

## Presentation Round Robin

### Activity Type

Speaking Activity:  
presenting, asking and  
answering questions,  
peer feedback,  
communicative practice  
(group work)

### Focus

Presentation skills

### Aim

To practice academic  
presentation skills and  
provide peer feedback.

### Preparation

Make one copy of the  
presentation cards,  
audience cards and  
feedback cards and cut  
as indicated.

### Level

Upper-intermediate (B2)

### Time

60 minutes

### Introduction

In this presentation skills activity, students practice giving short presentations, asking and answering follow-up questions, and providing focused peer feedback.

### Procedure

Divide students into groups of three.

Give each group a set of presentation cards, audience cards and feedback cards.

Explain that students are going to take turns giving a three-minute presentation based on the instructions on their cards.

Remind students that every presentation needs an introduction, main body and a conclusion.

Ask students to shuffle each set of cards and place them face-down in three separate piles.

Each group assigns the roles of presenter, audience member, and observer for the first round.

Each student then draws one card from their corresponding pile and reads it silently.

The observer announces, 'You have two minutes to prepare.'

The presenter plans the key points of their presentation while the audience member and observer review their roles and focus areas.

After two minutes, the observer says, 'Begin,' and starts timing.

The presenter delivers their presentation.

The observer gives a 30-second warning before time is up.

When the presentation ends, the audience member asks questions or interacts according to their role card.

After that, the observer provides feedback to the presenter based on their focus area, giving one positive point and one suggestion for improvement.

After the presentation, roles rotate clockwise, and the activity continues.

Groups continue until they have completed six rounds, ensuring that each student has presented twice.

**Remote Working Analysis**

Explain the advantages and disadvantages of remote working.

Use linking phrases and signposting language to guide your audience

**Suggested phrases:**

*First, let me outline...*  
*On the one hand...*

**Impact of a Discovery**

Describe an invention or scientific discovery and its impact on society.

Use specific examples to explain your points.

**Suggested phrases:**

*This breakthrough...*  
*As a result of this discovery/invention...*

**Benefits of Learning a Foreign Language**

Explain the benefits of learning a foreign language.

Use descriptions of at least two benefits with specific examples.

**Suggested phrases:**

*Studies have shown...*  
*From personal experience...*

**Urban Problems and Solutions**

Describe a problem in your city and propose a solution.

Use evidence to support your points.

**Suggested phrases:**

*According to recent data...*  
*For instance...*

**Educational Choice Debate**

Argue whether students should choose their own subjects or follow a fixed curriculum.

Use an opening hook and a persuasive conclusion.

**Suggested phrases:**

*The question we must ask ourselves is...*  
*Consider this scenario...*

**Student Stress**

Present the main causes of stress among university students.

Include causes, effects and a suggestion on how to manage stress.

**Suggested phrases:**

*One major cause...*  
*As a result...*

## The Note-taker

Take notes actively during the presentation.

Afterwards, ask the presenter to clarify or expand on something that you wrote down.

### Suggested phrases:

*Could you explain the point about ... again?  
I didn't quite catch the part about...*

## The Thoughtful Skeptic

Listen carefully and identify one claim to politely question.

After the presentation, challenge one of the presenter's points with a thoughtful question.

### Suggested phrases:

*That's interesting, but how do you respond to...?  
Have you considered another perspective, such as...?*

## The Summariser

Focus on the main argument and overall message.

Afterwards, paraphrase the main point to confirm your understanding.

### Suggested phrases:

*So, if I understand correctly, you're saying that...  
Your main argument seems to be that...*

## The Curious Learner

Show genuine interest in learning more about the topic.

Ask two polite follow-up questions to deepen understanding.

### Suggested phrases:

*Could you explain a bit more about...?  
I'm interested in...*

## The Interruptor

Politely interrupt with a relevant question or a request for clarification.

Choose an appropriate moment during the presentation to raise your hand and ask a brief question.

### Suggested phrases:

*Sorry, could you clarify what you mean by...?  
Excuse me, could you give an example of...?*

## The Connector

Look for real-world or personal relevance.

After the presentation, ask a question linking the topic to everyday life or personal experience.

### Suggested phrases:

*How does this relate to...?  
In your experience, have you found...?*

## Structure and Organisation

Evaluate the presentation's organisation and flow:

1. Is the presentation clearly organised with an introduction, body and conclusion?
2. Does the presenter use signposting language or linking phrases effectively?

### Suggested phrases:

*Your structure was clear when you...*  
*I think you could improve the flow by...*

## Clarity and Explanations

Assess how well the presenter explains ideas:

1. Are points explained clearly?
2. Do they use examples or evidence to support their points?

### Suggested phrases:

*It was very clear when you explained...*  
*It was a little confusing when you...*  
*Perhaps you could...*

## Delivery and Body language

Evaluate presentation delivery skills:

1. How confident and clear is the delivery?
2. Does the presenter make eye contact with the audience?

### Suggested phrases:

*Your delivery was effective because...*  
*Try to improve your eye contact by...*

## Audience Engagement

Assess the presenter's connection with the audience:

1. Do they maintain audience engagement throughout?
2. How well do they respond to questions?

### Suggested phrases:

*You engaged the audience well by...*  
*Next time, try...*

## Use of Language

Evaluate language use and accuracy:

1. Do they use appropriate academic vocabulary?
2. Is their grammar generally accurate?

### Suggested phrases:

*Your use of ... was excellent...*  
*Be careful with...*

## Timing

Assess time management and speaking pace:

1. Does the presenter manage the 3-minute time limit well?
2. Do they speak at an appropriate pace?

### Suggested phrases:

*You did ... well*  
*Try to slow down when...*