

Warm up

Ask students to warm up by doing some fluency practice. Ask groups to write topics on pieces of paper and then select one. They must speak on that topic for 20 seconds without hesitating or repeating themselves. This can be competitive so that students are eliminated until there is a group winner. Group winners can compete in front of the class.

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice

- If students have completed the Factsheet at home, check their understanding of this section and elicit a few answers.

Using the Worksheet

Practice

1  Complete the information about the presentation sections with the words from the box. Then, in pairs, match the signpost phrases to the presentation sections.

- Elicit the main parts of a presentation, as shown in the headings in the 'Presentation sections' box.
- Ask students what types of information might be mentioned in each part.
- Ask students to fill out the information in the table about presentations.
- Remind students that they need to add words from the box to complete the information about what belongs in each section.
- Go through the answers with the whole class.
- Put students in pairs.
- Ask students to match signpost phrases to the correct types of information.
- Get some pairs to share their answers with the whole class.
- Elicit more examples of signposts for the different parts.

Answers

1 Introduction

Introduce yourself: *Let me introduce myself – I'm ...*

Introduce the main **points**: *Today, I'm going to talk about ... / The title of today's talk is ...*

State the **purpose** of the talk: *The reason I'm presenting this is to ... / Why am I giving a talk on this? Well, to ...*

Outline the presentation **structure**: *My presentation is divided into three topics. / First I'll introduce ... then I'll talk about ...*

2 Main points

Introduce a **main** point: *Let's begin by looking at ... / Let's move on to ... / Finally, let's look at ...*

Refer to a **visual** or slide: *If we look at this chart of ... / Can I turn your attention to figure 4 ...*

Cite a data **source** or reference: *As Harris described in her paper in 2017, ... / This data is from ...*

3 Conclusion

Signal you have **finished** the talk: *That brings me to the end ... / Let me end by saying ...*

Summarize the key points: *So, to sum up, ... / In summary, I talked about ...*

Make an **overall** conclusion: *To conclude, I recommend ... / In conclusion, I think it's clear ...*

Invite questions from the **audience**: *I'll take questions from the audience now. / I'll do my best to answer questions now.*

2  **Read three extracts from a student's presentation. Add the correct signpost phrases from the box in Exercise 1. Then, in pairs, read the transcripts to each other and record them.**

- Get students to work on this individually.
- Ask them to work through the transcripts adding the correct signposts from the table.
- While students are working, walk around the class to monitor and assist as necessary.
- Go through the questions and answers with the whole class.
- Elicit other possible signposts that could be used in the spaces.
- Put students in pairs and ask them to read the transcripts to each other and record them for later use.

Answers

01

- 1 Let me introduce myself – I'm
- 2 The title of today's talk is
- 3 Why am I giving a talk on this? Well, to
- 4 My presentation is divided into three topics
- 5 First I'll introduce
- 6 then I'll talk about

02

- 7 Let's begin by looking at
- 8 If we look at this chart of
- 9 This data is from
- 10 Let's move on to

03

- 11 So, to sum up
- 12 To conclude, I recommend
- 13 that brings me to the end
- 14 I'll take questions from the audience now

3   **01 Listen to the first extract. Mark (/) where the presenter pauses.**

- Ask students to look at the transcript of the first extract.
- Put students in pairs.
- Ask them to predict where they think the speaker will pause slightly when they speak.
- Get students to work on this individually.
- Play  01 and get students to listen and mark the transcript.
- Remind students they need to mark with a / where the speaker pauses slightly.
- Ask pairs to compare and discuss their answers.
- Get some pairs to share their answers with the whole class.
- Ask students to read the transcript aloud.
- The class can shout 'pause' where they think a pause will go.

Suggested answers

Transcript

01

Good morning. / Let me introduce myself / – I'm Harry, / a third year media studies student. / The title of today's talk is / 'Giving a first-class marketing presentation'. / Why am I giving a talk on this? / Well, / to impress clients / you need to deliver something very good. / I'm here to tell you how. / My presentation is divided into three topics. / First / I'll introduce how we can use our voice / to deliver effective talks, / then / I'll talk about how we can use key phrases / – signposts, / as they're called – / to guide the audience, / and then finally / I'll look at body language and eye contact.

4   **02-03 Listen to the other two extracts. Mark (/) where the presenter pauses.**

- Ask students to look at the transcripts.
- Put students in pairs.
- Ask them to predict where they think the speaker will pause slightly when they speak.
- Get students to work on this individually.
- Play  **02** and  **03** get students to listen and mark the transcripts.
- Remind students they need to mark with a / where the speaker pauses slightly.
- Ask pairs to compare and discuss their answers.
- Get some pairs to share their answers with the whole class.
- Play  **01-03** again and get students to notice pauses as they look at the marked transcripts.
- Ask students to read the transcripts aloud around the class (line by line).

Suggested answers

Transcript

 **02**

Let's begin / by looking at your voice. / If you really want to impress your audience, / your client / or your peers at a conference, / then you must be able to use your voice effectively. / Ask yourself: / can they hear you at the back? / Get someone to sit there / and listen to you practise. / Are you stressing the keywords, / really putting a strong emphasis on the right part of a word, / or the right words in a sentence, / to get your message across? / If we look at this chart / of percentages of people actually understanding every word or idea, / it really falls off at the back. / It shows how much speaking up / helps the audience focus on the important aspects of your talk. / This data is from the British Marketing Journal from 2018. / Pace is a key aspect also. / Speak at a slower speed than you think, / allowing the audience to listen and focus clearly. / Let's move on to signposting, / my second point.

Transcript

 **03**

So, / to sum up, / you really need to use your voice / so people can hear your message / and use clear signpost phrases / so the audience can follow your presentation. / Finally, / use your body to look interested. / If you do this, / your audience will also be interested. / To conclude, / I recommend practising as much as you can / using these three points, / and you'll soon be giving great talks. / Right, / that brings me to the end of my short talk. / I hope it's been useful to you. / I'll take questions from the audience now. / Yes, at the back ...

TIP

Get students to look at the tip. Get one of the students to read the tip aloud for the whole class. Check understanding and answer any questions.

5   **01-03 In pairs, highlight the keywords in each phrase. Identify the stressed syllable in each keyword.**

- Put students in pairs.
- Ask them to work through each 'chunk' of words separated by pauses and underline the keywords.
- While students are working, walk around the class to monitor and assist where necessary.
- Get some pairs to share their answers with the whole class.
- Have a whole-class discussion about how speakers highlight keywords using their voice (e.g. volume, lengthening key syllables, changing the pronunciation of key syllables in certain words).
- Get students to work on the next part individually.
- Ask students to mark the stressed syllable for each of the keywords.
- Ask students to discuss their choices in pairs.

- With the whole class, elicit the answers.
- Play  01–03 again and get students to notice stressed words and how syllables are emphasized within those words.
- Have a whole-class discussion about intonation vs monotone. Is the speaker flat (robotic) or do they use expression in their voice?
- Ask for reasons why speakers use intonation (e.g. to make the talk more interesting and keep the audience's attention).

6  **In groups, practise delivering the introductions to these talks. Give feedback using the questions.**

- Put students in groups.
- Ask students to choose the introduction to one of the talks and think about what they will say.
- Students should practise their talks individually and then to the group.
- While students are working, walk around the class to monitor and assist where necessary.
- Remind students they need to give feedback on each speaker's talk using the feedback form.

7  **Prepare a main point from one of the talks in Exercise 6. Write out your main point, adding signposts and marking both pauses and stressed keywords. Practise delivering the short talk to another student.**

- Get students to work on this individually.
- Ask them to prepare a main point to follow the introduction they delivered in Exercise 6.
- Students should write a short paragraph with their idea.
- Remind students they need to add signposts and mark pauses and stressed keywords.
- Walk around the class to monitor and assist where necessary.
- Put students in pairs.
- Ask students to share their short talks in pairs and offer feedback.
- Have a whole-class discussion about adding signposts, using stressed keywords, intonation and slowing down their talk.

Reflect

8 **Listen to the recordings you made in Exercise 2. Do you think you could improve any aspects of your delivery?**

- Get students to work on this individually.
- Ask them to listen to the recordings they made at the beginning of the lesson.
- Tell them to listen to themselves speak.
- Remind students of the key ideas of the lesson. Did they notice any things they weren't doing?
- Have a whole-class discussion about how they would improve the talks they recorded.

Learning outcome

By the end of the lesson, students should:

- feel more confident using signpost phrases
- know the basic structure of a presentation
- be aware of how voice aspects (intonation, pace, pausing and word stress) are used in presentations
- feel confident in delivering a short talk

Ending the lesson

Have a whole-class discussion about what students learnt in the lesson. Answer any questions.