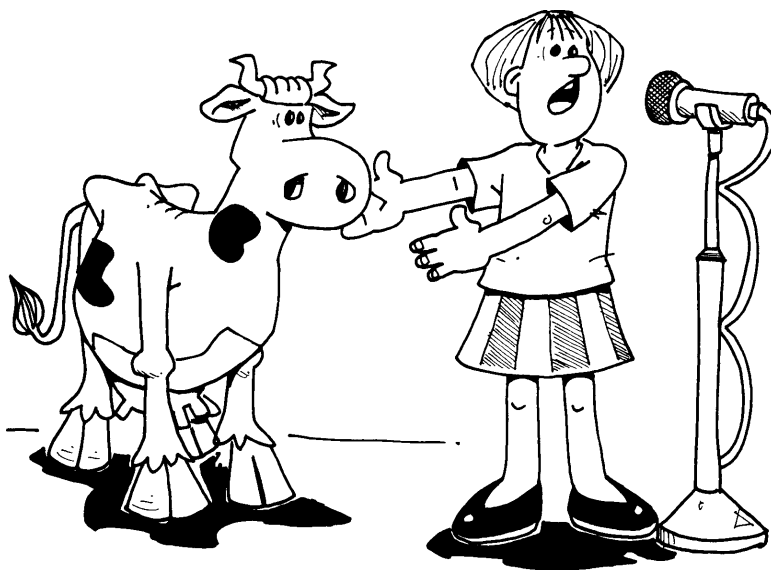


Speak Up

(For Ages 9 - 12)



Written by Sally Murphy. Illustrated by Melinda Parker.

© Ready-Ed Publications - 2002.

Published by Ready-Ed Publications (2002) P.O. Box 276 Greenwood W.A. 6024

COPYRIGHT NOTICE

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However, this permission is not transferable and applies only to the purchasing individual or institution.

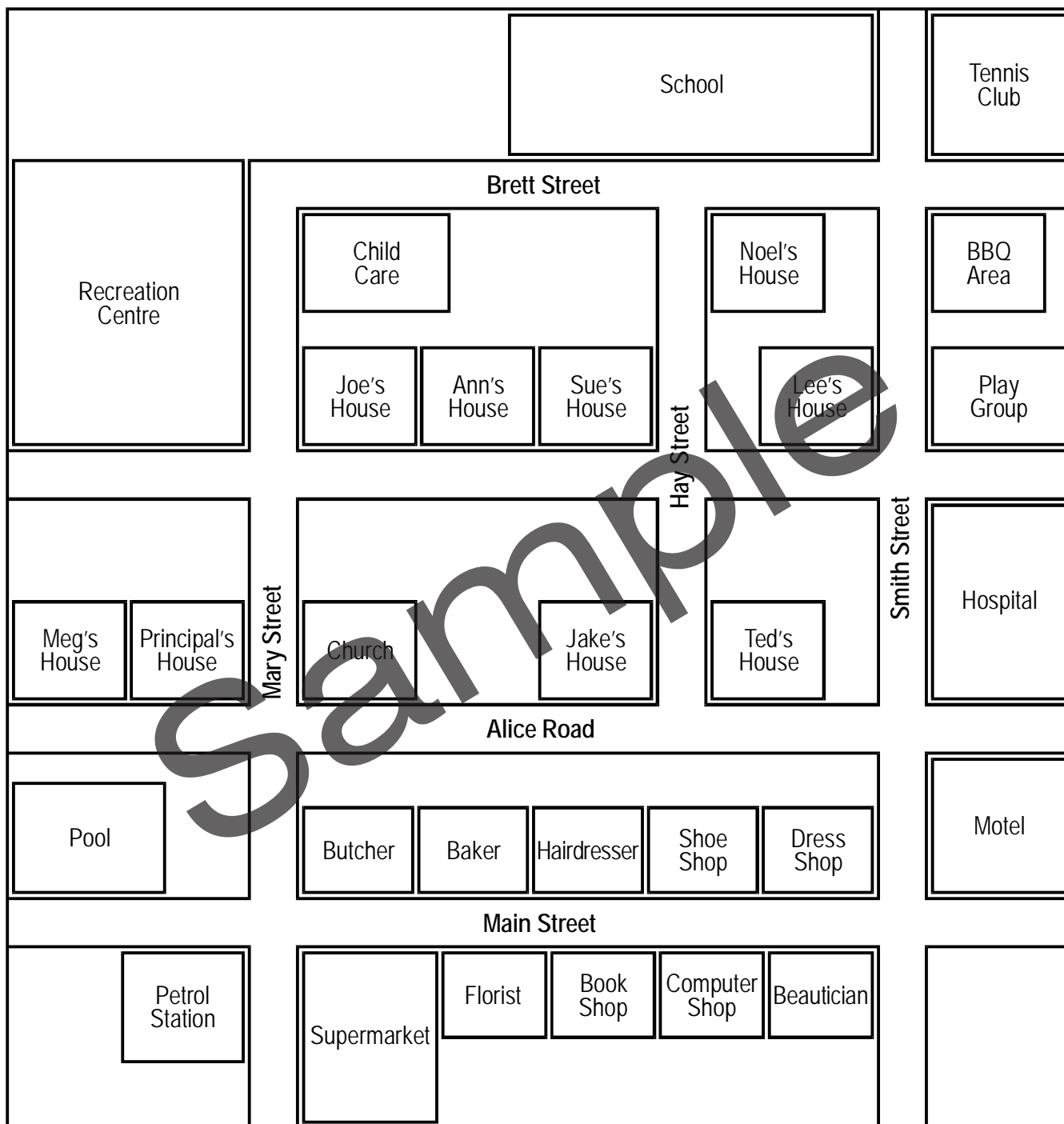
ISBN 1 86397 455 5

Contents

Introduction	2
Section One: Getting Started	
Teachers' Notes	4
Who Lives Here?	5
Show and Tell	6
Map Talk	7
Jam Sandwich 1	8
Jam Sandwich 2	9
Who Am I?	10
Mixed Messages	11
Unspeakable	12
Reading Voices	13
To Inform or To Entertain?	14
Interviews	15
Interview Assignment	16
Interview Results	17
Say What?	18
Section Two: Formal Speeches	
Teachers' Notes (Preparation Cards - Informative and Persuasive Speeches)	19
Speech Types	20
In The Palm of Your Hand	21
Informative Speech: Choosing a Topic	22
Informative Speech: Gathering Facts	23
Informative Speech: Writing Your Speech	24
Informative Speech: Peer Evaluation	25
Persuasive Speech: Choosing a Topic	26
Persuasive Speech: Building Arguments	27
Persuasive Speech: Writing Your Speech	28
Persuasive Speech: Peer Evaluation	29
Entertaining Speeches: Comedy	30
Entertaining Speeches: Storytelling	31
Entertaining Speeches: Poetry	32
Entertaining Speech: Choosing a Form	33
Entertaining Speeches: Preparing for Presentation	34
Section Three: Impromptu Activities	
Teachers' Notes	35
Impromptu Cards: Set One	36
Impromptu Cards: Set One cont.	37
Impromptu Cards: Set Two	38
Impromptu Cards: Set Two cont.	39
Choose a Speech Topic	40

Map Talk

- Giving clear instructions is an important part of communication. It is equally important to listen to instructions. Use the map below to practise giving and following instructions.



- Take turns giving directions from one place to another. For example, "Start at the swimming pool, turn left into Mary Street, then right into ...". Do not tell your partner where they are going. When you have finished, ask them where you have directed them to. If you have given clear instructions, they will know.

Try this again, this time without using street names. For example, "Take the second turn right ...". Is this easier or harder?

Jam Sandwich 1

Can I have a jam sandwich please?

The sentence above appears to be nothing more than a simple request for a jam sandwich. But, spoken aloud, the meaning can be altered. In your group take turns speaking the sentence aloud, emphasising the words underlined in 1 to 5 below.

1. Can I have a jam sandwich please?
2. Can I have a jam sandwich please?
3. Can I have a jam sandwich please?
4. Can I have a jam sandwich please?
5. Can I have a jam sandwich please?



Discuss how the meaning changes as different words are emphasised. Does the speaker's tone change as well?

Try reading the following sentences aloud, giving as many different readings as possible.

1. Isn't the weather lovely today?
2. Would you like some more?
3. I like this one.
4. What is your name?



Write some sentences which can be read in different ways. Share with your group.

Jam Sandwich 2

Now that you have had fun asking for a jam sandwich, you and your partner are going to **make** a jam sandwich. Easy, isn't it? Usually - but this time there is a catch. One of you will be blindfolded, and the other will have his/her hands behind his back.

Before the activity begins, Person One will need to blindfold Person Two. Person One can then use his/her hands to lay out the bread, knife, butter and jam. Once this is done, the hands must be placed firmly behind the back - only Person Two can make the sandwich.

Person One becomes the 'eyes' for Person Two. Clear directions must be given to Person Two. It is not enough tell them to pick up the knife - they must be told where it is. *"Pick up the knife on the right hand side of the table..."*. The voice is used to guide them to the bread, the butter and the jam. They can be told if the butter is spread properly, and so on.

When a sandwich has been made (or the mess has been cleaned up) swap roles.

As well as giving you a brief experience of being blind, this activity should give you some understanding of the importance of being clear in your instructions.



Challenge:

Can you guide your blindfolded partner to pour a glass of water without spilling any?

Who Am I?

The things we say and the way we say them can be influenced by our reason for speaking. A policeman, for example, will speak differently to a criminal than a mother might speak to her baby.

- With your partner, practise saying each of the sentences in Column 1 below, as it might be said by each of the people in Column 2. Could every sentence be spoken by each person?

Column 1	Column 2
Is that a cow?	A politician speaking to a voter.
Isn't it a nice day.	A cross parent.
This is my house.	A teasing twelve year old.
I love you.	A shopkeeper
What can I do?	A teacher.

- Now, choose one person from Column 2. Without telling your group which one you have chosen, prepare a quick speech on the topic of 'Bedrooms'. Take turns to speak on the topic. Can your group members guess which person you are speaking as?

Start preparing your speech below. Person: _____

