

NAME: _____

Literature and Composition II

Mrs. Anzalone

Pet Peeve “Rant” Speech

Requirements:

1. The pet peeve speech should be between one and one and a half minutes.
2. You cannot use any note cards or outlines for the speech.
3. You must start the speech with the opening line, “My pet peeve is...” You must end the speech with the closing line, “And that is my pet peeve.”

Examples of a pet peeve speech topic:

“My pet peeve is people who...

- lock their animals in a car.
- let their children scream and shout in a restaurant.

- talk on their cell phones while driving.
- talk during movies at the movie theater.
- tail close behind while driving.

Due Dates:

Monday, May 5: The pet peeve topic and outline is due. The topic must be approved by Mrs. Anzalone. The topic may not be offensive or outwardly rude to a person or group. The outline will be used for practicing the speech. You may NOT use the outline during the speech.

Wednesday, May 7 and Thursday, May 8: Students will perform their speeches in front of the class. All students must perform in front of the class.

Rubric:

	1	2	3	4
Eye Contact	Does not make eye contact with the audience.	Makes some eye contact with some of the audience.	Makes varied inconsistent eye contact with the entire audience.	Makes varied and sustained eye contact with the entire audience.
Voice	Speaker speaks in a monotone or a voice that is clearly uncontrolled.	Uses some variance in pitch, rate, and volume to appropriately enhance their meaning. Practice and control are evident.	Uses much variance in pitch, rate, and volume to appropriately convey their meaning. Exhibits some practice and control.	Uses variance in pitch, rate, and volume to appropriately convey their meaning throughout. Exhibits practiced purposeful control.
Body Language	Uses no body language that inappropriately reinforces his/her meaning.	Speaker uses some body language that appropriately enhances their meaning.	Speaker uses much body language that appropriately enhances their meaning.	Speaker uses body language that appropriately enhances their meaning throughout speech.
Filler Words <i>(um, uh, like, yeah, and, er, etc.)</i>	Frequently uses filler words or phrases, pauses inappropriately.	Smooth flowing language, with occasional filler words or verbal tics.	Smooth flowing language, with one or two filler words or verbal tics.	Smooth flowing language, totally devoid of any filler words or verbal tics.
Time Length	Speech is under one minute, or over a minute and a half.	_____	_____	Speech is between a minute and a minute and a half.
Introduction and Conclusion	Speech did not begin with “My pet peeve is...” Speech did not end with “and that is my pet peeve.”	_____	_____	Speech began with “My pet peeve is...” and ends with “and that is my pet peeve.”

Requirements:

1. The pet peeve speech should be about one to one and a half minutes. (60 seconds – 90 seconds)
2. Students cannot use any note cards or outlines while giving the speech. Students should practice the speech but not “memorize” it and repeat it to us. A memorized speech spoken in monotone does not have the same poignancy or value as a “candid” speech.
3. Students must begin the speech with the opening line, “My pet peeve is...” Students must end the speech with the closing line, “And that is my pet peeve.” Mrs. Anzalone will demonstrate a pet peeve speech to her students prior to them presenting their speeches.
4. During the speech, students must say three specific reasons why they have a particular pet peeve.

Outline Template:

1. Please complete this outline and have it prepared for class on Monday, May 5. **YOUR OUTLINE SHOULD BE TYPED IN 14 POINT TIMES NEW ROMAN FONT AND DOUBLE-SPACED.**
2. Students may not use this outline when giving the speech. Students should use this outline to practice his or her pet peeve speech. This outline is only a guide. Students do not need to follow the exact wording of the outline.
3. Be aware: some students might share the same pet peeve. Although it would be ideal that all students have a different topic, similar pet peeves cannot always be avoided.

I. Introduction

A. My pet peeve is...(~5 seconds)

B. This pet peeve began when I...(~10 seconds)

II. Reasons

A. First, [it] bothers me because...(~10 seconds)

B. Second, [it] makes me upset when...(~10 seconds)

C. Finally, what makes me most irritated about [pet peeve] is...(~10 seconds)

III. Conclusion

A. I shared my pet peeve with you today so that you will...(10 seconds)

B. And that is my pet peeve. (3 seconds)