

Notes for Public Speaking

Before you watch

A

This activity introduces the topic of preparing note cards before giving a talk.

1. Students discuss their experience with speaking in formal situations and note any strategies they have used to feel calm and confident. If you deliver this lesson online, use break rooms and set a timer for the discussion.
2. Students identify their approach to preparing for a talk, particularly the written preparation. They may select as many of the statements as apply to them. Give students a few minutes to go over the list individually and write down their answers. Then, put them in pairs or small groups so that they can discuss the different approaches they take.

Video

A

This activity is designed to check students' comprehension of main ideas. If you are teaching an online class, make sure you're sharing both the screen and the sound. Alternatively, you can ask students to download the video and play it on their own devices. Tell students to view the video and focus on the steps needed to create useful note cards: making outlines, selecting key words, finding facts and figures, inserting transition words and phrases, and practicing with note cards. Ask students to work individually or in pairs to order the steps as given in the video. Monitor and support. Check answers with the class. You can use the interactive feature of the worksheet and display the answers if you are teaching online or with an interactive whiteboard.

Key:

2, 9, 7, 3, 6, 1, 5, 8, 4

B

Have students watch the video again and listen for details about creating note cards for a talk. Ask students to work individually or in pairs to select the correct option. Monitor and support. Check answers with the class.

Key:

1. eye contact
2. remind
3. only key words
4. facts and figures
5. transitions
6. refer

Digital skills focus

A

This activity offers tips on using note cards for an online talk or presentation. Emphasize that using note cards should allow the presenter to look into the webcam and engage with the remote audience as much as possible.

If the students do not know the answers, encourage them to guess where to place note cards for easy reading and referral.

Key:

1. slightly above
2. close to eye level
3. webcam
4. cover
5. before

Language focus

A

This activity has two purposes. The text serves as a model for the student's own talk, and it focuses students' attention on transition words and phrases they can use in the Digital Communicative Task.

Tell the students to fill in the gaps to complete the sentences. Monitor and support. Finally, check answers with the class. Encourage discussion if there is disagreement or if students are not sure which is the best word to fill each gap.

Key:

1. Today, I'll be discussing
2. I'll be covering
3. Let me begin
4. For example
5. In addition to
6. This brings me to
7. My final point

B

This activity is designed to focus students' attention on more transition words and phrases they can use when giving a talk. Encourage students to use a dictionary, as needed, to find a definition and decide when the phrase should be used.

Key:

1. b
2. e
3. d
4. a
5. e
6. f

C

Have pairs or groups read the outline and discuss what they would write on note cards if they were giving a talk on this topic. Use breakout rooms if you are teaching online and set a timer for the duration of the group work. The outline needs to be shortened before note cards are prepared. Encourage students to select only the information they need to jog their memory while talking. Main talking points, transitions, and statistics should be on the note cards.

Key:

Student's own answers

Digital communicative task

A

This activity is designed to give students the opportunity to apply the communication skill in an online situation.

Divide students into pairs or small groups. They should choose a topic for an informational talk. Ask the group to write an outline for their talk, and research facts and statistics that will engage their audience. They will likely need time to do the research, and this should be included in the time allotted to the activity.

Once the outline is complete, students create note cards with key information and select transitions to guide their audience from point to point.

Students practice with the note cards as they give the talk to each other. Encourage them to adjust the order and content of the cards to find the most effective way to speak from their notes.

Students can do their planning in a breakout room and present their written document to you at the end of the breakout session.

B

Give students about 5 minutes to do a short talk while the rest of the class observes. Encourage students to use their note cards as needed. They should place their notes close to the webcam and maintain eye contact with the audience as much as possible.

Record their talks and analyze their use of note cards.