

Present



ONE:	STRUCTURE
TWO:	SIGNPOSTING
THREE:	TECHNIQUES
FOUR:	PAUSING, PACING & PRONUNCIATION
FIVE:	EVALUATING

In this section students will:

- ✓ Review and extend language learnt on the course
- ✓ Collate their research and organize their presentations
- ✓ Present a work of art and assess other presentations

1. STRUCTURE

Aim:

To offer guidelines to help the student organize research and ideas into a well-structured, coherent presentation.

Materials:

Worksheet 18

Worksheet 19 (optional as you can use slide 2 of the presentation)

Worksheet 20

Activity/Instructions:

If students are not familiar with Molly's presentation or need additional support, hand out a **blank version** of worksheet 18, putting the section summary descriptions on the board/powerpoint in a mixed up order and ask them to listen to Molly's presentation again and put them into the correct order. Then complete worksheet 18 details section with other listenings.

Distribute worksheet 19 or focus on the corresponding powerpoint slide.

Remind students that in a 7 - 10 minute presentation:

They will not be able to make more than **THREE** main points

Any **details** need to **SUPPORT** the main points

Visuals **HELP** the audience **understand** the main points.

Distribute worksheet 20. Remind students of the mind maps prepared at the end of section 3 DESCRIBE, and ask students to begin to organize their ideas into a coherent structure, selecting and rejecting points, and choosing slides to illustrate their points.

Homework/Extra activity suggestions:

Students will:

- look at Molly's presentation again to examine the structure and use of visual support
- look at other presentations to identify structure and use of visual support
- work on the content and structure of their presentations
- provide an outline for teacher to get initial feedback.

Worksheet 18: Structuring a presentation

Your presentation needs to be divided into clear sections so the audience can follow easily. As with a piece of written work and paragraphs, each section will have a clear topic.

Look the example below to see how Molly structured her presentation.

Look at the presentation again to note the details she presents and the slides she uses to illustrate the points. <https://vimeo.com/66233001>

Section	Details	Slides to illustrate points
Introduction: The work, its location my relationship with it		

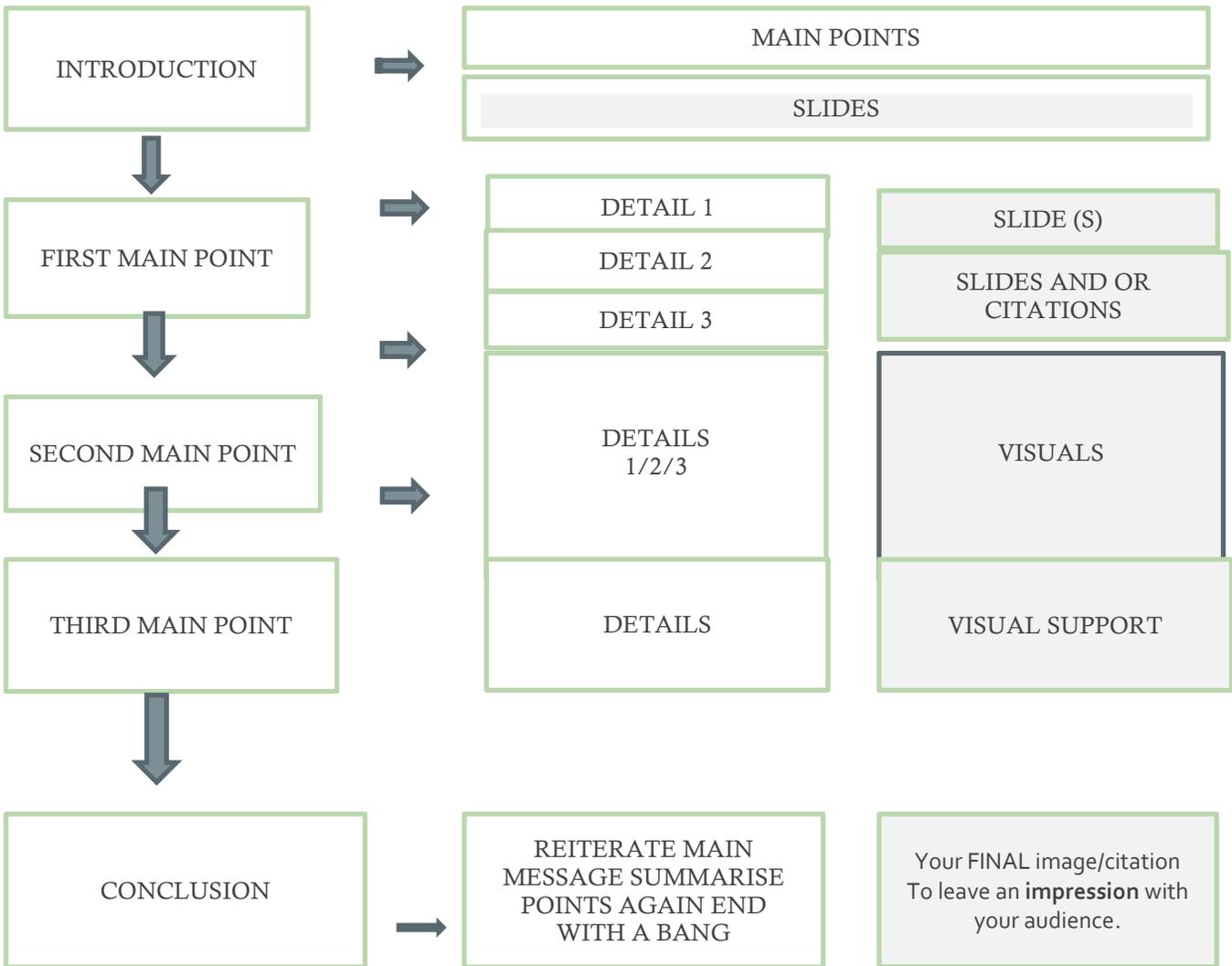
Section	Details	Slides
The artist's inspirations and motivations for this work		

Section	Details	Slides
Viewing the work Impressions of the work		

Section	Details	Slides
Historical perspective Comparisons with other works		

Section	Details	Slides
Conclusion: The importance of the work		

Worksheet 19: Flow Chart for presentation



Worksheet 20

Using your mind maps, you now need to start to organize your presentation into distinct sections. Each section needs a clear topic, and all slides chosen will need to support the main points you make.

What are the THREE main points you want to include in your presentation?	
What are the details you will use to support these main points?	
What slides/citations will you use to illustrate the main points/details? How many?	
Do you have any interesting details that don't fit into any of the main points? Why do you want to include them?	
Are the three parts of your presentation equal in length? Do you have more than three main points? How will you reduce the details to keep inside the 10 minutes?	
What is the main point you want the audience to remember? Remember to put it in your conclusion	
Are there any more illustrations you need? Do you need more details/examples/comparisons to support your main points? Do you need to do any more research or can you manage with what you have already done?	
How are you going to get the audience's attention in the introduction?	

2 SIGNPOSTING

Aim:

To raise awareness of the need to signal the different sections of the structure of the presentation so that the audience can follow you.

To present some language structures and phrases used to achieve this.

Activity/Instruction:

Students use Worksheet 21 to categorise the different functions of signposting phrases.

Students experiment using some of the different phrases and creating their own

Material:

Worksheet 21

Answers on slide

Homework/extra activity:

Students continue to work independently on the preparation of their presentations incorporating some of the language introduced in this slot.

Worksheet 21: Signposting

Once your presentation is planned into different sections your audience needs to know when one section ends and the next begins. You need to give the audience “**signposts**” to tell them which way the presentation is going. Here are some phrases that you can use to explicitly signal each section.

Give each section a heading next to the numbers according to what you think the purpose of the signpost.

1. _____

What drew me to this work was...
I'll be exploring/looking at/telling you about...
I'd like to start by...

4. _____

Let's look at this more closely/in more detail.
This can be clearly seen/illustrated by...
What does that mean?

2. _____

That's all I have to say about...
So much for...
I've looked at...

5. _____

Firstly...secondly...thirdly...lastly
First of all...then...next...after that...finally
To start with...to finish off/up

3. _____

Now I'd like to turn my attention to...
So now let's move to...
What I'd like to look at now is...

6. _____

I'd like to leave you with this thought
Finally, I just want to remind you of...
What I have learnt from this research is...

Do you feel comfortable with any of these phrases?
Which will you use in your presentation?
Can you think of any more?
How will you signpost your presentation?

GO THROUGH THE NOTES YOU HAVE MADE SO FAR AND HIGHLIGHT WHERE YOU WILL NEED TO SIGNPOST

3. TECHNIQUES

Aim:

To review the presentation techniques of “in threes” and “repetition”
To think about other techniques (“mantra” and contrasts)

Activity/Instructions:

Students read short texts summarizing the different techniques and give each text a heading.

Materials:

Worksheet 22 – Answers are on slide

If this may be difficult for students, provide the techniques but not in the correct order and ask students to match the technique to the description.

Homework/extra activity

At this stage students should still be working independently to write/produce their presentations.

Students write phrases suitable for their own presentations using any/all the techniques.

Option

For a fun introduction to different rhetorical devices, ask students to open youtube and search using the key words “Rhetorical devices in...” and the results will show examples from a range of sources (including Disney Songs!). This an entertaining way to present a variety of rhetorical techniques.

Worksheet 22: Techniques

<p>Look at these tips and give each section a heading, stating what technique is described. Which pieces of advice do you prefer?</p>	
1) _____	4) _____
<p>Why tell the audience something they've already heard? It seems like a waste of valuable presentation time to tell them something again and again. But, actually, it helps them remember your presentation better.</p>	<p>We've already looked at this technique. Pythagoras said it was the perfect number. A list feels incomplete if the number is smaller. It's even more effective if you can throw some alliteration in.</p>
2) _____	5) _____
<p>A bit like point 1 but this is saying <i>one word or phrase</i> again and again. For the presenter it is a useful signposting device, and for the audience it will make your presentation more memorable. It is like a slogan or "mantra".</p>	<p>This is a good way to engage and involve the audience. It makes the presentation warmer and less impersonal. It helps the audience identify with you and relate the presentation to their own experience.</p>
3) _____	6) _____
<p>This is one of the oldest techniques. It keeps the audience awake, and makes them feel as if something is expected of them. It creates a sense of dialogue. It is also another useful signposting device. Just make sure you get the word order and intonation right, otherwise it will sound like a statement.</p>	<p>This is a good technique for catching people's attention and making them think. And quite fun to write (especially in a foreign language). An example could be "The work may be small and quiet, but the idea is big and loud"</p>
<p>Now look at your notes for your presentation. Will you change your introduction/conclusion? Write phrases using these techniques.</p>	

Worksheet 22: Techniques. **Answers** (also on slide)

<p>1. Repetition</p> <p>This can be any important point reiterated throughout the presentation</p>	<p>4. In threes</p> <p>This work is powerful, poetic, and persuasive.</p>
<p>2. Mantra</p> <p>“I have a dream” (Martin Luther King)</p>	<p>5. Examples, stories</p> <p>“I’ll never forget the first time I saw this work...”</p>
<p>3. Rhetorical questions</p> <p>So what attracted this artist to these themes?</p>	<p>6. Contrast</p> <p>In black and white the message is confused and opaque but with colour the message is clear and concise.</p>

4. DELIVERY: PACING, PAUSING & PRONUNCIATION

Aim:

To look at the importance of pausing and pronunciation in order to pace and deliver their presentations successfully.

Activity:

Students will:

- analyse a text and decide where it is best to *pause*
- listen to the original presentation and compare/correct:
Victoria Oshinusi's on Gerhard Richter: <https://vimeo.com/66229904>. Listen from 00.00-00.57
- practice pausing and stress using their own texts

Material:

Worksheet 23

Vimeo video: <https://vimeo.com/66229904>.

Homework/Extra activity:

The next part is for students to make their own presentations.

Students can be issued in advance with Worksheet 24 (Presentation Evaluation sheet) if necessary.

Worksheet 23: Pausing & pronunciation.

Read this text and mark using a forward slash / where you think there needs to be a pause.

Write // if you think the pause will be longer.

Then underline the words you think the speaker will stress to give special emphasis.

Hi everyone so today I want to talk to you about one of my favourite artists Gerhard Richter Gerhard Richter has often been described the world's most influential living painter but this doesn't come undeservedly my first encounter with Richter's work was at a retrospective panoramic exhibition at the Pompidou Centre in Paris I was truly struck by both the volume of Richter's work and the eclecticism of the subjects portrayed over the years Richter's work has been characterized by many different styles and genres he takes us from small photo-realistic portraits to giant monochrome abstract canvases from homely landscapes in the nineteenth-century style to blurred black and white images that imitate the look of smudgy newspaper print the one painting that I'm most interested in though is Betty 1988.

Listen to the speaker to compare your ideas with how she actually presented.

Now use your own introduction and mark your pauses and stresses.

A common mistake is to speak too quickly. This is often due to nerves.

Count silently to yourself when you want a pause.

Count to TEN when you move from one section to the next.

TALK to the audience. Do NOT read to them. Practice and Visual aids will help you remember.

Practise with colleagues and/or record yourself.

Teacher answer sheet to worksheet 23

Do you agree with the version below?

*Hi everyone/
So, today I want to talk to you about/
one of my / favourite artists /Gerhard Richter/
So, Gerhard Richter has often been described as /
the world's most influential living painter /
but this doesn't come undeservedly //*

*My first encounter with Richter's work was at a/
retrospective, panoramic exhibition/
at the Pompidou centre in Paris./
I was truly struck/
by both the volume of Richter's work/
and the eclecticism of the subjects portrayed/
He takes us from //*

*Small, photo-realistic portraits/
to giant, monochrome, abstract canvases/
from homely landscapes in the nineteenth century style/
to blurred, black and white images/
that imitate the look of smudgy newspaper print//*

*The one painting that I'm most interested in though /
Is / Betty / 1988.*

5. PRESENTING AND EVALUATING

Aim:

This section finishes with the students evaluating their own work and of their colleagues using the information and techniques we have learned during the course.

This may also be an opportunity to revise key points or “fill the gaps” in student knowledge.

To prepare students to compare and contrast other works of art with the one they have chosen and in so doing deepen their understanding of their chosen artwork.

Activity:

Presentations by students.

Feedback by students.

Material to hand out:

Worksheet 24

Homework/Extra activity:

Students continue to refine their presentations and perhaps participate in the ARTiculation Prize Italia competition!

Worksheet 24: Feedback sheet

PRESENTATION	WHAT I LIKED	WHAT COULD HAVE BEEN DONE DIFFERENTLY
OPENING Give reasons for choice Communicate passion Story/anecdote Rhetorical questions Introduce yourself Outline content Did it get my attention?		
STRUCTURE AND ORGANISATION Sections clear Signposting Were the visuals clear and relevant?		
TECHNIQUES Mantra Repetition In threes Comparing Contrast Rhetorical question Did I feel involved?		
DELIVERY Pausing Pacing Pronunciation (individual words and stress) Could I hear? Did the presenter look at the audience? Was the voice good?		
CLOSING Clear conclusion What was the main point?		