

Presentation Requirements

Presentation Organization

- **Lead-in to the Topic:** Main concept (definition).
 - **Reading Text:**
 - Reading time.
 - Vocabulary (new words) & Quiz to check comprehension (*Optional*).
 - Summary or main ideas.
 - Reading exercises (activities).
 - **Discussion / Debate:**
 - *Debate:* Two sides of the issue, **OR**
 - *Discussion:* Questions for discussion.
 - **Conclusion**
 - **Q&A**
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Things to Keep in Mind

- **The presentation should be interactive:**
 - Ask the audience questions before presenting.
 - Ask them to actively do something (e.g., complete an exercise or respond to your questions).
 - (*Note: Ensure you are clear about what you want them to do*).
 - Get as much involvement from the audience as possible.
 - **Every member of the group is expected to present.**
 - **The teacher will evaluate:**
 - The content.
 - The response to the requirements (whether the group has included all main parts).
 - Whether the group actually understands the reading.
 - Whether the group can effectively convey their understanding of the reading to the class.
 - Every individual presenter's performance. (**Presenters should not read directly from the slides, nor read from their phones**).
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Detailed Breakdown of Sections

1. Lead-in (How to transition into the presentation topic)

- **Start with a hook:**
 - **A question:** (e.g., *Sibling rivalry: "Have you ever had a conflict with a sibling?"*). The question should be engaging and easy to answer, not overly difficult.
 - **Videos.**
 - **A short story or anecdote.**
 - **A short quiz or minigame.**
 - **Mindmaps:** (*Note: Not recommended / poor choice*).
 - **Surprising statistics or facts.**
 - **Quotes or pictures:** (*Note: Ensure they are legible and understandable*).
 - **Etc.**
- **After leading into the topic:**
 - Introduce the group members.
 - Preferably, introduce the purpose and the outline/structure of the presentation.
 - Mention how long the presentation is expected to last.
 - **Important:** Clearly introduce the organization of the presentation (e.g., *"Our presentation is divided into 5 main parts"* and specify which section is presented by whom).
 - Inform the audience of the appropriate time for questions (e.g., *"If you have any questions, please save them for the end of our presentation"*).

2. Reading Text

- **Reading Time:** Give the class 10 minutes to review the text. (*Note: The presenters should have read the text at least 3 times at home*).
- **Vocabulary:** Before or while the class is reading, provide them with new vocabulary.
 - The purpose is to help the class understand the content of the reading.
 - Prepare a list of vocabulary words with their meanings in English, ideally paired with examples like images.
 - Use the definitions from the textbook whenever possible.
 - **IMPORTANT:** If a definition is taken from an online source, the source must be cited.
 - *Optional:* Design a quiz to check the class's understanding of the new vocabulary.
- **Summary/Main Ideas:** Introduce the summary or main ideas of the reading.
 - **IMPORTANT:** Make it interactive! You must have interactions with the audience.

- *Example 1:* Turn the summary into a "fill-in-the-blanks" game by creating gaps in the summary for the class to complete.
- *Example 2:* List the main ideas and ask interactive questions to check the class's comprehension. Alternatively, have the class reorder the main ideas into the correct sequence as presented in the text.
- **Reading Exercises:** "Organize the reading activities."
 - *Purpose:* The presenters must design 2 games or activities to check the class's understanding and comprehension of the reading.
 - Presenters can use the questions provided in the textbook as a reference for their activities.
 - You can use information from the book to design games (e.g., PowerPoint game templates, Kahoot, Blooket, etc.).

3. Discussions / Debate

- **Choose between hosting a discussion or a debate.**
- **Debate:** Choose this option if the topic can clearly be divided into two opposing sides. (*Note: This option is more challenging and time-consuming*).
 - Divide the class into 2 main groups.
 - Ensure the debate has clearly established rules.
- **Discussion:** This is generally the safer choice.
 - You must prepare discussion questions (2 or 3 questions).
 - Questions *must* be directly related to the content and topic of the reading. (e.g., *If your reading is about assisted suicide in New Zealand, an example question could be: "Should assisted suicide be legal in Vietnam?"*).
 - This should *not* be a comprehension test. Comprehension should be checked during the reading exercises.
 - You can divide the class into small teams and give them time (e.g., 5 minutes) to think about the question. Afterward, ask each team's representative to share their team's ideas.
 - **Crucial Step:** The presenter needs to summarize the ideas of each team and then present the group's *own* answer to the discussion question.

4. Conclusion

- **Summary:** Summarize **EVERYTHING** the group did during the presentation.
 - *Example:* *"In our presentation today, we first introduced the topic using a video to warm up and lead in. After that, we gave you the definition of sibling rivalry. We also*

provided you with 20 new vocabulary words and a quiz to check your understanding of them. Thirdly, Linh organized the reading activity in the format of a Kahoot game..."*

- **Final Thought:** Give a final thought or takeaway related to the presentation topic.

5. Q&A

- Invite questions from the audience (e.g., *"Do you have any questions related to our presentation today?"*).

Post-Presentation (Teacher's Note)

After the presentation, the teacher will give feedback related to the presentation, wrap up the reading, and administer a mini-test related to the presentation. **The average score of these mini-tests will account for 50% of Exam #2.**