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Individual oral presentation structure

It's likely that you already have a topic and you know what you want to say about it. This is the content of your presentation. You may already have the content of your presentation in writing: for example in a written report. Whether your content is already written or you're starting from scratch, you may need to cut it for your presentation. why? You need to fit your content in the time limit. Think carefully about how much information you can reasonably provide at the permitted time and choose the most important point. You should keep the interest and attention of your audience. Many people lose interest in the end of presentations that contain too much information. Think carefully about the key points you want across and build your presentation around them. Some types of information, such as technical explanations and table figures, attract listeners during a difficult presentation. Think about summarizing this type of information or referring listeners to a document they can read after presentation. You need to leave time for examples and illustrations of your points. Think carefully about how you will support and explain your key points. You need to leave time for introductions, conclusions and questions or comments. During this time you are likely to repeat the points made in your main speaking body. Three points to think about when preparing the content of a presentation: What are your key points? Most good shows have no more than 5 key points. How will you support your key points with examples and illustrations? How do you make it easy for your audience to follow your key points? The majority of the presentation structure will be composed of introductions, bodies of discussion and conclusions. The introduction prepares the audience for what you'll talk about in the body and reminds them of the conclusions of your key points. Good presentations raise questions in the minds of listeners. Good speakers encourage questions both during and after the presentation and are ready to answer them. Introduction A good introduction does four things: attracting and concentrating the attention of the audience gives the speaker and the audience at ease explains the purpose of the conversation and what the speaker would like to achieve gives an overview of key talking points is often a good idea to start a conversation with a question, a short story, an interesting fact about their subject or unusual visual assistance. Many speakers follow this issue with overhead transparency, which shows the title, purpose and outline of the conversation. The body of presentation should be presented in a logical order that is easy for audiences to follow and natural to their subject matter. Divide your content into sections and make sure the audience knows where they are at any time during your conversation. It's often a good idea. Pause between the main parts of your talk. You can ask questions, summarize the point or explain what the next point will be. If you have an OHT with an outline of your talk on it, you can put this on the projector briefly and point to the next section. Examples, details and visual help add interest in the presentation and help you get your message through. Here are some questions you can ask yourself about the examples you include: Do they relate to the audience experience? Are they concrete? Will the audience find them interesting? Are they diverse? Are they memorable? Concluding a good conclusion does two things: reminding the audience of your key points reinforces your message, your conclusion should end the presentation on a positive note and make the audience feel they have used their time well to listen to you. Many speakers are concerned about audience questions. However, the questions suggest that the audience interested in what you have to say the ad can make the conversation more lively and interactive. You should be more concerned if there are no questions at all! One way to handling questions is to refer to the questions you'd like to discuss as you're talking. You can control the questions better if you pause during your talk and ask questions. The important thing is not to allow question and answer sessions during the debate too long, however. Answer briefly or say that you will deal with this question in the end. Make sure you are ready to go with your talk when the questions are finished. Back to the EPC web screen was created by the ITIP team at the English Centre, University of Hong Kong. Please email comments or questions to the ITIP team. Tony Morrison's internal assessment is an integral part of the course and is mandatory for both standard level (SL) and higher-level students (HL). Enables students to demonstrate the application of their skills and knowledge in another environment and pursue their personal interests without the limitations associated with written exams. Internal assessment involves a job in the form of individual oral. Both SL and HL students are required to provide individual oral in quick response, using extracts from an effect and extracts from a non-literary text to focus their analysis of how views are presented on a global issue in them. Internal assessment should be woven as much as possible into normal classroom teaching and, to this end, will depend on students reflecting their study, analysis and exploration of how global issues are presented in their learner portfolio. Amendment: The work and the body of work chosen must have a clear connection to the global issue. Individual oral should be a good support About the ways in which both represent and explore the global issue. Students have to choose two extracts, one from the body of work and one from the work, which clearly shows significant moments when this global issue is being concentrated. However, it is not intended that students should decide on a matter and to work on the internal assessment component without any further support from the remaining teacher. The teacher must play an important role during both the planning and course stages in which the student is working on internal assessment work. It is the teacher's responsibility to ensure that students are familiar with it: the requirements of individual oral standards for academic integrity assessment criteria. Originality may be checked by discussing with the student about the content of the work, and scrutiny of one or more of the following: the student's initial proposal is the usual quality of the student's work. Similar materials cannot be provided to meet the requirements of both internal evaluation and extended paper. The texts used in internal evaluation should differ from those used in other evaluation components. Exam duration: 15 minutes (10 minutes: student's individual oral; 5 minutes: teacher's questions) Internal assessment contributes 20% to the final assessment of the HL course. This weighting should be reflected at a time when it is dedicated to teaching the knowledge, skills and understanding needed to carry out the assessment, as well as the time needed to perform verbally. Individual oral conduct will take time. For the teacher to explain the internal evaluation requirements to review academic integrity documents for students to work on the internal evaluation component and question for consultation between the teacher and each student to review and monitor progress, and to examine the authenticity to conduct verbally and provide all documents. Oral expression must be performed in the language studied A. The oral person's procedures and characteristics can, and should be practiced, during the course, as should the development of verbal interaction between the student and the teacher. However students should be discouraged from committing their individual verbal to memory. Maintaining the willingness to distance the speaker from the listener is unlikely to be effective or convincing. The individual oral of each student must record audio and files must be of high quality. Each recording is supposed to be maintained according to the methods specified in the diploma program evaluation procedures. Examples of internal evaluation selected for moderation should be sent in the form of an audio file. Using evaluation criteria Internal evaluation. An individual's oral address is as follows. This is quick for all students in this mandatory assessment. Explore the ways in which the global issue of your choice is presented through the content and shape of one of the works and one of the texts you have studied. Oral is an individual based on an exploration that the student has done in the learning portfolio. During this exploration process, the student will examine a collection of non-literary texts and works and a variety of global issues. In leading individual verbally, the student must decide which global issue and which text and work will be explored on duty. A work and a non-literary text must be selected. An extract from more than 40 lines should not be chosen from whichever represents the presence of the global issue. In forms or text types where the number of lines may not be applicable, teachers must be guided by text volumes that can be discussed in sufficient depth in the available time. The selected work and text should have a clear connection to the global issue. Individual oral should be an argument with good support about ways that both represent and explore the global issue. Students need to choose two extracts, one text and one from work, which clearly shows significant moments when this global issue is becoming central. Typically, these extracts should not exceed 40 lines or provide an unsymable amount of material to be analyzed. As the student brings no-matter versions of this extract to individual oral, extracts that last too long may hinder their ability to effectively extend the discussion to the text or work as a whole. An extract may in itself be a complete text, for example a full poem or an ad. If the extract from a literary text is part of a larger work studied, such as a short story, or if it is a full text that is part of a studied work, such as a poem, students should discuss the relevant aspects of the wider work as a whole in their individual oral. If the extract is a complete non-literary text, students should discuss relevant aspects of the broader body of the text writer's work. In the case of a photo, for example, the broader debate should point to other photographs by the same photographer. If it is not possible to identify a single author of a non-literary text, students should use a reinforcing definition of authorship to expand their discussion of the global issue. In the case of an ad, for example, students could refer to other ads or commercials belonging to the same campaign, to other campaigns of the same brand, or to another work produced by the advertising agency. In the case of an article, students can either refer to other articles by The author or to the general editorial line of the media in which the article is published. In cases such as the two recent cases, students must explicitly stated what constitutes their definition of authorship. The extracts are meant to help students focus their responses, eliminating the need to learn quotes and enabling them to explore more detailed issues, such as style, specific devices and other distinctive techniques used by authors to present the global issue. The selection of extracts should demonstrate a student's understanding of sector-to-whole communication and enable coverage of larger and smaller choices made by authors to shape their views on the global issue. A global issue consists of the following three features: it is important on a large/large scale. It's transnational. Its impact is felt in everyday local contexts. Students may look into one or more of the following inquiry disciplines for guidance on how to decide on a global issue for their oral focus on. These topics are not comprehensive and are regarded as useful starting points for students to produce ideas and derive a more specific global issue upon which to base their individual oral. It should also be noted that there is a significant overlapping potential between the regions. Students of culture, identity and society may focus on how they examine aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and how they affect individuals and communities. They may also focus on issues related to immigration, colonialism and nationalism. The beliefs, values and education of students may focus on how to discover the beliefs and values nurtured in certain communities and the ways in which they shape individuals, communities and educational systems. They may also examine the tensions that arise when there is an conflict of beliefs and values and ethics. Students of politics, power and justice may focus on ways in which texts examine aspects of the rights and responsibilities, work and structures of governments and institutions. They may also examine the hierarchy of power, the distribution of wealth and resources, the limits of justice and law, equality and inequality, human rights and peace and conflict. Art, creativity and imagination students may focus on the ways in which texts explore aspects of aesthetic inspiration, creation, craft, and beauty. They may also focus on the formation and challenging of perceptions through art, and the performance, value and effects of art in society. Students of science, technology and the environment may focus on ways in which texts explore the relationship between humans and the environment and the consequences of technology and media for society. They may also consider the idea of scientific development and progress. In selection The issue for their oral, students should be careful not simply to choose from the broad areas of inquiry above, but to determine a specific issue for discussion that can reasonably be chosen on a global issue to consider should be significant on a broad scale, transnational in nature, and an issue that has the impact felt in everyday local contexts. The subject should be clearly evidenced in selected extracts or texts. For example, in the context of culture, identity and society, the issue of gender in itself may be inappropriately widespread for an individual oral. A student interested in the subject may instead explore how their gender bias is represented in different contexts; How this can be evidenced in many ways in texts of different types; How different authorship choices will determine what is meant by gender bias; Whether bias should be viewed positively or negatively allows students to evaluate the author's choices and the impact they may have on understanding different readers or viewers. The oral self will only be concerned about aspects of the global issue related to the two selected texts. The student must ensure that verbally offers a balanced approach, giving almost equal attention to both texts. Therefore, it is important that the student chooses extracts/texts that provide equally enough material to discuss. The learner's portfolio is not specifically evaluated but is an important place for students to explore and reflect on their work on global issues. In conjunction with individual oral preparation, the learning portfolio provides an opportunity for students to:Keep an ongoing record of various global issues that can relate to each of the texts they reexplore links that can be found between different texts in creating the basis of global common issues they addressExplore how key passages in the texts they studied represent the view Different or similar issues have changed through both forms and content tracking the evolution of their thinking and planning in relation to the global issue and how its cultural value, definition and application to the texts they read through their inquiryReflect discuss the challenges for which internal evaluation is regarded as individual learners. Students have the flexibility to use any of the texts from their course of study until the assessment. It should be remembered that the texts selected for individual oral then cannot be used for any other evaluation component. Students must choose their oral subjects. Teachers should monitor and guide students in choosing viable global issues, relevant texts and effective selection of extracts, but they should not suggest topics to students nor tell them what to do. Although teachers play a vital role in Students are ready, this should be an inspired student and oral creation. Orally may be studied at any time after a significant number of texts in the period. All texts used for oral need are highlighted as part of the course teaching. It is recommended to take oral oral work, whether in the last part of the first year or in the first part of the second year. Oral location and time are chosen by the teacher. Teachers may do all the verbals in one day or more than a few days. Students should be given adequate notice of when oral will take place. Schools will provide a form for students to create their own oral outline. Students should prepare this before pre-prepare it as they provide with a springboard for their verbal. Students should not read the outline as a prepared script. The form gives students up to 10 bullet points to help provide structure to their oral. Individual bullet points should not be too long. Schools will be required to keep all versions of the outline form after the results are issued. To determine the accuracy of students' performance, schools may be required to provide these forms to the IB. Copies of the extracts selected by the student must be provided to the teacher at least one week before an individual oral assessment is performed. Teachers will have their own versions of the extract during the assessment and this may help the teacher frame the right questions for the student. The extract should be cleaned, nameless replicas; The student may only extract and outline into the room where individual oral evaluations will take place. An individual oral is carried out between the student and the teacher. The teacher asks questions to explore the student's knowledge and understanding of the extracts/texts and their analysis of the choices made by the authors regarding the globally chosen issue. In the case of students with less confidence, teachers should encourage them to give them the opportunity to expand on unproven or inadequate statements. A person's mouth lasts 10 minutes, followed by 5 minutes of teacher's questions. Individual oral is internally evaluated and externally adjusted by the IB. Audio recordings of the oral, along with the corresponding extracts, are required in order to moderation. To do this, all materials and recordings must be carefully assembled and maintained. Care should also be taken to provide a relaxed environment for recording. Taken from Language A: Language and Literature guideFirst Assessment 2021 Christina Universe by Andrew Wyeth World Patti Hearst Donald World