Part One

# **Presenting and Lecturing**

# Features of spoken language

# 1. Spoken and written language

Unlike readers of a text, listeners do not have the opportunity to backtrack, pause, or process the message at their own pace. To facilitate comprehension, the language of your presentation should therefore be different from the language used in an article.

# 1.1 Skim these two excerpts from lectures and note down any differences with written prose.

#### ■ EXCERPT 1

Um, let's talk about psychological tests. So there's interviewing, um, which is my personal favorite way of trying to figure out what's going on. But there're also tests, and these can be used obviously in a much broader sense you can give the test to a lot of people at the same time ... um sometimes they can be very helpful in trying to get a grip on ... um specific issues that you're trying to assess

And when we talk about tests we always have to talk about validity and reliability, and this is stuff that is probably familiar to you from Introductory Psychology. Uh, all these kinds of validity that you have here on your, um, in your notes, are fancy names for what is basically common sense. And since you've got the definitions right there i'm gonna go through this pretty fast, and just give you examples. Face validity is that you're giving a test that measures what it appears to measure. Um, basically if you're asking, if you're doing a test of anxiety you want your questions to look like they're anxiety questions. You want them to ha- say things like you know do you ever feel panicked or nervous, does your stomach ever feel upset, do you ever have a hard time falling asleep right very sort of straightforward ... tests should be look like tests of what they are.

### ■ EXCERPT 2

And that's a problem with human research. Um, but ... there was a a whole series of of experiments, most of them in cats by a guy named Barry Jacobs at Princeton at this time so this is getting into the seventies, early eighties now. Where ... basically what he did was characterize the behavioral profile of a whole variety of hallucinogen-hallucinogenic agents in cats as as well as a bunch of studies in rats. Okay so he he just looked at the behavior of the animals very carefully when they were given mescaline or LSD or uh, uh psilocybin and a whole variety of hallucinogens. And, what he found was is that animals show very characteristic changes in their patterns of behavior, under hallucinogens, that are unique, that is they're different than the patterns of behaviors you see under psychostimulants or under opiates, under amphetamine under cocaine under PCP. (MICASE)

# Typical features of spoken language

- VOCABULARY
  - use of colloquial words and phrases (e.g. stuff, lots of, pretty fast)
  - use of approximation and vague language (e.g. these kinds of ..., sort of ...)

#### SYNTAX

- less complex sentences
- coordination (e.g. and, so, but) rather than subordination (e.g. although, resulting in)

#### DISCOURSE STRUCTURE

- typical discourse markers: Now, OK, So, Well, Right
- repetition, previewing and reviewing (e.g. What this boils down to is ...)
- references to "here and now" (e.g. As I said earlier, As you can see from the graph ...)

The audience will find it difficult to follow your talk

 if lexical density is too high (= the proportion of content words to the total number of words)

After reviewing the nature and the extent of the recent growth of business services in Britain, the wider significance of such growth will be examined.

→ I will first review the nature of the recent growth of business services in Britain and try to determine how large this growth is. Then, I will go on to examine the wider significance of such an increase.

- if you frequently use nominalisation
  - **Discussion** of these factors will be followed by the **identification** of a number of conclusions common to both countries.
  - → I will first discuss these factors, and then identify a number of conclusions that are common to both countries.
- if the verb is too far removed from the subject;
  - **Our attempt** to confirm the association between asymptomatic bacteriuria and increased mortality among ambulatory elderly women **failed**.
  - We were unable to confirm the association between asymptomatic bacteriuria and increased mortality among ambulatory elderly women.

# 1.2 Rewrite the following sentences to make them more suitable for a spoken register.

- The present research project comprises methods development and application of mathematical simulations to real world engineering problems in three principal areas.
- 2. Far right ideologies have therefore been the focus of renewed academic and since the recent European election political interest.
- 3. New research into the effects of sedentary behaviour has called into question the commonly held assumption that obesity and TV viewing are directly related.
- 4. In this section, some of the basic tenets of Young's argument are examined and compared with existing textbook interpretations. The latter are shown to be extremely reductive, as they ignore both Young's interest in non-empirical conditions and his criticism of the traditional understanding of the transcendental.

- 5. Improving quality of information for patients is a question of the media used, but equally of the quality of the content, currently a much neglected area.
- 6. Despite its high prevalence in this patient population, depression remains one of the most underdiagnosed and thus undertreated disorders, exerting detrimental effects on cellular immunity, including those aspects of the immune system affected by HIV.
- 7. Thus, the assumption of a causal relationship between employee satisfaction and increased productivity made in the study can be questioned on the basis that it might lead to overestimates as well as to underestimates of the competitiveness effect.

# 2. Colloquial vocabulary

Presentations and lectures are generally delivered in a more conversational style. This decreases the distance between speaker and audience. Words and phrases like things, a recap or a whole lot, which would not be appropriate in academic writing, are quite common in presentations and lectures.

The following pages contain examples of colloquial phrases in spoken contexts. Select 3 that you would like to use yourself in the course of a presentation or lecture.

### Getting started

I'll first give you the framework, and then I'll flesh it out.

Could we just pick up where we left off yesterday?

OK, so we're all done with methods, and today we're going on to biopsychology.

Let's begin with **just a quick recap** of last week.

I want to start off today by saying a few things about...

And there are a few others that I'll just **run through** really quickly.

## Coming up against problems

There are many ways of **tackling** this kind of problem.

And now we're getting into some **tricky** territory.

There were hardly any data to fall back on, so we had to start from scratch.

It is difficult to pin down the factors involved.

This kind of problem has **cropped up** before.

As you can see, it does a pretty bad job of estimating temperatures in South America. We're still struggling to **figure out** how we might be able to integrate this in the research.

# Recapitulating & winding down

Let me first recap. Let me just **backtrack** a little. OK, that's about it for today. See you next week! I think that **pretty much covers** everything we need.

2.2 Insert the correct prepositions.
<ol> <li>Are you</li></ol>
2.3 One of the best ways to make your spoken English more natural is to use some of the many expressions with the verb <i>get</i> . Complete the sentences below with an appropriate word from the box.
HANG - ON - TO - DOWN - GOING
<ol> <li>So, let's just get</li></ol>
INTO – ACROSS – DOWN – BACK – STARTED
<ol> <li>Perhaps we'd better get</li></ol>
2.4 Which of these discourse markers are typical of conversational style?
In addition – anyhow – furthermore – therefore – by the way – let me recap – what's more – incidentally – OK so – in conclusion – right – well – actually – the thing is – by contrast – and besides
Part III, Unit 1 contains additional practice on colloquial vocabulary.

# **Structure**

### 1 Introductions

Presentations often start in the following way:

#### **GETTING STARTED**

Good morning. I'm very happy to be here today, to talk about ...

Thank you. (directed at chair)

Hello everyone, including those joining us online. Can everyone hear me?

#### SETTING THE SCENE AND INDICATING A GAP OR PROBLEM

In this presentation, there has been much interest in the issue of ... But, surprisingly, few studies have looked into ...

X is/has become a crucial issue in ... . But despite its importance, little is known about ...

One of the problems we're facing is ...

So far, X is not fully understood.

#### STATING YOUR PURPOSE

In this presentation, I will show how some of the methods we have used previously for ..... can be applied in this context. Today, I'd like to show you how we've tackled some of the other questions ....

I'd like to tell you a little more about our project, and how we would like to investigate/examine/explore ...

### OUTLINING STRUCTURE OF THE TALK

First, I will outline the objectives – what is the need we are addressing? In a second part I will discuss one way we have found useful for ... And finally, I will illustrate how we have addressed some aspects of ... Use the introduction to pique the audience's curiosity: just as in a story, where the narrator introduces the hero and their quest to overcome an obstacle, you can explain the relevance of your field and the problem or issue you're trying tackle with your research. Also provide an outline to sketch the macrostructure of your presentation.

Classes often start in a similar way, with lecturers greeting the audience and briefly announcing what will be covered in the lecture. Often, a short recap of the previous class is included.

Good morning. Today we're going to be talking about polyprotic acids, which are acids that have more than one easily ionizable hydrogen, and among the most important of these are the amino acids, which exist in proteins and peptides, and so we're going move to those as soon as we \_ cover some of the basics, with \_ some simpler, polyprotic acids. I have on the board acetic acid, as the \_ archetypal carboxylic acid, and then i have two... diprotic acids, succinic acid <pause while writing on blackboard> and adipic acid. (MICASE)

The topic for today's lecture is river floodplains, and what we're gonna be doing is, first I wanna talk about the larger picture what it means, a watershed is and what drainage basins are. And then we'll look at some specific drainage patterns which are actually, on page ninety-five I think, yeah in your coursepack. And then we'll talk about the different processes, that are, that go on surrounding a river, followed by the specific landforms of the floodplain, the climate of the floodplain, soils and vegetation of the floodplain. And then if we have time we'll look at slides, of, um last week's lab, when we went to Sharon Hollow. Okay, so the first thing, is talking about this idea of a ... (MICASE)

Okay there's one more issue with the readings but I think I can get to that more naturally as part of the the discussion so let's get started. <pause> Let's begin with just a quick recap of last week, in which we collapsed something like three or four centuries of development into basically two two class meetings and so didn't do it nearly as much justice as, as it deserves. But here's what we saw. Sort of the main points... that the Enlightenment and machine production of factories basically dealt a mortal blow to to feudal- to the system of feudalism in in Europe. (MICASE)

Don't deal with this part too quickly: the audience needs time to adjust, so don't rush through your first slides or your introductory remarks. Once people know what you're going to deal with (and why), and they have an idea of the general structure of the talk, it becomes easier for them to absorb and process new information.

## 1.1 Outlining

Below you will find a number of ways to state the purpose of your presentation. In pairs, complete the sentences using the words given. Take turns: student A combines the 3 sentences with the number 1. Then student B does the same with those numbered 2 etc. Repeat the exercise, until you can use these phrases automatically.

### In this presentation/lecture, I'd like to

TAIK INTRODUCE EXPLORE TAKE REPORT TELL

- 1. ..... to you about our project.
- 2. .... you about my research.
- 3. ..... you to the fascinating topic of data protection.
- 4. ...... a look at the impact of the media on our everyday lives.
- 5. ..... on the results of a study on risk analysis.
- 6. ..... the issue of school effectiveness.

### I'll start by

#### MAKING DESCRIBING BRINGING GIVING FILLING LOOKING

- 1. ..... you in on the general background.
- 2. ...... a few preliminary **remarks** on the methodology I used.
- 3. ..... you up-to-date on developments at EU level.
- 4. .... recent technological developments.
- 5. ..... you an overview of current theories.
- 6. ..... at the main indicators of school effectiveness.

### ... and then I'll go on to

### PUT DISCUSS MAKE HIGHLIGHT TAKE EXAMINE

- 1. ..... you through a couple of practical applications.
- 2. ..... the implications of my results.
- 3. ..... a number of recommendations to improve existing legislation.
- 4. ..... the situation into some kind of perspective.
- 5. ..... three key methodological features.
- 6. ..... how internal school processes influence learning.

# 2. Signposting

The overall structure should not only be referred to at the start of a presentation or lecture. It is important to remind listeners of the structure and to indicate transitions. You can do this by means of "signposts", words and phrases that guide your audience through your presentation or lecture, and show how parts are connected. A typical problem for many non-native speakers, even if they are fairly fluent in English, is that they lack this type of vocabulary. As a result, the different parts of their talk are not well "glued together".

2.1	Study the following signposting expressions for a few minutes. What is the under-
	lying metaphor? Cover the page and try to recall 5 different expressions.

I should state **at the outset** that the goal here is not **to arrive** at truly predictive models. A lot of this lecture will be concerned with **going over ground we've covered before**. Let me just **go over** that argument very quickly. I hope you don't **get lost** in the details. Feel free to ask any questions you like **as we go along**.

Moving on to the question of the US market, ...
That brings us to the second point ...
But before we get into that, can I just jump ahead to ...
We'll take a shortcut here.
Let me just skip the next two slides.

**To go back** for a moment to what we were discussing earlier, ... **To return to** our analogy, how do we avoid the ... Let me just **backtrack a little**.

To digress for a moment, let's consider ... But let's not get sidetracked. I'm getting a little ahead of myself. To get back to what I was saying.

# 2.2 Test your signposting language.

What would you say if you wanted	Now find one or two alternatives on the following pages
TO MARK THE TRANSITION TO A NEW TOPIC	
To direct your audience's attention to a graph or slide	

TO PARAPHRASE	
To introduce an example	
To refer to a previous point	
To summarize some points you have made	
TO CONCLUDE	
To invite questions	

The following pages offer a range of signposts commonly used in presentations and lectures. A useful approach is to select two or three phrases that you plan to use during your next talk. Once these have become part of your repertoire, you can select a few new phrases for active use. In this way, you can gradually expand your range of phrases.

### Getting started

Now, what I'd like to do today is ...
The focus of my presentation is on ...
I'm going to divide my presentation into four parts ...
X consists of / comprises three categories. First, .... . A second category ...
In particular, my focus is on ...
So, what are we going to cover today?

# Referring to a previous point

As for methodology, I already mentioned that ... Let's go back to ... for a moment ... Going back to a point I made earlier ... As I said at the outset ...

### Starting or announcing a new point

The next point is ...

OK, now ... (falling intonation + pause)

Right ... (falling intonation + pause)

Well, let's turn to the question, what can we do?

That brings us to ...

Moving on to ... / To move on to ... / If I could just move on to ...

This principle also extends to ... as I will explain in a moment.

I'll talk about that in due course.

I'll come back to these in a second, but for now ...

And finally we have ...

Any other comments before I turn to ...?

### Referring to visuals (see also Unit IV: Graphs and charts)

I'd like you to look at this chart ...

The graph we're looking at very clearly demonstrates that ...

I'd like to draw your attention to ...

The vertical / horizontal axis represents ...

If you look at the third sentence, you'll notice that ...

Let's take a closer look for a moment at ...

# Giving an example / elaborating

I'll just mention one example.

To give you an example, ...

Take X

One of the most common ... is ...

I'd like to expand on that a little before we move on ...

To elaborate on that a little for those of you who aren't familiar with ...

### **Expressing reasons & connections**

There's a pretty obvious reason why.

So this means that ...

And this had led to ...

On top of that ...

And, what's more, it's also ...

This ties in with ...

### Restating

All this says is ...

My point is that ...

So, in other words, what I'm saying is that ... This is not to say that .... To put that another way, ... Basically, it comes down to this ....

### Aside markers

Incidentally, you again want to compare this with ... By the way, ... X doesn't really concern us here at the moment ... To digress for a moment, let's consider ... Let me just make a parenthesis. Perhaps I should just mention that ...

### Inviting (interim) questions

Right?

Do you see what I'm saying?

Does that make sense?

Any questions on this part? No? So, shall we talk about part B then? Before we get going with the next unit, are there any questions about anything?

2.3	Fill	the	gaps.
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- 1. A lot of this lecture will be concerned with g..... over ground we've co..... before.
- 2. Feel free to ask ...... questions you like as we go along.
- 3. I'll talk about that in d......course.
- 4. I'll touch ..... this subject very br.....
- 5. Well, let's t..... to the question, what can we do?
- 6. That **b**..... **me to** my second point.
- 7. M..... on to methodology, I would like to highlight two things.
- 8. I'd like to ...... your attention to the vertical axis.
- 9. Let's take a closer ...... at these figures.
- 10. To p..... that another way, we define meaning in terms of human assumptions.

# 2.4 Fill the gaps.

- 1. I'd like to **e**..... **on that** a little before we move on.
- 2. I'll just g..... one example.
- 3. So, basically, multilevel governance ...... down to three things.
- 4. So, to **get b**..... **to** what I was saying, ...

5.	I said at the outset, this is a highly complex process.
6.	Sorry, perhaps I didn't make myself
7.	So, just to give you the main p again,
8.	Well, that more or less w things up.
9.	I hope I have <b>s some light</b> on this issue.
10.	So I think I'll I it at that. Thank you.

# 3. Concluding

Do not finish a presentation abruptly: wind down gently in two stages.

11. I would now be happy to t..... your questions.

First, use a signpost to tell the audience you're about to conclude, and summarize your main findings or state a take-home message. If you are using slides, make sure the slide heading also signals this is the concluding slide. Then deliver your very last sentence, using a falling intonation to indicate you have finished.

In conclusion ...
I'd like to conclude by ...

In short, ...

To tie this up ...

OK so (level intonation, no pause) what I've done is to ...

To recap on the main points ...

What I have been arguing in this lecture is ...

So the key point to bear in mind is ...

Well, that more or less wraps things up. I would now be happy to answer any questions you may have.

OK, I think I'll leave it there. I look forward to your questions and feedback.

OK, I think that I've covered everything I wanted to. Thank you. (often accompanied by a nod)

Any questions before we wrap up? Okay, that concludes it then, thanks.

I hope I have shed some light on ... I would now be happy to take your questions.

If you have any questions, I'd be pleased to answer them now.

So with that I'll quit. Thank you very much.

Thank you. (often accompanied by a nod)

# Highlighting and clarifying

Good presentations involve more than a good structure. You also need to be able to focus your audience's attention on the main points and to explain difficult aspects adequately.

# 1. Highlighting

The following devices can be used to highlight important / new topics and points:

# **Topic markers**

```
With regard to ...
The question then is ... / and then perhaps the most important question is ...
Now, turning to ...
Let's move on to ...
On to ...
```

### **Questions**

Now, how can we understand this paradox? And why is this the case ...? And what does that mean?

### **Emphasis** words

```
The main point I'd like to emphasise here is ... I should emphasize that ...
The key issue is ...
We should bear in mind that ...
And / But the thing is ...
I want to highlight ...
```

#### Word stress

No, although they DO want to improve this. There are a number of different factors, and PERSONALITY is one of them. There is, however, ONE aspect that ...

# Pseudo-cleft constructions (What .... is ....)

What accountants do is spread it over several years.

What I want to do is simply reorganize all that information.

What I've done is skip the second step.

So, what we're aiming for is a functional approach.

Study these examples of pseudo-cleft sentences. Notice how you can choose which part to emphasize, by placing the words you wish to stress after "is":

We would also like to analyze why these dimensions are critical.

- → What we would like to analyze is why these dimensions are critical. (stresses why these dimensions are critical)
- → What we would like to do is analyze why these dimensions are critical. (also stresses analyze)

Now rephrase the sentences in the exercise below using a pseudo-cleft construction. Emphasize the underlined words.

- 1. I'd like to move on now to the question of evidence.
- 2. I'm going to describe the main differences between the two.
- 3. I've tried to put our recent difficulties into some kind of perspective.
- 4. Today, I'd like to tell you a little more about stress responses in plants.
- 5. So I'm saying that this is a difficult issue.

Note how speakers often repeat the introductory part of the sentence (as in the second sentence below):

What I'm going to do is label these individually.

What I'm going to do is I'm going to label these individually.

# 2. Clarifying

The points you make become much clearer to the listener if you

# **Paraphrase**

```
In other words, ...
To put it differently, ...
So what I'm saying is that ... (note the use of the -ing form)
```

# Spell out the implications

```
These statements are standardized, so you can't ... ... , which means ... If ... , then this may indicate that ...
```

# Make the scope clearer by the use of contrast

```
So, in this sense it is different from ...
This might appear ... but in fact ....
```

# Use an example

```
For instance, ...
A typical example of ...is ....
I've got a slide here that illustrates how that works.
So suppose we define E-of-S-C as the expected travel time.
So let's imagine we're using P-P prime.
Say you switch the temperature at this point to some other temperature T-S.
```

For a good example of a speaker using a number of these strategies, watch the clip on Sofia.