Speak So It Matters

Notice how a speaker uses volume, tone, and clear words.

6.C.2.A.iv "Report orally on a topic or present an opinion. This includes: Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each phrase that tells Maya what volume to use, circle each phrase that tells her what tone to use, and write E beside each sentence that tells her to enunciate. These choices show how delivery can make an opinion easier to understand.

Maya's Garden Speech

1. On Friday, Maya will speak to the city council about turning an empty lot into a community garden. She begins, "A garden can give neighbors fresh food and a place to work together." Before she starts, Maya plans to use a firm, respectful tone. Her opinion matters to her, but she does not want to sound angry. When she states her main claim, she will use a volume loud enough for people at the back of the room to hear.

2. Maya explains that gardeners can collect rainwater in barrels and add compost to the soil. At this point, she will speak at a normal volume, since she is sharing details rather than making her strongest point. She will use a calm, informative tone so listeners can focus on the facts. Maya also practices enunciation. She says the words "community," "compost," and "volunteer" clearly, making each consonant and vowel easy to hear. Clear speech will help listeners understand unfamiliar garden words.

3. Near the end, Maya says, "I believe this garden would make our block healthier and more connected." She uses a slightly stronger volume for "healthier" and "connected" to emphasize her opinion. She keeps her tone hopeful, not demanding, when she asks council members to support the plan. For her final sentence, Maya slows her speech enough to enunciate the name of the proposed garden, "Maple Street Garden," clearly. Then she pauses, looks at the council, and says, "Thank you for listening."

2 ANSWER WITH EVIDENCE

Use the passage

1. What tone does Maya plan to use at the beginning, and why does she choose it?

2. Why will Maya use a normal volume when she explains rainwater and compost?

3. Which three words does Maya practice saying clearly?

4. How do Maya's volume and tone change when she gives her final opinion?

3 YOUR TURN

Your own words

Write a four-sentence speaking plan that states your opinion about one school improvement. Include one sentence about the volume you will use, one about tone, and one about enunciation. Then give a brief spoken opinion to a partner, applying your plan: state your view and one reason using suitable volume, tone and clear pronunciation. Ask the listener to repeat the main idea and name one helpful delivery choice. Adjust anything hard to hear or understand and try again. Record a listener comment below.

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PART 1 · READ AND MARK

Underline each phrase that tells Maya what volume to use, circle each phrase that tells her what tone to use, and write E beside each sentence that tells her to enunciate. These choices show how delivery can make an opinion easier to understand. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What tone does Maya plan to use at the beginning, and why does she choose it?	**She plans to use a firm, respectful tone because her opinion matters to her, but she does not want to sound angry.**
2	Why will Maya use a normal volume when she explains rainwater and compost?	**She is sharing details rather than making her strongest point.**
3	Which three words does Maya practice saying clearly?	**"Community," "compost," and "volunteer."**
4	How do Maya's volume and tone change when she gives her final opinion?	**She uses a slightly stronger volume to emphasize key words and keeps her tone hopeful, not demanding.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add shaded benches near the playground. I will use a stronger volume when I explain that the benches would give students a cooler place to sit. I will use a confident, respectful tone when I ask the principal to consider the idea. I will enunciate the word "comfortable" by saying each part clearly.

For Part 1, expected volume marks are "volume loud enough," "normal volume," and "slightly stronger volume"; expected tone marks are "firm, respectful," "calm, informative," and "hopeful, not demanding," and E belongs beside the sentences about enunciation or clear pronunciation. For Part 3, accept any four-sentence opinion plan with suitable volume, tone, and enunciation choices that fit the message. Also observe actual delivery of an opinion and reason. Ask the listener to identify the message and a helpful volume, tone or enunciation choice; support a repeat when needed. Judge intelligibility and message support, not accent imitation. A written speaking plan alone is insufficient. Example spoken content for the plan: Our school should add shaded benches. They would give students a comfortable place to rest. Apply the planned delivery while speaking these words, rather than just describing future skills.