

Speak With Purpose

Study how a speaker combines organization, evidence, and delivery choices.

ELA.12.C.2 "Communicating Orally"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle each bracketed delivery cue, underline evidence that supports the proposal, and number the opening, the response to a concern, and the closing call to action 1, 2, and 3.

Remarks to the Transit Board

- ① Members of the transit board, students, and neighbors: [Pause.] Think about waiting for a bus on pavement that radiates heat, with no tree or roof nearby. This is not a minor inconvenience. It can turn a necessary trip to school, work, or a medical appointment into a health risk. I am asking you to approve shaded shelters at the twelve busiest stops first, then use rider feedback to choose the next locations. [Look across the room.] This plan gives people a safer place to wait while directing limited funds where they will help most.
- ② Heat is not distributed evenly across a city. The Environmental Protection Agency reports that heat waves in major U.S. cities have become more frequent and longer since the 1960s. That trend matters most to riders who cannot choose an air-conditioned car. [Slow your pace.] A shelter is not the only answer, but it is a practical first step. Its roof can block direct sun, and its posted route information can reduce the uncertainty of a delayed bus. By beginning at busy stops near schools, clinics, and grocery stores, we serve riders whose trips are difficult to postpone.
- ③ Some may say that shelter money should go instead to more buses. I agree that reliable service is essential, but riders need protection while they wait, too. [Open your hands toward the board.] What does reliable service mean if a rider must stand in dangerous heat to reach it? Approve the first twelve shelters this budget cycle and publish a simple progress report every three months. Riders can then see which stops are next and why. This is a measurable commitment to safer public transportation.

2 ANSWER WITH EVIDENCE Use the passage

1 What action does the speaker ask the board to take, and how should future shelter locations be chosen?

2 How does the EPA information strengthen the speaker's proposal for this audience?

3 What concern does the speaker acknowledge, and how does the speaker respond to it?

4 What should the speaker do at the cue [Open your hands toward the board], and why does that choice fit the moment?

3 YOUR TURN Your own words

Write a 90-110-word spoken proposal to a school leader about one change at your school. Address a specific audience, state a clear action, include one piece of evidence, respond to one concern, and include one bracketed delivery cue.

PART 1 • READ AND MARK

Circle each bracketed delivery cue, underline evidence that supports the proposal, and number the opening, the response to a concern, and the closing call to action 1, 2, and 3. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What action does the speaker ask the board to take, and how should future shelter locations be chosen?	Approve shelters at the twelve busiest stops first, then use rider feedback to select later locations.
2	How does the EPA information strengthen the speaker's proposal for this audience?	It shows that heat waves are becoming more frequent and longer, supporting the need for protection for transit riders waiting outside.
3	What concern does the speaker acknowledge, and how does the speaker respond to it?	The speaker acknowledges that money could go to more buses, then argues that riders also need protection while waiting for service.
4	What should the speaker do at the cue [Open your hands toward the board], and why does that choice fit the moment?	The speaker should gesture with open hands toward the board. The gesture signals openness while the speaker acknowledges and responds to a concern.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Principal Lee and student council members, [pause] I propose opening the library for quiet study during the first half of lunch. Many students need a place to revise work, yet classrooms are often locked and the cafeteria is loud. Last Thursday, I saw students sitting on the hallway floor with laptops. Some may worry that the library will need extra supervision. However, a rotating teacher volunteer or trained student aide could check in visitors. [Look up.] This small change would give focused students a usable space without changing the lunch schedule.

Accept equivalent descriptions of the proposal, evidence, counterargument, and delivery choices when they are supported by the passage. For the open response, accept varied school topics if the response meets the word count and includes all requested oral communication elements.