

● 专门用途英语课程系列



Presenting

Deliver presentations with confidence

学术英语演讲

Graham Burton



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● 学术英语课程群

● 职业英语课程群

本课程旨在提升与专业及职场相关的英语应用能力, 在培养学生基本语言技能的基础上, 教授与专业相关的英语词汇和表达, 并尽可能传授专业知识, 以便大学生轻松通过英语课程并获取本专业知识和信息, 游刃有余地应对英语职场生活。

除了已出版的专门用途英语教材外, 外教社还邀请更多海内外专家学者编写、出版外出版业合作出版, 以满足不同层次、不同专业、不同语种、不同需求。本系列教材具有针对性、实用性、可读性、趣味性、互动性等, 是广大大学英语教师教学新契机。

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出版说明

根据高等教育本科阶段人才培养新目标和大学英语教学新要求，外教社策划推出了“专门用途英语课程系列”。本系列教材以外教社已出版的多种拓展课教材为基础，吸纳专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，必将进一步推动我国大学英语教学的发展。

本系列教材包含“学术英语课程群”和“职业英语课程群”两大类。

● 学术英语课程群

侧重高级英语及学术英语听、说、读、写、译等技能的培养，为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括：综合、视听说、演讲、写作等。

● 职业英语课程群

侧重提升与专业及职场相关的英语运用能力，在培养学生基本语言技能的基础上，教授与专业相关的英语词汇和表达，并尽可能传授专业知识，以使大学生轻松通过英语媒介获取本专业知识和信息，游刃有余地应对英语职场生活。

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About the author

Graham Burton teaches on courses in English for Academic Purposes and General English at the University of Bolzano, and lectures at the University of Trento, both in northern Italy. He has also taught at a number of schools and universities in the UK and in Greece.

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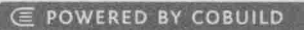
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Introduction

Collins Academic Skills Series: Presenting will give you the skills you need to give a successful presentation in an academic context.

Designed to be used on a self-study basis to support English for Academic Purposes or study skills courses, it is intended for students on pre-sessional or Foundation courses as well as for first year undergraduate students.

The book has twelve chapters covering all the areas needed to give a successful presentation. You will learn how to:

- speak and present in seminars and tutorials
- plan, structure and rehearse your presentation
- speak from notes and use your voice effectively
- use body language and eye contact
- engage your audience
- create and use visual aids, including PowerPoint presentations
- deal with nerves and overcome problems
- create and give poster presentations

At the back of the book there are:

- useful reference materials to help you give successful presentations, including photocopyable forms that you can use again and again
- a glossary of key terms
- an audioscript
- a comprehensive answer key

Chapter structure

Each chapter includes:

- Aims – These set out the skills covered in the chapter.
- A self-evaluation quiz – By doing this you are able identify what you already know on the subject of the chapter and what you need to learn.
- Information on academic expectations and guidelines on how to develop academic skills – These sections will help you understand university practices and expectations so you know what is required.
- Practical exercises – These help you to develop the skills to succeed at university. You can check your answers at the back of the book.

- **Tips** – Key points are highlighted for easy reference and provide useful revision summaries for the busy student.
- **Glossary** – Difficult words are glossed in boxes next to where the text appears in the chapter. There is also a comprehensive glossary at the back of the book.
- **Remember sections** – This is a summary of key points for revision and easy reference.

Glossary boxes POWERED BY COBUILD

Where we feel that a word or phrase is difficult to understand, we have glossed this word/phrase. All definitions provided in the glossary boxes have been taken from the *COBUILD Advanced Dictionary*. At the end of the book there is a full alphabetical list of the most difficult words from the book for your reference.

Using Presenting

You can either work through the chapters from Chapter 1 to Chapter 12 or you can choose the chapters and topics that are most useful to you. The Contents page will help in your selection.

Study tips

- Each chapter will take about two to three hours. Take regular breaks and do not try to study for too long. Thirty to sixty minutes is a sensible study period.
- Regular study is better than occasional intensive study.
- Read the chapter through first to get an overview without doing any exercises. This will help you see what you want to focus on.
- Try the exercises before checking the Answer key. Be an active learner.
- All university departments are different. Use the information in the book as a guide to investigating your own university department.
- Write questions you can ask to find out how your department expects you to give a presentation.
- There is no one correct way of giving a presentation. Use your experience of doing the exercises to learn what works best for you. Adapt the suggestions in this book to suit your learning style and context.
- Learning to present is an on-going process, which means you need to practise the same skills many times. Revise regularly.

Presenting at university

- Aims**
- ✓ understand reasons for giving presentations
 - ✓ understand common fears about presentations
 - ✓ learn about types of presentation
 - ✓ learn about features of a good presentation



Quiz Self-evaluation

Read the statements, then circle the word which is true for you.

1	I understand why universities often ask students to give presentations.	agree disagree not sure
2	I know the different types of presentation I might be asked to give.	agree disagree not sure
3	I know some common worries students have about giving presentations.	agree disagree not sure
4	I understand what makes a good presentation.	agree disagree not sure

- Tip** ✓ The tertiary education institution you go to after high school can be called different names. In the USA, people talk about university, school and college. In the UK, people tend to call it university ('uni') and college. In South Africa, people refer to university ('varsity'), technikon, technical training college, or generally to institutes of further education and training. In Australia it is university or 'uni' and TAFE which is technical and further education.

Why students are required to give presentations

Glossary

English-medium

If a school or university is English-medium, then English is the language used for teaching there.

At English-medium universities, it is very common for students to be asked to give a presentation. The kind of presentation, and how many you have to give, depends on the university and the subject you are studying.

Many students do not like giving presentations. The idea of giving a presentation in front of a group of people may sound more difficult than writing an essay or an exam. If your first language is not English, then giving a presentation in it will probably seem even more difficult. On top

Glossary

plagiarize

If somebody plagiarizes another person's idea or work, they use it or copy it and pretend that they thought of it or created it.

topic

A topic is a particular subject that you can discuss or write about.

assess

When you assess a person, thing, or situation, you consider them in order to make a judgment about them.

of all this, you probably will not be taught how to give a presentation in your course – you may be expected to work everything out yourself. Even so, once you have completed your first presentation, you will probably feel proud of yourself. Presentations normally get easier, the more of them you do. They also give you the chance to develop useful skills.

There are plenty of reasons why your university might ask you to give a presentation as part of your studies. Presentations help students in these ways.

- Doing presentations helps students develop new skills that may be useful in a future career.
- They prepare students to give presentations at conferences (e.g. if they work as researchers or in sales and marketing).
- They give students useful skills for later job searches; presentations are often part of job interviews.
- They encourage independent research.
- They help students to develop group work skills (e.g. when doing group presentations).
- While some students plagiarize in their written assignments, it is very difficult to cheat while giving a presentation.
- They help students to develop their knowledge of a specific topic.
- They help students to develop self-confidence.
- If students are assessed for their presentations, this gives those students who do not perform as well in exams or other written work a better chance to get a good mark overall.
- By going through a process of researching, preparing and then giving a presentation, students will learn more than by just reading information or attending a lecture.

Types of presentation

You could be asked to give a presentation at different stages of your studies and for different reasons. You might have to give a presentation that is not assessed, meaning you will not receive a mark. Your presentation might, however, contribute significantly to the final score for your course.

Some of the most common types of presentation are:

- seminar and tutorial discussions
- seminar presentations
- seminar papers
- poster presentations



Exercise 1

Match the different presentation types, 1–4, to the descriptions, a–d.

1 seminar and tutorial discussions	a presenting a topic individually or in a group to your seminar group
2 seminar papers	b producing a visual summary of research you have done and talking about it
3 seminar presentations	c discussing a topic with a teacher and a small number of other students
4 poster presentations	d introducing a topic to your seminar group, often including preparing a written text to give to your teacher

You will look at all these types of presentation in the rest of this book. In Chapter 12, you will learn about poster presentations, which are quite different from other types of presentation.

Tip ✓ The word 'tutorial' is used in different ways at different universities and in their different departments. For more information on how the word is used, see Chapter 2.

Problems and worries

As you read in the previous section, there are a number of positive aspects of being asked to give a presentation. However, many students see presentations as something to worry about rather than something to benefit from. The following fears are very common:

- feeling nervous or uncomfortable speaking in public,
- worrying that your language skills are not good enough,
- feeling you do not know enough about the topic,
- being concerned that people will ask questions you will not be able to answer,
- not knowing what content to include and how to organize it,
- worrying about working with other students for a group presentation.



Exercise 2

Read the information about the typical worries students have about presentations and complete the gaps with the following phrases.

- a do not know enough about the topic
 - b give presentations in groups
 - c language skills
 - d speaking in public
 - e worry about what to include
- 1 Most people feel nervous about _____ – even very experienced speakers do. Nerves can actually be helpful, though, as adrenalin (the substance your body produces when you are angry, excited or frightened which makes your heart beat faster), can give you more energy and focus.
 - 2 International students often worry about their _____. This is understandable. If this is true for you, remember that you probably have an advantage over many native speakers – if you had to do several English language exams to get into university, you may be more used to having your speaking skills assessed.
 - 3 When you first think about the idea of giving a presentation, it is normal to feel you _____. But once you start preparing your presentation, this worry should disappear, because during your preparation, you will become more knowledgeable about your topic.
 - 4 At the beginning of the process, it is normal to _____ in the presentation and how to organize it. However, with good research and preparation, this will not be a problem.
 - 5 Sometimes students worry if they are asked to _____. Working with other students can create different challenges, especially if you do not know the other people in the group very well or they are a different nationality to you. By working in a group you will develop useful skills, such as sharing your ideas, listening and acknowledging other people's ideas. You might find that you get support from the other people in your group, unlike when you do an individual presentation.

For more information on preparing and dealing with nerves, see Chapter 10.

The features of a good presentation

You may be asked to give different types of presentation during your studies. The specific course you are studying and the requirements from your university will influence your final presentation. However, there are some important things you should always think about, whatever kind of presentation you need to give.



Exercise 3

Look at the list below. Tick the things you think are important and appropriate for a university presentation. Add three more features you think are important at the end of the list.

- anticipating problems
- using effective body language and eye contact
- using visual aids effectively
- engaging with your audience
- giving as much detail as possible
- being well organized
- making the audience laugh
- planning and rehearsing
- including relevant content
- speaking effectively
- writing a script and reading it carefully
- _____
- _____
- _____



Exercise 4

Think about the three features from Exercise 3 that you should not have selected. Why are these things unimportant and inappropriate for a university presentation?