



A1

SEMINAR 2

Presentations – ANSWER KEY

Task 1 – Answers based on class work; see **Task 4** for possible ideas.

Task 2

- a) bad - not an academic topic
- b) good - a precise, exact topic with a clear purpose
- c) bad - mixed ideas, too many of them
- d) bad - too broad, too general, too subjective (to inform is more important than to persuade!)

Task 3 - avoid redundant words or phrases such as “a study on” or “an investigation of”
(*everybody expects that an academic presentation is based on a reputable study, investigation or research project*)

- avoid abbreviations and jargon. (*may not be the same for different audiences, e.g. CR for us is Czech Republic; in America it is Costa Rica, etc.*)
- avoid “cute” or sensational titles (*you want to inform your audience in a more serious way*)
- avoid being too vague or general (*the audience should be able to predict the content*)

1. A **Sociological Study** of Prisoners and Guards in a Simulated Prison ... ok – but “study of” is redundant unless a particular type of study is specified
2. Inner City Problems and Policies: A Conservative **View** ... good – “view” is different from “study” or “investigation”
3. Black Identity and the Role of Reggae good
4. **Everyday Pills That Kill!** The Dangers of Over-the-counter Drugs ... bad – too sensational
5. Narrative Skills in Improvisational Theatre ... good

Task 4 – A) 6 B) 1 C) 5 D) 3 E) 2 F) 4

Task 5

1. Living Near Airports: Noise Stress and Human Behaviour ... yes
2. The Billion Dollar Question ... no
3. Out of the Oceans and on to Faster Bicycles ... no
4. The Common Stereotype: Children’s Images of Scientists ... yes
5. Presentation Skills: Effective Communication in the Information Age ... yes

Task 6 – Answers based on class work. **MAIN BODY** multiple choice question – a) is correct

Task 7

it’s a pleasure = I’m delighted
I’m in charge of = I take care of
we are here today = my purpose is
review = go through

to highlight = to emphasize
to get across = to communicate
break down = divide
parts = sections

third = finally
feel free = don't hesitate

an opportunity = a chance
at greater length = in more depth

Task 8

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 **talk about / look at** teaching methods at Czech universities, **because of the recent standards on quality output recommended by the EU.** * This **brief** talk will hopefully **act as** a springboard* for discussion. I'm going to **look at / talk about** the methods from three **points of view**: firstly, the students; secondly, the teachers; and **finally**, the materials. If you have any **questions**, just interrupt me as I **go along**. Your point of view may well be different, and we'd like to **hear** from you.

*this is a hypothetical purpose statement that tries to give the audience a framework for the information that is to follow. It tries to answer why we should look at the teaching methods at Czech universities.

Task 9 – possible answers as some functions may overlap

1) f, o; 2) b, i, m, n; 3) c, h, p; 4) a, g, q; 5) d, e, j, k, o, r; 6) l, s, t

Task 10 – a)6 b)5 c)1 d)3 e)4 f)2

Task 11

that brings me to the end of = that covers everything in

presentation = talk

run over = sum up

key = main

second = then

third = lastly

from what you have heard = as you can see

very good = reliable

draws on = is based on

at this point = now

thought = idea

in my opinion = it seems to me that

existence = presence

your attention = listening

I'd be pleased = I'd be glad

Task 12

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

*This is a concluding (thesis) statement that emphasizes the most important and main idea of the presentation.

Task 13 - 1) bad example 2) good example

Tasks 14 & 15

Tips for Public Speaking	
The key to being a good speaker <i>Put yourself in the position of the audience. Don't think too much about yourself.</i>	INTRODUCTION
The presentation itself 1. <i>Don't make the presentation too long; keep to the time limit.</i> 2. <i>Have a maximum of 4 or 5 main points.</i> 3. <i>Use words which come naturally to you – don't experiment with new ones.</i> 4. <i>Write out your notes in big handwriting.</i>	BODY – MAIN POINTS POINT 1
How to cope with nerves 1. <i>Get rid of your personal nervous habits; don't make noise with keys or touch your hair.</i> 2. <i>Don't worry about sweat or perspiration; the audience can't see it.</i> 3. <i>Remember that the audience want you to succeed.</i>	POINT 2
Telling jokes <i>Use funny anecdotes from your personal experience. But be careful about making jokes about other people or nationalities which can be offensive. Only use jokes if you're comfortable telling them.</i>	POINT 3
The most important moment / main advice - <i>be natural; be relaxed.</i> The beginning – <i>start with your main point and then give specific examples. If you start badly, the audience may go to sleep or leave.</i>	CONCLUDING IDEA

Tapescript

I – Interviewee; P – Presenter

I – First, I'd say that the key to being a successful public speaker is to put yourself in the position of the audience. When a presentation fails, it's often because the person speaking is thinking too much about him or herself, not about the audience.

P – What about the presentation itself?

I – Well, my main tips here would be: first, don't make your presentation too long and keep to the agreed time: if it is supposed to be 20 minutes, make sure it doesn't go on for half an hour. Secondly, don't have more than four or five main points. People can't usually remember more than that anyway, so make four or five your maximum. Thirdly, try to only use normal vocabulary, words which come naturally

to you; don't experiment with new words – you'll probably mispronounce them . And finally, write your notes out in very big writing so you can see each page or paragraph at a glance.

P – What about nerves, that awful feeling that everyone has before an important occasion?

I – Well, it's impossible to completely overcome nerves when you're speaking in public, but you can learn to cope with their effects. Firstly, try to get rid of your personal nervous habits; for example, try not to make a noise with the keys in your pocket or touch your hair all the time. Secondly, don't worry about sweat or perspiration; the audience can't see it. And thirdly, remember the audience want you to succeed. They haven't come to see you fail.

P – What about telling jokes?

I – Well, I'd say definitely use funny anecdotes from your personal experience, stories, and things like that. But be careful, for example, about making jokes about other people or other nationalities. That can be offensive. And only use jokes if you're comfortable telling them.

P – What do you think is the most important moment in a presentation, the beginning or the end?

I – I'd say the beginning. If you start badly, the audience may go to sleep or even leave, so try to start your presentation strongly with your main point, the main message you want to get across, and then give specific examples.

P – If you were asked to give just one piece of advice?

I – Well, as Shakespeare said, "to thyself be true," or in modern language, be yourself, be natural. People communicate best when they feel relaxed and confident, and that is what you must learn to do in front of an audience, whether it's two or three people or two thousand.

Adapted from: Clive Oxenden & Christina Latham-Koenig, English File – Upper Intermediate, Oxford University Press, 2002, p. 116, Tapescript 7.12.

Task 16 – 1. D 2. E 3. B 4.A 5.C

Task 17

1) any 2) Masaryk University 3) First 4) changing / we change 5) to know 6) correctly; saying
7) I can't see 8) Do you mean 9) another 10) answer your question 11) I think 12) not to answer / not answering 13) to being 14) telling 15) advice

Task 18

1) giving/making 2) may/might need 3) write/take/put/note down 4) go through 5) expect
6) moved on 7) in/over the past/last five years 8) too much 9) give you 10) very well