

Say It Right

Adapt one proposal for two audiences and deliver both versions.

CCSS.ELA-Literacy.SL.9-10.6 "Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark facts that must stay accurate and audience needs that should change your delivery. Every learner will speak in both settings.

Fictional proposal: a place to study

- ① Your student council is proposing a supervised after-school study space. For this exercise, Room 12 is available on Tuesdays and Thursdays from 3:15 to 4:00 for a four-week trial. It seats twenty students. A teacher has offered to supervise those sessions, but the principal has not approved the proposal. No new late bus is available, so students would need to arrange their own transportation. These are invented planning facts, not an actual school offer.
- ② Audience 1 is the principal in a scheduled meeting. Deliver a 45-60 second proposal requesting approval. Use formal English, complete sentences, precise terms and a respectful tone. Explain the need, the workable plan and a limitation. Distinguish the proposed trial from an approved program. Audience 2 is a group of classmates during an informal conversation. Deliver a 30-45 second explanation inviting feedback on the same proposal. Be conversational and clear; invite a useful response without implying the room is already open.
- ③ Work in pairs with a worksheet each. Both learners plan and deliver both versions, using their partner as the audience. Change wording, organization and delivery to suit each task; changing only the greeting is not enough. Conversational language is not careless or disrespectful, and formal language need not sound inflated. Your listener gives specific feedback. Revise one version and deliver it again. The goal is effective adaptation, not a particular accent.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Name any two facts that could prevent you from promising that anyone can attend.

- 2 Why does the principal meeting call for formal English, while the classmate conversation may be more conversational?

- 3 After both deliveries, quote one phrase you changed and explain how the change served its audience or task.

3 YOUR TURN Your own words

Use notes as cues. Complete both speaking tasks yourself before revising; a group member cannot deliver your version for you.

1. Plan both versions

Label Principal and Classmates. For each, note an opening, two facts, the limitation, and a closing request or question. Mark two deliberate differences in wording or organization.

2. Deliver and receive feedback

Each learner delivers both versions to the partner. The listener records one exact phrase demonstrating appropriate formal English, one effective adaptation, and one change needed for accuracy or audience fit. Switch roles.

3. Revise and deliver again

Record the version chosen and two changes based on feedback. Deliver that complete version again; the listener records whether the changes worked. Then answer Question 3.

PART 1 • READ AND MARK

Mark facts that must stay accurate and audience needs that should change your delivery. Every learner will speak in both settings. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name any two facts that could prevent you from promising that anyone can attend.	Accept any two: only twenty seats are available; students must arrange transportation because no late bus is provided; principal approval is still pending.
2	Why does the principal meeting call for formal English, while the classmate conversation may be more conversational?	The scheduled meeting seeks an official decision and needs precise, respectful explanation. The peer conversation invites feedback and can use direct conversational phrasing while keeping the facts accurate.
3	After both deliveries, quote one phrase you changed and explain how the change served its audience or task.	Accept an actual before/after phrase with a specific purpose, such as turning a formal request for authorization into a direct peer question about transport or interest.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative formal opening: "We request approval for a four-week supervised study trial in Room 12 on Tuesdays and Thursdays, from 3:15 to 4:00. The twenty-seat room would offer a place to work with a teacher present. Because no late bus is available, we propose asking students about transportation before confirming participation." A full delivery should explain the need, acknowledge pending approval and end with a specific approval request.

Illustrative peer opening: "Would an after-school study room help you? We are proposing Tuesday and Thursday sessions, but nothing is approved yet. There would be twenty seats, and you would need a ride home. What would make the plan workable for you?" Learners develop complete versions within the stated time ranges.

A useful revision replaces "The room opens next week" with "We are proposing a four-week trial, subject to approval." This corrects status in both registers; audience adaptation never changes the facts.

Observe each learner delivering in both settings and revising one complete version. Assess context/task adaptation, command of formal English when appropriate, factual accuracy and responsiveness to feedback. Judge meaningful differences in purpose, wording, structure and delivery, not accent conformity or gratuitous vocabulary. Examples are openings rather than timed full scripts; students complete their own speeches.