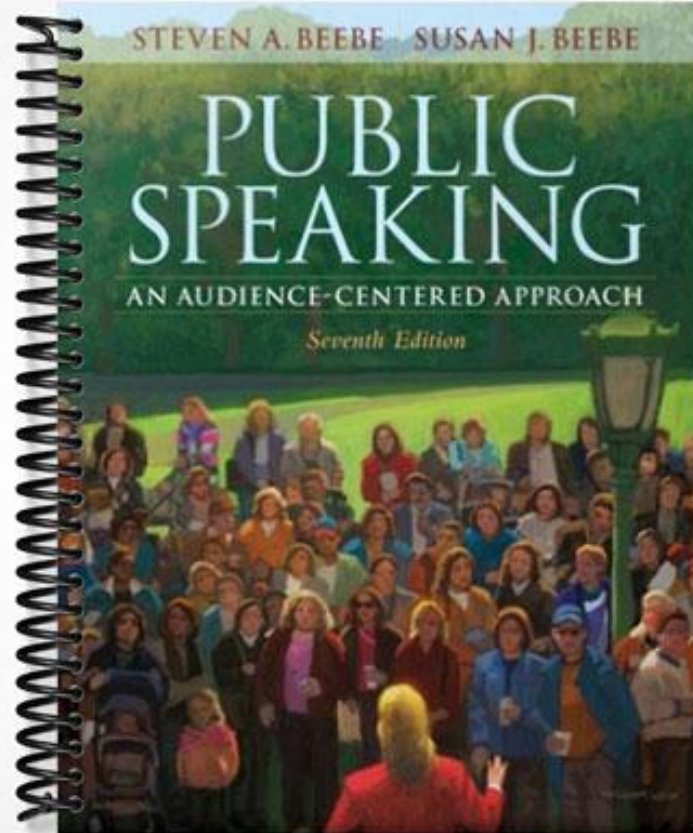
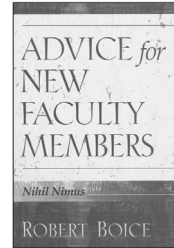
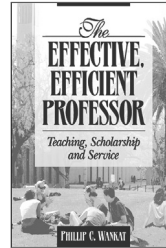
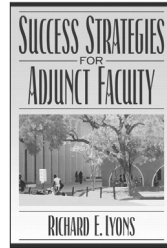
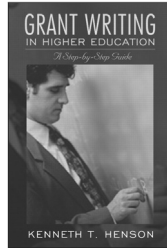
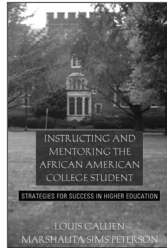
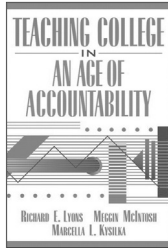


TEST BANK



Best-Selling Professional Resources for College Instructors!

As the world's leader in education, Allyn & Bacon understands your interest in continual professional development. From the latest advancements in technology for the classroom to special insights for adjunct professors, these books were written for you!



Instructing and Mentoring the African American College Student: Strategies for Success in Higher Education

Louis B. Gallien, Jr., Regent University and
Marshalita Sims Peterson, Ph.D., Spelman College
©2005 / 0-205-38917-1

Grant Writing in Higher Education: A Step-by-Step Guide

Kenneth Henson, The Citadel
©2004 / 0-205-38919-8

Using Technology in Learner-Centered Education: Proven Strategies for Teaching and Learning

David G. Brown and Gordon McCray, both of Wake Forest University,
Craig Runde, Eckerd College and Heidi Schweizer, Marquette
University
©2002 / 0-205-35580-3

Creating Learning-Centered Courses for the World Wide Web

William B. Sanders, University of Hartford
©2001 / 0-205-31513-5

Success Strategies for Adjunct Faculty

Richard Lyons, Faculty Development Associates
©2004 / 0-205-36017-3

The Effective, Efficient Professor: Teaching, Scholarship and Service

Philip C. Wankat, Purdue University
©2002 / 0-205-33711-2

Emblems of Quality in Higher Education: Developing and Sustaining High-Quality Programs

Jennifer Grant Haworth, Loyola University, Chicago and
Clifton F. Conrad, University of Wisconsin, Madison,
©1997 / 0-205-19546-6

Faculty of Color in Academe: Bittersweet Success

Caroline Sotello Viernes Turner, Arizona State University
and Samuel L. Myers Jr., University of Minnesota
©2000 / 0-205-27849-3

An Introduction to Interactive Multimedia

Stephen J. Misovich, Jerome Katrichis, David Demers, William B.
Sanders, all of the University of Hartford
©2003 / 0-205-34373-2

Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning

Mary E. Huba, Iowa State University and Jann E. Freed,
Central College
©2000 / 0-205-28738-7

The Online Teaching Guide: A Handbook of Attitudes, Strategies, and Techniques for the Virtual Classroom

Ken W. White and Bob H. Weight, both of University of Phoenix
Online Faculty
©2000 / 0-205-29531-2

The Adjunct Professor's Guide to Success: Surviving and Thriving in the College Classroom

Richard Lyons, Faculty Development Associates, Marcella L. Kysilka,
and George E. Pawlas, both of University of Central Florida
©1999 / 0-205-28774-3

Teaching Tips for College and University Instructors: A Practical Guide

David Royse, University of Kentucky
©2001 / 0-205-29839-7

Advice for New Faculty Members

Robert Boice, Emeritus, SUNY Stony Brook
©2000 / 0-205-28159-1

Writing for Professional Publication: Keys to Academic and Business Success

Kenneth Henson, The Citadel
©1999 / 0-205-28313-6

Teaching College in an Age of Accountability

Richard Lyons, Faculty Development Associates, Meggin McIntosh,
University of Nevada - Reno, and Marcella L. Kysilka, University of
Central Florida
©2003 / 0-205-35315-0

Are you interested in
a course management system that would
save you time & effort?

If the answer is *yes*, **CourseCompass is for you.**



**Contact your local
Allyn & Bacon/Longman
sales representative**

for a free access code, or
visit www.coursecompass.com,
and take a tour of this course
management system.

**Technical support
is available for
faculty and students:**

support@coursecompass.com
1-800-677-6337

CourseCompass is an online course management system
designed to help you manage all the aspects of your course –
communication, information distribution, testing and grading.

Let it help you:

- **Communicate directly with your students** via email, discussion boards, and announcement pages.
- **Post documents for your course**, eliminating the need for course packs or handouts.
- **Administer online tests**, with automatic grading and analysis.
- **Provide your students with 24/7 access** to key course information, such as syllabus, assignments, and additional resources – as well as check his/her grade instantly.

Demo CourseCompass today! www.coursecompass.com

Instructor's Classroom Kit, Volume II

for

Beebe and Beebe

Public Speaking An Audience-Centered Approach

Seventh Edition

prepared by

Joy Daggs
Columbia College

Steve P. Strickler
Southwest Oklahoma State University

Richard I. Falvo
El Paso Community College



Boston New York San Francisco
Mexico City Montreal Toronto London Madrid Munich Paris
Hong Kong Singapore Tokyo Cape Town Sydney

Copyright © 2009 Pearson Education, Inc.

All rights reserved. The contents, or parts thereof, may be reproduced with *Public Speaking: An Audience-Centered Approach*, Seventh Edition, by Steven A. Beebe and Susan J. Beebe, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without written permission from the copyright owner.

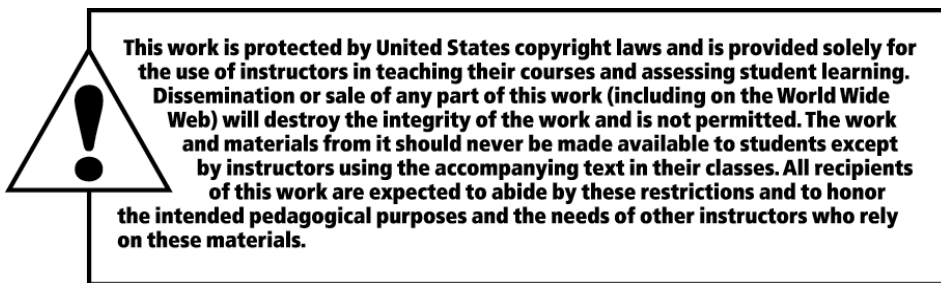
To obtain permission(s) to use the material from this work, please submit a written request to Allyn and Bacon, Permissions Department, 501 Boylston Street, Suite 900, Boston, MA 02116 or fax your request to 617-671-2290.

ISBN-13: 978-0-205-61148-5

ISBN-10: 0-205-61148-6

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1 12 11 10 09 08



Contents

Instructor's Classroom Kit, Volume II

- **Chapter 10: Introducing and Concluding Your Speech**
 - Chapter 10 Instructor's Manual 1
 - Chapter 10 Test Bank 13
 - Chapter 10 PowerPoint 25
- **Chapter 11: Outlining and Editing Your Speech**
 - Chapter 11 Instructor's Manual 31
 - Chapter 11 Test Bank 41
 - Chapter 11 PowerPoint 53
- **Chapter 12: Using Words Well: Speaker Language and Style**
 - Chapter 12 Instructor's Manual 57
 - Chapter 12 Test Bank 67
 - Chapter 12 PowerPoint 79
- **Chapter 13: Delivering Your Speech**
 - Chapter 13 Instructor's Manual 89
 - Chapter 13 Test Bank 103
 - Chapter 13 PowerPoint 115
- **Chapter 14: Using Presentation Aids**
 - Chapter 14 Instructor's Manual 125
 - Chapter 14 Test Bank 137
 - Chapter 14 PowerPoint 149
- **Chapter 15: Speaking to Inform**
 - Chapter 15 Instructor's Manual 155
 - Chapter 15 Test Bank 165
 - Chapter 15 PowerPoint 177
- **Chapter 16: Understanding Principles of Persuasion**
 - Chapter 16 Instructor's Manual 187
 - Chapter 16 Test Bank 199
 - Chapter 16 PowerPoint 211
- **Chapter 17: Using Persuasive Strategies**
 - Chapter 17 Instructor's Manual 221
 - Chapter 17 Test Bank 237
 - Chapter 17 PowerPoint 249
- **Chapter 18: Speaking on Special Occasions**
 - Chapter 18 Instructor's Manual 261
 - Chapter 18 Test Bank 269
 - Chapter 18 PowerPoint 281
- **Appendix A**
 - Appendix A PowerPoint 289

CHAPTER TEN: INTRODUCING AND CONCLUDING YOUR SPEECH

Chapter-at-a-Glance

Detailed Outline	Instructor Resources	Supplements	Professor Notes
<p>Purposes of Introductions (p. 220)</p> <ul style="list-style-type: none"> • Get the audience’s attention • Introduce the subject • Give the audience a reason to listen • Establish your credibility • Preview your main ideas <p>Effective Introductions (p. 224)</p> <ul style="list-style-type: none"> • Illustrations • Startling facts • Quotations • Humor • Questions • References to history • References to recent events • Personal references • References to the occasion • References to preceding speeches <p>Speaker’s Homepage (p. 230)</p> <p>Four Purposes of Conclusions (p. 230)</p> <ul style="list-style-type: none"> • Summarize • Reemphasize the central idea 	<p>Learning Objective #1: Discuss the importance of conclusions and introductions</p> <p>Learning Objective #2: Explain five purposes of an introduction</p> <p>Learning Objective #3: List and describe ten methods of introducing a speech</p> <p>Learning Objective #4: Explain the four purposes of a conclusion</p> <p>Learning Objective #5: List and describe four methods of concluding a speech</p>	<p>Functions of Introductions: Allyn & Bacon Transparency T-37</p> <p>Additional Functions of Introductions: Allyn & Bacon Transparency #T-38</p> <p>Types of Introductions: Allyn & Bacon Transparencies #T-39-T-40</p> <p>Digital Media Archive for Communication (DMAC) T11I08, T11I09</p> <p>Speech Preparation Workbook (SPW) pp. 58-68</p> <p>Functions of conclusions: Allyn & Bacon Transparency #T-41</p> <p>Types of conclusions: Allyn & Bacon Transparency #T-42, T-43</p>	

Detailed Outline	Instructor Resources	Supplements	Professor Notes
<ul style="list-style-type: none"> • Motivate the audience • Provide closure <p>Effective Conclusions: Four Methods (p. 233)</p> <ul style="list-style-type: none"> • Same methods as in introductions • References to the introduction • Inspirational appeals or challenges • Appeals to action <p>Great Speakers: Patrick Henry</p>			

CHAPTER SUMMARY

Audiences should be very clear about when a speaker is just starting his or her speech and when they are concluding. Therefore, it is important that speakers introduce their speech properly and conclude it properly. In an introduction, the speaker should get the audience’s attention, introduce the topic, state why the information is relevant to the audience, state their credibility, and finally, preview their main points. There are a wide variety of methods for introductions such as illustrations, startling facts or statistics, quotations, humor, questions, references to historical or recent events, personal references, and references to the occasion or preceding speeches.

Conclusions are important for summarizing the speech. In the conclusion, speakers need to recap their main points, re-emphasize the central idea in a memorable way, motivate the audience to action and provide clear closure. Methods that are used for the introduction are also appropriate for conclusions in many cases. Making inspirational appeals or appeals to action are also important components of the conclusion. Finally, and most importantly, the speaker needs to provide clear closure in the conclusion so that the audience is clear that the speaker is finished.

LEARNING OBJECTIVES

1. Students will be able to discuss why introductions and conclusions are important to the overall success of a speech.
2. Students will be able to explain the five purposes of the introduction to a speech.
3. Students will be able to list and describe ten methods of introducing a speech.
4. Students will be able to explain the four purposes of the conclusion to a speech.
5. Students will be able to list and describe four methods of concluding a speech.

CHAPTER OUTLINE

- I. Speech introductions may be said to have five purposes.
 - A. Introductions get the audience's attention.
 - B. Introductions introduce the subject.
 - C. Introductions also give the audience a reason to listen.
 - D. Introductions will establish your credibility.
 - E. Introductions allow you to preview your main ideas.

- II. For effective introductions, utilize one or more of ten introduction methods (note that these methods are not mutually exclusive; one method may be two at once).
 - A. *Illustrations*, especially personal illustrations (includes *anecdotes*), are inherently interesting to audiences (get their attention).
 - B. *Startling facts and statistics* will invariably catch audience attention as well as motivate them to listen further.
 - C. *Quotations*, especially famous quotations, allow you to express things more authoritatively, comprehensibly, and memorably than perhaps you might have said.
 - D. *Humor*, handled well, can be a wonderful attention-getter.
 - E. Use audience-involving *questions* to open a speech--rhetorical questions (the kind you do not expect vocal answers to) or questions you ask the audience to answer aloud.
 - F. Referring, including *references to historical events*, also get an audience involved, by asking them to remember interesting, perhaps personal happenings.
 - G. If your topic is timely, a *reference to recent events* is interesting to the audience, and may increase your credibility with them.
 - H. Speakers are typically interesting to an audience, and *personal references* enhance bonding between speaker and audience.
 - I. *References to the occasion* may endear speaker to audience, as speaker indicates deference to matters important to an audience.
 - J. *References to preceding speakers* may rescue you when the preceding speaker speaks on your topic or uses your planned supporting material! (also allows speaker to "call back" audience warmth developed by that speaker)

III. Speakers Homepage

IV. Effective conclusions serve one or more of four purposes.

A. Effective conclusions *summarize the speech* (Golden Rule of Public Speaking: Tell'em What You're Going to Tell Them; Tell Them; and then Tell Them What They have Been Told!)

B. Effective conclusions *reemphasize the central idea in a memorable way*.

C. Effective conclusions *motivate your audience to respond*, to “deliver” the audience response you first specified in your Specific Purpose (Chapter 6).

D. Speeches need to sound finished; hence, an effective conclusion *provides closure*.

V. Effective conclusions may employ one or more of four methods.

A. Effective conclusions may *reemploy methods also used in introductions*.

B. Effective conclusions may reinforce the conclusion purpose “closure” by *references back to the introduction*, which ties together beginning and end.

C. Effective conclusions climax a speech with dramatic *inspirational appeals or challenges*.

D. Finally, effective conclusions call once again for the Specific Purpose: *appeals for action*.

DISCUSSION QUESTIONS

- 10-1. List each of the five speech introduction purposes.
- 10-2. Give one example each of the ten introduction methods, beginning with illustrations.
- 10-3. Why is it important to have an appropriate introduction and conclusion?
- 10-4. List and explain four effective conclusion purposes.
- 10-5. List and explain four methods of conclusion.
- 10-6. Is “humor” always appropriate? Why or why not?
- 10-7. How often should “startling facts and statistics” be employed by speakers?

ACTIVITIES

10-1. Class Activity

Beginning speakers often overlook the importance of a “Dyn-O-Mite!” introduction. They run out of steam in the planning process, or feel they will exceed time limits for the speech. The exercise suggested here should help such speakers realize the significance of introductions, and offers them practice in preparing and delivering “Cool” introductions. Have students prepare brief introductions to speeches they are planning to present. After preparation time, divide students into groups, scatter them around the room, and have each member deliver the planned introduction. Allow time for debriefing.

10-2. Class Activity

This activity was adapted from Mrs. Stephanie Klatzke. Students have problems learning how to smoothly incorporate all of the required elements into an introduction. At the end of the chapter, there is a list of Specific Purposes and Central Ideas (this activity is also a good chance to reinforce those concepts). Place students in groups and have them write an introduction and conclusion with the information given. Remind them that, for the purposes of the assignment, they can use hypothetical credibility. These specific purposes and central ideas also allow students to have a little fun in class.

10-3. Class Activity

Have small groups of students determine how they could establish listening motivation during introductions for the following speech topics:

- Maintaining an exercise program
- Recycling
- Volunteering for a community agency
- Making your voice heard by writing letters to companies

10-4. Class Activity

Ask students to think about additional ways in which a speaker in introductions could use introductions to increase personal credibility with an audience. In a subsequent session, ask students for their thinking and, as needed, add your own thoughts:

- Consider expressing gratitude to the audience for their time and attention (everybody likes to be thanked, and has, at least temporarily, warm feelings for the “thanker”).
- Why not compliment the audience, sincerely of course? Many things in the audience will allow you to do it in good conscience. Everybody likes deserved compliments and the complimenter. Try “Thank you very much for attending and listening today. It means a lot to me.”

10-5. Class Activity

Share with students again that getting and holding audience attention is the one inescapable task in effective public speaking. It must follow, as night follows day, that *techniques* for taking your audiences’ attention prisoner should be learned, practiced, mastered. It is suggested that you review, verbatim, the techniques from Outline, II, A-J and follow that review with fine, fine audience-grabbing examples of each technique. Some examples are next, and feel free to use any or all.

Illustration (anecdote). To illustrate a point that college students are not unwilling to get involved in important issues, tell the story of the four Kent State University students who were killed on their campus while expressing their opposition to the Vietnam War.

Startling Facts and Statistics. To make a point about the importance of “Thinking the Unthinkable,” share with students that current medical research suggests achievement of physical immortality for humans within the next fifty years of medical advancements.

Quotation. To support the idea that firm foundations are needed for world peace, remind your audience not “To Build Their Houses on Shifting Sand.”

Humor. For a point about teachers who are overly fond of themselves, combine humor and quotation with: “Those Who Can, Do; Those Who Can’t, Teach!”

Questions. For a speech on “Exercising,” open the introduction with a series of questions to the audience: “Do you want to feel better physically? Have more endurance? Have fewer illnesses? Maintain a healthy weight? Glow with that healthy look? Live longer? Appropriate and regular exercise is the answer to those questions for us all.”

Reference to historical events. Since your audience is probably twentyish, to make a point about cruelty of man toward man, refer back to the “ethnic cleansing” of Kosovo ethnic Albanians by Serbs. Or, choose to remind them of the events portrayed in that tragically excellent film, *Schindler’s List*.

Reference to recent events. Again taking into account some audience demographics (chapter five), refer your students to the baseball homerun heroics of Sammy Sosa and Mark McGuire (by way of illustrating how much Americans value their sports heroes).

Personal references. Use humor to disclose information about yourself and your own experiences. This helps students view you as a real person, not just an instructor.

References to the occasion. What will you say to your students on the last day of class? What every teacher will say: “Did you think we would ever reach this day?”

Reference to preceding speaker. When Henry Grady delivered the famous “New South” speech in post Civil War Atlanta the speaker before him was General William Tecumseh Sherman, who was known as the “Slash and Burn” traveler through the Confederacy. Grady, to defuse audience hero worship for Sherman, to get the audience laughing a bit, and to draw attention to his theme of reconciliation, referred gently to Sherman as a man “a bit careless with matches!”

10-6. Class Activity

The purpose is to allow students to connect examples of speech introductions to purposes and methods explained in the text. Make handouts for students of the following complete speech introductions. [This exercise can be adapted for speech conclusions.]

Introduction #1: Criminal Arrest: After being arrested and forced to stand in the pouring rain, Oscar Wilde said, "If this is how Queen Victoria treats her convicts she doesn't deserve to have any." Not many of you, or at least I hope not many of you at this seminar, are familiar with the process one follows in a criminal arrest. My objective today is to tell you the various steps in the pre-trial process, including the suspect's arrest, the initial court appearance, and the arraignment.

Introduction #2: Ozone Destruction:

Picture it--the year 2030. It's early in the morning and you go out to get the morning paper. When you return to the house, you notice a blemish on your hand from the sun. This is what life might be like in only a few years. Although it's an exaggeration to us now, it could be a sad reality in the near future.

This summer seems unusually hot and humid, the reason being that our planetary sunscreen--the ozone layer--is being destroyed. All of us in this room have heard about the ozone layer, but what is it really? Is it only helpful or can it be harmful as well? When did we first become concerned about the depletion of the ozone layer? Is it a real problem or just media hype? Can the damage be corrected? These are questions I will address today in my speech about an environmental phenomenon known as the ozone layer.

Introduction #3: Rain Forests:

"Its lands are high, there are in it very many sierras and very lofty mountains.... All are most beautiful, of a thousand shapes, all are accessible and filled with trees of a thousand kinds and tall, so that they seem to touch the sky. I am told that they never lose their foliage, and this I can believe, for I saw them as green and lovely as they are in Spain in May...."

This was a description of the rain forests of South America that Christopher Columbus told to the Queen and King of Spain. It is the first written account of a rain forest, but sadly this description no longer applies today, as the rain forests are rapidly vanishing from our planet. When I listened to classmates' speeches this week, I realized that many of us hold an enormous amount of concern about our environment and our planet's problems. The plight of the rain forest is surely one of the most important facing us today, because it affects everyone.

Students should analyze the effectiveness of each introduction by addressing these questions:

1. What types or methods of introduction did each speaker use?
2. Were all the purposes of introductions achieved in each example?
3. Identify the central idea and preview statement in each introduction.
4. Was each introduction effective? Why or why not?
5. What improvements should be made, if any?

In example #1, the methods include a quotation, references to the occasion and topic, and a preview statement. In example #2, the methods include a brief hypothetical illustration, a reference to the topic, rhetorical questions, and a preview statement. In example #3, the methods include a quotation, and references to the topic, to preceding speeches, and to recent events.

10-7. Class Activity

The purpose is for students to recognize introductory and concluding devices and to understand what makes these aspects of a speech successful. Hand out written scenarios to students working in small groups. The scenarios should briefly describe an excerpt from a successful speaking event or a disastrous one. The key element differentiating good from bad scenarios should be the speaker's introduction or conclusion. Have groups discuss each scenario, label the devices the speaker used to begin or end the speech, and isolate what made the introduction or conclusion successful or disastrous. Group members should offer alternatives for the "disastrous" speeches. Sample scenarios include the following:

Libby was running late to a banquet in which she was the spotlight speaker. She didn't get time to eat with everyone and barely made it into her seat before she was introduced to the audience and expected to speak. When she began her speech, she offered an extensive apology for being late, attempting to explain in a humorous way how she fought traffic to get to the event. Because she was rattled, the story ran long and was disjointed. Finally, Libby made a rather abrupt shift into her first main point.

Miguel spoke to dorm residents about stress and depression leading to suicide. He gave current statistics on the rising rate of suicides among college-aged persons and offered useful suggestions for spotting depression in yourself and your friends, so as to prevent someone's suicide attempt or back away from the thought yourself. After his summary of points, Miguel told a moving story about his brother's suicide attempt--how he pulled him from the "clutches of death." His last line in the speech was: "Life really is precious, no matter how bad it seems in one moment, one day, one year. I know, and my brother knows, that the sun really does come up again in the morning, and it can be an incredible day." The chills and applause in the audience gave testament to the success of Miguel's presentation.

ONLINE TEACHING PLAN

Preview activity: Using appropriate material in the introduction and conclusion of a speech involves preparation, and a real assessment of students' skills and abilities as a speaker. Review the online

article entitled, *Rule of Three Multiplies Speech Humor*, found at:
<http://austin.bizjournals.com/austin/stories/1999/11/01/smallb3.html>

This article helps introduce the idea that humor in speeches should be appropriate. It gives students information about types of humor to use, when to use humor based on the audience, and how to place humor in the context of a speech.

Teaching activity: Students often make the mistake of focusing only on how they will begin their speech without completely considering exactly how they will conclude their speech. Stress the importance of a well-planned conclusion by asking students to create concluding statements for speeches on a list of topics. Review the website on famous quotations at <http://www.tpub.com/Quotes/>. Students should select three quotations from this database and write three possible conclusions for speeches using these quotes. Students should submit the quotes along with their fictitious speech conclusions.

Review activity: Students should anonymously submit their proposed introduction and conclusion for an upcoming speech to the instructor. Send each proposed intro and conclusion to another student to solicit constructive feedback and suggestions. Once all the intros and conclusions have been sent back to the instructor, forward each student his or her own intro and conclusion, along with the suggestions from their classmate. Be sure to read the critique before sending it on to the student to make sure it is constructive and accurate.

Specific Purposes and Central Ideas for Practicing Introductions and Conclusions

Using the information provided below, create both an introduction and a conclusion that satisfies all of the functions of each. Also, be sure to use an appropriate technique in each case.

Specific Purpose: By the end of my speech, my audience will be convinced that Madonna is the greatest performer of all time.

Central Idea: Madonna is the greatest performer of all time because of her changing personas, her controversial videos and her hit songs.

Using the information provided below, create both an introduction and a conclusion that satisfies all of the functions of each. Also, be sure to use an appropriate technique in each case.

Specific Purpose: By the end of my speech, my audience will know what it takes to be a pirate.

Central Idea: To become a pirate, one must have a ship, a wooden peg-leg and a patch over one eye.

Using the information provided below, create both an introduction and a conclusion that satisfies all of the functions of each. Also, be sure to use an appropriate technique in each case.

Specific Purpose: By the end of my speech, my audience will know how to put out a forest fire.

Central Idea: There are three ways to put out a forest fire, extinguishing, smothering, and drowning.

Using the information provided below, create both an introduction and a conclusion that satisfies all of the functions of each. Also, be sure to use an appropriate technique in each case.

Specific Purpose: By the end of my speech, my audience will know what it takes to be an Elvis impersonator

Central Idea: To become an Elvis impersonator, one must have a rhinestone jumpsuit, fantastic dance moves, and a curled upper lip.

Using the information provided below, create both an introduction and a conclusion that satisfies all of the functions of each. Also, be sure to use an appropriate technique in each case.

Specific Purpose: By the end of my speech, my audience will know three methods of ditching a bad blind date.

Central Idea: Ditching a bad blind date is tricky, but can be done by faking illness, having a friend phone in a fake emergency, or sneaking out.

Public Speaking, 7e (Beebe/Beebe)
Chapter 10 Introducing and Concluding Your Speech

Multiple-Choice Questions

- 1) The first step in an introduction is
- A) to reveal the topic.
 - B) a preview of main ideas.
 - C) to get the audience's attention.
 - D) to establish credibility.

Answer: C

Diff: 1 Page Ref: 221

Topic: Purposes of introductions

Skill: Factual

- 2) In an introduction, proximity is
- A) how close the speaker is to the audience.
 - B) using the most current information.
 - C) assuring the thesis statement is the first idea presented.
 - D) using information that affects the audience directly.

Answer: D

Diff: 1 Page Ref: 221

Topic: Purposes of introductions

Skill: Factual

- 3) According to the authors, the most obvious purpose that you *must* accomplish in a speech introduction is
- A) to get the audience's attention.
 - B) to introduce the topic of your speech.
 - C) to establish your credibility.
 - D) to establish proximity with your audience.

Answer: B

Diff: 1 Page Ref: 222

Topic: Purposes of introductions

Skill: Factual

- 4) Credibility is
- A) the attitude listeners hold toward a speaker.
 - B) the value listeners give the topic.
 - C) is something that all speakers possess.
 - D) established with the specific purpose of the speech.

Answer: A

Diff: 1 Page Ref: 222

Topic: Purposes of introductions, establish your credibility

Skill: Factual

CHAPTER 10

- 5) It is important in an introduction to build trust with the audience, to have them believe you and like you. This is known as speaker
- A) likeability.
 - B) credibility.
 - C) trustworthiness.
 - D) popularity.

Answer: B

Diff: 1 Page Ref: 222

Topic: Purposes of introductions, establish your credibility

Skill: Factual

- 6) In the introduction to your speech, a good way to establish your credibility is to
- A) start with a well known quotation.
 - B) be well prepared and confident.
 - C) summarize your main ideas.
 - D) state your specific purpose.

Answer: B

Diff: 1 Page Ref: 222

Topic: Purposes of introductions, establish your credibility

Skill: Factual

- 7) This signpost may enumerate the ideas and points that will be presented in the speech. This signpost is known as
- A) a summary.
 - B) a specific purpose.
 - C) a preview.
 - D) an emphasis statement.

Answer: C

Diff: 1 Page Ref: 223

Topic: Purposes of introductions, preview your main ideas

Skill: Factual

- 8) A speaker who describes her or his main points as part of the introduction is utilizing what device?
- A) a credibility statement
 - B) a specific purpose statement
 - C) a preview statement
 - D) an internal summary

Answer: C

Diff: 1 Page Ref: 223

Topic: Purposes of introductions, preview your main ideas

Skill: Conceptual

- 9) An anecdote is
- A) a persuasive argument used to counteract the thesis statement.
 - B) a brief entertaining story or illustration.
 - C) a way of including expert testimony into the introduction.
 - D) a fictional statement used to add humor to the speech introduction.

Answer: B

Diff: 1 Page Ref: 224

Topic: Effective introductions

Skill: Factual

- 10) In an introduction, you may ask a question that doesn't require a response but makes the audience think about your topic. This type of question is
- A) a rhetorical question.
 - B) an ambiguous question.
 - C) a hypothetical question.
 - D) an unanswerable question.

Answer: A

Diff: 1 Page Ref: 227

Topic: Effective introductions, questions

Skill: Conceptual

- 11) Which of the following does the text state is an inherently interesting type of supporting material?
- A) a startling introductory device
 - B) a specific purpose statement
 - C) a summary
 - D) an anecdote

Answer: D

Diff: 1 Page Ref: 224

Topic: Effective introductions, illustrations or anecdotes

Skill: Factual

- 12) Thanking someone for inviting you to speak, as part of your introduction, is termed
- A) a rhetorical device.
 - B) a reference to a recent event.
 - C) a personal illustration.
 - D) a personal reference.

Answer: D

Diff: 1 Page Ref: 228

Topic: Effective introductions, personal references

Skill: Factual

CHAPTER 10

- 13) The statement "This is great day, because so many people from so many walks of life have gathered in this place to celebrate the life of Martin Luther King, Jr." is an example of an introductory device called
- A) a reference to the occasion.
 - B) a reference to something personal.
 - C) a reference to a recent event.
 - D) a reference to a historical event.

Answer: A

Diff: 1 Page Ref: 229

Topic: Effective introductions, references to the occasion

Skill: Factual

- 14) Dana opens her speech against abortion by putting up a transparency that shows a graphic image of an aborted fetus. Is this an effective opening?
- A) No; she should have opened with a verbal, rather than a visual attention getter.
 - B) No; this type of graphic material may disgust and repel the audience.
 - C) Yes; this was startling and vivid and got the audience's attention.
 - D) Yes; an audience cannot ignore the truth when it is pointed out to them.

Answer: B

Diff: 1 Page Ref: 221

Topic: Purposes of introductions, get the audience's attention

Skill: Conceptual

- 15) In developing her speech on scuba diving, Rachael is trying to decide whether or not to tell the audience in her introduction that she has been a diver since she was Freshman in high school. She wonders if this will help or hurt her credibility. What textbook advice applies here?
- A) Rachael should avoid describing her experience with the topic because she will appear to be speaker centered and not audience centered.
 - B) Rachael should give a brief, credibility-building explanation of her experience with the topic.
 - C) Rachael should give a full explanation of her experiences with the topic, including when she started diving, how many years she's diving, how often she dives, etc.
 - D) For the sake of suspense, Rachael should wait until her conclusion to describe her diving experience.

Answer: B

Diff: 1 Page Ref: 222

Topic: Purposes of introductions, establish your credibility

Skill: Applied

- 16) Janet's introduction contained the following remarks: "How many of you know someone who has tried to quit smoking, successfully or unsuccessfully? Have any of the smokers in this audience tried to quit? Well, if you have tried to quit and failed, you are among the 20 percent of Americans who have tried to quit multiple times. A few months ago I tried to quit, for the umpteenth time, but this time I made it. I'd like to tell you exactly how I made it." Which of the following statements is accurate about this introduction?
- A) Janet has too many devices in this introduction; the audience will be confused rather than intrigued by this introduction.
 - B) Janet shouldn't discuss her own experience with quitting smoking because it sets up some distance between her and the audience.
 - C) Janet has successfully combined introductory devices of questions to the audience, statistical information, and a personal reference.
 - D) Janet has successfully combined introductory devices of startling statements, reference to historical events, and illustrations.

Answer: C

Diff: 1 Page Ref: 225-228

Topic: Effective introductions, questions

Skill: Conceptual

- 17) Leonard walked to the podium, made direct eye contact with the audience, then asked the audience: "Have you ever wondered what a hot dog is made of? Do you really want to know?" What introductory device was Leonard using?
- A) opening with a startling facts
 - B) asking rhetorical questions
 - C) establishing his credibility
 - D) using personal references

Answer: B

Diff: 1 Page Ref: 227

Topic: Effective introductions, questions

Skill: Conceptual

- 18) In the speech just before Jerome's, the speaker covered some of the same material that Jerome was going to use in his speech on golf. Instead of letting this throw him, Jerome acknowledged the overlap in his introduction. Was this a wise thing to do, according to your text?
- A) No; drawing attention to the similarities in the two speeches was unnecessary and hurt Jerome's credibility.
 - B) Yes; but only because Jerome made the point much more clearly and succinctly than the speaker before him.
 - C) No; Jerome should not have mentioned the overlap because chances are the audience would not catch it.
 - D) Yes; Jerome used an attention-getting, credibility-building device known as a reference to a preceding speech.

Answer: D

Diff: 1 Page Ref: 229-230

Topic: Effective introductions, references to preceding speeches

Skill: Conceptual

CHAPTER 10

- 19) What is the purpose of the technique when a speaker makes reference to the introduction in the conclusion?
- A) providing a sense of closure
 - B) unnecessary repetition of material
 - C) a good way to summarize the speech.
 - D) a way to build speaker credibility

Answer: A

Diff: 1 Page Ref: 233

Topic: *Effective conclusions*

Skill: *Factual*

- 20) What should a speech conclusion do?
- A) Provide new material.
 - B) Summarize the main ideas.
 - C) Stir guilt in the audience.
 - D) Fade out gradually.

Answer: B

Diff: 1 Page Ref: 231

Topic: *Purposes of conclusions*

Skill: *Factual*

- 21) Reemphasizing the central idea in a memorable way, moving an audience to action, and providing closure are all functions of
- A) the speech introduction.
 - B) the specific purpose.
 - C) the central idea.
 - D) the speech conclusion.

Answer: D

Diff: 1 Page Ref: 232

Topic: *Purposes of conclusions*

Skill: *Conceptual*

- 22) When Gloria said, "So we must all do something to end domestic violence; we must all be prepared to confront this issue in our own neighborhoods and homes, so that we become part of the solution, not part of the problem," you recognize this as
- A) a startling statement.
 - B) a re-emphasis on the central idea.
 - C) a statement to motivate the audience to respond.
 - D) a concluding summary statement.

Answer: C

Diff: 1 Page Ref: 232

Topic: *Purposes of conclusions*

Skill: *Conceptual*

- 23) Terms like "finally," "in conclusion," and "in closing" are examples of
- A) devices to motivate an audience to respond or be moved to action.
 - B) devices that provide closure for a speech.
 - C) devices that summarize the main points in a speech.
 - D) devices that reemphasize the main point in a memorable way.

Answer: B

Diff: 1 Page Ref: 232

Topic: Purposes of conclusions, provide closure

Skill: Factual

- 24) In her introduction to her speech about eating disorders, Sheila told the story of her friend who almost died of anorexia. In her conclusion, she reminded her audience of what her friend went through and explained that her friend was currently doing well in her battle against the disease. Was this an appropriate strategy for her speech?
- A) Yes; this is a concluding strategy known as a reference to the introduction.
 - B) Yes; this is a concluding strategy known as a reference to the occasion.
 - C) No; the introduction and conclusion are separate elements of a speech and should not overlap.
 - D) Yes; this is a concluding strategy known as an appeal to action.

Answer: A

Diff: 1 Page Ref: 233

Topic: Effective conclusions, references to the introduction

Skill: Conceptual

- 25) In his speech about registering to vote, Dan explains the new legislation that allows voter registration to coincide with driver's license renewal. But he concludes the speech by stating that any person who is not registered should go by several locations that he has listed on the chalkboard and register in time for the next election. Finally, Dan reiterates: "Everyone please register to vote; it's your right and your duty as a citizen." What aspect of effective conclusions has Dan utilized?
- A) a personal reference to his own experience
 - B) an inspirational appeal or challenge to the audience
 - C) an appeal to action on the part of the audience
 - D) an effective summary of main points in a speech

Answer: C

Diff: 1 Page Ref: 232

Topic: Effective conclusions, appeals to action

Skill: Conceptual

CHAPTER 10

True/False Questions

26) Your introduction and conclusion provide your listeners with important first and final impressions of both you and your speech.

Answer: TRUE

Diff: 1 Page Ref: 220

Topic: Purposes of introductions

Skill: Factual

27) The introduction is more often the last part of the speech you develop.

Answer: TRUE

Diff: 1 Page Ref: 220

Topic: Purposes of introductions

Skill: Factual

28) Organizing the body of your speech should follow the crafting of both the introduction and the conclusion.

Answer: FALSE

Diff: 1 Page Ref: 220

Topic: Purposes of introductions

Skill: Factual

29) You can help establish listening motivation by showing the members of your audience how the topic affects them directly.

Answer: TRUE

Diff: 1 Page Ref: 221

Topic: Purposes of introductions

Skill: Factual

30) Perhaps the most obvious purpose of an introduction is to introduce the subject of a speech.

Answer: TRUE

Diff: 1 Page Ref: 222

Topic: Purposes of introductions

Skill: Factual

31) One way to build credibility in the introduction is to be prepared and to appear confident.

Answer: TRUE

Diff: 1 Page Ref: 222

Topic: Purposes of introductions

Skill: Factual

32) A way to establish proximity is to tell the audience of your personal experience with your topic.

Answer: FALSE

Diff: 1 Page Ref: 222

Topic: Purposes of introductions

Skill: Factual

- 33) A credibility statement is an organizational strategy called a signpost.
Answer: FALSE
Diff: 1 Page Ref: 223
Topic: Purposes of introductions
Skill: Factual
- 34) An illustration or anecdote is the most inherently interesting type of supporting material.
Answer: TRUE
Diff: 1 Page Ref: 224
Topic: Effective introductions
Skill: Factual
- 35) Startling an audience with the extent of a situation or problem invariably catches its members' attention but discourages them to listen further.
Answer: FALSE
Diff: 1 Page Ref: 225
Topic: Effective introductions
Skill: Factual
- 36) Often a past writer or speaker has expressed an opinion on your topic that is more authoritative, comprehensive, or memorable than what you can say.
Answer: TRUE
Diff: 1 Page Ref: 225
Topic: Effective introductions
Skill: Factual
- 37) Humor, handled well, can be a wonderful attention getter.
Answer: TRUE
Diff: 1 Page Ref: 226
Topic: Effective introductions
Skill: Factual
- 38) A rhetorical question is intended to provoke thought, rather than elicit an answer.
Answer: TRUE
Diff: 1 Page Ref: 227
Topic: Effective introductions
Skill: Factual
- 39) Referring to a recent event decreases your credibility by showing that you are only knowledgeable about current events.
Answer: FALSE
Diff: 1 Page Ref: 228
Topic: Effective introductions
Skill: Factual
- 40) An effective conclusion will summarize the speech and provide closure.
Answer: TRUE
Diff: 1 Page Ref: 231
Topic: Purposes of conclusions
Skill: Factual

CHAPTER 10

Matching Questions

Match the purpose on the right with the technique on the left.

41) Reemphasize the central idea
in a memorable way

Diff: 1 Page Ref: 233

Topic: Purposes of conclusions

Skill: Factual

A) Provide closure

B) Summarize the speech

42) Restate the main ideas

Diff: 1 Page Ref: 233

Topic: Purposes of conclusions

Skill: Factual

43) Use verbal or nonverbal cues
to signal the end of the
speech

Diff: 1 Page Ref: 233

Topic: Purposes of conclusions

Skill: Factual

44) Motivate the audience to
respond

Diff: 1 Page Ref: 233

Topic: Purposes of conclusions

Skill: Factual

41) B

42) B

43) A

44) A

Short Answer Questions

- 45) _____ is an audience's perception of a speaker as competent, trustworthy, knowledgeable, and dynamic.

Answer: Credibility

Diff: 1 Page Ref: 222

Topic: Effective introductions

Skill: Factual

- 46) An _____ is an illustration of brief story.

Answer: anecdote

Diff: 1 Page Ref: 224

Topic: Effective introductions

Skill: Factual

- 47) The quality of a conclusion that makes a speech sound finished is called _____.

Answer: closure

Diff: 1 Page Ref: 232

Topic: Purposes of conclusions

Skill: Factual

- 48) What are five important functions of the introduction?

Answer: - get audience's attention
 - give audience a reason to listen
 - introduce the subject
 - establish credibility
 - preview your main ideas

Diff: 2 Page Ref: 220-223

Topic: Effective introductions

Skill: Conceptual

- 49) What are the two main purposes of a conclusion?

Answer: to summarize the speech and provide closure

Diff: 2 Page Ref: 231-232

Topic: Effective conclusions

Skill: Conceptual

- 50) List five purposes of the introduction and provide a method for accomplishing each purpose.

Answer: - get the audience's attention: use an illustration, a startling fact or statistic, a quotation, humor, a question, etc. .
 - give the audience a reason to listen: tell your listeners how the topic directly relates to them.
 - introduce the subject: present your central idea to your audience.
 - establish your credibility: offer your credentials. Tell your listeners about your commitment to the topic.
 - preview main ideas: tell your audience what you are going to tell them.

Diff: 2 Page Ref: 220-223

Topic: Effective introductions

Skill: Conceptual

Public Speaking:
An Audience-Centered Approach – 7th edition

Chapter 10
Introducing
And
Concluding
Your
Speech

This multimedia product and its contents are protected under copyright law. The following are prohibited by law:

- any public performances or display, including transmission of any image over a network;
- preparation of any derivative work, including the extraction, in whole or in part, of any images;
- any rental, lease, or lending of the program.

Steven A. Beebe & Susan J. Beebe

Copyright © Allyn & Bacon 2009

**“The average
man thinks
about what
he has said;
the above
average man
about what
he is going
to say.”**

- Anonymous

Copyright © Allyn & Bacon 2009

Purposes of Introductions

- **Get the audience’s attention.**
- **Give the audience a reason to listen.**
- **Introduce the subject.**
- **Establish credibility.**
- **Preview main ideas.**

Copyright © Allyn & Bacon 2009

Purposes of Introductions

Get the audience's attention

- Use an illustration.
- Give a startling fact or statistic.
- Give a quotation.
- Use appropriate humor.
- Pose a rhetorical question.
- Refer to historic/recent events.
- Give a personal reference.
- Refer to the occasion.
- Refer to a preceding speech.

Copyright © Allyn & Bacon 2009

Purposes of Introductions

Give the audience a reason to listen

- Explain how the topic relates to them.
- The topic might affect them now.
- The topic might affect them in the future.

Copyright © Allyn & Bacon 2009

Purposes of Introductions

Introduce the subject

- Present your central idea.
- Remember:
a complete
statement.

Copyright © Allyn & Bacon 2009

Purposes of Introductions

Establish credibility

- Be prepared.
- Show confidence.
- Reveal any experiences, training, education, etc.

Copyright © Allyn & Bacon 2009

Purposes of Introductions

Preview main ideas

- Tell the audience what you will discuss.
- Signposted previews are better (“first... second...third...”)

Copyright © Allyn & Bacon 2009

A Sample Introduction

View the video, and ask yourself:

1. How does the speaker capture the attention of the listeners?
2. How does the speaker motivate the audience to listen; i.e., how does the speaker relate the topic to the listeners' lives?
3. Does the speaker establish credibility?
4. How well does the speaker preview the main ideas?

Copyright © Allyn & Bacon 2009

A Sample Introduction



Copyright © Allyn & Bacon 2009

Purposes of Conclusions

- Summarize the speech.
- Provide closure.

Copyright © Allyn & Bacon 2009

Purposes of Conclusions

Methods of summarizing the speech

- Restate the main ideas.
- Remind listeners of the central theme.

Copyright © Allyn & Bacon 2009

Purposes of Conclusions

Ways to provide closure

- Verbal “alert” that the end is near. (“Finally,” “in closing,” etc.)
- Nonverbal “signal” that the closing is approaching. (Pause, slow down, move away, etc.)
- Motivate listeners to respond.
- Refer to an idea from the introduction.
- Inspire or challenge your audience.

Copyright © Allyn & Bacon 2009

A Sample Conclusion

View the video, and ask yourself:

1. How clearly does the speaker review the main points covered in the speech?
2. Does the speaker inspire or challenge the audience in some way?

Copyright © Allyn & Bacon 2009

A Sample Conclusion



Copyright © Allyn & Bacon 2009

CHAPTER ELEVEN: OUTLINING AND EDITING YOUR SPEECH

Chapter-at-a-Glance

Detailed Outline	Instructor Resources	Supplements	Professor Notes
<p>Developing a Preparation Outline (p. 240)</p> <ul style="list-style-type: none"> • Write in complete sentences • Use standard outline form and numbering • Use subdivisions • Indent properly • Add blueprint, key signposts, introduction, conclusion <p>Sample Preparation Outline (p. 242)</p> <p>Editing your speech (p. 246)</p> <ul style="list-style-type: none"> • Review your specific purpose • Consider your audience • Simply say it <p>Developing a Delivery Outline and Speaking Notes (p. 247)</p> <ul style="list-style-type: none"> • Make outline brief • Include shortened introduction and conclusion • Include supporting material and signposts • Do not include 	<p>Learning Objective #1: Describe the purposes of the preparation outline and the delivery outline</p> <p>Learning Objective #2: Identify and explain guidelines for developing these outlines</p> <p>Learning Objective #3: Demonstrate standard outline form</p> <p>Learning Objective #4: Prepare the preparation outline and the delivery outline</p> <p>Learning Objective #5: Edit a speech</p> <p>Learning Objective #6: Deliver a speech from speaking notes</p>	<p>Types of outlines: Allyn & Bacon Transparency #T-34</p> <p>Example of a preparation outline: Allyn & Bacon Transparency #T-35</p> <p>Speech Preparation Workbook pp. 49-57</p> <p>Digital Media Archive for Communication (DMAC) T11I11, T11I12, T11I13, T11I14</p> <p>Example of a Speaker Outline: Allyn & Bacon Transparency #T-36 DMAC T11I15</p>	

<p>purpose statement in outline</p> <ul style="list-style-type: none"> • Use standard outline form <p>Sample Delivery Outline (p.248)</p> <ul style="list-style-type: none"> • Develop from delivery outline • Include delivery cues and reminders • Speaking Notes 			
--	--	--	--

CHAPTER SUMMARY

Speeches need a very specific plan to be successful. That is why outlining is such a valuable skill for a public speaker. There are two major types of outlines, the preparation outline and the delivery outline. The preparation outline is a complete sentence outline that lays out the overall plan of the speech. The preparation outline requires standard outline numbering and indentation. The delivery outline also requires standard outline form, but it is a scaled down version of the preparation outline. From the delivery outline, a speaker can draft speaker notes. These notes can be used for delivery and can be tailored more to the speaker’s individual style.

LEARNING OBJECTIVES

1. Students will be able to describe the purposes of a preparation outline and a delivery outline.
2. Students will be able to identify and explain guidelines for preparing a preparation outline and a delivery outline.
3. Students will be able to demonstrate standard outline form.
4. Students will be able to prepare a preparation outline and a delivery outline for a speech being worked on.
5. Students will be able to edit a speech.
6. Students will be able to deliver a speech from speaking notes.

CHAPTER OUTLINE

- I. The first stage is developing a preparation outline.
 - A. Most speakers develop a preparation outline that includes all major features.
 1. A preparation outline includes main ideas, subpoints, and supporting material.
 2. A preparation outline may also include specific purpose, introduction, blueprint, conclusion, and signposts.
 - B. Preparation outlines may begin with “Mapping,” (aka “Clustering”) technique.
 - C. Final goal of a preparation outline is to produce a plan that allows you to judge the unity and coherence of your speech, to see how well the parts fit together.
 - D. Three suggestions will produce an acceptable preparation outline.
 1. Write your preparation outline in complete sentences, like those you will use when delivering your speech.
 2. Use standard outline form.
 - a. Use standard outline numbering.
 - b. Use at least two subdivisions, if any, for each point.
 - c. Indent main ideas, points, subpoints, and supporting materials properly.
 - d. Write and label your specific purpose at the top of your preparation outline.
 - e. Add the blueprint, key signposts, and an introduction and conclusion to your outline.
 - f. Examine and follow the sample preparation outline on textbook pages 244-245.
 3. Use completed preparation outline to analyze and possibly revise speech, guided by five analysis questions.
 - a. Does the speech as outlined fulfill the purpose you have specified?
 - b. Are the main ideas logical extensions (natural divisions, reasons, or steps) of the central idea?
 - c. Do the signposts enhance the comfortable flow of each idea into the next?

- d. Does each subpoint provide support for the points under which it falls?
- e. Is your outline form correct?

II. Speakers Homepage is found in textbook, page 247, with helpful exercises for your outlining.

III. The second stage is developing a delivery outline.

A. A delivery outline is to be accomplished after completion of preparation outline and preliminary rehearsals.

B. Follow six steps to a good delivery outline.

1. Make the outline as brief as possible, and write in single words or short phrases rather than complete sentences.
2. Include the introduction and conclusion in much shortened form.
3. Include supporting material and signposts.
4. Do not include your purpose statement in your delivery outline.
5. Use standard outline form so that you can easily find the exact point or piece of supporting material you are seeking when you look down at your notes.
6. Examine and follow the sample delivery outline found in textbook, pages 248-249.

IV. The final stage is developing speaker notes.

A. Speakers who have difficulty in handling the outline in paper form transfer delivery outlines to note cards.

B. Alternatives to delivery outlines include “maps,” or a combination of words, pictures, and symbols.

C. A final addition to speaker notes is delivery cues and reminders, such as “Louder” (here), “Pause,” or “Move in Front of the Podium.”