1A Listening Short presentations

During your course, you may have to listen to presentations by other students, by professional people, or by experts from your area of study. Presentations usually contain language that tells you how the information in the talk is organized - in other words, it signposts the structure of the talk. You can use this **signposting language** to help you follow a presentation and to take notes.

This module covers:

- Understanding main ideas in a presentation
- Identifying word class to assist note-taking
- Recognizing signposting in a presentation

TASK 1 Thinking about listening



1 Read questions 1–4 and think about your own answers. Give reasons and examples.

1 What do you listen to in English?
2 How often do you do this in a typical week?
3 What do you find most difficult about listening to English?
4 How can you improve your listening skills?

2 Discuss your answers with a partner.

TASK 2 Previewing the topic





1 You are going to watch three people presenting their experiences of educational courses. Work in pairs and discuss the main differences between courses 1–3.

1 A pre-sessional course (a language course before university study)
2 A Bachelor's degree (an undergraduate course)
3 A Master's degree (a postgraduate course)

2 What are some of the reasons for taking each of these courses?

TASK 3 Understanding the introduction to a presentation

1 1.1 Watch Extract 1 and complete the table.

	Student	Course	Topic 1	Topic 2	Topic 3
1	Mohammed	[1] _____	*My experience*	[3] _____	
		[2] Academic _____			
2	Julia	*Bachelor's degree (BSc) in Business Studies*	[4] _____	*Work experience*	[5] _____
3	Luke	[6] _____	*Academic and professional skills*	[7] _____	

2 1.1 Watch Extract 1 again and complete sentences 1–5.

1 OK. My name's Mohammed. I'm _____ ...
2 So, firstly, _____ my experience of the course itself and then _____ how the course ...
3 I'm here today _____ ...
4 I've _____ three main parts ...
5 Just to _____ overview ...

LIVEWORKSHEETS

TASK 4 Understanding the main ideas in a presentation (1)

1 1.2 **Watch Extract 2 and take notes on topics 1 and 2.**

Presentation 1 (Mohammed)

1 Academic reading – differences
2 Useful things learnt

2 Which words helped you to identify the presenter's main ideas?

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Word class Using word class to identify main ideas

When you are listening or reading it is important to identify the main ideas. This helps you to take notes on the most important information. The words that carry most of this information are often nouns, verbs, and adjectives. For example:

To give you an idea of what I mean, in academic situations you are always reading for a reason, for example, to write an essay, to give a presentation, to prepare for a test.

You also need to understand the writer's opinion, so you can use it to support your argument.

TASK 5 Identifying word class

1 Underline the words in sentences 1–4 that express the main idea.

Example: *In academic situations you are always reading for a reason, for example, to write an essay, give a presentation or prepare for a test.*

1 It can be difficult to decide what you need to read and what makes a good source.
2 So you have to learn to challenge ideas and not just accept everything you read ...
3 Your dissertation is a real test of your academic abilities and it will probably decide the degree classification you get.
4 Another 30% of you probably come from different education systems.

2 Look back at the words you underlined. Identify the word class for each word.

TASK 6 Understanding the main ideas in a presentation (2)

1 1.3, 1.4 **Watch Extracts 3 and 4 and take notes on topics 3–7 for both presentations.**

3 Getting good marks
4 Work experience – importance
5 Dissertation
6 Professional and academic skills – importance
7 Students' backgrounds

2 What actual words did you note down? Which word class are they?

TASK 7 Recognizing phrases for signposting a presentation

1 Match each phrase 1–5 to functions a–e.

1 To give you an idea of what I mean
2 To go back to what I was saying earlier
3 OK, let's move on and talk about
4 As you all know
5 So, to sum up

a to return to an important point ____
b to summarize the main idea ____
c to change the subject ____
d to give an example ____
e to refer to the audience's knowledge ____

2 1.5 **Watch the five short clips and check your answers to 1.**

TASK 8 Responding to a presentation

1 Look back at your notes from Tasks 4 and 6. Work in pairs and discuss these questions.

1 Is getting work experience important to your future success? Why / Why not?
2 What skills can your area of study give you that will help in your future career?

INDEPENDENT STUDY

The classroom provides only some of your opportunities for learning. You need to practise listening outside the classroom too – for example, by watching online lectures or presentations.

▸ **Next time you have the chance to listen to English outside the classroom, note down what, and how much, you understood.**

LIVEWORKSHEETS

1B Speaking Short presentations

Presentation skills are important in many academic contexts. You may have to give a short presentation in a seminar, or a more formal presentation to a particular audience. You need to think about what to say, and what language to use. This module helps you to prepare a short presentation about yourself, your experiences, and your aims or ambitions. It also reviews language for talking about past and recent experiences.

This module covers:

- Talking about experiences using the past simple and present perfect
- Structuring and signposting a short presentation
- Presenting information about your academic experience and aims

TASK 1 Preparing personal information

1 Make brief notes on the following points. Then answer questions 1 and 2 for each point.

- Your education experience in the last 1–2 years: for example, where you studied, the main subjects you studied, any inspiring teachers.
- Your recent experience: for example, work experience, places you have travelled to, new skills you have learnt.

1 What did you learn from the experience?

2 What difficulties did you have? How did you overcome these difficulties?

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Tense and aspect Talking about experiences

Past simple

Use the past simple to talk about what you did in the past, especially with a time reference (e.g. *last year / in 2012 / when I was at school*):

*Last year I **studied** English and Business.*

Also use the past simple to talk about a sequence of events:

*On the course I **learnt** how to give a presentation; then I **focused on** research skills.*

Present perfect

Use the present perfect to talk about things that were completed in the past but are also relevant now, especially experiences and achievements:

*The course **has helped** me to develop core academic skills. I've **researched** and **written** three long essays. It **has** also **given** me greater confidence.*

Questions

In a conversation, follow-up questions are often in the past simple:

***Did** you **learn** anything new?* *How **did** it **help** you do this?*

TASK 2 Using questions to discuss experiences

1 Complete questions 1–5 below using question words (*how, what, when, why*) and/or *did*.

1 _____ is the most useful thing you learnt? How _____ you learn it?

2 _____ _____ you decide to go there?

3 _____ _____ you spend most of your free time when you were studying?

4 _____ you ever think about studying something different?

5 _____ _____ this experience help you?

2 Discuss your own experiences with another student. Ask and answer follow-up questions.

Example: *So you've been to Russia. Why did you decide to go there?*

LIVEWORKSHEETS



TASK 3 Understanding a short presentation

1 1.6 **Watch a short presentation by a Japanese student and complete the notes.**

Example: Focus of presentation: *educational experience and aims*

1 Aim of presentation: _____
2 Ryo's first main aim: _____
3 Ryo's university: _____
4 Ryo's chosen department: _____
5 Ryo's second main aim: _____
6 Ryo's main message: _____

2 1.6 **Watch the presentation again and notice the language Ryo uses to organize his ideas. Tick the phrases in each column (A, B, or C) that you hear.**

A	B	C
Today I'd like to talk to you about ...	OK, so first let me tell you about ...	My first main aim was to ...
What I want to talk about today is ...	The next stage of my presentation is ...	I plan / hope / aim / want to...
The focus of this presentation is ...	And this brings me on to my second main point.	What I would really like to do is ...
	I'd like to finish my presentation by ...	My main aim / ambition is to ...

3 Match headings 1–3 with the appropriate column A–C in 2.

1 Talking about plans, aims, and ambitions
2 Introducing the topic of your presentation
3 Moving on to the next point

TASK 4 Evaluating a presentation

1 1.6 **Watch the presentation again, and evaluate it using the checklist on page 195.**

2 Compare your evaluation with another student.

INDEPENDENT STUDY

Other students' input can be very useful in developing your presentation style.

› **Next time you give a presentation, ask other students to evaluate it, then agree at least two things you could improve on.**

TASK 5 Preparing and giving a personal presentation

1 Prepare a short presentation of about two minutes, talking about your own experience of education or work. Use guidelines 1–4 to plan your ideas.

1 Decide on a maximum of <u>three</u> points that you want to make. Note them down in order. For example: your recent experience; your present situation; your future plans, aims, and ambitions (academic / other).
2 Think of a way of introducing yourself and your presentation.
Today I want to talk about ...
In this presentation I'd like to tell you about ...
3 Think about the language you will use to:
- talk about your experiences in the past
- move from one point to the next
- talk about your future plans, aims, and ambitions.

4 Think of a phrase to end your presentation. For example:
I'd like to finish my presentation by saying ...
The main thing I learnt from this experience was ...

2 Work in pairs and practise your presentation. Aim to speak clearly and not too fast. Give each other feedback and suggest improvements.

3 Work in groups and take turns to give your presentations.

1 Aim to speak for about two minutes, and respond to any questions at the end.
2 While you listen, note down any main points and key information, as in Task 3.1.
3 Think of a question to ask after each presentation.
4 Give feedback to the other presenters in your group using the checklist on page 195.

4 Evaluate your own presentation, using the checklist on page 195. Note down two things you would like to improve.

LIVEWORKSHEETS