

AI

SEMINAR 2 Presentations I

PREPARATION – REHEARSAL – TITLE – MAIN BODY – VISUALS

What is the best definition of “presentation” for you? Is it...

- I. the act of performing something in front of an audience?
- II. the event* at which a new product or idea is described or explained?
- III. verbal and formal transmission of information to colleagues, higher levels of management, or a general audience?
- IV. effective speech?
- V. communication of your vision with passion* and competence*?
- VI. the act of showing someone something so that it can be checked* or considered*?

Discussion

- I. Do you have any experience with giving presentations?
- II. What is the point of a presentation?
- III. What are the features* of a good presentation?
- IV. What are the most important “don’ts” when giving presentations?
- V. What kinds of presentations do you think you may need in your career and why?

A Brief Structure of the Whole Presentation Process

PREPARATION – presentation analysis, planning your time, purpose, topic, audience

REHEARSAL* – phrases, timing, body language

TITLE – selection

INTRODUCTION – your name, position, purpose, topic/title, length of time, handling questions*, outline*

MAIN BODY – coherent* and logical structure, natural transition between main points

ENDING – signal to end, summary, conclusion, recommendations, closing

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

CLOSING – thank the audience

PREPARATION

Nothing will relax you more than knowing you have prepared properly!

1. **PLANNING TIME** – approximately 50% should go to preparation & 50% to rehearsal (time yourself).
2. **PURPOSE** – determine* the purpose of the presentation. Write out a single declarative* sentence which states the specific objective* you wish to achieve.

Task 1

Which of these **purpose statements*** could serve as a basis for a presentation relevant* to this course?

- 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."

Task 2

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. Human Achievements* _____
4. Gender Differences _____
5. The Environment _____
6. Changes in Society _____

3. AUDIENCE ANALYSIS

A well-prepared presentation given to the wrong audience can have the same effect as a poorly prepared presentation given to the correct audience; both can fail.

Proper audience analysis will assure that you give the right presentation to the right audience.

Here are some general audience analysis points to consider:

- I. Who are they and how many will be there?
- II. What is their knowledge of the subject?
- III. Why are they there and what do they expect to learn from me?
- IV. What are my needs as the speaker? What are their needs as the audience?

Adapted from <http://www.businessknowhow.com/manage/audanaly.htm>

Task 3

Try doing an audience analysis for the following examples.

- a) Working as a team member, you are going to give a presentation at a community rehabilitation centre (to 20 people) concerning a new anti-drug programme. (50 min.)
- b) As a member of a project team, you are going to present a new project in your field to the Dean's Project Committee (5 people) at the Dean's Office. (15 min.)
- c) You are a student presenting something of interest from your field to this class (15 people). (8 min.)
- d) As an MU (FF/FSS) student, you will talk about student life at the MU Open House Day for prospective* students (mostly teenagers, but also some parents) in a large hall (150 people). (30 min.)

SPECIAL NOTE: In 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 do, then make sure you have an **original perspective*** on the "common theme". If

you want it to be interesting for others, the topic should be quite specific and you may even want to do some extra research of your own to make it more interesting for you!

REHEARSAL

First, write down and learn the key sentences and phrases, concentrating on the sequence of ideas.
Second, privately practice delivering* the presentation 4-5 times, using all the aids* and/or visuals you will need.

Third, go through one final rehearsal to focus on your weak points (poor eye contact, low volume, poor structure, weak dynamics).

Fourth, 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!!!

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

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” or “an investigation of”.
- Avoid using abbreviations* and jargon*.
- Avoid using “cute” or sensational titles.
- Avoid being too vague* or too general.

Task 4

Explain why you should avoid the above-mentioned points.

Task 5

*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 6

Match the specific titles below to the topics in Task 2.

- A. The Working Week in 20th Century America
- B. Vanessa Mae as the Modern Day Paganini
- C. The True Effects of Having a No Car Day
- D. The French Colonists of 18th Century Moravia
- E. Common Reading Patterns of Czech Youth Today
- F. Men in Denmark: The Choice to Raise Children and Work in the Home

Task 7

You can also extend the title by using a subheading (as in F above).

Come up with some inspiring subheadings for some of the titles you have developed in Tasks 2, 5, or 6.

Task 8

Look at the following examples of titles of presentations. Which of these enable* you to predict* the content of the presentations?

1. Noise Stress and Human Behaviour
2. The Billion Dollar Question!
3. Industrial Policies of Industrial Countries
4. Out of the Oceans and on to Faster Bicycles
5. The Persistent* Stereotype: Children's Images of Scientists

Task 9

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

MAIN BODY

This part outlines the **main arguments**, **sub-points**, **supporting arguments**, and **evidence*** of the subject of the presentation into a logical and coherent order.

What is the most efficient* way of communicating ideas to your audience? (Choose the best answer)

- a) formulate each complete thought in a short sentence of 15-20 words.
- b) formulate more thoughts in a short sentence of 15-20 words.
- c) formulate each complete thought in a sentence of more than 40 words.
- d) formulate more thoughts in a sentence of more than 40 words.

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 a general audience. The ideas should be coherent and follow each other naturally.

VISUALS AND AIDS

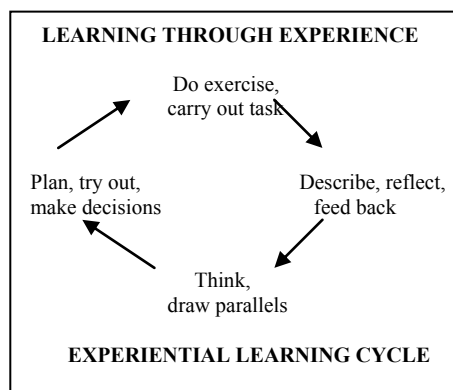
Task 10

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

1.

| |
|---|
| <p style="text-align: center;">NATIONALISM</p> <p>There are four core debates which permeate the study of nations and nationalism.</p> <ul style="list-style-type: none">- 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. |
|---|

2.



Task 11

Look at the visual aids listed and discuss their possible advantages and disadvantages.

handouts*
blackboard with an outline
graphs, charts, tables (for figures* and statistics)
props,* objects, items

transparencies (slides)*
demonstrations
computer, overhead projector
video, film, animation

pictures (drawings, photographs, maps, posters, cartoons)

Task 12

Look at the titles below and decide what kind of visual aids you would use.

1. Black Identity and the Role of Reggae
2. Some Reading Patterns of Czech Youth Today
3. Narrative Skills in Improvisational Theatre
4. Noise Stress and Human Behaviour
5. Industrial Policies of Industrial Countries
6. The French Colonists of 18th Century Moravia
7. The Working Week in 20th Century America
8. Vanessa Mae as the Modern Day Paganini

Visuals – Some useful phrases to use

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

- “Now, let’s look at the position for ...”
- “Now, I’ll show you the ...”
- “For ..., the situation is very different.”
- “Let’s move on and look at the figures for ...”
- “The next slide shows ...”
- “If we now turn to ...”

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 DON'TS:

- a) Don't use visuals to **repeat** what you can say with words.
- b) Don't **overcrowd** visuals with too much information.
- c) Don't **use too many** visuals.
- d) Don't **read** from the visuals.

Vocabulary

| | | |
|----|------------------------|--|
| 1 | *event | událost |
| 2 | passion | nadšení, zaujetí |
| 3 | *competence | kompetence, kvalifikovanost |
| 4 | *to check | zkontrolovat, podrobit kontrole |
| 5 | *to consider | vzít v úvahu |
| 6 | *feature | rys |
| 7 | a rehearsal | nácvik |
| 8 | *to handle questions | vypořádat se s otázkami |
| 9 | *an outline | osnova, přehled |
| 10 | *coherence / coherent | souvislost, spojitost / souvislý, logický, související |
| 11 | *to clarify | objasnit |
| 12 | *to determine | určit |
| 13 | a declarative sentence | věta oznamovací |
| 14 | *an objective (goal) | cíl |

| | | |
|----|------------------------------|------------------------------------|
| 15 | *relevant to | vztahující se na |
| 16 | *an impact | dopad |
| 17 | *an insight into | pohled do |
| 18 | *an achievement | úspěch |
| 19 | *prospective (adj.) | perspektivní |
| 20 | *perspective (noun) | perspektiva |
| 21 | *to deliver (a presentation) | podat prezentaci |
| 22 | aid | pomůcka |
| 23 | *a sub-point, subheading | dílčí bod, podtitul |
| 24 | *redundant | nadbytečný, přebytečný |
| 25 | *an abbreviation | zkratka |
| 26 | *jargon | žargon, odborný slang, frázovitost |
| 27 | *vague (unclear) | nejasný, vágní |
| 28 | *to predict (forecast) | předvídat (předpovídat) |
| 29 | *persistent | trvalý, stálý |
| 30 | *evidence | důkaz |
| 31 | *handout | podklad přednášky |
| 32 | props | pomůcky, rekvizity (divadelní) |
| 33 | transparency (slide) | diapozitiv, průsvitka |
| 34 | *figure (number) | údaj, číslo |
| 35 | *purpose statement | účelová věta |
| 36 | *precise (exact) | přesný |
| 37 | *enable | umožnit |
| 38 | *efficient | účinný |

Word bank

| | |
|--|---------------------------------------|
| 1. give/make a short presentation on a subject | podat krátkou prezentaci na téma |
| 2. present the information to sb | prezentovat někomu informace |
| 3. provide sb with information | poskytnout někomu informace |
| 4. present in greater detail/in clearer language | prezentovat podrobněji/srozumitelněji |
| 5. presenter | prezentující/přednášející |
| 6. be familiar with the topic | být s tématem dobře obeznámen |
| 7. keep updated | stále dodávat nejnovější informace |
| 8. make sb do st | přimět někoho něco udělat |

LANGUAGE EXERCISES

Task 13

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.