

Same Plan, New Audience

Notice how a speaker adjusts purpose, tone, evidence, and requests.

10.P.CP.2 "Presentation: Use presentation skills to tailor communication to target audiences for specific purposes."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or details that reveal the audience in each paragraph. Circle the call to action in each paragraph, then number 1, 2, and 3 beside details Jordan changes for each audience.

Jordan's Food-Share Plan

- ① Jordan wants to start a lunchtime food-share table, where unopened, school-approved items can be offered again instead of thrown away. Before speaking, Jordan separates the audiences and purposes. In a two-minute announcement to students, the purpose is to recruit volunteers. Jordan says, "If you can spare one lunch period each week, help sort sealed snacks and fruit for the share table." The announcement uses "you," names a simple action, and explains when volunteers will work. Jordan does not begin with budget details because students need a clear invitation, not a long approval process.
- ② Later, Jordan meets with the principal and cafeteria manager. This audience can approve or reject the plan, so Jordan's purpose is to show that the table can operate safely and fit the school day. Jordan brings a one-page schedule, asks which unopened items meet district rules, and says, "We can begin with a four-week trial and record how many items are shared." The formal tone, specific timeline, and request for guidance show respect for their responsibilities. Instead of promising that no problems will occur, Jordan asks for conditions that would make the trial acceptable.
- ③ For a local businesses meeting, Jordan changes the closing request again. The purpose is to seek donated bins and signs, not student volunteers or administrative approval. Jordan begins with a photo of discarded unopened food, then explains, "A labeled bin and a washable sign would help students find the table quickly." Jordan thanks businesses for supporting youth programs and provides a contact email and a list of needed materials. The message connects the request to the audience's ability to contribute. Across all three presentations, Jordan keeps the central idea but changes the evidence, tone, and call to action.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do Jordan's audience and purpose differ in the student announcement and the meeting with the principal and cafeteria manager?

2 Name two choices Jordan makes in the second presentation that fit the principal and cafeteria manager as the audience.

3 Why does Jordan use a photo of discarded unopened food and a list of needed materials when speaking to local businesses?

4 What central idea stays the same across Jordan's three presentations, and how does the call to action change?

3 YOUR TURN _____ Your own words

Choose a realistic school improvement idea. Write two three-sentence mini-presentations about it: one for students that recruits participation and one for an administrator that requests approval. Use a different tone and a different call to action for each audience.

PART 1 • READ AND MARK

Underline words or details that reveal the audience in each paragraph. Circle the call to action in each paragraph, then number 1, 2, and 3 beside details Jordan changes for each audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do Jordan's audience and purpose differ in the student announcement and the meeting with the principal and cafeteria manager?	Students are asked to volunteer. The principal and cafeteria manager are asked to consider and approve a safe, workable trial.
2	Name two choices Jordan makes in the second presentation that fit the principal and cafeteria manager as the audience.	Jordan brings a one-page schedule, asks about district rules, proposes a four-week trial, records results, and uses a formal tone. Any two.
3	Why does Jordan use a photo of discarded unopened food and a list of needed materials when speaking to local businesses?	The photo shows the need, and the list gives businesses specific items they can donate.
4	What central idea stays the same across Jordan's three presentations, and how does the call to action change?	Jordan wants to create a lunchtime food-share table. Students are asked to volunteer, school leaders are asked to approve a trial, and businesses are asked to donate bins and signs.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Students, bring one book you have finished to the library book swap on Friday. You can choose another book and help make the swap welcoming by sorting titles during lunch. Sign up at the library desk if you can volunteer for twenty minutes. Principal Chen, I am requesting approval for a one-day library book swap during Friday lunch. The librarian can use the return desk and a sign-up list, which keeps the event in one supervised area. May we run this trial and report the number of books exchanged afterward?

Accept answers that identify the audience, purpose, and specific presentation choices from the passage. For the open task, accept varied school ideas if both mini-presentations have three sentences, clearly address different audiences, and use distinct calls to action.