

# Planning an Individual Presentation

### Explanatory Notes for Teachers

Level: S3

Topic: Planning an Individual Presentation

Supporting Teaching Materials: Students' worksheet

#### Students' Prior Knowledge

Before taking this ELA unit, students will have gained some experience of giving personal views on an issue through the medium of Chinese.

#### Aims and Objectives

##### I. Content Objectives

By using the presentation planner, students should be able to use English to give a short presentation of their personal views on an issue. Students will learn how to prepare a speech with reference to performance indicators in the peer assessment form.

##### II. Language Objectives

After completing the ELA activities, students should be able to

1. understand and use the English terms related to this topic (e.g., *presentation, source of information, introduction, topic, issue, eye-contact, sum up, body language, fluent, confidence*)
2. understand and use English expressions for introducing a presentation, e.g.,
  - *Today, I would like to talk about ...*
  - *I got to know about this topic/issue when I read/saw/heard ...*
  - *I think it is a topic/an issue that society should pay attention to because ...*
  - *It is closely related to us because ...*
  - *I think you will be interested in this topic/issue because ...*
  - *The reason that this topic is useful for you is ...*
  - *My presentation will focus on ...*
  - *I am going to look at the topic/issue with you by ...*
  - *I am going to talk about ... things related to this topic ...*
  - *To begin with, let me talk about*
3. understand and use English expressions for staging a presentation, e.g.,
  - *First of all ...*
  - *Now we will move on to the second point, which is about ...*
  - *Secondly/Moreover/Next ...*
  - *In addition to/Moreover ...*

4. understand and use English expressions for concluding a presentation, e.g.,
  - *In conclusion, in this presentation my objective was to draw your attention to ...*
  - *I have covered ... main points.*
  - *Firstly, we talked about ...*
  - *Secondly we discussed ...*
  - *Finally we looked at ...*
  - *I hope you have found this presentation useful. Thank you.*
5. construct a simple written paragraph based on their presentation, following the teacher's guidelines on appropriate linking expressions for written English.

Procedure:

1. The teacher should first prepare a set of topics for students to present.
2. The teacher should explain the structure of a presentation: introduction for stating the issue and key points for discussion; content for further elaboration of the reasons for his/her view, and conclusion for the summary of key points discussed.
3. Using the poster "What makes a good presenter", teacher should then point out the importance of speaking skills in making a public speech.
4. Then, the teacher should discuss the peer assessment form and draw students' attention to performance indicators on the form.
5. Finally, students should be encouraged to write up their presentation in form of a simple essay, adopting the more formal style appropriate for a written version of the information.

# Prepare a presentation (expository)

Expository Text Structures

[http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp\\_2.pdf](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_2.pdf)

Visual Representations of Expository Text

<http://www.essdack.org/files/text%20structure%201-page%20GO's.pdf>

Five Expository Text Structures and their Associated Signal Words

<http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf>

## **A GOOD PRESENTER**

*Speaks with a clear voice, loud enough to reach the audience*

*speaks fluently and without errors*

*Has ideas which are relevant and logically organized*

*Stands tall and shows confidence*

*uses eye contact to draw the audience's attention*



## Planner for an Individual Presentation

Topic / issue	
Source of information <i>(Where did you get the information for this topic?)</i>	

### Part I Introduction

**Time allocated: 15 seconds**

What is the topic/issue of your presentation? Where did you get the information for this topic/issue?

Today, I would like to talk about (topic/issue)..... I got to know about this topic/issue when I read/saw/heard..... (You may start with a question to the audience to invite them to think about the topic/issue.)
..... ..... .....

Why do I think the topic/issue is worthwhile to discuss? (Giving reasons)

I think it is a topic/an issue that society should pay attention to because..... It is closely related to us because ..... I think you will be interested in this topic/issue because..... The reason that this topic is useful for you is.....
..... ..... .....

How many parts are there in your presentation?

My presentation will focus on (how many points) ..... I am going to look at the topic/issue with you by (how many perspectives)..... I am going to talk about (how many) things related to this topic.....
..... ..... .....

**Part II Content**

**Time allocated: 45 seconds**

What is the first point/perspective/reason? (15 seconds)

To begin with, let me talk about.....
First of all, .....
.....
.....
.....

What is the second point/perspective/reason? (15 seconds)

Now we will move on to the second point, which is about.....
Secondly/Moreover/Next,.....
.....
.....
.....

What is the third point/perspective/reason? (15 seconds)

In addition to/Moreover.....
.....
.....
.....

**Part III Conclusion**

**Time allocated: 15 seconds**

What is your conclusion? How are you going to sum up the points you made in this presentation?

<p>In conclusion, in this presentation my objective was to draw your attention to (topic/issue)          I have covered (how many) main points.          Firstly, we talked (sum up in 5-8 words)          Secondly we discussed (sum up in 5-8 words)          Finally we looked at (sum up in 5-8 words)</p>
<p>.....          .....          .....</p>
<p><b>I hope you have found this presentation useful. Thank you.</b></p>

**Exemplars of Peer Assessment**

Presentation Skills	Excellent	Good	To be improved	
Voice (clear?/loud?)	3	2	1	<p style="text-align: center;">The best presenter of the group is:            _____</p> <p><input type="checkbox"/> Voice is clear and loud enough to reach the audience</p>
Language (fluent?/organized?/error-free?)	3	2	1	<p><input type="checkbox"/> Very fluent and free of errors</p>
Body Language (stand tall?/eye-contact?)		2	1	<p><input type="checkbox"/> Stands tall and shows confidence</p> <p><input type="checkbox"/> Eye contact that draws audience attention</p>

**Part IV Writing up your presentation**

**Look at the expressions you used in your presentation. How would they be different if you were writing an essay, rather than giving a presentation. Write out your presentation in the form of a single paragraph, making changes as necessary to the expressions you use, for example:**

Today, I would like to talk about → In this essay, I would like to discuss ...