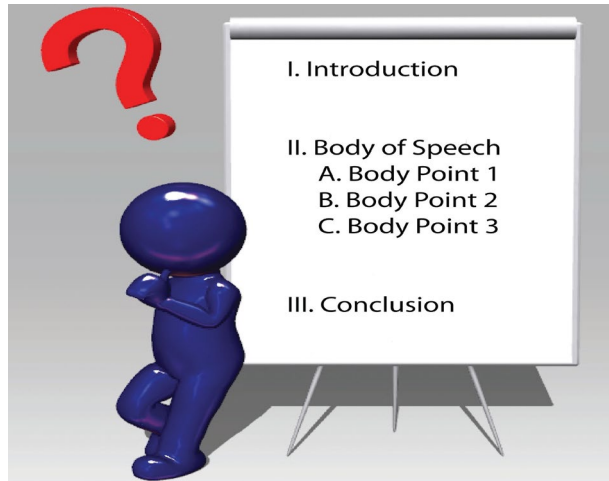


Activity 9: My thoughts – exactly!

Activity aim:	Learners consider how speakers structure their presentations, and signal to listeners that they are moving from one stage to the next. They then gather useful phrases to use and put them into action in their own talks.
Time:	30 minutes (plus a second session to put it into practice)
Delivery:	<p>Before the activity, you will need to print off a 'Presentation Phrases' handout for each student and cut up the 'Bingo cards' so that every student has their own card. This activity starts with a plenary discussion before the learners work in small groups. Below are the delivery steps:</p> <ol style="list-style-type: none"> 1. Ask the group to consider the stages of a presentation. If this is a new idea for these learners, take some time to talk through what the aim of a presentation is and how to make the communication really clear for the audience. Try to elicit, and write on the board: Introduction, Point 1, Point 2, Conclusion, Questions and discussion. If you have done <i>Activity 4 - Look here!</i> with the group, remind them of the types of phrases that were identified then for signalling the use of visual aids. 2. Put the learners into four groups and give them each a name: 1) 'Introduction'; 2) 'Point 1 or New Point'; 3) 'Conclusion'; 4) 'Q&A'. Tell them that they are going to watch a short presentation, and that each group will be responsible for noting how the presenter signals that they are in – or moving to – their stage. 3. Show the video, and then give the learners a few minutes in their groups to compare their notes about the phrases (or gestures) they noticed being used to indicate the progression through the presentation. Elicit which phrases they heard and write them on the board by the stages already there. 4. Give the groups the 'Presentation phrases' handout and see if they spotted any of the phrases that are given there. Which phrases did they not hear? Check if there are any phrases that they find difficult to understand or say. If so, do some extra practice on pronouncing them (see suggestions below). 5. Give each student a Bingo card and ask them to watch the video again. They should listen carefully and mark off on their card when they hear one of the phrases there. If they get a full row, they should call 'Bingo', and you should stop the video to check what phrases they have heard. Check the transcript to identify where the phrases are used. 6. Next, ask the learners to think about which of the phrases they use in their talks, and which ones they could or would like to use. They should plan a talk which is clearly structured and signposted. This might need to be done as homework, or in another session.

7. In the next session, ask some of the learners to give their talks and ask their peers to listen and notice when they use one of the signposting phrases. They should also use appropriate phrases to direct attention to whatever visual aids they are using.



Differentiation:

- If learners need more practice saying phrases, break them down into individual words – or individual words into syllables – and then build them up from the last word, adding one word each time. Focus on word stress and intonation as you go.
- For learners working at lower levels, introduce one simple phrase for each stage of the presentation. For learners working at higher levels, encourage them to extend their repertoires.
- Some groups may want to watch the presentation more than once in step 3. Some may benefit from having the handout before they listen the second time, so they can tick what they hear.