Words for the Room

Notice how a speaker changes language for audience and purpose.

7SL6 "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 words or phrases that show how Maya changes her language, then write P beside the principal version, T beside the teammate version, and V beside the visitor version.

One Event, Three Audiences

1. After a windy week, Maya planned a Saturday work session for the school garden. First, she spoke at a meeting with the principal, who needed clear details before approving the event. Maya said, "Good afternoon, Dr. Chen. I am requesting permission to hold a garden work session on Saturday, April 18, from 9:00 to 11:00 a.m. Students will weed beds, repair labels, and collect litter. Two adult volunteers will supervise." Her greeting, complete sentences, and exact schedule suited a formal meeting.

2. At lunch, Maya invited her soccer teammates, who already knew about the garden. She said, "Hey, team, want to help in the garden Saturday? We can pull weeds for an hour, then grab smoothies." This version used a friendly greeting, relaxed word choice, and a brief plan. Maya did not need to name the principal, give every event detail, or use the formal request she had used in the meeting. Her goal was to make a quick, personal invitation.

3. Later, a group of visiting fourth graders asked how they could help. Maya said, "Please meet by the red shed at nine o'clock. Wear closed-toe shoes and bring a water bottle. Choose one job card, and ask an adult if you are unsure." She used polite directions and explained unfamiliar steps because younger visitors needed guidance. She avoided slang such as "grab smoothies," which might distract from safety. Although each message concerned the same work session, Maya changed her language to fit her listeners and purpose.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which audience received Maya's formal request, and what was her purpose for speaking to that audience?

2. Give two details from Maya's message to the principal that make the message formal.

3. How does Maya's message to her teammates sound more relaxed than her message to the principal? Give two details.

4. Why does Maya avoid slang when she speaks to the visiting fourth graders?

3 YOUR TURN

Your own words

Write two two-sentence messages asking for volunteers for a library book-sorting session next Tuesday after school. Write one formal message to the librarian and one casual message to a friend, with a greeting and a clear request in each. Then speak both versions to a partner playing each audience. Keep the goal clear while changing your language and tone for that listener; use formal English for the formal version. Ask your partner to name one choice that fit each audience. Repeat a version if needed to make the fit clearer. Teacher help and rehearsal are welcome.

ANSWER KEY

Words for the Room

GRADE 7 · 7SL6

PART 1 · READ AND MARK

Underline words or phrases that show how Maya changes her language, then write P beside the principal version, T beside the teammate version, and V beside the visitor version. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which audience received Maya's formal request, and what was her purpose for speaking to that audience?	**The principal received the formal request. Maya wanted permission to hold the garden work session.**
2	Give two details from Maya's message to the principal that make the message formal.	**Answers may include the greeting "Good afternoon, Dr. Chen," the phrase "I am requesting permission," the exact date and time, or the supervision detail.**
3	How does Maya's message to her teammates sound more relaxed than her message to the principal? Give two details.	**It uses the friendly greeting "Hey, team," relaxed wording such as "grab smoothies," and a short, personal plan instead of a formal request with all event details.**
4	Why does Maya avoid slang when she speaks to the visiting fourth graders?	**The younger visitors need clear guidance, and slang might distract them from the safety directions.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Formal: Good morning, Ms. Ortiz, and thank you for speaking with me. Could you help recruit volunteers for a book-sorting session in the library next Tuesday after school?
Casual: Hi, Nia! Do you want to sort donated books with me in the library Tuesday after school?

Accept responses that correctly identify audience, purpose, and language choices from the passage. For the open task, accept varied wording if the librarian message is formal and complete and the friend message uses an appropriately casual tone while keeping the request clear. Observe both actual spoken versions, including their clear purpose, audience-appropriate language and tone, and formal English when appropriate. Ask the listener to identify an audience-fitting choice actually heard. Written versions alone do not complete the speaking task. Keep the original two sentences per version; feedback is separate.