Hear the Case

Evaluate a speaker's request through evidence, delivery, and limits.

11.CL.10 "Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Have a partner read the speech aloud and act the cues in parentheses without saying them. As you listen, underline evidence, circle two limits on that evidence, and number the problem, caution, and request in the order you hear them.

A Shadier Lunch?

1. (The speaker faces the audience and pauses.) At lunch yesterday, I watched students circle the courtyard looking for a cool place to sit. Our school has nine seats beneath the covered walkway, but on three sunny days last week, I counted at least thirty students waiting or standing nearby during the first ten minutes of lunch. I wrote down each count immediately, although I did not record the temperature. I'm asking the student council to test a temporary shade canopy in the courtyard for two weeks, not to approve a permanent structure today.

2. (The speaker opens one hand toward the listeners, then lowers it.) My counts show a problem worth checking, but three lunch periods cannot tell us what happens all year. Students may choose to stand for reasons other than heat. A canopy could also block a walking route, and I do not know what rental or safety checks would cost. Before deciding, we could ask the facilities staff for a safe location and compare how many students use the courtyard on days with and without shade. That comparison would help us judge the idea instead of trusting one person's impressions.

3. (The speaker makes eye contact with several council members and speaks more firmly.) Please vote to let a small group investigate the two-week trial, including the cost, safety rules, and a way to collect better counts. I am not asking you to spend money tonight. If the trial is too costly or blocks access, we should drop it. If it works, we can bring the results back before anyone considers a permanent change. Students need somewhere comfortable to eat, but this decision should rest on evidence we can check, not only on my description of one hot lunch.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the speaker want the council to approve now, and how is that different from approving a permanent canopy?

2. How does following the first paragraph's counts with the second paragraph's cautions affect the speaker's credibility?

3. What do the pause at the start and the firmer voice near the end suggest about the speaker's tone and purpose? Use both cues.

4. How might the speaker's eye contact with several council members affect the audience, and why is it not proof that the canopy will work?

3 YOUR TURN

Your own words

Write a five-sentence advisory note to an absent council member evaluating whether to authorize the investigation. Use one detail about the speaker's evidence, one limitation, and one delivery cue to explain your judgment of the speaker's credibility.

ANSWER KEY

Hear the Case

GRADE 11 · 11.CL.10

PART 1 · READ AND MARK

Have a partner read the speech aloud and act the cues in parentheses without saying them. As you listen, underline evidence, circle two limits on that evidence, and number the problem, caution, and request in the order you hear them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the speaker want the council to approve now, and how is that different from approving a permanent canopy?	**The speaker wants a small group to investigate a two-week trial, including cost, safety, and better counts. The council would not spend money that night or approve a permanent structure.**
2	How does following the first paragraph's counts with the second paragraph's cautions affect the speaker's credibility?	**The counts suggest a possible need, while the cautions show the speaker recognizes that three lunch periods cannot establish a year-round pattern or prove why students stood there. Acknowledging those limits strengthens credibility.**
3	What do the pause at the start and the firmer voice near the end suggest about the speaker's tone and purpose? Use both cues.	**The pause invites attention to the problem. The firmer voice emphasizes the final request, giving the speech a deliberate, persuasive tone.**
4	How might the speaker's eye contact with several council members affect the audience, and why is it not proof that the canopy will work?	**Eye contact may make the request feel direct and confident. It cannot establish the canopy's cost, safety, or effect on courtyard use.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I recommend authorizing an investigation, not a permanent canopy. The speaker counted at least thirty students near the covered walkway on three sunny days, which suggests a need for more shade. Those counts cover only three lunch periods and do not show why students stood there. The speaker's eye contact with several council members made the request seem direct, but it cannot verify the counts. Because the speaker admitted these limits and requested safety and cost checks, the proposal seems credible enough to investigate.

Accept different judgments about authorizing the investigation if students distinguish delivery from evidence and support their reasoning with details from the speech. For marking, the opening presents the problem, the middle raises cautions, and the ending makes the request.