

Section 2

Lesson 6

Planning Your Speech

Before you give a speech, think about your purpose: what you want to accomplish. Nearly every speech has one of these three purposes: to inform, to persuade, or to entertain. Since you will be giving an informative speech, you already know that you want to inform your audience about something. But you still need to think about your topic and about the specific things you want to say. Having a clear purpose statement will help you as you plan and gather information for your speech.

You should be able to state your purpose in one clear statement. For example, if your topic is *pottery making*, your purpose statement may be something like this:

To explain the process of making pottery from clay, especially focusing on the four different methods of forming the vessels.



Write a purpose statement for your speech.

- 1. _____

To give a good speech, you need to be well informed about your topic. Use the encyclopedia to get information. Other reference books can give you information too; and you may find a book or magazine article on your subject.

As you read, take notes on the things you want to include in your speech. Keep your purpose in mind. Write down only those things that help support your purpose. That way your speech will have unity.



Read and gather information. Take notes as you read.

We Remember



Diagram the sentences.

2. Helen's experience proved that a blind and deaf person could live normally.

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Place commas where they are needed.

(136-138)

- 12. Helen learned first-hand about history when she visited Bunker Hill a major Revolutionary War battle site.
- 13. Helen's book *The Story of My Life* has been translated into more than fifty languages.
- 14. By placing her thumb lightly on a person's throat a finger across his lips and another finger across his nose as he spoke Helen could tell what he was saying.



Go back to Nos. 12-14. Circle the appositives and underline any appositive phrases.

(5, 63, 64)



Circle the correct choice.

(93-96)

- 15. **Do, Does** either Marcia or Elizabeth know where Marianne lives?
- 16. *The World at Her Fingertips* and *The Silent Storm* **give, gives** interesting accounts of Helen's life.
- 17. During the church services, Beth, Judy, or Holly **sign, signs** to their aunt who is deaf.



Bracket the adverb clause. Draw an arrow to the word it modifies.

(77, 78)

- 18. When Caleb was eighty-five years old, he drove the giants out of the land that was his inheritance.

Penmanship



Use your best handwriting.

- 19. Write each spelling word once.

Spelling . . . the meaning		more confusing pairs	
capital	capitol	disapprove	disprove
anecdote	antidote	adapt	adept
fiscal	physical	formally	formerly
elapse	relapse	detract	distract
ascent	assent	disinterested	uninterested



Write each spelling word beside its definition.

uninterested

disinterested

- 20. _____ free from selfish motive or feeling
- 21. _____ not caring; indifferent

anecdote

antidote

- 22. _____ a short, often funny, story
- 23. _____ something that relieves or prevents; remedy

- physical** **fiscal**
24. _____ having to do with solid, material things
25. _____ having to do with taxes or money
- distract** **detract**
26. _____ to take away from the value or importance of something;
decrease
27. _____ to take one's attention away from what he is doing; turn aside
- formally** **formerly**
28. _____ following strict customs or rules
29. _____ before; previously
- adapt** **adept**
30. _____ change to fit
31. _____ highly skilled; expert
- relapse** **elapse**
32. _____ to pass or go by, as a period of time
33. _____ to slip or fall back into; worsen
- capital** **capitol**
34. _____ city serving as seat of government
35. _____ group of buildings where the government functions
- assent** **ascent**
36. _____ an upward slope
37. _____ agree; concur
- disapprove** **disprove**
38. _____ to express an unfavorable opinion; reject
39. _____ to show to be wrong

Lesson 7

Writing the Introduction for Your Speech

A speech is organized into three main parts: the introduction, the body, and the conclusion.

The introduction is a very important part of your speech. It tells your listeners what your speech is about, but it should do so in an interesting way. Your first sentences should be interesting enough to grab your listeners' attention. So you do not want to begin, "This speech is going to be about making pottery"—that is not interesting enough to make your audience want to listen.

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Instead, look through your notes. Can you find a quote to use as an introduction? Maybe you could ask a question. A startling statement or a little-known fact can also be a good introduction. Study this example introduction.

The process of making pottery transforms an ugly lump of clay into something beautiful and useful. Making a piece of pottery requires patience and practice. As long as the clay is pliable, it can be reworked to remove imperfections. But the final process hardens the object; the shape, size, and design are concrete.



Write the introduction for your speech.

1. _____



We Remember



Diagram the sentences.

2. That Helen was strong-willed is a fact.

3. John Macy, who was Anne's husband, helped Helen with writing her book.

4. Stacy, do you know whether the mail has come?



Underline the subject. Circle the correct verb.

[1] (94, 95)

5. Most of the ink in the tiny jar **was, were** dried up.
6. Several of Helen's goals **was, were** to improve the lives of the blind or deaf, to teach people in other countries about relating to the blind and deaf, and to get people all over the world to use one Braille style.
7. **Are, Is** anyone willing to learn and use only the manual alphabet to communicate for one week?
8. Some of the men in Dad's Sunday school class **go, goes** to the jail to have Bible studies.
9. Helen's teacher, companion, and friend, Anne Sullivan, **was, were** visually impaired.



Bracket the dependent clauses and underline the independent clauses.

Tell whether the sentence is *simple* (s), *compound* (cd), or *complex* (cx).

[4] (82, 83)

10. ___ Helen met every United States President from Grover Cleveland to John F. Kennedy.
11. ___ Helen longed to have close friends, but many people were uncomfortable around the famous deaf-blind girl.
12. ___ Because they had been damaged, Helen's real eyes were surgically removed and replaced with glass ones.



Write the correct verb.

(12-17)

13. _____ future tense of *am*
14. _____ present perfect tense of *wear*
15. _____ past perfect tense of *run*
16. _____ past tense of *think*
17. _____ future perfect tense of *see*
18. _____ present tense of *cut*



Underline the participial phrases. Circle the participles.

(65-67)

19. Anne, spelling out every lecture, went to every class with Helen.
20. Graduating from Radcliffe with honors, Helen wondered what she would do now.



Circle the letters that should be capitalized.

(126-132)

21. helen's mother, kate, read about dr. samuel howe in a book written by charles dickens.
22. While doing her schooling, Helen used a hammond typewriter, which had movable type shuttles. each shuttle had a different set of characters—french, greek, english, math—whatever kind of writing was needed.
23. One of the first books that helen read and liked was *little lord fauntleroy*.
24. Helen, upon leaving cambridge school for young ladies, lived at ed chamberlain's home near wrentham, massachusetts, where she had a private tutor.
25. one day in 1901, helen was called out of her latin class to meet with william alexander, editor of the *ladies' home journal*. he wanted to print her life story in his magazine.
26. Around the time of the great war, later called world war one, anne's health began to fail.

Penmanship



Copy the quotation in your best handwriting.

- 27. *A simple, childlike faith in a Divine Friend solves all the problems that come to us by land or sea.*

Spelling . . . the usage



Cross out the misspelled word and write it correctly on the line.

28. _____ Byron is udept at catching sheep and giving them shots.
29. _____ I thought my plan was a good one, but Rob was totally unintrested.
30. _____ The teacher said, "Don't let the snow destract you from your work."
31. _____ Fisical exercise is good, but spiritual exercise is better.
32. _____ The steep asent had everyone panting in twenty minutes.
33. _____ We thought Ray was recovering, but he had a relaspe.
34. _____ Do you know what the capetal of Russia is?
35. _____ Philadelphia was formirly the capital of the United States.
36. _____ If your parents disaprove of your plans, you'd better not carry them out.
37. _____ Do you think you could udapt to living in tropical weather?
38. _____ Mother nodded her asent and we raced for the basketball court.
39. _____ We need a disintersted person to resolve this dispute.
40. _____ Everyone howled as Jon finished his hilarious anicdote.
41. _____ George Washington laid the U.S. Capetol's cornerstone in 1793.
42. _____ Your assignment starts at the beginning of the fisscal year.

43. _____ Don't let your hobby ditract from your working time.
44. _____ One more year must elapse before you can get your driver's license.
45. _____ Do know a good entidote for poison ivy?
46. _____ I stood and formully greeted our guest.
47. _____ The discoveries of Nicholas Copernicus dispruved the theory that the sun revolves around the earth.

Lesson 8

Outlining Your Speech

An outline helps you to plan what you want to say by organizing your information into categories. While giving a speech, it is easier to glance at an outline for reference than to quote word for word from a speech that is written out.

Follow these steps for writing an outline.

- ❖ List your notes and ideas.
- ❖ Eliminate anything that does not support your topic and purpose.
- ❖ Decide which ideas are main ideas and make them your main headings.
- ❖ Group the rest of your ideas under these main headings.
- ❖ Decide which ideas will be subheadings and which will be supporting details.
- ❖ Arrange them in logical order.
- ❖ Choose parallel wording for each division.
- ❖ Copy the final outline neatly.

Are you ready to write your outline? Review the format for an outline.

- ❖ Write a title for the outline.
- ❖ Use Roman numerals for main ideas, capital letters for subheadings, and Arabic numerals for supporting details.
- ❖ Put a period after each number and letter in the outline.
- ❖ Capitalize the first word in each heading.
- ❖ Indent each level
- ❖ Each level must have two entries.

Outlines help to form the body of your speech. But remember that the outline is not your speech—it helps you remember your information and keep your speech organized. As you speak, you will add detail and use transitional words to move smoothly from point to point in your outline.

Study the example outline.