Delivery Makes a Difference

Notice how a speaker adjusts delivery for each listener.

7.P.CP.2.c "Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that show tone, circle words that show pace, and number each gesture direction in the passage. Marking these choices will help you see how Jordan changes his delivery for different audiences and purposes.

Jordan's Fork Plan

1. At the school board meeting, Jordan begins in a steady, respectful voice. "Our cafeteria throws away about 180 plastic forks each day," he says, pausing after the number. He stands tall beside a chart and points to the tall blue bar, then lets his hands rest at his sides. "Switching to washable forks could cut this waste," he continues slowly. His calm tone and measured pace show that he has studied the issue. Board members need clear evidence before they can approve a change.

2. Later, Jordan speaks to seventh graders during lunch. He smiles, lifts one fork high, and uses a brighter voice. "Picture our trash cans after one week," he says quickly, then stops and opens both hands toward the overflowing bin. "We can make less trash, one choice at a time." For this audience, he uses a faster pace and an energetic tone to hold attention. When students call out ideas, he nods and repeats the useful ones so everyone can hear them.

3. Afterward, Jordan meets with Ms. Rivera, the cafeteria manager, who will handle the daily routine. He lowers his voice and speaks at an unhurried pace. "What would make washable forks practical for your team?" he asks. Instead of pointing at his chart, he sits beside her and keeps his palms open on the table. He listens without interrupting, then leans forward when she explains the dishwashing schedule. His quieter tone, patient pace, and open gestures invite an honest, detailed response.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is Jordan's purpose when he speaks to the school board? Which tone and pace choices support that purpose?

2. How do Jordan's gestures change from the school board meeting to the lunch presentation?

3. Why does Jordan pause after saying that the cafeteria throws away about 180 plastic forks each day?

4. Which delivery choices help Jordan get an honest, detailed response from Ms. Rivera?

3 YOUR TURN

Your own words

Write a 4 to 6 sentence mini-presentation asking your classmates to conserve a resource at school. Include bracketed directions for your tone, pace, and at least two gestures, and vary your delivery choices to fit your purpose. Then actually deliver or rehearse it for a partner or teacher acting as your classmates. Use your planned tone, pace and at least two gestures; adapt them to make the request clear. Use only props you have, or adapt gestures to available objects. Your listener records one tone choice, one pace change and two gestures actually observed, and explains how a choice helped the message. Write the listener's name and feedback after your script.

ANSWER KEY

Delivery Makes a Difference

GRADE 7 · 7.P.CP.2.c

PART 1 · READ AND MARK

Underline words that show tone, circle words that show pace, and number each gesture direction in the passage. Marking these choices will help you see how Jordan changes his delivery for different audiences and purposes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is Jordan's purpose when he speaks to the school board? Which tone and pace choices support that purpose?	**He wants the board to approve a change to washable forks. His calm, respectful tone and measured, slow pace support a serious, evidence-based request.**
2	How do Jordan's gestures change from the school board meeting to the lunch presentation?	**At the board meeting, he points to a chart and then rests his hands at his sides. At lunch, he smiles, lifts a fork, and opens both hands toward an overflowing bin.**
3	Why does Jordan pause after saying that the cafeteria throws away about 180 plastic forks each day?	**The pause gives the board members time to notice and think about the important number.**
4	Which delivery choices help Jordan get an honest, detailed response from Ms. Rivera?	**He uses a quieter tone and an unhurried pace, sits beside her with open palms, listens without interrupting, and leans forward as she explains.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

[Calm, slow voice] Our classroom uses paper every day.
[Hold up a sheet.] Both sides can be useful.
[Brighter, quicker voice; turn the sheet over.] Try the clean back before taking a new sheet.
Together, we can save paper.
Example listener record after actual rehearsal: Ana heard a calm beginning and a quicker invitation. She saw the held sheet and its turn to the clean back, which made the reuse request clear.

Accept answers that identify delivery choices and connect them to Jordan's audience or purpose. For Part 3, look for a clear conservation request, tone and pace directions, at least two gesture directions, and delivery choices that fit classmates. Check actual rehearsal or delivery, not only written cues. Listener records must describe observed tone, pace and gestures with message-fit reasoning. Provide an accessible classroom audience and supported delivery; no public meeting or recording is required.