![MuMiS-projekt.de logo – Mehrsprachigkeit und Multikulturalität im Studium]

Didaktischer Leitfaden

Grundbaustein (45 Min.)

des Starterkurs-Moduls

Academic Presentations in English

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Starter course

Academic Presentations in English

1. Einführung

Präsentationen sind zu einem wesentlichen Bestandteil von universitären Lehrveranstaltungen geworden. Präsentationen auf Englisch zu halten stellt für viele Studierende an deutschen Hochschulen allerdings eine besondere Herausforderung dar. Das Modul *Academic Presentations in English* des Starterkurses soll hier Hilfestellung bieten.

Auf den folgenden Seiten finden Sie die wichtigsten Eckdaten (Lernziele/Inhalte, Adressaten, Konzept und Einsatzmöglichkeiten) und einen detaillierten Leitfaden mit Ablaufschema, konkreten Vorschlägen und Tipps zur Durchführung sowie den Lösungen zu den Übungsaufgaben (*activities*).

1.1 Lernziele/ Inhalte:

Sprachliche Lernziele/ Inhalte:
- Beherrschung englischsprachiger Formulierungen, die – unabhängig von den jeweiligen fachlichen Inhalten – in jeder Präsentation verwendet werden können (z.B. Formulierungen zur Einleitung, Strukturierung, Überleitung)
- Kennenlernen des Formulierungswörterbuchs *UniComm English*

Weitere Lernziele/ Inhalte:
- Erkennen der Funktion von *signposting*
- Fähigkeit, eine wissenschaftliche Präsentation sachlich adäquat und für die Zuhörer nachvollziehbar zu strukturieren

1.2 Adressaten und Einsatzmöglichkeiten

Primäre Adressaten des Starterkurses sind deutsche und internationale Studierende aller Fachrichtungen, die im Rahmen ihres Studiums Präsentationen in Englischer Sprache halten müssen.

Er ist so angelegt, dass er im Rahmen der betreffenden fachwissenschaftlichen Lehrveranstaltung eingesetzt werden kann. Informationen zu weiteren Einsatzmöglichkeiten finden Sie unter http://www.mumis-projekt.de/starterkurs/?seite=einsatz

1.3 Dauer des Grundbausteins

Für die Durchführung des Grundbausteins benötigen Sie ca. 45 Minuten. Die Zeitangaben vor den jeweiligen Abschnitten helfen Ihnen bei der Zeitplanung.

*1.4 Modulaufbau – *Academic Presentations in English*

Grundbaustein (Core Unit) wiederkehrende fachunabhängige Formulierungen + *UniComm English* *≈45 min*	**Erweiterungsbaustein 1** (Extension Unit 1) Diagramme präsentieren *≈45 min*
	Erweiterungsbaustein 2 (Extension Unit 2) Auf Publikumsfragen reagieren etc. *…in Bearbeitung*

Der gesamte Starterkurs umfasst 7 Module, die sich einzeln bzw. in beliebiger Auswahl einsetzen lassen. Das vorliegende Material ist Teil des Starterkurs-Moduls *Academic Presentations in English.* Jedes Modul besteht aus einem Grundbaustein und bis zu zwei Erweiterungsbausteinen. Dieses Bausteinprinzip erlaubt die Beschränkung auf den Grundbaustein (Core Unit) ebenso wie die Ergänzung des Grundbausteins durch einen (bei einzelnen Modulen auch 2) Erweiterungsbaustein(e) (Extension Unit). Dieser hohe Grad an Flexibilität ermöglicht eine optimale Anpassung an die spezifischen Bedürfnisse der Studierenden und an den zur Verfügung stehenden Zeitrahmen.

1.5 Ergänzende Materialien – UniComm English

Sämtliche Starterkurs-Bausteine führen in den Gebrauch englischsprachiger Formulierungen ein, die fächerübergreifend verwendet werden können. Es handelt sich dabei um relativ festgefügte Formulierungen, die es den Studierenden erleichtern sollen, am akademischen Diskurs in englischer Sprache teilzuhaben. Eine umfangreiche Sammlung derartiger Formulierungen findet sich in *UniComm English (www.mumis-unicomm.de)*, einem Formulierungswörterbuch für die Hochschulkommunikation, das ebenfalls im Rahmen des MuMiS-Projekts entwickelt wurde.

2. Durchführung des Bausteins – Academic Presentations in English:

2.1 Checkliste

Sie benötigen die folgenden **Dateien bzw. Dokumente** für die Durchführung dieses Bausteins:

✓ **Didaktischer Leitfaden Grundbaustein:** das vorliegende Dokument
✓ **Worksheets Grundbaustein:** ausdrucken und entsprechend der Kursteilnehmerzahl kopieren[1]
✓ **Referenzmaterial Grundbaustein**: ausdrucken und entsprechend der Kursteilnehmerzahl kopieren[1]
✓ **PowerPoint-Präsentation Grundbaustein:** herunterladen

Sämtliche Dateien bzw. Dokumente stehen Ihnen zum kostenlosen Download zur Verfügung:

http://www.mumis-projekt.de/starterkurs/?seite=module&modul=4

Die PowerPoint-Präsentation wurde mit PowerPoint 2010 erstellt und ist mit einem Schreibschutz versehen. Um sie zu öffnen benötigen Sie <u>kein</u> Passwort. Sollte PowerPoint Sie dennoch zur Eingabe eines Passworts auffordern, so wählen Sie in diesem Eingabefenster die Option „schreibgeschützt" aus. Es empfiehlt sich, den Studierenden die PowerPoint-Präsentation nach dem Workshop/der Lehrveranstaltung zum Download bereitzustellen. Kündigen Sie dies ggf. zu Beginn der Veranstaltung an.

Außerdem benötigen Sie die folgende **technische Ausstattung**:

✓ **Laptop**
✓ **VGA-Kabel**
✓ **Beamer**
✓ **ggf. Mehrfachsteckdose**

2.2 Anmerkungen zur Verwendung des didaktischen Leitfadens:

Im Anschluss an dieses Kapitel finden Sie auf Seite 5 das Ablaufschema des Bausteins. Es gibt Ihnen einen guten Überblick und hilft Ihnen außerdem während der Durchführung bei der Zeitplanung.

Nach dem Ablaufschema folgt ab Seite 6 eine detaillierte Handreichung. Sie enthält sämtliche Informationen, die Sie für die Durchführung des Bausteins benötigen. Jedem Abschnitt ist ein farbiger Kasten vorangestellt, der Sie über den Inhalt, die voraussichtliche Gesamtdauer und die zugehörigen Präsentationsfolien informiert.

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[1] Die Worksheets und das Referenzmaterial stehen auf der Projekthomepage zur Verfügung. Alternativ können Sie die Teilnehmer der Lehrveranstaltung auch bitten, diese Dokumente selbst auszudrucken und mitzubringen.

Sowohl im Ablaufschema als auch zu Beginn eines jeden Abschnitts finden Sie Zeitangaben, z.B. ⏱**Dauer: ca. 3 Min.** Diese Angaben sollen Ihnen bei der Zeitplanung helfen. Betrachten Sie insbesondere die Zeitangaben zu den *activities* lediglich als Richtwert. Abhängig vom Sprachniveau der Studierenden und von der Teilnehmerzahl sollten Sie an den entsprechenden Stellen etwas mehr oder auch weniger Zeit veranschlagen.

Am rechten Rand finden Sie Abbildungen der Präsentationsfolien. Ihnen zugeordnet sind Sprechblasen, die die jeweiligen Inhalte der Folien erläutern. Sie können diese Sprechblasen entweder wörtlich übernehmen oder sie als Grundlage für frei formulierte Erläuterungen verwenden.

Hier eine kurze Übersicht über die in der detaillierten Handreichung und in der Präsentation verwendeten Symbole:

Symbol	Erklärung
	Mausklick
	Dauer
	Lösung zu den *activities*
	Einzelarbeit
	Partnerarbeit
	Gruppenarbeit
	Verweis auf weiterführende Materialien

Viel Erfolg bei der Durchführung des Grundbausteins *Academic Presentations in English*!

Ihr

MuMiS-Team Siegen

3. Ablaufschema des Grundbausteins *Academic Presentations in English*

0 Einstieg

Einführung in das Modul: Thema und Ablauf vorstellen, Interesse wecken

Zugehörige Folien: 1 – 2
Dauer: ca. 3 Min.

⇩

1 Einleitung einer Präsentation

- Englische Formulierungen für die Einleitung einer Präsentation
- Activity 1: *Sample Introduction* (ca. 5 Min.)
- Struktur einer Einleitung
- Activity 2: *Steps in an Introduction* (ca. 5 Min.)

Zugehörige Folien: 3 – 6
Dauer: ca. 14 Min.

⇩

2 Signposting

- Einführung in ein gängiges Verfahren zur Strukturierung von Präsentationen
- Activity 3: *Signposting* (ca. 5 Min.)

Zugehörige Folien 7 – 11
Dauer: ca. 13 Min.

⇩

3 Hauptteil und Schlussteil einer Präsentation

- Englische Formulierungen für die Strukturierung des Hauptteils
- Englische Formulierungen für die Strukturierung des Schlussteils

Zugehörige Folien: 12 – 13
Dauer: ca. 3 Min.

⇩

4 Presentation Practice – Phrases

- Vorstellen des Online-Wörterbuchs *UniComm English*
- Referenzmaterial: Liste mit Formulierungen für Präsentationen aus *UniComm English*

Zugehörige Folie: 14
Dauer: ca. 5 Min.

⇩

5 Weitere Tipps und Zusammenfassung

- Allgemeine Tipps
- Activity 4: *Using UniComm English – The End* (ca. 5 Min.)
- Zusammenfassung

Zugehörige Folien: 15 – 18
Dauer: ca. 7 Min.

4. Detaillierte Handreichung _Academic Presentations in English_

<div>

0 Einstieg

Einführung in das Modul: Thema und Ablauf vorstellen, Interesse wecken

Zugehörige Folien: 1 – 2

Dauer: ca. 3 Min.

</div>

Folie 1 – Titelfolie

Auf die nun folgende Einleitung in den Baustein _Academic Presentations in English_ greifen wir später in Activity 1 noch einmal zurück. Aus diesem Grund ist es sinnvoll, diesen Einstieg wörtlich zu übernehmen.[2]

"OK, shall we start? Good morning (afternoon) everyone! As you can see on the screen, our topic today is _Academic Presentations in English_ and the purpose of my talk is to prepare you for the presentations that you will be giving in this course. We'll focus on language tips and tools that can be helpful when it's your turn to stand here. This presentation will take about 90 minutes and you can download the PowerPoint presentation from [website], if you like. So you don't need to copy everything. "

Academic Presentations in English

Core Unit

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[2] Die Texte in den Sprechblasen sind so auf die PowerPoint Präsentation zugeschnitten, dass sie wörtlich vorgetragen werden können. Alternativen stehen in runden Klammern. Eckige Klammern werden dann verwendet, wenn Informationen wie z.B. Web-Adressen eingefügt werden müssen.

Folie 2 gibt einen Ausblick auf den Ablauf des Bausteins *Academic Presentations in English*.

🖱 "The presentation is divided into six parts.

🖱 First, I'd like to show you a sample introduction of a presentation in English🖱 so that you can get to know a number of useful expressions for the beginning of your talk and you'll learn something about the structure of this part of a presentation. 🖱 We'll then look at a well-established presentation technique which is called signposting. We'll find out what exactly this is, how it is done and why.

🖱 After that we'll move on to the structure of the main part and the final part of the presentation.

🖱 In the fourth part we'll have a look at a practical online dictionary which contains phrases for presentations at university and we'll put signposting into practice in a model presentation.

🖱 I will finish with some pieces of advice and 🖱 a short summary... (Please feel free to interrupt and ask me questions at any time!)

OK, so let's start with the first point: the introduction of a presentation in English."

Outline

1. The introduction of a presentation in English
2. Signposting – a presentation technique
3. The structure of the body (main part) and final part
4. Presentation practice – phrases
5. Further tips
6. Summary

2

Folie 3 führt zu Activity 1 hin.

🕐 **Arbeitszeit: ca. 5 Min.**

🖱 "The introduction to our unit on presenting in English that you have just heard was similar to many other introductions you might have heard before at the university. There are phrases you can use in many presentations, no matter what the topic is like 'OK, shall we start?'. Let's have a closer look at my introduction which you will find on page 2 of your worksheets. Study the text and underline all the phrases that can be used in any presentation, no matter what the topic is."

1. The Introduction – Useful Expressions

Activity 1: Sample Introduction
→ Worksheet

Which phrases could you use in any presentation, no matter what the topic is?

3

➕ Worksheets

Anhand von **Folie 4** können die Lösungen zusammengetragen werden.

"OK. I think you've finished. Let's see what phrases you have found. We'll start here in the front row. You *(point at the first student)* start and read out the first phrase that you think could be used in many other presentations. Then your neighbour goes on. For all of you: If you disagree, please raise your hand. Will you please start now with the first one?" 🖱

1. The Introduction – Useful Expressions

- Good morning everyone!
- As you can see on the screen, our topic today is…
- We'll look at…
- …the purpose of my talk is to…
- After that I'll move on to…
- We'll focus on…
- In the fourth part we'll have a look at…
- This presentation will take about 90 minutes…
- I will finish with…
- …you can download the PowerPoint presentation from [website], if you'd like to…
- Please feel free to interrupt and ask questions at any time!
- I've split my talk into three parts.
- OK, so let's start with the first point.
- First, I'd like to show you…

4

Klicken Sie nach jeder Antwort weiter. Die richtigen Antworten erscheinen nacheinander in der PowerPoint-Präsentation.

Mit Hilfe der folgenden Formulierungen können Sie Feedback zu den Antworten geben:

Nachdem die Lösung korrekt vorgelesen wurde:	Wenn die Lösung nicht korrekt vorgelesen wurde:
Correct. Thank you.	*Not quite. Would you like to try again?*
Yes, that's it.	*Not really. Want to have another go?*
That's right.	*No, that's not quite it. Think about it again.*
That's correct.	*Good try, but not quite right. Can anybody help?*

"The phrases that we have found are all used for a specific purpose. If you say 'OK. Shall we start?' you don't really ask a question. What this phrase does is to tell your audience that you are ready to begin and that you want them to stop talking now. In short we could say that this phrase is used for 'getting the audience's attention', which we could call the purpose or the function of this phrase. Phrases like this often mark different steps in an introduction."

Folie 5 führt zu Activity 2 hin.

🕑 **Arbeitszeit: ca. 5 Min.**

🖱 "Please turn to activity 2 on page 2 of your worksheets. The nine phrases shown can be used in the introduction to a presentation. On the right you can see nine steps that you can possibly take to start a presentation. Match each phrase to the corresponding step. The first one has already been done for you. Once this is completed, I'd like you to put the steps into a meaningful order. You should be able to complete this activity in five minutes. "

1. The Introduction – Structure

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Activity 2: Steps in an Introduction
➔ Worksheet

What are the different steps taken in this introduction?

5

➕ Worksheets

Anhand von **Folie 6** können Sie den Studierenden die Lösung präsentieren.

🖱 "Finished?

Well, let's have a look at the steps that have been taken.

1. The first step is **getting attention**. The phrase which stands for this step is in this case *Ok Let's get started.*
2. Step number two is
   🖱 **welcoming.**
   The phrase that belongs to this step is 🖱 *Good morning everyone.*
3. Look at the third step. It is
   🖱 **introducing oneself**.
   The phrase that can be used to introduce oneself is 🖱 *Most of you know me already, I'm…*
4. The fourth step that can be taken is
   🖱 **announcing the topic.**
   The phrase that belongs to it is 🖱 *The subject of my presentation is...*
5. Look at step number five. It is
   🖱 **describing the purpose.**
   The phrase that belongs to this step is 🖱 *What I want you to get out of my presentation is...*
6. And the sixth step is
   🖱 **announcing the length of the presentation.**
   The phrase that can be used is 🖱 *My presentation will take about 25 minutes.*
7. Have a look at the step after that. It is
   🖱 **talking about the availability of material.**
   The phrase that fits best here is 🖱 *I will distribute the handout after the presentation.*
8. Step number eight is
   🖱 **announcing the outline.**
   What can be said to announce the outline is 🖱 *I've broken my presentation down into three parts. First, I'll look at …*
9. The last step is
   🖱 **announcing when you will answer questions.**
   The phrase that can be used to tell the audience when you would like questions is 🖱 *I'll be happy to answer your questions at the end!*"

1. The Introduction – Structure

Phrases	Steps in an introduction	Step no.
Most of you already know me, I'm ...	describing the purpose	5
My presentation will take about 25 minutes.	announcing the outline	8
I'll be happy to answer your questions at the end.	getting attention	1
What I want you to get out of my presentation is ...	introducing oneself	3
Ok. Let's get started.	talking about the availabiliy of material	7
The subject of my presentation is ...	welcoming	2
I've broken my presentation down into three parts. First, I'll look at …	announcing the length of the presentation	6
Good morning everyone.	announcing the topic	4
I will distribute the handout after the presentation	announcing when you will answer questions	9

"It is not always necessary to take all of these steps in a presentation. Which ones you choose depends, above all, on the length of your presentation. In a short one you can concentrate on announc-ing title, purpose and outline, whereas when you are giving a longer presentation you could take all of the steps mentioned before."

2 Signposting

- Einführung in ein gängiges Verfahren zur Strukturierung von Präsentationen
- Activity 3: *Signposting* (ca. 5 Min.)

Zugehörige Folien 7 – 11
Dauer: ca. 13 Min.

Folie 7 stellt das Verfahren *signposting* bildlich dar:

"So far we have learned about phrases that can be used in the introduction. As we have already seen, they are used for specific purposes. One of these purposes is to show the way through a presentation. These phrases are used like signposts. 🖱 You know signposts from traffic. 🖱 Signs like this one show us where we are at the moment. 🖱 Where we are going may be indicated with an arrow like this. 🖱 Where we have been is displayed like this on signs."

2. Signposting – In Traffic

Siegen
University of Siegen
Köln

Where we are
Where we are going
Where we have been
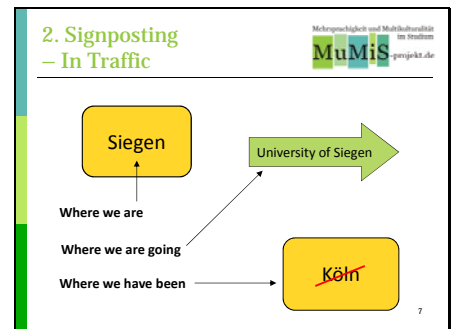
Folie 8 überträgt die genannten Funktionen der Verkehrsschilder auf die Praxis des Präsentierens.

🖱 "You can put up similar signposts in your presentation. 🖱 To signal where we are you could use the phrase *My topic today is...* 🖱 To express where we are going you might say: *We'll come back to this in a minute …* or *We'll go into more detail on this later...* 🖱 To refer to where we have been, the expression *As I said previously*… fits perfectly.

🖱 To sum up one could say that signposting in a presentation means using short phrases which point out the structure of your presentation and therefore help your audience to focus on what you tell them. They also help to remind the listeners of what you have already told them and will indicate when you are giving an outlook on what you are going to tell them later in the presentation."

2. Signposting – In a Presentation

My topic today is…
We'll come back to this in a minute…
We'll go into more detail on this later…
As I said previously…

→ Using short phrases which signal your structure and direction

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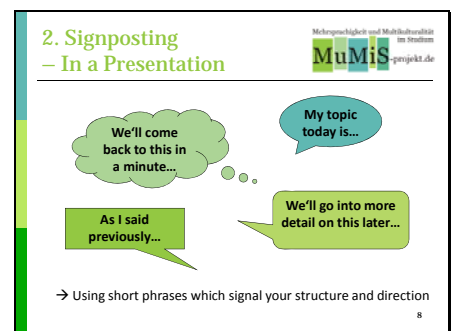
Folie 9 führt zu Activity 3 hin.

🕐 **Arbeitszeit: ca. 5 Min.**

🖱 "The next activity will help you to get an even better idea of the kinds of phrases you can use for signposting.

Take a look at activity 3 on page 3 of your worksheets.

Here you can see a map and a car that will start its journey in the bottom left corner. As it rolls along the road the driver reaches different signs that correspond with particular stages of a presentation. What would the driver say in his presentation when he reaches this point? For each of these stages you can find a phrase in the list of phrases underneath the map. Write the number of the corresponding phrase into the speech bubbles along the road. The first one has already been done with *Today I'm going to talk about…* It shouldn't take longer than five minutes to complete the task."

2. Signposting – How?	MuMiS-projekt.de
☺ **Activity 3: Signposting**	
🧍📄 ➜ **Worksheet**	
Example of:	
▫ when to use signposts	
▫ some typical English signposts	
	9

➕ Worksheets

Mit Hilfe von **Folie 10** können Sie anschließend die Lösungen überprüfen.

🖰 "OK. I think you should have finished by now. Let's see what phrases you have found. Would you *(point at a student)* like to start? What do you think, which sentence belongs to the second speech bubble? 🖰

🖰 (Number **five:** I*'ve broken my presentation up into three parts. First, we'll look at ..., then I'll show you ..., and finally I'll say a little about ...*)

What about the next speech bubble? 🖰 What do you think *(point at another student)*?

🖰 (Sentence number **nine:** *OK, so let's get started with ...*)

And then? *(point at another student)*

🖰 (Number **four:** *That's all I would like to say about ... So let's go ahead and look at...*)

🖰 What do you *(point at another student)* think, which phrase belongs to this speech bubble?

🖰 (Phrase number **two:** *Before going on, I'd just like to say a little about ...*)

After that? 🖰 *(point at another student)*

🖰 (Sentence number **seven**: *So, getting back to my original point ...*)

What about this speech bubble over here? 🖰 *(point at another student)*

🖰 (Phrase number **eight**: *Let's turn now to my last point, which is …*)

How about the next one? 🖰 *(point at another student)*

🖰 (Number **six:** *OK, so before I finish, let me summarize what we've looked at…*)

Now, what is the remaining phrase for the last bubble? 🖰 *(point at another student)*

🖰 (Phrase number **three**: *This brings me to the end of my presentation. I'm now open for your questions.*)

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2. Signposting – how?	
	2
9	7
	8
5	
	6
	3
	10

Nachdem die Lösung korrekt vorgelesen wurde:	**Wenn die Lösung nicht korrekt vorgelesen wurde:**
Correct. Thank you.	*Not quite. Would you like to try again?*
Yes, that's it.	*Not really. Want to have another go?*
That's right.	*No, that's not quite it. Think about it again.*
That's correct.	*Good try, but not quite right. Can anybody help?*
Ok. Thank you.	*Not exactly.*

Folie 11 zählt die Vorteile von *signposting* auf.

🖱 "This activity has shown quite clearly that signposting helps to make the structure of a presentation more obvious. 🖱 For the audience this has the advantage of 🖱 making comprehension easier because they can follow your structure more easily.

🖱 It also keeps up interest and attention. Even if their thoughts wander off for a moment, they can quickly find their way back into the presentation.

🖱 Furthermore signposting makes it easier to remember the content of your presentation since the audience knows exactly where to place the information they hear into a frame you provide. Remember that they only hear your presentation once and have no opportunity to go back and reread a passage as they could do with a written text.

🖱 Signposting has also advantages for you as a presenter. 🖱 It forces you to become more aware of the structure and thus ensures that you work out a clear and logical structure of the presentation. 🖱 This in turn makes you feel much more confident. 🖱 On top of this, prefabricated phrases as we use them in signposting are a way to buy time because you don't have to create them on the spot and this frees your mind to think about the content of your presentation."

2. Signposting – Why?

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- For the audience:
  - Makes comprehension easier
  - Keeps up interest and attention
  - Easier to remember the content
- For you:
  - Ensures a clear and logical structure
  - Makes you feel more confident
  - Way to buy time

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3 Hauptteil und Schlussteil einer Präsentation

- Englische Formulierungen für die Strukturierung des Hauptteils
- Englische Formulierungen für die Strukturierung des Schlussteils

Zugehörige Folien: 12 – 13
Dauer: ca. 3 Min.

Folie 12 stellt die Strukturierung des Hauptteils dar.

🖰 "Now that we have talked about the usefulness of signposting, we will see how it can be applied in the main part of a presentation. Here the focus of the presentation is on the content, or the actual message you would like to get across. We will concentrate on a very basic structure that can be applied in various presentations.

Usually you divide the main part of a presentation into different sub-parts we call points here🖰. Under each of these points you deal with a different aspect of the presentation. How many of them you have and how you divide them very much depends on the topic you are talking about and the message you would like to convey. However, using signposts in the following positions has proved to be very useful. 🖰 They help your audience to know where your first point starts, so you should indicate the beginning. 🖰 As you develop your first point, you can use signposts to mark quotations, to start talking about tables and diagrams and many other components that are part of your presentation. 🖰 At the end of each point it is useful to summarize shortly what you have talked about.

🖰 Leading over to the next point by making a transition helps your audience realize what the connection between the different points of your presentation is. They can follow your structure and thus your chain of thought more easily. 🖰 You go on with the second point where the structure starts all over again."

3. Structure
– The Body (Main Part)

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- First point
  - Indicating the beginning
    - Talking about first point
      (providing information, explaining theories, quoting others, giving examples, using diagrams, …)
  - Summarizing first point?
  - Leading over to next point
- Second point…

12

Folie 13 stellt die Strukturierung des Schlussteils dar.

🖱 "As well as for the main part, there is also a structure for the final part of a presentation. At this point you have a last opportunity to make your presentation memorable. 🖱 By summarizing your main points you remind your audience once again of what you have told them and 🖱 at the same time prepare them for the conclusions you draw. If you want to, 🖱 you can encourage them to ask questions or 🖱 you could just finish by thanking your audience for their attention."

**3. Structure
– The Final Part**

- Summarizing your main points
- Drawing conclusions
- Asking for questions
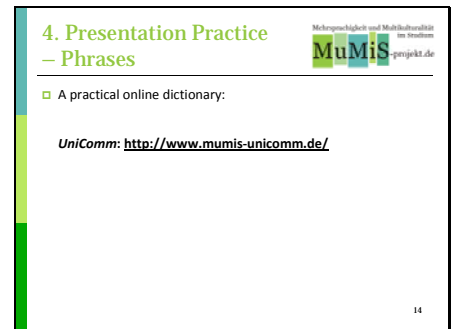- Thanking audience for listening

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4 Presentation Practice – Phrases

- Vorstellen des Online-Wörterbuchs *UniComm English*
- Referenzmaterial: Liste mit Formulierungen für Präsentationen aus *UniComm English*

Zugehörige Folie: 14
Dauer: ca. 5 Min.

Folie 14 weist auf das Online-Wörterbuch *UniComm English* und auf das Referenzmaterial hin*.*

🖱 "These are just a few examples of parts of a presentation that can be signposted. You'll find the corresponding phrases in an Online Dictionary that has been developed by the MuMiS-Team. It is called *UniComm English* and it differs from most dictionaries you know. It contains phrases like the ones you use for signposting. These phrases are sorted according to the purpose they have when they are used in academic settings. 🖱 Have a look at this screenshot which will give you an idea of what to expect from *UniComm English*. Here you can see what the structure of a presentation might look like. 🖱 Let's take as an example that you are looking for a phrase you can use if you want to announce the topic of your presentation. 🖱 By clicking on the corresponding line you'll be presented with a collection of phrases. There are more ways of accessing the information you are looking for, like an alphabetical list of speech function. We haven't got the time to explore the dictionary in greater detail here, but you can check it out yourself. 🖱 You'll find the address in your reference material, which also contains the extracts from *UniComm English* which are relevant for this unit on academic presentations in English."

4. Presentation Practice – Phrases

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- A practical online dictionary:

  UniComm: **http://www.mumis-unicomm.de/**

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Referenzmaterial

5 Weitere Tipps und Zusammenfassung
- Allgemeine Tipps
- Activity 4: *Using UniComm English – The End* (ca. 5 Min.)
- Zusammenfassung

Zugehörige Folien: 15 – 18
Dauer: ca. 7 Min.

Folie 15 gibt weitere Tipps für das Gelingen einer Präsentation. Sie könnten hier auch ein gemeinsames Brainstorming mit den Studierenden initiieren („What do you think – apart from content and signposting – could also be important for a presentation?" Als zusätzlichen Hinweis könnten Sie sagen „It may be useful to change perspectives for a moment and think about how you will be assessed.")

"Now that we have seen how to use the expressions from *UniComm English*, I'd like to give you some less language-related and more general pieces of advice:

First of all, remember to speak clearly and slowly.

Try to look at your audience. Show an interest in them. Practice speaking without looking at your notes all the time.

Make sure you know how to pronounce your keywords correctly, because it can be very distracting for your audience if you keep mispronouncing some of them. In online dictionaries like dict.cc you can listen to the pronunciation of difficult words.

Above all, you should be prepared for your presentation. Give yourself enough time to think carefully about the structure. "

Optional:
Wenn Sie noch etwas Zeit übrig haben, können Sie anregen, dass die Studierenden auf dem Notizzettel auf S. 5 der Worksheets fünf *phrases* aus *UniComm English* notieren.

🕐 Arbeitszeit: ca. 5 Min.

"Today, you have learned about a lot of phrases that you can use in presentations. You cannot remember them all at once. Go back to your reference material once again and choose five phrases that you would like to remember and use in your next presentation. Write them down at the bottom of page 5 of your worksheets."

Folie 16 führt zu Activity 4 hin.

🕐 **Arbeitszeit: ca. 5 Min.**

🖐 "In this next activity you may work with the phrases from *UniComm English* that are listed in your reference material. Turn to your worksheets, please. On page 4 you'll find activity 4. In this activity you are asked to put the scrambled sentences for the final part of today's presentation in order. On page 5 of your reference material you can find helpful expressions for the end of a presentation. You have about five minutes to complete this activity."

6. Summary — MuMiS-projekt.de

Activity 4: Using *UniComm English* – The End
→ **Worksheet**

Put the scrambled sentences together.

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➕ Worksheets

➕ Referenzmaterial

"It looks as if you are more or less ready. There are many possible solutions for this activity, not only one. Would anybody like to read out his or her end of the presentation?"

Zur Überprüfung der Lösungen können Sie einen oder zwei Studierende ihre Version(en) des Schlussteils vorlesen lassen (s. zweite Sprechblase). Die Lösung wird anhand der nächsten beiden Folien präsentiert. → S. 20)
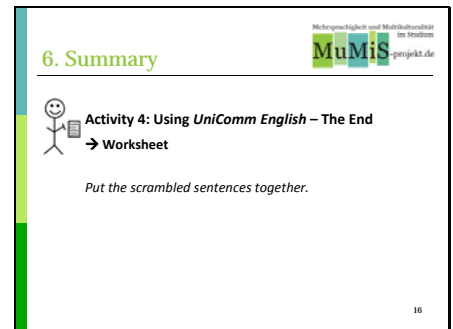
Mit Hilfe der folgenden Formulierungen können Sie Feedback zu den Antworten geben:

Nachdem die Lösung korrekt vorgelesen wurde:	**Wenn die Lösung nicht korrekt vorgelesen wurde:**
Correct. Thank you.	*Not quite. Would you like to try again?*
Yes, that's it.	*Not really. Want to have another go?*
That's right.	*No, that's not quite it. Think about it again.*
That's correct.	*Good try, but not quite right. Can anybody help?*
Ok. Thank you.	*Not exactly.*

Folie 17 fasst die Inhalte des Grundbausteins des Moduls *Academic Presentations in English* noch einmal zusammen und präsentiert die Lösung von Activity 4.

„Now we are turning to the end of the presentation, and the following two slides look exactly like the ones you were writing a final part for in activity 4. Here is my suggestion for the final part.

🖱 "Let's summarize briefly what we've looked at today. We started off by looking at steps you can take in your presentation. 🖱 Some of these steps can be marked by signposts. So we went on by looking at what signposting is and why it is done.

🖱 I've introduced you to more useful phrases and shown you where to find them online. 🖱 At the end I've given you some more practical tips for giving a presentation."

6. Summary

So we went on by
Now Let's summarize
looking at
briefly what we've
looked at today.

- what steps you can take in your presentation
- We started off by
looking at
- what signposting is + why it is done
looking and I've
- some useful phrases for your presentation
+ where to find more (*UniComm English*)
given you
- more and shown you

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Folie 18 ist noch einmal die Start-Folie, die eine mögliche Lösung zu dem zweiten Teil von Activity 4 präsentiert.

🖱 "Well, that's it. 🖱 I hope you've enjoyed this session on academic presentations in English and that the phrases and strategies you have heard about today will help you feel more confident about making your own presentations. The key to becoming a good presenter is to practice.

Therefore I'm really looking forward to all of your presentations. (So I hope you'll jump at the next opportunity to give a presentation.)

🖱 And all that's left is to say thank you for your attention."

Academic Presentations in English

Well, that's it!

I hope you've enjoyed this session on…

Core Unit

And all that's left is to say thank you for your attention!

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