

Teacher's notes

Deliver a presentation (2)

Warm up

Ask students to brainstorm what makes a good presentation. Get them to think of memorable talks, lectures and presentations they have seen and suggest what made them notable. This could act as a reminder of ideas from *Deliver a presentation (1)*, if students have done that.

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 done the Factsheet at home, check their understanding of this section and elicit a few answers.

Transcript



Hello. I'm Josh, and I'm a fourth-year education student at the City College. Thank you for coming to my talk about 'Exam entry to British higher education'. I'm very interested in this topic as my goal is to be a university education counsellor. Obviously, each of you will need to attain one of these to progress to university here. Hands up if you've already decided which exam to take ... not many, I see. I'll begin by looking at standard A-level entry – general advanced level exams taken by 16- to 19-year-olds here in the UK. Then I'll turn to international exams, such as the IB – that's the International Baccalaureate – or the US GMAT system – that's the Graduate Management Admission Test – as alternatives to A-levels. Finally, I'll look at standard English exams such as IELTS and TOEFL for students whose first language is not English. These are changing right now, so some of you will need to take notes. Everybody following so far? ... Good, let's begin ...

Using the Worksheet

Practice

1  In pairs, number the planning stages in order (1–6). Then match the 'Key points to consider' to the stages.

- Put students in pairs.
- Get students to put the stages of presentation planning in order.
- Get some pairs to share their answers with the whole class.
- Ask them to work through the statements and match them to the stages.
- While students are working, walk around the class to monitor and assist where necessary.
- With the whole class, elicit the answers.

Answers

1 Identify the topic

Choose a theme.

Decide on a title for the talk.

2 Research

Write down what you know.

Look for new information (internet, library, etc.).

3 Structure the material

Plan the introduction and outline.

Identify main points and make notes.

Plan a summary and main conclusions.

4 Create visuals

Prepare clear images, charts, etc. to support your ideas.
 Add references and sources of data.

5 Make presentation notes

Put key ideas/keywords on small notecards.
 Use bullet points to organize key ideas.

6 Practise

Think about signposting, voice and body language.
 Try not to rely on a script when rehearsing.

2  **In pairs, look at the pictures on the next page and discuss the questions. Then write some bullet points about what speakers should and shouldn't do.**

- Have a whole-class discussion about the first picture and the questions.
- Elicit some ideas about other pictures, if you wish.
- Put the students in pairs.
- Ask them to work through the questions for each picture.
- While students are working, walk around the class to monitor and assist where necessary.
- Elicit ideas about each picture with the whole class.
- Get students to produce a list of guidelines for body language in presentations.
- Elicit some suggestions.

3   **02 Read out the extract from a transcript and discuss the questions. Then listen. Is the speaker's delivery effective?**

- Put the students in pairs.
- Ask students to take it in turns reading the presentation extract to each other. Ask them to use their voice to deliver it effectively (pausing/stress/volume/pace).
- Get students to discuss the questions in pairs.
- Get some pairs to share their answers with the whole class.
- With the whole class, elicit language examples from the transcript to answer the questions.
- Have a whole-class discussion about alternative phrases the presenter could use.
- Play  **02** and ask students to listen and assess the speaker's delivery. What was similar to their own delivery? What was different? Would they change anything about their own delivery now?

Transcript **02**

Good morning. I'm Lucy, an MSc Chemistry student here at the university. Let me just check if you can all see and hear me ... OK, let's continue. I'm going to talk about the long-term effects of plastics in the ocean's ecosystem today. It's an issue I care deeply about and is the subject of my thesis. I'll initially be highlighting the types of plastic entering our oceans, such as HDPEs ... do you know what they are? OK – that's high-density polyethylene – a common plastic used. I think we've all seen bags, fast food cartons and bottles on beaches or around ports. It's a problem here and globally, right? Well, I'll move onto what we are currently doing to clean up our seas. I know many of you care about this passionately. Finally, I'll include some recent data for our local area about fish and wildlife numbers dropping due to bisphenol A – that's a common pollutant from plastics, for those who don't know. Maybe some of you have never seen ocean wildlife? Maybe you never will? Something that should concern us all. If we're going to solve this crisis right now, we need to consider current trends. So, let me begin by asking: who has seen piles of plastic around town? Anyone?

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.

4  **Which set of notes did the speaker in Exercise 3 use for her presentation?**

- Explain that the three cards are notes for the introduction given in the previous activity.
- Get students to work on this individually.
- Ask them to work through the cards and identify which card matches the presentation most closely.
- While students are working, walk around the class to monitor and assist where necessary.
- Get some students to share their answers with the whole class.
- Get students to prepare their own notecards for a brief introduction to a talk on a familiar topic.
- While students are working, walk around the class to monitor and assist where necessary.
- Put the students in pairs and ask them to deliver their presentations using their cards.
- Get the other student to listen and write a card for what they heard.
- Student pairs can compare cards to see whether the listener took accurate notes.
- Have a whole-class discussion about the value of notecards.

Answer

c

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  **Match the questions and answers from a presentation. Then discuss the questions below.**

- Ask students to read the sentences.
- Put students in pairs.
- Get students to match the statements.
- 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.
- Ask them to discuss the questions in pairs and underline the key language in the exchanges.
- With the whole class, elicit the function of each phrase. Some of them match more than one function from the list.
- Have a whole-class discussion about alternative phrases the speaker could have used.

Answers

- a 2
- b 6
- c 4
- d 3
- e 5
- f 1

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.

6  **Reread the notes you made for a talk introduction in Exercise 4. Plan the rest of the presentation. Then present your talk to your group and answer their questions. Record your presentations.**

- Ask students to work individually.
- Tell them to prepare a brief outline on a notecard. It should include the main points. The talk can be very brief.
- Put the students in groups and ask them to deliver their presentations.
- The group should ask questions following the talk.
- Ask students to record their talk on their phones for later review.

Reflect

7 Listen to your recording from Exercise 6. Think about what you did well and what you need to improve.

- Tell students to listen to their own presentation.
- Ask them to review their performance.
- Ask them to write a few notes about how they could improve for the future.
- Get some students to share their feedback with the whole class.

Learning outcome

By the end of the lesson, students should:

- know the stages of planning an effective presentation
- have reflected on how to use body language in delivering effective presentations
- know how to use notes in a presentation
- know how to consider the audience in a presentation
- know how to answer questions in a presentation
- feel confident delivering an effective presentation

Ending the lesson

- Have a whole-class discussion about what students learnt in the lesson.
- Answer any questions.
- Get students to work in small groups to prepare a poster about delivering a presentation.