

**Level:** Intermediate

**Age:** Adults

**Time:** 60 minutes

**Lesson aim:**

- To time oneself accurately while giving a presentation

**Skills:** Listening, Speaking

**Materials:**

- Worksheet
- *Timing a Presentation* video
- phone camera or video recorder

### Before you watch

#### A

This activity introduces the topic of managing time during a *lecture* or discussion.

Students talk about their previous experience with timing a presentation and whether they had experienced managing time to stay within the allotted time.

#### B

Have students tick the statements that they agree with. Have them give reasons for their answers, and if possible, share specific examples or experiences.

### Video

For online classes, before playing the video, ensure you're sharing both the screen and the sound. Alternatively, upload the video to a shared folder before class, ask students to download it, and watch it on their own devices.

#### A

This activity is designed to check students' comprehension of the main ideas from the video. Tell students to view the video and focus on the general understanding of the questions they should consider before giving a talk.

Ask students to work individually or in pairs to determine the answer to each statement. Monitor and support. Check answers with the class. If you teach online or with an interactive whiteboard, use the interactive feature of the worksheet to check answers with your class.

**Key:**

1. a
2. b
3. c
4. c
5. c

#### B

Have students watch the video again and listen for details. Ask them to work individually or in pairs to select *Mentioned* or *Not Mentioned*. If time permits, have them give reasons for their choices, encouraging them to say which part of the video they heard the answers. Monitor and support. Check answers with the class.

**Key:**

1. *Not Mentioned*
2. *Mentioned*
3. *Mentioned*
4. *Not Mentioned*
5. *Mentioned*
6. *Mentioned*

#### C

This activity requires students to use the concepts and vocabulary from the video in the context of different situations. Ask students to work individually or in pairs to choose the correct options. Encourage them to give reasons for their choices. Check answers with the class.

**Key:**

1. b
2. a
3. b
4. a
5. a

### Digital skills focus

#### A

This activity lets students identify practical situations where some tips they've seen in the video can be applied. Ask students to work individually or in pairs to match the tips to the correct situation. Monitor and support. Check answers with the class.

**Key:**

1. *d*
2. *e*
3. *c*
4. *b*
5. *a*

### Language focus

#### A

This activity allows students to practice the collocations (commonly used together) mentioned in the video describing concepts about timing presentations. It also focuses students' attention on vocabulary they can use to complete the Digital Communicative Task.

Tell students to select the correct phrases from the box to complete the sentences. Monitor and support. Finally, check answers with the class. Encourage students to give reasons for their choices.

If you are teaching an online class, set a timer for the individual practice so you don't disturb students by asking them if they've finished.

**Key:**

- |                     |                     |
|---------------------|---------------------|
| 1. <i>speed up</i>  | 4. <i>look down</i> |
| 2. <i>take note</i> | 5. <i>out loud</i>  |
| 3. <i>prop up</i>   | 6. <i>run out</i>   |

#### B

This activity focuses students' attention on *if* clauses (first conditional). Have them complete the activity on their own or in pairs. If time permits, have them say how they came up with their answers and give their examples of sentences with *if*, *won't*, and *will*.

**Key:**

- |                 |                |
|-----------------|----------------|
| 1. <i>if</i>    | 4. <i>will</i> |
| 2. <i>won't</i> | 5. <i>if</i>   |
| 3. <i>will</i>  |                |

### Digital communicative task

#### A

This activity is designed to allow students to apply this communication skill online.

Students will work in groups to prepare a 10-minute online discussion. Encourage them to choose a topic that they already know well. If possible, give them time to research their topic.

Have them go over the list of things they need to prepare and give them time to rehearse and time their discussions. Students can do their planning and rehearsal in a breakout room. Encourage students to record themselves and watch back.

#### B

Students present their discussions while you record, or they make a video of their session and show it during the online class or post it to a discussion board. Remind them to use a timer when presenting and not exceed their allotted time.

Encourage other groups to give feedback to the groups, especially on how they used the tips to time their presentations effectively, either live or in written feedback on a discussion board.

Ask each group to reflect on their rehearsal process and whether they see improvement from the first rehearsal to the finished and recorded online discussion.