



Grade & Proficiency Theory Student Guide

Working in conjunction with grade and proficiency
theory guidelines.



Irish Board of
Speech & Drama

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Preliminary Grade 1

Learning My Poem

Share Your Poem

Learn a short poem and say it from memory. Speak clearly, use a loud voice and have fun sharing it!

Talk About the Poem

Answer some simple questions about your poem.

-  What do the words mean?
-  How does the poem make you feel?
-  What is your favourite part?
-  Who or what is the poem about?

Preliminary Grade 2

Learning My Poem

Share Your Poem

Learn your short poem by heart and say it with a clear, confident voice. Enjoy sharing it with others!

Tell the Story

Tell the story of your poem using your own words.

-  What happened in the poem?
-  Who is in the poem?
-  What is the poem about?
-  How do you think the characters feel?

Grade 1

Speaking & Sharing

Share Your Poem

Learn a short poem by heart and perform it with a clear, confident voice.

Tell the Story

Tell the story of your poem using your own words.

-  What happened in the poem?
-  Who are the characters?
-  What is the poem mainly about?
-  How do the characters feel?

Share About Yourself!

Give a short talk about **yourself** or **a favourite toy or book** that you have brought with you. Speak naturally, as if you are chatting with a friend.

You could talk about:

-  Your family
-  Your school
-  Your hobbies or favourite activities
-  Why your toy is special
-  Why you enjoy your book
-  Your favourite part or something interesting about it

Grade 2

Speaking, Sharing & Learning

Share Your Poem

Learn a short poem by heart and perform it with a clear, confident and expressive voice.

Show Your Artwork

Create and share a drawing, painting, collage or model inspired by your poem, explaining how it connects to the poem.

You Could Talk About...

-  The characters in your poem
-  What happens in the story
-  The main idea or theme
-  Why you chose these colours, pictures or materials
-  Your favourite part of the poem
-  How does the poem make you feel?
-  Why did you create your artwork this way?
-  Which part of your artwork matches the poem best?

Organs of Speech

Learn the names of the organs of speech and where they are.

-  Tongue
-  Teeth
-  Lips
-  Hard Palate (*the hard roof of your mouth*)
-  Soft Palate (*the soft part at the back of the roof of your mouth*)
-  Alveolar Ridge (*the bumpy part just behind your top front teeth*)

Grade 3

Reading, Speaking & Learning

Share Your Poem

Learn a short poem by heart and perform it with a clear, confident and expressive voice.

Read Your Book Out Loud

Remember to:

-  Speak clearly
-  Show expression
-  Project your voice
-  Look up often
-  Bring the story to life!

Let's Talk About Your Book

-  What is your book about?
-  Who are the main characters?
-  Why did you choose this book?
-  What is your favourite part?
-  Would you recommend this book to someone else? Why?

Vowels & Consonants

What is a Vowel?

A **vowel** is a sound made with a **free flow of air** through your mouth.

The five vowel letters are:

 A  E  I  O  U

What is a Consonant?

A **consonant** is a sound where the airflow is **stopped or interrupted** by your lips, tongue or teeth.

Examples: B • P • D

Using Pauses

A **pause** is a short stop while speaking.

There are two important types of pause:

Breath Pause

Take a pause when you need to breathe so your speech stays clear and relaxed. Breath pauses are often found at the end of a sentence eg. full stop

Sense Pause

Pause to help your audience understand your meaning; so that your speech makes sense.

You often use a sense pause at a comma, a full stop, an exclamation mark, a question mark

Good pauses make your reading easier to understand and more interesting to listen to.

My Book

 My book is called _____

 It was written by _____

 The story takes place _____

 The main character is _____

 Other important characters are _____

Understanding My Book

 This part of the story is about _____

 My favourite part is _____

 This part of the story made me feel _____

 I chose this book because _____

 I would recommend this book because _____

 Getting Ready to Talk

 One interesting thing I would like to tell the examiner is _____

 A question the examiner might ask me is _____

 I feel most confident talking about _____

Grade 4

Reading, Speaking & Learning

Share Your Poem

Learn a short poem by heart and perform it with a **clear, confident and expressive voice**. Enjoy bringing your poem to life! 🗣️👏

What is Mime?

Mime is acting without using words. Instead, you tell a story or show an idea using:

- 😊 Facial expressions
- 👐 Gestures
- 👤 Body movements

Perform a 1 minute story mime of your choice.

Types of Mime

🗣️ Character Mime

Pretend to be a different person or character.

Examples: an old woman, a pirate or a wizard.

📖 Story Mime

Tell a whole story from start to finish without speaking.

Examples: Little Red Riding Hood, walking a tightrope or losing your keys

Speaking Expressively

Speaking expressively means using your voice in different ways to make your words more interesting and meaningful. You can change:

- 🕒 **Pace** – speaking faster or slower
- ⬆️ **Pitch** – making your voice higher or lower
- 🎵 **Tone** – the feeling in your voice (happy, sad, excited or serious)
- 🔊 **Volume** – speaking louder or quieter

Grade 5

Speaking, Performing & Learning

Share Your Poem

Learn a short poem by heart and perform it with a clear, confident and expressive voice.

Perform Your Character

Choose a character from a book, story or play and perform a short dramatic solo or monologue. Remember to use:

-  Characterisation – show us who your character is
-  Your voice – speak clearly and expressively
-  Facial expressions – show your character's feelings
-  Movement – move in a way that suits your character
-  Bring your character to life!

Understanding Your Character

To perform a character well, you need to understand them. Use the prompts below to complete your character chart. You should know:

-  **Who** your character is
-  **Where** they fit into the story
-  **Who** they know and how they relate to others
-  **When** and where the story takes place
-  **What** they wear
-  **How** they move
-  **How** they speak
-  **How** they feel and behave
-  **What** makes your character special

Your character chart will help you organise these ideas and prepare for questions about your performance.

Stage Directions

Stage directions tell an actor **where to move on the stage**.

Stage directions are named from the actor's point of view, not the audience's.

The Nine Main Positions

Exit Right	 Upstage Right	 Upstage Centre	 Upstage Left	Exit Left
	 Right of Centre	★ Centre Stage	 Left of Centre	
	 Downstage Right	 Downstage Centre	 Downstage Left	
Examiner/Audience				

Knowing your stage directions helps you move confidently and purposefully during your performance.



My Character Chart



Meet My Character



My character's name is _____



My character is from _____



The author is _____



My character's age is _____



My character lives _____



My character's family is _____



My character's important relationships are _____



My Character's World



The story takes place _____



My character would wear _____



My character moves _____



My character speaks _____



My character feels _____



What Is My Character Like?



Three words that describe my character:

1.

2.

3.



My character is special because _____



My character's most important part in the story is _____



My character's relationship with other characters affects the story because



Bringing My Character to Life



I will use my voice to show _____



I will use my facial expressions to show _____



I will use movement to show _____



The most important thing I want my audience to understand about my character is



My Stage Directions



Can You Find Your Way Around the Stage?

Remember: Stage directions are named from the **actor's point of view**.



My Stage Map



















★ **CENTRE STAGE**



The examiner and audience are in front of you



Stage Direction Challenge!

Can you follow the directions?

1. 🧑 Start at **Centre Stage**.
2. ⬆ Move to **Upstage Centre**.
3. ↘ Move to **Downstage Right**.
4. ↙ Move to **Downstage Left**.
5. ★ Return to **Centre Stage**.
6. 🚪 Exit **Stage Left**.

★ Now Try Your Own!

Write three stage directions for a partner to follow.

1. _____

2. _____

3. _____



Can your partner follow all three correctly?

Grade 6

Theory

Understanding and Performing a Poem

Understanding Your Poem

When you perform a poem, you need to understand:

- 💡 What the poem is about
- 😊 How the poet wants you to feel
- 📝 How the poet's words create meaning and mood (be able to talk about both)

Learn About the Poet

It can help to find out:

- 👤 Who the poet is/was
- 📅 What was happening in their life
- 📝 The topics they liked to write about
- 💡 Why they wrote the poem

Knowing this background can help you understand the poem better and perform it with more feeling.

Sight Reading

- 💭 To be a good sight reader, you must look through the piece, thinking about its **meaning, mood and any difficult words**
- 👤 When you begin, announce the **title and poet**, use good posture and hold the page so the audience can see your face.
- 🗣️ Speak clearly and at a steady pace.
- 👂 Use expression, character voices and pauses where appropriate.
- 👁️ Make natural eye contact with your audience.
- ★ If you make a mistake, keep going confidently!

Remember: read naturally, tell the story and bring the words to life.

Using Your Voice

Pitch

Pitch means how **high or low** your voice sounds. We all have a natural speaking pitch, but we can change it to match the poem.

▼ Low Pitch	♦ Middle Pitch	▲ High Pitch
 Sadness	 Used for normal speaking	 Excitement
 Deep anger	 Best for most poems and stories	 Surprise
 Worry or despair		 Fear
 Secrets or mystery		 Some kinds of anger

Changing your pitch helps bring your performance to life.

Project Your Voice

Projection means using your voice so that **everyone can hear you clearly**, even people sitting at the very back of the room.

✓ Good projection involves a mental and physical process:

Physical	Mental
 Breathe deeply	 Be aware of the size of your audience
 Stand tall with good posture	 Imagine sending your voice to the person furthest away
 Look towards your audience	 Project your voice upwards and outwards

Don't Shout!

Shouting is **not** the same as projecting.

 **Projecting** = a clear, strong voice that is easy to hear

 **Shouting** = a loud voice that can sound harsh and make your words harder to understand

The goal is to make every word clear, not just loud!

My Poetry Detective Page

Exploring My Poem

 My poem is entitled

 It was written by the poet

 My poem is about

 The poet wanted the listener to feel _____

 The poet used words and phrases such as

to create this mood.

My Poet

 The poet, _____, is/was _____

 He/She often wrote poems about _____

 This poem was written to show, explain or inspire

Grade 7

Theory

Speaking, Performing & Learning

Let's Talk About Your Dramatic Scene

Be ready to discuss your character from your dramatic performance. Look back on the prompts and information on character attributes in Grade 5.

-  Who is your character?
-  How does your character fit into the story?
-  How does your character relate to the other characters?
-  When and where does the story take place?
-  How did these things help you perform your character

Using Inflection

Inflection is the way your voice glides up or down to add meaning to your words.

 Rising Inflection	 Falling Inflection
Use a rising inflection when:  Asking a question  Beginning a new idea or stanza  Continuing a thought into the next line (enjambment)	Use a falling inflection when:  Finishing a thought  Making a statement  Giving a command  Showing confidence or certainty

Remember:

 **Pitch** is how high or low your voice is.

 **Inflection** is the way your voice moves up or down while you speak.

Although they work together, they are not the same thing.

What is Mime?

Mime is acting without using words. Instead, you tell a story or show an idea using:

😊 Facial expressions

👐 Gestures

👤 Body movements

👐 Different Types of Mime

👤 Character Mime

Pretend to be a different person or character.

Examples: an old woman, a pirate, a superhero or a wizard.

📖 Story Mime

Tell a whole story without speaking.

Examples: Little Red Riding Hood, walking a tightrope, losing your keys or going on a treasure hunt

👛 Occupational Mime

Act out a job or an activity.

Examples: fixing a car, baking a cake, walking a dog or being a firefighter

🎩 Pantomime Blanche

Pretend an object is there when it isn't. Draw it in the air with your hands, then use it as if it were real.

Examples: putting on an invisible hat, looking in an invisible mirror or opening an invisible door

💭 Abstract Mime

Show a feeling, emotion, or idea using only movement.

Examples: happiness, fear, excitement, the wind or even a colour

My Character

 My character is

 My character is from

 My character is

 My character's personality is

 My character's feelings change because

My Character's World

 The story takes place

 My character's relationships are

 My character's most important job in the story is

 To perform this character well, I will



My Performance

 I will use my voice to show

 I will use my facial expressions to show

 I will use my movement to show

 One thing I want my audience to remember is

Grade 8

Theory

Speaking, Performing & Learning

What is a Lyric?

A **lyric** is a short poem that expresses a person's feelings, thoughts or emotions.

🎵 The word *lyric* comes from the **lyre**, an ancient musical instrument that was used to accompany poems.

When performing a lyric:

- ❤ Understand the feelings in the poem.
- 🗣 Use your voice to express those feelings.
- 🎵 Vary your tone, pitch and volume.
- 🌱 Keep your performance natural and controlled.
- 🌸 Display delicacy and restraint.

Remember: **You are telling the poet's story and feelings, not your own.**

Rate & Pace

🗣 What is Rate?

Rate is the overall speed at which you speak.

A comfortable speaking rate is usually around **140–180 words per minute**, but this can change depending on the subject matter, language, mood and technical ability.

🕒 What is Pace?

Pace is how you change your speed during a performance.

You should not speak at the same speed all the way through.

🐢 Slower pace can show:	🐇 Faster pace can show:
😞 Sadness 💭 Reflection 😌 Calmness ⚠ Seriousness	😄 Excitement 😱 Fear ⚡ Danger 🎉 Happiness

★ Remember!

Rate = your overall speaking speed.

Pace = how you change your speed to create meaning and mood.

Changing your pace keeps your audience interested and helps them understand what your character is feeling.

Using Pauses

A pause is a **short, purposeful stop** when you are speaking.

Pauses are not empty spaces. They can help you:

- 💡 Make meaning clear
- ★ Emphasise an important word
- 😬 Build tension
- ❤️ Show emotion
- 🎭 Create atmosphere

There are three important pauses you need to know.

Suspensive Pause/Enjambment

A **suspensive pause** is used when your thought **continues into the next line** of a poem. To achieve this, take a slight upward inflection at the end of the line, linger on the final word to create a suspensive pause, and then, without taking a breath, continue directly into the next line.

🎤 Try this:

*I thought I knew what I would say...
but then I saw her standing there.*

The pause helps the audience follow the thought into the next line.

In the poem 'Mid-Term Break' by Seamus Heaney, a clear example of a suspensive pause occurs in the following line.

"At ten o'clock the ambulance arrived // with the corpse, stanced and bandaged by the nurses."

or

"I was embarrassed by old men standing up to shake my hand // and tell me they were sorry for my troubles."

★ Remember:

The thought continues → the voice stays strong.

Emphatic Pause

An **emphatic pause** is used to draw attention to an important word or phrase.

You pause **just before or just after** it.

 **Try this:**

“There was one thing I wanted... **the truth.**”

Or:

“I will **never** // do that again.”

The pause makes the important word stand out.

★ **Remember:**

Pause + important word = emphasis.

Caesural Pause

A **caesural pause** is a deliberate pause **in the middle of a line of poetry**.

It can break up the rhythm and give an important idea or feeling more impact.

 **Try this:**

I wanted to run // but I stayed.

The pause creates a moment for the audience to take in the change of thought.

A caesural pause may be shown by punctuation, but **it doesn't always have to be**.

★ **Remember:**

Caesura = a pause in the middle of a line.

Why Use Pauses - Additional Information

Think about what you want your audience to feel.

-  **Pause before an important word** → creates emphasis.
-  **Pause before a reveal** → creates suspense.
-  **Pause between thoughts** → makes meaning clearer.
-  **Pause in the middle of a line** → can change the rhythm and mood.

 A good performer doesn't just read the words — they use pauses to make the words mean something.



My Performance Plan



My Lyric

 My lyric is called _____

 It was written by _____

 My lyric is about _____

 The mood of my lyric is _____



My Dramatic Selection

 My selection is from _____

 I am playing _____

 My character is _____

 The most important feeling I want to show is _____



Rate & Pace

 My overall rate will be

☐  Slow ☐  Medium ☐  Fast

 I will slow down when _____

 I will speed up when _____

 Changing my pace will help me to _____

My Pauses

Suspensive Pause

I will use a suspensive pause when _____

★ Emphatic Pause

I will pause to emphasise _____

Caesural Pause

I will use a pause in the middle of the line when _____

My Performance

 I want my audience to feel _____

★ One thing I will focus on is _____

Grade 9

Theory

Speaking, Performing & Learning

Perform a Prose Extract

Choose a short piece of prose from a **novel or short story** by an **Irish author**.

Learn it by heart and perform it for up to **2 minutes**.

Remember to:

-  Speak clearly
-  Use expression
-  Show the meaning and feeling of the words
-  Use an appropriate pace
-  Bring the writing to life

Perform Your Dramatic Selection

Choose a dramatic selection from a **well-written play** that has interesting characters and ideas and perform it as a solo or monologue (maximum **2 minutes**). Think about what your character wants, feels and thinks.

Use:

-  Characterisation
-  Your voice
-  Facial expression
-  Gesture
-  Movement
-  Interpretation

Getting Ready to Perform

Before you begin your solo:

-  **Announce** the name of your selection.
-  **Turn away** from the examiner and get into character.
-  **Turn back** and face the examiner.
-  **Pause for a moment** before you begin speaking.
-  Use this moment to establish your character.

During your performance:

- 👁️ Speak to the character you are addressing, not directly to the audience.
- 🚫 Avoid turning your back to the audience when you are speaking.
- 🪑 If you sit down, sit in a way that suits your character.
- 🎭 Stay in character from the beginning to the end.

Perform a Mime

Mime is acting without using words. Instead, you tell a story or show an idea using:

- 😊 Facial expressions
- 👐 Gestures
- 🧑 Body movements

Prepare and perform a **2-minute mime**.

Choose either:

- 🎭 **Character Mime** – become another person or character.
- 💭 **Abstract Mime** – use movement to show an emotion, idea or feeling.

Remember: **no words!** Let your face, gestures and body tell the story.

Breath Control

Your breath is what supports your voice when you speak and perform.

Good breath control helps you to:

- 🗣️ Speak clearly
- 📢 Project your voice
- 🕒 Control your pace
- 🎵 Change the power and tone of your voice
- 😊 Stay relaxed
- 🎭 Perform for longer without becoming tired

Try a Simple Breathing Exercise

1. Stand tall and relax your shoulders.
2. Breathe in slowly through your nose.
3. Feel your stomach gently expand.
4. Breathe out slowly through your mouth.
5. Repeat several times.

6. Try making a gentle “**ssss**” sound as you breathe out.

★ The aim is to make your breath steady and controlled.



Understanding Your Character

Before performing your dramatic selection, make sure you understand your character.

-  **Who** is your character?
-  **How old** are they?
-  **Where** do they live?
-  **When** does the story take place?
-  **Who** are the important people in their life?
-  **What** would they wear?
-  **How** would they move?
-  **How** would they speak?
-  **How** do they feel?
- ★ Choose **three words** that describe your character.

For example:

-  **Harry Potter** – brave, loyal, determined
-  **Hermione Granger** – intelligent, confident, caring
-  **Spider-Man** – funny, adventurous, responsible

These qualities can help you decide how your character should **speak, move and behave**.



Movement & Gesture

Your movement should match your **character, story and emotions**.

Think about:

-  **How does your character walk?**
-  **How do they stand?**
-  **How do they use their hands?**
-  **What does their face show?**
-  **Are they relaxed or tense?**
-  **Do they move slowly or quickly?**

Your movement should feel **natural**, not like you are simply adding movements because you think you should.

★ If a movement doesn't help your performance, leave it out.

Remember: **Your body can speak too.**

Facial Expression

Your face can show the audience what your character is feeling.

Practise showing:

-  Happiness
-  Sadness
-  Anger
-  Fear
-  Surprise
-  Doubt
-  Worry
-  Determination
-  Excitement
-  Try practising your expressions in a mirror or record yourself on video.

Ask yourself:

 **Can the audience understand how my character feels without me explaining it?**

Using Movement on Stage

When you are performing, make sure your movement has a purpose.

★ **Don't move during an important line.**

If you move while saying something important, the audience may watch your movement instead of listening to your words.

 **Move first, then speak** when possible.

 Let your movement come naturally from what your character is thinking or feeling.

Remember: **Modern drama usually needs less gesture than older or period plays.**

Tone Colour

Tone colour is the quality or feeling in your voice.

Your voice can sound different depending on the mood you want to convey.

 **Warm** – friendly or caring

- 😡 **Harsh** – angry or aggressive
- 😞 **Soft** – gentle or sad
- 😰 **Shaky** – nervous or frightened
- 😎 **Confident** – strong and assured

🎭 A good performer changes their tone colour to help the audience understand the character and the meaning of the words.

★ Try It!

Say the sentence:

“I didn’t expect you to come.”

Now say it in different ways:

- 😊 Happily
- 😡 Angrily
- 😞 Sadly
- 😰 Nervously
- 😎 Confidently

💡 Notice how the **words stay the same, but the meaning changes because of your voice.**

🎭 Getting Ready to Perform

Before you begin your solo:

- 📢 **Announce** the name of your selection.
- 🔄 **Turn away** from the examiner and get into character.
- 🎭 **Turn back** and face the examiner.
- ⏸ **Pause for a moment** before you begin speaking.
- ★ Use this moment to establish your character.

During your performance:

- 👁️ Speak to the character you are addressing, not directly to the audience.
- 🚫 Avoid turning your back to the audience when you are speaking.
- 🪑 If you sit down, sit in a way that suits your character.
- 🎭 Stay in character from the beginning to the end.

Grade 10

Theory

Speaking, Performing & Presenting

What is a Recital?

💡 A **recital** is a complete performance made up of different pieces that are connected by a **theme or idea**. Think of it as one big story made up of different parts.

Create Your Recital

Prepare and perform a **10-minute recital**.

Your recital should include:

🌻 Introduction

- 📖 Verse
- 📚 Prose
- 🎭 Drama
- 🗣️ Linking Script – connects your pieces together

★ Conclusion

Your recital can be based on a **theme** or the work of **one author**.

💡 Remember!

The pieces should work together to create **one continuous performance**. You can use **props, furniture, music or costume** if they help create the atmosphere.

Your linking script should:

- 🎯 Introduce your theme or author
- 🔗 Connect each piece
- 💭 Help the audience understand your choices
- ★ Bring your recital to a strong conclusion

Resonance

Resonance is the way your voice is made fuller, richer and stronger as the sound vibrates through spaces in your body. The sound produced by the vocal cords is changed and strengthened by the hollow spaces in the neck and head, known as resonators.

Your main resonators are:

-  Mouth
-  Nose
-  Throat (pharynx)
-  Sinuses
-  Chest (thorax)
- ★ Remember: Resonance is not shouting!

  There are **two important things to remember** about resonators:

- ◆ The effectiveness of a resonator depends on the **size of the cavity**.
- ◆ It also depends on the **size of the opening (orifice)**.

 For example, if you sing a note towards a piano with the **pedals released**, you may notice that the piano string producing the same note begins to vibrate. Other strings, including those an **octave above and below**, may also vibrate.

★ These extra vibrations add **overtones**, creating a sound that is **fuller, richer and more resonant**.

A Simple Experiment

Take an **empty glass** and hold the open end towards your mouth.

 Sing a note while moving the glass slowly from side to side across your mouth. Each time the opening of the glass passes your mouth, you should hear the sound **suddenly become louder**.

 This is an example of **resonance**.

 A similar effect can be heard when speaking or singing in a **hollow room, cave or bathroom**, where the sound is reflected and strengthened.

Resonance in the Head

 The hollow **cavities in the head** also act as resonators. This helps to create the **roundness, richness and quality of the voice** and is an important part of producing a good vocal tone.

 You can demonstrate how the **size of a resonator affects pitch** using a glass.

 Blow across the top of an empty glass and you will hear a particular note. Add some water and blow across it again.

 As more water is added, the note becomes **higher**.

 This shows that the **size of the resonating cavity affects the pitch**:

▲ **Smaller cavity = higher note**

▼ **Larger cavity = lower note**

The Orifice

The second important factor is the size of the **opening, or orifice**, of the resonator.

 Try whispering “**WOW**” several times while looking in a mirror. Notice what happens as you open your mouth wider.

 As the mouth opens wider, the pitch becomes higher.

 This demonstrates that the size of the opening also affects the pitch:

▲ **Larger orifice = higher pitch**

▼ **Smaller orifice = lower pitch**

★ **Remember:** Both the **size of the resonating cavity** and the **size of its opening** help to modify the sound and pitch of the voice.

(as cited in ‘A Guide to Practical Speech Training’ Gordon Luck, 1978)

Keeping Your Audience Interested

A good speaker makes the audience want to **listen**.

Try these techniques:

- 👁️ **Eye contact** – look at your audience.
- 🗣️ **Clear speech** – make every word easy to understand.
- 🕒 **Vary your pace** – slow down or speed up when needed.
- 🎵 **Vary your voice** – use changes in pitch, tone and volume.
- ⏸️ **Use pauses** – silence can create impact.
- ★ **Emphasise key words** – make important ideas stand out.
- ❓ **Ask questions** – rhetorical questions can make people think.
- 🔄 **Repeat important ideas** – repetition helps your message stick.
- 👐 **Use gestures carefully** – movement should support your words, not distract from them.
- 😊 **Be natural and sincere** – let your personality come through.
- ☀️ **Most importantly** - know your material and practise your delivery in order to connect with your audience.

🧠 A confident performance is not about saying every word perfectly. It's about **communicating your ideas and making your audience want to listen**.