Make It Heard

Plan and deliver a message that listeners can follow.

11-12.SL.4.c "Demonstrate effective verbal communication (volume, pace, tone, enunciation)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline a line that needs a deliberate tone, circle a phrase to slow down, box a word to enunciate clearly, and write V beside a line that needs more volume. Use your marks to plan how the message will sound aloud.

A Request for the Bridge

1. At a neighborhood meeting, Mara has ninety seconds to ask the city to repair the footbridge over Willow Creek. Thirty residents sit in a long room, and an open window lets in traffic noise. Several people use the bridge to reach the bus stop, but a loose board has forced walkers into the road. Mara wants listeners to understand the risk without thinking she is blaming the repair crew. Her notes include two facts she must say accurately: the bridge has been closed for twelve days, and the next council meeting is on Thursday.

2. Mara drafts this short statement: "For twelve days, the footbridge over Willow Creek has been closed. Now some of our neighbors walk along the road to reach the bus stop. A repair would give them a safer route. Please ask the council to place the bridge on Thursday's agenda." She plans to speak while standing at the front of the room without a microphone. Her audience includes people who know the bridge well and people hearing about the closure for the first time. She has no slides, so every detail must reach listeners through her voice.

3. During rehearsal, Mara's partner sits at the back of the room. When a truck passes outside, he misses the opening words. He also mistakes "twelve days" for "two days" and cannot tell whether Mara says "Thursday" or "Tuesday." Mara notices that she rushes through the line about neighbors walking along the road, then sounds irritated when she asks for help. She wants the room to feel concerned, not scolded. Before the meeting starts, she has time to mark her script and try one more spoken rehearsal while her partner listens from the same seat.

2 ANSWER WITH EVIDENCE

Use the passage

1. How should Mara adjust her volume when she begins, and what detail in the passage supports your choice?

2. Where should Mara slow her pace so listeners grasp the risk, and why?

3. What tone should Mara use for her final request? Explain your choice using her goal.

4. Which two details need especially clear enunciation, and what did Mara's partner hear instead?

3 YOUR TURN

Your own words

Write a three-sentence spoken request for a change at your school, labeling four spots V (volume), P (pace), T (tone), and E (enunciation) with the choice you will make at each spot. Deliver your request aloud to a partner using all four choices.

ANSWER KEY # Make It Heard

PART 1 · READ AND MARK

Underline a line that needs a deliberate tone, circle a phrase to slow down, box a word to enunciate clearly, and write V beside a line that needs more volume. Use your marks to plan how the message will sound aloud. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How should Mara adjust her volume when she begins, and what detail in the passage supports your choice?	**She should project her opening words so residents at the back can hear them over the traffic noise. Her partner missed those words when a truck passed.**
2	Where should Mara slow her pace so listeners grasp the risk, and why?	**She should slow down while saying that neighbors walk along the road to reach the bus stop. She rushed through that line in rehearsal, though it explains the risk.**
3	What tone should Mara use for her final request? Explain your choice using her goal.	**She should sound concerned and respectful rather than irritated. She wants listeners to support a repair without feeling scolded.**
4	Which two details need especially clear enunciation, and what did Mara's partner hear instead?	**Mara should enunciate "twelve days" and "Thursday." Her partner heard "two days" and could not distinguish "Thursday" from "Tuesday."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

[V: project] Our library closes before many students finish practice. [P: slow] Keeping it open one extra hour twice a week would give us a quiet place to study. [T: respectful] Please consider a trial [E: pronounce clearly] schedule this spring.

Accept other well-supported choices for Mara's delivery. For Part 3, check that the student labels specific choices for all four vocal skills and demonstrates them during the oral delivery.