

Speak With Purpose

Study how a speaker adjusts delivery for a public audience.

9.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 words that tell the speaker to change tone or pace. Circle directions for body position or gesture, then number 1, 2, and 3 beside three places where the delivery changes to match the message.

A Safer Maple Avenue

- ① Good evening, council members, neighbors, and students. [Stand tall, make brief eye contact around the room.] I am speaking for the Safe Steps Committee at Riverbend High. Each morning, more than six hundred students cross Maple Avenue to reach school. [Pause.] The road is wide, cars turn quickly, and the painted lines are faded. [Use a calm, serious voice and hold up a photo of the crossing.] We are not here to blame drivers. We are here to ask for a safer design that helps everyone move through this busy block with care.
- ② First, [slow your pace and point to the map] notice how the bus stop, library entrance, and school gate meet at one corner. At dismissal, walkers, bicycles, and buses arrive within minutes of one another. [Pause for two seconds.] A raised crosswalk would slow turning cars and make people crossing easier to see. [Let your voice become clearer and more hopeful.] This change is practical. Similar crossings are already used on streets near parks and transit stops. [Open both hands toward the audience.] It would give families, older residents, and drivers a more predictable path through the intersection.
- ③ Some solutions take years, but this one can begin with a study and a public meeting. [Speak at a steady pace.] The city can collect traffic data, hear from residents, and choose a design that fits the street. [Lower your voice slightly.] Imagine a ninth grader walking home after rehearsal when rain makes the pavement shine. That student should not have to guess whether a driver can see them. [Pause, then speak firmly.] Please fund the safety study this fall. [Nod once and step back.] Thank you for considering a crossing that protects the people who use Maple Avenue every day.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 In paragraph 1, identify two delivery choices and explain how they fit an audience of council members and neighbors.

2 Why does the speaker slow the pace and point to a map before describing the corner in paragraph 2?

3 Which delivery directions surround the claim, “This change is practical,” and what tone do they create?

4 How does the speaker use a lower voice, a pause, and a firm voice in paragraph 3 to move from concern to a request?

3 YOUR TURN _____ Your own words

Write a six-sentence presentation asking the school board to make one improvement at your school. Include bracketed delivery directions for at least three moments, including a change in tone, a change in pace, and a gesture or body position.

PART 1 • READ AND MARK

Underline words that tell the speaker to change tone or pace. Circle directions for body position or gesture, then number 1, 2, and 3 beside three places where the delivery changes to match the message. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, identify two delivery choices and explain how they fit an audience of council members and neighbors.	Standing tall and making brief eye contact show readiness and respect. A calm, serious voice and the photo communicate concern without blaming drivers.
2	Why does the speaker slow the pace and point to a map before describing the corner in paragraph 2?	The slower pace and map help the audience follow the location and understand how several busy places meet at one corner.
3	Which delivery directions surround the claim, "This change is practical," and what tone do they create?	The speaker makes the voice clearer and more hopeful, then opens both hands toward the audience. These choices create a confident, welcoming tone.
4	How does the speaker use a lower voice, a pause, and a firm voice in paragraph 3 to move from concern to a request?	The lower voice makes the rainy-day example more serious and personal. The pause and firm voice emphasize the direct request to fund the safety study.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Members of the school board, I am asking you to add two shaded tables to the courtyard. [Begin in a respectful, clear tone and look at the board.] At lunch, students crowd into the few cool spots near the building. [Slow down and gesture toward a simple courtyard sketch.] The tables could fit beside the existing trees. Shade would make the space more comfortable during hot months and give students a place to read or work. [Use a hopeful tone and open both hands.] Please include the tables in next year's facilities plan. [Pause, nod, and speak firmly.] Thank you for considering a change that students would use every day.

Accept explanations that connect a specific delivery choice to the speaker's audience, purpose, or message. For the open task, accept varied appropriate choices if the response has six sentences, names a school improvement, and includes the required bracketed directions.