



A1

SEMINAR 2

Presentation Skills

What is the best definition of “presentation” for you? Justify your answer.

- A. the act of performing something in front of an audience
- B. the event* at which a new product or idea is described or explained
- C. verbal transmission of information to colleagues, management, or a general audience
- D. effective speech
- E. communication of your vision with passion* and competence*
- F. the act of showing someone something so that it can be checked* or considered*

Discussion

- A. Do you have any experience with giving presentations? Discuss it.
- B. What are the features* of a good presentation?
- C. What are the most important “don’ts” when giving presentations?
- D. What kinds of presentations do you think you may need in your career and why?

A Brief Structure of the Presentation Process

- 1 **PREPARATION** – think about topic selection – audience analysis – purpose statement
- 2 **TITLE DEVELOPMENT** – develop an informative & interesting title
- 3 **INTRODUCTION** – present yourself & your topic with a purpose statement (aim of talk) & outline*
- 4 **MAIN BODY** – arrange content in a logical structure
- 5 **ENDING** – signal to end – provide a summary, conclusion & closing – invite questions
- 6 **REHEARSAL*** – focus on phrases & timing
- 7 **DELIVERY** – think about body language & how to speak confidently
- 8 **DISCUSSION** – be prepared to handle questions

1 **PREPARATION** – think about topic selection – conduct an audience analysis – write out a purpose statement – think about the content & plan of your presentation – consider using visuals

TOPIC SELECTION

Task 1

Here are some examples of presentation **themes** or **topics** that are too general for a short presentation. *Try to find a more interesting and specific perspective on one of the following topics:*

- 1. Popular Culture
- 2. Trends for the 21st Century
- 3. Architecture
- 4. Gender
- 5. The Environment
- 6. Changes in Society



AUDIENCE ANALYSIS

Here are some general audience analysis points to consider:

- I. What is their knowledge of the subject? What is their language level?
- II. Why are they there and what do they expect to learn from me?
- III. What are my needs as the speaker? What are their needs as the audience?

For this course, assume that you are speaking to a young, educated, receptive, **humanities-oriented** audience. Try not to give a presentation about something that is “common knowledge”. If you choose a common theme, make sure you have an **original perspective*** on it. Usually, the topic should be quite specific and you will want to do research to make it more interesting for yourself. Don't forget to find several sources in English to be sure to use correct terminology.

PURPOSE STATEMENT

Determine* the purpose of the presentation. Write out a single declarative* sentence which states the specific objective* you wish to achieve.

Task 2

Could any of these sentences serve as **purpose statements*** for a presentation relevant* to this course? How could they be modified to be suitable?

- a) “I hope to persuade the teacher that the topic ‘My Hometown’ is the best and most scientific one, so that I can pass the presentation part of the exam.”
- b) “I hope to illustrate to the audience the impact* of September 11th, 2001 on the EU, focusing on its foreign policy, so that they get better insight* into EU policy concerning the Iraq crisis.”
- c) “I hope to inform the audience about concepts of feminism in Great Britain, the USA, France, Italy, and Spain, all compared to Czech feminism, so that they understand the situation in this country.”
- d) “I hope to communicate the greatness of ancient philosophy, so that they can admire and love it as much as I do.”

2 TITLE DEVELOPMENT – develop an informative & interesting title

A title must **attract** your audience, **describe** your topic clearly, and give a precise* idea about what to **expect** in the presentation. Here are some useful points to keep in mind when creating your title.

- Avoid using redundant* words and phrases such as “a study on”
- Avoid using abbreviations* and jargon*
- Avoid using “cute” or sensational titles
- Avoid being too vague* or too general

Task 3

Which of the following titles would be acceptable for an academic presentation?
How could they be changed to be more acceptable?

1. A Study of Prisoners and Guards in a Simulated Prison
2. Inner City Problems and Policies: A Conservative View



3. Black Identity and the Role of Reggae
4. Everyday Pills That Kill! The Dangers of Over-the-counter Drugs
5. Narrative Skills in Improvisational Theatre

Task 4

Match the specific titles below to the topics in Task 1.

- A. The Working Week in 20th Century America
- B. Vanessa Mae as the Modern Day Paganini
- C. Emission Reductions: The True Effects of Having a No Car Day
- D. Brasilia: How Urban Planning Affects the Psychology of Inhabitants
- E. Common Reading Patterns of Czech Youth Today
- F. Men in Denmark: The Choice to Raise Children and Work in the Home

Task 5

Look at the following examples of titles of presentations. Which of these enable* you to predict* the content of the presentations? In which cases are the sub-headings helpful?

1. Living Near Airports: Noise Stress and Human Behaviour
2. The Billion Dollar Question!
3. Out of the Oceans and on to Faster Bicycles
4. The Common Stereotype: Children's Images of Scientists
5. Presentation Skills: Effective Communication in the Information Age

Task 6

Develop a **good working title** and a **purpose statement** for next week's seminar.

3 INTRODUCTION

Present **yourself** (name & study area) and your **topic** (with a clear purpose statement describing the aim of your talk) and provide an informative **outline* of the main points** (don't put structural information such as the words *introduction, summary, conclusion, discussion* into the outline).

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. A well planned introduction will "set an objective framework in which the audience will accept the information as accurate and **as significant.**" (Laster & Pickett 1996:442)

Task 7

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. Find the purpose statement.

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



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 teaching presentation skills. **We are here today** to **review*** some key ideas about why it is important to learn effective communication skills. As we are living in the information age and may often be overwhelmed with massive amounts of information, it is important to know how **to highlight** the main ideas and provide a framework for what we are trying **to get across**. What I intend to do is **break down*** this presentation into three **parts**: first, the preparation phase; second, the use of sign-posting language, and **third**, the actual delivery of the presentation. 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 8

Complete the following introduction with words from the list. Add a hypothetical purpose statement into the paragraph in the most suitable place of the text.

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.

4 MAIN BODY – present content in a coherent* and logical structure – use natural transition markers and sign-posting language between main points

Transition and sign-posting language is the use of phrases that allow the listener to be **easily oriented** throughout the presentation. This involves time phrases (e.g. "Now I will move on to...") and informative headings. The main body outlines the **main arguments**, **sub-points**, **supporting arguments**, and **evidence*** of the subject of the presentation into a logical and coherent order.

5 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*. In an academic presentation there should be a **recommendation** for future research, development, proceedings*, etc. and a **closing** – thanking the audience and inviting **questions**.



Task 9

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) That covers all I wanted to say today.
- k) I hope you 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) To sum up, I would like to say that...
- 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 would welcome any comments/suggestions.
- t) I'd be happy to answer any questions.

Task 10

Match these sentence fragments to make complete sentences and determine the FUNCTION, as shown in Task 9.

- | | |
|-------------------------------|---|
| 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. |

CONCLUSION (thesis statement or concluding statement)

A conclusion reinforces* the main ideas you wish your audience to remember and allows you to emphasize the main points and the importance of specific ideas, as well as 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 to be remembered.



Task 11

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. Find the concluding statement.

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 12

Complete the following ENDING with words from the list and find the concluding statement.

questions that's all secondly discussion meaningful
conclude issues briefly finally begin

So, _____ I have planned to say about the topic. Let me summarize the main _____. Very _____, they are four. First, I spoke about the preparation phase, where it's very important to determine the aim and its relevance to the audience; _____, the use of sign-posting language, which is used to provide optimal orientation; and _____, the actual delivery, where it's good to think about your voice and body language. I'd like to _____ by emphasizing that many presentations could be greatly improved by providing the audience with a _____ concluding statement that stresses the position of the speaker on the topic. I suggest we start the _____, but before we _____, let me thank you for your attention. I'd be glad to answer any _____ now.

6 REHEARSAL* – practice your key phrases and transition language – check your timing – think about your body language and eye contact

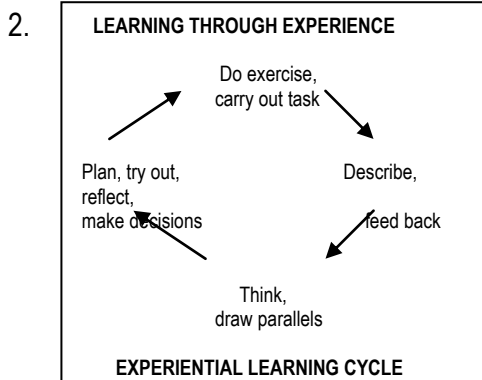
Approximately 50% of your presentation work should go to preparation & another 50% to rehearsal!

- write down and learn the key sentences and phrases, concentrating on the sequence of ideas
 - privately practice delivering* the presentation 4-5 times, using all the aids* and/or visuals you will need
 - go through one final rehearsal to focus on your weak points (poor eye contact, low volume, poor structure, weak dynamics)
 - deliver your presentation using only a well-structured **outline** of main and sub-points
- Do NOT memorize word for word and DO NOT READ! The illusion of spontaneity must be kept!!!

VISUALS AND AIDS

Task 13 – Look at the visuals below and try to characterize their qualities.

1. **NATIONALISM**
There are four core debates which permeate the study of nations and nationalism.
- Nationalists argue that nations are timeless phenomena.
- The next major school of thought is that of the perennialists who argue that nations have been around for a very long time.
- Postmodernists and Marxists also play in the larger debates surrounding this topic, the modernization school is perhaps the most prevalent scholarly argument at the moment. These scholars see nations as entirely modern and constructed.



Visuals – Some useful phrases

Integrate your visuals into the presentation by preparing the audience for what they are going to see using these possible expressions:

- “In this picture/slide you can see that...”
- “Now, I’ll show you...”
- “Let’s move on and look at the figures for ...”
- “The next slide shows ...”
- “If we now turn to this graph/map/diagram, we can see that...”

Explain what the visual shows. This helps to focus attention and avoid misunderstandings.

- “The lower chart compares political parties in two countries ...”
- “The upper left part of the slide gives information about ...”
- “You can see here in the middle the development over the past five years...”

Some useful tips: a) Don’t use visuals to **repeat** exactly what you are saying.

b) Don’t **overcrowd** visuals with too much information.

c) Don’t **read** from the visuals.

d) Don’t use distracting visuals. Make sure the images support your ideas.

e) Don’t forget to do a computer-assisted proofreading of the final version of the presentation. This is essential because a) it ensures you will minimize embarrassing spelling mistakes; b) it prevents you from having your knowledge of the subject discredited; c) it gives an impression of professionalism.

Adapted from [Http://www.spaco.org/magiform.htm](http://www.spaco.org/magiform.htm)

7 DELIVERY – communication skills – body language – **speaking confidently**

Although the structure should be formal, the most effective speaking manner is usually **conversational style** (but not too familiar): use **short sentences** and concrete language to give examples. Your speech should suggest to your audience that you are really talking to them, and your ideas should be accessible to your specific audience. The ideas should be coherent and follow each other naturally.



SPEAKING CONFIDENTLY IN PUBLIC

Why is standing up and speaking in public so terrifying? Some people spend their lives 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 14

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 15

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?

8 DISCUSSION – welcome the question – think before answering – clarify* the question – accept criticism diplomatically – reply positively – check whether the questioner is satisfied

USEFUL PHRASES FOR HANDLING QUESTIONS

Welcoming the question

That's a good question.

That's interesting.



Go ahead / Please do / Certainly.
Good point.

Asking for clarification

If I understand you correctly, you are saying / asking...
I didn't quite catch that.
Could you repeat your question?
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 my colleague could better address that question.
That's interesting, but I prefer not to answer that right now.
I think I answered that earlier.

HANDLING QUESTIONS

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

Task 16

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 a 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 above 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. Address the person’s question, noting that you cannot answer it at this time. 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.

VISUAL OUTLINE OF KEY PRESENTATION POINTS

<p style="text-align: center;">TITLE</p> <p>You may use a sub-heading</p> <p style="text-align: center;">Make it interesting & informative</p>	<p style="text-align: center;">INTRODUCTION</p> <p style="text-align: center;">Purpose Statement</p> <p style="text-align: center;">Why and how is your topic important?</p>	<p style="text-align: center;">OUTLINE</p> <p>main points: 1 2 3</p> <p>Don’t write structural words here like introduction, summary, discussion, sources</p>
<p style="text-align: center;">POINT 1</p> <p style="text-align: center;">Give supporting ideas and examples</p>	<p style="text-align: center;">POINT 2</p> <p style="text-align: center;">Give supporting ideas and examples</p>	<p style="text-align: center;">POINT 3</p> <p style="text-align: center;">Signal to end after your last point</p>
<p style="text-align: center;">SUMMARY</p> <p>Give one sentence for each main point, not just a list of the main points (i.e. do not repeat your original outline)</p>	<p style="text-align: center;">CONCLUSION</p> <p style="text-align: center;">Thesis Statement</p> <p>In one or two sentence, why and how is what you’ve just said important?</p>	<p style="text-align: center;">CLOSING</p> <p>Thanking audience and inviting questions Sources should be shown at the end</p>

Language Exercises

Task 17

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 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**?

Task 18

Translate the words in brackets into English.

1. What is the point of _____ (podávání) presentations?
2. I think I _____ (možná budu) need it in my future career.
3. You should _____ (zapsat si) all the important information.
4. I want to _____ (projít si) these notes first.
5. What do you _____ (čekáš) from a good presentation?
6. He _____ (pokročil dále) and showed us some very interesting figures.
7. The development _____ (za posledních pět let) has been enormous.
8. There was _____ (příliš mnoho) information for me to take in.
9. Let me _____ (abych Vám uvedl) a few more examples.
10. It was really _____ (velmi dobře) structured.

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
31. to draw attention to st	upoutat pozornost
32. to pay attention to st	věnovat pozornost, dávat pozor
33. to make an impression on / impress	udělat dojem, zapůsobit
34. first(ly)	za prvé
35. second(ly)	za druhé
36. at the end	na konci
37. in the end/finally	nakonec
38. in my opinion	podle mě, dle mého názoru
39. from my point of view	podle mě, z mého pohledu
40. according to sb	podle někoho
41. in a nutshell	stručně řečeno
42. to agree to st	přistoupit na něco
43. to partially agree	částečně souhlasit
44. to go down well with sb	najít u někoho odezvu
45. to appreciate	ocenit, vážit si

Video Web Links:

A) How to use PowerPoint:

- http://www.youtube.com/watch?v=OC1OixM_118&feature=related (Powerpoint extreme makeover)
- <http://www.youtube.com/watch?v=HLpjrHzgSRM> Don McMillan, How not to use ppt

B) Public speaking song:

- [http://www.youtube.com/watch?v=Xv6kZM0Le-w&mode=related&search=\(I hate public speaking\)](http://www.youtube.com/watch?v=Xv6kZM0Le-w&mode=related&search=(I+hate+public+speaking))

C) Some theory on presentations

- [http://www.youtube.com/watch?v=whTwjG4ZlJg&mode=related&search=\(Killer Presentation Skills\)](http://www.youtube.com/watch?v=whTwjG4ZlJg&mode=related&search=(Killer+Presentation+Skills))
- [http://www.youtube.com/watch?v=xcMOzkne8ko&mode=related&search=\(5 Quick Tips to Effective Public Speaking\)](http://www.youtube.com/watch?v=xcMOzkne8ko&mode=related&search=(5+Quick+Tips+to+Effective+Public+Speaking))

D) How to give or how not to give presentations:

- [http://www.youtube.com/watch?v=rud9jb6uUAU&mode=related&search=\(Video tip # 1 – The importance of Presentation Skills\)](http://www.youtube.com/watch?v=rud9jb6uUAU&mode=related&search=(Video+tip+#+1+-+The+importance+of+Presentation+Skills))



Presentation Assessment Criteria

- 1. Organisation**
 - preparedness
 - logical sequence
 - introduction
 - purpose statement
 - outline – key points
 - sign-posting language
 - summary
 - conclusion
 - closing
 - 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**
 - appropriate, supportive, clear
- 6. Questions**
 - handling of the discussion
 - clear and appropriate responses
- 7. Sources**
 - reliability & bibliography format