

# Say It Right

Choose language and delivery that fit a formal school presentation.

**8.C.2.A.iii** “Deliver collaborative and individual formal and informal interactive presentations This includes: Using language and vocabulary appropriate to the audience, topic, and purpose...”

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## READY FOR A FORMAL PRESENTATION

These words or delivery choices fit a serious school audience. They are clear, respectful, and easy to understand.

“Please consider funding new library computers.”

## NEEDS REVISION

These words or delivery choices do not fit a formal school audience. Change them to be clearer, more respectful, or easier to hear.

“Whoa, our volcano blew up huge!”

### 1 SORT

8 items

Read each presentation choice, then circle FORMAL or REVISE.

- |                                                                                |               |               |
|--------------------------------------------------------------------------------|---------------|---------------|
| 1. “Good afternoon. I will explain our proposal to add water refill stations.” | <b>FORMAL</b> | <b>REVISE</b> |
| 2. Speak at a steady pace so listeners can follow each point.                  | <b>FORMAL</b> | <b>REVISE</b> |
| 3. “This plan is totally awesome, and you guys will love it.”                  | <b>FORMAL</b> | <b>REVISE</b> |
| 4. Use a calm, confident tone while sharing results.                           | <b>FORMAL</b> | <b>REVISE</b> |
| 5. Mumble the statistics while looking at the floor.                           | <b>FORMAL</b> | <b>REVISE</b> |
| 6. Talk extra fast so the presentation ends sooner.                            | <b>FORMAL</b> | <b>REVISE</b> |
| 7. “According to our data, the change could reduce cafeteria waste.”           | <b>FORMAL</b> | <b>REVISE</b> |
| 8. Use a volume that reaches people in the back row.                           | <b>FORMAL</b> | <b>REVISE</b> |

## 2 PROVE IT Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # \_\_\_\_\_ HOW I KNEW \_\_\_\_\_

\_\_\_\_\_

ITEM # \_\_\_\_\_ HOW I KNEW \_\_\_\_\_

\_\_\_\_\_

## 3 MAKE YOUR OWN One of each

Write one new FORMAL example and one new REVISE example for a formal school presentation.

FORMAL \_\_\_\_\_

\_\_\_\_\_

REVISE \_\_\_\_\_

\_\_\_\_\_

### CHALLENGE

Choose one REVISE item. Rewrite it for a formal presentation, then add a brief direction for tone, volume, or pace.

\_\_\_\_\_

\_\_\_\_\_

**PART 1 • SORT**

| # | ITEM                                                                        | CATEGORY      | WHY                                                                               |
|---|-----------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------|
| 1 | "Good afternoon. I will explain our proposal to add water refill stations." | <b>FORMAL</b> | Respectful greeting and clear, topic-specific language fit a formal presentation. |
| 2 | Speak at a steady pace so listeners can follow each point.                  | <b>FORMAL</b> | A steady pace helps an audience understand the speaker.                           |
| 3 | "This plan is totally awesome, and you guys will love it."                  | <b>REVISE</b> | Slang and overly casual wording do not fit a formal school presentation.          |
| 4 | Use a calm, confident tone while sharing results.                           | <b>FORMAL</b> | A calm, confident tone is appropriate for presenting results.                     |
| 5 | Mumble the statistics while looking at the floor.                           | <b>REVISE</b> | Mumbling makes the information hard to understand.                                |
| 6 | Talk extra fast so the presentation ends sooner.                            | <b>REVISE</b> | Speaking too quickly prevents listeners from following the ideas.                 |
| 7 | "According to our data, the change could reduce cafeteria waste."           | <b>FORMAL</b> | The statement uses precise, evidence-based language.                              |
| 8 | Use a volume that reaches people in the back row.                           | <b>FORMAL</b> | A clear, audible volume helps the whole audience hear.                            |

**PART 2 • PROVE IT**

Accept any explanation that names the deciding feature from the rule box for the chosen item.

**PART 3 • MAKE YOUR OWN (SAMPLE ANSWERS)**

- **FORMAL:** "The committee recommends planting shade trees near the playground."
- **REVISE:** "This field trip is gonna be epic!"

**Challenge:** Item 3: "This plan offers several benefits for students." Deliver it in a clear, steady voice.

Accept student examples that clearly fit or do not fit a formal school audience. For the challenge, check for a formal rewrite and one appropriate delivery direction.