concession. I'll take the husbands along as well." So I took the husbands along. Of course, the women were much more intelligent than the men. In six months, how do we train these women? Sign language. You don't choose the written word. You don't choose the spoken word. You use sign language. And in six months they can become solar engineers. They go back and solar-electrify their own village.

14:59 This woman went back and solar-electrified the first village, set up a workshop - the first village ever to be solar-electrified in Afghanistan [was] by the three women. This woman is an extraordinary grandmother. 55 years old, and she's solar-electrified 200 houses for me in Afghanistan. And they haven't collapsed. She actually went and spoke to an engineering

department in Afghanistan and told the head of the department the difference between AC and DC. He didn't know. Those three women have trained 27 more women and solar-electrified 100 villages in Afghanistan.

15:39 We went to Africa, and we did the same thing. All these women sitting at one table from eight, nine countries, all chatting to each other, not understanding a word, because they're all speaking a different language. But their body language is great. They're speaking to each other and actually becoming solar engineers. I went to Sierra Leone, and there was this minister driving down in the dead of night - comes across this village. Comes back, goes into the village, says, "Well what's the story?" They said, "These two grandmothers ... " "Grandmothers?" The minister couldn't believe what was happening. "Where did they go?" "Went to India and back." Went straight to the president. He said, "Do you know there's a solar-electrified village in Sierra Leone?" He said, "No." Half the cabinet went to see the grandmothers the next day. "What's the story." So he summoned me and said, "Can you train me 150 grandmothers?" I said, "I can't, Mr. President. But they will. The grandmothers will." So he built me the first Barefoot training center in Sierra Leone. And 150 grandmothers have been trained in Sierra Leone.

16:41 Gambia: we went to select a grandmother in Gambia. Went to this village. I knew which woman I would like to take. The community got together and said, "Take these two women." I said, "No, I want to take this woman." They said, "Why? She doesn't know the language. You don't know her." I said, "I like the body language. I like the way she speaks." "Difficult husband; not possible." Called the husband, the husband came, swaggering, politician,



mobile in his hand. “Not possible.” “Why not?” “The woman, look how beautiful she is.” I said, “Yeah, she is very beautiful.” “What happens if she runs off with an Indian man?” That was his biggest fear. I said, “She’ll be happy. She’ll ring you up on the mobile.” She went like a grandmother and came back like a tiger. She walked out of the plane and spoke to the whole press as if she was a veteran. She handled the national press, and she was a star. And when I went back six months later, I said, “Where’s your husband?” “Oh, somewhere. It doesn’t matter.” (Laughter) Success story.

17:43 (Laughter)

17:45 (Applause)

17:48 I’ll just wind up by saying that I think you don’t have to look for solutions outside. Look for solutions within. And listen to people. They have the solutions in front of you. They’re all over the world. Don’t even worry. Don’t listen to the World Bank, listen to the people on the ground. They have all the solutions in the world.

18:13 I’ll end with a quotation by Mahatma Gandhi. “First they ignore you, then they laugh at you, then they fight you, and then you win.”

18:24 Thank you.

18:26 (Applause)

Source of speech: http://www.ted.com/talks/bunker_roy

Speech comprehension

Understanding the gist of the speech

Answer the questions in your own words

1. What are the main principles of barefoot college?

.....
.....

2. How was a ‘professional’ defined in the barefoot college?

.....

3. What is being said about women’s contribution to barefoot college?

.....
.....

4. How did they deal with people who were highly illiterate and could not speak the same language, whom they wanted to train?

.....

5. What point is made about people with “certificates”?

.....

6. In which countries were barefoot colleges built?

.....

7. What point is made about the solution of problems in the conclusion?

.....

Rhetorical characteristics

1. How does the speaker introduce his talk about barefoot college?

.....
.....

2. The speaker uses extensive examples to describe the construction of the first barefoot college. Briefly mention some of them. What is the effect of using multiple examples?

.....
.....
.....
.....

3. What instances of humor can you identify? What do you think is the effect of such humor on the audience?

.....
.....

4. What do you think is the effect of saying “puppets are made of World Bank recycled paper reports”?

.....

5. What do you think is the effect of quoting the woman’s reply about the benefit of having solar-electricity in a snow-covered hut in Ladakh at -0, “It’s the first time I can see my husband’s face in winter”?

.....

6. The speaker frequently reports what people told him in direct speech. What do you think is the effect on the audience?

.....

7. How does the speaker end his speech?

.....

Questions for discussion

1. What impressed you the most about barefoot college and why?
2. What did you like about the talk and why?

Vocabulary development

A. Fill in the blanks with the words below

monitoring	cabinet	compulsive	concessions	fabricate
aspersion	dropout	demystify	disqualified	friction

1. Leaving early is a good response to working-class student _____ from university.
2. Participants engaging in any of the forbidden activities will be _____ and will forfeit any prizes won.
3. Jack's political rival cast an _____ against him right before the election.
4. The journalist got fired when his editor learned of his plan to _____ a story about the president.
5. The _____ helps the president make decisions, gives advice and provides information to the President.
6. Betsy sensed _____ between parents and their children.
7. He has become a _____ liar and his friends lost faith in him.

- 8. The government decided to make _____ to the workers on strike.
- 9. We really must _____ finance and help small investors.
- 10. I would suggest _____ it for a couple of days to see how it goes and take decisions later.

B. Study the following words. Identify the prefixes. What meaning do they convey?

- Recycled.....
- Decentralized
- Concession.....
- Demystify
- Illiterate.....
- Disqualified
- Universal.....
- Redefined.....
- Inaccessible.....
- Unfortunately

C. Study the following words. Identify the suffixes. What meaning do they convey?

- Compulsively
- Concession.....
- Inaccessible.....
- Starvation
- Teacher.....

Doctor.....

Important

Expensive

Champion.....

Quotation.....

VOCABULARY LIST		
WORD	DEFINITION IN ENGLISH	MEANING IN GREEK
Aspersions	A false or misleading charge meant to harm someone's reputation	Συκοφαντία, κακολογία
Bone setter	A person who sets broken or dislocated bones usually without being a licensed physician	Αυτός που βάζει τα οστά στη θέση τους χωρίς να είναι πιστοποιημένος γιατρός
Citizenship	Good deeds, moral character	Καλές ηθικές πράξεις
Compulsive	Caused by a desire that is too strong to resist, impossible to stop	Εθισμένος, παρορμητικός, παθολογικός
Concede	Admit, give in	Παραδέχομαι, αναγνωρίζω, υποκύπτω
Demystify	To make something clear and easy to understand so that it no longer confuses or mystifies someone	Απομυθοποιώ
Disqualified	The person who has been stopped/prevented from doing, having being a part of something (e.g. of a right, a power, a privilege)	Αποκλεισμένος, ακυρωμένος
Drop-out	A person who stops going to a school before finishing or getting involved in society	Αυτός που έχει εγκαταλείψει το σχολείο ή την κοινωνία, απόβλητος της κοινωνίας
Fabricate	To create or make up	Κατασκευάζω

Famine	Food shortage, Hunger	Πείνα, λιμός
Installation	Putting the pieces of a machine or service pieces together to make it work in a certain place	Εγκατάσταση
Mainstream	Prevailing current	Κυρίαρχη, επικρατούσα τάση
Profound	Deep	Βαθύς
Sophisticated	Highly developed and complex	Τεχνολογικά εξελιγμένο

LIST OF DERIVATIVES		
VERB	NOUN	ADJECTIVE
To install	Installation	* * * * *
To access	Access	Accessible
To concede	Concession	* * * * *
* * * * *	Ministry, minister	* * * * *
To benefit	Benefit	Beneficial
To spend	Expense	Expensive
To famish	Famine	* * * * *
* * * * *	Literacy	Literate
To quote	Quotation, quote	* * * * *
To mobilise	Mobility	Mobile