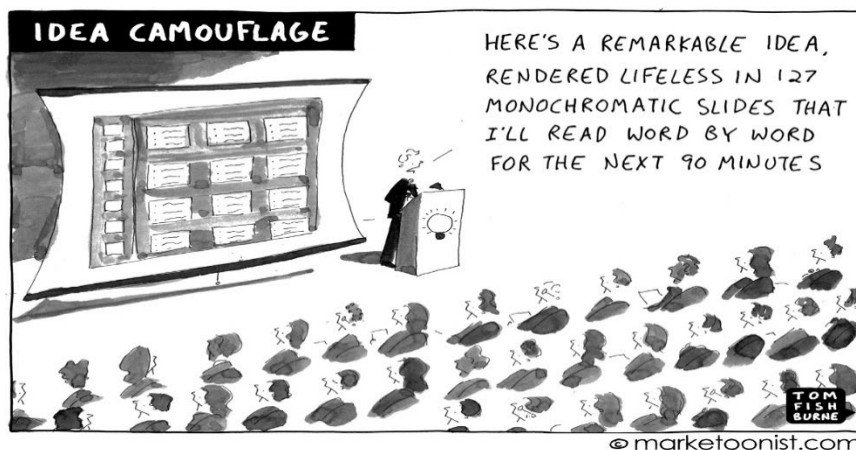**R2.12 module**

Developing presentation skills

Objectives

We ask you to concentrate this year on the three following skills:

- Speaking in simple clear English which is easy to understand.
- Making your talk as lively as possible, and interacting with the audience.
- Being as spontaneous as possible, and using the minimum of notes.

The activities in this booklet will therefore encourage you in particular to acquire and to use these skills, as well as giving you the basics of presentation language in English.

Assignment

For this new module, you will prepare an oral presentation in pairs of about 10 minutes using power point slides or prezi.

Your talk will be based on TED talks, which are all available online at TED.com. The topic must have been given this year or last year. You are welcome to do any extra research on the topic you've chosen but it is not a strict requirement. As soon as you have selected your TED talk, let us know- we can't have twice the same topic.

There will be a presentation each week, with detailed feedback to take in for the following presentations. If you are unhappy with your result (under 12), you can have another go at the end of the module.

Your talk will include the following:

- an introduction presenting the talk you picked and why you chose it
- a short presentation/biography of the speaker
- a clear overview of the main issue/question
- a presentation of the main points, using examples and visuals
- you may include a short extract of the video (30 seconds maximum) but you need to comment on it.
- 3 or 4 questions for your audience
- A conclusion with the main ideas

Your presentation should not be a literal repetition of the talk. You will need to select the main points and use your own words. Some specific terms will probably be necessary for the audience -make sure to explain them clearly.

You will need to hand in your notes at the end of the talk, even if you didn't use them during the talk. If you do extra research, include your sources.

It is your responsibility to make sure there are no technical problems – any delay due to technical reasons will be penalised- have a backup.
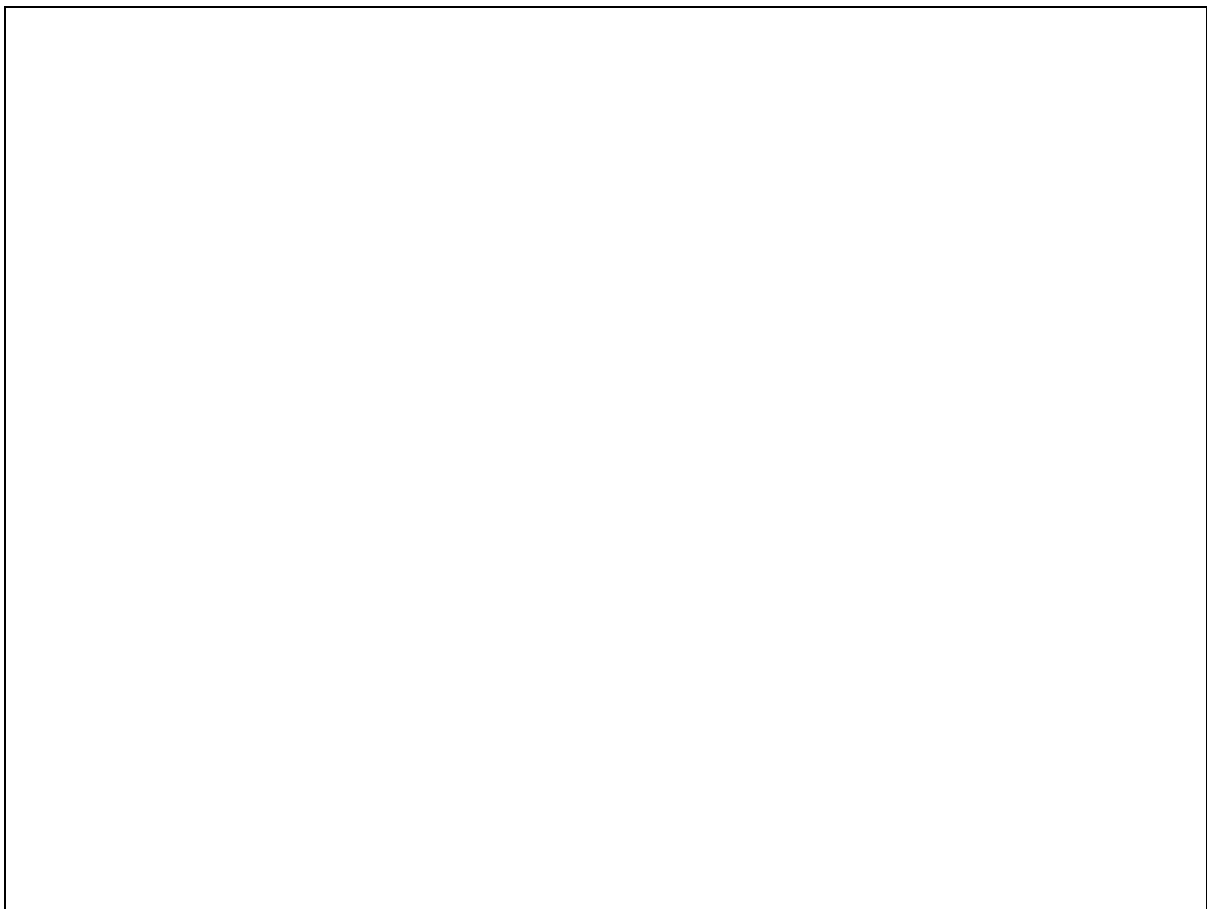
Assignment criteria

10 points for content & slides Common to the 2 presenters	10 points for the delivery- individual
Content	**English**
- Lively start - Use of rhetorical questions - Complete introduction - Complete plan - Questions for audience - Speaker biography - Clear Transitions - Partner work - Clear synthesis - Proper conclusion - Interest/originality	- Language of presentations - Vocabulary of topic prepared - Grammar / syntax - Comprehensibility - Fluidity, practice? - Capacity to answer questions
Powerpoint Slides	**Presentation skills**
- User-friendly slides - Level of written detail - visuals - Slides numbered - Written English	- Pedagogy / clarity - Freedom from notes - Contact with audience - Enthusiasm / dynamics - Body Language - Voice: - projection - variety of tone - speed - use of silences

Visual Aids

- you need **more slides** in English than in French because it is not your native language, nor the audience's, so they need more help.
- Avoid visual based slides- not every idea can be summed up by a picture, you need key phrases with your ideas
- Use visuals to illustrate, go into details, give examples
- ID your visuals (nature, source)
- your title is not 'Ted talk" but the title of the talk itself (the secret of the universe, a Ted talk by John Smith)
- present a **detailed** plan, avoid vague titles (instead of "presentation of the talk": "the secret of the universe explained")
- you do not need to include as headings introduction and conclusion in your plan
- **number your slides!** The numbers are used for further reference, questions
- the ideas of your talk must be written down, and **displayed gradually,** so people can follow
- if an important idea is not written down, people will assume it's a detail
- don't talk on a slide for three minutes, add slides
- Check your spelling!!! A brightly-lit mistake is only too visible!
- Have a proper conclusion slide, not just a slide that says "conclusion"

List the tips from "Avoiding death by power point":

Note taking

Read this text and take notes so you can present the topic:

Maslow's hierarchy of needs

What motivates behavior? According to humanist psychologist Abraham Maslow, our actions are motivated in order achieve certain needs. Maslow first introduced his concept of a hierarchy of needs in his 1943 paper "A Theory of Human Motivation" and his subsequent book Motivation and Personality. This hierarchy suggests that people are motivated to fulfil basic needs before moving on to other, more advanced needs.

1. Physiological Needs

These include the most basic needs that are vital to survival, such as the need for water, air, food, and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met. Most of these lower level needs are probably fairly apparent. We need food and water to survive. We also need to breath and maintain a stable body temperature. In addition to eating, drinking, and having adequate shelter and clothing, Maslow also suggested that sexual reproduction was a basic physiological need.

2. Security Needs

These include the needs for safety and security. Security needs are important for survival, but they are not as demanding as the physiological needs. Examples of security needs include a desire for steady employment, health care, safe neighborhoods, and shelter from the environment. The needs become a bit more complex at this point in the hierarchy. Now that the more basic survival needs have been fulfilled, people begin to feel that they need more control and order to their lives. A safe place to live, financial security, physical safety, and staying healthy are all concerns that might come into play at this stage.

3. Social Needs

These include needs for belonging, love, and affection. Maslow described these needs as less basic than physiological and security needs. Relationships such as friendships, romantic attachments, and families help fulfill this need for companionship and acceptance, as does involvement in social, community, or religious groups.

4. Esteem Needs

After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment. At this point, it become increasingly important to gain the respect and appreciation of others. People have a need to accomplish things and then have their efforts recognized. People often engage in activities such as going to school, playing a sport, enjoying a hobby, or participating in professional activities in order to fulfill this need. Satisfying this need and gaining acceptance and esteem helps people become more

confident. Failing to gain recognition for accomplishments, however, can lead to feelings of failure or inferiority.

5. Self-actualizing Needs

This is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested fulfilling their potential.
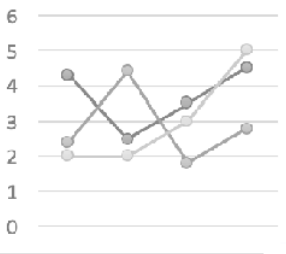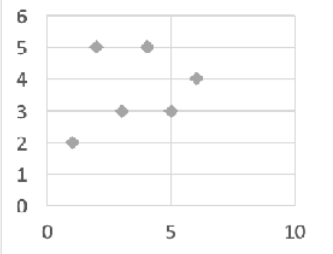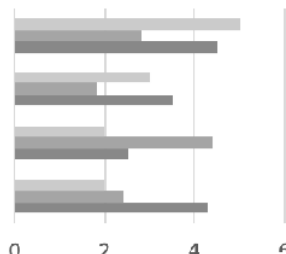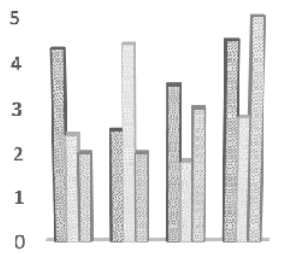
Your notes must fit in the frame:

Maslow's hierarchy of needs

Describing Visuals

a. Types of graph: Match the names and the visuals:

Bar chart - Scatter plot/graph – Column chart - Pie chart – line graph – area chart

1.	**2.**	**3.**
4.	**5.**	**6.**

b. *Expressing changes: use the phrases to describe the shapes*

UP: increase / rise / grow / went up / soar / double / multiply / climb / exceed /
DOWN: decrease / drop / fall / decline / plummet / halve / depreciate / plunge
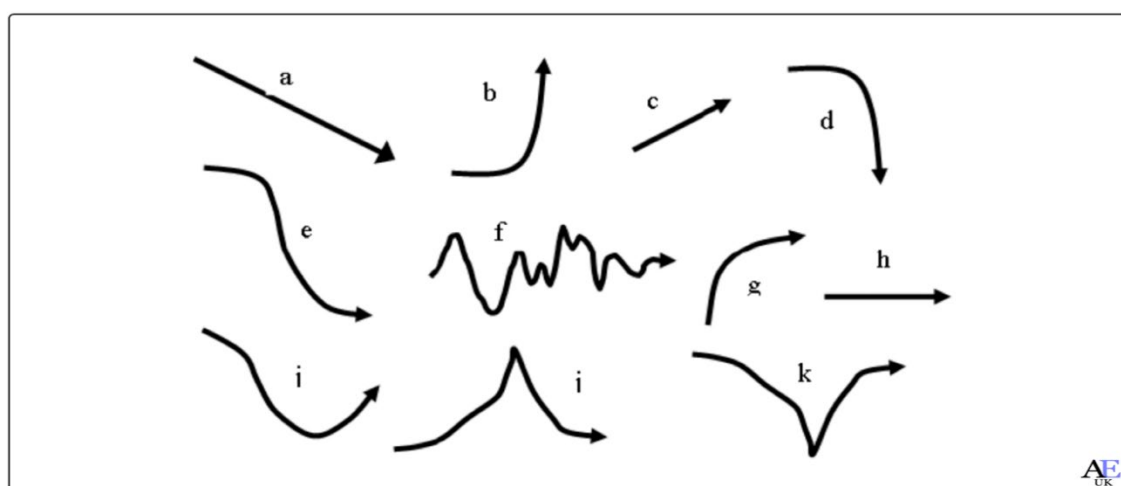UP & DOWN: fluctuate / undulated / dip /
SAME: stable (stabilised) / levelled off / remained constant or steady / consistent
CHANGES: gently / gradually / slightly / steadily / a little /
CHANGES: suddenly / sharply / dramatically / steeply / sudden
TOP: reached a peak / peaked / reached its highest level / an all time high
BOTTOM: bottomed out / sank to the lowest level/ hit a low

c. *Describe and comment the graph from the New York Times from Madoc; following these steps:*

Introduce the chart/ graph	**Let's have a look at** this graph which shows **Have a look at** this graph which illustrates The survey was completed by...
Describe the main elements of the visual	**From** 1990 **to** 2005/ between 1990 and 2005, until 2005 ~~There is a decrease~~ → Prices increased dramatically **for** 2 years **Then** they decreased until 2010 **Over** the next decade, over the past 2 years
Highlight interesting details, make comments	Let's look at/ focus our attention on **As you can see**, **According to** Serious Survey, **I'd like to highlight / draw your attention to** If you look at it a bit more closely, This part of the table is the most significant These colours are used to express historical changes
Analyse, interpret	This peak indicates/ suggests… this fall can be explained by the fact that The figure here seems significant… There seems to be an underlying trend (tendance) We should analyse the situation over a long period of time

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Word stress

Stress on **first** syllable

       Most 2-syllable nouns   PRESent, EXport, CHIna, TAble

       Most 2-syllable adjectives   PRESent, SLENder, CLEVer, HAPpy

Stress on **last** syllable

Most 2-syllable verbs to preSENT, to exPORT, to deCIDE, to beGIN

       PREsent (cadeau, présent) ≠ PreSENT (présenter)

       Object (un objet) ≠ ObJECT (objecter)

       CONtract (un contrat) ≠ conTRACT (contracter)

Stress on <u>penultimate</u> syllable (penultimate = second from end)

Words ending in -ic   GRAPHic, geoGRAPHic, geoLOGic

Words ending in -sion and -tion   teleVIsion, reveLAtion

Stress on <u>ante-penultimate</u> syllable (ante-penultimate = third from end)

Words ending in -cy, -ty, -phy and -gy   deMOcracy, dependaBIlity, phoTOgraphy,

                                 geOLogy

Words ending in -al   CRItical, geoLOGical

Compound words (words with two parts)

For compound **nouns**, the stress is on the **first** part   BLACKbird, GREENhouse

For compound **adjectives**, the stress is on the **second** part   bad-TEMpered, old-FASHioned

For compound **verbs**, the stress is on the **second** part   to underSTAND, to overFLOW

Underline the stressed syllable:

tragic	clever	wonder (n)	open-minded
dimension	brilliant	blackboard	traditional
gravity	software	regulation	wallpaper
overwhelm	fantastic	underestimate	pretend
cold-blooded	regional	well-known	dry-clean
bibliography	border	trilogy	agency

Underline the stressed syllables in the following words and practise reading the text:

1. This is a fantastic opportunity to present our product.
2. The well-known trilogy now has an international dimension.
3. This clever software detects errors in a program.
4. He pretends to be cold-blooded.

Indirect speech

How does it work?
I will explain how does it work → I will explain how it works

1. What does it mean? = I'll explain..
2. What are the implications of this theory? = We'll have a look at
3. What can we do? = I'll talk about
4. I don't think it's a good idea. = He said
5. He will build a better word. = He said

Language of presentations

Introductions

Greetings
Good morning/afternoon/evening
Hello everyone

Rhetorical questions/ anecdote
Did you know that…?
How many of you…
Have you ever…
The other day I read that

Title and subject
Today, we'd like to speak about
What we'd like to talk about is
The topic of today's presentation is

Objective
The objective of the presentation is to
Our aim today is to

Main parts/outline
We've divided our talk into four main parts
Firstly, what I want to do is talk about
Secondly, we will look at
Then/ after that/ finally, Tom will speak about

Timing
The presentation will take/ last about 10 minutes
We will speak for about 10 minutes
We plan to be brief, about 10 minutes

Questions
If you have any questions, please feel free to interrupt
Please interrupt me as we go along if you have any questions
We'll be glad to take any question at the end of our presentation

Link to start
OK. Let's start with the first point which is
Right. We can begin by looking at

Signalling – linking the parts

Sequencing ideas
Firstly/ secondly/ then/ next/ finally
The first/ second/ final point

Ending a section
Right/ so/ OK
That's all I wanted to say about
I think that covers everything on
I think that deals with
To summarize,

Intermediate questions
Are there any questions or comments on that?
Would anyone like to ask a question at this point?

Opening a new section
Let's now look at
Now I want to turn to
This brings me to the third and final point which is

Exploring a list of points
Regarding
Concerning
With respect to

Adding ideas
In addition to this/ Moreover
However (cependant)/ despite (malgré)
So/ therefore

Highlighting and emphasizing
I'd like to emphasize (mettre l'accent sur)
I'd like to stress (souligner)
It is essential to understand that
What is really important here is

Engaging your audience

Rhetorical questions
Why is this talk of interest to us?
How does he/she explain this?
So, why did we pick this talk?

Creating rapport
I'm sure you're thinking that
Did you know that
I'm sure everyone in this room
According to a recent study
I read somewhere that

Visual aids

Introducing the visual
OK. Let's take a look at this slide/ chart
This shows/ illustrates/ demonstrates
This is a graph which shows
Here we can see
As you can see

Focusing attention
I'd like to draw your attention to (attire votre attention sur)
One of the most important aspects is
At first glance (de prime abord) it seems

Closing a presentation

Signalling the end
OK. That brings us to the end of our presentation
Right, that covers everything we wanted to say about

Concluding
To conclude, I'd like to say

I'd like to finish by saying
In conclusion

Closing
Thank you for your attention
Thank you for listening

Inviting questions
Are there any questions?
We'd be glad to take any questions
So, do you have any questions?

Handling questions

That's an interesting question
Does that answer your question?
As I said earlier
I'm afraid that question goes beyond the subject of today's presentation
I don't know that off the top of my head (je n'ai pas ça en tête)
Well, it depends on the situation