Questions Build Trust

Practice responding thoughtfully to listeners during a presentation.

10.P.CP.2.d "Engage in dialogue with audiences by asking and answering questions. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the three questions audience members ask. Circle the presenter's words that answer each question, then number the three question-and-answer exchanges.

A Proposal Listens

1. At the student council meeting, Maya presented a plan to add a shaded outdoor study area beside the library. She began by naming her goal: give students a quiet place to read, meet, or work during lunch. Instead of speaking until the bell, she paused and invited questions. "What would you like to know before you decide whether this plan is useful?" she asked. Jordan responded, "How would students use the space when it rains?" Maya listened without interrupting, wrote down the concern, and said the proposal included movable tables that could be stored indoors.

2. Leah asked, "What will the project cost, and where will the money come from?" Maya answered that the estimate was $1,800 for benches, shade cloth, and anchors. She explained that the council had $1,200 from its activity budget and would request the remaining $600 from the parent association. Maya did not pretend the request was guaranteed. "If the association cannot fund it, would you rather reduce the number of benches or postpone the project?" she asked. Her question gave listeners a choice and showed that she was considering their priorities.

3. Near the end, Omar said he worried that the area would become noisy. Maya replied, "That is an important concern. The plan places it beside the library because the nearby wall blocks traffic noise, but we should test the space at lunch before buying materials." Omar then asked, "Who would run that test?" Maya answered that she would recruit volunteers to observe the area for three lunches and record noise levels and the number of students using it. She ended by asking whether anyone had another concern that the proposal had not addressed, then summarized the next step: revise the plan after the test.

2 ANSWER WITH EVIDENCE

Use the passage

1. What concern does Jordan raise, and how does Maya answer it?

2. How does Maya answer Leah's question about the project's cost and funding?

3. What choice does Maya ask listeners to make if the parent association cannot provide funding?

4. What follow-up question does Omar ask, and how does Maya answer it?

3 YOUR TURN

Your own words

Choose a school improvement proposal. Write a 6 to 10 line presenter-audience dialogue that includes three audience questions, at least one follow-up question, and clear answers that use a specific detail or a reasonable next step. Then exchange with a real classroom partner: present your proposal, invite the partner's own relevant question, answer with a detail or next step, and respond to the partner's follow-up. Swap roles. You may speak or exchange written messages; record one actual question and your responsive answer on extra paper.

ANSWER KEY

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GRADE 10 · 10.P.CP.2.d

PART 1 · READ AND MARK

Underline the three questions audience members ask. Circle the presenter's words that answer each question, then number the three question-and-answer exchanges. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What concern does Jordan raise, and how does Maya answer it?	**Jordan asks how students would use the space when it rains. Maya says movable tables could be stored indoors.**
2	How does Maya answer Leah's question about the project's cost and funding?	**She says the project is estimated to cost $1,800, with $1,200 from the activity budget and a request for $600 from the parent association.**
3	What choice does Maya ask listeners to make if the parent association cannot provide funding?	**They could reduce the number of benches or postpone the project.**
4	What follow-up question does Omar ask, and how does Maya answer it?	**He asks who would run the lunch test. Maya says she would recruit volunteers to observe the area for three lunches and record noise levels and student use.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Presenter: I propose placing labeled recycling bins near the cafeteria exits. A one-day trash audit found many clean bottles and cans in the garbage.
Audience Member: How will students know what belongs in each bin?
Presenter: Each bin will have picture labels, and volunteers will explain them during the first week.
Audience Member: Who will empty the bins?
Presenter: I will ask the custodial supervisor whether the current collection route can include them.
Audience Member: If that route cannot include them, what will happen?
Presenter: We will test one bin for two weeks, track how full it gets, and revise the plan with the supervisor.

Accept accurate paraphrases of the questions and responses in the passage. For the dialogue, accept varied school proposals if the student includes three audience questions, a follow-up question, and specific, responsive answers. Facilitate the partner exchange and check real asking, responsive answering and a related follow-up, not just a completed invented script. Collect the recorded actual exchange; accept accessible written reciprocal messages. No public meeting is required.