

Topic task: ISE III topic presentation structure

Level: ISE III

Focus: Topic presentation and discussion

Aims: To ensure students choose a discursive topic for the ISE III speaking exam and to familiarise students with the structure of a formal presentation

Objectives: Students consider the topic they would like to develop in the topic presentation and give an outline of the structure and content

Topic: Students' own choice

Language functions: Developing and justifying an argument, evaluating options, past actions/course of events and different statements, summarising, and expressing and expanding ideas and opinions

Lexis: Vocabulary related to topics chosen and signposting expressions

Materials needed: Student worksheets

Timing: 90 minutes

Preparation

1. Print or copy a student worksheet for each student.
2. Consider whether the topics in step 2 below are culturally appropriate for your students, and substitute them with others where necessary.
3. If possible, write the topics in step 2 on the board before the start of the lesson.

In class

1. Tell students that the first part of the ISE III Speaking & Listening exam is a four minute formal topic presentation. Explain that the presentation must be discursive in nature; that is to say it must include reasoning and argument, and not be purely factual.
2. Write the following potential topics on the board (substitute any that are not culturally appropriate with topics of your choice):
 - 1A. Recent developments in medical research
 - 1B. The use of animals in medical research
 - 2A. Christmas traditions
 - 2B. The true meaning of Christmas
 - 3A. My favourite TV show
 - 3B. The effect of TV talent shows on the music business
 - 4A. The history of rap music
 - 4B. Misogyny in rap music
 - 5A. My favourite film
 - 5B. Violence in films
3. Ask students to discuss in pairs which one in each pair is more appropriate and why.
Answer: The B versions are more appropriate in each case as they have the potential to be discursive whereas the A versions are likely to be purely factual.
4. Tell students they are going to plan a presentation on the first topic, 'The use of animals in medical research' in pairs. Give each student a worksheet. Give them 15 minutes to carry out task 1 in pairs.
5. Elicit answers from the class and write on the board as below. A suggested model answer is on page 45.
6. Tell students they are going to think about what linking expressions they could use to introduce each section. This corresponds to the 'staging' language function listed for ISE III. Direct them to task 2 on the worksheet and check they understand the instructions. Give them five minutes to carry out task 2 in pairs. Then go over the answers as a class (see suggested model answer on page 45).
7. Tell the students that they are going to plan a presentation individually. Each student chooses one of the other B topics or another discursive topic that interests them. Explain that they will need to find

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supporting evidence for each point. Ask them to complete task 2, and allow them to use the internet to research the topic further if possible. Set a 40 minute time limit. Monitor and provide help where necessary.

8. In pairs, students review each other's notes and give feedback. Then give feedback to the whole class on how the task went and any common issues.

Extension activity

Students who finish their plans more quickly can continue with task 2 on the worksheet by adding more cohesive devices to each section. Students could also practise their presentations in front of a partner. After the presentation, the partner can ask questions as the examiner will in the real exam.

Further support activity

Students finding the task difficult can be allowed to research their chosen topic further at home.



Student worksheet: ISE III topic presentation structure

Task 1 – Planning

Below is a suggested structure for a discursive topic presentation. Make brief notes on what you might include in each section.

▶ **Introduction**

Topic: The use of animals in medical research

▶ **Provide a clear indication of your position**

Against experiments on animals

▶ **Present your first argument**

▶ **Present your second argument**

▶ **Present your third argument**

▶ **Indicate that there is another side to this argument, with some idea of the points likely to be made for the view(s) which are opposite to your own**

▶ **Reiterate your position and conclude**

Answers: Topic task – ISE III topic presentation structure

Task 1 – Planning model answer

- ▶ **Introduction**
Topic: The use of animals in medical research
- ▶ **Provide a clear indication of your position**
Against experiments on animals
- ▶ **Present your first argument**
Causes pain and suffering to animals
- ▶ **Present your second argument**
Animals and humans may respond to tests differently
- ▶ **Present your third argument**
Tests can be done using modern technology instead of animals
- ▶ **Indicate that there is another side to this argument, with some idea of the points likely to be made for the view(s) which are opposite to your own**
Drugs have been successfully tested on animals in the past
It is worth causing some pain to animals to save human lives
- ▶ **Reiterate your position and conclude**
Animal testing necessary in past, but now other methods need to be developed

Task 2 – Discourse markers model answer

- ▶ **Introduction**
In this presentation I'm going to talk about ...
I've chosen to talk about ...
- ▶ **Provide a clear indication of your position**
In my opinion ...
Personally, I believe that ...
- ▶ **Present your first argument**
Firstly ...
I'll begin by talking about ...
- ▶ **Present your second argument**
Secondly ...
Furthermore/In addition ...
- ▶ **Present your third argument**
Thirdly ...
Furthermore/In addition ...
- ▶ **Indicate that there is another side to this argument, with some idea of the points likely to be made for the view(s) which are opposite to your own**
On the other hand ...
Nonetheless ...
- ▶ **Reiterate your position and conclude**
In conclusion ...
To sum up ...