Speaking for the Room

Notice how a speaker changes language for audience, purpose, and task.

9-10SL6 "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 at least one language choice in each paragraph that fits Maya's audience or task, then write B, P, or F in the margin for board, peers, or facilities manager.

One Proposal, Three Audiences

1 At a school board meeting, Maya presents a proposal to install bottle-filling stations near the gym and library. She begins, "Good evening, members of the board. I am requesting funding for two refill stations because students need reliable access to drinking water during long school days." She cites maintenance costs and explains how the stations could reduce disposable plastic bottles. Her sentences are complete, her word choice is precise, and she avoids slang. This formal approach fits an audience that will evaluate a budget and make an official decision.

2 The next day, Maya speaks to classmates at lunch. Instead of repeating her board remarks, she says, "Our school uses many plastic bottles. Refill stations would make grabbing water way easier, especially after practice." She invites students to scan a QR code and sign a petition. Her tone is more conversational, and she uses a familiar example that matters to her peers. Still, she does not exaggerate or insult anyone. She keeps her claim clear and gives listeners a specific action. Adapting her speech helps classmates understand the idea quickly and decide whether to support it.

3 Later, Maya meets with the facilities manager, who will advise the board about installation. She says, "Could you tell me which locations have nearby plumbing and what upkeep each station requires?" She listens, takes notes, and asks follow-up questions when a detail is unclear. Maya uses polite, direct language because the manager has technical knowledge and limited time. She does not use the casual phrase "way easier" from lunch, but she also does not deliver a ceremonial speech. For this conversation, respectful questions and accurate terms such as installation, plumbing, and upkeep help her gather information needed for the proposal.

2 ANSWER WITH EVIDENCE

Use the passage

1. What audience and task make Maya's first speech formal? Use one detail from the passage.

2. Copy one phrase from Maya's lunch speech that creates a conversational tone. Why does that phrase fit her classmates?

3. How does Maya change her language when she speaks with the facilities manager? Give two changes.

4. Why would a ceremonial speech be less effective in Maya's conversation with the facilities manager?

3 YOUR TURN

Your own words

Choose one school improvement you want. Write two two-sentence statements with the same goal: one formal statement for the school board and one conversational statement for classmates. 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.

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PART 1 · READ AND MARK

Underline at least one language choice in each paragraph that fits Maya's audience or task, then write B, P, or F in the margin for board, peers, or facilities manager. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What audience and task make Maya's first speech formal? Use one detail from the passage.	**She speaks to the school board, which will evaluate a budget and make an official decision about funding the stations.**
2	Copy one phrase from Maya's lunch speech that creates a conversational tone. Why does that phrase fit her classmates?	**Possible phrase: "way easier" or "especially after practice." It fits classmates because it is familiar, casual language connected to their daily experience.**
3	How does Maya change her language when she speaks with the facilities manager? Give two changes.	**She asks polite, direct questions and uses accurate technical terms such as installation, plumbing, and upkeep. She avoids the casual phrase "way easier."**
4	Why would a ceremonial speech be less effective in Maya's conversation with the facilities manager?	**The manager has technical knowledge and limited time. Maya needs to gather specific information about locations and upkeep.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

School board: Members of the board, I request funding for shaded benches near the bus loop. This improvement would give students a safer place to wait during hot weather.
Classmates: Waiting for the bus in the sun gets rough. Let's ask for shaded benches so we can stay cooler.

Accept responses that keep one clear goal while changing tone, vocabulary, and details for the two audiences. The board statement should use formal English, while the classmate statement may be conversational but should remain clear and respectful. 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.