

Presentation guidelines.

TASK 1

Look at the 12 points for giving a good presentation. Decide which of them relate to preparation, and which relate to delivery, and mark them P or D. Are there any items you would add to the list?

1. Know your audience – who they are and what they need to know P
2. Know your subject and what you are aiming to achieve P
3. Make sure your talk has a clear structure: introduction, main points, conclusion P
4. Make sure there is a logical connection between the points, and that you include examples/evidence to support them P
5. Emphasise key information by repeating it D
6. Speak from notes, don't read a script, speak naturally and clearly D
7. Don't sound monotonous, vary the pace D
8. Use signposting language to help your audience follow what you are saying D
9. Check the time, don't give a too long presentation, or your audience will lose interest D
10. At the end, summarize your message and state your conclusions D
11. Maintain eye contact with your audience, look at your audience, not your slides D
12. Practise giving the presentation P

Decide which guidelines you think are the most important. Explain your decisions to another student.

Think of the reasons why people should be physically active-note down the main points, compare with your partner:

Think of potential barriers to an active lifestyle, discuss with your partner:

Think of the role of self-motivation (enjoyment, positive attitude to life, knowledge of health, values in life), how to evoke it, and which role it plays at setting goals:

Task 2

Watch two extracts of a presentation and make notes on the speaker's performance in each version according to the guidelines in task 1.

Evaluate the speaker's performance in each version. Which version do you think is better, and why? Compare your evaluation with another student. Take notes:

POSITIVE FEATURES

Extract 1 gives an introduction, fluent pace, native speaker

NEGATIVE FEATURES

reads from notes,
sounds monotonous,

very little signposting
language, clears his
throat, sniffing

Extract 2 contact with audience, not just reading from notes, possibly overdone

Fluent delivery, varies pace, pausing

Enough signposting language, repeats ideas, uses other words

Task 3

After watching, decide about the purpose of the presentation, choose from the following options:

1. To describe problems people have taking up physical activity
2. To describe the positive factors involved in people taking up physical activity
- 3. To describe the positive and negative factors involved in people taking up physical activities**
4. To describe the benefits of physical activity

Task 4

Watch extract 3 where the speaker is talking about the categories of determinants affecting active lifestyle. As you watch, make notes about each point:

- Social factors -peers, family, relatives, friends, significant people in individual's life. Forms: personal encouragement, actual physical assistance, info by individuals, charities
- Physical factors – man-made + natural features, e.g. parks, cycling trails, footpaths. City/countryside environments, e.g. towns + cities lack amenities – busy roads, congestion.

Compare your answers with another student

Task 5

Watch extract 3 again and note down the phrases belonging to the signposting language:

e.g. so, that's social factors...I'd like now to move on to the next slide... OK, moving on....if we look at the first of these.. Turning to the next point...OK, the next point is...Next..if we look at...Let's take a look at our second key category.

(Adapted from: DE CHAZAL, Edward a Sam MCCARTER. *Oxford EAP : a course in English for academic purposes*. First published. Oxford: Oxford University Press, 2012.)