**Lesson 14 Academic Presentation, Lecture 1**

**Handout for in-class use**

**Part III. Structuring a presentation**

1. Use a simple basic structure

INTRODUCTION

*Transition\**

BODY

Main point 1

*Transition*

Main point 2

*Transition*

Main point 3

*Transition*

CONCLUSION

1. Writing up a presentation

**Header :**

1. Title
2. General purpose:

a. To inform

b. To persuade

c. To entertain

1. Specific purpose

My purpose is to inform my audience about \_\_\_\_\_\_\_\_.

My purpose is to persuade my audience to \_\_\_\_\_\_\_\_.

My purpose is to entertain the audience with \_\_\_\_\_\_\_\_.

1. Central idea (主旨)
2. Organizational patterns

* chronological order
* spatial order
* topical order
* order of importance
* classification
* cause-effect
* problem-solution
* comparison/contrast

**Introduction:**

1. Welcome the audience
2. Introduce yourself and your topic
3. Use an attention-getter
4. Introduce your thesis statement
5. Preview your main points

Sample Introduction

|  |  |
| --- | --- |
|  | ***(Welcome)*** *Good morning, ladies and gentlemen. It is**a great honor to speak to you today. // (Self-introduction) My name is…from…where I am responsible for …/****/(Topic)*** *Today, I would like to talk to you about 4G technology and the impact it will have on businesses. //****(Attention-getter****) According to a global study by EE, the largest mobile network provider in the UK, over 76 per cent of the businesses surveyed agree that 4G has helped their companies innovate, and 47 per cent say 4G has saved their company money, with one small US-based construction company claiming this amounts to over $1,000 per day. But this is just the beginning. /****/(Thesis)*** *As the workforce becomes more mobile, the faster 4G technology can provide plenty of benefits and opportunities for businesses. //****(preview)*** *By presenting an overview of productivity gains, sales growth, and customer service improvement, I hope to give you a better understanding of the business benefits of 4G.* |

**Body:**

1. State the first main point

Support it with evidence

1. State the second main point

Support it with evidence

1. State the third main point

Support it with evidence

Various types of supporting materials can be used as evidence in the body part:

* Definitions
* Quotations
* Statistics
* Explanations
* Descriptions
* Examples
* Stories
* Audiovisuals

**Conclusion:**

1. Summarize the main points
2. Restate the thesis statement
3. Make a closing remark
4. Thank the audience
5. Ask for questions

Sample conclusion

**Part IV. Delivering a presentation**

1. Signposting
2. Voice
   * + - 1. Volume
         2. Intonation
         3. Pace
3. Body language
4. Stance
5. Direct eye contact
6. Facial expression
7. Gesture

**Part V. Speaking academically**

1. Relatively informal
2. Accurate
3. Precise
4. Appropriate
5. Concise
6. Explicit
7. Repetitive

The differences between written language and spoken language:

|  |  |
| --- | --- |
| **Written language** | **Spoken language** |
| Long sentences | Shorter sentences |
| Complex vocabulary | Simpler vocabulary |
| Complex arguments | Simpler arguments |
| Impersonal style:  Passive tense  Impersonal pronouns | Personal style:  Active tense  Personal pronouns  Reference to the audience  Everyday language (slangs and everyday expressions) |

**Exercise 1：**

Match the more formal verbs with their less formal (spoken) equivalents.

**Formal Informal**

1. to acquire a. to put into action

2. to implement b. to get into

3. to access c. to get worse

4. to appreciate d. to buy

5. to capture e. to pay

6. to deteriorate f. to understand

7. to remunerate g. to make simpler

8. to rationalize h. to take

**Exercise 2:**

In the following series, the words all have roughly similar denotations, but they are used in different contexts. Under what circumstances would each of these words be used?

* 1. *slow, retarded, dumb, stupid, moronic*
  2. *scholar, intellectual, bookworm, grind, egghead*
  3. *alcoholic beverage, cocktail, drink, booze, rotgut*
  4. *gorgeous, lovely, pretty, good-looking, cute*
  5. *thrifty, frugal, cheap, stingy, miserly, niggardly*

**Exercise 3:**

Identify at least one word that is inconsistent with the rest of the sentence, decide upon a better replacement, and explain why you made these choices.

1. Although she was middle-aged, there was a childish quality in her voice that delighted everyone.
2. Handle this Ming vase with extreme care. It’s very brittle.
3. After thinking carefully about my question, he stated his retort in his usual quiet, almost hesitant, manner.
4. He was quite attracted to her nicely skinny figure.

**Exercise 4**: What is inappropriate in the following talk?

*First, you set up a flat table for your materials where you want to do the painting. I set mine up in the family room. You know, my wife and children spend a lot of time there—they enjoy watching TV, playing games, or just reading. We find that the family room is a nice place to escape from it all. It’s also a great place to have parties with friends.*

**Assignments**

1. Read all the handouts in the folder “Reading assignments”.
2. Group work. Choose a topic for your group presentation. Use the detailed sample outline as an example, and write a detailed outline for your presentation. Hand in your detailed outline in Week 16.