

# Speak, Listen, Shift

Notice how speakers use listening and delivery choices to shape a public discussion.

**11.C.2.A.iii** "Report orally on a topic or text or present an opinion. This includes: Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline words that reveal a speaker's purpose or response to another person's idea. Circle descriptions of verbal or nonverbal choices, then number the choices that help move the discussion forward.

### A Library Forum

- ① At a town library forum, Maya begins her two-minute report on a proposed teen study room. She stands behind the podium with both feet planted, looks up from her notes, and says, "I support the room because students need a quiet place after school." Her steady pace and open hands make her sound prepared rather than defensive. When a council member raises an eyebrow, Maya does not rush to fill the silence. She pauses, then adds that the room could use existing tables and volunteer tutors. Her goal is to persuade the council while showing that she has considered costs.
- ② During public comment, Jordan listens from the audience because he plans to speak next. He faces Maya, nods once when she mentions volunteer tutors, and writes "existing tables" beside her cost point. These choices signal attention without interrupting her. After Maya finishes, Jordan says, "I heard you argue that the room can begin without major purchases. Could you explain how students would reserve it?" By paraphrasing before asking, he shows that he understood her claim. His calm tone invites clarification, but his crossed arms while he waits may make him appear doubtful, even though he is genuinely interested in the plan.
- ③ The council chair responds, "We have heard concerns about noise and supervision." Instead of repeating his prepared opening, Jordan adjusts his report. He leans slightly forward, uncrosses his arms, and replies, "Those concerns matter. I propose reserving the room for scheduled study sessions, with a staff member nearby." He then asks, "What supervision option would be realistic for the library?" The question shifts the exchange from opposition to problem solving. Jordan's verbal choices acknowledge the chair's intent, and his changed posture supports a cooperative impact. When the chair answers, Jordan waits, takes notes, and summarizes the response before offering his final point.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** How do Maya's steady pace and open hands affect the impact of her report?

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**2** Name two actions Jordan takes before he speaks that show active listening. Explain how one of them supports his later question.

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**3** Why could Jordan's crossed arms have an unintended impact on Maya or the council chair?

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**4** After the chair raises concerns, how does Jordan change both his words and his body language to make the discussion more cooperative?

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**3 YOUR TURN** \_\_\_\_\_ Your own words

Prepare a 45-second oral opinion about a school decision you care about. State your claim and reason, paraphrase a likely concern before responding, ask one question, and script two nonverbal choices with their intended impact.

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**PART 1 • READ AND MARK**

Underline words that reveal a speaker's purpose or response to another person's idea. Circle descriptions of verbal or nonverbal choices, then number the choices that help move the discussion forward. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                              | ANSWER                                                                                                                                                                   |
|---|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How do Maya's steady pace and open hands affect the impact of her report?                                                             | <b>They make Maya appear prepared and confident rather than defensive.</b>                                                                                               |
| 2 | Name two actions Jordan takes before he speaks that show active listening. Explain how one of them supports his later question.       | <b>He faces Maya, nods when she mentions tutors, and writes down "existing tables." His notes help him refer accurately to her cost point when he asks his question.</b> |
| 3 | Why could Jordan's crossed arms have an unintended impact on Maya or the council chair?                                               | <b>Crossed arms may make Jordan seem doubtful or closed off, even though he is interested in the plan.</b>                                                               |
| 4 | After the chair raises concerns, how does Jordan change both his words and his body language to make the discussion more cooperative? | <b>He acknowledges that the concerns matter, proposes scheduled sessions with nearby staff, asks a practical question, leans forward, and uncrosses his arms.</b>        |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

[Stand upright and make brief eye contact to show calm focus.] I support a later start time for one day each week because students often need time to meet with teachers or complete long-term work. A classmate might say that bus and sports schedules would become harder to manage. I hear that scheduling matters, so I would begin with one day instead of changing every day at once. [Open my hands while naming the compromise to signal cooperation.] Could students, drivers, and coaches test that schedule for one month and report what works? This plan protects needed activities while giving students useful academic time.

Accept answers that connect specific verbal or nonverbal details to their likely effect on listeners. For the oral task, look for a clear opinion, accurate paraphrasing of a concern, a purposeful question, and two nonverbal choices tied to intended impact.