**Term 6 Week 4 Lesson 2 Year 10: Audience**

**Do now:**

1. **Why do you need to think about your ‘performance’ when you are planning your speech?**
2. **Why does having eye contact with your audience enhance your performance?**
3. **Why is listening as important as speaking in your presentation?**

**Key words:**

* **audience -** the assembled spectators or listeners at a public event such as a play, film, concert, or meeting.
* **respond -** to say or do something as a reaction to something that has been said or done.
* **appropriate -** suitable or proper in the circumstances.

**Task 1:**

**Your audience will be important to you when you are giving your speech. If they ask good questions, they can get you a great grade! You might also be asked to be part of an audience for someone else.**

**What makes a good audience?
Use the keywords to help you to create a list for a good audience.**

**Facts about your audience.
People we communicate with will take away from us:**

**7% of our words
38% of vocal characteristics : tone, volume, inflection
55% of body language and facial expressions.**

**So you can see that when you are part of an audience, how you look is important. If you were giving a speech, which would you rather see?**

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This audience are slouched in their seats. Their body language and facial expressions show that they are bored. Two are not even looking at the speaker and all four look hostile.

This audience has good eye contact with the speaker. There are lots of smiling faces to encourage the speaker. They are sat upright to show they are engaged

**In your own words, explain why your body language is important when you are part of an audience.**

**Task 2:**

**The quality of your questions are also important if you are a member of an audience. As stated before, the audience’s questions can help the speaker get a great grade.**

**There are two types of question – open or closed.**

**A closed question = can only be answered with a short answer such as “yes” or “no”.**

***E.g. Do you like Nandos?***

**An open question = require thought and a longer response (which allows you to hit the higher end of the mark scheme).**

***E.g. To what extent is it our responsibility to take action to stop climate change?***

|  |  |
| --- | --- |
| ***Pass***  | ***Listens to questions/feedback and provides an appropriate response in a straightforward manner*** |
| ***Merit***  | ***Listens to questions/feedback responding formally and in some detail*** |
| ***Distinction*** | ***Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information*** |

* **Write a list of 5 open and 5 closed questions that you could be asked about your speech.**
* **Think of answers for each question as it helps to be prepared on what questions might be asked. Look at the mark scheme for questions and try to make your answers distinction level.**

**TOP TIP\*\***

**If you get asked a great question from your audience but you need time to think of a distinction answer, be like a politician! They often begin their answer with statements like: “That is a really good question” or “thank you for that question”. These statements give the speaker a few extra seconds to think through their answer if they need it.**

**Task 3:**

**Continue writing your speech. Think about the questions you have created and try to answer them as you write.**