

Say It Right

Keep the facts; adapt the speech to its purpose and setting.

CCSS.ELA-Literacy.SL.8.6 "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 Underline facts that must stay accurate in both versions. Each person will deliver a formal request and a conversational invitation.

Fictional brief: a puzzle club proposal

- ① You want permission to try a puzzle club on Thursday from 3:15 to 3:55 in the school library. The librarian has offered paper, pencils and puzzles for a trial if the school council approves it. Students would work together on puzzles; no money or equipment from home would be needed. The council has not decided. First, address a school council meeting that includes students and adults. Ask for approval and explain how the proposed activity could welcome beginners.
- ② Later, talk with a classmate who enjoys puzzles but feels nervous about joining a club. Invite the classmate to consider the trial if it is approved, and explain what participation would be like. This is a personal conversation, not a second council speech. Keep the time, place, materials and approval status accurate. You may propose a way to welcome beginners, but identify it as your suggestion. Use reasons and examples appropriate to each task.
- ③ Work in pairs with one worksheet each. Each learner delivers both versions, about thirty to forty-five seconds each. The listener plays the requested audience. For the council, use clear formal English, complete sentences and a respectful, organized request. For the classmate, use a natural conversational tone that remains clear and respectful. Formality depends on the setting and purpose, not simply the listener's age. Both partners complete the initial deliveries and feedback in Stage 2. Then both revise and deliver again in Stage 3.

2 ANSWER WITH EVIDENCE Use the passage

1 Which facts must remain the same, and how does the requested action change?

2 Why should the council version use formal English even though some listeners are students?

3 After both revised deliveries, describe one wording or delivery change and how it helped the actual listener.

3 YOUR TURN Your own words

Prepare cue notes, then perform the two tasks. Keep your core information accurate while changing how you address the audience.

1. Plan two purposeful versions

Write the shared facts. Then outline your council request and your conditional invitation to the classmate. Include an opening, supporting reason or example and clear closing action for each. Mark two wording choices that will differ.

2. Deliver and listen

Give both complete versions to your partner. The listener records whether the facts stayed accurate and gives one example of effective adaptation plus one suggestion. Consider formal English, organization, tone and emphasis. Switch so both learners deliver both versions.

3. Revise and repeat

Record the changes you will make and why. Both partners deliver both versions again. The listener records what improved or still needs work. Answer Question 3 using this actual second performance.

PART 1 • READ AND MARK

Underline facts that must stay accurate in both versions. Each person will deliver a formal request and a conversational invitation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which facts must remain the same, and how does the requested action change?	Both versions must keep Thursday, 3:15-3:55, the library, provided materials, no cost and pending approval accurate. The council is asked to approve the trial; the classmate is invited conditionally if it is approved.
2	Why should the council version use formal English even though some listeners are students?	It is an organized decision-making meeting with a request for approval. The setting and purpose call for formal English; audience age alone does not decide the register.
3	After both revised deliveries, describe one wording or delivery change and how it helped the actual listener.	Accept a specific observed change in organization, wording, tone, pace or emphasis tied to the listener's feedback. Do not accept a planned change reported as completed.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Council example: Members of the council, I request approval for a puzzle-club trial on Thursday from 3:15 to 3:55 in the library. The librarian has offered materials if the trial is approved, so students would not need money or equipment from home. I suggest mixed-experience pairs so beginners can contribute. Please consider approving this trial.

Classmate example: Would you like to try the puzzle club with me if the council approves it? It would be Thursday, 3:15 to 3:55, in the library. Paper, pencils and puzzles would be there, and it would be free. We could suggest pairing beginners with experienced puzzlers. You would not have to know all the answers.

Illustrative revision: A listener thought the first invitation announced an approved event. The speaker adds if the council approves it near the opening and checks that the listener now understands the condition.

Assess each learner's actual four deliveries, not only notes or a group spokesperson. Look for accurate shared facts, distinct purposes, formal English when appropriate, clear organization and purposeful tone. Allow varied dialects and natural conversational language; a particular accent is not an error. Models propose beginner pairs rather than claiming that arrangement is already approved. Accept other grounded reasons and revisions. Keep the teacher models separate until students finish.