One Request, Two Audiences

Adjust your words and delivery for a teammate and an adult advisor

Name: _____ Date: _____

1. Notice How Audience Changes Speech

Your job: You will ask for a Friday lunchtime planning meeting twice. First speak to a teammate. Then speak to an adult club advisor. Each delivery must have four short parts: a greeting, a request, a detail or reason, and a closing.

Model: teammate
Hi, Lee. Can we meet Tuesday after school to plan how to move the soccer equipment? I can bring the list of items. Does that work for you?

Model: activities coordinator
Good afternoon, Mr. Chen. May we meet Tuesday after school to plan how to move the soccer equipment? I will bring a list of the items we need to move. Thank you for considering our request.

Audience Card A: Teammate
Jordan is on your community garden poster team. Jordan knows you well and is helping with the project.

Audience Card B: Adult Advisor
Ms. Ortiz is the garden club advisor. She decides whether your team may meet in Room 214 during lunch.

Your request: Ask to hold a planning meeting in Room 214 on Friday at lunch so your team can make a community garden poster. Use a friendly, natural voice with Jordan. Use a clear, respectful voice and formal English with Ms. Ortiz.

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2. Plan Two Versions of Your Request

Write four short parts for each audience. Keep the main request the same. Change words, greeting, and level of formality to fit the listener.

A. Speak to Jordan, your teammate	
1. Greeting	
2. Request	
3. Detail or reason	
4. Closing or question	

B. Speak to Ms. Ortiz, the adult advisor	
1. Formal greeting	
2. Formal request	
3. Detail or reason	
4. Courteous closing	

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3. Speak, Listen, and Reflect

Speaking order: Practice quietly once. Then deliver all four parts to Jordan's audience. Deliver all four parts to Ms. Ortiz's audience. Your partner listens and marks the chart after both deliveries.

Speaker: _____ Listener: _____

Listener check	Jordan	Ms. Ortiz
The speaker gave four short parts.	Yes / Not yet	Yes / Not yet
The main request stayed the same.	Yes / Not yet	Yes / Not yet
The greeting and word choice fit the listener.	Yes / Not yet	Yes / Not yet
The voice was clear and the pace was easy to follow.	Yes / Not yet	Yes / Not yet

Reflect after you speak. Name one change you made for Ms. Ortiz and explain why it fit that audience.

Partner feedback: One effective choice I heard was:

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Answer Key and Teaching Notes

Materials supplied: student audience cards, planning tables, model, listener rubric, and reflection. **Additionally needed:** one copy per student, pencils, and pairs or groups of three. Optional: clipboard for teacher notes.

Exact setup: Print and supply all student pages, keeping teacher-key pages separate. Seat students in pairs; if needed, make one group of three with one speaker, one listener, and one observer who rotates. Post or read the task under the heading “1. Notice How Audience Changes Speech.” Give students 7 minutes to plan, 2 minutes to quiet-practice, and about 2 minutes per student to deliver both versions and receive feedback.

Teaching script: Say: “Today you will make one request for two different listeners. Your main request stays the same: a Friday lunch meeting in Room 214 to plan a garden poster. Your language and delivery should change because Jordan is a teammate and Ms. Ortiz is an adult advisor. Write exactly four short parts for each listener. Then actually speak both versions. Your partner will listen for clear speech, four short parts, the same main request, and audience-appropriate choices.” Before speaking, say: “Listeners, wait until both deliveries are finished. Then mark the chart honestly and name one effective choice.”

Sample acceptable response - Jordan: “Hi, Jordan. Can we meet in Room 214 at lunch on Friday to plan our community garden poster? I want us to decide who will draw and write. Are you free then?”

Sample acceptable response - Ms. Ortiz: “Good afternoon, Ms. Ortiz. May our team meet in Room 214 during lunch on Friday to plan a community garden poster? We would like to organize the drawing and writing jobs. Thank you for considering our request.”

Why the sample works: Both versions include the same meeting request, place, time, and purpose. The teammate version uses a familiar greeting and a direct question. The advisor version uses a title, “May,” a complete explanation, and a courteous closing. Other accurate wording is acceptable.

Observation method and scoring: While students speak, use the listener chart and quickly record one mark per student for each criterion: 1) spoke two deliveries of four short parts, 2) kept the central request consistent, 3) adjusted greeting/vocabulary/formality, 4) spoke clearly at an understandable pace. A student demonstrates the targeted skill when criteria 1, 2, and 3 are met and the student completes the reflection with one accurate audience-based change. Criterion 4 identifies a delivery support need; do not score accent, dialect, or personality.

Feedback prompt: If revision is needed, say: “Keep your meeting details, but revise one word, greeting, or closing so it better fits this listener. Now say the revised version aloud.”

Source credit: New York Next Generation ELA Learning Standard 6SL6, “Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.” https://lessonmakerpro.com/standards/ny-nextgen-ela/6sl6