

Checklist for Diagnostic Writing Prompt

Directions: Read the diagnostic assessment that you wrote yesterday in response to the question, What Makes a Good Speaker? Listen to your teacher explain the characteristics and what you should be looking for. Score your paper according to this checklist.

Student Name: _____

<u>Criteria: Did you discuss each of these good speaking characteristics?</u>	Check here if your paper supports the good speaker characteristic with personal experiences or excellent examples SUPER JOB!!	Check here if your paper supports the good speaker characteristic with details OKAY JOB	Check here if your paper just mentions the good speaker characteristic. NEEDS MUCH WORK
Volume (can be heard by audience)			
Stress or emphasis			
Pacing (too fast or too slow)			
Pronunciation			
Audience (appropriate for group)			
Purpose (stated and clear)			
Word choice (including informal v. formal language)			
Organization (uses transition words, has a beginning,			

Teacher Speech

Instructions to the teacher: Deliver following speech to the students. (Yes, you may read it, but be sure to look up and at the audience often to model good speaker techniques.) Read it slowly, pausing in the appropriate places. Do not explain any of the words. You may reread it if the students do not understand when you begin asking the questions.

It is my dismal task to inform you that the policy regarding field trips from this educational site has been amended because of the following reason. The erstwhile board of directors of this facility has deemed it impossible to appropriate the necessary remuneration to enable the county vehicles to function properly. All requests for travel will be hereby denied emphatically and field trip requests will be cancelled henceforth from this date.



Ask the students:

1. Who is the intended audience for this speech? **Answer: Some students will understand that they are the audience. Some won't have a clue.**
2. What is the purpose of this speech? **Answer: One or two students will understand that you're talking about field trips but really won't grasp that the purpose is to tell students that field trips have been cancelled because there isn't enough money to keep the buses running.**
3. Why was it difficult to determine the purpose? **Answer: Students should comment that the words were difficult to understand and that the speech used too many words to say a very simple thing.**
4. Was the language used in this speech appropriate for the intended audience? **Answer: Of course, it wasn't. Many adults would have difficulty understanding what the purpose was. The author had a definite purpose in mind, but didn't consider the audience. As a consequence, the purpose of the speech was lost.**



Who Are You Talking To?

Student Directions: After reading each of the situations below, respond in writing on a sheet of your paper. Be creative. No one likes a boring speech!

1. Pretend that you are the President of the Student Council at your school. You think there should be a school dance and that it should be as close to the next holiday as possible. Some teachers have agreed to sponsor it and help work out the details. The first thing you have to do, however, is to convince the principal that it should be held. Consider the purpose and the audience and write the speech you will say to the principal to persuade him or her to hold the dance. The principal has given you only 3 minutes of valuable time.

Think about: purpose of the speech, audience, and special considerations such as time.

2. Congratulations!! The principal agreed to the dance. Now, the second speech has to be delivered to your classmates. After all, if no one comes, it won't be any fun. Write a speech that can be delivered over the ITV or intercom to your classmates. The ITV crew is allowing you one minute of advertising.

Think about: purpose of the speech, audience, and special considerations such as time.

3. Great job!! Most of the kids in the school are coming, but you forgot to mention it to your parents. Now you have to make a persuasive speech to deliver to your parents so that you can go. By the way, your mom is late for an appointment and is just about ready to leave.

Think about: purpose of the speech, audience, and special considerations such as time.

4. You're almost finished. The last speech you have to deliver is to your sweetheart. The 'person of your dreams' is meeting you in between classes at the water fountain. Write the speech you will say quietly to this person.

Think about: purpose of the speech, audience, and special considerations such as time.

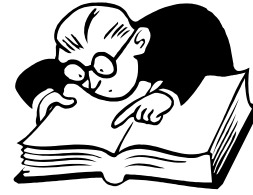


After you finish writing your speeches, answer the following questions on the same page as your speeches.

Discussion Questions:

1. **Why couldn't you give the same speech to every person? After all, you were talking about the dance to all of them.**
2. **What elements of good speakers did you have to consider when writing the four speeches?**
3. **If a speaker doesn't pay attention to the purpose and audience, what can happen?**

Billy Bob's Speech



Billy Bob is your best friend. He read a book called Driver's Ed by Caroline Cooney. It is the story of a group of teenagers who stole a stop sign. A woman is killed when she drives through the intersection without realizing she should have stopped. She leaves a 2 year-old son and her husband. The kids who took the sign don't know if they should confess or just keep quiet. After all, they aren't juvenile delinquents or anything like that! The book ends when they finally confess and find out that stealing a stop sign is just a misdemeanor in their state. Unfortunately, a woman is dead because of them and there's no way to make it better.

Billy Bob is asking for your help!



If you're in group A, show him how to write a speech by writing an example of a two minute speech about the book to present to fourth graders that will make them want to run to the library and read the book.

If you're in group B, show him how to write a speech by writing an example of a two minute speech about the book to present in his language arts class for a grade. Remember he wants to keep the class awake as well as earn a good grade so don't end with"and if you want to find out what happens read the book."



If you're in group C, show him how to write a speech by writing an example of what he could say to his group of friends who are in the library looking for a great book to read. He will probably only have one or two minutes to deliver his speech before the librarian says SHHHHHH!

Be sure to include your group's assigned letter beside your name.

*******REMEMBER, CONSIDER THE PURPOSE AND THE AUDIENCE. *******