Teaching and learning sequence summary

EAP unit standard 22891, version 4: Deliver an oral presentation in English for an academic purpose

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This sequence is designed for learners preparing for tertiary level study. It is aimed at learners who are learning to speak clearly and fluently on a complex topic for an extended period.

The teaching and learning sequences will scaffold and prepare students for the summative assessment of 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.

Using the teaching and learning sequences.

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.

The topic of this Teaching and Learning Sequence is the Millennium Development Goals (MDGs). The Millennium Development Goals were replaced by the Sustainable Development Goals in 2016.

This teaching and learning sequence focuses on an evaluation of the Millennium Development Goals and leads to a formative assessment on the same topic. Summative assessment could focus on a different aspect or evaluation of the Millennium Development Goals **OR** be based on the Sustainable Development Goals.

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.	Using appropriate academic conventions and language ● Use of structure to link to the academic purpose ● Use of content which demonstrates a broad knowledge of the topic ● Ability to include theoretical concepts ● Use of academic vocabulary ● Use of appropriate citation at the point used	1.1 Presentation addresses the academic purpose and displays a broad knowledge base, incorporating some theoretical concepts in a structured and coherent manner. 1.4 Vocabulary is appropriate to the academic context and specialist vocabulary is evident throughout.
2.	Structure ● Sentence structure ● Use of transitions ● Use of structure to engage audience	1.3 Varied and complex English language structures are used with good control. Inconsistencies seldom impede communication.
3.	Delivery ● Effective delivery of the presentation	1.2 Spoken language is clear and easily understood. This includes pronunciation, fluency and audibility.
4.	Engagement ● Use of strategies to engage the audience.	1.5 A range of strategies is used to promote sustained 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, initiating and responding to interaction, originality.
5.	Effectiveness of presentation ● Effective choice of and use of visual aids ● Use of a reference list in a recognised format such as APA e.g. on	1.6 Visual aids are used to contribute to the effectiveness of the presentation. These may include but are not limited to – whiteboard, realia, text, diagram, power point, video/audio clip, map, poster.

	the final slide of a power point or in a handout.	1.7 Source material is acknowledged.

What is the impact of the teaching and learning?

After the learning tasks, students should complete the formative assessment task for unit standard 22891, version 4.

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 recycling tasks in the teaching and learning sequences.

When students are ready, they can complete a summative assessment for unit standard 22891**:** Deliver an oral presentation for an academic purpose.

EAP unit standard 22891, version 4: Deliver an oral presentation in English for an academic purpose.

Dimension of effective practice	Teaching and learning sequence 1: Using appropriate academic conventions and language	Metacognitive prompts
Expectations	*Ensuring students know the learning outcomes* Use the following learning tasks to activate prior knowledge on the academic purpose of the presentation. **Teaching and learning purposes** ● Presentation addresses the academic purpose and displays a broad knowledge base (1.1) ● Theoretical concepts are included (1.1) ● Vocabulary is appropriate to the academic context and specialist vocabulary is evident throughout (1.4) **Student learning outcomes:** I can ● communicate the academic purpose of my presentation. ● demonstrate that I understand the topic, including theory and concepts. ● use appropriate academic conventions including academic vocabulary and referencing.	*Do I know which students will need extra support?* *How can I build on learning outcomes covered in the listening teaching and learning sequences?*
Knowledge of the learner	*Finding out the learners' prior knowledge* If students have completed the listening T&L sequence they may not need this activity. **1. KWL** This activity aims to find out what students know already about the Millennium Development Goals (MDGs) and encourages them to think about what they still need to find out. ● Students fill in the KW part of the KWL template. ● In groups they share what they have written.	*How will this inform the activities I focus on? Which activities are not needed?*
Engaging learners with the text	*Planning the learning tasks so that all learners are actively involved* Students may not need to do this activity if they have already completed other T&L sequences and are familiar with the topic of the Millennium Development Goals. **2. Jigsaw reading**	*Can I group students so that one group has an easier text?*

	The aim of this activity is to ensure all students have an understanding of the MDGs and theoretical concepts involved, so that they can choose a goal to focus on.	
	● Divide students equally into "home" groups of 4 or 5 students. Allocate each student in a home group a number.	
	● Students move to "expert" groups according to their number (i.e. all of given the number one together). Everyone in the expert group will become an expert on the same goal.	*Have I encouraged students to be creative in their presentations?*
	● Students work with members of their "expert" group to read about their goal. They decide on the main points and record on their summary sheet. They then prepare a short presentation and decide how they will teach their topic to their "home" group. You may want students to prepare mini-posters or other suitable visual representation while in their "expert" groups. These posters can contain important facts, information, and diagrams related to the study topic.	
	● Students return to their "home" teams and take turns teaching their group members the material. Group members take notes on the summary sheet.	
	● Involve the class in a discussion on the effectiveness of each presentation i.e. what worked well, what could have been improved and what they needed more information about.	*How can I recycle these activities to give students sufficient repetition?*
Instructional strategies	Vocabulary activities It is important to keep recycling these activities throughout the formative learning stages so that students are confident in the use of academic and specialist vocabulary when they are assessed. The following are some ways this could be done.	
	Giving learners many opportunities to first notice and then use new language **3. 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.	*What do the completed concept stars tell me about students' current understanding of topic and ability to use academic vocabulary?*
	● 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.
	
	4. 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.
	    • 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 member takes the chair for the second turn and so on.
	
	Follow up activity: A similar activity can be used to familiarise students with the assessment vocabulary from the standard.
	
	Academic purpose and broad knowledge base	

Instructional strategies	**5. Ranking activity: Setting an effective research question**
	The aim of this activity is help students to identify the type of research question that will enable them to address the academic purpose.
	    • Students complete the ranking exercise individually.
	    • In pairs, they compare their rankings and justify their first choices.
	    • Students individually write their research questions.
	    • In pairs, students peer review each other's research questions to decide if they have a good research question.
	
	Making the learning comprehensible to all students
	6. Shared dictation: Focusing your presentation
		How can I build on what students already know about research questions?
		
		How can I pair students to ensure those who need support are catered for?

Partnerships	The purpose of this activity is to give students some background information 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. ● Students then complete information boxes below.	*Have I spent time going over criteria for deciding whether material is useful in answering the research focus?*
Knowledge of the learner	**7. Trash or treasure: Identifying key information** The aim of this activity is to focus students on key information needed to present on the MDGs they have chosen. ● Students are in groups according to the goal they have chosen. ● Each group is given a variety of material on their particular goal. They need to decide whether it is 'trash' or 'treasure' according to whether or not it addresses their research question. ● Students highlight key information in the 'treasure texts'. Alternatively, if students have access to online resources, the activity could be done online. *Providing opportunities for reflection and evaluation* **Reflection: 'Learning log'** End the lesson by referring back to the learning outcomes. Put the following starters on the board. Each student chooses two sentence starters to respond to. Starters: *The most important thing I learnt was...* *One thing I am still unsure about is...* *I need more time focusing on …* *Three academic words or phrases I have learnt are...*	*Which activities do I need to revisit?*

Student tasks
Teaching and learning sequence 1

1. KWL
- Fill in the KW part of the KWL template.
- In groups, share what you have written.

The Millennium Development Goals (MDGs)

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

- Towards the end of the formative sequence, return and complete 'What I have learnt about the MDGs.
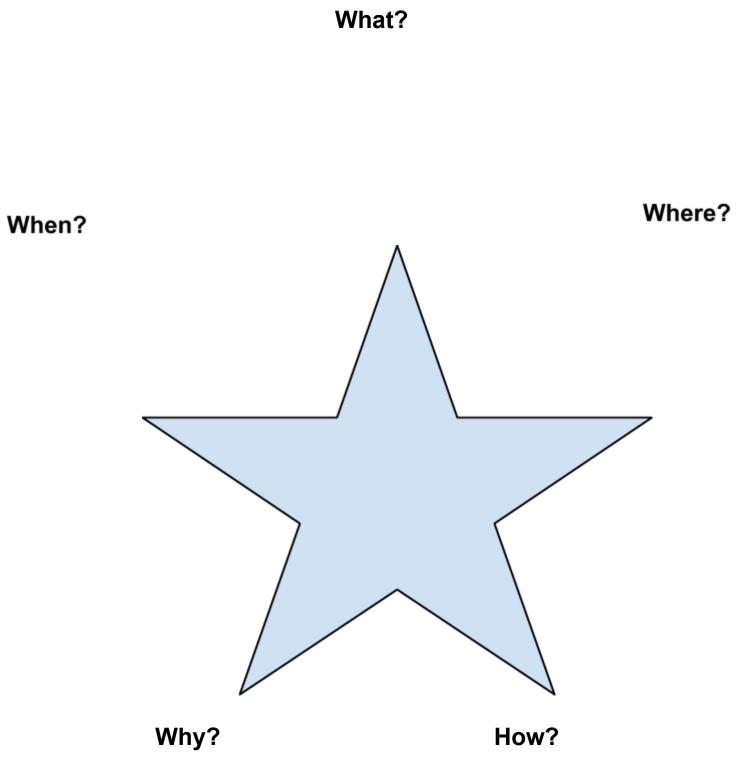
2. Jigsaw reading.

Texts can be located at: https://www.unicef.org/mdg/

For each group, click on the tab bar for the appropriate resource.

Larger classes could include Goal 8: Develop a global partnership for development.

MDG Goals	Summary of main points
1. Eradicate extreme poverty and hunger	
2. Achieve universal primary education	
3. Promote gender equality and empower women	
4 & 5. Reduce child mortality and improve maternal health	
6. Combat HIV/AIDS, malaria, and other diseases	
7. Ensure environmental sustainability	

3. Concept star

What?

When?

Where?

Why?   **How?**

- 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.

4. 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.

Phrases to use:
child mortality
extreme poverty
gender equality
sustainable development
eradicate poverty

5. Ranking activity: Setting an effective research question
The topic is to look at a specific Millennium Development Goal and focus on progress that was made towards achieving the goal. The goal chosen for this exercise is: **MDG 4: Reduce child mortality.**

It is important that the type of research question links to the topic and the goal. Look at the following question types and rank in order of suitability for this topic. Once you have decided on the best one and compare with a partner. You will need to justify your choice.

a) **Cause**: Why did this happen? What are the causes of....?

b) **Effect**: What effect does this have...?

c) **Comparison/contrast:** How are these (things/events) similar or different?

d) **Structural:** How are the parts of something interrelated?

e) **Characteristics:** What are the characteristics/properties of...?

f) **Problem/solution**: What is the problem and what are some possible solutions.

g) **Extent:** To what extent has something been successful?

h) **Discuss:** Consider both sides of the topic and draw a conclusion.

i) **Describe:** What are the main aspects of...?

j) **Analyse:** Examine and discuss critically...

h) **Evaluate:** What is the benefit/worth of …?

Now write your research question. It may be a combination of the types above. It needs to connect to the topic.

My research question is:

Share what you have written with your partner and your teacher and use the feedback to revise your question.

6. 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.
- Then complete the information boxes below.

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. There is no opportunity for listeners to recapture the words once they have been said. To maintain your audience's attention, your presentation needs to be well planned and have a clear focus.

B. Your audience will determine the amount and the depth of the material you present. For instance, for an informed audience, you can skim over the basic material. If they don't know much about your topic, you need to provide enough background information so they can understand the presentation.

Complete the boxes below.
Use the information from the shared dictation to help you fill in the boxes below. This activity will help you to have a clear focus and stay on the topic.

Describe your audience and their needs.

What my audience already knows about the topic:

What my audience will expect me to cover:

7. Trash or Treasure: Identifying key information

- Your teacher will group you according to the goal you have chosen.
- Each group will be given a variety of material on their particular goal. You need to decide whether it is 'trash' or 'treasure' according to whether or not it addresses your research question.
- At the end highlight key information in the 'treasure' texts.

Below is a list of possible websites to use:

http://www.unicef.org/mdg/

http://www.imf.org/external/np/exr/facts/mdg.htm

http://www.oxfam.org.uk/education/resources/change-the-world-in-eight-steps

http://www.endpoverty2015.org/resources/

http://www.guardian.co.uk/global-development/2010/sep/14/millennium-development-goals-resources

https://millenniumindicators.un.org/unsd/mdg/default.aspx

http://www.un.org/millenniumgoals/2008highlevel/pdf/newsroom/MDG_Report_2008_Progress_Chart_en_r8.pdf

http://www.mdgmonitor.org/

http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Global+Learning+Programme/Millennium+Development+Goals+1-4.htm

http://www.un.org/millenniumgoals/pdf/MDG%20Report%202012.pdf

Dimension of effective practice	Teaching and learning sequence 2: Using appropriate structure	Metacognitive prompts
Expectations	**Teaching and learning purposes** ● Varied and complex English language structures are used with good control. Inconsistencies seldom impede communication (1.3) ● Presentation is structured and coherent (1.1)	*Do I know which students will need extra support?*
	Ensuring students know the learning outcomes **Student learning outcomes:** I can ● structure my presentation to engage the audience. ● use transitions to help my listeners follow what I am saying. ● use a range of sentence structures with few errors.	*How can I link these outcomes to previous learning?*
Knowledge of the learner	*Finding out the learners' prior knowledge* **1. 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 study the two texts and note down differences. ● Share findings and discuss possible reasons for differences. Follow up activities Students complete the cloze activity to consolidate learning. Encourage them to do it individually first and then share answers with a partner.	*Have I explained the purpose of this activity?*
Engaging learners with the text	*Making the lesson comprehensible to all learners* **2. Combining sentences** In this activity students are encouraged to notice different types of sentences as they practise creating effective compound and complex sentences. Return to the table from the previous activity and remind students that although academic presentations contain complex sentences, we use a variety of sentence structures in spoken English. ● Teacher models examples on the board. ● Students complete exercises individually.	*Are all students participating equally?* *What does the student discussion tell*

Engaging learners with text.	● In pairs students compare answers. ● Finish with a class brainstorm and discussion on why it is important to use a variety of sentence structures in a presentation. Record ideas on a poster. **3. Sentence fragments** Write a variety of sentences on the board including a sentence fragment. Do a Think-Pair-Share on why you can use fragments in spoken English but not in academic writing. ● Look at the first underlined example from the speech and ask students why it isn't a complete sentence. ● Students then work through the text in pairs to underline the remaining fragments. Follow up: Ask students to circle any compound sentences and highlight the complex sentences.	*me about their understanding?* *What further opportunities can I use to enable students to practise these skills?*
Instructional strategies	**4. Using rhetorical questions** Find out what students already know about the use of rhetorical questions in oral presentations. ● Model changing the first statement into a rhetorical question. ● Students complete the table and then check their answers with a partner. ● Students view Helen Clarke's speech (start at 6.18 minutes in) and listen to changes in voice pitch, and the pauses at the end of each question. ● Support students to begin a draft presentation and think about where they could use rhetorical questions. **5. Time for transitions** In this activity the students need to recall their learning from the Teaching & Learning sequence for unit standard 22892 (if they have done this). This activity will build on their prior learning. ● In pairs, students place the transition words in the correct box according to their function. ● Students read the text and decide which transition word is best for each missing space. ● Encourage students to look at their own draft presentation, highlight transition words they have already used and add more if necessary.	*Do all students need this activity?* *Have I ensured that students have made the connection between this exercise and the draft text for their presentation?* *What information has this activity provided on student learning and gaps that need to be addressed?*

Engaging learners with texts	**6. Transforming text** Students are encouraged to notice the sentence structure of the text (mainly simple sentences, a lack of pronoun reference and no connectives). ● In pairs students change the text to include use of a variety of sentence forms and pronouns. ● In groups, students compare their transformed texts. ● Students deliver their improved text orally to a different partner for feedback. ● Students review the sentence structures in their draft presentations. Refer back to the cloze summary of the previous activity and ensure students know the importance of having a range of sentence structures in their spoken text. *Using approaches that include listening, reading, speaking and writing* **7. Engaging the audience** The purpose of these activities is to demonstrate to students how introductions and conclusions can be structured to engage their audience. ● Discuss what makes a good conclusion. ● Discuss what makes a good introduction ● Study the examples. Why are they effective? ● Highlight the transition words in the texts. Follow up activity View this YouTube clip on 'How to open and close your presentations' by Mark Powell. https://www.youtube.com/watch?v=YI_FJAOcFgQ Discuss the structure and strategies used to engage the audience. *Providing multiple opportunities for authentic language use with a focus on learners using academic language.* **8. Putting it all together: Structuring the presentation** The purpose of this activity is to reinforce learning from the listening teaching and learning sequence. ● In small groups students sequence the cut up oral text. ● They then place it in the template against the corresponding descriptors.	*Am I confident that students understand the differences between a written introduction & conclusion and a spoken introduction & conclusion?*
Instructional strategies		*How can I build on learning from the previous teaching and learning sequences?* *Do all students understand the function of these language features?*

Knowledge of the learner	Follow up:	*What does the quality of the feedback given tell me about how students have applied the learning in this sequence?*

<table>
<tr>
<td>Knowledge of the learner</td>
<td>
<u>Follow up:</u>
Use the text to encourage students to notice language features e.g. use of transitions, repetition of key words, rhetorical questions etc.

<strong style="color:blue">9. Applying the learning
  In pairs, students use the peer feedback form to comment on their partner's draft presentation. They use the feedback to make changes.

Providing opportunities for reflection and evaluation
Reflection:
End the lesson by referring back to the learning outcomes. Students use their peer feedback form to write a short reflection on what they have learned and how they applied the learning.
</td>
<td>
What does the quality of the feedback given tell me about how students have applied the learning in this sequence?
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</table>

Student tasks
Teaching and learning sequence 2

1. So what's the difference?

Written text http://www5.worldbank.org/mdgs/education.html	Spoken text http://www.who.int/dg/speeches/2010/educationandhealth_20100920/en/
Support for primary education has been a priority over the past decade for the International Development Association (IDA), the World Bank's fund for the poorest countries. IDA integrates education into national economic strategies, and creates education systems that empower children to become productive citizens.

With IDA's help over the last decade, countries have trained more than 3 million additional teachers, built or renovated more than 2 million classrooms for 105 million children, and purchased or distributed about 300 million textbooks. | Excellencies, distinguished delegates, ladies and gentlemen, education and health go hand in hand. The evidence demonstrating the links is overwhelming.

We know, too, that the education of girls brings an especially high payback for health. In this sense, education and health are a sisterhood.

Education and health must be addressed together in order to lift people out of poverty and give them an opportunity to develop their full human potential. |

Fill in the grid with what is different about speaking. The first example is done.

Writing	Speaking
Writers rely on the words on the page to express meaning and their ideas.	Speakers use their voices (pitch, rhythm, stress) and their bodies to communicate their message.
Writers use punctuation.	
Writers use longer more complex sentences in academic writing.	

Most writing is planned and can be changed through editing and revision before an audience reads it.	
Writers receive no immediate feedback from their audience.	
Written language is permanent: the reader can go back over it again and again if the meaning is not immediately clear	
Writing avoids repetition.	
Academic writing is objective in tone.	

Cloze activity: Fill in the missing words.
Note: This could be done as a listening cloze dictation. The students are told that when a signal is made (a clap or bell) they draw a line. At the end they read through the dictation and fill in the missing words.

There may be more than one possible word, but your sentences must be grammatically correct.

It is usually much more difficult for listeners to interpret language that is read aloud than a _____ text, where the language is more dense and lacks the pauses and fillers that give us _____ to absorb the spoken message. Presentations that are read from a written script are usually more _____ to follow than those that are delivered with the speaker _____ at the audience and talking _____ outline notes.

Answers for teacher use (accept any answer that is grammatically correct in the sentence)

It is usually much more difficult for listeners to interpret language that is read aloud than a written text, where the language is more dense and lacks the pauses and fillers that

give us time to absorb the spoken message. Presentations that are read from a written script are usually more difficult to follow than those that are delivered with the speaker looking at the audience and talking from outline notes.

2. Combining sentences

a. From simple to **compound** sentences. Use the best conjunction from the box below to join the two sentences into one compound sentence.

for	and	nor	but	or	yet	so

1. The first target of the MDG was to reduce extreme poverty rates by half. This was met five years ahead of the 2015 deadline.

2. The global poverty rate fell in 2010 to less than half the 1990 rate. In 2015 almost one billion people will still be living on less than $1.25 per day.

3. There is a cash-for-work programme for poor rural women. Ninety-one percent of the children of participating women now attend school.

4. Less than a third of Bangladeshi live below the national poverty line. This reduction was achieved in as little as a decade.

5. Gender inequality undermines human productivity and welfare. It also hinders development and growth overall.

6. There has been great progress in getting children into school. Evidence shows that many children and youth leave school without having learned the basic skills needed for life and work.

2b. From simple to **complex** sentences. Now combine the simple sentences above into a **complex** sentence (containing either an adverb clause, adjective clause, or a noun clause).

Examples

Learning is critical for children and youth to succeed. It is important to give all children the opportunity to have a good education.

Complex sentences with examples of the different ways this can be done:

1) Because learning is critical for children and youth to succeed, we must ensure that all children have the opportunity to have a good education. OR

2) We must ensure that all children have the opportunity to have a good education, because learning is critical for children and youth to succeed. OR

3) When all children have the opportunity to have a good education, their learning will enable them to succeed.

3. Sentence fragments
One of the differences between spoken and written English is that often when we speak we don't use complete sentences. These are called fragments.
Look at excerpts from Helen Clarke's speech on "Beyond the Millennium Development Goals" and underline the fragments. The first one is done for you.

<div style="border:1px solid black; padding:10px;">

Moving beyond 2015 – broader issues to address. There is no doubt in my mind that a renewed global development agenda is desirable, and would re-energize human and sustainable development. In renewing, though, there is no need to start from scratch. The next agenda should build on the MDGs' success, aim to complete their "unfinished business", and reflect the profound global changes since 2000.

Some concluding thoughts. Two things are important now:
1. maintaining a high level of public interest in the outcome of the negotiations on post-2015 and sustainable development goals, and

2. accelerating achievement of the goals we have. The greater the success of the MDGs, the greater the credibility of the process of negotiating a new agenda will be.

A sobering reflection. Whether or not the MDG targets are met, around one billion people will still be living in extreme poverty in 2015. Many still will not have clean drinking water or improved sanitation. Many will still be suffering from hunger, malnutrition, gender discrimination, and more. Such suffering is inconsistent with the vision for dignity, equity, peace, and prosperity of the Millennium Declaration.

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Retrieved from:
http://www.undp.org/content/undp/en/home/presscenter/speeches/2013/08/19/speech-helen-clark-at-2013-robert-chapman-lecture-on-beyond-the-millennium-development-goals-/

4. Using rhetorical questions
In her speech, Helen Clarke used a number of rhetorical questions.

Some of the questions in the speech have been made into statements below. Change them back into questions.

Statements	Questions
There should be one.	
It should apply.	
There should be global targets.	
There should be a universal agenda with local targets.	
There should be a focus on tackling inequalities.	
People want different things from a future agenda.	

View the speech at: http://www.youtube.com/watch?v=FssUHDsSkKI
The rhetorical questions begin at 6.18 minutes.
What do you notice about Helen Clarke's voice when she asks a rhetorical question?
Why does she pause after each one?

5. Time for transitions

Put the following words and phrases (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. Transforming text

What do you notice about the text below? How can you improve it?

- In pairs, change the text to include the use of a variety of sentence forms and pronouns.
- In groups, compare your changed texts.

- Deliver your improved text orally to a different partner for feedback.

Key interventions to control malaria have expanded. There has been increased attention and funding. A number of African countries have more insecticide-treated bed nets (ITNs). These are among the most effective tools available for preventing mosquito bites. Mosquito bites cause malaria. A few countries came close to the 2005 target. The target was of 60% coverage. A strengthened commitment is needed. Countries need to reach the revised target of 80% ITN use.

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7. Engaging the audience

Introductions
- Discuss what makes a good introduction.
- Study the example. Why is it effective?
- Highlight the transition (or signal) words used.

Text adapted from: http://www.youtube.com/watch?v=rXepkIWPhFQ
Michael Pritchard: "How to make filthy water drinkable"

Good morning ladies and gentlemen. I see you've all been enjoying the water that has been provided for you at the conference (speaker holds up a glass of water) and I'm sure you'll feel it's from a safe source. But what if it wasn't? (pause). What if it was from a source like this? (image of a child drinking from a muddy stream)

Statistics would say that over half of you would be suffering from diarrhoea. I've talked a lot in the past about statistics and the provision of safe drinking water for all. But they just don't seem to get through. Using current thinking the scale of the problem just seems too huge to contemplate solving. So, we just switch off.

Well, today I'd like to show you how, by thinking differently, the problem has been solved.

And by the way, since I've been speaking another thirteen thousand people around the world are suffering now with diarrhoea and four children have just died.

Conclusions
- Discuss what makes a good conclusion.
- Study the example. Why is it effective?

- Highlight the transition (or signal) words used. Why is one transition word repeated?

Text adapted from: http://www.youtube.com/watch?v=rXepkIWPhFQ
Michael Pritchard: "How to make filthy water drinkable"

So, by thinking differently and processing water at the point of use, mothers and children no longer have to walk four hours a day to collect their water. They can get it from a source nearby.

So, with just 8 billion dollars we can meet the MDG target of halving the number of people without access to safe drinking water. But why stop there? With 20 billion dollars everyone can have access to safe drinking water.

So the three and a half billion people who suffer every year as a result, and the two million kids who die every year will live.

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8. Putting it all together: Structuring the presentation

Like essays, formal presentations are structured. They have a beginning (or introduction), a middle (or body), and an end (or conclusion). Place the cut up text in the correct places to make a cohesive presentation.

The introduction introduces the topic by:	
giving the purpose of the presentation	
outlining the scope of the talk	
capturing the interest of the audience	
The body develops the topic by:	

having a clear topic sentence adding supporting detail supporting claims with evidence	
The conclusion should return to the points made in the introduction by: summing up the main points of the presentation leaving a strong impression in the minds of listeners.	

Text
(Cut up and distribute in a different order)

Deputy Prime Minister Nick Clegg's speech at the UN General Assembly meeting on Millennium Development Goals.
Adapted from:
https://www.gov.uk/government/speeches/speech-at-un-millennium-development-goals-summit

It is an honour for me to address the General Assembly today for the first time as Deputy Prime Minister of the United Kingdom.

……………………………………………………………………………………………………

And it is a privilege to be here with you to discuss how together we can reach the Millennium Development Goals;

……………………………………………………………………………………………………

To make the necessary commitments towards eradicating the problems that blight the world we share:
Poverty, hunger, disease, and the degradation of our natural environment.

……………………………………………………………………………………………………

First and foremost, our single, common purpose is to uphold the dignity and security that is the right of every person in every part of the world. Development is, in the end, about freedom. It is about freedom from hunger and disease; freedom from ignorance; freedom from poverty. Development means ensuring that every person has the freedom to take their own life into their own hands and determine their own fate.

……………………………………………………………………………………………………

The last decade has seen some important progress. That progress has, however, been uneven, and, on a number of our goals we remain significantly off track.
So my message to you today, from the UK government, is this - we will keep our promises; and we expect the rest of the international community to do the same.
For our part, the new government has committed to reaching 0.7% of GNI in aid from 2013. That aid will be targeted in the ways we know will make the biggest difference.

……………………………………………………………………………………………………

And I am pleased to announce today that the UK will be stepping up our efforts to combat malaria.
In Africa, a child dies from this disease - this easily preventable disease - every 45 seconds. So we will make more money available, and ensure that we get more for our money, with the aim of halving malaria-related deaths in ten of the worst affected countries.

The Millennium Development Goals must be a priority for each and every nation present in this room. Developed nations must honour their commitments. And developing nations must understand that they will not receive a blank cheque. Developing countries and donors must work together - as equal partners - towards securing our common interest. They will be expected to administer aid in ways that are accountable, transparent, and responsible - creating the conditions for economic growth and job creation. Prioritising national budgets on health, infrastructure, education and basic services. Managing natural resources, particularly biodiversity, in an environmentally sustainable way. Improving the lives of women and girls: empowering them; educating

them; ensuring healthy mothers can raise strong children. There can be no doubt that women and girls hold the key to greater prosperity: for their families, for their communities, and for their nations too.

…………………………………………………………………………………………………

If we each step up, we can meet the Millennium Development Goals.

We can liberate millions of people from daily suffering, and give them the resources to take control of their lives, and their destinies.

…………………………………………………………………………………………………..

So let future generations look back and say that they inherited a better world because - at this critical moment, at this difficult moment - we did not shrink from our responsibilities.

Let them say that we rose to the challenge, that we kept our promise.

9. Applying the learning: Peer feedback form
Use the form to get feedback from a partner on the structure of your draft presentation

Your presentation	✓ / ✗	Comments
The introduction		
introduces the topic		
gives the academic purpose		
outlines the scope of the talk		
captures the interest of the audience		
The body		
has clear topic sentences for each section		
adds supporting detail with evidence and examples		
uses transitions		
demonstrates a broad understanding of the topic		
The conclusion		
returns to the points made in the introduction		

sums up the main points of the presentation		
leaves a strong impression in the minds of listeners		

Dimension of effective practice	Teaching and learning sequence 3: Effective delivery of the presentation	Metacognitive prompts
Expectations *Knowledge of the learner*	*Ensuring students know the learning outcomes* **Teaching and learning purposes** ● Pronunciation of speech is clear and understandable ● Delivery of speech is fluent and audible (1.2) **Student learning outcomes:** ● I can speak clearly and be understood. *Finding out the learners' prior knowledge* **1. You be the judge** ● 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. ● Go through marking criteria for effective delivery (p.29).	*Which students will need scaffolding and which students will need extending?* *What criteria are the students using to judge the speeches?*
Instructional strategies	*Linking learning to real life* **Emphasis on fluency** Select from the following activities according to your students' needs. **2. In the hot seat** ● Teacher cuts up familiar topics and places them in a container. ● 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 delivery. ● 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 …..	*Which students need more practice with similar follow up activities?*
Instructional strategies	*Planning the learning tasks so that all learners are actively involved.* **3. 4-3-2 activity** The purpose of this activity is to develop oral fluency. Learners give the same 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	*How self-aware are students on fluency in speech?*

	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 using the speaking frame (p.31). ● When the A learners have given their talk three times, the B learners can now go through the same sequence, this time as speakers.	*Are students able to give constructive and targeted feedback?*
Instructional strategies	*Ensuring a balance between receptive and productive language* **Emphasis on audibility** Select from the following activities according to your students' needs. **4. 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. ● 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.	*Which students need individual support because of pronunciation difficulties?* *What further opportunities can I use to enable students to practise these skills?*

Partnerships	**5. 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. - 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. <u>Follow up</u> with a discussion on any words/blends/sounds that caused pronunciation difficulties. Repeat the activity with further texts if required.	*Have I thought about how to effectively pair students?*
Instructional strategies	*Recycling the use of the same language in different ways* **6. 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.	*What information has this sequence provided on student learning and gaps that need to be addressed?* *Do I need to model this activity so that all students can participate?*
Expectations	*Using approaches that include listening, reading, speaking and writing* **7. Peer feedback** 1. Students record the introduction of their speech using a recording device e.g. VoiceThread, Vocaroo, or mobile phone.	*Have I explained the reason for this activity?*
Knowledge of the learner	2. Other students listen and post constructive comments online or give verbal feedback.	*What do the reflections tell*

	Providing opportunities for reflection and evaluation **Reflection** In pairs, students write about ● a skill and a quality their partner has. ● a skill or quality they want to develop.	*me about gaps that still need to be addressed?*

Student tasks
Teaching and learning sequence 3

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

Presentations: Marking criteria for effective delivery

Marking guide:

1 2	3 4	5 6 7	8 9 10
poor	good	very good	outstanding

Effective Delivery	Number
A. Fluency 1. Does not speak too slow or too fast. 2. Few hesitations 3. Few fillers e.g. 'ums' and 'ers'. 3. Varying the tone of their voice rather than using a monotone.	

4. Able to pronounce all words clearly and correctly.	

Volume 1. Able to be heard easily by everyone in the room 2. Able to vary volume.	
Confidence 1. Appears self-confident and assured. 2. Makes eye contact 3. Knows the material well (does not look down at notes too much). 4. Stands straight with no distractions.	

2. In the 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).

The importance of water
A country I would like to visit
The biggest problem facing children today
How is education a key to helping people break out of poverty?
Developed countries should give money to support developing countries. Do you agree?
The importance of sanitation
How diseases can be prevented
How the youth of today can help solve world problems

3. 4,3,2 activity

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.

4. 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: Education

Obtaining a quality education is the foundation to improving people's lives. Major progress has been made towards increasing access to education at all levels and increasing enrolment rates in schools particularly for women and girls. Basic literacy skills have improved, but more effort is needed to make even greater progress for achieving universal education goals.

Text B: Good Health and well-being

Ensuring healthy lives and promoting well-being for people of all ages is essential to sustainable development. Significant progress has been made in increasing life expectancy and reducing some of the common killers associated with child and maternal mortality. However, more effort is needed to fully eradicate a wide range of diseases.

5. 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: Clean water and sanitation

Clean, accessible water for all is an essential part of the world we want to live in. There is sufficient fresh water on the planet but every year millions of people, most of them children, die from diseases associated with inadequate water supply, sanitation and hygiene. By 2050, at least one in four people is likely to live in a country affected by a shortage of fresh water.

6. 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.

1. **Practise** your talk with a friend.
2. **Ensure** that your talk is the correct length (8 to 10 minutes).
3. **Rehearse** any words or phrases that may be difficult for you to pronounce.
4. **Learn** the beginning of your talk off by heart.
5. **Make** eye contact with your audience.
6. **Stand** straight and raise your chin.
7. **Keep** your hands still.
8. **Try** to talk at your normal rate of speech.

9. **Pause** and take some deep breathes for relaxation.

7. Peer feedback

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

Dimension of effective practice	Teaching and learning sequence 4: Using strategies to engage the audience	Metacognitive prompts
Expectations	*Ensuring students know the learning outcomes* **Teaching and learning purposes** ● A range of strategies is used to promote sustained engagement with the audience (1.5) **Student learning outcomes:** ● I can use a range of verbal and non-verbal strategies to engage the audience ● I can respond to questions from the audience.	*How can I explain the learning outcomes so that students see the importance of them?*
Knowledge of the learner	*Finding out the learners' prior knowledge* **1. Communication strategies** This activity aims to build on students' prior knowledge of verbal and non-verbal strategies. The emphasis is on their understanding of the function of each strategy. Begin with a quick writing exercise in which students write down as many strategies as they know. Then focus on why they are used. ● In pairs, student A presents a part of his/her speech. ● Student B puts a card down whenever the particular strategy is used. ● When finished, student B gives feedback. ● Roles are then reversed.	*What does this activity tell me about gaps students have in their understanding?*
Engaging students with text	*Using approaches that include viewing, listening, speaking and writing* **2. The X factor** ● Watch a YouTube clip without sound (see possible link in student tasks). ● As they watch, students note down non-verbal strategies used in the template. ● Students listen to the same clip a second time (no picture). ● As they listen, students note down verbal strategies. ● Finish with a discussion on the effectiveness of the strategies used.	*Is this activity building on what my students know about strategies?*
Instructional strategies	*Making the lesson comprehensible to all learners* **3. Running cloze dictation**	

Expectations	The purpose of this activity is to give students information about how they can prepare for a question time after their presentation. ● Students follow the same instructions for running dictation but when the runner comes to a missing word he says 'line' to the writer. ● When the runner has dictated the passage the two students try and work out the missing words together. ● When they are satisfied with their answers they take it to the teacher for checking. (Any answer that fits the context and grammar of the sentence is acceptable)	*Who are the more confident students that I can pair with those who need extra support?* *What further opportunities can I use to enable students to practise these skills?*
Knowledge of the learner	**4. Applying the learning** Put students into mixed pairs and ask them to practise their presentations. Encourage students to particularly focus on giving helpful feedback on strategies used to engage the audience. *Providing opportunities for reflection and evaluation* **Reflection: Post Its** ● Students have 2 'Post Its'. On one they summarise what they have learnt. On the other they summarise areas they want more practice in. ● When finished they stick them to different areas of the whiteboard.	*What information has this reflection provided on student learning and gaps that need to be addressed?*

Student tasks
Teaching and learning sequence 4

1. Communication strategies
- In pairs, student A will present a part of his/her speech.
- Student B then puts a card down whenever the particular strategy is used.
- When finished student B gives feedback.
- Roles are then reversed.

Communication cards: Verbal and non-verbal strategies

pause	**change in volume**
change in pitch	**gesture**
rhetorical question	**originality**
humour	**eye contact**

2. The X factor
A possible presentation to watch
https://www.youtube.com/watch?v=9uOMectkCCs

3. Running cloze dictation

Responding to questions

When you prepare for your talk, you should also prepare and practise some sample answers to likely _____. A good presentation will naturally encourage discussion and questions from the _____.

The following strategies may be useful for responding to questions effectively:

- Listen _____ to your questioner.
- Paraphrase the question to clarify it for both you and your audience. This also gives you some thinking time before you _____.
- If you don't _____ the answer then simply say so or offer to research the question. You may even ask for suggestions from the audience.
- Respond to _____ questions respectfully.

Original text

Responding to questions

When you prepare for your talk, you should also prepare and practise some sample answers to likely questions. A good presentation will naturally encourage discussion and questions from the audience.
The following strategies may be useful for responding to questions effectively:

- Listen attentively to your questioner, ensuring you make eye contact.
- Paraphrase the question to clarify it for both you and your audience. This also gives you some thinking time before you respond.
- If you don't know the answer then simply say so or offer to research the question. You may even ask for suggestions from the audience.
- Respond to all questions respectfully.

Adapted from:
http://services.unimelb.edu.au/__data/assets/pdf_file/0005/470075/Presenting_your_research_Update_051112.pdf

Dimension of effective practice	Teaching and learning sequence 5: Ensuring the presentation is effective	Metacognitive prompts
Expectations *Knowledge of the learner* *Engaging learners with the text*	*Ensuring students know the learning outcomes* **Teaching and learning purposes** ● Use of visual aids contributes to the effectiveness of the presentation (1.6) ● Source material is acknowledged **Student learning outcomes:** I can ● choose appropriate visual aids ● use visual aids effectively by integrating them into my presentation. ● acknowledge texts, websites and images used **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 and online tool such Popplet or Padlet *Planning the learning tasks so that all learners are actively involved* **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.	*How can I link these outcomes to previous learning?* *How can I form groups to ensure students learn from each other?* *Can I use this activity to encourage students to practise clear delivery?*

Instructional strategies	● 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. Verb dictation: Power point dos and don'ts
	    ● 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 power point badly followed by a power point used effectively.
		What further opportunities can I use to enable students to practise these skills?
		
		Do I need to reinforce some of these messages in other ways?
		
		How can I support students to integrate visuals effectively?

Knowledge of the learner	*Planning the learning tasks so that all learners are actively involved*
	5. Internet treasure hunt: Acknowledging sources used on a power point slide or handout
	(Students will need access to the internet)
	    ● In small groups students work through a list of questions to access information about citing images, in-text citation and creating a reference list.
	    ● When completed, groups share their answers.
	    ● Arrange a 'treasure' prize for the winning group.
	
	Monitoring student learning
	6. Putting it all together
		Are all students ready for the formative assessment?

| | | 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 fill in the peer feedback form as they listen. *Providing opportunities for reflection and evaluation*
Reflection:
Students collate the main messages from their feedback forms and summarise them. They then write an action plan on what they need to do before the formative assessment. | |

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. Verb dictation: Power point 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.

NB This is an example of a presentation in which visual aids are used effectively:
http://www.youtube.com/watch?v=rXepkIWPhFQ

5. Internet treasure hunt: Citing sources used on a power point slide or handout

Use the following links to help you answer the Reference Right quiz below.

https://www.slideshare.net/EllenD69/citing-and-saving-images-on-powerpoint

http://researchguides.library.brocku.ca/APABusiness/cite-in-presentation

https://www.youtube.com/watch?v=Mviss5HViZM

https://www.techwalla.com/articles/how-to-insert-an-animated-gif-into-a-powerpoint-presentation

http://owll.massey.ac.nz/referencing/apa-reference-list.php

https://www.youtube.com/watch?v=LJK9SDUaqI4

Reference right

Questions	Answers
1. Why do we need to cite an image that we use in a power point presentation?	
2. What are public domain images?	
3. Copy an image from the internet and cite it correctly	
4. In-text citations: When you use a quote on a power point slide, what do you need to put in brackets after the quote?	
5. What are four important points you need to remember when you create a reference slide in your power point?	1. 2. 3. 4.

6. Putting it all together
Use the form below to give constructive feedback to your partner.

Peer feedback form

Presentation feedback	✓ / ✗	Comments
Ideas and organisation		
Structure is clear making it easy to follow		
Structure is the right one for the topic		
A wide range of relevant information is used, including some theory		
All sources used are acknowledged correctly		
Delivery		
Voice is clear and easily understood		
Sounds/sound clusters and words are pronounced clearly and accurately.		
Only occasional hesitations		
Voice is projected so that everyone can hear		
Language structures		
A variety of sentence structures is used, including complex sentences		
A few inaccuracies only; self-corrects if necessary		
Vocabulary		
A wide range of accurate vocabulary is used, including academic vocabulary		
Communication strategies		
Pauses are used for effect		
Changes in pitch and volume contribute to effectiveness		
Gestures are used for effect		

The audience is engaged through the use of originality, humour, rhetorical questions		
A question time is initiated confidently		
Questions/comments are responded to appropriately		
Visual aids		
Relevant and clear visual aids are used		
Visual aids are integrated with the content		
Visual aids do not contain large amount of text		
Any images used in a power point are cited correctly		