

ISE III Topic task (Presentation planner)

Level: ISE III (CEFR C1)

Time: 45 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

Language functions: Developing and justifying an argument, evaluating opinions

Lexis: Language of presentations and signposting expressions

Materials needed: Student worksheet (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

1. Tell students that in this lesson they will look at some of the requirements of the ISE III topic presentation and how to achieve them. They will do this by planning their topic presentations and examining what to include.
2. Ask the students to tell you how long the presentation stage lasts. (Answer: eight 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. Give out the student worksheets. Tell students to identify the main sections of their presentations and note them down in **task A**. Give the students five to ten minutes to do this. Students who complete the task quickly should be put in pairs and told to explain their sections to each other while they wait for the others to finish.
4. Tell the students that they are now going to note down linking expressions that they can use to join the sections of their presentation together (**task B**). Tell them that using linking expressions well shows the listener that they have organised their speech and connected their ideas. Give an example of how to link sections, by writing *'Moving on to...'* on the board. Allow the students five minutes to complete **task B**. Ask the students to show and compare their ideas with a partner. Carry out group feedback.
5. Remind students that it is always helpful to know about their audience when preparing for an effective presentation. Ask the students to look at the statements in **task C** about the examiner's expectations, and to tick the ones they think are true. Ask the students to 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?'* Allow them five minutes, then have a class feedback session (refer to the information in the answer section).
6. 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.)
7. 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**.

8. Next, tell the students that they will now discuss their choices with their partner. They need to justify their choices. Ask students what phrases they could use to justify their points (see answers). Write these on the board and add others.
9. As a group, ask the students to say what the examiner will do during the Topic task. 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. Tell them to write the predicted questions down (**task E**). Go around and help students with the wording of their questions.
10. When they have finished, put the class into pairs (A and B) and ask them to give their questions to their partner. Student B must then act as the examiner and ask student A 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 eight minutes for this task (four minutes per student).
11. Get the students to look at the items in **task F** and tick off the ones that they feel they can do. Then ask the students to write down their action points (things they need to do before the exam date). They can refer to this while they finish preparing for this part of the exam.
12. Finally, tell students that all the points from this worksheet will ensure they give an effective presentation. Remind them that they must prepare notes for 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 question E 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 ISE III. Give group feedback at the start of the next session and ask students to comment on each other's questions.

Answers

Task B

Suggestions: *'I'd like to now turn to ...'*
'The next issue/topic/area I'd like to focus on ...'
'I'd like to expand/elaborate on ...'
'Now I'll move on to ...'
'I'd like now to discuss ...'
'Let's look now at ...'

Task B

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. Four minutes for the presentation and four minutes for the follow-up discussion. They will need to practise time-keeping.

Task D

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 ...'

Task E

Answer: The examiner will expect them to ask questions and then respond to their questions about the content and topic generally. They will also open the discussion by asking questions about the content, and the views and attitudes of the candidate on the topic.

Student worksheet – Presentation planner

Task A

The main points of my presentation are:

1.
2.
3.

Task B

I will connect my points with the following language:

Introduction to point one

.....

Points 1-2

.....

Points 2-3

.....

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	ask the listener their opinion	tell a story
use stress and intonation for emphasis	use signposting language	show plenty of pictures and diagrams

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

Task E

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

1.
2.
3.
4.

Task F

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:

- ▶
- ▶
- ▶
- ▶
- ▶
- ▶
- ▶