



## Go The Distance

### Turning your project into a presentation

#### 1. Preparing for your presentation – pronouncing key words

One key difference between project assignments and presentations is that you will be talking to your tutor and a group of your fellow students – whether that's online or face to face. You need to make sure that your audience can understand what you're saying, so it's important that your pronunciation is clear and can be understood. But how do you decide which words you are going to practise pronouncing correctly? By focusing on key words and phrases relating to the topic of your presentation.

Let's look at an example. Kasia is studying Politics and International Relations and she has to give a presentation on 'Basic Terms and Concepts in Marxism'. Here are some of her notes. Which words and phrases do you think are difficult to pronounce?

#### Basic Terms and Concepts in Marxism

##### 1. Marx's philosophy: Materialism

Human race is defined by:

- ability to produce objects
- the meaning and satisfaction we can find in this

material and economic facts of a society = the base  
cultural forms, ideologies, etc. = the superstructure  
base determines superstructure

##### 2. Marxist view of history

Three historical periods:

- pre-capitalist
- capitalist
- post-capitalist

Production is organized in different ways in each historical period.

Changes in technology lead to changes in social & economic organization.

Changes in social & economic organization lead to transition from one state to the next.

Forms of economic production are always becoming more rational.

## Activity 1

Which words do you think Kasia will choose to practise pronouncing? You can find some suggested answers and explanations at the end of this document.

## 2. Useful phrases for your presentations

When you're giving a presentation, it's important to make sure your audience knows what's happening. Giving them information about yourself, the structure of your session and letting them know when you've got to the end – these will all give you the best chance of delivering a great presentation. Take a look at these useful phrases.

### Phrases for starting your presentation

- Good morning. My name is [your name] and today I'm going to talk about...
- Hello. I'm [your name], as you know, and in this presentation I'd like to tell you about...
- My presentation today will have four sections.
- First I'll explain...
- Then I'll discuss...
- My final section will concern...
- If you have any questions, I'd be happy to answer them at the end.

### Phrases for the middle of your presentation

- Now I'd like to turn to...
- This brings me to the next section, which is...

### Phrases for finishing your presentation

- Thank you for listening. If you have any questions, I'd be happy to answer them.

## Activity 2

Read these extracts from student conversations about their presentations. What did they do wrong? Choose the most likely explanation from the options a, b, and c. You can find the answers at the end of this document.

1. Sacha: "I thought my presentation was going quite well – but my audience seemed very bored, and nobody asked any questions at the end. After the presentation, I asked one of my classmates why everyone was so quiet and disinterested – he said that nobody could understand what I was saying!"
  - a. He didn't divide the presentation into sections.
  - b. He didn't practise the key words.
  - c. He used inappropriate pictures on his slides.

2. Mercedes: "The first part of my presentation was OK, but then I got 'stuck' – I couldn't remember what I planned to say next, and then I forgot everything. I had to end my presentation early. It was so embarrassing!"
  - a. She tried to memorize the whole presentation.
  - b. She didn't tell the audience when she was changing topics or slides.
  - c. She didn't spend enough time preparing.
3. Mario: "I think I spoke quite well, but all my classmates were laughing at my slides! Every time I changed to a new slide, they laughed more!"
  - a. He didn't tell the audience when he was changing topics or slides.
  - b. He didn't make eye contact with the audience.
  - c. He used inappropriate pictures on the slides.
4. Ganc: "On one of my slides I put six very important graphs, which showed the results of my experiment. At the end of my presentation, several people asked me strange questions. These questions showed that the audience did not understand the graphs at all."
  - a. He didn't give the audience a summary of the structure at the start of the presentation.
  - b. He put too much information on the slides.
  - c. He didn't put references on the slides.
5. Yuki: "My tutor looked a little embarrassed all through my presentation. The other students were chatting with each other and playing on their phones."
  - a. She forgot to introduce herself at the start of the presentation.
  - b. She didn't provide a list of references at the end.
  - c. She made eye contact only with the tutor.

### More

Remember to check our Academic Writing webpages for information and activities to practise:

- Academic vocabulary
- Understanding assignment questions
- Writing effective paragraphs
- Citing sources correctly
- And more!

You can find these materials at

<http://www.bbc.co.uk/learningenglish/gothedistance/academicwriting>

## Answers

### Activity 1

Kasia decided to work on pronouncing these key words:

- Marx
- Marxism
- materialism
- base
- superstructure
- ideology
- capitalist
- economic

She chose these words because she thought that they were the key words and phrases her audience would need to identify easily in order to follow her presentation.

### Activity 2

1. b. This student didn't practise pronouncing the key words, so the audience could not understand the presentation.
2. a. This student tried to memorize the whole presentation. When students try to memorize an entire presentation word-for-word, this problem often happens.
3. c. This student chose inappropriate pictures to put on his slides – for example, perhaps the slides were decorated with pictures of cute animals.
4. b. This student tried to put too much information on their slides. As a result, the audience couldn't read the slides clearly, and so they didn't understand them.
5. c. This student only made eye contact with the tutor. As a result, the tutor felt uncomfortable, and the other students were uninterested.