

BASIC RULES OF PUBLIC SPEAKING

- 1) Pronunciation: to correctly articulate the sound of a word.
 - a. Make a list of difficult words coming up in the readings for the next month and post them on a bulletin board in the sacristy.
 - b. Provide a dictionary in which the lector can look up the words.
 - c. Read the words aloud, being aware of swallowing syllables.
 - d. Review frequent mispronunciations, e.g. "a" or "the".
 - e. Review difficult words to pronounce at the beginning of each season, e.g. names of people or titles of books
 - f. Note punctuation, emphasize key words, avoid reading too fast, make necessary pauses.

- 2) Articulation: involves the movements of the tongue, jaws, lips, and soft palate to shape the individual sound segments of language, and the transitions between those sounds in spoken words and phrases.
 - a. Know in advance how to pronounce difficult words
 - b. Maintain correct posture, breathing, inflection
 - c. Read in a satisfactory pitch
 - d. Limber up the producers of sound: lips, tongue, jaws, neck
 - e. Do a few tongue twisters
 - f. Provide a place for oral practice
 - g. Practice the reading on the day you read
 - h. Slow down, communicate emotion, read thought units
 - i. Be aware of the large number of monosyllabic words in English
 - j. Identify typical problems: mumbling, slurring, garbling, swallowing
 - k. Suggest appropriate exercises to eliminate problem
 - l. Tape the reading
 - m. The order of priority in stress: Verbs, nouns, adjectives, adverbs, and then way down the list - prepositions.

- 3) Natural Pitch: the pitch you use most often.
 - a. Use a rise in pitch to indicate a new paragraph
 - b. Use a rise or fall in pitch to give emphasis
 - c. Change in pitch must feel right and this takes practice
 - d. Use pitch according to the kind of situation you want to express
 - e. Take a deep breath before you read
 - f. For monotones: practice going up and down the scale

- 4) Inflection: changes or variation in pitch to suit the meaning of a pass
 - a. Much of English's meaning is suggested by tone and emphasis
 - b. Demonstrate differences in meaning on the basis of inflection
 - c. Subtleties of tone, stress, and emphasis presume intelligent preparation and personal understanding of the passage
 - d. A terminal pitch rise is one marker of a question
 - e. Accentuate important words and de-emphasize less important ones.

- 5) Correct Breathing: control of the force and duration of exhalation.
 - a. Teach people diaphragmatic breathing
 - b. Keep inhalation free of tension
 - c. Inhale at sense pauses
 - d. Practice controlled inhalation
 - e. Select a few reading with long sentences to demonstrate correct breathing
 - f. Be prepared and know where longer breaths are needed
 - g. Take a deep breath before beginning the reading.

- 6) Posture: the way you stand at the lectern.
 - a. Evaluate the way you ordinarily stand
 - b. Evaluate the lectern and PA system
 - c. Aim the mike at yourself
 - d. Pick up the book from the lectern
 - e. Don't grab the sides of the lectern
 - f. Hold the book correctly
 - g. Limber up your facial and neck muscles

- 7) Rate of speaking: how fast or how slow you speak or read.
 - a. Ideal reading rate is 160 words per minute
 - b. Test the reading rate of your lectors and have them listen to a tape
 - c. All syllables do not receive the same rate of speech
 - d. Pauses affect rate
 - e. Good phrasing is essential
 - f. Poor phrasing is often due to the fact that we're reading words and not ideas
 - g. Read phrases: units of thought
 - h. Stress the right words

- 8) Pausing: a pause is a silence charged with meaning, if used properly.
 - a. Clarification pauses follow punctuation
 - b. Highlight pauses add color, meaning, feeling, emphasis to a passage
 - c. Pausing may seem awkward, exaggerated at first
 - d. Mark passages for long and short pauses
 - e. Provide a little pause after a question, so that the congregation can feel an answer is required

- 9) Eye contact: means looking up sufficiently at the congregation to hold their attention and convey your understanding of the passage.
 - a. Make sure you can find your place again
 - b. Look up when it is natural to do so
 - c. Try to keep 4-6 words of the text in your memory when you look up
 - d. Look at different parts of the Church
 - e. Avoid stereotyping your looking up and down

- 10) Facial Expression: also conveys emotion and meaning.
 - a. The way we look affects what people hear.
 - b. Does the look on your face convey the feeling, meaning of the passage
 - c. How do you look when you praise, encourage warn, correct, advise, question, appeal to someone

- 11) Gestures: are a natural compliment to a good reading.
 - a. Avoid mechanical, repetitious gestures
 - b. Use firm, deliberate, positive., full-bodied gestures
 - c. Gestures must be natural and not forced

- 12) Miscellaneous: be aware of the following
 - a. Emphasize verbs, nouns, adjectives., adverbs, and prepositions in that order
 - b. Ordinarily, you do not stress prepositions
 - c. Oral reading is an act of interpretation and a form of communication
 - d. Study the meaning of the passage to be read - read ideas, not words
 - e. Be aware of words that need emphasis, ideas that need to be given at a faster or slower rate, places where pauses are needed, places where a change in volume aids communication.
 - f. Make sure the mike is turned on and in proper position for you
 - g. Determine the type of microphone omni or unidirectional
 - h. Use normal speaking voice
 - i. Don't talk to the mike but to the people