

# SAMPLE SPEECH 5-B

FORM: Instruction = Process (Giving Instructions in Order)

TOPIC: How to Give a Really Good Speech



**B**efore I tell you how to give a really *good* speech, let me tell you about a really *bad* one.

A businessman had to give a speech in another city. He didn't know anything about the audience, and he didn't know what to say, so he asked his secretary to write his speech *for* him.

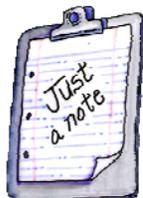
"Make it short," he said. "These guys don't want to hear a lot of words. It should be about fifteen minutes—at most."

The secretary did what she was told. She typed out a speech. Then she put her work on her boss's desk. He was in a big hurry to catch the plane, so he grabbed the papers and put them in his briefcase.

When he got back to the office the next day, he was furious at the secretary. "I thought I told you make the speech short!" he yelled. "I talked on and on for almost 45 minutes. Some of the listeners fell asleep!"

"But I *did* keep it short," the secretary protested. "It *was* under 15 minutes. I typed it up and put it on your desk—with two photocopies!"

So . . . what's the most important rule of successful public speaking? Prepare your speech yourself! First, pick a subject that interests you—and that you know your audience will enjoy. Second, decide what one or two main points you want to communicate. (Write these down in a few sentences.) Keep these points in mind as you jot down the important supporting details. Third, organize your ideas—maybe in order of importance to your main point.



To make your speech more interesting, you might add smaller details like statistics, but it's usually better to add personal examples—stories or experiences, especially funny ones.

Finally, think of a strong or an unusual or an amusing ending to your speech—not just "Thank you" or—worse yet—"Well, I guess that's about all I have to say."

The second main rule of good speechmaking is to *practice!* "Give your speech" to the mirror, a recorder, or your family or friends. The trick is to know what you want to say *so well* that you don't have to think about every word or sentence. Instead, you'll be able to concentrate on your message—and your audience.

The third major rule to follow when you get up to speak is to talk *with* the group, not *at* them. One way to do this is to make eye contact with your listeners—first one person for a few seconds, then another, then another. In other words, speak as if you're talking to only one person at a time.

Another way is to move around a little and gesture with your hands.

(Of course, don't fidget or use distracting gestures like putting your hands in your pockets or adjusting your glasses a lot or scratching your nose or your head.)



You *don't* want to read your speech aloud! That will make it sound boring and be hard to understand. Instead, *talk* with your listeners in a natural way.

Vary your speed and your voice intonation. Pause before you make an important point. You can even ask your audience questions or get them to participate in other ways.

If you concentrate on your message and know your speech well, all you need to keep from forgetting is a few notes on a card.



Do you remember the businessman I told you about at the beginning of this talk—the terrible (and embarrassed) public speaker? Well, he broke all the rules. He didn't find out about his audience in advance. He didn't prepare his speech himself or care about his subject. He didn't even pay attention to his own message when he was talking. And he ignored his tired, bored listeners.

So . . . how about you? Just do the opposite of that businessman, and you're on your way to successful public speaking!



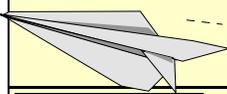
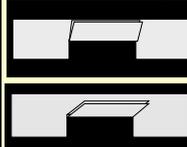
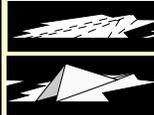
**COMPREHENSION CHECK:** Did you get the main points of Sample Speech 5B—"How to Give a (Really) Good Speech?" Then list the steps and advice to follow in preparing and giving a good talk.<sup>1</sup>

- 1.
- 2.
- 3.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**NOTES:** <sup>1</sup> According to the sample speech, the first rule of effective presentations is to prepare—for which the speech gives five steps to follow in order. The next (sixth) step is to practice. When we actually give a speech, we need to follow the third major rule—and there are 4 or 5 suggestions in the sample speech for how to do this. In other words, you will probably list 10 to 12 steps or pieces of advice—here or on a separate piece of paper.

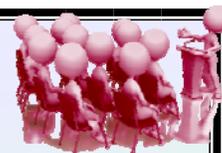


3. Now take an "Oral Quiz" on the processes you've learned from other "trainers." With your partner, pantomime (show with gestures) or actually demonstrate the steps of *another* pair's process or sequence. The rest of the class or group should be able to describe verbally what you are doing in each step.
4. Does your class or group have time for more practice in giving instructions for series of steps? Then try this group activity:
  - The class works in groups of about 6 to 8 participants each. Each group receives a set of pictures or word instructions for a *different* activity or process. Divide the cards into two decks—the first six to eight steps in the first deck, and the last six to eight steps, if any, in the second.<sup>2</sup> "Shuffle and deal" out the first deck—one card to each group member.
  - To arrange themselves "in sequential order," the members of each group sit or stand in a circle according to where their steps fit into the process sequence. Each person in order "instructs" the group in his or her part of the activity or task, adding transitions or extra information for clarity or review.
  - Standing in sequential order in front of the room, each group in turn "teaches" or "trains" the whole class how to perform its process. Cooperatively, group members answer questions from the audience, check for comprehension, and makes sure that listeners have learned how to complete the activity on their own.

A Typical Sequence of Instructions in Order: "How to Make a Paper Airplane" in Pictures	
<p><b>FOR THE PLANE:</b> 1. Lay a piece of letter-sized paper flat on a surface. Fold lengthwise down the center. Unfold.</p> 	<p>5. To make wings, fold the long edges outward, parallel to the center fold and beyond it.</p> 
<p>2. Turn the top two corners inward to touch the center fold. Press on the folds to make creases.</p> 	<p>6. To "fly the plane," throw it briskly and slightly angled up.</p> 
<p>3. Fold the new edges in again, making a point at the top. Crease the two sides again.</p> 	<p><b>FOR TWO ADJUSTABLE FLAPS:</b></p> <p>7. Cut them on the sides of the plane.</p> <p>8. Fold them <i>up</i> to make the plane <i>rise</i>. Fold them <i>down</i> to make the plane <i>drop</i>.</p> 
<p>4. "Close" the plane at the center fold to make a tall triangle.</p> 	<p><b>FOR A STICK-UP TAIL:</b></p> <p>9. Bring two angled fold lines together. Crease along the top.</p> <p>10. Enjoy flying the plane!</p> 
<p>To make a variety of "Specialty Paper Planes," fly to the <i>Internet</i> for illustrated directions.</p>	

**NOTES:** <sup>2</sup>"Process Instruction Cards" work best for group activities if there is an equal number of cards in each set or envelope—probably 6 to 8 cards for each simple process of 12 to 16 for each complex activity or task. If the instructions you can collect are of unequal length, you can "edit" the longer sequences by pasting up two or three pictures or printed steps on one card.

# MINI-SPEECH 5-B



**FORM:** *Instruction (Process)—Giving Instructions in Order*

**TOPIC:** *How to Do Something Practical*



**I**NSTRUCTIONS: To prepare and give an instructional speech in process description (to train a group to do something), follow these steps:

1. Choose a *specific* activity that can be taught in less than 4 or 5 minutes. Be sure to choose a topic that you know very well—or research the activity. Write one or two sentences to tell the *purpose* of your presentation—in the form, “After my talk, you’ll be able to . . . .”
2. Plan your oral demonstration so that your audience is sure to understand it easily. In as few words as possible, list the important “operations” (*actions* or *steps* of the activity) in order.<sup>1</sup> Don’t forget any important details!
3. You may want to add a short introduction or conclusion to your instruction. *Have you ever made mistakes in this process yourself?* Tell your audience about them. *Are there faster or better ways to do the activity?* You may have time to mention these too. Jot down a few words in the appropriate places in your notes. Plan to use “visuals” if possible—actual objects (props) or pictures—and/or draw diagrams on a board/screen.
4. When it’s your turn, give a 3-5 minute “how to” speech to “teach” your group about your topic. *Don’t read aloud a written speech!* Instead, talk with the group briefly from your notes. Check their comprehension. Answer questions. Encourage comments.
5. When other “trainers” are speaking, you may want to fill out a chart with these headings. Be sure to ask questions if you don’t understand a step.

Speaker	The Process	List of Steps to Follow	Comments/ Questions
Elena	How to Make a Paper Airplane	1. Take 8 1/2 x 11 piece of paper. 2. Fold the paper in half lengthwise. 3.	Where are the dotted lines on my paper?

6. Now take an “oral quiz” on what you’ve learned. In turn, summarize, show with gestures, and/or actually demonstrate the steps of another presenter’s process. Everyone else should be able to describe what you’re doing in each step—or at least name the process.

**NOTES:** <sup>1</sup> If your topic is a very specific activity—like cooking a food, using a tool, fixing an object, making something, etc.—be careful to put the steps in the correct order. If your topic consists of practical advice—such as “how to save money on shopping,” “how to communicate with a teenager,” etc., arrange your suggestions in some *logical order*—perhaps in order of importance.