



Preparing presentations

SELF STUDY

If students are working alone, note that 2a, 3b, 4a, 4b and the REFLECT ON IT box all have open answers. If possible, give self-study students the opportunity to show you their answers and work, or to exchange their answers and work with other students.

Before watching

WARMER

Depending on whether your students give presentations, ask either: *Do you like giving presentations?* or *Do you like speaking in front of the class?* Now ask *Why/Why not?* Explain to students that if they don't like talking in public, they're not alone. It's one of the most common fears. But with the right preparation, they can learn to feel confident.

- 1 The exercise reviews some of the key vocabulary students will need to use to carry out the tasks. Ask students to match the words and phrases to the examples and definitions.

Answers

1 c 2 h 3 a 4 d 5 f 6 b 7 g 8 e

While watching

2a 51

LEAD-IN ACTIVITY

Before students watch the video, see if they can agree on the three most important things that make a presentation successful. Write these on the board, then ask students to look at the three things in 2a. Do they coincide with their ideas?

When checking answers, note that there are no right or wrong answers given as the task requires a personal reaction. It's likely that students will find the topic to be good, but that the preparation and delivery are not good. Encourage students to say *why* they gave the presentation the score that they did. Write the following prompts on the board for support:

It's good/bad because he ...

He doesn't speak/use the equipment very clearly/well.

- 2b 51 Students could try and tick the things he does well before watching again and then watch to check.

ALTERNATIVE ACTIVITY

Ask students to say what went wrong with his talk. Tell them that he made at least seven mistakes. Suggest students try and remember them in pairs first. Then watch again and see if they want to add to their list. Finally, students can tick the things he does well in the exercise (none of them).

Answer

He doesn't do any of these things.

VIDEO SKILLS: Understanding difficult speech

This focus is designed to help students to understand the boy's presentation, which is hard to follow. He doesn't speak clearly at times, but his gestures and the text on the slides should help students to make sense of things.

- 3a 51 **VIDEO SKILLS** This exercise focuses on the contents of the presentation. Ask students to read through the video skills box before doing this exercise so they use the presentation itself to help them understand the boy. Pause the video at appropriate points if you see students need more time to write down their answers.

Answers

- 1 theme park
- 2 Millions
- 3 space, space station, shows, time machines
- 4 virtual reality, water
- 5 one and a half

- 3b Ask students how the presentation made them feel. Write their feelings up on the board, and give prompts to get them started if necessary: *confused, uncomfortable, bored ...* Then ask *why*. The idea here is to get students thinking about how the audience feels during a presentation, not just on how *they* feel when they give one.

After watching

- 4a This exercise develops the life skill by getting students to think about how they would give Reece constructive criticism – the type of criticism that most if not all students would hope for from friends and classmates after a presentation they've given. Students could exchange their ideas in pairs first, but discuss this as a class, too.
- 4b **SKILLS 4 LIFE** The idea behind this task is to encourage students to prepare for a talk, and then either present it to someone they know or film it so that they can decide how to improve it. In class, students could either give their talks again or show students their final recordings in pairs or small groups, and then give each other feedback. Either way, emphasise the importance of constructive feedback and not just criticising things.

REFLECT ON IT



The idea here is to get students thinking about why people give presentations. Most students probably accept that they need to learn the skill, but some might not have wondered why it's so important. Ask them to think of as many reasons as you can, e.g. *you can talk to a lot of people at the same time, people can ask questions and everyone hears the answers.*