

Speak It Clear

Take a position and deliver an organized presentation.

6.1.C “give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark details that could support a position. Each learner will present a complete recommendation, receive feedback and present again.

Fictional brief: choose a class event

- ① Your class can recommend one thirty-minute event for Friday afternoon. Option A is a game exchange: students teach a partner a familiar paper-and-pencil game. The classroom has paper and pencils for everyone; no money or personal games are needed. Option B is a reading cafe: students bring a school-library book, read quietly for fifteen minutes, then recommend it to a partner. The library can lend enough books. Both options use the classroom, require teacher approval and must include all classmates.
- ② Choose one option and state a clear position. Organize a sixty- to ninety-second presentation with an opening recommendation, two reasons connected to brief details, a useful example of participation, and a closing request. Consider a concern about your choice and how the class could address it. You may propose a sensible adjustment, but identify it as your idea rather than a fact from the brief. No option is automatically correct.
- ③ Work in pairs with a worksheet each. Use audience-appropriate language and clear sentences. Speak at an understandable rate and audible volume, pronounce words clearly, look toward your audience as appropriate, and use natural gestures that support your meaning. These choices help listeners follow the position; exaggerated gestures or a particular accent are not the goal. Each learner delivers the whole presentation, hears specific feedback, improves it and delivers again.

2 ANSWER WITH EVIDENCE Use the passage

1 What are two details you could use to support your chosen option?

2 How can your opening and closing help the audience follow your position?

3 Performance reflection: name a delivery change and describe what your listener noticed when you presented again.

3 YOUR TURN Your own words

Use notes as cues rather than reading every sentence. Both partners must complete the full presentation twice.

1. Plan your position

Write your recommendation, two reasons with supporting details, an example, a concern and response, and your closing request. Put them in an order a listener can follow.

2. Present and give feedback

Deliver your complete presentation. The listener records the position heard, one effective detail and specific feedback on eye contact, rate, volume, enunciation, natural gestures and language. Use short notes for all six delivery features. Switch speaker and listener.

3. Improve and deliver again

Record one organization or content improvement and one delivery improvement. Make both changes, present the full version again and record your listener's response. Switch roles; complete Question 3.

PART 1 • READ AND MARK

Mark details that could support a position. Each learner will present a complete recommendation, receive feedback and present again. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What are two details you could use to support your chosen option?	For the game exchange, paper and pencils are provided and no personal game or money is required. For the reading cafe, books are available and the schedule includes quiet reading and sharing. Accept any two accurate, relevant details with either position.
2	How can your opening and closing help the audience follow your position?	The opening states the recommendation; the closing returns to it and makes the requested action clear. The middle reasons and examples explain why listeners should consider it.
3	Performance reflection: name a delivery change and describe what your listener noticed when you presented again.	Accept evidence of an actual change in rate, volume, enunciation, audience attention, natural gesture or language conventions, with specific listener feedback.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative outline: I recommend the game exchange. First, everyone can take part with the paper and pencils already available, so nobody needs to buy or bring a game. Second, teaching a partner gives us a chance to explain directions and learn from someone else. For example, partners could take turns teaching a simple grid game. Some classmates may not know a game to teach; I propose that the teacher provide one simple game for anyone who needs it. Please approve a thirty-minute game exchange for Friday.

Illustrative feedback and revision: The position was clear and the volume was audible, but the middle moved too quickly. The speaker marks a pause between the two reasons and uses a small hand gesture to signal each one. In the second presentation, the listener reports that the reasons were easier to separate. This is an example, not a required opinion or scripted peer response.

Observe every learner giving an organized presentation with a specific position and effective language and delivery. Short card contributions do not replace a complete presentation. Assess all six named delivery features while allowing usual communication accommodations and appropriate audience attention rather than demanding prolonged eye contact. Evaluate the support for the position, not agreement with the selected event. The brief is fictional.