FIRST YEAR

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| **english iII** |
| Effective Communication for Ministry |

TEXTBOOK

**DELIVERANCE BIBLE INSTITUTE**

*Portland, Maine, USA*

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| English III |
| Effective Communication for Ministry |
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# Lesson 1. Introduction, I

* Complete Study Questions 1a.
* ***Assignment*** to write about 4 favorite speakers.

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| **22 Powerful Speaking Secrets** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

**Introduction to Course**

**Effective Public Speaking**

1. The Importance of Effective Public Speaking

### There are three reasons for the Christian to develop their speech skills:

#### To Fulfill the Great Commission

#### To Fulfill the will of God.

#### To produce quality ministry.

### The Majority of Public Addresses are failures.

###### “I think things had better not be said at all, than said weakly.”—Jean Francois Millet

You can be an effective communicator if you prepare yourself. Most talks are failures because of lack of preparation and planning. It is so important to do our talks justice by prudence. The more important a subject the more important it is to give it carrying power.

### Speaking in Public is the most difficult of all arts.

*“Nothing more rare among men than a perfect orator.”*—Cicero

#### Its Great Value. (You May have to dig just as you would to get a diamond.)

#### Its Many Variables

**CICERO’S REQUISITES FOR A PUBLIC SPEAKER**

Logician’s acuteness Lawyer’s memory

Philosopher’s subtlety Tragedian’s voice

Poet’s harmony Actor’s gesticulation

There are too many chances for failure in public speaking for the speaker to be careless. If we are going to speak effectively in public we need to have a Logician’s acuteness (keen perception), a Philosopher’s subtlety, Poet’s harmony, Lawyer’s memory (speaking extemporaneously), a Tragedian’s voice (vocal ability to express sorrow, pain, grief, tragedy), and an Actor’s Gesticulation (ability to gesture, the ability to underscore what is being said with gestures and expressions.)

### Talk is the mightiest force in the world. Hebrews 1:3; James 3:5

**1)**God spoke the universe into existence. (2 Peter 3:5) **2)**Education lies in talk. **3)**An idea is never really your own until you impart it to another person. **4)** Talk has made the reputation of Babel.**5)**Talk is expressive of what is going on inside a person.

### Oratory has taken a prominent place in society. (i.e, in education, business, pastoring, evangelism, politics, entertainment, science, etc.

### The extraordinary power of great masters on the platform.

Effective communicators are able to **1)** Move Entire Audiences and **2)** Affect Change (Peter on day of Pentecost = 3,000 saved. Acts 2:41).

### To uphold a good impression of the ministry and the speaker

### Every Speech is a conversation between the speaker and the audience. Information is exchanged far beyond just the topic of the talk. Impressions are being made concerning the message and messenger based on the speaker’s performance. In order for people to trust the message, they must often need to able to trust the messenger. Does your presentation promote confidence and validity?

**Study Questions 1a: Introduction**

1. List three reasons for a Christian to develop his/her speaking skills.
2. To fulfill the Great Commission
3. To fulfill the Will of God
4. To Develop Quality in Speaking
5. What is the most difficult of all arts and why?

Speaking in public is the most difficult of all arts. It is difficult because it has great value and so many variables.

1. Using the context as your guide, define each of the following terms from *Cicero’s Requisites for Public Speaking*:

Requisite - essential, necessary, required, madatory

Logician - a specialist in the science of the formal principles of reasoning

Acuteness - marked by keen discernment or intellectual perception

Subtlety - marked by keen insight; fine point, refinement, delicacy

Tragedian - an actor specializing in tragic roles

Gesticulation - the act of making gestures (a movement of the body or limbs expressing or emphasizing an idea, sentiment, or attitude)

1. \_\_Education\_\_ lies in talk.
2. Talk is expressive of… what is going on inside a person.
3. Give evidence to the fact of the mightiness of talk.

**1)**God spoke the universe into existence. **2)**Education lies in talk **3)** Talk has made the reputation of Babel.**5)**Talk is expressive of what is going on inside a person...

# Lesson 2. Introduction, II

* Read “Place of Public Speaking in Modern Life” by Arthur Phelps.
* Complete Study Questions 1b.

|  |  |
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| **Secret 1: Power Prayer** | |
| **Explanation** | We must saturate every endeavor with prayer. |
| **Application** | * + - * 1. Prayer Expresses Reliance upon God & Humility.   Austrian composer, Franz Joseph Haydn–after last performance and thunderous applause: “*It came from above”*   * + - * 1. Prayer is a prerequisite to success.   Washington is quoted as referring to God as “*that all wise and powerful Being on Whom alone our success depends.”* |

1. The Elements of Effective Public Speaking

### A true communicator aims not at eloquence, but effectiveness.

*“Make it your aim not to do well, but to do good.”*

### A communicator is effective when the listener understands the message.

### It is oratory and not elocution.

Elocution is reciting that which has be written by another; oratory is speaking one’s own matter. The speaker is most effective when speaking his own matter; whenever you speak, whatever you speak, MAKE IT YOUR OWN.

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| Class Purpose: |
| To Develop Effective Communicators and not Merely Performers |

### A good public speaker must first be a good listener.

### The “After the Speech” Factor

Any good talk yields rewards both to the 1)audience and the 2)speaker.

### It must be interesting enough that people will choose to listen.

People can be made to attend, but cannot be made to listen. It is the speaker’s job to get them to choose to listen.

Most People are egocentric. They pay closest attention to the things that affect them, their own personal beliefs and values.

*“Let the trumpet which sounds for the Lord arrest all who hear by its power and clarity, and let it never give forth an uncertain tone.”*—John Calvin

* 1. The effective speaker will observe the effectiveness of his own techniques during actual speaking. *The work of a speaker’s art is a lifelong study*. *In every speech he* *makes* *discoveries*.
  2. Study does not make you artificial, but the manner of delivery is as important to a speaker as it is to a baseball pitcher.

*“Genius is born; success is won.”*

*“Even after the best speech, the effect is hardly a hundredth part of the effort expended.”*

*“You learn to express yourself by expression; to feel by feeling; to think by thinking.”*

1. The Place of Effective Public Speaking
   1. There are many opportunities for speaking in public.
      1. Universities, churches, courts of law, theatres, etc. are all places we hear public speaking and reading.
      2. Speaking effectively is a matter of importance in every single calling. (Preaching, teaching, witnessing, personal evangelism, testifying, praying, song introduction, song leader, introductions, memorials.)
   2. A place of preeminent consequence.

Language was spoken before it was written.

**Study Questions 1b:**

1. A true communicator aims not at eloquence, but effectiveness .
2. How do you know if you have communicated effectively?

When the listener UNDERSTANDS the message.

1. What is the purpose of this class?

To develop effective communicators and not merely performers.

1. Write 1 or 2 paragraphs on the topic “Listening & Public Speaking”. (Write essay answer on separate paper)
2. “Let the trumpet which sounds for the Lord arrest all who hear by its power and clarity, and let it never give forth an uncertain tone.”—John Calvin
3. Respond to the following statement: “*Study and practice will make your speeches artificial*.”
4. If we like a job, we will work at it.
5. Respond to Arthur Phelps’ comments on the dualism of speech making and administration. (3 to 5 sentences.)
6. If you cannot practically focus on the principles of speaking and your speech at the same time, what can you do to ensure the effectiveness of your speech mechanics?

Let the posture, the voice, the gesture, the facial expression have been so thought upon, so worked out at home that in the moment of speaking they may be employed without conscious attention.

1. Define the following terms as used in the context:

Bung - the stopper esp. of that of a cask

Caper - to leap/prance about in a playful manner; frolicsome leap

Assiduous - marked by careful or persistent attention

Eloquent - marked by forceful and fluent expression

Clarity - quality of being clear (clarion-medieval trumpet with a shrill clear tone)

Chautauqua Circuit - Popular institution in the late 19th and 20th centuries aimed at producing an adult education movement. One of the first correspondence schools came out of it.

1. Hard working mediocrity stands a better chance in the long run than lazy genius.
2. In what way can public speaking have practical purpose?

Public speaking is an opportunity to bring encouragement to the down trodden, rebuke to the rebellious, instruction to the student, or direction for the wandering.

1. What two things does the act of prayer express?

Our reliance upon God and humility.

# Lesson 3. Power Pause

* Grade Study Questions 1.

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| **Secret 2: Power Pause** |

Presence, Poise, and Power to Electrify Your Talk

1. Begin with a pause.

*I stand and pause where I shall first begin. –* William Shakespeare

1. *Examples:*
2. Generating Audience Anticipation
3. **Benito Juarez**
4. For most would be leaders, looks are a prime asset.
5. The first democratically elected president of Mexico, was under five feet tall and ugly. Some even said he looked like a ‘toad.’
6. Juarez was also the first president who was not Spanish but full blooded Indian.

How could someone so ill favored overcome prejudices of the property owners, all of whom were full blooded Spaniards? Or, the Mestizo, those of mixed blood, who looked down on Indian peasants?

1. At age twenty-six Juarez rose to talk at the Mexican legislature.
2. Most in the audience were disdainful of him.
3. HE CREATED HIS OWN KIND OF PRESENCE.
4. Over a minute SILENTLY looked into the eyes of each person forcing them to gaze into his eyes.
5. Began: LIBERTY, DIGNITY, HUMANITY
6. His words were heard loud and clear.
7. **Adolf Hitler**
8. As he faced thousands at Berlin Square
9. Fussing with his moustache, mopping his forehead, and shuffling his papers for five minutes.
10. He would begin in almost a whisper: “We want peace.”
11. Psychological Equalizer
12. **Napoleon Bonaparte**
13. Stature challenged
14. Had few peers in rallying troops.
15. Would stand silent for 40to50 seconds before beginning his battle address. It seemed that for every second he waited, he grew a micrometer taller in his troop’s eyes.
16. **Queen Elizabeth**

5 foot 2, women, newspapers reported eloquence and immense impact of her speech, but her script was quite plain. FRAME AS TO A PICTURE.

1. *STAND, STARE, and COMMAND your audience.*

# Lesson 4. Power Opener

* Take Quiz 1.

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| **Secret 3: Power Opener** |

Presence, Poise, and Power to Electrify Your Talk

* The opening moments are the primetime of any talk.

“Successful persuaders open their messages powerfully, *not* with little ingratiating words of appreciation or praise.” –James C. Humes (author, former White House ghostwriter)

* Begin with a startling fact.

In 1875, a former slave opened his talk to the business establishment of Atlanta. Did Booker T. Washington begin by thanking his white hosts for extending the invitation to a black man? No, this is how he opened his talk to the S-W.U.S. Cotton Exposition:

*Gentlemen, one-third of the population of the South is of the Negro race.*

* Attention Grabbers & Audience Awakeners –Spend a lot of time preparing your opening sentence. Prepare it, Polish it, & Practice it.

Black leader, Frederick Douglas opened an address in Ohio on July 4, 1852:

*Pardon me – why did you ever invite me? I and the people I represent have no reason to celebrate this day. (*NOT what his audience expected!)

“If you don’t catch their attention in those first moments, the men will be daydreaming about how the Broncos will handle the Raiders, and the woman worrying about whether the roast in the oven will be done when they get home.” –Pastor John Ross, Presbyterian minister

* Begin your talk with a *BANG*!

Dramatic news, startling fact, surprising statement

President Roosevelt: “*Yesterday, December 7, 1941—a date which will live in infamy—the United States was suddenly and deliberately attacked by the naval and air forces of the Empire of Japan*.”

* Parenthetical Praise – Gratitude is taken more sincere if naturally inserted into your talk.

# Lesson 5. Speech Making: Listening, 1

* Complete Study Questions 2a.
* “Listen” to people and list ten details you learned about ‘listening.’

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| **Secret 4: Power Presence** | |
| **Explanation** | Presence involves attitude, disposition, anointing (I Cor. 2:4), clothes, hygiene, etc. In short, it is the *air about you*. |
| **Application** | 1. A woman said that dancing with George Washington was like dancing with a god. 2. Abraham Lincoln was 6’4” tall yet would wear a stovepipe hat because it accentuated his height. 3. Clothing makes a statement. ‘Dressing up’ is not always necessary, but casual never means sloppy. 4. Props can often symbolize and complement the speaker’s personality. (Margaret Thatcher’s handbag & Winston Churchill’s glasses.) |

## Listening: The First Step to Speaking

### Listening to the Lord

Are you listening to the Lord? What is HIS message? He gives anointing, understanding and wisdom, conviction/fervor, and authority to those that ask.

### Understanding the Idea of Listening

1. Is Anyone Listening?

*I do not object to people looking at their watches when I am speaking, but I strongly object when they start shaking them to make sure they are still going. –Lord Birkett*

1. Why do you need to know how people listen?

You must understand how people listen in order to broadcast on the right frequency. Should I:

##### Use Words like a **Hammer**? Bold, Direct – Hitting the nail right on the head.

##### Use Words like a **Medicine**? Comfort, healing, kindness, warmth, tenderness

##### *Prov. 17:22 A merry heart doeth good like a medicine: but a broken spirit drieth the bones.*

##### Use Words Like a **Surgeon**? Careful, exact, and detailed application, only what is specifically necessary

1. How do people listen?

##### First Source for the answer is your own experience. (Repeat Homework assignment. Explain it fully here.)

##### The human brain processes words at approximately 500 words per minute. People travel down route 350. They are easily distracted by things a speaker says.

##### An audience of healthy minds is continually: assessing, digesting, rejecting, or accepting what is being said.

##### People are constantly judging

* **The Content** *Is this credible?*

Messages are received through filters of experience and prejudices.

* **The Speaker** *Why is he saying this?*

Is he or is he not a poor speaker?

People often have a tendency to rate the speaker.

Fact of Life #1: Listeners sometimes fail to concentrate and get distracted.

1. Listening is difficult.

Some reasons people fail to listen:

##### Internal and external Distractions.

##### They anticipate what is going to be said and switch off.

##### They are planning what to say when it’s their turn.

##### They may be tired; may have too much on their mind to concentrate.

##### They can’t hear or find the speaker’s voice monotonous.

##### The topic is too complex and difficult to follow.

##### The topic is too simple and basic.

##### The Speaker lacks credibility and confidence.

##### The chairs are hard, it’s either too hot or too cold, and etc.

**Study Questions 2a: Listening, 1**

1. #2: Power Pause. Complete the quote and who is being quoted:

I stand and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ where I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. “--\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. #3: Power Opener. Write 3 to 5 sentences about the opening moments of a talk.
2. #4: Power Presence. What is mean by presence? Give an example.
3. #5: Power Point. When do you have to know your bottom line? Explain.
4. To whom do we first listen before we prepare a speech? Give Scripture.
5. What does the Lord give to the speaker if he would only ask?( At least 3 things)
6. You must understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to broadcast on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. Expound on at least three ways that you can use words.
8. Approximately how fast does the human brain process words?

An audience of healthy minds is continually:

1. A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. D\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. R\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. List at least five reasons why listening is difficult and people can fail to listen.

# Lesson 6. Speech Making: Listening, II

* Complete Study Questions 2b.

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| **Secret 5: Power Point** | |
| **Explanation** | Identify your ‘bottom line’ and the words will follow. |
| **Application** | 1. *Speak plain and to the purpose*.—Shakespeare 2. STOP—THINK—PLAN. *There is too much public speaking and not enough private thinking.*—Churchill 3. A speech is like a symphony having three movements, but having one dominant theme. 4. The three tests of a speech are action, action & action. Determine what it is you want your audience to DO before you begin to write your speech. 5. What single point will encapsulate your speech? |

I. Listening >A. Listening to the Lord >B. Understanding the Idea of Listening

### So, Why Speak?

1. How else would you communicate? Writing
2. Differences Between Speaking and Writing:

Speakers can see their listeners – Writers cannot see their readers.

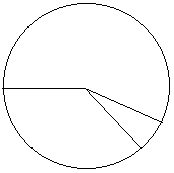
Speakers can slow down/speed up/repeat and involve listeners – Writers cannot react to readers

Speaker can use Body language and voice for emphasis and enthusiasm and emotion – Writers rely on words alone.

Speakers can be flexible and relevant by modifying words and phrases to suit their listeners – Writers can carefully choose words, but cannot change them.

Speakers must have a simple easy to follow structure, frequent summaries, and relevant examples because listeners cannot re-listen – Writers explain the topic once and readers can reread.

Speaker has to capture and hold listeners’ attention by understanding their needs – Writer has more attention from readers.



### Overcoming the Difficulties of Poor Listening

55% Visual: Expressions, Gestures, Posture

1. Be Visual

How you speak is often more important than what you say. Inexperienced speakers rely too heavily on words and overlook other factors that give a successful speaker impact. Professor Albert Mehrabian, a communications researcher, estimated a speaker’s impact on an audience as illustrated in this chart:

38% Voice:

Trustworthy?

Interesting?

7% Words

1. Use facial expression, eye contact, and gestures, avoid nervous mannerisms. (a well reasoned talk can be ruined by a bad presentation.)
2. Involve, react to, and interact with the listener.
3. Illustrate with visual aids, handouts, and listeners’ experiences
4. Use enthusiasm, sincerity, and vitality
5. Understand the differences between listening and reading that may adjust your approach and successfully reach your audience.

Fact of Life #2: After a ten-minute talk listeners will have understood and retained approximately half of what was said and a couple of days later they’ll remember about a quarter.

**Study Questions 2b: Listening, II**

1. Power Secrets #5: Power Point. When do you have to know your bottom line? Explain.
2. Contrast Writing with Speaking in approximately 50 words. (use separate paper)
3. What do inexperienced speakers rely too heavily on and what should you really emphasize more?
4. Draw a pie graph illustrating the speaker’s impact on an audience.
5. List five ways to overcome the difficulties of poor listening.
6. Fact of Life #2: How much will listeners retain of a ten minute talk when it is over and how much a couple days later?

# Lesson 7. Speech Making: Preparation & Planning, I

* Grade Study Questions 2.
* Complete Study Question 3a.

|  |  |
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| **Secret 6: Power Brief** | |
| **Explanation** | Use a short statement that can replace a lengthy speech. |
| **Application** | 1. *A speech that is brief, if good, is good twice over*.—Cervantes 2. The best sermon Ronald Reagan ever heard was given on a hot summer day when he was a boy. “The preacher mounted the steps to the pulpit and faced the congregation. He pointed downward and said, “It’s hotter down there,“ and then closed the service. 3. In a discussion, search for consensus or a theme in what others have already said and neatly frame it into one question. 4. Brief is better. Short is sharper. Less is more. 5. ‘Silent Cal” (Pres. Coolidge) was approached by a woman at a dinner with a smile, “I bet my husband that I could get you to say more than two words.” The president replied, “You lose.” |

## Listening: The First Step to Speaking

## Preparation and Planning

*Fail to prepare; prepare to fail.* Where in the world do I begin?

HOW TO PREPARE & PLAN (In Brief)

### Set Your Objective

### Research Your Audience

### Draw a Map of Ideas

### Select Your Main Ideas

## Study Questions 3a: Preparation & Planning, I

1. Power Secrets: #6: Power Brief. Who was Cervantes?
2. In a discussion, how can you be clear and excel above everyone else?
3. What are the four major steps in preparation and planning for a speech?
4. Practice brainstorming for 10 minutes. (On separate paper.)

# Lesson 8. Speech Making: Preparation & Planning, II

* Take Quiz 2.
* Complete Study Questions 3b.

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| **Secret 7: Power Quote** | |
| **Explanation** | Use a special quote that will magnify your message. |
| **Application** | 1. Kennedy said of Churchill, “He mobilized the English language and sent it into battle.” 2. Kennedy cited more quotations in 1960 than the combined total of all previous presidential candidates in history. Up to 1900, pretty much only Washington and Lincoln were quoted.” 3. RULE ONE: Be comfortable with the quote. 4. RULE TWO: Must be prominent and pithy. 5. Exception to RULE TWO: If you creatively “frame it and stage it.: 6. Collect quotes for future use. |

1. Set Your Objective

*Before you start a journey you need to know in which direction you are headed. What is my destination? Why am I speaking? What do I want to achieve?*

1. Choose a topic

* Prayer
* Library Catalogues and index
* Brainstorming
* What are the needs?

1. Choose a General Objective

* To inform/teach/train
* To stimulate/motivate/inspire
* To persuade/convince/sell
* To explore/debate/negotiate/
* To amuse/entertain

1. Determine your Specific Purpose. Narrow to one central specific theme.

##### Must be specific, achievable, and written down.

##### Often you will combine more than one of the general objectives.

*Example:* Prayer > to stimulate prayer > to stimulate young people to prayer > to stimulate young people to prayer everyday > to stimulate the C.A.P. young people to pray five minutes minimum every day.

1. Determine your Desired Responses

##### Identify exactly what you want to achieve and how you will measure success. (ex: I as a teacher will measure by watching you in action beyond school and how you conduct your self speaking publicly.)

##### What do I want the outcome to be? Where is the action?

Your objective must answer the question:

**Why am I speaking and what do I want the outcome to be?**

1. Research Your Audience

*An audience-centered speaker is a good speaker.*

*What is the most effective way to compose and deliver my speech in order to accomplish my objective?*

1. Ask Yourself

* Who are they? To whom am I speaking?
* Why are they there?
* What do they expect?
* What do they want or need?

1. Ask Your Contact

* Who? *Ages, gender, education, culture, etc.*
* Where? *Exact address and telephone #, type of building*
* When? *Exact date and time*
* What? *Topic and any specific angle*
* How? *Equipment, lectern, microphones*
* Duration? *Will there be a panel discussion? Time for Q&A’s?*
* Other Speakers? Names and Telephone #’s are useful

After this step you may want to revisit your objective and adjust it some.

(Covered in more detail later on. Adapting to Audience.)

## **Study Questions 3b: Preparation & Planning, II**

1. What is meant by “Power Quote.”
2. What is Power Quote RULE ONE?
3. What is Power Quote RULE TWO?
4. What is the exception to Power Quote RULE TWO?
5. On separate paper, practice “Preparation & Planning” by completing Steps ***A. Set Your Objective* and *B. Research your audience***. (See example.)

Lesson 9. Speech Making: Preparation & Planning, III

* Grade Study Questions 2.
* Complete Study Questions 3a.

|  |  |
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| **Secret 8: Power Statistic** | |
| **Explanation** | One memorable statistic properly presented is a powerful convincer. |
| **Application** | 1. A Statistic should tell a story.—Margaret Thatcher 2. *Credibility or Memorability?* You can be ‘near sighted’ and ‘far sighted’ with statistics. Near sighted if you want to gain immediate credibility, but far sighted if you want to be remembered. 3. Remember the three R’s of numbers: reduce, round, relate. |

1. Draw a Map of Ideas
   * + 1. This technique can be used to determine topic as well
       2. This exercise frees the mind
       3. The Map of Ideas if built by’ brainstorming.’

*What routes would be most effective in reaching your destination?*

1. We are taught to think in logical order
2. Draw a circle in the middle of a piece of paper
3. In the circle write down the subject of your talk
4. Jot down any ideas on lines radiating from the subject
5. Avoid judging and curbing creativity
6. Building a map over several days new thoughts will appear at odd times.
7. Select Your Main Ideas

If you didn’t like the untidiness of the Ideas Map then you will like this fourth step.

*Which paths and ideas are most suitable for your fellow travelers?*

* 1. Look at Your Objective

Will this idea help me achieve my objective?

* 1. Look at Your Audience Profile

Is this thought relevant to my audience?

* 1. Be Very Selective

If you overload your talk with too many good points, your audience will forget all of them. (A good average of only ¼ of your talk or less will be retained by your audience after a couple days.)

You will be more effective if you choose 1 or 2 points, develop them, present supporting evidence, choose relevant Illustrations, and recap and summarize frequently.

## **Study Questions 3c: Preparation & Planning, III**

1. Power Statistic. Give a meaningful statement and a relevant ‘Power Stat.’
2. What are the three R’s to remember concerning numbers? Expound on each.
3. On separate paper, practice “Preparation & Planning” by completing Steps ***C. Draw a Map of Ideas* and *D. Select Your Main Ideas*** (See example.)

Lesson 10. Speech Making: Preparation & Planning, IV

* Grade Study Questions 3.

|  |  |
| --- | --- |
| **Secret 9: Power Outage** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

*SECTION RECAP*:

In Preparation and Planning for a Speech:

1. Set Your Objective – Where am I headed? Why am I speaking?

Identify and write down your objective.

2. Research Your Audience – To whom am I speaking? Who is listening?

3. Draw a Map of Ideas – What are my options?

Be creative.

4. Select Your Main Ideas – What turns will get me where I need to be?

Choose a few key points to achieve your objective.

# Lesson 11. Speech Making: The Speaker’s Outlines, I

* Take Quiz 3.
* Complete Study Questions 4a.

|  |  |
| --- | --- |
| **Secret 10: Power Wit** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

1. Listening: The First Step to Speaking
2. Preparation and Planning
3. Outlining

### Guidelines for the \_Preparation\_\_ Outline

1. State the \_specific\_ purpose of your speech.
2. **Why** *I am speaking today*? (evaluation)
3. Easier to evaluate when your purpose is state SPECIFICALLY.
4. Helps you accurately tell whether you accomplished your purpose or not.
5. Where?

*Write it before the text of the outline.*

1. **How** *am I going to achieve my purpose*? (general…specifics)
2. Identify the \_Central idea\_

1. What is it? (statement)

1. *A declarative sentence that tells what the speaker’s major thought, theme, or central idea is*.
2. *A concise statement of what the speakers expects to say*.
3. *A simple declarative sentence that refines and sharpens the specific purpose*
4. *THESIS STATEMENT*

2. Where does it go?

*Write it after the purpose statement.*

1. \_Label\_\_ the INTRODUCTION, BODY, and CONCLUSION
2. Use a \_consistent\_ pattern of symbolization and indentation.
3. State the main points and sub-points in \_\_full sentences\_\_\_.
4. \_Label\_ Transitions, internal SUMMARIES, and internal PREVIEWS.
5. Why?

*A strategy to insure that the audience will be able to follow you.*

1. Where?

*In the outline wherever they will be used sequentially in your speech.*

1. How?

*In the left margin of your paper placed in parenthesis or highlighted. Could color code these notes with the thoughts they are intended to clarify.*

G. Attach a bibliography.

H. Give your speech a title.

*It is NOT always necessary to have a ‘speaking’ title, but IS always necessary to have a WORKING title.*

**Study Questions 3a:** The Speaker’s Outlines, I

# Lesson 12. Speech Making: The Speaker’s Outlines, II

* Take Quiz 3.
* Complete Study Questions 4a.

|  |  |
| --- | --- |
| **Secret 10: Power Wit** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

1. Listening: The First Step to Speaking
2. Preparation and Planning
3. Outlining

### Guidelines for the \_Preparation\_\_ Outline

### II. Guidelines for the \_\_Speaking\_ Outline

AIM: \_\_to aid the speaker’s memory\_\_.

A. Follow the \_same\_ framework used in the preparation outline.

B. Make sure the outline is plainly \_legible\_. (and **easy** to read.)

C. Keep the outline \_as brief as possible\_\_.

D. Give yourself \_cues\_ for delivering the speech.

1. A good speaking outline reminds you not only of \_what\_ you want to say, but also of \_how\_ you want to say it.

TITLE

GET THEIR ATTENTION

INTRODUCTION

BODY - **IDENTIFY** the need/needs

* **SATISFY** the questions
* Help them **VISUALIZE** your plan

CONCLUSION - Where is the **ACTION**?

**Study Questions 3b:** The Speaker’s Outlines, II

Lesson 13. Speech Making: Building an Impressive Body, I

* Complete Study Questions 3c.

|  |  |
| --- | --- |
| **Secret 7: Power Quote** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

1. Listening: The First Step to Speaking
2. Preparation and Planning
3. Outlining
4. Building an Impressive Body and Writing a Speech.

A. Building

1. Select a suitable structure
   1. Problem/Solution
   2. Chronological Structure
   3. Topical Structure
   4. Spatial Structure
   5. Theory/Practice
2. Develop Key Ideas
   1. Each major point is a mini speech
   2. Each major point should introduced, explained, and concluded
   3. Each major point should be linked to each other
3. Color any gray patches
4. Choose Punchy Beginning

(Listening Curve.)

Remember this formula:

1. Grab their attention. Choose a punchy opening
   1. Historical Background
   2. Current Affairs

b. Tell them the benefits of listening

c. “Show” them your credentials

d. Tell them your direction and destination.

1. End Decisively and on a High note.

Positively restate your message.

Conclusion should not include any new information.

1. Summarize (if you say In conclusion, make sure you end shortly.)
2. Ask for Action
3. Use a Quotation
4. Tell an anecdote

B. Writing

1.Tell them what to expect

2. Tell them where you are

3. Gather stragglers

Rhetorical questions are helpful. (for effect not for an answer.)

1. How can you help the audience to listen?

Appeal to your audience.

* 1. When talking facts

Facts on their own are often dull.

* 1. When talking numbers

Numbers are hard to visualize.

* 1. Avoid using overused clichés read P.46

d. Use relevant illustrations.

F.E. B. Fact Effect Benefit

5. Bounce ideas off individuals

1. Gain Perspective
2. How does it look from your house?

**Study Questions 3c:**

# Lesson 14. Speech Making: Building an Impressive Body, II

* Grade Study Questions 3.
* Complete Study Questions 4a.

|  |  |
| --- | --- |
| **Secret 8: Power Statistics** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

Lesson 15. Speech Making: Building an Impressive Body, III

* Complete Study Questions 3c.

|  |  |
| --- | --- |
| **Secret 7: Power Quote** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

1. Listening: The First Step to Speaking
2. Preparation and Planning
3. Outlining
4. Building an Impressive Body and Writing a Speech.

A. Building

1. Select a suitable structure
   1. Problem/Solution
   2. Chronological Structure
   3. Topical Structure
   4. Spatial Structure
   5. Theory/Practice
2. Develop Key Ideas
   1. Each major point is a mini speech
   2. Each major point should introduced, explained, and concluded
   3. Each major point should be linked to each other
3. Color any gray patches
4. Choose Punchy Beginning

(Listening Curve.)

Remember this formula:

1. Grab their attention. Choose a punchy opening
   1. Historical Background
   2. Current Affairs

b. Tell them the benefits of listening

c. “Show” them your credentials

d. Tell them your direction and destination.

1. End Decisively and on a High note.

Positively restate your message.

Conclusion should not include any new information.

1. Summarize (if you say In conclusion, make sure you end shortly.)
2. Ask for Action
3. Use a Quotation
4. Tell an anecdote

B. Writing

1.Tell them what to expect

2. Tell them where you are

3. Gather stragglers

Rhetorical questions are helpful. (for effect not for an answer.)

1. How can you help the audience to listen?

Appeal to your audience.

* 1. When talking facts

Facts on their own are often dull.

* 1. When talking numbers

Numbers are hard to visualize.

* 1. Avoid using overused clichés read P.46

d. Use relevant illustrations.

F.E. B. Fact Effect Benefit

5. Bounce ideas off individuals

1. Gain Perspective
2. How does it look from your house?

**Study Questions 3c:**

Lesson 16. Speech Making: Building an Impressive Body, IV

* Complete Study Questions 3c.

|  |  |
| --- | --- |
| **Secret 7: Power Quote** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

1. Listening: The First Step to Speaking
2. Preparation and Planning
3. Outlining
4. Building an Impressive Body and Writing a Speech.

A. Building

1. Select a suitable structure
   1. Problem/Solution
   2. Chronological Structure
   3. Topical Structure
   4. Spatial Structure
   5. Theory/Practice
2. Develop Key Ideas
   1. Each major point is a mini speech
   2. Each major point should introduced, explained, and concluded
   3. Each major point should be linked to each other
3. Color any gray patches
4. Choose Punchy Beginning

(Listening Curve.)

Remember this formula:

1. Grab their attention. Choose a punchy opening
   1. Historical Background
   2. Current Affairs

b. Tell them the benefits of listening

c. “Show” them your credentials

d. Tell them your direction and destination.

1. End Decisively and on a High note.

Positively restate your message.

Conclusion should not include any new information.

1. Summarize (if you say In conclusion, make sure you end shortly.)
2. Ask for Action
3. Use a Quotation
4. Tell an anecdote

B. Writing

1.Tell them what to expect

2. Tell them where you are

3. Gather stragglers

Rhetorical questions are helpful. (for effect not for an answer.)

1. How can you help the audience to listen?

Appeal to your audience.

* 1. When talking facts

Facts on their own are often dull.

* 1. When talking numbers

Numbers are hard to visualize.

* 1. Avoid using overused clichés read P.46

d. Use relevant illustrations.

F.E. B. Fact Effect Benefit

5. Bounce ideas off individuals

1. Gain Perspective
2. How does it look from your house?

**Study Questions 3c:**

# Lesson 17. Speech Types: Informative, I

* Take Quiz 3.
* Complete Study Questions 4b.

|  |  |
| --- | --- |
| **Secret 9: Power Outage** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

# Lesson 18. Speech Types: Informative, I

* Grade Study Questions 4.
* Complete Study Questions 5a.

|  |  |
| --- | --- |
| **Secret 10: Power Wit** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

# Lesson 19. Speech Types: Informative, II

* Take Quiz 4.
* Complete Study Questions 5b.

|  |  |
| --- | --- |
| **Secret 11: Power Parable** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

# Lesson 20. Speech Types: Persuausive, I

* Grade Study Questions 5.
* Complete Study Questions 6a.

|  |  |
| --- | --- |
| **Secret 12: Power Gesture** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

# Lesson 21. Speech Types: Persuasive, II

* Take Quiz 5.
* Complete Study Questions 6b.

:

|  |  |
| --- | --- |
| **Secret 1: Power Prayer** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

# Lesson 22. Speech Types: Explanatory, I

* Grade Study Questions 6.
* Complete Study Questions 7a.

|  |  |
| --- | --- |
| **Secret 1: Power Prayer** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

# Lesson 23. Speech Types: Explanatory, II

* Take Quiz 6.
* Complete Study Questions 7b.

.

|  |  |
| --- | --- |
| **Secret 1: Power Prayer** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

**Lesson 24 Plan:**

* Grade Study Questions 7.
* Complete Study Questions 8a.

|  |  |
| --- | --- |
| **Secret 1: Power Prayer** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

# 

**Lesson 25 Plan:**

* Take Quiz 7.
* Complete Study Questions 8b.

|  |  |
| --- | --- |
| **Secret 1: Power Prayer** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

**Lesson 26 Plan:**

* Take Quiz 7.
* Complete Study Questions 8b.

|  |  |
| --- | --- |
| **Secret 1: Power Prayer** | |
| **Explanation** | Each secret will be explained. |
| **Application** | Each secret will be practically applied. |

# QUIZZES & FINAL EXAM

[QUIZ 1 – 42](#_Toc248051596)

[QUIZ 2 – 43](#_Toc248051597)

[QUIZ 3 – 44](#_Toc248051598)

[QUIZ 4 – 46](#_Toc248051599)

[QUIZ 5 – 47](#_Toc248051600)

[QUIZ 6 – 48](#_Toc248051601)

[QUIZ 7 – 49](#_Toc248051602)

[QUIZ 8 – 50](#_Toc248051603)

[QUIZ 9 – 51](#_Toc248051604)

[FINAL EXAM 53](#_Toc248051605)

## QUIZ 1 – Introduction to Course

1. List three reasons for a Christian to develop his/her speaking skills.
2. To Fulfill the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. To fulfill the Will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. To develop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. What is the most difficult of all arts and why?

Speaking in public is the most difficult of all arts. It is difficult because it has great value and value costs.

1. Define each of the following terms from *Cicero’s Requisites for Public Speaking*:

Gesticulation -

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lies in talk. *An idea is never your own until you impart it to someone else.*
2. A word is an expression of what is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a person.
3. A true communicator aims not at E\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but E\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. How do you know if you have communicated effectively?

When the listener UNDERSTANDS t

he message.

1. What is the purpose of this class?
2. “Let the \_\_\_\_\_\_\_\_\_\_\_\_\_ which sounds for \_\_\_\_\_\_\_\_\_\_\_\_\_arrest all who hear by its \_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_, and let it \_\_\_\_\_\_\_\_\_\_\_\_\_give forth an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”—John Calvin came out of it.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stands a better chance in the long run than \_\_\_\_\_\_\_\_\_\_\_\_\_
4. In what way can public speaking have practical purpose? *useful, meeting a need*

Public speaking is an opportunity to bring encouragement to the down trodden, rebuke to the rebellious, instruction to the student, or direction for the wandering.

1. What two things does the act of prayer express?

Re\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

H\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QUIZ 2 –Listening

1. #2: Power Pause. Complete the quote and who is being quoted:

I stand and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ where I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. “--\_William Shakespeare\_

1. What does the Lord give to the speaker if he would only ask?
2. You must understand how \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to broadcast on the right \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. What do inexperienced speakers rely too heavily on and what should you really emphasize more?
4. What percentages illustrate the speaker’s impact on an audience?

\_\_\_\_\_\_\_\_% Visual \_\_\_\_\_\_\_\_\_\_% Voice \_\_\_\_\_\_\_\_\_% Words

BONUS

List five ways to overcome the difficulties of poor listening.

## QUIZ 3 – Preparation & Planning

(Each question is worth 10 points)

1. In a discussion, how can you be clear and excel above everyone else?
2. What are the four major steps in preparation and planning for a speech?
3. What is Power Quote RULE ONE?
4. What is Power Quote RULE TWO?
5. What is the exception to Power Quote RULE TWO?
6. Power Statistic. Give a meaningful statement relating to the following ‘Power Stat. 🡪”” The employment rate for September to November 2009 was 72.4 per cent. This is the lowest since winter 1996-97”
7. What are the three R’s to remember concerning numbers?

## QUIZ 4 –

## QUIZ 5 –

## QUIZ 6 –

## QUIZ 7 –

## QUIZ 8 –

## QUIZ 9 –

## QUIZ 9 –

## FINAL EXAM

* 1. List three reasons for a Christian to develop his/her speaking skills.

To Fulfill the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To fulfill the Will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To develop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the most difficult of all arts and why?

Speaking in public is the most difficult of all arts. It is difficult because it has great value and value costs.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lies in talk. *An idea is never your own until you impart it to someone else.*
2. A true communicator aims not at E\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but E\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. How do you know if you have communicated effectively?

When the listener UNDERSTANDS t

he message.

1. What is the purpose of this class?
2. “Let the \_\_\_\_\_\_\_\_\_\_\_\_\_ which sounds for \_\_\_\_\_\_\_\_\_\_\_\_\_arrest all who hear by its \_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_, and let it \_\_\_\_\_\_\_\_\_\_\_\_\_give forth an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”—John Calvin came out of it.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stands a better chance in the long run than \_\_\_\_\_\_\_\_\_\_\_\_\_
4. #2: Power Pause. Complete the quote and who is being quoted:

I stand and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ where I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. “--\_W

1. You must understand how \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to broadcast on the right \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. What percentages illustrate the speaker’s impact on an audience?

\_\_\_\_\_\_\_\_% Visual \_\_\_\_\_\_\_\_\_\_% Voice \_\_\_\_\_\_\_\_\_% Words

1. What are the four major steps in preparation and planning for a speech?
2. What are the three R’s to remember concerning numbers?

BONUS: List five ways to overcome the difficulties of poor listening.

# Appendix

**Hand Out #1: “Place of Public Speaking in Modern Life”**

Taken from *Speaking in Public, by* Arthur S. Phelps (revised by Lester R. De Koster), Baker Book House, Grand Rapids [MN1; 1958, pp. 17‑24.

BY ARTHUR STEVENS PHELPS

The higher the speaker values his work, the more personal interest he will take in it; and the more interest he takes in it, the greater the likelihood of his making good. If we like a job, we will work at it.

The speaker's art is complementary to that of the administrator. Reason and emotion do not occupy two separate compartments of the brain, as Benedetto Croce, the Italian philosopher, has pointed out; they are both activities of the same mind. Though speech belongs to the emotional temperament, yet the speaker uses the executive temper in every address. And every executive makes addresses to his employees. Yet, rare is the individual that possesses both of these faculties in a marked degree. As far as our observation of men goes, the speaking function and the executive function appear to be mutually exclusive. Where one leaves off, the other begins. General U.S. Grant, one of the most famous of executives, was proverbially silent; while William Jennings Bryan, one of the most eloquent of speakers, resigned from the Cabinet of counselors. The Church of the future must have at least two heads, an executive head in whose hands shall rest the administration of the thousand and one activities of the modem parish, and an inspirational head that shall exercise the yet rarer platform gifts. Every great commercial institution recognizes this dualism. The reader of the Bible can easily distinguish between the writings of the priest and the prophet, and in general literature, between an essay and an oration.

The art of oratory differs also from that of elocution. Elocution is reciting that which has been written by another; oratory is speaking one's own matter. A writer has said that elocution is child's play, and public speaking a man's work. But elocution, though an inferior art, is a valuable handmaid to oratory. Every student should be trained in the work of interpreting the thought, and entering into the emotion of the world's great speakers. There is inspiration in them that at first he cannot find in his own groping. A course in elocution will also teach him how to read aloud‑‑a thing that old‑fashioned oratory failed to do. The parrot reading of Scriptures and hymns in the average church service is a disgrace to the ministry, Small wonder these features have come in public esteem to be relegated from their proper place of worship by the patronizing term "opening exercises"! Why should a preacher complain of his people coming in late to service, when his whole attitude seems to say: "We will hurry this stuff out of the way, and then you will get a chance to hear me"? These exercises form a vital part of public utterance, and are sometimes the only vital thing the audience finds to carry away.

That the place of public speech in modem life is a place of preeminent consequence is recognized. Language was spoken before it was written, the very word language being derived from the Latin lingua, tongue. The great sums expended for municipal auditoriums and for church buildings attest the prime place of speaking in public. The businessman depends on publicity for the sale of his goods. The office extends its tentacles through the tongue of its commercial travelers. The various departments of the church are vitalized, and its members won, by the pulpit. It is by speech that the attorney defends our peace and possessions; the physician our health; the promoter seeks our wealth; the humorist provides our entertainment; the teacher our education; the lecturer our instruction; the politician runs our government; the preacher reforms our character.

Its importance is not lessened by the difficulty of success. Value costs. The speaker in public finds new heights to climb as he ascends. The work of his art is a lifelong study. In every speech, he makes discoveries. There is something always to team, and having learned to bear in mind. Many books on public speaking declare that it is impossible to fasten one's mind on the principles of speaking and on one's speech at the same time. While the rules carefully practiced in private may largely be forgotten during public speech, and should be also; nonetheless, the speaker must in some sense observe the effectiveness of his own techniques during actual speaking. Will this gesture do? Is this phrase provocative of response? Is this joke worth trying again? Is the speech too long? Should I move about more? Or less? Are my sentences too

long? Are they too involved? Am I talking over the heads of some, or too simply for others? Such questions must also come to the mind even as the speech is being delivered. But let the posture, the voice, the gesture, the facial expression have been so thought upon, so worked out at home that in the moment of speaking they may be employed without conscious attention. For while the mind would be hampered, in the heat of addressing an audience, by trying to remember countless rules, the necessary rules may be written down privately, as learned from books, or picked up by experience, and then thought over constantly and practiced until they become natural and spontaneous. Easy as it looks to an outsider, the ability to interest and uplift an audience is purchased at almost infinite cost of application and labor. In certain respects preaching is more difficult than other kinds of speaking. The same audience faces the preacher every time he goes into the pulpit. He Must preach at set hours, arid not only when he feels like it. There are occasions when the sound of a church bell makes him want to take to the woods; he lacks the inspiration of the "special occasion'; he is confined to a limited range of themes; he has to speak constantly, his regular appointments averaging from thrice a week up. Many ministers average more than one address daily for weeks at a time; most of his hearers are already convinced of the truth of what he is to say; and his audience knows that he is paid to talk. Therefore, he should make the more assiduous effort to succeed. If the greater number fail in this difficult art, there is at least the more room for the survivors. The gale that blows out a small fire makes a serious one bum the hotter. The waters that drowned the world lifted Noah.

Of so great value is this speaking art, that every one ambitious to win should be encouraged. The more important, the more worth while the pains necessary to its study. There is a false notion abroad that if you study public speaking, it will make you artificial. There never was more arrant nonsense than the notion that all that is necessary is to "pull out the bung and let nature Caper." No one is so quick as Dame Nature to resent and punish such insults. Would you like a garage hand to depend on "the inspiration of the moment" for his ability to repair your car? Training aids instinct. Emerson advises us that "a certain mechanical perfection must precede every art." The more difficult the art, the more thorough the training must be. The manner of delivery is as important to a speaker as it is to a baseball pitcher. While we would modify the famous saying of Quintilian that 'orators are made, poets born," by acknowledging that the best orators are born with eloquent tongues, yet even the born speaker is made better by study. Genius is born success earned. Some are born speakers, and success is as natural to them as breathing. Those that are not so fortunate can never hope to compete with them as equals, nor to make a flaming success on the platform. But diligent study and unremitting toil can assure them of becoming convincing and acceptable speakers. Hard working mediocrity stands a better chance in the long run than lazy genius.

Even after the best speech, the effect is hardly a hundredth part of the effort expended, though there are exceptional occasions when an address has changed the course of human history and set a nation on fire. The young speaker should improve every opportunity to practice, not only accepting all invitations that come his way, but taking voluntary part in public gatherings for political, religious or other ends, where he may render real service. It was speaking in the country caucus that made Lincoln president. You learn to express yourself by expression; to feel by feeling; to think by thinking. The best books on speaking have been written by good speakers; the student should become familiar with them. He should make it a point to hear great speakers, and take notes of what he considers their good and their bad points. Spurgeon said he disliked hearing the average preacher, for he was thinking how much better he could do it himself. Such inner comparisons are worth while, as is also the practice of talking over the principles of apposite speech with other students and, as opportunity affords, with great preachers and other orators. The student's reading should include the biographies of famous orators past and present, as well as a careful study of great orations and sermons. You can learn more from great speakers than from books.

Because the ability to speak effectively is so difficult, success brings the greater triumph. The speaker succeeds when he least expects it. It is a singular fact that he is frequently astray in his own judgments in this matter. An audience will hail such victories with delight. Nothing in the way of praise, response, or admiration is too good to give the eloquent speaker. His career is like that of a conquering hero in wartime. The crowds that gather, an hour before the time, the air of expectancy, the thrill that his power over them brings to him, the reflection afterwards, kindle a joy that little else on earth can equal. Success also brings humility, as if he were only a spectator at a scene in which another above and, as it were, outside of himself had been the real actor. His only enemy in the hour of triumph is the envious aspirant for popular applause who has witnessed his superior's exaltation. It is characteristic of small minds not to learn from the self‑denial and methods by which another advances in his calling, but to decry them as of little worth; to be angry at the success of another, instead of seeking the remedy for their own failure. One wishes that a rejoinder were at hand like that of the friend whose comrade at the time of the French Revolution proposed to start a new religion: 'What method would you use?\* asked the enthusiast. To which the reply: 'I should advise you to get yourself crucified, and on the third day rise from the dead: that worked well the other time.' Cynicism is a smoke screen. Those that are great of heart take delight in the greatness of another. Hume, the skeptic, 'went great distances to hear doctrines [from Whitefield] that he detested, delivered in a style that fascinated him."

The place of public speech in behalf of a momentous cause is emphasized by public need. To serve the neediest first, is true patriotism. I asked a young man who was making an excellent living as a mechanic why he had decided to leave his work for the ministry. His face grew thoughtful in his reply: "Because the need is so great." It was not rewards of popular speech that he sought, but its value to the common weal. A true man aims not at eloquence, but at effectiveness. A whole course of lectures on Speaking in Public are summed up in the words:

MAKE IT YOUR AIM NOTTO DO WELL, BUT TO DO GOOD.

The defender of truths on which the history of the race hangs may well be proud of his work. Great men stand in awe of their calling. Painters have arrayed themselves in princely raiment, clergymen in satin robes, military generals wear gorgeous uniforms, to show the exalted worth of what they do.

The place of public speech is a place of adaptation to all phases of life. How varied the interests of men! The old advice has it, "To each a word in due season.' The same sentence may rebuke, encourage, cheer, muse, console, and inspire. A speech is not like a rifle bullet, aimed at a single mark, but like machine gun fire, hitting a hundred spots at once. I can only name here the chief objects for discussion, objects that art, literature, music and the drama, in common with the speaker, have found to be of prime value in serving their constituency.

I name sorrow, first. We live in a world hungry for sympathy. The speaker sometimes wonders why an address, carefully prepared, thoughtful, faultlessly phrased, abounding in interesting information, and sparkling with wit, meets with so meager a response. It has been because the hearers have not got what they needed. They may not have been conscious of their need; they may not in their thought have asked of the speaker anything but what he offered them. But they were disappointed. The most efficient salesman is the one that knows what his customer needs‑even if he has to show him what it is that he needs‑and supplies that. Said Joseph Parker, who filled London's most prominent pulpit for a generation: "He that preaches to broken hearts, to tired lives, to disappointed hopes, preaches to all time." This is as true of any speech as it is of a sermon. It seems to teach that we like best those that show most interest in us‑but you do, don't you? Perhaps if a speaker says to others what he most needs to hear himself, he will furnish them with what they can use. Beecher, “Men who are broken in heart seek those whose hearts have been broken." Every pain and disappointment that has broken into your experience have raised the level of the water of life in your well. The story is a familiar one of the music teacher who said to a carefree pupil with a fine voice: "if I can bring you some sorrow that will break your heart, I will make you the greatest singer in the world!"

A second element that every formal address should contain is instruction. The fascination of acquiring knowledge is second only to that of imparting ft. There is a demand for the teaching function. Every audience is eager to learn. Ignorance is one of the world's prime mischief-makers. Teachers, whether of truth or of folly, readily command a hearing. People turn from those that entertain, even from those that thrill them by their eloquence, to the men that can satisfy their intellectual curiosity about things they have for years been wondering about. But teaching requires tact. New truth is startling, especially to the young. it should be imparted gradually. It is not safe to turn a fire‑hose on young plants. New truth provides a hearer with wings, but one should be sure that he knows how to use them. Emancipated slaves may be a source of danger.

The subject of good government needs the defense of the platform. The fact that so much is being said on this subject is one of the reasons why there should be more, *of* the right sort. The man with an ax to grind, the cynic that harps on the faults of our public officials but does nothing to help them to improve, or to provide more decent successors when their terms expire, the would‑be reformer who is for reforming all men but himself, the sincere lover *of* the public good whose ideals are high but who is unacquainted with the facts, all these roar with thunder that threatens to drown the voice *of* wisdom. The crooked politician is not dismayed by the sound of his own voice. He loudly demands of the educator and sober advocate of good government that they "let politics alone." Let him first let us alone. There are great questions before us today: inflation, international relationships, racial tensions, church and state, censorship of books, moving pictures and the stage, farm relief ‑ questions on which, to use the phrase of Carlyle, "thought once awakened does not again slumber." Everybody is discussing these topics on the streets; let them have clear‑eyed, brave discussion by men that have only the public service at heart.

In this heyday of prosperity, men *will* welcome and follow light on financial questions. Budgets national and domestic, economy in Washington and in the kitchen, local taxation, the tariff, buying on the installment plan, the stabilization of currency, competition between farmer and middleman, child and female factory labor, are subjects for appraisal in school and congressional debate. The rise of the "university union" is full of promise. The "literary exercises" of the rural schoolhouse, the public forum and small Chautauqua circuit, are national safeguards.

Bring enough individuals together, and you get society. Masses can be made over only by making over the units. Society is not a living organism, as Herbert Spencer, in the early days of sociology, seemed to think, but is made up of free and independent men and women. That is the reason why the government depends on the public speech of the voter, farm and factory on the hands, the church and social ethics on the convert. The most important use to which the tongue can be trained is building Christian character. Why in the name of sense, asked Count Tolstoy are millions spent for the eradication of tuberculosis and yellow fever, and nothing for the cure of vanity? The man that talks down the things that are evil, and talks up the things that are good, speaks to lasting purpose. "Let the trumpet," said Calvin, "which sounds for the Lord arrest all who hear by its power and clarity, and let it never give forth an uncertain tone.'

Preparation and Planning

1. Setting Your Objective

1. My topic: Education –**Christian Education**
2. My General Objective – **inform, stimulate, inspire**
3. My specific Purpose –**To inform my audience of the absolute need for Christian education and Biblical reform and to stir my audience to take action in support of Christian education.**
4. My Desired Response: **That as a result of my speech, positive dialogue will be opened up concerning Christian education and that my audience will leave with a a spirit of determination in favor of Christian education.**

2. Researching Your Audience

1. **I am speaking to my Bible school classmates. They are here to learn about public speaking. They expect me to be interesting and informative. They want to know the secret to public speaking.**

THEREFORE: **I will convey the message using the tools of rhetoric in order to communicate my message.**

1. (I invited myself ☺)

3. A Map of Ideas

The Church must be involved in Politics, and this is a way the Church can influence America in the long term.

In early America, statesmen and preachers traded spaces because there education was identical

It works

It is God’s Pattern

Our Country was built with Bible-based education

It is Relevant to Our Age

Greatly Needed

Christian

Education

It is the answer to our social and political problems

4. Selection: **1) The Answer to Our Social Political Problems 2) Is Not out of Date But Relevant and for NOW.**

**Quotes Collection**

The first rule in being a wise leader is that you must first define the problem. –Confucius

INSTRUCTIONS:

1. Make each outline your own while still maintaining the core structure

2. Write a thesis statement and place it in the introduction.

3. Color each outline with an effective illustration or personal perspective.

4. Give a concise summary in the conclusion.

5. Write out entire text of speech as you plan to share it.

6. Remember **emphasis** for each speech: #1: Approach & Departure; #2:Clarity of Thought; #3: Practicality of Message; #4; Sincerity & Yielded Oracle; #5: Interesting & Authority.

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| **Speech #1: Ruth’s Resolution**  DUE: 2/24 (3-5 minutes: 300-500 words approx.)  Introduction: Ruth 1:16-18 Resolved to Identify with Naomi (Yours=Mine)  1. Resolved to Stay with Naomi   Conclusion |
| **Speech #2: Fallowed Ground**  DUE: 3/03 (3-5 minutes: 300-500 words approx.)  Introduction: Jeremiah 4:3 Explanation of “Fallowed Ground”  1. Preparation of Fallowed Ground   Conclusion |
| **Speech #3: Latter Rain**  DUE: 3/10 (5-7 minutes: 500-700 words approx.)  Introduction: Zechariah 10:1 The Need for Rain (for harvest)  1. The Requirements for Rain (ask) 2. The Time for Rain (Joel 3:1; 2:23)   Conclusion |
| **Speech #4: A Revelation of the Nature of God**  DUE: 3/17 (6-8 minutes: 600-800 words approx.)  Introduction: Jeremiah 3:1-5 He is a Redeemer  1. He is a Disciplinarian 2. He is a Guide   Conclusion |
| **Speech #5: Perfection of Character**  DUE: 3/31 (8-10 minutes: 800-1,000 words approx.)  Introduction: Ezekiel 1:10 The Perfect Man (Man)  1. The Ruling Man (Lion) 2. The Working Man (Ox) 3. The Soaring Man (Eagle)   Conclusion |

**Assignments Check List**