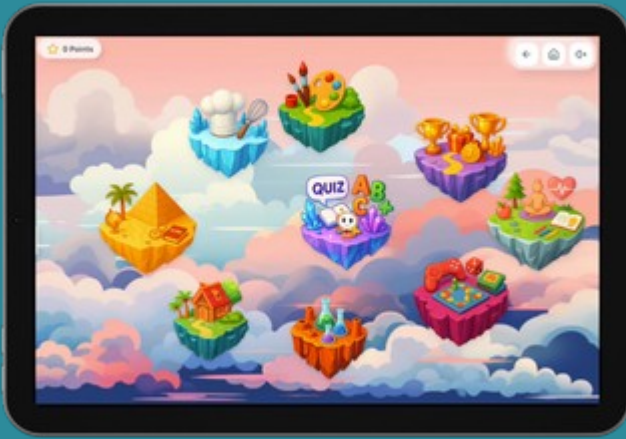


Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Talking to Different People - Year 2

Table of Contents	
Presentation: Talking to Different People	
Teacher Guide: Five-Lesson Sequence	
Display: Same Need, Different Listener	
Scenario Cards: Worked Examples (4 pages)	
Worksheet 1: Guided Speech-Bubble Choices	
Worksheet 2: Independent Speech-Bubble Choices	
Worksheet 3: Transfer and Reasons	
Activity: Borrow-It Respectfully Role-Play Kit (3 pages)	
Rehearsal 1: Listener Choice and Repair	
Rehearsal 2: Plan, Practise and Revise	
Quiz: Talking to Different People	
Assessment: Listener Choice Role-Plays	
Rubric: Talking to Different People	



Teacher Guide

Talking to Different People – Year 2

Unit focus

Students notice how speaker, listener, purpose and situation shape respectful word and tone choices. They compare, rehearse, explain and revise requests without ranking formal language above informal language.

Success criteria

- identify the speaker, listener and purpose
- create clear respectful requests for familiar and unfamiliar listeners
- explain a choice with a specific listener, word, purpose or tone choice
- revise a message after useful feedback

Materials

Presentation, classroom display, worked-example cards, three paired worksheets, role-play kit, two rehearsal questions, independent assessment and evidence rubric.

Inclusive participation

Accept spoken, signed, AAC and other agreed communication modes. Treat home languages and dialects as resources. Assess the learner's fit, clarity, reason and revision – never accent or dialect conformity.

Evidence map

Diagnostic: friend and visiting-librarian requests. Formative: guided choices, reasons and revised role-plays. Summative: two listener-choice role-plays plus an evidence-based explanation.

Lessons 1-3

Model, compare and rehearse

Lesson 1 – Notice

50 minutes • Presentation slides 1-6

Elicit the two diagnostic requests. Introduce speaker, listener, role, request, tone and clarify. Model the pencil and visiting-librarian examples aloud. Record which listener and purpose clues learners notice before teaching the decision steps.

Lesson 2 – Compare

50 minutes • Slides 7-9 • display • worked examples • Worksheets 1-

Think aloud using: listener → purpose → words → tone. Complete one guided choice together, then release learners to the independent and answer pages. Use matching red-answer pages for feedback after an attempt.

Lesson 3 – Rehearse

50 minutes • Slides 10-12 • Borrow-It Respectfully kit

Model an unsuccessful first attempt and a constructive revision. In pairs, learners draw a card, make a request, receive one precise feedback point, revise, then explain why the new version fits. Rotate speaker, listener and observer roles.

Teacher check

Can the learner name the changed listener clue? Does the reason cite actual words, purpose or tone rather than “it sounds nicer”?

Lessons 4-5

Transfer, assess and plan the next step

Lesson 4 – Transfer

50 minutes • Slides 13–14 • Missing Book • Plan, Practise and Revise

Keep the need stable while the listener changes. Learners prepare two requests, rehearse with an observer, use one actionable note and revise. Prompt the evidence stem: “I changed ____ because the listener/purpose ____.”

Lesson 5 – Assess

50 minutes • Slides 15–18 • quiz • assessment • rubric

Warm up with selected quiz items. Learners then complete both role-plays independently in an accepted communication mode and explain one changed choice. Record exact observable evidence before selecting the rubric level and next step.

Differentiate

SUPPORT – visual role cards, sentence stems, partner rehearsal, reduced choices, signing or AAC

CORE – independently complete, compare and justify both requests.

EXTEND – respond to an unexpected listener question, clarify, revise and justify the adjustment.

Assessment guardrails

Do not reward ornate language for its own sake. Do not mark down an accepted dialect or response mode. Credit another coherent interpretation when the learner links the choice to a specific listener, purpose, word or tone detail.

SAME NEED, DIFFERENT LISTENER

Choose words and tone that fit the listener, purpose and situation.

FAMILIAR LISTENER - A FRIEND

You need a pencil.

Mia, can I borrow your pencil for a minute, please?



UNFAMILIAR LISTENER - A VISITING LIBRARIAN

You need help finding animal books.

Excuse me, could you please help me find the animal books?



BOTH CAN BE RESPECTFUL.

They do not need identical words.

1 Who is the speaker?



2 Who is the listener?



3 What is the purpose?



4 Which words and tone fit?



SAME NEED, DIFFERENT LISTENER

WORKED EXAMPLES 1

1 FRIEND + PENCIL



Need: borrow a pencil.

Mia, can I borrow your pencil for a minute, please?

Why: friendly, clear and respectful.

2 VISITING LIBRARIAN + ANIMAL BOOKS



Need: find a book.

Excuse me, could you please help me find the animal books?

Why: opens the conversation and names the help needed.

3 CAREFUL CONTRAST



Why it misses: the command does not show respect or give the listener room to respond.



Can I borrow your pencil, please?

Repair: Can I borrow your pencil, please?

SAME NEED, DIFFERENT LISTENER

WORKED EXAMPLES 2

4

CLASSMATE + MOVE A BAG



Kai, could you move your bag so I can walk past, please?

Why: names the problem without blaming.

5

SCHOOL OFFICE STAFF + LOST HAT



Excuse me, could you help me check the lost property for my blue hat?

Why: gives useful detail to an unfamiliar helper.

6

FRIEND + REPEAT A GAME RULE



Zara, can you show me that rule again?

Why: familiar, clear and polite.

SAME NEED, DIFFERENT LISTENER

WORKED EXAMPLES 3

7

RELIEF TEACHER + FINISHED WORK

Excuse me, where should I put my finished work, please?

Why: starts an unfamiliar interaction clearly.

8

SIBLING + QUIET TO READ

Could you turn the music down while I finish this page, please?

Why: states the need calmly.

9

VISITING AUTHOR + REPEAT A TITLE

Excuse me, could you please repeat the title of your book?

Why: respectful and specific.

SAME NEED, DIFFERENT LISTENER

WORKED EXAMPLES 4

10 SPORTS COACH + WATER BREAK

Coach, may I please get a drink of water?

Why: clear request during an organised activity.



11 NEW STUDENT + EXPLAIN CRAYONS

The crayons are in the blue tub. I can show you.

Why: a clear, welcoming explanation.



12 FAMILIAR TEACHER + BORROW GLUE

Ms Patel, could I borrow the glue when you are finished with it, please?

Why: familiar role, respectful request and patient timing.



REMEMBER

The best match depends on relationship, context and purpose, not on a good/bad formality ladder.

GREETING AND REQUEST CHOICES

GUIDED

Name: _____

Date: _____

Circle the stronger match. Then complete the reason stem.

1 FRIEND - PENCIL



A Mia, can I borrow your pencil for a minute, please?

B Hand it over.

This fits because the listener is _____ and the words are _____.

2 VISITING LIBRARIAN - ANIMAL BOOKS



A Where are the books?

B Excuse me, could you please help me find the animal books?

I chose _____ because _____.

3 CLASSMATE - BAG BLOCKING THE PATH



A Move it!

B Kai, could you move your bag so I can walk past, please?

The purpose is _____.

4 RELIEF TEACHER - FINISHED WORK



A Excuse me, where should I put my finished work, please?

B You know where this goes.

The listener clue is _____.

SPEAKER - LISTENER - PURPOSE - WORDS - TONE

GREETING AND REQUEST CHOICES

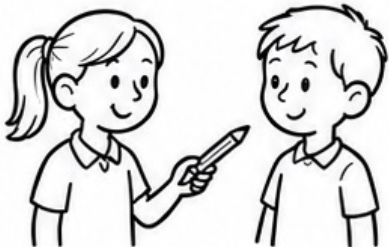
GUIDED

Name: ANSWERS

Date: _____

Circle the stronger match. Then complete the reason stem.

1 FRIEND - PENCIL



A Mia, can I borrow your pencil for a minute, please?

B Hand it over.

This fits because the listener is familiar; friendly and respectful.

2 VISITING LIBRARIAN - ANIMAL BOOKS



A Where are the books?

B Excuse me, could you please help me find the animal books?

I chose B because the listener is unfamiliar and the request is specific.

3 CLASSMATE - BAG BLOCKING THE PATH



A Move it!

B Kai, could you move your bag so I can walk past, please?

The purpose is ask a classmate to clear the path without blaming

4 RELIEF TEACHER - FINISHED WORK



A Excuse me, where should I put my finished work, please?

B You know where this goes.

The listener clue is a relief teacher is unfamiliar and needs clear context

SPEAKER - LISTENER - PURPOSE - WORDS - TONE

GREETING AND REQUEST CHOICES

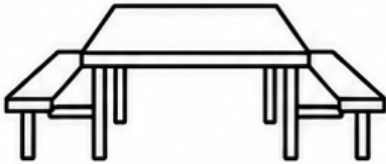
INDEPENDENT

Name: _____

Date: _____

Write a response that fits each listener and purpose.

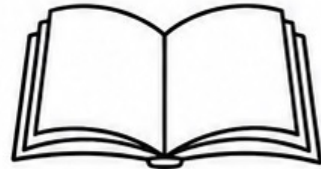
1 Greet a friend at lunch.



My words: _____

Why they fit: _____

2 Greet a visiting author you have not met.



My words: _____

Why they fit: _____

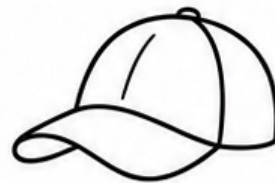
3 Ask a sibling to lower the music while you read.



My words: _____

Why they fit: _____

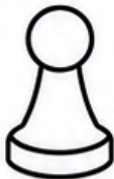
4 Ask school office staff for help finding a lost hat.



My words: _____

Why they fit: _____

5 Explain one game rule to a friend who was absent.



My words: _____

Why they fit: _____

6 Explain a spilled drink to your teacher and ask what to do.



My words: _____

Why they fit: _____

GREETING AND REQUEST CHOICES

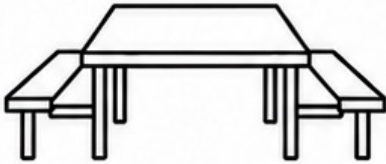
INDEPENDENT

Name: ANSWERS

Date: _____

Write a response that fits each listener and purpose.

1 Greet a friend at lunch.



My words: Hi, Zara! Want to sit with me?

Why they fit: familiar friend

2 Greet a visiting author you have not met.



My words: Good morning. I enjoyed your story.

Why they fit: familiar visitor

3 Ask a sibling to lower the music while you read.



My words: Could you turn the music down while I finish the pages, please?

Why they fit: clear need

4 Ask school office staff for help finding a lost hat.



My words: Excuse me, could you help me check lost property for my blue hat?

Why they fit: specific help

5 Explain one game rule to a friend who was absent.



My words: First, place your counter on Start. Then roll the die.

Why they fit: clear order

6 Explain a spilled drink to your teacher and ask what to do.



My words: Ms Patel, I spilled my water. What should I use to clean it up?

Why they fit: honest and clear

Other respectful, clear answers can also be correct.

NEW LISTENERS - EXPLAIN YOUR CHOICE

Name: _____

Date: _____

Write what you would say. Give one reason tied to the listener or purpose.

- 1** Ask a new crossing supervisor which gate your class should use.



I would say: _____

This fits because: _____

- 2** Ask a close friend to repeat something you did not hear.



I would say: _____

This fits because: _____

- 3** Tell a relief teacher that you missed the last instruction and ask for help.



I would say: _____

This fits because: _____

REFLECTION

Which words or tone changed most across the three cases? Why?

NEW LISTENERS - EXPLAIN YOUR CHOICE

Name: ANSWERS

Date: _____

Write what you would say. Give one reason tied to the listener or purpose.

- 1** Ask a new crossing supervisor which gate your class should use.



I would say: Excuse me, could you please tell me which gate our class should use?

This fits because: unfamiliar helper; clear purpose

- 2** Ask a close friend to repeat something you did not hear.



I would say: Mia, can you say that again, please?

This fits because: familiar listener; simple direct request

- 3** Tell a relief teacher that you missed the last instruction and ask for help.



I would say: Excuse me, I missed the last instruction. Could you please explain it again?

This fits because: unfamiliar teacher; clear context

REFLECTION

Which words or tone changed most across the three cases? Why?

The opener and amount of context changed. Respect stayed the same.

BORROW IT RESPECTFULLY

HOW TO PLAY

YOU NEED

Challenge cards, timer, observer sheet and pencil.



SETUP

Work in pairs plus an observer. Shuffle the challenge cards.



YOUR TURN

- 1 Read the listener and purpose.
- 2 Make the request aloud.
- 3 Your partner answers naturally.
- 4 Explain one word or tone choice.
- 5 The observer gives one specific suggestion.
- 6 Repeat the improved request.

WORKED TURN

Listener: friend

Need: pencil

First try: Give me your pencil.

Improved: Kai, can I borrow your pencil for a minute, please?

Reason: clear, friendly and respectful.



FINISH

Complete five different listeners. The goal is a clear reason, not speed or luck.



BORROW IT RESPECTFULLY

CHALLENGE CARDS 1-6

1 FRIEND



- Borrow a pencil.
- Say the request.
- Explain one choice.
- Try again after feedback.

2 VISITING LIBRARIAN



- Ask to use a dictionary.
- Say the request.
- Explain one choice.
- Try again after feedback.

3 RELIEF TEACHER



- Ask to borrow a ruler.
- Say the request.
- Explain one choice.
- Try again after feedback.

4 CLASSMATE



- Ask to use an eraser.
- Say the request.
- Explain one choice.
- Try again after feedback.

5 SCHOOL OFFICE STAFF



- Ask for a spare pencil.
- Say the request.
- Explain one choice.
- Try again after feedback.

6 PARENT VOLUNTEER



- Ask to use the scissors.
- Say the request.
- Explain one choice.
- Try again after feedback.

BORROW IT RESPECTFULLY

CHALLENGE CARDS 7-12

7 SIBLING



Ask to borrow a coloured pencil.

8 SPORTS COACH



Ask for a water break.

9 NEW STUDENT



Explain where the crayons are.

10 FAMILIAR TEACHER



Ask to borrow the glue.

11 VISITING AUTHOR



Ask them to repeat a book title.

12 CLASSROOM HELPER



Ask for help moving a chair safely.

OBSERVER CHECK



Did the speaker:
name the need clearly?



use respectful
words and tone?



fit the listener
and situation?



explain one
choice?



revise after
feedback?

THE MISSING BOOK

LISTENER CHOICE AND REPAIR

Name: _____ Date: _____

Jordan cannot find a library book called *Space Explorers*.



1 FRIEND

Write what Jordan could say to a friend.



Why does it fit? _____

2 SCHOOL LIBRARIAN

Write what Jordan could say to the school librarian.



Why does it fit? _____

WRONG CLAIM

"I used more formal words because adults deserve respect and friends do not."

Repair the claim: _____

What changed? What stayed respectful?

THE MISSING BOOK

LISTENER CHOICE AND REPAIR

Name: ANSWERS Date: _____



Jordan cannot find a library book called *Space Explorers*.

1 FRIEND

Write what Jordan could say to a friend.



Mia, have you seen *Space Explorers*? Can you help me look for it, please?

Why does it fit? familiar listener; clear and friendly

2 SCHOOL LIBRARIAN

Write what Jordan could say to the school librarian.



Excuse me, I cannot find *Space Explorers*. Could you please help me check where it belongs?

Why does it fit? unfamiliar helper; adds context

WRONG CLAIM

"I used more formal words because adults deserve respect and friends do not."

Repair the claim: Friends and adults both deserve respect. The listener, context and purpose guide wording. Familiar speech is not automatically rude.

What changed? What stayed respectful?

The opener and context changed. Clarity and respect stayed.

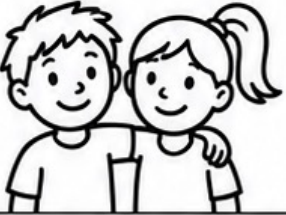
PLAN, PRACTISE AND REVISE

Name: _____

Date: _____

FRESH CASE

You need a rule explained. First speak to a close friend. Then speak to a visiting sports coach.

LISTENER	MY FIRST REQUEST	WHY IT FITS
Close friend 		
Visiting sports coach 		

OBSERVER FEEDBACK

- ☐ I could hear the need.
- ☐ The words fit the listener.
- ☐ One helpful change is: _____

MY REVISION

My improved request to my friend:

My improved request to the coach:

REFLECTION

I changed _____ because _____

PLAN, PRACTISE AND REVISE

Name: ANSWERS

Date: _____

FRESH CASE

You need a rule explained. First speak to a close friend. Then speak to a visiting sports coach.

LISTENER	MY FIRST REQUEST	WHY IT FITS
Close friend 	Zara, can you show me the scoring rule again?	familiar direct request
Visiting sports coach 	Excuse me, could you please explain the scoring rule again?	unfamiliar listener; polite opener and clear purpose

OBSERVER FEEDBACK

- ☒ I could hear the need.
- ☒ The words fit the listener.
- ☐ One helpful change is: name which rule

MY REVISION

My improved request to my friend:

Zara, can you show me the scoring rule again?

My improved request to the coach:

Excuse me, could you please explain the scoring rule again?

REFLECTION

I changed the exact rule because the listener needed clearer information.

ASSESSMENT - TALKING TO DIFFERENT PEOPLE

Name: _____

Date: _____

Complete both role-plays independently. You may speak, sign, use AAC or use another agreed communication mode.

ROLE-PLAY A:

Ask a friend to lend you a coloured pencil.

My words:

My tone will be:



ROLE-PLAY B:

Ask a visiting librarian to help you find a space book.

My words:

My tone will be:



EXPLANATION:

Name one choice you changed for the second listener. Explain why.

OBSERVER EVIDENCE:

What the learner said or did:

One rehearsal improvement:

ASSESSMENT - TALKING TO DIFFERENT PEOPLE

Name: **ANSWERS**

Date: _____

Complete both role-plays independently. You may speak, sign, use AAC or use another agreed communication mode.

ROLE-PLAY A:

Ask a friend to lend you a coloured pencil.

My words:

Mia, can I borrow your blue pencil for a minute, please?

My tone will be:

calm, friendly



ROLE-PLAY B:

Ask a visiting librarian to help you find a space book.

My words:

Excuse me, could you please help me find a book about space?

My tone will be:

calm, clear



EXPLANATION:

Name one choice you changed for the second listener. Explain why.

I added an opener and more context because the visiting librarian does not know me or what I need.

OBSERVER EVIDENCE:

What the learner said or did: **clearer second attempt after adding the book topic.**

One rehearsal improvement:

Accept another clear respectful response, including signed or AAC responses, when the reason is tied to listener or purpose.

LEARNING EVIDENCE RUBRIC - TALKING TO DIFFERENT PEOPLE

Name: _____ Date: _____

CRITERION	NEEDS TEACHING	DEVELOPING WITH SUPPORT	TARGET MET INDEPENDENTLY
Concept and accuracy	inaccurate or uses the good/bad formality misconception	correct on familiar examples with prompts; unsure on contrast	chooses language and tone that fit a fresh listener, purpose and situation.
Application and procedure	cannot complete the role-play yet	completes with a model or step-by-step prompts	completes both contrasting role-plays while keeping the target skill.
Reason and evidence	gives a guess or preference only	names a relevant detail but needs a prompt to connect it	explains choice with a specific listener, purpose, word or tone detail.
Transfer and communication	response cannot yet be interpreted or transferred	clear with support, fresh context remains insecure	communicates coherently and adapts the same learning in a fresh matched context.

OBSERVED EVIDENCE

TARGETED NEXT STEP

Do not mark down an accepted dialect, accessible response mode or justified alternative interpretation.

Talking to Different People





Learning Purposes

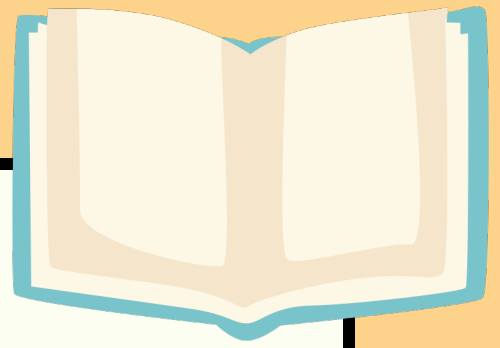
Choose words and tone that fit the listener and purpose.

DIAGNOSTIC

- Ask a friend to lend you a pencil.
- Ask a visiting librarian to help you find a book.

Listen for what changes and why.





Key Vocabulary

- speaker — the person communicating
- listener — the person receiving the message
- role — how a person is connected to the situation
- request — words used to ask for something
- tone — how the message sounds
- clarify — be careful to explain so the meaning is clear





Same Need, Different Listener

Before you speak, notice five clues:

- Who is the speaker?
- Who is the listener?
- What is the purpose?
- Which words make the request clear?
- Which tone suits this relationship and situation?





Model 1: Ask a Friend

Need: borrow a pencil.

Listener: a familiar classmate.

“Leo, can I borrow your pencil for a minute, please?”

THINK-ALONG

I use Leo's name as a direct request and a friendly tone. The words are conversational and respectful.





Model 2: Ask a Visitor

Need: find the animal books.

Listener: a visiting librarian I have not met

“Excuse me, could you please show me where the animal books are?”

The need is stated and the opener helps begin a conversation with an unfamiliar listener.





Guided Decision

Ava needs a pencil from her friend Leo. Which request do you think is longer match?

A. "Leo, can I borrow your pencil for a minute, please?"

B. "Excuse me, Sir, may I request the temporary use of your pencil?"

Whose request do you think is more appropriate?





Guided Answer

Both options can sound respectful.

A is the stronger match because it is a familiar peer. It is direct, friendly, clear and polite.

B sounds unusually awkward for the ordinary classroom situation. The goal is a good fit — not “formal is good” or “formal is bad”.





Fresh Comparison

Compare the listener, purpose and wording.

TO A CLASSMATE

“Mia, could you move your bag so I can see the board, please?”

TO OFFICE

“Excuse me, could you please help me find my lost hat?”

Which details stay respectful? Which details change?





Borrow-It Respectfully

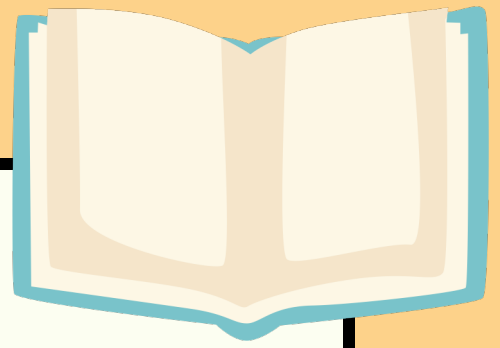
One complete turn:

1. Read a challenge card.
2. Make a first request.
3. Partner gives one verbal response.
4. Revise one word detail or one choice.
5. Explain how the revision fits the listener or purpose.

Unhelpful first attempt: "I like the glue."

Revised: "Can you use the glue when you are finished?"





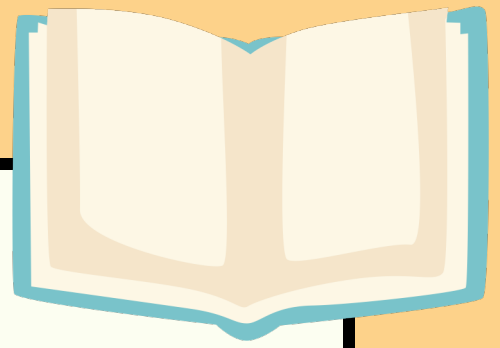
Independent Challenge

A visiting author mentioned a book title too quickly.

- Make a clear request for the title to be repeated.
- Your partner responds as the visiting author.
- Explain one word choice or tone choice you made.
- Revise after receiving feedback.

You may speak, use AAC or use another agreed communication mode.





Repair the Misconception

FORMAL does not mean GOOD.

INFORMAL does not mean RUDE.

Relationship, context and purpose guide choice. Clear, respectful everyday language often fits.

Home language, community dialects and accessible communication modes remain valid. We are to notice choices — not rank people's language.





Transfer: The Missing Book

Ask two listeners to help locate a missing book

1. a friend
2. the school librarian

Keep the message the same, change the word, opener, detail or tone choice.

Explain why you chose _____ because the listener _____.”





Choose Your Route

SUPPORT

Use visual role cues, sentence stems, partner rehearsal, signing or AAC.

CORE

Complete the adapted exchange independently and explain one choice.

EXTENSION

Respond to a targeted listener question, adjust the message and justify the change.





Assessment

Complete two contrasting role-plays:

- ask a friend to lend you a colour pencil
- ask a visiting librarian to help you find a science book

Then name the language choice and explain why it fits the second listener.

Spoken language and other agreed communication modes are accepted.





Reflect and Improve

- What did I change?
 - Why did it fit the listener?
 - Which listener or purpose helped me decide?
 - What will I improve next time?
- Provide evidence from the exact words, detail or tone you chose.





Put It All Together

1. Identify the speaker, listener and purpose.
2. Choose respectful words and tone.
3. Make the need clear.
4. Explain the choice in a specific claim.
5. Listen to feedback.
6. Revise respectful claim.

Respectful communication is different in different relationships and situations.





Well Done!

**Respectful language can sound
different in different relationships and
situations.**



Talking to Different People Quiz





Question 1

Ava needs a pencil from her friend Leo. Which request best fits?

- A. Leo, can I borrow your pencil for a minute, please?
- B. Lend me that notebook.
- C. Excuse me, Sir. May I request the temporary use of your pencil?





Answer 1

A. It is clear, friendly and respectful for a familiar classroom.

B is demanding. C is unnecessarily distant for his ordinary peer situation.





Question 2

Why might Zara say “Hi, Mia! Can you show me the rules?” and Mia respond but “Excuse me, could you please show me where the animal books are?” as a visiting librarian?





Answer 2

The listener and purpose changed. Both questions are respectful and uses a familiar greeting with her friend and a clearer introduction with someone she does not know.





Question 3

Role-play two requests for help finding a missing book: one to a friend and one to the school librarian.

Name one language change you would suggest.





Answer 3

Credit two clear respectful requests and reasons related to the situation, such as using the friend's name in one and "Excuse me" with the librarian.





Question 4

Which greeting best fits a visiting author you have not met?

- A. Hey, you!
- B. Good morning, Mr. Chen. I like your story.
- C. What's up, buddy?





Answer 4

B. It greets the visitor respectfully and gives a clear connection to the purpose.

The title is optional if the visitor is invited by name.





Question 5

Sam says “Can you say that again?” to a friend. The friend listens and then goes to a relief teacher.

What could Sam add without changing the meaning?





Answer 5

A polite opener or clearer context, such as “Excuse me, could you please repeat the last instruction?”

The need stays the same, the unfamiliar context changes the wording.





Question 6

A learner says, "Formal words are good. Informal words are bad."

What is wrong with this claim?





Answer 6

Respect does not depend on one level of formality. Friends can speak informally and respectfully. Unfamiliar situations may need clearer introductions. Context, purpose and relationship matter.





Question 7

Challenge card: ask a parent volunteer to find you scissors

Say the request and explain one use.





Answer 7

Example: "Excuse me, could I please borrow the scissors when you have finished?"

Credit clarity, respect and a reason linked to the listener or situation.





Question 8

Compare these requests:

“Mia, can I borrow your ruler, please?”

“Excuse me, could you help me find the rulers, please?”

Name one similarity and one difference.





Answer 8

Both are respectful requests for help. The first narrator is a former friend and asks to borrow one ruler; the second opens a conversation with an unfamiliar helper and asks where rulers are.





Question 9

You missed one instruction. Ask a new speaker to explain it again.

Use less support than earlier questions.





Answer 9

Example: "Excuse me, could you please explain the last instruction again?"

Accept another clear respectful request suited to an unfamiliar coach.





Question 10

What evidence shows your Question 9 request from the list?





Answer 10

Name a specific feature, such as the police officer's clear statement of what needs repeating or calm tone.

A preference alone is not enough.





Question 11

“I must use very fancy words with every student.”

Accept, reject or qualify this claim with an example.





Answer II

Reject or qualify it. Clear, respectful everyday language only. No words.

For example: "Excuse me, could you help me find the office, please?" fits without ornate vocabulary.



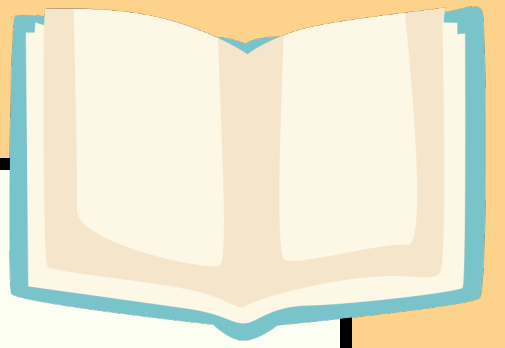


Question 12

A new listener asks, “Which book do you mean?”

What should you do next to keep the request clear and respectful?





Answer 12

Clarify the request with useful detail, such as the time or to whom the request is made, and check that the listener understood.

Credit another coherent clarification.





Well Done!

**Choose respectful words and tone that
fit the listener, purpose and situation.**



PREVIEW