BASIC SPEECH MODEL

I. INTRODUCTION functions:
   A. To gain attention; some techniques:
      1. Using a startling statement or behavior.
      2. Referring to the subject or occasion.
      3. Using a personal reference or greeting.
      4. Asking a rhetorical question.
      5. Using a quotation.
      6. Using humor.
      7. Using an example or illustration.
      8. Etc.
   B. To motivate the audience to listen; some considerations:
      1. Creating a positive impression:
         a. Attitude toward speaker (credibility).
            1.) Creating impression of “good sense” (competence).
            2.) Creating impression of goodwill toward the audience.
            3.) Creating the impression of good character.
         b. Attitude toward topic.
            1.) Showing personal gain for the audience as a result of listening.
            2.) Showing topic to have intrinsic interest or entertainment value.
      2. “Call for a fair hearing” (if necessary): dealing with any negative predisposition toward speaker or topic.
   C. To orient the audience to the following discussion of main points.
      1. Topic introduction: letting the audience know what is to be discussed before discussing it.
      2. Preview: briefly mentioning the main points to be discussed in the body of the speech.
      3. Background information (when necessary): such as definitions, etc.

II. BODY functions to provide primary message of presentation.
   A. Information organized around a limited number of main points or ideas (usually 2-5).
   B. Organizational pattern to clarify relationship of main points to each other.
      1. Could use chronological (or time) pattern.
      2. Could use spatial pattern.
      3. Could use cause and effect pattern.
      5. Could use a number of other patterns.
   C. Devices to highlight the organization of the main ideas.
      1. Verbal (language-based) devices.
         a. Use of strong transitions
            1.) Use of “sign posting” type.
            2.) Use of internal summaries.
            3.) Use of parallel structure.
            4.) Use of rhetorical questions.
         b. Chart for main points, subpoints, etc.
      2. Use of nonverbal cues
         a. Voice (pauses, etc.)
         b. Body (gestures, movement)
         c. Visual aids (photos, objects, etc.).

III. CONCLUSION functions:
   A. To aid audience retention of the message.
      1. By reviewing the main points (briefly mentioning the main ideas discussed in the body of the speech).
      2. Other strategies (e.g., audience participation, etc.).
   B. To reinforce audience interest and attitude; some strategies:
      1. Issuing a challenge or appeal.
      2. Supplying an additional inducement to belief or action.
      3. Stating a personal intention.
      4. Many of the same strategies useful for gaining attention and interest in the introduction (noted above).
   C. To provide a note of finality and completeness, a “graceful but obvious” ending to the speech.
      1. Can employ verbal cues (e.g., “Thank you”).
      2. Can employ nonverbal cues.
SAMPLE SPEECH

This is a sample informative speech constructed according to the Basic Model.

I. Introduction
A. (ATTENTION) Have you ever listened to a speech or lecture and been totally lost in a short time?
   1. Perhaps the speaker’s main ideas were not well organized.
   2. Poorly organized main ideas can make the message difficult to understand and retain.
B. (AUDIENCE MOTIVATION AND ORIENTATION - Topic Statement) I’m going to offer you four basic ways to organize the main ideas, or “body,” of a speech in order to avoid this problem.
   1. I have used these methods many times.
      a. I found them to be easy and effective.
      b. I also found them to be useful for essays and reports.
   2. Don’t be put off because you haven’t heard the labels before.
      a. We often unconsciously organize our thoughts and communication in these ways anyway.
      b. You will see you can use these techniques right away.
C. (ORIENTATION - Preview) The four patterns I’m going to mention are probably the most basic.
   1. The chronological pattern is concerned with time.
   2. The spatial pattern is concerned with space.
   3. The cause and effect pattern is concerned with causal relationships.
   4. The problem-solution pattern is concerned with discussion of a problem and offering solutions.

II. Body
A. In the first pattern, the chronological or time pattern, each of the main ideas is discussed according to its relationship with time.
   1. This tells the audience that there is significance to the sequence of ideas as well as their content.
   2. The speech might be about several kinds of things.
      a. How to do or make something lends itself to this kind of explanation.
      b. How something happened, like an historical event, might be discussed this way.
   3. For example, a speech following a recipe for lasagna could use a chronological organization.
B. Not only time relationships, but also spatial relationships can be used to organize ideas: in the spatial pattern, direction is the unifying concept.
   1. The ideas are ordered to demonstrate the relationship of objects, places, or people to each other in space, moving in one direction.
      a. East to west, north to south, etc., might be the way the topic is discussed.
      b. Down to up or up to down is another possibility.
   2. For example, a speech about the geography of the San Francisco Bay area, moving topically from south to north, would be using a spatial pattern.
C. Instead of chronological or spatial organization, you may want to use a cause-effect pattern.
   1. Main ideas are arranged around a discussion of the causes of a problem or other phenomena, then a consideration of one or several consequent effects.
   2. The pattern can be reversed to discuss effects, then causes.
   3. For example, a discussion of several basic causes and effects in the U.S., Vietnam involvement could be arranged this way.
D. Finally, there is the problem-solution pattern, in which main ideas are arranged to examine a problem, then offer a particular solution.
   1. Persuasive messages are especially suited to this pattern.
   2. An examination of the unemployment situation followed by advocating that Congress pass a particular bill to deal with it would be an example.

III. Conclusion
A. (REVIEW) Of all the ways to organize the main ideas, or body, of a speech, a few are basic; we have discussed four.
   1. The chronological pattern is concerned with time.
   2. The spatial pattern is concerned with space.
   3. The cause and effect pattern is concerned with causal relationships.
   4. The problem-solution pattern is concerned with pointing out a problem and its solution.
B. (REFOCUS OF AUDIENCE ATTENTION) These four simple strategies can help you construct a speech that is easier to understand and retain.
C. (NOTE OF FINALITY) I’ll leave you with this thought: even if a person has nothing worthwhile to say, by using one or a combination of these organizational patterns, it can at least be well organized.
The previous speech can be schematized as follows:

I. Introduction
   A. Attention
   B. Audience motivation (includes Topic Statement above)
   C. Orientation

II. Body
   A. First main idea
      1. Supporting material
      2. Supporting material
      3. Supporting material
   B. Second main idea
      1. Supporting material
      2. Supporting material
   C. Third main idea
      1. Supporting material
      2. Supporting material
      3. Supporting material
   D. Fourth main idea
      1. Supporting material
      2. Supporting material

III. Conclusion
   A. Review
   B. Refocus of audience attention
   C. Note of Finality

This part of a speech functions mainly to prepare the audience for the body of the speech.

This part of a speech contains the primary message of the presentation. It is arranged around main ideas, which should usually (as here) be five or less preferably organized into a clear pattern. The above speech is about how to organize the main ideas (body) of a speech.

This part of a speech functions mainly to refocus the audience’s attention, to help them retain your message and to bring the speech to a “graceful but obvious” finish.

Transitional statements are underlined in the speech. They help serve the crucial purpose of clarifying the structure of the speech by indicating passage from one idea or part of the speech to another. Remember that transitions are also nonverbal: gestures, pauses and changes in tone or rate of speech, etc., help clarify a speech’s structure. Visual aids can also be helpful (e.g., a chart of main ideas).