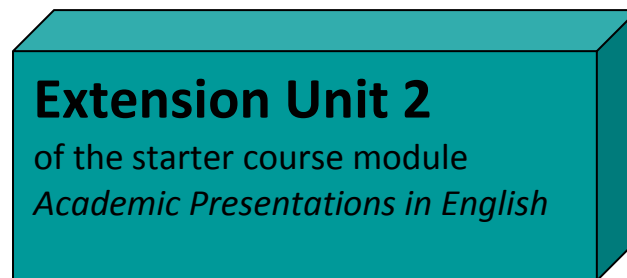


Student Worksheets

Managing the Question and Answer Phase of a Presentation



The following activities will help you to make fluent and appropriate use of English phrases that will help listeners as well as presenters to manage the question and answer phase after a presentation. As a listener you will be better prepared and more confident to ask questions and you will learn how to react to questions as a presenter.

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Starter course

provided by MuMiS project – Multilingualism and Multiculturalism in University Studies

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For more information about the research project, see our website: <http://www.mumis-projekt.de/>

For questions and feedback please contact us at: mumis-projekt@uni-siegen.de



Activity 1: Extreme Commuters – Student Notes and Thoughts

10 min

Read the notes below and the thoughts that came to a student's mind. Then match the thoughts and questions on the next page.

Topic: Extreme Commuters

introduction:

- 145 million people commute to work
- increase in distance/leaving home counties:

1990 - ?

2005 - 50%

I missed that number.

What exactly are extreme commuters?

main part:

reasons for greater commuting distance:

- jobs leaving cities for suburbs
- workers leaving suburbs for exurbs

Is the spelling of „exurbs“ correct?

My brother commutes long distance because he lives close to his wife's office.

in 2000: almost 10 million Americans travelled >1 hour to get to work (7 million in 1990)

example: America's Longest Commuter

Reward: David Givens: 372 miles round-trip every day

- people can't afford to live near work
- more quality of life: bigger houses, less crime, closer to nature (leisure time activities)

characteristics:

- care about gas prices (David Givens: 800\$/per month)
- higher risk for dangerous behavior: road rage -> health risk (heart attacks, strokes, ulcers)
- greater risk for obesity

commercial implications:

- cars with more cup holders, luxury seats, improved sat-nav-systems
- fast-food restaurants offer whole meals that fit in cup holders
- market for audio language courses - learning Spanish to perfection - on the go
- market for books on CD

What kind of a meal is that?

I don't think this is possible. Is there any proof?

conclusion:

- people will go on spreading out across the country to suburbs and exurbs
- the number of commuters will increase

Is there any proof for this?

1. On the left, you find the student's thoughts from above. Draw a line to match each with a corresponding question.
2. Then decide in which step of the processing you could use the question. Write the number of the step into the white box.

Thought

What exactly are extreme commuters? (line 1)

I missed that number. (line 5)

Is the spelling of „exurbs“ correct? (line 10)

My brother commutes long distance because he lives close to his wife's office. (line 17)

What kind of a meal is that? (line 27)

I don't think this is possible. Is there any proof? (line 30)

Is there any proof for this? (line 35)

Question

"How would you define 'extreme commuters'?"

"Sorry, how do you spell 'exurbs'?"

"I'd say that it is not possible to learn a language to perfection with an audio language course. Are there any studies to support this statement?"

"Could you give me an example of a meal that fits into a cup holder, please?"

"Are there any figures to support this conclusion?"

"I would like to go back to what you were saying about the reasons for greater commuting distances. I don't really agree with you that these are the only reasons. For example my brother lives closer to his wife's office and therefore has to commute a greater distance."

"Sorry, I missed something. How many people were leaving their home counties to commute to work in 1990. Could you say that again, please?"

Steps of processing

1. Complete your notes:

Did you understand everything acoustically?
Do you need repetition of certain parts?
Do you need help to complete your notes?

2. Check your understanding:

Did you understand the meanings of the terms that were mentioned?
Have all the terms been defined?
Do you need further examples?
Could you follow the line of argument?

3. Explore the topic:

Compare what the presenter has said to what you already know.
Do you agree or disagree?
Do you have additional arguments and/or examples?

4. Evaluate what you have heard:

Check the credibility, accuracy and relevancy of information and sources.
Draw your own conclusions.
Do you have alternative explanations?



These steps give you a rough and very basic idea of what you can do to actively process what you have heard in a presentation. Listen to other people after presentations and think about their questions. What kind of questions do they ask?



Activity 2: Reacting to questions and comments – useful phrases



5 min

Complete the table

introducing the
repetition of a
question/comment

passing a question/
comment on to the
whole audience

passing a question/
comment on to s.o. else

referring back to the
presentation

introducing the
paraphrase of a
question/comment

introducing the definition
of terms

asking for specification

redirecting a question/comment
back to the questioner

| | |
|-------------|--|
| <hr/> <hr/> | <ul style="list-style-type: none">▪ Interesting. What do you think?▪ Could I ask you what your own view is? |
| <hr/> <hr/> | <ul style="list-style-type: none">▪ Would anybody else like to comment on this?▪ Does anyone have any experience with ...? |
| <hr/> <hr/> | <ul style="list-style-type: none">▪ It is essential to clarify exactly what is meant by ...▪ What exactly do we mean if we talk about ... |
| <hr/> <hr/> | <ul style="list-style-type: none">▪ If I understood you correctly, you asked if ...▪ Let me check I understand. Are you asking ...? |
| <hr/> <hr/> | <ul style="list-style-type: none">▪ This is a question I would like to pass on to X.▪ X, I think you know more about this. |
| <hr/> <hr/> | <ul style="list-style-type: none">▪ I would like to go back to what I was saying about ...▪ As I said before ... |
| <hr/> <hr/> | <ul style="list-style-type: none">▪ What exactly do you mean by...?▪ I don't fully understand your question. What do you mean by...? |
| <hr/> <hr/> | <ul style="list-style-type: none">▪ Let me repeat that question to make sure everybody knows what we're talking about.▪ I'd like to repeat that question for everybody. |



- Remember what we said about possible steps you can follow:***

- The whole group then grades the phrase(s) the “presenter” has used:*

1 ←————→ 5
very fast more than 5 seconds

1 \longleftrightarrow 5
very polite and appropriate reaction *No! You would never say that!*

Worksheet