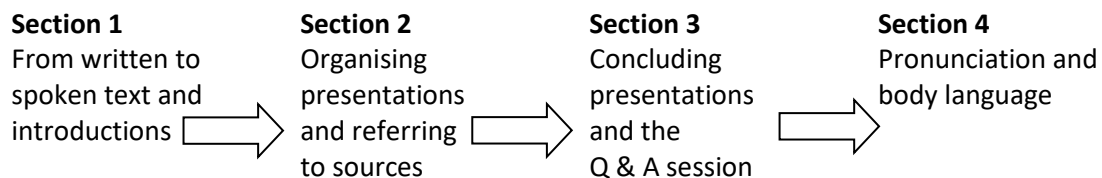# Unit 4
Delivering Academic Presentations

Learning Outcomes

By the end of this unit, you should be able to:

- plan and structure the content of academic presentations effectively
- deliver interesting and informative academic presentations
- present confidently, enthusiastically and coherently

Introduction

This unit is divided into four sections providing practice on various aspects of academic presentations.

Section 1
From written to spoken text and introductions

Section 2
Organising presentations and referring to sources

Section 3
Concluding presentations and the Q & A session

Section 4
Pronunciation and body language

Delivering presentations is an essential part of studying at university; students are expected to deliver presentations for assessments and projects as part of the course work for different subjects.

"A skilled presenter can bring a dull topic to life and inspire his audience, whilst a poor presenter can kill the most interesting subject, and often the audience, too."

Video note: There are example presentations using a 'problem-solution' structure and 'for and against' structure to accompany this unit. All videos can be found on LEARN@PolyU under Subject Videos. The 'problem-solution' presentation, on China's ageing population, uses APA 6th edition referencing, while the 'for and against' presentation, on smartphones and health, uses IEEE referencing.

Extra activities: *There are 'extra activities' throughout this unit involving watching videos. Your teacher might decide to do these during class, or you can do them yourself in your own time.*

In each week of this subject, there are IndiWork activities on LEARN@PolyU (https://learn.polyu.edu.hk/). You need to do these activities as out-of-class work to successfully complete ELC1012. More information about each IndiWork activity can be found in the IndiWork Student Guide on LEARN@PolyU.

Section 1   From Written to Spoken Text

Activity 1a

Individually answer the following questions about yourself.

1. From 1-10 (10 being excellent), how would you rate yourself as a presenter?

2. What was one of the best presentations you have ever given? What made it successful?

3. What was one of the worst presentations you have given? What made it unsuccessful?

4. What was the reaction of the audience during and after your presentation?

5. What do you think are some differences between presentations given in secondary school and those at university?

Activity 1b

Look at the two Introduction texts and identify the one that is written and the one that is spoken.

Text A	Text B
The surge in cyber culture and engagement in social networks through a variety of devices is one of the predominant features of the 21st century social landscape. The issue of the implications of the use of this new media has attracted rigorous debate among academics and the public alike. While some argue that new media has the potential to create a more equal society and strengthen relationships, others are less optimistic and are concerned about the increasing abuse and misunderstanding of information. This essay examines some of the advantages and disadvantages of the use of new media.	How many of you here today have a social media account? Well, did you know that, according to a survey by the Statista 2016, 75% of Hong Kong's population use social media?! This has led to a change in cyber culture and with it has created debates among academics and the public. Now, uh, some people believe that social networks can help make society more equal and build strong relationships! But you also have people who argue that social media could increase abuse and misunderstanding of information, such as, um, 'Fake News'. We will look at the pros and cons of using this new media…

Now list some language differences between written and spoken texts.

Text A	Text B

Activity 1c

Use the language that you have identified above to present the content of the written text below to your partner.

Written text	Spoken text
One argument in favour of new media is that it has contributed to a more egalitarian society. Relatively easy access to a public platform available to all has made it possible for many more members of society to share their ideas and express their opinions. Whereas only the views of powerful stakeholders such as government and big business could be heard previously, multiple perspectives on a multitude of issues are articulated today. Lee and Chan [1] argue that this more diverse discussion has the potential to create a better-informed society that understands the complexities of living in world of competing interest groups. Decisions at different levels of society can then be made that represent a broader spectrum of the population.	

Introductions

The introduction is an important part of the presentation, but most of it is fairly straightforward to deliver. This section will first consider what an introduction should include before giving you an opportunity to practise delivering an introduction.

Activity 2a

In small groups, discuss why the introduction is important and what elements should be included.

-
-
-
-
-

Source: ClipArt

Activity 2b   Video 1

Now watch the video of an introduction on 'smartphones'. What elements from Activity 2a are included?

Extra activity   Video 2

Watch another video of two more introductions from the presentation on 'China's ageing population'. Which type of introduction do you think works best?

Language for Presenting Introductions

Capture your listeners' attention: Begin with a question, a funny story, a startling comment, statistics, a very short video clip, a picture or anything that will make the audience think.

Then introduce yourself and your group members: Start by greeting and thanking the audience. Refer correctly to the time of day. For example, in the afternoon you can say:

> *'Good afternoon, everyone. I'm delighted / very pleased / happy to be able to present to / talk to you today…'*
> *'My name is Jason Au and my partner is Kit Wong…'*

State your purpose; for example:
> *'I'm going to talk about...'*
> *'This morning/afternoon I want to explain…'*
> *'Our presentation will be on…'*

Present an outline of your talk; for example:
> *'I will concentrate on the following points…'*
> *'First of all… Then…'*
> *'This will lead to…'*
> *'And finally, my partner Kit will…'*

Example:
'The presentation today is entitled / The title of our presentation is "Social Media". We have divided the talk into two parts. First, I will talk about how social media has created an egalitarian society and how new media is connecting society. Then, Kit will talk about how it could mislead the public and how they could develop an over-reliance on it. Finally, Kit will give a brief conclusion….'

At the end of the introduction, you should tell the audience how long the presentation is and inform them that there will be a question-and-answer session at the end. For example:

> *'We will be talking for around ten minutes, and we welcome any questions that you may have at the end.'*

Activity 3   Practicing introductions

Work with a partner. Choose one of the topics below and spend a few minutes planning an introduction. Think about how you can create interest using some of the ideas from Activity 2a. Then deliver the introduction to your partner.

i. Use the essay sample in Unit 3 Activity 24 and create another introduction
ii. Use your own presentation topic

Use the box on the next page to make notes of your introduction. Keep in mind that this is a spoken text and not a written text.

My introduction:

Activity 4　　　Understanding your audience

Think about the presentation you will give for Assessment 3 and with your partner, answer the following questions.

1. Who is your audience and what do they know/not know about your presentation topic?

2. What do you want your audience to know about your topic?

3. Which aspects of your topic should you summarise and which should you elaborate?

4. What is the key point you want your audience to leave with at the end of the presentation?

Section 2   Organising Presentations and Referring to Sources

This section will first consider planning a presentation using signposting language, citing sources and using visuals. You will then have a chance to plan, prepare and practise part of the body of a presentation.

Activity 5   Video 3

Listen to Video 3 and write down any signposting language the presenter uses when moving from one idea to the next.

Signposting Language

The clip you heard above included examples of signposting language. Signposting language announces what the speaker plans to do, is regularly used at different points in the talk to announce immediately subsequent content, and states that a section of the talk has ended. Sequencers may also be seen as signposts as they signal the organisation of the content.

For instance, the speaker could begin:

'First of all, I'd like to consider what antibiotics are and which ones are particularly abused in China…'

And then:

'*Let's start with* a definition of antibiotics…'

And next, introducing a visual with statistical information:

'*I'd like you to look at* some recent statistics on antibiotic prescriptions.'

And at a later point:

'*Another point to mention is* that very few people realise that this is abuse…'

And further on:

'*Now I shall hand over to* Ben, who will consider how the situation can be changed.'

There are more examples of signposting language in the presentations glossary at the end of this unit.

Below is other possible signposting language that can be used to move from one point to the next.

Function	Language
Introducing the subject	▪ I'd like to start by... ▪ Let's begin by... ▪ First of all, I'll... ▪ Starting with... ▪ I'll begin by...
Finishing one subject...	▪ Well, I've told you about... ▪ That's all I have to say about... ▪ We've looked at... ▪ So much for...
...and starting another	▪ Let me now turn to... ▪ Next... ▪ Turning to... ▪ Now, I'd like to discuss... ▪ Let's now look at...
Giving an example	▪ For example,... ▪ A good example of this is... ▪ As an illustration,... ▪ To give you an example,... ▪ To illustrate this point...
Summarising and concluding	▪ In conclusion,... ▪ Right, let's sum up, shall we? ▪ Let's summarise briefly what we've looked at...

Citing Sources in an Academic Presentation

Activity 6a   Sources

Answer the following questions about citing sources.

1. Why should you cite sources during your presentation?

2. What expressions can we use when citing sources? Two examples are shown in the box below. Can you think of any others?

> As you can see, James Hoffmann **wrote** a very important paper on (improving reaction rates)...
>
> **Recent research by** Cheong and Tang in 2005 **has focused on** metabolic pathways in cells ...

Activity 6b   **Video 4**

Watch Video 4 on 'smartphones'. Complete the following.

1. How are the sources cited? List the expressions used in the table below.

2. Match the citations you heard to the references in the shortened reference list (in IEEE style) of the presentation on 'smartphones'.

Spoken citations	Reference list
	References [1] J. I. Recio-Rodriguez *et al.*, "Effectiveness of a smartphone application for improving healthy lifestyles, a randomized clinical trial (Evident II): Study protocol," *BMC Public Health,* vol. 14, pp. 254-268, 2014. [2] Y. Lee, W. S. Jeong, and G. Yoon, "Smartphone-base mobile health monitoring," *Telemedicine J. and e-Health: The Official J. of the American Telemedicine Association,* vol. 18, no. 8, pp. 585-590, 2012. [3] The Office of the Communications Authority, *Hong Kong: The Facts-Telecommunications*. 2013. [pdfs] Hong Kong: Information Services Department, HKSAR. Available: http://www.gov.hk/en/about/abouthk/factsheets/docs/telecommunications.pdf [Accessed May 14, 2014]. [4] S. O'Neill and R. R. W. Brady, "Colorectal smartphone apps: Opportunities and risks," *Colorectal Disease: The Official J. of the Association of Coloproctology of Great Britain and Ireland,* vol. 14, no. 9, pp. e530-e534, 2012. [5] D. D. Luxton, R. A. McCann, N. E. Bush, M. C. Mishkind, and G. M. Reger, "mHealth for mental health: Integrating smartphone technology in behavioral healthcare," *Professional Psychology: Research and Practice,* vol. 42, no. 6, pp. 505-512, 2011. [6] I. Meral *et al.*, "Effects of 900-MHz electromagnetic field emitted from cellular phone on brain oxidative stress and some vitamin levels of guinea pigs," *Brain Research,* vol. 1169, pp. 120-124, 2007.

Activity 6c

With a partner, use the reference list from Unit 3 Activity 24 (shown below) to discuss how you would present the sources in your spoken presentation.

Here are a few possibilities to help you get started:

- Craig and Millar's 1999 study on …
- Studies by Potts 2006 on China's one child policy …
- Some researchers, as you can see, think differently …

Spoken citations	Reference list
	[1] M. Lee and G. T. Chan, "The public platform: Voices from within," *Journal of Modern Media,* vol. 12, no. 6, pp. 72-79, Sep. 2014. [2] E. Filmore, "Sophie's choice: The digital dilemma," *Journal of Social Science,* vol. 14, no. 3, pp. 34-40, Mar. 2016. [3] L. Byron, J. T. Wachowski, F. B. Cooper, S. Ratledge, P. D. McCarthy, and G. Garner, "The new age: Responsibility and repercussions in on-line messaging," *Journal of Social Media,* vol. 10, no. 4, pp. 15-26, Dec. 2016. [4] S. K. DeVito, W. Saddler, P. W. Pryce, and R. Stieger, *The Social Animal.* Oxford: Blackwell, 2015. [5] B. Parker, *Literacy and Learning in the 21st Century,* 2nd ed. Boston MA: Price-Walters, 2015, p. 28. [6] P. Choi and I. Dembski, "Transitions in learning," *Journal of Computer Science*, vol. 16, no. 2, pp. 14-23, Jan. 2006. [7] F. Forsythe, E.T. Warwick, and L. C. Milner, "The learner and the text: Trends in learning attitudes," in *New Horizons,* P. Smith and J. Bartle, Eds. London: Gateway, 2010, pp. 42-61.

Using Visual Aids

Activity 7a   Brainstorming

With your partner, answer the following questions on Visual Aids.

1. What do you think is the meaning behind **'Death by PowerPoint'**?

2. What is the purpose of using visual aids in a presentation?

Activity 7b   Slides

Compare the two slides below covering the same part of a presentation. Which one is the better version? Why? What is wrong with the other one?

Slide 1 Oral presentations	Slide 2 Oral presentations
Problems: • planning • visual aids • timing • delivery • complexity • language	Oral presentations are hard to do, hard to plan and hard to deliver. We need to master a complex subject matter, and communicate through a second language. We also need to worry about visual aids, timing and body language.

Activity 7c

*In a small group or with your partner, write down some of the **Do's and Don'ts** when preparing the design and content of your PowerPoint slides.*

Do's	*Don't*

Activity 7d   Video 5

*Now watch Video 5 about designing effective visual aids and add further notes to the **Do's and Don'ts** for Activity 7c.*

The following box shows examples of useful language for referring to visual aids.

Possible language to use when referring to your visual aids

I'd like you to look at…
Could you look at this graph / table / slide…
As you can see…
The slide shows / reveals / indicates…
If you look at the figure / table, you'll see…

Remember to cite sources on slides

In the same way as essays, slides in presentations also have in-text citations. If you are referring to someone's idea, or if you are quoting from someone, or if you are using a visual image not your own, then you should include in-text citations in the appropriate style for your subject. The citations below follow IEEE referencing style.

Sample of citing sources in slides

Look at Slides 3 and 4 and note how the in-text citations are given.

Slide 3 Oral presentations	Slide 4 Oral presentations
'Presentations should be audience-friendly, not reader-friendly' Mackean [1]	**Slide Appearance** • font size • font colour • background colour • transitions • animations • effects Comfort [2]

Tip: Reading out the text from a slide demonstrates poor presentation skills. Do not be afraid of silence. In Slide 3 above, the presenter could display the slide and let the audience read the quote by themselves. The presenter might say,

'Look at this quote by Bryan Mackean',

then give the audience 5 seconds or so to read it themselves before explaining what the quote actually means.

Video 6

Watch Video 6 and see how the presenter does it.

Activity 7e   Creating a sample slide

Use the sample text from Unit 3 Activity 24 and create what the slide might look like.

Sample text	*Sample slide*
One argument in favour of new media is that it has contributed to a more egalitarian society. Relatively easy access to a public platform available to all has made it possible for many more members of society to share their ideas and express their opinions. Whereas only the views of powerful stakeholders such as government and big business could be heard previously, multiple perspectives on a multitude of issues are articulated today. Lee and Chan [1] argue that this more diverse discussion has the potential to create a better-informed society that understands the complexities of living in a world of competing interest groups. Decisions at different levels of society can then be made that represent a broader spectrum of the population.	

The Reference List

Just as your essay ends with a complete list of references, so should your presentation. It is also customary to have a hard copy of the reference list available to the audience. Make sure that you check your reference list against the ELC referencing guide (http://elc.polyu.edu.hk/referencing/) for the style that you are using.

Handing over to other speakers

In Activity 5, you learned how to connect your ideas by signposting. When you present with partners, it is important that you also use signposting to 'hand the presentation over' to the next presenter. You should not just walk off when you have finished your part. The aim of the following activity is to give you guidance in this important aspect of an academic group presentation.

Activity 8   Handing over

Answer the following question about the handover.

What should both presenters do during the handover in a presentation?

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Video 7

Now watch the handover in Video 7 from the presentation on 'smartphones' and make notes on the expression/phrases used to transition to the next presenter.

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 Notes:



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Extra activity   Video 8

Watch another video of two more handovers from the presentation on 'China's ageing population'. Which handover do you think works best? Why?

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Activity 9   Practice

Work in pairs. Prepare and give a short presentation using the texts below.

In your speech, remember to:

1. link your ideas using signposting
2. cite the sources
3. have a clear and smooth handover

Text A

Despite the potential for enlightenment, the opinions and information aired in new media may mislead the public. The past five years have seen a proliferation of 'fake news'—hoaxes, propaganda and disinformation intended to deceive the public. Filmore [2] suggests that when decisions are made based on such inaccurate information, the choices that people make may not be in the best interest of society. This is especially of concern where the manipulation of the truth has been promoted for political gain. It is evident, for example, that in some countries social networking platforms such as Twitter and Facebook have been employed to discredit the reputations of political opponents [3]. As well as being divisive, the existence of fraudulent information is a threat to the very principles of an egalitarian society.

Text B

Despite these issues, a growing literature suggests that the use of new media is a strong force in connecting and bonding society. In addition to keeping existing friendships alive, cyber culture allows for the creation of relationships outside a user's already established social network. It has been observed that expanded social networks can lead to higher levels of support and empathy among members of a community [4]. This support is not restricted to virtual empathy, either. Crowdfunding and the bringing together of volunteers and resources to combat problems are just two examples of the practical cooperation that new media is encouraging. By allowing people to connect easily, new media can facilitate positive social interaction both online and offline.

Notes:

Section 3   Concluding presentations and the Questions and Answers (Q&A) section

Now that you have practised the body of your talk, we will look at how to conclude your presentation.

Activity 10   Video 9

Now watch the conclusion in Video 9 from the presentation on 'smartphones'. Take notes on the elements of a good conclusion.

Notes:

Extra activity   Video 10

Watch another video of two more conclusions from the presentation on 'China's ageing population'. Which conclusion do you think works best? Why?

Activity 11   Practice conclusion

Use the ideas in the concluding paragraph of this essay to practise giving a complete conclusion.

This essay has presented arguments for and against the use of new media. The benefits of new media include empowerment through the expression of diverse views and the strengthening of social connection, whilst the potential side effects encompass a distortion of knowledge and a decline in critical thinking skills. The above analysis indicates that the advantages new media brings in connecting people together outweigh the disadvantages created by misuse of this technology. In order to reduce the negative influences of new media, governments and the public should make concerted efforts into developing strategies to detect fake news and harmful ideologies.

Notes:

Elements and Language of a Conclusion

Use the conclusion to:

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

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

Function	Possible language
1. Summing up	- In our presentation today, we have discussed… - Our presentation today mainly focused on… - So let me summarise/recap what I've said.
2. Thanking your audience	- Many thanks for your attention. - Thank you all for being such an attentive audience.
3. Inviting questions	- Now I'll try to answer any questions you may have. - Are there any questions? - Do you have any questions? - Are there any final questions?

* Remember, the conclusion is a chance to leave the audience with a lasting thought about your presentation topic. You can end with a memorable or thought-provoking point.

Questions and Answers (Q & A) section

Your presentation should end with a short Question and Answer (Q & A) Session where the audience has a chance to ask you questions. This is still part of the presentation and is something you need to practise and prepare for.

Activity 12a   Q & A

Answer the following questions about the Question and Answer Session.

1. Why would you want people to ask questions about your presentation?

2. What are some barriers to people asking questions?

3. What should you do when answering an audience member's question?

4. What strategies can you use to deal with difficult questions?

Activity 12b　　　Video 11

Now watch the Q & A in Video 11 from the presentation on 'smartphones'. Note how the presenter deals with questions.
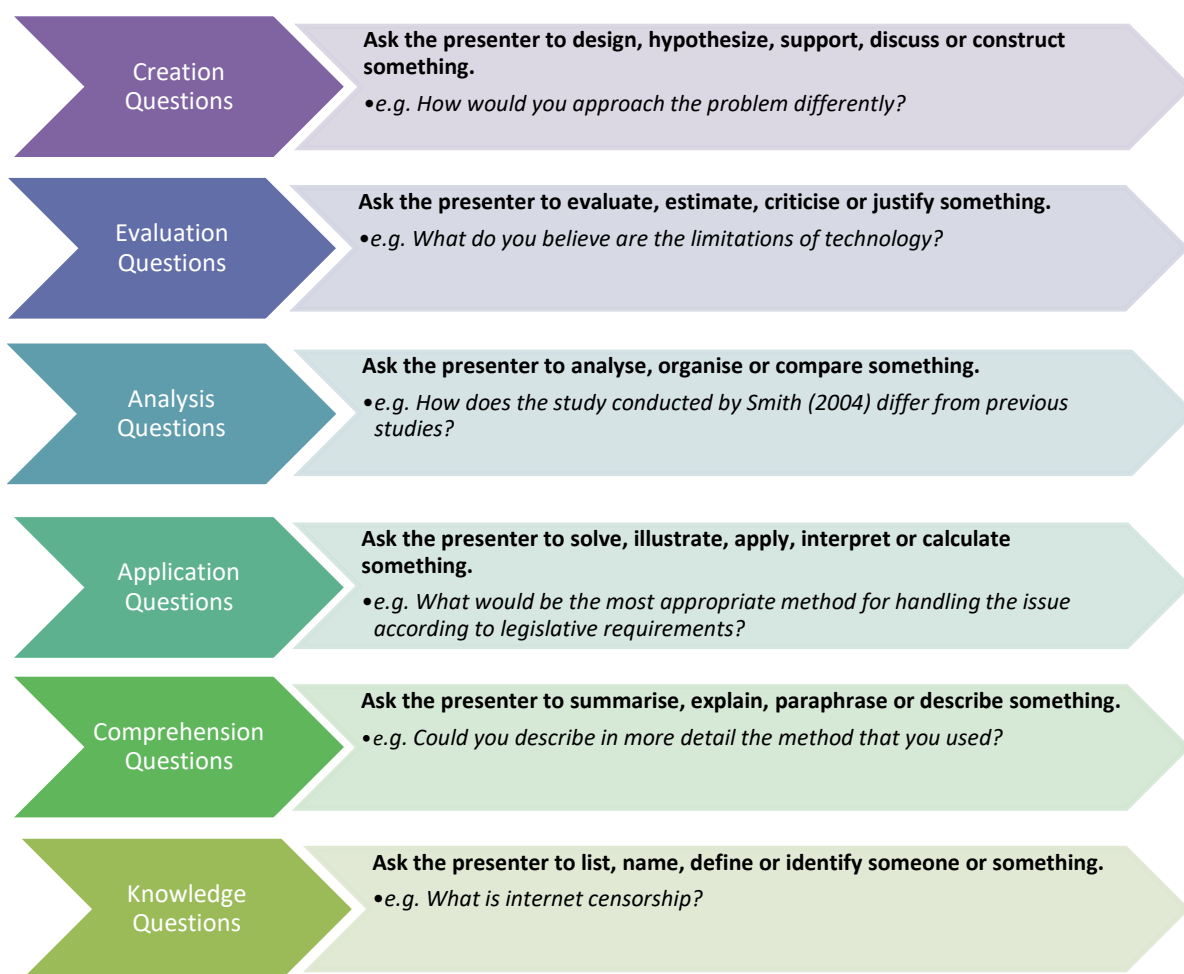
Notes:

Extra activity　　　Video 12

Watch another video of two more Q & As from the presentation on 'China's ageing population'. Note the different ways of answering questions.

Notes:

Constructing Questions

Students often have difficulty formulating questions that require more than a YES or NO answer. Use the **Process of Asking Questions** illustrated below to help formulate your questions by compiling information together in a different way. The Analysis, Evaluation and Creation set of questions, located at the top of the diagram, are higher-order questions. You should strive to ask higher-order questions when you attend academic presentations, including the presentations you will attend on this course.

Creation Questions

Ask the presenter to design, hypothesize, support, discuss or construct something.

•*e.g. How would you approach the problem differently?*

Evaluation Questions

Ask the presenter to evaluate, estimate, criticise or justify something.

•*e.g. What do you believe are the limitations of technology?*

Analysis Questions

Ask the presenter to analyse, organise or compare something.

•*e.g. How does the study conducted by Smith (2004) differ from previous studies?*

Application Questions

Ask the presenter to solve, illustrate, apply, interpret or calculate something.

•*e.g. What would be the most appropriate method for handling the issue according to legislative requirements?*

Comprehension Questions

Ask the presenter to summarise, explain, paraphrase or describe something.

•*e.g. Could you describe in more detail the method that you used?*

Knowledge Questions

Ask the presenter to list, name, define or identify someone or something.

•*e.g. What is internet censorship?*

Activity 13   Mini-presentation practice

You are now going to deliver a short presentation with your partner. Choose one of the topics below. Your presentation should be about 5 minutes long to allow time for your classmates to formulate questions to ask you.

Possible presentation topics:
- o   Do we need more infrastructure in Hong Kong?
- o   Do smartphones lower people's communication skills?
- o   Would a new levy on waste disposal solve Hong Kong's waste problem?
- o   Should the government censor certain content on the internet?

Presenters
- Have a clear introduction
- One-to-Two problems and solutions or For and Against arguments
- Incorporate signposting and handover(s)
- A clear conclusion

Audience: As you listen to your classmates, look at the **Process of Asking Questions** on the previous page and come up with possible questions to ask the presenters.

Section 4   Pronunciation and Body Language

Stress and Intonation

A good presentation is not only about having a clear introduction, organisation and conclusion. While organisation is essential in helping to bring your point across, your speech patterns need to be first and foremost clear for your audience to appreciate your thoughts and ideas. One way to achieve clarity in speech is to improve on your patterns in stress and intonation.

Stress is the emphasis given to a syllable in a word, or a word within a sentence, and it usually involves an increase in volume and a change in intonation. **Intonation** is the way the voice goes up or down while speaking. Both are very important if you want to speak naturally. Without them, you will sound 'like a robot'.

In English, certain words in a sentence are emphasised more than others. This is very different from Cantonese, where each syllable is stressed with the same strength. As a result, native Cantonese speakers can sometimes sound a bit disjointed and flat when they talk in English. Usually, to produce this type of 'sentence stress', words containing meaning are stressed and words that make up the grammatical structure are not. **However, these are tendencies and NOT rules.**

Content words (stressed)	Structure words (unstressed)
• nouns / names • main verbs • adverbs • adjectives • question words	• pronouns • prepositions • articles • the verb 'be' • auxiliary verbs 'have, can, do, will' • conjunctions

Activity 14a   Sentence stress and intonation   Video 13

First, read though the following introduction for a presentation. <u>Underline up to two words</u> in each sentence that you think should be stressed. Try to identify which two words carry the most important information. The first sentence is done as a demonstration for you. Play the first half of the video to listen to the speaker. Then play the second half of the video to check your answers.

Good <u>morning</u>, everyone. <u>Thank</u> you. <u>Thank</u> you all for <u>coming</u>. We're <u>delighted</u> to be able to <u>present</u> to you today. My name's Phil, and I'd like to introduce my partner, James. We're both studying design. OK, let me ask you a question. How many of you own a smartphone? Please put up your hand if you do. Well, it seems that nearly all of you own one. OK, now, let me show you a picture. This is the first smartphone invented in 1992 by IBM. Now the question is: Are they safe to use? Well, this is the aim of our presentation today. Is frequent use of smartphones harmful to us? We've divided the presentation into four parts. First, I'll talk about how we use smartphones in our daily life. I'll then outline the arguments that support the statement. James will then present the arguments against it. He'll also give a brief conclusion. Our presentation will last for around ten minutes. We welcome any questions that you may have at the end.

Activity 14b   Stress and intonation practice

Work with a partner and underline all the stressed words. Then practice the dialogue with your partner.

A: I'm starving. Let's go grab something to eat.

B: Sure, I could use a break. What do you feel like eating?

A: I could eat something really greasy. What do you think of checking out that new pizza place around the corner?

B: I just had pizza the other day. What about going for a good hamburger? 'Burgers R Us' makes some killer burgers!

A: That's good enough for me. Let's go.

Activity 14c

Work with a partner and underline all the stressed words. Then practice the dialogue with your partner.

A: Hey, wanna go and catch a movie? I heard the new Marvel Comic movie is a hit.

B: I would love to but I am so swamped with assignments and projects. Don't you have finals to study for?

A: I do, but I don't think I can handle another hour of memorizing equations and formulas. I need a break!

B: Totally! I understand how you feel. I could use a break, but I'm behind schedule and have got to get this done. Let's meet up for a drink when this is all over.
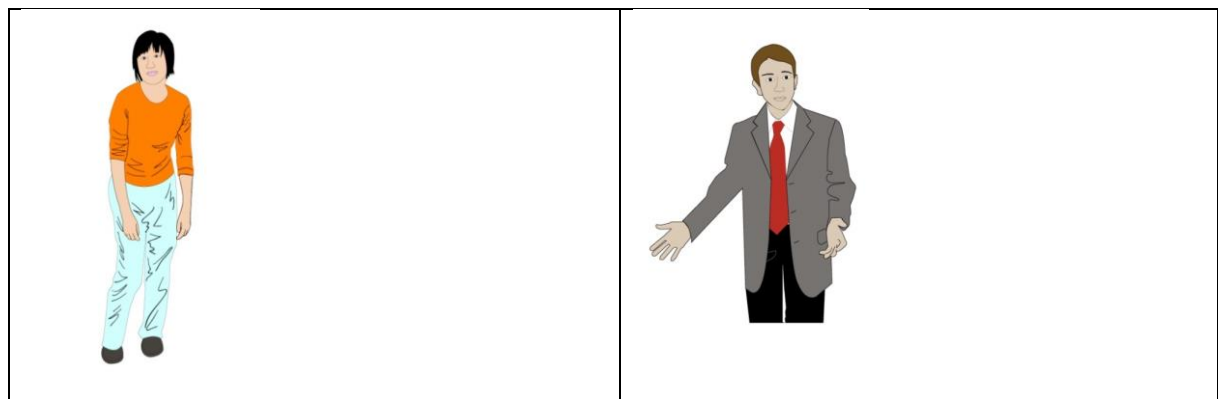
Activity 14d

Now look at your written essay and choose some words from the essay that you will use in your presentation. Practice pronouncing and stressing these key words.

Body Language

A presenter's words are not the only means of communicating with the audience, an important yet unspoken means of communication is **Body language**, which consists mainly of gestures and facial expressions.

Activity 15a   Decoding body language

Look at the pictures below. Identify the effective and ineffective examples of body language in delivering a speech. Be prepared to explain why.
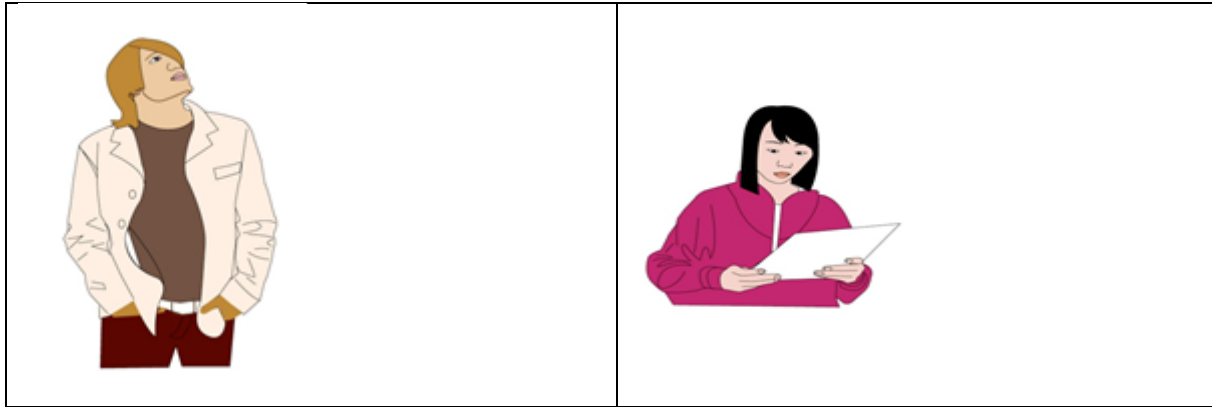
Activity 15b   Gesturing

What gestures would you use to show the following?

- *First, second, third*
- *Alright/okay*
- *Over and over again*
- *Disbelief, doubt*
- *Thinking*
- *Agreeing while listening*
- *Rise or fall in something*

Note: Be aware that gestures can have different meanings in different cultures.

Activity 15c   Body language   Video 14

Watch Video 14 and note down what the presenters did not do well.

Notes:

Video 15

Watch Video 15 and notice the successful non-verbal techniques that the presenters use.

Notes:

Extra activity   Video 16
Watch Video 16 for more advice about delivering presentations effectively.

> **Notes:**
>
>
>
>
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Presentations Glossary

Here is a selective glossary. There are other ways of expressing these functions. To broaden your range of structures, familiarise yourself first with two or three expressions for each function and include them in your presentations. Once you have mastered them, learn more expressions from the list.

Identifying your subject/purpose/section
The subject / topic / theme of my presentation is…
This morning I'm going to talk about…
The aim / purpose / objective of my presentation is to…
What I want to talk about today is…
I'm going to explain / describe / examine…

Stating the outline
I'm going to divide my presentation into three parts…
I've divided my presentation into…
I'd like to focus on three main areas…

Sequencing / Putting in order
First of all…
The first point is…
Let's start with…
I'd like to start by focusing on…
Firstly… secondly… thirdly…
Next…
Now, let's move on to…
Now we've come to…
That brings us to…
Another factor / benefit / point / reason is…
The other / Another point to mention is…
The next area / point / issue I'd like to talk about is…
The second advantage / point / aspect / example is…
Next, I'd like to…
I'd now like to turn to…
Now let's look at…
The next point I want to focus on is…
One final point…
Finally / Lastly…
My final point concerns…
The final benefit / effect / point is…

Handing over

Referring to earlier remarks
As I said earlier…
Coming back to my earlier point…
I'd just like to remind you…
I'd now like to come back to something I said earlier…
Now, as you will have gathered from my earlier comments…
Earlier on I said…
As I said a moment ago…

Using visual aids
I'd like you to look at…
Could you look at this graph / table / slide…
As you can see…
The slide shows / reveals / indicates…
If you look at the figure / table you'll see…

Summarising
Let me go over the key points…
So, to sum up…
So, to recap…
I'd now like to summarise my main points…

Concluding your presentation
That brings me to the end of my presentation…
That concludes my presentation…
I hope that you've found my presentation interesting / informative / useful…

Thanking
Thank you all for listening.
Thank you all for your attention.

Inviting Questions

Well / So that's all from me on (topic); now Carmen is going to tell you about (topic).
Thank you, Michael.

If you have any questions, I'd be delighted to answer them…
I'd now like to open it up for discussion…
Are there any questions?

Responding to Questions
Thank you for your question…
Good point…
Does that answer your question?

Possible expressions for dealing with questions

Responding to questions
1. "Good question. Let me answer that by saying…"
2. "Thank you for the question. That's an important question because..."
3. "I'm glad you asked that question because..."
4. "Thanks. I suppose the obvious answer to that one is…"

Dealing with difficult questions
1. "That's an interesting question. Let me think about it for a moment…"
2. "I need a little time to consider my answer. Please wait a moment."
3. "I'm sorry, but I don't have the data to answer that question. Perhaps we can discuss it together after the presentation."
4. "I'm afraid the answer to your question will take too long. If you give me your email address, I can respond to that later."
5. "I'm sorry but I'm unable to give a definitive answer to that question at the moment."

Paraphrasing the question
1. "If I understand you correctly, you mean…"
2. "I think what you mean is..."
3. "To say it briefly, you're asking..."

Returning the question to the audience
1. "That's a good question. How would you answer it?"
2. "Do you have any suggestions for dealing with that question?"
3. "You've obviously given it a lot of thought. How would you deal with that one?"

Checking questioner's satisfaction
1. "Does that answer your question?"
2. "I don't know whether that answers your question…"

Video 17: full length for and against presentation on Mobile phones and health

Video 18: full length problem-solution presentation on China's ageing population

Academic Skills for Independent Learners

Besides IndiWork, you are also strongly encouraged to join the *Academic Skills for Independent Learners* course. By completing the materials in that online course, you will be able to perform better in this subject's assessments. You can find a link to these materials on LEARN@PolyU.