

One Change, Three Messages

Use context and language to assess likely audience reception.

9.T.C.1.b "Assess the impact of context and language on a text's reception by the audience. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline a phrase in each message that addresses its audience's situation. Circle a phrase whose effect might change for a different reader. Distinguish a likely reaction from a measured response.

A Temporary Study Space

A • Student app post

Fictional Northview School: Library carpet work will close the library October 8–10. Room 12 will provide supervised study from 3:00 to 4:30 p.m.; it has 20 seats. Students usually meet friends in the library after class. No audience reactions have been collected.

Message: Your study spot is moving, but your afternoon is still on track! October 8–10, head to Room 12 after class for supervised study, 3:00–4:30 p.m. Seats are limited to 20; check with the office if the room is full.

B • Family email

Some families depend on after-school supervision and need to arrange pickup. Several have asked whether the library closure changes the pickup time.

Subject: October 8–10 study arrangements

Dear families, During library carpet work, supervised study will move to Room 12, 3:00–4:30 p.m. Pickup remains at 4:30 p.m. The room seats 20 students. Please contact the office in advance if your student needs a place, so staff can confirm availability or discuss another arrangement. Thank you.

C · Staff planning note

Office staff must answer questions and avoid promising places that are unavailable.

Subject: Confirm before promising a seat

October 8–10: Supervised study uses Room 12 from 3:00 to 4:30 p.m. Capacity is 20. Record requests, confirm availability and contact families when the room is full. Do not describe the move as a guarantee that every student has a seat. Use the same pickup time in every reply; unresolved arrangements need a direct follow-up.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** How might “your afternoon is still on track” affect students who meet friends after class? Explain using their context.

- 2** Why might the same phrase concern a family that needs a guaranteed study place? Use a supplied fact.

- 3** Compare the family email’s request with the staff note’s command “Do not describe the move as a guarantee.” How do audience and purpose shape tone?

- 4** Can these texts establish that the messages increased trust? Explain what is known and what additional evidence is needed.

3 YOUR TURN

Your own words

Write 80–110 words assessing how a student and a family might receive the same phrase from Message A differently. Explain how a language choice in Message B could affect the family’s reception. Cite specific wording and context, and distinguish likely effects from observed results.

Assess reception

Use one connected paragraph. Quote brief phrases, explain the different reader contexts, and qualify predictions.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Underline a phrase in each message that addresses its audience's situation. Circle a phrase whose effect might change for a different reader. Distinguish a likely reaction from a measured response. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How might "your afternoon is still on track" affect students who meet friends after class? Explain using their context.	It emphasizes continuity in a familiar routine and may reassure students, although the limited seats could still disrupt plans.
2	Why might the same phrase concern a family that needs a guaranteed study place? Use a supplied fact.	It can sound more certain than the arrangements warrant. Room 12 seats only 20, so the family may need confirmed availability rather than a general reassurance.
3	Compare the family email's request with the staff note's command "Do not describe the move as a guarantee." How do audience and purpose shape tone?	The email politely invites families to act and seek confirmation. The staff note directly limits what employees may promise because they handle availability and must communicate accurately.
4	Can these texts establish that the messages increased trust? Explain what is known and what additional evidence is needed.	No reactions were collected. Language and context support predictions; actual audience feedback would be needed to assess observed trust or confusion.

PART 3 • YOUR TURN (SAMPLE ANSWER)

A student who meets friends after class may find "still on track" reassuring because it emphasizes continuity. A family needing guaranteed supervision could find the same phrase too confident: Room 12 has only 20 seats. The family email instead asks readers to contact the office so availability can be confirmed, which may build trust through a specific next step. However, it could also create concern about obtaining a place. These are supported predictions about reception, not measured reactions; no audience responses have been collected.

TEACHER ASSESSMENT NOTES

Accept varied, evidence-based interpretations, including mixed or negative reactions. Do not assume everyone in an audience responds alike. A, B and C describe the same fictional dates, hours and capacity. The student message is upbeat, the family email polite and conditional, and the staff note directive. Assessment requires explaining the connection between wording, a reader's circumstances and likely reception. No audience reaction data are supplied.