

5B

TOPIC

How microfinance helps break the cycle of poverty

SKILLS

Reading and speaking

READING FOCUS

Analysing an informative presentation

SPEAKING FOCUS

Creating a conclusion to a presentation

PREPARATION

One copy of Worksheets 1, 2 and 3 for each student; Worksheet 2 should be folded

ASSUMPTIONS

Familiarity with paraphrasing (see Lessons 1B and 8B), oral citations (see Lesson 3B) and general presentation skills

Microloans in Uganda

Warmer

A Hand out **Worksheet 1** and ask the students to complete the sentences individually, then compare answers in small groups. Review their answers briefly as a class.

Reading

B Ask the students to look at the pictures and discuss the questions briefly in pairs. Review their answers as a class.

C Hand out **Worksheet 2** and ask the students to fold it below the double line. Give them ten minutes to read the model presentation and find the information in the text.

Possible answers

- 1 direct lending to entrepreneurs in developing nations
- 2 how microfinancing helps business people in Africa to develop their businesses in new ways
- 3 high interest rates, large numbers of dependents, displacement through conflict
- 4 a business in San Francisco ... providing online microloans at a low cost

D Ask the students to read the model presentation again and answer the questions.

Answers

- 1 Introduces herself and states topic
- 2 Many students will know about national or global debt in their own countries.
- 3 *Although there are concerns ... microfinancing.*
- 4 Because many people will not know what it is
- 5 *This presentation will focus ... not possible before.*
- 6 It indicates that a new section is beginning and relates each section to the topic in the thesis, using transitions (in addition, also) and repetition (entrepreneurs).
- 7 The speaker gives examples.
- 8 Quotations and paraphrases introduced with language of attribution (*according to, Boyd states, Mayoka tells Boyd, Mayoka said, Boyd spoke to, she told Boyd*)
- 9 It summarises the paragraph.
- 10 *in addition, also*
- 11 They help the audience to keep track of ideas and the organisation of the talk.

Speaking

E Hand out **Worksheet 3** and review the first Strategy box on writing a conclusion to a presentation. Allow time for the students to write their own conclusions. The focus should be on the content, rather than grammar and spelling. Ask the students to unfold or uncover **Worksheet 2** and read the model conclusion to compare with their own.

F On **Worksheet 3**, review the second Strategy box on final thoughts and give the students time to write their own. To review, assign new partners. Ask the students to read their conclusions aloud to their new partners and give feedback to each other. Repeat two or three times as time allows.


Tell the students to rotate **Worksheet 2**. Ask them to read the model final thought and answer the question.

Answer

Make a suggestion

Follow up

Individually or in pairs, students choose a documentary from the useful website, and use this to give an informative presentation based on the model in the lesson.

 www.pbs.org/wgbh/pages/frontline has a number of high-quality documentaries about current affairs.