

SECTION 2

Speech Basics

SPEECH BASICS

Introduction

Authorities in the field of speech generally agree that the processes involved in the preparation and organization of a speech may be divided into ten basic steps. These comprise the subject matter of this section.

They are:

1. Getting started.
2. Defining the subject.
3. Defining the message.
4. Defining the purpose.
5. Identifying the audience and the occasion.
6. Identifying which materials to use.
7. Organising the materials.
8. Opening, closing and linking the speech.
9. Outlining the speech.
10. Rehearsing the speech.

While the steps are arranged in a definite sequence, it is not compulsory that everyone follows this order. The material may be adapted to fit individual needs – some speakers may choose to combine steps or complete assignments from a higher level, while others may vary the sequence. There may also be a particular speech assignment that a member needs to practise to assist in a work-related exercise.

Read the material carefully and create your own formula for using the information to become more proficient in speaking to an audience.

SPEECH BASICS 1

Getting Started

The purpose of this section is to provide a systematic approach to speech construction and organization. The intention is to show the member how to plan, organise and outline a speech based upon a central idea, communicating a message to elicit an intended response. SPEECH BASICS is offered to POWERtalk International members as a practical guide to more effective communication.

Types of speeches

Speeches fall into two general types: prepared and impromptu or extemporaneous.

Prepared Speech: This is a speech where the topic and content are known and planned in advance. It is not necessarily written out or memorised.

Impromptu Speech: This speech is a spur-of-the-moment expression when, without advance notice or preparation, we are called upon for immediate response to a direct question or request for an opinion or information. The impromptu speech calls for a quick choice: to present an idea, or a brief statement to introduce the idea and a conclusion to draw out the main points. The speaker must call on reserves of information and experience. (See Project Basics Level 1, numbers 2 and 16.)

Begin with a perspective

View the total communication picture.

- What message will you choose to address the subject?
- How will you word the message to communicate precisely what you want the audience to understand?
- What specific response are you seeking?
- Who are the members of the audience?
- What is the occasion?
- Where will you find the materials to develop and support the subject?
- How will you organise the materials?
- How much and what kind of practice is needed?

SPEECH BASICS 2

Defining the Subject

Since speech-making is an interactive process between speaker and listeners, it is the function of the speaker to communicate a message clearly. At the conclusion of the speech the audience should be able to summarise accurately what has been said. When this can be done the speaker has achieved true communication with the listeners. A first step in achieving this goal lies in properly selecting and limiting the speech subject itself. The basic question, then, is how do we go about choosing and narrowing the speech topic?

Let us examine certain principles that serve as guides in the actual choice of a subject.

- 1. *Is the subject interesting to you?*** Find a subject that sparks your own enthusiasm. An enthusiastic speaker has an excellent chance to generate a reciprocal interest on the part of the audience. A wellplanned reading program, covering a variety of subjects, yields a constantly-growing knowledge base. As our own interests expand, we have a greater variety of speech subjects from which to draw.
- 2. *Is the subject interesting to your audience?*** A speaker may be able to bring some unique insight to a subject that ordinarily would not appeal to an audience. Unless you are confident, however, that you can make such a subject interesting to the audience, don't attempt to speak on it.
- 3. *How much do you already know about the subject?*** If you already know a great deal about the subject and if the topic is one that also interests your audience, you are on your way towards a wise selection of subject.
- 4. *How much does the audience know about the subject?*** If your audience is likely to be more knowledgeable about the subject than you are, look for something else to talk about. For example, unless your expertise in parliamentary procedure surpasses that of the audience, do not attempt to build a speech around this topic.
- 5. *Do you know the subject from personal experience?*** Personal experience provides a background of anecdotes and illustrations that add human interest to any presentation. Try to choose a topic that allows you to draw from your own experience.
- 6. *Is the subject suitable for you – the speaker?*** Do you believe in your topic? Are you at ease with it? Is adequate material available to supplement your own experience or knowledge? Most importantly, is it suitable to your stage of development as a speaker? Detailed and complex topics, difficult to develop within brief time limits, generally are not wise choices for the beginning speaker.

Speech Basics 2: Defining the Subject continued...

7. *Is the subject significant?* A subject is significant if it:

- helps your audience get something they desire;
- provides information they would like to have;
- shows them how to do something they would like to do;
- appeals to their instinct of self-preservation, their desire for positive self image, their wish for prestige, greater reputation or success; and
- aids them, in some way, to realise their own potential for development and growth.

8. *Have you narrowed the subject?* By narrowing the subject, you will probably have a definite message, maybe even a starting point. In trying to develop an unlimited subject, your audience will be unable to summarise clearly what you have talked about. Every general subject suggests many different messages. It is up to you to narrow the general subject – to find the precise point of thought that you wish to communicate as your particular message. Once you have accomplished this, the next step is to formulate a clear thesis statement.

Recommended Features For Further Study

(refer to POWER*talk* International website www.powertalkinternational.com Resource section)

SPEECH BASICS 3

Defining the Message

A thesis statement is the theme of a speech. Various called the key idea, the premise, or the central idea, the thesis statement is a one-sentence summary of the thought you have chosen as your specific message.

Here are some examples of thesis statements:

- “There are many truths yet to be discovered by man”.
- “Truth exists in poetry as well as in science”.
- “There is no absolute truth”.

A thesis statement is a single point of thought concerning a general subject. It states your message.

Here are other examples:

- Future prosperity depends upon preserving the environment.
- Exercise is beneficial to good health.
- Travel is educational.

Advantages of a thesis statement

Formulating a thesis statement has certain advantages for both speaker and listener.

1. *The thesis statement becomes a message.* It allows the audience to identify the key message.
2. *The thesis statement narrows the subject to a definite point.* A subject such as “sport” is too broad to develop into a speech. As soon as this subject is narrowed to a thesis statement “Tennis is good exercise” it becomes manageable.
3. *The thesis statement aids the speaker.* Besides narrowing the subject, the thesis statement is particularly helpful in speech planning because it:
 - provides a point of beginning;
 - aids in showing what to develop and support;
 - prevents rambling; and
 - provides the basis for a summary or conclusion.

Speech Basics 3: Defining the Message continued...

Turn a general subject into a complete sentence that communicates the key message you have chosen, and you will find that you have formulated a thesis statement.

Here are some examples:

General Subject	Thesis Statement
Friendship	To win a friend, be one.
Government	Every citizen should take an active role in government.
Education	The future is in the classroom.

Perhaps you might have chosen different thesis statements for these examples, for each general subject may include an infinite number of key ideas. Your task is to find a definite thesis statement upon which you can build your speech.

- **A well-organised speech has a thesis statement that is a summary of the subject matter of the entire speech.**
- **This statement can usually be made in one sentence and is generally given at the close of the introduction or the opening of the body of the speech.**
- **Properly conceived and stated, the thesis narrows the subject matter and keeps the speech unified.**
- **The thesis statement clarifies and emphasises the key message that you wish to convey.**

Recommended Features For Further Study

(refer *POWERtalk* International Section of Master Manual and www.powertalkinternational.com Resource Section)

SPEECH BASICS 4

Defining the Purpose

The purpose of a speech, both general and specific, is determined by the response the speaker seeks from the audience.

General Purpose	Response Sought
1. <i>To inform</i>	Clear understanding, explanation, instruction, learning, knowledge
2. <i>To entertain</i>	Delight, amusement, enjoyment, laughter, drama, excitement, anticipation.
3. <i>To inspire</i>	Animation or exaltation of the human spirit, arousal of emotions
4. <i>To convince</i>	Change, strengthen, influence belief; gain intellectual agreement
5. <i>To persuade</i>	Action, practise or belief brought about through argument and reason; the impetus to take a specific action

1. ***The speech to inform.*** A professor lecturing in chemistry or a manager who is explaining new office procedures is speaking to inform.
2. ***The speech to entertain.*** The after-dinner speech is the most common example of the speech to entertain. A creative speaker can bring a light touch to almost any subject – a humorous account of world travels, struggles in learning parliamentary procedure, a day in the life of a salesman. The list of subjects for an entertaining speech is endless.
3. ***The speech to inspire.*** Civic, social and religious groups, as well as special interest organizations and political bodies the world over, have significant days and events that are observed with speeches of inspiration.
4. ***The speech to convince.*** Many speech authorities distinguish the speech to convince from the speech to persuade in this manner:
 - If the response sought deals only with belief, the purpose is to convince.
 - If the desired response involves action, then the purpose is to persuade.

Speech Basics 4: Defining the Purpose continued...

5. **The speech to persuade.** In today's society perhaps the most important kind of speech – and the one we hear the most – is the speech to persuade. Politicians using argument to gain support, volunteer workers seeking financial backing, sales personnel urging you to buy products: all of these employ techniques of persuasive speaking.

Have a dominant purpose

Perhaps you have begun to feel that a speech can have more than one purpose. A speech may seek to persuade – its ultimate purpose – and at the same time to entertain, inform, inspire, and convince. An informative speech may entertain as well as inform. One purpose, however, is primary or dominant. Therefore, the speaker must determine which purpose is the dominant one, then weave in whatever other purposes may serve to achieve the desired response.

Turn a general purpose into a specific one

Keeping in mind that the thesis statement may need to be revised to fit the purpose, we are now concerned with turning the general purpose into a specific purpose. Consider the following examples:

1. *Subject:* The advantages of becoming a member of POWERtalk International.
General Purpose: To persuade.
Specific Purpose: To get prospective members to join by showing how others have enriched their lives in an organised self-improvement group that includes enjoyment, study, worthy accomplishments and the building of self-confidence and prestige.
Thesis Statement: Being a member of POWERtalk International develops personality.
2. *Subject:* Driving in traffic.
General Purpose: To entertain.
Specific Purpose: To share amusing incidents relating to actual experiences while driving in traffic.
Thesis Statement: Driving in traffic is an exercise in patience.
3. *Subject:* Freedom of speech.
General Purpose: To convince.
Specific Purpose: To show that there are limitations to freedom of speech and to explain the differences between freedom and licence.
Thesis Statement: Freedom of speech has definite limitations.

Speech Basics 4: Defining the Purpose continued...

4. *Subject:* Preparing press releases.
General Purpose: To inform.
Specific Purpose: To show by explanation and demonstration the processes involved in writing press releases.
Thesis Statement: Anyone can write a press release.

For further study: Refer to Projects Level One, 8 & 12, Level Two, 9 & 12.

SPEECH BASICS 5

Identifying the Audience & the Occasion

An effective speech is organised and delivered with a *specific audience* in mind. You must know something about the background, interests, attitudes and beliefs of your audience in order to adapt your message to gain the desired response.

Factors in evaluating the audience

1. *Size of the audience.* The larger the audience, the more varied will be their interests, beliefs, attitudes and responsiveness.
2. *Age and gender.* Women or men, or both? Young, middle-aged, elderly, mixed?
3. *Occupation and socio-economic class.* Business and professional personnel? Retired individuals? Occupational background widely varied?
4. *Type of organization.* Business/professional club, labour union, lodge, charitable or service organization, special interest group?
5. *Common interest.* What is the purpose in organising or the reason for coming together?

Don't overlook any available source for gathering information about your audience.

Learn as much as possible from the program chairman. If possible consult with another speaker who has appeared before the same or a similar audience. Talk with people who are members of the group before which you are to appear. Explore all avenues of audience analysis.

Making Use of the Information

Whether the information you obtain is definite or only inferred, evaluate it carefully and use it to adapt your message to the audience.

1. Establish rapport.

You establish rapport with an audience when you create a relationship based on common thought, interest and feeling. By linking your own ideas and sentiments with theirs so that a mutual tie exists, you speak in a person-to-person relationship. Identification is the key to a good audience rapport, so begin your speech with materials that establish this rapport between your listeners and yourself. Beware, however, of patronising or attempting to manipulate your audience.

2. Put yourself in your listener's place.

Try to imagine yourself as a member of the audience. How would you react if you heard what you have to say? What do you want from the speaker? You might expect a speaker to be clear so that you can easily understand what is being said. You would appreciate knowing that the speaker has taken the time to prepare carefully.

Speech Basics 5: Identifying the Audience & the Occasion continued...

We all want a speaker to show respect for our judgment and intelligence. Few of us wish to listen to a domineering or arrogant person, and we do not like to be pressured.

Anecdotes and references to individual experiences are appealing. Be careful to avoid negative remarks that might alienate your audience. Beware of references unfavourable to race, uncomplimentary remarks about religion, or humor at the expense of anything an audience may value. Likewise insults, sarcasm, condescension and insincere flattery must be avoided. They are all negative forms of communication that show little regard for the feelings of others, strip away humanity and block effective communication.

3. Adapt materials to audience attitudes.

The neutral audience: a neutral audience tends to listen for evidence based upon factual illustrations, valid statistics and specific instances, rather than anecdotes, hypothetical illustrations or analogies.

The apathetic audience: dealing with the apathetic audience can be extremely frustrating; therefore, you must take special precaution not to become hostile. This audience is often a captive audience – there because the individuals feel obligated. For this group it is well to utilise human-interest anecdotes, illustration and humor – any good technique that will create interest. Materials involving facts, statistics and proof are often ineffective. If you can arouse attention at the start and maintain interest throughout, you may be able to win them over to become a friendly audience.

The hostile audience: an audience that is unfriendly or opposed to a speaker's ideas is hostile. Begin by finding at least one common ground on which both you and your audience agree. Even the most controversial subject contains some areas of agreement or concern, which you may adapt to your listeners. If you use proof at all, select only unequivocal evidence that may appeal to this audience, avoiding argumentative material. With a hostile audience humor is best avoided, as it may appear that your audience and/or their concerns are not being seriously addressed.

4. Be ethical in adapting speech materials.

Be accurate at all times. If you know you are only partly accurate, admit the fact.

Be honest with yourself and the audience.

The ethical speaker does not deal in:

- fabrication or falsification of statistics;
- distortion of evidence;
- deceptive reasoning; and
- attempts to delude the audience about the speaker's intention

Speech Basics 5: Identifying the Audience & the Occasion continued...

Occasionally a speaker may unwittingly make a mistake, however credibility is one of the most precious assets a speaker possesses. Nothing is more important than the speaker's personal integrity.

Analyse the occasion and the venue

Check the following: time, place, physical arrangements, subject, audience, other speakers, purpose of the gathering and particular event.

Factors to consider in adapting to the occasion

1. The basic purpose of the meeting.

Analyse the primary importance of the meeting and be prepared to adapt to the uniqueness of the occasion.

2. Time.

Time of day: Early morning meetings may have sleepy listeners, while afternoon and late afternoon audiences are likely to be weary. After-lunch speeches are the least popular timeslots for conventions as they feature the highest number of sleepers. Adjust your presentation accordingly.

Time of year: Find out if the date has particular significance and whether your speech is expected to reflect the special occasion.

Time limit: Stay within the time allotted. The speaker who has mastered the thesis statement can easily adapt the subject to almost any time limit. For example, a fifteen minute speech on "Five Steps Essential to Keeping Fit" can be revised to "The Most Essential Step in Keeping Fit" in order to stay within a five minute speaking limit.

3. Place and physical arrangements.

- Where is the meeting to be held?
- What is the size of the room?
- Technical considerations - acoustics, lighting, microphone, speaker's platform, stairs to negotiate, lectern, table?
- Is any special equipment needed, enough space, a power source?

4. Other portions of the program.

- How long is the overall event?
- Where on the program do you appear?
- Who or what precedes and follows you?
- Are there any customs or rites, which you, as speaker, should observe?

Sound preparation will enable a speaker to cope with almost any circumstance that the occasion might present.

SPEECH BASICS 6

Identifying Materials to Use

Up to this point we have been concerned with learning how to:

- choose a speech topic;
- formulate the thesis statement;
- determine the specific purpose; and
- analyse the audience and the occasion

The next step is to collect materials from which to build the finished speech. *It is the thesis statement that provides the key to knowing what materials to look for.* Every speech needs verbal supports, but we must first know what kinds of material we are seeking.

Verbal supports defined

Verbal supports are materials used to clarify, reinforce, and prove the thesis statement and the points within it.

Verbal supports may take any of the following forms:

- illustration;
- explanation or description;
- restatement;
- testimony or quotation;
- analogy or comparison;
- definition;
- anecdote;
- statistics, facts, figures;
- specific example.

The number and kinds of supports used will depend on the subject chosen and the length of time allotted for the speech.

Verbal supports

1. Illustration. An illustration is a detailed narrative of the idea or statement to be supported. It should be colorful, vivid, of current interest and relevant to the subject.

- The *hypothetical illustration* is one that you create out of your imagination. It is fictional and often begins with if or suppose.
- The *factual illustration* is a detailed or expanded example of an actual happening or fact. Factual illustrations are especially useful when offered as evidence of conclusive or probable truth.

Speech Basics 6: Identifying Materials to Use continued...

2. Explanation or description. Explanations and descriptions are particularly effective for clarification, but they also may be used to reinforce and to prove a point. They are rarely adequate when used alone. Generally they need to be amplified with other types of support.

The rule to follow in using an explanation is: make it simple; make it accurate; make it brief.

3. Restatement. The speaker stresses important ideas by repeating them, thus giving the audience every chance to comprehend.

- *Repetition of the idea in exactly the same words.* Such repetition may be placed directly after the first statement of the idea or follow after other expository material has been developed.
- *Restatement of the idea in a different form.* Although stated in different words and phrases, the basic thought remains the same.

This form of support brings great impact to a key idea through amplification and reinforcement.

4. Testimony or quotation. Testimony or quotation from an authority is equally useful as an effective verbal support. It is not mandatory to offer the testimony in quotation form, but quotations must be accurate. You may indicate the actual words by saying “Quote:” or “I quote:” before the beginning, and “Unquote:” or “End of quote:” at the close of the statement. Another method is to use voice inflection and pause to indicate the beginning and ending of the quotation.

Be specific. If you refer to “experts” state *who* the experts are and *why* they are qualified. Select your authorities wisely and use quotations judiciously. Too many quotations make the audience wonder what, if anything, you know.

5. Analogy or comparison. A concise expression of the similarities between two things is a comparison. Extend that comparison so that it is developed at some length and it becomes an analogy.

- *Literal analogy* – compares like things, ideas or situations. For example, a thorough comparison between a charter government known to work in another city and a charter government that might work in your city becomes a literal analogy.
- *Figurative analogy* – compares things, ideas or situations that are not alike but have certain similarities. An expression that likens mental processes to a computer or parliamentary procedure to a game of chess, is a figurative analogy.

Speech Basics 6: Identifying Materials to Use continued...

The principal function of this kind of support is to make an idea clear and vivid. By pointing out similarities between that which is known and that which is not, the speaker achieves greater clarification. While the analogy is highly useful in clarifying a thesis statement or point, it is risky to offer as proof because of the danger of faulty inference or conclusion.

To say that a traffic system would work in your city because it has been successful in a similar city is a useful analogy, but it does not prove that point.

In entertaining, informative and inspirational speeches, the analogy enriches the presentation. In persuasive speaking it may not serve to prove anything, so should be followed by other forms of support.

6. Definition. Definitions may be helpful in clarifying a point or providing a common base of understanding.

7. Anecdote. An anecdote is a relatively brief narrative of an incident with human interest. Its purpose is to clarify and embellish, rather than to prove a point. It may be:

- humorous or serious/or a mixture of both;
- true or imaginary;
- straight narration;
- parable or fable; or
- personal experience.

The human-interest element of anecdotes makes them easy to listen to and provides a good change of pace for the speaker and the audience.

8. Statistics, facts, figures. Numerical data should be presented in concrete and vivid manner.

- Translate statistics into pictures – “enough people to make a line from here to city hall”.
- Show percentages sometimes instead of numbers – “a 75% increase in delinquency”.
- Use approximate or rounded numbers if possible – say “nearly five million” rather than “4,898,900”.
- Present exact and important figures visually as well as verbally.
- Avoid over-use of statistics; the audience cannot absorb too much of this specialised kind of support.
- Give the source of your materials so the listeners recognize them as facts, not just your opinion.

Speech Basics 6: Identifying Materials to Use continued...

Statistical information must be accurate, current and correctly interpreted. Treat your information with respect, use it effectively and honestly and it will be a powerful ally in proving a point.

9. *Specific example.* A specific example is a case or fact cited briefly as a sample of a general truth. At least three – often more – of these condensed forms of factual illustrations should be cited at a time.

One sample is insufficient to prove anything. Similarly, a particular example does not prove a general rule, nor does a generalisation hold true for a specific case. Specific instances are given in rapid sequence, producing a cumulative effect.

Almost anything that is to be proven, with the possible exception of a statistical point, should be supported by specific instances. Any specific instance can be expanded into an illustration. Conversely, any illustration may be telescoped into a specific instance. Specific instances add strength and comprehensiveness to an idea and provide excellent proof, especially if they follow a detailed illustration.

Verbal supports summary

To clarify a thesis statement or point within it: illustrations, comparisons, definitions and anecdotes.

To strengthen or reinforce a point: restatement and repetition.

To prove and present evidence of truth: factual illustrations, statistics, specific instances testimony or quotations.

Visual aids as supporting materials

Types of visual illustrations most frequently used include:

- pictures;
- diagrams;
- models and samples;
- maps;
- drawings;
- posters and cartoons.

Means of displaying illustrations include:

- flip sheets / charts;
- movies and slides;
- charts and graphs; and
- transparencies.

Speech Basics 6: Identifying Materials to Use continued...

The key question to ask before including visual material is whether the speech is improved by using a particular aid. Good visual material can make a speech lively and interesting, but requires careful presentation. Unnecessary visual material merely distracts the audience's attention from the speaker.

Suggestions for effective use of visual aids:

1. Ensure the aid can be seen clearly by everyone in the room and is displayed properly.
2. Use neutral backgrounds so charts and lettering stand out. Avoid crowding. Use large, heavy print and a few vivid colors. Be careful of hard-to-read color contrasts such as red and blue, or any two colors of the same "weight."
3. Keep diagrams simple.
4. Don't apologise for any lack of skill. This only detracts from the point that you are making.
5. Use a pointer so you will not get between your audience and the visual aid.
6. Talk to the audience, not to your material.
7. An aid can be distracting, so take it out when you are ready to use it and put it away when you have finished with it. A large visual aid can be covered and placed before you start to speak and uncovered when needed.
8. Coordinate visual materials with verbal illustrations, descriptions and explanations. Once the audience have had enough time to absorb the material, then ensure that their attention is re-focused on you, the speaker.

Techniques for securing materials

Speech materials are available from a wide variety of sources.

- Draw first upon personal resources:
 - what you have seen;
 - what you have heard;
 - what you have thought; and
 - what you have experienced.
- Engage in conversation and discussion.
- Accumulate information through interviews, questionnaires and correspondence.
- Read comprehensively on your speech subject.
- Use the library as a major center of your research. Many modern libraries have multimedia centers where records, tapes, films/videos/DVDs and slides can be found to add dimension to your research.
- Make use of the extensive resources available on the Internet, but ensure each source is reliable and credible.

Speech Basics 6: Identifying Materials to Use continued...

Recording materials

As you gather speech materials, you will need a method for recording information. Although there are many ways of taking notes, the following guides may prove helpful.

1. Use cards or papers of uniform size.
2. Record the *essence* of an idea or article.
3. Head each card appropriately with the topics of division under which the information falls.
4. In the upper left corner write the name of the author, title of the book or article and the page number.
5. Summarise only a single fact, or two related facts, on a card. Use separate cards for each different idea or related ideas.
6. Copy the material word for word in quotation marks if you intend to quote it. Avoid long quotations.
7. Paraphrase the *idea* if you do not intend to quote it.
8. Choose specific and concrete material. Facts, figures, dates are more useful than generalities. Be sure these are recorded accurately and legibly.

Refer POWER*talk* Internatioanl website www.powertalkinternational.com Resource Section for further articles on enhancing your communication. See also Visual Aids Project Basics Level Two, assignment 7, Master Manual.

SPEECH BASICS 7

Organising the Materials

The next step in speech construction is organising the materials. The goal is to organise them, point by point, in an orderly pattern aimed at winning the response you desire from your audience.

Major parts of a speech

A speech is divided into three major parts under a central idea: the introduction, the body and the conclusion.

The central idea is the thesis statement.

Introduction:

Sets the stage for the theme. Establishes mood, color and background. Consists of approximately 10% of the speech.

Body:

Sets out at least two main points to prove the thesis and provides subordinate supports for each. Makes up about 85% of the presentation.

Conclusion:

Summarises the main theme or premise without adding any new material. It is usually about 5% of the speech.

The transitions provide a smooth flow from one part to another.

Before further development of your speech, test the wording of the thesis statement.

- Is it concise?
- Does it accurately communicate the essence of your message?

Body of the speech

The body consists of main points, subordinate points, verbal supports and transitions.

1. Choose the main points. It is the function of every main point to amplify, reinforce or prove the thesis statement. All main points should be of equal importance.

Most speeches contain two to five main points.

- Write each main point as a brief sentence.
- Exclude all irrelevant ideas.
- Express each main point in a manner relevant to your speech purpose.

2. Support the main points. Now that you have a set of main points, you have an overall speech plan and it is time to sift through your materials again. At this stage you will be selecting subordinate materials to round out your speech framework and develop each of the main points.

Speech Basics 7: Organising the Materials continued...

A main point usually needs two or more subordinate points to develop it.

Example of use of main points, subordinate points and verbal supports in the body of a relatively brief speech

Central Idea:

Education Benefits People

Main Point A:

A. Education helps people earn a living.

Subordinate Point 1:

1. People need education to enter the professions.

Verbal Support i:

a. James Smith worked his way through college to become a doctor.

(Illustration)

Verbal Support ii:

b. Henrietta Jones took a master's degree to become a teacher.

(Illustration)

Verbal Support iii:

c. Today, over 90% of people in professions have gone to college.

(Statistics)

Subordinate Point 2:

2. People need training for positions in industry.

Verbal Support i:

a. Joe White rose from warehouseman to systems analyst after taking courses in operating a computer and data processing.

(Illustration)

Verbal Support ii:

b. Sue Johnson learned to be a laboratory technician in a hospital training school.

(Illustration)

Main Point B:

B. Education encourages people to broaden their interests.

Subordinate Point 1:

1. Higher education helps professional people to learn how to make their lives more enjoyable.

Verbal Support i:

a. Professor William Harding found relaxation from teaching chemistry by taking courses in music appreciation.

(Illustration)

Speech Basics 7: Organising the Materials continued...

Verbal Support ii:
(Quotation)

b. The Director of Special Interest Courses at Central Community College states that “professional people enrol by the hundreds in courses whose only purpose is to enrich their living.”

Subordinate Point 2:

2. Special courses help people in business, trades and industry to increase their enjoyment of recreation and hobbies.

Verbal Support i:
(Comparison)

a. Millionaire Henry Grant bought works of art without knowing how to appreciate them fully; Grace Simpson, his secretary, after studying art courses, became a docent at her local art museum in her spare time.

Verbal Support ii:
(Illustration)

b. Robert and Jane Love, factory workers, took a course in Home Economics and became gourmet cooks.

Recommendations for arranging ideas & materials in the body of the speech

It is important that speakers arrange the material used in the body of the speech in some systematic sequence that the listener can easily comprehend. There are many logical and psychological speech patterns that can be used to accomplish this, among which are the following:

1. *Chronological or time order.* Arrange the points according to a sequence of time:
 - past, present, future;
 - yesterday, today, tomorrow;
 - spring, summer, autumn (fall), winter.
2. *Problem-solving order.* Explain or describe the problem; then offer a solution, or solutions, to it.
3. *Theory-practice order.* First state and explain what the theory is; then describe the actual practice.
4. *Cause-effect order.* Discuss forces; then point out the results that follow.
5. *Who, what, when, where, how, why order.* The classic journalistic pattern for news reporting can also be used effectively in speech organization.

Speech Basics 7: Organising the Materials continued...

Monroe's motivated sequence order. Named after Dr. Alan H. Monroe, from whom it originated, this is one of the most widely-used patterns of organization. The motivated sequence consists of five steps:

<i>Attention:</i>	Gain favourable attention.
<i>Need:</i>	Show the need - the condition that needs improvement.
<i>Satisfaction:</i>	Show how the speaker's suggested solution will satisfy the need.
<i>Visualisation:</i>	Vividly describe the solution as it works in action.
<i>Action:</i>	Say what the audience can do.

These are not the only ways of arranging speech materials. Among the other patterns you may wish to try are:

- spelling a key word
- structure, function
- thinking, feeling, doing
- topical or classification
- stop, look, listen
- resemblances, differences
- symptoms, prevention, cure
- simple to complex
- extended analogy
- ABCs.

As you become more experienced, you may discover supplemental patterns of your own that you enjoy using.

A speech need not be limited to one pattern of organization. For example, you may choose a topical pattern for the total framework, arranging the main points as logical or natural divisions of the central idea. Within the speech, however, you may turn the time or chronological order to organise some of your supporting materials. The central goal remains: develop a clear message, logically presented, that your audience can follow.

The organization of the speech should be uncluttered, sensible and effective. In arranging materials, remember:

- **Everything in the speech must relate to the subject.**
- **Details should follow in a natural, logical order.**
- **It is better for the audience to go home remembering a great deal about one point, than little or nothing about many.**
- **Good speeches are dependent upon organised thinking and planning.**
- **Material used should be pertinent, comprehensive and current.**
- **It is a waste of time to present material already familiar to an audience unless it is given with a unique approach.**

SPEECH BASICS 8

Opening, Closing & Linking the Speech

The introduction and the conclusion serve major functions and should be carefully prepared. Transitions may well determine whether or not the listeners will follow what you say.

The conclusion

Many speakers favour developing the conclusion ahead of the introduction. They find they are not ready to plan an introduction until the speech is completed and they know what they want to introduce. The conclusion should bring the entire speech into focus on the thesis statement.

DO NOT:	DO:
<ul style="list-style-type: none"> • stop abruptly (“That’s all I have to say”); • apologise (“I hope I haven’t bored you”); • say “In conclusion”, then continue at length; • introduce unrelated stories or jokes; • string together a series of final thoughts 	<ul style="list-style-type: none"> • summarise the message; • end on a positive note; • refer to your thesis statement; • decide on a strong ending to close the speech; • climax your message with an effective ending; and • have one clear final thought.

Other effective concluding techniques:

- | | |
|--|---|
| <ul style="list-style-type: none"> • quotation; • restatement; • personal reference or appeal; • anecdote; • rhetorical question; | <ul style="list-style-type: none"> • call for action; • challenge; • prophecy; • pros and cons of various solutions |
|--|---|

A conclusion should not develop any new points or show any new aspects of the thesis statement. A “*thank you*” is in order, particularly when speaking to outside groups, and is often best accomplished at the beginning of the presentation. Thank your audience for the opportunity to speak to them. Saying “thank you” does not take the place of the conclusion and is sometimes out of place at the end of the speech. If the speech is good, the listeners will thank the speaker. If the speaker is there to promote him/herself or a product then a “*thank you*” at the end of the speech is certainly appropriate.

Speech Basics 8: Opening, Closing, & Linking the Speech continued...

It should always be apparent to the audience when you are beginning your conclusion.

You should:

- make a natural break in thought and delivery;
- begin to tie up loose ends by summarising your points;
- drive home arguments by making a strong appeal;
- offer a solution to a problem; and
- draw inferences from material presented.

Whatever type of ending you use, make it consistent in style and content with the rest of your speech. As a rule, the conclusion takes approximately 5% of your allotted time. *Your last thoughts are the ones that your audience will remember. Make them count.* Bring the entire speech together, to focus again on the thesis statement.

The introduction

The opening words of a speech may be the most important. They set the stage for the total presentation. Your introduction should be definite, positive, interesting, appropriate – and planned with meticulous care.

The speech introduction serves four purposes:

1. To gain favourable attention and create interest in the topic.
2. To promote good will.
3. To win respect for the speaker and make the audience feel comfortable with the speaker.
4. To pave the way for the body of the speech.

At this time you must determine when the thesis statement should be introduced for the first time. Usually it is best placed between the introduction and the body of the speech. Each speaker will need to study the circumstances and decide the best time to make the thesis statement.

The following suggestions will be helpful in preparing your introduction:

DO NOT:	DO:
<ul style="list-style-type: none">• be indecisive;• apologise;• use over-used expressions;• mislead with unrelated material;• be pretentious, pompous or pedantic;• antagonise your audience by being arrogant or talking down to them;• use inappropriate humor or ridicule the speaker	<ul style="list-style-type: none">• be confident;• be positive;• be original and creative;• provide a natural lead-in to subject;• be natural and sincere;• consider the beliefs and prejudices of your audience; and• say only what is appropriate to the occasion and the audience

Speech Basics 8: Opening, Closing, & Linking the Speech continued...

Other Effective Introductions

Keeping in mind the purposes of a speech introduction as outlined earlier, consider some of these positive ways of opening a speech:

1. Acknowledge your introduction by the chairman.
2. Refer to a previous speaker or something that speaker may have said.
3. Remark on the particular occasion and its significance.
4. Honestly compliment the audience on their work or purposes.
5. Ask a rhetorical question or series of questions.
6. Tell an appropriate joke or anecdote.
7. Make a striking general assertion – a curious, dramatic or startling statement.
8. Use an appropriate quotation.
9. State the thesis or main points to be developed.
10. Refer to a current happening or headline event, which can be related to the thesis statement.
11. Use a visual aid or a short demonstration.

The particular kind of introduction used will depend on the audience, the occasion and the subject itself. The amount of time devoted to the introduction fluctuates, but it should seldom take more than 10% of the total time of the speech.

Transitions

Transitions serve as bridges to get from one idea to another. Do not overlook the importance of seeking varied and appropriate transitions.

Transition words:

...accordingly, so, therefore, consequently...

Transition phrases:

...as has been explained, as previously mentioned, in view of this fact and in light of what has been said...

Transition sentences:

...now let us look at another viewpoint: Here is still another way of looking at the problem: There is one more item to be considered: Have you considered this? Let's examine another idea.

As much as possible, avoid the overworked *and* or *so* as transitions. Remember that *uh* or *um* is not a transition at all.

Take time to plan and test your transitions carefully. They are the cement that holds the speech together. They provide a smooth continuity that helps the audience follow the speaker's ideas – and enables you to remember what you were going to say next.

SPEECH BASICS 9

Outlining the Speech

Outlining is a method of putting the ideas of a speech into a condensed written form that indicates the relationships between these ideas.

Goals in Outlining the Speech

A well-constructed outline enables you to:

- get an overview of the entire speech;
- test the accuracy of your thinking;
- check the sequence of ideas as you wish to present them;
- determine the desired proportion of parts;
- see whether there are any omissions of important materials
- prevent undue overlapping of points;
- prepare for the final steps in getting the speech ready for delivery; and
- remember all the ideas and points you wish to make, while appearing to speak spontaneously.

Kinds of outlines

There are several kinds of outlines, among these are:

1. *The topical outline*: A first draft sketch of the overall speech in which ideas are recorded in incomplete sentences.
2. *The key-word outline*: Only a word or phrase is written down to remind the speaker of a given idea. The key-word outline is most often used during speech delivery, with the condensed material written on cards or sheets.
3. *The full-sentence outline*: As the name implies, all points are written in complete sentences. A full-sentence outline clarifies thinking and provides useful material to file for future reference.
4. A mixture of all or any of the above.

The speech title

It is wise to include the speech title in the final outline. A good title is essential to any public presentation. It gains attention and sets the stage for the speech. The first step in choosing a title is to review the theme of the speech. Use your imagination and originality to list a variety of tentative titles. Then select the one that is right for this particular speech. To be most effective, the title should meet the following criteria:

Speech Basics 9: Outlining the Speech continued...

- commands immediate attention and arouses the interest and curiosity of the audience;
- is concise;
- is unusual, original, creative;
- relates to the underlying theme and subject matter of the speech;
- suggests the subject of the speech but does not give it away;
- lends itself to incorporation in the introduction and possible repetition in the body or conclusion of the speech;
- shows sincerity and is in good taste;
- reflects the personality and arouses interest in the speaker; and
- is concrete and not too broad in scope.

Many experienced speakers find the Bull's Eye Plan useful in speech construction.

Bull's Eye Plan

<u>TO THE AUDIENCE</u>	<u>YOU</u>
Wake Up!	Start with an arresting, attention-getting sentence, establishing quick rapport.
Your attention, please.	Tell why you woke them up – why what you are saying is of concern to all.
This concerns you.	Make a clear, concise general statement of what you wish to say.
This is important because....	Give examples to substantiate or explain.
Generally speaking....	Use your strongest most convincing statement to summarise what you have said.
State the substance of your message.	
Illustrate with specific applications.	
Establish the point of view, course of action or objective you have presented.	

SPEECH BASICS 10

Rehearsing the Speech

Your subject has been chosen and materials have been gathered. The speech has been thoughtfully organised. One final step in preparation remains – rehearsing for oral presentation.

Prepare Short Notes

Write out a short outline or brief notes. These notes might contain:

- opening words;
- words or phrases to remind you of each main point and each subordinate point or proof;
- key words or phrases to suggest the next idea; or
- the beginning of words or a central thought from your conclusion.

Rehearse the speech

Schedule regular rehearsal periods spaced over several days. Choose a time and place where you can be alone. *Practise the speech aloud*. Stand as if you were before an audience and give the speech from your notes.

Do not memorise the speech verbatim. Memorising a speech is dangerous because:

- if you forget a word, you are entirely lost
- delivery will not appear natural
- it will be difficult to change the speech to fit the occasion
- memorisation prevents making allowances for the unexpected

Time the speech

Do not be overly concerned with timing at first, except to keep within the approximate time limit. After the speech has been rehearsed a few times, check the timing more closely. *Usually a speech will take longer in actual delivery than in rehearsal*. Be sure to allow time for audience reaction.

Work on vocal techniques

Project your voice as if your audience was actually in front of you. Articulate distinctly. Change the rate and pitch to give variety to the voice. Be natural.

Practise physical movement

Effective gestures will emphasise points and add interest to the speech. Do not try to imitate someone else. It is natural and effective for some individuals to move and gesture a great deal; it is unnatural for others to do so. Don't be afraid to gesture if the thought seems to prompt it then practise gesturing until it feels natural to you. It is sometimes helpful to practise in front of a mirror so you can observe your own gestures.

Speech Basics 10: Rehearsing the Speech continued...

Learn basic platform procedures

When you are introduced, rise, walk to your place with good posture, smile and acknowledge the chairman or presiding officer. Pause slightly then acknowledge your audience.

As you begin the speech, concentrate on the message, stand erect and speak directly to your audience. Watch their reaction carefully.

Do not fumble with things on the table or speaker's stand. If you are using notes, don't try to hide them. Hold the notes where you can see them easily and use them with confidence. (Notes should be in print large enough to be easily read.)

Be vital and enthusiastic about your subject. If you are well prepared, the other elements of delivery will take care of themselves.

When it is appropriate to thank your audience, do so earlier in your speech. Avoid thanking the audience as your final word, unless that is clearly the appropriate moment. When you are finished speaking, pause; then quietly take your seat. Relax. You've done the best you could. Skill in speaking is developed only by practice.

PLAN

PREPARE

PRACTISE

**Welcome each speech experience as a springboard
for continued growth and improvement
in developing your communicative skills.**

Congratulations, these basic steps will have prepared you for any speech situation. You are now ready to move on to the first project.