

AI

SEMINAR 3 Presentations II

A noted* speaker was asked his secret of success:

“First,” he said, “you write an exciting opening that will draw the attention of everyone in the room. Then you compose a dramatic summary and closing words that will leave the audience spellbound. Then,” he advised, “you put them as close together as possible!”*

INTRODUCTION – ENDING – HANDLING QUESTIONS – SPEAKING CONFIDENTLY

INTRODUCTION

An introduction is a very important part of a presentation. It should not only arouse curiosity, but also provide an overview* of the most important points. The audience should get the impression that your topic is well thought out (an interesting, informative title), that you have done the audience analysis (well-chosen style and register*), and that you have a clear idea about the actual content of the presentation (outline of the main points). Here are some tasks that will help you practice the introduction.

Task 1

Complete the following introduction with words from the list.

questions act as talk about look at points of view
go along hear brief finally

Good afternoon and thank you for making the effort to be here with us today. My name's Rachel Rawlins and I'm responsible for teaching methodology. What I'd like to do today is _____ teaching methods at Czech universities. This _____ talk will hopefully _____ a springboard for discussion. I'm going to _____ the methods from three _____: firstly, the students; secondly, the teachers; and _____, the materials. If you have any _____, just interrupt me as I _____. Your point of view may well be different, and we'd like to _____ from you.*

Task 2

As introductions can become repetitive, it is important to have a choice of words and expressions ready. Use one of the following expressions to replace the synonyms in bold.

don't hesitate a chance I take care I'm delighted sections
go through in more depth* my purpose is finally divide

*Good morning, ladies and gentlemen. **It's a pleasure** to be with you today. My name is Gordon Mathews and **I'm in charge*** of the University Research Programme at the Rector's Office. **We are here today to review*** some key figures and to outline our strategy over the next five years. So what I intend to do is to **break down*** this presentation into three **parts**: first, the current situation; second, the options* facing us, and **third**, the strategy I propose.* If you have any questions, please, **feel free** to interrupt* me, but I should also say that there'll be **an opportunity** to discuss issues **at greater length*** after my talk.*

Task 3

Give an introduction to one of the following presentations .Use your **working title** from last week!

1. As an MU (FF/FSS) student, you are going to present the life of a university student at an MU Open House Day to future students (mostly teenagers, but also some parents) in a large hall (150 people).
2. You, as a student of your branch, will present your field of studies to other MU students. (15 people)
3. As a member of a project team, you will present a new project in your field to the Dean's Project Committee (15 people) at the Dean's Office.

ENDING - Signal to End – Summary – Conclusion – Recommendation – Closing – Questions

The ending should contain a **summary** of the data, where the main points of the presentation should again be stressed. There must be an evaluative **conclusion**, i.e. a **comment on the importance** of the findings*. Then there should be a **recommendation** for future research, development, proceedings*, etc. and a **closing** – thanking the audience and inviting **questions**.

Task 4

Try to match the phrases with their functions.

FUNCTIONS: 1. Signal to end 2. Summarizing 3. Concluding
4. Recommending 5. Closing 6. Inviting questions

PHRASES:

- a) So, I would suggest that we...
- b) Briefly...
- c) As you can see, there are some very good reasons...
- d) That completes my presentation.
- e) Thank you for your attention.
- f) Before I stop/finish, let me just say...
- g) I'd like to propose... (more formal)
- h) In conclusion...
- i) Let me just run over the key points again.
- j) So, let's throw it open to questions.
- k) I hope you will have gained an insight into...
- l) If you have any questions, I'd be pleased to answer them.
- m) I'll briefly summarize the main issues.
- n) Any questions?
- o) That brings me to the end of my presentation.
- p) I'd like to leave you with the following thought/idea.
- q) In my opinion, the only way forward is ...
- r) Thank you for listening.
- s) I'd be glad to try and answer any questions.
- t) I'd be happy to answer any questions.
- u) That covers all I wanted to say today.
- v) I would welcome any comments/suggestions.
- w) To sum up

Task 5

The sentences **a-e** below are the end of a presentation, but they are in the wrong order. Put them into the right order.

- a) So, I'd now be glad to answer any questions.
- b) I hope you'll all go away with a more complete picture of the principal activities of Masaryk University.
- c) Very briefly, there are three areas. Firstly, teaching; secondly research; and thirdly academic materials.
- d) So, that brings me to the end of my presentation.
- e) Finally, I'd like to leave you with something which I heard recently. "You can't please all of the students all of the time, but we should certainly be able to be ready to help all of the students all of the time."

Task 6

Make complete sentences by matching the correct parts.

- | | |
|-------------------------------|---|
| a) Before we come to the end, | 1. there are four major features. |
| b) I'd be glad to answer | 2. we start the discussion now. |
| c) To summarize, | 3. by *quoting a well-known saying. |
| d) We can conclude | 4. we should change the Bachelor's programme. |
| e) In my opinion, | 5. any questions now. |
| f) I'd like to suggest | 6. I'd like to thank you for your *participation. |

ENDING – CONCLUSION

A conclusion reinforces* the main ideas you wish your audience to remember and allows you to emphasize the main points, the importance of specific ideas, and to value* particular concepts. In short, the design of your conclusion will depend on your initial purpose. A strong conclusion is as important as a strong introduction, as both the beginning and the end will be the parts that are most likely remembered.

Task 7

Complete the following ending with words from the list.

questions that's all second discussion formed by
conclude issues briefly finally begin

So, _____ I have planned to say about the topic. Let me summarize the main _____.
Very _____, they are four. First, nation states, _____, confederations, then,
multinational empires, and _____ multinational democracies. I'd like to _____ by
emphasizing the fact that the majority of today's countries are _____ multicultural societies.
Well, I suggest we start the _____ now. But before we _____, let me thank you for
your attention. OK, I'd be glad to answer any _____ now.

Task 8

Endings can become repetitive, so it is important to have a choice of words and expressions ready. Use one of the following expressions to replace the synonyms in bold.

Presence I'd be glad talk As you can see then
lastly reliable now idea covers everything in
it seems to me that listening sum up is based main

That **brings me to the end of my presentation**. Let me just **run over** the **key** points again. Very briefly, there are three. First, socio-biology in contrast to ecology, **second** to economy, and **third** to political science. **From what you have heard**, there are some **very good** reasons to see socio-biology as any treatment of social phenomena that basically **draws** on neo-Darwinist theory. **At this point**, I'd like to leave you with the following **thought**: remember that politics, ecology, as well as economy are part of life, and biology is the study of life. **In my opinion**, the only possibility is to accept the **existence** of socio-biology as an equal to other social sciences. Thank you for **your attention** and now, if you have any questions, **I'd be pleased** to answer them.

Task 9

Give an ending to one of the following presentation situations.

1. As an MU (FF/FSS) student, you have presented the life of a university student at the MU Open House Day for future students (mostly teenagers, but also their parents) in a large hall (150 people).
2. You, as a student of your branch, have presented your field of studies to other MU students.
3. As a member of a project team, you have presented a new project in your field to the Dean's Project Committee (15 people) at the Dean's Office.

QUESTIONS

Handling questions is a very important part of any presentation, so it is important to get accustomed* to certain tactics.

Task 10

What would you say or do in the following situations?

SITUATIONS:

1. Instead of asking a question, a person strongly and rather angrily disagrees with you.
2. Instead of asking a question, a person states their viewpoint that agrees with yours.
3. A person says that some of your information is inaccurate*, but you are absolutely sure that you are correct.
4. A person says that some of your information is inaccurate, and you are not sure whether your information is correct or not.
5. A person asks you a question that will require a very long, complicated answer.

Match the situations with the following responses.

RESPONSES:

- A. Do not regard this as an attack. You can say: *“I appreciate your bringing this to my attention. I’ll have to recheck my sources to see what is correct.”*
- B. If possible, give your **source** of information. If you cannot do so, you can say: *“I believe that my information is correct, but I will certainly recheck my facts.”*
- C. You can say: *“That’s an interesting question, but it would take much too long to answer it. Perhaps we can discuss it later.”*
- D. Listen politely, then restate your point of view, with **additional evidence**, if possible. Do not argue with the person. If they repeat their position, you can say: *“Well, we’ll have to agree to disagree on this point.”* or *“Unfortunately, there’s no time to go into this more deeply right now.”*
- E. Show how this person’s ideas **support** your own point of view. You can say: *“Yes, that fits in exactly with what I was saying.”*

IALS TEST materials (1997) in M. Pavlovová, Oral Presentations, 2002.

USEFUL HINTS* ABOUT HOW TO PROCEED*:

welcome the question – take time to think before answering – clarify* the question – accept criticism positively – reply positively – check whether the questioner is satisfied

Task 11

Put the questions and answers in these three dialogues into the correct order.

- A
- a) I’d like to ask you about the new university campus.
 - b) We’ve got a meeting next week. I’ll let you know as soon as I can, if that’s OK.
 - a) Excuse me, could I interrupt?
 - a) Sure, that’ll be fine.
 - b) Sure, what exactly would you like to know?
 - a) Well, could you tell me at this stage whether you have fixed a budget?
 - b) Of course.
- B
- a) Would you mind telling us when you’re going to retire?
 - b) When is it?
 - a) May I ask a question?
 - b) That sounds fine. I’ll look forward to it.
 - b) Not at all. I’m planning to stop working just after Christmas.
 - a) Oh, good! We’d like to invite you to our Christmas party. Can you come?
 - a) It’s on the 23rd from seven onwards.
 - b) Go ahead.
- C
- a) I see what you mean. Yes, of course we’ve looked at all the options and think this is the best one.
 - a) Are there any questions?
 - a) I’m afraid that’s all we have time for now. Perhaps you’d like to talk about that later.
 - b) Well, you know, other possibilities such as relocating the campus to a cheaper area.
 - a) I’m not sure what you’re getting at.
 - b) Yes, I wonder if you have considered any other options?
 - b) But surely relocation would be better for the staff?

Handling Questions – Phrases

Welcoming the question

That's a good question.
That's interesting.
I'd like to know / Could you tell me
Could I ask / Would you mind if I ask you ...
Go ahead / Please do / Certainly.
Good point.

Asking for clarification of the question

If I understand you correctly, you are saying / asking...
I didn't quite catch that.
Could you go over that again?
I'm not sure what you're getting at.
I'm afraid I don't see the connection.

Rephrasing the question (for others)

Do you mean to say ...
Have I understood correctly that ...

Checking that the questioner is satisfied

Does that answer your question?
Is that clear?
Can we go on?

Avoiding giving an answer

Perhaps we could deal with that later.
Can we talk about that on another occasion?
I'm afraid that's not my field.
I don't have the figures with me.
I'm sure Mr (...) could answer that question.
That's interesting, but I prefer not to answer that today.
I think I answered that earlier.

SPEAKING CONFIDENTLY IN PUBLIC

Why is standing up and speaking in public so terrifying? Some people spend their life avoiding giving presentations, afraid that the day they talk to a large audience they will face complete humiliation. However, presentations skills are more important than ever and are essential for anyone who needs to make a proposal or express an idea to a group.

Listening

You are going to listen to an interview with a representative of a communications training company giving advice about public speaking.

Task 12

Because it can be difficult to take notes while listening to someone speak, just write down the main points in the box below and then expand them into notes afterwards.

Tips for Public Speaking
The key to being a good speaker
The presentation itself 1 _____ 2 _____ 3 _____ 4 _____
How to cope with nerves 1 _____ 2 _____ 3 _____
Telling jokes
The most important moment / main advice

Task 13

Compare your key words with a partner and expand your notes. Listen again and add any extra information. What do you think is the most useful advice?

Vocabulary

1. *noted (adj.)	slavný, významný
2. spellbound	okouzlený, fascinován
3. *overview	přehled, nástin
4. register	slovní registr
5. springboard, starting point	základ
6. *in depth	do hloubky
7. *at length	obšírně
8. *to be in charge	mít na starosti
9. *to review	znovu probrat
10. *to break down into	rozdělit na
11. *option	možnost
12. *to propose	předložit
13. *to feel free to interrupt	nebojte se mě přerušit
14. *recommendation; to recommend	doporučení, doporučit
15. *findings (noun)	zjištění, nález
16. *to proceed; *proceedings (noun)	pokračovat; postup, kroky
17. *to conclude; in conclusion	uvést na závěr; na závěr, závěrem
18. *to quote a well-known saying	citovat známé rčení
19. *participation	účast
20. *to reinforce (to emphasise)	zdůraznit
21. *to value; evaluative (adj.)	ohodnotit, ocenit; hodnotící
22. *to get accustomed to	zvyknout si na něco
23. *to handle questions	vypořádat se s otázkama
24. *inaccurate	nepřesný
25. hint	rada, pokyn
26. *to clarify; clarification	objasnit; objasnění
27. *to avoid	vyhýbat se
28. humiliation / embarrassment	ponížení / ztrapnění

29. *to express oneself/something vyjádřit se
30. *to cope with something vypořádat se s něčím

WORD BANK

- | | |
|---------------------------------------|--------------------------------|
| 1. to draw attention to st | upoutat pozornost |
| 2. to pay attention to st | věnovat pozornost, dávat pozor |
| 3. to make an impression on / impress | udělat dojem, zapůsobit |
| 4. first(ly) | za první |
| 5. second(ly) | za druhé |
| 6. at the end | na konci |
| 7. in the end/finally | nakonec |
| 8. in my opinion | podle mě, dle mého názoru |
| 9. from my point of view | podle mě, z mého pohledu |
| 10. according to sb | podle někoho |
| 11. in a nutshell | stručně řečeno |
| 12. to agree to st | přistoupit na něco |
| 13. to partially agree | částečně souhlasit |
| 14. to go down well with sb | najít u někoho odezvu |
| 15. to appreciate | ocenit, vážit si |

LANGUAGE EXERCISES

Task 14

Choose the right expression printed in bold type.

1. If you have **some / any** questions, don't hesitate to ask me.
2. She is in charge of the Department of Foreign Languages at **Masaryk / the Masaryk** University.
3. **At first / First** I'd like to speak about the project in general.
4. We'd like to suggest **to change / changing / we should change** the programme.
5. I'd like **to know / knowing** more about this issue.
6. If I understand you **correctly / correct**, you are **saying / telling** there is hardly any difference.
7. I'm afraid **I can't see / I'm not seeing** the point of it.
8. **Do you mean / Are you meaning** to say the research will have to be stopped?
9. We can talk about it on **other / another** occasion?
10. I'm sure Mrs Dineen will **answer on / answer / answer to** your question.
11. **I'm thinking / I think** he has already answered that.
12. That's a good point, but I prefer **not answer / not to answer / not answering** that today.
13. What is the key **to being / to be** a good speaker?
14. **Saying / Telling** jokes might not go down well with the audience.
15. Could you give us some **advice / advices**?

Presentation Assessment Criteria

Consider the following criteria before making your presentation:

- 1. Organisation**
 - preparedness
 - logical sequence
 - introduction
 - sign-posting language
 - key points
 - conclusion
 - closure
 - timing

- 2. Content**
 - topic coverage
 - relevant to humanities and social sciences
 - informative
 - understandable
 - interesting
 - entertaining

- 3. Language**
 - appropriate to audience - explanation of jargon
 - voice
 - speed
 - volume
 - clarity
 - intonation
 - grammatical accuracy
 - correct pronunciation of key words

- 4. Body language**
 - eye contact (with the whole class, not only the teacher)
 - good use of notes; not reading large parts of the presentation
 - stance, enthusiasm

- 5. Visuals (Optional)**
 - appropriate
 - supportive
 - clear

- 6. Questions**
 - handling of the discussion
 - clear, appropriate responses