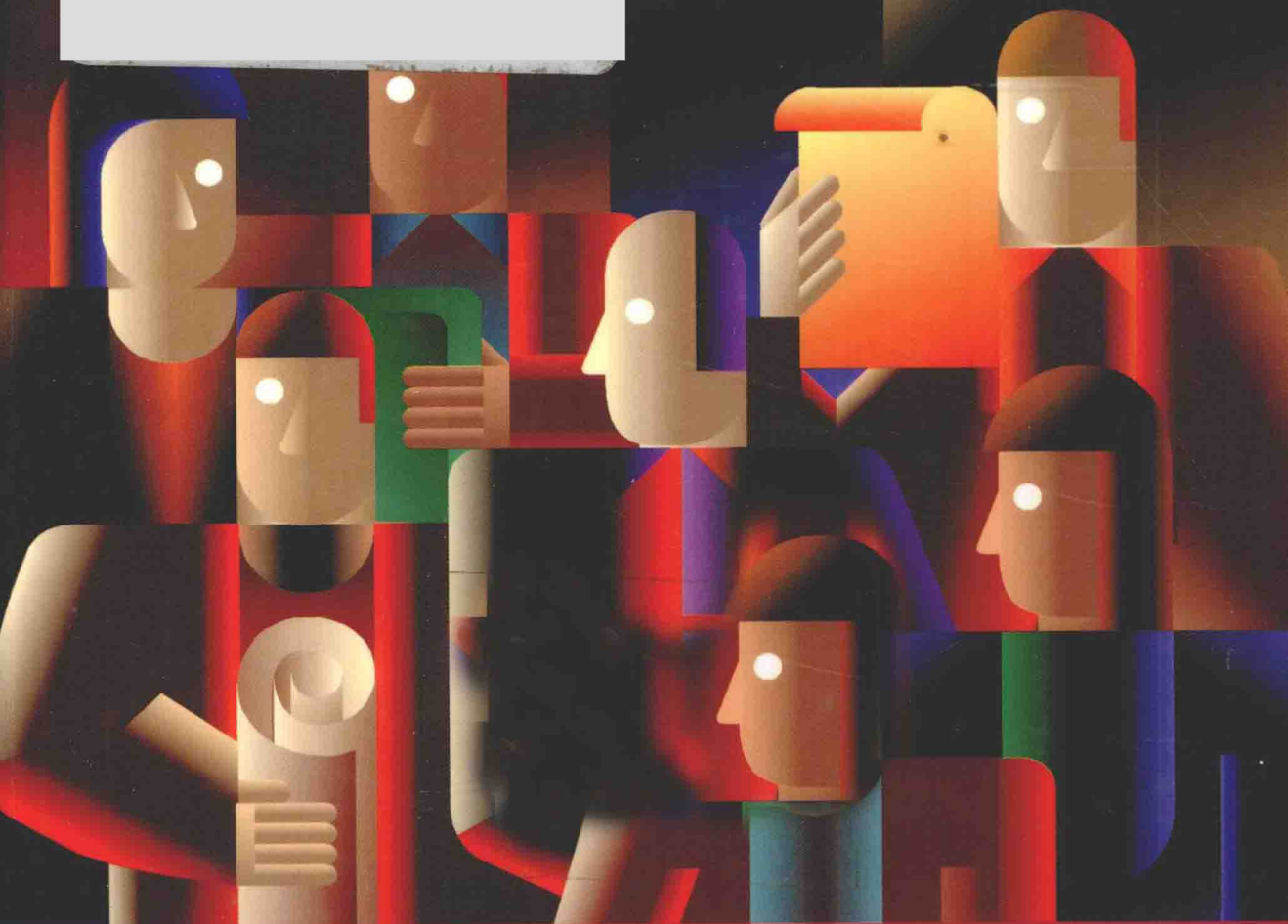
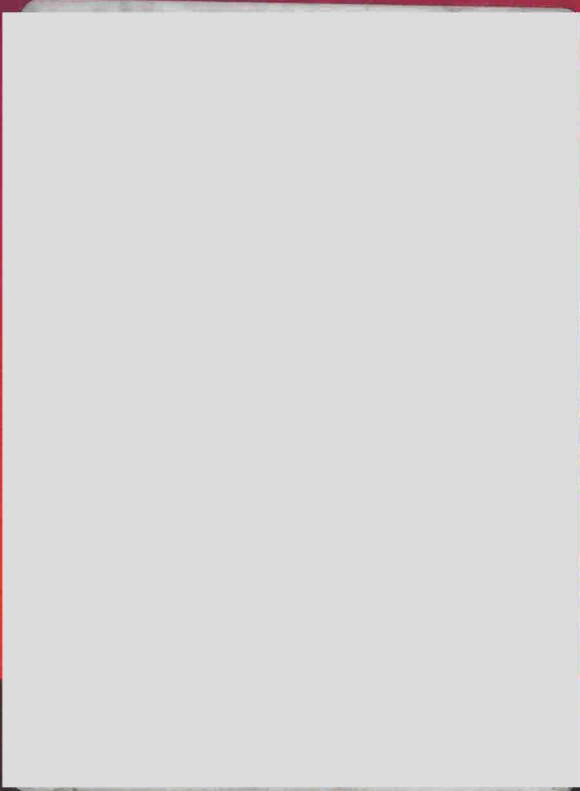


• T H I R D E D I T I O N •

CS of SPEECH

Competent Communicator



GALVIN

COOPER

• T H I R D E D I T I O N •

The **BASICS**

of

SPEECH

Learning to Be a Competent Communicator

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National Textbook Company

a division of NTC/CONTEMPORARY PUBLISHING GROUP
Lincolnwood, Illinois USA

To our children:
Matthew, Katie, and Kara
Jennifer and Jamie

Acknowledgments

The following people provided helpful suggestions during the development of the third edition of *The Basics of Speech*.

| | |
|---------------------|----------------------------------|
| Ruth Way | Cheryl K. Allen |
| Nicolet High School | Izaak Walton Intermediate School |
| Glendale, Wisconsin | Garden Grove, California |

Special Thanks to Mandy Koppen, Barbara Cushing, and Tim Griskey.

Project Editor: Jane Bachman

Cover Design: Steve Straus

Cover Illustration: Don Arday

Interior Design: Ellen Pettengell

Acknowledgments begin on page 604, which is to be considered an extension of this copyright page.

ISBN: 0-8442-0382-3

Published by National Textbook Company,
a division of NTC/ Contemporary Publishing Group, Inc.,
4255 Touhy Avenue,

Lincolnwood (Chicago), Illinois 60646-1975 U.S.A.

© 1999, 1994, 1988 NTC/Contemporary Publishing Group

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Manufactured in the United States of America.

Galvin, Kathleen M.

The basics of speech: learning to be a competent communicator/

Kathleen M. Galvin, Pamela J. Cooper

p. cm.

Includes bibliographic references and index.

Summary: Introduces interpersonal and group communication, public speaking, debate, parliamentary procedure, and oral interpretation.

Includes activities, checklists, evaluation forms, suggested speech topics, and literature for oral interpretation.

ISBN 0-8442-0382-3

I. Oral communication--Juvenile literature. [1. Oral communication. 2. Communication.] I. Cooper, Pamela J. II. Title.

P95.G29 1998

302.2'242--dc21

90 QB 098765432

To the Student

This book addresses a very important life skill—communication. Ever since birth you have been making contact with other people—your parents, brothers and sisters, other relatives, teachers, and the people in your community. Some of these contacts have been easy; others have been difficult. Your ability to communicate effectively touches every part of your life. Although you already have many communication skills, you can always become a more competent communicator.

In this book you will encounter many different ways of thinking about your communication skills. We hope you will understand the communication process and will learn to appreciate your communication strengths. We also hope you will develop greater strengths during the course. We believe that a competent communicator makes choices from a range of possible ways to act or respond in a situation. He or she (1) analyzes a situation, (2) chooses a way to deal with it, (3) acts on that choice, and (4) evaluates the results. Therefore a competent communicator is able to cope well in many situations. In addition, a competent communicator takes personal responsibility for the choices he or she makes.

The Basics of Speech has special features to guide you through understanding the communication process and improving your communication skills. Each chapter opens with a list of objectives and Key Words. Within the text, you will discover Speaking Of . . . pages, Journal Entries, and the Interact, Apply, and Observe features. The Chapter Reviews contain Think About It, Try It Out, Put It in Writing, and Speak About It sections.

Throughout the text are checklists, charts, evaluation forms, speeches, student comments, sample oral interpretation scripts, and many literature selections. This wide variety of materials will stimulate your interest and involve you in an enjoyable and rewarding learning experience.

CHAPTER OBJECTIVES

Good speakers and listeners need “road maps” or some way of knowing where they are going. The objectives give you a road map for the chapter and tell you what you should be able to do when you have completed the chapter.

KEY TERMS

A competent communicator has a large vocabulary and uses words correctly. In order to communicate about communication, you need to develop a proper vocabulary. The Key Words that appear at the beginning of each chapter are the most important vocabulary words in the text.

SPEAKING OF . . .

Many young people are expected to exhibit strong communication competencies as they take on serious responsibilities or leadership positions in their schools and communities. In each chapter you will encounter a description of how a teenager uses communication skills to achieve personal goals or to make a difference in the lives of others.

JOURNAL ENTRIES

Often, when a friend describes an experience or feeling, you may think, “I’ve felt that way” or “Something like that happened to me.” Throughout the book you will find Journal Entries written by teenagers about the topics in the book. You may find that the Journal Entries help you understand someone else better. We are grateful to the teenagers who shared their entries with us.

OBSERVE

Seeing and hearing are important parts of understanding communication. The assignments in the Observe boxes are designed

to help you really see and hear what is going on around you so you can respond in the best way. By doing these assignments, you should become a more careful observer of others' communication.

INTERACT

Reading and observing will tell you a great deal about communication. But talking about communication situations or trying out communication strategies can teach you a great deal as well. The Interact boxes contain directions to get you involved with other people in the class. You may be asked to share your ideas or to try out a specific communication skill.

APPLY

Within the text you will find sections that require you to respond actively to the text. Sometimes you are asked to complete a checklist, analyze an example, or find solutions to a problem. These sections are designed to help you apply the ideas you are learning.

THINK ABOUT IT

Before you can apply what you have learned, you need to understand the content. Questions and statements at the end of each chapter ask you to review what you have learned. If you can answer these questions correctly, you are well on your way to understanding communication principles.

TRY IT OUT

When people work together to solve a problem or to create something, they learn a lot in the process. The activity suggestions at the end of each chapter contain ideas for applying what you have learned.

PUT IT IN WRITING

Sometimes a good way to make sense of what you see, hear, or think is to write it down. Writing may help you clarify your experience. It may help you see how ideas go together. The Put It in Writing sections ask you to record ideas in a journal, analyze an event you observe, or describe what might happen in the future.

SPEAK ABOUT IT

The only way to develop your ability to speak in front of others is to practice your public speaking. The Speak About It activities will give you many opportunities to deliver short speeches to your class or to small groups.

BIBLIOGRAPHY

The Bibliography provides a list of sources for oral-interpretation material, for help in researching and giving speeches, and for answering questions about parliamentary procedure.

GLOSSARY

All the Key Words in this text, plus many other important vocabulary words, are defined in the Glossary. You will find it is a handy reference tool when you need to review word meanings.



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