



Aspley East State School

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2007 Inaugural Speech Contest

Dear Parents and Caregivers,

The administration and teachers at Aspley East State School are pleased to announce our inaugural speech contest 'Let It Be Heard at Aspley East'. Students will compete in three separate divisions for Years Five, Six and Seven. The winning student in each division will receive a trophy. All finalists will receive a Finalists' Certificate.

Timeline

- As part of the formal evaluation of speaking as a strand of English in 2nd Semester's reports, all Years Five to Seven students will prepare and deliver a speech in class.
- Classroom teachers will select the three best speakers from each class to compete in semi-finals, based on year level criteria and standard descriptors.
- The five best speakers in the semi-finals from each year level will compete in the finals.

Class speeches	Weeks 9, 10, and 11 of Term Three	3 – 21 September
Semi-finals	Week 2 of Term Four	15-19 October
Finals	Thursday, Week 4 of Term Four,	November 1, 6:30pm for a 6:45pm start
Venue for finals	Multi-Purpose Activity Centre	

Contest Information for Speakers, Parents and Caregivers

- Speakers in the semi-finals will be judged by members of the school's administration team. Speakers in the finals will be judged by three independent adjudicators. Speeches in the finals will be scored out of 100 points, based on set evaluation criteria.
- The class evaluation criteria and descriptors, the adjudication sheet for the finals, notes for speakers, a glossary of terms, etiquette for speeches and outlines for developing a speech follow this letter in this document.
- Students will give the same speech in each section of the competition: class speech, semi-final speech and final speech.

Topic	Own choice.	(The teachers will give guidelines.)
Length	Year 5	2 - 3 minutes
	Year 6	3 - 4 minutes.
	Year 7	3 - 5 minutes
- Students are strongly encouraged to keep within time limits. A warning bell will be sounded 30 seconds before time. However, points are not necessarily deducted for going over or under time. Speakers may be penalised, if the adjudicators decide that the time infringement adversely affects the overall effectiveness of the speech.

- *Order of speakers within each division will be decided by lot.*
- *A timer's report will be given at the conclusion of each year level's speeches.*
- *Students are expected to wear formal school uniforms on the evening of the finals.*

Parents and caregivers, we ask you to assist greatly by giving your children encouragement and displaying interest in their speech writing and practising and in supporting our finalists by attending the final presentations. Speaking clearly and confidently is an important skill to develop and being a proficient public speaker is something we wish to nurture in each and every student at Aspley East.

We thank you for your anticipated support with this initiative and we are sure that each year our speaking contest will be one of the many highlights on Aspley East's school calendar.

*Jane Box
Head of Curriculum*

*Paul Kingston
Principal*

Major Parts of a Speech

Traditionally, a speech is divided into three major parts: the introduction, the body and the conclusion – beginning, middle and ending. As you start to organise your materials, you may want to enlarge upon these basic parts in this manner:

- ◆ Central Idea the theme statement
- ◆ Introduction sets the stage for the theme;
establishes mood, colour and background - consists of
approximately 10% of the speech.
- ◆ Body of the Speech sets forth at least two main points to prove the
thesis and provides subordinate supports for each - makes up
about 85% of the presentation
- ◆ Conclusion summarises the main theme or premise without
further new material - usually about 5% of the speech
- ◆ Transitions connections - shows the relationships between
the divisions of a speech

Types of Speeches

General Purpose

1. To inform
2. To entertain
3. To inspire
4. To convince
5. To persuade

Response/s Sought

- clear understanding, explanation, instruction,
learning, knowledge
- delight, amusement, enjoyment, laughter
- animation or exaltation of the human spirit,
arousal of emotions
- change, strengthen, influence belief,
intellectual agreement
- action, practice or belief brought about by
argument and reason

A Seven Step Procedure for Speech Outlining

There is no set procedure for developing the different portions of the speech outline. Some people work out the body of the speech first; then plan the introduction. Others prefer to do the conclusion before the introduction. Occasionally a skilled speaker may even start with a good title and build a speech from that. It is up to each individual to find the most effective way to work.

The following formula has been a valuable aid for many speakers:

1. State the central idea
2. Choose the main points and arrange them in some systematic scheme.
3. Support each main point. Check for proper subordination and use supporting material that is pertinent and adequate.
4. Plan the conclusion.
5. Plan the introduction
6. Test the transitions – (holds the speech together – ‘and therefore’ etc.)
7. Select a title.

You may wish to start by following the plan above. Remember, however, this procedure is flexible and should be adapted to suit your own needs and style of working. As you gain experience in organising speeches, you will find that your outlines assume shape, grow, and become definite through a series of orderly stages that work well for you.

The Title

Although some speakers do not include the speech title in their final outline, it is wise to do so. A good title is essential to any public presentation. It gains attention and sets the stage for your speech.

As a first step in finding a title, review the theme of your speech. Use your imagination and originality to list as many tentative titles as you can think of. Then select the one that is right for this particular speech. To be most effective a speech title should meet the following criteria:

- ◆ command immediate attention and arouse the interest and curiosity of the audience
- ◆ be concise
- ◆ be unusual, original, catchy
- ◆ relate to the underlying theme and subject matter of the speech
- ◆ suggest the subject of the speech, but not give it away
- ◆ lend itself to incorporation in the introduction and possible repetition in the body of the talk
- ◆ show sincerity, restraint, good taste
- ◆ reflect the personality of the speaker and arouse interest in the speaker
- ◆ be concrete, not too broad in scope.

A catchy title, neatly expressed in several words instead of a complete sentence, is highly attractive to many speakers. However, make certain your title relates to the main idea of your speech or the audience will feel let down – and rightly so.

Practising Your Speech

Your subject has been chosen; materials have been gathered; and the speech has been thoughtfully organised. One final step in your preparation remains – practising for the oral presentation. While it is possible to make a good speech if the subject is interesting and you are sincere, the speech will be even better if it is delivered effectively.

Prepare Short Notes

Work out a short outline or brief notes, and put them on cards small enough to fit easily into your hand. Try to use only one or two cards. These notes might contain:

- ◆ your opening words
- ◆ words or phrases to remind you of each main point and subordinate point or proof
- ◆ key words or phrases to suggest the next idea
- ◆ the beginning words or central thought of your conclusion

Rehearse Your Speech

Try to schedule regular practice periods spaced over several days. Choose a time and place where you can be by yourself. In the early stages, you will do much better if there is no one to watch and give advice. Always practise your speech aloud. Stand as if you were before an audience and give the talk from your notes. At times, you may wish to refer to your long outline to clarify your thoughts and check on some specific information. When you have found what you want, return to the use of the short notes.

Always go through the entire speech. When you have to pause to think or refer to notes, pick up at the place where you stopped. This helps to keep the complete speech before you. If you start at the beginning each time, you become very familiar with the first part of your speech; but you neglect the last portion.

Experiment with expressing your thoughts in several different ways. Each time you rehearse, use slightly different wording. This continued revising of your talk, while still retaining the same central idea and outline is excellent practice for the final delivery.

Work only a short period at a time. Go through the speech, and then do something else. It is surprising how the mind can absorb and clarify ideas while you are occupied with other tasks.

Do **not** memorise the speech verbatim. If you forget a word, you are entirely lost; the speech will lack naturalness in delivery; and it will be difficult to change it to fit the occasion or to make allowance for the unexpected.

Memorise your outline and main ideas. Then if you forget a point in the outline, you can proceed; and most listeners will never know the difference. After the outline is memorised, rehearse without notes.

Time the Speech

Do not be overly concerned with timing at first, except to keep within the approximate time limit. After the speech has been rehearsed a few times, check the timing more closely. Usually a speech will take longer in actual delivery than in rehearsal. For a five-minute speech; plan to talk approximately four to four and a half minutes.

Work on Vocal Techniques

Talk loudly enough so that you become used to your own voice. It is a good idea to project your voice as if your audience were actually in front of you. Use your lips, tongue, and jaws to articulate distinctly; form each word so that it can be clearly understood and be careful to articulate word endings.

Let the voice rise and fall to indicate major and minor ideas, and change the rate and pitch to give variety to the voice. Don't be afraid to ***pause for effect***; but keep the pauses silent; don't fill them with meaningless sounds.

As you rehearse, try stressing different words to see which is most effective. Repeat sentences in various tones. Work for naturalness. Imagine you are talking to one person near you and try to use that tone in your speech. Remember there is no punctuation in oral speech. The punctuation must be indicated in your delivery.

Practise Physical Movement

Effective gestures will emphasise your point and add interest to the talk. If you stand tense and stiff when speaking, practise excessive gesturing and moving about as you are rehearsing. Be vehement or very emotional; see how much you can overdo. This will tend to relax you and make it easier to gesture naturally.

If you have a tendency to move too much, then practise standing quietly as you talk. Remember to move only when the movement adds to your thought. Do not move aimlessly back and forth. Move on transitions of thought. Changing the position of the entire body is like starting a new paragraph in writing.

Do not try to imitate someone else. It is natural and effective for some individuals to move and gesture a great deal; it is unnatural for others to do so. Don't be afraid to gesture if the thought seems to prompt it. Then practise gesturing until it feels natural to you.

Speech Format Outline



Theme Statement: *(Central Idea)*

Introduction:

Main Body:

Main Idea One: *(supporting theme statement)*

Supporting Points:

- ---
- ---
- ---
- ---
- ---

Main Idea Two: *(supporting theme statement)*

Supporting Points:

- ---
- ---
- ---
- ---
- ---

Conclusion:

Speech Outline

Theme Statement/ Introduction:

Main Point One:

Supporting Points:

- ---
- ---
- ---
- ---

Main Point Two:

Supporting Points:

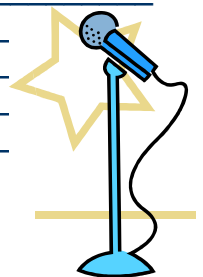
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Main Point Three:

Supporting Points:

- ---
- ---
- ---
- ---

Conclusion:





**Aspley East State School
Inaugural Speech Contest
'Let It Be Heard at Aspley East'
Finals Adjudication Sheet**

Evaluation Criteria		Name:	
		Year Level:	
Speech Title:		Marks	
Speech Preparation	Introduction: Effectiveness and suitability	/10	
	Body: 1. Clarity and logical development of ideas 2. Transitions - cohesion 3. Suitability of material to subject 4. Use of effective vocabulary 5. Originality	5 5 5 5 5	/25
	Conclusion: Effective summation and closure	/10	
Delivery- Physical Aspects: 1. Platform presence – stance, overall presentation of self, confidence 2. Eye contact, gestures, facial expression 3. Efficient handling of notes		10 5 5	/20
Voice: Pronunciation, enunciation, clarity, pace, volume and intonation		/15	
Overall Effectiveness: Overall appeal and presentation, effectiveness of speech title, achievement as type of speech e.g. humorous, persuasive, informative		/15	
Adjudicator's Interest:		/5	
General Comments:			
Time:		Total	/100

Glossary of Terms

theme: The central idea of the speech, the main focus for all supporting material.

transitions: Connections between the main points of the speech by the use of conjunctions e.g.

Linking words that add one statement to another: and also besides, further, as well as, accordingly, in addition, when, where, who, whom, which and whose.

Linking words that show contrast: but, yet, however, nevertheless, although, on the contrary, still, otherwise, in other words

Linking words to express inference: because, therefore, for, since, then consequently, accordingly, so, and for this reason

Linking words that express alternative: either.....or, neither.....nor

There are also a large number of prepositional phrases that can be used as linking words. Here are some: to this, in spite of, with regards to, according to, common to, despite this, in contrast with, to a great extent, regardless of, with reference to.

presentation of self: General appearance and presentation of speaker e.g. neatness in grooming, correct dress

clarity: Clearness with which the voice can be heard by the audience

gestures: Movement of the arms and body in order to clarify meaning and enhance presentation

pronunciation: The correct manner of articulating or pronouncing words including correct emphasis on syllables etc.

enunciation: The clear pronunciation of sounds within words (poor enunciation would include dropping the endings of words e.g. comin', goin').

pace: The speed with which words are delivered.

intonation: The rise and fall of the voice to enhance presentation and increase interest in delivery – variation of tone, pitch etc.

Etiquette

The following guidelines should be adhered to when constructing your speech.

Be careful to avoid completely:

- anything which could be offensive to others, including references or opinions on:
 - politics
 - religious beliefs
 - personal biases
- anything which could be hurtful to others, including discriminatory statements regarding:
 - age
 - gender
 - race
 - disabilities
 - intelligence
 - wealth or class
- any language which is inappropriate in a school context
- topics which are inappropriate for the age of the speaker
- any personal topics which could make others uncomfortable
- overly zealous opinions or statements
- any personal topics, opinions or statements that could prejudice the adjudicators against your speech, which would include all the above.



Standard Descriptors for Class Speech Presentations Years Five, Six and Seven

Rating	Confidence	Fluency	Clarity	Pace	Stance	Speech Construction	Use of palm cards/notes	Overall Effectiveness
A	Displays excellent confidence and warmth to the audience, through facial expression, and ease of speech.	Speech is very fluent and obviously well rehearsed.	Words are very well enunciated, with word endings clear. Volume is very good for the venue and audience. Speech easily understood.	Extremely good pacing. Not too quick/slow. Pause used to excellent effect.	Excellent straight stance and effective gestures. Body movement used only when required.	Excellent constructed speech, achieving the outcome required. e.g. persuading, entertaining etc.	Palm cards/notes used to affect a really well delivered speech. Eye contact with audience excellent.	Highly polished and effective speech. Excellent audience response.
B	Displays good confidence and warmth to the audience, through facial expression, and ease of speech.	Speech is fluent and flows well.	Words are well enunciated, with word endings clear. Volume is good for the venue and audience. Speech easily understood.	Very good pacing used to enhance the delivery. Not too quick/slow.	Good stance. Gestures attempted to enhance delivery, if and when required.	Very well constructed speech, achieving the outcome required. e.g. persuading, entertaining etc.	Palm cards/notes used to affect a well delivered speech. Eye contact with audience very good.	Very polished and effective speech. Good audience response.
C	Displays reasonable confidence to the audience. Fair facial expression and voice control.	Fair fluency is expressed. Tends to be a little stilted at times.	Words are reasonably well enunciated. Volume is fair for the venue and audience. Speech understood.	Speed of delivery is adequate. Tended to be too quick/slow at times.	Fairly stance. Slouched/hands in pockets etc. at times. Tended to move at times.	Reasonably well constructed speech. An attempt is evident to achieve the desired outcome.	Palm cards/notes used to affect delivery. Eye contact with audience adequate. Read the speech.	Fairly effective speech. Audience response overall was fair.
D	Lacks confidence by displaying nervousness, interfering with speech presentation.	Lacks fluency and cohesion. Needs practice and rehearsal.	Speech is not clear with words not articulated well. Volume needs improvement.	Pacing marred the smooth delivery of the speech. Very quick/far too slow.	Poor stance. Moved throughout the speech or slouched/ lent on something/hands in pockets etc.	Poorly constructed speech. Outcome not evident.	Poor use of palm cards/notes. Speech read no eye contact with audience.	Poor speech. Audience response reflected negativity.
E	Displays extreme nervousness, which interferes with speech presentation.	Lack fluency which interferes with the meaning of the speech.	Speech very unclear.	Very poor pacing, marring the speech delivery, making speech unclear.	Very poor stance. See above.	Very poorly constructed speech. As above.	No palm cards/notes used.	Very poor speech. Audience response negative.