

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:

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

1. 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:

- do not hurry
- do not read from your notes
- be enthusiastic
- give time on visuals
- maintain eye contact
- modulate your voice
- keep to your structure
- signpost throughout
- remain polite when dealing with difficult questions

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

1. 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)