

English for Study Purposes

Unit 3: Oral Presentation and Listening

Aims

- to help students analyse a weak oral presentation and discuss why it is weak
- to give students a chance to practise some related oral skills that can prepare them for the oral presentation
- to give students the opportunity to practise an oral presentation and take part in peer comment
- to give students further practice in discussion activities and to allow them full oral exam practice
- to help students simulate the listening exam

Materials

- | | | |
|-------------|------------------------|---------------------------------|
| • EFSP 3.1. | Student's File | Stop Crime Yourself! Text |
| • EFSP 3.2. | Student's File | Stop Crime Yourself! Notecard |
| • EFSP 3.3. | Student's File | Notecard Practice |
| • EFSP 3.4. | Student's File | Too Much Schooling - Text |
| • EFSP 3.5. | Student's File | What goes wrong with listening? |
| • EFSP 3.6. | Teacher's Resource Kit | Chris Wong's Answers |
| • EFSP 3.7. | Teacher's Resource Kit | Oral Exam Practice - Fashion |

Oral presentations:

This part follows the same format as other parts and tries to help the students focus on problems with making an oral presentation similar to that required in the Use of English examination.

1. Ask the students to read the presentation passage.

Ask them to look at the note-card and criticize it in discussion with their partners.

Then hold a class discussion about it. In general:

- The notes are not notes.
 - Some of the material is copied word for word, and will encourage reading.
 - The notes are uneven and do not encourage a balanced presentation.
 - There seems to be little planning for an adequate conclusion.
2. Next play the tape a couple of times and encourage discussion. Students should be able to make the following observations:
 - The presentation is rather short.
 - It is unbalanced - some parts receive a lot of coverage, others are glanced over.
 - Some sentences seem to be read from the card.
 - The wording of the passage is followed far too closely.
 - Intonation is mechanical and un-English.
 - Speed of delivery is erratic.
 - Final s and d are frequently elided (missed out).
 - There are grammar problems: *titled*, the use of *easy*, *more carefuller* etc.
 - The story is undeveloped and not well-positioned.
 - A central argument never clearly emerges.
 - There is no real ending, just an abrupt stop.
 3. After the students have had this opportunity to think about the art of making a presentation and the things that can go wrong, ask them to give one themselves based on the passage "Too Much Schooling." 10 minutes should be given for preparation and each student should then talk for 1.5 - 2 minutes. This can be organised in groups of four with peers commenting on each other's performance.
 4. When the students have practised a formal presentation with peer comments you can choose to work through the following activities which are designed to help students with various aspects of the oral examination.
 5. To establish the need for sensible levels of eye-contact

First, ask students to sit back-to-back. They take turns to tell each other in detail how to travel from that room to their own rooms at home.

Secondly, ask students to face each other, with one staring at his/her partner while they take turns to tell each other in detail what they did over the last weekend.

Thirdly, ask the students to interact naturally while telling each other about films they have seen recently.

Finally, ask the students to try to sum up how we use our eyes during discussion.

Comments:

It is hoped that the first two parts of this exercise show students how frustrating too little eye-contact can be, and how alarming too much is.

In general, one looks directly at one's companion when starting and finishing speaking, shifting the eyes away during the middle parts.

6. To encourage fluency

Just a Minute (based on a famous radio show)

Students are given a topic and have to talk without hesitation, repetition or irrelevance for one minute. This sounds easy, but is actually very difficult, so topics should be broad, easy ones (food, transport in Hong Kong, pop music etc.)

7. To ensure members of a group participate the same number of times

Put the students in groups of four, and give them a topic / task for discussion (e.g. plan a pleasurable Sunday for the group with a budget of \$2,000.) Give each student 10 tokens. When a student contributes to the discussion (a minimum of 3 sentences at a time), one token is put in the centre. The discussion may end when everyone has used their tokens.

8. To encourage helpful contributions

Ask the students to discuss the following sentences, and decide which are unhelpful and which helpful. Ask them to add a few more examples of each type:

I don't understand.

You are talking too much.

So, what do you think?

Could you explain that a little more?

Shall I sum up?

What's your opinion?

Perhaps we should move on to the next topic.

You can start.

We could take a vote.

You're not saying much, are you?

Do you like chicken?

What sort of activities do you enjoy?

I agree.

9. To encourage movement towards consensus

Put students in groups of 4. Ask them to look at the following list of English learning activities. Tell each of them to choose the 5 most useful. They should then take turns to tell the group their choice with reasons. After this they should try to put together an agreed list, looking for areas of consensus and possible compromises:

- reading an English newspaper
- talking with a friend in English
- studying a dictionary
- doing grammar exercises
- writing a diary
- listening to the radio
- watching a film without sub-titles
- learning English songs
- reading works of fiction
- attending a tutorial school
- doing a Practical Skills paper
- attending a grammar lecture
- looking at corrections
- writing to a pen pal
- learning helpful phrases

10. To raise awareness of pronunciation

Ask students to prepare short paragraphs which are then dictated to one another in groups. Discussion of the difficulties those taking dictation have should throw light on individual speakers' weaknesses.

11. You can now run an oral exam for students to put their practice to good use.
See Teacher's Resource Kit EFSP 3.7.

Student's File EFSP 3.5. (Key)**What goes wrong with Listening?**

This section is similar to a Use of English Listening Paper, but instead of doing another practice, the students are taken through 'simulations' of how to, and how not to, do the test.

A.

The students have a copy of the question paper and have to go through the process of looking through the paper and preparing to answer it.

Go through the first 5 questions with the class explaining the comments against each question. Then let students prepare their own comments on the other questions. This may need to be broken up a little. Groups or the class can finally compare their ideas.

Suggestions:

6. The speaker is describing a selection process, so these must be criteria for being chosen. Maybe abstract nouns: 'intelligence', or expressions like 'able to make friends.'
7. Main point. Elaborate later.
8. This may be a phrase like 'it's a good idea', but usually such questions can be answered with an adjective. Ask the class to make a short list:
positive
negative
neutral
favourable
dismissive
uninterested
because.....
9. Follow the example. Remember it may need a capital. Needs the % sign.
10. Name of place. Capital letter. Use a noun (i.e. not French, but France.)
Sponsor: capitals
Activities: this may be gerunds.
in_____: place, capitals.
Value of: phrase like 'helping us to'
Fund: money, remember a unit
For: maybe a gerund.

Student's File EFSP 3.5. (cont...) (Key)**What goes wrong with Listening?**

11. Adjective? (as in 8)
12. Same as 10.
13. Speaker's alternative: Maybe a phrase with not, more, only, e.g. why not.....
14. Same as 10.
15. Amount - use figures and include currency. Proposal: we should _____

Guess what she will propose about the money. (By now we have a reasonable idea of what the agenda is: organising trips, the Trust's finances.)

General ideas might be spend less, raise more, reinvest.

Specific ideas would be details - increase amount paid by others, write to sponsors, buy shares, etc.

- 16/17. Suggestions and proposals: to _____

B.

Ask the students to go through Chris Wong's paper and criticise the answers showing where and how they cannot get any marks, even if they are in some sense correct.

1. (i) unclear: add a verb
(ii) capitals. overseas? experiment?
(iii) ✓
(iv) incomplete. A.O.B.
2. The committee
(I)
 3. Pr - not standard.
 5. Nancy's a woman's name, and Nancy Wong is a doctor
 6. incomplete, new member
 7. Title
 8. odd
(II)
 2. Capitals. acc. is unclear
 3. Capitals. Can't be a job
 4. Spelling
 5. incomplete. Use general knowledge
 6. odd
 7. not a career/blank
 8. wrong career, it should be architect

Student's File EFSP 3.5. (cont...) (Key)**What goes wrong with Listening?**

3. ten what? Why written out? Spelling.
4. No sense. Main point missed.
5. (i) Expand 'pub'
Reason: Why is this mentioned? Is it good or bad? Expand.
(ii) verb/preposition
(iv) what to whom?
(v) who does what?
(vii) incomplete
6. (i) incomplete
(ii) incomplete
7. Ungrammatical, not a question. (Try to improve)
8. notes, turn into an answer.
9. %. Incomplete
10. Sponsor: incomplete
(iii) not heard
Value: notes, too many possible answers - must cross out all but one.
Extra help: unclear: what do they do?
Fund: units
For: grammar
11. good - what? too vague.
12. Activities: capitals in complete sense
Purpose: add a verb
Fund: better, but what sort of \$?

Student's File EFSP 3.5. (cont...) (Key)**What goes wrong with Listening?**

13. Difference: 5. No sense

Reaction: no sense

Reasons (ii) unclear

Sponsor: incomplete - adjective?

Activity (i) vague

Alternative: spelling

Fund: numbers, units.

14. Sponsor - maybe OK.

Activity - unclear. Summarise.

Purpose - unclear

Fund: units?

15. not a possible number. (specific): not specific

16. flat-day: meaning? or spelling 'flat' for 'flag'

17. obviously too brief or rather rude!

Discuss all these points with the class and try to make them see how a marker's mind works.

C.

Play the tape, once or twice, to the class, and let them improve Chris Wong's answers as much as possible.

Give the class the correct answers and deal with their queries.

Answers:

1. the agenda

(i) Welcome new members

(ii) Details of Student Overseas Experience Scheme

(iii) Trust finances

(iv) Any other business (A.O.B.)

Student's File EFSP 3.5. (cont...) (Key)**What goes wrong with Listening?**

2. The committee

(I)

1. David Leung8. Dr. Frank Hart*2. Miss Daisy Lam7. Mrs. Betty Ng3. Prof. Peter Chan6. Mr. Nelson Lai*4. Mr. William Baker*

*=new

5. Dr. Nancy Wong

(II)

	Career	Organisation
1.	businessman	N.K.
2.	accountant	City Accounts Firm
3.	Professor	Chinese university
4.	lawyer	N.K.
5.	doctor	Queen Mary's Hospital
6.	businessman	N.K.
7.	N.A.	N.A.
8.	architect	N.K.

N.A.=not applicable

N.K.=not known

Student's File EFSP 3.5. (cont...) (Key)**What goes wrong with Listening?**

3. The Scheme

How long: 10 daysNumber involved: 354. Question to chairman: How do we choose who goes?

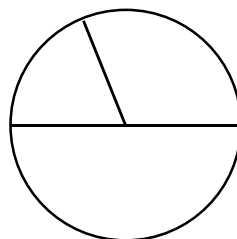
5. Reply

(i) don't publiciseReason: don't want too many applications(ii) send letters to sec. schools(iii) schools nominate students(iv) write to students nominated, sending them an application form(v) students apply(vi) choose about 50(vii) interview students(viii) select the best 35

6. Criteria

(i) positive attitude(ii) can't do it on their own(iii) community - service7. Question Should we have equal numbers of boys and girls?8. Response negativeReason unfair

9. Who pays

student's family 20%host/sponsor 30%Trust 50%

Student's File EFSP 3.5. (cont...) (Key)

What goes wrong with Listening?

10. Trip I

To: U.K.

Sponsor: British - HK Association

Activities

(i) tour in London

(ii) staying with family

(iii) camp in Liverpool

Value of (iii) meeting many people/exposure to new ideas

Extra help: cheap air-fares

Fund: £150

For: treating hosts (e.g. Chinese meal)/ thanking hosts/ repaying hospitality

11. New speaker's attitude positive

12. Trip II

To: USA

Sponsor: Bank of America

Activities:

(i) Staying with family in San Francisco

(ii) nature project in Grand Canyon, Colorado

Purpose of (ii) studying ecology

Fund: US \$250

13. Trip III

To: Japan

Difference: only 5 people

Question to Mrs. Ng: why not drop Japan/go somewhere else?

Reaction of Mrs. Ng: negative (angry)

Student's File EFSP 3.5. (cont...) (Key)

What goes wrong with Listening?

Reasons:

- (i) always go to Japan
- (ii) favourite with young people

Sponsor: Japanese Consulate

Activity (i) study Japanese life/culture in Kyoto

Speaker's alternative: study hi-tech aspect of Japan

Fund: 50,000 yen

14. Trip IV

To: Singapore

Sponsor: Singapore International School

Activity: studying local society

Purpose: compare it with HK

Fund: S \$320

15. Miss Lam

Trust's capital: HK\$ 10,000,000

Proposal: (general): increase capital

(specific): write to big organisations

16. Attitude of next speaker: positive

Suggestion: (general): to organise our own fund-raising activities

(specific): to have a flag-day

17. Next speaker's suggestion: to organise a fund-raising dinner

Teacher's Resource Kit EFSP 3.6

Chris Wong's Answers

Chris Wong L6

1. The agenda

(i) new committee

(ii) student overseas experiment scheme

(iii) finances

(iv) business

2. The committee

(I)

(I)

1. David Leung

8. *F. Hard

2. Miss Daisy Lam

7. Miss Betty Ng

3. Pr. Peter Chan

6. Lai

4. Mr. William Baker*

5. *Mr Nancy Wong

*=new

Teacher's Resource Kit EFSP 3.6 (cont...)**Chris Wong's Answers**

(II)

	Career	Organisation
1.	businessman	N.K.
2.	treas	city acc firm
3.	Chinese univ.	Chinese univ.
4.	lawer	N.A.
5.	doctor	Mary's
6.	bus	N.K.
7.	charity	
8.	doctor	

N.A.=not applicable

N.K.=not known

3. The Scheme

How long: tenNumber involved: thirty five

4. Question to Chairman

How do you do it?

5. Reply

(i) We don't pubReason: floods of application(ii) letters schools(iii) schools nominate students(iv) write(v) application(vi) pick 50(vii) interv(viii) select the best 35

Teacher's Resource Kit EFSP 3.6 (cont...)

Chris Wong's Answers

6. Criteria

(i) pos att

(ii) unable

(iii) community service

7. Speaker's question to chairman

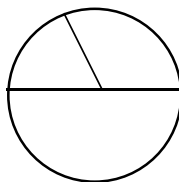
Equal number of boy and girl.

8. Response: negative

Reason : individual unfair target

9. Who pays

student's family 20



host c 30

Trust 50%

10. Trip I

To: UK

Sponsor: Brit - HK A SSOC

Activities:

(i) tour in London

(ii) stay with family

(iii) camp in L poo

value of (iii) pollution organised by L meet many people

Extra help: airlines

Fund: 150

For china meal

Teacher's Resource Kit EFSP 3.6 (cont...)

Chris Wong's Answers

11. New speaker's attitude: good

12. Trip II

To: USA

Sponsor: Bank of America

Activities:

(i) stay with family in San Francisco

(ii) nature in Grand Canyon

Purpose of (ii) ecology

Fund: \$250

13. Trip III

To: Japan

Difference: 5

Question to Mrs. Ng: Can we drop Japan?

Reaction of Mrs. Ng: certainly not

Reasons:

(i) always go

(ii) favourite

Sponsor: Japan con

Activity: (i)time in Kyoto

Speaker's alternative: hi-tek Japan

Fund: fifteen thousands

14. Trip IV

To: Singapore

Sponsor: S Int School

Activity: housing, welfare

Purpose: compare

Fund: \$320

Teacher's Resource Kit EFSP 3.6 (cont...)

Chris Wong's Answers

15. Miss Lam

Trust's capital: HK \$10,000

Proposal: (general) raise more

(specific) increase

16. Attitude of next speaker positive

Suggestion (general) fund-raising activities

(specific) flat-day

17. Next speaker's suggestion dinner

EFSP 3.7.

Oral Exam Practice

Fashion

Candidate A

PREPARATION TIME: 10 MINUTES

Part I

Individual Presentation (1.5 to 2 minutes; total time: 8 minutes)

Read and make notes on the following passage. You will use it as the basis for your presentation. You may add your own notes or ideas.

Taking Care of Your Hair

Hair is big business in Hong Kong, according to salon owner, David Mok.

"If you stop to think of all the combs, ribbons, hair-clips, brushes, shampoos, conditioners and dyes that people buy, you'll realise that this is a very important industry.

Hairdressing is also a big employer. There's hardly a street in HK without a hair salon. Each one will have two or three stylists, a receptionist and a couple of shampoo boys, learning the trade. It all adds up to a lot of people earning a living from our variety over our hair.

In addition to keeping the hair on our head in good order, we spend a lot of time and money removing hair on other parts of our body. Men shave most days, some preferring a wet shave, and others an electric razor. Many women dislike hair on their legs and arms and spend considerable amounts of money on having it removed with razors, creams and special treatments.

Some men, of course, spend almost as much money on trying to get more hair to grow. Compared to Westerners, Chinese don't really go bald very quickly, but those that do seem to hate it and are eager to try a wide range of treatments, none of which, unfortunately, seem to be guaranteed to be effective.

The lords of fashion also help to stimulate the market. One year everyone wants their hair curly and permed; another year we have to use lots of gel and mousse, and yet another year brown will suddenly be "in". Of course, all this persuades us to spend freely to keep up with the latest style. It's strange really - but, there we are, that's the nature of our consumer society.

Part II

Group Discussion

12 minutes

You and your group are the organising committee of a new public exhibition called Fashion. You have a generous budget and have to organise displays, talks and any other activities you think will interest and instruct the public. You may wish to discuss why humans like to be fashionable, how important fashion is to different groups in HK, what its harmful and positive sides are, and what sorts of events and displays you will organise.

You do not need to come to a final decision or to reach a conclusion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion which will be assessed.

Candidate B

PREPARATION TIME: 10 MINUTES

Part I

Individual Presentation (1.5 to 2 minutes; total time: 8 minutes)

Read and make notes on the following passage. You will use it as the basis for your presentation. You may add your own notes or ideas.

Fashion

What is the psychology of fashion? Why are long skirts worn by everyone one year, but short ones another? Why do men feel glamorous in narrow trousers for a time, but then suddenly switch to broad, baggy ones? And fashion doesn't just slowly change; it can really jump - and anything that is unfashionable can look very strange indeed. We laugh when we look at old photos and wonder why we brushed our hair up in their silly way, and more those amazingly stupid shoes - and yet at the time they were so fashionable, and we loved them so much.

Of course, part of the answer is commercialism. The economy works on the basis of us all continuously wanting new things. If we were happy to wear a pair of trousers for ten years, it would be bad news for business. But one suspects that it is much deeper than that. Old pictures show us that long before the modern economy people loved fashion. It would not be surprising if even cave-men had fashion. One year everyone would wear wolf-skins and the next bear-skins!

There is a contradiction at the heart of fashion. We desire to be individuals, to set ourselves apart, and attract attention. And yet we also want to be part of the crowd, safe in the knowledge that we are normal. These may explain why fashion is always restlessly changing, as we seek to assert our difference, while at the same time we expose our similarity. Often, of course, this is generational. We need to show that we are not too like our parents, but have our own style. Maybe that's why styles often proceed by opposites: one generation, long hair; the next, short, and so on.

Certainly there's room for a great deal of research here.

Part II

Group Discussion

12 minutes

You and your group are the organising committee of a new public exhibition called Fashion. You have a generous budget and have to organise displays, talks and any other activities you think will interest and instruct the public. You may wish to discuss why humans like to be fashionable, how important fashion is to different groups in HK, what its harmful and positive sides are, and what sorts of events and displays you will organise.

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Candidate C

PREPARATION TIME: 10 MINUTES

Part I

Individual Presentation (1.5 to 2 minutes; total time: 8 minutes)

Read and make notes on the following passage. You will use it as the basis for your presentation. You may add your own notes or ideas.

Footwear

Shoes. Somehow, when you just say 'shoes', it does not suggest very much, but actually this is a very interesting and important subject. For a start, throughout much of history, shoes have been quite an important status symbol. The poor have had to go bare-footed, while the rich have had boots of leather and slippers of silk to show their wealth and position.

Perhaps nowhere have feet and shoes become more important than in China with the very strange and unpleasant custom of foot-binding and the obsession with tiny feet covered in silk shoes. The modern world may seem more rational, but consider the passion the young have for sports shoes. Clever advertising and the endorsement of top sports stars have made owning the right pair of shoes a matter of life or death for many teenagers. Sadly, of course, that isn't even just a manner of speaking. There have been cases of young people being murdered for their sports shoes.

Schools and armies also regard shoes as very important, laying down lots of rules about them, and insisting that they be kept beautifully polished.

We change our shoes as we change our moods. Those simple black shoes we wear to school are replaced by soft old slippers at home. Going out with friends, we might change to some sports shoes, specially designed for athletics and quite unnecessary for shopping, but we like a sporting image. And then, perhaps we have some rather shining, brightly coloured shoes for special occasions. Buying new shoes is always an exciting occasion, and it can be very sad to throw away an old pair that has served us for long.

Yes, the more you think about it - shoes do play an important role in our lives.

Part II

Group Discussion

12 minutes

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Candidate D

Part I

Individual Presentation (1.5 to 2 minutes; total time : 8 minutes)

Read and make notes on the following passage. You will use it as the basis for your presentation. You may add your own notes or ideas.

Women's Clothes

Writers on the history of men's oppression of women have commented frequently on how clearly it can be seen in female fashion. Women's clothes have rarely been designed for ease of movement. For centuries European women were kept tied up in tight clothes with enormous skirts that made anything like running impossible. Enormous and complicated hair-styles also made anything other than slow and "lady-like" movement impossible. In medieval Japan the length of woman's hair was the most important measure of her beauty, and she would be almost physically oppressed by the masses of hair reaching to the floor. In China foot-binding almost immobilised women of a higher social status as by the end of the process, it was impossible to walk normally. The fashion was not quite so extreme in the West, but high-heeled shoes are certainly not good for the feet, nor easy to walk in, but they have long been considered glamorous.

Of course, cultures vary widely, but, on the whole, jewellery has been for females. Some writers have compared necklaces and bracelets to chains, expensive symbols of women being men's slaves. Men are expected to be much plainer than women, and not to spend so much time on their appearance, make-up, bright colours, and interesting designs are usually regarded as suitable for women, and men are laughed at if they seem to be too conscious of their appearance.

It will be interesting to see what happens as a result of women's increasing equality with men in some societies. Will women dress in a more masculine style, or will a new unisex look emerge? Certainly one hopes that everyone will wear comfortable clothes and not torture themselves for fashion.

Part II

Group Discussion

12 minutes

You and your group are the organising committee of a new public exhibition called Fashion. You have a generous budget and have to organise displays, talks and any other activities you think will interest and instruct the public. You may wish to discuss why humans like to be fashionable, how important fashion is to different groups in HK, what its harmful and its positive sides are, and what sorts of events and displays you will organise.

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