Oral Communication Skills B CELEN082 (2024—25)

Class Workbook

Name:_____

Student ID:_____

Class:_____

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Preparing an academic presentation

Sort the stages of preparing and delivering an academic presentation into a logical order, beginning with the first stage that you will complete and finishing with the last.

|	Presentation stage	Comments
1		
2		
3		
4		
5		
6		
7		

Choosing an appropriate presentation topic

General Topics: In your group, make a list of at least five general topics related to the subject that you will study in Years 2-4.

Using textbooks:

Imagine you are an International Communications student. You are interested in the general topic of 'smartphones'. Look at the contents page of a book titled 'Smartphone Cultures' and identify at least two specific problems you could focus on.
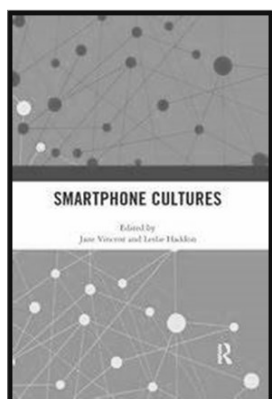
Contents		5.Addiction or freedom? Teenagers' attachment to smartphones.	168
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Adapted from: Vincent, J. and Haddon, L. (eds.) (2018) *Smartphone Cultures.* Abingdon: Routledge.

Finding books on NUsearch:

Use NUsearch to search for books on the topics from the list you generated earlier.

Using the news:

Imagine you are a Biology student. Look at the newspaper front page and the Google search results and identify the specific problem that they both highlight.
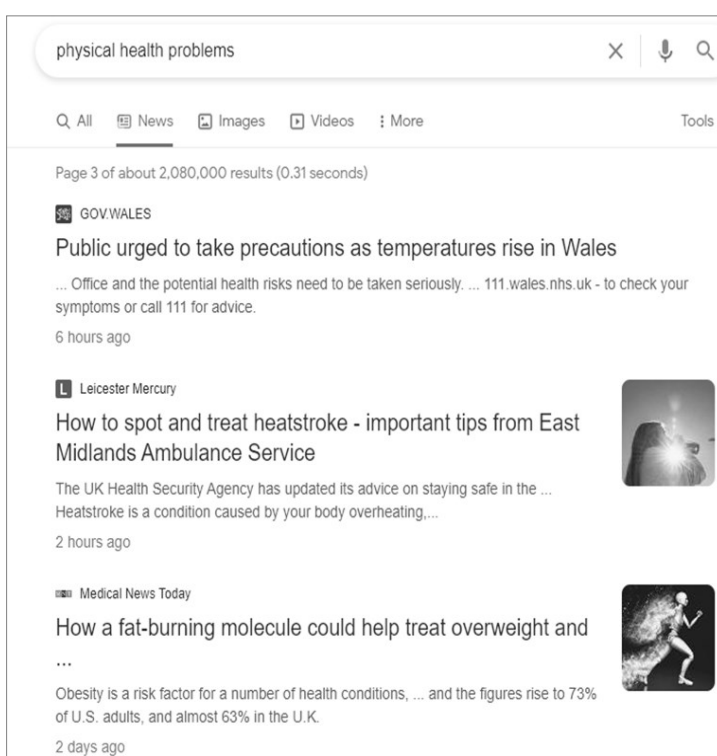
✎ Writing a presentation title

Analyse four presentation titles and decide whether they are **EFFECTIVE** or **NOT EFFECTIVE** based on the questions below.

      1. Is the topic specific enough? Can the student cover the topic fully in 8-11 minutes?

      2. Will the student be able to find sources about this topic that are written in English?

      3. Does the presentation title identify a problem and indicate that the student will present solutions for it?

Lesson 1.2: Choosing a presentation topic
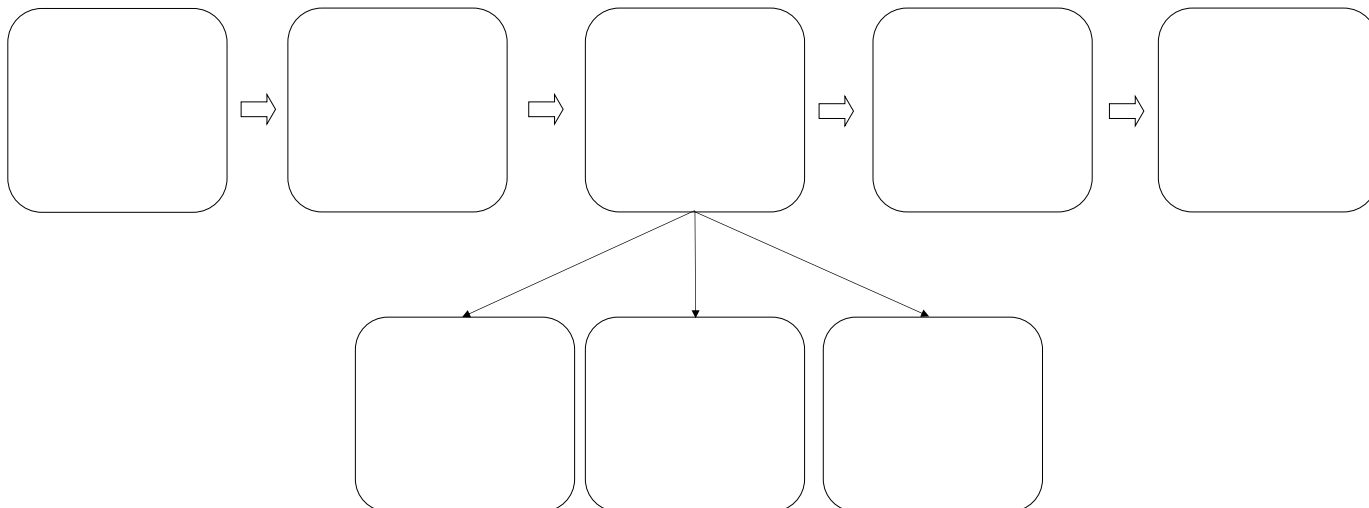
✎ Class notes

Analyse the sample poster on the slide and complete the tasks below.

- Identify five types of information that need to be included on your Research Poster.

- Consider how you should present text on your poster and identify one reason for this.

Lesson 2.1: The 'problem' section

🧠 Presentation structure

Put the sections of a presentation into a logical order.

```
┌────────┐   ┌────────┐   ┌────────┐   ┌────────┐   ┌────────┐
│        │⇒  │        │⇒  │        │⇒  │        │⇒  │        │
└────────┘   └────────┘   └────────┘   └────────┘   └────────┘
                              │
                ┌─────────────┼─────────────┐
                ▼             ▼             ▼
           ┌────────┐   ┌────────┐   ┌────────┐
           │        │   │        │   │        │
           └────────┘   └────────┘   └────────┘
```

✏️ The 'problem'

Listen to an experienced speaker of English present a problem in an academic presentation and complete the table below by answering the questions.

What is the problem? • How is it defined?	
What are the causes of the problem? • What is the main cause? • What are the additional causes?	
Why does this problem need to be solved? • Why is it such a serious problem? • What are the negative impacts?	

✏️ Signposting

Student A and Student B should work together to fill in the spaces in the sample problem section below/ on the next page.

DON'T LOOK AT YOUR PARTNER'S SCRIPT!

STUDENT A

OK, so, first, what is obesity and _____? Well, the World Health Organization defines it as "abnormal or excessive fat accumulation that may impair health." And, in the UK over the last 20 years, it has become increasingly prevalent. Let me show you some statistics demonstrating this. This line graph, from the WHO, shows trends in obesity among adults in Britain between 2000 and 2020. The vertical axis represents the percentage of the UK adult population diagnosed as being obese and the two lines represent gender. The red line represents women and the blue line represents men. You can see that, for both sexes, levels of obesity have increased by around 10% over the past twenty years. The result of this increase is that, now, approximately 1 quarter of the UK population is obese which, I think you'll agree, is _____.

OK, so now, let's take a look at the causes of this problem. The _____ is an energy imbalance between calories consumed and calories expended. One of the major contributors to this is increased sugar content in the modern diet with a 2022 study by Vauterin estimating that sugar consumption in the UK has risen to twice the recommended daily intake. And this is _____ 'free' sugar consumption. 'Free' sugars are sugars that aren't naturally part of the food we eat. They're simply added by food manufacturers to enhance taste. In addition to calories consumed, sedentary lifestyles exacerbate the situation. This is backed up by a 2021 study from the World Obesity Federation which shows that 25% of UK adults do not meet the recommended levels of physical activity, and this swells obesity rates.

_____? Well, according to a 2017 report by the National Health Service, obesity can lead to over 30 chronic health conditions, including type 2 diabetes and heart disease. And these health conditions can reduce life expectancy by an average of 3 to 10 years, depending on how severe they are. So, knowing the high rate of obesity and the negative health effects it can have, we can see that this problem really _____.

STUDENT B

_____ and why is it a problem? Well, the World Health Organization defines it as "abnormal or excessive fat accumulation that may impair health." And, in the UK over the last 20 years, it has become increasingly prevalent. Let me show you some statistics demonstrating this. This line graph, from the WHO, shows trends in obesity among adults in Britain between 2000 and 2020. The vertical axis represents the percentage of the UK adult population diagnosed as being obese and the two lines represent gender. The red line represents women and the blue line represents men. You can see that, for both sexes, levels of obesity have increased by around 10% over the past twenty years. _____ this increase is that, now, approximately 1 quarter of the UK population is obese which, I think you'll agree, is a significant problem.

_____ the causes of this problem. The fundamental cause is an energy imbalance between calories consumed and calories expended. One of the _____ to this is increased sugar content in the modern diet with a 2022 study by Vauterin estimating that sugar consumption in the UK has risen to twice the recommended daily intake. And this is largely due to 'free' sugar consumption. 'Free' sugars are sugars that aren't naturally part of the food we eat. They're simply added by food manufacturers to enhance taste. In addition to calories consumed, sedentary lifestyles exacerbate the situation. This is _____ a 2021 study from the World Obesity Federation which shows that 25% of UK adults do not meet the recommended levels of physical activity, and this swells obesity rates.

OK, so why is obesity such a serious issue? Well, according to a 2017 report by the National Health Service, obesity _____ over 30 chronic health conditions, including type 2 diabetes and heart disease. And these health conditions can reduce life expectancy by an average of 3 to 10 years, depending on how severe they are. So, knowing the high rate of obesity and the negative health effects it can have, we can see that this problem really needs to be solved.

🗪 Sentence stress

Practise saying the four sentences below. Which words should you stress (i.e. say more loudly and/ or slowly)?

a) *Okay, so, first, what is obesity and why is it a problem?*

b) *The World Health Organization defines obesity as abnormal or excessive fat accumulation that may seriously impair health.*

c) *Free sugars are sugars that aren't naturally part of the food that we eat. They're simply added by food manufacturers.*

d) *Some people say that obesity isn't a medical condition, but, actually, it is.*

Analyse the four sentences above and find at least one example where the speaker stresses words:

    1. to emphasise the **new** and/ or **important** information.

    2. to emphasise the **contrast** between two ideas.

    3. to help the audience follow the **structure** of the presentation.

    4. because the word itself has a **'strong' meaning**.

Lesson 2.2: Evaluating source appropriateness

✎ CRAAP framework

The ability to evaluate information and decide whether it is appropriate for use in your university assignments is a key skill in academic study. In order to establish whether a source is appropriate, you can use what is called the **CRAAP framework**.

Match the CRAAP criteria below to the appropriate explanation.

Currency

Relevance

Authority

Accuracy

Purpose

This relates to the type of source and whether it is reliable or not.
Does the author or organisation have expert knowledge?

This relates to when the source was published.
Is the information still current or is it out of date?

This relates to the reason the information exists.
Is the author trying to share facts or make a supported argument? Might the author be biased for some reason (e.g. trying to sell something)?

This relates to whether the source is useful for your purpose. Does the information help you explain or solve the problem in your Final Presentation?

This relates to the information within a source. Are claims clearly explained and supported with evidence you can check (e.g. citations, hyperlinks)?

✎ Choosing sources

Evaluate seven sources to decide whether they are appropriate for use in an OCSb presentation on the topic of *obesity*.

	Currency	Relevance	Authority	Accuracy	Purpose
Source 1					
Source 2					
Source 3					
Source 4					
Source 5					
Source 6					
Source 7					

✏ Presenting visual data

Watch an experienced speaker present visual data. Identify the information given and its order.

The speaker …	Order (1-5)
explains what the visual data shows	
highlights the key data	
makes a claim	**1**
comments to emphasise how the data supports the claim	
signposts the introduction of visual data	

Watch the experienced speaker present the visual data again and listen for the key vocabulary/ phrases. Pay attention to the nine underlined sections of text. Each one contains a mistake (e.g. a missing, incorrect word). Listen and fix them.

And, in the UK over the last 20 years, [obesity] has become increasingly prevalent. **Let me tell you (1)** some statistics demonstrating this. **This graph (2)**, from the WHO, shows trends in obesity among adults in Britain between 2000 and 2020. The **vertical (3)** represents the percentage of the UK adult population diagnosed as being obese and the two lines represent gender. **The purple line represents women (4)** and **the blue line illustrates men (5)**. **You can know that (6)**, for both sexes, levels of obesity **have fallen (7)** by around 10% over the past twenty years. The result of this increase is that, now, approximately **one third (8)** of the UK population is obese which, **I think you'll agree, is a problem (9)**.

🦻 Intonation

Analyse four sample presentation extracts. At the end of each line predict which tone the speaker might use: ↗,↘ or →.

1	2
in the **uK** ↗	the **RED** line represents **WOmen** ☐
obesity has become a **REAL** problem ☐	and the **BLUE** line ☐
because over the **LAST TWEN**ty years ☐	represents **MEN** ☐
it's become in**CREA**singly **PRE**valent ☐	

3	4
☐ **oKAY**	☐ We'd need to create the re**SOUR**ces
so **HOW** e**FFEC**tive would this solution **BE**? ☐	create the **WEB**site ☐
☐ **WELL**	and then **PU**blicize the cam**PAIGN.** ☐
this solution would be **GREAT** ☐	

Analyse the four extracts again and find at least one example of each intonation pattern that:
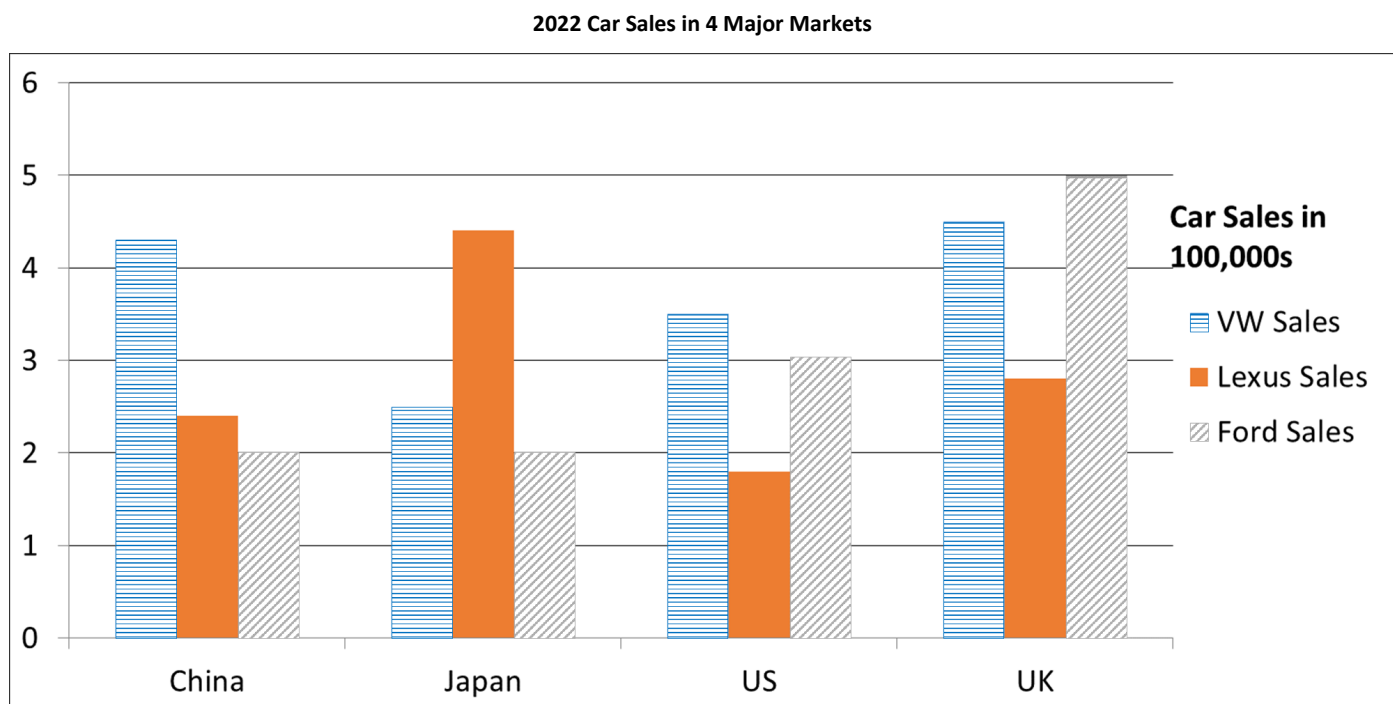
     (a) emphasises **contrasting** information.

     (b) indicates the speaker has **not finished** an idea yet.

     (c) indicates the speaker has **finished** an idea.

     (d) shows the speaker's **emotional attitude** towards an idea.

     (e) emphasises the speaker is **listing similar ideas**.

     (f) is used for **rhetorical questions**.

🧠 Emergency visual data

Use the data below <u>if you haven't done your homework</u>.

> Ford doesn't have a large share of the market in China …

2022 Car Sales in 4 Major Markets

Car Sales in 100,000s

☰ VW Sales
■ Lexus Sales
▨ Ford Sales

(Financial Times, 2022)

Lesson 3.2: Dealing with questions in the Research Poster event

Dealing with questions

Watch an experienced presenter deal with questions and write 1-5 next to the situations he encounters in the order that you hear them.

COVER THE TRANSCRIPTS BELOW AND ONLY LISTEN TO THE RECORDING.

The speaker uses a strategy to deal with …	(1-5)
a question he **doesn't understand.**	
a question he **doesn't know the answer to.**	
a question he can answer but he wants some **extra thinking time**.	
someone who **disagrees** with him.	
an **irrelevant** question.	

Language focus

Look at the transcript of the video you've just watched and <u>underline</u> the language that the speaker uses to perform the strategies for dealing with questions.

> **Can you explain what BMI means?**
>
> That's a very good question. Well, BMI is a measure of body fat that's calculated by dividing a person's weight in kilograms by their height in metres squared. Having a BMI of 18.5 - 24.9 is classified as healthy and a BMI of 30 or over is classified as obese.

> **I see that you are using BMI to define obesity. Do you really think that BMI is the best way to define obesity? I mean it doesn't take into account factors like bone density and muscle mass.**
>
> Well, you're right that using BMI certainly isn't a perfect tool for measuring obesity. But I decided to use it for my research as it's the one that's typically used in the National Health Service in the UK.

> **So you think one of the main causes of obesity in the UK is sugar consumption. What do you think the main cause in Australia is?**
>
> That's an interesting question, but I'm afraid that's not really within the scope of my research. Perhaps we could talk about it after the presentations have finished.

Why do you think people in the UK are consuming more processed food?

Sorry but I can't comment on that at this stage of my research. But, if you leave me your contact details, I'd be happy to let you know if I find out.

Do the rising obesity levels in the UK have any impact on society?

Sorry, I didn't quite catch that. Could you repeat your question?

Sorry, I was just asking about the impact that rising obesity levels were having on UK society.

That's a very good question. I think the biggest impact relates to the effect that it's had on health care spending. For instance, this article suggests that has led to an extra 3 billion pounds in direct healthcare costs, and that figure's probably even higher now.

Match the phrases on the slide to the situations where a presenter might use them. Some phrases might fit into more than one category.

Don't understand	Can't answer

Disagreement	Irrelevant	Thinking time

🦻 Two solutions

Listen to an experienced speaker present a solution to the problem of obesity in the UK and answer the questions below.

	Solution 1 (Student A)	**Solution 2** (Student B)
What is the solution?		
How would this solution work?		
What are the strengths of the solution?		
What are the weaknesses of the solution?		

✎ Signposting language

Look at the transcript for the first solution. Using what you learnt about signposting language in Lesson 2.1, can you guess the missing signposting language?

Solution 1

OK, so now we've established the problem, I'll _____**(1)** two possible solutions. And the _____**(2)** I'd like to discuss is banning the advertising of sugar-sweetened drinks. So _____**(3)** Well, I propose that the British government introduces a total ban on the advertising of all non-alcoholic beverages that contain added free sugars. This would include adverts for all sugar sweetened sparkling, fruit and dairy drinks. Ads for such drinks wouldn't be permitted in the UK on television and radio, in newspapers and magazines, or on social media. OK so _____**(4)** Well, there's significant evidence that similar measures have been effective and have had an immediate impact. A _____ **(5)** this is the unhealthy food and drink advert ban that was implemented across the Transport for London network. This ban was introduced in November 2018, and a 2022 study by Yau et al. found that it had a substantial impact on transport users' purchasing decisions. Specifically, by studying the purchases of 977 households in the 44-week period following the ban, the researchers found that purchases of high fat, salt and sugar products fell by 6.7% which added up to a 1,000-calorie reduction. So, by implementing a similar advertising ban nationwide we could encourage healthier consumption patterns on a much larger scale. _____, it's important to recognize that this is not _____**(6)**. Even if we were able to achieve a similar 1,000-calorie reduction per household per week by reducing sugary drink purchases, this wouldn't solve the obesity crisis alone.

Look at the transcript for the second solution. Find at least five examples of similar signposting language.

Solution 2

OK, so we've looked at a solution that addresses the issue of calories consumed, so now we'll focus on a second solution that deals with calorie expenditure. Specifically, the solution is to encourage people in the UK to increase their levels of physical activity through government supported community health campaigns. OK, so let's think about how these campaigns would operate in practice. Well, an initiative called the 'Move Your Way' campaign launched in 2018 in the United States provides a good model. Through this campaign, the federal government provided free promotional material - posters, pamphlets and videos - to service providers such as schools to run health campaigns in their local area. This material provides practical information on how citizens can increase physical activity in their daily lives. I'm proposing that the government in the UK sets up a similar resource service. OK so, how effective would this be? Well, the first strength is that this solution would directly address the problem of obesity. This is backed up by the World Obesity Federation who highlight that measures such as walking or cycling to work, can play an important role in preventing obesity. The second strength is that there's already evidence that government-backed community campaigns can be successful in the UK. A good example of this is the 'Together' initiative which has managed to build a coalition of organizations, companies and private citizens that work together to hold community events targeted at areas like raising awareness of climate change. However, as with my first solution, there're potential issues here, too. In particular, it's likely that it would take some time to achieve meaningful results. We'd need to create the educational resources, build the website and then publicize the campaign. And this would take time which was certainly the experience of the Move Your Way campaign in America. The three-year internal review of this program reported that it wasn't until over two years after the launch that at least one community event had been held in all fifty states.

Chunking and pausing

Analyse five sentences from the solution section that you've just listened to and predict where you think the speaker might pause.

1. **oKAY** so now we've **esTAblished** the **PROblem** I'll move on to **TWO** possible solutions

2. the **FIRST** one I'd like to discuss is **BAnning** the **ADverTIsing** of sugar-sweetened drinks

3. well I propose that the **BRItish** government introduces a **TOtal BAN** on the advertising of **ALL NON-ALcoHOlic** beverages that contain **ADded** free sugars which are one of the **MAIN** sources of Britain's **inCREASED** sugar consumption

4. **ADS** for such drinks wouldn't be permitted in the UK on **TElevision** and **RAdio** in **NEWSPApers** and **MAgazines** or on **social MEdia**

5. however it's **imPORtant** to recognise that this is **NOT** a perfect solution

Class notes

Lesson 4.2: Evaluation criteria

🗣️ Problem—solution

For homework, you were asked to watch an extract from a presentation on *vocabulary in presentations.* What was the problem?

What solutions do you think could be used to solve / minimise the problem?

🧠 Evaluation criteria

Which of the criteria below could be used to evaluate the solution? Justify your choice(s).

Criteria	Related question	Suitable (√)	Not suitable (X)
Cost	How much would it cost to plan / implement the solution?		
Effectiveness	How effective would the solution be?		
Time	How long would it take to plan / implement the solution?		
Sustainability	Can this solution / effect of the solution be maintained for an extended period of time?		
Environmental impact	What would be the impact on the environment?		
Ease of implementation	How easy would it be to implement the solution?		
Availability	Is this solution available to all people, no matter their situation / context?		
Safety	How safe would it be to implement the solution?		
Impact on health	What impact would the solution have on one's health?		

🧠 Reflection

Watch the video of yourself presenting during the Research Poster event. Assess your performance based on the four criteria by marking an **X**.

1	**I pronounced words accurately** NO ⟵————⟶ YES	**Which words did I mispronounce?**
2	**I spoke clearly** (consider your speed, volume & pausing) NO ⟵————⟶ YES	**What do I need to improve?**
3	**I spoke enthusiastically** (consider your sentence stress & intonation) NO ⟵————⟶ YES	**What do I need to improve?**
4	**I spoke accurately** (consider your grammar & vocabulary) NO ⟵————⟶ YES	**What errors did I make?**

✏️ Class notes

_____

_____

_____

_____

_____

Lesson 5.2: Referring to sources

Getting started

In your group, use your existing knowledge of referring to sources to complete the statements with *always/ sometimes/ never*.

When I use information from a source in an academic presentation, I...	always	sometimes	never
_____ need to say the name of the author.			
_____ need to say the year the source was published.			
_____ need to provide a citation for the sources where I get information on my slides.			
_____ need to include the source in my reference list.			

Referring to sources in a presentation

Listen to four extracts of an experienced speaker presenting information. Match each extract to the type of information below.

	Extract (1-4)
a) a real-life example	
b) findings from a research study	
c) a reason	
d) a definition	

Class notes

Listen to the first two extracts again, and fill in the gaps in the transcript as you listen.

Extract 1	OK, so, first, what is obesity and why is it a problem? Well, the _____ _____ it as "abnormal or excessive fat accumulation that may impair health."
Extract 2	In addition to calories consumed, sedentary lifestyles exacerbate the situation. This is backed up by a _____ from the _____ that 25% of UK adults do not meet the recommended levels of physical activity, and this swells obesity rates.
Extract 3	OK, so let's think about how these campaigns would operate in practice. Well, an initiative called the 'Move Your Way' campaign launched in 2018 in the United States provides a good model. Through this campaign, the federal government provided free promotional material - posters, pamphlets and videos - to service providers such as schools to run health campaigns in their local area.
Extract 4	However, as with my first solution, there're potential issues here, too. In particular, it's likely that it would take some time to achieve meaningful results. We'd need to create the educational resources, build the website and then publicise the campaign.

When deciding how to refer to sources in presentations, experienced speakers engage in a complex thought process. Analyse the six thoughts below and match them to the extracts (above) that they relate to.

A — The author created this information, so it's <u>important</u> to **say** the *name of the author*.

C — The audience need to know the year of publication to fully understand the information, so <u>it's important</u> to **say** the *year*.

E — I have provided a **citation** on the slide and the audience can find the source using the citation and the **reference list** if they want to check the information.

B — This information is a fact. The author did not create it, so <u>it's not important</u> to **say** the *name of the author*.

D — Details about timing are included in the description of the information itself so <u>it's not important</u> to **say** the *year of publication*.

F — I'm giving my own opinion. It's also a pretty general idea that most educated people could form using common sense, so I <u>don't need</u> a **citation**.

Thought process(es)	
Extract 1	
Extract 2	
Extract 3	
Extract 4	

Introduction content

Watch an experienced speaker present an introduction. Identify the features included and their order.

The speaker …	Order
presents a definition of the problem.	
introduces himself to the audience.	
states the topic of the presentation.	
tries to increase the interest of the audience in the topic.	
provides an outline of the specific aspects of the topic he will cover in the presentation.	
greets the audience.	

Language focus

Student A and Student B should work together to fill in the spaces in the introduction section below/ next page.

DON'T LOOK AT YOUR PARTNER'S SCRIPT!

STUDENT A

_____[1]. **My name**[2] is John Smith and **my presentation today is on**[3] a problem that, _____[4], contributes to at least one in every thirteen deaths in Europe. **Can you guess what I'm going to discuss?**[5] No, it's not road accidents. No, not smoking. _____[6] obesity. My presentation will focus specifically on tackling the problem of obesity in the United Kingdom and **will be divided into**[7] two parts. _____[8] the problem. **Then, I'll focus on**[9] two solutions and _____[10]. **These solutions are**[11] a ban on the advertising of sugar-sweetened drinks and increasing the amount of physical activity in daily life through government supported campaigns in local communities.

STUDENT B

Good afternoon[1]. _____[2] John Smith and _____[3] a problem that, **according to a National Health Service study from 2017**[4], contributes to at least one in every thirteen deaths in Europe. _____[5] No, it's not road accidents. No, not smoking. **Today, my topic is**[6] obesity. My presentation will focus specifically on tackling the problem of obesity in the United Kingdom and _____[7] two parts. **First, I'll explain**[8] the problem. _____[9] two solutions and **evaluate their effectiveness**[10]. _____[11] a ban on the advertising of sugar-sweetened drinks and increasing the amount of physical activity in daily life through government supported campaigns in local communities.

Match the underlined language and language from the gaps to the appropriate function in the table below.

	Function	*Language* (1-11)
A	Presenting the overview of the presentation	
B	Introducing surprising statistics ('grab' attention)	
C	Greeting the audience	
D	Stating the topic	
E	Rhetorical question ('grab' attention)	
F	Introducing yourself	
G	Starting the presentation	

'Grabbing' your audience's attention

How did the experienced presenter try to 'grab' your attention?

	Sample introduction
Introduce the attention grabber	
Picture	
Surprising statistics / news	
Story	
Rhetorical question	
Real question	
Instruction to audience	
Comment on audience response	
Link to presentation topic	

Students A: Attention grabber A

Work in pairs to complete the tasks below.

1. Read the 'attention grabber' and identify the methods used to grab the audience's attention.

	Tick if used
Introduce the attention grabber	
Picture	
Surprising statistics / news	
Story	
Rhetorical question	
Real question	
Instruction to audience	
Comment on audience response	
Link to presentation topic	

2. Practise presenting the 'attention grabber'.

- Suggestions for pausing are indicated by / .
- Suggestions about sentence stress are indicated by CAPITAL letters.

good MORning. / my name is _____. / beFORE we get started, / i'd like to show you a PICture [*POINT TO THE PICTURE*]. / THIS is actress REbel WILson / beFORE and AFter her weight loss. / for YEARS / she struggled with health problems due to obesity, / but she is now HEALthier and HAppier. / the struggles that rebel wilson FACED / are becoming inCREAsingly common across the developed world. / and THIS leads me to the topic of my presentation, / as, TOday, / i will discuss / HOW to tackle the issue of oBEsity in the UK.

Image source: https://glamourfame.com/
uploads/biography/2021/12/6/1%20(1)-
1638795545306.jpg

Students B: Attention grabber B

Work in pairs to complete the tasks below.

1. Read the 'attention grabber' and identify the methods used to grab the audience's attention.

	Tick if used
Introduce the attention grabber	
Picture	
Surprising statistics / news	
Story	
Rhetorical question	
Real question	
Instruction to audience	
Comment on audience response	
Link to presentation topic	

2. Practise presenting the 'attention grabber'.

- Suggestions for pausing are indicated by / .
- Suggestions about sentence stress are indicated by CAPITAL letters.

good MORning everyone. / my name is _____ . / beFORE i begin my presentation, / i'd LIKE to ask you a QUEStion. / HOW many of you here have consumed TOO much sugar / or NOT done enough EXercise this week? / please RAISE your hand if your answer is YES [LONG PAUSE]. / that's INteresting / because almost EVerybody has raised their hand. / WELL, / DID you KNOW / that EXcess sugar consumption / and lack of EXercise / are MAjor contributors to RIsing obesity rates / in many developed countries? / and THAT leads us nicely to the topic of my presentation.

Listen to each other deliver the attention grabbers and tick the relevant boxes in the table below.

	Attention Grabber A	Attention Grabber B
Introduce the attention grabber		
Picture		
Surprising statistics / News		
Story		
Rhetorical question		
Real question		
Instruction to audience		
Comment on audience response		
Link to presentation topic		

✏️ Class notes

Analyse both attention grabbers and find the language that the presenter uses to perform the functions from the *useful language* column.

Attention Grabber A	Useful language for ...
Good morning. My name is _____. Before we get started, I'd like to show you a picture [POINT TO THE PICTURE]. This is actress Rebel Wilson before and after her weight loss. For years she struggled with health problems due to obesity, but she is now healthier and happier. The struggles that Rebel Wilson faced are becoming increasingly common across the developed world. And this leads me to the topic of my presentation, as, today, I will discuss how to tackle the issue of obesity in the UK.	*introducing the attention grabber* *linking to the presentation topic*

Attention Grabber B	Useful language for ...
Good morning everyone. My name is _____ . Before I begin my presentation, I'd like to ask you a question. How many of you here have consumed too much sugar or not done enough exercise this week? Please raise your hand if your answer is yes [LONG PAUSE]. That's interesting because almost everybody has raised their hand. Well, did you know that excess sugar consumption and lack of exercise are major contributors to rising obesity rates in many developed countries? And that leads us nicely to the topic of my presentation.	*introducing the attention grabber* *instructing the audience* *commenting on the audience response* *linking to the presentation topic*

Look at the three PowerPoint slides from the experienced presenter's introduction on obesity and put them in the order in which they appeared.

Fill in the missing spaces in the outline slide above.

Lesson 6.2: The 'conclusion' section

🧠 Introduction and conclusion content

Introduction features

In the previous lesson, you studied the features that are typically included in an introduction to an academic presentation.

In your group, write down a list of as many of these as you can remember.

Based on your homework, write down a list of the features needed in a conclusion.

Conclusion features

👂 Language focus

Watch the experienced speaker present the conclusion and listen for the signposting phrases. Pay attention to the six underlined sections of text.

Each one contains a mistake (i.e. a missing or incorrect word, or an extra word). Listen and fix them.

OK, so that takes us to the end (1) of my presentation. **Before I finish, let me get through** (2) my main points again. **I outline** (3) the problem of obesity in the UK and suggested two solutions. Both come with challenges and yet are highly practical. Introducing a ban on sugar-sweetened drinks is certainly achievable, would take immediate effect, and similar bans have been proven to lead to a reduction in the purchase of unhealthy products. Similarly, increasing physical activity in daily life through government supported campaigns in local communities has been shown to have a significant impact on obesity and would likely be successful in the UK. **OK, I like to finish by** (4) pointing out that, as these two solutions demonstrate, tackling the problem of obesity will require action from the government, local communities and individuals. So, if we're to live healthier and longer lives, we must work together. **Thank you for your listening (5).** Here's **my sources list (6)**.

Analyse the underlined phrases from the sample conclusion and match them to the function they perform.

A. Thanking the audience

B. Introducing the reference list

C. Signposting the summary of the main ideas

D. Signposting a 'clincher' (a way to end your presentation strongly by reinforcing your main idea)

E. Signposting the conclusion

Analyse the <u>additional phrases</u> below and match them to their function.

> *1. Let me end by VERB-ing …*
>
> *2. Let me remind you of the main points I've covered today.*
>
> *3. So let's sum up what we've talked about today.*
>
> *4. I'd like to close by VERB-ing …*
>
> *5. OK. So we've now come to the end of my presentation.*

✎ Class notes

Focus on design

Compare the 'design' of two PowerPoint slides and complete the tasks below.

- Decide which slide is more effective.

- Give at least seven reasons for your decision.

A

B

Analyse two more pairs of PowerPoint slides. For each pair, decide which slide features the most logically positioned citations.

✎ Focus on text

Compare the use of 'text' in two PowerPoint slides and complete the tasks below.

- Decide which slide is more effective.
- Give at least eight reasons for your decision.

🧠 Supporting ideas

Compare the way the 'text' is used to introduce support for ideas (e.g. examples and evidence from research studies) in three PowerPoint slides and complete the tasks below.

- Decide which slide is the most effective.

- Give at least two reasons for your decision.

Government-Supported Physical Activity Campaigns

- Free promotional material for community health campaigns

Evaluation:

+ Physical activity in daily life → obesity prevention
(World Obesity Federation, 2021)

+ Similar successful campaigns in the UK *(Together, 2021)*

- Lengthy time for meaningful results *(Health.gov, 2021)*

A

Government-Supported Physical Activity Campaigns

E.g. 'Move Your Way' campaign (USA) *(Health.gov, 2021)*
- Launched in 2018.
  - Free promotional material for community health campaigns to service providers e.g. schools.
  - Material provides practical information on how to increase physical activity

Evaluation:
+ Physical activity in daily life → obesity prevention*(World Obesity Federation, 2021)*

+ Similar successful campaigns in the UK *(Together, 2021)*

- Lengthy time for meaningful results *(Health.gov, 2021)*
  - E.g. 'Move your Way': 3 year internal review of the program
    - Over 2 years for 50 state take-up

B

Government-Supported Physical Activity Campaigns

E.g. 'Move Your Way' campaign (USA) *(Health.gov, 2021)*
- Free promotional material for community health campaigns

Evaluation:
+ Physical activity in daily life → obesity prevention
(World Obesity Federation, 2021)

+ Similar successful campaigns in the UK *(Together, 2021)*

- Lengthy time for meaningful results *(Health.gov, 2021)*
  - E.g. 'Move your Way': Over 2 years for 50 state take-up

C

✎ Presenting a research study

Analyse the way the 'text' is used to present a research study. Decide which of the information below is presented on the slide.

a. General subject of research

b. Time period of research

c. Basic details of the research method

d. Specific details about how the research was conducted

e. Main relevant finding(s) of research

f. Explanation of finding(s)

Sugar-Sweetened Drink Advertising Ban

Total ban on advertising in all UK media
- Fizzy drinks
- Sugar-sweetened fruit and dairy drinks

Evaluation:
+ Effective and immediate impact
  - E.g. 2018: TfL ban on unhealthy food advertising
    - 2022 study of 977 households:
      - 6.7% ↘ in purchases of high fat, salt and sugar products
      (Yau et al., 2022)

- Weekly 1000-calorie reduction per household is insufficient
- Sugar-sweetened drinks still available

✏️ Checklists

Use the checklists below to improve your PPT slides.

Content requirements:		√	See lesson

Introduction	**Title slide**
	    Title indicates this is a problem-solution presentation
	    Full name and ID number
			1.1 & 6.1

	Overview slide List of main section titles		6.1

Problem	**Explanation**
	    What is the problem? (e.g. explanation, definition)
	    How do you know it's a problem? (e.g. evidence, data)
			2.1

	Causes
	    Explanation
	    Support from sources		

	Significance/ Impact
	    Explanation
	    Support from sources		

Solution 1	**Clear explanation** Support from sources		4.1 & 4.2
	Evaluation Balanced		
Solution 2	**Clear explanation** Support from sources		
	Evaluation Balanced		
Conclusion	**Summary slide** Review of main points		6.2
	Reference list References matching citations		

Design and text requirements:		√	See lesson
Design	Appropriate design for an academic presentation (e.g. no cats, no teddy bears)		7.1
	Font colour contrasts with background		
	Easy to read fonts (e.g. Arial, Calibri)		
	Slide headings included (and matching *Overview*)		
	Pictures relevant to information on slide		
	Citations included and positioned logically on slides		
Text	Bullet points used; no blocks of text		
	Consistent use of text (e.g. capital letters, full stops)		
	Easy to distinguish between titles, main points, and supporting points (e.g. font size, indentation, bold)		
	No spelling errors		

Getting started

Using the notes you took for homework, decide if the statements below are true or false.

	According to Alex Lyon, a Communication Coach, presenters should …	True (T) or False (F)
1	look at the audience when they're speaking, not at their slides.	
2	try to look at as many people as possible when they're speaking.	
3	try to show they're professional by not smiling.	
4	not walk around during a presentation.	
5	stand with their feet shoulder-width apart.	
6	stand with more weight on the front of their feet.	
7	keep their hands at the side of their body.	
8	nod their head slightly when they pause after a key idea.	

Using body language

Match the sentences below to the corresponding photos.

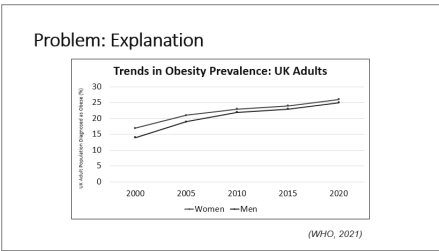|	Sentence	Photo
1	I think there are three main issues here.	
2	On the one hand … on the other hand …	
3	I would like to focus on this in particular.	
4	Let's just remember one thing.	
5	So, what can we do about it?	

A   B   C   D   E

Underline the trigger words in the sentences above. Stand up and practise saying the sentence and performing the body language.
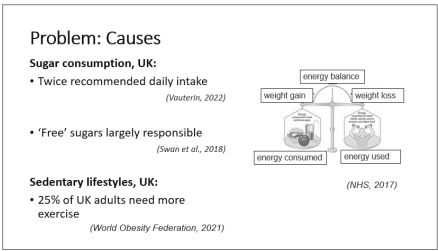
Analyse the sentences below and complete the following tasks:

- For each sentence underline the word(s) that could trigger a gesture. Note that three of the sentences have matching slides.

- Practise saying each sentences with appropriate gestures.

A. My presentation will focus on obesity in the UK and will be divided into two parts.

B. Over the last twenty years, obesity in the UK has become a huge problem.

C. On the one hand, it's a very effective solution. But on the other hand, it's expensive.

D. But this isn't just about me. It's about you, every one of you here today.

E. So, what's the long-term impact? Frankly, who knows?

F. And the first solution I'd like to discuss is banning the advertising of sugary drinks.

G. I propose that we expand our product range by 25%.

H. This line graph shows trends in obesity among UK adults between 2000 and 2020. (*slide 1 below*)

I. The fundamental cause of obesity is an imbalance between calories consumed and calories expended. (*slide 2 below*)

J. The cost has gone up from six to eight million dollars.

K. We'd need to create the resources, build a website and publicise the campaign.

L. And it's powered by the tiniest microchip you've ever seen.

M. What we need to do is work, work and work again.

N. Have you eaten junk food this week? Raise your hand if your answer is 'yes'.

O. It's not only our responsibility to do this, the public need to be involved too.

P. Thank you for listening. Here's my reference list. (*slide 3 below*)

Slide 1 (for sentence H above)

Slide 2 (for sentence I above)

Slide 3 (for sentence P above)

Give each presenter a score for their body language.

Like a tree (too little body language)				**Confident and expressive**		**Like a bad movie star** (too much body language)		
1	2	3	4	5	4	3	2	1
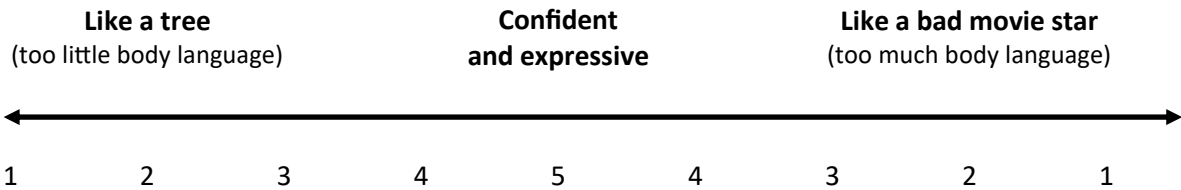
Lesson 9.2: Delivery (2): Audience and anxiety

✎ Class notes

✏️ Presentation checklist

Use the checklist below to improve your slides and the content of your presentation before your practice in Week 11 or 12.

		YES	NO	Comments
Task achievement **Introduction**	Do you have an attention grabber?			*You don't need to have a slide for this, but the presentation title should not be visible when you are delivering the attention grabber.*
	Do you have a presentation title slide (that includes your full name and student number)?			
	Do you have an outline slide?			

		YES	NO	Comments
Task achievement **Problem**	Do you clearly explain what the problem is (supported by information from sources)?			
	Do you explain what the main causes of the problem are?			
	Do you explain why it is important for this problem to be addressed (e.g. impact, negative effects)?			

		YES	NO	Comments
Task achievement **Solutions**	Do you have two solutions?			
	Is each solution relevant to the causes/impact of the problem?			
	Do you explain each solution clearly?			
	Do you have examples to help the audience understand the solutions?			*This is not compulsory, but depending on the solution, it might be useful.*

		YES	NO	Comments
Task achievement **Evaluation**	Do you have an evaluation for each solution?			
	Does your evaluation focus on more than one perspective (e.g. pros AND cons)?			
	Do you have support for your evaluation (e.g. how the solution worked in another context)?			

		YES	NO	Comments
Task achievement **Conclusion**	Do you have a separate slide for the conclusion?			
	Does the conclusion slide restate the problem and the two solutions?			

		YES	NO	Comments
Task achievement **Sources**	Did you use at least 5 sources?			*Each source must have a citation and a matching reference.* *If you have fewer than 5 sources, you will fail Task Achievement.*

		YES	NO	*Comments*
Referencing **Citations**	Do you have citations for all information that you used from sources?			
	Do all citations follow the formatting requirements specified in the *'CELE Citation and Referencing Guide'*?			
	Are your citations positioned logically on the slides?			
	Do all the citations have the same style (e.g. same font size)?			
	Do all the citations have a matching reference?			

		YES	NO	*Comments*
Referencing **Reference list**	Is your reference list organised alphabetically?			
	Do all references follow the formatting requirements specified in the *'CELE Citation and Referencing Guide'*?			
	Does each reference have a matching citation on one of the slides?			

		YES	NO	*Comments*
Visual aids **Design**	Do the headings on the problem/ solution/ evaluation slides match the outline?			
	Do all the slides have the same design style?			
	Do you have a suitable contrast between the background colour and the text colour (i.e. easy to read)?			
	If you used any images, are they relevant/necessary?			
	If you used graphs/charts, are they big enough for the audience to read?			
	If you used graphs/charts, do they have titles (and labels)?			
	Do you use animations?			*Animations are useful when you don't want the audience to see all the content of a slide at once.*

		YES	NO	*Comments*
Visual aids **Text**	Do the headings stand out from other text on the slide (e.g. are they bigger)?			
	Do you use a suitable text size (i.e. big enough to read but not too big)?			
	Do you use bullet points and short phrases (i.e. not full sentences)?			
	Do you have text consistency on all slides (e.g. capital letters, punctuation)?			
	Do you use language accurately (e.g. no spelling mistakes)?			

✎ Proofread the references

Work with a partner. Using the '*CELE Citation and Referencing Guide'* fill in the table below to help you proofread the references that your partner has posted to the class Teams.

- Ask your partner to show you the original sources if you need them.

- Ask you tutor for help you if you are unsure.

	Source type	*CELE Citation and referencing Guide* page number	All elements included	Correct formatting
Source 1				
Source 2				
Source 3				

✎ Class notes

Lesson 10.2: Pronunciation review

Sentence stress

Analyse the four presentation extracts below and match them to their functions.

1	So, the topic of my presentation today is... ways to solve smartphone addiction in American teenagers.
2	I've divided my presentation into three parts. First, I'll introduce what smartphone addiction is and its symptoms.
3	Research is discovering that smartphone addiction is having an extremely negative impact on teenagers' lives.
4	Although if used effectively smartphones can help people save time, when teenagers use them they often waste time.

Functions:

a) the speaker is presenting two contrasting ideas

b) the speaker is presenting a strong opinion

c) the speaker is telling the audience about the structure of their presentation

d) the speaker is presenting a new and important idea to the audience

Intonation

Analyse the three presentation extracts below and match them to their functions.

1	Although if used effectively smartphones can help people save time, when teenagers use them they □ often waste time.
2	Instead of using smartphones to feel pleasure, try to do some moderate to high-intensity exercise, such □ □ □ as brisk walking, cycling, or running.
3	The use of smartphones can have a terrible impact on the mental health of teenagers.

Functions:

a) the speaker is presenting a list of similar items

b) the speaker is presenting two contrasting ideas

c) the speaker is presenting their emotional attitude about an idea

Thinking about the function of the information being presented, predict which intonation patterns the speaker will use. Add a rising intonation arrow or a falling intonation arrow to the spaces in each sentence.

Chunking and pausing

Analyse the extract from a presentation about *anxiety when delivering a presentation* and predict where the speaker will pause to break their speech into natural chunks. Add a **/** to the places where you think the speaker will pause.

The first solution I'd like to consider is presentation training courses. What do I mean by this? Well, a good example is the course run at the University of the Sunshine Coast in Australia. This university provides a course called '*Communication and Thought'* that's mandatory for all year one students. On this course, students receive input on presentation skills such as the use of visual aids and anxiety strategies so they can feel better prepared for and more confident about giving presentations.

So how effective are such courses? Well, Nash, Cummins and Oprescu, who studied this course in Australia, suggest they can lead to significant reductions in anxiety. Let me give you some data to back this up. This bar chart shows the proportion of University of Sunshine Coast students who don't feel frightened at all about giving presentations. The blue bar represents student responses before the course. The red bar represents their responses after. As you can see, after taking the course, the number of students who were not frightened rose by nearly twenty percent.

A success, right? However, this isn't a perfect solution. In particular, it's been highlighted that students with high levels of PSA may not be willing to participate in such courses as they may be too anxious to do so.

Practice presentations

🖊 Presentation checklist

Use the checklist below to reflect on your performance in preparation for the Final Presentation.

	Yes	Partly	No	NOTES
DELIVERY				
It is easy for the audience to understand me.				
My use of pronunciation is engaging.				
I can look confident, use body language and make eye contact with the audience.				
ORGANISATION				
The sections of my presentation are well organised e.g.: **Clear overview** **Problem**: Explanation > Causes > Impact **Solution**: Explanation > Evaluation: + / -				
I can link each part smoothly with effective signposting phrases.				
RESEARCH				
I can support my ideas with information from sources (i.e. citations included on the slides).				
My slides include a reference list.				
PPT				
The appearance of my PPT is effective (e.g. colours, font size & slide design).				
The information on the slides is presented effectively, e.g.: • amount of text on the slide • logic of information on the slide • bullet points and indentation				
The text on my slides is consistent and accurate (e.g. capitalisation, spelling).				

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