Make It Heard

Read how a speaker adjusts her delivery for an audience.

9-10.SL.4.c "Demonstrate effective verbal communication (volume, pace, tone, enunciation)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one phrase that shows a choice about each of these: volume, pace, tone, and enunciation. Write V, P, T, or E above each phrase to show which choice it represents.

Maya Makes Her Case

1. At a student council forum, Maya stepped to the microphone to explain why the school should keep the late bus. The cafeteria was crowded, and a fan rattled beside the back doors. She began with her usual speaking voice, but a student in the last row cupped a hand around one ear. Maya moved closer to the microphone and raised her volume enough to carry past the fan without shouting. She then said, "The late bus gets students home after tutoring and rehearsal." The student in the last row lowered his hand and nodded.

2. Next, Maya described a proposed schedule change: the bus would leave at 5:15 instead of 5:00. She first rushed through the numbers, and two listeners looked at each other in confusion. Maya stopped, took a breath, and repeated the change more slowly: "Five fifteen, not five o'clock." She paused after each time so listeners could compare them. When she said "fifteen," she pronounced the final syllable clearly so it would not sound like "fifty." Several audience members wrote the proposed departure time in their notebooks.

3. A board member then asked how the district could afford the late bus. Maya felt frustrated because she knew classmates who missed after-school help, but she kept her tone steady and respectful. "I understand the cost matters," she said, "and so does access to tutoring." She used a warm tone on "I understand" and a firm tone on "access to tutoring," without sounding angry. Before sitting down, she repeated her main request at the same clear volume she had used earlier. The board member leaned forward and asked for the tutoring attendance numbers.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did Maya change about her volume when she noticed the student in the last row? How did that choice fit the room?

2. How did Maya change her pace when she repeated the proposed bus times, and why?

3. Which word did Maya pronounce especially clearly, and what misunderstanding was she trying to prevent?

4. How did Maya's tone change within her answer to the board member, and how did she avoid sounding angry?

3 YOUR TURN

Your own words

Write a three-sentence announcement about a school event whose time or location has changed. Include the old and new detail, add bracketed cues for volume, pace, tone, and enunciation, then rehearse your announcement aloud using those cues.

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PART 1 · READ AND MARK

Underline one phrase that shows a choice about each of these: volume, pace, tone, and enunciation. Write V, P, T, or E above each phrase to show which choice it represents. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did Maya change about her volume when she noticed the student in the last row? How did that choice fit the room?	**She raised her volume without shouting so her voice could carry past the fan to the back row.**
2	How did Maya change her pace when she repeated the proposed bus times, and why?	**She spoke more slowly and paused after each time so listeners could compare 5:15 with 5:00.**
3	Which word did Maya pronounce especially clearly, and what misunderstanding was she trying to prevent?	**She pronounced "fifteen" clearly so listeners would not mistake it for "fifty."**
4	How did Maya's tone change within her answer to the board member, and how did she avoid sounding angry?	**She used a warm tone to acknowledge the cost concern and a firm tone to emphasize access to tutoring, while remaining respectful.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

[Audible volume, welcoming tone] The poetry reading has moved from Room 210 to the auditorium. [Slow pace, crisp enunciation on "auditorium"] It still begins at 4:15. [Steady pace] Please enter quietly and take a seat.

For the markings, accept any passage phrase that clearly demonstrates the labeled delivery choice. For Part 3, check that the announcement has three sentences, states an old and new time or location, includes all four delivery cues, and can be spoken using those cues.