

Talk Style Switch

Match your words to the task, audience and situation.

GRADE 4 • SL.4.6

CCSS.ELA-Literacy.SL.4.6 "Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Both formal and informal talk can be respectful.

2 Explain the task and situation before choosing a style.

3 Actually speak in both situations; listen to your partner.

4 Exchange or reuse starters to practice every skill.

HOW TO PLAY Teams of 3 or 4

1. Choose a topic. Plan the same request for a formal presentation and an informal small-group discussion.
2. Take Role cards; in a group of three, set one aside. Everyone practices all the skills, whatever their role.
3. Print 2 card sheets per team of 3 or 4. Deal four Move cards each and set extras aside. Exchange or reuse cards freely.
4. Play and complete a fitting Move starter for each version and explanation. Present formally to classmates acting as the named audience; then discuss the same request informally. Explain why each style fits.
5. Finish only after everyone speaks both versions, names the context for each and explains a wording change. Offer feedback and retry an unclear version. Empty hands do not end the round.

AFTER THE ROUND Check what you did

- ☐ I identified the task, audience and situation for each version.
- ☐ I actually delivered the formal presentation using clear, complete English.
- ☐ I discussed the same idea informally and respectfully with my group.
- ☐ I explained one wording change and used feedback to improve.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
New Playground Present a request for a playground feature at a formal meeting with the principal. Then plan the same idea casually with your group.	Class Pet Present a request for a class pet in a formal class presentation. Then discuss the same idea informally with classmates.	Book Nook Present a request for a quiet reading space at a formal school meeting. Then brainstorm that space informally with your group.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Context Scout Ask who is listening, what the task is and how the meeting is organized.	Formal Finder Listen for complete, clear wording that fits a formal presentation.	Casual Coach Listen for natural, respectful wording that fits group planning.	Turn Keeper Check that everyone speaks both versions and explains a change.

MOVE CARDS · deal 4 to each player

MOVE CARD FORMAL SAY “In our presentation: We would like to request ____ because ____.”	MOVE CARD FORMAL SAY “In our presentation: Could we consider ____? This would help by ____.”	MOVE CARD INFORMAL SAY “As we plan together: How about ____? It could help us ____.”	MOVE CARD INFORMAL SAY “As we plan together: Let's try ____ because ____.”
MOVE CARD CONTEXT CHECK “This task is ____, our audience is ____, and the situation calls for ____.”	MOVE CARD CONTEXT CHECK “This is a formal presentation or informal discussion because ____.”	MOVE CARD STYLE COMPARE “I changed ____ to ____ so my words would fit ____.”	MOVE CARD STYLE COMPARE “Both versions mean ____, but the wording differs because ____.”

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

The exchange models one learner switching contexts; continue until every learner delivers both versions and explains a choice. Use role-play audiences so a real school meeting is not required. Judge fit to task and situation, not a blanket rule that adults require formal language or peers require informal language. Informal talk can be respectful and grammatically complete. Support usual communication needs, give feedback and allow retries.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	At our formal school meeting: We would like to request a quiet reading space near the library because it would give students a place to concentrate.
Mia	Now, as we plan in our group: Let's make a cozy book nook. Where could we put it?
Noah	How about that corner by the shelves?
Mia	I used "We would like to request" in the organized presentation and "Let's make" in our group. Both are respectful, but the first makes the proposal more formal.
Ava	The formal meeting calls for a prepared presentation. Talking with an adult is not always formal, and classmates can also hear formal presentations.

LISTEN FOR

- Names task, audience and situation instead of using age alone
- Actually uses formal English in a prepared presentation
- Uses appropriate informal language in group discussion
- Explains a wording change while preserving the central request

There are no right answers to the topic cards. Score the moves students make, not their opinions.