

SPEECH

1

COMMUNICATION

MADE SIMPLE



MP3 AUDIO

PAULETTE DALE

GETTING STARTED



Welcome to the first day of your speech communication class! Perhaps you are feeling a bit scared about speaking in front of an audience. Don't worry! By using this book, you will soon develop the skills you need to speak effectively in front of a group. Your teacher is here to help you succeed in this class, and your classmates will soon become new friends.

CHAPTER CHALLENGE Your challenge in this chapter is to begin to develop self-confidence when speaking in public. This chapter has many suggestions to help you. By the time you complete this chapter, you will:

- learn the meaning of “stage fright”
- understand that stage fright is a normal and natural feeling
- be able to plan, prepare, and present a speech of self-introduction

I. Stage Fright

The fear of speaking in public is called *stage fright*. It is like the fear that actors feel before they go on stage. When you have to speak in front of a group, does your heart start racing? Do your hands sweat? Is your mouth dry? If so, you are not alone! Most people experience these signs of stage fright when they speak before a group. The following activities will help you overcome your fear.

ACTIVITY 1 Talk about Stage Fright

1 Discuss these questions with a partner:

- a. Have you ever had stage fright? What was the situation? What signs did you experience?
b. What do you think causes us to have stage fright? Write three reasons below.

1. _____
2. _____
3. _____

- c. What are some ways of controlling stage fright?

1. _____
2. _____
3. _____

2 Share your answers with the class.

ACTIVITY 2 Mix and Mingle!

A great way to become more confident is to meet the other members of your class in a relaxed situation. In this activity you will imagine you are at a party, where you will “mix and mingle” with your classmates.

1 Set the room up for a party. You may want to bring beverages or snacks.

2 Walk around and meet your classmates. You can use the Conversation Starters in the Useful Language box to start conversations.

USEFUL LANGUAGE: CONVERSATION STARTERS

Hi, my name is _____. What's your name?

Hello again. Can I ask you a question?

Excuse me, aren't you in my (math) class?

I've seen you before. Do you work at the (bookstore)?

[Pay a compliment] That's a really nice shirt. Is blue your favorite color?

3 As you mix and mingle, write the names of your classmates in the spaces next to the questions.

Find someone who . . .

1. has the same name as you _____
2. has the same birthday as you _____
3. was born in the same month as you _____
4. is from the same country as you _____
5. has been to (a specific place) _____
6. has three brothers _____
7. has only one brother or sister _____
8. has a pet _____
9. likes (a specific kind of food) _____
10. plays a musical instrument _____

4 Discuss these questions in small groups.

1. Did you feel shy at the beginning of the activity?
2. Did you start to feel more comfortable after a few minutes? Why?
3. Did you find someone who shares your birthday or has the same name?
4. Which conversation starter do you like the best?
5. What did you talk about with your new classmates?
6. In general, how did you feel about the “mix and mingle” activity?

II. Presentation Preview

Your first presentation will be a speech about yourself. Speeches of self-introduction can help you and your classmates get to know one another.

ACTIVITY 1 Listen to a Model Speech

1 Read the information about the parts of a typical speech.

A typical speech has four parts. The *introduction* helps get your listeners' attention. It states your topic and includes a statement (called a *preview*) of what you will speak about in the body of the speech.

The *body* contains subtopics related to the main topic. Each subtopic is developed with facts, examples, reasons, or other kinds of details. The body is the longest part of your speech.

Transitions are words and phrases that separate the main parts of the speech. In the body of the speech, they also separate one subtopic from the next one. Very often transitions begin with words like “First,” “Second,” “Next,” “Finally,” and so on.

The *conclusion* includes a summary of your main ideas and provides final remarks to end your speech smoothly. The conclusion is also the place to thank your audience for listening.

2 Read and listen to Marina's model speech. Pay attention to each section of the speech and the details that she tells about herself. Notice the introduction, body, conclusion, and transitions.

Model Speech: About Me!

INTRODUCTION Good afternoon. My name is Marina, but all my friends call me Mari. I'd like to tell you a little bit about myself this afternoon.

Transition First, I'd like to tell you about my background.

BODY I was born in Brazil. I lived in Rio until I was thirteen years old. Then my family moved to Brasilia, the capital of Brazil. I lived with my parents and my four sisters.

Transition Second, I will tell you about my family.

My sister Ana is 8. My sister Sylvia is 9. My sister Claudia is 10. My sister Clarisse is 12. My parents and sisters are still in Brazil. My father owns a shoe store and my mother is a teacher.

Transition Next, I would like to tell you how I spend my time.

I go to school full time. My major is chemistry. My parents don't have money to *foot the bill* for my studies, so I had to get a part-time job and learn to *stand on my own*

* Pay for

(continued)

(Continued)

two feet. I have two part-time jobs. After school, I tutor high-school students in science. On Friday nights, I work at a Starbucks coffee shop.

Transition Now let me tell you what I do when I have free time.

On the weekends, I like to go to the beach with my friends. When I have extra money, I love to shop for clothes. I also love to play the piano. I took lessons for ten years, so playing the piano is as *easy as pie* for me.

Transition Finally, I want to tell you what my future plans are.

When I finish studying English, I want to return to Brazil and go to pharmacy school. I want to become a pharmacist. I also hope to get married some day and have three children. I would like to have two girls and a boy!

CONCLUSION Now you know about my background, my family, my studies, my hobbies, and my plans for the future. Thank you for listening to my speech.

* Be independent

* Very easy

ACTIVITY 2 Answer the Questions

1 Listen again to the model speech. Then answer the following questions.

Questions

1. Where did Marina grow up?
2. How many people are in Marina's family?
3. What are her sisters' names?
4. What is Marina's major?
5. Where does Marina work?
6. What does she do in her free time?
7. What are her future plans?

Answers

2 Work with a partner and compare answers.

ACTIVITY 3 Discuss the Model Speech

Discuss these questions in small groups.

1. What greeting did Mari use? What other information did she include in her introduction?
2. How many main topics did Mari discuss in the body of her speech? What were they?
3. Which words told you she was starting a new topic?
4. Which words signal that Mari was finished talking about her family?
5. What information did she include in her conclusion?
6. Was Mari's speech well organized? How do you know?
7. Did you like the speech? Why or why not?

III. Pronunciation Practice: [i] and [ɪ]

A common speaking error is to confuse the vowel sounds [i] (as in *bean*) and [ɪ] (as in *bin*). If you confuse these sounds, *it* sounds like *eat* and *sheep* sounds like *ship*!

The sound [i] is long and stressed. When you pronounce [i], spread your lips into a smile. Feel your lips stretching. In contrast, the sound [ɪ] is short and relaxed. When you pronounce [ɪ], your lips barely move.

ACTIVITY 1 Contrast Words and Sentences with [i] and [ɪ]

Listen and repeat the following sets of words and sentences with [i] and [ɪ].

- | | |
|----------------------|------------------|
| [i] | [ɪ] |
| 1. feet | fit |
| 2. sheep | ship |
| 3. team | Tim |
| 4. seek | sick |
| 5. heat | hit |
| 6. She will leave. | She will live. |
| 7. Did he sleep? | Did he slip? |
| 8. Can you feel it? | Can you fill it? |
| 9. Change the wheel. | Change the will. |
| 10. He made a feast. | He made a fist. |

PRONUNCIATION TIP

- The letters *ee*, *ei*, and *ie* are usually pronounced [i].
- Examples: see, freedom, receive, piece, grief

ACTIVITY 2 Practice Sentences from the Model Speech

Listen and repeat the following sentences from Marina's speech. Be sure to pronounce the [i] and [ɪ] words correctly.

- [ɪ] [ɪ] [i] [i]
1. I lived in Rio until I was thirteen.
- [ɪ] [ɪ][ɪ] [ɪ]
2. My sisters are still in Brazil.
- [ɪ] [i]
3. It's as easy as pie.
- [i] [i]
4. On the weekends, I go to the beach.
- [ɪ] [i]
5. Thank you for listening to my speech.

ACTIVITY 3 Practice the Model Speech

- 1 Listen to the speech on page 3 again. Circle the words pronounced with [i] and underline the words with [ɪ].
- 2 Work with a partner. Take turns reading Marina's speech aloud. Pay attention to your pronunciation of [i] and [ɪ]. (Remember, you should "smile" as you say [i]. Your lips should hardly move as you pronounce [ɪ].)

IV. Playing with Sayings: Sayings with [i] and [ɪ]

ACTIVITY 1 Learn the Meanings

1 Read the following sayings and their meanings. Check (✓) the ones you heard in Marina's model speech on page 3. Refer back to the speech if necessary.

- _____ 1. **as easy as pie**: very simple or easy to do
Playing the piano is *as easy as pie* for me.
- _____ 2. **like sardines (in a can)**: very crowded; no room to move
In Tokyo, passengers pack into the subway *like sardines*.
- _____ 3. **foot the bill**: to pay the expenses
My father is *footing the bill* for my education.
- _____ 4. **stand on one's own two feet**: to be independent or responsible for one's own life
Now that you are twenty-one, you should *stand on your own two feet*.
- _____ 5. **seeing is believing**: personally seeing an event makes it easier to believe than only reading or hearing about it
I didn't believe how beautiful the baby was until I saw her in person.
Seeing is believing!

2 Circle the [i] sounds in the sayings in Activity 1. Underline the [ɪ] sounds. Say the words with these sounds. Then pronounce each saying out loud several times.

ACTIVITY 2 Use the Sayings

1 Work in small groups. Unscramble the sayings and write them correctly.

- a. It's time to (*on your two own feet stand*) _____ and get a job.
- b. His uncle is willing to (*the bill foot*) _____ and buy him a new suit.
- c. When we were in the crowded elevator, we felt (*like in a sardines can*).

- d. You can learn this card trick. It's (*as pie as easy*) _____!
- e. I didn't understand how hot it is in the Amazon until I went there. (*believing is seeing*)! _____

2 Take turns reading the sentences. Be sure to pronounce [i] and [ɪ] correctly.

V. Presentation Project: About Me!

Your first project is to present a two- to three-minute speech about yourself. You will use one of these two methods for planning and preparing your About Me speech:

- brainstorming balloons
- photo story

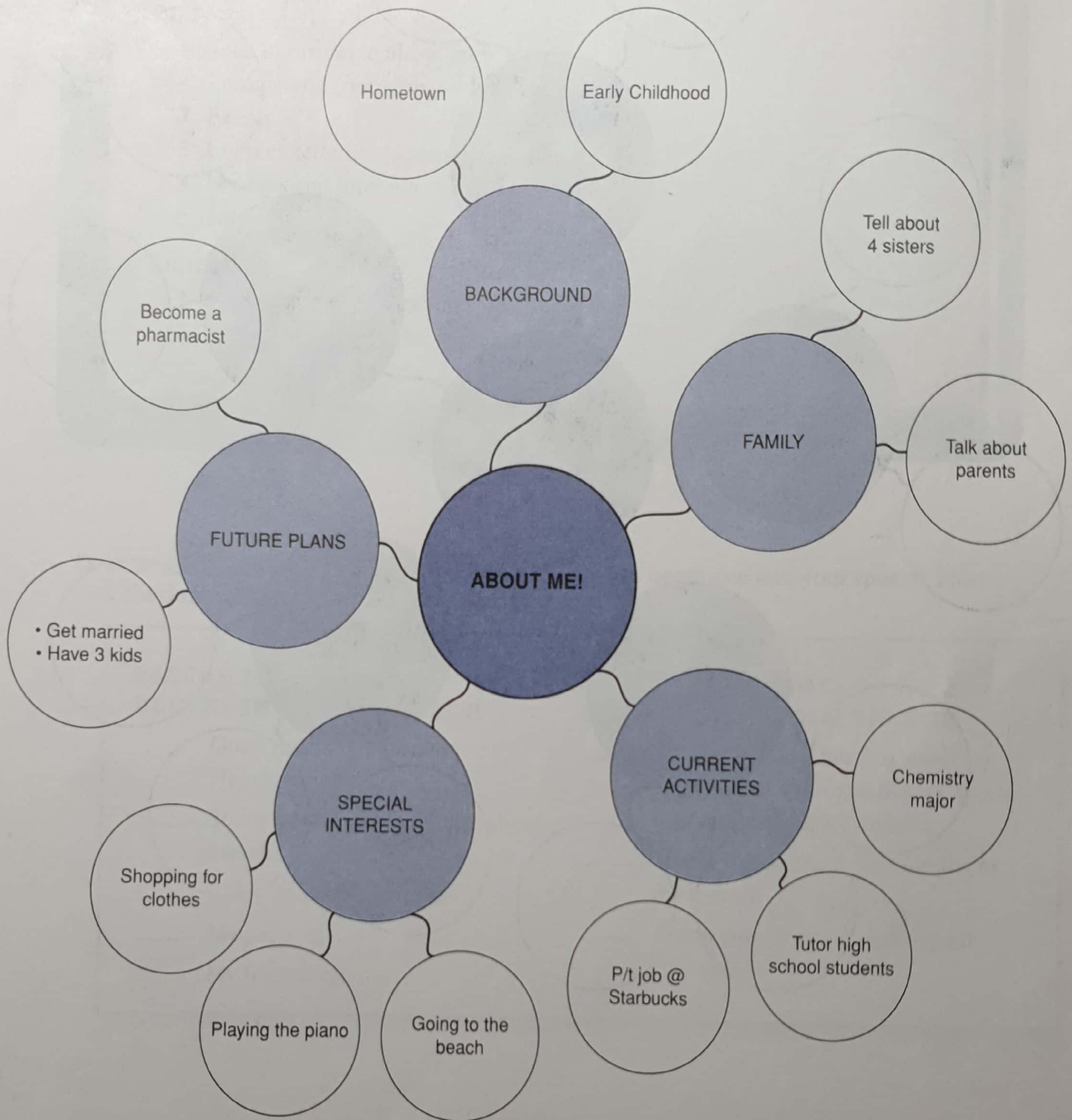
Method A: Brainstorming Balloons

In this method you will use a visual aid called *brainstorming balloons* to take notes for your speech. Later you will write those notes on index cards. A quick look at the index cards while you are giving your speech will remind you of what to say.

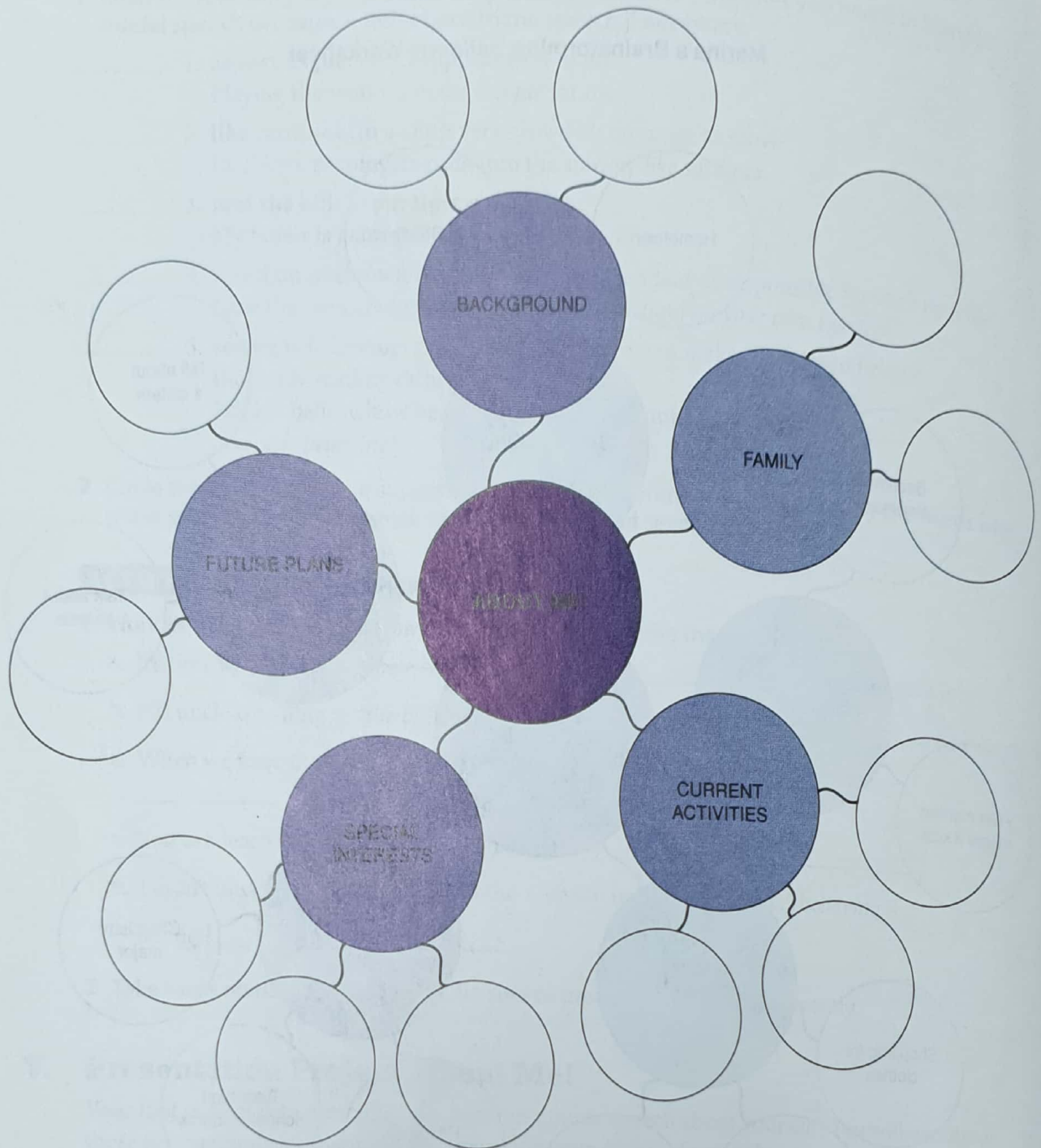
STEP 1 | Plan Your Speech

A Look at Marina's brainstorming balloons. Where is the speech title? What are the five topics in the body of the speech? What details does she give about her family?

Marina's Brainstorming Balloons Worksheet



B Now complete your own brainstorming balloons Worksheet to prepare for your speech.
Add more balloons if you need them.



C Read the instructions for organizing your speech.

Introduction

1. Greet the audience.
2. Introduce yourself by name.

Body

Include information about these topics:

1. Background (hometown, childhood)
2. Family
3. Current activities (school, work)
4. Hobbies and interests
5. Future plans

Conclusion

1. Summarize the topics you spoke about.
2. Thank the audience for listening.

D Read the Useful Language expressions you can use to begin and end your speech. Place a checkmark (✓) next to the expressions you like best.

USEFUL LANGUAGE: BEGINNING YOUR SPEECH	USEFUL LANGUAGE: CONCLUDING YOUR SPEECH
<input type="checkbox"/> Good morning/afternoon <i>or</i> Hi everyone!	<input type="checkbox"/> I hope you liked hearing about my background, family, activities, special interests, and future dreams.
<input type="checkbox"/> Today I am going to tell you about myself.	<input type="checkbox"/> Thank you so much for listening to my speech.
<input type="checkbox"/> I'd like to introduce myself.	<input type="checkbox"/> Thank you for being such a great audience.
<input type="checkbox"/> My name is . . .	
<input type="checkbox"/> My friends call me . . .	

E Select a saying from page 6 to include in your speech. Write it here: _____
Decide where and how you will use it.

STEP 2 | Prepare Note Cards

Write the details from your brainstorming balloons on note cards. Use at least seven cards. Label and number them as shown in the examples below.

INTRODUCTION	1
Greeting: <i>Good afternoon.</i>	
Introduce myself:	
-My name is Marina but all my friends call me Mari.	
- I'd like to tell you a little about myself this afternoon.	

MY BACKGROUND	2
Hometown: Rio, Brazil until 13 years old	
Early childhood: Moved to Brasilia	
Other details: Lived with parents and four sisters	

MY FAMILY	3
Parents: Live in Brazil; father owns shoe store; mother is a teacher	
Sisters: Ana is 8; Sylvia is 9; Claudia is 10; Clarisse is 12	

CURRENT ACTIVITIES	4
Major: Chemistry	
Parents don't have money to [idiom] <i>foot the bills</i> . . . I had to learn to [idiom] <i>stand on my own two feet</i>	
Jobs: tutor high school students in science; Starbucks coffee shop on Friday nights	

SPECIAL INTERESTS	5
Special talents: play the piano; lessons for 10 years; [idiom] <i>It is as easy as pie for me.</i>	
Favorite things to do: go to the beach; shop for clothes	

FUTURE PLANS	6
Educational: Return to Brazil for pharmacy school	
Professional: Become a pharmacist	
Personal: Get married, have two girls and a boy	

CONCLUSION	7
Summary: Now you know about my background, my family, my studies, my hobbies, and my plans for the future.	
Thank audience: Thank you for listening to my speech.	

STEP 3 | Practice Your Speech

- A** Practice your speech in front of a mirror using your note cards. Record it and listen to it at least once. Make sure the speech is two to three minutes long.
- B** Complete the Speech Checklist. Is there anything you want to improve before you present your speech in class?

Speech Checklist	YES	NO
1. I included an introduction with a greeting.	<input type="checkbox"/>	<input type="checkbox"/>
2. I included five sections in the body of the speech.	<input type="checkbox"/>	<input type="checkbox"/>
3. My conclusion included a summary.	<input type="checkbox"/>	<input type="checkbox"/>
4. I thanked the audience for listening to my speech.	<input type="checkbox"/>	<input type="checkbox"/>
5. I included a saying from the chapter.	<input type="checkbox"/>	<input type="checkbox"/>
6. I included one or more Useful Language expressions.	<input type="checkbox"/>	<input type="checkbox"/>
7. My speech is two to three minutes long.	<input type="checkbox"/>	<input type="checkbox"/>
8. My pronunciation of words with [i] and [I] is clear.	<input type="checkbox"/>	<input type="checkbox"/>

C Practice again with your note cards.

D Your teacher and/or your classmates may evaluate your speech. Study the form on page 139 so you know how you will be evaluated. You may use the items on the form to make final changes to your speech.

STEP 4 | Present Your Speech

A Relax, take a deep breath, and present your speech.

B Listen to your audience's applause.

Method B: Photo Story Speech

With this method, your goal is to use three photographs to assist you as you prepare and present your speech. Instead of note cards, your photos will help you remember what to say.

STEP 1 | Plan Your Speech

A Look through your photo albums or digital photos saved on your computer. Choose three that represent:

- your childhood
- your current activities
- your future plans

B Study the examples. Do you think the photos are effective? Why or why not?

Rahul's Childhood

This is my first photo. It reminds me of my childhood in India because my parents trained elephants. We lived in a village about an hour from New Delhi. I have a twin sister named Indira. When we were two years old, my father gave us our first ride on an elephant. He wanted us to be comfortable around these wonderful animals.



Monique's Current Activities

I don't have much free time because I am taking five classes. They are Art History, Psychology, Algebra, Music Appreciation, and Speech. When I am not in school, I work at a movie theatre selling soft drinks and popcorn. But when I do have free time, my second photo shows that I love to play the piano.



Cesar's Future Plans

My last photo is of my horse, Regalo. *Regalo* means "gift" in Spanish. I took this picture last month. It represents my future because I hope to become a large-animal veterinarian. I want to return to my country, Honduras, and take care of the horses and cows on my father's cattle ranch in the countryside.



- C** Read the Useful Language expressions you can use to introduce your photos. Place a checkmark (✓) next to the expressions you like best.

USEFUL LANGUAGE: INTRODUCING YOUR PHOTOS

- _____ This is my first photo. It reminds me of my childhood because . . .
- _____ This is my second photo. It shows [me] . . .
- _____ And now for my last photo! It shows . . .
- _____ My third and final photo shows . . . It represents my future because . . .

- D** Read the following guidelines for organizing your speech.

Introduction

1. Greet the audience.
2. Introduce yourself by name.

Body

1. Show your first photo. Describe how it represents your past.
2. Show your second photo. Describe how it represents your present life.
3. Show your third photo. Describe how it represents your future.

Conclusion

1. Summarize the areas you spoke about.
2. Thank the audience for listening.

STEP 2 | Practice Your Speech

- A** Practice your speech in front of a mirror using your note cards. Record it and listen to it at least once. Make sure the speech is two to three minutes long.
- B** Complete the Speech Checklist. Is there anything you want to improve before you present your speech in class?

Speech Checklist

	YES	NO
1. I included an introduction with a greeting.	<input type="checkbox"/>	<input type="checkbox"/>
2. I chose three photos representing my life.	<input type="checkbox"/>	<input type="checkbox"/>
3. My photos are large enough for everyone to see.	<input type="checkbox"/>	<input type="checkbox"/>
4. I included details about my past, present, and future plans.	<input type="checkbox"/>	<input type="checkbox"/>
5. I included a saying from the chapter.	<input type="checkbox"/>	<input type="checkbox"/>
6. My conclusion included a summary.	<input type="checkbox"/>	<input type="checkbox"/>
7. I thanked the audience for listening to my speech.	<input type="checkbox"/>	<input type="checkbox"/>
8. I included one or more Useful Language expressions.	<input type="checkbox"/>	<input type="checkbox"/>
9. My pronunciation of words with [i] and [I] is clear.	<input type="checkbox"/>	<input type="checkbox"/>
10. My speech is two to three minutes long.	<input type="checkbox"/>	<input type="checkbox"/>

C Practice again.

D Your teacher and/or your classmates may evaluate your speech. Study the form on page 141 so you know how you will be evaluated. You may use the checklist to make final changes to your speech.

STEP 3 | Present Your Speech

A Relax, take a deep breath, and present your speech.

B Listen to your audience's applause.