

Keeping the Audience's Interest

Before you watch

A

This activity introduces the topic of capturing an audience's interest and attention as part of an effective talk.

Students discuss the methods that would capture their attention as audience members. Then, they discuss which methods, if any, they have previously used.

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, ask students to download it, and 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 tips for capturing an audience's attention. Ask students to work individually or in pairs to match the beginnings and endings of the sentences. 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. b,
2. d,
3. e,
4. a,
5. c

B

Have students watch the video again and listen for details. Ask students to work individually or in pairs to complete the tips that correspond to various ways a speaker can capture attention. Monitor and support. Check answers with the class.

Key:

1. engaging anecdote
2. a surprise
3. involve the audience
4. sense
5. used suspense

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 sentences with the correct word. Monitor and support. Check answers with the class.

Key:

1. relates
2. question
3. senses
4. anecdote
5. surprised

Digital skills focus

A

This activity offers tips on capturing an audience's attention when giving a presentation online. Emphasise that creating visuals is easier to carry out than creating audio with some video conferencing software. Poll questions introduce audience interaction into the presentation. Question and answer sessions in the chat work best if questions are addressed at specific points and only the most relevant questions should be taken in the interest of time. Ask students to work individually or in pairs to complete the sentences. Monitor and support. Check answers with the class.

Key:

1. polls
2. visuals
3. chat
4. monitor

Language focus

A

This activity has two purposes. The text serves as a model for brainstorming ways to capture an audience's attention. It also focuses students' attention on how to incorporate the methods for capturing attention in 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 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. capture | 6. suspense |
| 2. humor | 7. up front |
| 3. anecdote | 8. pay attention |
| 4. relate | 9. wake them up |
| 5. involve | |

B

This activity is designed to focus students' attention on using correct parts of speech. Encourage students to use a dictionary as needed to complete the sentences.

Key:

1. appealing
2. challenging
3. engaging
4. involved
5. surprising

C

This activity gives students the opportunity to practise the suggestions for capturing attention. In pairs or groups, have students prepare three different ways they might capture attention for one of the given topics. Encourage students to work together to think of both humorous and serious approaches to capturing attention.

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 for the preparation part of the activity. They should select a topic and brainstorm ways to capture attention and maintain it during a short talk. They should rehearse the presentation with each way and decide what works best.

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 about what was engaging. 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 their rehearsal process and whether they see improvement from the first rehearsal to the finished and recorded talk.