



## Development Program

### Level Four

# LEADING TRAINER APPENDIX

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## Development Program

# LEVEL 4 LEADING TRAINER APPENDIX PROJECT CHART FOR PROJECT 4: Interpretive Reading

Any three of the following specific Interpretive Reading projects may be presented for **Level 4 - Leading Trainer - PROJECT 4: Interpretive Reading**.

The Guidelines for each of the following specific projects should be read in conjunction with **PROJECT 4: Interpretive Reading General Guidelines**

You may also wish to try each of these and be evaluated for each individual assignment as extra projects. These projects do not have to be completed in the order in which they appear below.

Project	Project Title	Date Completed	Evaluator's Signature
4A	Present a Monologue (5-7 minutes)		
4B	Interpret Poetry (6-8 minutes)		
4C	Read a Story (8-10 minutes)		
4D	Oratorical Speech (8-10 minutes)		
4E	Present a Play (12-15 minutes)		

Material in this Appendix has been collated and adapted from various sources on the internet. You may wish to use the originals as further reading:

*Making Your Interpretive Readings Come Alive*, Maxine J. Nordick

*Advanced Communication Series Interpretive Reading*, Toastmasters International

*Interpretive or Dramatic Reading*, studygs.net



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## Development Program

### PROJECT 4: Interpretive Reading      General Guidelines

#### Purpose:

- To develop skill in conveying to the listener the meaning, thoughts, feelings and emotions of the author of a dramatic selection.
- To draw meaning from the selection to share with the audience.
- To use all the skills of reading aloud to engage all the senses and emotions without the use props, costumes, lighting or sound effects.

#### Preparation:

1. Select a piece from any published source, including a story, poetry, a monologue, a play, a scene from a play, an essay, letters, journals, an oratorical speech. Always make sure you choose literature that you like and that will be appreciated by your audience.
2. **Analyse your material.**  
Understand what the author was intending for you to know or feel. Understand the characters and decide what you will or will not include in your reading.
3. **Edit your selection.**  
Identify the parts that are most important for the listeners in order for them to understand the author's intent and keep them. Edit out the rest. The piece must stand on its own and must fit into the time allotted.
4. **Type your manuscript.**  
Type out the manuscript. Use a large enough font for easy reading. It could be in double spacing and only filling the top half an A4 page.
5. **Mark your manuscript.**  
Use markings on your manuscript as a reminder of pauses, inflections and emphasis.  
Some suggestions:
  - To remind you about pausing and speaking at an appropriate rate, use a single slash (/) for a short pause (equates to one count, like a comma); a double slash (//) for a medium pause (equates to two counts, like the end of a sentence); a triple slash (///) for a long pause. Use a bracket ([]) for a complete new paragraph or thought.
  - To run a phrase together, mark with a curved line under the text.
  - For emphasis, use the single underline or double underline to remind you about words that are important.
  - For an upward inflection, use an upward mark (´) above the word/s; for a downward inflection, use a downward mark.
  - Use highlighters to colour certain passages.
  - To remind you about what attitude you want to convey, write a word or phrase in the margin.
  - Draw faces (emojis) to remind you about how you want to use facial expressions.

continued:-



## Development Program

Interpretive Reading continued...

### 6. Practise your presentation.

To develop confidence, you must practise using your voice and body to convey the author's message to your listeners.

- Speak at an appropriate rate.
- Speak at the volume that will be suitable for the room in which you will be reading.
- Use your script markings as delivery guidelines.
- Make your voice believable when trying to convey different characters. Crisp articulation and correct pronunciation are key ingredients to being understood.
- Exaggerate the drama – have fun – you can rein it in later.

### 7. Prepare an introduction.

Make your introduction brief (about 45 seconds), giving the general subject area of your selection, where the work was taken from and the title and author. Include the reason for the selection of this piece and any additional comments needed by the listeners to make sense of your piece. Set the scene so the audience knows the context and the role of the character.

#### Presentation:

- Walk to the centre of the speaking area. Smile, make contact with the audience and make your introduction.
- Take one step forward, then begin reading from your typed manuscript, which could be a hard copy or on an electronic device.
- This is not to be presented as a memorized piece, but being familiar with the words will enable more frequent eye contact with the listeners.
- Read your selection, assuming the identity of the character/s and portraying the dramatic, physical and emotional aspects of the character/s or of the situation.
- During the reading, you should not walk around, but taking one step for emphasis is acceptable.
- When finished the reading, pause, nod your head and take a step back. That signals that you have completed your presentation.

Three different specific Interpretive Reading Projects are required for this project and may be selected or adapted from the projects on the following pages:

4A	Present a Monologue	(Time 5-7 minutes)
4B	Interpret Poetry	(Time 6-8 minutes)
4C	Read a Story	(Time 8-10 minutes)
4D	Oratorical Speech	(Time 8-10 minutes)
4E	Present a Play	(Time 12-15 minutes)



## Development Program

### PROJECT 4A: Interpretive Reading - Present a Monologue

(Time 5-7 minutes)

This assignment is an option for **Level 4 Leading Trainer – PROJECT 4: Interpretive Reading**. The **General Guidelines** should be read in conjunction with the Guidelines for this specific assignment.

#### Purpose:

- To understand the concept and nature of a dramatic monologue.
- To assume the identity of a single character and to portray the physical, mental and emotional characteristics of this character to an audience, using voice and body.

#### Preparation:

- Select your reading and analyse and study its sequence of thought.
- Summarise the general theme, or dominant meaning, you wish to convey. Edit your selection accordingly.
- Visualize or imagine a word picture that will help you relate your experience with the reading. Call on all observations to make the character come to life.
- Determine the best way to clearly define who is speaking, e.g. if the speaker represents a villain, the reader must make the speech sound villainous.
- Type up your manuscript and mark for pauses, inflections and emphasis and all other cues for the presentation.
- Practise presenting in different ways and select the most effective way.

#### Presentation:

1. Introduce your monologue, ensuring the audience knows the context and the role of the character.
2. Take a step forward and commence the monologue.
3. From this point, you are not talking to the audience. Although all attention is focused on you, the speaker, you may seem to be talking to a second, unseen person whose unheard questions and statements seem to motivate the speaker's words and action. You may even be talking only to yourself. Deliberately avoid eye contact with the audience.
4. Use the cues on your manuscript to deliver the monologue as planned.
5. When you have finished, pause and take a step back to indicate the presentation is over.

**NOTE:** Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



## Development Program

### PROJECT 4A: Interpretive Reading - Present a Monologue – Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** The speaker was to present a dramatic monologue or soliloquy, assuming a character who reveals the innermost of thoughts and feelings on some matter of importance. Familiarise yourself with the guidelines for this assignment.

Was the character clearly defined by the speaker? \_\_\_\_\_

\_\_\_\_\_

Did the speaker effectively express the conflict in which the character was involved?

\_\_\_\_\_

\_\_\_\_\_

How effectively did the speaker use voice and gestures/body movement? \_\_\_\_\_

\_\_\_\_\_

Did the speaker successfully avoid eye contact with the audience? \_\_\_\_\_

\_\_\_\_\_

With what parts of the monologue did the speaker appear most comfortable? \_\_\_\_\_

\_\_\_\_\_

Did the speaker display any distracting mannerisms? \_\_\_\_\_

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Suggestions for improvement and additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's signature: \_\_\_\_\_



## Development Program

### PROJECT 4B: Interpretive Reading - Interpret Poetry

(Time 6-8 minutes)

This assignment is an option for **Level 4 Leading Trainer – PROJECT 4: Interpretive Reading**. The **General Guidelines** should be read in conjunction with the Guidelines for this specific assignment.

#### Purpose:

- To understand the differences between poetry and prose.
- To recognise how poets use imagery, rhythm, meter and cadence to convey the meanings and emotions of their poetry.
- To present a poem in a dramatic way, conveying those meaning and emotions to the audience.

#### Preparation:

##### 1. Edit your selection.

- Once your poem is selected, analyse and study its sequence of thought.
- Because poetry is often written in stanzas, it is often possible to eliminate an entire stanza, or several lines, without damaging the impact of the piece on the listeners.
- It may assist in understanding the poems if they are re-written in normal sentence structure. They can then be re-constructed to focus clauses and phrases. Poems and prose should be read in phrases, not lines.
- Visualize or imagine a word picture that will help you relate your experience with the reading.
- To clarify your rhythm, one strategy can be to read the piece but in place of words use only a sound as *mmm* or *ahhhh*. Avoid sing-song reading.
- If you put two poems together into one programmed reading, prepare a transition between them that connects the pieces and to help the listeners to know when one poem is stopping and the next one is beginning

#### Presentation:

- For a poem, don't look at the audience as often as you would when reading prose. Direct eye contact may inhibit the audience's response. Use a slower pace for a poem as imagery is more difficult to assimilate.
- Use facial expressions and gestures, and timely, effective eye contact with the audience.

**NOTE:** Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



## Development Program

### PROJECT 4B: Interpretive Reading - Interpret Poetry – Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** The speaker’s task was to present a poem, using vocal techniques to capture the imagery and rhythm of a poem and to convey its meaning and emotions to the audience. Familiarise yourself with the guidelines for this assignment.

How was the speaker able to express the thoughts and emotions of the poem? \_\_\_\_\_

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Did the speaker understand the poem and able to envision the pictures painted by the poet?

\_\_\_\_\_

Did the speaker make effective use of pauses, rhythm and cadence? \_\_\_\_\_

\_\_\_\_\_

Did the speaker avoid a “sing-song” rhythm? \_\_\_\_\_

\_\_\_\_\_

Was the speaker able to establish and maintain eye contact with the audience? \_\_\_\_\_

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Was the speaker well-prepared and familiar with the material? \_\_\_\_\_

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Suggestions for improvement and additional comments: \_\_\_\_\_

\_\_\_\_\_

Evaluator’s signature: \_\_\_\_\_



## Development Program

### PROJECT 4C: Interpretive Reading - Read a Story

(Time 8-10 minutes)

This assignment is an option for **Level 4 Leading Trainer – PROJECT 4: Interpretive Reading**. The **General Guidelines** should be read in conjunction with the Guidelines for this specific assignment.

#### Purpose:

- To understand the elements of dramatic interpretive reading.
- To learn how to analyse a narrative and plan for effective interpretation.
- To learn and apply vocal techniques that will aid in the effectiveness of the reading that helps the audience to understand the author's meaning and emotions.

#### Preparation:

1. Select a narrative – a story that relates an incident or series of incidents. It could be a full story, a chapter of a book or a section of a story.
2. The material should appeal to your audience, stimulate your listeners and offer insight into human nature.
3. Read the story several times and read what other writers and critics say about it.
4. Read the author's biography, to better understand the piece and help you decide if the story is appropriate for interpretive reading.
5. Analyse the work. What is the overall meaning? What is the author trying to say? Where does he or she say it? How is our attention attracted? How does the author build up to a climax? How does the story conclude? What different emotions are present in the story? What is the author's attitude to the subject? Then look at the story as a whole again.
6. Now that you understand the meaning, emotions and attitudes of the story, plan how to concentrate on communicating the story to your audience. Side-plots can be eliminated without destroying the overall meaning of the story or novel.
7. Read the final manuscript out loud several times so you get a feel for its flow and adjust speed and pauses accordingly. If there are several characters, you can identify each through voice changes, gestures or posture.

#### Presentation:

1. Your brief introduction should include enough background material (time, place, characters, action) so that the audience will understand the story.
2. Pause to attract the audience's attention, then speak. Use the manuscript in such a way that your face is not obstructed.
3. Effective use of voice is crucial. Tag lines, such as "he said" or "she remarked" are unnecessary. Eye contact is essential, so be so familiar with the material that you will need only to look at the page occasionally to return your gaze to the book.

**NOTE:** Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



## Development Program

### PROJECT 4C: Interpretive Reading - Read a Story – Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** The speaker is aiming to present a narrative using vocal techniques that help the audience to understand and enjoy the selection. The speaker was to convey the author's meaning and emotions. Familiarise yourself with the guidelines for this assignment.

Did the introduction and transitions (if any) help you to better understand the narrative?

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Was the theme understandable and the storyline clear? \_\_\_\_\_

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To what degree did the speaker achieve the author's purpose in projecting the meaning and emotions of the message? \_\_\_\_\_

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How did the speaker emphasize the words which were important in revealing the narrative's meaning and emotions? \_\_\_\_\_

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How did the speaker build to the story's climax? \_\_\_\_\_

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Was the speaker able to establish and maintain eye contact with the audience? \_\_\_\_\_

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Suggestions for improvement and additional comments: \_\_\_\_\_

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Evaluator's signature: \_\_\_\_\_



## Development Program

### PROJECT 4D: Interpretive Reading - Oratorical Speech

(Time 8-10 minutes)

This assignment is an option for **Level 4 Leading Trainer – PROJECT 4: Interpretive Reading**. The **General Guidelines** should be read in conjunction with the Guidelines for this specific assignment.

#### Purpose:

- To understand the structure of an effective speech.
- To interpret and present a famous dramatic speech, using voice and gestures/body movements to express the original speaker's meaning and emotions.

#### Preparation:

1. Once a reading is selected, analyse and study its sequence of thought and its structure.
2. Your aim is to bring to life someone else's speech. This will involve establishing a relationship with the audience, convincing them that the speaker's viewpoint is the best one and to present with passion and sincerity.
3. Summarize the general theme, or dominant meaning, the speaker wished to convey.
4. Break the speech down into Introduction (attracts attention and gives some background); Body (information on need, satisfaction and visualization); Conclusion (compels the audience to action).
5. Visualize or imagine a word picture that will help you relate your experience with the reading.
6. In this speech, you are encouraged to use gestures and body movement to enhance your presentation and costume may be worn.

#### Presentation:

1. After you introduce your speech, giving its background, you become that speaker. Your whole speech should be seen as coming from that speaker. You are trying to convince the audience of your way of thinking. You are trying to inspire the audience.
2. Focus on the audience. Even though you are reading the speech, you should be so familiar with it that you need look down only occasionally.
3. Be dramatic. You can use some of the gestures used in the original speech. This is an opportunity to be "over-the-top".

**NOTE:** Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



## Development Program

### PROJECT 4D: Interpretive Reading - Oratorical Speech – Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** The speaker was to present a famous speech, using voice and gestures/body movements to express the original speaker’s meaning and emotions. Familiarise yourself with the guidelines for this assignment.

Did the speaker reveal the original speaker intelligently, significantly and with adequate feeling?

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Was the speaker comfortable with the speech? \_\_\_\_\_

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How did the speaker establish rapport with the audience? Did the speaker address the audience, not the printed material? \_\_\_\_\_

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Did the speaker inspire the audience? How? \_\_\_\_\_

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Suggestions for improvement and additional comments: \_\_\_\_\_

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Evaluator’s signature: \_\_\_\_\_



## Development Program

### PROJECT 4E: Interpretive Reading - Present a Play

(Time 12-15 minutes)

This assignment is an option for **Level 4 Leading Trainer – PROJECT 4: Interpretive Reading**. The **General Guidelines** should be read in conjunction with the Guidelines for this specific assignment.

#### Purpose:

- To adapt a play, or portion of a play, for interpretive dramatic reading.
- To portray several characters in one reading, identifying them to the audience through voice changes, gestures and body movement.

#### Preparation:

1. A play is a story told in the form of action and dialogue and for the interpretive reading these are suggested as the essence of the play through voice, body, emotion and imagination.
2. Select a play or portion of a play that involves only a few characters. You will be reading the parts of all the characters, distinguishing them by different voices and actions. If there are too many characters, both you and the audience will become confused.
3. Your selection should be one with action and drama. It should have a good story that attracts attention and moves along quickly. The story should be suspenseful. It should rise steadily to the climax and quickly close.
4. Read through your selection, analysing and studying its sequence of thought, its rhythm and meter. Will you need to add voices for different characters? Where should you speed up or slow down your pace? Where should you lower or raise your voice? What gestures should you use?
5. Edit ruthlessly as the play must fit the time allowed, whilst still making sense.
6. Mark your typed manuscript. You may want to use different coloured highlighters for each character.

#### Presentation:

1. Your longer introduction should include the background of the play and/or the scene; each character should be introduced with one or two sentences of description; the setting of the play and any action that has taken place earlier. Then move easily into the play.
2. Even though the name of the character speaking shows in the script, do not mention the name as you read. Your voice and actions should identify the character. Be careful if you're going to do an accent for a character - do it respectfully and appropriately. Speak clearly. Pay attention to pronunciation and enunciation of sounds and words.
3. Create an atmosphere or context with your voice, clearly expressing the development of the action

**NOTE:** Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



## Development Program

### PROJECT 4E: Interpretive Reading - Present a Play – Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** The speaker was to present a play, or portion of a play, using voice and gestures/body movement to suggest the different characters. Familiarise yourself with the guidelines for this assignment.

Were the characters vocally, physically and emotionally distinct? \_\_\_\_\_

\_\_\_\_\_

Were character changes smooth and quick? \_\_\_\_\_

\_\_\_\_\_

Did the pitch or tempo of any character distract you? \_\_\_\_\_

\_\_\_\_\_

Was the plot of the play clear and properly cut so it flowed smoothly? \_\_\_\_\_

\_\_\_\_\_

How did the speaker build to the climax of the play? \_\_\_\_\_

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Did the speaker have eye contact with the audience? Was eye contact appropriate for the presentation? \_\_\_\_\_

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Suggestions for improvement and additional comments: \_\_\_\_\_

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Evaluator's signature: \_\_\_\_\_



## Development Program

# NOTES