

Speak to the Room

Read a model speech and track how delivery choices match audience and purpose.

11.P.CP.2.c "Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each bracketed direction that changes the speaker's tone or pace, circle each direction for a gesture or eye contact, and number three places where the speaker changes delivery to fit the audience or purpose.

Saturday at the Library

- ① Good evening, members of the library board and neighbors. [Stand upright, look from one board member to another.] I am asking you to keep the Maple Street branch open on Saturdays. [Use a calm, respectful tone.] For many families, Saturday is the only day when adults and children can visit together. [Pause.] Last month, I watched a father help his daughter choose books while her younger brother used the computer nearby. [Slow slightly.] Closing that door on Saturdays would remove a shared space for learning, job searches, and connection.
- ② Some people may worry that Saturday hours cost too much. [Open one hand toward the budget chart, then nod.] That concern deserves a careful answer. [Speak at a measured pace.] The branch already has staff scheduled for weekday evenings, when fewer students can attend. [Point briefly to the chart.] A six-month Saturday pilot would let the board compare attendance, program use, and costs before making a permanent decision. [Quicken your pace slightly.] This is not a request to ignore the budget. It is a request to test whether a small change can serve more residents wisely.
- ③ [Lower your voice and slow down.] I want to end with the people behind those numbers. A high school student finishing a college application, a new resident practicing English, and a grandparent reading beside a child all need a welcoming place. [Pause for two seconds. Place both hands lightly on the podium.] Board members, you have the chance to preserve that place. [Return to a steady, hopeful tone.] Please approve the Saturday pilot, review its results openly, and let our community show what these hours can make possible.

2 ANSWER WITH EVIDENCE Use the passage

1 Who is the speaker addressing, and what action does the speaker want this audience to take?

2 Which gesture does the speaker use when discussing costs, and how does it fit the speaker's response to that concern?

3 Why does the speaker use a measured pace before explaining the six-month pilot?

4 How do the lowered voice, slower pace, and two-second pause change the effect of the final paragraph?

3 YOUR TURN Your own words

Write a 100 to 130 word speech to your student council proposing one practical improvement at school. Include at least five bracketed delivery directions that show changes in tone, pace, or nonverbal gestures for your audience and purpose.

PART 1 • READ AND MARK

Underline each bracketed direction that changes the speaker's tone or pace, circle each direction for a gesture or eye contact, and number three places where the speaker changes delivery to fit the audience or purpose. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the speaker addressing, and what action does the speaker want this audience to take?	The speaker addresses library board members and neighbors and asks the board to keep the Maple Street branch open on Saturdays.
2	Which gesture does the speaker use when discussing costs, and how does it fit the speaker's response to that concern?	The speaker opens one hand toward the budget chart and nods. The gesture acknowledges the concern while directing attention to budget information.
3	Why does the speaker use a measured pace before explaining the six-month pilot?	A measured pace makes the response to the cost concern sound careful and reasonable before the speaker proposes the pilot.
4	How do the lowered voice, slower pace, and two-second pause change the effect of the final paragraph?	They make the examples of library users feel more personal and important, preparing the audience for the final request.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Student council members, [make eye contact around the room] our school needs a refill station near the gym. [Use a clear, confident tone.] After practice, athletes often wait in line at one fountain, and some buy plastic bottles instead. A refill station would give everyone faster access to water. [Slow your pace.] This is not only about convenience, it is about reducing waste and making a healthy choice easier. [Hold up one reusable bottle, then pause.] I know the council must consider cost. [Speak at a measured pace.] Please ask the principal for a price estimate and share it with students before voting. [End with an open-palmed gesture.]

Accept answers that accurately connect a stated delivery direction to its likely effect on the library board and neighbors. For the open task, accept varied school proposals if the response stays within the word range and uses at least five purposeful, bracketed delivery directions.