

Design for Listeners

Study how slide choices guide an audience.

ELA.11.C.5.1 “Create digital presentations to improve the experience of the audience.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each presentation choice that supports an audience, and circle the words that explain its effect on listeners or viewers.

A Proposal for Cooler Bus Stops

- ① When a student team presents a proposal for shaded bus stops, the goal is not to place every fact on a slide. Their audience, city council members and riders, needs to understand the problem quickly and picture a practical solution. The team opens with a full-screen photo of people waiting in direct sun, followed by one brief question: “Where can riders cool down?” This opening gives the audience a reason to listen before charts and budget details appear. A clear purpose guides each later choice, from the evidence selected to the final request.
- ② Next, the team uses a simple map with three numbered stops, not a crowded city map. The numbers match three short statements that appear one at a time as the speaker explains where shade is most needed. A bar chart then compares afternoon surface temperatures at a shaded stop and an unshaded stop. Its title states the comparison, its axes include units, and colors are different enough to distinguish when printed or projected. Instead of reading the chart aloud, the speaker points out the one pattern the audience should notice. These design choices reduce searching and help listeners connect evidence to the proposal.
- ③ To make the presentation usable for more people, the team adds captions to its short video of a bus stop and describes the photo for listeners who cannot see it clearly. Slides use large text, high contrast, and limited animation, so viewers can follow without distraction. The speakers pause after the map and chart, inviting a question before moving to costs. Their final slide shows a sketch of the shelter, a total estimated cost, and a specific request for a pilot at the three stops. A source slide lists the transit survey and temperature measurements, allowing audience members to check the evidence later.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Which two opening features help the audience engage before seeing charts or budget details? Explain how they help.

- 2 Why does the team use a simple numbered map and reveal the matching statements one at a time?

- 3 Identify two choices that make the presentation usable for more people, and state whom each choice supports.

- 4 How does the source slide improve the audience's experience after the presentation?

3 YOUR TURN Your own words

Plan a three-slide digital presentation that asks your school to make one improvement. Name your audience, then describe each slide's purpose, one visual or media choice, and one feature that supports the audience; include a final action request and a source plan.

PART 1 • READ AND MARK

Underline each presentation choice that supports an audience, and circle the words that explain its effect on listeners or viewers. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which two opening features help the audience engage before seeing charts or budget details? Explain how they help.	A full-screen photo of people waiting in direct sun and a brief question help. They make the problem concrete and give the audience a reason to listen.
2	Why does the team use a simple numbered map and reveal the matching statements one at a time?	The design reduces searching and helps listeners connect each location to the explanation of where shade is most needed.
3	Identify two choices that make the presentation usable for more people, and state whom each choice supports.	Captions support viewers who need text for the video, and describing the photo supports listeners who cannot see it clearly. Large text and high contrast also support readable viewing.
4	How does the source slide improve the audience's experience after the presentation?	It lists the transit survey and temperature measurements so audience members can check the evidence later.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Audience: the principal and students. Slide 1 uses a photo of the crowded bike rack and the question “Where should bicycles go?” with large, high-contrast text. Slide 2 uses a labeled bar chart comparing bike counts at two entrances, and I will explain the trend instead of reading the graph. Slide 3 shows a rack-location sketch, estimated cost, and a request to install ten racks; captions will accompany any video, and a source link will cite the student bike-count survey.

Accept plans with a clear audience, purposeful visuals or media, and specific choices that make information easier to access or understand. The final request should name an action, and the source plan should identify evidence the audience can check.