



# LANGUAGE ARTS

STUDENT BOOK

▶ **9th Grade | Unit 7**

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# Language Arts 907

## Communication

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# Communication

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## Introduction

In this LIFE PAC® you will learn the basics of public speaking, the essentials of listening, and the fundamentals of good letter writing. This study will give you confidence in three important areas of life. Too often students fail to speak up because they are afraid of ridicule. They do not really listen to others for many reasons, most of which are not valid. Students do not often write to people who mean a great deal to them because other things seem to demand immediate attention. Feeling hesitant in these three areas may mean that you feel inadequate. Sir Henry More said, "It is not so important to know everything as to know the exact value of everything, to appreciate what we learn, and to arrange what we know."

## Objectives

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC. When you have finished this LIFE PAC, you should be able to:

1. Explain why nervousness is an energy source you can use in speaking.
2. Exhibit the three essential qualities of a speaker: sincerity, friendliness, and authority.
3. Deliver a speech with confidence.
4. Begin and conclude a speech successfully.
5. Explain the process of sound production.
6. Identify and define voice qualities.
7. List internal and external distractions to listening.
8. Explain the process of listening.
9. List the qualities of a good conversationalist.
10. Identify three types of letters and explain the purposes for each.
11. Write an informal letter, a social letter, and a business letter.
12. List the six parts of a business letter.



# 1. SPEAKING

After most of us learn to speak, little can silence us. The act of verbalizing our needs, our desires, our hopes, and our fears is specifically human. This section will address the problem and the challenge of speaking before an

audience. You will learn about the delivery of a speech and about the basic qualities of a good speaker. You will find a plan for improving your ability to speak and for enriching your voice.

## SECTION OBJECTIVES

**Review these objectives.** When you have completed this section, you should be able to:

1. Explain why nervousness is an energy source you can use.
2. Exhibit the three essential qualities of a speaker: sincerity, friendliness, and authority.
3. Deliver a speech with confidence.
4. Begin and conclude a speech successfully.
5. Explain the process of sound production.
6. Identify and define voice qualities.

## VOCABULARY

**Study these words to enhance your learning success in this section.**

**acoustics** (u k ūs' tiks). The structure features of an auditorium, hall, or room.

**adept** (u dept'). Particularly skilled at a task.

**embellish** (em bel' ish). To decorate or to make beautiful with ornamentation, to elaborate.

**innate** (i nāt'). Belonging to an individual from birth; inherent.

**plight** (plīt). A solemn promise or pledge of loyalty.

**proscribe** (prō skrīb'). Condemned or forbidden as harmful.

**trite** (trīt). Stale, no longer having freshness or originality.

**Note:** All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, ĩce; hot, ōpen, ōrder; oil; out; cup, pūt, rŭle; child; long; thin; /TH/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## THE PROBLEMS OF PUBLIC SPEAKING

The experience of speaking before an audience extends far back in history. In the Bible we read of Moses' reluctance to speak out to the people and to Pharaoh. When Moses first turned aside to see the great spectacle of a flaming bush, God said to him (Exodus 3:10), "Come now therefore, and I will send thee unto Pharaoh, that thou mayest bring forth my people the children of Israel out of Egypt." Moses replied (Exodus 3:11), "...Who am I, that I should go unto Pharaoh, and that I should bring forth the children of Israel out of Egypt?" God said (Exodus 3:12), "...I will be with thee..."

Despite this divine information, Moses objected, expressing his fear of his audience (Exodus 4:1): "...But, behold, they will not believe me, nor hearken unto my voice: for they will say, The Lord hath not appeared unto thee." God then asked Moses (Exodus 4:2), "...What is that in thine hand..." Moses held up his shepherd's crook and said, "A rod." When God told him to throw the staff to the ground, it became a live, writhing serpent. When Moses picked up the serpent by the tail, it became a rod once again. God next caused Moses' hand to become leprous, but He quickly healed it. He also caused the water from the river to become blood when Moses poured it out. God gave Moses these signs to speak for him, to establish his right to speak.

Moses continued to object and said (Exodus 4:10-12), "...O my Lord, I am not eloquent, neither heretofore, nor since thou hast spoken unto thy servant: but I am slow of speech, and of a slow tongue. And the Lord said unto him, Who hath made man's mouth? or who maketh the dumb, or deaf, or the seeing, or the blind? Have not I the LORD? Now therefore go, and I will be with thy mouth, and teach thee what thou shalt say." Moses was still unsure and asked God in the following verse to send someone to speak in his place. He thought he would rather stay in Midian and take care of

the sheep. The Lord, however, was not pleased, as revealed in Exodus 4:14-16: "And the anger of the Lord was kindled against Moses, and he said, Is not Aaron the Levite thy brother? I know that he can speak well. And also, behold, he cometh forth to meet thee: and when he seeth thee, he will be glad in his heart. And thou shalt speak unto him, and put words in his mouth: and I will be with thy mouth, and with his mouth, and will teach you what ye shall do. And he shall be thy spokesman unto the people: and he shall be, even he shall be to thee instead of a mouth, and thou shalt be to him instead of God."

Moses felt reluctant to speak even with God's help. He needed a spokesman at first to help him. You, too, may be reluctant to speak in public. When you speak before a group, you stand alone. Everyone will know if you are not prepared. Everyone will know if you make an error. Some fear of public speaking is normal and even necessary.



**Answer true or false.**

- 1.1 \_\_\_\_\_ Moses was reluctant to be God's spokesman.
- 1.2 \_\_\_\_\_ God gave Aaron signs to speak for him.
- 1.3 \_\_\_\_\_ Moses remained unsure even after God promised to be with him.
- 1.4 \_\_\_\_\_ God was angry with Moses.
- 1.5 \_\_\_\_\_ Moses became an eloquent speaker at once.

**Fear.** Being afraid or reluctant to speak out in front of a group is normal. Fear can be very good for a speaker if he learns to use it to his advantage.

Fear, for example, can force you to prepare very carefully for your speech. It can make you conscious of every detail of your speech, your delivery, and your appearance.

Fear becomes a problem when you become so nervous that you concentrate more on how nervous you are, and not enough on your speech.

One way to help overcome this problem of fear is to choose a subject in which you are especially interested and to become so involved in your subject and so eager to tell others about it that you do not have time to be nervous or afraid.

Once you know your subject well, prepare your speech carefully and practice it often. Following these steps will give you the confidence you need to speak well, even if you feel "slow of speech" as Moses did.

**Carelessness.** A second problem is carelessness. Giving a speech takes careful study and preparation. Speaking is not something you can simply get up and do. Speaking, even in an informal atmosphere, demands that you know your subject, that you present it accurately, and that you use correct grammar and formal usage.

Being careless in any one of these areas tells your audience that you respect neither them nor yourself. You waste their time as well as your own by being careless.

**Answer these questions.**

1.6 What are two problems faced by a speaker? a. \_\_\_\_\_ b. \_\_\_\_\_

1.7 How can fear both help and hurt a speaker? \_\_\_\_\_

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## THE QUALITIES OF A SPEAKER

To make a good impression on an audience, a speaker must have three qualities: sincerity, friendliness, and authority. Any speaker must be able to project these qualities so that the audience is aware of them.

**Sincerity.** Sincerity is simple honesty with the audience. It requires a certain assurance of manner in order to put the audience at ease. Sincerity projects naturalness, an enthusiasm that will make the audience feel at home.

Although you may be talking to your group about something as heartless as inflation, speak to them from the heart, not just from the head. Inflation, or whatever you have chosen for your topic, affects the whole man. No speech should be just a mental exercise. An appeal to the intelligence should always be the main pursuit of a speech, but an appeal to the emotions and to the will accomplishes more than a speech addressed only to the mind. In any speech direct your voice, your eyes, and your attention to as many members of your audience as you can.

Above all, know your material. The most sincere speaker in the world will not be believed if his material is riddled with errors.

**Friendliness.** Friendliness is an honest, natural expression of cordiality. Look directly at people; do not look at the ceiling or at the light above the exit door. A friendly twinkle in both eyes and the voice will win your audience. This pleasant seriousness is far more important than a joke that is forced into a speech. Jokes are neither bad nor wrong, but they must fit the atmosphere and add to the general impression the audience is expected to receive from the speech.

A friendly spirit is reflected not only in the eyes and the voice but also in the whole body and in the pace of the speech. A pause is often more effective than the words that might have filled the same place. The audience will listen more carefully.

Even if you are a friendly person, you may nullify your **innate** cordiality in several simple ways. Looking at the wall or the door will quickly erode any confidence the audience has felt. If you talk too loudly or talk above the audience, trying to *impress* rather than to *express*, you can alienate their good will. If you are tense you will also cause your audience to be tense; the friendly, relaxed interchange you had hoped for will be lost. If you move mechanically, mop your brow nervously, or stand stiffly, you erect a barrier between you and the audience. Your mind is not on them; it is on you. Forget yourself. Be interested in the audience and in telling them the information you have to share.

**Authority.** Sincerity and friendliness are vital to good speaking, but authority is the crowning requirement. Remember how the people reacted to Christ after He had spoken at length in the sermon on the mount. Matthew 7:28-29 says, "And it came to pass, when Jesus had ended these sayings, the people were astonished at his doctrine: For he taught them as one having authority, and not as the scribes." When you speak before a group of people, you cannot command them; but you can persuade them. Authority is a mixture of conviction and intelligence. You have to demonstrate your conviction that what you are saying is both fascinating and valuable. You must avoid several common errors. Do not speak too softly. Do not weaken the impact by failing to look at those who have come to hear what have to say. Do not wander away from your subject. If you are not interested enough to stick to your subject, you cannot expect your audience to be. Do not be disorganized. Do not make general statements that you fail to back up with specifics: facts, names, dates, places, numbers, quotations, and other verifiable material. Do not use worn out, or **trite**, expressions. Try to find a clear, specific way to say what you want to convey.

By avoiding these common errors, you will speak with authority. You will be able to convince your audience that what you are saying is worthwhile.

**Complete these activities.**

**1.8** List the three qualities of a successful speaker.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

**1.9** Explain sincerity and its importance. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1.10** What fault will sincerity not replace? \_\_\_\_\_

**1.11** How is friendliness revealed? \_\_\_\_\_

\_\_\_\_\_

**1.12** What two elements are involved in authority?

a. \_\_\_\_\_ b. \_\_\_\_\_

**1.13** List six common errors to avoid.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

## THE BEGINNING OF A SPEECH

When you have a speech to make, you should consider the following fourteen points:

1. Remember that the audience expects certain things from the speech.
2. Have a purpose for your speech: (1) to inform, (2) to impress, (3) to convince or persuade (4) to entertain.
3. Keep your audience in suspense (do not prematurely give away your conclusion).
4. Explain less; illustrate more (use anecdotes, examples).
5. Do not talk *at* the people in the audience; talk *to* them.
6. Relate a situation, a problem, a conflict, or a challenge: dramatize.
7. Have a plan; organize; use an outline.
8. Select interesting or relevant content and omit unnecessary elements.
9. Deal with the real issue.
10. Be conversational, not exhibitional.
11. Be enthusiastic and animated, not stiff.
12. Speak up so that you can be heard in the last row.
13. Put yourself in the place of the audience. (Ask yourself if you would be interested in your message.)
14. Be natural.

You have maximum attention at the very beginning of your speech. The audience is holding its breath to find out quickly what you will say. A clumsy, ineffective start will lose the audience's attention. A short, pleasant, not too conventional greeting will help to hold that attention. Begin cheerfully. Sometimes a little humor is particularly effective. One speaker said in his second sentence, "For many years my name has been a household word—among the members of my own family." Said with a proper

pause, this comment produced laughter. Do not apologize for anything. Your listeners will take you at your own evaluation of yourself; if *you* are looking down on *yourself*, your listeners will, also. Do not outline or summarize all your ideas at the very beginning; you must keep your audience's interest by revealing a little information at a time.

Each talk you prepare should have a definite purpose, and it should be organized to evoke the appropriate response. To achieve such a reaction in an audience, decide first what you would like your audience to understand or to believe or to do. Then decide upon the best method for achieving your goal. How can you make your purpose apparent? How will you convince your audience? What can your audience do about your proposition?

To answer some of these questions, you will need to know something about your audience in advance. What is the age range? Will they be children, teenagers, young married people, middle-aged or older people, or will the audience be a mixture? Will the audience be men or women or both? Can you forecast the general level of education? Will the audience consist of doctors, lawyers, teachers, carpenters, barbers, firemen, or grade school children? Will any military people be in the audience? Finally, will the audience in general be in favor of the proposition you wish to put to them; or will they be hostile and unfriendly? You can usually find some of the answers to these questions from the person who asked you to speak.

If you are among a group of speakers, find out what the others' topics are. You need to know how your facts will mesh with theirs or differ from their main points. If you do your homework, you will never feel like saying, "Well, I might as well throw my speech away because everybody else has said what I was going to say." You are prepared to speak when you speak with conviction from your own findings



- 1.19** If the program includes other speakers, you should a. \_\_\_\_\_ and b. \_\_\_\_\_ .
- find out what their topics are
  - let them speak first
  - know how your facts will mesh with theirs
  - offer to help them

## THE PLANNING OF A SPEECH

Organizing your speech is the next step. You must give serious thought to the introduction, body, and conclusion of a speech, but you must also consider some important related points.

A plan that will help you develop the speech should remind you to:

- Decide on the central idea and express it in one sentence.
- Choose the main points of your argument and arrange them in a logical order.
- Select the specific details or examples that will support each main point.
- Map out the introduction.
- Make an outline of the entire speech.
- Plan the concluding statement.
- Be sure that you move smoothly from one idea to another.

**Purpose.** After you know your purpose and something about the audience and the situation in which you will speak, you need to summarize what you are going to say into one sentence. Use the same method that you would use in writing a good expository essay. Your thesis statement should not only reveal the subject about which you are speaking, it should

also indicate your attitude about the subject. The rest of the speech will persuade the audience that you really do have a point. Suppose your central topic is Christian college students. You have several options. You can persuade your audience that young people should go to a Christian college, to a state-supported university, to a large school, to a small one, to a junior college in the same town, or to a college in another state. Make a decision; state your thesis; then collect all of your information. Obtain facts and figures that support your position and arrange them in the most effective order.

**Humor.** Humor has a place in most speeches, but you must understand *when* and *how* to include a joke or a humorous incident. Do not force humor into a speech unless it is a natural illustration of some point you are trying to make. If you are using a story, neither **embellish** nor elaborate it too much; come to the point quickly. If the story requires dialogue, change your rate of speech, your tone, and your position as you speak for each character so that the audience can follow the story more easily. Do not use two or three stories when one will do the job. Try to use an unfamiliar story. You may relate a true experience or use one you have read.



### Answer true or false.

- 1.20 \_\_\_\_\_ The first thing to do in planning a speech is to plan the concluding statement.
- 1.21 \_\_\_\_\_ The second thing to do in planning a speech is to move smoothly from one idea to another.
- 1.22 \_\_\_\_\_ The most important thing to do in planning a speech is to decide on the central idea and form it into a sentence.
- 1.23 \_\_\_\_\_ A thesis statement should be controversial or at least an opinion.
- 1.24 \_\_\_\_\_ A thesis statement should be something that everyone agrees about.
- 1.25 \_\_\_\_\_ Do not tell a joke unless it illustrates some point you are making.
- 1.26 \_\_\_\_\_ The best joke to use is one that you heard just the other day.
- 1.27 \_\_\_\_\_ Always use two or three stories instead of one so that your audience will realize you really like a good joke.

## THE CONCLUSION OF A SPEECH

You may end your speech in a number of ways. Knowing when to end it is the key point to remember. Do not keep on talking after you have made your point. The conclusion of a speech should plan to accomplish several specific objectives. Basically, it should summarize what has been said, it should intensify the interest generated, and it should create an appropriate mood for the close.

If you are speaking on a highly technical subject, you probably need to make a point-by-point summary. If you have dealt with a less technical subject, you should restate the thesis in different words simply to make its meaning clear. If you are able to repeat your thesis by stating it in a different manner, your audience will appreciate it. In discussing two features of brotherhood, Geoffrey Francis Fisher, the Archbishop of Canterbury, concluded his speech in this manner:

*Men can only be a brotherhood if every man obeys a common law which he hasn't made but which he accepts. Men can only be a family if all look to a common Father whom they haven't created, but Who has created*

*them, and said to them, "This is the way, Walk ye in it."*

If you clarify or identify your main point by using an example, you may provide the audience with a mental picture that they will not forget. In other words, if you can begin your speech with strength and end with greater strength, the audience will remember your message.

An effective concluding statement may leave a lasting impression if it evokes a certain reaction or mood, lending an appropriate sense of completion to your talk. A student closed a touching biography of a beloved professor who had recently died:

*Professor Bronander illustrated better than any person I have known the test of happiness that Philip Wylie, noted poet and novelist, used: "The measure of a happy person is his ability to be tough with himself and tender with others."*

Humor is an acceptable element to use in conclusion, but it must be used with extreme care. The use of a "light touch" at the conclusion of

a speech is not always appropriate to all topics, and all audiences do not welcome it. One example of the use of humor is in a talk entitled “A Day in Congress,” which concluded with the following humorous reference:

*Whatever its complexities and inefficiencies, the Congress of the United States is open for inspection, and ultimately, it is what we, the people, make it. We therefore need not despair over the remark once made by Edward Everett Hale when he was Chaplain of the United States Senate. Someone asked,*

*“Do you pray for the Senate, Dr. Hale?” “No,” he replied, “I look at the senators and pray for the country.”*

A speaker should avoid these types of conclusions: (1) *an irrelevant conclusion*—a witty remark that has no connection with the speech; (2) *an apologetic conclusion*—often the conclusion to a poorly organized speech; (3) *an inconclusive conclusion*—leaving the speech unfinished; or (4) *a trite conclusion*—worn-out phrases.



**Complete these statements.**

- 1.28 The most important thing to know about a conclusion to a speech is \_\_\_\_\_ .
- 1.29 Three ways in which a speech may be concluded are
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_ , and
  - c. \_\_\_\_\_ .
- 1.30 When you are speaking about a highly technical subject, you should use
  - a \_\_\_\_\_ summary.
- 1.31 Ordinarily you should restate the thesis \_\_\_\_\_ .
- 1.32 A good way to intensify meaning in the conclusion of a speech is to use \_\_\_\_\_ .
- 1.33 The use of humor depends on a. \_\_\_\_\_ and b. \_\_\_\_\_ .
- 1.34 Four conclusions that a speaker should not include are
  - a. \_\_\_\_\_ ,
  - b. \_\_\_\_\_ ,
  - c. \_\_\_\_\_ , and
  - d. \_\_\_\_\_ .



## THE QUALITIES OF THE VOICE

The voice of a speaker can enhance or detract from his message. If he mumbles, speaks in a monotone, or speaks too softly, the audience will lose interest quickly. A person with a good speaking voice will usually hold his audience's attention. A good voice has three basic qualities: purity, flexibility, and strength.

**Voice purity.** Purity or clarity means that a tone is produced accurately. This quality is produced by proper breathing as a source of energy, by the vocal cords, which act as vibrators, and by good use of the resonators, which amplify tone. Most people breath shallowly. The bottoms of their lungs seldom receive good, clean air. Public speaking requires proper breathing. A speaker must train himself to breathe regularly, deeply, easily, and often. He should exhale more slowly during a speech without letting the tone run down to the quavery, wheezy, breathless state.

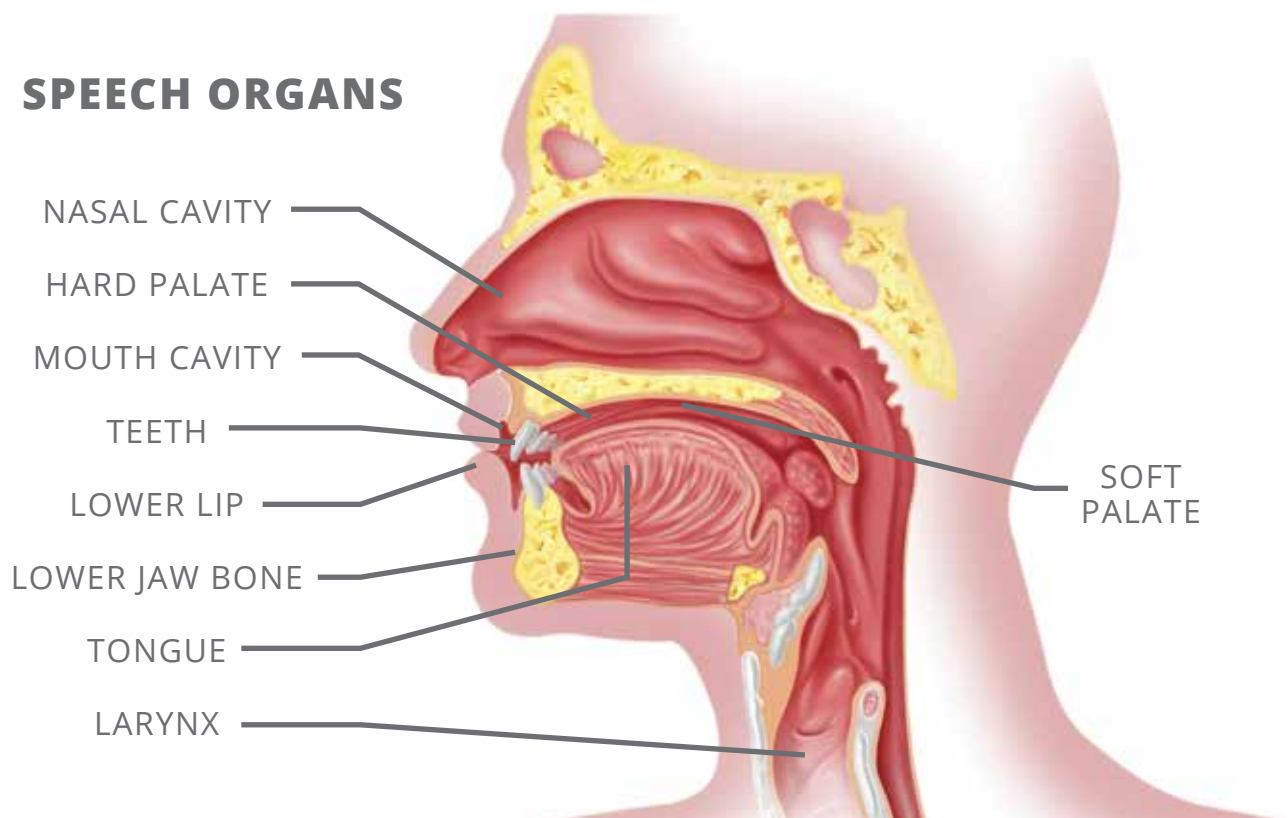
Tone results from the vibration produced by the vocal cords as they tighten while breath is forced between them. The quality of a person's tone is the result of the length, size, tension, and elasticity of the vocal cords combined with breath pressure.

Improper breathing and inefficient use of the larynx can produce breathiness or other voice problems. Relaxation of throat and neck muscles will aid vocal tone.

Resonance, which amplifies tone, plays an important part in determining the basic quantity of a person's voice. It echoes or changes the tone produced by the vocal cords. The resonators are the throat, the mouth, and the nasal passages. The degree of nasality in a person's voice is determined by the resonators.

**Voice flexibility.** Flexibility refers to a variety in voice tone, the degree of responsiveness to precise shadings of meanings and ideas by the

## SPEECH ORGANS





use of appropriate vocal inflections. Speaking should involve very little physical effort. Straining the vocal organs will produce unpleasant tones as well as fatigue or even voice loss. A relaxed tone is produced by relaxed vocal organs.

Flexibility of voice produces expressiveness, the opposite of monotony. Voice flexibility depends

upon the personality and temperament of the speaker, and the attitude or purpose of the speech.

All voice variety occurs by *thinking it*. High notes, low notes, emotional tones, intellectual overtones—all of these expressions are produced by thinking them.



### Complete this activity.

**1.35** Practice reading each of the following passages to a friend. Use voice tone to express your meaning.

- a. Run to your houses, fall upon your knees.  
Pray to the gods to intermit the plague  
That needs must light on such ingratitude.
- b. Into each life some rain must fall,  
Some days must be dark and dreary.
- c. To-morrow, and to-morrow, and to-morrow,  
Creeps in this petty pace from day to day/  
To the last syllable of recorded time;  
And all our yesterdays have lighted fools  
The way to dusty death.
- d. Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate:  
Rough winds shake the darling buds of May,  
And summer's lease hath all too short a date.

**TEACHER CHECK**

\_\_\_\_\_ initials

\_\_\_\_\_ date

**Voice strength.** In public speaking, strength of voice, power, and volume are important elements. A good speaker does not shout or yell; he gives the illusion of having a conversation with his audience. The practice of looking at the last row of listeners, seeming to address them, helps project the voice.

Try reading aloud and speaking up until you feel comfortable with your voice. The following portion of a speech is by Daniel Webster who was imagining that he was John Adams arguing for the Declaration of Independence. As you read, imagine that you are that great orator. Put power, impressiveness, and deliberation into the reading. Try to use effective pauses.



### Read this paragraph.

- 1.36** Ask a friend to listen to your reading of the following paragraph and to comment about your voice quality. Study the paragraph carefully and practice it by yourself before giving your reading.

## TEACHER CHECK

\_\_\_\_\_ initials

\_\_\_\_\_ date

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote. It is true, indeed, that in the beginning we aimed not at independence. But there is a divinity which shapes our ends. The injustice of England has driven us to arms; and blinded to her own interest for our good, she has obstinately persisted till independence is now within our grasp. We have but to reach forth to it, and it is ours. Why, then, should we defer the Declaration? Is any man so weak as now to hope for a reconciliation with England which shall leave either safety to the country and its liberties, or safety to his own life and his own honor? Are you*

*not, sir, who sit in that chair; is not he, our venerable colleague, near you; are you not both already the proscribed objects of punishment and of vengeance? Cut off from all hope of royal clemency, what are, what can you be, while the power of England remains, but outlaws? If we postpone independence, do we mean to carry on, or to give up the war? Do we mean to submit to the measures of Parliament, Boston Port bill, and all? Do we mean to submit, and consent that we ourselves shall be ground to powder and our country and its rights trodden down in the dust? I know we do not mean to submit. We never shall submit. Do we intend to*

violate that most solemn obligation ever entered into by men, that **plighting**, before God, of our sacred honor to Washington, when, putting him forth to incur the dangers of war, as well as the political hazards of the times, we promised to adhere to him in every extremity with our fortunes and our lives? I know there is not a man here who would not rather see a general conflagration sweep over the land, or an earthquake sink it, than one jot or tittle of that plighted faith fall to the ground. For myself, having twelve months ago, in this place, move you that George Washington be appointed commander of the forces raised, or to be

raised, for defense of American liberty, may my right hand forget her cunning, and my tongue cleave to the roof of my mouth, if I hesitate or waver in the support I give him.

In the same way that a singer tries out his range and quality in a variety of songs, so a speaker must try out oratorical prose for the chanting, resonant quality and verse of all kinds of ranges of a melodic quality. Practice dramatic and even melodramatic readings. Whether you are trying to express tenderness, love, delicacy, or gentle melancholy, reach for the sympathetic quality that can draw your audience into what you are reading.



**Define these terms.**

1.37 voice purity \_\_\_\_\_

1.38 voice flexibility \_\_\_\_\_

\_\_\_\_\_

1.39 voice strength \_\_\_\_\_

**Answer these questions.**

1.40 How is tone produced? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1.41 How should a person breathe for speaking? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Answer true or false.**

1.42 \_\_\_\_\_ Daniel Webster was pretending to be John Adams when he gave his speech.

1.43 \_\_\_\_\_ The speech said that the country might as well turn back since England has made reconciliation impossible.

1.44 \_\_\_\_\_ For practice a speaker should use poetry, dramatic readings, or prose.

1.45 \_\_\_\_\_ Some emotions you might express in speaking are love, joy, tenderness, or humor.



### Plan and present a speech.

**1.46** Choose one of the suggested topics or one your teacher provides.

Jog for Your Health

Knowing a Foreign Language Can Be Helpful

How to Take Good Snapshots

Private Schools as a Growing Force in the United States

a. Check off each step in the following list as you plan your speech.

- Decide on the central idea and form it into one sentence.
- Choose the main points of your argument and arrange them in a logical order.
- Select the specific details or examples that will support each main point.
- Map out the introduction.
- Make an outline of the entire speech.
- Plan the concluding statement.
- Be sure you have moved smoothly from one idea to another.

b. Present your speech to the class, using the correct techniques of speech.

**TEACHER CHECK**

\_\_\_\_\_

initials

\_\_\_\_\_

date



**Review the material in this section in preparation for the Self Test.** The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

# SELF TEST 1

Answer true or false (each answer, 1 point).

- 1.01 \_\_\_\_\_ Inner tension can defeat you if you allow it to.
- 1.02 \_\_\_\_\_ Fear can make one conscious of each detail in his speech, his delivery, and his appearance.
- 1.03 \_\_\_\_\_ At the burning bush Moses became confident that he could persuade his people.
- 1.04 \_\_\_\_\_ Information is not important to a good speaker.
- 1.05 \_\_\_\_\_ Moses guessed ahead of time how Pharaoh and others would react to Moses' request to let the children of Israel go.
- 1.06 \_\_\_\_\_ All a speaker needs to make a good impression on an audience is sincerity and friendliness.
- 1.07 \_\_\_\_\_ One should try to express rather than impress in a speech.
- 1.08 \_\_\_\_\_ A person should say what he wants to say rather than be concerned about what the audience's interests are.
- 1.09 \_\_\_\_\_ Sincerity involves honesty, assurances, triteness, and enthusiasm.
- 1.010 \_\_\_\_\_ Every talk should have a definite purpose.

Complete the following sentences (each answer, 3 points).

- 1.011 When Moses said to God, "Who am I, that I should go unto Pharaoh," God's answer was, "I will \_\_\_\_\_."
- 1.012 When Moses said, "...I am slow of speech..." God answered " \_\_\_\_\_."
- 1.013 Moses evaluated his own speaking capabilities as \_\_\_\_\_.
- 1.014 Speaking before an audience reveals \_\_\_\_\_.
- 1.015 Three voice qualities include a. \_\_\_\_\_, b. \_\_\_\_\_, and c. \_\_\_\_\_.
- 1.016 Your thesis statement should reveal both your a. \_\_\_\_\_ and your b. \_\_\_\_\_.
- 1.017 Four possible purposes for a speech are a. \_\_\_\_\_, b. \_\_\_\_\_, c. \_\_\_\_\_, and d. \_\_\_\_\_.

**1.018** Authority is a mixture of a. \_\_\_\_\_ and b. \_\_\_\_\_ .

**1.019** The three essential qualities of a speaker are a. \_\_\_\_\_ , b. \_\_\_\_\_ , and c. \_\_\_\_\_ .

**1.020** Two problems that face a speaker are a. \_\_\_\_\_ and b. \_\_\_\_\_ .

**Define the following terms** (each answer, 4 points).

**1.021** resonance \_\_\_\_\_

**1.022** voice purity \_\_\_\_\_

**1.023** plight \_\_\_\_\_

**1.024** trite \_\_\_\_\_

**1.025** voice flexibility \_\_\_\_\_

**Complete the following lists** (each numbered item, 5 points).

**1.026** List five of the fourteen points you should remember when planning a speech.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

**1.027** List five of the seven parts of a plan for making a speech.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

**1.028** List five things you should know about an audience before you prepare a speech.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

**1.029** List five things you should know about the place you will be speaking.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

<b>81</b> <b>101</b>	<b>SCORE</b> _____	<b>TEACHER</b> _____	initials	date
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