

Present Yourself **1**

SECOND EDITION

Experiences

Steven Gershon



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Plan of the book

| | Knowing your audience | Planning a presentation | |
|--|---|---|---|
| Getting ready pages 2–7 | Completing a lifestyle survey with classmates Talking about your presentation experiences | Learning about the steps for presentation planning Brainstorming, selecting, and organizing information for a presentation | |
| Unit | Exploring the topic | Focusing on language | Organizing ideas |
| 1 A good friend pages 8–19 | Talking about people's personal profiles Completing a personal profile questionnaire about yourself and a classmate | Describing a friend's personality, interests, and activities Completing an activities survey about classmates | All units focus on: Brainstorming, selecting, and organizing information into a presentation outline Watching or listening to a complete model presentation |
| 2 A favorite place pages 20–31 | Describing different kinds of places Interviewing classmates about favorite places | Talking about favorite places Talking about activities people do in their favorite places | |
| 3 A prized possession pages 32–43 | Discussing what makes possessions important to people Completing a survey about classmates' possessions | Describing prized possessions Explaining the history and use of a possession | |
| 4 A memorable experience pages 44–55 | Talking about different types of experiences and feelings Interviewing classmates about their experiences | Describing a memorable experience Setting the scene and using time expressions to describe an experience | |
| 5 I'll show you how pages 56–67 | Discussing different types of skills and talents Surveying classmates about their skills and talents | Demonstrating how to do or make something Presenting the materials you need and giving instructions | |
| 6 Screen magic pages 68–79 | Quizzing your classmates about their movie and TV knowledge Talking with classmates about favorite movies and TV shows | Speaking about popular movies and TV shows Describing types of movies and their features | |

| Developing presentation techniques | | Giving your presentation |
|--|--|---|
| Using gestures, making eye contact, maintaining posture, managing anxiety, and projecting your voice | | Planning and giving a self-introduction |
| Adding impact | Developing presentation techniques | Present yourself! |
| Learning about the parts of a good introduction and conclusion Learning about openers and closers | Making effective note cards Using eye contact to connect with an audience | Planning and giving a presentation about a good friend |
| Beginning a presentation with a general statement about people Ending a presentation with an invitation | Making gestures for descriptions Using body language: posture and hand position | Planning and giving a presentation about a favorite place |
| Beginning a presentation with a question Ending a presentation by emphasizing why your topic is special | Showing an object to an audience Using show-and-tell expressions to point out the features of an object | Planning and giving a presentation about a prized possession |
| Beginning a presentation with a "mystery" list Ending a presentation by "passing the mike" | Projecting your voice, speaking clearly and avoiding fillers Using stress to emphasize intensifiers | Planning and giving a presentation about a memorable experience |
| Beginning a presentation with problem-raising questions Ending a presentation with a "call to action" | Making gestures for actions Checking understanding when giving instructions | Planning and giving a demonstration how to do or make something |
| Beginning a presentation with an interesting fact Ending a presentation with a recommendation | Using sentence stress for content and function words Pausing between phrases | Planning and giving a review about a movie or TV show you have seen |

To the teacher

In our globalized world, effective communication skills are becoming increasingly important for success – academically, professionally, socially, and personally. Whether in a classroom, a conference room, a club room, or a café, the ability to compose and convey a message clearly and persuasively to an audience of people can be key to success. *Present Yourself* focuses on developing the communication skills that will give students the confidence to take advantage of the wide range of opportunities they encounter in their lives to present their experiences, knowledge, ideas, and opinions.

Process approach and transferable skills

Present Yourself follows a process approach that emphasizes the step-by-step decisions and tasks that are involved in planning, composing, and delivering an effective presentation. These steps include selecting a suitable topic, considering useful language for the topic, brainstorming ideas for interesting content, organizing the ideas into an outline, adding impact with a strong introduction and conclusion, and enhancing the presentation with relevant physical and verbal techniques. Throughout this step-by-step process, the main goal is to provide students with a readily transferable set of skills they can use to give effective presentations on a range of topics in a variety of situations.

Engaging tasks and model input

Present Yourself includes an introductory unit plus six main units. The introductory unit acquaints students with the process of planning a presentation and offers an entry point by having students give a short self-introduction. Each of the six main units guides students through the entire presentation process, with engaging speaking activities and focused listening and viewing tasks that provide relevant topic input and clear functional language support. Each unit provides a complete model presentation that gives students a frame of reference to construct their own presentations based on the unit's topic.

Personalized topics

Present Yourself 1, Experiences focuses on topics that encourage students to speak from personal experience. The topics of the six main units are loosely graded in level of difficulty, ranging from an introduction of a friend in Unit 1 to a memorable experience in Unit 4 and a movie review in Unit 6. However, as we all know, every class is different, so please feel free to pick and choose units according to your students' interests, class level, and available time.

New features: video program and expansion activities

Teachers who have used *Present Yourself* will find even more in the second edition to engage students and enhance lessons. The second edition features new and updated content, more comprehensive coverage of presentation techniques, a new section in each unit focusing on introductions and conclusions, and PowerPoint tips in every unit. A new audio program contains all model presentations and listening activities. In addition to the audio program, the second edition of *Present Yourself* features a full-length video program, which is available free from the website www.cambridge.org/presentyourself and on the DVD contained in the Teacher's Manual. This gives teachers the option to incorporate viewing activities into the lessons when classroom time and technology permit. Furthermore, at the back of the book, an **Expansion activities** section for each unit provides additional viewing and consolidation activities that students can do on their own at home or as part of the lesson. These include many good and bad models that show students what to do and what not to do when presenting.

I hope you and your students enjoy using *Present Yourself*. I wish you great success with your teaching.

Steven Gershon

How a unit works

Each main unit contains six lessons to guide students through the process of building an effective and engaging presentation. Following the initial **Exploring the topic** lesson of a unit, each lesson builds on the previous one in order to provide students with the set of skills needed to create and deliver their own presentations.

Exploring the topic

This lesson helps students to think about the topic and what they already know about it. The activities introduce useful topic-based vocabulary and encourage students to interact with one another through surveys, questionnaires, quizzes, and interviews. When students finish this lesson, they will have generated ideas that they can use later in the unit as they begin to plan their own presentations.

Focusing on language

This lesson highlights useful target expressions and sentence patterns that naturally occur when talking about the unit topic. Students watch or listen to different speakers using the target language in the context of a presentation and complete structured language-based tasks. Students then consolidate the target language through a clearly structured speaking activity with the support of a useful language box.

Organizing ideas

In this lesson, students see how ideas can be selected from a brainstorming map and organized into a presentation outline. Students are first asked to notice which ideas from a brainstorming map have been included as main topics in an outline. Then they complete the outline with additional notes. Finally, students have an opportunity to watch or listen to the complete model presentation as they check the completed outline. All of the model presentations appear in a section at the back of the book in a reader-friendly format.

Adding impact

This lesson focuses on the elements of a strong introduction and conclusion that add impact to a presentation. While watching or listening to the introduction and conclusion of the unit's model presentation, students complete a cloze task that targets the specific type of opener and closer that the speaker uses. They then practice using the opener and closer in a clearly structured speaking task.

Developing presentation techniques

At this stage of the unit, students are ready to focus on specific presentation techniques related to the actual delivery of their presentation. Each unit introduces two useful presentation techniques, including the use of note cards, making eye contact, gesturing for emphasis, and projecting the voice. In every unit, students watch or listen to speakers using the presentation techniques; students then practice these techniques with a partner or in a group.

Present yourself!

In the last lesson of the unit, students plan, organize, and give their own presentations based on the unit topic. First, students brainstorm ideas for their topic and create an outline for their presentation. Then they add an introduction and conclusion, including an opener and closer. Finally, they practice on their own before giving their presentations to the whole class or in a group. Each unit also offers a helpful note card and PowerPoint tip that students can try out. A self-evaluation form for each unit is included at the back of the book for students to assess their own presentations.

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To the student

I recently read a magazine survey that asked people about their worst fears. Some of the answers that people gave were things like snakes, dark rooms, heights, and flying in an airplane. However, the one fear that was near the top of almost everyone's list was public speaking. That's right, most people said that giving a presentation is more frightening than seeing a snake or being alone in a dark room!

Fear of public speaking

Actually, our fear of public speaking is understandable. First, when we give a presentation, we feel that the audience is judging our performance. Of course, nobody wants to sound foolish or boring in front of a lot of people, so that can be stressful. Second, giving a good presentation involves various communication skills that are very complex – even for native speakers. And as you already know, it's even more difficult (and frightening!) when you're speaking a foreign language, with so much new vocabulary and grammar to remember.

Presentation skills

For both language learners and native speakers, giving a good presentation involves more than using English correctly. It involves choosing a suitable topic for your audience and deciding what you want to say. It also involves organizing your ideas into an introduction with a strong opener, a clear body with interesting information, and a conclusion with a memorable closer. Finally, it involves using your voice, gestures, posture, eye contact, and visual aids to connect with the audience. All of these skills seem like a lot to learn, but with study and practice you can master the skills and become a great presenter!

Useful life skills

So why is it useful to develop your presentation skills? It's simply because most of us will have to give a presentation or speech at some time in our life – whether we want to or not. It may be for school, work, a conference, or for a social occasion, such as a wedding, party, or club event. The purpose may be to share something personal about someone or yourself, to inform an audience about a specific topic, to explain how to make or do something, or to persuade people to change their opinion. Whatever the purpose, anytime we speak to a group of people about a topic, we are giving a presentation. This means that presentation skills are also very useful life skills.

Video program and self-study activities

The topics and activities in every unit of *Present Yourself 1, Experiences* will give you a lot of useful speaking practice and helpful language support. In addition, a full-length video program is available free from the website www.cambridge.org/presentyourself, so you can watch all of the presentations in the units. At the back of the book, self-study **Expansion activities** for each unit provide tasks for you to get the most out of the video: these include many good and bad models to show you what to do and what not to do when you are presenting. You can do these where and when you want – as you study the unit or after you have finished.

I wrote *Present Yourself 1, Experiences* to help you develop the communication skills you need to speak clearly, effectively, and confidently in front of any group – small or large. I hope you have fun using *Present Yourself*, and I am sure your classmates will enjoy the presentations you give.

Good luck!

Steven Gershon