

## Knowing Your Audience

### Before you watch

#### A

This activity introduces the topic of knowing an audience to give an effective talk.

Students discuss the talks they have given previously and whether they had information about their audience beforehand.

#### B

Have students complete the statements with their comfort level concerning giving a talk. An audience's attitude, background, and size all factor into choices a speaker makes when giving a talk.

### Video

For online classes, before playing the video, make sure that you're sharing both the screen and the sound.

Alternatively, upload the video to a shared folder before class and ask students to download it to watch on their own devices.

#### A

This activity is designed to check students' comprehension of the main ideas. Tell students to view the video and focus on the general understanding of the questions they should consider prior to giving a talk. Ask students to work individually or in pairs to determine the answer to each statement. Monitor and support. Check answers with the class. If you teach online or with an interactive whiteboard, use the interactive feature of the worksheet to check answers with your class.

#### Key:

1. d, 2. a, 3. c, 4. b, 5. a

#### B

Have students watch the video again and listen for details. Ask students to work individually or in pairs to select the correct option. Monitor and support. Check answers with the class.

#### Key:

1. humour
2. background information
3. controversy
4. tone
5. conversational

#### C

This activity requires students to use the concepts and vocabulary from the video in the context of conversation. Ask students to work individually or in pairs to complete the conversation. Monitor and support. Check answers with the class.

#### Key:

1. c
2. d
3. a
4. b
5. e

### Digital skills focus

#### A

This activity offers tips on getting to know an audience via online polls. Emphasise that setting up questions and responses in advance is critical for the success of polling. The poll questions (no more than three!) should elicit the information the speaker finds most helpful. Speakers will have to adjust their talk to their audience's needs as they go along. Ask students to work individually or in pairs to complete the sentences. Monitor and support. Check answers with the class. If you teach online or with an interactive whiteboard, you can use the interactive feature of the worksheet to check answers.

#### Key:

1. gather information
2. set up
3. effectively reach
4. background
5. Follow up
6. Supply responses
7. displayed anonymously
8. controversial

## Language focus

### A

This activity has two purposes. The text serves as a model for planning a survey of an audience to get information about their wants and needs. It also focuses students' attention on some questions they should use to complete the Digital Communicative Task.

Tell the students to select the correct option to complete the sentences. Monitor and support. Finally, check answers with the class. Encourage discussion if there is disagreement or if students are not sure which option is the best word to fill each gap.

If you are teaching an online class, set a timer for the individual practice so you don't disturb students by asking them if they've finished.

#### Key:

1. common interest
2. relate to
3. technical
4. address
5. attitudes
6. oppose

### B

This activity is designed to focus students' attention on verb collocations (words commonly used together). Encourage students to watch the video again or use a dictionary, as needed, to find the phrase.

#### Key:

1. share
2. oppose
3. use
4. address
5. determine
6. deliver

### C

This activity gives students the opportunity to practise the suggestions for surveying an audience. In pairs or groups, have students prepare survey questions that the characters Rob and Sara might ask the attendees at their talk. Encourage students to work together to think of both questions and responses. The survey should be quick to take!

For online classes, use break rooms to have students work in pairs or groups. Set a timer so the students know when they have to go back to the whole class chat.

### Key

Student's own answers

## Digital communicative task

### A

This activity is designed to give students the opportunity to apply the communication skill in an online situation.

Students will give a talk individually, but can be paired up for the preparation part of the activity. They should imagine an audience in detail and create their talk with that audience in mind. They should decide the age, interests, attitudes, and size of the audience. For example, a talk on targeting advertising at children could be given to parents of young children or to TV executives. The information might be the same, but the talks would necessarily be quite different. Choose a topic for a talk (2-3 minutes in length). Students should rehearse the talk with their partner as the audience. Allow time for pairs to give feedback to each other using the checklist.

Students can do their planning and rehearsal in a breakout room. Encourage students to record themselves and watch back.

### B

Students present their talk in the online class while you record the session or they make a video of their talk and show it during the online session or post it to a discussion board. Encourage audience members to give feedback to the speakers. Allow time for the audience to give feedback to the speakers either live or in written feedback on a discussion board.

Ask each speaker to reflect on his/her rehearsal process and whether they see improvement from the first rehearsal to the finished and recorded talk.