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## 《大学英语演讲基础教程》 Presentations in English

- 具有目的明确、内容真实、知识完整、技能全面、视频支持、学以致用特点。
- 基于多年的教学实践及培训经验，构建了学以致用和学以致用的框架，教学体系完整，教学步骤清晰。
- 视频素材真实，对于使用者有着实实在在的指导意义。
- 文理兼顾，面向各科学生，不仅有利于高校学生为进一步学习和提高英语公共演讲能力打下扎实的基础，也有利于意欲进入职场或已在职场从业的人士培养和提高符合国际交流规范的商务沟通能力和英语表达水平。
- 由学生用书（附DVD光盘）和教师手册两部分组成。



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英语演讲与口才系列

# 大学英语演讲

## 基础教程

(教师手册)

### Presentations in English Teacher's Manual

主编 梅德明

编者 陈怡

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梅德明

2011年10月20日 于上海外国语大学

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# Introduction

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## About the Course

*Presentations in English* is a complete presentations course (book and DVD) that addresses these points:

- Learners build their skills and confidence in a step-by-step approach.
- Research is examined and the reasons for using techniques are explained.
- Material that is largely new to ELT publications on presentations is introduced including exercises on Dr. Howard Gardner's work on multiple intelligences, psychological research, psychometric testing, NLP, story telling and using metaphors.
- *Find Your Voice* sections encourage learners to experiment with examples relevant to their work or studies at every point.
- The DVD presentations are given by 4 non-native speakers who are NOT professional actors but come from different businesses and academic fields. These 'guinea pigs' were not given scripts but prepared and shaped their own presentations based on their work and/or studies and the 7-step training. They were filmed in a true training situation and the DVD tells a story in which you see real presenters going on a journey of experimentation. They are learners just like any other learners and trainees identify with them.
- Learners give full presentations based on presentation briefs given in each step. These briefs have defined subject, audience, structure and objectives designed to exploit the skills that have been gained.
- Feedback is given from different perspectives. Firstly, learners analyse a DVD presentation at the end of each step with the aid of a form provided in the book which directs learners to comment on points raised in the previous step(s). This encourages learners to give feedback and to analyse. This, in turn, helps them in the process of finding what they like and don't like in presentations and developing an authentic style. Secondly, learners analyse colleagues' presentations. Analysis again helps presenters to work on their own performance. Finally, each presenter has scope for self-reflection, analyses his/her own performance and sets goals for the next presentation(s) in a presentations diary. This moves from training to coaching methodology.

An effective teacher for presentation skills should:

- be systematic and motivate the learner by giving clear achievable targets at all stages
- be knowledgeable about presentations in order to introduce the learner to a wide range of research and techniques
- not give absolute 'dos and don'ts' but rather introduce research and techniques in such a way that the learner has access to an extensive range of skills and can 'pick and mix' for each individual presentation
- motivate the learner by explaining the theory behind the practice
- let the individual learner find what suits and doesn't suit his/her personality in order to develop an authentic style

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- develop a creative training environment where every trainee feels safe, has fun, experiments, experiences success, makes mistakes, learns from mistakes and takes risks from time to time
  - give realistic models (presentations given by actors are often inauthentic and give learners unachievable goals and expectations)
  - provide learners with the time and space required for preparation and practice
  - guide learners on how to give and use feedback
  - give constructive feedback
  - provide scope for self reflection

In short, the teacher wears a number of hats. He/She is an expert who introduces learners to a wide range of skills, techniques and research; a facilitator who creates a relaxed environment; a cheerleader who motivates and a coach who fosters self-reflection, exploitation of knowledge and target setting.

## A

- Give students time to flip through the book.
- Introduce to students the structure of this book and basic approach to this course.
- Read the instructions aloud, telling students to get ready to answer questions.
- Play the four video clips.
- Get students into four groups and assign the four presenters on DVD to different groups.
- Play each video clip a second time.
- When each video clip has been played, call on a few students in the matching group to answer questions.

## B

- Have students read the questions about the presentations diary.
- Tell them to write their answers down.
- Have students form pairs and check their answers with their partners.
- Ask for a few volunteers to share their answers with the class.
- Point out to students that the presentations diary is tucked away at the bottom of the 'Feedback and targets' page in each Step and this is an essential exercise if students are to assess performance and improve their future presentations.

\* This introductory section takes about 45 minutes and you can integrate it into the first section of Step 1 to make it a 90-minute session.

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# Step 1 Lay solid foundations

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## Overview

### Overall objective

Students have the skills and confidence to give a basic presentation in English and have begun to reflect on their own presentation style.

### Specific objectives

Students:

- know why an effective start is important and what basic information is given at the start of a presentation
- can start a presentation fluently and confidently
- know why an effective finish is important and what kind of information is given at the end of a presentation
- can finish a presentation fluently and confidently
- understand why signposting is an effective basic technique
- can use some basic signposting language
- have had fun building some basic presentations
- have experienced giving feedback
- have given a full presentation and received peer and trainer feedback
- have identified their own strengths, weaknesses and areas for improvement

### Time allocation

This four-section unit consists of three 90-minute sessions, with the first section (together with the Introduction) lasting 90 minutes, the second and third combined lasting 90 minutes and the last section also lasting 90 minutes.

## 1 The start

### Attention curve

#### A & B

- Put the empty graph on page 9 onto the board.
- Call on three to five volunteers to draw the curve on the board. Use different colour chalk or pens so that you can distinguish the curves.
- Let participants explain their curves.

- Point out who has the correct curve or is nearest to the correct curve.
- Explain the attention curve using the information on page 100, pointing out that most listeners tend to remember most easily information given at the ‘start’ and ‘finish’ and these are two important sections of a presentation.
- Familiarise students with the following words and expressions:
  - recall
  - capture/grasp one’s attention
  - keep one’s audience engaged
  - First impressions count.
  - get off to a good start

### Who, why, what, how

- Books closed. Have students brainstorm what information to give at the start before you do the exercises or read the text. Concentrate on extracting the basics – who, why, what, how.

#### A

- Read the instructions aloud and give students three to five minutes to complete the exercise.
- Check answers with the class.

#### B

- Give students about five minutes to read through the text. Tell students who have finished reading not to move on but to think about how to make a statement in their presentation about ‘who/why/what/how’.
- Draw students’ attention to key words in the text such as:
  - message: the main or most important idea that someone is trying to tell people
  - roadmap: a plan or guide for future actions (here it refers to the points to be developed in a writing or speech)
  - sequencing: arranging things in an order
  - address: to deal with
- Call on two students to make a complete statement about ‘who’, two about ‘why’, two about ‘what’ and two about ‘how’. Make necessary comments or corrections when each student has contributed.

#### C

- Read the instructions aloud and give students five to ten minutes to complete the exercise.
- Divide students into four groups, each representing ‘who’, ‘why’, ‘how’ and ‘what’ respectively. The students in each group take turns to read aloud the phrases that belong to their category to the class; whenever a student makes a wrong choice, others may ‘boo’ the answer or the students in the group where the phrase should be may say ‘Sorry, but that’s ours!’.
- Make necessary mediation and judgment as the activity goes along. (Please note that the last group – ‘what’ group faces less challenge as the left items fall automatically into the ‘what’ category; nevertheless, ask the students of that group to read aloud the items.)
- Have students in each group complete fragmented items and read aloud to the class. For the last group representing ‘what’, tell the students to make up ‘why’ before they complete ‘what’. Make necessary

comments or corrections as students go along.

#### D

- Read the instructions aloud.
- Have students watch the two video clips twice.
- Ask students to tick or note down the phrases César and Zhan used.
- Check answers with the class.

#### Find Your Voice

- Have students highlight 5 or 6 phrases in exercise C that they like and tell them to concentrate on learning these.
- Give students about five minutes to prepare the 'start' of their own presentation, using the phrases they have just learned. Encourage them to practise until they start effectively and confidently.
- Tell them to form pairs and present their own 'start' to their partners.
- Call on a few students to stand up and share their own 'start' with the class.
- Elicit (or make) necessary corrections, comments and/or suggestions.

\* Please note that if time is limited, the 'Find Your Voice' activity here can be put off and done together with 'Find Your Voice' on page 13.

### Grammar

#### A

- Read the instructions aloud.
- Have students watch the two video clips twice and complete the exercise.
- Draw students' attention to the alternative use of 'will', 'be going to' and 'would ('d) like to' to achieve an effect of variation and interest in a presentation.
- Also have students pay attention to the following phrases that mean 'dealing with a topic or an aspect of a topic':
  - go through
  - move on to
  - start by
  - look at
  - focus on
  - go into details about/talk about ... in detail

#### B

- Read the instructions aloud.
- Have students complete the exercise and compare their changes in pairs.
- Ask for three volunteers to share their changes with the class.

### Find Your Voice

- Give students about five minutes to prepare (or revise, if the previous 'Find Your Voice' activity has been done, using a different set of forms) the 'start' of their own presentations.
- Encourage them to practise until they start effectively and confidently.
- Tell them to form pairs and present their own 'start' to their partners.
- Call on a few students to stand up and present their own (or revised) 'start' to the class.
- Elicit (or make) necessary corrections, comments and/or suggestions.

## 2 The finish

### Signal, summary, conclusion, closing remarks

- Books closed. Have students brainstorm what to do at the end of a presentation.

#### A

- Give students about five minutes to read through the text; make sure they understand the difference between 'summary' and 'conclusion'.
- Elicit some expressions students already know when making summaries, conclusions and closing remarks.
- Have students form pairs to discuss the three questions at the bottom of page 14 and elicit views from some pairs.
- Tell students that not giving a conclusion is like having a car with no wheels. The body may glisten and the technology may be magnificent but it is all worthless if you never reach your destination. The conclusion is the take-home message and linked to the 'why' at the start.
- Familiarise students with the following words and phrases:
  - make one's point
  - (get) to the point
  - hit the nail on the head
  - take-home message

#### B

- Read the instructions aloud.
- Give students about five minutes to complete the exercise.
- Check answers with the class.
- You might need to explain Expression 12 'I trust you gained an insight into ...' and give students an example of a full sentence where 'insight' means 'a clear understanding of something, especially a complicated situation'.
- Have students reflect on the functions of different kinds of conclusion, to make recommendations, to give information, to motivate, to inspire, to give a call to action or to persuade. Please note that some of the functions may overlap and need not draw a clear line between them.
- Draw students' attention to the following two verbal phrases which mean 'repeat something in order to make sure it is correct or well understood':
  - go over
  - run through

## Grammar

### A

- Read the instructions aloud.
- Have students watch the video clip twice and jot down the portions that contain major tenses César used in his summary.
  - brings me to
  - we've looked at (three times)
  - I hope and I trust
  - this has given you
- Let students reflect on the questions and elicit answers from some volunteers.
- In summary, tell students that the use of the present perfect tense indicates the content of the presentation is connected to the present, and its use in a summary can be more dramatic than the use of the past simple.

### B

- Read the instructions aloud.
- Give students about five minutes to complete the exercise.
- Have students form pairs and check answers with their partners.
- Walk around the classroom, helping students as necessary.

### Find Your Voice

- Tell students to review the phrases on page 15 and highlight some that they like.
- Give students about five minutes to prepare the 'finish' that matches the 'start' they have done in the previous section, using some of those phrases and the present perfect.
- Tell them to form pairs and present their 'finish' to their partners.
- Call on a few students to stand up and present their 'finishes' to the class.
- Elicit (or make) necessary corrections, comments and/or suggestions.

## 3 Structuring

### Signposting

#### A

- Read the instructions aloud.
- Have students watch the video clip twice.
- Let students reflect on the questions and elicit answers from them.

#### B

- Read the instructions aloud.
- You might need to explain expression 14 'Let's just recap' and expression 15 'So, that's pretty much ...'
- Have students watch the video clips twice and complete the exercise.
- Ask for a few volunteers to contribute their answers and check with the class.
- Ask students to induce a structural commonality from some of the given phrases: the use of 'now', 'so'



at the beginning of these signposts and they are followed by a comma, indicating a brief pause.

- Briefly introduce students to the function of discourse markers like ‘now’, ‘so’, ‘well’: they can be used as a topic shifter to mark a change of subject.

### C

- Give students a couple of minutes to read the text.
- Let students reflect on the question and elicit answer from one or two volunteers.
- In summary, tell students that signposts are important because they help the presenter structure and shape the content and guide the audience through the presentation.

## Delivery

### A

- Read the instructions aloud.
- Have students watch the video clip twice.
- Let students reflect on the question and elicit answer from one or two volunteers.
- In summary, tell students that pausing helps the audience to follow the presentation especially when the presenter tends to speak fast.

### B

- Read the instructions aloud.
- Have students watch the video clip twice.
- Let students form pairs and discuss the questions.
- Elicit answers from a few pairs.
- In summary, tell students that breathing and listening to yourself is a useful technique in that it helps a non-native speaker think about what to say in front of native speaker audience; also, pausing and breathing help to pace and signpost a presentation by bringing attention to key points and new directions.

### C

- Have students look at the text in the box.
- Give students about three minutes to read the Svitlana’s text.
- Make sure students understand and are able to pronounce the following words correctly.
  - deviation: a noticeable difference from what is expected or acceptable
  - agent: a person or company that represents another person or company, especially in business
  - convert: to change to a different set of ideas, principles, or ways of doing something
- Ask students to close the books. Read aloud Svitlana’s text without any pauses to dramatise the opposite effect.
- Ask for two volunteers to stand and practise saying Svitlana’s text with pauses so that students can feel the contrast.