

Say It Right

Adapt a complete message as audience, purpose and setting change.

CCSS.ELA-Literacy.SL.11-12.6 "Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the fictional case. Underline facts that every version must preserve; circle uncertainties that a speaker must not present as promises.

One proposal, three speaking contexts

- ① A school library is considering a two-week study-hour pilot on Tuesdays and Thursdays from 5:00 to 6:00 p.m. The proposed room has twenty seats. Students could read or work on assignments quietly. The plan has not been approved. An adult staff member must supervise, but staffing and any cost have not been confirmed. Student volunteers could welcome visitors and explain expectations; they cannot replace the required adult. No transport service or guaranteed seat has been promised.
- ② Prepare three versions of this same proposal. Context A: a formal public comment to the library advisory council, which includes students and adults, asking it to investigate staffing and costs before deciding. Context B: a practical briefing to possible student volunteers about what their roles would be if the pilot is approved. Context C: a conversation with a classmate who wants a quiet place to study but worries the plan is already definite. The facts stay the same; purpose, order, vocabulary and tone may change.
- ③ Work with a partner, one worksheet each. Every learner delivers all three messages: about 45-60 seconds for A, 30-45 seconds for B and 20-30 seconds for C. The listener takes notes and asks one realistic follow-up question after each version; the speaker answers without inventing facts. Switch speaker and listener, then revise and deliver all three versions again. Formal English is appropriate to the public-comment task; audience age alone does not determine register, and an accent is not an error.

2 ANSWER WITH EVIDENCE Use the passage

1 Which uncertainty should remain clear in all three versions, and why?

2 How should the purpose and organization of the council comment differ from the volunteer briefing?

3 After your revised deliveries, quote one changed phrase and explain why it worked better for that context. Use listener feedback.

3 YOUR TURN Your own words

Plan briefly, then actually speak in all three contexts. Keep your notes and feedback so you can evaluate the changes.

1. Plan three messages

Use about three lines per context. Note the audience and purpose, an opening, the essential facts or limits, and a closing. Plan an appropriate register; do not write three identical scripts with different greetings.

2. Deliver and listen

Each learner delivers A, B and C and answers a follow-up question after each. Switch roles. Record one useful listener comment and one planned change for each of your versions; brief notes are enough.

3. Revise and deliver again

Write one revised opening or key sentence for each context. Deliver all three complete revised messages, preserving facts and answering follow-up questions. Then answer Question 3 using your actual performance.

PART 1 • READ AND MARK

Read the fictional case. Underline facts that every version must preserve; circle uncertainties that a speaker must not present as promises. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which uncertainty should remain clear in all three versions, and why?	Accept approval status, staffing, costs, transport or seat availability. Hiding an uncertainty could turn a proposal into a misleading promise.
2	How should the purpose and organization of the council comment differ from the volunteer briefing?	The council comment makes a reasoned request to investigate feasibility before deciding. The briefing explains conditional volunteer tasks and boundaries in a practical order. Both preserve the same facts.
3	After your revised deliveries, quote one changed phrase and explain why it worked better for that context. Use listener feedback.	Accept an actual before/after choice linked to the setting, purpose or listener understanding. Replacing slang alone without explaining its function is insufficient.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative council comment: Council members, please investigate staffing and costs for a two-week study-hour pilot on Tuesdays and Thursdays from five to six. The proposed room offers twenty seats for quiet reading or assignments. Before you decide, the plan needs a confirmed adult supervisor and a clear account of any cost. Student volunteers could welcome visitors, but they cannot replace that supervisor. I am requesting a feasibility review, not announcing an approved service. What information would you need before considering a trial?

Illustrative volunteer briefing: If the pilot is approved, volunteers could welcome visitors and explain quiet-study expectations on Tuesdays and Thursdays from five to six. The room has twenty seats. We would not supervise in place of an adult, promise transport or guarantee anyone a seat. Staffing and costs still need review. For now, think about whether greeting visitors would suit you; no volunteer shift is confirmed.

Illustrative classmate conversation: It could be a quiet place to work, but it is still a proposal. The idea is Tuesday and Thursday study hours from five to six for two weeks. The council still needs to check staffing and costs. There are twenty seats, so I would not promise you one. Let us wait for the decision before making plans.

Observe every learner delivering complete messages in three contexts and answering questions, then revising and redelivering. Judge grammar and syntax in the formal context, clarity, factual fidelity and purposeful register shifts; do not equate formal English with accent, adult age or unnecessarily elaborate words. The models are illustrative complete messages, not compulsory scripts; speaking times are approximate. An honest statement that a detail is not yet known is a valid response to a follow-up question. Feedback and Question 3 must reflect actual speech, not an imagined performance.