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WHERE DO YOU STAND AS A SPEAKER?

The following questions will help you discover your present speaking abilities. During Session Five, you will review your progress.

**DO YOU...**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Feel comfortable talking to other people?</td>
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<tr>
<td>Have trouble explaining your views or ideas?</td>
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<tr>
<td>Have nervous habits when you speak, such as saying “uh,” “um,” “okay,” “and” “you know,” or fumbling with buttons or clothing, or jiggling change in your pocket?</td>
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<tr>
<td>Consider your audience’s needs and interests when preparing a presentation?</td>
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<td>Plan your presentations with a clear purpose or goal in mind?</td>
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<td>Appear to be natural and sincere when speaking?</td>
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<td>Listen carefully and analytically to others?</td>
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<tr>
<td>Feel comfortable receiving feedback from others?</td>
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<tr>
<td>Offer feedback in a positive way that doesn’t cause others pain or embarrassment?</td>
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CHAPTER 1

INTRODUCTION

SUCCESS THROUGH SPEECH
Oral communication is a part of daily life. You speak to someone. You greet people. You express opinions. You offer information. You ask questions. You may even try to persuade someone to accept your point of view or do something. How well you verbalize your thoughts and ideas determines the impression you make on people and, ultimately, how successful you are in life.

Yet speaking to more than one or two people may make you nervous and uncomfortable. You may be afraid you will say or do something foolish or that you will bore your audience. These are normal concerns and, with some effort, you can overcome them. You can learn to organize and present your ideas logically and convincingly and in doing so, develop the self-confidence that will enable you to handle any speaking situation with ease.

HOW SPEECHCRAFT CAN HELP
Speechcraft is a program designed to help you develop public speaking skills. You will learn these skills during four, six, or eight one- to two-hour meetings (the number and length of meetings will be announced by the program coordinator). During each meeting you will learn and practice speaking and evaluation skills, and you will have the opportunity to learn from experienced speakers.

You will learn and practice in a friendly, non-threatening environment, not in a classroom. There are no instructors or professors, and you won’t be graded on your work and progress. You will be learning these speaking skills with other people who are there for the same reason you are. You will be guided in your learning by people just like you, who once feared public speaking and have successfully developed their public speaking skills. Together you will help one another grow and develop as speakers. And, best of all, you will have fun as you learn.

Keep in mind that your progress in the program depends on the effort you put into it. If you prepare for each meeting and participate actively, you will enjoy improved speaking skills and increased self-confidence that will benefit you in all areas of your life.
CHAPTER 2
THE SPEECHCRAFT
MEETING

Each of the Speechcraft meetings features three main segments: Table Topics™, prepared speeches, and evaluations. Each plays an important role in the development of your speaking skills. Following are explanations of each segment and tips that will help you make the most of each one.

TABLE TOPICS™
Have you ever been called upon to answer a question or give your opinion, only to have your mind go blank? The ability to think and speak spontaneously is an important skill that is invaluable in your everyday life. That's why Table Topics™ was developed. Table Topics™ provides you the opportunity to practice impromptu thinking and speaking. You learn how to present your thoughts in a clear, organized manner with a minimum of preparation.

The Table Topics™ portion of the Speechcraft meeting is conducted by the Topicsmaster. The Topicsmaster announces a topic and calls on participants, one at a time, who give impromptu one- to two-minute talks on the topic.

Or the Topicsmaster may assign subjects individually. Topics will be realistic and useful to participants; they may address current events or issues, for example. Your goals as a respondent are to present ideas worth listening to, without prior preparation, and to communicate true feelings on the subject with skill and conviction.

The following tips will help you prepare for Table Topics™:

1. **Read.** You will respond better if you are knowledgeable about current events. Read major magazines and newspapers, and watch television newscasts.
2. **Organize your thoughts.** When you receive your topic, pause to decide what the main point of your response will be. For example, if you're asked to give your opinion about an issue, determine your viewpoint. Then support your viewpoint with two or three reasons. If you are asked about a problem, discuss its causes and possible solutions.
3. Structure your thoughts. Like a prepared speech, an impromptu talk has an opening, body, and conclusion.

4. Remain calm. Remember, your audience will think you are confident if you appear confident.

When responding to a Table Topic™, rise and recognize the Topicsmaster with a statement such as, “Madam/Mr. Topicsmaster, guests, friends, and fellow participants.” Then proceed with your comments about the topic.

PREPARED SPEECHES

During this program, you will present three to six speeches based on the project guidelines in the workbook. Each project is a highly compressed summary of communication principles. It is important for you to read and consider each project carefully before you prepare your speech. Be sure to bring the workbook to the meeting when you present your speech, so your evaluator may write comments in it.

Most of the projects call for three- to five-minute talks. This will give you adequate time to develop your topic while keeping the meeting within a reasonable time frame. By learning to effectively present a short talk, you will be able to present longer talks as well.

You will be assigned an advisor to help you with your speech projects. The advisor is an experienced Toastmaster who is familiar with the speech projects and will help you to select a topic, develop an outline, and rehearse. Feel free to ask your advisor questions about any part of the Speechcraft program, too.

EVALUATION

An important part of this Speechcraft program is feedback. Feedback lets you know how you are doing — if you are progressing in your efforts to learn speaking skills and where improvements are needed.

After every speech you present, your advisor and/or another Speechcraft participant will give you immediate feedback called an “evaluation.” Based on the requirements of the particular speech project, your evaluator will give you a personal reaction to your presentation. This evaluation has one purpose: to help you become a more effective speaker.

Each project has its own evaluation criteria. Before preparing a speech, be sure to read the sections entitled “Your Evaluation” and “Evaluation Guide for ...” which appear at the end of the assignment.

HOW TO BENEFIT FROM YOUR EVALUATION

An evaluator is not a judge or a person with all the answers; he or she is a friend who is merely offering potentially helpful feedback. It is you who must decide if an evaluation is valid. However, you will find that your evaluations, if used properly, will benefit you.
For your first few speeches, you will receive oral and written feedback from your advisor, who also serves as your evaluator. Later, you will be evaluated by fellow participants. When receiving an evaluation, try to understand the evaluator’s point of view. Don’t become defensive; instead, concentrate on how your evaluator’s comments might help you improve your speaking skills. Consider each evaluation carefully and relate it to the evaluations received after previous speeches. This will give you a well-rounded picture of how you are perceived by an audience, how much improvement you have made, and how you can further improve. If your evaluations reveal a pattern, with similar recommendations showing up repeatedly, you should focus on these areas, in addition to the objectives of your next projects.

You can influence the effectiveness of the evaluations you receive by working with your advisor while preparing your speeches. Discuss the objective of the speech. If you wish the evaluator to pay special attention to additional areas, encourage him or her to do so.

It’s important to fully understand an evaluator’s comments and recommendations. If you don’t, or if you would like your evaluator to expand on what has been said or written, you may wish to discuss the evaluation in detail following the meeting.

Finally, you can help your evaluator help you by preparing diligently for every speech. By doing so, you will ensure that the evaluator will focus on ways you can improve, rather than on problems caused by lack of preparation.
By now you have heard speeches made by Toastmasters members and have probably participated in Table Topics™. Here is your opportunity to give your first prepared talk and “break the ice.” The best way to begin your speaking experience is to talk about a subject you know well – yourself. At the same time, you will be introducing yourself to your fellow participants and giving them an understanding of your background, your interests, and your ambitions. As you prepare and deliver your talk, you will become aware of communication skills you already have and areas that require work. Your advisor will help you understand these needs.

As you read this project, make notes in the margins. Underline the key phrases to help you quickly review what is expected of you. Define the project objectives in your own words. After you have read the entire project, including the evaluation guide, you are ready to prepare your first talk.

**PREPARING YOUR TALK**

The general subject of this talk is you. But that subject is too broad for a short talk – in this case, two to three minutes. Select two or three interesting aspects of your life that will give your fellow participants insight and understanding of you as an individual. These might include your birthplace, education, or family. You could also explain how you came to be in your present occupation, or tell the audience something about your ambitions.

Should you prefer to avoid autobiography, you might talk about your business, your hobbies, or anything that relates to you as an individual. Having knowledge about your subject will add greatly to your confidence.

Once you have the highlights of your talk in mind, weave them into a story, just as if you were telling it to friends. Share personal experiences of significance to you. The more personal you make your talk, the warmer will be the relationship between you and your audience.
OPENING, BODY, AND CONCLUSION

Once you have decided what you will talk about, consider how your talk will begin and end. Try to create an interesting opening sentence that captures the audience's attention. Get it clearly fixed in your mind, and use it even if a better idea occurs to you just before you speak. Then devise a good way to conclude, and fix that in your mind. With a good start and a good finish, you can easily fill in the rest of the speech.

In any speech, it's best to select a very few main points, two or three at the most, and expand on them by using examples, stories, or anecdotes. If you merely state a fact and continue, most of your audience will miss the point. You should make a point, say it again in different words, illustrate the point, and then state it once more in order to be clearly understood. This is a good skill to learn with your first talk.

What about notes? If you think you will need them, write a brief speech outline on index cards, which you can place on the lectern. Refer to them only when you need them. Remember, you're speaking – not reading. Many speakers begin by writing out an entire speech, then breaking it down into parts, with a key word for each part, and finally writing just the key words on one note card. Other speakers focus on concepts and supporting examples or stories, and never write an entire speech. Do what works for you.

PREPARING YOURSELF

The talk is ready, but are you ready to present it? You will certainly need to rehearse. Practice the talk until you are comfortable with it. You won't need to memorize the talk, since you already know all about the subject. But you may want to memorize your opening and close.

A memorized opening ensures that this most important part of your talk will be stated correctly. Also, if you are nervous as you begin your speech, you will gain confidence as you give your prepared opening – and your speech will be off to a successful start. A memorized close ensures that your talk concludes with impact.

Next, try the talk on someone in your family, a friend, or your advisor. Then present your talk, and ask for comments. You may get some helpful suggestions. Try this with several people if you can. If you are able, record the talk and listen to it carefully, making any improvements that are necessary. Using an audio recorder is one of the best ways to improve your speaking ability.

Rather than thinking of this presentation as "making a speech," think of it as a talk before a group of friends, sharing information of interest. Don't anticipate being afraid of the audience. They feel much the same as you. They want you to succeed and are eager to help you.

Appearance is important. Be well groomed and appropriately dressed for your presentation. When you look right, you feel good about yourself. You will then forget about your appearance and concentrate on presenting your talk. You will have increased confidence because you know you have made a good first impression on your audience.
PRESENTING YOUR TALK
Once you have completed your speech preparation, relax. Feeling a bit nervous is common to every speaker, no matter how experienced. In fact, you can put this nervous energy to work for you by using it to add excitement to the delivery of your talk. No one is going to pay much attention to a little quivering in your voice, and it will soon disappear, anyway, as you become involved with what you are saying.

While being introduced, take a few deep breaths and slowly exhale. This will help your voice sound resonant and natural. Begin by facing the Toastmaster and saying, "Mr. (or Madam) Toastmaster"; then face the audience and say, "Ladies and gentlemen..." or "Guests and friends..." Pause for a second to let things settle down, then plunge in with your prepared opening sentences.

While speaking, make eye contact with various members of the audience, first looking directly at one person for a few seconds, then looking at another, so no one feels left out of your talk. As you are doing this, glance periodically at the timer. If the red light comes on while you're talking, move smoothly to your conclusion and finish quickly. Observe time limits whenever you speak.

Don't worry about what to do with your hands. Leave them at your sides if you wish. You will have opportunities to practice gestures later.

Finish with your memorized conclusion. Some speakers say "thank you" at the end of their speech to signal to the audience that they are finished, but this not necessary. Instead, after you say your concluding words, nod at the Toastmasters of the meeting and say, "Mr. (or Madam) Toastmaster" and enjoy the applause.

YOUR EVALUATION
After your talk, you will probably begin evaluating yourself even before you sit down. You may think that you left out some of the best parts. Everybody does that. Just congratulate yourself on having delivered your first speech, and write down the things you did well and the things you want to improve. Try to avoid your mistakes next time. Focus on what you did well.

To supplement your self-evaluation, your advisor will evaluate your efforts. Before the meeting begins, hand this manual to your advisor, so he or she may make notes on the evaluation page for this project. This will give you a permanent record of your progress. If you want the evaluator to watch for something in particular, be sure to tell him or her in advance.

Get all of the information you can from the evaluation. Ask other participants for additional comments after the meeting. All of these comments may not be useful to you, but you should consider them carefully. Remember that the evaluations are representations of how you came across to the audience. They are usually - but not always - helpful to your self-development. It is your decision.

Note: Completion of this assignment fulfills requirements for the first project in the Toastmasters International Competent Communication manual. Upon joining a Toastmasters club, you will be credited with completion of the first project.
EVALUATION GUIDE FOR “THE ICE BREAKER”

Title ___________________________ Evaluator ___________________________ Date ___________________________

Note to the Evaluator: The purpose of this speech was for the individual to introduce himself/herself to the group. The speech should have a clear beginning, body, and ending. The speaker has been advised to use notes, if necessary, and not to be concerned with body language. Be encouraging and point out the speaker's strong points while gently and kindly mentioning areas that could be improved. Strive to have the speaker look forward to his/her next speech. Above all, be encouraging. Your evaluation should help the speaker feel glad he/she signed up for Speechcraft and presented this speech. In addition to your oral evaluation, please write answers to the questions below:

- What strong points does the speaker already have?

- Did the audience get to know the speaker? How?

- How well was the speech prepared?

- How clearly and audibly did the speaker talk?

- Did the speech have a definite opening, body, and conclusion?

- What one or two specific suggestions can you give to help the speaker improve? (Focus on showing the speaker how he or she can make the greatest amount of improvement in the next speech.)
CHAPTER 4
INTRODUCING A SPEAKER

YOUR ASSIGNMENT
Nearly everyone will be called upon at some time to introduce a speaker. Every speaker deserves a thoughtful and helpful introduction. The best introductions are two-way: You introduce the speaker to the audience, and the audience to the speaker, establishing a common bond between them.

An introduction is a mini-speech, less than a minute, which contains all the elements of a full speech. It has an opening, which grabs the audience’s attention and makes them aware of the importance of the upcoming subject.

It has a body, explaining:
- Why this subject?
- Why this speaker?
- Why this audience?
- Why at this time?

It has a conclusion, which in this case is the lead-in to your actual presentation of the speaker.

Your introduction should tell the audience about the expertise of the speaker and give relevant background information. You should set the mood of the audience for this particular speech, an especially challenging task if there is a marked change from the mood of the preceding talk. While covering these points, be careful not to give the speaker’s speech. Allusions to the topic will arouse interest without taking away from the speaker’s impact. Build expectation and end your introduction when interest peaks. Weave the speaker’s name into the introduction so the audience will clearly relate this speaker with this topic. Above all, don’t overdo it. Say what needs to be said, watch the speaker approach, step back and lead the applause, welcome the speaker, wait for acknowledgement from the speaker, then sit down.

Obviously, an introduction requires almost as much preparation as a full speech. You will need to contact the speaker in advance and discuss the relevant information about the speech and speaker. You should then make an outline of your introduction and rehearse it. Both the audience and speaker will appreciate your preparation.

At the conclusion of the presentation, stand and lead the applause. Return to the lectern, shake the speaker’s hand, and continue leading the applause as the speaker leaves the lectern. Mention a few words of thanks on behalf of the audience and briefly compliment the talk.
CHAPTER 5
ORGANIZE YOUR SPEECH

OBJECTIVES:

- To organize your thoughts into a logical sequence that leads the audience to a clearly defined goal
- To build a speech outline that includes an opening, body, and conclusion
- TIME: Three to five minutes

You have now delivered your first formal speech and have begun to develop your impromptu speaking skills in Table Topics™ and other parts of the program. Having experienced what it is like to speak before an audience, you are ready to concentrate on the structure of an effective speech—how to organize your ideas and follow an outline from beginning to end.

WHY ORGANIZE?

If your speech is to be one that makes sense to the audience, one they can follow all the way to the conclusion, it must be organized into a logical form. Organization is really nothing more than clear thinking, a way for you to put your ideas together in an orderly manner.

As a speaker, your business is selling ideas, and as anyone in sales will tell you, success comes only when you carefully organize your approach. Random calling will yield only random results. It is the same in speaking; you must clearly identify the key problem of your subject for the audience and then lead them logically toward an acceptable solution to the problem. Merely talking around the subject in a haphazard manner will leave your listeners confused, not convinced.

As a seller of ideas, you must always speak from your audience's point of view. They will be motivated only by what they want, not what you want. As you organize your talk, think in these terms. Analyze what it will take to motivate your audience to agree with you, understand you, or take action on your behalf. Then develop your ideas so they supply that motivation. Depending on your topic and the nature of your audience, you may have an easy or difficult job of selling to do. In either case, good organization is the key to success.

CREATING YOUR TALK

Every speech should have a road map. In planning any kind of a road trip, common sense says that the first step is to determine your destination and then plot your route backward to the starting point. This is also how you prepare a speech. Choose your destination—the objective or purpose of your speech—then plot your route—the points you want to make along the way that will help accomplish your purpose.
Your first step in creating a talk is to decide what to talk about. Select a subject of interest to you and your audience, and limit yourself to a single aspect of the subject. You will be speaking for only a few minutes, and you will need all of that time to fully develop a single facet of the larger subject. Be sure your topic is timely and relevant for your audience, a topic on which you can speak with some degree of authority, and one to which you can bring enthusiasm and conviction.

Next, decide on your exact purpose for this talk. What specific point do you want to impress on your audience? Do you intend to explain, persuade, entertain, or inspire? This decision will determine your speech title and how you will open and close the talk. Finally, select your ideas and arrange them into a logical sequence that will help you achieve your speech goal. The best way to do this is to build an outline. An example of a typical outline is:

A. Opening
   1. Captures audience attention
   2. Leads into speech topic

B. Body
   1. First point
      a. Statement of fact
      b. Supporting material
   2. Second point
      a. Statement of fact
      b. Supporting material
   3. Third point
      a. Statement of fact
      b. Supporting material

C. Conclusion
   1. Review or summary
   2. Call to action or memorable statement

**A COMPLETE OUTLINE**

An effective speech is logically organized into an opening, a body, and a conclusion. There are many variations on this basic structure, and experienced speakers rarely think consciously about these parts, but all three are present in every good speech. After you have mentally organized your presentation, write down your outline to make sure you have included each of the three parts in your talk. This will help you fix each subpoint clearly in your mind.

The opening of your speech is designed to catch immediate attention. It must arouse the audience's interest in your topic. Of course, your opening must also lead into the subject of the speech; if you merely shock the audience, they will remember the opening clearly, but forget the point of the speech.
Examples of a good opening are:

- A startling question or a challenging statement
- An appropriate quotation, illustration, or story
- A display of some appropriate object or picture
- An attention-getting generalization that ties in with your subject.

When preparing your opening, be sure to avoid these common weaknesses:

- An apologetic statement
- A commonplace observation delivered in a commonplace manner
- A long or slow-moving statement
- A trite question, such as "Did you ever stop to think ...?"

The body of your speech contains the factual support for your purpose. The amount of information you can include in the body of your speech will be limited by the amount of time available to you, but you will generally want to include:

1. A statement of facts
2. Proof of your presentation
3. A refutation of contrary views.

The conclusion of your speech is the climax, the destination at which you hope to leave your audience. This is where your speech should produce results. Your conclusion should always tie in with your opening and should leave no doubt about what you want the audience to do with the information you have given them. Finish forcefully and confidently. A weak, inconclusive, or apologetic closing can kill even the best speech.

Examples of a good closing are:

- A summary of the points you have made and the conclusions to be drawn from them
- A specific appeal for action
- A story, quotation, or illustration that emphasizes the point you are making.

**PREPARING YOUR TALK**

When you have created an effective opening and closing, memorize them, especially your first sentence. That will make them more convincing and will give you starting and ending points around which to build. At this state in your development, it is best to stick with your planned opening; last-minute changes will only confuse you.

An outline sequence for your speech could go like this:

1. Open with a statement that is exciting and challenging.
2. Give an illustration that brings the audience into your subject. You might begin, "Suppose you had an experience like this ..."
3. Use an actual incident to emphasize the illustration: “As I drove down Main Street the other day...”
4. Show a comparison or analogy to further clarify the point you are making.
5. Touch briefly on arguments that oppose your viewpoint, showing their weaknesses.
6. Quote an authority, or use simple statistics to support your argument.
7. Close on a note similar to your opening, and motivate your audience to action, agreement, or understanding.

Be sure to use smooth transitions when moving from the opening to the body to the conclusion of your speech. Good transitions provide continuity and allow the audience to understand your talk.

FOR INSTANCE
Suppose you were talking on the danger of accidents in the home, with your purpose being to urge care for the sake of safety. You could start with: “You are far more likely to be injured in an accident at home than in any other place” (audience self-interest in the opening). Expand on this theme.

You could begin the body of the speech by giving an example. “Suppose someone fell down the stairs in your home. That’s exactly what happened at our house and...” For analogy, you might say: “You would be safer walking down the middle of the street in heavy traffic than you would coming downstairs without a light.”

You could then quote common arguments, such as, “Some people say, ‘I know my house so well I could walk around blindfolded.’” Show from statistics that more people are injured at home than anywhere else.

For your conclusion, restate your opening theme and make an appeal for greater care at home. Close on a strong note: “If you don’t worry about yourself, at least set a good example in home safety for your family.”

YOUR EVALUATION
In this project, the primary focus is on how effectively you organize your speech. However, your evaluator also will consider your use of skills from the previous two projects, such as enthusiasm and conviction. To be effective, your outline must be useful to you in organizing your thoughts, and your organization must be clear to your listeners, so they can understand exactly what you are trying to accomplish.

Note: Completion of this assignment fulfills requirements for the second project in the Toastmasters International Competent Communication manual. Upon joining a Toastmasters club, you will be credited with completion of the second project.
**EVALUATION GUIDE FOR "ORGANIZE YOUR SPEECH"**

Title ___________________________ Evaluator ___________________________ Date ___________________________

**Note to the Evaluator:** For this assignment, the speaker is asked to review and apply the skills developed in the first two manual speeches. These include controlling nervousness and speaking with conviction and sincerity. The speaker also has been asked to concentrate on organizing the talk so it is clear and logical. In addition to your oral evaluation, please complete this evaluation form by rating the speech in each category.

1 = Excellent  
2 = Above average (for speaker's experience level)  
3 = Satisfactory  
4 = Should improve  
5 = Must improve (requires immediate attention)

Add your comments in the space provided, but don't comment on each item. Select those items where special praise is warranted, or where you can offer specific suggestions for improvement.

<table>
<thead>
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<th>Category</th>
<th>Rating</th>
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<tr>
<td>SPEECH VALUE</td>
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<tr>
<td>(Interesting, meaningful)</td>
<td></td>
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<tr>
<td>PREPARATION</td>
<td>1 2 3 4 5</td>
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<tr>
<td>(Research, rehearsal)</td>
<td></td>
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<tr>
<td>MANNER</td>
<td>1 2 3 4 5</td>
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<tr>
<td>(Direct, confident, sincere)</td>
<td></td>
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<tr>
<td>ORGANIZATION</td>
<td>1 2 3 4 5</td>
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<tr>
<td>(Purposeful, clear)</td>
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<tr>
<td>OPENING</td>
<td>1 2 3 4 5</td>
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<tr>
<td>(Attention-getting, led into topic)</td>
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<tr>
<td>BODY OF SPEECH</td>
<td>1 2 3 4 5</td>
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<tr>
<td>(Logical flow, ideas supported by facts)</td>
<td></td>
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<tr>
<td>CONCLUSION</td>
<td>1 2 3 4 5</td>
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<td>(Effective, climatic)</td>
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All speeches need a purpose. You must identify exactly what you want the audience to do or know at the end of your presentation. There are two types of purposes: general and specific.

A general purpose is the broad intent of your speech. The most common general purposes are:

- To inform (lectures, briefings, demonstrations)
- To persuade (sales presentations, campaign speeches, fundraising speeches)
- To entertain (anecdotal speeches that make a point)
- To inspire (commencement speech)

A specific purpose focuses on one explicit aspect of the general purpose. The specific purpose can be expressed as a one-sentence statement about what you hope to accomplish in your speech. The statement should be:

- Worded from the audience's viewpoint. What do you want the audience to be able to do when you've finished your presentation?
- Specific. The wording is precise.
- Attainable. The purpose must be realistic and possible to achieve.

For example, a specific purpose could be, "After hearing my speech, the audience will be able to perform two simple maintenance tasks that will keep their bicycles safe."

**STAY ORGANIZED**

After you know what your specific speech purpose is, you must choose the main points you want to make, the facts and ideas that best support the main points, and the most appropriate speech outline to follow. Take care to include only the main points and supporting facts and ideas that directly contribute to your specific speech purpose.
You also must ensure that your purpose is clear to the audience and that the beginning, body, and conclusion of the presentation all relate to and reinforce your purpose. The audience wants to know what you are going to talk about so:

- Succinctly tell the audience the purpose of the speech at the beginning
- Provide the information you promised in the body
- Reiterate what you’ve told them in the conclusion

**SPEAK WITH CONFIDENCE**

When you know what you want to accomplish with your speech (your specific purpose) and the method you will use to accomplish it (effectively organizing your speech), you feel more confident about yourself and your speech.

Likewise, when you are interested in your topic and have strong feelings about it, you find it easier to prepare and deliver your speech. Because you believe in what you have to say, you are more confident, enthusiastic, sincere, and convincing. Your audience sees this and perceives you as more credible. As a result, the audience pays more attention to your message and is willing to consider your viewpoint.

**YOUR ASSIGNMENT**

You will be asked to evaluate the presentation of another participant. Prepare to evaluate and present your oral and written evaluations as outlined above.

**YOUR EVALUATION**

The primary focus of this project is how effectively you communicate the general and specific purposes of your speech. Be sure your speech organization helps achieve your purposes and that the speech structure ties into and reinforces the purposes.

**Note:** Completion of this assignment fulfills requirements for the third project in the Toastmasters International *Competent Communication* manual. Upon joining a Toastmasters club, you will be credited with completion of the third project.
EVALUATION GUIDE FOR “GET TO THE POINT”

Title ___________________________________ Evaluator ________________________ Date _________________

Note to the Evaluator: The speaker is to prepare a speech that has a clear general purpose (to inform, persuade, entertain, or inspire) and a specific purpose. The speech is to be organized in a manner that best achieves these purposes. The beginning, body, and conclusion should all tie into and reinforce the purposes. In addition to your verbal evaluation, please complete the evaluation form below by rating the speech in each category.

1 = Excellent
2 = Above average for the speaker’s experience level
3 = Satisfactory
4 = Could improve
5 = Needs attention

Add your comments in the space provided but don’t comment on each item. Select those items where special praise is warranted, or where you can offer specific suggestions for improvement.

<table>
<thead>
<tr>
<th>The general purpose of the speech was clear.</th>
<th>Rating</th>
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<tr>
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<tr>
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<tr>
<th>The beginning, body, and conclusion reinforced the specific purpose.</th>
<th>Rating</th>
<th>Comments/Suggestions</th>
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<td>5 4 3 2 1</td>
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What could the speaker have done differently to make the speech more effective?

What did you like about the presentation?
As discussed earlier in this book, feedback is essential to speech training. You need feedback to help you overcome weaknesses and build on strengths. Your fellow participants need feedback, too, so they can improve.

So far in this Speechcraft program, feedback on your presentations has come only from your advisor, who also serves as your evaluator. Now you will have the opportunity to evaluate, too.

PREPARING TO EVALUATE
If possible, consult in advance with the person whose speech you will evaluate. Discuss the project objectives and review the speaker’s special needs and goals. Then read the section titled “Your Evaluation” for the project and carefully review the evaluation guide. You should have a clear idea of what to look and listen for before the speech begins.

During the speech, pay close attention, using your eyes as well as your ears. Make written notes, as necessary. After the speech, you will present a brief oral evaluation, usually about two minutes long. You will also complete the evaluation guide in the speaker’s manual, and return it to him or her.

EVALUATING TO MOTIVATE
Your role is not to pass judgement, but to describe your own reactions. This should be reflected in your language.

(“I felt …,” “in my opinion …”) Describe the strong points of the speech, and make the overall tone of your evaluation positive and rewarding. Strive to make the speaker feel good about himself or herself but avoid a well-intentioned “whitewash” (an evaluation that fails to provide comments aimed at helping the speaker improve). Every evaluation should contain specific suggestions for improvement. If there are problems, point them out in a friendly, helpful manner. Every comment in which you reveal a weakness should also carry a suggestion for overcoming that weakness.
The evaluation guides ask you to rate the speech and the speaker in various categories; they also provide space for you to comment. Don't attempt to comment in your oral evaluation on every category. Restrict your comments to areas where the speaker has done especially well, or areas where you can offer specific recommendations for improvement. The evaluation guide is the place to point out weaknesses about which the speaker might be sensitive, rather than in front of the whole group.

YOUR ASSIGNMENT
You will be asked to evaluate the presentation of another participant. Prepare to evaluate and present your oral and written evaluations as outlined above.
When you include body language as part of your speeches, you are adding another dimension to them. You are showing the audience what you mean, as well as telling them. Your talk comes across in a relaxed, natural manner, as if you were in conversation with your audience.

This project is an introduction to body language, how to use gestures, facial expressions, and other body movements to illustrate and emphasize parts of your speech. By giving these techniques a try, you can begin to understand the principles of timing, accuracy, and proper magnitude in your body gestures. These are skills that will be useful—and should be used—in every speech you give.

**WHY BODY LANGUAGE?**

As you learned in the second speech project, speeches are more effective when you talk about subjects you really believe in. A most effective way to communicate your sincerity is to put your whole body into the talk. An audience will usually believe what they see in your face and manners in preference to what you tell them in words. Therefore, you need to develop skill in the use of body language, to insure that the audience receives the same message through their eyes as through their ears.

The talk you give for this project will be an opportunity for you to try using body language and discover what movements work best for you. You will learn how to control your gestures and make them smooth, natural, and meaningful.

**USE OF GESTURES**

The body language you use to enhance your speech should include facial expressions and body movements to show enthusiasm or boredom, pleasure or pain, sincerity or sarcasm. Plan to use both facial expressions and body movements in your presentation. The most expressive part of body language when you are speaking before an audience is the use of your hands and arms to illustrate your words. In many situations, they are the only visual expressions that the whole audience can see.
Some basic gestures show:

1. Size, weight, shape, direction, location. These physical characteristics call for hand gestures, such as shaping of the hands or pointing. "He went that way!" you may exclaim, as you dramatically point out the direction.

2. Importance or urgency. Show your audience how vital your point is. Hit your fist into your open palm or (with caution) on the lectern to punctuate your point.

3. Comparison and contrast. Move both your hands in unison to show similarities; move them in opposition to show differences.

Each of these gestures should be made large enough to be seen by everyone in the audience. But don't make them so exaggerated that they distract attention from your speech. As a general rule, a gesture can be considered good if it helps the audience understand your message, bad if it draws attention only to itself.

BUILDING THE SPEECH

Since the primary purpose of this speech is to bring body language into use, choose your subject with that thought in mind. One of the best talks for this purpose is the "I hold in my hand" type. Center your talk on some object you can show to the audience. This object could be a book, a toy, or even a rock. Variations on this approach include use of a map or diagram drawn on a card or chalkboard and use of gestures and expressions to describe an object or event. If some other approach appeals more strongly than these, feel free to use it; choose whichever method will help you the most.

Now that you have selected a subject, expand it into a complete speech. What you say is always important, but in this project you will be most concerned with the way you say it. This will include the way you stand, the use of your hands and arms, your eye contact, and your body movement. Describe a theme that interests you. Search for the most interesting way to present it. Then build your speech to include appropriate movements.

FOR EXAMPLE

A speaker who enjoys woodworking brought some of his smaller tools to the meeting and described their use. He finished by exhibiting some objects he had made and gave some advice on taking up woodworking.

Someone else brought a box of small kitchen gadgets and showed how they could be used to save time.

Another person who liked to fish described how he caught a large marlin. He used hand and arm gestures to show how he handled the line and how he pulled it in. Naturally, he indicated the gigantic size of the fish with his arms, and his face showed the struggle and the triumph.

One speaker selected a newspaper story about a merchant who captured a robber, and he acted out the dramatic incident. You could see the fear in his face, then the idea of capture, and finally his relief when it was over.
These examples are merely idea-starters. You might want to talk about astronomy or a vacation trip, using directional gestures. You might even like to speak on the use of gestures, showing what you would like to do if you had the skill.

**THE IMPORTANCE OF REHEARSAL**

Even though you have used body language all your life, you will need to practice the methods of using gestures and movements when speaking before an audience. You want to use movements that are deliberate and precise but look natural and spontaneous. Achieving just the right balance will come only after careful rehearsal. When you have arranged your speech material, try several different ways of using your hands to exhibit or demonstrate an object. Don't be concerned if at first your movements are stiff and awkward; natural positions and smooth movements will come with practice. Fit your gestures to your words. You should be compelled to gesture when and where your thought requires such action.

Rehearsal should help you move with ease. Don't work at it so hard that your gestures become artificial or too deliberate. Keep a balance between purposeful movements and spontaneity.

Of course, if you have access to videotape equipment, you should use it in your rehearsal to help you polish the presentation. Otherwise, practice before a friend or your advisor, and ask for comments on your use of body language. By all means, rehearse your body language before a mirror in addition to these other methods.

**PRESENTING THE TALK**

While you are speaking, try to relax and feel at ease. This will be a great help in making your gestures look natural. Plan to "take it easy," and adopt a pleasant approach toward the speech and the audience.

One way to feel at ease when speaking is to use your nervous energy toward controlled body movement. Some speakers unconsciously relieve their nervous muscle tension by shuffling papers, adjusting the lectern, or pacing back and forth during the talk. A better way to release this tension is to make body movements that emphasize points of your speech. This will also help your audience get your message, and your nervous energy will lend animation to your movements.

If you are exhibiting an object, center your audience's attention on it, but don't look at the object all the time nor handle it too much. Be sure to maintain eye contact with your audience; this is also important body language. If you are using a chart or a chalkboard, stand to the side so the audience can see it. Direct your attention to the audience, except when you are pointing to a particular item on the chart.

Any time you display an object, use a chart, show slides, or use other visuals, make sure before the meeting that they can easily be seen by everyone in the audience. If not, construct your speech without them.
There will be opportunities to smile pleasantly at the audience. Use them. For example, you may have made some mistakes in rehearsing body language. Let the audience laugh with you over the errors. Again, the more relaxed you are, the more natural your movements will be.

YOUR EVALUATION
You cannot hope to master the use of body language in this one speech, but it will give you an excellent start. Plan to use body language in every speech you make from now on.

For this presentation, both you and your evaluator should pay particular attention to where your use of body language extended, enriched, and clarified the message of your speech. Your evaluator will be looking for smooth, natural gestures. The message you send to the eyes of your audience should be the same as the one you send to their ears. That's effective body language.
**EVALUATION GUIDE FOR “YOUR BODY SPEAKS”**

Title ___________________________________ Evaluator __________________________ Date __________________

**Note to the Evaluator:** In this presentation the speaker is concentrating on body language. He or she should use gestures, facial expressions, and other body movements that illustrate and enhance the verbal message. In evaluating this speech, focus on delivery rather than on content, although content should not be overlooked. In addition to your oral evaluation, please complete this evaluation form by checking the appropriate space for each item. Add your comments only for those items where special praise is warranted, or where you can offer specific suggestions for improvement.

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<td>Deadpan, artificial or unfriendly</td>
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<td>Satisfactory</td>
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<td></td>
<td>Should improve</td>
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EVALUATE YOUR PROGRESS

You have now presented four speeches. In addition, you have participated in Table Topics™ and had the opportunity to evaluate other participants' speeches. Now is a good time to evaluate your progress. Take a few minutes to complete this self-evaluation form. Compare your performance when you first started this program to your performance now, and answer accordingly, using Always (A), Usually (U), or Seldom (S).

______ I feel comfortable talking to other people.
______ I can tell others my views or ideas with ease.
______ Any nervous habits, such as saying "uh," "um," "you know," "ok," or "and," or fumbling with buttons or clothing or jiggling change in your pocket, have been eliminated.
______ I consider the audience's needs and interests when preparing a presentation.
______ I plan my presentations with a clear purpose or goal in mind.
______ My voice is natural and sincere when speaking.
______ I have no difficulty in finding interesting speech topics.
______ I am able to organize my ideas into a clear, logical outline.
______ I speak with sincerity, earnestness, and enthusiasm.
______ My speech openings capture audience attention and lead into my topic.
______ I end my speeches in a definite, memorable, and conclusive manner.
______ My gestures, body movements, and facial expressions are purposeful, natural, and spontaneous.
______ I use eye contact to establish a bond with my listeners.
______ I gracefully accept others' evaluations of my speeches and attempt to learn from them.
______ I am able to listen carefully and analytically to others' speeches.
______ I am able to evaluate others' speeches in a tactful, helpful way.
______ I am able to think quickly and clearly in an impromptu speaking situation.
What kind of voice do you have? Is it resonant, musical, and easy to listen to? Or is it harsh, monotonous, or tiresome? You can make it just about what you want to if you are willing to work at it.

Every time you present a talk, you involve your mind, body, and voice in getting the message across to your listeners. We've looked at sincerity, organization, and body language as parts of effective communication. Now we will concentrate on the primary link between you and your audience: your voice. The skills you develop in this project will be among your most important tools for favorably impressing people, whether you are speaking to one person or to a thousand.

You have the potential for an effective speaking voice. The first step in building a better speaking voice is awareness. You should work to develop a voice that is pleasant to the ear and displays enough variety of sounds to be an expressive part of your speaking.

**USING YOUR VOICE**

Psychologist Albert Mehrabian has shown that we are five times as likely to be influenced by voice than by spoken words as we listen to a speaker. Thus, we are more influenced by how a speaker talks than by what a speaker says. A good speaking voice is loud enough to be heard, clear enough to be understood, expressive enough to be interesting, and pleasing enough to be enjoyable.

A good speaking voice should be balanced between extremes of volume, pitch, and rate, while having a pleasing sound quality. Let's examine each of these individually.

1. **Volume.** Some people have an unconscious habit of always speaking loudly. Perhaps their parents talked this way, or they may have an assertive nature. Such people should make a special effort to speak more quietly.

2. **Pitch.** Good speakers vary the pitch of their voices to convey emotion and conviction. Too high a pitch should be avoided, because it suggests immaturity and excitability. The best approach is to make a conscious effort to be conversational in your speaking.
3. **Rate.** The most effective speaking rate falls into the range of 125-160 words a minute. You can easily keep within this range by speaking rapidly enough to avoid a boring drone, yet slowly enough to be clearly understood. Vary your speaking rate during your talk to reflect mood changes and to emphasize points of the speech.

4. **Quality.** The most important recommendation for voice quality is to relax your throat while you speak. Think in terms of friendliness, confidence, and a desire to communicate. Relax, so you can evict any tension from your voice. A pleasing tonal quality will usually follow.

**A GOOD SPEAKING VOICE**

By applying the above principles to your speech you will find that a good speaking voice generally has the following characteristics:

1. The tone is pleasant, conveying a sense of friendliness.
2. It is natural, reflecting the true personality and sincerity of the speaker.
3. It has vitality, giving the impression of force and strength, even when it isn’t especially loud.
4. It portrays various shades of meaning, never sounding monotonous and emotionless.
5. It is easily heard, thanks to proper volume and clear articulation.

You can train your own voice to excel in all of these qualities if you listen closely to the way you speak and concentrate on improvement.

**TRY YOUR VOICE**

As a beginning, experiment with a few short passages to discover the meanings you can project through use of different vocal values. Read these passages aloud, and create others using a tone of voice appropriate to each passage.

"I appreciate the kindness you have shown me, and I hope to return the favor when I can."  
(Simple, honest statement, or perhaps sarcasm.)

"Kindness! Do you call that kindness? I wouldn't treat a stray dog the way you have treated me!"  
(Resentment, anger, unfriendliness.)

"If we all show a little kindness, a little concern for others' needs as well as our own, we can help make the world what it should be." (Deep feeling of earnestness and conviction.)

Notice how your tone and effect vary with the different thoughts you express. In each case, your voice should correctly convey the proper meaning of the passage. See how easy it is to change the meaning by changing your emphasis.
As another experiment, call a friend on the telephone, and talk for several minutes on some topic of mutual interest. Vary your tone of voice, as well as your rate, pitch, and volume. Use pauses to emphasize a point or arouse interest in what you will say next. At the same time, try to keep your vocal experimentation within the context of a normal conversation.

YOUR SPEECH SUBJECT

For this speech, choose a subject that lends itself easily to voice variety. Something of a narrative or descriptive nature would be good, as would a topic that requires a display of emotion. Another idea is to select a subject that will enable you to quote or imitate different tones of voice or manners of speaking. Use your imagination in preparing your talk, and remember to apply the principles you have learned in previous projects.

Here are some idea starters:

- “The Voice I Like (or Don’t Like) to Hear.” After a brief introduction, imitate several voices you like or don’t like. They could represent people (your banker, mother-in-law, or spouse), or types of voices (muffled, loving, hostile). Demonstrating what you mean in each case, you might tell how the voice sounds and discuss why you do or don’t like it. Finish by relating these to your own natural voice; which of these do you use?

- “An Experience I Would Not Repeat.” Tell a story of some unpleasant circumstance, imitating voices and expressing your reactions and feelings through the tone of your voice.

- “A Voice in the Night.” This is the sound of fear or alarm in the night. Describe what is happening, whether flood, fire, or catastrophe, and imitate the voices and sensations.

- Use your imagination to portray daily-life situations in which you use voice variety. How do you deal with your children, your boss, or door-to-door salespeople?

REHEARSING YOUR TALK

Obviously, you will need to rehearse until you’ve mastered the voices you will be using in the speech. Find a place where you can be alone, so you can turn your voice loose, without inhibitions or interruptions. Don’t overdo it, but make an honest effort to bring your voice out of the common, monotonous routine. Vary the pitch, volume and quality of your voice, and work especially on varying the rate of your delivery.

Although you will be evaluated primarily on voice variety, don’t neglect gestures and other body language. The two work together to bring sight and sound into harmony as you communicate.

A valuable aid in rehearsing the use of your voice is an audio recorder. In fact, this would be an excellent time to buy one if you haven’t already; no single tool is more helpful in learning effective speaking than an audio recorder.
Record your voice and continue to practice until the playback satisfies you. Then record your entire talk and pay attention to your organization and sincerity, as well as to voice. The sound of your recorded voice may surprise you at first, but it is closer to what your audience hears than the voice you are used to hearing directly as you speak.

PRESENTING THE TALK
Use the voice techniques you have developed in rehearsal. Speak with enthusiasm and use a wide variety of vocal styles, but don't speak so rapidly that you leave the audience behind. Let the motivation for voice changes come from the context of the speech. Reflect sincerity when you are sincere, humor when you are amused. Build frequent pauses into your talk to give your audience a chance to mentally catch up with you.

When you begin to speak, stand up straight (although not rigid and tense), and give your lungs room to expand. Take moderately deep breaths as you are talking, and vary your voice to match your words and gestures. Speak clearly and project your voice so the entire audience can hear you.

YOUR EVALUATION
Your evaluator will be looking primarily for your skill in varying your voice while you speak. Your voice should be pleasing to listen to, with proper balance of volume, pitch, and rate. Your manner of speaking should reflect the thoughts you are presenting, just as your body language should support your message. Be sure to organize your talk and speak with meaning. The skills of vocal variety you learn in this project should be developed and refined in all your future speeches.
EVALUATION GUIDE FOR “VOCAL VARIETY”

Title ___________________________ Evaluator ___________________ Date __________

**Note to the Evaluator:** The purpose of this assignment is to help the speaker develop a good speaking voice. He or she should try several vocal styles and use variety in volume, rate, pitch, and tone. The speaker should concentrate on achieving a pleasing, natural voice quality. In addition to your oral evaluation, please complete this evaluation form by checking the appropriate space for each category. Add your comments only for those items where special praise is warranted, or where you can offer specific suggestions for improvement.

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Comments/Recommended Action
The more time you spend building your communication skills, the more aware you will become of the importance of the words you use. These symbols are the primary means we have of representing the ideas we want to discuss. As a result, it is important to spend some time thinking about the relationship between the words you use and the ideas you want to express.

This project will give you an understanding of the basic uses of words in speaking. It will also help you choose them carefully to express exactly what you mean, while avoiding common mistakes in word use.

THINKING AND SPEAKING
Perhaps you have wondered why you can think clearly and easily about a subject yet have a difficult time finding the right words to communicate your meaning to other people. This is the basic problem of word use. We think in words and we speak in words, but the two vocabularies are quite different. It is the transition from one set of words to the other (and, in the listener's mind, back again) that causes the difficulties in communication.

We need to translate our thoughts and feelings into a spoken language that others can understand. Only humans can perform this amazing feat, allowing us to relate to people who may have totally different backgrounds and interests.

At the same time, we must be very careful that the words we use are understood in the same way by all the people hearing us. That is one reason for rehearsing your speeches with others; only then can you be sure you are all on the same wavelength.

WHAT DO WORDS DO?
Words have a variety of functions. We all know what these are, but we rarely think about them. Thus, we often are surprised when something goes wrong.
Five functions you should be aware of are:

1. Words can be labels that classify. Your name means you, “chair” means chair, immediately bringing up a mental image of the object named.
2. Sometimes these labels are misleading. Words are close approximations of true meanings, but sometimes they are mistaken for the real thing. In one way or another, a word never tells the whole story.
3. Words are often misinterpreted by the speaker or listener. When a speaker uses the wrong word because it sounds close to the correct one (a “malapropism”), everybody laughs. When listeners misinterpret words, nobody knows about it, and the error keeps growing as the listener explains his understanding to others.
4. Words are sometimes loaded. Because of the image a certain word may bring up in the minds of your listeners, you may be surprised by a strong reaction to something you said that seemed completely innocent. Words sometimes have emotional tags attached to them; this is where a speaker’s sensitivity to the audience is very important.
5. Words can make attitudes permanent. Everyone has momentary feelings of admiration or dislike toward someone or something. Put these feelings into words and they tend to become permanent. Words often attach ideas firmly in our minds.

WATCH OUT FOR THESE WORDS

Certain types of words are misleading and harmful to clear communication. Be careful how you use them. There are four principal classes:

1. The fallacy of “all” — false generalization. The wife who tells her husband that he “always” spills food on his tie is making a false statement and also arousing anger. The use of “all,” except in statements where it precisely fits, can blunt the ability of speaker and listeners to think discriminately.
2. The fallacy of “is” — false identity. When we say, “George is lazy,” we may overlook the fact that he might be very active in doing something he really likes to do. Linking items together by identity — the “is” statement — must be done carefully to avoid misleading the listener.
3. The abuse of jargon. While the special words used in one context can sometimes be used in another, such as the common use of sports terms in business and politics, it's important not to become unduly attached to words that have a specialized meaning relating to a particular subject. They are often inappropriate in other situations.
4. Words that end discussion. When you are stating your opinion, avoid flat statements such as, “My team is unbeatable,” vague appeals to authority like, “The experts agree,” or belittling comments such as “Everyone knows.” Such statements will smother discussion or start an argument on a side-issue, with you on the defensive.
SPEAKING STYLE

Although good speech and good writing have much in common, each has a different emphasis. Oral language should be immediately understandable to the ear, without the necessity for contemplation and reflection which written language allows.

Once spoken, your words are gone. If your listener missed the point or some words were unfamiliar, you have lost him or her, perhaps for the entire speech. Spoken words are a "one-shot" deal; the listener either understands immediately or the point is completely lost.

In order to give your audience the best chance to understand your speech, you must construct it in an oral style. There are three qualities of oral language that will help your listeners stay with you.

The first quality of oral language is clarity. Speeches are clearest when short and simple sentences are used, with frequent interruptions of your sequence of ideas for explanations and summaries. Spoken language is much less formal than written language and tends to be repetitious. Don't be afraid to use parallel constructions or repeated phrases to make your ideas clear.

Your words should be not only simple, but also specific and concrete. The less general your words, the less room there is for audience confusion. Don't say "car" if you want your listeners to picture a green subcompact station wagon.

The second quality is appropriateness. Unlike a writer, who can only guess who the readers will be, you have the advantage of a real audience in front of you. This means you can choose your words to relate directly to them. Beyond the obvious requirements of appropriate language—avoiding vulgarity, inappropriate jargon, excessive slang—you should use personal pronouns whenever possible to show your interest in the audience. Speakers often state ideas impersonally, when they could easily establish identity with the audience by saying "you," "we," and "our."

A variation on this personal approach is to talk about hypothetical situations in which both you and the audience appear ("Suppose we were stranded in the desert ... "). The key to appropriate language is to use words and ideas that place you and the audience at a common vantage point, so they will identify with you.

The third quality of oral language is vividness. Use words that are alive—words conveying mental images that will stick in the minds of your listeners. The more examples, stories, word pictures, action words, and words of feelings that you use, the more vivid your talk will be, and the more effectively you will communicate. Just as a symphony played by an orchestra has richer sound than the same melody played by a single instrument, a speech full of colorful examples and metaphors will make a richer impression on the listeners’ minds than the same idea stated blandly.

Group ideas, adjectives, and points in threes. Expressed into threes, thoughts have a pleasant rhythm, are dramatic, and become more memorable. For example, the sentence "... we mutually pledge to each other our lives, our fortunes, and our sacred honor" attracts attention and is easy to remember.
PREPARING YOUR TALK

For this project select a subject that will allow you to use words in a precise manner and incorporate the principles discussed above. One choice of subject might be to discuss words themselves, such as common mistakes in speaking or histories of words. You might base a talk on one of the sections in this project, one of your previous speeches, and how changing some of the key words would completely change the meaning of the talk.

Be sure your words are carefully chosen and that they are clear, accurate, colorful, vivid, and appropriate to your audience. Explore the effectiveness and dangers of the various uses of words. Think in terms of what your words will mean to your audience. During rehearsal, ask someone to restate your ideas, being as precise as possible. If the listener is unable to accurately restate them as you meant them, select better word combinations to get your message across.

YOUR EVALUATION

Your evaluator will expect you to select the exact words necessary to communicate your ideas to the audience, with particular attention to clarity, vividness, and appropriateness. You should be obviously aware of what you are saying and what you expect the audience reaction to be. Your talk should be free of “all” and “is” fallacies, as well as the other poor usages discussed above.

This project presents an excellent opportunity for an evaluation discussion led by your evaluator. The members of your audience can “feed back” to you their understanding of your ideas and any words they considered inappropriate.
**EVALUATION GUIDE FOR “HOW TO SAY IT”**

Title ___________________________ Evaluator ___________________________ Date ________________

**Note to the Evaluator:** The purpose of this speech is to help the speaker learn to select the words that effectively communicate his or her message to the audience. The speaker’s words should be clear, vivid, and appropriate, avoiding misleading or confusing instructions. For this project, you are encouraged to ask other audience members how well they understood the speaker’s ideas and what suggestions for improvement they may have. In addition, please complete this evaluation form by checking the appropriate column for each item. Add your comments only for those items where special praise is warranted, or where you can offer specific suggestions for improvement.

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<th>Excellent</th>
<th>Satisfactory</th>
<th>Should Improve</th>
<th>Comments/Recommended Action</th>
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<td>Did the speech reflect adequate preparation?</td>
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<td>Were the speaker’s words appropriate for this audience?</td>
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<td>Were the speaker’s sentences short, simple, and understandable?</td>
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<td>Did the speaker use vivid words that created mental images?</td>
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<td>Did the speaker’s word usage add to the overall quality of the speech?</td>
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<td>Did this speech reflect improvement over this speaker’s previous talks?</td>
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