

Speak With Purpose

Make a supported proposal and adapt while your audience listens.

ELA.12.C.2 “Communicating Orally”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the request in paragraph 1. Circle the parallel “A stop” sentences in paragraph 2. In paragraph 3, box the first bracketed audience cue and the clarification question immediately after it.

A Proposal That Listens - Fictional Transit Board Speech

- ① Board members, please consider a trial of shade shelters at twelve busy stops, followed by a public review. The National Weather Service advises reducing direct sun exposure during extreme heat and recommends shade for outdoor workers' rest breaks. This weather-safety guidance gives us a reason to examine conditions where people wait. It does not establish that shelters alone make heat harmless. I am proposing an improvement to test, not reporting a result we have already measured. Source summary: National Weather Service, *During a Heat Wave*, [weather.gov/safety/heat-during](https://www.weather.gov/safety/heat-during)
- ② A stop should help a rider find the route. A stop should help a rider wait for the bus. A stop should reflect how people actually use the service. [Pause.] These everyday needs deserve attention even when funds are limited. I recognize the competing concern: money for shelters may reduce money available for other improvements. A limited trial, a published budget, and maintenance reports would let the board examine that trade-off before expanding. Those steps are proposed safeguards; we do not yet have local cost or benefit results.
- ③ [A listener raises a hand and looks puzzled.] Let me pause: is “trial” unclear? [The listener nods.] I mean an initial installation followed by review, not a promise to build at every stop. [The speaker resumes more slowly.] We could collect rider feedback and report maintenance costs before deciding what comes next. Thank you for asking. The public should know what this proposal would authorize before the board votes. Please approve a proposal for a bounded trial and a public decision date. The final plan should respond to both evidence and the people who must use it.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the speaker connect credible evidence to a proposal without overstating it?

2 Explain the purpose of the repeated “A stop” structure.

3 What does the speaker infer from the nonverbal cue, and how is that inference checked?

4 Why do the clarification and slower pace preserve the speech's focus?

Deliver and adapt

Present to a partner or group. One listener gives a realistic puzzled expression or cups an ear. Notice the cue, ask briefly what is needed, then clarify or adjust volume/pacing while keeping your focus. Record the cue, your check, and your actual adjustment.

Listen and improve

Take turns. Listener: record the main request, one effective use of evidence or rhetoric, and whether the adjustment helped. Speaker: write one next improvement based on that feedback.

PART 1 • READ AND MARK

Underline the request in paragraph 1. Circle the parallel “A stop” sentences in paragraph 2. In paragraph 3, box the first bracketed audience cue and the clarification question immediately after it. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the speaker connect credible evidence to a proposal without overstating it?	NWS guidance on limiting direct sun exposure supports considering shade. The speaker says shelters alone do not make heat harmless and labels the plan as a trial, not a proven local result.
2	Explain the purpose of the repeated “A stop” structure.	Parallelism connects route information, waiting, and rider needs, framing shade as part of the board's service responsibility rather than a detached extra.
3	What does the speaker infer from the nonverbal cue, and how is that inference checked?	The raised hand and puzzled expression suggest a need for clarification. The speaker asks whether “trial” is unclear and uses the nod as confirmation before explaining.
4	Why do the clarification and slower pace preserve the speech's focus?	The speaker defines the central trial proposal and lets listeners process it, then returns to evidence collection and the final request rather than adding an unrelated topic.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible speech. Board members, I recommend a small shelter trial with a clear review date. The National Weather Service advises reducing direct sun exposure during extreme heat. That guidance supports examining shade at waiting areas, although it does not prove which design will work best. [Pause.] Let us test the design, track the costs, and hear from riders. Those three steps can make the decision more informed. Some may worry that even a trial competes with other transit spending. That is why I propose a published budget and review before expansion. We should not claim savings or benefits that we have not measured. [Slow down.] Please authorize a trial plan that names the sites, the information to collect, and the date for a public decision.

Rehearsal plan. The parallel test/track/hear sequence makes the evaluation steps memorable. I practiced the list slowly and planned a brief understanding check.

Observed adjustment. A listener cupped an ear. I asked, "Would a louder voice help?" After a yes, I raised my volume and repeated the review date.

Listener and next improvement. The request was a limited trial with review; the evidence was named and bounded. The louder restatement helped. Next time the speaker will project the opening at that volume.

Grade 12 adds responsiveness to audience needs. Require actual delivery, a noticed nonverbal cue, a brief check, and a relevant adjustment; a written plan alone is incomplete. Assess coherent focus, logical organization, credible evidence, appropriate rhetoric, volume, pronunciation, pacing, and audience adaptation. Accept different reasonable trial plans and devices without invented factual claims.