

Speak, Listen, Connect

Read a model discussion for spoken and unspoken communication.

10.C.2.A.ii “Report orally on a topic or text or present an opinion. This includes: Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each quoted spoken remark. Circle each nonverbal cue, then number the actions that show a listener is paying attention or responding to an idea.

A Proposal for Quiet Space

- ① At the student council meeting, Maya presented a proposal for a quiet study room in the library. She stood with both feet planted, looked around the table, and said, “Our survey of 120 students shows that many need a place to work during lunch.” Her voice was steady, and she paused after the number so listeners could consider it. She did not read every note on her card. Instead, she explained that the room could use an unused corner near the reference shelves. Her relaxed shoulders and open hands matched her respectful tone.
- ② While Maya spoke, Jordan faced her, kept his phone in his backpack, and nodded when he understood a point. He wrote “lunch access?” beside the survey detail, then waited until Maya finished before speaking. “I hear that students need a calm space,” he said. “Could the room also be open before school?” Jordan’s question built on Maya’s idea instead of changing the subject. Maya made eye contact with him, smiled briefly, and answered, “That is possible if a staff member can supervise.” Their exchange showed that listening includes attention, patience, and a response connected to what was said.

- ③ Not everyone agreed immediately. Priya leaned forward and asked, “What will happen if the space becomes noisy?” Her question named a concern without interrupting or dismissing Maya. Maya nodded once and replied, “We could post clear expectations and ask library staff to help students follow them.” Priya kept a neutral expression while she listened to the answer. Then she said, “I support trying the room for one month and reviewing how it works.” By the end of the discussion, the group had heard the proposal, asked relevant questions, and responded with words, faces, and posture that kept the conversation focused.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Name two nonverbal cues Maya uses while presenting. How do those cues support her message?

- 2 What does Jordan do before he speaks that shows he is listening? Then explain how his question connects to Maya’s proposal.

- 3 How does Maya respond to Priya’s concern about noise? Identify one verbal or nonverbal choice that makes Maya’s response effective.

- 4** Why does Priya keep a neutral expression while Maya answers? Use evidence from the passage to explain how this choice supports the discussion.

3 YOUR TURN

Work with a partner (or teacher); each person uses a separate copy and writes their own 70-90-word plan proposing a school improvement with one reason and at least two delivery cues. Present it aloud. The listener then paraphrases the proposal and asks one relevant question; the speaker listens and answers that actual question. Swap roles so your partner presents their own plan and you listen. On your own copy, below your plan, record the question you received, your response, one cue you observed while listening, and one change for your next presentation.

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

PART 1 • READ AND MARK

Underline each quoted spoken remark. Circle each nonverbal cue, then number the actions that show a listener is paying attention or responding to an idea. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name two nonverbal cues Maya uses while presenting. How do those cues support her message?	Maya stands with both feet planted and uses open hands. These cues help her appear steady, open, and respectful while presenting her proposal.
2	What does Jordan do before he speaks that shows he is listening? Then explain how his question connects to Maya's proposal.	Jordan faces Maya, puts away his phone, nods, takes a note, and waits for her to finish. His question about opening the room before school builds on her idea of providing a study space.
3	How does Maya respond to Priya's concern about noise? Identify one verbal or nonverbal choice that makes Maya's response effective.	Maya suggests posting clear expectations and having library staff help students follow them. She nods once and gives a direct response to Priya's concern.
4	Why does Priya keep a neutral expression while Maya answers? Use evidence from the passage to explain how this choice supports the discussion.	A neutral expression shows Priya is listening without dismissing Maya's answer. After listening, Priya responds with a focused suggestion to try the room for one month and review it.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Example plan: I propose adding a bottle-refill station near the gym. At lunchtime, I often see a line at the existing fountain, so I think another station could reduce waiting. We should count users before choosing its location and ask staff for a cost estimate. I will keep an open posture and pause after my reason so listeners can respond. I will face the audience comfortably and speak clearly enough for my partner to hear. Example exchange record: My partner summarized the waiting problem and asked, 'How would we pay for it?' I answered that we need an estimate before proposing funding. While listening to my partner's proposal, I noticed a pause that gave me time to form a question. Next time I will slow down my opening sentence.

Assess the real spoken exchange as well as the plan: both learners must present, paraphrase, ask a connected question, listen and answer. The printed exchange is a model, not a substitute for a student's actual record. Accept varied nonverbal cues and communication accommodations; forced eye contact or one posture is not required. A teacher can take the partner role. The 70-90-word limit applies only to the initial plan; the exchange notes are additional.