Teaching and learning sequences summary

Belonging: English for Academic Purposes unit standard 30510, version 1
Deliver a short oral presentation in English for an academic purpose

This sequence is designed for learners commencing a pathway to tertiary study. It is aimed at learners who are learning to speak clearly and fluently on an academic topic.

The teaching and learning sequence is designed for English language learners who have achieved English language Level 3 speaking standards or can demonstrate a similar level of skills.

The step up from Level 3 English language unit standards involves:
- a level informed by low-B2 of the Common European Framework of Reference (CEFR)
- the requirement for students to:
  - address an academic purpose
  - use complex language structures and academic vocabulary
  - incorporate and reference appropriate source material

Using the teaching and learning sequences

The teaching and learning sequences will scaffold and prepare students for the formative and summative assessment against this standard. The teaching and learning sequences link to The Dimensions of Effective Practice. Lessons are built around Principles of effective teaching and learning for English language learners. Teachers will also need to make links to relevant Key competencies. Each learning task includes strategies to scaffold the skills required to achieve this standard.

It is recommended that students complete work for the receptive skills of reading and / or listening prior to commencing work for speaking and / or writing. Texts used in the teaching and learning sequences for reading and writing will support students to complete the tasks and formative assessment on the topic of 'Belonging'.

These teaching and learning sequences are intended as a guide to the skills that students will need to develop to meet the requirements of the standard. They provide examples of ways that teachers can support students to acquire these skills. It is important to select only the activities that address your students' learning needs and not to cover materials and/or skills that students have already mastered. For some students it may be necessary to provide additional tasks to support mastery of specific skills.

Teachers should allow time during each teaching and learning sequence for students to begin and develop their presentation so that they are ready for the formative assessment by the end of the teaching sequences.

Learning tasks

Teaching & learning sequence	Skills & knowledge	Performance criteria
1	Address the academic purpose by ● structuring the presentation effectively ● incorporating appropriate material relevant to the academic purpose	1.1 Presentation addresses the academic purpose and displays a knowledge base, incorporating content relevant to the academic purpose, in a structured and coherent manner.
2	Acknowledging sources ● oral citation e.g. using reporting verbs ● written citation ● a reference list in a recognised format such as APA e.g. on the final slide of a Powerpoint or in a handout. Finding, incorporating and referencing content relevant to the academic purpose.	1.7 Source material is acknowledged. 1.1 Presentation addresses the academic purpose and displays a knowledge base, incorporating content relevant to the academic purpose, in a structured and coherent manner.

3	Use of language features to engage audience
	● language features
	  ○ sentence structure
	  ○ tense
	  ○ cohesive devices
	● strategies to help listeners
	  ○ discourse markers
	  ○ repetition
	  ○ rhetorical questions
	
	Use of academic vocabulary
		1.3 Varied and complex English language structures are used with general control. Inconsistencies seldom impede communication.
		
		1.4 Vocabulary is appropriate to the academic context.

4	Effective delivery using verbal and non-verbal language features including ● body language ● eye contact ● pronunciation ● prosodic features e.g. volume, tempo, pausing, stress and intonation	1.2. Spoken language is generally clear and understood. This includes pronunciation, fluency and audibility. 1.5 A range of strategies is used to promote engagement with the audience. Strategies may include but are not limited to – non-verbal features such as pauses,

		changes in pitch and volume, gestures for effect, eye contact.
5	Using visuals ● effective use of visual aids e.g. powerpoint	1.6 Visual aids are used to contribute to the delivery of the presentation. These may include but are not limited to – whiteboard, realia, text, diagram, powerpoint, video/audio clip, map, poster.

What is the impact of the teaching and learning?
After the learning tasks, students should complete the formative assessment task for the level 3 English for Academic Purposes unit standard 30510, version 1, Deliver a short oral presentation in English for an academic purpose.

After the formative assessment, teachers can identify evidence of students' learning progress as well as any gaps. Teachers should plan to build on what worked well and to address learning needs by adapting and recycling tasks in the teaching and learning sequences.

When students are ready, they can complete the summative assessment for EAP unit standard 30510.

Other assessment links for 'Belonging' level 3
EAP unit standard 30507, version 1: *Write a short text under test conditions in English for an academic purpose.*
EAP unit standard 30508, version 1: *Write a short crafted text for a specified audience using resource material in English for an academic purpose.*
EAP unit standard 30509, version 1: *Demonstrate and apply understanding of a short spoken text in English for an academic purpose.*
EAP unit standard 30511, version 1: *Read and apply understanding in English for academic purposes.*

Curriculum links
Learning area: English / Social Studies / Health
Focus: Speaking
ELLP: Students will be working at Stage 3 and above.

**Oral language: Deliver a short oral presentation in English for an academic purpose
EAP unit standard 30510, version 1**

Dimension of effective practice	Teaching and learning sequence 1: Planning the presentation	Metacognitive prompts
Knowledge of the learner *Expectations* *Instructional strategies*	*Identifying the learning outcomes including the language demands of the topic.* **Teaching and learning purposes** ● Presentation addresses the academic purpose and displays a knowledge base, incorporating content relevant to the academic purpose, in a structured and coherent manner (1.1) **Student learning outcomes** I can: ● communicate the academic purpose of my presentation. ● use an appropriate structure for my presentation ● demonstrate that I understand the topic by using relevant content. *Choose from the following activities according to the needs of students.* *Finding out the learners' prior knowledge* **1. Brainstorm** The purpose of this activity to to find out what groups students identify with and to widen knowledge of groups. a. Students ● Brainstorm the different groups they belong to e.g school, family, ethnic groups etc. ● Share the possible groups e.g. on a whiteboard ● Students add any additional groups to their lists and then ranks these in order of importance to themselves b. Students then share and explain their ranking in small groups. **Variations for further practice:**	*What do my students already know about the topic, presentation structure, and academic purpose?* *Do my students know the reason for these learning outcomes?* *How will this inform the activities I focus on? Which activities are not needed?*

A number of students that represent a spread of different groups they belong, to share their ranking with the class for discussion.

Consider completing this activity yourself and sharing your ranking.

2. KWL
This activity aims to find out what students know already about the concept of *Belonging* and encourages them to think about what they want to know more about.
- Students fill in the first two columns, What they **know** and What they **want** to learn about the topic of Belonging.
- In groups they share what they have written and make any additions to their charts.

3. Articulate
This activity is an interactive way of ensuring that students know the meaning of key phrases in this topic.
- Class is divided into two teams. One person from each team sits on a chair at the front facing their team.
- The teacher writes a phrase on the board behind the student. The words can be selected from the students' brainstorms or KWL charts or other words the teacher thinks the students will need, refer to the list below..
- If necessary, model how to play.
- Students from each team have to explain the phrase without using any of the words.
- When one team has given the correct word a member of the other team takes the chair for the second turn and so on.

Phrases to use could include:
- ethnic group,
- cultural background
- family
- language group
- religious group

What does this activity tell me about students' current understanding of the topic and vocabulary?

	Add any other groups that were discussed by students *Making the learning comprehensible to all students* **4. Shared dictation: What should your presentation be like?** The purpose of this activity is to familiarise students with the structure of a presentation whilst at the same time giving them practice in pronunciation and speaking confidently. ● In pairs, student A dictates his/her dictation to student B. ● When finished they change roles and student B dictates. ● At the end they get together and compare with the originals. ● Encourage students to give each other feedback on pronunciation and fluency. *Providing multiple opportunities for authentic language use with a focus on learners using academic language.* **5. The structure of a presentation** The purpose of this activity is to build on knowledge of presentation structure and apply it. ● In small groups students work on the introduction. Students cut up the oral text and place it in the correct sequence in the template. ● They then place the text in the template against the corresponding descriptors. ● Repeat the process for the main points. ● Repeated the process again for the conclusion. Suggested order is ● Introduction A, E, B, C, D ● Main points D, A, C, F, B, E ● Conclusion C, A, B **Variations for further support:** Provide a partially completed template for students who need more support.	*How can I pair students to ensure those who need support are catered for?* *Have I explained the reason for this activity?* *Who are the more confident students that I can pair with those who need extra support?*

	Use a variety of student groups to provide additional support e.g. same language group, mixed ability groups.	

6. Putting it all together
The purpose of this activity is for students to plan their presentation and give and receive feedback.

6a. In small groups students brainstorm possible content for their presentations. Students will draw on their knowledge of the topic gained from their reading and writing work.
- Draw a mind map on the board or use an online tools such as Popplet.
- Students work in groups to complete the mind map.
- Suggested headings could include:
  - Topic
  - Definitions of key words e.g. *teenagers, belonging*
  - Words that should be defined
  - Reasons belonging is / isn't important
- Use a Bus Stop activity for students to view the work of other groups and revise their brainstorms as required

Variation for further practice
Use a 4/3/1 strategy for students to explain to each other why Belonging is or isn't important.

6b. Students use the planning template to complete the introduction, main points and conclusion.

6c. Students should review each others plans in small groups using resource 6b. and provide feedback.

6d. Students note and respond to the feedback they are given.

Providing opportunities for reflection and evaluation

Which students would benefit from being the 'listener' first?

Knowledge of the learner	**Reflection: 'Learning log'**	*What information has this reflection provided on student*

	Students write an action plan on what they need to do to improve their plan and then make the improvements.	*learning and gaps that need to be addressed?*

Student tasks
Teaching and learning sequence 1

2. KWL
- Fill in the columns *What I know about the topic of Belonging* and *What I want to learn about the topic of Belonging* of the chart below.
- In groups, share what you have written and make any changes you want to your chart.

What I **k**now about the topic *Belonging*	**W**hat I want to learn about the topic *Belonging*	What I have **l**earnt about the topic *Belonging*

Towards the end of the formative sequence, return and complete 'What I have learnt about the topic *Belonging*."

3. **Articulate**

- You are in two teams. One person from each team sits on a chair at the front facing their team.
- The teacher writes a phrase on the board.
- Students from each team have to explain the phrase without using any of the words.
- When one team has given the correct word another team member takes the chair for the second phrase and so on.

4. Shared dictation: Focusing your presentation

- In pairs, student A dictates his/her dictation to student B.
- When finished, change roles and student B dictates.
- At the end get together and compare with the originals.
- Give each other feedback on pronunciation and fluency.

Shared dictation texts

A. A good presentation has a clear focus. Unlike a written text where you can re-read information, a presentation is mainly the words spoken by the presenter. Listeners cannot go back over the words once they have been said. To keep your audience's attention, your presentation needs to be well planned and have a clear focus.

B. Your presentation should start with an introduction that states the topic, defines important words, outlines the organisation of the presentation and gives the reason the topic is important. The body of the presentation should contain main points with supporting details and examples. Finally, it should have a conclusion that signals the end of the presentation, summarises the main points and may make a final statement.

5. The structure of a presentation

Introduction

A. Good morning.
B.Today I am going to discuss why kindness is important and what kindness looks like in the real world.
C. Kindness can be defined as being friendly, generous, and considerate. Gentleness, concern, and care are words that are associated with kindness.
D. So what is kindness?
E. I want you to think about a time someone was kind to you. How did you feel? Now think about a time someone was unkind. What did that feel like?

Main points

A. Kindness is obviously important to the recipient. Maya Angelou said "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
B. We are probably most familiar with acts of kindness to other people. This type of kindness involves being aware of other people. Ask yourself - Do you notice when people could use a helping hand? This type of kindness can be a kind word, a smile, opening a door, or helping carry a heavy load. All of these can all be acts of kindness. But it can also be talking to a new student or helping someone who is being bullied or refusing to gossip either in person or online using social media.
C. But kindness is also important to the person being kind. New research supports this idea. Science has now shown that sharing resources with others, rather than having more and more for yourself, brings about long-term personal well-being. Kindness has been found by researchers to be the most important predictor of satisfaction and stability in relationships. There are even universities in the United States that look for evidence of kindness in people applying to their courses!

D. So why is kindness important?

E. Another aspect of kindness is being kind to yourself. Do you treat yourself kindly? Do you speak gently and kindly to yourself and take good care of yourself? Have you ever noticed how you talk to yourself? Do you say things to yourself that you would never say to a friend, or other human being for that matter? Are you often self-critical? If so, give yourself a little kindness and care. There are many acts of kindness you can direct toward yourself from taking some time out for yourself or by stopping the negative talk in your own head!

F. I'm sure you will have seen and even carried out acts of kindness. But there are many different types of kindness and not all are obvious.

Conclusion

A. There are many ways to be kind and you can begin by becoming aware of your feelings and thoughts toward yourself and to others.

B. I'd like to end with a quote from the writer George Saunder who said '*What I regret most in my life are failures of kindness."* Don't let that be your regret.

C. Kindness is important because it is a value that can add more satisfaction to your life and strengthen your relationships as well as improve the lives of other people. Just notice how you relate to yourself and others throughout the day - is it with kindness or not?

Welcome Introduction States topic Outlines organisation of the presentation Definition Importance of the topic	
Main points in logical order	

Conclusion	

Task 6b. Putting it all together

Academic purpose
The academic purpose for this topic could involve discussion or argument.

Research questions
You are studying the topic of *Belonging*. Use relevant ideas from your reading for other EAP unit standards to give a presentation answering the following research question.

Is a sense of 'belonging' important? Give reasons to support you point of view.

Presentation PLAN.

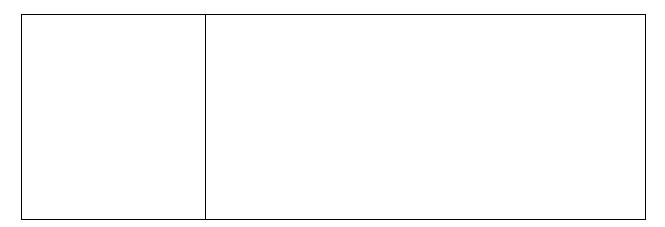Complete the following. Write notes ONLY not sentences.
● Introduction
● Main points. You do not need to complete the supporting detail yet.
● Conclusion

Make sure that you keep this plan as you will need it in later lessons.

Introduction Topic Words you are going to define Why this topic is important Points you are going to talk about	
1st main point	

Supporting details and specific information *You should have more than one supporting detail with specific information.*	

2nd main point is clearly stated Supporting details and specific information *You should have more than one supporting detail with specific information.*	
3rd main point is clearly stated Supporting details and specific information *You should have more than one supporting detail with specific information.*	
4th main point is clearly	

stated Supporting details and specific information *You should have more than one supporting detail with specific information.*	

Conclusion The main points Final thought	
Sources Write the details of any sources you will use	

<table>
<tr><td></td><td></td></tr>
</table>

6c. Providing feedback.

Provide feedback to your group on their Presentation Plan. Think about these points but add anything else that you think will help other students to improve their plans.

Introduction
1. Is the topic clearly stated?
2. Are the words the speaker is going to define identified? Are there any words you think they should define that aren't on the list?
3. Are the main points identified?
4. Are there enough main points (at least 2)?
5. Have they identified the order of ideas in their presentation?

Main ideas
1. Are there 2-4 main ideas?
2. Are the main ideas in the same order as in the introduction?
3. Each each main idea clear i.e. do you understand it?

Conclusion
1. Does the conclusion
   a. paraphrase / summarise the main ideas?
   b. give the reason why this topic is important?
2. Is there a final thought or recommendation?

6d. My action plan

As you listen to your feedback make a note of what things you should work on.

**Oral language: Deliver a short oral presentation in English for an academic purpose
EAP unit standard 30510, version 1**

Dimension of effective practice	Teaching and learning sequence 2: Acknowledging sources	Metacognitive prompts
Knowledge of the learner *Expectations* *Instructional strategies*	*Identifying the learning outcomes including the language demands of the topic.* **Teaching and learning purposes** ● Source material is acknowledged (1.7). ● Presentation addresses the academic purpose and displays a knowledge base, incorporating content relevant to the academic purpose, in a structured and coherent manner (1.1). **Student learning outcomes** I can ● find information to use in my presentation ● acknowledge the texts, websites and images that I use in my presentation. *Choose from the following activities according to the strengths and learning needs of students.* *Planning the learning tasks so that all learners are actively involved* **1. Citations: What are they and why do we use them?** The purpose of this activity is to introduce citations and to provide students with an opportunity to practise presentation skills. (Students will need access to the internet) ● In small groups students watch one of the videos PPT 1: https://www.youtube.com/watch?v=ngKGGoqFKTI PPT 2: https://www.youtube.com/watch?v=LRODESfNzcc PPT 3: https://www.youtube.com/watch?v=Pmab92ghG0M ● Each group prepares a short presentation to answer the task questions.	*Do my students know the reason for these learning outcomes?* *What does completion of this task tell me about gaps in learning that need to be addressed?*

Instructional strategies	● Their presentations should demonstrate how far they are able to meet the requirements of the standard
	● Students provide peer feedback to each group using the peer feedback form.
	
	2. Cite these - Written citations
	The purpose of this activity is to provide practice in in-text and end of text citation.
	  ● Demonstrate how to cite using your chosen format e.g. APA. This might include:
	    ○ an image
	    ○ a web page
	    ○ a book
	    ○ a journal
	Add any other type of citations you think your students might use. It can be useful to use a tool such as APA Interactive
	http://owll.massey.ac.nz/referencing/apa-interactive.php
	  ● Students work in small groups to cite the sources on the worksheet.
	  ● The students circulate around other groups noticing any differences in how the sources have been cited and revise their citations as necessary
	
	Begin with context-embedded tasks which make the abstract concrete.
	3. Cite these - Spoken citations
	The purpose of this activity is to encourage students to acknowledge sources orally in their presentations and to practise doing so.
	  ● In groups students complete the task to acknowledge a text in an oral presentation in four different ways.
	  ● They take turns presenting to group. members
	
	4. Finding sources
	The purpose of this activity is to build on the skills students have to incorporate and reference sources for their presentation.
	
	a. Using skills developed in preparation for unit standard 30508 *Write a short crafted text for a specified audience using resource material in*
		Do I need to provide further opportunities to practise these skills?
		
		Which students will need scaffolding and which students will need extension activities?
		
		How can I best group students to maximise learning?

	English for an academic purpose students will find appropriate resources and add these to their plan from task 6a TLS 1. Alternatively if students have not complete work for us 30508, use the appropriate section of teaching and learning sequence 2 for that unit standard to introduce searching for sources. b. Students provide feedback on supporting details and references in pairs or small groups. c. Students act on the feedback given if required by adding additional supporting detail and/or references. *Provide multiple opportunities for authentic language use with a focus on students using academic language.* **5. Peer review - Supporting details and references** Students use the grid to provide each other with feedback on the sufficiency of the sources they selected in Task 4.	*Are all of my students able to find appropriate resources to support their presentations?*
Knowledge of the learner	*Monitoring student learning* **Reflections** End the lesson by referring back to the learning outcomes. Students write a short reflection on what they have learned and how they applied the learning.	*What information has this activity provided on student learning and gaps that need to be addressed*

Student tasks
Teaching and learning sequence 2

1. Citing sources

In your group watch ONE of the videos below and prepare a short presentation on what you have learned about:
  - What is citing?
  - Why it is important?
  - What you should cite?
  - What a citation should contain?

Make sure that you use the presentation skills we have learned so far.

  - PPT 1: https://www.youtube.com/watch?v=ngKGGoqFKTI
  - PPT 2: https://www.youtube.com/watch?v=LRODESfNzcc
  - PPT 3: https://www.youtube.com/watch?v=Pmab92ghG0M

2. Cite these - Written citations

How to cite	In-text citation	Full citation
an image	Figure 1: Tongan dancers. (Fowler, 2017).	Fowler, T. (2017). *Tongan dancers.* Retrieved from https://www.flickr.com/photos/thelifeofbryan/226724924/in/photolist-m32qq-eSJqbU-eTohVN-bqF5f5
a website	(Perrot, 2007)	Perrot, A. (2007). *Pasifika - Identity of illusion.* Retrieved from https://www.nzherald.co.nz/lifestyle/news/article.cfm?c_id=6&objectid=10455473
a book	(Knowles, 2013)	Knowles, L. M. (2013). *Studying in New Zealand: A student guide.* Wellington, New Zealand: Rata Press.

a. Citing this image

	Author: Christopher Michel Date: 2012 Source: https://commons.wikimedia.org/wiki/File:My_religion_is_very_simple._My_religion_is_kindness._(14702390732).jpg

i) Write the citation you would put in your Reference List.

_____

_____

_____

ii) Write the citation you would put in the powerpoint below the image.

_____

_____

_____

b. Cite this website

Author: David Lawrence
Date: 2018
Title: The value of kindness
Website: http://www.familyresourcehomecare.com/blog/the-value-of-kindness

i) Write the citation you would put in your Reference List.

_____

_____

_____

c. Cite this book

> Author: Jaimie Thurston
> Date: 2017
> Title: Kindness - The Little Thing That Matters Most
> Place of publication: London, United Kingdom
> Publisher: Harper Collins

i) Write the citation you would put in your Reference List.

_____

_____

_____

3. Cite these - spoken citations

As well as including sources in your reference list you must acknowledge other authors words and ideas. We use reporting verbs to acknowledge the work of other authors. Look at these examples of a speaker acknowledging the words of other authors.

Example A
Kindness is obviously important to the recipient. ***Maya Angelou said*** "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Example B
Darwin believed that we are a actually a social and caring species. ***He argued that*** caring for others is a natural instinct and that it brings benefits to both the recipient and to the person being kind

Example C
The psychologist Piero Ferrucci explains that kindness is made up of parts and suggests several ways we can be kinder in our daily lives.

Example D
According to Ferrucci kindness includes empathy.

Here are some different ways of referring to the ideas and words of other authors

- Jones *argues / notes / suggests that...*
- *As* Jones *argues / states / maintains …*
- On his webpage, Jones *argues / suggests / claims that…*
- *According to* Jones ….

Take one of the examples above and write four different ways of acknowledging the author's work.

Write them out and then practise saying them.

Now present them to your group.

4. Your sources
    a. Research your topic and add supporting details to your presentation plan.
    b. Write the correct reference for each source on your presentation plan.

5. Peer review - Supporting details and references

Use this chart to provide feedback to your partner on their supporting details and references

Supporting detail and references feedback	Yes / No
1. Is the supporting detail relevant to the main idea?	
2. Highlight any supporting detail you think is not relevant.	-
3. Is there enough / too much supporting detail?	
4. Do all of the sources used have a correct reference?	

**Oral language: Deliver a short oral presentation in English for an academic purpose
EAP unit standard 30510, version 1**

Dimension of effective practice	Teaching and learning sequence 3: Language features	Metacognitive prompts
Knowledge of the learner	*Identifying the learning outcomes including the language demands of the topic.* **Teaching and learning purposes** ● Varied and complex English language structures are used with general control. Inconsistencies seldom impede communication (1.3) ● Vocabulary is appropriate to the academic context (1.4)	*Do I know which students will need extra support?*
Expectations	**Student learning outcomes:** I can: ● use a range of sentence structures and language features with few errors ● use language features to help my listeners follow what I am saying ● use appropriate academic vocabulary	*How can I link these outcomes to previous learning?*
Instructional strategies	*Choose from the following activities according to the needs of students.* *Finding out the learners' prior knowledge* **1. Concept star** The purpose of this activity is to find out the academic and specialised vocabulary that students already know on the topic. It also serves as a tool to add vocabulary throughout the teaching and learning sequences. ● Students add vocabulary on the topic to the concept star under the correct heading. ● In small groups students share what they have and justify their decision for where they placed words on the star. ● During the formative work on this standard, encourage students to add new words to their concept stars.	*Have I explained the purpose of this activity?*

Instructional strategies	*Giving learners many opportunities to first notice and then use new language* **2. So what's the difference?** The aim of this activity is to find out how much students know about the differences between spoken and written texts. ● In groups, students read the two texts and identify differences. ● Students sort the differences into the correct columns. *Making the lesson comprehensible to all learners* **3. Sentences** In this activity students are encouraged to notice different types of sentences as they practise creating effective compound and complex sentences. Ensure that students are aware that although academic presentations contain complex sentences, a variety of sentence structures should be used in their presentations. a. Sentence types ● Students complete the worksheet and share answers. ● Ensure students understand the difference between a sentence fragment, simple compound and complex sentences. b. From simple to compound sentences ● Students complete the activity as a Think / Pair / Share activity. (In a Think / Pair / Share activity students complete the work individually, then compare answers with one other student and final two pairs of students compare their answers.) c. From simple to complex sentences ● Students complete the activity as a Think / Pair / Share activity *Follow up activity* Write a variety of sentences on the board including a sentence fragment. Students identify the type of sentence structure. *Using approaches that include listening, reading, speaking and writing*	*Are all students participating equally?* *What does the student discussion tell me about their understanding?* *What further opportunities can I use to enable students to practise these skills?*

Instructional strategies	**4. Strategies to help listeners** The purpose of the following activities is to ensure that students understand the function of discourse markers and to provide additional opportunities to focus on pronunciation. **a. Running dictation** ● In this activity the 'runner' needs to have correct pronunciation in order for the text to be reproduced correctly. ● Photocopy the text and attach to the far walls of the room. The challenge is for each pair to reproduce the text. ● Each pair decides who will be the runner and who will be the writer. ● The runner memorises as much as s/he can and then returns to dictate it to their partner who writes down what is said as accurately as possible. ● The writer is not allowed to clarify or ask for words to be repeated. ● When pairs have finished, the teacher checks with the original. ● The pair that finishes first and has a text that has the closest meaning to the original is the winner. **b. Time for transitions** ● Student complete the table in groups. ● Students then circulate around the class viewing other groups answers putting a question mark next to any word / phrase they believe is in the incorrect place ● Students return to own groups and make necessary revisions ● Circulate around the groups and identify any discourse markers students are unsure to discuss as a whole class. **5. Repetition** In this activity students are asked to identify and give reasons for the use of repetition in a presentation. ● Play the first 2 minutes of this video	*Do all students need this activity?* *Have I ensured that students have made the connection between these exercises and the draft text for their presentation?* *What information has this activity provided on student learning and gaps that need to be addressed*

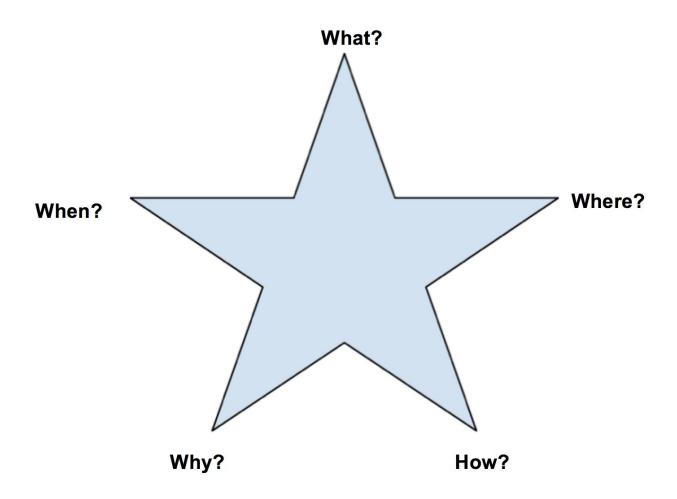|	
Instructional strategies *Knowledge of the learner*	https://www.youtube.com/watch?v=ewVCnfMGnFY&t=77s ● Students complete the worksheet and share their answers in small groups **6. Rhetorical questions - Think / Pair / Share** The purpose of this activity is to ensure that students are aware of key uses of rhetorical questions e.g. to emphasise a point, make the listeners reflect, introduce a new idea, conclude a section ● Students complete the questions individually ● Then share their answers with a partner ● Finally answers are shared with the class. **7. Putting it all together** The purpose of this activity is for students to utilise some of the features of spoken language in their presentations and receive feedback on these. ● Student prepare notes / cue cards for their presentation. ● In small groups students prepare and present one section of their presentation and receive feedback ● Move around the class offering support and modelling where appropriate. *Follow up* 2 to 4 students present and other students should identify any strategies that are used. *Providing opportunities for reflection and evaluation* **Reflection:** End the lesson by referring back to the learning outcomes. Students write a short reflection on what they have learned and how they applied the learning.	

**Student tasks
Teaching and learning sequence 3**

1. Concept star

- Add vocabulary on the topic to the concept star under the correct heading.
- In small groups share what you have and justify your decision for where you placed words on the star.
- During the teaching and learning sequence return to this activity to add new words to your concept stars.

2. So what's the difference?

Written text https://link.springer.com/article/10.1007/s10902-005-3650-z	Spoken text
One of the central topics of concern to positive psychology is happiness (Seligman, 2003; Seligman and Csikszentmihalyi, 2000). Recent research on happy people has demonstrated several important findings. Compared with less happy people, happy people have better social relationships and more pleasant everyday lives. For example, Diener and Seligman (2002) showed that very happy people have highly satisfying relationships with friends, romantic partners, and family members and that, compared to their less happy peers, they report more positive events and emotions in their daily lives relative to negative ones. They also found that very happy people are more extraverted, more agreeable, and less neurotic and that they score lower on several measure of psychopathology. Other studies have shown that subjective happiness is one of the key factors in subjective well-being and overall satisfaction with life (Buss, 2000; Diener, 2000; Strack et al., 1991; Suh et al., 1998).	I'm sure you all know what happiness is and are aware of the things that make you feel happy or unhappy. There are several effects of happiness and they are not all surprising. Happy people enjoy their daily lives more than unhappy people. They also have better relationships with other people including friends, partners and family. Happy people tend to be more outgoing and are easier to get on with. They are also less likely to have mental health problems. But happy people also believe that more positive things happen to them than negative things. But it is hard to say which comes first. Does being happy result in more good things happening or do good things happening create happiness? What we do know is that being happy is important to people's lives.

Put these into the correct columns in the table on the next page.

words on the page to express meaning and ideas	avoids repetition
uses punctuation	no immediate feedback from an audience
longer more complex sentences	few or no long sentences, varied sentence length - some can be just one word
planned and can be changed through editing and revision	some is planned but some is spontaneous and cannot be changed afterwards
can go back over it again and again if the meaning is not immediately clear	can see / hear feedback immediately
pauses and stress instead of punctuation	objective and academic tone
voice (pitch, rhythm, stress) and body used to communicate the message as well as words	repetition is an important tool to link ideas and stress main points
little opportunity to make things clearer	less formal

Writing	Speaking

Answers teacher use only

Writing	Speaking
words on the page to express meaning and ideas	voice (pitch, rhythm, stress) and body used to communicate their message as well as words
uses punctuation	pauses and stress instead of punctuation
longer more complex sentences	few or no long sentences, varied sentence length - some can be just one word.
planned and can be changed through editing and revision	some is planned but some is spontaneous and cannot be changed afterwards
no immediate feedback from an audience.	can see / hear feedback immediately
can go back over it again and again if the meaning is not immediately clear	little opportunity to make things clearer
avoids repetition	repetition is an important tool to link ideas and stress main points
objective and academic tone	less formal

3. Sentences

a. Sentence types

Put these examples in the correct spaces in the table.

Generosity, for example offering someone your time, is another way to be kind.
Have you?
Patience is another aspect of kindness
There are many ways to be kind and many opportunities to practise kindness.

Sentence types	Examples
Fragment	
Simple sentence	
Compound sentence	
Complex sentence	

b. From simple to compound sentences

Join these simple sentences using a conjunction.

and   or   so   but

1. Kind people can be seen as naive or weak. Sometimes people avoid being kind.

2. There are many ways to be kind. There are many opportunities to practice kindness.

3. This type of kindness can be a kind word, a smile, opening a door, or helping carry a heavy load can all be acts of kindness. It can also be talking to a new student or helping someone who is being bullied.

4. It can also be talking to a new student. Helping someone who is being bullied. Refusing to gossip either in person or online using social media.

c. From simple to **complex** sentences.

<u>Examples</u>

People sometimes don't notice when others need help. People are very busy.
People sometimes don't notice when others need help because they are very busy.
People are very busy, so they sometimes don't notice that others need help.

Don't boast about your achievements or happiness. Try listening to your friend talk about their successes.
Instead of talking about yourself, try listening to your friend.
Try listening to your friend talk instead of talking about yourself.

Now combine the simple sentences below into a **complex** sentence, containing a dependent clause. Try to write each sentence twice by reversing the clauses.

i) Don't be impatient when someone takes a long time at the supermarket checkout. Offer them help. (rather than being / instead of being)

_____

_____

_____

_____

ii) This makes us feel good about our own actions. It helps the other person. (as well as making)

_____

_____

_____

_____

iii) Kindness is important because makes your life better. It helps other people too. (as well as making / helping)

_____

_____

_____

_____

5. Strategies to help listeners - Discourse markers

a. Running dictation

Text to be copied
Discourse markers are words that are used to organise the flow and structure of what we say. Discourse markers can link words phrases and ideas together by showing the relationship between two or more ideas. Discourse markers can also be used to show cause and effect, provide evidence for an argument, add extra information, compare and contrast ideas and sequence ideas.

b. Time for transitions

Put the following discourse markers (sometimes called 'signal words' or connectives) into their correct place in the table depending on their function.

to sum up	previously	in addition	besides
in other words	furthermore	in brief	before
at this point	to conclude	also	as a consequence
however	finally	to illustrate	to demonstrate
on the other hand	alternatively	first of all	for instance
nevertheless	for example	next	in spite of
the next point I want to make is	from this we can see that	to recap the main points	the points I will focus on are
this will lead to	it is also true that	from this we can see	

To introduce an additional idea	To summarise or conclude	To indicate time
To indicate sequence or order	**To give an example**	**To show an opposite idea - contrast**

6. Strategies to help listeners - Repetition

a. Listen to the speech your teacher will play you.

b. Count how many times you hear the words
- *presentation*
- *hard*

c. Why are these words repeated so many times?

_____

_____

7. Strategies to help listeners - Rhetorical questions

A rhetorical question is one that the speaker asks but doesn't expect an answer to. rhetorical questions are used for many different reasons. In this next exercise we are going to try and identify some of these reasons for using rhetorical questions.

a. Underline the rhetorical question in the following text.

So how can we be brave and become kinder? Kindness is a skill that needs to be practised. Psychologist Piero Ferrucci explains that kindness is made up of parts and suggests several ways we can be kinder in our daily lives.

---

b. Why does the writer use a rhetorical question?

_____

c. How many rhetorical questions are there in the section of text below? _____

Another aspect of kindness is being kind to yourself. Do you treat yourself kindly? Do you speak gently and kindly to yourself and take good care of yourself? Have you ever noticed how you talk to yourself. Do you say things to yourself that you would never say to a friend, or other human being for that matter? Are you often self-critical? If so, give yourself a little kindness and care. There are many acts of kindness you can direct toward yourself from taking some time out for yourself or by stopping the negative talk in your own head!

---

d. Why has the speaker used so many rhetorical questions?

_____

_____

e. Underline the rhetorical question in the following text.

> So how can be brave and become kinder? Kindness is a skill that needs to be practised. Psychologist Piero Ferrucci explains that kindness is made up of parts and suggests several ways we can be kinder in our daily lives.

f. Why has the speaker used this rhetorical question?

_____

_____

g. Underline the rhetorical question in the following text.

> Kindness is important because it is a value that can add more satisfaction to your life and strengthen your relationships as well as improve the lives of other people. There are many ways to be kind and many opportunities to practice kindness. But it takes time to change our attitudes toward ourselves and others. It begins by becoming aware of your feelings and thoughts toward yourself and to others. Just notice how you relate to yourself and others throughout the day - is it with kindness or not?

h. Why has the speaker used this rhetorical question?

_____

_____

**Oral language: Deliver a short oral presentation in English for an academic purpose
EAP unit standard 30510, version 1**

Dimension of effective practice	Teaching and learning sequence 4: Effective delivery	Metacognitive prompts
Expectations	*Identifying the learning outcomes including the language demands of the topic.* **Teaching and learning purposes** ● Spoken language is generally clear and understood. This includes pronunciation, fluency and audibility (1.2) ● A range of strategies is used to promote engagement with the audience. Strategies may include but are not limited to – non-verbal features such as pauses, changes in pitch and volume, gestures for effect, eye contact (1.5) **Student learning outcomes** I can: ● use a range of verbal and non-verbal strategies to engage the audience ● speak clearly and be understood. *Choose from the following activities according to the needs of students.* *Finding out the learners' prior knowledge*	*Which students will need scaffolding and which students will need extending?*
Knowledge of the learner	**1. You be the judge** The purpose of this activity is to see what students know about presentation techniques ● Students view two presentations (one poor model and one good model). ● Students make notes as they view presentations. ● Discuss findings and qualities needed for effective delivery of speeches. ● In groups students produce a list of effective presentation techniques **2. Using verbal and non-verbal techniques**	*What criteria are the students using to judge the speeches?*

Instructional strategies	*Choose from the following activities according to the needs of students.Linking learning to real life* **2a. In the Hot Seat** The purpose of this topic is to provide fluency practice and provide students with opportunities to evaluate presentations.	
	Use the 'In the Hot Seat' topics and recycle them for each of the three activities below.	*Which students need more practice with similar follow up activities?*
	● Go through the worksheet on *Body language and volume.* ● Give each student one of the topics. ● A student is chosen to be in the Hot Seat. He/she chooses a topic and speaks for 2 minutes. ● The other students mark for the aspect of delivery being considered. ● Feedback session focuses on positive aspects of delivery and suggests any improvements that need to be made e.g. One thing I like was... one thing you could improve is ….	
	Repeat using the Hot Seat Topics and the worksheet 2b. *Word Stress* and then again using the Hot Seat Topics and the worksheet 2c. *Pausing.*	*How self-aware are students on fluency in speech?*
	Variation for further / alternative support Use example presentations to highlight verbal and non-verbal strategies. Possible videos to use ● https://www.youtube.com/watch?v=Y1qDNTG9lg0 ● https://www.youtube.com/watch?v=ewVCnfMGnFY ● https://www.youtube.com/watch?v=3kgtpl4Q5OY ● https://www.youtube.com/watch?v=Zo0LFM5Jcsk	
Instructional strategies	*Planning the learning tasks so that all learners are actively involved.*	

	Variation for further practice **4-3-2 activity** The purpose of this activity is to develop oral fluency. Learners give the same Hot Seat talk to three different learners with decreasing time to do it. ● The students work in pairs. Student A talks to Student B and has a time limit of four minutes to do this. Student B just listens and does not interrupt or question. ● When the four minutes are up, the teacher says, "Change partners". Student A then moves to a new Student B. The teacher says "Begin" and Student A gives exactly the same talk to the new partner but this time has only three minutes. ● When the three minutes are up, the teacher says "Stop. Change partners." With a new partner, Student A now has two minutes to talk. ● During the three deliveries of the same talk, the B learners do not talk. However, after each talk, give the listeners time to give constructive feedback on oral fluency ● When the A learners have given their talk three times, the B learners can now go through the same sequence, this time as speakers. *Ensuring a balance between receptive and productive language* ● Emphasis on audibility ● Select from the following activities according to your students' needs. **3. Shouting dictation** This activity gives students practice at speaking loud enough to be heard. ● Students are in pairs and sitting at a distance from each other. In a class, this can be done with a row of students (A) and a gap in between the second row of students (B). ● Student A shouts the dictation as student B copies it down.	*Which students need individual support because of pronunciation difficulties?* *Are students able to give constructive and targeted feedback?*
Instructional strategies		*Have I thought about how to effectively pair students?*

- Then roles are reversed and student B shouts the dictation as student A copies it down.
- Students can be encouraged to ask for clarification or check that they have heard the word correctly.

Follow up: Students check their version against the copy below and make any alterations. They then give feedback to their partner on any words they had difficulty hearing, or any words they had difficulty in pronouncing.

Making the lesson comprehensible to all learners
- Emphasis on pronunciation
- Select from the following activities according to your students' needs.

4. Running dictation
In this activity the 'runner' needs to have correct pronunciation in order for the text to be reproduced correctly. The writer is not allowed to clarify or ask for words to be repeated so that the runner concentrates on clear pronunciation.

Do I need to model this activity so that all students can participate?

- Photocopy the text and attach to the far walls of the room. The challenge is for each pair to reproduce the text.
- Each pair decides who will be the runner and who will be the writer.
- The runner memorises as much as s/he can and then returns to dictate it to their partner who writes down what is said as accurately as possible.
- The writer is not allowed to clarify or ask for words to be repeated.
- When pairs have finished, the teacher checks with the original.
- The pair that finishes first and has a text that is closest to the original is the winner.

Have I explained the reason for this activity?

Follow up with a discussion on any words/blends/sounds that caused pronunciation difficulties.
Repeat the activity with further texts if required.

Recycling the use of the same language in different ways

Expectations	**5. Verb dictation: Creating confidence** The aim of this activity is to provide students with strategies for overcoming nervousness so they can present in a confident manner. ● Teacher reads each sentence and writes the verb only on the board. ● When finished, students use the verbs as prompts to recreate the sentences orally. ● Finish with a discussion on the main messages of the dictation. *Using approaches that include listening, reading, speaking and writing*	*What further opportunities can I use to enable students to practise these skills?*
Knowledge of the learner		
	6. Peer feedback ● Students record one section of their presentation using a recording device e.g. Vocaroo, or mobile phone OR deliver in front off a small group or the class ● Other students listen and post constructive comments online or give verbal feedback. *Providing opportunities for reflection and evaluation* Reflection In pairs, students write about ● something they did well in their presentation to the group / class ● something they want to improve and what they are going to do to achieve this	*What information has this sequence provided on student learning and gaps that need to be addressed?*

Student tasks
Teaching and learning sequence 4

1. You be the Judge

https://www.youtube.com/watch?v=ATfY8dvbuFg
https://www.youtube.com/watch?v=5utoLhjUuAI

Make notes as you view each presentation.

Presentation A	Presentation B

2. Hot Seat Topics to cut up

Note, for fluency it is important these are topics your students have prior knowledge on and can talk without preparation. You will need to adapt/change to suit the needs of your class.

Why belonging is or isn't important
A group that is important to me
Different groups we belong to
What is the effect of feeling that you don't belong?
What can schools / society do to make newcomers feel that they belong?
What things make people feel that they don't belong?
Tell us about a positive or negative experience related to belonging.

2a. Body language and volume

Body language
- Your feet - keep your feet and shoulders width apart and don't move too much
- Your hands - keep your hands still but sometimes use your hands to emphasise points
- Eye contact - make eye contact with all of your audience

Volume
- Your voice is neither too loud nor too quiet

Presentation checklist - Body Language and Volume
1 is low - 5 is high

Body language						
Feet						
Hands						
Eye contact						
Volume						
Loudness						

2b. Word Stress

Here are two very simple rules about word stress:

1. One word has only one stress. One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word.

2. We only stress vowels (a, e, i, o, u), not consonants.

There are more rules that can help you understand where to put the stress but do not rely on them too much, because there are many exceptions. You can find them
https://www.englishclub.com/pronunciation/word-stress-rules.htm

Sentence Stress Rules

The basic rules of sentence stress are:
1. **content words** are **stressed**
2. **structure words** are **unstressed**
The following tables can help you decide which words are **content words** and which words are **structure words**:

Content words - stressed   **Structure words - unstressed**

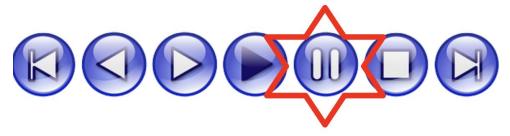| Words carrying the meaning	Example		Words for correct grammar	Example
main verbs	cause, support		pronouns	he, we, they
nouns	kindness, ideas		prepositions	on, at, into
adjectives	caring interesting		articles	a, an, the
adverbs	quickly, loudly, never		auxiliary verbs	do, be, have, can, must
negatives	don't, aren't, can't			

Conjunctions are SOMETIMES stressed and sometimes they are NOT stressed.

Presentation checklist - Body Language, Volume and Stress
1 is low - 5 is high

Body language							
Feet							
Hands							
Eye contact							
Volume							
Loudness							
Stress							
Only **important** content words are stressed							
One stress in one word							

2c. Pausing

Pauses are important in spoken text

The clause pause
Use very short pauses (0.15 seconds) whenever a comma would be used in written language to separate two clauses, or a list of things. For example:
- Wanting to surprise my parents [pause] I hadn't told them I was coming home.

The sentence pause
Use short pauses (0.5 seconds) wherever a full stop, question mark, or exclamation mark would be used in written language to separate two sentences. For example:
- I still remember my parents face when they saw me. (0.5 seconds) I was worried

that I had given them too big a surprise

The paragraph pause
Use longer pauses (1.5 seconds) whenever you are moving from one idea to the next or, for example, when you are moving from your introduction to your first point e.g. The second reason for this is … [pause] An additional cause is…

The Key Word Pause
When you want to emphasise a key word or phrase, pause immediately before and immediately after the key word or phrase. This draws attention to the key word.

Before/after a key word e.g.
- Try noticing how you relate to yourself and others throughout the day -   [pause] is it with [pause] kindness [pause] or not? [pause]

Rhetorical question pause
After you ask a rhetorical question, pause for a little while. This allows the audience to to think about your question.

Presentation checklist - Body Language, Volume, Stress and Pausing
1 is low - 5 is high

Body language							
Feet							
Hands							
Eye contact							
Volume							
Loudness							
Stress							
Only **important** content words are stressed							
One stress in one word							
Pausing							
Pauses where							

the commas and full stops would be?						
Key word pauses?						

3. Shouting dictation

This activity will give you practice at speaking loud enough to be heard.

- Student A shouts the dictation as student B copies it down.
- Then roles are reversed and student B shouts the dictation as student A copies it down.
- You can ask for clarification or check that you have heard the word correctly.

Text A: Kindness Part 1

Good morning. My name is Sally Smith and today I would like to talk to you about kindness. I am going to discuss what kindness is, why it is important and how we can encourage greater kindness.

Kindness can be defined as being friendly, generous, and considerate. Affection, gentleness, warmth, concern, and care are words that are associated with kindness.

Kindness is encouraged by every major religion and by people as different as the Dalai Lama to Richard Carlson, the author of the Don't Sweat the Small Stuff series.

Text B: Kindness Part 2

So why is kindness important? Kindness is obviously important to the recipient. Maya Angelou said *I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."* But kindness is also important to the person being kind. Sympathy and caring for others is a natural instinct and that it brings benefits to both the recipient and to the person being kind.

4. Running dictation

- Decide who will be the runner and who will be the writer.
- The runner needs to run to the text, memorise as much of the sentence as possible and then return to dictate it to their partner.
- The writer is not allowed to clarify or ask for words to be repeated.
- When you have finished, your teacher will check with the original.
- The pair that finishes first, and has a text that is closest to the original, is the winner.

Text: Kindness Part 3

New research supports the idea that kindness benefits both the recipient and the person being kind. Science has now shown that devoting resources to others, rather than having more and more for yourself, brings about long-term personal well-being. Kindness has been found by researchers to be the most important predictor of satisfaction and stability in relationships.

5. Verb dictation: Creating confidence
- Your teacher will read each sentence and write the verb only on the board.
- In pairs, use the verbs as prompts to retell the text.
- Discuss the main messages of the dictation.

Text for verb dictation - Teacher use only

I'm sure you will have seen and even carried out act of kindness. But there are many different ways to practise kindness and not all are obvious. We are probably most familiar with acts of kindness to other people. This type of kindness involves being aware of other people. Ask yourself - Do you notice when people could use a helping hand?

This type of kindness can be a kind word, a smile, opening a door, or helping carry a heavy load can all be acts of kindness. But it can also be talking to a new student or helping someone who is being bullied or refusing to gossip either in person or online using social media.

6. Peer feedback

Record one section of your presentation using a recording device e.g. VoiceThread, Vocaroo, or mobile phone. Other students will listen and post constructive comments.

Speaking frame: Giving feedback on oral fluency

I think you	spoke	all most some	at the right pace too quickly too slowly
	had	no some a lot of	hesitations.
	used	no some too many	fillers (um, er etc)
	pronounced	varied didn't vary	the tone of your voice.
	_	_	words clearly and correctly.

**Oral language: Deliver a short oral presentation in English for an academic purpose
EAP unit standard 30510, version 1**

Dimension of effective practice	Teaching and learning sequence 5: Language features	Metacognitive prompts
	Identifying the learning outcomes including the language demands of the topic. **Teaching and learning purposes** ● Visual aids are used to contribute to the delivery of the presentation. These may include but are not limited to – whiteboard, realia, text, diagram, powerpoint, video/audio clip, map, poster (1.6) **Student learning outcomes:** I can ● choose appropriate visual aids ● use visual aids effectively by integrating them into my presentation. *Choose from the following activities according to the needs of students.* *Finding out the learners' prior knowledge* **1. Poster: What do I know about visual aids?** ● In groups students pool their knowledge and decide on the type of poster they will use to represent their understandings. ● Each member of the group has a different coloured pen and must contribute equally. ● When finished, groups present their posters to the class. This activity could also be done online e.g. in a Google doc, on a Google slide using an online tool such Popplet. *Planning the learning tasks so that all learners are actively involved* **2. Strip story**	*How can I link these outcomes to previous learning?* *How can I form groups to ensure students learn from each other?*

	The purpose of this activity is to understand the purpose and appropriate use of visuals in presentations.	*Can I use this activity to encourage students to practise clear delivery?*
	● Give out sentence beginnings to one half of the class and sentence endings to the other half. ● Encourage students to learn their part of the sentence. ● Students circulate around the room repeating their text until they find a partner with the matching sentence half. ● They then speak out their sentence for the rest of the class who can decide if it is a correct match. ● Encourage students to think about the clues they used to match the sentence halves. Extension: Ask students to repeat their sentences out loud and then try and get in the order of the original paragraph. Again, encourage them to think about clues they used. *Making the lesson comprehensible to all learners* **3. Visual storyboard** The purpose of this activity is to enable students to systematically plan to use visual aids during their presentation. ● Show some examples of storyboards and explain the purpose (see YouTube link: https://www.youtube.com/watch?v=eSGkeXsaXSY ● Students choose key information from their power point and detail the visuals that will be used. ● In small groups, students share their storyboards and ask for feedback. *Using approaches that include listening, reading, speaking and writing* **4. The good the bad and the ugly** The purpose of this activity is to encourage students to identify the features of good powerpoints.	*How can I support students to integrate visuals effectively?* *What further opportunities can I use to enable students to practise these skills?*

- Students watch the video *Life After Death by Powerpoint* https://cft.vanderbilt.edu/guides-sub-pages/making-better-powerpoint-presentations/ in small groups.
- They use the bad PPT practice illustrated in the video to construct a list of good PPT practice. This should include
  - limiting
    - the number of words
    - number of bullet points
    - use of colour
    - number of slides
    - amount of data
    - animation
    - fonts used
  - checking spelling

Do I need to reinforce some of these messages in other ways?

5. Verb dictation: Powerpoint dos and don'ts

The purpose of this activity is to reinforce learning about what makes a good powerpoint
- Teacher reads each sentence and writes the verb only on the board.
- When finished, students use the verbs as prompts to recreate the sentences.
- Finish with a discussion on the main messages of the dictation. The teacher could model using a powerpoint badly followed by a powerpoint used effectively.

Are all students ready for the formative assessment?

6. Preparing your visuals

The purpose of this presentation is to prepare a PPT and give and receive feedback on this.
- Students prepare a PPT.
- They share their PPTs in small groups and give and receive feedback using the checklist created for Task 4.

Variation
If students are not using PPTs they can demonstrate what visuals they will be using and receive feedback on these.

Monitoring student learning

7. Putting it all together

	The aim of this activity is to give students an opportunity to practise their presentation and receive peer feedback.
	    ● Students can give their presentations in groups or to the class depending on the time available.
	    ● Students provide feedback using their list of good powerpoint practice from Task 4 above.
	
	Providing opportunities for reflection and evaluation
	Reflection:
	Students identify and summarise the main messages from their feedback. They then write an action plan on what they need to do before the formative assessment.
		What information has this reflection provided on student learning and gaps that need to be addressed?

Student tasks
Teaching and learning sequence 5

2. Strip story

- Give out sentence beginnings to one half of the class and sentence endings to the other half.
- Encourage students to learn their part of the sentence.
- Students circulate around the room repeating their text until they find a partner with the matching sentence half.
- They then speak out their sentence for the rest of the class who can decide if it is a correct match.
- Encourage students to think about the clues they used to match the sentence halves.

Sentence beginnings

To ensure you keep your audience interested
All visuals should complement
It is important that they are
Visuals must be integrated into your presentation,
Visual aids are intended to support you,
Whatever you use to support your presentation,

Sentence endings

it is important to put some thought into visual aids.
your oral presentation.
interesting, legible and convey only the necessary information.
so the audience knows exactly why they have been used.
not replace you.
the focus should remain on you and your ideas.

Original text

To ensure you keep your audience interested, it is important to put some thought into visual aids. All visuals should complement your oral presentation. It is important that they are interesting, legible and convey only the necessary information. Visuals must be integrated into your presentation, so the audience knows exactly why they have been used. Visual aids are intended to support you, not replace you. Whatever you use to support your presentation, the focus should remain on you and your ideas.

3. Visual storyboard

Instructions

Draw up a 'storyboard'—a visual layout of the different 'scenes' in your presentation in rough sketch form. Storyboarding helps you visualise how the content of your presentation will flow and how the slides relate to each other. Your storyboard should be a type of map, outlining the main points of your presentation.

Draw in pencil and have an eraser handy. You can rule up some frames on A3 paper or use a set of index cards or large post-it notes to try out different presentation sequences.

4. The good the bad and the ugly

Watch the PPT *Life After Death by Powerpoint* and then make a list of things that you **should do** in a PPT.

- https://cft.vanderbilt.edu/guides-sub-pages/making-better-powerpoint-presentations/

5. Verb dictation: Powerpoint dos and don'ts

- The teacher will read each sentence and write the verb only on the board.
- When finished, use the verbs as prompts to retell the sentences to your partner.
- Discuss the main messages of the dictation.

1. **Make** your visuals simple and clear.
2. **Use** one message per slide.
3. **Limit** the number of slides to 5 or 6 per 10 minutes.
4. **Reduce** the amount of text to main points only.
5. **Choose** a large font e.g. 24 points.
6. **Be** consistent with font, colour and style.
7. **Use** animations sparingly.
8. **Check** spelling and grammar.