

Speak It Forward

Make a supported case, then improve its delivery.

8.1.C “advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the three possible forms of support. Circle the instruction that requires each student to deliver the talk again.

A Short Advocacy Talk

Choose and support a position

Prepare a 45–60 second talk for classmates. Choose: Should our school offer a quiet space during breaks? Or: Should group projects include a midpoint check-in? Take a clear position and give a reason. Support it with at least one true personal anecdote, an analogy that explains a useful comparison, or a clearly imagined example. Explain how that support strengthens your position. Introduce an imagined example with "Imagine" so listeners know it is hypothetical, not a personal memory.

Plan delivery, then rehearse

Speak in complete, respectful sentences with clear enunciation. Use an audible volume and a rate listeners can follow. Look toward different listeners at key moments and use varied natural gestures that fit your meaning, such as counting points and showing a contrast. Mark a place to pause and a word to stress. Rehearse with a partner; each person delivers their own full talk.

Listen, give feedback, improve

The partner checks the whole talk: clear position; relevant anecdote, analogy or illustration; an explained connection; eye contact; rate; volume; enunciation; natural gestures; and language conventions. Give one specific strength and one useful adjustment. The speaker records the feedback and gives the talk again using that adjustment. Swap roles so both students deliver, receive feedback and improve. Use the notes below as cues, not a script to read without looking up.

2 ANSWER WITH EVIDENCE Use the passage

1 How is an analogy different from simply stating your position again?

2 Why should an imagined example be introduced with words such as "Imagine" rather than claimed as a personal memory?

3 A speaker gives a clear reason but rushes the analogy so listeners miss the comparison. Suggest one precise improvement for the second delivery.

3 YOUR TURN Your own words

Prepare and perform the short advocacy talk. Every student completes all stages as speaker and listener. Brief cue notes are enough; the actual spoken performance is required.

1. Position and support

State your position and reason. Outline a true anecdote, a relevant analogy or an imagined illustration. Explain its connection to your claim.

2. Delivery plan

Plan where to look up, pause and stress a word. Note two different natural gestures. Rehearse clear pronunciation, audible volume, a steady rate and complete sentences.

3. Feedback and second delivery

After speaking, record your partner's specific strength and adjustment. Give the talk again. Record what you changed and whether it helped.

PART 1 • READ AND MARK

Underline the three possible forms of support. Circle the instruction that requires each student to deliver the talk again. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How is an analogy different from simply stating your position again?	An analogy compares the proposal to something else and explains a relevant similarity that helps listeners understand the reason.
2	Why should an imagined example be introduced with words such as "Imagine" rather than claimed as a personal memory?	It lets the audience distinguish a hypothetical illustration from an event the speaker actually experienced.
3	A speaker gives a clear reason but rushes the analogy so listeners miss the comparison. Suggest one precise improvement for the second delivery.	Pause before the comparison, then slow down and clearly pronounce its key words so listeners can follow how the two situations are alike.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Sample cue notes and support (fictional)**

Position: offer a quiet space during breaks. Reason: students need different ways to recharge. Analogy: a break area can be like a library with separate spaces for conversation and quiet reading. In both places, a choice of space lets different needs coexist. Keep a social area too.

Delivery and revision

Look up at the position; gesture to two sides when describing the two spaces; use an open hand when offering the choice. Pause before the analogy, stress "choice," and speak clearly at a steady, audible pace. Partner feedback: the comparison was clear, but I rushed the final reason. On the second delivery, I paused and slowed that sentence.

TEACHER ASSESSMENT NOTES

Assess each actual talk and its revision using the listed support and delivery criteria. Adapt eye contact and gestures for communication or access needs.