

LeVel
6

Listening and Speaking Skills



teacher guide

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1st edition (2006)

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Introduction to 6 L&S

Before you start teaching, make sure you have

- this Teacher Guide
- the Student Guide
- Handouts to Modify (Microsoft Word files)
- the syllabus (electronic copy)
- the textbook *Consider the Issues*

This book you're holding now is the Level 6 Listening & Speaking Teacher Guide which will give you more than you ever wanted to help you teach 6 L&S. I taught this class for four years, then Farah Imani, Mick Guyer, Dave Griffin, and Carolyn Smith used this material and added more suggestions over two years.

Teacher Guide

The teacher guide has chapters devoted to each assignment. These explain the purpose of assignments, necessary preparation, requirements (if any), grading criteria, and sample lesson plans to introduce the assignment for those who want more help..

At the end, you will find a "Week by Week Guide," which gives a basic idea of how to organize the course. It's hard to follow it directly because the choice of assignments, availability of lecturers, and number of students will determine the schedule of each course. Teachers with more experience, more resources, and/or a different location should not feel obligated to use the weekly guide, but should read the assignment chapters.

In the Teacher Guide, I will write **sections from the student guide** in bold, and underline documents from the handouts to modify.

Student Guide

This guide is a collection of explanation, advice, and exercises (all handouts in a former life) reviewing presentation skills, note-taking skills, interview skills, discussion skills, and debate skills.

However, the student book does not detail a course schedule nor give instruction on assigning or using the material. It is a reference for students (and you). You can go through some in class, assign other pages to read as homework, and ignore the rest. Choose what is most useful for helping your students meet the course objectives.

Handouts to Modify

These are all Word documents; get your own copy from your manager, the library, or the Instructional Materials Coordinator. These documents are not in the student guide so that you can change them as necessary.

The handouts for assignments are arranged in folders by the assignment name: Debate, GroupDiscussion, GroupPresentation, Impromptu, IndivPresentation, and Interview. Each of these contains the assignment handouts and grade sheets. Most of the handouts will require you to change some things – like due dates, so read each on carefully before printing it out.

The other folders contain activities, arranged by type of activity: DiscussionActivities, GrammarActivities, ListeningNoteTaking, PresentationAnimationActivities, and

PronunciationActivities. Most are handouts (with descriptions of how to use them), while some are just explanatiосn of activities. It will not be possible to use all of these things in one term, so pick and choose. You can use them as you wish, or see how they are included in the weekly guide.

The Textbook

Level 6 covers chapters 7-12 of *Consider the Issues*. There's no reason to do all six units; there are enough other things to do that this course does not need to be based on the textbook.

We got used to teaching this course without a textbook, so if you follow the weekly guide, you'll notice that *Consider the Issues* is not integrated very well. It just has instructors pick three or four units and use them as they wish. More could be done to match topics and skills from the text to other activities and assignments.

There is time throughout the course to use the textbook. Although students don't really enjoy the listening activities, it is important for them to hear unscripted English and to be able to pick out the main ideas. Just doing the listening activities from one chapter can take a whole class period. The pronunciation practice is relevant for our students and the discussion topics are good for practice discussions, student-led group discussions, or even group presentations.

The key to this, as anything, is to be enthusiastic about using the book...Get the students to see its usefulness and try to make it interesting.

Assignments

The assignments in this class, as stated on the syllabus, are

- Impromptu Presentations 15%
- Individual Assignment (presentation or interview) 20%
- Listening Quizzes 20%
- Group Discussion 15%
- Group Presentation (presentation or debate) 20%
- Class Contribution 10%

Whether the weight of assignments can change is an issue to bring up with your manager.

Each of the assignments is explained in the pages that follow. There is some flexibility in the assignments as you will see.

Basic Course Plan

The course starts by reviewing presentation skills – non-verbal cues, verbal communication, language, organization, persuasion, and audience. While reviewing these, students do Impromptu Presentations related to certain skills. This helps students gain confidence in presenting to an audience and speaking English.

Confidence is the key to their Individual Assignment, whether you choose to make it a presentation or an interview. This assignment should be introduced (in Week 1 if it's a presentation, in Week 3-4 if it's an interview) so that students are ready to go by Week 5.

At least three times during the term, students have a guest lecture during which they take notes. Much of your course schedule will be determined by when you can get speakers. A

week later, students use their notes to answer questions about the lecture on a quiz. Listening activities with the textbook should be scheduled between lectures to give students more practice.

In Week 5, students are introduced to the Group Discussion assignment and review discussion skills. In the sixth week, they should get information about their Group Presentation or Debate. Then, student-led discussions and group work fill the remaining weeks of class along with listening activities. If you have a lot of students, then most of class time could be taken up with discussion. With smaller classes, you will have to fill time more.

In Week 10, students do their Group Presentation or Debate as their final exam.

The schedule below shows how the course could be organized depending on whether you choose the interview or presentation for your students. There is plenty of room for the textbook activities and other activities which meet your students' needs – you can put them in the schedule where they fit best for you.

Week	Schedule if doing Interviews	Schedule if doing Individual Presentations
1	Introduction to course Presentation techniques: eye contact, voice, body language (Impromptu #1) Listening Techniques	Introduction to course Presentation techniques: eye contact, voice, body language (Impromptu #1) Assign IndividPresentation
2	Presentation techniques: Organization, practice (Impromptu #2) Note-taking techniques	Presentation techniques: Organization, practice (Impromptu #2) Note-taking techniques
3	Presentation techniques: Confidence, movement (Impromptu #3, #4) Guest lecture #1	Presentation techniques: Confidence, movement (Impromptu #3, #4) Guest lecture #1 Listening Techniques
4	Listening Quiz #1 Interview Techniques	Listening Quiz #1 Presentation techniques: Persuasion, Audience (Impromptu #5)
5	Assign Group Discussion Presentation techniques: Persuasion, Audience (Impromptu #5) Discussion leadership techniques (Interviews – outside class)	Assign Group Discussion Individual Presentations
6	Guest Lecture #2 Assign Group Presentation/Debate Discussion participation techniques (Interviews – outside class)	Guest Lecture #2 Assign Group Presentation/Debate Discussion leadership/participation techniques
7	Listening Quiz #2 Group Discussions Presentation techniques: visual aids (Impromptu #6)	
8	Guest Lecture #3 Presentation techniques: supporting an argument Group Discussions	
9	Preparation for Group Presentation/Debate Group Discussions Listening Quiz #3	
10	Group Presentations/Debates	

Chapter 1: Impromptu Presentations

Throughout the course, but especially in the first five weeks, students should review good presentation skills and give impromptu presentations which reinforce these skills (for example, discuss good eye contact, then do impromptu presentations which focus on eye contact). Impromptu presentations give students experience speaking English in front of an audience and help develop their confidence in the language and in public speaking.

Chapter 1 covers the basics of presentations. Various sections can be assigned as homework reading and then reinforced that week. Keep reminding them that what they are doing should appear in their future presentations as well.

Each impromptu presentation should, by definition, be unprepared. I go one step further and make each a surprise by not telling students when they will have one. It's a good way to keep attendance up – if they are not in class that day, they get a zero for the presentation.

How many impromptu presentations should there be? It is up to you. I have done 3-7 a term. The more they speak in front of the class, the more confident they become and the less important (grade-wise) each presentation becomes. It's great to watch the leap in their confidence over the term. However, sometimes there is a class that won't get into it or a class that is too big to do a lot of impromptu speaking. In the handouts and weekly guide, there are six presentations. You could develop more or do fewer depending on what your students need. Here are the six I have done:

- **Bells.** In pairs, students present this poem. I usually try to start it a day in advance, going over pronunciation and vocabulary, and then having pairs just read it together. Then I add more and more presenting skills to their reading (read it with eye contact, proper holding of the paper, changing voice, gestures, etc) until they are ready to present their interpretation to the class. The focus here is animation – being alive). You can find the poem and a description of the process at [Impromptu/Bells](#).
- **Extemporaneous.** By title, this is obviously not impromptu, but it counts as one in the grading. Spend the class going over the organization of a presentation with students, and create an outline for an impromptu presentation together. Then ask students for one letter of the alphabet, and get them to give you 10 words starting with that letter. Let them think they will then have to give an impromptu presentation, and give them 7 minutes to fill out a skeleton outline. Then put them in pairs to practice and actually give them a night to practice the presentation from the outline. So what started as the dreaded impromptu presentation will actually be an extemporaneous presentation in the next class. You can find the skeleton outline and more directions at [Impromptu/Extemporaneous](#).
- **Sales.** Students give presentations selling the very strange items which you bring to class. The focus is on stance and confidence. Students have to stand on a chair as they give the presentation (to eliminate rocking, swaying, dancing, shuffling and to make them fake confidence in the face of great nervousness). Organization is also important in this presentation. You can find more explanation at [Impromptu/Sales GradeSheet](#).
- **Election.** Students assume the character of a person from a magazine picture. As this person, they give a campaign speech to become class president. The focus is on movement; there are 4 Xs taped to the floor and students must walk over all 4. Organization is also important. You can find more explanation at [Impromptu/ElectionGradeSheet](#).
- **Persuasive.** Students give a persuasive speech arguing for a thesis statement (which is usually funny) that they have randomly chosen. Topics and an explanation

are at [Impromptu/PersuasiveTopics](#). The focus here is on strategies to get and keep the audience's attention. Organization is also important.

- **Visual Aids.** Students present an incomplete visual aid provided by the instructor. They have to make up the idea of the aid and explain it logically. They also have to present the aid effectively. You can find samples of visual aids and an explanation at [Impromptu/VisualAids](#).

Setting up Impromptu Presentations

Students will probably be afraid and complain at first, but if you make the atmosphere relaxed and light-hearted during these presentations, they accept them and often even enjoy them. Encourage them as much as possible and remain positive. I like to remind them that if they can survive this, they can survive anything.

After discussing the presenting skill with help from **Chapter 1**, explain the presentation and give the students 7 minutes or so to prepare an outline on a small piece of paper. Some topics may need a review of important vocabulary and grammar as well. When they look mostly finished, make them put their pens down.

If there's time, give an example presentation yourself – be a ham and exaggerate. If they see that their instructor is willing to risk being a fool, they will at least be willing to give an impromptu presentation (and some will even take bigger risks).

Then one by one, students present. Each presentation should be about 3 minutes long. The audience can ask questions, but don't let it go on too long. Say something positive to the speaker. Don't point out problems unless you can offer a workable solution. If there is time, you can also get student feedback.

An alternative is to give a topic and note card to a student who then leaves the room to prepare for about 5 minutes. After a few minutes, send a second student out to prepare as well. The first speaker comes back after his five minutes, and another student gets a topic and goes out of the room. After the 1st speaker gives his speech, the 2nd comes in to speak, the 3rd continues working, and a 4th student gets a topic and goes out of the room. And so on. I usually do this with the persuasive speech.

You'll have to be careful with timing. It's possible to get through 16 impromptu presentations in one day if you cut some of your own explanation and their questions. 12 works the best. With less than 10, you may need something more to fill the class.

Grading Criteria for Impromptu Presentations

Each presentation has a grade sheet (found in the [Impromptu](#) folder in the handouts). You can use these grade sheets or design your own based on the grading criteria. The grading criteria follow the basic categories of Verbal Communication, Non-Verbal Cues, Content, and Language; however, some presentations put more weight on certain elements.

Bells	Sales/Election/Extemp.	Persuasive	Visual Aid
Volume 10	Volume 5	Volume 5	Volume 5
Rate 10	Rate 5	Rate 5	Rate 5
Clarity 10	Intonation 10	Intonation 10	Intonation 5
Intonation 10	Rhythm 10	Rhythm 10	Rhythm 5
Rhythm 10	Organization 20	Org/Support 20	Clarity 10
Eye Contact 10	Eye Contact 10	Eye Contact 10	Explanation 20
Gestures 20	Gestures 10	Gest/Manner 10	Eye Contact 10
Manner 10	Manner 10	Audience Focus 10	Gestures 10
Pronunciation 10	Gram/Voc/Pr 20	Gram/Voc/Pr 20	Manner 10
			Gram/Voc/Pr 20

Grading Impromptu Presentations

It's not easy to fill in a whole grade sheet during a quick 3-minute presentation, which is why the grade sheets have choices to circle in each category and don't require much writing. As the student speaks, quickly circle what you notice in each category and note any big problems with grammar, pronunciation, and spelling. As they finish, start penciling in the number grades. If you don't finish before the next speaker begins, that's OK – get through all the speakers. But as soon as class ends, finish all the grades before you forget. And of course, write something positive on each grade sheet as well as a suggestion about a few things that must really be improved.

If you give really high grades, you're telling students that there is no room for improvement. It's also unwise to fail students in an impromptu presentation which has as one of its purposes building students' confidence. Generally, if they have the courage to stand up in front of their classmates and speak without preparation, they deserve something positive. Reserve 90 and above for the great presentations, 85 and above for those who are on the verge of getting it, and below 85 for those who really need to improve but are trying. Give below 75 to those who are unwilling to participate, refuse to try, cannot put a sentence together, or give up in the middle. If a student is absent, it's a zero.

At the end of the term, average all the impromptu grades (including the zeroes) to get the students' final overall impromptu grade.

Chapter 2: Individual Assignment

The major assignment in the middle of the course is an individual assignment that gives students the chance to speak for an extended time in English and to use all the skills that they have learned – eye contact, voice, gestures, manner, organization, support, and language – to present themselves or their topic in an engaging way.

What needs to be determined is whether it would be better for your students to give a 7-10 minute individual presentation to the class or to have a 15-20 minute interview with you. Both will try their confidence.

Students who have gone through the IEP have given quite a few presentations and may not be very enthusiastic about another one, so an interview will make them think that they're actually doing something new. If you have a lot of new students, they may need the experience of putting together a complete presentation. You can also consider how well they have done on impromptu presentations; if they are handling them well, then do the interview assignment.

Another consideration is time. It takes almost a week of class time to get through the individual presentations. The interviews, however, will take your time, not the students' time. These can be done during office hours in Weeks 5-6 (and 7?); you can get through three students in an hour.

2.1 Individual Presentation

Students should give a 7-10 minute informative extemporaneous presentation on an advanced topic – something that will be new to the audience. Encourage them to choose topics related to business, management, or current issues. The focus is on getting and keeping the audience's attention.

Setting up Individual Presentations

The assignment should be given to students in Week 1. You could use the handout IndivPresentation/Assignment, modify it, or create your own. This handout gives them a checklist of steps to follow when preparing the presentation, a list of readings in the student guide, and the due dates for various steps. You can decide how much you want to hold their hands through the process and eliminate or fill in the due dates as you wish.

Discuss possible topics with the students when you give them the handout, going over the requirements and the exercise in 1.4. A good topic is interesting, advanced, and informative. However, it still has a persuasive element – and this is what students need to understand. The speaker must have some opinion or attitude towards the topic which is expressed in the thesis. Explain how this is possible – the speaker could have the attitude that the topic is fascinating or s/he could show that something is horrible or amazing. If describing causes or effects of something, the speaker has to determine which is the most significant or how the causes or effects relate to each other.

Another thing to discuss, particularly if you have a lot of students new to the IEP, is how and where to find sources. They will learn more about this in their writing class, but it needs to be repeated here. Go over what a good source is and what kinds of sources you expect them to use.

Finally, be sure to go through the grading criteria with them and remind them to look at it again and again as they prepare for their presentation. These are not just grading criteria but also guidelines for a good presentation.

To stop a bad presentation before it starts, it's smart to ask for students' topics in advance. Make sure that the topic meets the criteria (new, advanced, interesting, informative, and specific) and that it can be covered in 10 minutes. Once you approve a topic, it's a good idea not to let students change it (due to the pitfalls of last-minute preparation).

You can also save students by checking their thesis statements and main points (in Week 2) and even their outlines (in Week 4).

During the Individual Presentations

In Week 5, students should give their presentations. They can draw numbers out of a hat earlier so that they know when they will go, or you can tell them all to come prepared on the first day and draw names then.

Time each presentation and have a strict rule about time (this encourages them to practice). Get students' input by giving 3 students a peer feedback form ([IndivPresentations/PeerFeedback](#)) to fill out during the presentation.

After the presentation, collect the student's note cards and sources. This is to ensure that they work from an outline and not a memorized or written speech. Look through the sources to make sure that all three were used in some way. Also, if you hear any phrases and sentences that seem unnatural or too good to be true, write down a few words of them and check for them later in the sources. It seems mean, but it teaches the plagiarism lesson well.

Grading Criteria for the Individual Presentation

Here are the criteria from [IndivPresentations/Assignment](#). They are similar to the criteria used in the impromptu presentation so it won't be too new to the students.

- **Content (35%):** Does your presentation meet the expectations of your audience?
Audience Analysis: Is it an interesting, in-depth, advanced, new topic that interests the audience? Do you do everything you can to make the audience interested? Do you involve the audience with discussion or questions? Do you use the board to write vocabulary, names, or numbers? Do you make the topic relevant to the audience?
Organization: Is there a clear intro/body/conclusion? Attention-getting introduction? Is your thesis clear? Are your points repeated in the intro and conclusion? Do you have transitions between points? Is there a strong closer (does the audience know when the presentation is over)?
Development: Do you have excellent knowledge of your topic? Do you have 3 high-quality sources in English? Do you actually use information from each source? Do you have enough information? Do you integrate information from different sources? Do you have an opinion and support it well with your facts, examples, and details? Does every point have enough support? Is all your information relevant to the thesis? Do you cite source material correctly? Are you able to answer the audience's questions? Are visual aids appropriate, prepared, and effective?
- **Verbal Communication (20%):** Do you use voice to get & keep audience attention?
Volume: Do you speak loudly? Do you change volume when appropriate?
Rate: Is your speech not too fast or slow? Do you change your speed to be more effective?
Intonation: Do you use intonation (no monotone)? Do you put emphasis on key words and ideas?
Rhythm: Do you avoid "uh" or "um"? Do you use pauses well? Do you sound natural (not memorized)? Do you speak fluently, not hesitantly? Do you have variety in your voice?
Clarity: Is your speech understandable? Do you articulate well? Do you speak clearly, especially when saying important facts and ideas?
- **Non-verbal cues (15%):** Do you use these to get & keep the audience's attention?
Eye Contact: Do you make eye contact with everyone? Do you interact with the audience through eye contact?

Gestures: Do you use your hands appropriately?

Manner: Is your posture good? Are you enthusiastic and alive? Do you use appropriate facial expressions? Do you seem relaxed and confident? Are you dressed appropriately?

- **Language (30%):** Do you use language appropriate for the audience and situation?

Pronunciation: Do you pronounce words correctly? Did you look up the correct pronunciation before your presentation?

Grammatical Control: Do you make few noticeable grammar mistakes? Is your English understandable to the audience? Do you try to use native-like structures?

Vocabulary: Do you use the correct vocabulary? Do you explain unknown words? Do you use specific, familiar words? Is your vocabulary appropriate for the audience?

Some other warnings that I added, which you may want to deal with differently are

- No late presentations will be accepted.
- Plagiarism will result in a zero on the assignment.
- You may only have note cards with outlined words/phrases in your hands. The use of a written speech will result in a zero.
- You will lose 3 points for every minute too long or too short.

Put your own policies on the assignment handout.

Grading the Individual Presentation

On the next page, and saved at [IndivPresentation/Rubric](#), is a grading rubric for the individual presentation. It lays out some standards and should help you in the onerous task of assigning number grades to presentations.

You could create your own grade sheet or modify or use either of the two found in the handouts. [IndivPresentation/GradeSheet1](#) looks similar to the impromptu presentation grade sheets. There are descriptions to circle as the student speaks, and the final grade for each category can be determined based on your general feeling. [IndivPresentation/GradeSheet2](#) breaks down each category into its smaller quantities, so each part is evaluated separately. You can circle numbers for each of the items and write comments. It depends on how you prefer to grade.

Individual Presentation Grading Rubric

NON-VERBAL CUES					
15	14	12-13	10-11	6-9	1-5
Excellent eye contact. Natural, effective gestures. Great facial expression. Appropriate dress. Good posture and movement. Relaxed, confident. Professional. Interested and enthusiastic (is real). Responds to audience and uses non-verbal cues to keep audience interest.	Like a 15, but one element (gestures, eye contact, manner) may be a bit weak. Still appears relaxed, confident, professional, and enthusiastic. Uses body language to keep audience attention.	Does all great but 1 element is much weaker or 2 are a bit weaker. or ... Makes an attempt at everything but isn't always successful: Generally good eye contact. Uses hands well when remembers. Posture and movement are acceptable. Mostly relaxed. Tries to show interest, enthusiasm, and confidence. Tries to use non-verbal cues to keep audience interest, but isn't always successful.	Not yet proficient in this category. Sometimes good eye contact. Limited use of gestures. Some movement. Nervous, which affects non-verbal cues. May be interested in topic, but doesn't show much enthusiasm. Not very aware of audience or how to use non-verbal cues to respond to audience.	Needs work in all areas. Knows that eye contact and gestures are appropriate, but uses them minimally. Nervous. No, little, or inappropriate expression and movement. Not very enthusiastic or interested in presentation. Little awareness of audience.	Rare eye contact and gestures. Inappropriate body language. Highly visible nervousness. Bored and boring. Has no interest in topic or audience. Ineffective at getting audience to listen.

VERBAL COMMUNICATION					
20	18-19	15-17	12-14	8-11	1-7
Clear, loud, smooth speaking. Not too fast or slow. Voice variety. Good intonation and emphasis on key words. Speaks fluently - no long pauses, fillers, or stumbles. Excellent use of pauses for change in direction and emphasis. Natural voice, not memorized. Good articulation. Shows awareness of audience and uses voice to keep and/or regain attention.	Like a 20, but 1-2 elements may be a bit weak. Speaks naturally, with only a few lapses. Uses voice effectively to signal change in direction and importance and uses voice to keep and/or regain audience interest.	Does all well but weaker in 2. or ... Makes an attempt at everything but isn't always successful: Loud enough. Not totally natural, but not too distracting. Some change in voice, but also some monotone. A few inappropriate pauses and fillers. Sometimes too fast/slow. Voice is clear. Tries to keep audience's attention with voice, but doesn't always succeed.	Not yet proficient in this category. Not always loud enough. Not natural; memorized. Sometimes change in volume/speed/intonation, but often monotone. Many pauses and fillers. Often too fast or too slow. Not always clear. Doesn't teach, just tells. Hesitancy in voice. Some focus on audience, but more on finishing.	Needs work in most areas, some more than others. Hard to hear at times. Very little change in volume/speed/intonation. Usually monotone. Many inappropriate pauses and fillers. Usually too fast or too slow. Hard to understand. Does not respond to audience.	Hard to hear. Very monotone. Memorized. Or completely unprepared and unable to speak coherently about the topic. Too many inappropriate pauses and fillers. Too quiet, too slow, too fast, too unclear. Audience can't understand.

LANGUAGE					
30	27-29	23-26	19-22	15-18	1-15
Native-like English. Completely understandable, to instructor and classmates. Proper degree of formality. Unnoticeable errors. Short sentences and specific, familiar words. Correct and appropriate vocabulary for audience. Explains unknown terms. Pronounces words correctly. Language use is appropriate for the situation and audience.	Like a 30 but a bit weak in 1-2 elements. Close to native-like structure. English is entirely understandable (may be too advanced or formal for audience). Few errors. Mostly correct and appropriate vocabulary. Mostly correct pronunciation. Tries to use language appropriate for the situation and audience.	Does all well but weaker in one element. or... Fairly good in all elements. Not quite native-like English, but it is understandable to the audience. A few obvious errors. Correct vocabulary but may be a bit inappropriate. OK pronunciation. Language isn't always appropriate for the situation and/or audience.	Not yet proficient in this category. Non-English structure. English is sometimes unclear. Makes obvious grammatical errors. Vocab may be inappropriate and at wrong level. Mispronounces words that should be known. Too many pauses, fillers, stumbling distract from audience understanding. Language use is not appropriate for the situation and audience.	Makes an attempt to use language well, but struggles. Needs work in most areas. Often unclear and confusing for audience. Non-English terms and structure. Often inappropriate vocabulary. Obvious grammar and pronunciation errors. Pauses, fillers, and stumbling make understanding difficult.	Unclear. Confusing. Too many obvious errors. Inappropriate vocabulary. Unacceptable pronunciation. Language skills are not at university level.

CONTENT					
35	32-34	26-31	22-25	17-21	1-16
Well-prepared. Great knowledge of topic. Uses visual aids effectively. Makes topic fascinating for audience. Advanced, new topic. Makes topic relevant – shows why it's important for audience. Has clear intro, body, conclusion; each fulfills purpose, and stands out. Strong, clear thesis. Body is organized, main points flow together. Provides enough support, including examples. Source info integrated and used appropriately. High-quality English sources.	Like a 35, but a little weak in 1-2 elements. Prepared. Clear knowledge of the topic. Uses visual aids well. Presentation is interesting for the audience. Topic is advanced and new for audience. Tries to make topic relevant to audience. Has a clear intro, body and conclusion which fulfill their purpose. Thesis is clear and strong. Body is mostly well organized. Thesis is well supported. Source material is used appropriately. High-quality English sources.	Does all well but is weak in one area or... Does a fair job in all areas: Prepared, could be better. Knows topic well but falters a little w/questions. Topic is new, could be a little deeper. Attempts to make topic relevant to audience. Has introduction, body, and conclusion, but may not be clear when each starts and ends (better transitions). Thesis is mostly well supported. Source material is used – some may be irrelevant or simple. High-quality English sources.	Not yet proficient in this category. Needs more preparation. Knowledge of topic is superficial. Topic is not quite appropriate for audience (not new, not advanced, too advanced, or irrelevant). Little is done to make topic interesting. Hints of organization, but lacks clear structure. Thesis is weak or hard to find. Support may be adequate, but lacks depth. Good English sources are used, but not deeply enough.	Prepared very little. Limited knowledge. Topic is not quite appropriate for audience. Presentation is not interesting. May have some organization, but thesis is unclear and support is inadequate. Source material used inappropriately.	Unprepared. Lack of preparation means limited knowledge of topic, poor organization, unclear main idea, lack of depth, and poor use of sources (if any). Boring and meaningless.

2.2 Interview

The interview gives you a chance to hear students react in English while under pressure and to see how well they have absorbed the ideas of verbal communication, non-verbal cues, and appropriate language use. The easiest way to do this is with a job interview. Students will get a job announcement, prepare a resume for it (ungraded), and then experience a 15-20-minute job interview.

There is a chapter on interviews (**Chapter 2**) which also includes advice on writing resumes. Students should find this useful in real life too. Introduce the assignment in Week 3-4 – this can take 2-3 days of class – and then schedule interviews during Weeks 5-6 (and maybe 7).

Setting up the Interview

At the end of this chapter, there are sample lesson plans about how to introduce the interview. Follow if you wish, but here are the basics:

First introduce the students to the job they are interviewing for. The handout Interview/JobAnnouncement contains a job announcement which works well for students in Slovakia but will need to be changed a little for other students. It has job opportunities in 8 different fields in a corporation dealing with a variety of products in many different countries (and it offers a great salary and benefits). Alternatively, you could find a real job announcement to use (it won't be such a fantastic job, but more realistic).

Spend a little time in class going over resumes with the students –this isn't writing class, but turning in a resume makes this assignment more authentic and gives you something to ask questions about.

The handout Interview/Assignment announces the interview and grading criteria. You can alter the handout if you wish.

Post a sign-up sheet with interview times and dates on it. Schedule them for 20 minutes (but you could finish after 15 and then spend 5 minutes filling in the grade sheet). The interviews can be done during your office hours, before class, after class and even during class (teach for part of a class session and then give the students something to do for the rest – if you can trust them to work on it).

The interview works best if it's in a real office, not a classroom. If you don't have an intimidating office, see if you can borrow someone's. Dress up and act as if you don't know the students. If you take it seriously, they will too.

Interview/Questions has a long list of different questions that you can ask; some are just the same question stated in different ways. Ask questions about all the categories listed in their guide: qualifications, goals/expectations, self, education, and experience. Ask some that they have seen before (in **2.2**) and new ones as well. Don't ask each student the same questions because they will discuss their interviews with each other.

It's up to you how much to prompt them if their answers are incomplete or if they don't understand the question. Try to be as authentic as possible (what would you do if you were really the HR Director?).

Grading Criteria for Interviews

This is what the students will see on Interview/Assignment:

- **Content (35 points)** – Do you prove that you are the best one for the job? Are you able to answer all the questions? Do you really answer the questions (and not talk around them)? Are your answers thoughtful, sincere, and interesting? Do you stress

your qualifications? Are you always positive about yourself and your accomplishments? Are you comfortable saying good things about yourself? Do you have clear goals? Are you prepared (not with memorized responses but with details)? Do you give examples? Do you ask good questions? Do you offer additional information? Do you engage the interviewer in conversation?

- **Non-verbal cues (15 points)** – Do you make good eye contact with the interviewer? Is your appearance professional and neat? Are you relaxed and comfortable? Do you seem confident (but not arrogant)? Do you use gestures and facial expressions naturally? Do you sit appropriately? Do you appear interested in the position? Do you NOT do anything distracting with your hands, legs, or other body parts? Do you smile when appropriate?
- **Verbal communication (20 points)** – Do you speak naturally? Do you sound like you're having a conversation? Do you speak loudly enough? Do you use intonation? Do you emphasize meaning with intonation and stress? Do you avoid long pauses? Do you avoid saying "uh...um" too much? Do you speak at a good rate (not too fast or slow)?
- **Language (30 points)** – Do you understand all the questions, and are you able to answer them all appropriately? Are you able to explain yourself clearly? Is the interviewer able to understand your English? Do you speak fluently? Do you make few grammar mistakes? Can you pronounce words correctly? Do you use correct and appropriate vocabulary for the situation?

Grading the Interview

The grade sheet is fairly detailed but easy to use. It is saved in the handouts as Interview/GradeSheet. You can modify the format as you wish.

As you interview the students, write on the form to add to the authenticity of the experience (and their nervousness). The grade sheet makes it easy to just circle words as they speak, but also write down a few of the great and not so great things they say under content. Some things to consider about each category:

- Content – They must always be positive. They should prove that they are qualified for the job and it should be clear that they prepared for the interview. Make sure they have specific answers to questions about their self, goals, education, and experience.
- Non-verbal Cues – The students have been working on these all term. Without a huge audience, they should excel. Non-verbal cues are very important in interviews, so don't go easy.
- Verbal Communication – As with non-verbal cues, students have been working on this and should do it well. They should speak naturally, clearly, and confidently.
- Language - In this one-on-one situation, you can better judge whether a student's English is really ready for university studies. It's unfair to pass them on if they have trouble understanding your questions or expressing themselves clearly. Keep note especially of simple errors or whether you repeatedly have to explain questions in another way (sometimes you'll need to justify low grades here).

If you have time before the next interview, try to finish the grading as soon as possible so you don't forget anything (at least get the numbers down). Later I usually write something on the back offering them the job and telling them the 2-3 best things they did or said that got them the job.

Sample Lesson Plans for Interview Techniques

DAY 1

1. Hand out Interview/JobAnnouncement (alternatively, students could have read it as homework). Pretend to be the Human Resources Director who has come to the class to recruit for the position (dress nicely, smile a lot, and sound very knowledgeable).
2. Introduce the company – be a proud company employee and summarize the information on the back about the company for the students. Show how great the company is. (They can read the complete information later when they are preparing for the interview).
3. Read through the job announcement with the students.
 - 1) Discuss the 8 job options – *what does each department do?*
 - 2) *What does “Fortune 500” mean?*
 - 3) *What does Bradley specialize in?* (look, there’s something for all interests)
 - 4) *What will a “general assistant” under a junior manager will do? (Can you do it?)*
 - 5) *What are the qualifications you must have?*
 - responsible
 - flexible
 - excellent English communication skills
 - computer knowledge
 - enthusiasm
 - the ability to work independently and in a team
 - strong interpersonal skills (what does “interpersonal” mean?)
 - mathematical aptitude (for accounting)
 - public speaking experience (sales, PR, HR)
 - computer skills (IT)
 - 6) *Do you have these qualifications?* (the answer should be “yes” to all of them)
 - 7) *What if your only work experience is washing dishes in a restaurant? Are you qualified?* (Yes, why? “Experience preferable but not required,” but more importantly, go over what skills and qualities a dishwashing job could give you).
 - 8) *How can you prove to the company that you have these qualifications?* (Go through each one, asking different students to respond. Get them to realize that they need to use specific examples to support their claims).
 - 9) *Do you want this job?* (Of course. All the nice stuff at the end – visa, travel, scholarship, great salary etc. was added to make sure that students would be enthusiastic about the job. Ensure them that the salary really is great.)
 - 10) So tell the students that you look forward to seeing their resumes. After you’ve examined the resumes, you will contact the top candidates for a job interview.
4. The Resume. (HR Director leaves.)
 - 1) *What is it?* (2.3) HR staff looks at resume for less than a minute and makes decision to interview or not. So it must look good, have no mistakes, and highlight your qualifications for the position.
 - 2) Content of a resume (2.4). Go through a resume part by part. Look at 2.4 about a section and then look at the examples (2.6) of John E. Boy and Anna Banana. For each section, answer student questions about their own cases (remind them to be truthful). Point out the reverse chronological order. When you reach “Experience,” point out the list of action verbs in the box.
 - 3) Discuss organization (which section comes first), format, and mechanics (2.5).
 - 4) Remind students that the resume should be their own original creation, not a copy of the two examples here.
5. Filler Activity (if necessary): Get a video which contains a job interview to watch.
 - ◆ Trencin has a copy of *The Firm*, in which there are a few job interviews at the very beginning. The handout Interview/InterviewActivities/FirmInterview contains the dialogue and some hints

on what to do with it.

- ◆ Or... Activities/StrengthsWorksheet lets students evaluate their skills and learn their strengths. It has a lot of good vocabulary, but it takes a long time.
- ◆ Or...put students in pairs to discuss possible interview questions.

6. Homework: 1) Resume 2) Read **Chapter 2**

DAY 2

1. The interview process. All multinational corporations have some kind of interview, and certain behavior/preparation is expected: appropriate language, verbal communication, non-verbal cues, self-confidence, and ability to sell your skills. Chance for company to learn about you and you to learn about company. The interviewer must sell it to you. You don't do all of the talking!
 - *Why do you have to follow this certain behavior, be positive, etc.?*
 - *Why do you have to dress nicely?*
2. Preparing for an interview
 - 1st way to prepare: learn about company
 - 2nd way to prepare – learn about self.
3. This is a chance for you to learn about the company. The interviewer has to sell it to you too. You don't have to do all the talking. *What kinds of questions can you ask about the job and company?*
4. Go through the frequently asked questions (**2.2**) – ask students which ones they have trouble with. Ask a few students how they would answer certain questions. The most difficult are
 - *Why do you want this job?* (it's not the money)
 - *Tell me about yourself* (avoid age, family, personal stuff. Stick to job qualifications)
 - *Where will you be in 10 years?* (yes, it's hard to know, but there must be some plan – it can always change)
 - *What are your weaknesses?* (turn it into a positive, but when students try to do it, it usually seems fake)

Encourage them to spend time thinking about their skills, goals, etc. and as many specifics as they can think of to show them.

5. Go through an interview from the beginning, asking students what they need to do at each point.
 - 1) Preparation (what to do in days before interview)
 - 2) Morning of the interview (how to dress). Go through the whole body, starting at the top of the head down to the feet.
 - 3) When to arrive (*what is acceptable?* Different cultures could have different answers to this)
 - 4) How to enter the room (*shake hands? Who offers first?* – interesting discussion).
 - 5) How to act during the interview (Sit in the middle of the classroom so all can see and do various bad and good things – asking whether you should or shouldn't do it).
 - 6) What to do at the end of the interview (stand up, shake hands, smile, thanks for a wonderful interview, ask when you'll hear more, leave with confidence)
6. Mock interview. Get two volunteers to do an interview in front of the class. Have them use the frequently asked interview questions (**2.2**). Tell them to do some things right and some things wrong – class must watch and say what was right and wrong at end. If you can't get 2 volunteers, get one to ask questions and you can be the candidate.
7. Put students in pairs to do practice interviews. Make them start from very beginning – stand up, knock, introduce selves, shake hands.... Walk around the class checking eye contact, gestures, manner, etc. and helping with answers. Then switch roles.
8. Hand out Interview/Assignment and briefly discuss how the interview will be evaluated. Remind them again how they can prepare (encourage them to think hard about their skills, qualities, and future and to practice with each other). Make sure they dress up and inform them that they should treat you as a stranger, the HR Director.

Chapter 3: Listening Quizzes

The students were introduced to note-taking in Level 5, where they had a few mini-lectures from their instructor and one guest lecture for an exam. In Level 6, to prepare them more fully for bachelor's degree study, students should experience three live lectures and then take tests on the lectures (with the aid of their notes).

There is a short chapter on note-taking (**Chapter 3**) in the student guide which could fill one class session (see the sample lesson at the end of this chapter). It's best to do it a week before the first lecture.

Try to space the lectures throughout the term. Each lecture will take a class period and tests about 20-30 minutes. You could also have short discussions of the lecturer's delivery on the day after the lecture.

In between lectures, use *Consider the Issues*. Stress main ideas and details and also being able to explain what they are hearing in their own words.

If it's impossible to get a lecturer, then use a unit from *Consider the Issues* as a quiz topic.

Lectures

The date and time of the lecture will depend on the availability of the lecturers; I usually sent out an email to all faculty early in Week 1 asking for volunteers. The lecturer could be a faculty member or anyone you know capable of giving a lecture. You could have lectures during your regular class time or find another time which is good for everyone (and not have the regular class session that day). Alternatively, you could ask if your students could sit in on a faculty member's lecture class. Don't forget to thank your lecturer appropriately.

Ask the instructors to do what they normally do in one of their classes. 45 minutes is usually long enough (for the lecturer and students).

During the lecture, the students take notes and so should you (or get the lecture notes from the speaker – but make sure he/she followed them). You can use your notes as a future model for students and make the test from them. Also note which students participate during the lecture (for their participation grade). Don't offer any help to the students. If they don't understand and don't ask for clarification, they will learn a lesson when they take the quiz. 😊

At the end of the lecture, allow students some time to add things and organize their notes. Then collect the students' notes. Keep them for about a week and don't look at them until after you have created a test about the lecture.

Discussion of the Lecture

Since the students are working on presentations, it is useful to discuss the lecturer's skills in verbal communication, non-verbal cues, language, etc. What did the lecturer do to keep the audience's interest? How did the lecturer handle questions? How were voice, eye contact, gestures, and manner? Did he/she appear confident? Why? Was the lecture organized? Do this the day after the lecture so that students haven't forgotten it. However, don't discuss the content of the lecture if possible.

Quizzes

Prepare a quiz on the lecture from your own notes – don't look to see what the students did and didn't write. Give the test after enough time has passed so the students can't remember the details of the lecture without their notes, about a week.

Each test should take 20-30 minutes. Ask the students to write complete sentences (where possible) using their own words so that it's clear they understood the lecture. The test shouldn't be too detailed, but it should involve more than just copying from their notes. Test their understanding and their ability to explain what they heard. A percentage of the test grade can also be a grade for the completion or organization of their notes. Here are some types of questions:

- What was the central idea of the lecture?
- What were the main points of the lecture?
- What is _____? (an important word used in the lecture)
- Give an example of...from the lecture.
- Use an example from your OWN experience to explain...
- What were the 5... parts/items/things in a list?
- Please describe the 3rd step/thing in detail.
- The lecturer gave you this statistic: "...". Why is it important to know this? What does this information mean?
- WHY? Questions. These are especially important and difficult to answer at first because many don't write this kind of information in their notes (the first time) and it means they must think about what they wrote in their notes.

Grading has to be determined with each quiz. Here are two examples of quizzes:

1. What does colonialism mean? (2 points)
 2. What are the three (3) reasons for colonization? Explain one (1) of those reasons. (5 points)
 3. How was it decided which state would control the area being colonized? (2 points)
 4. What were the four effects of colonization? Explain two of those effects. (10 points)
 5. What does decolonization mean? (2 points)
 6. Why did decolonization happen? Explain your answer. (5 points)
 7. Discuss three problems that resulted from decolonization. (9 points)
 8. Explain how Rwanda is an example of one of the problems resulting from decolonization. (3 points)
 9. What slowly happened to the governments of Africa after decolonization? (2 points)
- Extra Credit: What were two states which were free from colonization?

1. Describe the MAIN IDEA of the lecture in one sentence.
2. What did Descartes think about our senses, and how did that lead him to his central philosophical belief?
3. What two big questions did Hume ask?
4. What is "empiricism"?
5. Explain what Hume's philosophy says about the soul.
6. According to the lecturer, why do business students have to take a philosophy class? What do they learn?
7. According to Hume, how do we know that the sun will rise tomorrow?

Follow-Up

After you've written the test, go through their notes to see how they did. Make note of strengths and weaknesses so that you can discuss them and work on them before the next lecture. Students often do poorly on the first test because they are not ready for "thinking" questions; they just expect to copy their notes. So discuss the first quiz and point out that "thinking" questions are very common in class discussions and exams.

If students seem to need more practice, give them more opportunities; let them take notes from your own mini-lectures, other students' individual presentations, the tape from the textbook, or other lectures on tape.

Sample Lesson Plans: Note-taking

DAY 1

1. Students should have read **Chapter 3.1-3.4** as homework.
 - 1) *What are lectures for and why do you take notes in lectures? (3.1)*
 - 2) *How can you be a good note-taker?* Write students' advice on the board. Make sure they've covered all the advice from **3.2-3.3**
 - 3) *What do you write down when you listen to a lecture?* Go through lecture signposts (see **3.4**).

MAIN IDEA VS. SUPPORTING DETAILS. Many students get bogged down trying to write down all the numbers and details, but the speaker usually gives these details so that students have enough time to write down the main ideas. If the speaker wants you to know the details, they will be repeated.

Also discuss...

- *What do you write when the instructor has slides?*
 - *What do you write when the instructor writes on the board?*
 - *What do you do if the lecturer gives you an outline handout? (Is it enough?)*
- 4) *How to write – do you write complete sentences? Do you worry about grammar and spelling?* Write for yourself, whatever you will understand later.
2. Get out course book and look at **Chapter 3**.
 - 1) Go over what an "abbreviation" is. Look at **3.5** and decipher the abbreviations.
 - 2) There are some common symbols that may be useful. Do **3.5 Exercise 1**. In pairs, students write what they think the symbols could mean. Go over it as a class or give [NoteTaking/Chapter3Answers](#) to students. (But really, there's no right answer; everyone has own individual note-taking symbols).
 - 3) Do **3.5 Exercise 2** in pairs.
 - 4) In pairs, students explain what the lecture in **3.6** was about – using their own words.

DAY 2

1. Give students a mini-lecture so that they can practice taking notes. I usually give a lecture on "why Americans own guns" ([ListeningNoteTaking/minilecturenotes](#))– so that when we listen to chapter 9 in the textbook, they understand it better.
2. When finished, ask for questions. Remind them of the importance of asking questions if they do not understand something.
3. Put students in pairs to compare notes.
 - 1) Determine whose are the most organized, the most detailed, the most original, the best
 - 2) Let students help each other complete their notes
4. Collect their notes to look over so you can find strengths and weaknesses.
5. Page 117 in *Consider the Issues*. Discuss the statements in part B in groups and then report what they said to the class. Ask them to try to use information they learned from the lecture in their discussion, and also consider whether the situation is the same in the US and Slovakia:
 - 1) The only purpose of handguns is to kill people.
 - 2) Rifles are acceptable guns because they are primarily used in hunting.
 - 3) Gun manufacturers are responsible for crimes committed with guns.
 - 4) Everyone should have the right to a gun for self-protection.

DAY 3 (a week later)

1. Hand back their notes with a quiz about the lecture (my quiz for the Americans and guns lecture is at [ListeningNoteTaking/minilecturetest](#) if you want to use it).
2. Discuss the strengths and weaknesses of their notes and how to improve.

Chapter 4: Group Discussion Leadership and Participation

This assignment was originally created as a fun way to get students to “talk” in English, something they had been missing in Slovakia. However, it has the potential to be more controlled and/or academic – as much as you’d like it to be.

The idea is to have group discussions led by students so that the leaders practice the skills of moderating discussions, listening, and asking questions, and the participants work on expressing their own ideas and listening and responding to others.

Chapter 4 in the student guide reviews the purposes of discussion and the roles of leaders and participants. It contains some useful phrases as well.

Introduce the assignment during Week 5 and spread the discussions throughout Weeks 6-9. You could also introduce the assignment Week 1 if you want to spread discussions throughout the term. Each one should take about 20 minutes; sometimes they could last much longer if the students get into it.

There are a few ways to organize this assignment:

1. Students choose their own topics and purposes for discussion, so that each discussion is quite different. I have only used this option and generally had success. However, now students are also being introduced to discussion leadership in Level 5 and by the time they reach Level 6, they may have problems thinking of topics to discuss.

That’s why there is a Pre-Test ([GroupDiscussion/Pre-Test](#)) for the first day. It has a long list of topics which students can rate 1-5 based on their interest in the topic. Tally up their results, order them from most interesting to least, and put them on the assignment handout ([GroupDiscussion/DiscAssignment](#)). This will give them some ideas. Here are some of the various topics students have led discussions about in my classes. Not all of them were great, but they could have been.

- Level 6 – is it necessary?
- Private universities – what are students’ rights? Should students fail? Advantages and disadvantages of private education?
- Expectations from City University – have they been met?
- Catholic Church – is it time to change (female clergy, non-celibate clergy)?
- Roma in Slovakia – what can be done to improve their situation?
- The split of Czechoslovakia – what are its effects? Was it a good idea? Why did it happen?
- Bribery in health care – what is it, who does it, why, and how to stop it?
- Travelling and culture shock – what are your experiences? How can it be dealt with?
- Women in politics – do they have an equal chance? How can they become more involved?
- Children and sex – when should they start? What should they learn in school/at home?
- Marriage – what does it take to have a successful marriage? Sex before marriage? Living together before marriage? What is a good age to get married? Marriage to someone of same educational, cultural, social, and racial background? Same age or not? Man older? Same religion or not?
- Reality shows
- U.S. visa regime – why is it like it is? Does it make sense? What must be done to make it easier to get a U.S. visa?
- Unemployment – why does it exist, who is affected most, how can it be lowered?
- Do you think that young Slovaks have a responsibility to stay in Slovakia and help their country or is it OK for them to move to other countries? Why? What’s your plan?
- Traditions – what are they? Why are they dying? How can they be saved?
- Development of suburbs, shopping malls

- Equality at work for women and men – does it exist? Can it? Pay? Promotion? Coming back after childbirth? What can be done?
 - Most countries give young people rights as they reach a certain age. For example, British people can legally make love or fight for their country at the age of 16; they can drink, vote and drive a car when they are 18. Does your country have similar laws? Do you think that any of the age limits need changing?
 - Military and/or community service for young people
 - Effect of computers on society
 - What kind of aid should the governments of rich countries give to poor countries?
 - The media – how much freedom should reporters and photographers have? Should they respect private lives of famous people? Should they go to war? Does media bias exist? Ownership of media – are a few large monopolies OK? What can be done to ensure freedom of the press and lack of bias?
 - Public vs. private television: Public TV – who pays for it? What’s on it? What should be shown on state-funded TV? Advertising on public TV?
 - Censorship on TV. In Britain, there are restrictions on what can be screened on TV before 9 p.m. Should there be such restrictions? What? When? Where? Why? How?
 - Divorce – why is the rate so high? Why do couples get divorced? How can it be lowered?
 - Language learning – what’s the best way to do it? Are you satisfied with how it’s done in your country? At your school? What’s more important – fluency or accuracy?
 - HIV testing – compulsory? Where? When? Why?
 - Medical care – what is “good” medical care? Do Western doctors prescribe too many drugs? What else can be done?
 - Use of animals for medical research
 - Traffic congestion – why? How can it be stopped? – road tax, higher gas prices, parking fees, toll roads, banning of cars from city and town centers?
 - European Union membership for Slovakia – results after two years? Was it worth it? What can we expect in the future?
 - Death penalty – what is it? Why do some states have it? What are the advantages? What are the arguments against it? How can it work?
 - Graffiti – is it a crime? How to deal with it?
 - Relationships – why do people commit adultery? What are the consequences? Can you forgive someone who has betrayed you?
 - Cell phones – how have they changed our lives? For the better? For the worse? How can we stop them from controlling us? Where/when should we and shouldn’t we use them?
2. Give students a purpose (i.e. all discussions must be problem-solving) and let them choose their own topics. This gives them a little more structure in choosing a topic and leading the discussion. If you want all discussions to be problem-solving ones, **4.5** of the student guide offers tips on this.
 3. Prepare discussion topics (to match what is happening in class) and let students sign up for them. You could design all the discussion topics yourself. The textbook offers discussion questions twice in every chapter and a group activity at the end of each chapter. The DiscussionActivities folder has various discussion activities containing many topics. Or come up with your own topics. Then schedule discussions throughout the term when the topics are appropriate.

Setting up Group Discussions

When you introduce the assignment, it helps a lot to lead an example discussion yourself. Put students in a circle in the middle of the classroom and come prepared with sources you used and a basic discussion plan so that you look prepared and knowledgeable. You could lead a discussion on anything – match what you are requiring from this assignment. Some options:

- Scholastic honesty (discuss types of cheating and plagiarism, why students do it (could bring up statistics that show it is increasing on US college campuses), and

what can be done to lower the amount of cheating/plagiarism – bring up a few ideas like an honor code, punishment, acceptance...)

- A discussion based on one of the units in the textbook.
- A topic that isn't one of the great interests of the class (so you don't ruin further discussion) but that you can get them to discuss.

Before your discussion, go over the role of participants (the students could read that section the night before). After your discussion, go over the role of the moderator and discuss what you did well and badly. Then assign the group discussions with [GroupDiscussion/DiscAssignment](#). There is a list of steps for students to follow which can be altered.

Have students sign up for a discussion date, but warn them that time may run out and they could go the next day. I usually ask for a volunteer to go first – with extra points if the student allows me to use his/her discussion as an example of what to do and what not to do.

It is also be a good idea to ask for students' topics the week before they lead their discussions. This will ensure that they prepare and don't embarrass themselves with a non-discussible topic. To make this more academic, you can also require students to provide an article related to their topic for the class to read as homework before the discussion.

During the next week, do various discussion activities with students in small groups – there are many in the [DiscussionActivities](#) folder of the handouts. I always use [DiscussionActivities/DevilsAdvocate](#) and [DiscussionActivities/PhraseCards](#) to give them practice supporting their own opinions, responding to others' opinions, and challenging others' thinking gracefully.

During the Group Discussions

On the day of discussions, have students put their chairs in a circle in the middle of the class. Join them in the circle as well.

On the board, you could write some of the phrases from their student guide (and even offer extra points to those who use them).

During the discussion, you are just another participant (but you're also taking notes on the grade sheet). Answer when asked a question but generally stay out unless you think something really must be said. It's up to you how much you want to help the discussion leader.

As for grammar, vocabulary, and pronunciation, I generally don't intervene until afterwards unless the error is really bad and important (for example, in a discussion about abortion, the students kept using the word "interruption" – as it is called in Slovak). Instead, I just make notes of some common errors.

Another tricky part is how much to share your own opinion. Some books recommend avoiding topics that you yourself would not want to share your opinion about with the class (that's where the topic approval comes in). There's always the possibility of pretending neutrality if necessary ("I see both sides – I just don't know"). Students do appreciate honesty, however, even if you disagree.

Grading Criteria for Discussion Leadership

These are the criteria on the handout [GroupDiscussion/DiscAssignment](#):

- **Development of Topic (30):**
Topic: The topic is advanced, discussible, relevant, and interesting for the participants. It can be covered in the time period – it's not too general or narrow.

Preparation: You know the topic well. You provide a clear introduction and are ready with explanations, facts, examples, alternatives, or more questions if necessary. You have a basic plan for achieving the purpose, but you are flexible.

Purpose: The discussion has a clear purpose. At end, it's clear discussion achieved its purpose.

Completeness: You ensure that the topic is fully discussed.

Progression: You keep the discussion moving toward its conclusion. It follows a logical, clear order. You use transitions, summaries, and questions to move forward. You keep the discussion on topic.

- **Leadership (25):**

Questions: You ask clear, answerable questions that move the discussion forward. You use few yes/no questions. You use follow-up questions to ask for explanation or examples. You ask for participants' reactions to what someone said. Your questions create a discussion among participants, not silence or a question&answer session between you and them.

Participation: Everyone participates. There is almost equal participation among participants. You use eye contact, names, repeated questions, pauses, restated questions, encouraging noises, respect, a smile, and polite interruptions to ensure equal participation.

Control: You are clearly in control, but you don't dominate. The participants only use English. You handle disputes, rude comments, and jokes.

- **Verbal Communication (15):** You speak loud enough, not too fast or slow, with proper intonation and word stress. Your voice is natural and conversational. You speak smoothly and use pauses well. You are completely understandable.
- **Non-Verbal Cues (10):** You use appropriate and effective gestures, eye contact, and facial expressions to show your interest, keep the discussion moving, and encourage participation.
- **Grammar/Vocabulary/Pronunciation (20):** You use appropriate vocabulary for the situation and participants. You pronounce words correctly. You use correct and native-like grammatical structures. You make few simple errors. Your English is at university-level.

Grading Criteria for Discussion Participation

Students should also be evaluated for their participation. This is a much simpler process. There are two criteria to pay attention to

- **Contribution:** Listen carefully; express opinion and experience; stay on topic; make good points; respond to what others say; and test others' thinking.
- **Communication Skills:** Speak loudly, naturally, and clearly; be friendly, tactful, cooperative, and flexible; make eye contact; be understood by others; and use proper grammar, pronunciation, and vocabulary.

Grading Discussion Leadership

The Group Discussion grade consists of Leadership (67%, or 10% of the class grade) and Participation (33%, or 5 % of the class grade).

There are two grade sheets to use or modify or you can create your own using the above criteria for both leaders and participants. The grade sheets differ in dealing with the leader's grading. [GroupDiscussion/DiscGradeSheet1](#) is for those who prefer to assign the number grade holistically for each category, while [GroupDiscussion/DiscGradeSheet2](#) breaks each category down into smaller quantities.

Make notes on the grade sheet during the discussion. Grade Sheet 1 offers descriptions to circle, while Grade Sheet 2 only has numbers to circle and room for comments. If it's a really good discussion, you'll find that you have neglected to make any notes. As soon as possible after the discussion, get the number grades on the grade sheet.

- Development of Topic – If you have chosen the topic or approved the students' topics, then there shouldn't be a problem with the topic or purpose. What's important here is whether the leaders are able to create an in-depth discussion of the topic and still move the discussion along to achieve that purpose. They have to challenge the participants to think further.
- Leadership – This category is really about getting people to talk. Reward those who hold discussions in which everyone participates, particularly if that participation is almost equal. Look to see which strategies they attempt to get their classmates' participation and give some credit for trying even if they are not successful. As for control, if you don't feel the need to intervene, the leader is doing a good job.
- Verbal Communication, Non-Verbal Cues, and Grammar/Vocabulary/Pronunciation should be graded as they are in presentations. It's important that students use these to get the class's participation, and in the case of grammar, vocabulary, and pronunciation, that the participants understand what the leaders are saying. If leaders are well-prepared, there should be no problems with vocabulary and pronunciation since they had time to look up the correct versions. Since verbal communication and non-verbal cues have been stressed in this class, you should be strict with these.

It's easy to forget what a discussion leader did during a discussion, especially if s/he was really good and almost unnoticeable. So get a few quick compliments on the page before the next activity starts and write them more clearly when you have time.

Grading Discussion Participation

Both grade sheets have the same participant evaluation grid. The side has spaces for the names of all your students and then a line for comments or marks.

It is difficult to monitor what 12 students are doing and saying during a group discussion. I usually just give students a "+" for a good comment, a "√" if their comment does not add to the discussion or had to be forced out of them, and a "-" if they do or say something inappropriate. Judita Wursterova suggested only grades the participation of two students during each discussion – without telling the participants whom you are evaluating. This really ensures participation.

If a student is not at the discussion, then s/he gets a zero for the whole discussion (another way to encourage attendance). For those who do not speak, they should get also get a zero, or maybe a 25 for being there. If someone speaks once, but had to be asked to speak, I give about a 50. Those who contribute more than once get 75 or more, depending on the depth, thoughtfulness, and effectiveness of their participation. It is rare but possible to have a discussion where all the participants get 100 – the leader should be rewarded for that as well.

Keep a record of the participation grade from each discussion, and after all the discussions are over, tally the participation grade and turn it into a percentage.

Follow-Up

After each group discussion session, go over common problems with grammar, vocabulary, and pronunciation. You could do it immediately or the next day. Here are some things to do:

- Put a list of phrases/sentences on the board and ask students to decide which ones are correct and aren't.
- Write words on board, pronounce them in different ways, and ask which is correct.
- Put up incorrect forms and ask students to correct them.
- Ask student for alternatives to words/expressions used in the discussion.

- Create an activity or worksheet based on their common problems.

Sample Lesson Plans for Discussion Techniques

DAY 1

1. Do Devil's Advocate to get students to express opinions, support them, and respond to others' arguments. [DiscussionActivities/DevilsAdvocate](#) has a full explanation. The end of this activity, when half the class must argue against the other half, is a good way to show the need for a discussion leader.
2. Filler activity (if necessary)
3. Homework: Read **Chapter 4**.

DAY 2

1. Example Group Discussion. Students sit in circle in middle of classroom. Explain that you are going to lead them in a group discussion. Come prepared with sources you used and a basic discussion plan so that you look prepared and knowledgeable.
 - 1) *What is the point of a group discussion? (4.1)* (not just to go around the circle and get everyone's opinion "I think that..." "I think that..." A goal should be achieved. "Some people are for capital punishment, and some people are against it." That is NOT a conclusion. That was obvious before the discussion. Come to some conclusion or solution).
 - 2) *What is their responsibility as participants in such a discussion?* Get their responses and make sure to cover what is in **4.2**.
 - If you have something to say, say it!
 - If you're shy, get the leader's attention so she/he will call on you
 - Listen objectively to other opinions
 - Respond to what others are saying
 - Ask questions if you don't understand
 - Stay relevant to the current topic of discussion
 - Don't say everything on your mind at once
 - Don't bring up minor, stupid issues just to be funny or irritating
 - Don't say what was already dealt with
 - Let everyone participate; don't monopolize the discussion
 - Be polite
2. Instructor leads discussion.
3. After the discussion is over, ask them for comments about it. Be sure that things that didn't go well are also discussed.
 - 1) *What was the purpose of the discussion? How do you know?*
 - 2) *Did the discussion achieve its purpose? Why or why not? (4.3.6)*
 - 3) *Why did I choose this topic? What made it a good topic? (4.3.1)*
 - 4) *Was I prepared and organized? How do you know? (4.3.2)*
 - 5) *How did I begin the discussion? Why was that good (or bad)? (4.3.3)*
 - 6) *What kinds of questions did I ask? What kinds of questions got people to talk? What are good questions? Did I have to ask questions all the time or was I able to get a discussion going that didn't require my involvement? (4.3.4)*
 - 7) *How did I control the progress of the discussion? What did I do to make sure the discussion kept going and reached its conclusion? (4.3.5)*
 - 8) *Did everyone participate? Who spoke the most? Who spoke the least? What did I do to get everyone to participate? How did I get people to talk? (4.3.8-9)*
 - Eye contact
 - Using people's names
 - Pausing
 - Smile

- Asking same question in a different way
- Asking same question to different people
- Trying to find people who disagree
- Stopping those who spoke too much
- Asking people about personal experiences
- Acting interested in what people were saying

9) *What did you notice about my voice and body language?* (4.3.10)

4. Prepare the hand out GroupDiscussion/DiscAssignment. (Put the results of the Pre-Test on the assignment handout.) Students can read it as homework if there's no time to go over it.

DAY 3

1. Go through assignment with students.
2. Discuss possible topics.
3. Discuss grading. Thoughtful participation is necessary.
4. Small group discussion activity. Put the class in groups of about 4. Choose a different leader for each discussion.
 - ◆ DiscussionActivities/PhraseCards. This activity makes the students listen to what the others are saying and it gives them useful phrases to use in a discussion.
 - ◆ Activities/ShortDiscussion has a few alternatives and provides a lot of possible discussion topics.
 - ◆ Activities/HypotheticalSituations could also work
 - ◆ Activities/EthicalDilemmas is possible if there's enough time
 - ◆ Or discuss a topic from *Consider the Issues*

You can also use these whenever you have free time in the upcoming weeks.

FIRST DISCUSSION

1. Put useful phrases and expressions on the board.
2. Use GroupDiscussion/DiscGradeSheet to evaluate leader and participants.
3. For first (and maybe second) discussion only, go over the discussion with the students – its development, content, conclusion, leadership, etc. – and get them to help point out what was well-done and what needed improvement. Give the leader extra points for being a willing victim, and remind the others to follow the good examples.
4. Go over vocabulary/pronunciation/common grammar problems.

Chapter 5: Group Presentation

The presentations in this class culminate with a group presentation in Week 10. It can be a traditional presentation or a debate – the choice is yours.

In both assignments, the topic is a controversial issue. In the group presentation, students will choose their own side, while in the debate, each team will be assigned a side (after filling out a questionnaire to help match them). The goal is to inform the audience about a topic and persuade the audience of the group's position. The group must argue for its position using strong arguments supported by logic and evidence found in source material. In both, the student must focus on engaging the audience.

The debate provides more structure and also the opportunity for two teams to interact, while the group presentation gives students a chance to be creative.

There are two main ways to organize this assignment:

1. **Provide students with source material:** We have created topics for the students and made a packet of source material for each topic. These 20 or so pages contain various high-quality sources (some edited for length) from the Internet, periodicals, and online database. They are all in their original form so students get used to working with these materials. The packets give students enough information about the topic and arguments on both sides of the issue. Each student gets the packet for his/her topic and is expected to do all the reading. The groups then create their presentation/debate based on what they have found (although they are welcome to do further research). In this way, we can truly see whether they understand the topic or not and how they use source material. It also ensures that they use advanced sources. Another benefit is that the students' Writing final can consist of essay questions about their group presentation topic. They must use material from the source packet in their essay (and cite it correctly) and also create a reference page for their essay. Some of the group presentation topics we have used:

- Should China continue its one-child policy?
- Is globalization a positive or negative force?
- Should nations sign the landmine ban treaty?
- Should the United States continue its trade embargo against Cuba?
- Should Europe welcome more immigrants?
- Should tobacco sponsorship/advertising be allowed at sports events?
- Despite its human rights record, was Beijing the right choice for the 2008 Olympics?
- Should commercial whaling (hunting/killing whales for profit) be allowed?
- Should Internet companies work with governments to censor material and provide information about lawbreakers (such as Google and Yahoo in China)?
- Should governments ban soft drink vending machines from secondary schools?

Talk to the 6 Writing teachers to see if they are interested in this. The source packets can be used again and again and will always lead to different presentations and essays. If you're in Slovakia, some of the above packets are still usable.

2. **Have students do their own research.** With this option, students choose their own topic and do their own research. Choosing their own topic may make the students more enthusiastic about the presentation, but it also requires more work from them. You could give them a list of possible topics to help them. The handout [Debate/PossibleTopics](#) has a long list of topics which you could add to, modify, and limit to give students choices. Some of these topics may have been research paper topics in Level 6; you'll have to decide whether you'll allow repetition of topics.

5.1 Group Presentations

In groups of four (three if necessary), students should give a persuasive extemporaneous presentation. They should prove that they have mastered the presenting skills reviewed in Level 6 by giving a professional, creative, engaging, persuasive presentation.

Chapter 5 in the student guide has a short section (5.1) which gives requirements for group work in presentations and some suggestions for making group presentations great.

Assign the group presentation in Week 6. In Week 10, students can give their presentations during a class session and during the final session.

Setting up the Group Presentations

In Week 6, assign the group presentation. Get students into groups as soon as possible so they can choose a topic. If you are giving them source packets, hand them out in Week 6. If the students are choosing their own topics, demand a firm topic by the end of Week 6.

The handout GroupPresentation/GPAssignment (there are two of these: one for students who choose their own topics, and one for students who get source packets) provides students with the basic information, a checklist, and the grading criteria. The checklist gives guidance about what the groups should be doing and when, but there are no due dates.

Ideally, they should do the reading, and researching if necessary, in Weeks 6-7. By Week 8, the group should determine what their opinion of the topic is. Remind them that it is a persuasive presentation, so they need to have an opinion. They cannot just present both sides of the issue and let the audience decide. By Week 9, they should have an outline.

However, you should not have to check up on them. The students are on their own. This is their last presentation in the IEP and it's their chance to prove that they have mastered giving presentations. Their presentation should be organized, professional, informative, creative, and interesting, and they should be confident, natural, knowledgeable speakers. They should work on improving whatever the weaknesses of their individual presentation were. And they should do this all on their own – as they will have to do in their university studies.

At this time, you should also do some work with visual aids (1.13) – Impromptu/VisualAids is a good impromptu presentation – so that students use good aids in their presentation.

You will also need to talk more about using sources in a presentation (1.8): citing (when, how, and what to cite), explaining how the source material supports the point, and presenting evidence (slowly, clearly, repeating important information).

If they didn't do the individual presentation, also talk about how to deal with audience questions (1.21).

Keep reminding them of their group presentation by naming it as homework every night. At the beginning of Week 9, find some time to talk about it briefly in class – to remind them that it exists, point out the requirements again, and discuss how they could make their presentation more interesting, original, and creative. Push them to make their presentation interesting to the audience – they can be creative even within a professional, organized presentation.

During the Group Presentations

In Week 10, students should give their presentations. They can draw numbers out of a hat earlier so that they know when they will go, or you can tell them all to come prepared on the first day and draw names then.

Time each presentation and have a strict rule about time (this encourages them to practice). Timing should end with their conclusion – don't include the question session in it.

Get students' input by giving 3 students a peer feedback form ([GroupPresentations/GPPeerFeedback](#)) to fill out during the presentation.

After the presentation, you could collect the students' note cards and sources if necessary.

Grading Criteria

This is what the students will see:

- **Content (45):** Does your presentation answer the question clearly, completely, and logically?
Organization: Is there a clear intro/body/conclusion? Attention-getting introduction? Is your thesis clear? Are your points stated in the intro and conclusion? Do you have transitions between points? Is there a strong closer (does the audience know when the presentation is over)?
Arguments: Do you have excellent knowledge of your topic? Is your opinion clear? Do you have strong, relevant arguments for your opinion? Did you find the best arguments?
Support: Do you use information from sources correctly? Do you have enough information? Do you integrate information from different sources? Do you support each argument well with your facts, examples, and details? Is all your information relevant to the thesis?
Visual Aids: Are visual aids appropriate, prepared, and effective?
Group Work: Is it ONE presentation? Are there smooth transitions between speakers? Does everyone speak an equal amount of time? Is everyone involved in visual aids? Does it seem like you practiced? Is everyone an expert on the topic? Does everyone answer questions?
- **Audience Analysis (15):** Does your presentation engage the audience? Is it an interesting, in-depth, advanced, presentation that interests the audience? Do you do everything you can to make the audience interested? Do you involve the audience with discussion or questions? Do you use creative, original ways to bring the topic to your audience? Do you make the topic relevant to the audience?
- **Verbal Communication (10):** Do you use voice to get & keep audience attention?
Volume: Do you speak loudly? Do you change volume when appropriate?
Rate: Is your speech not too fast or slow? Do you change your speed to be more effective?
Intonation: Do you use intonation? Do you put stress on key words and ideas?
Rhythm: Do you avoid "uh" or "um"? Do you use pauses well? Do you sound natural (not memorized)? Do you speak fluently or hesitantly? Do you have variety in your voice?
Clarity: Is your voice understandable? Do you articulate well? Do you speak clearly, especially when saying important facts and ideas?
- **Non-verbal cues (15):** Do you use non-verbal cues to get & keep audience attention?
Eye Contact: Do you make eye contact with everyone? Do you interact with the audience through eye contact?
Gestures: Do you use your hands appropriately?

Manner: Is your posture good? Are you enthusiastic and alive? Do you use facial expressions? Are you relaxed and confident?

Appearance: Are you dressed appropriately?

- **Language (15):** Do you use language appropriate for the audience and situation?

Pronunciation: Do you pronounce words correctly? Did you look up the correct pronunciation before your presentation?

Grammatical Control: Do you make few noticeable grammar mistakes? Is your English understandable to the audience? Do you try to use native-like structures?

Vocabulary: Do you use the correct vocabulary? Do you explain unknown words? Do you use specific, familiar words? Is your vocabulary appropriate for the audience?

These are other warnings that I add which you may want to deal with in your own way:

- No late presentations will be accepted.
- Plagiarism will result in a zero on the assignment.
- You may only have note cards with outlined words/phrases in your hands.
- You will lose 10 points for a presentation that's too long or short.
- You will lose points if the speaking is not divided equally among your group.

Grading Group Presentations

You can decide whether to give everyone in the group the same grade, or whether to give individual grades for presentation delivery (language, non-verbal cues, and verbal communication) and a group grade for content and audience analysis. It's hard to keep track of everything during a presentation, which is why a group grade is easier. Plus, if students know that they will all have the same grade, they will be more likely to practice before the presentation and help each other.

GroupPresentations/GPGradeSheet1 breaks each category down into smaller quantities and you just have to circle the number and make some comments. Use or modify it to work best for you.

5.2 Debates

If you choose to do a debate instead, you will have to guide your students a little, but the debates are usually more exciting than the presentations.

In teams of two, students will debate a controversial issue. This assignment involves an extemporaneous presentation, question and answer sessions, and two impromptu-like presentations, so students will prove that they have mastered the speaking and listening skills covered in Level 6.

Chapter 5.2 in the student guide explains the debate format in detail. It's a modified format that will fit in a 60-minute class and cover the skills we want our students to show.

Setting up the Debates

Because of the preparation involved, it may be more productive just to give students source packets for this rather than having them do their own research.

In Week 6, give students a questionnaire with 5-7 possible debate topics on it. See Debate/TopicChoice for an example. From this, you can put students in pairs based on their opinions. For each topic, there should be two pairs – one for and one against. I usually try not to give someone an argument they disagree with, but if you have to, explain that arguing for something you disagree with really strengthens one's abilities.

Hand out the source packets in Week 6, or get the students moving on their research in Week 6. Also give them the handout [Debate/DebateAssignment](#), which has the basic information, a checklist, and the grading criteria. The checklist gives guidance about what the groups should be doing and when, but there are no due dates. Don't discuss details about the debate yet; it's too much to remember. Instead, get the students to finish their research and reading by the end of Week 7.

In Week 8, ask the groups to create a list of all the arguments they can think of for and against their side. It's a good idea to look at their arguments and challenge their logic and depth. Push them to think more deeply about their topics by asking more questions, not giving them the answers. Also start getting them to think competitively – remind them not to discuss the debate with their opponents.

The students should read **5.2** about debates now, so you can start explaining the process of a debate, starting with the opening arguments. Go over this first, longer, extemporaneous speech with them. It should basically be a persuasive presentation using their strongest arguments supported by good evidence.

Talk a lot about how to support arguments, what type of evidence to use, and how and when to cite source material (**1.8**). They have worked on these things in Levels 5-6 Writing and now should see that they hold true in speaking too. However, there are differences in the way arguments are presented in writing and speaking, so discuss how to make an oral argument more effective. Now is a good time to go over visual aids (**1.13**) and practice using them with [Impromptu/VisualAids](#).

By Week 9, they should have a detailed outline of their opening arguments speech. I usually agree to look at it if a group has it ready on Tuesday. In this week, you should be able to go through all the other parts of the debate with them. They usually don't have problems with the cross-examination. With the rebuttal, remind them to state the other side's argument first before refuting it so that it's clear to the audience. As for the conclusion, they should be aware that it's very important – the last thing the audience remembers – so it should be strong and complete, not a 32-second summary. **5.2** has tips for success.

Students should give the debate in Week 10. If you have a large class, you may need to schedule a debate in Week 9 or cancel a class in Week 9 and schedule an additional class in Week 10.

During the Debates

Before the debates, hand out a questionnaire ([Debate/PreVote](#)) asking each student their opinions about the debate topics. Give them three choices: yes, no, or undecided.

Put the result for each topic on the board before the debate about that topic so the debaters can see what they are up against. Also put the debate steps and time limits on the board.

As the moderator, you will need to introduce each topic briefly (don't say too much because the students will introduce it in their speeches too) and keep time. Or you could ask a student to be timekeeper – to give a one-minute warning by waving a hand and then to call out "stop" during each speech.

Lead the debaters through by telling them what to do next or who speaks next.

At the end of the debate, hand out a questionnaire asking the audience what their opinion about the topic is now, who they think won the debate (regardless of their personal opinion), and why they think that team won. See an example at [Debate/PostVote](#). Tally up the results and put them on the board.

Grading Criteria

The basic criteria are the same as the group presentation, but they have been arranged differently so that it is possible to grade the debate part by part. This is what students can see on the handout Debate/Assignment:

Arguments (25%)

- | | |
|--|---|
| <input type="checkbox"/> visible preparation and practice | <input type="checkbox"/> citation of source material |
| <input type="checkbox"/> intro, body, conclusion, transitions | <input type="checkbox"/> enough explanation |
| <input type="checkbox"/> sophisticated understanding of topic | <input type="checkbox"/> engagement of audience's interest |
| <input type="checkbox"/> clear thesis throughout | <input type="checkbox"/> stress on important information |
| <input type="checkbox"/> logical arguments | <input type="checkbox"/> effective visual aids |
| <input type="checkbox"/> enough support for each argument | <input type="checkbox"/> strong closer |
| <input type="checkbox"/> strong, relevant evidence – facts, examples, statistics | <input type="checkbox"/> time used wisely |
| | <input type="checkbox"/> effective use of note cards |

Questions/Answers (10%)

Questions

- show preparation
- respond to what was said in arguments
- make a point
- show thoughtfulness
- hurt other team's arguments
- maintain question form
- maintain control of session

Answers

- show preparation
- respond to question
- make a point
- show thoughtfulness
- help your arguments
- complete explanation

Rebuttal (15%)

- | | |
|--|--|
| <input type="checkbox"/> has intro, body, conclusion, transitions | <input type="checkbox"/> provides evidence (facts, examples, statistics) |
| <input type="checkbox"/> responds to issues raised by opponents | <input type="checkbox"/> explains everything |
| <input type="checkbox"/> refers clearly and fairly to other team's arguments | <input type="checkbox"/> undoes damage from previous rounds |
| <input type="checkbox"/> has relevant, logical counter-arguments | <input type="checkbox"/> engages audience interest |
| <input type="checkbox"/> has enough support for each] | <input type="checkbox"/> uses time wisely |

Conclusion (5%)

- | | |
|---|---|
| <input type="checkbox"/> summary of strongest points | <input type="checkbox"/> leaves no unanswered issues |
| <input type="checkbox"/> appeals to the audience | <input type="checkbox"/> gives audience something to remember |
| <input type="checkbox"/> is organized | |

Language (15%)

- correct pronunciation
- proper vocab (**specific, familiar to audience**)
- explanation of unknown words
- appropriate vocabulary for the audience
- avoidance of slang
- few noticeable grammar mistakes
- understandable English (**for the audience**)
- native-like structures (not direct translations)

Audience Vote (5%)

You will get a percentage based on the audience's assessment of the debate.

There are other warnings which I add which you may want to deal with in a different way:

- ◆ You must stop immediately at the time limit for each part. The moderator will give you a one-minute warning and then call out "Stop" at the end. Failure to follow the moderator's directions will result in a lower grade for all.
- ◆ All team members should be involved in the Opening Arguments, impromptu speaking (Rebuttal and/or Conclusion), visual aids, and Cross-Examinations. Highly unequal participation will mean a lower grade for all. Make sure everyone talks!

- ◆ Using a written speech will result in a zero on the speech.
- ◆ Plagiarism will result in a zero on the assignment.

Grading Debates

It's difficult to give any separate grades here, so most likely the partners will get the same grades. [Debate/DebateGradeSheet](#) breaks each category down into smaller quantities and you just have to circle the number and make some comments. However, it's still rather complicated to keep track of both teams at once; write what you can and fill in the rest afterwards. If you have a simpler way of grading this, use it.

“Audience” is really stressed in the grading criteria so that students remember the presentation is for their classmates, not the teacher. If a team has not engaged the audience, it should not get a good grade.

Obviously, be tougher on the Opening Arguments than the Rebuttal and Conclusions, since they have had a few weeks to prepare that first speech.

Chapter 6: Week by Week Guide

The schedule below is for a class that meets for 65 minutes 4 times a week and has 12 students. The number of students, length of class, speaker availability, and choice of assignments play a great role in planning, so this schedule can't be followed exactly. However, you can get a basic idea of the course. The order of these lessons is not set in stone; many of them can stand alone, so you can throw them around as needed.

The Numrich book fits well in Weeks 1-4, but is more of an afterthought after that. There are a lot of "filler" slots where you can choose what to do: something from the textbook; an activity from the PronunciationActivities, DiscussionActivities, GrammarActivities, or PresentatnAnimatnActivites folders; or anything else that relates to the week's themes and/or the goals of the course. This is where you can really personalize the course to meet the needs of your students.

	Day 1	Day 2	Day 3	Day 4
1	Syllabus Pre-Test Introductions Eye Contact	Types of presentations Using note cards Using voice	Using body language Impromptu #1 Bells	Assign Indiv.Pres. OR Numrich, unit 7
2	Presentation Organization	Impromptu #2 (IndivPres Topic due)	Note-taking techniques Numrich unit 7, cont. or filler	Mini-lecture Numrich, unit 9
3	Confidence Impromptu #3	Numrich, unit 9 cont. (IndivPres thesis due) and/or filler	Guest lecture	Movement Impromptu #4
4	Audience Impromptu #4 OR Assign Interview	Devil's Advocate (IndivPres outline) OR Interview techniques	Listening Quiz #1 Numrich, unit 11	Numrich, unit 11 cont. and/or filler
5	Indiv Presentations OR Audience Impromptu #4	Indiv Presentations OR Devil's Advocate	Indiv Presentations OR Example Discussion	Example Discussion OR Disc leadership activities
6	Guest Lecture	Disc leadership/ participation activities and/or filler	Assign GroupPres. Numrich, unit 10	Numrich, unit 10 cont. and/or filler
7	Listening Quiz #2 Filler	Discussions (2) Filler	Visual Aids Impromptu #6	Discussions (2) Filler
8	Guest Lecture	Discussions (2) Filler	Supporting arguments with sources Filler	Discussions (2) Filler
9	Listening Quiz #3 Review GroupPres.	Discussion (2) Filler	Work on group presentations	Discussions (2) Filler
10	Grp Presentations	Grp Presentations	Grp Presentations	Grp Presentations

The following pages contain some more detailed notes about the schedule above for those of you who want more guidance.

Week 1

Hand out the syllabus and pre-test. Assign the individual presentation (if you are doing it and not the interview) and discuss how to choose a topic. Review eye contact, voice, and body language through various activities and Impromptu Presentation #1.

Assignment Handouts	Reading for Students
GroupDiscussion/PreTest Syllabus Impromptu/Bells Impromptu/BellsGradeSheet (IndivPresentation/Assignment)	1.1 Types of Presentations 1.3 Successful Extemporaneous Presentations 1.4 Presentation Topics 1.14 Using Note Cards 1.16 Verbal Communication 1.17 Non-verbal Cues

Day 1

1. Students fill out GroupDiscussion/PreTest.
2. Go over Syllabus. Some things to emphasize:
 - 1) Learning objectives: prepare for university studies in English; improve presenting skills, fluency, and confidence; improve English – listening/understanding and speaking without preparation.
 - 2) Especially prepare students for impromptu presentations.
 - 3) Class contribution – make your expectations clear (attendance, late arrival, using English, doing homework, etc.)
 - 4) Scholastic Honesty – discuss how it fits into an L&S class
3. Use filler activities for students to get to know each other and to discuss concept of eye contact (1.17).
 - ◆ One-on-One Eye Contact (DiscussionActivities/ShortDiscussion)
 - ◆ Wagon Wheel (DiscussionActivities/ShortDiscussion)
 - ◆ Various ice breakers (DiscussionActivities/IceBreakers)
 - ◆ Anything else

Day 2

1. Review types of presentations: oratory, manuscript, impromptu, extemporaneous (1.1)
 - *What are advantages?*
 - *What are disadvantages?*
 - *When should you use each type?*
 - *Which is best? (extemporaneous)*
2. Using note cards (1.14).
 - 1) Discuss why speakers use note cards. Best speakers are prepared – speak extemporaneously with notes. From this point onward, no memorizing presentations. Even in impromptu presentations, usually there is some time to make notes.
 - 2) *How can you make eye contact and look at your note cards at the same time?* Get advice from students and model good and bad behavior (have fun, be funny):
 - Hold note card in one hand.
 - Use other hand to gesture.
 - Be careful of gesturing with note card hand – the moving paper may distract the audience's attention
 - Hold notes where you can see them and make eye contact at the same time.
 - Glance at notes to get the idea and then go back to making eye contact. Don't keep looking at the note card.
 - Don't put note cards on a table – it's distracting if constantly leaning down

- 3) Do an activity/activities using note cards (and eye contact).
 - ◆ One-on-One Note Card Practice ([PresentatnAnimatnActivities/1on1NoteCardPractice](#))
 - ◆ Group Note Card Practice ([PresentatnAnimatnActivities/GroupNoteCardPractice](#))
 - ◆ Anything else
3. Voice – volume, rate, enunciation, clarity (**1.16**).
 - 1) *How do speakers have to change their voice to address a group and not just one person?*
 - 2) Demonstrate good and bad behavior (have fun, be funny).
 - Volume – loud. Never too quiet.
 - Clarity – clear. Open mouth fully - enunciate.
 - Rate – Not fast. Not too slow.
 - 3) Enunciation practice activity
 - ◆ Tongue Twister Presentation ([PronunciationActivities/TongueTwisters](#))
 - ◆ Back to back listening. ([PronunciationActivities/TrickyPairs](#))
 - ◆ Anything else
4. Voice – variety, intonation, word stress (**1.16**)
 - 1) Discuss how to be animated with voice in a presentation.
 - Intonation, stress – *what do these words mean?*
 - Change speed – *why? What should you say slowly? What quickly?*
 - Change volume – *why? What should you say loudly/quietly?*
 - Use pauses – *why? When?*
 - 2) Do an activity/activities to practice this. Be relaxed, have fun, encourage students to let go. Put students in pairs around the class – far from each other (this makes them less embarrassed and more involved) and switch them periodically during these activities.
 - ◆ [Presentatn/AnimatnActivitesOneWordConversations](#) is a good start.
 - ◆ [PresentatnAnimatnActivities/Oh](#) is a fun, memorable exercise to practice putting meaning into a spoken word. You have to express 10 different emotions using the word “Oh.”
 - ◆ [PresentatnAnimatnActivities/WhatShallWeDo?](#) is a dialog which helps students practice using their voice, gestures, and manner to convey meaning.
 - ◆ [PresentatnAnimatnActivities/HiHowAreYou?](#) is similar to What Shall We Do?.
5. Introduce the poem for Impromptu Presentation #1 (but don't mention that it will be used for a presentation). [Impromptu/Bells](#) has the poem and directions.

Day 3

1. Finish [Impromptu/Bells](#), covering body language (**1.17**).
2. Do Impromptu Presentation #1. Use [Bells/GradeSheet](#) or your own creation.

Day 4

- If doing Individual Presentation, hand out [IndivPresentation/Assignment](#) and go over the assignment, choosing a topic (**1.4**), finding sources, the grading criteria, and the next steps (**1.3**). See Chapter 2 in the Teacher Guide for more information.
- If doing the Interview, start listening to Unit 7 (or any other) in Numrich. Get the students focused on finding main ideas and knowing the difference between main ideas and details.

Homework

Read **1.2, 1.5, 1.6**.

Read **Chapter 3: Note Taking**

- Choose [IndivPresentation](#) topic.

Week 2

Review organization of a presentation and how to practice through Impromptu Presentation #2. Discuss and practice note-taking techniques. (Individual Presentation topic due.)

<u>Assignment Handouts</u>	<u>Readings for Students</u>
Impromptu/Extemporaneous Impromptu/ExtemporaneousGradeSheet	1.2 Successful Impromptu Presentations 1.5 Parts of a Presentation 1.6 A Presentation Outline 1.9 Useful Transitions for Presentations 1.14 Note Cards 1.15 Practicing Your Presentation Chapter 3: Note Taking

Day 1

1. Organization of a presentation. Go through the organization (**1.5, 1.6, 1.9**) with students so that they are prepared to give impromptu presentations (**1.2**). Impromptu/Extemporaneous has a lesson for this.
2. Students think they're going to give a presentation in front of the whole class...but instead give them in pairs and as homework, practice the presentation for the next day. Read **1.15**.

Day 2

1. Do Impromptu Presentation #2: Extemporaneous. See Impromptu/Extemporaneous for a grade sheet.
- If doing the Individual Presentation, collect students' topics.

Day 3

1. Note-Taking techniques. (Chapter 3 of the teacher guide has more information about this).
 2. Filler
 - ◆ Activities from Numrich, Unit 7 (or unit from last week)
 - ◆ Pronunciation Activity
 - ◆ Discussion Activity
 - ◆ PresentatnAnimatnActivity
- If doing the Individual Presentation, do a listening activity to get the students focused on finding main ideas and knowing the difference between main ideas and details.

Day 4

1. Mini-lecture for practice note-taking. It's good if it relates to a unit in textbook. The lesson in the teacher guide relates to Unit 9 in Numrich.
2. Discussion activity – related to topic of mini-lecture.

Homework

Read **1.7, 1.8, 1.10, 1.19, 1.20**.

- Individual Presentation thesis and main points.

Week 3

First guest lecture. Presentation sources, thesis, and main points due. Review confidence and movement during presentations through activities and Impromptu Presentations #3-4.

<u>Assignment Handouts</u>	<u>Readings for Students</u>
Impromptu/SalesGradeSheet Impromptu/ElectionGradeSheet	1.7 Planning and Outlining 1.8 How to Avoid Plagiarism... 1.10 Interesting Introductions 1.19 How to Have Confidence 1.20 What to Do If...

Day 1

1. Talk about confidence (**1.19**) and how to deal with nervousness (**1.20**) in order to do Impromptu Presentation #3 – Sales. Impromptu/SalesGradeSheet explains the whole presentation.

Day 2

1. Listening and activities from Numrich, Unit 9. or
 2. Filler Activity
 - ◆ PresentatnAnimatnActivities/InterestingIntros related to **1.10**
 - ◆ Anything else
- If doing Individual Presentation, get students' thesis/points and ask about sources. Go over plagiarism in a presentation.

Day 3

1. Guest lecture. Students take notes. Collect notes at end of lecture.

Day 4

1. Movement during a presentation. Do Impromptu Presentation #4: Election Speech. An explanation is at Impromptu/ElectionGradeSheet.

Homework

- If doing the Interview, read **Chapter 2** of the student guide.
- If doing the Individual Presentation, read **1.11, 1.12**.

Week 4

Assign the interview and go over interview techniques if doing the interview. If doing Individual presentations, discuss the importance of audience and do an impromptu presentation focused on audience. Do first listening quiz.

<u>Assignment Handouts</u>	Student Readings
(Interview/JobAnnouncement) (Impromptu/PersuasiveTopics) (Impromptu/PersuasiveGradeSheet) Listening Quiz #1	Chapter 2 Job Interview 1.11 Audience Analysis 1.12 Keeping the Audience's Interest

Day 1

- If doing Interview,
 1. Interview/JobAnnouncement. (See chapter 2.2 in Teacher Guide for more about this).
 2. Resumes.
 3. Filler Activity based on interviews.
- If doing Individual Presentation,
 1. Discuss the importance of the audience (**1.11**) and how to keep the audience's interest (**1.12**). Impromptu/PersuasiveTopics has a plan to follow and topics for the 4th impromptu presentation.
 2. Do Impromptu Presentation #4: Persuasive. Use Impromptu/Persuasive/GradeSheet

Day 2

- If doing Interview,
 1. The interview process (See chapter 2 in Teacher Guide)
 2. Practice interviews.
- If doing Individual Presentation, do discussion activities:
 - ◆ DiscussionActivities/DevilsAdvocate.
 - ◆ Anything else

Day 3

1. Listening Quiz #1. Hand back notes from first guest lecture and allow students to use their own notes as they take a quiz on the lecture from last week.
2. Numrich, Unit 11 listening and activities. Or
3. Filler Activity – Pronunciation, Discussion, PresentationAnimation.

Day 4

1. Continue with Numrich, unit 11, or a filler activity.
2. Prepare students for individual presentation or interview.

Homework

Prepare for Interview or Presentation.
Read **Chapter 4 Group Discussions**.

- If doing Interview, read **1.11, 1.12**.
- If doing Presentation, read **1.21**.

Week 5

Students do individual presentations. If doing interviews, discuss the importance of audience and do an impromptu presentation focused on audience. Assign group discussion leadership and do an example discussion. Start interviews outside of class.

<u>Assignment Handouts</u>	<u>Readings for Students</u>
(Impromptu/PersuasiveTopics) (Impromptu/PersuasiveGradeSheet) (IndividualPresentation/GradeSheet) (IndividualPresentation/PeerFeedback) (Interview/GradeSheet) (Interview/Questions) GroupDiscussion/DiscAssignment	1.11 Audience Analysis 1.12 Keeping the Audience's Interest How to Handle Questions Chapter 4 Group Discussions

Day 1

- If doing Interviews...
 1. Discuss the importance of the audience (1.11) and how to keep the audience's interest (1.12). Impromptu/PersuasiveTopics has a plan to follow and topics for the 4th impromptu presentation.
 2. Do Impromptu Presentation #4: Persuasive. Use Impromptu/Persuasive/GradeSheet
- If doing Individual Presentations, students present. Evaluate with IndividualPresentation/GradeSheet and get 3 students to evaluate with IndividualPresentation/PeerFeedback.

Day 2

- If doing Interviews, do discussion activities:
 - ◆ DiscussionActivities/DevilsAdvocate.
 - ◆ Anything else
- If doing Individual Presentations, students present.

Day 3

- If doing Interviews, do Example Group Discussion (see Chapter 4 in Teacher Guide) and assign discussion with GroupDiscussion/DiscAssignment.
- If doing Individual Presentations, students present.

Day 4

- If doing Interviews,
 1. Finish going over discussion assignment, example discussion, and discussion techniques (4).
 2. Do discussion-leading activity.
 3. Take some time to do interviews during class time.
- If doing Presentations, do Example Group Discussion (see Chapter 4 in Teacher Guide) and assign GroupDiscussion/DiscAssignment.

Office Hours

Conduct Interviews with students. Interview/Questions provides questions to ask. Use Interview/GradeSheet or your own alternative. See Chapter 4 in Teacher Guide for more advice.

Homework

Choose group discussion topic. Do research.

Read 5.1.

- Prepare for interview.

Week 6

Second note-taking lecture. Practice discussion leadership. Assign final project (group presentation or debate).

Assignments	Student Readings
(GroupPresentation/GPAssignment) (Debate/DebateAssignment) (Debate/TopicChoice)	5.1 Group Presentations 5.2 Debates

Day 1

1. Guest Lecture #2. Collect student notes at end.

Day 2

1. Discuss lecture delivery.
2. More discussion practice. Do filler from DiscussionActivities or the textbook.
3. Students fill out questionnaire (see Debate/TopicChoice) about possible debate topics if doing Debate.

Day 3

1. Assign groups for group presentation or debates.
2. Discuss topics – if you have determined them or possible topics – if students will choose. Get students' topic choices if they are choosing.
3. Go over GroupPresentation/GPAssignment (there is one for students choosing their own topic and one for topics already chosen by you) or Debate/DebateAssignment.
4. Put students in groups to do some initial brainstorming (their own ideas, without sources' help).
5. Filler activity or Numrich Unit 10 (or any other) if necessary.

Day 4

1. Numrich, Unit 10 (or any other) activities. And/or
2. Filler activity.

Homework

Prepare for Group Discussion.
Do reading and/or research for group project.
Read **1.13**.

Week 7

Listening Quiz #2. Student-led group discussions. Impromptu Presentation #6: Visual Aids.

<u>Handouts</u>	Student Readings
GroupDiscussion/DiscGradeSheet Impromptu/VisualAids Impromptu/VisualAidsGradeSheet Listening Quiz #2.	1.13 Visual Aids

Day 1

1. Listening Quiz #2.
2. Filler: Pronunciation, Discussion, textbook...

Day 2

1. Group Discussions (2). Use GroupDiscussion/DiscGradeSheet (there are two versions). See Chapter 4 in the Teacher Guide for more about grading discussions.
2. Filler Activity (if necessary).

Day 3

1. Using visual aids effectively. Impromptu/VisualAids has some aids to use.
2. Do Impromptu Presentation #6: Visual Aids. Use Impromptu/VisualAidsGradeSheet.

Day 4

1. Group Discussions (2).
2. Filler activity (if necessary).

Homework

Prepare for group discussions.
Finish reading and/or research for group project.
Write lists of arguments for and against your side in group project.

Week 8

More group discussions. Guest lecture #3.

Assignments	Readings for students
GroupDiscussion/DiscGradeSheet	5.1 Group Presentations 5.2 Debates 1.5 Parts of a Presentation 1.6 A Presentation Outline 1.7 Planning and Outlining 1.8 How to Avoid Plagiarism...

Day 1

1. Guest Lecture.

Day 2

1. Group Discussions (2).
2. Filler Activity if necessary.

Day 3

1. How to support arguments. Using sources in a presentation – when, what, how to cite. Review **1.5-1.8** and discuss using logic, evidence, and emotion further with students.
2. Let students work in groups on their GP or debate. Check their lists of arguments.
3. If doing the debate, discuss the Opening Arguments presentation in more detail.
4. Or...filler activity from handouts, Numrich, or elsewhere.

Day 4

1. Group Discussions (2).
2. Filler Activity if necessary.

Homework

Prepare outlines for Group Presentation or for opening arguments of Debate.
Start making visual aids.
Prepare for group discussions.

Week 9

More group discussions. Listening Quiz #3.

<u>Assignment Handouts</u>	Readings for Students
GroupDiscussion/DiscGradeSheet Listening Quiz #3	5.1 Group Presentations 5.2 Debates

Day 1

1. Listening Quiz #3
2. Filler Activity. Also could do a course evaluation for yourself here.

Day 2

1. Group Discussions (2).
2. Filler Activity if necessary.
3. If doing the debate, check outlines for Opening Arguments.

Day 3

1. Final preparations for group presentation or debate. Give students last warnings and advice. Check debate outlines.
2. If doing the debate, go over the other parts of a debate.
3. Let students work in groups on debate or presentation.

Day 4

1. Group Discussions (2).
2. Filler Activity if necessary.

Week 10

Wrap up course. Group presentations/debates.

<u>Assignment Handouts</u>
Group Presentation/GPGradeSheet GroupPresentation/GPPeerFeedback Debate/GradeSheet Debate/PreVote Debate/PostVote