

Warm up

Ask students if they have ever had to give any kind of talk, in their own language or in English. Talk about their experience of what they found difficult, what they enjoyed and what they learnt. If none of your students have given a presentation, elicit their thoughts. Would they find it scary, or enjoy it? See what they think would be fun or difficult.

Using the Factsheet

The Factsheet sets out some of the key features of planning a presentation in an academic situation. It also gives practical strategies to help students develop presentation skills by showing them the areas they need to consider before they give their talk. Get students to work through the Factsheet first before they go on to practise using the Worksheet.

There are two 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.




Theory to practice

Possible answers

- 1 The style of presentation will principally be affected by who is in the audience. A presentation could be fairly informal if students are presenting to their peers in a small group. The presence of the lecturer and the whole class, however, suggests that this presentation should be more formal.
- 2 Accept any reasonable answers. The aim here is to get students thinking about how timing is important.
- 3 Students may suggest ways of addressing the question/topic or general introductory phrases. Possibilities include:
I'd like to talk about ...
I will look at three areas ...
We can define progress as ...
- 4 Again, students may want to outline possible ways of exploring the question. For example, they could look at different possible areas of 'progress', such as education, quality of life or income equality. Possible phrases to use include:
Let's start with ...
Moving on ...
Finally, ...
- 5 See what students think a conclusion should do. Phrases which could be used to sum up the argument include:
In conclusion, ...
To sum up ...
- 6 See if you can elicit students' ideas for what they might include on their slides in order to address this topic. Can they think of any photos or graphics that they would use to illustrate their points? Use the discussion as a way of addressing general principles about using slides. Visuals should complement the presentation, and shouldn't distract from what is being said. The slides should be designed so that they are easy for an audience to read and understand, and there shouldn't be too much written on a slide. You could prepare some examples of good and bad slides in advance and show them to students in the lesson!


Using the Worksheet

Practice

- 1  **Look at the topic for your presentation. Work together to write two points to agree and two points to disagree with the statement.**
 - If you judge it necessary, elicit some points and write them on the board to help students that are struggling to come up with ideas.
- 2  **Now work out your introduction, using signposting language where necessary.**
 - Again, if it's necessary, write a few examples on the board, for example:
Today's talk is divided into three parts.
We will examine ...
- 3  **Work out the order of your main points. Use your notes from Exercise 1 to write a summary of each point, and note down some signposting language you could use.**
 - You could copy the table onto the board and elicit ideas from the whole class, if students are struggling. Make sure they understand this doesn't cover everything they would say – it shows the main points and language which could be used to introduce them.

Possible answer

| Organization and summary | | Signposting language |
|---|---|---|
| Introducing one side of the argument | | On the one hand, having a pet can be very good for a child. |
| First point | Having pets encourages taking responsibility. | First of all, ... |
| Second point | Children can give and receive love from a pet. | Added to that, ... |
| Introducing the other side of the argument | | Now let's look at the other side of the argument. |
| First point | Children sometimes won't take responsibility – the parents will look after the pet. | On the other hand, ... |
| Second point | Losing a pet can be very upsetting. | Another disadvantage is ... |

- 4  **Now work out your conclusion, using signposting language where necessary.**
 - The idea of these questions is to give students some practice at noting down key information from a lecture with a focus on comprehending signposting language. Hopefully Exercise 3 has given them enough scaffolding to approach the questions with some confidence – they may have ideas about some of the answers from their first listening. If students are struggling, move on to Exercise 5 and play individual sections of audio with relevant signposting language as students read the transcript, so they can both see and hear how the answers to the questions are signalled.

Possible answer

So, in summary, today we have examined the pros and cons of children having pets. Overall, we found that the negative points are more important. While pets can teach responsibility and demonstrating love, they are usually very hard work for the parent and can be a cause of great unhappiness. Thank you for listening.


- 5**  **Now transfer your notes to cards, using only keywords and phrases which will prompt you to remember what you need to say.**

- You may want to do an example on the board for the students. For example:

| Sentence | Note |
|--|----------------------------------|
| There are many reasons why football is considered one of our favourite sports. | <i>many reasons football fav</i> |

- 6**  **Make a few appropriate slides for your talk. Remember to be selective about what you include.**


- Students can do this at home if they want. Reiterate that the visuals are usually secondary to delivering a good talk. The slides should always support what is being said.

- 7**  **Now practise giving the talk to your partner. Pay attention to how clearly and loudly you speak, and try not to talk too fast. Remember the talk should not last longer than three minutes. Time each other giving the talk and work out if you need to add anything or leave out some of your points.**

- Emphasize to students that if they talk too fast or too quietly, nobody will be able to follow their talk. Explain that the listeners should try to note down two points their partner did well and one thing to improve. They should also time each other and then work together to add or omit material as necessary. Walk around the class and offer assistance as needed.

- 8**  **Give each other feedback, and then give the talk again.**

- Guide students through the feedback stage. If necessary, you can model giving feedback. Students should then do the talk again, trying to implement the thing their partner has asked them to improve. Encourage them to congratulate each other on improving!

- 9**  **Give your presentation to the group. Take notes while your peers are presenting and then give them your feedback. Remember to always be polite and positive.**

- Use this as an opportunity to encourage all the students in their efforts. Point out any problems you noticed that the class had generally, and make suggestions for how to rectify them.

Reflect

- 10**  **Discuss the questions.**

- Have a final discussion in which you congratulate the students on trying hard and highlight the importance of practising.

Learning outcome

By the end of the lesson, students should:

- know how to plan a presentation
- have become more confident speakers due to learning an effective planning process

Ending the lesson

If you have time, ask the students to suggest one area of planning a presentation they now feel very confident about and to say why.

Integrated skills

You could discuss how students could apply the planning process they have learnt to their written work, too.