

## Writing Workshop

# Interpretive Essay

You have seen how the literary elements of a poem work together to contribute to the poem's meaning. In this workshop, you will analyze a poem of your choice and will present your findings in an interpretive essay.



Complete the workshop activities in your **Reader/Writer Notebook**.

### WRITE WITH A PURPOSE

#### WRITING PROMPT

Write an **interpretive essay** in which you analyze a short poem. Help your audience understand the poet's use of stylistic devices as well as any ambiguities, nuances, or complexities within the poem.

#### Idea Starters

- a poem in this book
- a poem by a local poet
- regional poetry from a favorite state or country
- poetry sites on the Internet

#### THE ESSENTIALS

Here are some common purposes, audiences, and formats for interpretive essays.

| PURPOSES   | AUDIENCES  | GENRES/FORMATS   |
|--|--|--|
| <ul style="list-style-type: none"><li>• to share your interpretation of a poem</li><li>• to offer insight into the theme and literary techniques of a poem</li></ul> | <ul style="list-style-type: none"><li>• classmates and teacher</li><li>• parents</li><li>• literary club members</li><li>• Web log readers</li></ul> | <ul style="list-style-type: none"><li>• essay for class</li><li>• blog</li><li>• message board posting</li><li>• literary review in school newspaper</li><li>• podcast</li></ul> |



### TEXAS KEY TRAITS

#### 1. FOCUS AND COHERENCE

- includes an introduction with a clear **thesis statement**
- maintains **focus** throughout the body of the essay
- ends with an **insight** into the poem

#### 2. ORGANIZATION

- has a **logical organization**
- **supports** the thesis
- uses **transitions** to link ideas

#### 3. DEVELOPMENT OF IDEAS

- provides several **points** to support the thesis
- supports points with **evidence** from the text
- anticipates and responds to **readers' questions and contradictory interpretations**

#### 4. VOICE

- shows the writer's **commitment** to the interpretation

#### 5. CONVENTIONS

- uses effective **sentence types and structures**
- employs correct **grammar, mechanics, and spelling**

Writing  
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# Planning/Prewriting



**WRITING 15C** Write an interpretation of a literary text that advances a clear thesis statement; addresses the writing skills for an analytical essay; analyzes the aesthetic effects of stylistic or rhetorical devices; identifies and analyzes ambiguities, nuances, and complexities within the text; and anticipates and responds to readers' questions and contradictory information.

## Getting Started

### CHOOSE A POEM

To find a suitable poem, reread poems you have enjoyed in the past, page through this book, or ask others for a recommendation. Choose a poem of twelve to twenty-five lines that is complex and rich in meaning.

### ASK YOURSELF:

- What is my initial reaction to the poem?
- What is interesting about the poem?
- What makes this poem rich or complex?

### THINK ABOUT AUDIENCE AND PURPOSE

In selecting a poem, keep in mind that your **purpose** is to analyze and share insights about the poem. Your interpretation should enhance your **audience's** appreciation of the poem, so consider your audience's prior knowledge when writing your interpretation.

### ASK YOURSELF:

- Who is my audience?
- What do I want my audience to know or think about the work?
- How can I convey my own interpretation of the text to my audience?
- How might others interpret the poem?

### GATHER IDEAS

Read your poem several times, including a few times out loud, to discover its **unique aspects**. Each reading will provide you with new **insights** and a better understanding of the poem's literary elements. Look for the following literary elements as you consider the focus of your interpretation:

- **Speaker:** the voice that addresses the reader
- **Stylistic devices:** the techniques a writer uses to control language and create effects, such as **diction** (word choice), **sound devices** (rhyme, rhythm, alliteration, and repetition), **figurative language** (metaphor, simile, and personification), and imagery
- **Theme:** an insight about the human experience
- **Tone:** the poet's attitude toward the subject, the audience, or a character in the poem

### TIP

Each time you read the poem, look for a different literary element. The chart below identifies elements and useful questions.

| Element | Analysis Questions  |
|---------|---|
| Speaker | <ul style="list-style-type: none"> <li>* Who is the speaker?</li> <li>* Does the speaker narrate a story or describe a scene or emotion?</li> </ul>   |
| Style   | <ul style="list-style-type: none"> <li>* How does diction affect the poem?</li> <li>* What sound devices does the poet use?</li> <li>* What figurative language does the poet use?</li> </ul> |
| Theme   | <ul style="list-style-type: none"> <li>* What is the poem's main idea?</li> <li>* Does the main idea reveal something about human nature?</li> </ul>  |
| Tone    | <ul style="list-style-type: none"> <li>* What attitude does the poet express?</li> </ul>  |

## Planning/Prewriting *continued*

### Getting Started

#### NARROW YOUR FOCUS

Once you have an understanding of the significant ideas in the poem and how the literary elements help communicate those ideas, you can decide which of the **literary elements** are most significant.

#### ASK YOURSELF:

- What elements are most critical to an interpretation of the poem?
- What elements dominate the poem?
- What elements best support the author's intention in writing the poem?

#### WRITE A THESIS STATEMENT

Write a **thesis statement**—one or two sentences that identify the poem's key elements and sum up your insights about how they work together to create meaning.

#### WHAT DOES IT LOOK LIKE?

*Important elements or devices: imagery, figurative language*

*Major points: Imagery and figurative language are used to reflect the emotions of the speaker.*

*Thesis statement: In "Missing the Sea," poet Derek Walcott uses images of absence and loss to express the agony of a shore-bound sailor.*

#### GATHER SUPPORTING EVIDENCE

Your analysis should include **textual evidence**, in the form of direct quotations or details from the poem, to support each of your main points.

You must **elaborate**, or explain thoroughly, how each piece of evidence supports your points. Add depth to your analysis by elaborating on the **ambiguities**, **nuances**, and **complexities** that make good poetry rich and meaningful.

Be sure to anticipate readers' questions or alternate interpretations of the poem. Explain why you think your interpretation is correct.

#### WHAT DOES IT LOOK LIKE?

- **Ambiguities** are words or lines that may be interpreted in different ways:

*The house in the poem may be a symbol of the living.*

- **Complexities** are elements of the poem that may be more difficult to interpret.

*By comparing the absence of the wind to the death of a loved one, Walcott emphasizes a deep longing for the sea.*

- **Nuances** are changes in the tone or meaning of the poem.

*The tone shifts from harsh images to the lonely, quiet ones of the unused clothes of the dead.*

#### PEER REVIEW

Share your working thesis with a peer. Ask: What words or lines from the poem will help support my interpretation?



In your *Reader/Writer Notebook*, develop your writing plan and a working thesis statement. Consider these tips as you gather evidence:

- Reread the poem to find lines that convey important ideas or contain key imagery.
- Think about how your evidence supports your thesis. Be prepared to adjust your thesis as you interpret the evidence.



**WRITING 13A–B** Plan a first draft; develop drafts in open-ended situations that include transitions and rhetorical devices to convey meaning.

## Drafting

The following chart shows a structure for organizing an effective interpretive essay.

### Organizing Your Interpretive Essay

#### INTRODUCTION

- Start with an attention-grabbing quotation or bold statement.
- Introduce the poem's author and title. State your **thesis** and key literary elements you will discuss.

#### BODY

- Organize and discuss literary elements in chronological order or by order of importance.
- Provide textual **evidence** for each element, and elaborate. Consider how other readers might interpret them.
- Use **transitional** words and phrases to connect ideas and show how they are related.

#### CONCLUSION

- Restate your thesis, and summarize your main points.
- Show how the poem relates to broader themes or experiences in life.

### GRAMMAR IN CONTEXT: EXCERPTING POETRY

You will want to use excerpts from the poem as supporting evidence in your interpretation. For help excerpting poetry, study these guidelines and examples.

**Quoting words, phrases, or clauses (up to one line in length):** Integrate the word, phrase, or clause smoothly into your sentence, setting off the quotation in quotation marks.

*The poem's speaker describes the wind as "something removed."*

**Quoting more than one line:** Use a solidus, a slash mark (/), with a space on both sides to show where one line stops and the next starts.

*The silence is said to "sound like the gnashing of windmills ground / To a dead halt."*

**Quoting more than two lines:** An excerpt of more than two lines is usually set off from the text, either centered or indented. The excerpt should use the same spacing as the original. No quotation marks are used when excerpts are set off in this way.

*Walcott uses abstract imagery to express the speaker's feeling of numb isolation.*

*It hoops this valley, weighs this mountain,  
Estranges gesture, pushes this pencil  
Through a thick nothing now,*



Develop a first draft of your interpretive essay, following the structure outlined in the chart above. As you write, be sure to include quotations from the original poem as supporting evidence. Follow the rules for excerpting poetry.

# Revising

As you revise, evaluate the thesis statement, textual support, and organization of your essay. Your goal is to determine if you have achieved your purpose and effectively communicated your ideas to your intended audience. The questions, tips, and strategies in the following chart will help you revise and improve your draft.

## INTERPRETIVE ESSAY

| Ask Yourself   | Tips   | Revision Strategies  |
|--|--|--|
| 1. Does the introduction engage the audience's interest and introduce the poem?                          | ▶ Put parentheses around the engaging opening. Circle the title of the poem and the name of the author.                | ▶ If necessary, add an engaging opening, such as a provocative quotation or a bold statement. Add the name of the poem and its author. |
| 2. Does the introduction include a thesis that identifies the literary elements and states a main idea?  | ▶ Highlight the thesis statement. Bracket the elements and the main idea.  | ▶ If needed, add a thesis statement that identifies the poem's literary elements and states your main idea.                            |
| 3. Are the major points clear? Do they support the thesis?   | ▶ Underline the major points. Draw an arrow from the major points to the thesis.                                       | ▶ Rewrite major points that are not clearly expressed. Replace points that don't support the thesis.                                   |
| 4. Does textual evidence support each major point? Are questions or alternate interpretations addressed? | ▶ Draw a wavy line under evidence from the poem. Draw a double-underline under other interpretations.                  | ▶ Add quotations or details from the poem. Elaborate on how the evidence refutes an alternate interpretation.                          |
| 5. Is the discussion of literary elements arranged logically?  | ▶ Review the underlined major points to make sure their arrangement is logical.  | ▶ Rearrange major points in order of importance or chronological order.  |
| 6. Does the conclusion restate the thesis and make a connection between the poem and life?               | ▶ Highlight the sentence restating the thesis. Double-underline the sentence or sentences connecting the poem to life. | ▶ Add a sentence that restates the thesis, or add a sentence that connects the poem to life.   |



**PEER REVIEW** Exchange your essay with a classmate. As you read and comment on your classmate's essay, focus on the strength of the thesis and evidence. Discuss whether your classmate has included clear elaboration that connects the evidence to his or her points. Give concrete suggestions for improvement, using the revision strategies in the chart.



**WRITING 13C** Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, and by adding transitional words and phrases.

## ANALYZE A STUDENT DRAFT

As you read this student draft, notice the comments on its strengths as well as suggestions for improvement.

### Life and Death

by Robert Scott, Sea View High School

1 Born in 1930 on the island of Saint Lucia, and later living in Jamaica and Trinidad, the poet Derek Walcott reveals the influence of countless sailors in his poem “Missing the Sea.” The speaker laments the terrible emptiness of a house when occupied by a person who loves the freedom of the sea.

2 The poem’s speaker expresses his loss in images of sound or absence of the sound of the wind. The wind is an effective synecdoche (using parts to represent the whole) because it represents attributes associated with the sea: water, salt, and vastness. Although absent from the house, this wind becomes “something removed [that] roars in the ears of this house.” Strong verbs (“roars,” “hangs,” “stuns”) describe a wind so strong it “weighs this mountain.” Every image is harsh. Even those that emphasize the silence at the same time create a grating noise, “sound like the gnashing of windmills ground / To a dead halt.” An oxymoron is also used to illustrate its power: “a deafening absence, a blow.” It is this absent force that propels the sailor-poet to write his lament: “pushes this pencil.” The present state of the housebound speaker is “thick nothing now”, emphasizing the negative and empty conditions through alliteration.

Robert’s introduction identifies the **poet** and **poem** but does not include a clear **thesis statement**.

The analysis cites **figurative language: synecdoche and oxymoron**.

**LEARN HOW** **Add a Thesis Statement** Although Robert’s essay introduces the poet and title of the poem, it does not include a clear thesis statement. His thesis statement should connect the literary elements (imagery of absence and loss) to the meaning of the poem (the expression of the agony of the land-bound sailor).

### ROBERT’S REVISION TO PARAGRAPH 1

The speaker laments the terrible emptiness of a house when occupied by a person who loves the freedom of the sea.

*In “Missing the Sea,” Walcott uses imagery of absence and loss to express the agony of a shore-bound sailor.*



## ANALYZE A STUDENT DRAFT *continued*

3 In the last full stanza, Walcott uses the images of objects found in the house (silent cupboards and “sour laundry”), again using synecdoche. The lack of sound is emphasized with the cupboard, and the negative sensory images continue with the laundry.

The essay is arranged **chronologically**, moving from the poem’s beginning to its end.

4 These domestic images grow even stronger through the simile of the clothes of the dead. The deceased person’s clothes are left exactly as in life. So too, the memory of the sea occupies the mind of the speaker, exactly as it did when he lived on the sea. He expects the sound of the wind but is left bereft and incredulous at its absence, just as one would feel looking at the clothes of a loved one who has passed away; the living, remaining person expresses his grief at the sight, just as the poem’s speaker expresses his loss. By comparing the absence of the wind to the death of a loved one, Walcott emphasizes the depth of his passion and longing for the sea.

Instead of a direct quotation, Robert **paraphrases** and **elaborates** on the content of the last stanza.

Robert’s analysis could be improved by a more effective **conclusion**.

**LEARN HOW Write a Conclusion** An interpretive essay must come to a definite conclusion, not just stop with the last line of the poem. The conclusion should give readers a sense that the interpretation is complete, that all the ideas discussed have been neatly tied together. An effective conclusion echoes the thesis statement, summarizes the key points, and leaves readers with a final thought that offers some insight readers can apply to their own experiences or future reading. Robert ends his interpretive essay with his examination of the last stanza. To improve his essay, he decides to add another paragraph in order to leave readers with a final thought.

### ROBERT’S REVISION TO THE CONCLUSION

By comparing the absence of the wind to the death of a loved one, Walcott emphasizes the depth of his passion and longing for the sea.

*Even if readers have not experienced a sailor’s life, most have suffered the loss of something or someone cherished. In “Missing the Sea,” Walcott uses vivid imagery and strong figurative language to express the universal feeling of losing what you love most.*



Use the feedback from your peers and teacher as well as the two “Learn How” lessons to revise your interpretive essay. Evaluate how thoroughly you have presented and supported your thesis. Also, consider how well you used quoted material and details from the poem to make connections between your evidence and your thesis.

## Editing and Publishing



**WRITING 13D–E** Edit drafts for grammar, mechanics, and spelling; revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

In the editing stage, you review your essay to make sure that it is free of grammar, spelling, and punctuation errors. You don't want mistakes to distract your audience from focusing on your ideas.

### GRAMMAR IN CONTEXT: PUNCTUATING QUOTATIONS

Many of the quotations in your interpretive analysis may be fragments, or parts of a line or sentence. As noted earlier, poetry excerpts of two lines or fewer are set off by quotation marks.

*In the last full stanza, Walcott uses the images of objects found in the house (silent cupboards and “sour laundry”), again using synecdoche.*

[The quotation fragment is integrated into the sentence and set off by quotation marks.]

- Commas and periods are set inside the closing quotation mark.
- Question marks and exclamation points are set inside the quotation mark only if the quotation itself is a question or exclamation; if the question mark or exclamation point applies to the overall sentence rather than the quotation, the punctuation is set outside the end quotation mark.
- Semicolons, colons, and dashes are always placed outside the closing quotation mark.

As Robert edited his essay, he realized he had incorrectly punctuated a quotation. The comma should be set inside the closing quotation mark.

*The present state of the housebound speaker is “thick nothing now”,\n emphasizing the negative and empty conditions through alliteration.*

### PUBLISH YOUR WRITING

Share your interpretive essay with an audience.

- Share your essay with members of a literature circle who enjoy poetry.
- Publish your essay on a Web site devoted to the poet whose work you interpreted.
- Turn your essay into an oral presentation and deliver it to your classmates.



Correct any errors in your interpretive essay. Make sure that you elaborate and connect your evidence to your thesis. Edit carefully and make sure you have punctuated quotations correctly. Then, publish your final essay where your audience is likely to see it.





# Scoring Rubric

Use the rubric below to evaluate your interpretive essay from the Writing Workshop or your response to the on-demand prompt on the next page.

| INTERPRETIVE ESSAY |  |
|--------------------|--|
| SCORE              | TEXAS KEY TRAITS   |
| 4                  | <ul style="list-style-type: none"><li>• <b>Focus and Coherence</b> Focuses consistently on a clear thesis</li><li>• <b>Organization</b> Shows effective organization throughout with smooth transitions</li><li>• <b>Development of Ideas</b> Supports a thesis thoroughly and addresses alternate interpretations, using clearly stated textual evidence and elaboration</li><li>• <b>Voice</b> Expresses the writer's unique perspective and engages readers</li><li>• <b>Conventions</b> Exhibits a mature control of written language</li></ul>  |
| 3                  | <ul style="list-style-type: none"><li>• <b>Focus and Coherence</b> Focuses on a clear thesis, with minor distractions</li><li>• <b>Organization</b> Shows effective organization throughout, with minor lapses</li><li>• <b>Development of Ideas</b> Offers mostly thoughtful key points and addresses an alternate interpretation, with a mixture of general and specific evidence and some elaboration</li><li>• <b>Voice</b> Expresses a perspective that is not unique and does not completely engage readers</li><li>• <b>Conventions</b> Exhibits general control of grammar, mechanics, and spelling</li></ul>                  |
| 2                  | <ul style="list-style-type: none"><li>• <b>Focus and Coherence</b> Includes some loosely related ideas that distract from the writer's thesis</li><li>• <b>Organization</b> Shows some organization, with noticeable gaps in the flow of ideas</li><li>• <b>Development of Ideas</b> Offers routine, predictable ideas and key points with uneven evidence and little elaboration; does not fully address other interpretations</li><li>• <b>Voice</b> Expresses a flat or generic perspective and engages readers only slightly</li><li>• <b>Conventions</b> Exhibits a limited control of grammar, mechanics, and spelling</li></ul> |
| 1                  | <ul style="list-style-type: none"><li>• <b>Focus and Coherence</b> Shows little awareness of the topic and purpose for writing</li><li>• <b>Organization</b> Lacks organization</li><li>• <b>Development of Ideas</b> Offers unclear and confusing ideas and demonstrates minimal evidence and no elaboration; addresses no alternate interpretations</li><li>• <b>Voice</b> Exhibits little or no interest in the original text or in interpreting it for readers</li><li>• <b>Conventions</b> Exhibits major problems with grammar, mechanics, and spelling</li></ul>  |



# Preparing for Timed Writing



WRITING 13B Develop drafts in timed situations.

## 1. ANALYZE THE PROMPT

5 MIN



Read the prompt carefully. Then, read it again, noting the words that tell the topic, the audience, and the purpose.

### PROMPT

The plots of most stories and novels are set into motion by the conflict, or problem, experienced by the main character. Think of a conflict from a story or novel you have read. Then, write an interpretive essay explaining to classmates whether the conflict was internal or external and how it affected the plot and theme of the work.

Topic →

Audience →

← Purpose

## 2. PLAN YOUR RESPONSE

10 MIN



Once you have decided on a work of fiction and identified its main conflict, ask yourself these questions:

- Is the conflict external (caused by outside forces, events, or characters) or internal (caused by the character's opposing needs, emotions, or desires)?
- How does the conflict move the action forward?
- How is the conflict resolved?
- What theme does the author suggest through the resolution of the conflict?

## 3. RESPOND TO THE PROMPT

20 MIN



Begin your draft by writing your thesis—a statement about the conflict and its effect on the plot and theme of the fictional work. Then, do the following:

- Organize your response in chronological order, discussing the events as they occur in the work.
- Provide evidence—details from the text—to support your thesis.
- Elaborate on how each piece of evidence supports your thesis.
- Conclude your essay with a discussion of how the resolution affects the theme.

## 4. IMPROVE YOUR RESPONSE

5–10 MIN



**Revising** Check your draft against the prompt. Does your draft clearly state a thesis about the conflict and its effect on the fictional work as a whole? Does it provide sufficient evidence? Do you end with an insight into the fictional work and its theme?

**Proofreading** Find and correct any errors in grammar, usage, or mechanics. Make sure that your paper and any edits are neatly written and legible.

**Checking Your Final Copy** Before you submit your paper, examine it once more to make sure that you are presenting your best work.

## Listening & Speaking Workshop

# Presenting an Interpretive Essay

Writing an interpretive essay about a poem probably helped you gain new insight into the poem. Now you can share your understanding with your classmates by adapting your essay for an oral presentation. In presenting your ideas to listeners rather than readers, you can use your voice as well as your body language to make your points.



Complete the workshop activities in your **Reader/Writer Notebook**.

### SPEAK WITH A PURPOSE

#### PROMPT

Adapt your interpretive essay into a **formal speech**. Practice your speech, and then present it to your class.

### TEXAS KEY TRAITS

#### A STRONG INTERPRETIVE PRESENTATION . . .

- presents a clear thesis about a literary work's literary devices or theme
- offers specific points supported by compelling evidence from the text
- moves at a reasonable pace and keeps the audience's interest
- reflects the speaker's interest in the text



#### LISTENING AND SPEAKING 25

Speak clearly and to the point, using the conventions of language. Formulate sound arguments by using elements of classical speeches, the art of persuasion, rhetorical devices, eye contact, speaking rate, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

## Adapt Your Essay

You will need to reorganize your material to make your interpretation clear to listeners. Focus your oral presentation on the most important points about the literary elements or devices you analyzed in your essay. Use these suggestions as you develop your presentation.

|                     |  |
|---------------------|--|
| <b>Introduction</b> | Add an element of drama by <ul style="list-style-type: none"><li>• beginning with an <b>interesting quotation</b> from the work</li><li>• stating an <b>anecdote</b> about the work or its author</li><li>• making a <b>provocative comment</b> about the work</li></ul> |
| <b>Body</b>         | Keep your listeners' attention by <ul style="list-style-type: none"><li>• <b>reading aloud</b> many lines from the poem</li><li>• <b>focusing</b> on only the most important points of your original interpretation</li></ul>  |
| <b>Conclusion</b>   | Make a lasting impression on listeners by <ul style="list-style-type: none"><li>• framing a <b>final observation</b> in the context of a universal theme</li><li>• ending with a <b>dynamic quotation</b> from the poem</li></ul>  |

Listening & Speaking Online

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KEYWORD: HML12-280

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# Deliver Your Speech

## USE PRESENTATION AIDS

To speak effectively, you need to sound as natural and relaxed as possible. Rather than memorizing your presentation, use the following steps to help you prepare for your speech.

- Step 1** Make concise notes on note cards.
- Step 2** In your notes, write down key words and phrases about the main points in your interpretive speech.
- Step 3** Include reminders of specific points you want to make in your presentation.
- Step 4** Write down the quotations and lines from the work that you will be presenting, and make sure you can read them.
- Step 5** Arrange your note cards in the right order for a smooth presentation.

## USE VERBAL AND NONVERBAL TECHNIQUES

Verbal and nonverbal techniques can make your presentation more effective. Use the following techniques to deliver an engaging presentation.

- **Pronunciation and Enunciation** It is natural to be nervous when speaking to a group, so focus on pronouncing words correctly. Speak clearly (enunciate) and speak at a natural pace so each word is understandable.
- **Emphasis** To get your main points across to your audience, change your tone and volume for emphasis. Pausing is also an effective way to emphasize something you've just said. It allows your listeners time to digest a point you made and lends suspense to a point you are about to make.
- **Facial Expressions and Gestures** Change your facial expressions as you deliver your presentation. A blank face is the physical equivalent of a monotone speaking voice; it almost guarantees that your audience will tune out. Although you may not use hand gestures when speaking casually, relaxed gestures can help emphasize your words and make the presentation seem more natural.
- **Eye contact** Remember to make eye contact with members of your audience. Eye contact will engage your listeners and convey the message that you *want* them to understand what you are saying.



**As a Speaker** Deliver your speech to a friend, making sure to incorporate the verbal and nonverbal techniques described on this page. Use your friend's feedback to make adjustments to your presentation and to improve your speaking skills.

**As a Listener** Evaluate a classmate's delivery of his or her interpretive speech. Listen carefully to make sure that you understand the thesis and identify any points that seem unclear. Note whether your classmate's volume, pace, enunciation, and tone are appropriate for his or her audience and purpose.

