

Unit 1 ACADEMIC PRESENTATION

I. INTRODUCTION

The introduction is a very important - perhaps the most important - part of your presentation. This is the first impression that your audience have of you. You should concentrate on getting your introduction right.

It usually consists of:

- | | |
|---|----------------|
| 1. GREETING | 5. TIME |
| 2. INTRODUCING ONE'S NAME AND POSITIONS | 6. OUTLINE |
| 3. TOPIC / TITLE / SUBJECT | 7. VISUAL AIDS |
| 4. PURPOSE | 8. QUESTIONS |

Complete this introduction with words from the list.

questions talk about look at points of view thank you
go along hear brief finally

Good morning and _____ for being here today. My name's Rebeca Pomponio and I'm responsible for student language programmes. What I'd like to do today is _____ the new system of languages taught at this university. I'm going to be _____, about ten minutes, not more. I'm going to _____ the language programmes from three _____: firstly, what languages we offer; secondly, the system of courses; and _____, the exam requirements. I will also show you a few bits from the videoconference we had three days ago. If you have any _____, just interrupt me as I _____. Your point of view may well be different, and we'd like to _____ from you.

II. MAIN BODY

The body is the 'real' presentation. If the introduction was well prepared and delivered, you will now be 'in control'. You will be relaxed and confident.

The body should be well structured, divided up logically, with plenty of carefully spaced visuals.

Remember these key points while delivering the body of your presentation – are they DOs or DONTs?

- | | | |
|--|--------------------------|---|
| • hurry | • maintain eye contact | • read from your notes |
| • be enthusiastic | • modulate your voice | |
| • give time on visuals | • keep to your structure | • remain polite when dealing with difficult questions |
| • use plenty of special effects in visuals | | |

STYLE

Academic speaking is similar in many ways to academic writing, however, it is less complex and objective than written language. Spoken language has shorter words, less grammatical complexity, it is lexically less dense and it has a less varied vocabulary. Spoken language is different from written language for many reasons. One important reason is that it usually has to be understood immediately whereas written language can be read many times.

III. CONCLUSION

The ending, similarly to the opening, is the vital element of an oral academic presentation. It helps create **the final impression** on what you have been talking about and it is also the part most likely to be remembered by the audience. The final section should reinforce and re-emphasize the main points of your speech or highlight the importance of specific ideas you have presented. Such a summary will be followed by a **conclusion**, which is **an original idea** drawn from effective arguments.

Use the conclusion to:

1. Sum up
2. Conclude
3. Thank your audience
4. Invite questions

Make full sentences by matching the correct halves.

- | | |
|------------------------------|--|
| a) Before we come to an end, | 1. there are two key theories. |
| b) I'd be glad to answer | 2. we start the discussion now. |
| c) To summarize, | 3. by quoting a well-known saying. |
| d) We can conclude | 4. we should try the second method. |
| e) In my opinion, | 5. your questions now. |
| f) I'd like to suggest | 6. I'd like to thank you for your attention. |

(Adapted from Effective Public Speaking – CJVA1S)

Useful phrases

1. Introducing the topic

This morning I'm going to... (*talk about...*) Today I'd like to... (*describe...*)

The aim of my presentation this morning is to... (*explain...*)

I've divided my presentation into... /My talk will be in...(three parts).

First, I'd like to... (*give you an overview of...*)

Second, I'll move on to.../then I'll focus on...

After that we'll deal with.../Finally, we'll consider...

2. Referring to questions

Feel free to/Do interrupt me if there's anything you don't understand.

If you don't mind, we'll leave questions till the end.

3. Introducing each section

So, let's start with... (*the objectives...*)

Now let's move on to... (*the next part...*)

Let's turn our attention to... (*the question of*)

This leads me to... (*my third point...*)

Finally,... (*let's consider...*)

4. Summarizing a section

That completes my... (*description of*),/ So, to summarize,... (*there are five key points...*)'

5. Referring

I mentioned earlier... (*the importance of...*)I'll say more about this later./ We'll come back to this point later.

6. Checking understanding

Is that clear?/Are there any questions?

7. Referring to visual information

This transparency/diagram shows... If you look at this graph you can see.../What is interesting in this slide is... I'd like to draw your attention to... (*this chart...*)

8. Referring to common knowledge

As you know.../As I'm sure you are aware...

9. Concluding

That concludes my talk./ That brings me to the end of my presentation.

If you have any questions, I'd be pleased/I'll do my best to answer them. / Thank you for your attention.

10. Dealing with questions

That's a good point./I'm glad you asked that question. /I'm afraid I don't have the information at present.

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