

Speech Structure Check

Present a proposal, evaluate all four structural features and revise it.

9.C.2.A.iii "Report orally on a topic or text or present an opinion. This includes: Analyzing the effectiveness of one's presentation, including introduction, central idea, organization, and conclusion."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the quoted student speech. Underline the speaker's opening and closing moves. Circle the central proposal. Number the main points to trace the order.

A Repair Table at Lunch

- ① This fictional student speech proposes a repair-table trial during lunch. "Imagine throwing away a backpack because of a bent zipper tooth. Our student council should try a repair table. Basic repairs could keep useful items in service and teach practical skills. First I will explain the benefit, next the plan, and finally a safety limit."
- ② "First, a missing button or small tear does not always make an item unusable. Repair may extend its use. Next, trained adult volunteers could guide students through a short list of simple repairs, such as sewing a button or applying a patch. Sign-up cards could keep the lunch period organized. Finally, the table would accept no electrical devices or dangerous tools; volunteers would assess what can be repaired safely."
- ③ "A repair table cannot fix every broken item. It could help us consider repair before replacement. I ask the council to approve one trial lunch, count the items repaired and ask participants what they learned. Those results could guide a decision about a monthly table. A damaged backpack can be a problem worth examining before we discard it."

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 How does the speaker's opening backpack example prepare the audience for the proposal?

2 State the central proposal and a reason supporting it.

3 Explain how the order of the main points helps a listener.

4 What does the conclusion ask the council to do, and how does that support the proposal?

3 YOUR TURN _____ Your own words

Prepare and DELIVER a short proposal for a real or imagined school improvement to a partner. Include an introduction, a clear central idea, ordered supporting points and a conclusion. Use notes rather than a fixed word count. Ask the listener what proposal and sequence they heard. Evaluate your own four structural features below, then revise and present the changed part.

Plan and present

Write cues or a short script: introduction, central idea, two ordered points and conclusion. Mark invented scenario details as imagined. Then speak to your partner.

Evaluate your own presentation

Use about two lines per feature: introduction, central idea, organization and conclusion. For each, identify what you said and judge how it helped or confused your listener. Use the listener's recall as evidence where useful.

Revise and try the change

Rewrite one weak feature or strengthen one that worked. Present that part again and record what your listener understood afterward.

PART 1 • READ AND MARK

Read the quoted student speech. Underline the speaker's opening and closing moves. Circle the central proposal. Number the main points to trace the order. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the speaker's opening backpack example prepare the audience for the proposal?	The backpack example introduces the choice between discarding and repairing an item, making the proposal concrete.
2	State the central proposal and a reason supporting it.	Try a lunch repair table. It could keep items useful longer or teach practical repair skills.
3	Explain how the order of the main points helps a listener.	First gives the benefit, next explains the plan, and finally addresses safety. The sequence moves from why to how to a concern.
4	What does the conclusion ask the council to do, and how does that support the proposal?	Approve one trial lunch and gather results. A limited trial provides evidence before committing to a monthly table.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan and delivery. Imagine a school with confusing return-bin labels. Opening: "Have you ever hesitated with a library book in your hand?" Central idea: replace vague labels with clear return signs. First, signs could name which items belong there. Next, arrows could link the words to the bins. Conclusion: ask the librarian to try two signs and check whether visitors understand them. Deliver these cues aloud. **Self-evaluation example after delivery.** Introduction: the question introduced uncertainty, but my partner thought I meant choosing a book; I should specify returning one. Central idea: my partner recalled the sign proposal, so it was clear. Organization: they recalled words before arrows, matching my first/next sequence. Conclusion: they recalled trying signs, but not checking understanding, so I rushed the evaluation step. **Revision and retry.** "Could we try two return signs and ask visitors what each tells them to do?" After I repeated this ending, my partner named both trying the signs and checking their meaning.

TEACHER ASSESSMENT NOTES

The source speech and sample school scenario are classroom inventions. Evaluate an actual spoken presentation, not only a written script. Each learner reviews all four structural features with examples from their own delivery; the model feedback is illustrative and must not be copied as if it happened. Accept different proposals and judgments supported by observations. Revision may strengthen an already effective feature. No outside research or exact word count is required.