# Listen Beyond Words

Evaluate a speaker's purpose, delivery, and evidence.

**9.CL.8** "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** Listen as your teacher reads Mara's speech aloud and acts out the bracketed cues while you follow the text. Underline her request for a four-week trial once and her separate request to investigate rental options twice, circle one detail that supports her credibility, and number the raised-voice and lowered-voice cues in the order you hear them.

### A Proposal for the Gym

1. [Mara scans the room.] At Tuesday's basketball game, I found a dented plastic bottle beside the gym. After the game, I counted 28 plastic drink bottles in the gym trash. I did not count bottles in other bins, so 28 is not a total for the whole school. [She looks directly at the council.] I am asking you to test one water refill station near the gym for four weeks. A short trial would let us see whether students use it before the school makes a larger purchase.

2. [Mara raises her voice slightly.] Here is a way to judge the trial: council volunteers could count bottles in the same gym bins after each home game, and they could record the refills they observe. A refill count would not prove that every refill replaced a disposable bottle. Game attendance might change from week to week, too. [She taps her notes.] I have not checked the cost of installation or asked whether the gym's pipes can support a station. Those missing facts matter before anyone votes to buy one.

3. [Mara lowers her voice and pauses.] There is a second, smaller request. Please ask the school office to investigate rental options and report the prices and contract terms. I am not asking you to sign a rental agreement tonight. [She opens her hands toward the council.] My main request is still the four-week test of one station near the gym, provided the building staff confirm that a temporary setup is possible. If a trial cannot be arranged safely or affordably, tell us why. We can then weigh the bottle counts against the costs instead of guessing.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What is Mara's main request, and how is it different from her request about rental options?

2. As you listen, how does Mara's tone shift from her raised voice during the trial plan to her lowered voice and pause before the rental-options request? How might that shift serve her purpose?

3. How do Mara's bottle count and her stated limits on that count affect the credibility of her proposal?

4. How does Mara's move from the found bottle to a trial plan and then to her final requests support her purpose? What might her open-hands gesture add?

## 3 YOUR TURN

Your own words

Invent a school proposal that is not about water stations or rentals. Write five sentences from a listener's point of view: identify the speaker's purpose, describe the order of two points, evaluate one checkable claim, interpret a vocal or body cue, and name one question you would ask before agreeing.

ANSWER KEY

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GRADE 9 · 9.CL.8

## PART 1 · READ AND MARK

Listen as your teacher reads Mara's speech aloud and acts out the bracketed cues while you follow the text. Underline her request for a four-week trial once and her separate request to investigate rental options twice, circle one detail that supports her credibility, and number the raised-voice and lowered-voice cues 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 is Mara's main request, and how is it different from her request about rental options? | **She mainly wants a four-week trial of one refill station near the gym. Separately, she wants the school office to investigate rental prices and terms, not sign an agreement.** |
| 2 | As you listen, how does Mara's tone shift from her raised voice during the trial plan to her lowered voice and pause before the rental-options request? How might that shift serve her purpose? | **Her raised voice emphasizes the trial plan. Her quieter voice and pause make the separate rental inquiry sound measured rather than urgent or like a demand to sign a contract.** |
| 3 | How do Mara's bottle count and her stated limits on that count affect the credibility of her proposal? | **The count gives a specific observation, while her admission that she did not check other bins shows she is not presenting 28 as a schoolwide total. The count alone cannot establish how many students would use a station.** |
| 4 | How does Mara's move from the found bottle to a trial plan and then to her final requests support her purpose? What might her open-hands gesture add? | **The opening makes the issue concrete, the plan offers a way to test a response, and the ending clarifies what she wants the council to do. Open hands may make her seem receptive, but they do not prove the plan will work.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

A speaker asks our school to add a shaded outdoor lunch area. She starts with students waiting in the sun and then explains a plan for movable umbrellas, which makes her request easy to follow. She says 60 students eat outside daily, but I would want to see her count before treating that number as reliable. Her slow voice and steady eye contact make her seem careful, though neither proves the plan will work. I would ask how much the umbrellas cost and who would store them.

Accept reasonable interpretations of tone and gestures when students connect them to specific cues. For the open task, check that all five sentences address a new proposal and that the credibility judgment distinguishes a checkable claim from proof.