

## Developing the Presentation

**Level:** GESE Grades 10-12 (CEFR C1–C2)

**Time:** 70 minutes

**Focus:** Topic presentation and discussion

**Aims:**

- ▶ For students to learn about the requirements of the topic presentation and discussion, reflect on the content of their presentations and examine ways to make their presentations more effective

**Objectives:**

- ▶ To learn and use linking expressions in their topic presentations, to explain and justify their choices for their presentation content and to draft questions they might be asked in the discussion following the presentation

**Topic:** Students' choice

**Lexis:** Language of presentations and signposting expressions

**Materials needed:** Student worksheets (one per student)

**Note for teachers:** This activity works best with students who have decided on the topic for their presentation and have made a start on the content. Ask students to come to the lesson with a topic and a rough plan for their presentations.

## Preparation

Ask students to decide on the subject for their topic presentations and think about what they will include.

## In class

### What do you know about the topic presentation? (5 minutes)

1. Tell students that in this lesson they will look at some of the requirements of the GESE topic presentation and how to achieve them. They will do this by planning their topic presentations and considering what to include.
2. Ask the students to tell you how long the presentation stage lasts. (Answer: ten minutes in total for the presentation and discussion. Write this on the board and tell the students to bear this in mind when planning.)
3. Tell the students they are going to do 3 worksheets, discussing their ideas with their partner as they go along.
4. Give out Worksheet 1 and talk the students through the instructions:
  - ▶ Task A – Tell students they'll identify the main sections of their presentations and note them down.
  - ▶ Task B – They will then look at linking expressions that they can use to join the sections of their presentation together and categorise each type. Tell them that using linking expressions well shows the listener that they have organised their speech and connected their ideas.
5. When everyone has finished, do class feedback. For Task A, respond to any questions that the students may have about their own topic structure. For Task B, see the Answer sheet.
6. Give out Worksheet 2.
  - ▶ Task C – Remind students that it is always helpful to know about their audience when preparing for an effective presentation. They'll look at the statements in Task C about the examiner's expectations and tick the ones they think are true. They'll then discuss with a partner how these points might affect their performance in the topic presentation. Go around and monitor students while they discuss this. To help them, ask the following questions: 'How sure are you that the examiner will agree/disagree with your point of view?' and 'Can you predict the examiner's knowledge about this topic with accuracy?'

- ▶ Task D – Remind students that one of the requirements of the topic presentation is to engage the examiner. Ask the students, ‘What does it mean to engage your audience in a presentation?’. (Answer: to interest the examiner in a topic and keep their attention.) Tell the students that they will look at some techniques to help them achieve this in their presentation, and they need to decide which ones they think they can use. Ask them to circle the items in the box in Task D.
  - ▶ Task E – Ask the students to say what the examiner will do during the Topic Phase. For example, ask questions, take a passive position, discuss their research (see answers). Tell them that to prepare they are going to predict what questions the examiner might ask them.
  - ▶ Task F – They will write down any expressions they can think of to use to explain/justify/defend their position.
7. When everyone has finished, do class feedback (see answer sheet).
  8. Now ask the students to give their questions from Task E to their partner. One student must then act as the examiner and ask the other student the questions they have drafted. This will allow them to practise responding well to questions they expect to be asked. After they have asked all the questions they should swap roles, so that both students can practise answering their own questions. Allow ten minutes for this task (five minutes per student).
  9. Again, when everyone has finished, do group feedback and respond to any questions the students may have and issues which may have arisen.
  10. Give out Worksheet 3.
    - ▶ Task G – Ask students to complete this individually and then discuss their own points with their partner.
  11. Do group feedback and remind them that they must prepare notes to give to the examiner at the start of their presentation.

### Extension activity

Ask the students who have finished to reflect on how they will achieve the points in Task G on the worksheet and make notes. Give them the following questions to help get them started: ‘How will you adapt the content for the examiner?’, ‘What notes will you prepare for the examiner?’.

### After class

Tell the students to redraft their questions to the examiner about their Topic presentation so that they use the language of the Grade. Give group feedback at the start of the next session and ask students to comment on each other’s questions.

## Answers

### Worksheet 1

#### Task A

Students' own answers

#### Task B

- |      |      |
|------|------|
| 1. a | 6. c |
| 2. g | 7. e |
| 3. h | 8. b |
| 4. f | 9. i |
| 5. d |      |

### Worksheet 2

#### Task C

1. The examiner may challenge and disagree with the student's views, so they should be prepared to deal with this and demonstrate appropriate language.
2. It's difficult to predict an examiner's knowledge about any given topic, but students should assume the examiner has no expert knowledge of the topic. They should explain unfamiliar terms and vocabulary and rephrase ideas so that their explanation is clear.
3. Five minutes for the presentation and five minutes for the follow-up discussion. They will need to practise time-keeping.

#### Task D

- ▶ Tell a joke – No, this is not suitable for a formal presentation.
- ▶ Show plenty of pictures and diagrams – No, the students should not bring a lot of additional material into the room. It should be sufficient to bring one, or possibly two relevant visuals which supports their presentation. However, remind students that they will need to print out any visuals as it is not permitted to take electronic devices into the examination room.
- ▶ Tell a story – No, this is not suitable for a formal presentation.
- ▶ Use signposting language – Yes, this is absolutely crucial.
- ▶ Ask the listener their opinion – No. Although this is a technique which is sometimes used when giving presentations, it is not suitable for the exam context. The examiner will be expecting simply to listen during the presentation.
- ▶ Use stress and intonation for emphasis – Yes, this is very important in a presentation. Memorising and then reciting a presentation word-for-word tends to significantly negatively affect stress and intonation, impeding communication. It is therefore strongly recommended that students prepare detailed notes for themselves but do not write down and memorise the entire presentation as a script.

### Task E

Answer: The examiner will expect to be asked questions about their views and attitudes on the topic. They will likewise expect the candidate to respond to their questions about their own views and attitudes, and on the content and topic generally.

### Task F

Suggestions:

*'I strongly feel ... because ...'*

*'It is my firm belief that ... because ...'*

*'Based on ... I think that ...'*

*'I can explain/justify that by saying ...'*

*'But it's common knowledge ... as ...'*

*It is clear ... as ...'*

*'It is evident ... because ...'*

*'To my mind ... because ...'*

## **Worksheet 3**

### **Task G**

Students' own answers.

## Worksheet 1

### Task A

Students' own answers.

The main points of my presentation are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Task B

Below are 9 different structuring techniques that you could consider when preparing for formal topic presentations. Match the structuring technique to the sample phrases and write it as a title in each box.

1. Opening
2. Introductory overview
3. Forward referencing
4. Moving from one section to another
5. Highlighting / exemplifying points
6. Linking phrases / discourse connectors
7. Backward referencing
8. Summarising and concluding
9. Invitation to discuss or ask questions

#### a. Structuring technique

- ▶ My topic today is...
- ▶ I'm going to talk about...
- ▶ I'd like to talk about...
- ▶ The title of my presentation is...

#### b. Structuring technique

- ▶ To sum up...
- ▶ I'd like to summarise the main points...
- ▶ To summarise...
- ▶ To conclude...
- ▶ In conclusion...

## c. Structuring technique

- ▶ Firstly / secondly/ thirdly/ finally.
- ▶ And then.../ and so.../ then.../ so.... / because...
- ▶ First / next / then / after that / eventually.
- ▶ However.../ on the other hand.../ despite this.../ nevertheless...

## d. Structuring technique

- ▶ The interesting thing about... is...
- ▶ What I find interesting about... Is...
- ▶ A major point is...
- ▶ It's important to remember...
- ▶ It's useful to note that...
- ▶ As an illustration...
- ▶ To give you an example...

## e. Structuring technique

- ▶ As I said earlier...
- ▶ As I mentioned previously...
- ▶ As I said before...

## f. Structuring technique

- ▶ Now I'd like to move on to...
- ▶ Next I'd like to talk about...
- ▶ Let's turn to...

## g. Structuring technique

- ▶ I've divided my talk into three sections...
- ▶ The first part of my talk concerns...
- ▶ In the second section, I'll talk about...
- ▶ Then I'll go on to discuss...
- ▶ I'll conclude with...
- ▶ Firstly, I'd like to talk about.../ then I'll deal with... / Finally I'd like to talk about...

## h. Structuring technique

- ▶ As I'll discuss later...
- ▶ Later, I'll come on to...
- ▶ I'll return to this point later on.

## i. Structuring technique

- ▶ Do you have any questions or comments?
- ▶ Would you like to ask any questions?

## Worksheet 2

### Task C

I know the following about my listener (tick as appropriate):

1. The extent the examiner will agree with me.
2. The knowledge level of the examiner.
3. How long the examiner expects me to talk in the presentation and discussion.

✓

### Task D

To keep things interesting and engage the examiner I will do the following during my presentation (circle the items):

- |                         |                                             |
|-------------------------|---------------------------------------------|
| Tell a joke             | Use signposting language                    |
| Show plenty of pictures | Ask the listener their opinion and diagrams |
| Tell a story            | Use stress and intonation for emphasis      |

Explain and justify why you chose the items to a partner. Do you consider any to be inappropriate for the Topic presentation?

### Task E

To keep things interesting and engage the examiner I will do the following during my presentation (circle the items):

I anticipate the examiner will ask me the following questions in the topic discussion:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Task F

I can use the following phrases to explain/justify/defend a position:




## Worksheet 3

## Task G

In final preparation (tick as appropriate):

- ▶ I have prepared some notes for the listener so they can follow the structure.
- ▶ I know my introduction and conclusion and feel confident about delivering them.
- ▶ I have practised my topic presentation and kept to the timings.
- ▶ I have adapted my presentation so it is suitable for the examiner to follow.
- ▶ I have anticipated some questions the listener may ask and prepared some questions for them.

	✓

My personal action points:

- [illegible]