

JAG04 Unit 2 Effective presentations

Task 1 WHAT MAKES AN EFFECTIVE PRESENTATION?

(https://www.ted.com/talks/dustin_schroeder_how_we_look_kilometers_below_the_antarctic_ice_sheet)

A) Watch Dustin Schroeder, a radio glaciologist, talk about how ice-penetrating radar is helping us learn about future sea level rise and assess each of the following criteria on a scale 0-5 points:

- the overall impression (whether the speaker managed to get his point across and the audience's expectations were met)
- delivery (body language, voice)
- language (pronunciation, vocabulary, style)
- visuals (effectively used, clear, illustrative)
- structure and timing (having clear structure, using linking phrases, considering time)

B) Which of the above do you already have enough experience with? Which of the above do you expect to be struggling with?

C) In small groups, write down at least 5 key principles of effective talks.

D) A GOOD PRESENTER...

Complete the principles of an effective presentation with appropriate verbs:

A good presenter...

... the presentation short, but complete

... a proper introduction of himself/herself and the topic of the talk

... the presentation with adequate volume, diction, and eye contact

... notes

... the audience

... participation and constructive comment

... too much detail

... information to make the best use of the time

... the main arguments

... an original conclusion from what s/he said

... the talk within the time limit

... questions from the audience

E) WHY SHOULD I... ?

Complete the sentences explaining each point.

1. Summarizing the main points is essential because ...
2. Effective talks should be entertaining because...
3. The speaker should not read because...
4. Standing is better than sitting because...
5. The speaker should notice the audience because ...

Task 2 EXAM PRACTICE - Conditionals

Use the verbs in brackets to complete the sentences.

1. It'd be great if we (be able to) use existing radio systems or radio signals that are in the environment.
2. This might really work. And if it (do), we're going to need extremely low-cost sensors.
3. If the West Antarctic Ice Sheet collapsed, we (talk) about dramatically different numbers. They (be) literally off the chart.
4. I would have enjoyed the view if I (not look) at a computer screen throughout the whole flight.
5. If they (not find) the reels of old film, they (be able compare) the conditions in the ice sheet.

Task 3 VOCABULARY

A) Explain the meaning of the phrases from the TED talk

Airborne ice-penetrating radar

Misconception

People vulnerable to *displacement*

Snapshot of the *subsurface*

Remastering films

Undergraduates (undergrads)

Cryosphere

Hypertalented, hyperpassionate, hyperdriven

B) Using common prefixes

Match each prefix in bold in sentences 1-5 to its meaning a-f.

a) *again* b) *too much* c) *not enough* d) *wrong* e) *between* f) *many*

1. The decision to **relocate** manufacturing to another country is usually a financial one.
2. **Multi**-national companies have more than one base for their operations around the world.
3. **Mis**management of the forest caused many of the native trees and plants to disappear.
4. The two electrical systems are **inter**connected by a high voltage cable that runs under the sea.
5. Many of the employees feel that they are **over**worked and **under**paid.

C) Complete the sentences with the correct prefix from B.

1. The product was*priced* and as a result sales were very low.
2. Many parts of the city are*populated* and there is not enough housing for everyone.
3. The prospects for a*-skilled* engineer are better than for an engineer who concentrates only on one area, like mechanical engineering.
4. In the experiment, the researchers*created* the conditions of the desert in the laboratory.
5. The two branches of geography – physical and social – are closely*related*.
6. The word *occurrence* is often *spelled* by many native speakers of English.

(Task 3 B,C adapted from Dummett, P. & Hird, J. *Oxford EAP*. OUP, 2015.)