Hear the Difference

How sound and source shape an audio message

11.DL.16 "Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two sound choices that affect how listeners understand the notice, circle two clues about source credibility, and number two details showing how the repost changes the message.

A Notice in Two Versions

1. At 7:10 a.m. on a July morning, the fictional city of Alder Bay posts a forty-second audio notice on its public health department website. Three clear chimes introduce a steady voice: "The East School gym will open as a cooling center today from noon until 6 p.m." The speaker repeats the hours, then pauses before giving the building's street entrance. There is no background music. The notice addresses residents who need a cool indoor space during the day's expected heat, especially people hearing it on a phone while traveling. Its short sentences make the details easier to catch without a screen.

2. By lunchtime, a neighborhood account shares a fifteen-second excerpt with the caption "CITY OPENS GYM ALL DAY." In that clip, the chimes remain, but the sentence about noon until 6 p.m. is missing. A fast electronic beat plays under the excerpt's final words, "The East School gym will open," which were originally the start of a longer sentence. Comments show that some listeners plan to arrive in the morning. The account lists no editor or link to the full notice. Although the familiar chimes may sound official, the cut and caption create a different message from the department's recording.

3. Student reporter Mina wants to share the news on her school's audio bulletin before dismissal. She finds the full recording through a link on the department's verified website and checks its posted date against today's date. She plans to say who issued the notice, state the noon-to-6 hours, and play the uncut line about the entrance. She will skip the dramatic beat and speak at a measured pace so listeners can write down the details. Mina also notes that the department's page confirms where the original recording came from, but it cannot tell her whether the gym's hours will change later.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the occasion and intended audience explain the public health department's purpose for posting the original notice?

2. Which two audible choices in the original notice help listeners catch important details? Explain how each choice helps.

3. How does the repost's sound affect its tone, and why might that tone make its altered message more effective?

4. Why is Mina's source more credible than the neighborhood repost, and what uncertainty remains?

3 YOUR TURN

Your own words

Imagine your school is hosting a student art show next Thursday after classes. Write a 70 to 100 word plan for a short audio announcement that identifies its subject, occasion, audience, and purpose; explains how two sound choices create an effective tone; and tells listeners how to verify the details.

ANSWER KEY

Hear the Difference

GRADE 11 · 11.DL.16

PART 1 · READ AND MARK

Underline two sound choices that affect how listeners understand the notice, circle two clues about source credibility, and number two details showing how the repost changes the message. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the occasion and intended audience explain the public health department's purpose for posting the original notice?	**During expected heat, the department wants residents who need a cool indoor space to know when and where the gym will open. The notice is brief and clear for people who may be listening on a phone while traveling.**
2	Which two audible choices in the original notice help listeners catch important details? Explain how each choice helps.	**Repeating the hours helps listeners remember them. Pausing before the entrance information separates that detail so listeners can catch it.**
3	How does the repost's sound affect its tone, and why might that tone make its altered message more effective?	**The fast electronic beat makes the excerpt sound more urgent. Together with the familiar chimes, it may draw attention and make the misleading claim seem official.**
4	Why is Mina's source more credible than the neighborhood repost, and what uncertainty remains?	**Mina finds the full recording through the department's verified website and checks its posted date. The repost names no editor and provides no link, while even the department's page cannot guarantee the hours will not change later.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For next Thursday's student art show after classes, I would aim to bring students and families to the event. I would begin with one soft bell, then use a clear, warm voice to say, “See student artwork next Thursday after classes. Check the school events page for the time and location.” A short pause after the date would help listeners remember it, while the warm voice would make the invitation welcoming. Before sharing, I would check the school's official events page and name it in the recording so listeners can confirm updates.

Accept other passage-supported evaluations of sound, tone, and credibility. For the open task, look for a specific audience and purpose, two explained sound choices, and a way to verify details.