

VISUALS

I. Watch part of a presentation and discuss these points as far as using slides in an assertion-evidence presentation:

- text on slides
- helping the audience understand and remember the content
- slides order and timing

What are pros and cons of these tools?

- using the laser pointer
- other types of visuals

DELIVERY

II. Read the article bellow and find out what it says about

Memorizing

Filler words

Body posture

Eyes

Non-native audience

Reciting

Tone & volume of voice

Gestures

Knowing your slides

Mispronouncing key terms

Delivering effective oral presentations involves three components: what you say (*verbal*), how you say it with your voice (*vocal*), and everything the audience can see about you (*visual*). For all three components, maximize the signal-to-noise ratio: Amplify what helps, filter out what hurts.

Verbally (and as a general rule), do not write down and memorize or read your full text, because then your presentation will sound like what it is: a recited written text. Instead, memorize the outline of your presentation — that is, a tree structure of main points and subpoints — and speak extempore, reinventing the words as you go along. As you do, you will occasionally need to think about what to say next and find the most appropriate words to say it. Instead of using filler words (*um, er, you know, I mean, etc.*), simply pause. If you say *um*, you get about half a second of thinking time and the audience is likely to notice the *um* and be irritated by it. If you keep silent, you can get up to two or three seconds of thinking time without the audience noticing anything. Even if attendees do notice the silence, they will simply think that you are choosing your words carefully — and there is nothing wrong with that.

Vocally, vary the tone, rate, and volume of your voice as a function of the meaning, complexity, and importance of what you are saying. You need not invent a new intonation pattern: You simply need to amplify your normal pattern.

Visually, control your body. Adopt a stable, confident position; move only when you have a positive reason to do so (for example, move closer to the audience for taking questions), not when your body seems to ask for it. When you make a gesture, make it large and deliberate; between gestures, bring

your hands down and do not fidget. Establish eye contact: Engage the audience by looking them straight in the eyes.

At all times, make sure you address the audience. Even if you have slides, tell the audience your story in a stand-alone way; do not just explain your slides. In particular, anticipate your slides. You should know at all times what your next slide is about so you can insert an appropriate transition.

As a non-native speaker or when speaking in front of a non-native audience, consider supporting your presentation with slides. Effective slides get the message across on their own, so if attendees do not understand what you are saying, they can still get your point from your slides. If your spoken English is imperfect or if their understanding of English is limited, attendees are more likely to get the point from the slides (verbal statements, illustrated visually) than from your spoken text. If you have a strong accent or are prone to mispronounce key terms, you may want to include these terms on your slides, integrating them as naturally as possible with the rest of the slide content. Then, as you say a term for the first time, you might point to it casually on the slide so the audience makes the connection between the term and how you say it.

HANDLING QUESTIONS

<i>GOOD QUESTIONS</i>	- try not to sound rude
<i>DIFFICULT QUESTIONS</i>	- you've already given the information, answer briefly
<i>UNNECESSARY QUESTIONS</i>	- ask the audience what they think, say you don't know
<i>IRRELEVANT QUESTIONS</i>	- thank people for them

III. Put the following responses into four groups – answers to good, difficult, unnecessary or irrelevant questions :

1. *I'm afraid I don't see the connection.*
2. *Good point.*
3. *I think I answered that earlier.*
4. *Sorry, I don't follow you.*
5. *Interesting. What do you think?*
6. *Well, as I mentioned earlier,*
7. *I'm afraid I don't have that information with me.*
8. *That's a very good question.*
9. *I don't know that off the top of my head.*

IV. What would you do in the following situations?

- A. Instead of asking a question, the person strongly, rather angrily, disagrees with you.
- B. Instead of asking a question, the person states his viewpoint that agrees with yours.
- C. The person says that some of your information is inaccurate, but you are absolutely sure that you are correct.
- D. The person says that some of your information is inaccurate, and you are not sure whether your information was correct or not.
- E. The person asks a question that will require a very long, complicated answer.

GRAMMAR REVISION: reporting verbs + verb patterns

- I. Give the answers to ex. I once again, this time using the verb patterns from below.

e.g.: The article recommends memorizing only the outline of one's presentation and speaking in an improvised manner.

<https://docs.google.com/document/d/1mKbs4pV0yEHvUORjNUlikowywmPaKp1PZYxhk3GdcOc/edit?usp=sharing>

verb object infinitive	verb infinitive	verb (that)	verb gerund	verb object preposition gerund	verb preposition gerund
advise	agree	admit	deny	accuse	apologize
encourage	decide	agree	recommend	blame	insist
invite	offer	decide	suggest	congratulate	
remind	promise	deny		remind	
warn	refuse	explain			
	threaten	insist			
		promise			
		recommend			
		suggest			
		affirm			
		add			
		claim			
		emphasize			

MORE SIGNPOSTING

Finishing a section	That's all I have to say about...
	We've looked at...
	So much for...
Starting a new section	Moving on now to ...
	Turning to...
	Let's turn now to ...
	The next issue/topic/area I'd like to focus on ...
	I'd like to expand/elaborate on ...
	Now we'll move on to...
	I'd like now to discuss...
Let's look now at...	
Analysing a point and giving recommendations	Where does that lead us?
	Let's consider this in more detail...
	What does this mean for...?
	Translated into real terms...

	<p>Why is this important? The significance of this is...</p>
Using visual aids	<p>Let me show you... As you can see... If you look at the screen, you'll see... This table / diagram / slide shows... This pie chart illustrates ... Notice this segment which shows... As can be understood from this graph...</p>
Summarising and concluding	<p>To sum up ... To summarise... Right, let's sum up, shall we? Let's summarise briefly what we've looked at... If I can just sum up the main points... Finally, let me remind you of some of the issues we've covered... To conclude... In conclusion ... In short ... So, to remind you of what I've covered in this talk, ... Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that</p>
Paraphrasing and clarifying	<p>Simply put... In other words..... So what I'm saying is.... To put it more simply.... To put it another way....</p>
Invitation to discuss / ask questions	<p>I'm happy to answer any queries/ questions. Does anyone have any questions or comments? Please feel free to ask questions. If you would like me to elaborate on any point, please ask. Would you like to ask any questions? Any questions?</p>

HOMEWORK:

1. Do exercises in chapter 14 of Academic Vocabulary in Use
2. With a person studying different specialization (in pairs), prepare a presentation whose topic would be a cross-section / a common aspect of both subfields.

Sources:

<http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993>

http://EzineArticles.com/?expert=Keith_Taylor

a lesson on presentations prepared by Jana Kubrická (signposting phrases)

<https://www.assertion-evidence.com/models.html>