

Handouts: Tips for Speech Making

1. Pick the topic

When choosing a topic, answer the following questions for yourself:

- Why is this story important to the world?
- Why is this story important to my community?
- Why is this story important to me?

2. Gather enough information

When interviewing someone, here are some tips to help you:

- **Prepare** a list of questions.
- **Listen** carefully, write quickly. It is useful to record the interview and then transcribe it after, so that you can actively listen to the person you are interviewing.
- **Ask** the person to spell any names you are unsure of.

3. Identify the key information

The 5 W's and How help you identify the important elements of the story:

- **Who** was involved?
- **What** happened?
- **When** did it happen?
- **Where** did it happen?
- **Why** did it happen?
- **How** did it happen?
- Make sure you are clear on your **purpose** for telling this story:
 - Is your **purpose** to:
 - Inform?
 - Demonstrate?
 - Persuade?

4. Write and outline

1. Use your **Pyramid Structure** to develop your outline
2. **Plan** the opening sentences. You can start your writing using the following:

- A surprising fact or quote.
- A question.
- Open with some dialogue.
- Share a brief story or anecdote about the subject.



Follow these steps and keep your purpose in mind.

1. Writing the first draft

- Get all your ideas out on paper. Use your outline.

2. Revising

- **Read** your draft two or three times.
- **Look** back at your outline. Have you followed it?
- **Ask** at least one classmate or friend to read and react to your draft.
- **Decide** what changes need to be made.
- **Work** on improving your writing.

3. Editing

- **Look** closely at your writing style.
 - Do the words you used and the way you structured your sentences best communicate your topic in a clear and accurate way?
- **Check** your writing for spelling, punctuation and grammar mistakes.
- **Write** out a neat final draft of your speech.



Practice makes perfect. We all get nervous before giving a speech, but the more you practice, the more confident you will feel.

1. **Once you know your speech well you can use key points on your cue cards when delivering your speech.**
2. Practice in a quiet place where you can listen to yourself.
3. Practice in front of a mirror.
4. Practice in front of friends or parents and ask for their suggestions.
5. Practice with an audio recorder and pick out spots you need to practice.



Here are some pointers for delivering your speech:

- Look at the audience.
- Look at your notes only when you need a reminder. Write key words on your cards instead of the whole speech to avoid reading the whole speech.
- Speak loudly and clearly.
- Speak in a slow, natural tone.
- Use clear, correct language. Do not use slang; or such sounds as 'ah', 'dah', 'um', or 'like'.
- Stand up tall. Don't slump, sway or lean.



Formal versus informal language handout

| Informal writing | Formal writing |
|---|---|
| Colloquial: Informal writing is like conversational English. It might include slang, figures of speech, etc. Informal writing has a more personal tone, similar to if you were speaking directly to your audience. It often uses the first or second person. | Objective: Uses the third person. Formal writing is not personal – meaning the writer is not connected to the topic, and will not use a first- or second-person point of view. |
| Simple: Informal writing uses shorter sentences, and some of them might be incomplete. | Complex: Formal writing uses longer sentences that are as thorough as possible. Each point is clearly introduced and concluded. |
| Contractions and abbreviations: Informal writing consists of words that might be simplified or contracted. | Full words: Formal writing requires full, complete sentences. No words should be simplified or contracted. Abbreviations are spelled out in full when first read. |
| <i>E.g. 'Like when someone is talking, you don't need to interrupt, man.'</i> | <i>E.g. The class agrees that no learner shall be interrupted when addressing the class during class discussions.</i> |