

# Speak With Purpose

Analyze how a presentation guides listeners from opening to action.

**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** Underline the sentence that states the speaker's opinion, circle a detail used to open the talk, and number the paragraphs in the order their ideas build. Use your marks to judge how well the presentation guides listeners.

### Fix It First

- ① Think about the last time a cracked phone screen made a useful device feel worthless. In 2022, the world generated about 62 million metric tons of electronic waste, yet only 22.3 percent was formally collected and recycled. I believe our school should host a monthly repair café, where students and families can bring small electronics, clothing, and bicycles for help from volunteer fixers. This plan would keep usable items in service, teach practical skills, and make repairing feel normal instead of embarrassing. First, consider what we lose when we replace rather than repair.
- ② Replacing a device can cost money, but it also hides the value of materials and labor. Phones contain metals such as copper, gold, and cobalt, which must be mined and processed before a new phone reaches a store. At a repair café, a volunteer might show someone how to sew a loose backpack strap or replace a bicycle tube. These small successes build confidence. They can also save families money, especially when a quick fix prevents an item from becoming trash. Repairing will not solve every problem, since some products are unsafe or too damaged to fix. Still, learning to check before discarding is a responsible habit.
- ③ Our first event could begin with a collection table and three stations: textiles, bicycles, and electronics. Clear signs could direct visitors to the right station, while a safety volunteer could refer risky electrical work to a professional. The final station could display items that were repaired and explain the skills used. A repair café cannot replace manufacturer responsibility, but it can change choices in our community. If we treat repair as a first option, fewer useful things will be thrown away. Ask the student council to survey interest this week, then help bring one repairable item to the first café.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** What is the speaker's central opinion? Which opening detail makes that opinion seem important?

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**2** How does the first paragraph work as an effective introduction? Use two details from the paragraph.

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**3** How does the order of the second and third paragraphs help listeners follow the speaker's proposal?

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**4** What makes the conclusion effective? Identify one idea it reinforces and one specific action it asks listeners to take.

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**3 YOUR TURN** \_\_\_\_\_ Your own words

Write a three-paragraph oral presentation, 120 to 150 words, that argues for one practical improvement at your school. Open with a hook and clear opinion, organize your reasons in a logical order, and end by restating your position and asking listeners to take a specific action.

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**PART 1 • READ AND MARK**

Underline the sentence that states the speaker's opinion, circle a detail used to open the talk, and number the paragraphs in the order their ideas build. Use your marks to judge how well the presentation guides listeners. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                | ANSWER                                                                                                                                                                                                                          |
|---|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | What is the speaker's central opinion? Which opening detail makes that opinion seem important?                          | <b>The speaker believes the school should host a monthly repair café. The statistic that 62 million metric tons of e-waste were generated in 2022, with only 22.3 percent formally collected and recycled, creates urgency.</b> |
| 2 | How does the first paragraph work as an effective introduction? Use two details from the paragraph.                     | <b>It begins with a familiar image of a cracked phone screen, then gives a surprising e-waste statistic before introducing the repair café proposal.</b>                                                                        |
| 3 | How does the order of the second and third paragraphs help listeners follow the speaker's proposal?                     | <b>Paragraph 2 explains why repair matters through materials, savings, skills, and limits. Paragraph 3 then shows how the event could work and what listeners can do.</b>                                                       |
| 4 | What makes the conclusion effective? Identify one idea it reinforces and one specific action it asks listeners to take. | <b>It reinforces the idea that repair should be a first option. It asks listeners to have the student council survey interest and to bring a repairable item to the first café.</b>                                             |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

At lunch, the line for one water fountain can cross the cafeteria. Our school should install bottle-refill stations near the gym and library. Accessible water would help students who carry refillable bottles, especially during busy days. I will show why these stations matter and how students can help turn the idea into a realistic request. First, more stations would reduce waiting because water would be available in additional places. They could also reduce reliance on single-use bottles sold at events. Next, student volunteers could map busy areas, gather station prices, and present the information to the principal. These steps move the idea from a complaint about lines to a workable plan. Better access to water would simplify daily routines and give students an alternative to buying bottled drinks. Bottle-refill stations are a practical improvement. Sign the student survey by Friday, and ask the principal to consider the locations students identify.

Accept equivalent explanations that identify accurate passage evidence and explain its effect on listeners. For Part 3, accept varied school improvements if the response is 120 to 150 words, has three paragraphs, includes a hook, clear position, logical organization, a restated position, and a specific call to action.