

Vocational Major Literacy Units 3 & 4

Chapter 8 — Speaking to advise or to advocate: constructing the presentation

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Contents

Section	Page
8A Sequencing and structuring oral content to advocate or present advice	2
8B The way language choice can influence an audience	24
8C Logic, reasoning and emotion: the way speakers influence their audience	49
8D Providing evidence to support advice or information	72
8E Signalling connections: semantic clues in spoken texts	93

Chapter 8 Speaking to advise or to advocate: constructing the presentation — 8A

Sequencing and structuring oral content to advocate or present advice

Theory

The order is the talk. Picture two people giving the same three-minute talk with the same facts. One audience walks out knowing exactly what to do on Saturday morning. The other walks out confused, and half of them missed the one thing the speaker wanted from them. Same speaker, same facts, same time — different order. This section is about that difference: how to put the parts of a talk in the order that works, and how to explain why your order works. The study design states the key skill this way. In this book’s words, by the end of Unit 4 you must be able to sequence and structure oral content when you advocate to an audience or present advice to one (Unit 4, Area of Study 2 key skills).

That one line holds the whole section. **Sequence** — the order your points come in. **Structure** — how the whole talk is built: its parts, and the job each part does. **Oral content** — this is spoken material, planned for the ear, not an essay planned for the eye. And the two jobs a talk can have: **advocate** — argue for a change and ask an audience to back it — or **present advice** — show an audience how to do something or what to choose.

A note before we start. Every organisation, person, transcript, plan and card in this section was created for this book. Nothing here is a real organisation, and nothing here is real career, financial, medical or legal advice. This book cannot carry audio, so every talk here lives as a written product — a plan, a set of cards, a script or a critique — and that is also how your work is assessed: the written plan is the evidence of the talk. Every talk in this section is planned for three to five minutes; that is this book’s practice length. And how a talk is *delivered* — voice, pace, eye contact, body language — is taught and practised elsewhere in this book; here we draw on it. This section is about what you say, and the order you say it in.

Working definitions. The study design names “sequence”, “structure”, “advocate” and “advice”, but it does not define them. This book uses them as follows. *Sequence* is the order points come in. *Structure* is how the whole talk is built — its parts and the job each part does. A *structure pattern* is a named, reusable order for the body of a talk. A *plan* is the written map of a talk — dot points, not the talk itself. An *advice talk* shows an audience how to do something or what to choose. An *advocacy talk* argues for a change and asks an audience to back it. The *ask* is the one thing you want the audience to do when you sit down. Every question in this section can be answered on these definitions alone.

Why order matters more in a talk than in a text

A reader controls a text; a listener does not. A reader can stop, re-read a sentence and look back at a heading. A listener gets your words once, at your speed, in your order — one pass only. So:

- If point three only makes sense after point one, a listener who missed point one does not just miss point three — they start rebuilding your talk in their head, and their version will not be yours.
- Order carries meaning. The point you open with tells the audience what the talk is *about*; the point you close with is the one they carry out the door.
- Two talks with identical content can differ in effectiveness on order alone. Controlling that order is exactly what the key skill asks you to do.

The three-part skeleton

Almost every short talk is built from the same three parts. The jobs are fixed; the content is yours.

Part	Its job	This book's practice share of a 3–5 minute talk
Opening	greet the audience · hook them with a question, a short story or a striking fact · name the topic · say what the talk will cover · say why it matters to this audience	about 30 seconds
Body	two to four points in your chosen order · each point: say it, show it (keep a slot for evidence), say why it matters	2.5–4 minutes
Closing	recap the points in one breath · end on the ask (advocacy) or the one line they should walk out with (advice)	about 30 seconds

The share-of-time column is this book's practice guide, not a study-design rule.

Watch out. The middle of a short talk is where points go to die. Two to four body points is the honest limit for three to five minutes: about one point a minute is what an ear can hold. A six-point plan is not a fuller talk — it is a faster talk, and fast is the same as lost.

Structure patterns for advice talks

A structure pattern is a named order you can reuse. For advice talks — showing an audience how to do something or what to choose:

Pattern	The shape of the body	It fits when
Steps in doing order	do this → then this → then this	the audience will perform a task — a first shift, hiring a bike, collecting a box
Problem → solution	name the problem → show the fix → how to start	the audience has a problem they cannot yet solve
Options → recommendation	option A → option B → which one, and why	the audience must choose between real options
Most important first	the biggest point → the next biggest → the details	the audience's time or patience is short

Structure patterns for advocacy talks

For advocacy talks — arguing for a change and asking an audience to back it:

Pattern	The shape of the body	It fits when
Issue → impact → ask	what is wrong → who it hurts, and how → the one change you want	a committee, a meeting, any audience that can decide
Position → reasons → answer a doubt	where you stand → your two or three reasons → deal with the objection you know they are thinking	the audience is expected to push back
Story → issue → ask	a short story → the problem the story shows → the change you want	a cold or tired audience — the story warms them before the facts land

Patterns are tools, not rules. Pick the one that fits your audience and your job, and be ready to justify it; a mixed plan is fine when the order still passes the tests below. One rule does not bend: in every advocacy pattern, the **ask** gets named early — in the opening's "what this talk covers" line — and lands last, as one clear sentence the audience could repeat in the car park.

Watch out. Do not bury the ask. An advocacy talk whose audience cannot find the ask has not advocated — it has complained. If a visitor at the meeting could not tell a friend what you wanted the audience to *do*, the closing needs another draft.

Five ordering tests

Once your points exist, these five tests decide what order they go in. Every “justify your order” answer in this section is built on one of them.

1. **The dependency test.** Which points only make sense after another point has been heard? Anything depended-on comes first. (“Gloves on” before “handle food”; “what the box is” before “when to collect it”).
2. **The audience test.** Where does this audience already stand? Start from there, not from where you stand. A tired end-of-day meeting and an eager information night want different openings.
3. **The strong-point test.** Your strongest point goes first or last — not in the middle, where attention dips.
4. **The grouping test.** Points of the same kind live together — all the times, all the costs, all the rules — in one block, said once. Scattered repeats are noise.
5. **The time test.** Does the plan fit the minutes? Write the minutes against each part and add them up; a plan that runs long gets cut, not sped up.

Planning tools

Plan on paper before you plan in your head. The house tool is the plan table:

Part	Its job	My points (dots, not sentences)	Time
Opening	greet · hook · topic · covers		30 s
Body point 1	say it · show it (evidence slot) · why it matters		1 min
Body point 2	say it · show it (evidence slot) · why it matters		1 min
Body point 3	say it · show it (evidence slot) · why it matters		1 min
Closing	recap · ask or walk-out line		30 s

Four habits make the plan table work:

- **Dots, not sentences.** A plan written in full sentences becomes a script you read aloud.
- **Minutes against every part.** Then run the time test: add the column up.
- **Cards.** Write each point on its own card and physically sort them — the classic way to test a sequence, and the fastest way to try a rival order.
- **One read-aloud.** Say the plan out loud once, in order. The ear catches what the eye skips.

Watch out. An essay read aloud is not a talk. Written prose packs information into long sentences and expects re-reading; spoken content gives the listener one pass. Plan in dots and short chunks, and talk the dots.

Making it easy on the ear

Structure is also a listening aid. Three habits keep a one-pass listener with you:

- **One idea per point.** A point that carries two ideas is two points wearing a coat.
- **Say what is coming.** The opening tells the audience how many points there are and what they are; each body point starts by naming itself; the closing folds the shape back up. A listener who knows the shape of a talk can hold it.

- **Short sentences.** If you cannot say it in one breath, it is two sentences.

An evidence slot is a place in the plan marked “the proof goes here”. This section plans where evidence lives; choosing and using the evidence itself is practised elsewhere in this chapter.

The command terms in this section

Command term	What you must do
identify	pick out and name
state	give in one short, clear answer
explain	make clear the how or the why
justify	give good reasons for a choice
sequence	put in order
match	pair each item with the right one
create	make something new that meets the brief
propose	put an idea forward for the audience to accept
critique	judge it, with reasons and evidence

Sentence frames for sequencing and structuring

Use these frames in the scaffolded questions — and steal them for your own plans.

- Purpose and audience: “The talk’s purpose is to show ___ how to ___, and the audience is ___.”
- Pattern choice: “The best pattern is ___, because the audience will ___.”
- Order justification: “___ has to come before ___, because the listener cannot make sense of ___ until they have heard ___.”
- Opening: “Good morning, everyone. My name is ___, and today I’m going to show you ___. I’ll cover ___.”
- The ask: “So here is what I’m asking you to do: ___.”
- Critique: “The order loses the listener at ___, because by that point they have not been told ___.”

Worked examples

Example 1 — scaffolded

Stimulus — Banksia Ridge Aged Care: an information-night brief.

Banksia Ridge Aged Care runs an information night for people about to start its care-worker traineeship. A second-year trainee is asked to give a three-minute advice talk: “Your first month at Banksia Ridge.” The front office supplies the facts: every new starter completes infection-control training before their first solo shift; the team meets every morning before the shift starts; every new starter gets a named buddy for their first month; shifts include weekends and public holidays; any question, at any time, can go to the front office.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Task. Build the plan for the talk.

Working	Comment
Plan notes — Speaker: a second-year trainee. Audience: people about to start the traineeship — nervous, and none of them has worked in care before. Purpose: after listening, they know what their first month looks like, and when. Kind of talk: advice. Pattern: steps in doing order — the audience’s question is “what happens to me, and when?”, and a time order answers exactly that.	Step 1. Unpack the brief. Name the speaker, audience, purpose and kind of talk, then choose the pattern before writing a single point — the pattern is the skeleton the points hang on. The pattern choice here comes from the audience’s own question, which is the strongest reason a plan can have.
Opening (30 seconds) — Greet: “Good evening — I’m a second-year trainee, and two years ago I sat exactly	Step 2. Draft the opening: greet, hook, topic, covers. The hook answers the fear in the room — the speaker

Working	Comment
where you're sitting." Topic and covers: "Your first month here — your first shift, your first week, and who is around you the whole way."	was once the listener. The covers line gives the audience the shape of the talk, so they can hold it.
Body point 1 (1 min) — Your first shift. Say it: you start at the morning team meeting — the team meets every morning before the shift starts — and you meet your buddy. Show it: evidence slot — my own first-morning story. Why it matters: your infection-control training is completed before your first solo shift, so nobody is let loose untrained.	Step 3. Body point one takes what happens first in time. The dependency test orders the inside of the point, too: the training fact only reassures once the listener has met "solo shift" — so the meeting and the buddy come first, and the training promise second.
Body point 2 (1 min) — Your first week. Say it: the mornings settle into a routine, and your buddy is the answer to everything. Show it: evidence slot — the thing my buddy taught me that no training covers. Why it matters: shifts include weekends and public holidays — plan your life around the roster, not the calendar.	Step 4. Point two is where the honest facts live. The audience test puts them here rather than hiding them at the end: a new starter who hears the weekend truth inside the week-one picture can plan around it. Heard later, in the car park, the same fact just stings.
Body point 3 (1 min) — Your first month. Say it: by week four your training is done, the buddy steps back, and the morning meeting is where your voice starts to carry. Show it: evidence slot — what I could do at one month that I could not do on day one. Why it matters: the month ends with you inside the team.	Step 5. Point three ends where the talk ends — the month is over and the listener has the whole map. Three points for three minutes: about one point a minute is what an ear can hold.
Closing (30 seconds) — Recap: "First shift: the morning meeting and your training. First week: your buddy and the roster. First month: you, finding your voice." Walk-out line: "If you remember one thing, remember this — you are never on your own. Ask your buddy, or ask at the front office."	Step 6. Draft the closing: recap the three points in one breath, then give the one line they carry out the door. In an advice talk the walk-out line is the listener's next step — here, who to ask.
Checks — Time: $30\text{ s} + 3 \times 1\text{ min} + 30\text{ s} \approx$ four minutes ✓. Dependency: the meeting before the routine, the training before the solo shift ✓. Pattern: doing order is time order here ✓. Walk-out line: present ✓. Evidence slots: one per point, marked but not yet filled ✓.	Step 7. Run the checks before calling the plan done: the time test, the dependency test, the pattern check, the closing-line check. The evidence slots stay slots — filling them with real evidence is practised elsewhere in this chapter.

Example 2 — scaffolded

Stimulus — Northvale Community House: six cards, shuffled.

Bec, the coordinator at Northvale Community House, asked an experienced pantry volunteer to give a three-minute advice talk to every new volunteer before their first shift: "What happens on a pantry shift."

Bec wrote the talk's content on six cards, and the cards got shuffled on the way to the meeting:

Card A — Sort and shelve the donated food, checking every item's use-by date.

Card B — Arrive at 8.30 am and sign in at the front desk.

Card C — From 10.00 am, greet visitors and answer questions — the pantry is a free food shelf; no forms, no questions.

Card D — Tie hair back, wash hands, and put on the gloves and aprons provided.

Card E — Keep the shelves tidy with labels facing out, and write low-stock items on the whiteboard list.

Card F — At 12.00 noon, pack down, wipe the shelves, and tell Bec about anything that went wrong.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Task. Put the cards in the best order for the talk, and justify two of your ordering choices using the frame.

Working	Comment
Three time slots — Before opening: B, D, A. While	Step 1. When a talk is about a process, start with the

Working	Comment
open: C, E. After close: F.	time test and sort the points into slots. A pantry shift has three natural slots — before the doors open, while they are open, and after they close — and every card belongs to exactly one of them.
Before opening: B first, then D, then A.	Step 2. Order inside the slot with the dependency test. B goes first because the shift starts at the door. D before A: nobody handles food before the food rules are done — the rules have to be heard before the handling makes sense.
While open: C first, then E.	Step 3. C carries the opening time — 10.00 am — so it starts the slot. E is what volunteers keep doing <i>while</i> visitors are coming, so it sits inside the open hours, not after them.
Full order: B, D, A, C, E, F.	Step 4. Read the whole sequence back as one story: arrive, get ready, sort and shelve, open and greet, keep the shelves right, pack down. If the story reads cleanly, the order holds.
Justification one: “D has to come before A, because the listener cannot make sense of handling food until they have heard the food rules.” Justification two: “F has to come last, because packing down only happens after the pantry closes at 12.00 noon.”	Step 5. Justify with the frame: name the two points, name the test — dependency here, time there — and say what breaks if the order flips. “It felt right” earns no marks.

Example 3 — unscaffolded

Stimulus — Ironbark Tool Library: a general-meeting brief.

Ironbark Tool Library’s loan terms were adopted at a general meeting and are reviewed once a year — every change is a meeting decision. At this year’s meeting, a member has three minutes to propose a four-week trial of Sunday-morning opening, 9.00 am to 12.00 noon. The facts: the library is open Tuesday and Thursday evenings, 4.00 pm to 7.00 pm, and Saturday mornings, 9.00 am to 12.00 noon; members borrow up to three tools for up to seven days, and can renew once; desk volunteers run two-hour shifts, and receive training and free membership; the library shares more than 200 tools. The audience is the members and volunteers who will vote on the proposal.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Task. Build the full plan for the member’s advocacy talk. Aim for 150–250 words.

Model response:

Plan — pattern: issue → impact → ask, with a doubt answered on the way.

Opening (30 seconds). Greet; “I’m a member, like you.” The ask up front: “Tonight I’m asking you to approve a four-week trial of Sunday-morning opening — 9.00 am to 12.00 noon.” Covers: the problem, who it hurts, and what the trial costs.

Point 1 — issue (1 min). Our opening hours do not match our members’ lives: Tuesday and Thursday evenings end at 7.00 pm, and Saturday morning is the only weekend slot. Evidence slot: the desk sign-in sheets — how often the desk turns borrowers away at closing time.

Point 2 — impact (1 min). Weekend-shift workers, Saturday-sport families, and anyone whose week runs outside ours. And more than 200 tools sit idle every Sunday morning. Evidence slot: members who have told the desk they can never make the hours.

Point 3 — answer the doubt (1 min). “Who staffs a Sunday?” The same desk volunteers, on the same two-hour shifts, with the same training and the same loan terms. Four weeks only — and the numbers come back to the next general meeting, which can end the trial or adopt it.

Closing (30 seconds). Recap: the hours miss the lives; members and tools both pay for it; the trial costs almost nothing. Ask, one sentence: “Vote yes to a four-week Sunday-morning trial, with the numbers reported back to the next meeting.” Walk-out line: “A tool library that is shut when its members are home is just a shed full of tools.”

(Model response: 249 words)

Takeaway: an advocacy plan names the ask twice — previewed in the opening so nobody guesses where the talk is going, and made in one clear sentence in the closing. Notice that each body point carries an evidence *slot*, not evidence: the plan’s job is to decide where proof will live. And notice point 3 — answering the doubt the room is actually thinking (“who staffs a Sunday?”) before anybody asks it. A doubt answered early is a vote half-won.

Example 4 — unscaffolded

Stimulus — Fresh Fields Produce: a talk transcript at the community fair.

Delia, who grows the vegetables behind Fresh Fields Produce, was given three minutes on the community-fair stage to talk about the farm’s weekly boxes. This is the transcript of what she said:

“Right — so, Thursdays, between 3.00 pm and 7.00 pm, at the cool room beside the farm gate. That’s the thing to remember. And the thing is, twelve years ago I left a job where I never saw the people I worked for, and now I know the names of the families who collect from my gate. Anyway — if you can’t collect one week, text me before Thursday on (03) 5550 8320 and we’ll change your week, because vegetables do not keep. And a box nobody collects goes to the community kitchen on Friday morning — nothing we grow goes to waste if I can help it. So, yeah — the cool room, Thursdays, 3.00 to 7.00. The box is whatever is ready that week — I’ll tell you what is in it. Some weeks the beans are brilliant and some weeks the zucchinis sulk. If you want a weekly box, sign-ups are open — come and find me at the stall.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Task. Critique the order of the talk: name two ordering problems, and explain why each one loses a one-pass listener. Then propose a better order (dot points) and write the one-sentence ask the closing should have carried. Aim for 150–250 words.

Model response:

Problem one is dependency. Delia opens with the collection time and place — Thursday, cool room, farm gate — before the listener has been told what a box is or why anyone would want one. A reader can look back up the page; a listener cannot, so the opening seconds land on an audience with nowhere to put them.

Problem two is the buried ask. The sign-up — the one thing the talk wants from the fair — arrives last, after the collection time has been said twice, attached to a “so, yeah”. Her twelve-years story, the warmest material she has, sits in the middle and stops the practical flow instead of opening the talk.

A better order:

- Hook and who I am — twelve years growing vegetables; I know the names of the families who collect from my gate.
- What the box is — whatever is ready that week; some weeks the beans are brilliant, some weeks the zucchinis sulk.
- How collection works — Thursdays, 3.00 pm to 7.00 pm, at the cool room beside the farm gate (said once).
- Away that week — text before Thursday on (03) 5550 8320 and we change your week.
- Where uncollected boxes go — the community kitchen, Friday morning.
- Closing ask, one sentence.

Closing ask: “Sign-ups for next season’s weekly boxes are open now — come and put your name down at the Fresh Fields stall before you leave the fair today.”

(Model response: 230 words)

Takeaway: a critique of order is not taste — it is the ordering tests applied to a real listener. Each problem here is named (dependency, buried ask), explained through the one-pass ear, and fixed by a re-order that keeps all of Delia's own material. Same points, different sequence — and a different talk.

Practice questions

Scaffolded

Question 1 (6 marks)

Stimulus — Glover Street Cycles: a family-morning brief.

Alice, the owner of Glover Street Cycles, asked a senior shop assistant to give a three-minute advice talk at the shop's family morning: "How our bike hire works." The facts Alice supplied: bikes for adults and children; a helmet is included with every hire at no extra cost; hire costs \$30.00 per day, or \$180.00 for any 7 days; a refundable deposit of \$50.00 per bike is taken at the counter and returned when the bike comes back; staff check the brakes and set the seat height before the rider leaves. The audience: families at the family morning, thinking about a hire over the school holidays.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Identify the purpose of the talk and its audience. You may use this frame: "The purpose is to show ____ how to ____, and the audience is ____." 2 marks
- b. Choose the structure pattern from this section's tables that best fits the body of the talk, and explain why it fits. You may use this frame: "The best pattern is ____, because the audience will ____." 2 marks
- c. Write the opening of the talk — greet the audience, name the topic, and say what the talk will cover. You may use the opening frame. 2 marks

Question 2 (6 marks)

Stimulus — batch cooking: six cards, shuffled.

You have been talking at a family gathering, and your younger cousin has dared you to give a three-minute advice talk to everyone after dinner: "How to cook a week of dinners in one afternoon." You wrote the talk's content on six cards, and the cards got shuffled in your pocket:

Card A — Portion everything into containers, and label each one with the meal and the day.

Card B — Choose five dinners the household already likes and knows how to cook.

Card C — Put the meals for Monday to Wednesday in the fridge, and freeze the rest.

Card D — Write one shopping list from the five recipes, grouping items by where they live in the shop.

Card E — Start cooking with the meal that takes the longest, and let it simmer while you do the others.

Card F — Book the afternoon in the calendar like an appointment you cannot cancel.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

- a. Put the cards in the best order for the talk. Write the letters. 3 marks
- b. Explain one of your ordering choices. You may use this frame: "____ has to come before ____, because the listener cannot make sense of ____ until they have heard ____." 2 marks
- c. State which card the listener must have heard before Card A can make sense. 1 mark

Question 3 (6 marks)

Stimulus — Southside Sports Club: a draft opening.

On sign-up Saturday morning at the clubrooms, a parent volunteer will give new families a three-minute advice talk: “How your first four weeks at Southside Juniors work.” The club’s facts: the first four weeks are free, so a kid can try before the family commits; the club lends boots and gear to any family that needs them; every team trains twice a week; after the trial period, membership is \$45 and season fees are \$30.

Here is the volunteer’s draft opening:

“So, um, the club has been going for years and years, and my eldest is in the under-12s now — great group. Anyway, we have the biggest junior program in the district, I think someone said. Right. This bit is about the first four weeks, I think.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

- a.** Identify two jobs of a strong opening that this draft does not do. 2 marks
- b.** These three elements belong in the opening: **(i)** the hook — “the first four weeks are free: your kid can try the whole thing before you commit a cent”; **(ii)** the greet and topic — “welcome to Southside — this talk is how your first four weeks at the juniors work”; **(iii)** the covers — “what sign-up morning looks like, what your kid needs, when training nights run, and what it costs after week four”. Put the three elements in the best order. Write the letters. 2 marks
- c.** Rewrite the opening, using all three elements in your order from part b. Aim for one to three sentences. You may use the opening frame. 2 marks

Question 4 (6 marks)

Stimulus — three talk briefs.

Brief A. Petra, the manager of The Copper Kettle Café, is asked to explain the café’s cup scheme to a local business morning tea — how it works for a first-timer. Facts: a \$10 deposit at the counter, cash or card; take a cup; bring it back any day; get the \$10 refunded, or swap it for a clean cup; a lost cup cannot be refunded; the café washes the cups.

Brief B. A friend must choose between two phone plans: plan one costs \$19.00 a month with 8 GB of data and unlimited calls and texts; plan two costs \$29.00 a month with 20 GB. The friend texts and streams all day, rarely calls, and wants to spend as little as possible. You will give them a two-minute advice talk on which plan to choose.

Brief C. At the Muddy Boots Community Garden’s annual meeting, a plot holder will argue for a second compost bay beside the Soil Hotel. Facts supplied: the current bay fills up before a working bee can empty it; the overflow waits in a heap beside the shed; the ask is that the meeting approve the materials for a second bay from the garden’s funds.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a.** Match each brief to the structure pattern from this section’s tables that best fits it. Write a pattern beside each letter. 3 marks
- b.** Explain why the pattern you matched to Brief C fits its audience. You may use this frame: “The pattern fits because the audience ____.” 2 marks
- c.** State the one-sentence ask the Brief C talk should close with. 1 mark

Un scaffolded

Question 5 (6 marks)

A toolbox talk is a short advice talk given to a work crew at the start of a shift.

Stimulus — Westline Logistics: a toolbox-talk brief.

A second-year yard hand at Westline Logistics is asked to give a three-minute toolbox talk to the new starters on their first morning: “Staying safe around forklifts in the yard.” The facts supplied: a hi-vis vest and safety boots are provided and must be worn in the yard; pedestrians use the marked walkways; forklifts move pallets between the trucks and the goods-in bay; a forklift operator’s view is not a pedestrian’s view; the yard closes at 5.00 pm; and one rule nobody breaks — see a hazard, stop the job and say so.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Create the full plan for the toolbox talk: an opening, three body points in your chosen order — each with an evidence slot — and a closing with one walk-out line. Justify two of your ordering choices. Aim for 150–250 words.

Question 6 (6 marks)

Stimulus — Emu Crossing Community Centre: a community-meeting brief.

Emu Crossing Community Centre runs a monthly community meeting where members can propose new activities. A member wants to propose a free monthly job-help morning: help with job applications and résumés, members helping members, in the centre’s hall, one Wednesday morning a month. The centre has a hall and an office; questions can go to the office on (03) 5550 2915. The member will ask for a three-month trial. The audience: fellow members, near the end of the meeting, with two more proposals still to hear.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Create the full advocacy plan: an opening, body points in your chosen order, and a closing in which the ask is one clear sentence. Justify your choice of structure pattern for this audience. Aim for 150–250 words.

Question 7 (6 marks)

Stimulus — Rivergum Institute: a draft talk plan.

A current student is preparing a three-minute advice talk for a Rivergum Institute information night: “Your first week back at study.” Here is their draft plan:

Opening: “Thanks for coming. I’m going to talk about my first week.”

Body: 1. Who to ask when you are stuck — student services; the number is on every page of the website. 2. Why I came back to study — I left school at sixteen, spent six years in retail, then decided (about two minutes of my story). 3. The night-before routine — bag packed, clothes out, alarm set. 4. Day one — find your room before the start time, say your name to the person beside you, and sit in the front half of the room. 5. Buy your notebooks and pens before day one — the course list tells you what you need.

Closing: “So — yeah, that is my week. Any questions?”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

a. Identify two ordering problems in this draft.

2 marks

b. Rewrite the plan in a better order — opening, body points and closing, in dot points — and justify two of your moves. Aim for 150–250 words.

4 marks

Question 8 (6 marks)

Stimulus — Yarrow Street Grocers: a promo-talk transcript.

A staff member from Yarrow Street Grocers was given three minutes at a shopping-centre community morning to promote the store's Odd Veg Box. This is the transcript of what they said:

“So — come to the counter any Friday from 3.00 pm and grab one. Tell us at the counter by Thursday and we will put one aside. It is fifteen dollars. Some of our vegetables just do not look the part: a carrot with a kink, a pumpkin with a scar, potatoes too big for the tray. Same taste, funny shape. Anyway — the Odd Veg Box is what we do on Friday afternoons with the produce our shelves will not take. Grab one at the counter on Fridays, from 3.00 pm. It is about half what the same weight costs on the shelf. And collecting a box keeps good food out of the bin, which is good, and, um — we put one aside if you tell us by Thursday. So, yeah. Boxes. At the counter.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Critique the order of the talk: name two ordering problems, and explain why each one loses a one-pass listener. Then propose a better order (dot points) and write a one-sentence ask for the closing. Aim for 150–250 words.

Question 9 (6 marks)

Stimulus — Fernhill Coaches: two draft advocacy plans.

A driver at Fernhill Coaches will argue at a depot meeting for a covered bike shelter for staff bikes — currently locked in the open at the rack beside the depot door. The audience is the depot supervisor and the drivers, at the end of a long day. The driver has drafted two plans:

Plan A — issue → impact → ask:

- Issue: staff bikes get rained on at the rack beside the depot door.
- Impact: wet seats and rusty chains every winter — two riders have already stopped cycling to work.
- Ask: the depot builds a covered shelter over the existing rack before winter.

Plan B — story → issue → ask:

- Story: last Tuesday, after a night of rain, three riders were towelling wet seats with paper towel in the depot waiting area while the rest of us had our morning tea.
- Issue: staff bikes get rained on at the rack beside the depot door.
- Ask: the depot builds a covered shelter over the existing rack before winter.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Choose the plan that will work better on this audience, and justify your choice. Then explain one weakness of the plan you did not choose. Aim for 120–200 words.

Question 10 (8 marks)

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book. You may use an organisation from this book, or a real situation from your own life; use only facts you can check.

The study design says the oral presentation for this area of study should centre on an area that interests the student, with a vocational or personal focus that is clearly stated (Unit 4, Area of Study 2).

Choose your own topic for a three-to-five-minute talk — an advice talk or an advocacy talk — and develop it in consultation with your teacher.

a. Complete a planning table for your talk: topic and focus (vocational or personal) · kind of talk (advice or advocacy) · audience · purpose in one sentence · structure pattern · the ask or walk-out line, in one sentence. 2 marks

b. Create the full structured plan — opening, body points in your chosen order, each with an evidence slot, and closing — and justify two of your ordering choices. Aim for 150–250 words. 6 marks

Answers

Q1. Identify, explain, create (6). a. Purpose: to show families how Glover Street bike hire works so they can hire with confidence; audience: families at the shop's family morning who are thinking about hiring over the school holidays; b. steps in doing order — the hire is a task the audience will perform (choose → deposit → check → ride → return); most important first also acceptable with reasons; c. an opening that greets, names the topic, and says what the talk will cover. See the fully-worked solutions for the model.

Q2. Sequence, explain, state (6). a. B first; then F and D in either order; then E, A, C; b. one justification using the dependency test — for example, B before D: the shopping list is written from the five dinners; c. E — meals must be cooked before they can be portioned; B also acceptable with reasons. See the fully-worked solutions for the model.

Q3. Identify, sequence, create (6). a. any two of: no greet; no hook; the topic is not named clearly; the covers are not stated; rambling and a boast instead of content; b. (ii) greet and topic → (i) hook → (iii) covers; (ii) → (iii) → (i) also acceptable with reasons; c. a rewritten opening that uses all three elements in the chosen order. See the fully-worked solutions for the model.

Q4. Match, explain, state (6). a. A — steps in doing order; B — options → recommendation; C — issue → impact → ask; b. reasons tied to the voting audience: the members already see the full bay at every working bee, so the pattern's job is to turn a shared problem into one fundable ask; position → reasons → answer a doubt also acceptable where the answer justifies a real doubt; c. a one-sentence ask that the meeting approve the materials for a second compost bay from the garden's funds. See the fully-worked solutions for the model.

Q5. Create, justify (6). Assessment route: a full plan that meets the brief — opening (greet, hook, topic, covers); three body points in a defensible order, each with an evidence slot; a closing with one walk-out line; two ordering choices justified with this section's tests. Plan skeleton: opening → gear before you step into the yard → walkways and the forklift's view → the stop-work rule → walk-out line. Any defensible order is creditable when the justifications carry it. See the fully-worked solutions for the model.

Q6. Create, justify (6). Assessment route: a full advocacy plan — opening with the ask previewed; body points in a defensible order; a closing in which the ask is one clear sentence; the pattern choice justified for this audience (fellow members, near the end of a meeting). Plan skeleton: opening → issue → impact → how the trial works → closing ask. Story → issue → ask also fully creditable with reasons. See the fully-worked solutions for the model.

Q7. Identify, create, justify (6). a. any two of: the two-minute story inside a three-minute talk (the time test); "who to ask" before the week has begun (dependency); "buy notebooks before day one" listed after day one (dependency); the opening has no hook and no covers; the closing has no recap and no walk-out line; b. a re-ordered plan — the story cut to a one-line hook, the before-day-one points grouped ahead of day one, student services as the rescue point, a closing with recap and walk-out line — plus two justified moves. See the fully-worked solutions for the model.

Q8. Critique, propose, create (6). Assessment route: two ordering problems, each explained through the one-pass listener (collection details before the box has been described — dependency; the collection details said twice and the Thursday deadline twice — grouping; the price dropped in the middle; the closing mumbles and asks for nothing); a better order in dot points; a one-sentence closing ask. Plan skeleton: what the box is → why it exists → price and value → the good it does → how to get one (once) → ask. See the fully-worked solutions for the model.

Q9. Choose, justify, explain (6). Assessment route: a clear choice; justification tied to the audience (drivers and the depot supervisor, end of a long day) and to what each pattern does — either plan is fully creditable when the reasons carry it; one real weakness of the plan not chosen (Plan A: an image-free impact claim at the moment attention is lowest; Plan B: the story risks reading as a gripe and spends the opening seconds). See the fully-worked solutions for the model.

Q10. Plan, create, justify (8). Assessment route: the planning table matches the plan actually written — a topic with a stated vocational or personal focus, kind, audience, purpose, pattern, ask or walk-out line; a full plan — opening (greet, hook, topic, covers), body points in a defensible order each with an evidence slot, closing (recap plus ask or walk-out line) — and two ordering choices justified with this section's tests. Any topic that fits the brief is fully creditable — the example model uses a synthetic Bellwater Public Library advice talk. See the fully-worked solutions for the model.

Fully-worked solutions

Q1. *Command terms: identify = pick out and name; explain = make clear the how or why; create = make something new that meets the brief.*

a. Model response:

The purpose is to show families how Glover Street bike hire works, so they can hire with confidence, and the audience is families at the shop's family morning who are thinking about hiring bikes over the school holidays.

b. Model response:

The best pattern is steps in doing order, because the audience will perform the hire as a task — choose the bikes, leave the deposit, get the safety check, ride, return — and the talk can walk them through it in the order it actually happens. (Also accept: most important first — prices and the included helmet up front for a cost-watching family — where the explanation carries the choice.)

c. Model response:

“Good morning, everyone — thanks for coming in. I’m one of the shop assistants here at Glover Street Cycles, and today I’m going to show you how our bike hire works. Over the next three minutes I’ll cover what comes with a hire, what it costs, and what happens at the counter.”

(Model response: 155 words)

Marker’s note: In part a, the purpose is what the talk does to the audience (“show families how ... so they can hire with confidence”), not its subject (“bike hire”), and the audience is the real room named in the brief, not “everyone”. In part b, the mark goes to the fit between the pattern and what the audience will do — a pattern named with no reason earns one mark at most. In part c, a strong opening does all three jobs: greet, topic named, covers said. A greet alone is not an opening.

Common errors: naming the audience as “families” with no situation attached; choosing a pattern because it “sounds good”; an opening that starts the body (prices) without ever saying what the talk will cover.

Q2. Command terms: *sequence = put in order; explain = make clear the how or why; state = give in one short, clear answer.*

a. Model response:

B, F, D, E, A, C. (Also accept: B, D, F, E, A, C — choosing the five dinners must come first, and booking the afternoon and writing the list can sit in either order before the cooking.)

b. Model response:

B has to come before D, because the listener cannot make sense of a shopping list written “from the five recipes” until they have heard that five dinners get chosen. (Also accept: F before E — the booked afternoon is when the cooking happens; E before A — nothing can be portioned until it is cooked; A before C — nothing is stored until it is portioned and labelled.)

c. Model response:

Card E — the meals must be cooked before they can be portioned into containers. (Also accept: Card B, with reasons — the listener needs to know what the five dinners are before labels reading “the meal and the day” mean anything.)

(Model response: 143 words)

Marker’s note: Part a is marked in three pieces: 1 mark for B first, 1 mark for F and D both placed before E (either order), 1 mark for E, A, C in that order. In part b, the justification must name the dependency — what breaks if the order flips — not a preference. In part c, E is the tightest answer, because Card A’s containers hold cooked food; B is creditable where the reason is tied to Card A’s wording.

Common errors: starting with D (“shopping first”) — a list cannot exist before the dinners are chosen; putting C before A; a part b justification that names two cards but no dependency.

Q3. Command terms: *identify = pick out and name; sequence = put in order; create = make something new that meets the brief.*

a. Model response:

Two jobs of a strong opening this draft does not do: it never greets the audience, and it never says what the talk will cover. (Also accept: no hook — nothing gives the parents a reason to listen; the topic is not named clearly — “this bit is about the first four weeks, I think”; rambling and a boast instead of content — “years and years”, and the uncheckable “biggest junior program in the district”).

b. Model response:

(ii), then (i), then (iii) — greet and topic first, then the hook, then the covers. (Also accept: (ii), (iii), (i), where the rewrite places the hook last and the reasons carry it.)

c. Model response:

“Welcome to Southside — this talk is how your first four weeks at the juniors work. And here is the best thing I can tell you: the first four weeks are free, so your kid can try the whole thing before you commit a cent. I’ll cover what sign-up morning looks like, what your kid needs, when training nights run, and what it costs after week four.”

(Model response: 170 words)

Marker’s note: Part a wants jobs of the opening from this section’s skeleton — greet, hook, topic, covers, why it matters — not delivery faults. The “um” is delivery, and delivery is practised elsewhere; this section plans content. Part c must use all three elements from part b, in the part b order; a fourth element (the loaned gear) is welcome but not required.

Common errors: critiquing delivery instead of structure in part a; putting the hook before the greet, so a cold audience hears a promise from a stranger; a part c rewrite that keeps the draft’s boast.

Q4. Command terms: *match* = pair each item with the right one; *explain* = make clear the how or why; *state* = give in one short, clear answer.

a. Model response:

A — steps in doing order; B — options → recommendation; C — issue → impact → ask.

b. Model response:

The pattern fits because the audience is the meeting that will vote: the members already see the full bay at every working bee, so the issue needs little proof — the talk's job is to make the impact felt (the overflow heap beside the shed, working bees running behind) and then land one fundable ask. (Also accept: position → reasons → answer a doubt, where the answer treats a real doubt — for example, “the garden's funds are tight this year”. Where that route is taken in part a, credit it in both parts.)

c. Model response:

“So I'm asking this meeting to approve the materials for a second compost bay beside the Soil Hotel, from the garden's funds, built at the next working bee.”

(Model response: 130 words)

Marker's note: Part a pays one mark per correct match. Part b must mention the audience — a meeting that votes — not just restate the pattern's shape; the mark is in the fit. Part c: the ask must be one sentence a member could act on — what is being approved, and from where.

Common errors: matching Brief B to most important first and then recommending nothing; matching Brief C to steps in doing order — building the bay is not what the audience will do, voting is; an ask that is a feeling (“it would be great to have”) rather than a decision.

Q5. Command terms: *create* = make something new that meets the brief; *justify* = give good reasons for a choice.

Model response:

Plan — advice talk, pattern: steps in doing order.

Opening (30 seconds). Greet; hook: “Before 5.00 pm today, forklifts will pass this doorway more times than you can count — and you will not see half of them.” Covers: gear, walkways, and the one rule.

Point 1 (1 min) — gear before you step out. Hi-vis vest and safety boots, provided, worn every time you are in the yard. Evidence slot: hold up my vest. Why it matters: an operator’s view is not a pedestrian’s view — hi-vis makes you seeable.

Point 2 (1 min) — walk where you are meant to walk. Pedestrians use the marked walkways; forklifts move pallets between trucks and the goods-in bay. Evidence slot: walk the route on smoko. Why it matters: the painted lines are the agreement between operators and pedestrians.

Point 3 (1 min) — the rule nobody breaks. See a hazard, stop the job and say so. Evidence slot: last month’s oil spill — job stopped, yard cleaned, nobody hurt. Why it matters: nobody gets in trouble for stopping a job.

Closing (30 seconds). Recap: gear, walkways, the stop-work rule. Walk-out line: “The yard closes at 5.00 pm — and so does every one of us.”

Justification one: gear first, on the dependency test — no other point applies to anyone not yet dressed for the yard. Justification two: the stop-work rule last, on the strong-point test — the last thing a new starter hears should be the rule that protects all the others.

(Model response: 242 words)

Marker’s note: The marks go to the structure, not to safety knowledge: an opening that does its jobs; three points in an order the writer controls; an evidence slot per point — a slot is a marked place where evidence will live, not a statistic on the spot; a closing with one walk-out line; two justifications that name a test. Any defensible order is creditable when justified — most important first (the stop-work rule up front) is the natural rival, and it passes when the justifications carry it.

Common errors: five or six body points — the time test fails at three minutes; evidence slots filled with invented statistics; a justification that says “it flows better” without a test; a closing that introduces a new point at the twenty-second mark.

Q6. Command terms: *create* = make something new that meets the brief; *justify* = give good reasons for a choice.

Model response:

Plan — advocacy talk, pattern: issue → impact → ask. Audience: tired members, two proposals still to hear.

Opening (30 seconds). Greet; ask up front: “I’m proposing a free job-help morning, run by members, in the hall — and asking for a three-month trial.” Covers: why it is needed, what it looks like, what it costs.

Point 1 — issue (45 seconds). Applying for work is done online now, and applying alone is hard — a résumé nobody checks, an ad nobody decodes. Evidence slot: how many members asked the office for help this year.

Point 2 — impact (45 seconds). Members helping members is how this centre has always worked — it used to welcome every new member with a face-to-face chat. A member helped into work changes more than their own week. Evidence slot: one member’s story.

Point 3 — how the trial works (45 seconds). One Wednesday morning a month; volunteers from the membership; free. Three months, then the meeting reads the numbers and can end, extend or adopt. Evidence slot: the trial’s sign-in sheet.

Closing (30 seconds). Recap: the need is real, the help is us, the trial costs little. Ask: “Vote yes to a three-month trial of a free job-help morning — one Wednesday a month, in the hall.”

Justification: issue → impact → ask fits a meeting with two proposals still to hear — it is the shortest honest road: shared problem, felt impact, one fundable ask. The rival, story → issue → ask, lost on the time test: a story risks losing a tired room before the ask.

(Model response: 250 words)

Marker’s note: The ask must appear twice — previewed in the opening, and made in one clear sentence in the closing; a voting audience should know from sentence two what it will be asked to do. The justification must mention the real audience (tired, near the end, more proposals to come), not patterns in general. Story → issue → ask is fully creditable where the plan shows the story in one or two lines and argues why it earns its seconds.

Common errors: the ask only in the closing; body points with no evidence slots; a justification that describes the pattern but not the audience; a plan too long for three minutes — the time test applies to advocacy too.

Q7. Command terms: *identify* = pick out and name; *create* = make something new that meets the brief; *justify* = give good reasons for a choice.

a. Model response:

Problem one: the two-minute story (point 2) fails the time test — it leaves one minute for everything the audience came for. Problem two: the dependencies are crossed — point 1 says who to ask before the week begins; point 5 (buy notebooks before day one) sits after it. (Also accept: no hook or covers in the opening; no recap or walk-out line.)

b. Model response:

Re-ordered plan:

Opening. Greet; hook — the story, one line: “I left school at sixteen. On day one back, I was the most nervous person there.” Covers: before day one, day one, who helps.

Point 1 — before day one. The course list says which notebooks to buy; the night before — bag packed, clothes out, alarm set. Evidence slot: my first-night list.

Point 2 — day one. Find your room early; say your name to the person beside you; sit in the front half. Evidence slot: what the front row got me.

Point 3 — when you are stuck. Student services — the number is on every page of the website. Evidence slot: the question I was too embarrassed to ask.

Closing. Recap: get ready, show up early, ask early. Walk-out line: “The first week is only five days — on day one, find one room, say one name.”

Move one: notebooks and the night-before routine moved ahead of day one — dependency test: “before” points must land while the listener can act. Move two: the story cut to a one-line hook — time test: one line warms the room without spending two of the three minutes.

(Model response: 250 words)

Marker’s note: Part a wants ordering problems — time, dependency, grouping — not delivery faults. Part b pays 2 marks for a re-ordered plan that works and 2 marks for two justified moves, each naming a test. Re-ordering is not deleting: the model keeps every one of the draft’s five points — the story survives as the hook — and gives the closing the recap and walk-out line it lacked.

Common errors: leaving “buy notebooks” after day one; keeping the two-minute story because it is “interesting”; a closing that is still “any questions?”; justifications that name no test.

Q8. *Command terms: critique = judge it, with reasons and evidence; propose = put forward for the audience to accept; create = make something new that meets the brief.*

Model response:

Problem one is dependency: the talk opens with the collection time and place — Fridays, the counter, tell us by Thursday — before the listener has been told what an Odd Veg Box is. On one pass, the opening seconds land on an audience with nothing to attach them to.

Problem two is grouping: the collection details are said twice and the Thursday deadline twice, while the points that belong together — what the box is, what it costs, the good it does — are scattered through the middle. The closing (“So, yeah. Boxes. At the counter.”) repeats the collection a third time and asks for nothing.

A better order:

- Hook — what the box is: vegetables that do not look the part — a carrot with a kink, a pumpkin with a scar, potatoes too big for the tray. Same taste, funny shape.
- Why it exists: Friday afternoons, the produce the shelves will not take.
- Price and value: \$15 — about half what the same weight costs on the shelf.
- The good it does: collecting a box keeps good food out of the bin.
- How to get one (said once): any Friday from 3.00 pm at the counter; tell us by Thursday and we will put one aside.
- Closing ask, one sentence.

Closing ask: “Next Friday, come to the counter and put your name down for your first Odd Veg Box — fifteen dollars, and good food kept out of the bin.”

(Model response: 235 words)

Marker’s note: The critique must name two *different* problems and explain each through the one-pass listener — “it repeats itself” twice is one finding, not two. The re-order must use the speaker’s own material: a critique is not a rewrite of the content. The ask is one sentence with an action in it — when, where, what.

Common errors: critiquing delivery (“they said um”) instead of order; a better order that drops the Thursday deadline; an ask that is a slogan (“eat your vegetables!”) rather than an action; problems named but never tied to what the listener misses.

Q9. *Command terms: choose = pick one; justify = give good reasons for a choice; explain = make clear the how or why.*

Model response:

Choose Plan B — story → issue → ask.

This audience is the depot supervisor and the drivers at the end of a long day, when half-attention is the honest risk. A story is the one opening that works on a tired room, because it is a picture before it is an argument: three riders towelling wet seats with paper towel is something every driver there has done or walked past. By the time the story ends, the issue is already half-agreed, and the ask lands on a warm room instead of a cold one. Plan B is also honest about time — it reaches the same ask as Plan A through one image instead of two claims.

One weakness of Plan A: its impact point — “two riders have already stopped cycling to work” — is a claim the audience must take on trust, with no picture attached. At the tired end of a long day, an image-free number is easy to defer to next meeting; Plan A spends its least visible point at the moment attention is lowest.

(Model response: 174 words)

Marker's note: Either plan is fully creditable — the marks live in the justification, which must mention the real audience (end of a long day) and what each pattern does, and in a weakness of the rejected plan that is real. A Plan A choice can argue: a depot meeting wants the shortest road; a story about morning tea can read as a gripe; and issue → impact → ask shows a supervisor the problem, the cost and the fix in the order a decision needs them.

Common errors: choosing on taste (“stories are more interesting”) with no audience reason; a “weakness” of the rejected plan that is actually a strength; retelling both plans instead of judging them.

Q10. *Command terms: plan = record your thinking before you build; create = make something new that meets the brief; justify = give good reasons for a choice.*

a. Model response (planning table):

Planning item	The model's plan
Topic and focus	How to join Bellwater Public Library and borrow your first book — personal focus (everyday life), for a neighbourhood welcome morning (synthetic, created for this model)
Kind of talk	Advice
Audience	New residents at the welcome morning — adults who have never used this library
Purpose in one sentence	To show new residents that joining is free and simple, and get them in this week
Structure pattern	Steps in doing order
Walk-out line	“The library is open Tuesday to Saturday — bring something with your name and address on it, and you will borrow the same day.”

b. Model response:

Plan — advice talk, pattern: steps in doing order.

Opening (30 seconds). Greet; hook: “Everything I’m about to show you is free — including the help.” Covers: joining, borrowing, and who to ask.

Point 1 (1 min) — join at the front desk. Bring something with your name and address on it; the card is free, issued while you wait. Evidence slot: hold up my card.

Point 2 (1 min) — borrow your first book. Staff will show you the shelves and the catalogue; every loan has a due date, and the front desk will always tell you what it is. Evidence slot: borrow one book, live.

Point 3 (1 min) — make the library yours. Open Tuesday to Saturday; story times for kids and clubs for grown-ups — ask at the desk what is on this month. Evidence slot: the noticeboard by the door.

Closing (30 seconds). Recap: join, borrow, come back. Walk-out line: “Bring something with your name and address on it — you will borrow the same day.”

Justification one: joining before borrowing, on the dependency test — nothing else in the talk works without the card.

Justification two: clubs and story times last, on the audience test — a welcome-morning listener’s first question is “can I join today?”; the extras matter once that is answered.

(Model response: 210 words)

Marker’s note: The planning table must match the plan actually written in part b — a table that promises an advocacy talk and a plan that delivers advice cost each other marks. The topic must carry a stated vocational or personal focus, as the study-design line in the question requires. Evidence slots are planned places for evidence, not filled-in statistics. Any organisation from this book, or a real situation from the student’s own life with checkable facts, is fully creditable.

Other fully creditable answers. Any topic with a clear vocational or personal focus; either kind of talk; any pattern from this section’s tables, where the plan shows the pattern at work and the justifications carry the choice.

Common errors: a planning table filled in after the plan and no longer matching it; a topic with no focus (“stuff about jobs”); body points written as sentences to be read aloud; no ask or walk-out line; justifications that name a test but apply it to nothing.

Other fully creditable answers. Across Questions 1–10: any order, any pattern choice and any plan that meets the brief and passes this section’s tests — the models show one strong route, not the only one. In Question 2a, F and D may sit in either order. In Question 3b, the covers may precede the hook when the rewrite earns it. In Question 4a, a rival pattern is creditable where the explanation carries it. In Question 9, either plan may be chosen. In Question 10, any topic that fits the brief may be used. A plan that disagrees with a model here scores full marks when its ordering choices are justified.

Chapter 8 Speaking to advise or to advocate: constructing the presentation — 8B

The way language choice can influence an audience

Theory

What this section covers. Chapter 8 is about constructing a presentation of your own — a talk you plan, write and deliver. Another section of this chapter handles the order and structure of a talk; this section handles the words inside it. Every word you choose lands on your listeners and does something to them: it helps them follow, or lose them; it builds trust, or spends it; it makes the message stick, or lets it drift away. This section teaches you to choose those words on purpose.

The Unit 4 study design describes the area of study. In this book’s words: students use what they know and understand about language, context and audience to put together an oral presentation that showcases their learning (Unit 4, Area of Study 2).

And the outcome, in this book’s words: by the end of Unit 4 you must be able to negotiate the topic you choose for an oral presentation, and complete it — one that showcases your reflections on, and evaluations of, your own learning (Unit 4, Outcome 2).

Choosing and negotiating the topic of your own presentation comes at the end of this book. This section gives you the words you will need whoever you are speaking to. For this section, the study design lists what you need to learn — put plainly, a key knowledge point is how the language choices a speaker makes can influence an audience (Unit 4, Area of Study 2 key knowledge).

One rule before we start. Every talk, transcript and draft printed in this section was written for this book. The organisations, people, numbers and events inside them are invented. Nothing in this section is a real document, and nothing here is real advice.

Working definitions. The study design uses the words “language choice”, “influence” and “audience” but it does not define them. This book therefore treats *language choice* as the particular words and word-patterns a speaker picks — as distinct from the facts the talk carries, and as distinct from delivery (how the voice and body carry the words); *influence* as the change words make in a listener — in what the listener follows, believes, feels, remembers and does; and *audience* as the people a talk is aimed at — for a spoken presentation, the people sitting in the room, hearing it once. Every question in this section can be answered on these definitions alone.

Two speaking jobs: advise or advocate

This chapter’s title names two jobs a talk can do. Most presentations in this book do one, the other, or both.

	Speaking to advise	Speaking to advocate
The job	help the listener do something well, or decide well	move the listener to support something — to join, volunteer, donate, back or act
The listener’s quiet question	“What do I do — and will I get it right?”	“Why should I care — and what am I being asked to do?”
Success looks like	the listener can act on it correctly after hearing it once	the listener feels part of it, remembers the ask, and moves
Choices that carry the weight	plain words, named points, short sentences, sure strength	inclusive language, word pictures, repetition, rhetorical questions

Both jobs share two things: words that fit the room, and direct address that turns the talk towards the listener. And a talk can do both jobs at once — advice often ends with an invitation (“come to the info session”), and advocacy often carries advice inside it.

Many presentations advise about everyday personal matters — pay, safety, a first job. Others advocate about civic and community matters — a tool library, a homework club, a community garden. You will meet both kinds below.

Words only — how this book prints a talk

A book cannot carry sound, so talks appear here as **transcripts** — the spoken words printed on the page. In Chapter 3 you met the elements of oral communication: eye contact, tone, body language and intonation. There, transcripts carried delivery cues in square brackets. The transcripts in this section print **only the words a speaker says** — no cues, no brackets. This section listens for word choices. Delivery is practised in this book’s own presentation-skills work, and it never appears in an answer here.

The one-pass rule

A reader controls the page: they can stop, re-read, look a word up. A listener gets one pass — your talk arrives at your speed, once, and then it is gone. That single fact changes which words work:

- **Long or unfamiliar words fail.** A reader can look up “dormancy”. A listener hears it once — and misses the next sentence while still puzzling over it.
- **Long sentences fall apart.** On the page, a 40-word sentence can be re-read. In the ear, its beginning is gone by the time its end arrives.
- **Repetition becomes a strength, not a fault.** On the page, saying a thing twice looks careless. In the ear, a key phrase that comes back is how an ask sticks.
- **Pictures beat abstractions.** “Educational disadvantage” gives the ear nothing to hold. “A Year 8 kid stuck on a maths problem at the kitchen table” can be seen in one pass.

How words move a listener

Every language choice in a talk works through one of four pathways — sometimes two or three at once. Naming the pathway is what turns spotting into explaining.

Pathway	What it does in the listener	Word choices that do it
Follow	the listener catches the meaning in one hearing	plain words; short sentences; named points (“Rule one: ...”)
Trust	the listener believes this speaker is honest, sure, and one of us	sure strength (no <i>maybes</i>); first-hand experience (“I joined because ...”); formality that fits the room
Care	the listener feels something — belonging, concern, hope	inclusive language (<i>we</i> , <i>our</i>); word pictures; emotive words; rhetorical questions
Remember and act	the words survive the talk, and the listener knows what to do	repetition of a key phrase; short named lists (“Ask. Look. Say.”); direct-address action words (“Come and see us on Saturday”)

Watch out. Naming a choice without a pathway earns no influence mark. “The speaker uses repetition” is spotting. “The speaker brings ‘one hour’ back so the ask survives the walk home” is explaining — and that is where the mark lives.

The spoken toolkit

You met most of these choices on the page in Chapter 6; here they go to work in the mouth and the ear. The last three rows are the toolkit’s loud voices in speech, because one-pass listening makes memory the battleground.

Choice	What it sounds like	What it does in the listener
Plain words	everyday words instead of technical or office words: “start”, not “commence”	Follow — meaning arrives in one hearing
Short sentences	“Check the hours. Check the tax.”	Follow — each sentence lands before the next one leaves
Direct address	<i>you, your</i> : “Ask before you touch anything.”	Care and act — the message aims at this listener personally
Inclusive language	<i>we, our, us</i> : “Our street runs a different way.”	Care — counts the listener into the group before the ask arrives
Naming	specific, picture-able words: “that ladder in your shed”, not “infrequently used equipment”	Follow and remember — a name is a handle the mind can hold
Sure strength	no weasel words: “You can borrow up to three tools”, not “You may possibly be able to borrow”	Trust and act — a sure speaker is followed; a hedging speaker is doubted
The formality dial	warm and plain for a neighbours’ meeting; polite and measured for a committee	Trust — the words fit the room
Positive framing	what the listener gains, not what they lose: “Start where you are.”	Care — hope moves people further than fear
Word pictures	a comparison you can see. A simile says one thing is <i>like</i> another: “A forklift does not stop like a car.” A metaphor says one thing <i>is</i> another: “This garden is an outdoor classroom.”	Care and remember — a picture survives one pass and replays later
Repetition	a key phrase that comes back: “One hour. ... Could you give one?”	Remember — the ask is heard twice, so it survives the trip home
Rhetorical questions	a question asked for effect — the listener answers it in their head; no spoken reply is expected: “How many of you bought a tool last year and used it once?”	Care and follow — the listener’s own answer does the speaker’s work

Fit decides — no “best words” list exists

The same choice can win one room and lose another (Chapter 7 trained you on fit):

- Trade words like “tubestock” and “trade pricing” build trust with landscape contractors — they say *this speaker is one of us* — and lose a home-gardeners’ night, where they say *this talk is not for me*.
- Slang like “totally” and “a blast” warms a talk among friends and sinks a pitch to a management committee.
- A gentle, hedged “you might like to consider” suits a sensitive conversation and wastes a market stall, where a sure “half price — gone by lunchtime” sells.

Watch out. Language choice is not delivery. An answer in this section quotes the words a speaker said — never the voice or body. A response that quotes “[pauses]” or says “she spoke loudly” has walked out of this section.

Watch out. There are no always-good words. Big words do not make a speaker sound clever; they make a listener feel stupid — and a listener who feels stupid stops listening. The best words are the ones that fit the room.

Watch out. Strength is not pushiness. Advice leaves the choice with the listener: “Check your payslip this week” is sure. “Do this or you will be sorry” is a threat. Sure, plain, respectful words give direction without spending trust.

Answering influence questions

Influence answers use the three-part pattern from Chapter 4 and Chapter 6 — **claim, evidence, link**. Claim: name the choice and its pathway. Evidence: quote the exact spoken words. Link: tie them to this audience and this job (advise or advocate).

A marker looks for four things:

1. the choice named with the right metalanguage (direct address, repetition, a rhetorical question ...);
2. the exact words quoted from the transcript or draft;
3. the effect on the listener stated — what the choice makes this listener follow, trust, feel, remember or do;
4. the fit — why these words suit this room and this job.

Sentence frames you can use in the scaffolded questions — and that still work, in your own words, in every response you write:

- “The words ‘_____’ help listeners _____ because _____.”
- “The speaker repeats ‘_____’ so that the audience _____.”
- “This wording loses _____ because _____ would expect _____.”

Strategy — the say-it-aloud test. Read the line out loud, once, at speaking speed — then stop. Could a listener catch it in one pass? If you needed to hear it twice, the words need shortening. This is the one-pass rule in your own mouth.

Strategy — the swap test (from Chapter 6). Swap a word for a plainer, colder or weaker one. If the line loses its grip, the original word was doing influence work — and now you can name the work it did.

Strategy — audience-first planning. Before drafting any talk, write one line: *audience + job*. Every word you choose then passes one test — does this suit that room?

The command terms in this section

Command term	What it wants
state	give briefly — one clear sentence
identify	name or point out
explain	give reasons with evidence — claim, quote, link
complete	fill the blanks with exact words that fit
match	one line per pair
choose	pick one and justify it — a choice with no reasons earns nothing
suggest	put forward an idea that fits the brief
rewrite	put the same facts into new words — every fact must survive
create	make something new that fits the brief — and mark your own choices

Worked examples

Example 1 — scaffolded

Task. Rivergum Institute runs an information session for students who are about to start their first jobs. The careers teacher gives the two-minute talk below.

Note: this example uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — Rivergum Institute: first-pay talk (transcript).

SPEAKER: Three money moves for your first pay — that is all this talk is.

Move one: open a bank account in your own name, before your first payday. Your employer pays into it, and nobody else can touch it.

Move two: read your payslip the day it lands. Check the hours. Check the tax. If a number looks wrong, ask in the first week — not the first month.

Move three: put a small amount aside each week, even five dollars. Call it your surprises fund. A flat tyre, a cracked phone screen, a uniform you had to buy in a hurry — the fund catches it before it becomes a crisis.

Three moves. Account, payslip, surprises fund. If you do nothing else this year, do these.

- a. State the job of this talk — to advise or to advocate. (1 mark)
- b. Identify its audience. (1 mark)

c. Explain how two language choices help a listener catch this talk in one hearing. (2 marks)

Working

Command terms: *state* = give briefly; *identify* = name; *explain* = give reasons with evidence. Three parts, 4 marks.

Job check: the talk helps listeners do something well — open an account, check a payslip, build a fund. It does not ask them to support a cause. That is *to advise*.

Plan — audience: students about to start first jobs. The words “your own name”, “your first payday” and “a uniform you had to buy in a hurry” sound like young people receiving their first pay.

a. The job of this talk is to advise: it tells listeners how to handle their first pay well.

b. The audience is students about to start their first job or work placement — young people who have probably never been paid before.

Choice one (draft): the points are named — “Three money moves”, “Move one ... Move two ... Move three”, and the close “Account, payslip, surprises fund”. Pathway: follow and remember. Choice two (draft): short sentences in direct address — “Check the hours. Check the tax.”; “Your employer pays into it”. Pathway: follow and act.

c. Choice one: the speaker names every point — “Three money moves”, then “Move one”, “Move two”, “Move three”, and the close “Account, payslip, surprises fund”. A listener cannot re-read a talk, so these labels are handles: the shape of the talk is caught in one pass and can be carried home. Choice two: the sentences stay short and speak straight to *you* — “Check the hours. Check the tax.” and “Your employer pays into it.” Each instruction lands in one breath, and the direct address turns general money facts into this listener’s own to-do list.

Check: job named; audience named as a group; two choices each quoted and linked to the listener.

Comment

Step 1. Read the task first. The command terms tell you what kind of answer each part wants, and the marks tell you how much to write.

Step 2. Name the speaking job before anything else. To advise = help the listener act well. To advocate = move the listener to support something.

Step 3. Let the words narrow the audience for you — the same clue-hunt Chapter 4 taught.

Step 4. For *state*, one clear sentence naming the job and what it does is enough.

Step 5. Name the audience as a group. “Everyone with a bank account” is too wide: the talk speaks to people at the start.

Step 6. Pick your two choices before writing, and the pathway for each. In a talk, the strongest choices are usually the ones that beat the one-pass rule — words that can be caught and carried in one hearing.

Step 7. For *explain*, run claim–evidence–link for each choice: name the choice, quote the exact words, link to the one-pass listener. Two choices, two marks.

Step 8. Check your answer against the parts and the marks before you move on.

Assembled response. a. The job of this talk is to advise: it tells listeners how to handle their first pay well. b. The audience is students about to start their first job or work placement — young people who have probably never been paid before. c. Choice one: the speaker names every point — “Three money moves”, then “Move one”, “Move two”, “Move three”, and the close “Account, payslip, surprises fund”. A listener cannot re-read a talk, so these labels are handles: the shape of the talk is caught in one pass and can be carried home. Choice two: the sentences stay short and speak straight to *you* — “Check the hours. Check the tax.” and “Your employer pays into it.” Each instruction lands in one breath, and the direct address turns general money facts into this listener’s own to-do list.

(Model response: 136 words)

Example 2 — scaffolded

Task. A student is preparing a two-minute talk for an information night at Ellison Grove Neighbourhood Centre. The talk will ask local adults to volunteer as tutors at the centre’s free homework club, which runs Tuesday and Thursday afternoons for local families. Two draft openings are on the desk.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — Ellison Grove Neighbourhood Centre: two draft talk openings.

Opening 1: “Educational disadvantage among young people remains a significant issue that merits structured community-level intervention.”

Opening 2: “Every Tuesday afternoon, a Year 8 student sits down at our table stuck on a maths problem — and there is nobody at home who can help. That is where you come in.”

- a. State the purpose of the talk. (1 mark)
- b. Identify its audience. (1 mark)

c. Choose the opening that better suits the audience, and explain your choice using two language choices. (2 marks)

Working

Command terms: *state* = give briefly; *identify* = name; *choose and explain* = pick one and give reasons with evidence. Three parts, 4 marks.

Job check: the talk pushes a community group's ask — sign up to tutor. That is *advocating*. Purpose words: *recruit, persuade*.

Plan — audience: local adults at an information night — parents, retirees, shift workers. Not education professionals.

a. The purpose of the talk is to recruit volunteer tutors for the free homework club — to persuade local adults to sign up.

b. The audience is local adults — neighbours, parents, retirees — coming to the centre's information night. None of them need teaching experience: the club's tutors are trained volunteers.

Say Opening 1 aloud: "Educational disadvantage ... merits structured community-level intervention" — abstract words (ideas you cannot picture), essay voice, nothing to see. Say Opening 2 aloud: "a Year 8 student ... our table ... a maths problem ... nobody at home" — every word picture-able; "our table" counts the room in; "That is where you come in" points at the listener.

c. Opening 2 suits the audience better. Its first choice is naming: "a Year 8 student", "our table", "a maths problem" paint a scene the listeners can see in one hearing, where Opening 1's abstract words — "educational disadvantage", "community-level intervention" — give the ear nothing to hold. Its second choice is the turn to the listener: "and there is nobody at home who can help. That is where you come in." The problem is set up, and the listener is cast as the solution — which is exactly what a recruiting talk must do. Opening 1 sounds like an essay read aloud to a room of neighbours: formal, distant, and it asks nobody for anything.

Check: purpose stated with a pushing verb; audience named as a group; Opening 2 chosen, two quoted choices linked to the audience, Opening 1's mismatch named.

Comment

Step 1. Read the task first. Part c is a choosing task: your answer must name an opening *and* justify it — a choice with no reasons earns nothing.

Step 2. Purpose is the job, not the topic. "The homework club" is the topic; "to get adults to volunteer at it" is the purpose.

Step 3. The audience decides the choice between the openings. Ask what this room knows and cares about before judging a word of either draft.

Step 4. For *state*, one sentence with a pushing purpose verb is enough.

Step 5. Name the audience as a group, and let a known fact sharpen it — the centre trains its tutors, so the room does not have to contain experts.

Step 6. Use the say-it-aloud test on both openings. In one pass, abstract words slide off; named, picture-able words stick.

Step 7. For *choose and explain*: name the better opening, then run claim–evidence–link on two of its choices — and say what the rejected opening gets wrong. A choosing answer is stronger with both sides.

Step 8. Check your answer against the parts and the marks before you move on.

Assembled response. a. The purpose of the talk is to recruit volunteer tutors for the free homework club — to persuade local adults to sign up. **b.** The audience is local adults — neighbours, parents, retirees — coming to the centre’s information night. None of them need teaching experience: the club’s tutors are trained volunteers. **c.** Opening 2 suits the audience better. Its first choice is naming: “a Year 8 student”, “our table”, “a maths problem” paint a scene the listeners can see in one hearing, where Opening 1’s abstract words — “educational disadvantage”, “community-level intervention” — give the ear nothing to hold. Its second choice is the turn to the listener: “and there is nobody at home who can help. That is where you come in.” The problem is set up, and the listener is cast as the solution — which is exactly what a recruiting talk must do. Opening 1 sounds like an essay read aloud to a room of neighbours: formal, distant, and it asks nobody for anything.

(Model response: 163 words)

Example 3 — unscaffolded

Task. A member of Ironbark Tool Library gives the two-minute talk below at a local residents’ information session, where community groups invite new members and volunteers.

Explain how two language choices in the talk work to influence the audience. (4 marks)

Note: this example uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — Ironbark Tool Library: a member’s talk (transcript).

MEMBER: How many of you bought a tool last year and used it once? Keep that answer in your head — I am coming back to it.

Our street runs a different way. Ironbark Tool Library owns more than two hundred tools, from lawn mowers to tile cutters, and members borrow up to three at a time, for up to a week. Every tool is checked before it goes out.

I joined for the tile cutter I could never justify buying. I stayed for the people. Membership costs less than one call-out fee — that is the money a tradesperson charges just to walk through your door.

So here is the question I started with: what is sitting on your shelf right now that your neighbour needs? We are open Saturday mornings, nine till twelve. Come and join us. Borrow something. Meet the street.

Model response.

Choice one is the rhetorical question — a question asked for effect, which the listener answers in their head. The talk opens with “How many of you bought a tool last year and used it once?” and comes back at the close to “what is sitting on your shelf right now that your neighbour needs?”. Nobody has to answer out loud. Instead, each listener supplies a personal example — a ladder, a tile saw, a sander gathering dust — and a reason to join that is spoken in the listener’s own head is far stronger than the same reason coming from the speaker. The middle line, “Keep that answer in your head — I am coming back to it”, holds the question open until the close, so the final ask lands on a mind that is already half-convinced.

Choice two is the member’s own first-hand story wrapped in inclusive language. “I joined for the tile cutter I could never justify buying. I stayed for the people” gives the room one honest voice instead of a brochure voice, and honesty is how a stranger earns trust. Then “Our street runs a different way” and the close “Come and join us. Borrow something. Meet the street.” count the listener into the *we* before the ask arrives, so joining stops sounding like a transaction and starts sounding like belonging. Together the two choices do what a plain list of facts cannot: the question makes the listener argue for joining, and the first-hand *we* makes the room feel safe to join.

(Model response: 253 words)

Takeaway: the loudest voice in a spoken advocacy is the listener’s own. A rhetorical question borrows it; a member’s honest “I joined ... I stayed ...” vouches for it; inclusive “our street” collects it. The facts only carry the weight these choices have already lifted.

Example 4 — unscaffolded

Task. A student is preparing a two-minute pitch to the management committee of Emu Crossing Community Centre, asking them to trial a Friday-night drop-in for local teenagers. The student’s first draft opening is below.

- a. Identify the audience of the pitch. (1 mark)
- b. Explain why two language choices in the draft do not suit that audience. (4 marks)
- c. Rewrite one sentence of the draft so that it suits the audience, keeping its facts. (1 mark)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — Emu Crossing Community Centre: draft pitch opening (your first attempt).

Hey all! So — Friday nights around here are, like, so dead.

The teens just drift around the shops being bored and getting up to no good, basically.

We reckon the centre should totally open Friday nights so they can hang out — pool table, music, no dramas.

It would be a blast and honestly it would save everyone a headache.

So yeah — let us just do it?

Model response.

a. The audience is the centre’s management committee — the adults who run Emu Crossing Community Centre and who will decide whether the Friday-night drop-in is trialled. This is a formal decision-making room, not a group of friends.

b. The first choice that fails is the friend-to-friend casualness of the words: “Hey all!”, “like”, “We reckon”, “totally”, “no dramas”, “a blast” and “So yeah — let us just do it?” dress a request for a supervised youth program in the words of a text message. A committee weighing staff hours, insurance and building security needs to hear that the speaker has taken the ask seriously; slang tells them the speaker has not, and the pitch loses its hearing before it reaches a single fact.

The second choice that fails is the sweeping put-down of the very people the pitch claims to serve. The teenagers are “drift[ing] around the shops being bored and getting up to no good, basically”, and the drop-in would “save everyone a headache”. “Getting up to no good” tells a committee that local young people are a problem to be managed, and “save everyone a headache” makes the program a convenience for adults rather than a service for teenagers. A committee that runs community programs hears a speaker blaming the audience the pitch is for — and a respectful, concrete framing (“right now local teenagers have nowhere to go on a Friday night”) would ask for the same trial without insulting anybody.

c. Rewritten opening sentence: “On Friday nights, local teenagers currently have nowhere to go in this town.” The facts survive — Friday nights, and a town that offers its teenagers nothing — while the slang (“Hey all!”, “like”, “so dead”) is replaced by plain, respectful words a committee can act on.

(Model response: 291 words)

Takeaway: mismatch, not warmth, is the failure here. The same pitch in committee-shaped words — a polite opening, an exact ask, teenagers described with respect — carries the identical facts across. When the room changes, the words must change with it.

Practice questions

Scaffolded

Question 1 (3 marks)

S. Doyle, the head baker at Harbour Street Bakery, gives two work-placement students the short talk below before their first Saturday shift.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — Harbour Street Bakery: first-shift talk (transcript).

S. DOYLE: Welcome to your first Saturday in the bakery. Three rules keep you safe and keep the bread rising.

Rule one: wash your hands before you touch any dough — every time, no shortcuts.

Rule two: ask before you move anything on a trolley. Everything in here is where it is for a reason, even if you cannot see the reason yet.

Rule three: if you are not sure, ask me. A question costs ten seconds. A mistake costs a tray of bread.

That is the whole talk. Three rules — and I will see you at six on Saturday.

a. Complete the sentence. (1 mark)

The job of this talk is to _____ the students: it tells them how to _____.

b. Identify the audience of the talk. (1 mark)

c. Complete the claim–evidence–link sentence. (1 mark)

The speaker names the points — “Rule one”, “Rule two”, “Rule three” — which helps a listener because _____.

Question 2 (4 marks)

Match each language choice (1–4) with what it does in the listener (A–D). One line per pair.

1. direct address — *you, your*
2. inclusive language — *we, our, us*
3. repetition — a key phrase that comes back
4. a word picture — a comparison you can see

A. brings the key words back so the ask sticks in the memory
B. lets the listener see the thing instead of holding an abstract word
C. makes the message feel aimed at this listener personally
D. counts the listener into the group before the ask arrives

Question 3 (4 marks)

The coordinator of Hartley Lakes Community House gives the two-minute talk below at a neighbourhood get-together.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — Hartley Lakes Community House: Friday-lunch recruiting talk (transcript).

COORDINATOR: Our Friday lunch feeds neighbours who are doing it tough, and it runs on donated food and volunteer hands.

Here is what a volunteer morning looks like. You come in at half past eight. You help sort the donated food, set the tables, and say hello to the people coming through the door.

You do not need to be a cook — we need hands that are willing. One morning a month is plenty.

So — could you give us one Friday? Our kitchen, your hands, one morning a month, and a table full of neighbours who will know your name.

a. State the purpose of the talk. (1 mark)

b. Complete the sentences, choosing a label from the box. (2 marks)

The words “Our kitchen, your hands” count the listener into the team — this is _____.

The question “So — could you give us one Friday?” speaks to each listener personally — this is _____.

Box: inclusive language · direct address · repetition · formal tone

c. Complete the claim–evidence–link sentence. (1 mark)

The line “You do not need to be a cook” suits an audience of _____ because it removes _____.

Question 4 (4 marks)

Peakside Fitness is running an information morning for adults who have never belonged to a gym. A coach is preparing a two-minute talk about the free Strong Start program, and has two draft openings.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — Peakside Fitness: two draft talk openings.

Opening 1: “Optimising cardiovascular outcomes requires sustained adherence to a periodised training framework.”

Opening 2: “Start where you are. Strong Start is our free four-week program for first-timers — no booking, no sales pitch, no pressure.”

a. Identify the audience of the talk. (1 mark)

b. Complete the sentence. (1 mark)

Opening _____ uses technical words that most listeners will not know; Opening _____ uses plain words they will.

c. Explain which opening is more likely to make a nervous first-timer stay and listen, using two quoted choices. (2 marks)

Question 5 (3 marks)

Cedar Grove Garden Centre runs a Sunday-morning pruning workshop for home gardeners. The speaker's draft opens with this line:

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — Cedar Grove Garden Centre: draft workshop talk line.

“Deciduous material should be pruned during dormancy.”

The glosses: *deciduous* plants drop their leaves in winter; *dormancy* is a plant's resting time, when it is not actively growing.

a. Identify the two words in the draft line that a home-gardener audience may not know. (1 mark)

b. The line must survive one hearing. Complete the sentence. (1 mark)

A plainer way to say the same line in a talk is: “_____.”

c. Explain why the plainer version works better in a talk than on a printed poster. (1 mark)

Question 6 (4 marks)

Four two-minute talk briefs appear below. For each one, identify the job of the talk — choose from the box. Labels may be used more than once.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — four talk briefs.

1. A talk that shows new library members how to use the self-checkout machine.
2. A talk that asks a residents' group to back a new footpath along the school road.
3. A talk that tells work-placement students what to wear on a building site.
4. A talk that asks a centre committee to keep the Friday-night gym open until ten.

Box: speaking to advise · speaking to advocate

Un scaffolded

Question 7 (4 marks)

A yard supervisor at Westline Logistics gives the short talk below to a group of new trainees on their first morning.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — Westline Logistics: first-fortnight talk (transcript).

SUPERVISOR: Your first fortnight in the yard comes down to three sayings we use here.

Ask before you touch: nothing in this yard moves without a reason, and the reason is not always obvious.

Eyes on the moving gear: a forklift does not stop like a car, and it does not turn like a car.

Say it when you are not sure: nobody in this yard was born knowing it, and the question you are afraid to ask is usually the one that keeps you safe.

Three sayings. Ask. Look. Say. Keep them, and the yard will keep you.

a. State the job of this talk — to advise or to advocate. (1 mark)

b. Explain how two language choices help the listeners catch and remember these rules in one hearing. (2 marks)

c. Identify what the speaker wants the listeners to do during their first fortnight. (1 mark)

Question 8 (3 marks)

Re-read the stimulus for Question 3, the Hartley Lakes Community House recruiting talk.

a. Identify one phrase the speaker brings back more than once. (1 mark)

b. Explain how bringing that phrase back influences the audience. (2 marks)

Question 9 (3 marks)

Re-read the stimulus for Example 3, the Ironbark Tool Library member's talk.

- a. Identify one question the speaker asks without expecting a spoken answer. (1 mark)
- b. Explain how that question influences the audience. (2 marks)

Question 10 (4 marks)

A long-time volunteer gives the short talk below about Muddy Boots Community Garden at a community open day.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — Muddy Boots Community Garden: a volunteer's talk (transcript).

VOLUNTEER: People ask me why I spend my Saturdays at the Muddy Boots Community Garden. Here is the answer.

This garden is an outdoor classroom — nobody is lost at the back, because everybody learns with their hands in the soil.

Our compost system is a hotel for worms: they check in, they eat the scraps, and they leave the garden richer than they found it.

And the people? A seedling and a first-time gardener are the same thing — a little support early, and look what grows.

Come and put your hands in the soil with us, Saturday morning.

- a. Identify one word picture in the talk. (1 mark)
- b. Explain how that picture helps the audience see the garden's value. (2 marks)
- c. Explain why a picture like this works harder in a talk than in a written report. (1 mark)

Question 11 (4 marks)

Greenfield Garden Supplies was asked to give the same short talk twice: once to landscape contractors on a trade day, and once at a home-gardeners' evening. The speaker used the words below on both occasions.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — Greenfield Garden Supplies: trade-days talk, delivered at the home-gardeners' evening (transcript).

SPEAKER: Thanks for coming in tonight. A quick reminder before trade days: full pallets of 25 L tubestock land on Thursday, bulk mulch is priced by the cubic metre, and all irrigation fittings are at trade pricing. Trade-card holders — no retail sales on the trade days. Stock up before spring.

- a. Identify two words in the talk that a home-gardener audience may not know. (1 mark)
- b. Explain what those words do to a listener who does not know them. (2 marks)
- c. Suggest one change the speaker could make so that the same talk serves both the trade-day and the home-gardener audiences. (1 mark)

Question 12 (4 marks)

Fresh Fields Produce sells its odd-shaped vegetables at half price on market days. A staff member is preparing the stall spiel — the short spoken pitch said to passing customers — and has drafted two versions.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — Fresh Fields Produce: two versions of a market-stall spiel.

Version 1: “Um, so, we reckon these vegies might be a bit funny-shaped? They are probably still fine to eat, we think, and we were sort of considering making them cheaper or something?”

Version 2: “These carrots grew crooked, so today they are half price. Same taste, half the money — gone by lunchtime, so grab a bag.”

- a. Identify two words or phrases in Version 1 that weaken it. (1 mark)
- b. Explain what that weakening does to a passing customer. (2 marks)
- c. Identify which version is more likely to sell the vegetables, and give one reason for your choice. (1 mark)

Question 13 (4 marks)

A student has written a two-minute talk about getting through a work placement. The same talk must be given twice: once to a Year 10 class, and once to a breakfast of local business owners who host placement students. The student drafted two openings.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — work-placement talk: two draft openings.

Opening 1: “Right — first week on placement. Do not be the person who runs out of stuff to say. Three moves, and you will not put a foot wrong.”

Opening 2: “Good morning. Today I will share three practical strategies for making a positive first impression during a work placement.”

- a. Match each opening with its audience. (2 marks)
- b. Explain two differences in the wording of the openings, and how each difference suits its own audience. (2 marks)

Question 14 (4 marks)

Bec, the coordinator at Northvale Community House, gives the short talk below to recruit volunteers for the community pantry — the free food shelf that is open to anyone in the neighbourhood, with no forms and no questions.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — Northvale Community House: pantry recruiting talk (transcript).

BEC: Every Tuesday and Friday morning, the pantry at Northvale Community House puts free food on the shelf for the needy. No forms, no questions — that is the rule.

The poor of this suburb walk in and take what they need, and our volunteers — brilliant people, mostly retirees — sort the donations from half past eight.

One shift a fortnight is plenty. If you can spare a Tuesday, come and sort with us.

- a. Identify two phrases in the talk that label the pantry’s visitors as a group. (1 mark)
- b. Explain how those phrases can push listeners away — including listeners who use the pantry themselves. (2 marks)
- c. Suggest a more inclusive way to say either phrase. (1 mark)

Question 15 (4 marks)

Re-read the stimulus for Example 1, the Rivergum Institute first-pay talk.

- a. Identify one place where the speaker uses “you” or “your”, and explain what that direct address does to a listener here. (2 marks)
- b. The talk closes: “Three moves. Account, payslip, surprises fund.” Explain how that closing helps the audience. (2 marks)

Question 16 (4 marks)

Fernhill Coaches is running a day trip to Kestrel Junction on Thursday 5 November 2026. A student drafts the two-minute announcement talk for a local over-60s social club, where members meet each week for morning tea. The first draft is below.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — Fernhill Coaches: draft day-trip announcement (your first attempt).

NOTICE. Commencing Thursday 5 November 2026, the Kestrel Junction day tour will be undertaken by Fernhill Coaches.

Patrons are advised that bookings are required and must be finalised no later than Friday 30 October 2026.

Enquiries may be made at the depot office between 9.00 am and 4.00 pm, Monday to Friday.

- a. Explain why two language choices in the draft do not suit the club audience. (2 marks)
- b. Rewrite one sentence of the draft so that it suits the club, keeping all of that sentence’s facts. (2 marks)

Question 17 (4 marks)

A student gives the two-minute talk below at a community morning, recruiting weekend visitors for Banksia Ridge Aged Care.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Stimulus — Banksia Ridge Aged Care: weekend-visitor recruiting talk (transcript).

SPEAKER: One hour. That is all this talk will ask of you — one hour on a weekend.

Let me tell you what an hour looks like at Banksia Ridge. You sign in at the front office. You sit with somebody who has lived a long life and has stories to tell. You have a cup of tea. Sometimes you listen to a story nobody has heard in years.

That is the job. No experience, no certificate, no uniform — just you, an hour, and somebody glad you came.

Our residents did not choose to be lonely. They are waiting to choose a Saturday with you.

One hour. Could you give one?

Explain how the language choices in this talk work together to influence the audience. In your answer, cover:

- the job of the talk, and its audience;
- at least three language choices, quoted exactly;
- what the choices make a listener feel or do.

Write about 100 words. (4 marks)

Question 18 (6 marks)

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

The coordinator of Muddy Boots Community Garden has asked you to give a two-minute talk at a local secondary school assembly, recruiting student volunteers for the garden's new Saturday junior plot. Your audience is students in Years 9 and 10.

Write the **opening** of the talk — the first thing the audience will hear (about 60–80 words). Then explain two language choices you made, and how each one suits this audience and the job of the talk. Only the words are marked here: the order and delivery of the full talk are practised elsewhere in this book.

Write about 150 words in total. (6 marks)

Answers

Q1. Complete (1) + identify (1) + complete (1). **a.** ; **b.** . **c.** <each rule arrives with a label to hold it by, so a listener who hears the talk once carries three named rules onto the shop floor — where the talk cannot be re-read>.

Q2. Match (4). 1—C; 2—D; 3—A; 4—B.

Q3. State (1) + complete (2) + complete (1). **a.** <to recruit volunteers for the Friday lunch — to persuade neighbours to give one morning a month>. **b.** ; **c.** ; .

Q4. Identify (1) + complete (1) + explain (2). **a.** <adults who have never belonged to a gym — nervous first-timers>. **b.** <1>; <2>. **c.** Route: quoted choices from Opening 2 <“free four-week program for first-timers”; “no booking, no sales pitch, no pressure”> + link <plain words land in one hearing; the three “no ...” promises name and cancel the exact fears that keep first-timers away, so a listener who feels understood stays> + why Opening 1 fails <technical words (“Optimising cardiovascular outcomes”, “periodised training framework”) vanish in one pass and tell a beginner this gym is for experts>. See Fully-worked solutions.

Q5. Identify (1) + complete (1) + explain (1). **a.** <“Deciduous”; “dormancy”>. **b.** <e.g. “The trees and shrubs that drop their leaves in winter are resting now — that resting time, late winter, is when we prune them”>. **c.** <a reader can stop and look a word up; a listener hears it once and misses the next sentence while puzzling over it — a talk must carry its meaning in one pass>.

Q6. Identify (4). 1 — ; 2 — ; 3 — ; 4 — .

Q7. State (1) + explain (2) + identify (1). **a.** . **b.** Route: choice one <named sayings — “Ask before you touch”, “Eyes on the moving gear”, “Say it when you are not sure”, collected as “Ask. Look. Say.”> + link <labels are handles — three words survive the walk to the yard, where a paragraph would not> + choice two <plain comparison — “a forklift does not stop like a car, and it does not turn like a car” — or short *you* sentences — “the question you are afraid to ask”> + link <the danger is seen in one pass; asking is made safe, so rule three will actually be used>. **c.** <work safely in the yard: ask before touching anything, watch the moving gear, and speak up when unsure>.

Q8. Identify (1) + explain (2). **a.** <“one morning a month” — said twice; also acceptable: “hands”, which returns three times (“volunteer hands”, “hands that are willing”, “your hands”)>. **b.** Route: + link <a listener who lost the middle of the talk still carries home “one morning a month” — a deliberately small, doable commitment, and a doable ask is an ask that gets a yes>. See Fully-worked solutions.

Q9. Identify (1) + explain (2). **a.** <“How many of you bought a tool last year and used it once?” or “what is sitting on your shelf right now that your neighbour needs?”>. **b.** Route: <a rhetorical question — answered silently> + link <each listener supplies a personal example; a reason to join spoken in the listener’s own head beats the same reason from the speaker — and the closing question turns that private answer towards the street>. See Fully-worked solutions.

Q10. Identify (1) + explain (2) + explain (1). **a.** <“This garden is an outdoor classroom” (metaphor) / “Our compost system is a hotel for worms” / “A seedling and a first-time gardener are the same thing”>. **b.** Route: <the picture replaces an abstract claim (“the garden educates people”)> + link <the listener sees a scene in one pass — everybody learning, hands in the soil — and a seen scene replays later, so the garden’s value is still standing when the listener decides about Saturday>. **c.** <a reader can re-read a report’s careful sentence; a listener gets one pass, so a picture that can be seen instantly does in the air what a paragraph does on the page>.

Q11. Identify (1) + explain (2) + suggest (1). **a.** <“tubestock”; “trade pricing”; also acceptable: “pallets”, “irrigation fittings”, “the cubic metre”, “retail sales”>. **b.** Route: <a listener who does not know the words hears noise where an offer should be — no picture of what is sold or what it costs, so nothing to decide about> + <the insider words mark the talk as belonging to the trade-card holders, and home gardeners conclude the evening is not for them and stop listening>. **c.** <gloss each trade word as it lands (“tubestock — that is young plants in little pots”) or say the offer twice, once in trade words and once in plain words>.

Q12. Identify (1) + explain (2) + identify (1). **a.** <“might be”; “or something”; also acceptable: “we reckon”, “probably”, “we think”, “sort of”, “maybe”, “Um”>. **b.** Route: <the weakening words tell a passing customer the seller is not sure the vegetables are good, the price is real, or the offer stands> + link <a customer who senses hesitation keeps walking — a spiel that apologises for its own bargain gives a listener no reason to stop and every

reason to doubt>. **c.** <Version 2> + <sure, plain and fast: it states the bargain in one breath and gives a reason to act now (“gone by lunchtime”) — a passing customer decides in seconds>.

Q13. Match (2) + explain (2). **a.** Opening 1 — <the Year 10 class>; Opening 2 — . **b.** Route: difference one <the casual hook “Right — ... Do not be the person who runs out of stuff to say” vs the formal greeting and promise “Good morning. Today I will share ...”> + difference two <slang-shaped words “stuff”, “put a foot wrong” vs measured words “practical strategies”, “positive first impression”> + link <each set fits its room: teens hear a peer’s warning and lean in; hosts hear a young worker they could trust with staff — swap them and the students get a memo and the hosts get a jokey text>. See Fully-worked solutions.

Q14. Identify (1) + explain (2) + suggest (1). **a.** <“the needy”; “The poor of this suburb”>. **b.** Route: <the labels sort people into “us” and “them” while the pantry’s own rule, quoted in the same breath, is “No forms, no questions” — the shelf is for anyone> + link <listeners who use the pantry themselves hear shame instead of welcome from the front of the room, and shame is what keeps people away from the shelf — and away from volunteering, because a room that labels its neighbours sounds like a club for saints>. **c.** <e.g. “for any neighbour who needs it” / “Neighbours who need a hand walk in and take what they need”>.

Q15. Identify and explain (2) + explain (2). **a.** <one you/your spot — “Your employer pays into it” / “read your payslip the day it lands” / “your surprises fund”> + <direct address turns general money information into this listener’s own to-do list — an instruction already aimed at you is half obeyed>. **b.** Route: <the close repeats the shape (“Three moves”) and names each move in one word (“Account, payslip, surprises fund”)> + link <repetition plus naming hands the listener a three-word summary to carry out of the room — weeks later, on payday, those three words are what comes back, and they unpack into the full instructions>. See Fully-worked solutions.

Q16. Explain (2) + rewrite (2). **a.** Route: noticeboard words <“Commencing”; “will be undertaken”; “Patrons are advised”; “must be finalised”; “Enquiries may be made”> + link <a club that meets for friendship hears paperwork — the warmth is gone and some listeners cannot decode the formal words fast enough to catch the dates> + no “you” anywhere <faceless sentences built around the tour and the bookings, never the people> + link <a social club runs on being asked; a notice that never turns to its listeners is not an invitation>. **b.** <one rewritten sentence with every fact kept — the trip, Kestrel Junction, Fernhill Coaches, Thursday 5 November 2026 (or: bookings required, the deadline Friday 30 October 2026, the depot office 9.00 am–4.00 pm Monday to Friday)>. See Fully-worked solutions.

Q17. Extended response (4). Route: <the job (to advocate — recruiting weekend visitors) with its audience (local adults with an hour to spare)>; <three quoted choices, each with its pathway — e.g. the repetition of “One hour”; the naming of the visit’s steps (“You sign in at the front office”, “a cup of tea”); direct address (“just you, an hour, and somebody glad you came”; “a Saturday with you”); the closing question “Could you give one?”>; <how they work together — what they make the listener feel or do>. About 100 words. See Fully-worked solutions for the model.

Q18. Create and explain (6). Route: an opening that meets the brief — <names the junior plot and when (Saturday mornings)>; <speaks straight to Years 9 and 10 (“you/your”)>; <plain, short words that survive a noisy assembly in one pass>; <one loud voice of speech — a rhetorical question, a repeated phrase, a word picture, or named points> (4 marks); plus (2 marks). About 150 words in total. See Fully-worked solutions for the model.

Fully-worked solutions

Question 1

Complete (1): fill both blanks with words that fit. *Identify (1):* name the audience as a group. *Complete (1):* finish the claim–evidence–link sentence.

Model response. a. The job of this talk is to **advise** the students: it tells them how to **get through their first Saturday shift safely and well**. **b.** The audience is the two work-placement students who are about to start their first Saturday shift in the bakery. **c.** The speaker names the points — “Rule one”, “Rule two”, “Rule three” — which helps a listener because **each rule arrives with a label to hold it by, and labels are remembered on the shop floor, where a listener cannot re-read the talk**.

(Model response: 87 words)

Common errors: answering *advocate* in part **a** because the talk feels persuasive — it helps the listeners do a job well, which is advising; leaving part **c** at “helps them remember” without saying why naming helps memory in one pass.

Question 2

Match (4): one line per pair.

Model response. 1—C; 2—D; 3—A; 4—B.

(Model response: 4 words)

Marker's note: direct address aims the message at the listener personally, so it feels like theirs (C); inclusive language counts the listener into the group (D); repetition brings the key words back so the ask sticks (A); a word picture lets the listener see the thing instead of holding an abstract word (B).

Question 3

State (1): give the purpose briefly, with a pushing verb. *Complete (2):* one box label per blank. *Complete (1):* fill both blanks in the claim–evidence–link sentence.

Model response. a. The purpose of the talk is to recruit volunteers for the free Friday lunch — to persuade neighbours to give one morning a month. **b.** The words “Our kitchen, your hands” count the listener into the team — this is **inclusive language**. The question “So — could you give us one Friday?” speaks to each listener personally — this is **direct address**. **c.** The line “You do not need to be a cook” suits an audience of **neighbours who want to help but have never volunteered** because it removes **the fear that would otherwise stop them saying yes: the feeling that a community kitchen is only for people with kitchen skills**.

(Model response: 108 words)

Common errors: mixing up the two labels in part **b** — *we/our* counts the listener into the group (inclusive language); *you/your* speaks to the listener personally (direct address). “Our kitchen, your hands” does both at once, but the counting-in word is *our*.

Question 4

Identify (1): name the audience as a group. *Complete (1):* one number per blank. *Explain (2):* claim, quote, link — twice, or once done fully.

Model response. a. The audience is adults who have never belonged to a gym — nervous first-timers considering the Strong Start program. **b.** Opening 1 uses technical words that most listeners will not know; Opening 2 uses plain words they will. **c.** Opening 2 is more likely to keep a nervous first-timer listening. Its plain words — “our free four-week program for first-timers” — land in one hearing and say *this is for you*. And the triple promise “no booking, no sales pitch, no pressure” names the three fears that keep first-timers out of gyms, then cancels each one; a listener whose fear has been named feels understood, and stays to hear the rest. Opening 1’s “Optimising cardiovascular outcomes” and “periodised training framework” vanish in one pass, and tell a beginner that this gym is for experts.

(Model response: 132 words)

Common errors: choosing Opening 1 because it “sounds professional” — professionalism that flies over the audience’s head is a failure of fit, not a strength.

Question 5

Identify (1): name both words. *Complete (1):* a plain spoken version keeping both facts. *Explain (1):* link to the one-pass rule.

Model response. a. “Deciduous”; “dormancy”. **b.** A plainer way to say the same line in a talk is: “The trees and shrubs that drop their leaves in winter are resting now — and that resting time, late winter, is when we prune them.” **c.** The plainer version works better in a talk because a listener gets one pass: a reader can stop and look up “dormancy”, but a listener who does not know the word is still puzzling over it when the next sentence arrives, and loses both.

(Model response: 85 words)

Other fully creditable answers: any plain rewording of part **b** that keeps both facts — the leaf-drop meaning of *deciduous*, and pruning during the resting time.

Question 6

Identify (4): one box label per brief.

Model response. 1 — speaking to advise; 2 — speaking to advocate; 3 — speaking to advise; 4 — speaking to advocate.

(Model response: 16 words)

Marker's note: the test is the job. Briefs 1 and 3 help the listener do something well — use a machine, dress for a site — so they advise. Briefs 2 and 4 move the audience to support something — back a footpath, keep a gym open — so they advocate.

Question 7

State (1): name the job. *Explain (2):* claim, quote, link — per choice. *Identify (1):* name what the listeners must do.

Model response. a. The job of this talk is to advise: it tells new trainees how to work safely during their first fortnight. **b.** Choice one: every rule gets a short name — “Ask before you touch”, “Eyes on the moving gear”, “Say it when you are not sure” — and the names return as “Ask. Look. Say.” A trainee cannot carry a paragraph into the yard, but three named handles survive the walk out and can be recalled at the moment of danger. Choice two: the plain comparison — “a forklift does not stop like a car, and it does not turn like a car” — pictures the danger in words every trainee already knows, in one pass; and “nobody in this yard was born knowing it” makes asking safe, so the third rule will actually be used. **c.** The speaker wants the listeners to work safely in the yard: ask before touching anything, watch the moving gear, and speak up when they are not sure.

(Model response: 161 words)

Common errors: naming choices without the one-pass link; drifting into delivery (“he spoke firmly”) — this section marks words only.

Question 8

Identify (1): quote the returning phrase. *Explain (2):* claim, evidence, link.

Model response. a. “One morning a month” — said twice: “One morning a month is plenty” and “your hands, one morning a month”. **b.** The repetition brings the exact size of the ask back in the same words. A listener who lost the middle of the talk still hears the commitment twice, so the commitment is the part that travels home — and the version that travels is deliberately small. “One morning a month” feels doable, and a doable ask is an ask that gets a yes.

(Model response: 83 words)

Other fully creditable answers: “hands” also returns three times — “volunteer hands”, “hands that are willing”, “your hands” — turning an abstract need into the listener’s own two hands. Credit this identification with a matching explanation.

Question 9

Identify (1): quote the question. *Explain (2):* name the choice, then claim and link.

Model response. a. “How many of you bought a tool last year and used it once?” (the closing “what is sitting on your shelf right now that your neighbour needs?” is equally acceptable). **b.** This is a rhetorical question: asked for effect, answered silently. Each listener supplies a personal example — a ladder, a tile saw used once — and a reason to join that is spoken inside the listener’s own head is far stronger than the same reason coming from the speaker. Because the speaker adds “Keep that answer in your head — I am coming back to it”, the question stays open until the close, where “what is sitting on your shelf ... your neighbour needs?” turns the private answer towards the street — exactly the feeling a tool library runs on.

(Model response: 127 words)

Common errors: treating the question as a real request for a show of hands; naming “rhetorical question” without explaining whose answer does the persuading.

Question 10

Identify (1): quote one picture. *Explain (2):* claim, evidence, link. *Explain (1):* link to the one-pass rule.

Model response. a. “This garden is an outdoor classroom” — a metaphor. (Also acceptable: “Our compost system is a hotel for worms”; “A seedling and a first-time gardener are the same thing”.) **b.** The picture replaces a claim the listener would have to take on faith — “the garden educates people” — with a scene they can see: everybody learning, hands in the soil, nobody lost at the back. A scene that is seen survives one pass and replays later, so the garden’s value is still standing in the listener’s memory days afterwards, when they decide whether to come on a Saturday. **c.** A picture works harder in a talk because a listener cannot re-read. On a page, “the garden provides hands-on learning for every skill level” can be read twice and thought about; in the air, the classroom picture does the same job instantly — one pass, understood and remembered.

(Model response: 145 words)

Common errors: identifying the picture but explaining what it *means* instead of what it *does to the listener* — the mark lives in the effect.

Question 11

Identify (1): any two trade words. *Explain (2):* two effects, linked to this audience. *Suggest (1):* a change that serves both rooms.

Model response. a. “Tubestock” and “trade pricing”. (“Pallets”, “irrigation fittings” and “the cubic metre” are equally acceptable.) **b.** A listener who does not know the words hears noise where an offer should be: they cannot picture what is being sold or what it costs, so there is nothing for them to decide about. And the words do a second damage — insider language marks the talk as belonging to the trade-card holders, so home gardeners conclude the evening is not for them and stop listening. **c.** The speaker could gloss each trade word as it lands — “tubestock, that is young plants in little pots” — or say each offer twice: once in trade words, once in plain (“bulk mulch by the cubic metre — a trailer-load, sold by measure”). Either change keeps the contractors’ version intact while the home-gardener room hears the same offer in words it can hold.

(Model response: 144 words)

Common errors: telling the speaker to drop the trade words entirely — the same talk must also serve the trade day, where those words build trust. The creditable change is one that fits both rooms.

Question 12

Identify (1): any two weakening words. *Explain (2):* claim and link to a passing customer. *Identify (1):* name the version and one reason.

Model response. a. “Might be” and “or something”. (Also acceptable: “we reckon”, “probably”, “we think”, “sort of”, “maybe”, “Um”.) **b.** The weakening words tell a passing customer that the seller is not sure — not sure the vegetables are good, not sure the price is real, not sure they even want to sell. A customer who senses hesitation keeps walking: the spiel stops selling and starts apologising, and an apology gives a passing listener no reason to stop and every reason to doubt. **c.** Version 2 is more likely to sell the vegetables. It is sure, plain and fast: it states the bargain in one breath — “These carrots grew crooked, so today they are half price” — turns the odd shape into a joke instead of an apology, and gives a reason to act now — “gone by lunchtime”.

(Model response: 134 words)

Common errors: calling Version 1 polite — hedging is not politeness, it is weakness; quoting Version 2’s urgency without naming the strength pathway that carries it.

Question 13

Match (2): one opening per audience. *Explain (2):* two quoted differences, each linked to its room.

Model response. a. Opening 1 — the Year 10 class. Opening 2 — the business breakfast. **b.** Difference one is how each opening opens its mouth: “Right — first week on placement. Do not be the person who runs out of stuff to say” hooks a classroom with a casual, almost teasing warning aimed straight at them, while “Good morning. Today I will share three practical strategies” gives a room of employers the formal greeting and clear promise they expect from a guest speaker. Difference two is word weight: slang-shaped words — “stuff”, “put a foot wrong” — sound like one student talking to students, so teenagers lean in; measured words — “practical strategies”, “positive first impression” — sound like a young worker who could be trusted with their staff, so hosts lean in. Swap the openings and each room hears the wrong voice: the students get a memo, and the hosts get a text message.

(Model response: 147 words)

Common errors: matching correctly but explaining only one opening — the marks are in the *differences*, quoted from both sides.

Question 14

Identify (1): two labelling phrases. *Explain (2):* claim and link, including the pantry’s own rule. *Suggest (1):* an inclusive rewording.

Model response. a. “The needy” and “The poor of this suburb”. **b.** Both phrases sort people into a labelled “them” — yet the pantry’s own rule, quoted in the same breath, is “No forms, no questions”: the shelf is for anyone. Listeners who have used the pantry themselves, or might one day, hear themselves called “the poor” from the front of the room, and feel shame instead of welcome. Shame is exactly the feeling that keeps people away from the shelf — and away from volunteering, because a talk that labels its neighbours makes the pantry sound like a club for saints instead of a rule anyone can follow. **c.** “Every Tuesday and Friday morning, the pantry at Northvale Community House puts free food on the shelf for any neighbour who needs it.”

(Model response: 129 words)

Other fully creditable answers: any part **c** rewording that keeps the fact and drops the label — e.g. “Neighbours who need a hand walk in and take what they need.”

Common errors: calling the phrases merely “rude” — the damage is that they contradict the pantry’s own no-questions welcome and shame the very listeners the talk needs.

Question 15

Identify and explain (2): quote one *you/your* spot and its effect. *Explain (2):* claim and link for the closing.

Model response. a. One place is “read your payslip the day it lands”. (“Your employer pays into it” and “your surprises fund” are equally acceptable.) The direct address turns general money information into this listener’s own to-do list: the student hears what *they* will do in *their* first week, not what people in general should do — and an instruction that is already aimed at you is half obeyed. **b.** The closing hands the whole talk back in the smallest possible words: “Three moves. Account, payslip, surprises fund.” The shape repeats and each move shrinks to a single name, so a listener who missed a middle sentence still walks out holding a three-word summary. Weeks later, on payday — with no transcript in sight — those three words are exactly what comes back, and they unpack into the full instructions.

(Model response: 135 words)

Common errors: quoting a “you” without explaining its effect; calling the closing “short” without naming what the repetition and the naming do for memory.

Question 16

Explain (2): two quoted choices, each linked to the club audience. *Rewrite (2):* one sentence, warmer, every fact kept.

Model response. a. The first choice that fails is the noticeboard wording: “Commencing”, “will be undertaken”, “Patrons are advised”, “must be finalised” and “Enquiries may be made” are the words of a depot notice, read aloud. A club that meets for friendship hears paperwork — the warmth is gone, and several listeners will not decode the formal words quickly enough to catch the dates. The second choice that fails is the absence of any “you”: every sentence is built around the tour, the bookings and the enquiries, never around the people in the room. A social club runs on being asked; a notice that never turns to its listeners never becomes an invitation, and the trip can sail half-empty while everyone is politely impressed.

b. Rewritten sentence: “Let me tell you about our day trip to Kestrel Junction with Fernhill Coaches, on Thursday 5 November 2026.” Every fact of the first sentence survives — the trip, its destination, its operator, its date — while “Let me tell you” replaces the noticeboard voice and puts a speaker in the room.

(Model response: 174 words)

Other fully creditable answers: any one-sentence rewrite that keeps all of that sentence’s facts — e.g. the booking sentence: “You will need to book — places go quickly, so please put your name down by Friday 30 October 2026.”

Common errors: rewriting warmly but losing a fact (the operator, or the deadline) — under *rewrite*, every fact must survive; condemning only the vocabulary and missing the faceless, “you”-less sentences.

Question 17

Extended response (4): the job and the audience; three quoted choices, each with its pathway; how they work together.

Model response. The talk advocates: it recruits weekend visitors for Banksia Ridge Aged Care, aimed at local adults with an hour to spare. Repetition frames the whole talk around “One hour” — said first, returned last as “One hour. Could you give one?” — so the ask stays small, exact and impossible to forget. Naming walks the listener through the visit — “You sign in at the front office ... You have a cup of tea” — so the unknown shrinks to a scene seen in one pass. And direct address — “just you, an hour, and somebody glad you came”, “a Saturday with you” — turns a facility’s need into this listener’s own invitation. The choices hand each other on: a remembered ask, a pictured visit, a personal one.

(Model response: 121 words)

Common errors: listing three choices without the together-effect — the fourth mark lives in the last sentence; drifting into delivery (“the slow pause before ‘One hour’”) — no delivery appears in this section’s transcripts.

Question 18

Create and explain (6): an opening (about 60–80 words) that names the plot and its Saturday-morning when; speaks straight to Years 9 and 10; uses plain, short words; and carries one loud voice of speech. Plus two choices named and linked (about 150 words total).

Model response.

Opening:

“Quick question — what are you doing Saturday morning? Behind the shed at Muddy Boots Community Garden, we are digging up a new junior plot, and we want you in it. Your own patch of soil. Your own seeds — vegies, flowers, whatever you choose. No experience needed: our volunteers show you everything, and the Soil Hotel is worth the trip by itself. Saturday mornings, nine till twelve. Bring gloves if you have them — bring yourself either way.”

Explanation:

Choice one: the rhetorical question that opens — “what are you doing Saturday morning?” — makes every student answer silently, in a room where half the answers are “nothing”, so the ask lands on listeners who have just noticed their Saturday is free. Choice two: direct address and inclusive words — “we want you in it”, “Your own patch”, “our volunteers” — count each listener into the plot before they have agreed to anything, which suits a school audience that does not yet believe a garden is for them. Both choices stay in short, plain words, so the ask survives a noisy assembly in one pass.

(Model response: 180 words)

Marker’s note: marks are for the fit of the words, not for the facts the student invents about the plot. “The Soil Hotel” is the garden’s own name for its compost system in this book’s artefacts; a student who invents a different warm naming earns the same credit. The opening must work spoken — a written-sounding paragraph (no *you*, long sentences) loses the brief even with good facts.

Other fully creditable answers: any opening meeting the four coverage points — a repeated phrase (“Saturday morning” coming back), a word picture (“the plot is a blank page”), or named points (“Three things wait for you ...”) all carry the fourth mark in place of the rhetorical question, provided the explanation names the choice and links it to a school audience.

Common errors: writing the whole two-minute talk instead of the opening; explaining choices without the audience — “it sounds nice” is not a link; the mark lives in *nice for whom, doing what*.

Chapter 8 Speaking to advise or to advocate: constructing the presentation — 8C

Logic, reasoning and emotion: the way speakers influence their audience

Theory

This chapter is building towards a presentation of your own. In this book's words, the Unit 4 study design asks you to negotiate the topic you choose for an oral presentation, and to complete it — one that showcases your reflections on, and evaluations of, your own learning (Unit 4, Outcome 2).

A presentation like this does one of two jobs. It **advises** — it helps the audience make a good decision, by telling them what to do or how to do it. Or it **advocates** — it asks the audience to back a cause, a change or a group. Whichever job your talk does, it has to move people, and **influence** here means moving what an audience thinks, feels or does. This section is about how speakers do that moving. The Unit 4 study design states this key knowledge in one line. By the end of this section you should know — in this book's words — how authors and speakers put logic, reasoning and emotion to work when they want to influence their audience (Unit 4, Area of Study 2 key knowledge).

You will use this knowledge twice over: to judge the speakers you hear, and to build the talk you give. Every task below asks you to do one of those two things — sometimes both.

Working definitions

The study design uses three key words without defining them. This section therefore treats them as follows, and every question here can be answered on these definitions alone.

Working definitions. **Logic** is the material that works on the head: facts, numbers, rules and information that can be checked. **Reasoning** is the chain that joins what a speaker gives to what the speaker wants you to conclude — reasons like *this causes that*, *if this then that*, *this is like that*. **Emotion** is the material that works on the heart: stories, pictures, humour, warnings and hope — anything that makes the audience feel. A **claim** is what the speaker wants the audience to believe or do. A **support** is anything offered to show that the claim holds: a fact, a number, a reason, a story.

The three ways speakers reach an audience

Way	Works on	Typical forms	One-line example
Logic	The head	Facts, numbers, rules, checkable information	"Last Saturday we sold 214 loaves before ten o'clock."
Reasoning	The head — the chain between the facts and the claim	Cause and effect, if-then, comparison, example to conclusion	"An empty rack slows the queue, and a slow queue loses walkers-by."
Emotion	The heart	Story, picture, humour, warning, hope, pride, belonging	"Let's make her morning as good as she makes ours."

Logic and reasoning are cousins, and answers often name both: the *numbers* are the logic, and the *join from the numbers to the claim* is the reasoning.

The four reasoning moves

Move	Its shape	Example
Cause and effect	X causes Y	"The taxi fare ate her pension, so she missed the appointment."
If-then	If X happens, Y follows	"If you book this week, you will be seen before the holidays."
Comparison	This is like that; this costs less than that	"Every fixed kettle is one less kettle in the landfill."
Example to conclusion	Real cases are used to build a	"I spoke to four seniors, and all four

Move	Its shape	Example
	general rule	stay home rather than pay the fare.”

The last move needs care. A rule is only as strong as the examples behind it: four seniors at one club are four seniors, not everyone in town. Stretch the move too far and it becomes a trap — see the five traps below.

The emotion toolkit

Appeal	What it does	Example
Personal story	One real face for the issue	“Last Tuesday I sat on the floor of the food court with my biology notes.”
Vivid picture	Makes the audience see and smell the scene	“You walk into the cafeteria and it smells like toast.”
Humour	Relaxes the room; makes the speaker likable	“Yes, I know — I am asking you to think about rubbish.”
Warning	Shows what happens if nothing changes	“Next time someone could be hurt.”
Hope	Shows the better future within reach	“We will give students a reason to arrive smiling.”
Pride and belonging	Invites the audience into a “we”	“A table like this is how I found my people.”
Values	Appeals to fairness, care and duty	“Nobody should start their day hungry and alone.”

Emotion is not decoration. A story decides whether an audience leans in; a picture decides whether a number is remembered. But emotion has one job it cannot do: it cannot show that anything is true.

Head and heart work together

Emotion makes people care. Logic makes the case worth believing. Neither one does the other’s job, and a talk that runs on only one of them fails in its own way.

Watch out. Emotion without logic is pressure, not a case. A story that makes you feel something has not shown that anything is true. “I met one angry customer” is a real experience; it is not proof about every customer.

Watch out. Logic without emotion is a report read out loud. The numbers pile up and nobody moves, because nothing ever told the audience why the numbers should matter to them.

The balance changes with the job

Job	Usual balance	Why
Advising	Logic leads; emotion supports	The listener has to act on your words, so your steps must be checkable and clear. Emotion gives the steps a reason to matter.
Advocating	Emotion opens the door; logic seals the case	The listener has to care first — most of them do not live the problem. Once they care, they still need to see that the ask is sound and doable.

This is the usual balance, not a law. A safety advice talk may open with a story to wake the room up. An advocacy case in front of experts — a grants panel, a council — leans hard on numbers, because the panel’s job is to spend money sensibly. The test is always the same: does the balance suit the job and the audience?

Five weak-reasoning traps

Speakers who are short of real supports reach for these. Learn to hear them — in other people’s talks, and in your own drafts.

Trap	What it sounds like	Why it is weak
Over-generalising	“One driver sped past the school — that is how parents in this town drive.”	One or two examples cannot prove a rule about everyone.
False cause	“The rooster crows just before sunrise — so the crowing brings the sun up.”	Two things happening together does not mean one caused the other.
Either–or trap	“Either we build the footpath, or we wait for the first child to be hurt.”	It hides every other choice — a grant, a crossing, a staged build.
Attacking the person	“The last speaker voted against it, which tells you who he cares about.”	It hits the person instead of their argument, and says nothing about the ask.
Bandwagon	“Everyone knows the library is the best building in town.”	“Everybody agrees” is not a support. Nobody has shown anything.

Watch out. Feelings are not facts. “This plan worries me” is a real reaction worth hearing. “This plan will ruin the town” is a claim, and claims need supports. When you judge a speaker — or check your own draft — separate what the speaker *feels* from what the speaker can *show*.

Your own presentation: two honesty rules

This section is not only about judging other speakers — it is about the talk you build. Two rules keep your influence honest. First: never invent a fact. A small true number beats a big made-up one, because a made-up number dies at the first question — and takes your good name with it. Second: do not lean on fear alone. A warning can wake a room up, but a room that stays frightened stops listening; pair every warning with a next step the audience can actually take.

Strategy. Three listening passes. Any time a speaker tries to move you, take three passes. Pass one — the claim: what does the speaker want me to believe or do? Pass two — head material: what facts, numbers and reasons are on offer (logic and reasoning)? Pass three — heart material: what stories, pictures and feelings are on offer (emotion)? Then judge: does the head material really support the claim, and does the heart material fit — or cover a gap?

Strategy. The because test. A reason worth its name can carry the word *because*: “Keep the hub open late, *because* 117 people told you they would use it.” If the speaker cannot fill in the *because*, you have heard a feeling, not a reason.

Sentence frame. For an evaluate answer: “This line is <strong/weak> reasoning because ____.” For a balance answer: “The speaker uses <logic/reasoning/emotion> to ____, and this works on this audience because ____.”

About the transcripts

There is no audio in this book. Every talk in this section is given as a **transcript** — the words written down as they were spoken, with the speaker’s name or role at the head. Read a transcript slowly, the way you would listen: where the speaker would pause, the transcript breaks a line.

The parts this section draws on

Other sections of this chapter do the work around this one — putting the talk in order, choosing the words, providing and sourcing evidence, and signalling connections between ideas. Chapter 3 of this book taught the delivery: eye contact, tone, pace. This section is about what the words themselves do — the moves inside the talk. Delivery carries the moves; it never replaces them.

Command terms used in this section

Command term	What it wants
State	Give it briefly — one clear sentence
Identify	Find it and name it; point to the talk's own words when evidence is asked for
Explain	Say why or how, with reasons and evidence
Evaluate	Make a judgement — strong or weak, fair or unfair — and give the grounds for it
Suggest	Put forward an idea that fits the brief — more than one answer can be right
Match	Pair each item with the correct option
Complete	Fill the gaps in a sentence, a table or a frame
Write	Produce your own text to the length and brief given

What your answers are marked on

Every answer in this section is marked on three things:

- **Naming the move with evidence.** “Cause and effect” on its own earns nothing. “Cause and effect — ‘an empty rack slows the queue’” does.
- **Explaining the effect.** Say what the move does to *this* audience — what it makes them think, feel or do.
- **Backing the judgement.** An *evaluate* answer needs grounds: does the reason support the claim? Does the balance suit the job? Point to the talk's own words.

Worked examples

Example 1 — scaffolded

Task. The manager of Harbour Street Bakery gives the Saturday team a short talk before the shop opens. Read the transcript below.

- a. State the main advice — what M. Chen wants the team to do. (1 mark)
- b. Identify two logical supports — head material — and quote the talk's own words. (2 marks)

c. Identify one emotional appeal and explain how it helps the practical advice land. (2 marks)

Stimulus — Harbour Street Bakery: Saturday pre-shift talk (transcript).

This talk was given in the shop at 6.00 am, before opening, to the Saturday team — including two staff new to weekend trade.

M. Chen (manager): Morning, everyone — two minutes before we unlock. Saturday is our biggest day. Last Saturday we sold 214 loaves before ten o'clock, and the queue reached the footpath by eight. So three things today.

One: keep the bread rack stocked two trays deep. An empty rack slows the queue, and a slow queue loses walkers-by.

Two: one person on the register, no swapping mid-rush. Last month we swapped at 8.30 and it took four minutes to balance the till.

Three: if the line reaches the door, walk down it and take orders. People wait happily when they know someone has seen them.

And remember the birthday order — ninety candles, one very large cake. Let's make her morning as good as she makes ours. Now let's unlock.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Working	Comment
Command terms: <i>state</i> = give briefly; <i>identify</i> = find and name, with evidence; <i>explain</i> = say how, with reasons. Three parts, 5 marks.	Step 1. Read the task first. The command terms give the shape of each answer, and the marks say how far each one goes.
Main advice: work the Saturday morning rush as a team with three set moves — stock the rack, keep one person on the register, walk the queue.	Step 2. Pass one — find the claim. In an advising talk, the claim is the advice: what the speaker wants the listeners to do.
Head material: 214 loaves and a footpath queue (numbers); “An empty rack slows the queue, and a slow queue loses walkers-by” (cause and effect); “if the line reaches the door, walk down it and take orders” (if-then); the 8.30 swap that cost four minutes (a real example).	Step 3. Pass two — list the head material. There are four items here; part b wants two, so choose the two you can quote most cleanly.
Heart material: the birthday-cake line — “Let's make her morning as good as she makes ours.” Feeling: warmth for a regular customer, and pride in the shop.	Step 4. Pass three — find the heart material and name the feeling it works on.
a. The advice: work the Saturday morning rush as a team with three set moves — keep the bread rack stocked two trays deep, keep one person on the register through the rush, and walk the queue taking orders when it reaches the door.	Step 5. <i>State</i> the advice in one full sentence that covers all three moves — the advice is the system, not just one rule.
b. Two logical supports: the numbers — “Last Saturday we sold 214 loaves before ten o'clock, and the queue reached the footpath by eight” — which show the team how big the rush gets; and the cause and effect — “An empty rack slows the queue, and a slow queue loses walkers-by” — which shows why move one matters.	Step 6. For <i>identify with evidence</i> , name each support and quote the words. (The 8.30 swap example and the if-then line are also fully creditable.)
c. The birthday-cake line appeals to warmth and pride: the team is not just serving 214 loaves, it is looking after a real regular. That feeling gives the three dry moves a reason to matter — people work harder for a person than for a number.	Step 7. For <i>explain</i> , move from naming the feeling to its job: what does the feeling do for the advice?
Check: one sentence of advice; two named supports, each with a quote; one appeal named, with its feeling	Step 8. Check your answer against the parts and the marks before you move on.

and its effect.

Assembled response. a. The advice: work the Saturday morning rush as a team with three set moves — keep the bread rack stocked two trays deep, keep one person on the register through the rush, and walk the queue taking orders when it reaches the door. **b.** Two logical supports: the numbers — “Last Saturday we sold 214 loaves before ten o’clock, and the queue reached the footpath by eight” — which show the team how big the rush gets; and the cause and effect — “An empty rack slows the queue, and a slow queue loses walkers-by” — which shows why move one matters. **c.** The birthday-cake line appeals to warmth and pride: the team is not just serving 214 loaves, it is looking after a real regular. That feeling gives the three dry moves a reason to matter — people work harder for a person than for a number.

(Model response: 143 words)

Example 2 — scaffolded

Task. Leah, a Year 12 student, speaks at a Bellwater District Council community forum about youth services. Read the transcript below.

- a.** State Leah’s claim — what she wants the council to do. (1 mark)
- b.** Identify one piece of reasoning and explain how it works. (2 marks)
- c.** Identify one emotional appeal and name the feeling it works on. (1 mark)

d. Evaluate the line “Everyone knows our library is the best building in town.” Is it strong or weak reasoning? Give grounds for your judgement. (2 marks)

Stimulus — Bellwater District Council community forum, Thursday 12 November 2026: speech transcript.

The forum is asking locals what youth services the town needs. Leah speaks for two minutes.

Leah (Year 12 student): Thank you for the chance to speak. My ask is simple: keep a study hub open in the library until 8 pm on weeknights.

Start with the head part. In September the library asked 180 people who use the building what they needed. One hundred and seventeen of them — almost two in three — said they would use a study hub that stayed open late. That is not a guess; that is your own survey.

Now the part the survey cannot show. I live with my little brother and a shift-worker mum. The kitchen table is the only desk in the house, and by six o’clock it is dinner. So where does a student like me study? Last Tuesday I sat on the floor of the food court with my biology notes. I am not the only one — ask any teacher.

Everyone knows our library is the best building in town. Give us one late night and we will fill it.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Working	Comment
Command terms: <i>state, identify, explain, evaluate</i> — judge and give grounds. Four parts, 6 marks.	Step 1. <i>Evaluate</i> is the newest verb here: it wants a judgement (strong or weak) plus the reasons for it.
Claim: keep a study hub open in the library until 8 pm on weeknights. This is an advocacy speech — Leah wants the council to back a change.	Step 2. Pass one — find the claim. She states it in her first line, which is good advocacy practice: the ask out in the open.
Head material: the council-side survey — 117 of 180, “almost two in three”, “That is not a guess; that is your own survey.” Reasoning: cause and effect in her own story — the only desk becomes dinner by six, so she ends up on the food-court floor.	Step 3. Pass two — list the head material. Part b wants one piece of <i>reasoning</i> : the join from evidence to claim, not just a number sitting there.
Heart material: “Last Tuesday I sat on the floor of the food court with my biology notes.” Feelings: sympathy, and a sense of unfairness — a student doing schoolwork on a fast-food floor while the town’s library shuts early.	Step 4. Pass three — find the heart material and name its feeling.
The suspect line: “Everyone knows our library is the best building in town.” What is the support? None is offered. Who counted “everyone”? Nobody.	Step 5. Run the because test on the line in part d . “Everyone knows” claims that everybody already agrees — agreement is not evidence. This trap has a name: the bandwagon.
a. The claim: keep a study hub open in Bellwater Public Library until 8 pm on weeknights.	Step 6. Draft the answers, one part at a time.
b. One piece of reasoning: the cause and effect in Leah’s own week — the kitchen table is the only desk, by six it is dinner, so she studies “on the floor of the food court”. It works because it joins the evidence (her real Tuesday) to the claim (without a late hub, students have nowhere to study).	Step 7. For <i>identify</i> + <i>explain</i> : name the move, quote it, then say what job it does in the argument. (The survey reasoning — “That is not a guess; that is your own survey” — is also fully creditable.)
c. The food-court picture. Feeling: sympathy, with a sense of unfairness.	Step 8. One appeal named, one feeling named — that is the mark.
d. Weak. “Everyone knows” is a bandwagon: it claims that everybody already agrees instead of offering a support, and nobody has shown it. It also misses the ask — even if the library is the best building in town, that does not by itself show a late hub is needed. The survey	Step 9. For <i>evaluate</i> : judgement first (weak), then grounds — name the trap, say why the line fails the because test, and point at the stronger support the speech already contains.

number she already gave does that job.

Assembled response. a. The claim: keep a study hub open in Bellwater Public Library until 8 pm on weeknights. **b.** One piece of reasoning: the cause and effect in Leah’s own week — the kitchen table is the only desk, by six it is dinner, so she studies “on the floor of the food court”. It works because it joins the evidence (her real Tuesday) to the claim (without a late hub, students have nowhere to study). **c.** The food-court picture. Feeling: sympathy, with a sense of unfairness. **d.** Weak. “Everyone knows” is a bandwagon: it claims that everybody already agrees instead of offering a support, and nobody has shown it. It also misses the ask — even if the library is the best building in town, that does not by itself show a late hub is needed. The survey number she already gave does that job.

(Model response: 143 words)

Example 3 — unscaffolded

Task. Two Rivergum Institute students pitch the same ask to the student council — a free Wednesday-morning breakfast club for students. Read both transcripts.

- a.** Explain one difference in the way the two pitches try to influence the council. (2 marks)
- b.** Suggest one line each student could add — one that strengthens what their pitch lacks — and explain why. (2 marks)

Stimulus A — Rivergum Institute student council, Wednesday 11 November 2026: Pitch A (transcript).

Hamish: A breakfast club costs less than you think and saves more than you know. The student services survey says one in four of us skips breakfast on class mornings. Skipped breakfast means a flat first two hours — teachers see it in every Wednesday roll. The cafeteria is empty until eleven anyway, so we need a volunteer roster, toast, cereal and fruit — about \$4 a head a week, and the student activities fund can cover the first term. If we trial it for six weeks and count the numbers, we can decide with evidence, not vibes.

Stimulus B — the same student council meeting: Pitch B (transcript).

Bianca: Picture Wednesday, 8.15 am. You got off a late bus again, your stomach is growling, and first period is maths. Now picture this instead: you walk into the cafeteria and it smells like toast. Someone has saved you a seat. That is what a breakfast club is — not free food, a soft landing. Nobody should start their day hungry and alone. I started here knowing nobody; a table like this is how I found my people. Give us the cafeteria on Wednesdays, and we will give students a reason to arrive smiling.

Note: this task uses synthetic documents — they were written for this book and are not real organisational, government or business documents.

Model response.

a. The two pitches travel different roads to the same ask. Hamish works on the head: a survey figure (“one in four of us skips breakfast”), cause and effect (“Skipped breakfast means a flat first two hours”), a cost (“about \$4 a head a week”) and a low-risk trial (“if we trial it for six weeks and count the numbers”). Bianca works on the heart: a picture you can smell (“it smells like toast”), belonging (“Someone has saved you a seat”), her own story (“a table like this is how I found my people”) and a value (“Nobody should start their day hungry and alone”).

b. Hamish could add one heart line — for example, “Nobody should sit through maths with an empty stomach” — because the council members are students too, and a line they have lived makes his numbers land on feeling. Bianca could add one head line — for example, “Twelve students have already put their names down to run it, and the room is free until eleven anyway” — because a council that hands out money and rooms needs to see that the plan can actually be done.

(Model response: 188 words)

Takeaway: same ask, two roads. Head material shows the plan can work; heart material makes people want it to. The strongest pitch — and the strongest presentation you build — travels both.

Example 4 — unscaffolded

Task. Sione speaks at a Fernhill City Council community forum, asking the council to run a free weekly shuttle bus for older residents. His speech carries both strong and weak reasoning.

- a. Identify two examples of weak reasoning, name each move, and explain why each is weak. (4 marks)
- b. Identify one strong support in the speech and explain why it holds up. (2 marks)

Stimulus — Fernhill City Council community forum, Thursday 19 November 2026: speech transcript.

Sione (local resident): Thank you for the chance to speak. I am asking this council to run a free weekly shuttle for our older residents — to the shops and the medical clinic.

My nan missed two clinic appointments last month, because the taxi fare ate her pension. A community health nurse told this forum last month that missed appointments mean conditions get treated later, when they cost more and hurt more. That is the real price of a \$30 taxi each way.

I spoke to four seniors at the bowls club, and all four said they stay home rather than pay the fare — so every senior in Fernhill is stuck at home, and we should be ashamed of it. Either this council runs a free weekly shuttle, or our old people sit at home and fade away. And the councillor who spoke before me voted against the last shuttle idea, which tells you everything about who he cares for.

One day a week, two stops, the community bus the council already owns. That is all I am asking.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Model response.

a. Weak move one — over-generalising: “I spoke to four seniors at the bowls club and all four said they stay home rather than pay the fare — so every senior in Fernhill is stuck at home.” Four people at one club cannot prove a rule about every senior in town. The example is worth telling, but the jump from four to “every” is where the reasoning breaks.

Weak move two — the either-or trap: “Either this council runs a free weekly shuttle, or our old people sit at home and fade away.” It hides every other choice — a cheaper fare, a volunteer driver roster, a shared route — and the fear inside “fade away” pressures the room instead of persuading it.

b. The strong support: “A community health nurse told this forum last month that missed appointments mean conditions get treated later, when they cost more and hurt more.” It holds up because it comes from a health worker whose job is knowing this, because it is a reason with a *because* inside it — missed appointments lead to later treatment, and later treatment costs more and hurts more — and because it can be checked: the nurse said it at this same forum.

(Model response: 199 words)

Takeaway: one speech can carry strong and weak moves at once. Find the support that holds and you know what the case really rests on; find the traps and you know where it is thin — in other people’s speeches, and in your own drafts.

Practice questions

Scaffolded

Question 1 (5 marks)

Here are five terms from this section and five descriptions of what each one means.

1. Claim
2. Logical support
3. Emotional appeal
4. Over-generalising
5. Either-or trap

A. treating one or two examples as proof of a rule about everyone B. a fact, a number or a checkable reason — material that works on the head C. what the speaker wants the audience to believe or do D. presenting only two choices when there are more E. a story, picture or line that makes the audience feel something

a. Write your five pairs, for example “1 — C”. One mark for each correct pair.

5 marks

Question 2 (3 marks)

Read the Harbour Street Bakery transcript in Example 1 again, and complete each sentence.

a. “The main advice is that the team should ____.”

1 mark

b. “The figure ‘214 loaves’ works on the <head / heart>. It is a logical support because it ____.”

1 mark

c. “The birthday-cake line makes the team feel ____, and that feeling helps them ____.”

1 mark

Question 3 (3 marks)

Stimulus — Bellwater Community Health: a nurse’s two-minute talk (transcript).

The nurse speaks at a community morning-tea, to local adults and retirees, about the free health-check round.

Nurse: Free health checks are back, and booking one takes two minutes. The check measures blood pressure and blood sugar — two quiet problems, because you cannot feel them until they are serious. If you book this week, you will be seen before the holiday rush; if you wait, the first opening is in February. Last year we checked 120 people, and 30 of them went on to see their doctor early — two caught diabetes in time to manage it with food alone. My own dad skipped checks for years. “She’ll be right,” he said. He is the reason I say this now: get checked, for the people who need you around.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

a. Complete: “The nurse’s advice is: ____.”

1 mark

b. Complete: “The line ‘you cannot feel them until they are serious’ is reasoning, because it shows ____.”

1 mark

c. Complete: “The story about the nurse’s dad appeals to the feeling of ____, and it works because ____.”

1 mark

Question 4 (6 marks)

Stimulus — Torrens Automotive: first-week induction talk (extract, transcript).

Yusuf, the owner, talks six new apprentices through their first week in the workshop.

- Yusuf (owner):** 1. Every job card here lists the customer's own words about the fault — read it twice before you touch a spanner.
2. A road test takes fifteen minutes; a comeback costs the customer a day off work and costs us the repair.
3. The whiteboard by the door lists every job, who owns it and when it is due — check it before you ask me.
4. I was seventeen and terrified on my first day in a workshop. Everyone is, and nobody laughs at you for it here.
5. Think of the first engine you ever heard start. That moment is waiting for you in week one.
6. My first boss told me a workshop is only as good as the people in it. He was right — and now it is your turn to prove it.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Write **L** or **E** beside each of the six lines. **L** = the line works on the head — facts, numbers, rules and reasons. **E** = the line works on the heart — feelings, pictures, stories and values. One mark for each line.

Question 5 (4 marks)

Stimulus — four lines from four speakers at a community forum (transcript).

The forum is deciding whether to build a new footpath outside the primary school. These are four lines from four different speakers.

1. “The footpath will keep kids safe — the council's own traffic count says 300 cars use that street in the school hour.”
2. “I watched one driver speed past that school last week. That is how parents in this town drive — all of them.”
3. “Either we build the footpath, or we wait for the first child to be hurt.”
4. “The engineer's report rates our footpaths fourth-worst in the district, so this corner is a fair first fix.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

a. Identify the two lines that rely on weak reasoning, and name the move in each one. Box: *attacking the person · either-or trap · false cause · over-generalising* 2 marks

b. Complete the frame for one of the two: “Line ____ is weak reasoning because ____.” 2 marks

Question 6 (5 marks)

Read the forum speech in Example 2 again — Leah's ask for a late study hub.

a. The library asked 180 people what they needed, and 117 said they would use a late study hub. Calculate this figure as a percentage. Give your answer to 1 decimal place. 2 marks

b. Leah describes the figure as “almost two in three”. Use your answer to evaluate whether that description is fair. 1 mark

c. Complete: “The survey number on its own might not move the council, so Leah ____; the food-court story on its own might not convince them, so she ____.” 2 marks

Un scaffolded

Question 7 (4 marks)

Read the two Rivergum Institute pitches in Example 3 again.

- a. Identify one reasoning move in Hamish's pitch and explain how it supports his ask. 2 marks
- b. Identify the feeling that Bianca's "soft landing" picture works on, and explain why it suits this audience. 2 marks

Question 8 (3 marks)

Read the seniors-shuttle speech in Example 4 again.

- a. Evaluate the line "the councillor who spoke before me voted against the last shuttle idea, which tells you everything about who he cares for". Why does this line weaken Sione's case rather than strengthen it? 2 marks
- b. Suggest one thing Sione could say about that earlier vote instead. 1 mark

Question 9 (4 marks)

Stimulus — Eastvale Community House community meeting, Wednesday 18 November 2026: speech transcript.

The meeting is asking the council to support local projects. The speaker wants a weekly community compost drop-off at the house.

Speaker (local gardener): Yes, I know — I am asking you to think about rubbish. But stay with me. Our bins are half food scraps; the council's own waste count says so. Scraps in landfill make methane — you know it as the gas from a swamp — while the same scraps in a compost bay come back as soil. Our garden beds at the house are tired; two years of our own compost would feed them, and we would stop buying soil in. The petition for a weekly compost drop-off at the house started with 320 signatures and passed 400 this week. That is growth of more than 30 per cent in two months. Four hundred neighbours, telling you they will carry their scraps in a bucket. All we need from the council is the bays, the signage and one truck a fortnight. Give us the bays and we will do the carrying.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

- a. State the speaker's claim. 1 mark
- b. Identify two logical supports, quoting the speech's own words. 2 marks
- c. Explain how the picture "Four hundred neighbours, telling you they will carry their scraps in a bucket" works on the audience. 1 mark

Question 10 (4 marks)

Read the compost-hub speech in Question 9 again.

- a. The petition grew from 320 signatures to 400 signatures. Calculate the percentage increase. Give your answer to 1 decimal place. 2 marks
- b. Evaluate whether the speaker's claim "growth of more than 30 per cent in two months" is accurate. Use your answer from part a to back your judgement. 2 marks

Question 11 (4 marks)

You are giving a two-minute talk to advise next year's students about their first week at your school or institute.

Write your opening, in 60–80 words. Include one logical support and one emotional appeal, and label each one in brackets — for example "(logical support)". Marks: one for the logical support, one for the emotional appeal, one for both labels, one for clear advice that fits the word range.

Question 12 (5 marks)

A student who volunteers at Muddy Boots Community Garden is preparing an advocacy presentation for the garden's committee. The ask: fund a rainwater tank for the shed roof. The student's research notes:

- the garden spends about \$60 a month on town water through summer
- the shed roof is big enough to fill a 5,000-litre tank in a normal winter
- last January, seedlings in the garden bed died when a water delivery did not arrive
- the garden's working bees already bring members together, and members have offered to install a tank themselves

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Complete the student's presentation plan.

- a. Claim — what the presentation asks the committee to do. 1 mark
- b. Two reasons, each with one logical support from the notes (or one of your own). 2 marks
- c. One emotional appeal — a story, picture or value the student could use. 1 mark
- d. One weak move the student should avoid, and why. 1 mark

Question 13 (4 marks)

The bakery pre-shift talk in Example 1 advises; the shuttle speech in Example 4 advocates.

- a. Explain why the advising talk leans more heavily on logic than the advocating speech does. 2 marks
- b. Explain why the advocating speech leans more heavily on emotion — and why leaning that way carries a risk that Sione falls into. 2 marks

Question 14 (3 marks)

Stimulus — Ellison Grove Neighbourhood Centre: pitch to a small-grants round (transcript).

The grants panel gives small amounts to local projects. The speaker, a teenage volunteer, is pitching for money to paint a mural on the centre's front wall.

Speaker: Imagine walking down Ellison Grove and the whole grey wall outside our centre is alive — colour, faces, our street, us. A mural would make everyone who passes it smile. It would be the coolest thing this suburb has ever had, and honestly, it would make me cry a little to see our crew's names on it. Everyone at school would come and look at it. Just picture it!

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

- a. Identify one thing this pitch is missing. 1 mark
- b. Suggest two additions that would make the pitch stronger for a grants panel — one logical support and one reason — and explain why each would help. 2 marks

Question 15 (3 marks)

A friend is preparing a presentation about a community morning their group ran. About 60 people came. Your friend says: "I will tell the class 200 people came. It sounds better, and nobody will check."

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Explain why the stretched number is weak reasoning. 1 mark
- b. Explain the risk your friend runs if a classmate asks, "How did you count?" 1 mark
- c. Suggest one thing your friend could say instead that keeps the morning sounding good — and stays true. 1 mark

Question 16 (4 marks)

In this unit you will negotiate a topic and complete an oral presentation. Start that planning here.

- a. State a topic you could speak on — advising or advocating — and say which of the two jobs it does. 1 mark
- b. Give one logical support you would use. 1 mark
- c. Give one emotional appeal you would use. 1 mark
- d. Explain why your balance of head and heart suits your topic and audience. 1 mark

Question 17 (3 marks)

Read the compost-hub speech in Question 9 again.

- a. Identify the humorous moment in the speech. 1 mark
- b. Explain two things the humour does for this speech. 2 marks

Question 18 (6 marks)

Stimulus — Hartley Lakes Community House committee meeting: speech transcript.

A volunteer asks the house committee to back a new monthly program.

Speaker (volunteer): I am asking the committee to back a Repair Together afternoon — one Saturday a month, where people bring broken things and our skilled volunteers fix them alongside the owner: a toaster, a bike wheel, a hem, a wobbly chair.

The head case first. Households throw small machines away every week, because a repair shop's price for the job costs more than the machine; our afternoon fixes them for the price of a donated part. The house already runs a games afternoon and a Friday lunch, so we have the hall, the tables and the volunteers — the only new thing is a sign. And every fixed kettle is one less kettle in the landfill.

Now the heart case. Last winter, one of our Friday-lunch regulars brought in a radio that had belonged to her late husband. Two volunteers spent an hour on it — a loose wire, that was all. When it played, she cried, and the whole table clapped.

We are not asking for much: one Saturday a month, one line in the newsletter. We are not funding repairs. We are funding belonging.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Read the speech, then write about the way the speaker tries to influence the committee. Cover:

- the claim
- two logical supports, quoting the speech's own words
- two emotional appeals, quoting the speech's own words
- a judgement on whether the balance of head and heart suits this audience and purpose

One mark for each point that is backed by the speaker's own words. Write about 150 words.

Answers

Short items give the must-includes — the parts an answer needs for full marks, in <angle brackets>, with examples after “for example” or “e.g.”. Write and extended items give the route and point to the Fully-worked solutions for the model.

Q1. Match (5). 1—C; 2—B; 3—E; 4—A; 5—D.

Q2. Complete (3). **a.** <work the Saturday morning rush as a team with three set moves — stock the rack two trays deep, keep one person on the register, walk the queue when it reaches the door>. **b.** <head>; <gives a checkable measure of how big the rush gets, so the advice rests on a fact rather than a feeling>. **c.** <warmth and pride — the team is looking after a real regular>; <do the extra work the three moves ask for — people work harder for a person than for a number>.

Q3. Complete (3). **a.** <book a free health check this week — the booking takes two minutes>. **b.** <why the check cannot wait for symptoms: blood pressure and blood sugar give no warning until they are serious>. **c.** <care for family — “for the people who need you around”>; <a story from the nurse’s own family makes the advice feel earned, not preached>.

Q4. Identify (6). 1 — <L>; 2 — <L>; 3 — <L>; 4 — <E>; 5 — <E>; 6 — <E>.

Q5. Identify (2) + complete (2). **a.** <line 2 — over-generalising>; <line 3 — either-or trap>. **b.** e.g. <line 2 is weak reasoning because one speeding driver cannot prove how every parent in town drives — the example is real but the rule it is stretched to is not>; or <line 3 is weak reasoning because there are more than two choices — the council could stage the build, apply for a grant or trial a crossing first — and the line hides them behind a fear>.

Q6. Calculate (2) + evaluate (1) + complete (2). **a.** $117 \div 180 = 0.65 = 65.0\%$ (1 decimal place). **b.** <fair — two thirds is about 66.7%, and 65.0% sits just below it, which is what “almost” honestly claims>. **c.** <gives the council a picture of one student’s Tuesday — the food-court floor, so the number has a face>; <backs the picture with a checkable number — 117 of 180 from the council-side survey, so the feeling has a foundation>.

Q7. Identify (2) + explain (2). **a.** one of — <cause and effect: “Skipped breakfast means a flat first two hours” — joins the survey fact to a classroom cost the council can picture>; <if-then trial reasoning: “If we trial it for six weeks and count the numbers, we can decide with evidence” — turns the ask into a low-risk test>; <cost and comparison: “about \$4 a head a week” with a room “empty until eleven anyway” — shows the ask is cheap and doable>. **b.** <comfort and belonging>; <the student council is made of students — they have caught the late bus and skipped breakfast, so the picture is their own Wednesday, and “Nobody should start their day hungry and alone” is a value they share>.

Q8. Evaluate (2) + suggest (1). **a.** <it attacks the person instead of the argument — it says nothing about the shuttle itself, so it adds no support to the claim>; <it turns a decision into a loyalty test, which makes the councillor defensive and gives fence-sitters a grudge to listen to instead of a case>. **b.** e.g. <answer the objection the vote showed, not the voter: “The last proposal failed on cost — this one is smaller: one day a week, two stops, the bus the council already owns”>.

Q9. State (1) + identify (2) + explain (1). **a.** <that the council should provide compost bays, signage and a fortnightly truck for a weekly community compost drop-off at Eastvale Community House>. **b.** any two of — <“Our bins are half food scraps; the council’s own waste count says so”>; <cause and effect / comparison: “Scraps in landfill make methane [...] while the same scraps in a compost bay come back as soil”>; <the garden’s need and saving: “Our garden beds at the house are tired; two years of our own compost would feed them”>; <the petition: “started with 320 signatures and passed 400 this week”>; <the small, specific ask: “the bays, the signage and one truck a fortnight”>. **c.** <it turns a number into people — neighbours doing one small, doable thing — answers the meeting’s silent question “who would actually use this?” and makes the scheme feel already under way>.

Q10. Calculate (2) + evaluate (2). **a.** $\text{increase} = 400 - 320 = 80$; $80 \div 320 = 0.25 = 25.0\%$ (1 decimal place). **b.** <not accurate — 25.0% is less than 30%, so “more than 30 per cent” overstates the growth>; <the honest number still helps the case: a quarter more signatures in two months is real growth, and a number the meeting can check builds the trust a stretched number destroys>.

Q11. Write (4). Route: a 60–80-word opening of an advising talk; one logical support and one emotional appeal, each labelled in brackets; advice clear and suited to incoming students. See Fully-worked solutions for the model.

Q12. Complete (5). **a.** <the committee should fund a rainwater tank for the shed roof>. **b.** any two reasons, each with a support, e.g. <it saves money — the garden spends about \$60 a month on town water through summer>; <it protects the garden when deliveries fail — last January the seedlings died when a water delivery did not arrive>; <it is doable — the shed roof fills a 5,000-litre tank in a normal winter, and members will install it at a working bee>. **c.** <one appeal, e.g. the January seedlings story — a loss members already lived through; or pride — “our own roof waters our own beds”>. **d.** <one weak move + reason, e.g. the either-or trap (“Fund the tank or watch the garden die”) — the committee can see other options, and a stretched case makes the honest numbers look stretched too; or over-generalising from the one hot January>.

Q13. Explain (4). **a.** <an advising talk asks listeners to act on its words — the bakery team will run Saturday from what M. Chen says — so it must be trustworthy and clear: numbers, causes, steps>; <advice resting on feeling alone leaves the team warm but still getting the rush wrong>. **b.** <an advocating speech asks strangers to care first — the councillors do not live Sione’s nan’s week — so story and fear open a door that facts alone might not>; <feelings cannot be checked; once the door is open the case still has to hold, and Sione leans on shame, an either-or and an attack — moves that make listeners defensive instead of convinced>.

Q14. Identify (1) + suggest (2). **a.** <head material — no cost, no facts, no reasons: the pitch is all picture and feeling>. **b.** <one logical support, e.g. a costed plan — “\$500 for paint and brushes, with written prices”>; <one reason joining the mural to the panel’s purpose, e.g. “the wall faces the shops, so the mural tells every shopper the centre is here — advertising the panel’s money can buy”>; each <explained for an audience that spends money: the panel needs to see the ask is real, counted and useful>.

Q15. Explain (2) + suggest (1). **a.** <the number supports nothing — “200” has no count behind it, so the claim is a conclusion with no support; it fails the because test>. **b.** <trust — one invented figure, caught once, and the class discounts everything else the friend says, including the true parts>. **c.** e.g. <“Sixty people came — more than our last two mornings put together — and every one of them stayed for the barbecue” — true, still growing, and checkable>.

Q16. State (1) + give (2) + explain (1). Route: any topic of the student’s own, advising or advocating — <a stated topic, named as advising or advocating>; <one logical support that fits it>; <one emotional appeal that fits the audience>; <a balance explanation tied to the job: advising leans head-first because listeners will act on the words; advocating lets heart material open the door, then head material seal the case>. See Fully-worked solutions for a model.

Q17. Identify (1) + explain (2). **a.** <the opening: “Yes, I know — I am asking you to think about rubbish. But stay with me.”>. **b.** any two of — <it names the awkward topic and relaxes the room, so “rubbish” does not push listeners away before the case starts>; <it makes the speaker likable — a room that has laughed with a speaker listens longer>; <it sets up the plain ask — after the joke, the speech can be straight and specific without sounding dull>.

Q18. Extended response (6). Route: one mark per cover point — <claim: a Repair Together afternoon, one Saturday a month, backed by the committee — “people bring broken things, and our skilled volunteers fix them alongside the owner”>; <logical support one: the cost reasoning — machines are thrown away “because a repair shop’s price for the job costs more than the machine”, while the afternoon fixes them “for the price of a donated part”>; <logical support two: the house already has the hall, tables and volunteers — “the only new thing is a sign” — and/or “every fixed kettle is one less kettle in the landfill”>; <emotional appeal one: the radio story — a regular’s late husband’s radio, “a loose wire, that was all”, and the table that clapped when it played>; <emotional appeal two: the values close — “We are not funding repairs. We are funding belonging.”>; <judgement: the balance suits — a committee that must spend real money gets the head case first (cheap, ready, landfill-saving), and the heart case shows what the money really buys>. Plan skeleton: claim → head supports → heart appeals → balance judgement. See Fully-worked solutions for the model.

Fully-worked solutions

Question 1

Match (5): pair each term with what it means.

- 1 → C — the claim is what the speaker wants the audience to believe or do; everything else in the talk serves it.
- 2 → B — a logical support works on the head: a fact, a number or a reason that can be checked.
- 3 → E — an emotional appeal works on the heart: a story, picture or line that makes the audience feel something.
- 4 → A — over-generalising stretches one or two examples into a rule about everyone: “one driver sped, so all parents speed”.
- 5 → D — the either–or trap presents only two choices when there are more: “build it now, or wait for a child to be hurt”.

(Model response: 106 words)

Marker’s note: These five terms do most of the work in this section. Every later answer names a move from this list.

Question 2

Complete (3): finish each sentence from the Example 1 transcript.

- a. “The main advice is that the team should **work the Saturday morning rush with three set moves — stock the rack two trays deep, keep one person on the register, and walk the queue when it reaches the door.**”
- b. “The figure ‘214 loaves’ works on the **head**. It is a logical support because it **gives a checkable measure of how big the rush gets, so the advice rests on a fact rather than a feeling.**”
- c. “The birthday-cake line makes the team feel **warmth and pride — they are looking after a regular, not just serving loaves**, and that feeling helps them **do the extra work the three moves ask for.**”

(Model response: 111 words)

Marker’s note: In part c, any of warmth, pride or belonging is creditable — the mark is for naming a feeling and tying it to the work.

Question 3

Complete (3): finish each sentence from the nurse’s talk.

- a. “The nurse’s advice is: **book a free health check this week — the booking takes two minutes, and a booking this week is seen before the holiday rush.**”
- b. “The line ‘you cannot feel them until they are serious’ is reasoning, because it shows **why the check cannot wait for symptoms: blood pressure and blood sugar give no warning, so the only way to catch them early is to be checked.**”
- c. “The story about the nurse’s dad appeals to the feeling of **care for family — ‘for the people who need you around’**, and it works because **a story from the nurse’s own family makes the advice feel earned, not preached.**”

(Model response: 111 words)

Common errors: part a answered with the topic (“health checks”) instead of the advice — the advice is what the nurse wants listeners to *do*: book, this week.

Question 4

Identify (6): sort each line — head or heart.

1 — **L**. A rule with its reason built in: the customer's own words tell you the fault, so you read before you touch.

2 — **L**. A comparison with numbers: fifteen minutes of road test against a day off work and a repeat repair.

3 — **L**. A rule and a system: the board carries facts — jobs, owners, due times.

4 — **E**. Reassurance: the owner admits his own first-day fear, so the new apprentices feel less alone.

5 — **E**. A picture and excitement: "the first engine you ever heard start".

6 — **E**. Pride and values: the boss's saying handed on — "now it is your turn to prove it".

(Model response: 106 words)

Common errors: line 2 counted as emotion because it hints at a story. Run the head/heart test on the line's job: it compares two costs, and comparisons are reasoning — head material. Line 6 quotes the boss, but quoting someone is not automatically a logical support — his saying carries pride, not evidence.

Question 5

Identify (2): the two weak lines and their moves. *Complete (2):* the frame, with grounds.

a. Line 2 — over-generalising. Line 3 — the either-or trap.

b. "Line 2 is weak reasoning because **one driver seen speeding cannot prove how every parent in this town drives — the example is real, but the rule it is stretched to is not.**"

Other fully creditable: "Line 3 is weak reasoning because **there are more than two choices — the council could stage the build, apply for a grant, or trial a crossing first — and the line hides all of them behind a fear.**"

Lines 1 and 4 are strong: each carries a checkable support — the council's own traffic count, the engineer's report. The unused box items are *false cause* and *attacking the person*; no line in this set uses them.

(Model response: 119 words)

Marker's note: Distractors in a box are there to be refused. Naming a trap that the line does not use loses the mark, however confident it sounds.

Question 6

Calculate (2): percentage of an amount, 1 decimal place. *Evaluate (1):* judge the description against the arithmetic.

Complete (2): how the head and heart material back each other up.

a. $117 \div 180 = 0.65$. As a percentage: $0.65 \times 100 = 65\%$. Written to 1 decimal place, the answer is **65.0%**.

b. Fair. Two thirds as a percentage is about 66.7%, and 65.0% sits just below it — which is exactly what "almost two in three" honestly claims.

c. "The survey number on its own might not move the council, so Leah **gives it a face — her own Tuesday, studying on the floor of the food court**; the food-court story on its own might not convince them, so she **backs it with a checkable number — 117 of the 180 people the library asked.**"

(Model response: 100 words)

Common errors: writing 65% without the .0 when 1 decimal place is asked for; treating 117 of 180 as "117 per cent"; and in part **b**, answering "unfair" with no arithmetic — the judgement must use both numbers, 65.0% and about 66.7%.

Question 7

Identify (2): a reasoning move, quoted. *Explain (2):* how the move supports the ask; then the feeling in Bianca's picture and its fit with the audience.

- a.** One reasoning move in Hamish's pitch: cause and effect — "Skipped breakfast means a flat first two hours — teachers see it in every Wednesday roll". The move joins his survey fact (one in four skip breakfast) to a cost the council can picture (flat classes), so the breakfast club answers a real problem, not just a nice idea. Other fully creditable: the if-then trial reasoning — "If we trial it for six weeks and count the numbers, we can decide with evidence, not vibes" — which makes saying yes low-risk; or the cost comparison — "about \$4 a head a week" in a room that "is empty until eleven anyway" — which shows the ask is cheap and doable.
- b.** The feeling: comfort and belonging — "a soft landing", "Someone has saved you a seat", "that is how I found my people". It suits this audience because the student council is made of students: they have caught the late bus and skipped the breakfast, so Bianca's picture is not decoration — it is their own Wednesday, and a picture they recognise makes them want to say yes.

(Model response: 181 words)

Marker's note: Part **a** wants the join, not just a quote: name the move, quote it, then say what it does for the ask.

Question 8

Evaluate (2): judge the line and give grounds. *Suggest (1):* a replacement that argues, not attacks.

- a.** The line attacks the person instead of the argument. It says nothing about the shuttle — not its cost, not its need — so it adds no support to the claim. It also turns a decision into a loyalty test: a councillor painted as uncaring in public will defend himself rather than listen, and listeners on the fence hear a grudge where a case should be.
- b.** Suggested replacement — answer the objection the vote showed, not the voter: "The last proposal failed on cost. This one is smaller: one day a week, two stops, using the community bus the council already owns." Any suggestion that addresses the earlier vote's problem — cost, timing, route — instead of the councillor's character earns the mark.

(Model response: 120 words)

Common errors: calling the line "emotional appeal — acceptable, because passion persuades". Passion supports a case; a personal attack replaces one. The emotion toolkit works *for* the claim, never against the person arguing the other side.

Question 9

State (1): the claim in one sentence. *Identify (2):* two logical supports, quoted. *Explain (1):* what the bucket picture does.

- a.** Claim: the council should provide compost bays, signage and a fortnightly truck so Eastvale Community House can run a weekly community compost drop-off.
- b.** Two logical supports: the council's own waste count — "Our bins are half food scraps; the council's own waste count says so"; and the cause-and-effect comparison — "Scraps in landfill make methane [...] while the same scraps in a compost bay come back as soil". Other fully creditable: the garden's need and saving — "Our garden beds at the house are tired; two years of our own compost would feed them, and we would stop buying soil in"; the petition numbers; the small, specific ask — "the bays, the signage and one truck a fortnight".
- c.** The picture turns a number into people: four hundred neighbours doing one small, ordinary thing — carrying a bucket. It answers the meeting's silent question ("who would actually use this?") and makes the scheme feel already under way.

(Model response: 153 words)

Marker's note: Part **b** wants *logical* supports — the petition is a number, so it counts; the methane line counts as reasoning because the because-chain is in the words.

Question 10

Calculate (2): percentage increase, 1 decimal place. *Evaluate (2):* judge the speaker's claim against the arithmetic.

a. Increase in signatures: $400 - 320 = 80$. Percentage increase: $80 \div 320 = 0.25$; $0.25 \times 100 = 25\%$. To 1 decimal place: **25.0%**.

b. The claim is not accurate. 25.0% is less than 30%, so “growth of more than 30 per cent” overstates the increase — the speaker has stretched a good number into a false one. The honest figure would still do the work: signatures up by a quarter in two months is real growth, and a number the meeting can check builds the trust that a stretched number destroys.

(Model response: 87 words)

Common errors: dividing by the new number instead of the original — $80 \div 400 = 20.0\%$ — the base of a percentage increase is where the count started, 320; and in part **b**, calling the claim “close enough”. 25.0% and “more than 30 per cent” are different claims, and the difference is checkable — which is the whole point of the section.

Question 11

Write (4): a 60–80-word opening, one logical support and one emotional appeal, both labelled, advice clear and suited to incoming students.

Quick show of hands — who plans to be nervous on day one? That is all of us. (emotional appeal) Here is the one habit that fixes week one: check the bus times the night before, not the morning of. Last year the four students who were late in week one all missed the same 8.05 bus. (logical support) Two minutes with the timetable the night before buys a calm start — and a calm start is how a good term begins.

(Model response: 80 words)

Marker's note: The model sits at the top of the word range and still does all four jobs: it advises, it supports, it appeals, and it labels. Notice the shape — the heart line opens (it buys attention), the head line follows (it carries the advice). That is the balance in miniature.

Question 12

Complete (5): fill the plan — claim, two reasoned supports, one appeal, one move to avoid.

a. Claim: the committee should fund a rainwater tank for the shed roof.

b. Reason one with support: the tank pays for itself — the garden spends about \$60 a month on town water through summer, and a tank filled by the shed roof replaces most of that. Reason two with support: the tank protects the garden when deliveries fail — last January the seedlings died because a water delivery did not arrive, and a tank holds a standing backup. Other fully creditable: the tank is doable — the roof fills a 5,000-litre tank in a normal winter, and members have offered to install it at a working bee, so the committee funds hardware, not labour.

c. Emotional appeal: the January seedlings story — a loss the members already lived through — or the pride picture: “our own roof waters our own beds”.

d. Weak move to avoid: the either–or trap — “Fund the tank or watch the garden die” — because the committee can plainly see other options (a smaller tank, a staged buy, a grant), and a stretched case makes the honest numbers look stretched too. Over-generalising from the one hot January is also creditable.

(Model response: 190 words)

Common errors: reasons without supports — “it saves money” alone is a claim, not a reason; the support is the \$60 a month.

Question 13

Explain (4): why each job leans the way it does, and the risk inside the lean.

- a.** The advising talk leans on logic because its listeners will act on its words: the bakery team runs Saturday from what M. Chen says, so the talk must be trustworthy and clear — a number that shows how big the rush gets, a cause behind each rule, steps in order. Advice resting on feeling alone leaves the team warmed up and still getting the rush wrong.
- b.** The advocating speech leans on emotion because it asks strangers to care first: the councillors do not live Sione's nan's week, so the story of a missed appointment and the fear of "fade away" open a door that bare facts might not. The risk: feelings cannot be checked. Once the door is open, the case still has to hold — and Sione leans on shame, an either-or and an attack, three moves that make listeners defensive instead of convinced.

(Model response: 145 words)

Marker's note: The balance is usual, not fixed — Leah in Example 2 advocates with a survey leading, because a council that spends money wants numbers. Credit any answer that ties the balance to the audience's job.

Question 14

Identify (1): what is missing. *Suggest (2):* one logical support and one reason, each explained for the panel.

- a.** The pitch is missing head material: no cost, no facts, no reasons — only picture and feeling.
- b.** Add one logical support — a costed plan, for example: "Five hundred dollars covers the paint, brushes and a sign-writer's outline; the centre has the prices in writing." It helps because a grants panel's job is to spend money sensibly, and written prices show the ask is real and counted. Add one reason joining the mural to the panel's purpose — for example: "The wall faces the shops, so the mural tells every shopper the centre is here." It helps because panels fund benefits the street can see, not only feelings the speaker has.

(Model response: 110 words)

Common errors: answering "the pitch needs more emotion" or "more detail about the design". The feeling is already the pitch's only material; what a panel cannot vote on is the missing head.

Question 15

Explain (2): why the number fails, and what it costs the speaker. *Suggest (1):* a true line that still sounds good.

- a.** The stretched number supports nothing: "200 people came" has no count behind it, so it is a conclusion with no support — it fails the because test, because the only honest *because* is "because I want it to sound better".
- b.** The risk is trust. A classmate who asks "How did you count?" and gets no straight answer will discount everything else in the presentation — including the parts that are true. One invented figure, caught once, costs the speaker every number they say afterwards.
- c.** For example: "Sixty people came — more than our last two mornings put together — and every one of them stayed for the barbecue." True, still growing, and checkable. Any true re-framing that keeps the morning sounding good earns the mark.

(Model response: 124 words)

Marker's note: Part **a** is a reasoning judgement (no support behind the claim); part **b** is a speaker judgement (what the lie costs the person). Keep the two apart — they are different marks.

Question 16

State (1) + give (2) + explain (1): your own presentation, planned. One model route:

- a.** Topic: advising next year's students about choosing a work placement — an advising talk.
- b.** Logical support: "Check the bus route before you sign up: a placement you can actually reach on a wet Monday in February is a placement you actually finish."
- c.** Emotional appeal: a short first-day story — "I stood outside the wrong door for ten minutes with my heart going" — and a pride close: "You will finish the year with a reference and a story."
- d.** Balance: advising leans head-first, because the listeners will act on the words — they choose placements from this talk — so the support must be practical and checkable. The story and the pride line are the seasoning that makes them want to listen to the practical part.

(Model response: 124 words)

Marker's note: Any topic earns full marks — advising or advocating, work, study or community — as long as part **b** is really head material, part **c** is really heart material, and part **d** explains the balance for that audience and job.

Question 17

Identify (1): the humorous moment. *Explain (2):* two jobs the humour does.

- a.** The opening: "Yes, I know — I am asking you to think about rubbish. But stay with me."
- b.** Two things the humour does. It names the awkward topic and relaxes the room, so "rubbish" does not push listeners away before the case starts. And it makes the speaker likable: a room that has laughed with a speaker listens longer — which matters here, because the ask that follows ("the bays, the signage and one truck a fortnight") needs the room still with her. Other fully creditable: the joke sets up the plain ask — after the laugh, the speech can be straight and specific without sounding dull.

(Model response: 106 words)

Marker's note: Humour is in the emotion toolkit, and like every appeal it is judged on its job — here it keeps a smelly topic listenable. A joke that fought the ask ("rubbish — thrilling, right?") would work against it.

Question 18

Extended response (6): one mark per cover point, each backed by the speaker's own words.

The speaker's claim is that the committee should back a Repair Together afternoon — one Saturday a month when “people bring broken things, and our skilled volunteers fix them alongside the owner”. Two logical supports: the cost reasoning — households throw small machines away “because a repair shop's price for the job costs more than the machine”, while the afternoon fixes them “for the price of a donated part”; and the doability case — the house “already runs a games afternoon and a Friday lunch”, so the hall, tables and volunteers exist and “the only new thing is a sign” (the landfill line, “every fixed kettle is one less kettle in the landfill”, is also creditable). Two emotional appeals: the radio story — a regular's late husband's radio, “a loose wire, that was all”, and the table that clapped when it played; and the values close — “We are not funding repairs. We are funding belonging.” The balance suits the job: a committee that must spend real money hears the head case first — cheap, ready, saving — and the heart case shows what the money really buys, so head and heart each do the work the audience needs from them.

(Model response: 194 words)

Marker's note: Each cover point earns its mark only with the speech's own words quoted or closely referenced — six floating opinions earn nothing. The judgement point wants the audience named (a committee that spends money) and the order noticed (head case first, heart case last).

Common errors: listing appeals without their job; calling the radio story “sad, so it is weak” — sadness that ends in clapping is belonging, which is exactly the case the speech is making; and writing past the point — 150 words is about one solid paragraph per two cover points.

Chapter 8 Speaking to advise or to advocate: constructing the presentation — 8D

Providing evidence to support advice or information

Theory

This chapter is about constructing a spoken presentation that advises or advocates. Earlier sections of this chapter looked at how to sequence and structure what you say, how language choice can influence an audience, and how speakers use logic, reasoning and emotion. This section looks at what you bring to back your words up: **evidence**.

When you advise people — help them decide what to do — or advocate — argue that something should change or be done — you are asking an audience to trust you. Trust does not come from speaking loudly or confidently. It comes from evidence: information you can point to that shows what you say is sound.

The Unit 4 study design states this skill in one line. In this book's words, by the end of this section you should be able to provide the evidence that supports the advice or information you present (Unit 4, Area of Study 2 key skills).

Three words in that line carry weight. **Provide** means bring it and present it — evidence you found but never say out loud supports nothing. **Support** means the evidence must actually hold your point up: it must fit the claim and be strong enough for it. **Evidence** is the subject of this whole section, and it gets a working definition below.

The study design also tells you what the presentation is for: it focuses on an area that interests the student, with a vocational or personal focus that is clearly stated (Unit 4, Area of Study 2).

So your evidence will serve a talk about work or training (a vocational focus) or a talk about your own life and community (a personal focus). Either way, the job is the same: find the evidence, test it, and say it in a way a listener can hold on to.

Working definitions

The study design uses the word *evidence* without defining it. This book works with these definitions:

Working definitions. Evidence is information a speaker can point to that shows what they say is sound: facts, numbers, examples, the words of people who know, and things that can be shown. A **claim** is what you say — your advice, your point, your case. A **source** is where the evidence comes from: the record, report, page or person behind it. Every question in this section can be answered on these definitions alone.

The kinds of evidence

Kind	What it is	A spoken example	What it does best
Fact	A statement that can be checked and found to be true	"The library is closed on Mondays."	Grounds the talk in what is actually the case
Statistic	A number from a count, a survey or a record	"In the council's 2026 survey, seven in ten parents said they worry about the ride to school."	Shows how big or how many — gives a problem its scale
Expert testimony	The words of someone whose work or training gives them knowledge (testimony means their stated words)	"The nurse who runs the program says the 20-second wash matters most at the door."	Borrows authority you do not have yourself
Example	One real case that shows what you mean	"Take last July's storm — the hall roof leaked for two days before anyone was called."	Makes an abstract claim concrete and easy to picture
Personal experience	What happened to you, or to someone in the room	"In my first month on the job I needed a torque	Honest and human — connects the audience to

Kind	What it is	A spoken example	What it does best
		wrench (a tool that tightens bolts to an exact setting) twice.”	the point
Demonstration	Showing the thing itself — holding it up, doing it, a photograph	“I have one here — pass it around and feel how light it is.”	Lets the audience see the evidence with their own eyes

No one kind is always best. Strong talks mix kinds: a number for scale, an example to make it stick, and a named person to trust.

Watch out. Personal experience is honest, but one story is not a pattern. Your bad week does not prove everyone’s bad year. Use your story to open the door — then take the audience through with evidence that covers everybody: a survey, a record, a named expert.

The five tests for strong evidence

Before a piece of evidence goes into your talk, ask five questions:

1. **Relevant?** Does it support *this* claim directly? A true fact that backs a different point is a wasted sentence.
2. **Accurate?** Is it true, and are you stating it correctly? Never stretch a number, and never sharpen “many” into “most” just because “most” sounds stronger.
3. **Named?** Can you say where it comes from? If you cannot name the source, you cannot use the evidence.
4. **Recent?** Is the date fresh enough for the topic? Prices, figures and programs all change. A 2019 number presented as today’s news misleads.
5. **Specific?** Exact names, numbers and dates beat “a lot of people” and “some say”. Specific evidence can be checked — and evidence that can be checked can be trusted.

Watch out. Strong evidence can still be stretched. A real number attached to a claim it does not support is worse than no evidence at all, because numbers arrive already trusted. Make every number carry exactly your claim — no more.

Making evidence speak

A presentation is not a page. Your audience cannot see a footnote, cannot re-read a hard sentence, and cannot stop a number to think about it. Your voice has to do all of that work.

- **Name the source in words.** “According to the council’s 2026 road-safety survey...” A spoken source-line is the footnote of a talk. (The full conventions for crediting other people’s work — attribution and copyright — are handled in Chapter 9 of this book. Here the point is simpler: your voice is where the source lives.)
- **Shape numbers for the ear.** Round them — “about 70 per cent”, “almost ten thousand” — then give the number’s meaning in everyday words: “that is seven in every ten parents at this forum”.
- **One big number per sentence.** Then pause. A listener needs a beat to let a number land before the next one arrives.
- **Keep quotations short, and name the person first.** “The coach who runs Strong Start says: ‘The first four weeks are body-weight only.’” Who they are, then what they said.
- **Show, where you can.** A photograph, an object passed around the room, a quick live check — evidence the audience can see beats evidence the audience must imagine.
- **One or two strong pieces per point.** A flood of figures does not convince; it drowns. Pick the best evidence and let it work.

Watch out. Round for the ear, but keep the meaning true. “About 70 per cent” is fine for 71 per cent. The word “most” hides whether the figure was 51 or 95 — if the size of the number matters, give the size.

Weak evidence to leave out

A listener cannot check what they hear, so weak evidence does more damage in a talk than on a page. Watch for:

- **“Everyone knows...”** — opinion dressed as fact. If everyone knew it, you would not need to say it.

- **“They say...” and “I read somewhere...”** — a source with no name. A source you cannot name is a source you cannot use.
- **Rumour** — what somebody heard about what might happen. Not recorded, not dated, not checked.
- **One story as proof** — “that just proves...” after a single case. A single case shows one case.
- **A number with no date and no home** — “studies show...” Which study? Who ran it? When?
- **A number that misses the claim** — true, specific, well-sourced ... and supporting a different point.
- **Invented “facts”** — never say a figure you cannot trace. In a presentation, your name is on every word.

Watch out. “Nobody who loves this garden would vote against it” is not evidence of any kind — there is nothing in it to check. Loyalty lines and pressure lines can win a cheer, but they cannot support advice, and a thinking listener notices exactly that.

Where evidence comes from

Chapter 1 of this book taught you to access relevant texts and to work out where to seek sources of information that are reliable and accurate. That work feeds straight into this section. Here is what it looks like for the two kinds of talk you are most likely to construct:

Talk	Good places to look
A civic talk — taking part in the life and decisions of your community	Council reports and surveys, community-group records (loan books, gate counts, volunteer rosters), published statistics, local organisations’ web pages, an interview with a coordinator
An everyday personal or vocational talk	Your own tracked records, product and service pages, published how-to guides, price lists, an interview with a trainer, supervisor or instructor

Strategy — the “how do you know?” audit. Read your talk draft aloud to yourself. After every claim, imagine a listener asking “How do you know?”. Circle every claim you could not answer. Each circle is either evidence to find, or a sentence to cut.

Strategy — plan with an evidence table. Earlier sections of this chapter handled the order and the wording of a talk; this table handles the backing. Plan it before you draft.

My point (claim)	Best evidence	The source I will name	The words I will say
Borrowing beats buying for expensive tools	Power tools made up 62 per cent of loans last year	The library’s own loan records	“In the library’s own loan records, 62 per cent of last year’s borrows were power tools — the expensive kind nobody wants to own for one job.”

Sentence frames. For any evidence line in a talk:

- Claim + backing: “My advice is _____. You can trust it because _____.”
- Naming a source: “According to _____ (who or what), _____.”
- A number for the ear: “_____ — that is _____.”
- An example: “Let me give you one example: _____.”
- An honest limit: “That is what happened in my case — yours may differ, and here is what to check.”

Command terms used in this section

Command term	What it wants
State	Give it briefly — one clear sentence
Identify	Find it and name it; point to the text’s own words when evidence is asked for
Explain	Say why or how, with reasons and evidence
Suggest	Put forward an idea that fits the brief — more than one

Command term	What it wants
	answer can be right
Match	Pair each item with the correct option
Complete	Fill the gaps in a sentence, a table or a frame
Rewrite	Write the given words again, changed to fit the task — keep the facts, change the shape

Worked examples

Example 1 — scaffolded

Task. Priya is constructing a presentation for her class: an advice talk called “Check before you click”, about buying online. Her talk’s central claim is that shoppers often find out the returns rules too late — so check them before you buy. Her evidence notebook holds four items she could use.

a. Identify the two items that best support her advice. (2 marks)

b. Explain why item 3 is stronger evidence than item 1 for the talk’s central claim. (2 marks)

Stimulus — Priya’s evidence notebook (four items she could use).

1. My jumper story: I ordered a jumper online for a friend’s birthday lunch in June. It was the wrong size, and the shop refused the return — the tag was cut, and the shop’s stated policy needs tags on. I had not checked the policy before I bought.

2. My flatmate’s line: “My cousin says online shops never give refunds.”

3. From the Bellwater Public Library consumer-guide page: “In the 2026 Online Shopper Survey, 62 per cent of the 1,200 Australians surveyed said they had checked a store’s returns policy only after they had already bought.”

4. Alice, owner of Glover Street Cycles (the shop also sells online): “The returns window on the product page can differ from the one on the home page. Check the product page before you pay.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Working

Comment

Command terms: *identify* = find and name, with reasons; *explain* = give the reason that makes the difference. Two parts, 4 marks.

Step 1. Read the task first. The command terms tell you the shape of each answer, and the marks tell you how far to go.

The claim being supported: shoppers often find out the returns rules too late, so check before you buy.

Step 2. Fix the claim before judging the evidence. “Relevant” only means something once the claim is on the table.

Item 1 — her own story: true and memorable, but one shopper, once. Item 2 — the flatmate’s cousin: second-hand, sweeping (“never”), and no source anyone could check. Item 3 — the survey: 1,200 people, dated 2026, source named (the library’s consumer-guide page quoting the 2026 Online Shopper Survey). Item 4 — the shop owner: a named person whose work gives her knowledge, with specific advice.

Step 3. Run the five tests over every item: relevant, accurate, named, recent, specific.

a. The two items that best support the advice are items 3 and 4 — the survey result and the shop owner’s words.

Step 4. Item 3 passes all five tests; item 4 is named expert testimony that fits the claim exactly. Item 1 is real but limited; item 2 is rumour.

b. Item 3 counted 1,200 shoppers, so it shows a pattern — people really do buy first and check later — and a pattern applies to everyone in the audience. Item 1 shows what happened to one person once; it makes the point easy to picture, but on its own it cannot show that the problem is common.

Step 5. For *explain*, set the two pieces of evidence side by side and name the difference that matters: a counted pattern against a single case.

Check: two items named for part **a**; the explanation covers both the survey’s strength (counted, named, dated) and the story’s limit (one case).

Step 6. Check your answer against the parts and the marks before you move on.

Assembled response. a. The two items that best support the advice are items 3 and 4 — the survey result quoted on the library’s consumer-guide page, and the shop owner’s words. **b.** Item 3 counted 1,200 shoppers, so it shows a pattern — people really do buy first and check later — and a pattern applies to everyone in the audience. Item 1 shows what happened to one person once; it makes the point easy to picture, but on its own it cannot show that the problem is common.

(Model response: 84 words)

Example 2 — scaffolded

Task. A student who volunteers at the Ironbark Tool Library desk is constructing a two-minute talk for class, asking other students to become library members. The talk uses the library’s loan records. This is the evidence sentence exactly as the student drafted it.

- a. Identify two features of this sentence that would make it hard to follow when it is heard once, aloud. (2 marks)
- b. Rewrite the evidence as two or three short spoken sentences a listener can follow. Round the percentage to the nearest whole number. (2 marks)

Stimulus — the draft evidence sentence.

“According to the library’s loan records for the 2025–26 financial year, members borrowed a tool 868 times, of which 62.3 per cent were power tools, and total loans represented an increase of 24.9 per cent on the previous year’s 695 loans.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Working	Comment
Command terms: <i>identify</i> , <i>rewrite</i> . Two parts, 4 marks — and part b states the rounding: nearest whole number.	Step 1. Read the task before the sentence. The rounding instruction is part of the task, so it must appear in the answer.
Count the numbers: 868 · 62.3 per cent · 24.9 per cent · 695 — four figures in one sentence, two of them to a decimal place.	Step 2. Say the sentence in your head, once, at speaking speed. Whatever a listener cannot hold, a speaker should not pack in.
Trouble for the ear: four figures in one breath; decimal-place percentages (62.3, 24.9) are false precision aloud; the formal build-up — “for the 2025–26 financial year” (the record-keeping year, July to June) — is report language that delays the point.	Step 3. For <i>identify</i> , name features a listener would trip on. Choose the two clearest, and quote the offending words.
a. Two features: the sentence packs in four figures, so a listener loses the first before the last arrives; and the decimal-place percentages — “62.3 per cent”, “24.9 per cent” — are more precise than the ear can use, because nobody hears the difference between 62.3 and 62.	Step 4. Anchor each feature in the sentence’s own words so the answer points at real evidence.
Rounding first: 62.3 per cent → 62 per cent; 24.9 per cent → 25 per cent (nearest whole number, as the task asks).	Step 5. Do the rounding before you build the sentences, so the spoken version never carries a decimal.
b. “In the library’s own loan records, members borrowed a tool 868 times last year. That is up 25 per cent on the year before. And 62 per cent of those borrows — more than three in five — were power tools.”	Step 6. For <i>rewrite</i> : one big number per sentence, the source named in words, and the number’s meaning in everyday words (“more than three in five”).
Check: two features identified with quoted words; three short sentences; both percentages whole; the source still named; no fact changed or dropped except the decimal places.	Step 7. Check against the parts, the marks and the rounding instruction.

Assembled response. a. Two features: the sentence packs in four figures, so a listener loses the first before the last arrives; and the decimal-place percentages — “62.3 per cent”, “24.9 per cent” — are more precise than the ear can use, because nobody hears the difference between 62.3 and 62. b. “In the library’s own loan records, members borrowed a tool 868 times last year. That is up 25 per cent on the year before. And 62 per cent of those borrows — more than three in five — were power tools.”

(Model response: 86 words)

Example 3 — unscaffolded

Task. Abby is constructing a civic presentation for a Fernhill City Council youth forum. Her talk advocates a free bike-safety program for primary-school children. Her talk makes the two claims below, and her evidence pack holds five items.

For each claim, identify the item that best supports it, and write the one spoken sentence Abby should say — naming the source in words. (4 marks)

Claim 1: “Bikes ridden by children around town are often not safe.”

Claim 2: “Parents want help with bike safety.”

Stimulus — Abby’s evidence pack.

A. Glover Street Cycles workshop log: at the shop’s free community repair days in 2025–26, mechanics logged 43 bicycles brought in by local families; 28 of those bicycles had brakes that failed a safety check.

B. A comment under a local social page’s post: “Kids’ bikes these days are rubbish.”

C. Fernhill City Council 2026 road-safety survey: of the 600 Fernhill parents surveyed, 71 per cent said they worry about their children riding to school.

D. Abby’s own memory of learning to ride at the lake as a child.

E. The instructor who runs the council’s adult rider course: “Handling errors are predictable — most riders fix the big ones in four sessions.”

Note: this task uses synthetic documents — they were written for this book and are not real organisational, government or business documents.

Model response.

Claim 1 — best item: **A.** Spoken sentence: “The bikes themselves tell the story — at Glover Street Cycles’ free community repair days last year, mechanics logged 43 bicycles brought in by local families, and 28 of them, well over half, had brakes that failed a safety check.”

Claim 2 — best item: **C.** Spoken sentence: “And parents are asking for help — in the council’s own 2026 road-safety survey, 71 per cent of the 600 Fernhill parents surveyed, that is seven in every ten, said they worry about their children riding to school.”

Item B is an unnamed comment — opinion with no source. Item D is Abby’s own childhood memory — personal, and about learning to ride, not about today’s bicycles or today’s parents. Item E is genuine expert testimony, but it supports a third claim — that safety skills can be taught quickly — not either of these two.

(Model response: 144 words)

Takeaway: match the evidence to the exact claim, name the source inside the sentence, and give every number a meaning the room can picture. Well-chosen evidence does the arguing for you.

Example 4 — unscaffolded

Task. Dean is constructing an advice talk for his class about choosing a phone plan. Below is a transcript extract from his practice run.

Identify two pieces of weak evidence in the extract, and explain how Dean could replace each one with stronger evidence. (4 marks)

Stimulus — transcript extract: Dean’s talk “Choose a phone plan that will not bite you”.

“Everyone knows phone plans are a rip-off. My mate pays a fortune every month, and I reckon the companies hide the fees on purpose. Studies show most people pay way too much — I read that somewhere, anyway. And my dad once got a \$90 excess-data bill in one month, which just proves the plans are designed to catch you out. So — never trust a phone company.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Model response.

Weakness 1: “Studies show most people pay way too much — I read that somewhere, anyway.” A study is claimed but never named, so nobody could check it — and Dean admits he cannot remember where he read it. Stronger: replace it with something he has actually checked, named in words — “I compared the excess-data fees on three plans’ own price pages this month; here is what each one charges.” If he cannot name the source, the line should be cut.

Weakness 2: “My dad once got a \$90 excess-data bill in one month, which just proves the plans are designed to catch you out.” One bill shows what happened to one person once; it cannot *prove* a claim about how every plan is designed. Stronger: keep the story — it is memorable and it is honest as an example — but drop the word “proves”, and back the real claim with a checkable fact: the plan’s own excess-data terms, read out from the company’s price page.

(Other fully creditable: “Everyone knows phone plans are a rip-off” — opinion stated as fact, with no source; and “I reckon the companies hide the fees on purpose” — an accusation that would need evidence Dean does not have.)

(Model response: 200 words)

Takeaway: evidence you cannot name is evidence your audience cannot trust. Every “everyone knows” is a hole the listener falls through — fill it with a source, a figure and a date, or cut it.

Practice questions

Scaffolded

Question 1 (5 marks)

Here are five kinds of evidence and five spoken lines from different talks.

1. Statistic
2. Expert testimony
3. Example
4. Personal experience
5. Demonstration

A. “Take last July’s storm — the hall roof leaked for two days before anyone called a repairer.”

B. “I have both helmets here — watch how differently they sit.”

C. “The club’s own records show 62 per cent of new members were still coming a year later.”

D. “When I started my placement, nobody showed me the sign-in sheet — so today I will show you.”

E. “The physiotherapist I interviewed says a warm-up prevents most strains.”

a. Write your five pairs, for example “1 — C”. One mark for each correct pair.

5 marks

Question 2 (3 marks)

A student is constructing a talk that advocates longer weekend opening at Bellwater Public Library. Here are four lines the talk could use.

1. “The library’s own door counts for 2025–26 show Saturday was the busiest day of the week, with 1,340 visitors on the busiest Saturday.”
2. “A petition handed to the council in September 2026 carried 2,140 signatures from residents asking for longer weekend opening.”
3. “My nan has loved the library since she was a girl.”
4. “I heard the council might cut library staff next year.”

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

a. Identify the two lines that best support the case. 2 marks

b. Explain why line 4 is weak evidence. You may use this sentence frame: “Line 4 is weak because its source is _____ and its information is _____.” 1 mark

Question 3 (4 marks)

Complete each sentence about speaking numbers aloud, using one item from the box. Each item is used at most once; two items are not used at all.

Box: *exact decimal places · its meaning in everyday words · one · pause after it · read every digit aloud · ten*

a. Complete the four sentences. One mark for each correct completion. 4 marks

1. When you speak a number, round it — a listener cannot hold _____.
2. Follow the number with _____ — “that is seven in every ten parents”.
3. Keep to _____ big number per sentence.
4. _____ — the beat lets the number land before your next point.

Question 4 (4 marks)

A student is constructing a talk that advocates a shade shelter at the Emu Crossing Community Centre playground. The talk makes two claims.

Claim 1: “On hot days, the playground goes quiet.”

Claim 2: “A shelter would be used every week.”

Here are four evidence lines the student could use.

- A.** “In the centre’s 2026 family survey, 84 of the 100 families asked said they keep children away from the playground on hot days.”
- B.** “The centre’s gate counts for October show an average of 310 visitors on Saturday afternoons when the weather was mild.”
- C.** “The centre’s car park holds 40 cars.”
- D.** “My cousin got sunburnt at that playground last January.”

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

a. Match each claim with the line that best supports it. 2 marks

b. Explain why line D is weaker evidence for claim 1 than line A. 2 marks

Question 5 (4 marks)

A student is drafting a workplace-safety talk. The draft contains this line:

“They say most back injuries come from lifting, and everyone knows you should bend your knees.”

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

a. Identify two weaknesses in this line as evidence. 2 marks

b. Rewrite the line so the audience knows where the information comes from. You may use this sentence frame:
“According to ____, ____.” 2 marks

Question 6 (4 marks)

A student is planning a talk that advises new students at Rivergum Institute to use the free learning support. Complete the evidence-plan table using one item from the box for each gap. Use each item once.

Box: 9 of the 12 slots booked within the first week · free, and it runs every week during term · the student-services page on the institute’s website · the support coordinator’s booking records

My point (claim)	Best evidence	The source I will name
The support costs nothing and is always there	The support is ____ (1)	____ (2)
Waiting means missing out	____ (3) in term 2 this year	____ (4)

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

a. Complete the four gaps. One mark for each correct completion. 4 marks

Un scaffolded

Question 7 (3 marks)

Stimulus — transcript extract: “Borrow before you buy”.

A final-year apprentice speaks to a pre-apprenticeship class at Rivergum Institute:

“Do the sums with me before you spend on tools. A starter tool kit runs at about \$850 — I checked the price lists at three tool shops in June this year. A workshop supervisor I interviewed put it better than I can: ‘Buy the tool the job asks for next week, not the tool the catalogue puts first.’ And I learned this the hard way — in my first month on the job I needed a torque wrench twice. The tool library had one. Buying my own would have cost a third of that week’s pay. I have one here — pass it around and feel how light it is.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Identify three kinds of evidence used in this extract, each with a quotation from the extract.

Question 8 (4 marks)

Explain why two of the pieces of evidence you identified in Question 7 are strong evidence for this audience — a pre-apprenticeship class about to start work and choose tools.

Question 9 (2 marks)

Suggest one further piece of evidence the speaker could add to the talk, and explain how it would strengthen the advice.

Question 10 (3 marks)

A student is constructing a talk that advocates a reusable-cup scheme like the Copper Kettle Café's at the institute where the speaker studies. The talk notes carry this sentence, taken from the café's records.

Stimulus — the talk-notes sentence.

“The café's records for the 2025–26 year show its reusable-cup scheme saved 8,240 single-use cups — an increase of 41.6 per cent on the 5,820 cups saved in the previous year.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

- a. Identify one feature of this sentence that would make it hard to follow when it is heard once, aloud. 1 mark
- b. Rewrite the sentence as two spoken sentences a listener can follow. Round the percentage to the nearest whole number. 2 marks

Question 11 (4 marks)

Stimulus — draft lines from a member's talk at the Muddy Boots Community Garden annual meeting. The member wants the garden to buy two rainwater tanks.

“Everyone knows the garden is running out of water. I heard the council is about to put water prices up by half, so we have to act now. My tomatoes died last summer, and that just proves the tanks are the only answer. Nobody who loves this garden would vote against them.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

- a. Identify two pieces of weak evidence in the draft. 2 marks
- b. For each of the two, explain how the speaker could replace it with stronger evidence. 2 marks

Question 12 (4 marks)

A student is constructing a talk that advocates families joining the Bellwater Public Library Summer Reading Challenge. The talk's central claim is: “Reading across summer keeps children's reading moving.”

Here are three evidence lines the talk could use.

1. “The children's librarian says the children who finish the challenge come back in February reading at or above the level they reached in December.”
2. “Every child who finishes the challenge gets a free ice-cream voucher.”
3. “The library's challenge records show 92 per cent of last summer's finishers read eight or more books across the holidays.”

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Identify the line that does not support the central claim, and explain why. 2 marks
- b. Identify the strongest support for the central claim, and explain why. 2 marks

Question 13 (3 marks)

Stimulus — transcript extract: a student talk on staying well through winter.

“The infection-prevention nurse at Bellwater Community Health says the single most important habit is a 20-second wash with soap and water when you walk in the door. And the aged-care home where I volunteer keeps its own tally: in the winter of 2025, staff sick days fell by about a third in the weeks after the hand-hygiene refresher ran.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

- a. Identify two ways the speaker credits the sources of the evidence. 2 marks
- b. Explain why crediting a source in words matters more in a talk than on a page. 1 mark

Question 14 (4 marks)

A student is constructing a talk that advises a nervous first-timer to start with Peakside Fitness’s free Strong Start program instead of booking straight into a 6.00 am boot camp. Here is the speaker’s evidence pack.

- A. “The Strong Start coach’s notes for new starters: each session runs 45 minutes, and the first four weeks use body-weight exercises only.”
- B. “Peakside’s membership records for 2025–26: 74 of the 90 Strong Start starters were still attending three months later.”
- C. “The 6.00 am boot camp looks brutal in the timetable photos.”
- D. “My neighbour joined a gym in 2019 and never went back after the first week.”
- E. “Everyone says January gym memberships are a waste of money.”

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Identify the two items that best support the advice. 2 marks
- b. Explain why each of your two items suits this audience — a nervous first-timer. 2 marks

Question 15 (4 marks)

A student’s talk advises next year’s Rivergum Institute students about choosing a vocational course. The speaker finds two statistics:

1. “In the institute’s 2019 graduate survey, 48 per cent of graduates found work in their training area within six months.”
2. “In the institute’s 2026 graduate survey, 68 per cent of graduates found work in their training area within six months.”

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Identify which statistic the talk should lead with, and explain why. 2 marks
- b. Explain how the speaker could still use the 2019 figure honestly. 2 marks

Question 16 (4 marks)

Marg has volunteered at the Muddy Boots Community Garden for six years. She gives a short talk at a community morning tea, asking locals to volunteer. Her main evidence is her own story: she knew nobody in town when she joined, and now she has “people who save me a seat”.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. State one strength of personal experience as evidence in this talk. 1 mark
- b. State one limit of personal experience as evidence in this talk. 1 mark
- c. Suggest one piece of evidence Marg could add to fix the limit, and explain how it works. 2 marks

Question 17 (4 marks)

At a Glover Street Cycles community repair day, a student gives an advice talk: “How to choose a helmet that will actually protect you.” The speaker can use physical demonstrations as evidence.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Suggest two demonstrations the speaker could use. 2 marks
- b. Explain what each demonstration shows that words alone cannot. 2 marks

Question 18 (6 marks)

Stimulus — a student’s evidence notebook for a civic talk advocating two water-refill stations at Rivergum Institute.

1. Campus waste audit (a count of what the campus threw out), term 2 2026: 9,400 single-use bottles went into the campus recycling in one term.
2. Student survey run by the student representative group in August 2026: 158 of the 200 students asked said they would refill a bottle if a station stood near their building.
3. “Everyone is always thirsty after the workshop block.”
4. A photo I took: the queue at the single drinking tap at 12.30 pm on a Tuesday — eleven people long.
5. “My mate says the tap water tastes bad.”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Write a response about the evidence in this notebook. Your response must cover the six points below. One mark is awarded for each point that is supported by the notebook’s own words.

- the two items that best support the case, with a reason
- the item that should be dropped, and why
- how to speak the 9,400 figure for the ear, with its meaning
- how the photo could be used as evidence in the talk
- the item that is opinion rather than evidence, and how the speaker should handle it
- why the two best items work well together

Write about 150 words.

Answers

Q1. Match (5). 1—C; 2—E; 3—A; 4—D; 5—B.

Q2. Identify (2) + explain (1). **a.** <lines 1 and 2 — the library’s own door counts (1,340 on the busiest Saturday); the September 2026 petition (2,140 signatures)>. **b.** <rumour — the source cannot be named (“I heard”) and the information is something that has not happened (“might cut”), so it cannot be checked>.

Q3. Complete (4). 1 — ; 2 — ; 3 — ; 4 — . Unused: ; .

Q4. Match (2) + explain (2). **a.** Claim 1 — <line A (the 2026 family survey: 84 of the 100 families)>; claim 2 — <line B (the October gate counts: an average of 310)>. **b.** <line D is one child’s sunburn — a single story; line A is a named, dated survey of 100 families, so it shows what hot days do across the whole playground, not in one family>.

Q5. Identify (2) + rewrite (2). **a.** <“They say” — a source with no name>; <“everyone knows” — opinion stated as fact>. **b.** <a line that names a real source — for example the physiotherapist at Bellwater Community Health — and states the claim as what that source says, not as what “everyone” knows>.

Q6. Complete (4). (1) <free, and it runs every week during term>; (2) <the student-services page on the institute’s website>; (3) <9 of the 12 slots booked within the first week>; (4) <the support coordinator’s booking records>.

Q7. Identify (3). Any three of — <statistic (“about \$850 — I checked the price lists at three tool shops in June this year”)>; <expert testimony (the workshop supervisor’s quoted words — ‘Buy the tool the job asks for next week[...])’>; <personal experience (the first-month torque-wrench story)>; <demonstration (“I have one here — pass it around and feel how light it is”)>, each with a quotation.

Q8. Explain (4). Two pieces, each — for example: <the price check — named (three price lists), dated (June this year), specific (\$850), and it is the exact decision the class is about to make>; <the supervisor’s words — knowledge from the job, and it tells the class how to decide, not just what to fear>; <the first-month story with the wrench passed around — the room sees and feels the point, and the speaker is one of them>.

Q9. Suggest (1) + explain (1). <one further piece — for example what the tool library actually stocks, a line from the pre-apprenticeship teacher, or a borrow-versus-buy cost for one common tool>; <how it strengthens the advice — it fills a gap the current evidence leaves, such as showing that borrowing is possible and practical where the class will work>.

Q10. Identify (1) + rewrite (2). **a.** <three figures in one sentence (8,240 · 41.6 per cent · 5,820) — a listener cannot hold them; or the decimal-place percentage — too precise for the ear>. **b.** <two short spoken sentences, one big number each, the percentage rounded to 42 per cent, and the number’s meaning given — see the fully-worked solution>.

Q11. Identify (2) + explain (2). **a.** any two of — <“Everyone knows...” (opinion stated as fact, no source)>; <“I heard the council is about to...” (rumour — no name, no date, nothing decided)>; <“that just proves” from one dead tomato plant (a single story cannot prove a general claim)>; <“Nobody who loves this garden would vote against them” (a pressure line with nothing checkable in it)>. **b.** <a checkable replacement for each — for example the garden’s own water bills or meter readings; the council’s published pricing decision, named and dated; a supplier’s written quote for two tanks>.

Q12. Identify + explain (2 + 2). **a.** <line 2 — the ice-cream voucher is a reason to join for the prize; it says nothing about whether reading keeps children’s reading moving>. **b.** <line 1 (a named expert speaking directly about reading levels) or line 3 (the library’s own records — specific, dated, recent)>, with a reason tied to the claim.

Q13. Identify (2) + explain (1). **a.** <names the person and the organisation — “the infection-prevention nurse at Bellwater Community Health”>; <names where the numbers come from, with a date — “the aged-care home where I volunteer keeps its own tally[...] in the winter of 2025”>. **b.** <a listener cannot see a footnote and cannot re-read — the speaker’s voice is the only place the source can live>.

Q14. Identify (2) + explain (2). **a.** . **b.** A: <a named source (the coach’s notes for new starters) and specific facts (45 minutes, body-weight only) that answer a nervous beginner’s real fear — that it will be too hard, too fast>; B: <the

gym's own records, dated and specific (74 of the 90 starters still attending), show that people like this beginner keep going>.

Q15. *Identify + explain (2) + explain (2).* **a.** <the 2026 statistic>; <the recency test — courses, employers and the job market have all moved since 2019, and an old figure presented as today's news misleads>. **b.** <as a trend, clearly dated — “back in 2019 it was 48 per cent; this year's survey says 68” — so the old figure shows improvement and never pretends to be current>.

Q16. *State (1 + 1) + suggest (1) + explain (1).* **a.** <one strength — for example it is honest and memorable, and it shows the audience someone like them, which makes the ask human>. **b.** <one limit — one person's six years cannot show what volunteering is like for everybody; a single story is not a pattern>. **c.** <one addition — for example the garden's volunteer roster or the committee's records (how many volunteers there are, how long they stay)>; <how it works — it turns one story into a pattern the whole morning tea can see itself in>.

Q17. *Suggest (2) + explain (2).* **a.** any two of — <a live fit check on a volunteer: level on the head, straps snug, no wobble when the head is shaken>; <the shake test — the wearer shakes their head and the audience watches for movement>. **b.** <what words cannot do: the audience sees the gap, the wobble or the crushed foam with their own eyes — a demonstration makes the claim observable instead of merely stated>.

Q18. *Extended response (6).* Route: one mark per cover point — <the two best items: 1 and 2 (named, dated, specific, relevant)>; <the item to drop: 5 (“my mate says” names nobody, and taste is not the issue — the case is waste and queues)>; <speaking 9,400 for the ear: round it (“almost ten thousand bottles in one term”) and give it a meaning the room can picture>; <the photo as evidence: shown to the room (slide or printed copy) with its date and place stated — a queue of eleven at 12.30 is demand made visible>; <the opinion item: 3 — cut it, or turn it into live evidence (ask the room for a show of hands), or replace it with the survey figure>; <why 1 and 2 work together: the audit shows the problem is real, and the survey shows students want the fix — scale and demand, each from a source the campus knows>. Plan skeleton: the strongest pair → the drop → the number for the ear → the photo → the opinion line → the pairing. See Fully-worked solutions for the model.

Fully-worked solutions

Question 1

Match (5): pair each kind of evidence with a spoken line.

1 → C — a statistic is a number from a count or a record: “62 per cent of new members were still coming a year later” comes from the club's own records.

2 → E — expert testimony is the quoted words of someone whose work or training gives them knowledge: the physiotherapist speaks from the job.

3 → A — an example is one real case that shows what you mean: last July's storm, one leaking roof, two days.

4 → D — personal experience is what happened to the speaker: nobody showed them the sign-in sheet when they started.

5 → B — a demonstration shows the thing itself: both helmets are in the room, and the audience watches them sit.

(Model response: 114 words)

Marker's note: The giveaway in each line is where the knowledge comes from — a record, a job, a real case, the speaker's own life, or the audience's own eyes.

Question 2

Identify (2): the two strongest lines. *Explain (1):* why line 4 is weak.

a. Lines 1 and 2. Line 1 is the library's own door counts — named, dated (2025–26) and specific (1,340 on the busiest Saturday), and Saturday busyness is exactly what an argument about weekend opening needs. Line 2 is a petition handed to the council in September 2026 — 2,140 signed residents is counted, dated, and it shows demand, not just traffic.

b. Line 4 is weak because its source cannot be named — “I heard” is rumour — and its information is something that has not happened (“might cut”), so nobody could check it. It would fail the named test and the accurate test together.

(Model response: 102 words)

Common errors: choosing line 3. “My nan has loved the library since she was a girl” is genuine personal experience, but one person's fondness says nothing about how many people use the library on a Saturday — lines 1 and 2 carry counted evidence.

Question 3

Complete (4): one box item per sentence.

1. exact decimal places — a listener cannot hold “62.3”; round for the ear and keep the meaning.
2. its meaning in everyday words — “that is seven in every ten parents” turns a figure into something the room can picture.
3. one — one big number per sentence, so each figure gets a whole sentence to itself.
4. pause after it — the beat lets the number land before the next point arrives.

The unused items are “read every digit aloud” (that is exactly what the ear cannot handle) and “ten” (no rule of spoken evidence involves ten).

(Model response: 95 words)

Marker's note: These four completions are the spoken-numbers routine in order: round → meaning → one per sentence → pause. Question 10 asks you to apply the same routine.

Question 4

Match (2): each claim with its best line. *Explain (2):* line D against line A.

a. Claim 1 (“On hot days, the playground goes quiet”) — line A: the centre's 2026 family survey, with 84 of the 100 families asked saying they keep children away on hot days. Claim 2 (“A shelter would be used every week”) — line B: the October gate counts, an average of 310 visitors on mild Saturday afternoons, show how many people the playground already carries when the weather is kind.

b. Line D is one child's sunburn — a single story. It is real, but one case cannot show what hot days do across a whole playground. Line A is a named, dated survey of 100 families, so it shows a pattern that covers the audience — exactly the reach a claim about “hot days” in general needs.

(Model response: 125 words)

Common errors: matching claim 2 with line C. The car park holding 40 cars is a true, specific fact — and it supports neither claim. That is the relevance test: a fact that backs a different point (or no point) is a wasted sentence. Line C is the distractor.

Question 5

Identify (2): two weaknesses. *Rewrite (2):* the line with its source named.

a. Weakness 1: “They say” — a source with no name. Nobody in the audience could find out who “they” are or check what they said. Weakness 2: “everyone knows” — opinion stated as fact. If everyone knew it, the line would not need saying; and a listener who does not know it is being told their ignorance is impossible.

b. “According to the physiotherapist at Bellwater Community Health, most of the back strains she treats start with lifting — and the first fix she teaches is to bend the knees and keep the load close to the body.”

The rewrite names a real person by role and organisation, states the claim as what that source says, and keeps the practical advice specific.

(Model response: 120 words)

Other fully creditable answers: any rewrite that names a checkable source (a workplace safety record, a named health service, a published guide) and attributes the claim to it. The source does not have to be the physiotherapist — it has to be somebody.

Question 6

Complete (4): one box item per gap.

- (1) free, and it runs every week during term — the evidence for “costs nothing and is always there”.
- (2) the student-services page on the institute’s website — the source to name for those facts; it is the page the institute itself keeps updated.
- (3) 9 of the 12 slots booked within the first week — the evidence for “waiting means missing out”: a counted, specific, recent figure.
- (4) the support coordinator’s booking records — the source to name for that count.

(Model response: 78 words)

Marker’s note: The table is the evidence plan from this section: every claim gets a piece of evidence and a nameable source before the talk is drafted. “The words I will say” is built from those two columns.

Question 7

Identify (3): three kinds of evidence, each with a quotation.

Three kinds of evidence in the extract:

- **Statistic** — “A starter tool kit runs at about \$850 — I checked the price lists at three tool shops in June this year.” A number the speaker collected, with its source and its date inside the sentence.
- **Expert testimony** — the workshop supervisor’s quoted words: “Buy the tool the job asks for next week, not the tool the catalogue puts first.”
- **Demonstration** — “I have one here — pass it around and feel how light it is.” The tool itself goes around the room while the point is being made.

(Other fully creditable: personal experience — “in my first month on the job I needed a torque wrench twice. The tool library had one. Buying my own would have cost a third of that week’s pay.”)

(Model response: 128 words)

Common errors: naming a kind with no quotation. “Statistic” alone is half an answer; “statistic — about \$850, checked against three price lists in June” is a full one.

Question 8

Explain (4): two pieces, each tied to this audience.

The price check is strong for this audience because the class is about to make exactly this decision — what to spend before their first day. The evidence is specific (about \$850), its source is named (three tool shops' price lists), and it is recent (June this year), so a listener could repeat the check tomorrow. It answers the question the audience actually has.

The supervisor's testimony is strong because the class is about to work under people like him. His words come from running real jobs, and they give a rule for deciding — buy what the job asks for next week — rather than a vague warning. For an audience with no work history yet, the borrowed experience of someone who hires and directs apprentices is exactly the knowledge they lack.

(Model response: 130 words)

Marker's note: "Strong for this audience" means naming something about the audience — about to start work, about to spend, no experience yet — and showing the evidence answering it. Strength in the abstract earns half the marks.

Question 9

Suggest (1) + explain (1): one addition and its effect.

Addition: a short list of what the tool library actually stocks for first-year trades — for example, "the library's shelf list covers torque wrenches, tile cutters and socket sets" — spoken with the library named as the source.

How it strengthens the advice: the talk proves buying early is expensive, but borrowing only works if the tool is there. Naming what the shelf holds turns "borrow before you buy" from a slogan into a plan the class can act on this month.

(Model response: 80 words)

Other fully creditable answers: a line from the pre-apprenticeship teacher (expert testimony the class already trusts); a borrow-versus-buy cost for one common tool (a counted comparison); the speaker's own loan record ("I have borrowed eleven tools this year — here is the list"). Any addition that fills a real gap in the case, with a reason.

Question 10

Identify (1): one feature that defeats the ear. *Rewrite (2):* two spoken sentences, percentage rounded.

a. The sentence carries three figures at once — 8,240 cups, 41.6 per cent, 5,820 cups — and a listener hearing it once cannot hold three numbers to the end of the sentence. (Also fully creditable: the decimal-place percentage — 41.6 per cent is more precision than the ear can use.)

b. "The café's own records show its reusable-cup scheme saved 8,240 single-use cups last year. That is 42 per cent more than the year before — more than two thousand extra cups kept out of the bin."

The percentage is rounded to the nearest whole number as the task asks (41.6 → 42); each sentence carries one big number; and the second sentence hands the number a meaning — "more than two thousand extra cups" — that the room can picture.

(Model response: 125 words)

Marker's note: The previous year's raw figure (5,820) is dropped in the rewrite — that is correct. Once the increase is spoken as a rounded percentage plus its meaning, the second raw number adds load without adding sense.

Question 11

Identify (2): two weak pieces. *Explain (2):* a stronger replacement for each.

a. Weak piece 1: “I heard the council is about to put water prices up by half, so we have to act now.” This is rumour — no name, no date, nothing decided — and the “half” figure is uncheckable. Weak piece 2: “My tomatoes died last summer, and that just proves the tanks are the only answer.” One gardener’s tomatoes cannot *prove* a general claim, and “the only answer” is a leap no single story can carry.

b. Replacement 1: the council’s published pricing decision — named and dated. “The council’s water plan for 2026–27, published in September, sets out the scheduled price path — here is what it says.” Replacement 2: keep the tomato story as an example — it is vivid and honest — but drop “proves”, and back the claim with the garden’s own water bills or meter readings for the last two summers, and a supplier’s written quote for two tanks.

(Model response: 150 words)

Other fully creditable answers: “Everyone knows the garden is running out of water” (opinion stated as fact — replace with the meter readings); “Nobody who loves this garden would vote against them” (a pressure line with nothing checkable in it — cut it; loyalty is not evidence).

Common errors: calling the tomato story “false”. It is not false — it is real and limited. The weakness is the work it is asked to do: “that just proves” makes one story carry a general claim.

Question 12

Identify + explain (2): the line that misses the claim. *Identify + explain (2):* the strongest support.

a. Line 2 does not support the central claim. A free ice-cream voucher is a reward for finishing — evidence that joining has a perk, not evidence that reading across summer keeps children’s reading moving. It is true and specific, and it still misses: that is the relevance test.

b. Line 3 is the strongest support: the library’s own challenge records show 92 per cent of last summer’s finishers read eight or more books across the holidays. It is named (the library’s records), recent (last summer), specific (92 per cent, eight books), and it measures exactly what the claim is about — reading that kept going across the break.

(Model response: 107 words)

Other fully creditable answers: line 1 for part **b** — the children’s librarian is a named expert whose job is watching children read, and “at or above the level they reached in December” speaks directly to the claim. Either line earns full marks with its reason.

Question 13

Identify (2): two ways the speaker credits sources. *Explain (1):* why spoken credit matters.

a. First, the speaker names the person and the organisation behind the advice — “the infection-prevention nurse at Bellwater Community Health” — so the audience knows whose knowledge this is. Second, the speaker names where the numbers come from, with a date — “the aged-care home where I volunteer keeps its own tally: in the winter of 2025[...].” — so the tally is a record from a real place, not a floating claim.

b. A reader can see a footnote, check a source line, and re-read a hard sentence; a listener gets one pass at the words, with nothing printed to inspect. In a talk, the speaker’s voice is the only place the source can live — so it has to be spoken.

(Model response: 118 words)

Marker’s note: Both credits do the same job in different words: who or what the information came from. “A nurse says” is thinner than “the infection-prevention nurse at Bellwater Community Health says” — role plus organisation is the credit a listener can hold.

Question 14

Identify (2): the two best items. *Explain (2):* why each suits a nervous first-timer.

a. Items A and B.

b. Item A suits because a nervous beginner's real fear is that it will be too hard, too fast — and the coach's notes for new starters answer that fear with specifics: 45 minutes, body-weight only for four weeks. The source is named and it is the program's own document, so it describes what actually happens, not what a brochure hopes. Item B suits because it shows what happens to people like this beginner: the gym's own membership records for 2025–26 count 74 of the 90 Strong Start starters still attending three months later. A newcomer who doubts they will stick with it is answered with a counted pattern of sticking — named, dated and specific.

(Model response: 119 words)

Common errors: choosing item D. The neighbour who quit in 2019 is personal experience, but it is about a different person, a different gym and a different program, six years ago — it fails the relevance and recency tests at once, and it argues against every gym, not for Strong Start.

Question 15

Identify + explain (2): the statistic to lead with. *Explain (2):* an honest use for the old figure.

a. The talk should lead with the 2026 statistic — 68 per cent. This is the recency test: the advice is for students choosing a course now, and courses, employers and the job market have all moved since 2019. Leading with the older figure would tell next year's students what was true seven years ago, as if it were today's news — and a listener who checked would lose trust in everything else the speaker said.

b. The 2019 figure can still be used honestly as part of a trend, clearly dated and never alone: "Back in 2019, the institute's graduate survey put it at 48 per cent — this year's survey says 68." Dated that way, the old number does real work: it shows the direction of travel, and it makes the current figure more meaningful than either number spoken on its own.

(Model response: 141 words)

Marker's note: An old statistic is not bad evidence — misdated evidence is. The date is what makes the difference between a trend and a trap.

Question 16

State (1 + 1): one strength, one limit. *Suggest (1) + explain (1):* the fix.

a. Strength: Marg's story is honest, warm and easy to picture — and it shows the morning tea someone like them. A newcomer thinking "I wouldn't know anybody" hears that exact worry answered by a person who lived it, which a statistic cannot do.

b. Limit: one person's six years is one case. It cannot show what volunteering is like for everybody — a listener may wonder whether Marg's story was luck, and nothing in a single story answers that.

c. Addition: the garden's volunteer roster or the committee's records — how many volunteers there are now, and how long they stay. Explanation: the roster turns Marg's single story into a counted pattern. Her story opens the door — "this was me" — and the records show the room that the door stays open: most volunteers keep coming, so a newcomer is joining something that works, not one woman's good fortune.

(Model response: 146 words)

Marker's note: The strong answer uses both halves of the section's rule: personal experience connects, counted evidence convinces. Marg needs the story *and* the roster — not one instead of the other.

Question 17

Suggest (2): two demonstrations. *Explain (2):* what each shows beyond words.

Demonstration 1: a live fit check. The speaker fits a helmet on a volunteer in front of the room — level on the head, straps snug — then asks the volunteer to shake their head while the audience watches. What it shows beyond words: the audience sees the difference between a helmet that stays put and one that wobbles or sits back off the forehead. “Make sure it fits properly” is a phrase everyone has heard and nobody can picture; a wobbling helmet on a real head is unforgettable, and every person in the room can run the same check at home.

Demonstration 2: the old helmet beside the new. The speaker holds up a helmet with cracked, crushed foam from a crash or a hard drop, next to a new one, and passes both around. What it shows beyond words: the damage that decides whether a helmet protects is mostly invisible from a description. Fingers on crushed foam teach what “replace a helmet after a hard hit” means — the room feels the evidence.

(Model response: 172 words)

Other fully creditable answers: the shake test on the speaker’s own head; showing the strap buckle mechanism and how it fastens; a photograph of the two helmets side by side where the objects cannot be carried. Any demonstration with an explanation of what the audience sees that words cannot deliver.

Question 18

Extended response (6): one mark per cover point, each supported by the notebook’s own words.

The two best items are 1 and 2. The waste audit is named, dated and specific: 9,400 single-use bottles in one term (term 2, 2026). The student rep group’s survey from August 2026 shows 158 of the 200 students asked would refill if a station stood near their building. Together they prove both halves of the case: the audit shows the problem is real and big; the survey shows students want the fix.

Item 5 should be dropped: “my mate says” names nobody, and taste is not the issue.

Speak the audit figure for the ear: “Almost ten thousand single-use bottles went into the recycling in one term — bottles the institute pays to haul away.”

The photo is a demonstration: show it on the slide and say when and where it was taken — eleven people queued at the single tap at 12.30 on a Tuesday is demand the room can see.

Item 3 — “Everyone is always thirsty after the workshop block” — is opinion dressed as fact: cut it, or ask the room for a show of hands and turn it into live evidence.

(Model response: 183 words)

Marker’s note: The six cover points map onto the marks: the strongest pair (1), the drop (1), the number for the ear (1), the photo (1), the opinion line (1), and the pairing (1). Cover them in any order — but cover them. An answer that argues with the cover points, however well written, cannot collect the marks.

Common errors: keeping item 3 because it “sounds true” — “everyone is always” is the opinion signature this section teaches you to catch; and speaking the raw “9,400” with no rounding and no meaning, which wastes the number’s best feature: it is big enough to picture.

Chapter 8 Speaking to advise or to advocate: constructing the presentation — 8E

Signalling connections: semantic clues in spoken texts

Theory

This chapter is building your oral presentation — the talk you will plan, research and deliver for Unit 4. A talk is made of pieces of information: a fact, a reason, a step, an example, a conclusion. Pieces that sit side by side with nothing between them are hard to follow on a page, and almost impossible to follow in the air, where the listener gets one pass and cannot press replay. This section is about the small words that hold the pieces together: the clues that tell a listener, in real time, how each new piece connects to the one before it.

The Unit 4 study design states this skill in one line. In this book's words, by the end of this section you should be able to present pieces of information that are related, within a text, and to signal those connections with semantic clues that are appropriate (Unit 4, Area of Study 2 key skills).

Three parts of that line carry the weight. **Related pieces of information** — the parts of your talk belong together in some way: a reason and its result, a rule and its example, a worry and its answer. **Signalling these connections** — you say the connection out loud; you do not leave the listener to guess it. **Appropriate** — the clue must match the real connection between the pieces, and the words must suit the setting.

The study design also tells you what the talks are about: students deliver either an informative or an instructional presentation — about an area of civic participation that interests them personally, or about an area of personal management that holds their interest (Unit 4, Outcome 2, Options 1 and 2).

Civic participation means the life of your community — its groups, services, meetings and events. *Personal management* means everyday life run well — money, health, time, family, getting around. So expect the tasks in this section to live in community rooms, workplaces, classrooms and kitchens.

A working definition

Working definition. The study design uses the term *semantic clues* but does not define it. This section therefore treats a **semantic clue** as a word or short phrase — usually at the start of a new piece of information — that tells the listener how that piece connects to what came just before. The word *semantic* relates to meaning: the clue carries meaning about the connection itself. Semantic clues are also called *signposts*, *connectives* or *joining words*; this book uses the study design's term. Every question in this section can be answered on this definition alone.

You already met joining words in Chapter 3 of this book, inside sentences: *and*, *but*, *because*, *so*. This section lifts those words up to the level of the whole talk. In writing, a paragraph break or a heading can do the joining. In speech, only the words themselves can do it.

Why spoken texts need clues more than written texts do

A printed book cannot carry sound, so every spoken text in this section appears as a **transcript** — the written record of what was said — with **delivery cues** in square brackets, exactly the device Chapter 3 of this book established. The words are what the person said; the cues are what the voice and body did. This section reads transcripts for their *words* — for the clue words that hold the talk together. Compare what each medium can do:

A written text can ...

use headings the eye jumps to

group related pieces into paragraphs and white space

be re-read until it makes sense

list points as bullets

A spoken text must ...

use preview phrases and numbering the ear can catch: "three things", "first", "finally"

announce each new piece with a clue at its start

land in one pass — the listener cannot stop the talk and look again

say the list out loud, one signposted piece at a time

The connection families

Almost every connection a talk needs belongs to one of these eight families. Learn the families and you can name any clue you hear — and choose one when you speak.

Connection	What the clue promises the listener	Clue words in everyday speech	Heard in this book's world
Adding	another piece of the same kind is coming	and · also · as well · on top of that · one more thing	“You need safety boots. Also , a hi-vis vest stays on in the yard.”
Sequencing	the pieces come in a fixed order	first · second · next · then · finally · to start with	“ First , check the run sheet. Then walk around the load.”
Time	when things happen, together or in turn	meanwhile · while · later that day · before · after	“ While the rice cooks, chop the vegetables.”
Cause and effect	a reason, or a result	because · so · that's why · this means	“The bay is slippery, so keep to the marked walkway.”
Contrast	the next piece goes against the last one	but · however · although · on the other hand · the thing is	“No experience is needed. But you do need to turn up on time.”
Example	a case that shows what was just said	for example · like · such as · say	“Check every item — for example , nothing out of date goes on the shelf.”
Emphasis	this piece matters most	especially · most of all · the main thing is · remember	“ The main thing is : nobody works alone in the yard.”
Wrapping up	the talk is finishing; here is the short version	to sum up · in short · anyway · to finish · that's it	“ To sum up — sign the sheet, wear the boots, ask early.”

Preview phrases: the spoken map

The strongest clue in a talk is often the first one. A **preview phrase** announces the shape of what is coming: “There are three reasons to back this.” “Before we start, two things about tonight.” The listener now holds a map — how many pieces, and a way to count them off as they arrive. Preview phrases do for a talk what a contents line does for a page. When the promised pieces have all arrived, a wrapping-up clue (“To sum up ...”) closes the map, and the listener knows the journey is over.

Where a clue goes — and how it lands

A clue belongs at the **start of the piece it introduces**, because the ear decides in the first words whether to file the new piece beside the old one, against it, or under it. A clue buried in the middle arrives too late: the listener has already guessed — possibly wrongly.

Delivery helps the words land, and Chapter 3 of this book taught the delivery elements. The one that matters most here is the **pause**: a half-second of silence just before a clue gives the listener room to hear it. This section works on the words; the voice and body belong to the delivery side of your presentation.

Clues carry register

Clue choices also tell the listener how formal the moment is. Earlier chapters of this book taught register — how formal or casual language suits a setting and a relationship. The same connection can be signed formally or casually:

Connection	More formal	More casual
Adding	“In addition, ...”	“On top of that, ...” · “Oh — and

Connection	More formal	More casual
		one more thing ...”
Contrast	“However, ...”	“But ...” · “The thing is ...”
Example	“For instance, ...” — or “For example, ...”	“Like ...” · “Say you’re ...”
Wrapping up	“To conclude, ...”	“Anyway, that’s it from me.”

A formal clue at a working bee puts a wall between speaker and room; a casual clue at an awards morning tea makes the moment sound like an afterthought. Match the clue to the setting — the connection stays the same, the clothing changes.

The listener’s side: clues as note-taking signals

Clues work in both directions. When you *listen* to a talk — a briefing at work, an information session, a presentation in class — the clues tell your pen what to do:

- A preview phrase tells you how many notes to plan for, and headings fall out of it almost by themselves.
- “The main thing is ...” tells you that this is the line to write down first.
- “For example ...” tells you a case is coming to *show* a point — keep the point, and keep the example only if it is short.
- “To sum up ...” tells you to stop collecting new points and check your notes cover what the speaker repeats.

A speaker who signs the connections has quietly organised your notes for you. A speaker who does not leaves you transcribing everything and working out the connections later — if at all.

When clues go wrong

Most of the marks in this section are lost the same five ways:

- **A promise unkept.** “However” promises a piece that goes against the last one. If the next piece merely adds, the listener waits for a turn that never comes — and misses the addition while waiting. The clue must match the *real* connection, not the one that sounds impressive.
- **The fact dump.** Pieces piled up with no clues between them. The listener cannot tell a list from an argument, an example from a rule, or a reason from a result. Facts in a dump do not add up in the dark.
- **Fillers dressed as clues.** “Um”, “like”, “basically”, “you know” — said every second sentence, these promise nothing. They are habits of speech that hold the floor while the speaker thinks. A clue must say which connection is coming; a filler only says the speaker is not finished.
- **The buried clue.** The right word, in the wrong place — mid-sentence, after the new information has already landed, or spoken so fast it is gone. The start of the piece is the clue’s home.
- **Signposts instead of substance.** Clues guide the listener to the information; they are not the information. “First ... Next ... To sum up ...” wrapped around thin content still leaves the listener with nothing to carry away.

Strategy — underline the clues. On every transcript in this section, underline each clue word as you meet it and write the family above it (adding, sequencing, contrast ...). An underlined transcript is the map of the talk — and the map is most of the answer in an identify task.

Strategy — the promise test. Say the clue, then say what should come next: “however” → something that goes against; “for example” → a case; “to sum up” → the short version. Now check the next piece. If it does not keep the promise, either the clue or the piece is wrong — and you have found the error the task wants.

Strategy — the ear test. Read your own draft aloud once, at talking speed, with no re-reading — or get a friend to read it to you. Mark every spot where you had to guess how two pieces connected. Those spots are your missing clues; add them at the start of the piece, not in the middle.

Sentence frames for answers. These frames fit most tasks in this section:

- “The clue ‘ ____ ’ tells the listener that ____.”
- “This connection is ____, so a suitable clue is ‘ ____ ’.”
- “A listener cannot re-read a talk, so the clue helps by ____.”
- “Version ____ is easier to follow because ____.”

What tasks ask you to do

- **Find clues** — quote the clue word and name the connection it signals.
- **Explain the help** — say how a clue helps a listener who hears the talk once, with no replay.
- **Choose fitting clues** — fill gaps from a box; the right clue matches the real connection between the pieces.
- **Fix a clue** — find the clue that promises the wrong connection, explain the confusion, suggest a fitting one.
- **Compare versions** — a signposted version against a plain one; say which is easier to follow and why.
- **Listen with the clues** — use preview and emphasis clues to work out what a note-taker should write.
- **Create your own** — write or say a short segment with clues placed at the start of each piece.

Command terms used in this section

Command term	What it wants
State	Give it briefly — one clear sentence
Identify	Find it and name it; quote the clue word itself as evidence
Explain	Say why or how, with reasons tied to the listener or the setting
Suggest	Put forward a fitting idea — more than one answer can be right
Match	Pair each item with the correct option
Complete	Fill the gaps in a sentence, a table or a frame
Rewrite	Write the passage again, with the change made

Worked examples

Example 1 — scaffolded

Task. Read the transcript of a pre-shift safety talk at the Westline Logistics yard.

- a. Identify three semantic clues in the talk and name the connection each one signals. (3 marks)

b. Explain how the preview phrase helps a worker who hears this talk once, standing in the yard. (2 marks)

Stimulus — Westline Logistics: pre-shift safety talk (transcript).

A transcript shows speech in writing; delivery cues appear in square brackets. The words are what the person said; the cues are what the voice and body did.

SUPERVISOR: Morning, everyone. Short one today — the rain has made the yard slippery. [looks around the group] Before we start, three things to remember this week. First, the sealed ground by the goods-in bay is holding water, so keep to the marked walkway and give every forklift extra room. [points to the walkway] Next, the phone rule hasn't changed with the weather: no hand-held phones on a forklift, and none while you are walking in a traffic lane. Personal calls wait for your break. And finally, if you see water pooling near a bay, tell me the same shift — don't wait until the end of the day. [short pause] The yard still closes at five. Hi-vis and safety boots, as always. That's it — questions before we get to it?

Note: this example uses a synthetic scenario — the people, places and organisations were created for this book.

Working

Comment

Command terms: *identify* = find, quote and name; *explain* = give reasons tied to the listener. Two parts, 5 marks.

Underline every clue on a re-read: “Before we start, three things to remember” · “First” · “so” · “Next” · “And finally” · “That's it”.

Name the family for each: “three things to remember” = preview; “First”, “Next”, “And finally” = sequencing; “so” = cause and effect; “That's it” = wrapping up.

Choose three, quoted exactly: “First” (sequencing) · “so” (cause and effect) · “And finally” (sequencing — the last piece of the promised three).

a. Three clues: “First” signals sequencing — this is the first of the three promised pieces. “So” in “so keep to the marked walkway” signals cause and effect — the water is the reason for the rule. “And finally” signals sequencing — the last piece of the list is coming.

b. The preview “three things to remember this week” gives the workers a count and a map before the talk starts. Standing in the yard, hearing it once, they know three pieces are coming and can tick them off as they arrive — nobody can stop the talk and re-read it, so the count does the job a heading would do on paper.

Check: three clues quoted with families named; the explanation ties the preview to a listener who cannot re-read.

Step 1. Read the task first. Part **a** wants three clues, each with a connection family; part **b** wants one explanation about the preview phrase.

Step 2. List more clues than you need. A clue usually sits in the first words of a new piece — that is where to look.

Step 3. Use the connection-families table. One named family per clue; if two clues share a family, that is fine — but spread your three choices if you can.

Step 4. Pick the three you can name most cleanly and quote fastest. Quote the clue word itself — not the whole sentence around it.

Step 5. Write part **a**: each answer = the quoted clue + the connection it signals. Three clues, three marks.

Step 6. Write part **b** with the frame: clue + what it gives a one-pass listener. Name the setting — a worker in the yard, one hearing, no replay.

Step 7. Check your answer against the parts and the marks before you move on.

Assembled response. a. Three semantic clues: “First” signals sequencing — this is the first of the three promised pieces. “So” in “so keep to the marked walkway” signals cause and effect — the water on the sealed ground is the reason for the rule. “And finally” signals sequencing — the last piece of the list is coming. **b.** The preview “three things to remember this week” gives the workers a count and a map before the talk starts. Standing in the yard, hearing it once, they know three pieces are coming and can tick them off as they arrive — nobody can stop the talk and re-read it, so the count does the job a heading would do on paper.

(Model response: 114 words)

Example 2 — scaffolded

Task. Cole, a student at Rivergum Institute, is practising the short talk he will give to visiting year-10 students about the institute's free taster day. Four semantic clues are missing from his transcript — each gap is marked.

a. Complete the transcript: choose one clue for each gap (1)–(4) from the box. Each clue is used at most once; two clues are not used at all. (4 marks)

Box: *First · Next · But · To finish · for example · meanwhile*

b. Explain how the clue you chose for gap (3) helps the listener. You may use this sentence frame: “The clue ‘ ____ ’ tells the listener that ____.” (1 mark)

Stimulus — Rivergum Institute: Cole’s practice presentation (transcript with gaps).

COLE: Hi everyone — my talk is about Rivergum’s free taster day, where you can sit in on a real class before you choose a course. (1) ____, the taster day runs on the first Friday of every month: you try a real class in the morning, and you tour the campus after lunch. (2) ____, you can ask about fees and course times — the student services team answers all of it. A lot of people worry that they will be the only new face in the room. (3) ____, most people come on their own, and the morning starts with a welcome, so nobody sits there feeling lost. (4) ____, if you want to come, put your name down at student services — or find me after class and we will sign up together.

Note: this example uses a synthetic scenario — the people, places and organisations were created for this book.

Working	Comment
Command terms: <i>complete</i> = fill each gap with a fitting clue; <i>explain</i> = give a reason tied to the listener. Two parts, 5 marks.	Step 1. Read the task and the box first. Four gaps, six clues — two are traps.
Read the whole talk once for its shape: topic → the day and what happens → questions answered → a worry → the worry answered → the invitation.	Step 2. Never fill a gap on the sentence alone. A clue signs a connection, so you need the piece <i>before</i> the gap and the piece <i>after</i> it.
Gap (1): the first fact after the topic — the list of facts starts here → sequencing, first piece. Gap (2): another fact of the same kind → sequencing, next piece.	Step 3. At each gap ask: what is the connection? Start of a list; another step; something that goes against the last piece; the end of the talk.
Gap (3): the piece before is a worry (“the only new face”); the piece after answers it (“most people come on their own”) → contrast. Gap (4): the talk lands its invitation and ends → wrapping up.	Step 4. Gap (3) is the classic contrast: a fear, then its answer. The clue that promises “the next piece goes against the last one” is the fit.
Match: (1) First · (2) Next · (3) But · (4) To finish.	Step 5. Now match the box to the connections. Two box items are left over — check them before you commit.
Test the leftovers: “for example” needs a case that shows a point just made — none of the gaps has one. “Meanwhile” needs two things happening at the same time — none has that either. Both stay unused.	Step 6. Run the promise test on the distractors. A gap-fill box always contains clues whose promise nothing in the talk keeps.
b. The clue “But” tells the listener that the next piece goes against the worry just named — no experience of being the odd one out, because most people come alone and the morning starts with a welcome.	Step 7. Write part b inside the frame: the clue + the connection it promises + what the listener gains.
Check: four gaps filled, two box items refused with reasons; the explanation names the contrast.	Step 8. Check against the parts and the marks.

Assembled response. a. (1) First · (2) Next · (3) But · (4) To finish. Not used: *for example* (no gap introduces a case that shows a point) and *meanwhile* (no gap joins two things happening at the same time). **b.** The clue “But” tells the listener that the next piece goes against the worry just named — the fear of being the only new face — so the reassurance that follows lands as an answer, not as another fact.

(Model response: 73 words)

Example 3 — unscaffolded

Task. The Tech Tuesdays tutor at Hartley Lakes Community House rehearses two openings for the same talk about phone scams. Explain which version would be easier for a listener to follow when hearing the talk once, referring to two clues in that version. (4 marks)

Stimulus — Hartley Lakes Community House: two openings of the same Tech Tuesdays talk (transcripts).



VERSION A: People get phone calls from scammers. The caller says they are from your bank. They ask for your card number. They tell you to act right now. Hang up. Report the call. Tell your family.

VERSION B: Today there are three signs of a scam call. The first sign is pressure — the caller tells you to act right now. The second sign is a request for your card number; your bank already has those details, so it will never ask. And the third sign is a threat — like “your account closes today”. To sum up: if you hear any of the three signs, hang up, report the call, and tell your family.

Note: this example uses a synthetic scenario — the people, places and organisations were created for this book.

Model response.

Version B is easier to follow. Its first clue is the preview — “Today there are three signs of a scam call” — which gives the listener a count and a map before any facts arrive; hearing the talk once, they know three pieces are coming and can tick them off as they land, something no listener can do by flipping back a page. Its second clue set is the numbering — “The first sign ... The second sign ... And the third sign ...” — which holds the three points apart, so “act right now” stays inside sign one instead of blurring into a cloud of scary facts. Version B also signs its reason (“your bank already has those details, so it will never ask”) and its ending (“To sum up”), which tells the listener when the signs stop and the actions start. Version A carries the same facts with no promises between them: the listener cannot tell whether “They tell you to act right now” is a fourth fact or part of the third, and “Hang up” arrives with no signal that the talking-over is done.

(Model response: 181 words)

Takeaway: a spoken list the listener can count is a list the listener can keep — the count is part of the content.

Example 4 — unscaffolded

Task. Read the transcript of a recorded cooking-tip segment. Two clue words do not match the connections they carry.

- Identify the two clues that do not fit. (2 marks)
- Explain what each wrong clue makes the listener expect, and what actually comes instead. (2 marks)
- Suggest a fitting clue for each. (2 marks)

Stimulus — Eastvale Community House: “Come and Cook” recorded tip segment (transcript).

The cooking group records short tip segments for the people attending its evening course.

COOK: Welcome back to Come and Cook. Tonight: batch cooking — four meals from one session. However, start one big pot of rice; every dish tonight uses it as a base. While it cooks, chop your vegetables — in short, diced carrot, onion and celery all freeze well, so cook a double amount. To finish, portion everything into containers while the food is still warm, and label each one with the date.

Note: this example uses a synthetic scenario — the people, places and organisations were created for this book.

Model response.

- The two clues that do not fit are “However” and “in short”.
- “However” promises a piece that goes against “four meals from one session” — the listener braces for a catch or a warning. What actually comes is simply the first step of the method, so the listener spends those seconds hunting for a problem that does not exist, and may half-miss the step itself. “In short” promises the segment is ending — the listener sits up for the wrap and may stop listening closely. What actually comes is an example of vegetables that freeze well, in the middle of the method, with the real ending still to come.

c. “However” should be “First,” or “To start,” — the piece is the first step of a sequence. “In short” should be “for example,” or “say,” — the piece is a case that shows which vegetables freeze well. (The last clue, “To finish”, does fit: the segment really is ending.)

(Model response: 157 words)

Takeaway: every clue makes a promise about what comes next. Run the promise test — say the clue, say what should follow — and if the next piece does not keep the promise, one of the two must change.

Practice questions

Scaffolded

Answer in full sentences unless a frame, a box or a table is given. Every transcript and situation in these questions was created for this book; each new stimulus carries a note at its first appearance.

Question 1 (5 marks)

Here are five semantic clues and five descriptions of the connection each one signals.

1. so
2. however
3. for example
4. finally
5. on top of that

A. a case is coming that shows what was just said B. another piece of the same kind is coming C. the next piece is a result of the last one D. the last piece in a sequence is coming E. the next piece goes against the last one

a. Write your five pairs, for example “1 — C”. One mark for each correct pair.

5 marks

Question 2 (3 marks)

Stimulus — Fernhill Coaches: voicemail to a booked group (transcript).

WES (DEPOT SUPERVISOR): Hi, it’s Wes from the Fernhill Coaches depot — it’s about your group’s day trip. Because another booking needs the small coach on the Tuesday, your trip has moved from Tuesday 8 December to Thursday 10 December. Same times: the coach leaves the depot at nine in the morning and is back by five. So please check that Thursday suits everyone in your group, and ring me back on this number — or call in at the depot office; we are there Monday to Friday, nine to four.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

a. Identify two semantic clues in the message and name the connection each one signals.

2 marks

b. Explain how one of your clues helps a listener who hears the message once, with no replay. You may use this sentence frame: “The clue ‘____’ tells the listener ____, so the listener can ____.”

1 mark

Question 3 (4 marks)

Bec, the coordinator at Northvale Community House, welcomes a new volunteer to the community pantry. Four semantic clues are missing from the transcript — each gap is marked.

Stimulus — Northvale Community House: pantry induction chat (transcript with gaps).

BEC: Welcome to the pantry — this is a free food shelf for anyone in the neighbourhood, with no forms and no questions. (1) ____, the pantry opens Tuesday and Friday mornings, ten to twelve, and visitors take what they need. (2) ____, we volunteers arrive at half eight, before the doors open, to sort and shelve the donations. (3) ____, every item gets checked for its use-by date — nothing out of date goes on the shelf. (4) ____: one shift a fortnight is plenty. We would rather you came back for a year than burned out in a month.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Box: *First · Next · Also · And remember · however*

Hint: at each gap, ask which connection the next piece has — a step in a list, an extra rule, or a point to hold on to.

a. Choose one clue for each gap (1)–(4) from the box. Each clue is used at most once; one clue is not used at all. One mark per correct gap. 4 marks

Question 4 (4 marks)

Each pair of sentences below needs one semantic clue at the start of the second sentence.

1. The hall is booked until six. ____ our session starts at six-thirty.
2. I have never spoken to a group before. ____ I want to try it anyway.
3. Bring a jumper to the movie night. ____ it gets cold on the back oval once the sun goes down.
4. There is plenty on for free this month — ____ the craft club, the movie night and the tool library.

Box: *so · but · because · for example · to sum up*

Hint: name the connection between the two sentences first — a result, a contrast, a reason or an example — then choose the word that promises it.

a. Write one clue from the box for each pair (1)–(4). Each clue is used at most once; one clue is not used at all. One mark per correct pair. 4 marks

Question 5 (3 marks)

Stimulus — Rivergum Institute: classroom announcement (transcript).

MS PERRY: Quick announcement about the practice presentations, everyone. Everybody presents next Thursday, however the running order goes up on the board on Monday morning.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Identify the clue that does not match the connection it carries. 1 mark
- b. Explain what that clue makes the class expect, and what actually comes instead. You may use this frame: “The clue ‘ ____ ’ makes the class expect ____, but what comes is ____.” 1 mark
- c. Suggest a fitting clue. 1 mark

Question 6 (4 marks)

Here are four clues a listener might hear in a talk, and five things a note-taker might do.

1. “There are three reasons to join.”
2. “The main thing is ...”
3. “For example, ...”
4. “To sum up, ...”

A. write this down first — the speaker has just named the point that matters most B. plan three headings, and listen for the first, second and third C. stop collecting new points; check the notes cover what the speaker repeats D. keep the point, not the case — an example shows a point; it is not the point E. write down every word the speaker says from here on

Hint: think about what your pen should be doing at each moment.

a. Write your four pairs, for example “1 — C”. One mark for each correct pair.

4 marks

Un scaffolded

Question 7 (3 marks)

Stimulus — Emu Crossing Community Centre: welcome at table-tennis Saturday (transcript).

COORDINATOR: Welcome to table-tennis Saturday! First, how the morning runs: tables are set up in the hall from ten, and play wraps up at twelve. The hall doors lock at twelve-thirty. Because the tables are limited, sign your name on the sheet at the door, so we can rotate players through the games. And one more thing — indoor shoes only in the hall, no booking is needed, and there is tea and biscuits after play. If you need anything, I am at the near table all morning.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Identify three semantic clues in this welcome and name the connection each one signals.

Question 8 (4 marks)

Re-read the transcript for Question 7. Explain how two of its clues help a first-time visitor follow the welcome when hearing it once.

Question 9 (3 marks)

Re-read the transcript for Question 7. These two sentences sit side by side with no clue between them: “play wraps up at twelve. The hall doors lock at twelve-thirty.”

- a. Explain what a first-time visitor has to guess at this point. 1 mark
- b. Suggest a clue that would make the connection audible, and rewrite the two sentences with it. 1 mark
- c. Name the connection your clue signals. 1 mark

Question 10 (3 marks)

Stimulus — Banksia Ridge Aged Care: the ending of the volunteer-recruitment talk at a community morning tea (transcript).

COORDINATOR: ... So that is what a visit looks like: a cup of tea and a chat with a resident who rarely gets visitors. To finish — visits run on Tuesdays, and one visit a fortnight is plenty. Most importantly, the residents who need visitors most are the ones who have stopped expecting them. The sign-up sheet is at the back table: put your name down today, and we will call you about a first visit.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Identify the clue that signals wrapping up, and the clue that signals emphasis. 2 marks
- b. Explain how the emphasis clue shapes what the room remembers after the talk ends. 1 mark

Question 11 (3 marks)

Stimulus — Bellwater Public Library: craft-club phone explainer (transcript).

SIMONE: Thanks for ringing the library. Craft Club runs on Saturday mornings at ten, in the children's corner — it is free, and there is no booking. We set out extra chairs when a big group arrives. We keep the projects simple, so children can do most of the work themselves. Some parents ask whether little siblings can come along. They can — we always have something for the under-fives to hold on to. If you would like the details, we are on (03) 5550 7150.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Identify one place where two pieces of information sit side by side with no clue between them. 1 mark
- b. Explain what a caller might wonder at that place. 1 mark
- c. Suggest a clue the librarian could say there, and name the connection it signals. 1 mark

Question 12 (4 marks)

Stimulus — The Copper Kettle Café: two endings of the same training talk (transcripts).

Petra, the manager, trains a new staff member on the espresso machine. Two ways of ending the same talk are shown.

VERSION A: ... That is the milk done. To sum up: grind, tamp, pull — then steam and pour. And if you remember one thing, remember the wipe-down: a clean wand saves the next person. Any questions before we open?

VERSION B: ... That is the milk done. Grind, tamp, pull. Steam and pour. Wipe the wand. A clean wand saves the next person. Any questions before we open?

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Explain which ending a new staff member would find easier to follow when hearing the talk once, referring to two clues in that version.

Question 13 (4 marks)

Stimulus — Riverway Freight: handover call before a night run (transcript).

Thursday 3 December 2026, 4.30 pm. Finn hands the Hartfield run over to the relief driver by phone. Riverway works on the 24-hour clock, and the night-delivery window is 1800 to 2100.

FINN: About the Hartfield run tonight — the window is still eighteen hundred to twenty-one hundred. However, your run sheet is in the cab pocket, and the load is strapped already. Loading dock two, not one; there is a trailer blocking one until morning. For example, if the customer at Hartfield is not there when you arrive, flag early — phone the dock boss straight away, and do not wait at the gate. That is everything. Safe run.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Identify two clue words that do not match the connections they carry. 2 marks
- b. For each, explain what the clue makes the relief driver expect, and what actually comes instead. 2 marks

Question 14 (4 marks)

Stimulus — Rivergum Institute: Iris's first practice run (transcript).

Iris's presentation advises next year's students about finding a work placement. This is her first practice run, recorded by her teacher.

IRIS: So, um, my talk is basically about finding a work placement. Basically, you need a resume first. And, like, the placement office is really helpful. So yeah. Basically, ask your questions early — like, in the first week. That is, um, basically my main tip.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Explain why the repeated “basically” and “like” are not doing the work of semantic clues here. 2 marks
- b. Suggest two real clues Iris could use instead — one for the resume point and one for the main tip — and name the connection each would signal. 2 marks

Question 15 (3 marks)

Stimulus — Northvale Community House: tool-library information session (transcript).

BEC: Welcome along, everyone. There are two things to know before you borrow. First, who can join: you need to be eighteen or over, and you bring photo identification and proof of address. Second, the loan rules: a tool goes out for up to one week, free, and you can renew it once if nobody else has reserved it. Third, what we cannot take: donated tools are welcome, but anything damaged or unsafe gets turned away.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Identify the problem a note-taker runs into here. 1 mark
- b. Explain why that problem matters more in a spoken talk than on a printed page. 1 mark
- c. Suggest one fix — to the preview, or to the three pieces. 1 mark

Question 16 (4 marks)

Stimulus — the same piece of advice, given twice (transcripts).

Setting A: a volunteer-recognition morning tea hosted by Fernhill City Council. Setting B: the Southside Sports Club clubroom, after trivia night.

VERSION A: Thank you all for coming. In addition to today's certificates, nomination forms for next year's volunteer awards are available at the back table. To conclude: our volunteers are the reason these programs run.

VERSION B: Thanks, everyone. Oh — and one more thing: the nomination forms for the volunteer awards are on the table by the door, so grab one before you head home. Anyway, that's it from me — see you at the next trivia night.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

a. Identify two clues in Version A that suit the formal setting, and two in Version B that suit the casual setting. 2 marks

b. Explain why one pair fits its setting — and what would be lost if the two versions swapped clues. 2 marks

Question 17 (5 marks)

Write a segment of 60–80 words for an oral presentation of your own — advice or advocacy on a topic you know (a job, a work placement, a club, a course, or one of the invented organisations in this book). Your segment must:

- open with a preview phrase that tells the listener how many pieces are coming
- carry at least two more semantic clues from different connection families
- place every clue at the start of the piece it introduces

Under your segment, list the clues you used and the family each one signals.

Question 18 (6 marks)

Stimulus — Ellison Grove Neighbourhood Centre: a member appeal at the community meeting (transcript).

The centre's 12-seat van is free for local community groups, but only a group with a driver who has passed the centre's driver check can take it out. Tonight the coordinator asks the meeting for two more volunteer drivers.

COORDINATOR: Thanks for staying back, everyone. I want to talk about our community van — and I am asking this room for two more volunteer drivers. There are three reasons this matters. First, the van is free for every local community group, so a booking we turn away is a working bee, a markets trip or a sporting fixture that never happens. Second, we can only lend the van to a group with a driver who has passed the driver check. Right now, six names are on the checked list, and the calendar on the noticeboard has empty days. But the strongest reason is not the calendar. Two of our six drivers are stepping back this year, and if we do not train replacements now, the van sits in the car park while the groups that need it go without. To sum up: the check takes one afternoon, the centre refunds the fuel you use, and two more names on that list keep twelve seats on the road. If you will do it, put your name down at the front desk — it is open nine to three, Monday to Friday.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Write a response about how the coordinator signals the connections in this appeal. Your response must cover the six points below. One mark is awarded for each point that is supported by the transcript's own words.

- one semantic clue in the talk, with the connection it signals
- a second semantic clue, with the connection it signals
- why the preview “There are three reasons this matters” helps a member who hears the talk once
- what “But the strongest reason is not the calendar” tells the listener, and why the strongest reason is saved for last
- one place where the connection between two pieces is left for the listener to work out, and a clue that would fix it
- how the “To sum up” sentence helps the ask — “put your name down at the front desk” — land

Write about 150 words.

Answers

Q1. Match (5). 1—C; 2—E; 3—A; 4—D; 5—B.

Q2. Identify (2) + explain (1). **a.** any two of — <“Because” — cause (the reason the trip moved)>; <“So” — effect (the result: what the group must do now)>. **b.** <how one clue helps a one-pass listener, e.g. “So” tells the listener that what follows is the result of the date change, so they can hear “check Thursday and ring back” as the next step rather than more news>.

Q3. Complete (4). (1) ; (2) ; (3) ; (4) . Unused: .

Q4. Complete (4). 1 ; 2 ; 3 ; 4 . Unused: .

Q5. Identify (1) + explain (1) + suggest (1). **a.** <“however”>. **b.** <makes the class expect a piece that goes against “everybody presents next Thursday”; what comes is an added piece — when the running order goes up>. **c.** <“and” (or “also”, “plus”) — adding>.

Q6. Match (4). 1—B; 2—A; 3—D; 4—C. Unused: .

Q7. Identify (3). any three of — <“First” — sequencing>; <“Because” — cause (the reason for signing the sheet)>; <“so” — effect (what signing achieves)>; <“And one more thing” — adding>.

Q8. Explain (4). two clues, each tied to a once-only listener, e.g. <“First, how the morning runs” — a preview: the visitor knows a bounded list of logistics is coming and can hold it in order>; <“Because the tables are limited” — the reason arrives before the instruction, so signing the sheet makes sense without a re-read>; <“so we can rotate players” — the result of signing>; <“And one more thing” — signals an extra piece, not a change of topic>.

Q9. Explain (1) + suggest (1) + name (1). **a.** <whether the locked doors are a result of the twelve o’clock wrap-up (so pack up now) or a separate fact — the visitor may miss that the hall clears by twelve-thirty>. **b.** <e.g. “play wraps up at twelve, so please pack up your things — the hall doors lock at twelve-thirty”>. **c.** .

Q10. Identify (2) + explain (1). **a.** wrapping up: <“To finish”>; emphasis: <“Most importantly”>. **b.** <it marks the point about the residents who have stopped expecting visitors as the one piece to carry out of the room, so it is what stays in memory after the talk ends>.

Q11. Identify (1) + explain (1) + suggest (1). **a.** <between “We keep the projects simple, so children can do most of the work themselves.” and “Some parents ask whether little siblings can come along.”>. **b.** <whether the sibling answer is still about Craft Club or a new topic — on a phone call there is no re-read and no heading to check>. **c.** <e.g. “And one question we often get is —” (introducing a related piece; adding), or “Also, little siblings are welcome —”>.

Q12. Explain (4). ; two clues with reasons, e.g. <“To sum up” — signals a recap, so the trainee knows these are the steps to carry to the machine, not new information>; <“if you remember one thing, remember the wipe-down” — emphasis: names the one priority to hold when everything else is busy>.

Q13. Identify (2) + explain (2). **a.** <“However”>; <“For example”>. **b.** <“However” primes the driver for a change or problem with the window; what comes is added information — where the run sheet is and that the load is strapped>; <“For example” primes the driver for an instance of something just said; what comes is a rule for when the customer is absent — new, critical information dressed as an illustration>.

Q14. Explain (2) + suggest (2). **a.** <they promise no connection — they do not say whether the next piece adds, contrasts, gives a reason or wraps up; they are fillers that hold the floor, and they bury the two pieces that need signing (the first step and the main tip)>. **b.** e.g. <“First, you need a resume” — sequencing>; <“The main thing is: ask your questions early” — emphasis>; <“To finish,” before the last line — wrapping up>.

Q15. Identify (1) + explain (1) + suggest (1). **a.** <the preview promises “two things to know” but the talk delivers three — the count does not match the map>. **b.** <a listener hears the count once and builds notes around it; a reader can look back and re-count>. **c.** <say “three things to know”, or move the donations piece out of the counted list under a fresh clue, e.g. “One more thing before you go —”>.

Q16. Identify (2) + explain (2). **a.** A: <“In addition”, “To conclude”>; B: <“Oh — and one more thing”, “Anyway, that’s it from me”>. **b.** <formal, complete phrases suit a seated, ceremonial morning tea and mark the moment as official; short everyday phrases suit a clubroom of mates mid-evening; swapped, “Anyway, that’s it” would make the awards sound like an afterthought, and “In addition” / “To conclude” would put a wall between the speaker and the clubroom>.

Q17. Create (5). Route: ; <two more clues from different families, listed with their families>; <60–80 words in a spoken register>. See Fully-worked solutions for a model.

Q18. Extended response (6). Route: one mark per cover point — <one clue + family, e.g. “so a booking we turn away is...” — cause and effect>; <a second clue + family, e.g. “First” — sequencing>; <the preview gives a count and a map to a room hearing the appeal once — nobody can re-read a meeting>; <“But the strongest reason is not the calendar” — contrast: flags the turn from practical reasons to the urgent one, saved for last so it is freshest when the decision comes>; <the gap: “six names are on the checked list, and the calendar ... has empty days” — the result is implied, not signed; fix with “so” / “that’s why”>; <“To sum up” marks the argument finished and hands over three quick facts, so the ask — name on the list at the front desk — lands as the only next step>. Plan skeleton: two clues and families → the preview’s help → the contrast turn → the missing-clue gap → the wrap and the ask. See Fully-worked solutions for the model.

Fully-worked solutions

Question 1

Match (5): pair each clue with the connection it signals.

- 1 → C — “so” promises a result: the next piece follows from the last one.
- 2 → E — “however” promises a contrast: the next piece goes against the last one.
- 3 → A — “for example” promises a case: an instance that shows what was just said.
- 4 → D — “finally” promises the last piece in a sequence.
- 5 → B — “on top of that” promises an addition: another piece of the same kind.

(Model response: 68 words)

Marker’s note: these five families — result, contrast, example, sequence, addition — do most of the work in every task that follows.

Question 2

Identify (2): two clues with their connections. *Explain (1):* one clue tied to a one-pass listener.

a. Two semantic clues: “Because” signals cause — it introduces the reason the trip moved (another booking needs the small coach on the Tuesday). “So” signals effect — it introduces the result of the move: what the group now needs to do.

b. The clue “So” tells the listener that what follows is the result of the date change, so the listener can hear “check that Thursday suits everyone, and ring me back” as the next step rather than as more news — a voicemail plays once, and the ask has to be recognisable while it is in the air.

(Model response: 97 words)

Common errors: quoting whole sentences instead of the clue word itself; naming a connection without the clue that signals it.

Question 3

Complete (4): one clue per gap.

- (1) First — the opening hours are the first piece in Bec’s tour of how the pantry works.
- (2) Next — the volunteer arrival time is the second step in the same list.
- (3) Also — the use-by check is an extra rule of the same kind, added to the list.
- (4) And remember — the shift advice is the point to hold on to, flagged as important.

The unused clue is “however” — it promises a contrast, and nothing in the chat goes against anything else; every piece adds.

(Model response: 85 words)

Marker’s note: gap (4) accepts any emphasis-style clue from the box; the distractor is refused because no piece in the transcript contradicts another.

Question 4

Complete (4): one clue per pair.

- 1 so — the late booking is the reason; the six-thirty start is the result.
- 2 but — never having spoken to a group and wanting to try anyway pull against each other: a contrast.
- 3 because — the cold back oval is the reason for the jumper.
- 4 for example — the three events are cases that show “plenty on for free”.

The unused clue is “to sum up” — none of the pairs ends a talk.

(Model response: 73 words)

Common errors: choosing a clue that fits the topic but not the connection — “so” in pair 3 would turn the reason into a result and point the sentence the wrong way.

Question 5

Identify (1): the mismatched clue. *Explain (1):* expectation versus reality. *Suggest (1):* a fitting clue.

- a. The clue that does not fit is “however”.
- b. The clue “however” makes the class expect a piece that goes against “everybody presents next Thursday” — a change or an exception. What comes instead is an added piece of information: when the running order goes up. Students spend those seconds looking for the catch, and the real news — check the board on Monday — can slip past.
- c. A fitting clue is “and” (or “also”): the second piece simply adds to the first.

(Model response: 82 words)

Common errors: suggesting “but” for part c — “but” keeps the contrast promise, and there is no contrast here; the fix must match the real connection, which is adding.

Question 6

Match (4): pair each clue with what a good note-taker does.

1 → B — a preview phrase gives the count; the note-taker plans three headings and listens for each piece.

2 → A — an emphasis clue names the point that matters most; it goes down first.

3 → D — an example shows a point; the note-taker keeps the point and lets the case go unless it is short.

4 → C — a wrapping-up clue means no new points are coming; the note-taker checks the notes instead.

The unused item is E — “write down every word” is what a listener does when the speaker gives no clues at all. The clues exist so the pen can be selective.

(Model response: 102 words)

Marker’s note: this is the listener’s side of the same skill — the clues a speaker places are the signals a note-taker reads.

Question 7

Identify (3): three clues, each with its connection.

Three semantic clues: “First” signals sequencing — the logistics of the morning are coming as an ordered list. “Because” signals cause — the limited tables are the reason for the sign-up sheet. “And one more thing” signals adding — the house rules and the tea are extra pieces, not a change of topic. (Also creditable: “so” in “so we can rotate players” — effect: what signing the sheet achieves.)

(Model response: 65 words)

Common errors: quoting whole sentences instead of the clue; naming the connection family without the quoted clue word as evidence.

Question 8

Explain (4): two clues, each tied to a listener hearing the welcome once.

Clue 1: the preview “First, how the morning runs” tells a first-time visitor that a bounded list of logistics is starting — times, the sheet, the rules. Hearing it once, the visitor knows the shape of what is coming and can hold the pieces in order instead of catching facts at random.

Clue 2: “Because the tables are limited” gives the reason *before* the instruction to sign the sheet, so the instruction makes sense on arrival: the visitor hears why their name matters — “so we can rotate players” — rather than a rule to remember blindly. A sign at the door can be re-read; a welcome spoken over a hall of bouncing balls cannot, so the reason has to travel with the rule.

(Model response: 121 words)

Other fully creditable answers: “so we can rotate players” — the result of signing, heard as the payoff of the rule; “And one more thing” — signals an extra piece is coming, so the visitor keeps listening instead of treating the shoes-and-tea facts as small print; “First” alone — sequencing: the morning has a running order the visitor can picture.

Question 9

Explain (1): the guess the listener must make. *Suggest (1):* a clue plus rewrite. *Name (1):* the connection.

- a. The visitor has to guess whether the doors locking at twelve-thirty is a result of play wrapping up at twelve — pack up and be out of the hall — or a separate fact about the building. Without the connection signed, a first-timer may hear only “doors lock” and miss that the half-hour after play is for packing up.
- b. Add “so”: “Play wraps up at twelve, so please pack up your things — the hall doors lock at twelve-thirty.”
- c. Cause and effect: the wrap-up time is the reason for the packing-up window.

(Model response: 92 words)

Other fully creditable answers: “which means” or “that means” in place of “so” — each signs the same result connection.

Question 10

Identify (2): the wrapping-up clue and the emphasis clue. *Explain (1):* the emphasis clue’s effect on memory.

- a. The clue that signals wrapping up is “To finish”; the clue that signals emphasis is “Most importantly”.
- b. “Most importantly” tells the room that the piece it introduces — the residents who need visitors most are the ones who have stopped expecting them — is the point that matters most. After the talk ends and the sign-up sheet is passed, that is the sentence still in the room’s ears, because the coordinator said out loud that it counted for more than the Tuesdays and the fortnightly visits.

(Model response: 86 words)

Marker’s note: an emphasis clue is a speaker choosing, in advance, what the audience will remember — the strongest small word in a recruitment talk.

Question 11

Identify (1): the unsigned join. *Explain (1):* the caller’s uncertainty. *Suggest (1):* a fitting clue and its connection.

- a. Between “We keep the projects simple, so children can do most of the work themselves.” and “Some parents ask whether little siblings can come along.” the two pieces sit side by side with no clue.
- b. The caller has to wonder whether the sibling answer is still about Craft Club or the start of a new topic — and on a phone call there is no heading to check and no re-read: only the next sentence.
- c. Simone could say “And one question we often get is —” before the sibling piece: an adding clue that marks the new piece as part of the same conversation. (“Also, little siblings are welcome —” works the same way.)

(Model response: 114 words)

Other fully creditable answers: any clue that signs the real connection — adding or introducing a related piece — e.g. “One more thing parents ask: ...”, “And while we are on the topic, ...”.

Question 12

Explain (4): the better version, with two clues explained for a one-pass listener.

Version A is easier to follow. Its first clue is “To sum up”, which tells the trainee that nothing new is coming — this is the whole procedure again, in order, so these are the steps to carry to the machine. Hearing the talk once, the trainee knows to hold this version in memory rather than wonder whether “Grind, tamp, pull” is step one or a reminder. Its second clue is “if you remember one thing, remember the wipe-down” — an emphasis clue that names the single priority. A new staff member cannot re-read a spoken training talk on a busy shift, so the speaker has to say, out loud, which point outranks the others; Version A does, and Version B never does. Version B has the same words with no promises between them: “Wipe the wand.” arrives with nothing to mark it as step five, a rule, or a tip, and the talk stops without a signal that it ended.

(Model response: 159 words)

Marker’s note: two marks for choosing Version A and explaining the first clue; two for the second clue. Naming the version with no clues explained earns at most 1.

Question 13

Identify (2): two mismatched clues. *Explain (2):* expectation versus reality for each.

a. The two clues that do not match their connections are “However” and “For example”.

b. “However” primes the relief driver for a change or a problem with the delivery window — a contrast with “eighteen hundred to twenty-one hundred”. What actually comes is added information: the run sheet’s location and the fact that the load is already strapped. The driver spends those seconds hunting for bad news and can half-miss where the paperwork is. “For example” primes the driver for an instance of something just said — perhaps a sample of a blocked dock. What actually comes is a rule for when the Hartfield customer is absent: flag early, phone the dock boss, do not wait. That is new, critical information, and an example-clue tells the driver it can be half-heard.

(Model response: 130 words)

Other fully creditable answers: fitting replacements, if offered: “Also,” or “And” for “However”; “One more thing —”, “And remember,” or “Most importantly,” for “For example”. The marks, however, are for the identification and the confusion, not the fix.

Question 14

Explain (2): why the fillers fail as clues. *Suggest (2):* two real clues with their connections.

a. “Basically” and “like” are not semantic clues because they promise no connection: they never say whether the next piece adds, contrasts, gives a reason, shows an example or wraps up. They are fillers — habits of speech that hold the floor while the speaker thinks — and here they do active harm, because they sit exactly where the two pieces that *need* signing are: the first step of the process and the main tip. Buried in “basically”, both pieces sound like everything else.

b. For the resume point: “First, you need a resume” — sequencing; it marks the opening step of the process. For the main tip: “The main thing is: ask your questions early” — emphasis; it names the point Iris wants the class to carry away. (“To finish,” before the last line would also work — wrapping up.)

(Model response: 136 words)

Common errors: calling the fillers “informal clues” — register is not the problem; a casual talk can sign its connections perfectly well with “First” and “The main thing is”. The problem is that fillers signal no connection at all.

Question 15

Identify (1): the preview problem. *Explain (1):* why it bites harder in speech. *Suggest (1):* a fix.

- a.** The preview promises “two things to know”, but the talk delivers three — “First ... Second ... Third ...”. The count does not match the map.
- b.** On a printed page a reader who reaches “Third” can look back at the opening line and re-count; the page waits. A listener hears the number once and builds their notes around it, so the mismatch leaves the note-taker hunting for a missing piece, doubting their notes, or assuming they misheard — all while the third point is still being spoken.
- c.** Fix the preview — “There are three things to know before you borrow” — or keep “two things” and move the donations point out of the counted list under a fresh clue: “One more thing before you go — donated tools are welcome, but anything damaged or unsafe gets turned away.” Either way, the map must match the territory.

(Model response: 141 words)

Marker’s note: part **c** accepts any fix that makes the promised count and the delivered pieces agree; a fix that rennumbers without addressing the mismatch (e.g. silently dropping “Third”) does not.

Question 16

Identify (2): two clues per version. *Explain (2):* one pair’s fit, and the cost of swapping.

- a.** Version A (formal): “In addition” and “To conclude” — also the full, measured “Thank you all for coming”. Version B (casual): “Oh — and one more thing” and “Anyway, that’s it from me”.
- b.** The formal clues fit the recognition morning tea because it is a seated, ceremonial occasion: complete, unhurried phrases mark the moment as official and show respect for the people being honoured. The casual clues fit the clubroom because the room is standing, half-way out the door after trivia night: short everyday phrases suit mates, and they get the notice heard before people leave. Swap them and both rooms break: “Anyway, that’s it from me” at the morning tea would make the awards sound like an afterthought, and “In addition ... To conclude ...” in the clubroom would put a wall between the speaker and her own club. The connection — one more notice, then the end — is identical; only the clothing changes.

(Model response: 152 words)

Other fully creditable answers: “Thank you all for coming” vs “Thanks, everyone” as the formality signal; “so grab one before you head home” (casual result-clue) vs the formal “are available at the back table”.

Question 17

Create (5): the route awards one mark for the preview phrase, two for the two further clues from different families listed with their families, one for clues that match the real connections and sit at the start of their pieces, and one for a 60–80-word segment in a spoken register.

My presentation advises next year’s students about the first week of a work placement. There are three things that make the first week work. First, arrive ten minutes early — nobody ever regretted being ready. Second, carry a notebook, and write every instruction down once, so you never have to ask twice. And the main thing is this: ask your questions early. A question on Monday is small; the same question on Friday is big.

Clues used: “There are three things” — preview (sequencing family); “First” and “Second” — sequencing; “And the main thing is” — emphasis; “so you never have to ask twice” — cause and effect.

(Model response: 103 words)

Marker’s note: the topic is free — a job, a placement, a club, a course or one of this book’s invented organisations all count. The marks are for the signposting, not the topic: every clue must sit at the start of the piece it introduces and promise what the piece actually delivers.

Common errors: listing more clues than the segment contains; using three clues from one family (three sequencing clues meet the “different families” requirement only if the segment genuinely adds, contrasts or emphasises elsewhere); writing a paragraph for a page instead of a segment for the ear.

Question 18

Extended response (6): one mark per cover point, each supported by the transcript’s own words.

The appeal is signed from its first breath. “So” in “a booking we turn away is a working bee ... that never happens” signals cause and effect, and “First” and “Second” signal sequencing: the promised reasons arriving in order. The preview “There are three reasons this matters” gives a member hearing the appeal once a count and a map, so each reason can be ticked off as it lands — nobody can re-read a meeting.

The turn is signed too: “But the strongest reason is not the calendar” uses contrast to mark the decisive reason as different in kind from the two practical ones — and saving it for last keeps the urgency freshest when the decision comes.

One connection is left unsigned: “six names are on the checked list, and the calendar on the noticeboard has empty days.” The empty days are a result of the thin list, but only “and” joins them; “so the calendar has empty days” would sign it.

Finally, “To sum up” closes the argument and hands over three quick facts — one afternoon, fuel refunded, twelve seats — so the ask, “put your name down at the front desk”, lands as the only next step.

(Model response: 196 words)

Marker’s note: the six cover points map one-to-one onto marks: two clues with families (2), the preview’s help (1), the contrast turn (1), the unsigned gap plus a fitting clue (1), the wrap and the ask (1). Length is guided, not marked — a shorter response that covers all six points in the transcript’s own words takes full marks.

Common errors: describing the appeal’s content instead of its connections; naming families without quoting the clue; proposing a “fix” for the gap that changes the facts rather than signing the connection.

Other fully creditable answers: “That is everything” and “To finish”-style wraps elsewhere in the transcript; “and if we do not train replacements now” as a cause-clue; “Thanks for staying back” read as the opening that signs a new business item. The gap may also be placed between “six names are on the checked list” and “Two of our six drivers are stepping back”, with “and that is a problem, because” or similar signing the connection — any genuine unsigned join with a fitting clue earns the mark.