Homework: Consider pair presentations (i.e., a presentation done   
with two members). Imagine two scenarios: in this classroom,   
and in one of the large classrooms. Sketch possible speaker   
arrangements and how those arrangements would be used in the  
presentation.

Class #4 (May 7, 2013)

Possible arrangements … might be helpful to consider this as a matrix.

* Front and back
* Next to each other – cooperation: speaker + computer operator,  
  speaker + helper,
* Two equal speakers – discussion, interview
* One speaker, one question person
* Sitting in audience, monitoring audience; second person speaking
* Both standing … minimally effective ☹
* One standing, one sitting

Motion? In one place?

Some language thoughts and comments …

*http://people.engr.ncsu.edu/txie/publications/oral\_presentation\_skills.pdf*

Transitions – tie together the parts of your presentation, and

hopefully do so smoothly …

1. Your opening … “Good afternoon.”

Thank you for …

Introduction – self &/or topic

“Today I would like to speak about …”

“The subject (topic) of my talk (presentation) today is …”

“I plan to speak about …”

*? – Do you need to explain your rationale?*

“My presentation today is to fulfill one requirement …”

*? – How about mentioning the scope of your talk?*

“In this brief talk today, I will explain …”

“I will explain …, after which we will have time for questions.”

“We will have time for questions at the end of today’s talk.”

“Feel free to ask questions at any time.”

“Please feel free to interrupt with any questions.”

1. Transitions between parts

“At this time, I’d like to turn to …”

“At this point, let’s look at our first part.”

“Let’s move on to …”

“Having talked about A, let’s turn our attention to B.”

“Having looked at the background, let’s address the …”

“Now the \_\_\_\_\_.”

“Now that we’ve looked at A, let’s turn to B.”

“This finishes my first point, and now I’d like to …”

? – “First, …”? “Firstly, …”?

First / Second / Third / … / Finally

* *Consider using question forms.*

“What methods did I use to investigate this question?”

“What results emerged from this study?”

“Thus, what conclusions can we glean from this?”

*(imagine in your methodology section)*

“What exactly could be used to answer these research questions?”

*(a common beginning to the end …)*

Thus, what have we learned?

So what have we learned?

I will post these notes and additional phrases on our class webpage.

Homework: next week, make a presentation (topic free), the purpose   
of which is to practice these phrases. You could use a presentation   
made for another class, one based on your policy paper or a part thereof,   
or one developed from scratch.

Consider the logistics of your presentation, too …

HW: prepare a presentation that invokes a sequence. This could, of course, use part (or  
all!) of your research. I can imagine, for example, you covering your literature review  
with its three (or four, or five, or …) parts. You could also present your policy paper,   
which also has a variety of parts.