

## Viewing

- 3 Watch the video from 00.00 to 03.18. As you watch, note down what Joanna does *badly*. Use this checklist to help you. Compare your notes with the key on pages 57–8.

### Checklist

#### Overall

- Does she consider the audience?
- Does she have clear objectives (to inform, to amuse, to persuade, to train)?

#### System

- Is her presentation well prepared?
- Is there a clear structure (beginning, middle, end)?
- Does she link the parts together?
- Is the content relevant and interesting?
- Has she considered the timing?

#### Delivery

- Does she speak clearly?
- Does she speak at the right speed?
- Does she use appropriate language?

#### Body language

- Does she use her body to emphasize meaning?
- Does she maintain eye contact with the audience?
- Does she appear confident and positive?

#### Visual aids

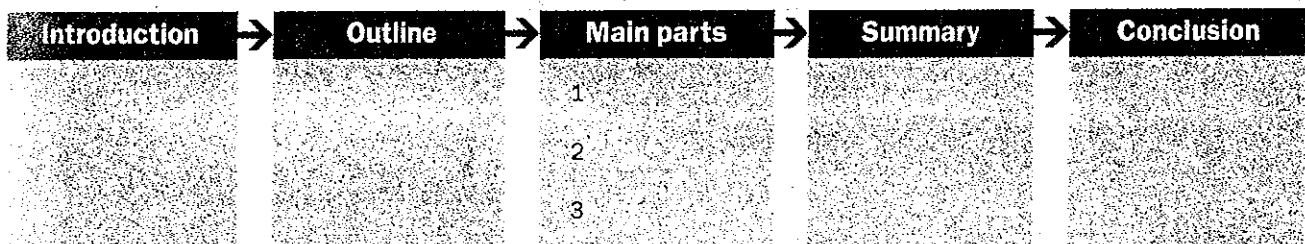
- Are the visual aids clear?
- Do they support her message?
- Does she use the equipment professionally?

#### Other comments

- 4 Watch the video again from 00.00 to 03.18. This time, make brief notes on the content of Joanna's presentation. What points does she make?

## Post-viewing

- 5 One of the worst things about Joanna's presentation is its lack of organization. Look at the 'classic' presentation structure below and your notes from Viewing 4.
- What should Joanna include in her presentation?
  - How should she organize it?



## ORAL PRESENTATIONS

**T 1: Think of a presentation from the point of view of its setting, purpose and speaker's attitude and complete the chart with the following words:**

academic	business	to promote the company's image	
informative	objective	to argue one's viewpoint	
modest	to describe a new product	more involved	
persuasive	to inform about one's research	says what is evident	

SETTING (where)	PURPOSE (why)	SPEAKER'S ATTITUDE (how)	KIND OF PRESENT.

**T 2: Discuss the following statements with a partner. Are they true or false? Compare your ideas with those of other students.**

- a) It is a good idea to write your speech in advance and to read from a prepared script.
  - b) You can improve your delivery by recording yourself as you practise your speech and then watching or listening to the recording critically.
  - c) You should find out as much as you can about your audience in advance.
  - d) It can help to have a drink before you give your speech.
  - e) What you wear when speaking in public is very important.
  - f) Starting your speech with a joke will relax both you and your audience.
  - g) You will give a better speech if it is more spontaneous and less carefully planned.
  - h) There's no point in using visual aids.
  - i) It can help give you confidence if you imagine your audience are all chickens.
  - j) Poor pronunciation does not influence understanding.
  - k) Even a naively delivered presentation may succeed if the presenter is enthusiastic about the topic.
- (Partly adapted from O'Dell: Panorama 2)*

**T 3: In view of the above statements what makes a successful presentation ?**

- a).....
- b).....
- c).....
- d).....
- e).....
- f).....
- g).....

*Milada Paolova*

## Making a presentation

The language of presentations often contains less formal vocabulary than that of academic writing, so take care not to use the less formal expressions in your written work.

### A Introducing the presenter

Let's welcome Carmen Gregori, who's going to talk to us today on the subject of 'Healthcare in Paraguay'.

Now I'd like to call on Mieko to make/give her presentation. Mieko, thank you.

OK, thank you everybody. Now, Dr Ulla Fensel is going to present her research to us.



I'd like to introduce Dr Li Meiju, who's going to address<sup>1</sup> the topic of 'Preventive medicine'.

<sup>1</sup> rather formal; we can also say formally *speak to the topic of X*, or, less formally *talk about X*

### B Getting started

'In this presentation I'd like to focus on recent developments in biomass fuels. I'll speak for about 45 minutes, to allow time for questions and comments. Feel free to<sup>1</sup> interrupt if you have any questions or want to make a comment.'

'First I'll give a brief overview of the current situation with regard to intellectual property rights, then I'd like to raise a few issues concerning the internet. I'll try to leave<sup>2</sup> time for questions at the end.'

'I'd like to begin by looking at some previous studies of ocean temperatures. There's a handout going round<sup>3</sup>, and there are some spare<sup>4</sup> copies here if you want them.'

'In this talk I'll present the results of a study I did<sup>5</sup> for my dissertation. I'll try not to go over time and keep to 20 minutes.'

<sup>1</sup> an informal way of giving permission <sup>2</sup> less formal than *allow* – see 1 <sup>3</sup> a more formal version would be *which is being distributed* <sup>4</sup> extra <sup>5</sup> or, more formal, *carried out / conducted*

### C During the presentation – and closing it

Now let's turn to the problem of workplace stress.	begin to examine or talk about
<b>Moving on</b> , I'd like to look at the questionnaire results in more detail.	going on to the next point; less formal than <i>in greater detail</i>
I also want to talk about the supply of clean water, but I'll come back to that later.	or, more formal, <i>return to</i>
I'd just like to go back to the graph on the previous slide.	or, more formal, <i>return to</i>
<b>Anyway, getting back to / to return to</b> the question of inflation, let's look at the Thai economy.	<i>getting back to</i> is less formal than <i>to return to</i>
The results were not very clear. <b>Having said that</b> , I feel the experiment was worthwhile.	a less formal way of saying <i>nevertheless</i>
I'll skip the next slide as time is (running) short.	<i>skip</i> (informal) = leave out / omit
<b>To sum up</b> , then, urban traffic has reached a crisis. <b>That's all I have to say*</b> . Thank you for listening.	have no more time left * informal – not used in writing
Well, I'll stop there as I've run out of time. Thank you.	have no time left
Dr Woichek will now take questions*. Are there any questions or comments?	* rather formal = accept and answer questions

# Exercises

## 40.1 Fill in the missing words in these introductions to presentations.

- 1 Dr Anwar Musat will now ..... his research on soil erosion in Malaysian forests.
- 2 I'd now like to ..... on our next speaker, Eva Karlsson, to ..... (*give two answers*) her presentation.
- 3 Ladies and gentlemen, let's ..... our next speaker, Professor Prodromou from the University of Athens.
- 4 Thanks, everybody. So, Masanori is going to talk to us now ..... subject ..... 'Mental health issues in Japan'.
- 5 I'd like to ..... today's speaker, Dr Krishnan Guptar, who is going to ..... the topic of metal fatigue in rail tracks.

## 40.2 Rewrite these sentences by changing the words in bold so they are less formal. Remember that both formal and informal styles may be correct, but that it may not always be appropriate to be informal.

- 1 We need to consider family income too, but I'll **return** to that later.
- 2 So, to **proceed to the next point**, I'll **omit** item 4 on the handout and instead talk about number 5 in greater detail.
- 3 I'll try to finish by 3.30, but **don't feel you need to ask permission** to leave if you have a class or other appointment to go to.
- 4 There is a handout **being distributed** and I have some further copies too if anyone wants them.
- 5 I'll finish there as my time has **come to an end**.
- 6 We didn't want to make people uncomfortable by having a camera in the room. **Nevertheless**, we did want to video as many of the sessions as possible.
- 7 I'd like to **return** to a point I made earlier about river management.
- 8 So, I believe our experiments have been successful. **I shall end there**. Thank you.
- 9 **To return** to the problem of large class sizes, I'd like to look at a study **carried out** in Australia in 2002.
- 10 I'll try not to **exceed my time**, so I'll speak for 30 minutes, to **allow** time for questions at the end.

## 40.3 Fill in the missing prepositions.

- 1 I'd like to focus ..... waterborne diseases in this presentation.
- 2 The situation ..... regard ..... exports has been very good in recent years.
- 3 I'd now like to turn ..... a different problem.
- 4 I always find it difficult to keep ..... just 30 minutes, so please tell me when I have five minutes left.
- 5 I'd like to begin ..... asking you all to do a small task.

## 40.4 Write six sentences you might hear during a presentation using appropriate combinations of the words in boxes A and B. You may use words in box A more than once.

Box A | present    take    raise    make    give

Box B | issue    presentation    results    overview    comment    questions

**FOLLOW UP**

College and university libraries and departments often have audio or video recordings of talks, guest lectures and other presentations which can be borrowed. If you are able to do this, make a note of any useful words or expressions the speaker uses.