



# A2

## SEMINAR 1 Presentations

**Quotations** – How could some of the ideas in these quotations apply to giving presentations?

- 1 "The more you say, the less people will remember." – **Anatole France** (1844-1924), French novelist.
- 2 "Judge each day not by the harvest you reap<sup>1</sup>, but by the seeds you plant." – **Robert Louis Stevenson** (1850-1894), Scottish novelist.
- 3 "If you can't serve as a good example, you'll just have to serve as a horrible warning."  
- **Catherine Aird** (b.1930), English writer.

**Task 1** – Try to answer these multiple choice questions.

**1. What is the main type of presentation found at international academic conferences?**

- a) informative      b) instructional      c) persuasive<sup>2</sup>

**2. When is the best time to ask questions during a presentation?**

- a) during the conclusion    b) after the conclusion    c) after the introduction

**3. What is the purpose of the main body of a presentation?**

- a) to introduce the presenter    b) to develop the main ideas and supporting sub-ideas of the presentation  
c) to conclude the presentation

**4. When should a presenter conduct<sup>3</sup> an audience analysis?**

- a) after the presentation    b) during the presentation    c) before the presentation

**5. Which of the following sentences would be used in the conclusion of a presentation?**

- a) "Our purpose today has been to ..."  
b) "I'd like to introduce myself. My name is ..."  
c) "Could you repeat that, please?"

**6. When making a presentation, the speaker should look at:**

- a) the floor      b) his/her notes      c) the audience

**7. An introduction should:**

- a) state the purpose of the presentation      b) give suggestions<sup>4</sup> for future research  
c) develop supporting ideas

**8. In presentations, visuals are used to:**

- a) illustrate important ideas      b) provide an attractive background      c) show examples



## VISUAL OUTLINE OF KEY PRESENTATION POINTS

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

## INTRODUCTION

Present **yourself** (name & study area) and your **topic** (with a clear purpose statement describing the aim of your talk); provide an informative **outline\* of the main points** (don't put structural information such as the words *introduction, summary, conclusion, discussion* into the outline); you may state to your audience when and how you would like to handle **questions**.

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 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. 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 to **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.

**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 3

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.



## Task 4 – Listening – Giving Talks and Presentations

Listen to the first part and complete the notes.

Part 1 – Preparation – key points
1 Objectives
2
3
4
5
6

Listen to the second part and list the numbers of the sections that are referred<sup>5</sup> to.

## Part 2 – Language – “Sign Posting”

### Giving Talks and Presentations

#### 1 Introducing

Good morning, my name is ... I'm a ... (*student ...*) at ... (*Masaryk University*)

This morning I'm going to ... (*talk about ...*)

Today I'd like to ... (*describe ...*)

The focus<sup>6</sup> / topic / subject of my talk / paper is ...

The aim of my presentation this morning is to ... (*explain ...*)

I've divided my presentation into ...

We can break this area down into the following fields ...

My talk will be in ... (*three parts.*)

First, I'd like to (*give you an overview of ...*)

Second, I'd like to focus on<sup>7</sup> ...

Then, I'll move on<sup>8</sup> to ...

After that, we'll deal with<sup>9</sup> ...

Finally, we'll consider<sup>10</sup> ...

#### 2 Referring to questions

Feel free to interrupt me if there's anything you don't understand / you need clarifying.

If you don't mind, we'll leave questions till the end.

#### 3 Introducing each section

So, let's start with ... (*objectives ...*)

Now let's move on to ... (*the next part ...*)

Let's turn our attention to ... (*the question of ...*)

This leads me to ... (*my third point ...*)

Finally ... (*let's consider ...*)

#### 4 Summarizing a section

Let me just run over the key points again.

I'll briefly summarise the main issues

That completes my ... (*description of ...*)

To sum up ...

So, to summarize ... (*there are five key points ...*)

#### 5 Referring backwards and forwards

I mentioned earlier ... (*the importance of ...*)

I'll say more about this later.

We'll come back to this point later.

#### 6 Checking understanding



Is that clear?  
Are there any questions?

**7 Referring to visual information**

This transparency<sup>13</sup> diagram shows ...  
screen

If you look at this graph you can see ...  
What is interesting in this slide is ...  
I'd like to draw your attention to ...(*this chart ...*)

**8 Referring to common knowledge**

As you know ...  
As I'm sure you're aware ...

**9 Concluding / justification**

As you can see, there are some very good reasons ...  
I'd like to leave you with the following thought / idea ...  
In conclusion ...  
I hope you've gained an insight into ...

**10 Inviting questions and dealing with questions**

If you have any questions, I'd be pleased / I'll do my best to answer them.  
I would welcome any comments or suggestions.  
That's a good point.  
I'm glad you asked that question.  
Can I get back to you on that later? I'm afraid I don't have ... (*the information at present*).  
I'm afraid I'm not the right person to answer that.

**11 Closing**

That concludes my talk.  
That brings me to the end of my presentation.  
That completes my presentation.  
Thank you for your attention / listening.

*Listen to the last part and complete the key points.*

<b>Part 3 – Delivery – key points</b>
1 Nerves
2
3
4
5

**Task 5**

Discuss the above presentation in relation to the Visual Outline of Key Presentation Points on page 2. How would you evaluate the ending of the recorded presentation? How could the summary and conclusion be improved?



## VISUALS AND AIDS

**Task 6** – Choose the best answer.

1. Using a computer presentation program is a good practice, because \_\_\_\_\_.
  - a) it reduces<sup>14</sup> the time required to prepare for the lecture.
  - b) it is a good substitution<sup>15</sup> for handouts.
  - c) it enhances<sup>16</sup> the lecture and helps the audience to understand.
  - d) it allows you to hide behind the computer.
  
2. In a presentation, the main purpose of music or audio is to \_\_\_\_\_.
  - a) distract the audience.
  - b) help the audience to focus.
  - c) wake the audience up.
  - d) provide an extra dimension of information .
  
3. Optimally, the showing of special objects during a presentation \_\_\_\_\_.
  - a) distracts<sup>17</sup> the audience from what is being said.
  - b) helps listeners to understand what the lecturer is talking about.
  - c) can significantly slow down the lecture.
  - d) All of the above.
  
4. The clothing that the presenter is wearing \_\_\_\_\_.
  - a) is not an important issue, unless the lecture is fashion related.
  - b) is important because a formally dressed lecturer is more credible<sup>18</sup>.
  - c) should be considered and chosen to be appropriate<sup>19</sup> to the particular audience .
  - d) should be comfortable and not too colourful.
  
5. Handouts are important because \_\_\_\_\_.
  - a) they help the audience understand the main idea.
  - b) they serve as a basic reference.
  - c) they are useful for writing comments and notes on.
  - d) All of the above.
  
6. Doing a computer-assisted proofreading of the final version of the presentation 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.
  - d) All of the above.



## Language Exercises

Task 7 – Complete these sentences by choosing the correct verb.

1. I'd like to \_\_\_\_\_ you of the latest news.  
a) speak      b) inform      c) describe
2. Could you \_\_\_\_\_ up? We can't hear you at the back.  
a) talk      b) say      c) speak
3. I'll have to \_\_\_\_\_ the place as I don't have any photos with me.  
a) explain      b) describe      c) present
4. He's going to \_\_\_\_\_ the latest results.  
a) describe      b) inform      c) present
5. Let me \_\_\_\_\_ why we need to cut costs.  
a) explain      b) describe      c) talk
6. We'll have time to \_\_\_\_\_ about this over lunch.  
a) discuss      b) say      c) talk
7. I couldn't \_\_\_\_\_ how long it will take.  
a) talk      b) speak      c) say
8. We will \_\_\_\_\_ you when the project comes to an end.  
a) say      b) describe      c) tell
9. I'd like to \_\_\_\_\_ about social work in the Czech Republic.  
a) mention      b) tell      c) talk
10. Let's \_\_\_\_\_ this issue later.  
a) tell      b) discuss      c) say

## Vocabulary

- |  |                      |
|--|----------------------|
| 1. to reap harvest                     | sklidit úrodu        |
| 2. *persuasive                         | přesvědčivý          |
| 3. *to conduct (an analysis)           | provádět (analýzu)   |
| 4. *suggestion                         | návrh                |
| 5. *to refer to (something); reference | odkazovat na; odkaz  |
| 6. *focus, main or central point       | hlavní bod           |
| 7. *to focus on                        | zaměřit se na        |
| 8. *to move on to                      | přejít na            |
| 9. *to deal with                       | zabývat se           |
| 10. *to consider                       | vzít v úvahu, uvážit |
| 11. *outline                           | náčrt, nástin        |
| 12. checklist                          | kontrolní seznam     |
| 13. transparency, slide                | diapozitiv           |
| 14. *to reduce, decrease               | zmenšit, snížit      |
| 15. *to substitute; substitution       | nahradit; náhrada    |
| 16. *to enhance                        | obohatit, vylepšit   |
| 17. *to distract                       | vyrušovat, rušit     |
| 18. *credible                          | důvěryhodný          |
| 19. *appropriate                       | vhodný               |



### Word bank

1. oral presentation	ústní prezentace
2. to give a speech	přednést řeč
3. to deliver a speech	mít řeč
4. to make a speech	mít projev
5. to speak in public	mluvit na veřejnosti
6. attentive audience	pozorné publikum
7. to raise a question	položít otázku
8. to discuss some issues	diskutovat o některých problémech
9. to clarify	objasnit
10. to ask for clarification	požádat o objasnění
11. to overcome nervousness	překonat nervozitu
12. to present an idea	prezentovat myšlenku
13. to show enthusiasm	projevit nadšení
14. to go down well with the audience	najít odezvu u publika
15. to fail to succeed	neuspět
16. to commit a blunder	dopustit se velké chyby
17. to do one's best	vynasnažit se
18. to speak up	mluvit hlasitě
19. to speak softly	mluvit tiše
20. to applaud	tleskat

### Video Web Links:

#### A) How to use PowerPoint:

- [http://www.youtube.com/watch?v=OC1OixM\\_118&feature=related](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)

#### C) Some theory on presentations

- <http://www.youtube.com/watch?v=whTwjG4ZIJg&mode=related&search=> (Killer Presentation Skills)
- <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)





## Presentation Assessment Criteria

Consider the following criteria before making your presentation:

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