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English for Public Speaking and presentations



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**Англійська для публічних виступів і
презентацій**

**English for Public Speaking and
presentations**

Навчальний посібник
для здобувачів освіти третього освітньо-наукового рівня вищої освіти

Глухів – 2023

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А 64

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Метою навчального посібника є формування у здобувачів освіти третього освітньо-наукового рівня компетентностей, пов'язаних з публічними виступами англійською мовою.

Посібник створено в межах освітнього компонента «Наукова англомова комунікація». Він містить тематику та матеріали практичних занять, завдання для самостійної роботи та самоконтролю здобувачів освіти, довідкові матеріали та рекомендовану літературу зі змістового модуля «English for Public Speaking and Presentations».

Посібник призначено для здобувачів освіти третього рівня вищої освіти, а також широкого кола читачів, які прагнуть удосконалити навички публічних виступів відповідно до міжнародних стандартів.

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ПЕРЕДМОВА

Протягом академічного та професійного життя нам доводиться часто виступати публічно чи робити презентації. Така необхідність зумовлюється великою кількістю причин: від представлення результатів дослідження до презентації нового винаходу. Успішний публічний виступ є одним із найефективніших способів донести своє повідомлення аудиторії. Оволодіння стратегіями публічних виступів робить людей сильними кандидатами на різноманітні посади та може зробити їх більш впевненими в цілому.

Набуття навичок публічних виступів аспірантами є важливим в контексті їхнього професійного спілкування та представлення результатів власних наукових досліджень відповідно до сучасних вимог. Оскільки англійська мова наразі є мовою міжнародного спілкування та дуже широко використовується в міжнародному освітньо-науковому просторі, практичне знання лексики та методів, які використовуються під час публічних виступів та презентацій англійською мовою, є надзвичайно важливим для молодих науковців. Високий рівень сформованості презентаційних навичок допоможе їм як у приготуванні ефективних презентацій, так і зробить більш впевненими під час самого виступу, що вплине на підвищення академічної та професійної довіри.

Цей посібник створено з метою формування презентаційних навичок англійською мовою на кожному етапі публічного виступу, від підготовки до завершення та сесії запитань і відповідей.

1




Let's get started

Presentation: welcoming the audience, introducing yourself and the topic, dealing with nervousness


1. Answer the questions below


- 1) How often do you give presentations in your job?
- 2) Who do you normally present to? (Colleagues, customers, students etc.)
- 3) When was the last time you gave a presentation in English?
- 4) Was it a success? If yes, why? If not, why not? Explain your answer.
- 5) How do you feel about presenting in a foreign language?
- 6) Think of an excellent (or terrible) presentation that you have attended/ what made it good (bad)?


2. Listen to the opening sentences of the three presentations and complete the table

	Presentation 1	Presentation 2	Presentation 3
			
Presenter's name			
Presenter's position/function			
Topic of presentation			
Who is the presentation for?			

3. Which presentations are formal and which less formal?**4. Listen to the openings again and complete the sentences**

Presentation 1	
1 _____, let me thank you all for being here today. 2 Let me _____ myself. My name is 3 I'm here today to _____ our new semi-automatic shelving system. 4 My talk is _____ relevant to those of you who _____ for the different parts we supply.	

Presentation 2	
5 I'm happy that so many of you could _____ today at such short _____.	
6 As you can see on the _____, our _____ today is project documentation.	
7 This is extremely _____ for all of us who are directly _____ in international project management, right?	

Presentation 3	
8 I'm _____ that you all have very tight _____, so I appreciate you taking the time to come here today.	
9 As you _____ know, my name is I'm the new _____ manager here at Weston Ltd.	
10 Today's topic will be very important for you as _____ since _____ your help to evaluate and select candidates for training.	

5. Put the sentences 1-10 from above in the correct category (a-d)

A saying what the topic is:

B welcoming the audience:

C saying who you are:

D saying why the topic is relevant for the audience:

6. Match these less formal phrases with the more formal phrases in the table.

What I want to do today is ... I know you are all very busy ... As you know, I'm ...

OK, shall we get started? It's good to see you all here. Hi, everyone.

Today I'm going to talk about ... In my talk I'll tell you about ...

More formal	Less formal
Good afternoon, ladies and gentlemen	
Today I would like to	
Let me just start by introducing myself. My name is	
It's a pleasure to welcome you today.	
In my presentation I would like to report on....	
The topic of today's presentation is	
I suggest that we begin now.	
I'm aware that you all have very tight schedules ...	

7. Now practice the opening of a presentation. Use phrases from the box and follow the WISE flow chart.



OPENING A PRESENTATION	
<p>Welcome the audience Good morning/afternoon, ladies and gentlemen. Hello/Hi, everyone. First of all, let me thank you all for coming here today. I'm happy/delighted that so many of you could make it today.</p> <p>Introducing yourself Let me introduce myself. I'm Dave Elwood from ... For those of you who don't know me, my name is As you probably know, I'm the new HR manager. I'm head of the department here at the university. I'm here in my function as the Head of Controlling.</p>	<p>Saying what your topic is As you can see on the screen, our topic today is.... Today's topic is ... What I'd like to you today is The subject of my presentation is</p> <p>Explaining why your topic is relevant for your audience My talk is particularly relevant to those of you/us who ... Today's topic is of particular interest to those of you/us who ... My/The topic is very important for you because ... By the end of this talk you will be familiar with ...</p>
<p>!!! Remember to use words like <i>we, us, and our</i> to highlight common interest</p>	

STRUCTURING A PRESENTATION (1)	
Most formal – and many informal – presentations have three main parts and follow this simple formula:	
1 Tell the audience what you are going to say! 2 Say it! 3 Tell them what you said!	= Introduction = Main part = Conclusion
There are several ways you can tell the audience what you are going to say	
<p>would like + infinitive <i>Today I'd like to tell you about our new plans.</i> <i>This morning I'd like to bring you up to date on our department.</i></p>	<p>will + infinitive <i>I'll begin by explaining the function.</i> <i>I'll start off by reviewing our progress.</i> <i>After that, I'll move on to my next point.</i></p>

I've divided my presentation into three (main) parts: x, y, and z.

In my presentation I'll focus on three major issues.

First (of all), I'll be looking at ..., second ..., and third ...

I'll begin/start off by explaining...

Then/Next/After that, I'll go on to ...

Finally, I'll offer some solution.

!!! The most common way to structure a presentation is to have three main parts, and then subdivide them into (three) smaller sections.

9. Complete the sentences with the words in the box.

after all areas divided finally start then third

1

I'll be taking to you today about the after-sales service plans we offer. I'll _____¹ by describing the various package in detail.

_____² I'll go on to show you some case studies. _____³, I'll discuss how you can choose the plan to meet your customers' needs.

2

I've _____⁴ my talk into three main parts. First of _____⁵, I'll tell you something about the history of our company. _____⁶ that I'll describe how the company is structured and finally, I'll give you some details about our range of products and services.

3

I'd like to update you on what we've been working on over the last year. I'll focus on three main _____⁷: first, our joint venture in Asia; second, the new plan in Charleston. And _____⁸, our redevelopment project.

10. Complete the sentences with the prepositions in the box.

about at for into of on to with

- 1 Thank you _____ coming all this way.
- 2 I've divided my presentation _____ three parts.

- 3 First of all, I'll give you an overview _____ our financial situation.
- 4 First, we'll be looking _____ the company's sales in the last two quarters.
- 5 In the first part of my presentation I'll focus _____ the current project status.
- 6 Point one deals _____ APG's new regulations for internet use.
- 7 Secondly, I'll talk _____ our investment in office technology.
- 8 After that I'll move on _____ the next point.

11. The project manager of a construction company is giving a presentation to his colleagues. Put the sentences in the right order.

a	This morning I'd like to update you on the current status of work at the construction site. This information I give you today should help you planning your next steps.
b	For those of you who don't know me, my name is Gordon Selfridge. Let me just write that down for you. OK. I'm the project manager in charge of the Bak Tower building project in Dubai.
c	I've divided my presentation into three parts.
d	Hello, everyone.
e	Then I'll move on to the problems we're facing with our local suppliers.
f	First of all, let me thank you for coming here today. I'm aware that you're all busy preparing for the annual meeting this week, so I really appreciate you taking the time to be here.
g	I'll start off by showing you some photos of the building site and discussing the progree we've made since January.
h	My talk should take about 30 minutes. Please feel free to interrupt me at any time with questions.
i	I'll end with some ideas for reducing labour costs that we've been looking into.
j	Oh, and don't worry about taking notes. I'll be handing out copies of the PowerPoint slides.



Listen and check.

Questions

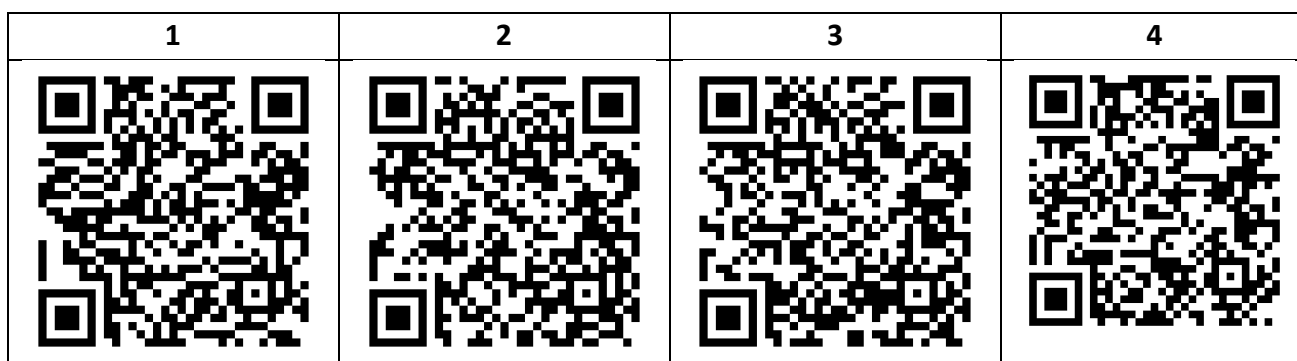
There will be time for questions after my presentation.

If you have any questions, feel free to interrupt me at any time.

Feel free to ask questions at any time during my talk.

14. Match the two parts to make typical sentences from the introduction.

1 For those of you who don't know me	a to take notes. Everything is on the handout.
2 Feel free to	b about 10 minutes.
3 This won't take more	c I'm Bob Kay in charge of the software division.
4 I'll be passing out	d ask questions at any time.
5 This part of the presentation will take	e for questions after my talk.
6 I'll start off by giving you	f an overview of our product range.
7 There's no need	g handouts in few minutes.
8 There will be time	h than 20 minutes of your time.

15. Listen to the beginning of four presentations. Which one starts with:

- a a rhetorical question? ____
- b an interesting fact? ____
- c an anecdote? ____
- d a problem to think about? ____

16. Listen again and complete the sentences.

1 _____, I was sitting in the waiting room at the dentist's the other day when I _____ something very interesting in one of the _____ that was lying there.

2 _____ you worked in a small to medium-sized company and were _____ for making people in your company aware of health and safety issues, How would you _____?

3 _____ that the number of possible ways of playing the first four moves per side in a game of chess is?

4 So, let me start by _____. Why should we introduce a double quality check here at Auto Spares & Parts? Well, I'm here today to _____.

GETTING THE AUDIENCE'S ATTENTION	
Experts say that the first few minutes of a presentation are the most important. If you are able to get the audience's attention quickly, they will be interested in what you have to say. Here are a few techniques you can use to start your talk.	
Ask a rhetorical question Is market research important for brand development? Do we really need quality assurance?	Tell them a story or anecdote I remember when I attended a meeting in Paris At a conference in Madrid, I was once asked the following question:
Start with an interesting fact According to an article I read recently, central banks are now buying euros instead of dollars. Did you know that fast food consumption has increased by 600% in Europe since 2002?	Give them a problem to think about Suppose you wanted to set up a new call centre. How would you go about it? Imagine you had to reorganize the sales department. What would be your first step?

17. Match items from the three columns to make attention-grabbing openings.

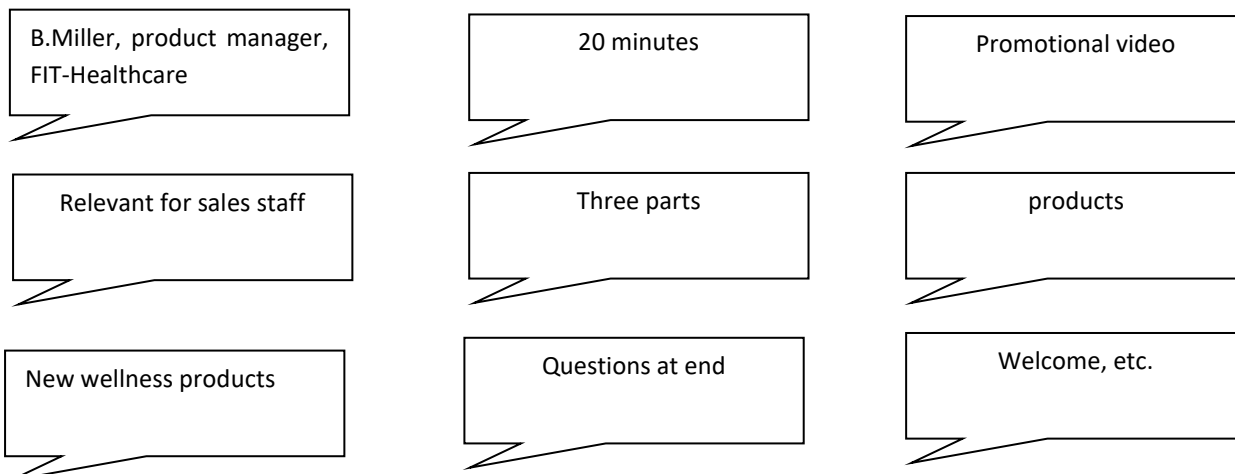
1 Did you know that	That can't be a four-letter word.	Who would tell first?
2 I read in an article somewhere	Complete with the Chinese?	By eliminating one olive from each salad served in first-class?
3 Imagine	American Airlines saved \$ 40,000 in 1987	Of course, we can!
4 Can we really	You won a million euros.	I tend to agree with that!

18. What presentation topics could you use each of the openings above for? Chose one of the openings and use it to practice the introduction of a talk.

19. Put the words in the right order to make sentences with expressions from this unit.

- 1 shall OK get we started
- 2 my today subject presentation of satisfaction is the
- 3 will presentation thirty my about take minutes
- 4 issues on three focus I'll
- 5 by looking of status will the current project we the start at
- 6 that did know popular China car is this very in you

20. Put the notes in the correct order, then prepare two openings of a presentation: a formal one and a less formal one. Use the checklists for introductions below if you need help.



CHECKLIST FOR INTRODUCTION

- 1 Welcome the audience
- 2 Introduce yourself (name, position/function)
- 3 State your topic
- 4 Explain why your topic is important for the audience
- 5 Outline the structure of your talk
- 6 “What comes when?” say when you’ll be dealing with each point.
- 7 Let the audience know how you’re organizing the presentation (handouts, questions, etc.)

21. Now it’s your turn. Think of a talk you have given or would like to give and use the checklist to prepare your introduction. Try to use phrases from this unit.

OUTPUT

Read this article from a website on business communication and discuss the questions which follow.

Dealing with nervousness

The American author Mark Twain once put it like this: “There are two types of people, those that are nervous and those are liars.” So, once you accept that (almost) everybody who gives a presentation – whether formal or informal, long or short, to strangers or colleagues – is nervous, then you just need to find ways to deal with nervousness and even learn how to use it to your advantage.

Let’s first look at ways to deal with and reduce nervousness.

- 1 **Prepare well.** “Failing to preapre in preparing to fail.” Preparation is the key to a successful presentation. Nothing will relax you more than knowing exactly what you want to say and having practised saying it. Make sure you practise your talk until you feel at home with it – then can concentrate on other things.

- 2 **Learn to relax.** Doing stretching or breathing exercises before your talk can help you to reduce nervousness. One example: before your presentation, sit comfortably with your back straight. Breathe in slowly, hold your breath for about five seconds, then slowly exhale. You can relax your facial muscles by opening your eyes and mouth wide, then closing them tightly.
- 3 **Check out the room.** Make yourself familiar with the place where you will be speaking. Arrive early. Walk around the room, and make sure everything you need for your talk is there. Practise using any equipment (e/g/ microphone, video projector, OHP) you plan with.
- 4 **Know your audience.** If possible, greet your audience as they arrive and chat with them. It will be easier to speak to people who are not complete strangers.
- 5 **Concentrate on the message.** Try to focus on the message and your audience – not on your own fears.
- 6 **Visualize success.** Imagine yourself speaking to your audience in loud and clear voice. Then visualize the audience applauding loudly at the end of your talk as you smile.

Use steps above to reduce nervousness, but also remember that nervous isn't all bad. Many experienced presenters say that you can also use your nervousness to give that extra energy that you need to give a good performance.

OVER TO YOU

What other tips can you think of for dealing with nervousness?

How do you deal with nervousness before or during a presentation?

How do you prepare your presentations?





2	Today's topic is.....	Presentation: tips on presenting to an English-speaking audience: body language
----------	--------------------------	--

1. Do this quiz about body language. Sometimes more than one answer is possible

- 1 How should you stand?
 - a) Arms closed on chest
 - b) Straight but relaxed
 - c) Knees unlocked
- 2 What should you do with your hands?
 - a) Put hands on hips
 - b) Put one hand in a pocket
 - c) Keep hands by your side
- 3 How can you emphasize something?
 - a) Point finger at the audience
 - b) Move or lean forward to show that something is important
 - c) Use a pointer to draw attention to important acts
- 4 What should you do when you feel nervous?
 - a) Hold a pen or cards in your hands
 - b) Walk back and forth
 - c) Look at the flipchart or screen (not at the audience)
- 5 How should you keep eye contact with the audience?
 - a) Make eye contact with each individual often.
 - b) Choose some individuals and look at them as often as possible
 - c) Spread attention around the audience.
- 7 How fast should you speak?
 - a) About 20% more slowly than normal
 - b) Just as fast as in a normal conversation
 - c) Faster than in normal conversation
- 8 How should you express enthusiasm?
 - a) By raising voice level
 - b) By waving arms
 - c) By making hands or arm gestures for important points.

Discuss your answers with a partner. How much do you think personality and culture influence your body language during a presentation

2. Listen to these excerpts from four different presentations. Write “+” in the appropriate column of the table next to the topic of the presentation




	1	2	3	4
				
Short-time work				
Insurance market				
Handbooks				
Transport regulations				

3. Now decide in which presentation(s) the presenter is:

Informing the audience about something: _____

Suggesting some solutions to a problem: _____

4. Listen again to how the presenters talk about the purpose of their talks. Complete the sentences.

What _____ today is to make some suggestions on how we can make our handbooks more user-friendly.	
The _____ of my talk is to provide you with information on the _____ in the insurance market in the last month.	
What I _____ this morning is to show you how could reorganize our working hours.	

The _____ is to bring you up to date with the latest changes which will be introduced on January 1.



5. Use the notes to write sentences which can be used to state the purpose of a presentation. (Put in prepositions and other words where necessary)

1 purpose of talk today/update you/new developments/R&D

2 what I want to do/present alternatives/existing booking procedures

3 my aim/show/how cut costs/IT support

4 objective of presentation/give overview/British job market

5 our goal/determine/sales targets/next year

6 here today/report/ company's investment plans

6. An expert is talking about the Traffic Support Centre (TSC) in her city. Listen to the talk and put the points below in the order she mentions them.



	a	What the TSC does (main activities)
	b	How traffic data is collected
	c	Why the TSC was started
	d	How motorists benefit from the system
	e	How traffic information is given to motorists

7. Listen to the presentation again and complete the sentences.



OK, _____¹ the background and the reason we developed the programme. Any questions? OK. So, _____² to the next point and take a closer look at the Traffic Support Centre itself. _____³, the TSC was set up in 2001 to help traffic flow more smoothly, and basically to make the lives of motorists easier. In this part of my presentation _____⁴ you about centre's activities, how we work exactly and how motorists benefit from our services.

So, _____⁵ a brief overview of the TSC's activities. Our main activities are to collect, analyse, and communicate traffic information. After collecting traffic data from a number of different sources, we analyse them and then we inform the media, the police, or other authorities, and – last but not least – the motorists. (...)

This now leads us to _____⁶. How does the TSC collect data? Traffic-monitoring equipment has been installed across the main routes, which helps us gather real-time information on traffic speed and traffic flow. Additionally, we use variable traffic sensors and cameras. We also work together with other partners and authorities, for example the police, traffic officers, and the media. Let me show you a few examples of how this works. (...)
_____⁷ collecting data.

_____⁸ to the next issue. How do we communicate information to motorists? We do this in a number of ways: by using electronic road signs, the internet and radio, and state-of-the-art telephone technology. (...)

Let me now come back to _____⁹. the TSC wants to make the lives of motorists easier. So, in what ways does the motorists benefit? Well, ... first: through real-time information about the traffic situation. Second, through better advice about alternative routs. Third, through safer roads and less driver stress.

8. "Signposting" phrases are used to help guide the audience through a presentation. Complete this box of useful phrases with highlighted phrases in exercise 7.

SIGNPOSTING		
Saying what is coming		
1	<i>In this part of my presentation, I'd like to tell you about....</i>	_____
2		_____
Moving on to the next point		
3		_____
4		_____
5		_____
Indicating the end of a section		
6		_____
7		_____
Reffering back		
As I mentioned before,		
8		_____
Let's go back to what we were discussing earlier		
9		_____
Summarizing a point		
I'd like to sum up the main points.		
Let me briefly summarize what I've said so far.		

9. Make "Signpost" sentences using elements from each column.

¹ Before I move to my next point,	come back to	next question
² This brings	the issue	point, which is price
³ This leads	let me go	this question later.
⁴ Let's now turn to	we were discussing	our new sale strategies.
⁵ As I mentioned	to the next	a brief overview of our activities
⁶ I'd like to	before, I'd like to give you	earlier
⁷ Let's go back to what	us directly to my	Through the main issue once more
⁸ As I said earlier,	I'll be focusing on	of customer service

10. Complete the sentences with words from the box.

back covered discussing inform leads main points sum up wanted

- 1 Let me now summarize the _____.
- 2 We will be _____ our sales targets today.
- 3 In my talk I'll _____ you about new marketing techniques.
- 4 Before I move on, let me just _____ what I've said so far.
- 5 I think we have _____ everything for today.
- 6 Ok, that's all I _____ to say about time management.
- 7 This _____ directly to my second point.
- 8 Let's go _____ to what I said at the beginning of my presentation.

11. Write the sentences using expressions with *as* and the information in the notes. Add missing words where necessary.

EXPRESSIONS WITH AS

As you all know....
 As I've already explained,
 As I mentioned before/earlier, ...
 As I pointed out in the first section,
 As you can see....

1 we/no budget for new software/this year (I mentioned this before)

As I mentioned before, we have no budget for new software this year.

2 Tony Dale/new marketing manager/print media (you all know this already)

3 can't operate from local airport/because no permission (I said at the beginning of my talk)

4 choose between two options (I explained this ten minutes ago)

5 sales have increased/10% since beginning of year (you can see this on the slide)

12. A manager is updating her group on some problems they've been having with one of the company's product lines. Listen to this expert from her informal presentation and say whether the following sentences are true or false. Correct the false sentences



- 1 The company is having problems with their new men's cosmetic products.
- 2 The problems are in three areas: supply, distribution, and production.
- 3 She identifies two problems in the area of supply: the plastic bottle supplier can't deliver the quantity they need and the quality of the bottles is poor.
- 4 They have had to return around 14% of the bottles.
- 5 They have to take care of the supply problem soon or they'll have trouble with Partner's Day sales.

13. Complete these sentences from the presentation with the correct form of verbs from the box.

accept cope deal have identify prevent run solve

As you probably know we _____ currently _____¹ difficulties with our new men's cosmetic line.

I'd like to quickly _____² the problems and then make some suggestions on how we can _____³ with the consequences.

We've been trying to _____⁴ with these problems – the delays. The poor quality – all along, but so far we've not been able to find ways to _____⁵ them from happening again.

It's clear we can no longer continue to _____⁶ these conditions.

If we _____⁷ (not) our supply problems within the next two weeks, we _____⁸ into serious trouble with respect to our Christmas business.



Listen again to check.

TALKING ABOUT (DIFFICULT) ISSUES

I think we first need to **identify** the problem.
 Of course, we'll have to **clarify** a few points before we start.
 We will have to **deal with** the problem of increasing prices
 How shall we **cope with** unfair business practices?
 The question is: why don't we **tackle** the distribution problems?
 If we don't **solve** this problem now, we'll get into serious trouble soon.
 We will have to **take care of** this problem now.

REFERRING TO OTHER POINTS

I'd like to mention some critical points **in connection with/concerning** payment.
 There are a few problems **regarding** the quality.
With respect/regard to prices, we need more details.
According to the survey, our customers are unhappy with this product.

ADDING IDEAS

In addition to this, I'd like to say that our IT business is going very well.
Moreover/Furthermore, there are other interesting facts we should take a look at.
As well as that, we can offer excellent conditions.
Apart from being too expensive, this model is also too big.
 To increase sales we need a new strategy **plus** more people.

14. Choose the correct verb to fit the sentence.

- 1 How are we going to solve/deal/tackle with delivery problems?
- 2 I don't think we can cope/tackle/take care with fewer people.
- 3 We think it's important to identify/deal/cope the problem now.
- 4 Who will take care/deal/tackle of our business clients?
- 5 We have been trying to cope/solve/take care the software problem.
- 6 Before we go on, let's identify/clarify/solve this question.

15. Complete the sentences with the words from the box.

according to apart from concerns moreover regarding with regard

- 1 I'll give you an overview of some figures _____ to car exports.
- 2 _____. I'd like to tell you something about the new software.
- 3 Let's now turn to the next question which _____ customer service.
- 4 _____ a few spelling mistakes, the new brochure is very good.
- 5 Let me give you some details _____ our Chinese factory.
- 6 _____ the handbook, the scanner is user-friendly.

16. Put the words in the right order to make sentences with expressions from this unit.

- 1 move, now, to point, next, let's, on, the
- 2 all, topic, as, today, is, you, know, our, globalization
- 3 inform, is, to, aim, about, my, latest, you, the, development
- 4 be additionally, figures, discussing, most, will, we, the, important
- 5 said, brief, give, I, you, earlier, a, I'll, as, overview
- 6 study, customers, according, with, this, it, satisfied, to, our, are.

17. It's your turn now. Prepare the main part of a presentation using phrases from this unit. Use the checklist to help.

CHECKLIST FOR MAIN PART OF A PRESENTATION

- | | |
|---|---|
| 1 | Briefly state your topic again. |
| 2 | Explain your objectives. |
| 3 | Signal the beginning of each part. |
| 4 | Talk about your topic. |
| 5 | Signal the end of each part. |
| 6 | Highlight the main points. |
| 7 | Outline the main ideas in bullet-point form. |
| 8 | Tell listeners you've reached the end of the main part. |

OUTPUT

Infomedia, a US telecommunication company, expects all employees to give presentations in English. Read this text from the newsletters of an infomedia subsidiary in Asia and discuss the questions which follow.

Aled's Presentation Tips

As you know, Infomedia has been able to establish some important new business contacts with partners in the US this year. This also means that the need for English in meetings and presentations has increased. That's why we have asked our American colleague Aled Hughes from our Miami office to share a few tips with us.

Clear and simple structure

Remember that your audience will benefit most from a very clear and logical structure. Don't overload the audience and try to use simple language.

Your introduction

Some experts say this is the most important part of your presentation. In the first few minutes you can get your audience's attention, build rapport and create a positive impression.

Topic and objective

Clearly say what the topic and objective (or purpose) of your talk is. Repeat the topic and objective as some later time.

Signposting

Let the audience know at all times what you want to do and how you want to do it. This method is common in the American business world - so use it!

Repeating new information

Always report new details. This helps your audience to remember them and ensures optimal flow of information.

Summarizing points

At the end of each section summarize the main facts to make sure everybody is following.

Interaction with the audience

American audience expect direct interaction. So, treat as individuals, show them that you care about their individual needs.

Presenter's role

The presenter is often considered as important as his or her topic, and the presenter's role is to make sure the presentation – even one on a dry topic – is interesting and entertaining. To achieve this goal American presenters often use their personalities more and tend to be more enthusiastic than people from many other parts of the world.

OVER TO YOU

**Which of these tips do you find most useful? Can you add any other tips?
Have you ever presented to an American audience? How different are
American audience from those in your own country?**

3

My next slide shows...

Presentation tools. Using approximate numbers. Creating effective visuals. Presenting visuals effectively

1. Do you know the English names of these media and tools used in presentations?



1 _____



2 _____

3 _____



4 _____



5 _____



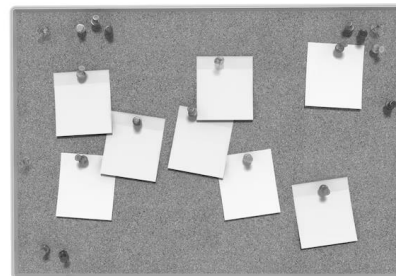
6 _____



7 _____






9 _____






10 _____

When, if ever, do you use the above media and tools in presentations? Which do you find the most effective? Why?

2. Listen to the three extracts from presentations and tick (+) the media used

	1	2	3
			
Flip chart			
Whiteboard			
PowerPoint slide			

3. Listen to the presentations again and complete the sentences

<p>1 Take a look at _____.</p> <p>2 They clearly _____ how a combination of two significant external factors affected our business in the first _____ of this year.</p> <p>3 I'll just write some _____ on the _____ and then we will go on to discuss the next point.</p>	
<p>4 OK. Let's now _____ at our new magnetic ski rack Matterhorn which was launched in August.</p> <p>5 On the _____ you will see an _____ of the Matterhorn X-15.</p>	
<p>6 There are the _____ for Europe for the _____ three quarters of this year.</p> <p>7 As you _____ here, we've had a very success year.</p> <p>8 To highlight our success even further, let's _____ to the 2003 figures on the previous _____.</p> <p>9 Let me just _____ to it.</p>	

4. Match the two parts to make sentences used to refer to media

- | | | | |
|---|------------------------------|---|--|
| 1 | On the next page | a | from this picture, the design is absolutely new. |
| 2 | My next slide shows | b | customers have complained about the service. |
| 3 | As you can see | c | how much the market has changed. |
| 4 | Let me just show you some | d | I'll show you our latest poster. |
| 5 | To illustrate this | e | at the figures on the next page. |
| 6 | Let's now have a closer look | f | which shows the market development in 2018. |
| 7 | Here we can how many | g | Interesting details. |
| 8 | I have a slide | h | You will see a photo of the new XTK model. |

SAYING NUMBERS

Numbers, especially long ones, are often difficult for the audience to understand. Try to say numbers slowly and clearly, and point at them while speaking.

2m	two million
1.6 bn	one point six billion
$\frac{1}{3}$; $\frac{3}{4}$	one-third, three-quarters
235 m ²	two hundred and thirty-five square metres
98%	ninety-eight per cent
€ 150.000	one hundred and fifty thousand euro(s)

Remember that:

- 1 we use a comma in English to show thousands and a point to show the decimal place
- 2 we say '2 million' or '10 billion' (not ~~'2 millions' or '10 billions'~~)
- 3 we say '2 million dollars', '170 pounds' (not ~~2 million dollar or '170 pound'~~)

5. How do you say these numbers in English? Write the numbers out in full.

- | | | | |
|---|--------------|---|--------------------------|
| 1 | 251 _____ | 5 | \$ 19.62 _____ |
| 2 | 7,489 _____ | 6 | 2/3 _____ |
| | _____ | 7 | 175 m ² _____ |
| 3 | 3.8 bn _____ | 8 | 1,240,000 _____ |
| 4 | € 49 m _____ | | _____ |
| | | 9 | 7.2 _____ |

6. Listen to check your answers



7. Listen to the three presentations and fill in the missing numbers below. Fill in the blank slide (4) with some key numbers and present them to a partner.

Car sales in 2004, 1st & 2nd quarter

	1 st quarter	2 nd quarter
Germany	_____ 1	19,600
EU	32,000	_____ 2
Non-EU	_____ 3	17,300



New open-plan office

Dimensions: _____ 4 x 16 m

Area: _____ 5

12th floor

Move on 15 February



Hotel rooms – international quality (October 2004)

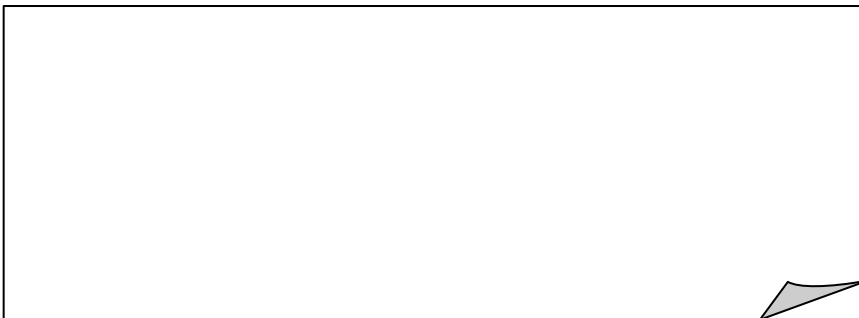
Venice € 387

Rome _____ 6

Paris € 226

New York € 225

• • • • •



8. It is often better to use approximate numbers in presentations as they are easier for the audience to understand and remember. Put the following words in the correct column in the table

A little less than	about	almost	approximately	around	just over
just under	nearly	roughly	well over		

- (less)	+/- (about the same)	+ (more)

9. Rewrite the sentences replacing the exact numbers with approximate ones using words from the table. Give at least two alternatives for each.

1 Last year we sold 90,083 mobile phones in Italy.

Last year we sold a little more than/just over 90,000 mobile phones in Italy.

2 14.8% of the people asked said they were unhappy with the new design.

3 We will be spending € 1.98 m on this technology.

4 Our laboratory says the ideal temperature is 18.1 °C.

5 It will cost \$ 3.97 to produce this item.

6 The new office is 389 m².

10. Look at this short excerpt from a presentation and the two examples of PowerPoint slides. which slide is more effective? why?

SAIC Group 2007		
✓ Subsidiaries		55
✓ Joint ventures		63
✓ Employees		60,000
✓ Vehicles	800,000	
✓ Sales		\$ 12 BN

2007 – Car Production of SAIC in China	
✓	has 55 subsidiaries and 63 joint ventures
✓	employs more than 60, 000 people
✓	produces about 800, 000 vehicles
✓	generates sales of \$ 12 billion



THE RULE OF SIX

When presenting text on overheads or PowerPoint slide, it is good idea to use rule which means:

- ✓ a maximum of six lines per slide
- ✓ a maximum of six words per line

If you stick to this rule, you won't risk overloading your bullet charts with too much information

11. Listen to the two short excerpts from presentations. Complete the slides and find headlines

	
<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>_____</p> <ul style="list-style-type: none"> • more _____ – customers can change colours – _____ colours to choose from • circular shelving _____ • _____ design </div>	<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>_____</p> <ul style="list-style-type: none"> • _____ % 'wait and see' • _____ % never • _____ % yes, immediately </div>

12. Now listen again and complete the sentences below

- 1 Let's now _____, which is
- 2 _____ to three new design features.
- 3 _____ is that customers can change the color panels.....
- 4 What _____? Well, I think you'll agree that the results are _____ .
- 5 _____ nearly 35 per cent said.....
- 6 So, _____?

EMPHASIZING IMPORTANT POINTS	
<p>Using a verb (stress, emphasize, etc.) I'd like to stress the following point. I'd like to draw your attention to the latest figures. I'd like to emphasize that our market position is excellent.</p> <p>Using what What is really important is how much we are prepared to invest. What we should do is talk about intercultural problems.</p>	<p>Rhetorical questions So, just how good are the results? So, where do we go from here? Why do I say that? Because....</p> <p>Adverb+adjective construction It would be completely wrong to change our strategy at this point. We compared the two offers and found the first one totally unacceptable. I think this fact is extremely important.</p>

13. Match the two parts to make sentences

1	What I'd like to do	a	important advertising is for us.
2	I'd like to highlight the	b	for our success?
3	So, what are the reasons	c	this model is selling quite well in the US.
4	I'd like to point out how	d	turnover last year was excellent.
5	It's interesting to note that	e	is discuss the latest sales figures.
6	I should repeat that our	f	is the quality of these programs?
7	What we can't do is	g	main problem areas.
8	So, just how good	h	increase our budget.

14. Complete the sentences with the correct adverb-adjective construction from the box

Extremely dangerous absolutely safe incredibly cheap highly interesting absolutely necessary surprisingly good completely useless

- 1 What we should remember is that this chemical process is _____.
- 2 It's _____ to improve the quality of our products if we want to win new customers.
- 3 This is a _____ point.
- 4 You will be pleased to hear that our turnover last month was _____.
- 5 Unfortunately, we found that some of the test results are _____.
- 6 I'm pleased to say that the crash test shows that this system is _____.
- 7 Right now this item only costs \$ 1.50- I think that's _____.

15. First complete this excerpt from a presentation with words from the box.

let's talk about draw your attention have a look it's
quite remarkable

I'd now like to _____¹ to the region where poverty has been reduced. If you look at the bar chart on the left, _____² that the proportion of global population living on less than \$ 1 a day has dropped. _____³ in South Asia the proportion of extremely poor people has been reduced from 41 to 31 %. _____⁴ how much progress has been made by China. _____⁵, poverty has increased in many parts of Africa, Latin America, and Eastern Europe. How _____⁶ this uneven development? To answer this question, we'll _____⁷ at the latest study from the World Bank. First, _____⁸ the figures that indicate global progress.

Listen and check.



16. Are these words and expressions used to make contrasts or describe results? Put them into the correct category.

- on the other hand thus although
- consequently however
- whereas as a result therefore
- while nevertheless despite

Making contrasts	Describing results

17. Now choose the correct word to fit the sentences

- 1 Online banking is mainly used by our younger customers. many of our older customers **consequently/however/therefore** find it difficult to handle modern computer technology.
- 2 **However/Whereas/Although** the euro is quite strong, we managed to increase our exports to the US.
- 3 **Whereas/Therefore/ Despite** we made a profit of \$ 240,000 last year, this year's profit is only \$ 110,000.
- 4 **On the other hand/Despite/Although** the growing demand, we didn't sell more cars than the year before.
- 5 We have to pay more for oil and gas. **Consequently/However/Despite** our products have become more expensive.
- 6 Poster campaigns are extremely important. **Thus/On the other hand/ As a result** we also need advertisements in daily newspapers.

18. Put the words in the right order to make sentences with expressions from this unit

- 1 at, closer, table, let's, look, this, a, have
- 2 graph, you, next, see, quarter, first, figures, can, on, sales, for, the, the
- 3 almost, European, sell, 30%, countries, we, product, other, to, of, our
- 4 attention, draw, your, facts, like, I'd, to, to, following, the
- 5 surprisingly, able, we, good, despite, were, achieve, to, software, results, problems
- 6 stress, change, is, important, I'd, how, to, like, this

19. It's your turn now. Prepare bullet charts based on your own data (or take information from the first three of the "Summing up" texts on the next page). Find an effective headline for each bullet chart and present them to a partner.

CHECKLIST FOR VISUALS

- 1 Prepare each visual carefully and separately.
- 2 Check whether the visual really shows what you are saying.
- 3 Make sure your audience can read the visual (font size and colours).
- 4 Find effective headlines.
- 5 Keep design and content simple.
- 6 Use bullet charts for text.
- 7 Reduce text to a minimum.
- 8 Always prepare audience for visuals.
- 9 Present information clearly and logically.
- 10 Remember the rule of six.

OUTPUT

What is important when presenting visuals? Which opinion(s) do you agree with?**Karen Hamilton, Marketing Manager**

I think to be effective a good visual must focus on only a few points. It's important not to have too much information on one slide or transparency. Slide overload is bad because people will then spend time reading the slide rather than listening to the presenter. I normally use bullet points to structure information - I never write complete sentences. Headlines are important too.

Keith Sallis, Real Estate Manager

In my opinion the presenter is the focus of the presentation - not the visuals. The key purpose for using a visual aid is to help the audience understand the topic better. So the visuals should only be used to support the presenter's message. A process-flowchart slide, for example, helps people understand visually what you are describing verbally. If a visual distracts the audience's attention from what you're saying, it's useless.

Susan Liu, Export Manager

Above all, a slide or an overhead must be readable. If the audience can't read the slide, they will soon give up. That's why font size is very important. It should be as large as possible, I'd say at least 24. And sometimes it's also a good idea to use different colours to highlight some points. Using many different colours can be confusing though.

Barbara James, Market Researcher

What you say and what you show should always go together 100%. So when you're not talking about the slide, it shouldn't be visible. I always switch off the display when I'm talking about something that has nothing to do with the slide. If people are busy looking at the slide they aren't listening to what you're saying. It's better to use the B-key to return to a black screen or replace the slide with some form of 'wallpaper' such as a company logo.

Javier Sanchez, Financial Analyst

For me it's very important that the presenter speaks to the audience and doesn't read to them! The speaker must make eye contact and not watch the monitor or screen while he or she is talking. I think it's extremely boring when someone just reads slides word for word as if it were an essay or something.

Tony Benetti, Media Consultant

It's called 'Death by PowerPoint*' when people use so many sound effects and animation that the audience's attention is completely taken away from the delivery of the message. I think PowerPoint is a fantastic tool, but just because it has so many effects you don't have to use them all. Overuse is overkill here.

OVERTO YOU

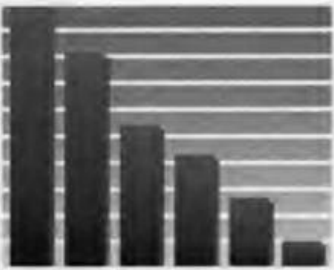
**What kinds of tools and visuals do you normally use in your presentations?
What tips can you think of for using visuals effectively?**

4	As you can see from this graph	Presenting visuals effectively. Types of visuals. Describing graphs and charts. Interpreting visuals. Tips for describing trends
---	--------------------------------	--

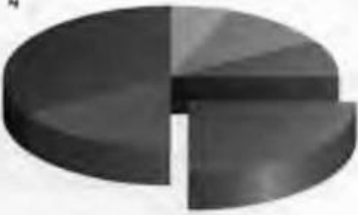
1. What are these visuals called in English? Match the numbers to the descriptions

	bar chart
	table
	technical drawing
	flow chart
	map
	(line) graph
	pie chart
	organizational chart/organigram


1




4




7



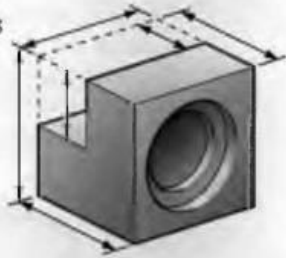
2




5




8



3



6






2. Which of these visuals would you use to describe:

- a your company’s market share;
- the steps to be followed from order placement to delivery of a product?
- your company’s new organizational structure?

3. Listen to excerpts from three presentations and say what visuals are used

		
_____	_____	_____

4. Listen and complete the sentences

		
<p>1 The next _____ shows the _____ by age in our company.</p> <p>2 You can see that the biggest _____ (...) indicates the _____ of employees in the age group 30 to 50.</p>	<p>3 Let’s now _____ at the sales figures over the past five years.</p> <p>4 The key in the bottom _____ corner shows you which colour _____ which area.</p> <p>5 OK, so I’d like to first _____ your attention to the sales figures for France – that’s the blue line here.</p>	<p>6 Now I’d like you to _____ at this next _____ which shows how the cost of living developed in Europe between 2003 and 2007.</p> <p>7 If you look at the _____ on the _____, you will see the highest increase was in 2001 with a rise of 2.</p>

TALKING ABOUT VISUALS

The first rule of preparing effective visuals is that they should be clear and easy for the audience to follow. However, sometimes it is necessary to explain a more complicated visual and it is always necessary to point out the most important information.

Explaining the visual

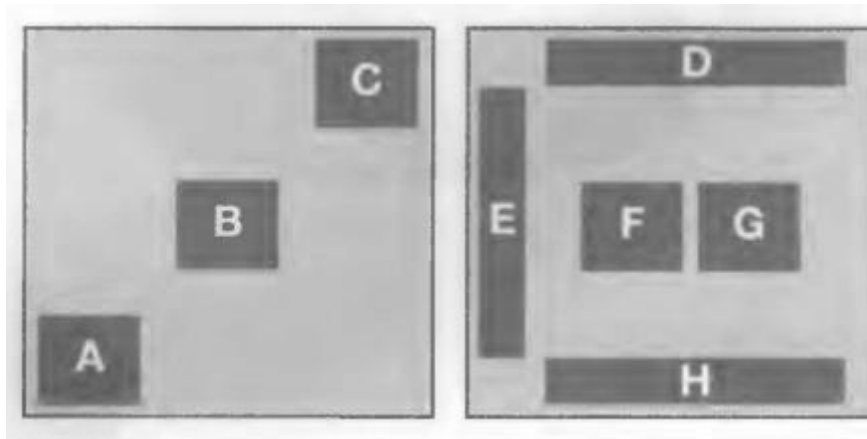
Let's now look at the next slide which shows....
 First, let me quickly explain the graph.
 You can see that different colours have been used to indicate....
 The key in the bottom left-hand corner shows you....

Highlighting information

I'd like to start by drawing your attention to....
 What I'd like to point out here is...
 I think you'll be surprised to see....
 I'd like you to focus your attention on....
 Let's look more closely at....

5. Which in the box:

1		in the centre?
2		in the bottom left-hand corner?
3		across the top?
4		Down the left side of the slide?
5		on the left?
6		in the upper right-hand corner?
7		across the bottom?
8		on the right



6. Match the two parts to make sentences used to talk about visuals

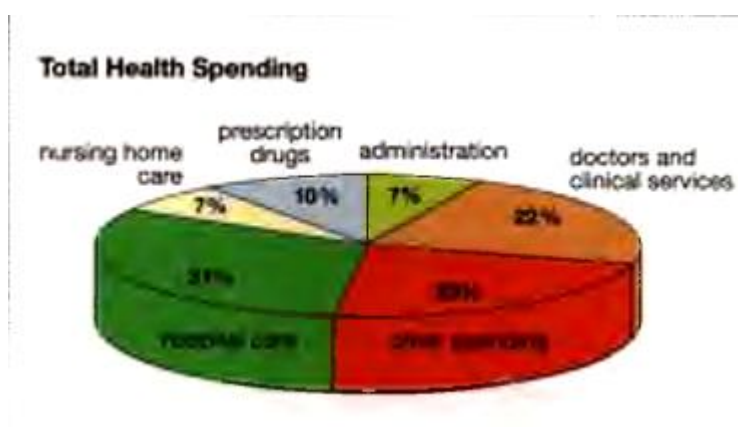
1	Let's now have a look	a	shows our revenues since 2004.
2	The black line gives us	b	the next pie chart.
3	Each line on the graph indicates	c	at how the new division will be structured.

4	In the upper right-hand corner	d	attention to the figures in the left-hand column.
5	The graph on the following slide	e	you can see the specifications for the TP model.
6	Now I'd like you to take	f	the sales figures for the VB Fox.
7	The names of the new models are listed	g	table on the right.
8	You can see the test results in the	h	a look at the slide.
9	This aspect of the problem is illustrated in	i	the production output of a different product.
10	I'd like to draw your	j	across the top.

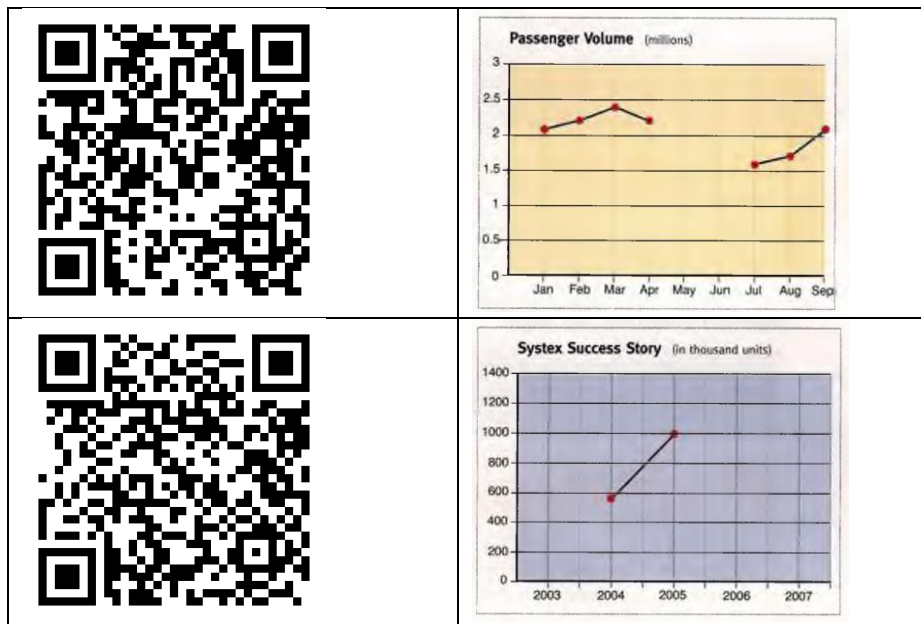
7. A head of department from a private medical insurance company is telling colleagues from the Italian parent company about last year's health spending. Look at how he describes this pie chart and complete the gaps with words from the box

account mount attention divided see shown surprised total



This pie chart shows our total health spending for the last year and how it is _____¹ among the various health sector areas. Let's begin with the biggest area, which is _____² in green. We can _____³ that 31% of our total health spending went into hospital care last year. The second biggest area with a _____⁴ of 23% is "other spending" -that's the red segment here. It includes dental services and home health care. I think you'll be _____⁵ to see that nearly the same _____⁶ - that's 22% - was spent on doctors and clinical services. This was mainly because of the increase in medical technology costs. I'd now like to draw your _____⁷ to the prescription drugs which _____⁸ for 10% of our total costs.



8. Two presenters are describing graphs. Listen and complete the graphs.



9. Complete these sentences from the two excerpts with words from the boxes. Then listen again to check.

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> decline fall fluctuated picking up reached rose slumped </div> <ol style="list-style-type: none"> 1 As you can see here, passenger numbers _____ between 2.1 and 2.3 million in the first four months. 2 They even _____ moderately in May ... 3 In June you'll notice a sharp _____ in passenger numbers ... 4 Passenger traffic _____ to about 1.5 million – a _____ of almost 40%. 5 As a result, ticket sales started _____ in July. 6 By the end of September passenger numbers had _____ just over 2 million.
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Increase rocketed stood went down </div> <ol style="list-style-type: none"> 1 The figure _____ by about 50,000 in the following year. 2 In 2005, however, sales _____ to 1 million ... 3 2006 even saw a further _____ in sales to 1.3 million ... 4 As expected, sales _____ again in 2007 and _____ at just over a million at the end of the year.

10. These verbs are used to describe movement or trends. Put them in the correct category: upward, downward or other form of movement

climb decline decrease double drop expand fall fluctuate go down go up grow hit a low increase
pick up plunge reach a high recover remain stable rise stabilize stay the same

Upward	Downward	Other
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TALKING ABOUT TRENDS (PAST SIMPLE AND PRESENT PERFECT)

We use the past simple to talk about a movement or trend which happened in the past and is now finished. Signal words for the past simple are *last month/year, in January, from 1997-2001, during the oil crisis, etc.*

In April the rate of unemployment rose to 5 million.

Between May and July our export business almost doubled.

In 2003 alone China's car production increased by 85%.

We use the present perfect to talk about a movement or trend which started in the past but is not yet finished. Signal words are *since (since August), for (for five years), this month/year or expressions with over (over the past six months).*

The number of German investors has declined since 1998. (It is still declining ...)

The US economy has grown rapidly over the past four months. (It is still growing ...)

Note the difference between rise and raise.

to rise (without an object).

Petrol prices **rose** again in May.

The number of tourists **has risen** to 2.6 million.

to raise sth (with an object)

The oil industry **raised** prices last year.

The European Central Bank **has raised** interest rates.

11. Use the notes to make sentences in the past simple or present perfect.

1 telephone costs/rise/since January

Telephone costs have risen since January.

2 sales/drop/at the beginning of the year

3 energy consumption/increase/over the past 30 years

4 gas prices/go up/last month

5 number of customers/grow/since 2004

6 surprisingly/interest rates/fall/yesterday

7 TBN's share price/hit a low/after the crash in 1999

8 online bookings/double/since May last year

9 between May and July/order volume/fluctuate

12. Rewrite sentences 1-6 to express the opposite.

- 1 Telephone costs have fallen since January. _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

13. Read the following sentences and check whether rise and raise have been used correctly. If not, correct the sentence.

- 1 We haven't raised prices since 1 January 2003.
- 2 Unemployment raised to a record high at the beginning of this year.
- 3 Why did they rise their rates last December?
- 4 Train fares have risen by 5% in the past two years.
- 5 Interest rates will raise again this year.
- 6 The company rose the dividends in March

14. Choose the correct verb to fit the sentence.

- 1 Productivity has hit a low/has gone down/fell in November.
- 2 Output climbed up/has improved/recovered since 2003.
- 3 After the takeover in May sales grew up/have decreased/plunged.
- 4 This year our market share raised/has grown/dropped down by 10%.
- 5 Staff numbers have doubled/rose up/have raised this year.
- 6 In 2004 sales have climbed/slumped/have risen.

15. The sentences below can be used to describe the graph on the right. Put them in the correct order.

a	In June, however, the programme's market share plunged to 6%.
b	Over the next three months, the figures continued to rise steadily and reached record levels each month: 11% in July, 12% in August, and 14% in September.
c	The next graph shows the market share of <i>Lifestyle Today</i> for the first six months after it was launched in April 2005.
d	This drastic decline has a simple cause. We lost a large part of our audience to live transmissions of two major sporting events: Wimbledon and the Confederations Cup.
e	As you can see, we started off with a rather low market share of about 7%.
f	Fortunately, this was only a temporary setback.
g	Audience ratings improved significantly, climbing to 10% in May.



Listen to check.

16.

16. Match words from columns A and B to make words collocations from the text

A	B
drastic	significantly
improve	setback
rise	steadily
temporary	decline

TALKING ABOUT TRENDS (ADJECTIVES AND ADVERBS)	
Adjectives + nouns There was a sudden increase in prices. In August, we notice a moderate fall. This was followed by a gradual decline.	Adverbs + verbs Sales increased slightly in summer. Over the past two years the number has dropped significantly . Last month the rates rose sharply .

17. Complete the sentences with the correct form of the verb/adverb combinations in the box. The symbols indicates what kind of movement is described.

decline slightly	decrease steadily	fall dramatically
grow considerably	increase slightly	rise sharply

- 1 The line graph shows that turnover has increased slightly _____ since May. ↗
- 2 You can see here that interest rates _____ at the beginning of 2004. ↘
- 3 Over the past six months, sales _____ . ↘
- 4 The oil price _____ after the fire in an oilfield. ↗
- 5 The number of online stores _____ this year. ↗
- 6 Our sales force _____ since 2001. ↘

18. Rewrite the sentences using an adjective + noun expression and one of the sentence beginnings from the box

There was/has been...	This was followed by...	we have seen...
-----------------------	-------------------------	-----------------

- 1 Turnover has increased slightly since May.
There has been a slight increase in turnover since May.
- 2 Income fell sharply last year.
This was followed by a
- 3 The number of jobs has declined drastically this year.

- 4 Hotel rates dropped slightly in Munich.

- 5 Tourist numbers increased suddenly.

- 6 Social security costs have grown steadily.

19. Sometimes it is necessary to interpret the visual, for example by explaining the reason behind a fact (the cause) or its consequence (the effect). Use words from each column to make sentences.

1	There are several	caused	for the decrease in productivity
2	We chose this method	has led	a new overtime policy
3	The	resulted	by the collapse of one of our partner firms.
4	Our new policy	reasons	of this move was a drastic increase in our
5	The slump was	thanks to	costs
6	Downsizing	and	to a significant rise in sales
7	We increased our prices	because	in a drastic fall in staff numbers
8	Our output has doubled	result	our sales went up!
			we needed reliable figures

Which sentences above explain:

cause? _____

effect? _____

20. Complete the presentation extract with the correct prepositions from the box.

around	at	between	by	from	in	of	to	until
--------	----	---------	----	------	----	----	----	-------

“The graph shows our online sales figures for the EU market _____¹ 2006. In the first quarter, online sales averaged _____² 50,000 and 52,000 euros. In April, sales increased _____³ 61,000 euros and remained steady _____⁴ the end of the second quarter. In the third quarter we notice a sharp rise _____⁵ 61,000 to 87,000 euros, an increase _____⁶ almost 50 per cent. In October and November, sales fluctuated _____⁷ the 85,000 euro mark. This was followed by a slight decline in December, with online sales falling _____⁸ 10 per cent, reaching 73,000 euros _____⁹ the end of the year.”

21. Put the words in the right order to make sentences with expressions from this unit.

- 1 chart percentage our of pie share the the market shows
- 2 travel 2006 according costs since risen the have sharply to study
- 3 rates 0.5% beginning year the the interest were of raised by at
- 4 June rise in dramatic 15% in was there costs transport a of
- 5 low December our in hit a productivity
- 6 decline by poor situation the economic the was caused

22. It's your turn now. Either describe one of the graphs in this unit or describe a graph or chart of your own. Try to use words and phrases from this unit to present the visual**CHECKLIST FOR USING VISUALS (GRAPHS&CHARTS)**

- 1 Make your visual as clear and easy to understand as possible.
- 2 Start by telling your audience what the graph/chart illustrates.
- 3 Highlight the key points.
- 4 Say why these points are important (and explain the cause or effect).
- 5 Use different verbs to express movement /development.
- 6 Use the same key words and phrases you used on your bullet charts

OUTPUT

What advice would you give someone who has to describe trends on graphs and charts? Work with a partner to make a list of tips. Then read what advice James & Gillham, an international firm providing financial services, give on their intranet.

Microsoft Internet Explorer
Address: www.j&g.co.uk

J&G
James & Gillham

Presenting trends and financial developments is our daily business. Here are some guidelines you should follow when you next use a graph or chart in your presentation.

- 1 Think about the number of visuals you want to use – don't overdo it! Remember: less is often more!
- 2 Before showing the graph or chart, prepare the audience for it. Say something which makes them interested in what they will see. This technique is called 'media teasing'.
- 3 Give the audience time to understand what they see before you start explaining the details.
- 4 If the movement you want to describe is very complex, simplify it. Divide the graph into two or three parts and summarize the main developments.
- 5 Provide an interpretation of the graph's movement. The audience wants to know why there are ups and downs in the graph, what they mean, and what consequences they have.
- 6 Use the TTT method when presenting graphics: touch (or point to) a detail on the projection, then turn to the audience, and finally, talk to them.
- 7 Use interesting and varied language to describe trends. You need alternative expressions to describe similar developments.

OVER TO YOU

Which of the tips above were on your list? Which are new?

Which of the tips do you think are the most useful?

How often do you have to describe charts or graphs in English?

Which types of visuals do you use most frequently in your presentations?

5	To sum up...	Concluding a presentation. Strategies for a good conclusion
----------	--------------	---

1. Look at these final statements from different conclusions. Which ones do you find most effective? Work with a partner to rank them (1 = most effective, 8 = least effective).

a	Thank you very much for your attention
b	In conclusion, I'd like to highlight our company's highly innovative products
c	So, to put it in the words of the famous H. Gordon Selfridge, 'The customer is always right.'
d	Well, I don't know whether this was helpful but I'd like to leave it here.
e	We have all the facts. Let's get to work now!
f	The one last thing I'd like to say is: it's your choice.
g	So, that's all I have to say. I hope you haven't all fallen asleep!
h	To conclude, I want to come back to that story I told you at the start of my presentation and say one word: apple pie!

What do the presenters try to achieve with the different endings?

2. Listen to the conclusion of a presentation and answer the questions



- 1 What was the brief?
- 2 What are the options?
- 3 What is the best solution?
- 4 What does the presenter recommend?

3. Look at these sentences from the presentation and put them in the correct category in the table.

- 1 I'll just run through the three different options ...
- 2 We'd suggest...
- 3 Now I'll be happy to answer any questions you may have.
- 4 We'd therefore recommend that we ...
- 5 Before I stop, let me go through my main points again.
- 6 Well, this brings me to the end of my presentation.

CONCLUSION OF A PRESENTATION

Signaling the end of the presentation

Summarizing the main points

Recommending or suggesting something

Inviting questions

Now add these phrases to the table above

- | | |
|---|--|
| a Thank you all for listening. | b In my opinion, we should ... |
| c We just have time for a few questions. | d To sum up then, we ... |
| e OK, I think that's everything I wanted to say ... | g I'd like to run through my main points again ... |
| f Are there any questions? | h As a final point, I'd like to ... |
| i I'm now nearing the end of my talk ... | j Just to summarize the main points of my talk ... |
| k What I'd like to suggest is ... | |

4. Unscramble the sentences to make typical sentences from a conclusion.

1 Well,/the end of/today/brings me/to/my talk/that

2 Before I/key issues/go over/the/stop,/let me/again

3 As a/means/let me say/for us/what this/final point

4 Finally,/like to/issue/highlight/I'd/one/key

5 To sum/looked at/product range/up then,/the new/first/we

6 That/logistics/just about/to say/about/I wanted/everything/ covers

5. Complete the sentences with words from the box.

come back figures we have final point briefly summarize my opinion now approaching suggest that to highlight

- 1 If I may _____ the pros and cons.
- 2 Based on the _____, it is clear that we must act quickly.
- 3 Well, I'm _____ the end of my talk.
- 4 Ok, I'd now like _____ the key figures.
- 5 Let me make one _____.
- 6 In _____, we need a new sales strategy.
- 7 Let me _____ to the key issue.
- 8 I _____ we work together with our French partners.

6. Use the notes and follow the flow chart to practise the end of two talks



Update on new software project





Main points {

- talked about delays with first trials & how we're dealing with them
- reviewed partners involved in project/how we can work with them most effectively*
- the next steps - where we go from here

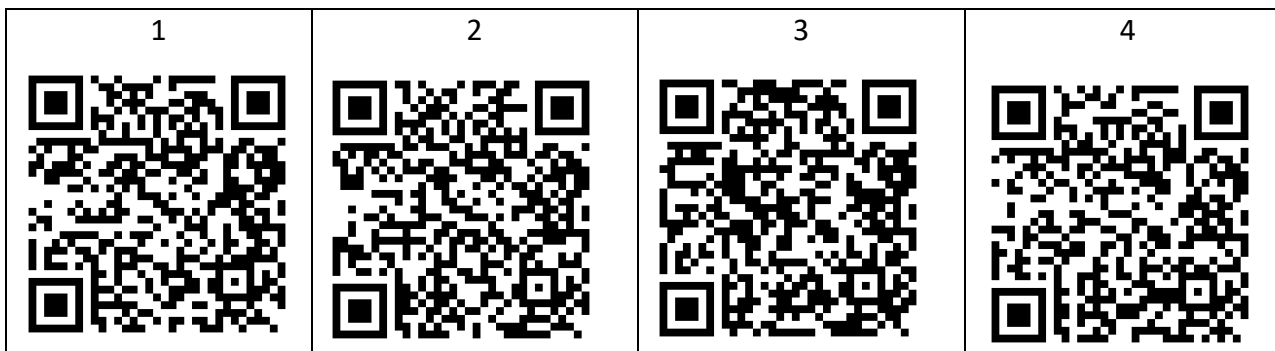
(a lot of experience in this area, good reputation for quality)

* Key point: IRG Design is involved!! Important to success of project!

7. Listen to four conclusions and tick (+) which technique is used in which presentation (1- 4)

Technique	1	2	3	4
				
Call to action				
Story				
Question				
Quotation				

8. Which sentences (a -d) come from which presentation? Write the number of the presentation. Then listen again and complete the gaps



a		So, _____ this opportunity to get ahead of our competitors?
b		I'd just like to _____ former US president Bill Clinton once said: 'You can put wings on a pig, but you don't make it an eagle'.
c		_____. Set up an appointment with our project manager and our SAP consultant and we can work out the Best Practice solutions that suit your business.
d		_____ I told at the start of my talk. _____, the sales meeting in Vienna with the disappointed Japanese businessmen? ... _____ that knowing your entire product range is the key to success.

EFFECTIVE CONCLUSIONS	
<p>Using questions After all, isn't that why we're here? Let me just finish with a question: If we don't do it, won't somebody else?</p> <p>Quoting a well-known person As ... once said, ... To quote a well-known businessman, ... To put it in the words of..., ...</p>	<p>Referring back to the beginning Remember, what I said at the beginning of my talk today? Well, ... Let me just go back to the story I told you earlier. Remember, ...</p> <p>Calling the audience to action So that's the plan. Now let's go and put it into practice! So now it's your turn. Now let's make a real effort to achieve this goal!</p>

9. Match the two parts to make final statements from conclusions

1	To put it in the words of Albert Einstein,	a	'Look for your choices, pick the best one, then go with it.'
2	I would like to finish my talk		
3	Let me go back to	b	with an important question.

4	So, now it's	c	about the new branch in Tokyo?
5	Remember that story I told you	d	get down to work!
6	As the famous basketball coach Pat Riley said:	e	what I said at the start of this talk.
7	OK, and now let's	f	'The important thing is not to stop questioning.'
		g	up to you

10. Complete the sentences with prepositions from the box.

about by for in on out through to

- 1 Based _____ what we know, we can optimize our procedures.
- 2 _____ my opinion, we should go ahead with the project.
- 3 OK, this brings me _____ the end of my talk.
- 4 What does this mean _____ our business?
- 5 Let me just go _____ the key issues again.
- 6 We found _____ that our sales force needs more support.
- 7 Well, that's all I wanted to say _____ strategic planning.
- 8 We saw that the delays were caused _____ technical problems.

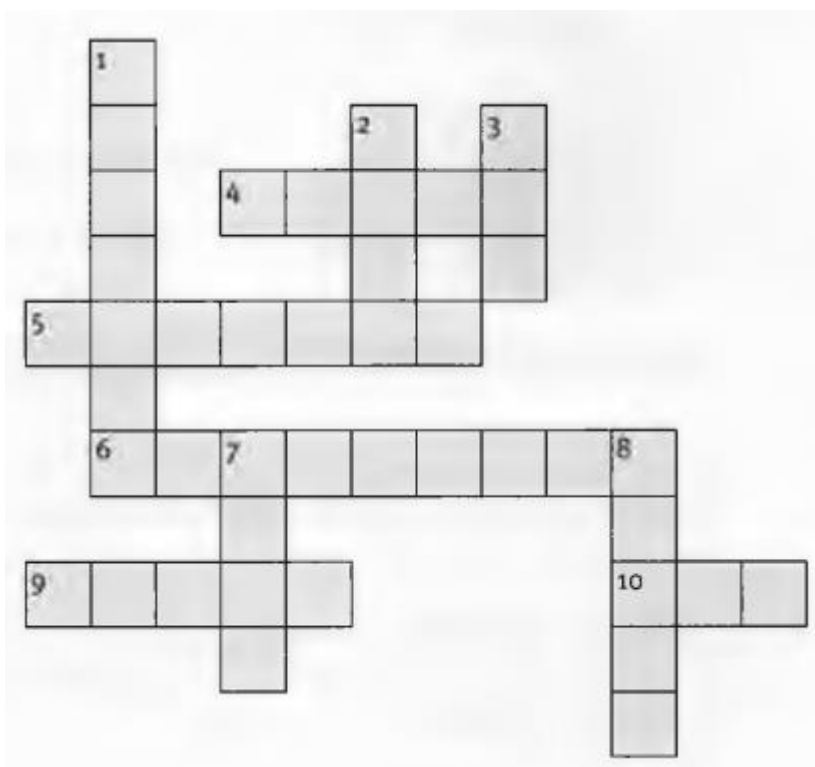
11. Use the clues to complete the crossword puzzle.

ACROSS

- 4 I would like to begin my presentation with a ... from a great leader.
- 5 Anagram: TGUSSGE
- 6 I will now... some important points for discussion.
- 9 Another verb for 'summarize'.
- 10 OK, that's... I wanted to tell you about new technologies.

DOWN

- 1 What's the preposition? Let me run ... the main points again.
- 2 After weighing the pros and..., we think a merger would be the best option.
- 3 The most important points or the ... issues.
- 7 Another word for 'target'- I'm sure we can reach this....
- 8 These results are excellent. They show that we are on the right....



USING YOUR VOICE EFFECTEVELY

How you say something is often just as important as **what** you say. You can use your voice and the way you stress words or make pauses in sentences to make your presentation more interesting and easier for the audience to follow.

Stressing words

By emphasizing particular words or parts of words you create certain effects. Notice how you can change the meaning of a sentence by putting the stress on a different word.

*We all know that this is an **extremely** difficult market (it's more than just difficult).*

*We **all** know that this is an extremely difficult market, (you and I agree on this).*

***We** all know that this is an extremely difficult market, (but they don't).*

Making pauses

You can use pauses to slow your pace down and make your sentences easier to understand. Group words into phrases according to their meaning and make pauses between the phrases.

In my opinion we should go into other markets.

In my opinion // we should go // into other markets.

On the other hand, the figures prove that we are on the right track.

On the other hand, // the figures prove // that we are on the right track.

12. Look at the clues in brackets and underline the word which should be stressed in each sentence.

- 1 Clearly, we need to look at this again, (*it's obvious!*)
- 2 Clearly, we need to look at this again, (*twice wasn't enough*)
- 3 We will never get such a perfect opportunity again, (*this is our only chance*)
- 4 We will never get such a perfect opportunity again, (*but perhaps the competition will*)
- 5 I'd like us to work out a strategy, (*and nobody else*)
- 6 I'd like us to work out a strategy, (*a plan is important*)
- 7 There hasn't been a dramatic increase in production costs, (*but there has been an increase*)
- 8 There hasn't been a dramatic increase in production costs, (*the increase was in personnel costs*)
- 9 I think we've made a good start, (*but you might not agree*)
- 10 I think we've made a good start, (*but there is still a lot to do*)
- 11 This is not the only option. (*There might be others*)
- 12 This is not the only option. (*I have a better one*)
- 13 Sales this month have been quite good. (*But not brilliant*)
- 14 Sales this month have been quite good. (*We are pleased*)

15 Where do we go from here? (*I have absolutely no idea*)

16 Where do we go from here? (*Normal question*)

13. Now work with a partner and practise reading out the sentence pairs with the correct stress. Can she or he hear the difference in meaning?

14. Read the following text. Underline the words which you think should be emphasized and use double slashes (//) for pauses in the sentences.

Finally, let me come back to the key points of my talk. I told you that in the first quarter, more than half, or 52%, of our revenues came from overseas. This is in line with the targets we set out in 2004 when we decided we wanted to continue to rely on overseas markets, especially China, to keep growing. In the past three months, we've added more new customers in China than in any other country. Now what are our targets for the next few months? The first major step will be the introduction of our PayPal payment service in China. And then we will focus on finding customers in existing markets, such as the US and Germany, who haven't tried buying from our website yet.



Listen and check

16.

15. Put the words in the right order to make sentences with expressions from this unit.

- 1 summarize me important let the results most
- 2 points again go I'd through like to the main
- 3 opinion strategy sales to our change my we in have
- 4 recommend market focus Asian I'd that we the on
- 5 now end presentation approaching I'm of the my
- 6 all now put let's practice into it

16. It's your turn now. Follow the checklist to practise making conclusions. Try to use words and phrases from the unit

CHECKLIST FOR CONCLUSIONS	
1	Signal the end of your talk.
2	Summarize the key points,
3	Highlight one important point,
4	Explain the significance.
5	Make your final statement.

OUTPUT

On his website, the American presentations guru Charlie F. Elroy, talks about his strategies for good conclusions.

Make a good last impression!

Don't forget that last impressions are just as important as first impressions. I personally think the end of your talk is even more important than the beginning because people tend to remember most the last thing that they are told.

Make them listen!

When you move from the main part to the conclusion, use a sentence that signals to the audience that now they really have to sit up and listen!

Make a lasting impression!

Your conclusion is the place to make sure that you have planted the key ideas of your talk in your listeners' minds. Don't miss this opportunity!

Here are some of my strategies for effective conclusions:

Summarize the main points

This the most widely used method but borrrrrring!! However, sometimes you will find it's the best strategy. Just sum up the main points you have covered in the middle section.

Quote a famous person

Quote something from a famous person that fits the content of your talk and use it as a final statement. You can find lots of quotations on the Internet. If you can't find one, make it up. As long as it fits, no one will ever know.

Ask a provocative question or make a surprising statement

Ask a question which surprises, shocks, or provokes your audience - anything to make them think and to make a lasting impression. Or you can just say something unusual, unexpected, or even shocking to help support your key points.

Use the 'sandwich' technique

Think of your presentation as a sandwich with two slices of bread (introduction + conclusion) and the cheese in the middle (main part). The 'sandwich' strategy means that you have a connection between the beginning and the end of your talk. If, for example, you start telling a joke or (funny) story in the introduction, stop at an exciting moment and move on to the main part. Then finish the story/joke in the conclusion.

Thank the audience

Fugeddabowdit!* Forget standard phrases such as 'Thank you very much for your attention' or 'Thank you for listening'. After a good presentation, it is the audience who should be thanking you!

* = Forget about it.

Which tips do you think are the most useful? Which are not useful at all? Why do you think that? Can you think of any other strategies for making good conclusions? How might cultural differences between you and the audience affect the way you end a presentation? Do you remember a conclusion you found particularly effective? What did the presenter do?

OVER TO YOU





6

Any
questions?Handling the question-and-answer
session





1. **Work with a partner. Ask each other the questions below and make a note of the answers. Then tell the class what you found out.**

- 1 Do you prefer questions during or after the presentation? Why?
- 2 How do you feel about the question period at the end of a presentation?
- 3 How do you prepare for the question period?
- 4 How do you deal with questions you don't want to answer?
- 5 What do you do if you can't answer the question?
- 6 How do you deal with dominant participants?
- 7 Do you remember a presentation in which questions were handled well/badly? What do you think went right/wrong?

2. **Listen to four excerpts from the question phase of a presentation. How does the presenter deal with the questions? Tick (+) the correct box.**

	1	2	3	4
				
She answers the question.				
She doesn't answer.				
She doesn't know the answer.				
She doesn't understand the question				

3. Listen again and complete the sentences from the presentation

	<p>1 And now I'll be _____ any questions you may have. Yes?</p> <p>You were talking about software problems. What exactly _____ by that?</p> <p>Well, I _____ that the new software is being tested at the moment. (...) Does that answer your question?</p>
	<p>2 _____telling us whether the new software will help to improve our company's image?</p> <p>I'm afraid I don't _____ your question. Could you be a bit more specific?</p>
	<p>3 I have _____. It's about the piloting stage. Which division will start piloting the software first?</p> <p>If you _____, I'd prefer not to discuss that today.</p> <p>_____, there will be a meeting next week where that will be decided.</p>
	<p>4 You spoke about special training courses earlier. _____ how they will be organized?</p> <p>Sorry, _____ that's not my field. But I'm sure Linda Cole from the training department _____ that question.</p>

DEALING WITH QUESTIONS

Asking for clarification

If you do not understand the question, politely ask the person to repeat or explain it.

I'm sorry. Could you repeat your question, please?

I'm afraid I didn't quite catch that.

I'm afraid I don't quite understand your question.

Avoiding giving an answer

Sometimes you may not want to answer a question, perhaps because it's the wrong time for it or the question is irrelevant. When avoiding giving an answer, make sure that your tone of voice is friendly and your reply is polite.

If you don't mind, I'd prefer not to discuss that today.

Perhaps we could deal with this after the presentation/at some other time.

I'm afraid that's not really what we're here to discuss today.

Admitting you don't know the answer

If you don't know the answer to a question, be honest and say so. Offer to find out or name a person who can answer the question.

Sorry, that's not my field. But I'm sure Peter Bott from Sales could answer your question.

I'm afraid I don't know the answer to your question, but I'll try to find out for you.

I'm afraid I'm not in a position to answer that. Perhaps Maria could help.

4. Match the two parts to make sentence

1	Good point, but I'd prefer	a	your question please?
2	Perhaps we could	b	deal with this at some other time.
3	Could you repeat	c	off the top of my head.
4	I'm afraid that's	d	not to discuss that today.
5	I'm sure Ms Major	e	answer your question?
6	Sorry, I don't	f	not my field
7	I'm afraid I don't know that	g	could answer that question for you.
8	I'm afraid I'm not	h	in a position to comment on that.
9	Does that	i	quite understand your question .

5. Now decide which of the sentences above you can use to....

a ask for clarification : _____

b make it clear you don't want to answer the question : _____

c admit you don't know the answer: _____

6. Complete the dialogue with phrases from the box.

Could you give us • Does that mean • Are there any questions • Go ahead • Excuse me •
No, no, not at all • I suggest you speak to • I'd be interested • Would you mind • May I ask

<i>Presenter</i>	_____ ¹ ?
<i>Susanne</i>	Yes, I have a question _____ ² some background information on Track Ltd?
<i>Presenter</i>	Certainly. They're one of the leading manufacturers of outdoor equipment in the UK with more than 35 factories world wide.

Tim	_____ ³ telling us why you 've chosen them as partners?
Presenter	The answer's quite simple. We were very impressed with the quality of their products and their prices are very attractive.
Annette	_____ ⁵ a question?
Presenter	Yes, _____ of course _____ ⁶ .
Annette	_____ ⁷ to know what their terms of payment are.
Presenter	I'm afraid I can't answer that question. _____ ⁸
Alex	Sylvia Baker – she would be the right person to ask. _____ ⁹ . You mentioned a London office. _____ ¹⁰ we do business through them?
Presenter	That's right. We need to discuss the details though.



Listen and check

ASKING POLITE QUESTIONS

There are different ways of asking questions in English. If you want to be more polite (and less aggressive), it is better to use less direct questions.

Direct questions

When do you plan to move to Geneva?
What is the project status?

Less direct questions

Could you tell me when you plan to move to Geneva?
Do you mind if I ask what the project status is?

Note that in polite questions it is often necessary to change the word order or add words like *if* or *whether*.

What's the current project status?

Can you tell me **what** the current project status is?

Is that the final decision?

Could you tell me **whether/if that's** the final decision?

7. Look at the questions in the bubble and use the words given to make them more polite

What you think

- 1 Are there any other options?
- 2 What would that mean for us?
- 3 How do we compare with other firms?
- 4 Will we cooperate with our branches in the UK?
- 5 How did she arrive at these results?
- 6 Are there any figures to back this up?

What you ask

- 1 May I ask *if there are any other options?* _____
- 2 Do you mind telling me *what that would mean for us?* _____
- 3 May I ask _____
- 4 Can you tell me _____
- 5 Would you mind telling me _____
- 6 Could you tell me _____

8. Now match the questions from above to the answers.

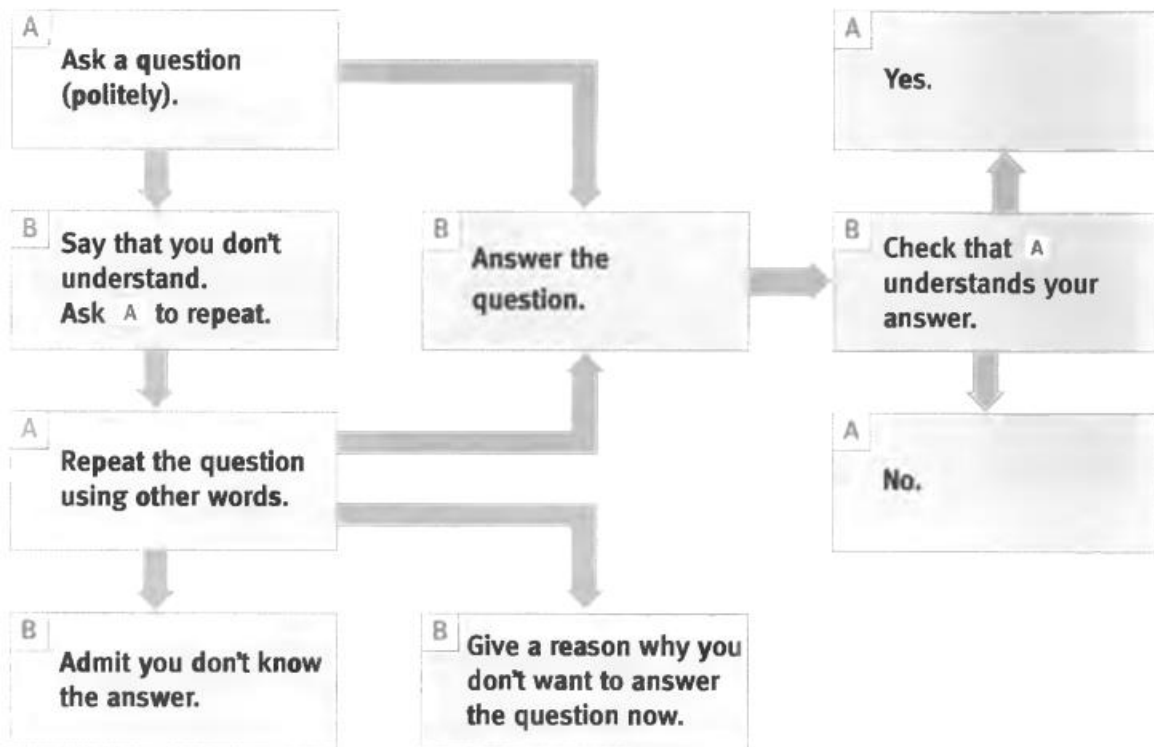
a	Of course. Basically we have two alternatives
b	Well, first of all, more work for each of us.
c	Yes, we will. I've already contacted the London office.
d	Yes. As I said earlier, I'll be passing out handouts with the latest data.
e	Very well. At the moment we are market leader.
f	Not at all. They are based on the latest study.

ANTICIPATING QUESTIONS



If you know your topic well and know who your audience is, it is possible to anticipate most of the questions that will be asked. When preparing your presentation, always try to make a list of questions you expect to be asked. Some of the most common questions will be something like:



What has to be done?	How long does it take?
How much does it cost?	Is there a deadline?
What are the alternatives?	Do we get support?
Who will be responsible?	What can go wrong?

- 9. Work with a partner. First think of a topic you both know well (e.g. an update on a current project or plans for a new project). Work separately to write four or five questions about the topic. Then use the flow chart to practise asking and answering your questions.**






10. Sometimes you have to deal with interruptions or unexpected questions during your presentation. Listen to the following excerpts from four different presentations and tick (+) in which one the presenter:

	postpones answering the question	deals with an aggressive question	explains a term that somebody doesn't understand	deals with a difficult question
				
				

11. Now listen again and complete the sentences the presenters use to deal with the interruptions.

	_____ is how we can meet the delivery date as we are slightly under-staffed in production at the moment
	Sorry, _____ when we discuss the financial side of this merger. OK, I was just moving on to the timing of the merger and ...
	Yes, _____. Let me just _____ so that everybody can hear.



Yes, sure. _____ the big credit card companies ... use special microchips instead of the usual magnetic strips on their cards. _____ your question?

DEALING WITH INTERRUPTIONS

Sometimes you may be asked questions during the presentation, even if you have asked the audience to wait. Whereas some questions can and should be answered quickly (for example, when a participant hasn't understood something you've said), you might prefer to postpone unwelcome questions or comments.

If you don't mind, I'll deal with this question later in my presentation.

Can we get back to that a bit later?

Would you mind waiting with your questions until the question and answer session at the end?

After answering questions, especially those that require a longer answer, it is sometimes necessary to remind the audience what you were talking about before the interruption.

Before we continue, let me briefly summarize the points we were discussing.

So, back to what I was saying about...

12. Complete the sentences with verbs from the box. Sometimes more than one answer is possible.

answer deal go mention mind move prefer recap summarize

- 1 Well, actually, I'd _____ to answer your question after the presentation.
- 2 To _____ what we were discussing, let me _____ the following points.
- 3 Sorry, but I'd rather not _____ with this question now as we'll be looking at that in detail later on this morning.
- 4 Let me ju st _____ back to what we were discussing earlier.
- 5 I'll _____ this question in the course of my presentation.
- 6 Before w e _____ on, let me briefly _____ the main points we have been talking about.
- 7 I'm sorry, but would y o u _____ waiting until the question period?

REFORMING QUESTIONS		
<p>It is sometimes necessary to reformulate a question (i.e. say it in another way) before answering it. This not only gives you time to think, it also allows you to make sure you have understood the question. With a large or noisy audience, it allows the other participants to hear the question (again) and finally, it gives you the chance to change the tone of the question, e.g. by making it less aggressive.</p> <p>You can use the following phrases and the techniques in the table below to reformulate questions:</p> <p><i>I see. So, what you're asking is :...</i></p> <p><i>If I understand you correctly, you want to know...</i></p> <p><i>OK, let me just repeat your question so everybody can hear it.</i></p> <p><i>If I could just rephrase your question ...</i></p>		
The question is:	You reformulate to make it:	by:
negative <i>isn't there a better solution?</i>	positive <i>What would be a better solution?</i>	leaving out negative words such as <i>no, never, none</i>
aggressive Do you honestly believe we can get the contract?	neutral <i>You're asking whether I think it is possible to get the contract.</i>	avoiding words which sound aggressive or have a negative meaning such as <i>honestly, really, disaster</i>

13. Reformulate the following questions using the techniques and phrases in the box above.

1 Are you really sure we can meet our deadline?	4 Do you honestly think we can rely on them?
2 Won't we get support from headquarters?	5 Do you really think this will work?
3 Isn't there a better way to reduce costs?	

14. Put the words in the right order to make sentences with expressions from this unit.

- 1 point back perhaps get we later can to that
- 2 answer question can't afraid I that I'm
- 3 correctly I've you'd system if understood works know like how the you to
- 4 deadline interested meet I'd to know the can if be we
- 5 those arrived you how may figures at I ask ?
- 6 Sarah to department speak suggest you I the from marketing

15. It's your turn now. Practise the phrases from this unit using the checklist.

CHECKLIST FOR QUESTIONS

- 1 Listen carefully.
- 2 Make sure you have understood the question correctly.
- 3 Reformulate the question in your own words.
- 4 If you want to postpone the question, say why politely.
- 5 If you don't know the answer; say so and offer to find out.
- 6 Answer irrelevant questions politely but briefly.
- 7 Check that the questioner is satisfied with your answer

OUTPUT

Read what people say about the question and answer session. Which opinion(s) do you agree with?

Person 1. For me, the question and answer session is the most difficult part of a presentation. I don't like it at all. You never know what questions will be asked, so you can't really prepare. I always feel extremely nervous. The problem is you have to say something quickly and don't have the time to think of a clever reply.

Person 2. If you ask me, most questions aren't really questions at all. It seems as if a lot of people ask questions not because they want to get an answer but because they want to show the other participants how clever they are or how funny or whatever. I think some people just want to show off or be the centre of attention.

Person 3. I like the way questions are asked by American audiences. My experience is that they usually say something positive about a presentation before they start asking questions. I think that's a very good thing because the questioner shows some respect for the presenter and also helps create a more relaxed and friendly atmosphere during the question period.

Person 4. I think it's important to try and predict all the questions you might be asked. Before a presentation I always make a list of questions I expect people to ask. Then I think about possible answers and practise them. Sometimes I even get friends and colleagues to ask me questions. Of course you can't anticipate all the questions but at least you don't need to worry about the ones you have thought about. I feel much more comfortable this way.

Person 5. You need to decide when you want to answer questions. Allowing questions during your talk usually creates a rather informal, seminar-like atmosphere. You can answer questions directly and involve the audience. On the other hand, answering questions after the presentation gives you more control of your structure and timing. If you want questions after your talk, you can say that your time frame is very tight or the topic is rather complex.

Do you usually answer questions during or after your talk?

OVER TO YOU

Which do you prefer? What other tips can you think of for preparing for the question period?

How often do you present to an English-speaking audience?

How different is it from presenting to an audience in your own language?

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4. The Presentation Handout - Not Your Slides! - This resources discusses key factors that must be kept in mind when creating a handout and why handouts play a critical role. <http://www.rethinkpresentations.com/the-handout-not-your-slides/>
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ДОДАТКИ**Presentation Test**

Are the following statements True or False?

1. An OHP is for the display of 35mm slides.

- True
- False

2. A document distributed to an audience is called a 'handout'.

- True
- False

3. There are only two ways in which we can modulate our voice.

- True
- False

4. Eighty percent of the information that we absorb is absorbed visually.

- True
- False

5. A bar chart can be horizontal or vertical.

- True
- False

6. Active verbs are more powerful than passive verbs.

- True
- False

7. Signposting is a technique used only during the introduction of a presentation.

- True
- False

8. 'To rehearse' means 'to write'.

- True
- False

9. It is important to give as much information on a graphic as possible.

- True
- False

10. Indelible markers are intended for use with flipcharts, not whiteboards.

- True
- False

Test Presentations Challenge

Imagine that you are making a presentation to a large group of people working in your industry. How do you start your presentation?

1. Are we all here? Good, well if we look at the first slide you'll see our total carbon usage for 2005...
2. Hello everyone. Thanks very much for coming along today. My name is Kirk Renolds and today I'll be talking about some of the work we've been doing on our environmental strategy...
3. Hello ladies and gentlemen. My name is Kirk Renolds and today I'll be talking about some of the work we've been doing on our environmental strategy...

What do you say next?

1. 'I'll begin by giving you some background into why we started the trials, then we'll look at some organisational challenges and finally I'll present the results and take any questions you might have'
2. 'Okay well, as I said, this presentation is all about our environmental strategy and when we first started looking at this none of us were really sure where to start, but I'll talk about that in more detail in a minute or two. Er... and then I'll tell you about some of the problems we had setting this up - actually, I remember one particular incident very clearly, which I'll quickly relate... '

Later in the presentation, you begin to go through your slides...

1. 'Well, as you can see in this slide, energy savings increased significantly as we implemented our strategy...'
2. 'In January 2005, there was a saving of £293, in February, there was a saving of £300, in March...'
3. 'Here's the next slide. OK? And on the next slide...'
4. 'Oh dear! I'm awfully sorry but we seem to be having some technical problems with the projector. At this point I wanted to show you a slide with the energy savings we made between 2005 and 2006. Savings increased from just under £300 to...'

Suddenly, someone asks a question. How do you respond?

1. 'Look, I said at the start that I'd be happy to take questions at the end...'
2. 'That's a very interesting question...'
3. 'Would you mind if I came back to your question at the end? It's just that I'm rather conscious of the time...'

You have reached the end of your presentation. What do you say?

1. 'I'm terribly sorry but I seem to have taken too long, so we don't actually have time for any questions! However, if you grab me after the session I'll be happy to answer any questions you might have.'
2. 'If you have any questions, I would be happy to answer them now...'
3. 'Any other business?'

Agenda Setting Quiz

1. Which sentence might you hear at the beginning of a presentation?

- A Ladies and gentlemen, thank you for arriving today
- B Ladies and gentlemen, thank you for appearing today
- C Ladies and gentlemen, thank you for coming today
- D Ladies and gentlemen, thank you for showing your faces today

2. The _____ of today's presentation is to discuss my findings.

- A purpose
- B reason
- C cause
- D points

3. Now, _____ begin by introducing myself.

- A allow me
- B let me
- C I
- D presentation

4. I'd be very happy to _____ you to ask questions at the end of the session.

- A tell
- B invite
- C order
- D request

Presentations- Body Quiz

1. _____ this first graph, you can see that our sales have increased by 25% in the last year
take / see / look / watch / if / you / at

2. _____, we have a large percentage of the market share.
see / watch / you / as / know / they / can

3. We find that good communication is a _____ in improving staff morale.
key / point / thing / factor / reason

4. _____ the importance of good communication can be seen here
example / in / a / of / soon / at / good

Presentations - Questions quiz

- 1. If you have any questions, _____ to answer them now.**
 - A I would like to be able
 - B I would be happy
 - C I would have been happy
 - D I was happy

- 2. Can I _____...?**
 - A just ask?...
 - B you ask?...
 - C only ask?...
 - D ask it?...

- 3. Can you _____....?**
 - A tell me it?
 - B tell to me?
 - C explain to me?
 - D explain me?

- 4. Yes, a very _____.**
 - A good question
 - B question
 - C obvious question
 - D lovely question

BODY LANGUAGE QUIZ

You're giving a presentation... Do this quiz about body language first. Sometimes more than one answer is possible (circle your answers):

1. How should you stand?
 - a) Arms crossed on chest.
 - b) Straight but relaxed.
 - c) Knees unlocked.
2. What should you do with your hands?
 - a) Put hands on hips.
 - b) Put one hand in a pocket.
 - c) Keep hands by your side.
3. How can you emphasize something?
 - a) Point finger at the audience.
 - b) Move or lean forward to show that something is important.
 - c) Use a pointer to draw attention to important facts.
4. What should you do when you feel nervous?
 - a) Hold pen or cards in your hands.
 - b) Walk back and forth.
 - c) Look at the flip chart or screen (not at the audience).
5. How should you keep eye contact with the audience?
 - a) Make eye contact with each individual often.
 - b) Choose some individuals and look at them as often as possible.
 - c) Spread attention around the audience.
6. How fast should you speak?
 - a) About 20% more slowly than normal.
 - b) Just as fast as in a normal conversation.
 - c) Faster than in a normal conversation.
7. How should you express enthusiasm?
 - a) By raising voice level.
 - b) By waving arms.
 - c) By making hand or arm gestures for important points.

Useful Phrases

Introductions and outline

Introducing institute/department

Hi. Thanks for coming . . .

I am a PhD student/researcher/technician at . . .

I am doing a PhD/a Masters/some research at . . .

I am part of a team of 20 researchers and most of our funding comes from. . .

The work that I am going to present to you today was carried out with the collaboration of the University of . . .

Telling the audience what point your research has reached and in what context it is

What I am going to present is actually still only in its early stages, but I really think that our findings so far are worth telling you.

We are already at a quite advanced stage of the research, but I was hoping to get some feedback from you on certain aspects relating to . . .

Our research, which we have just finished, is actually part of a wider project involving . . .

Giving a general outline (formal)

In this presentation I am going to/I would like to/I will
discuss some findings of an international project
examine/analyze/bring to your attention
introduce the notion of/a new model of
review/discuss/describe/argue that
address a particular issue, which in my opinion, ..
give an analysis of/explore the meaning of

Giving your agenda (traditional)

I will begin with an introduction to . . .

I will begin by giving you an overview of . . .

Then I will move on to . . .

After that I will deal with . . .

And I will conclude with . . .

Giving your agenda (less formal)

First, I'd like to do x/I'm going to do* First, I'll be looking at X.

Then we'll be looking at Y/Then, we'll focus on Y.

And finally we'll have a look at Z/Finally, I'm going to take you through Z.

So, let's begin by looking at X.

Giving your agenda (informal)

So this is what I am going to talk about . . .

. . . and the main focus will be on . . .

. . . and what I think, well what I hope, you will find interesting is ...

I'm NOT going to cover P and Q, I'm just going to...

Giving your agenda (more dynamic)

it is an area that has been really neglected . . .

I think we have found a

radically new solution for . . .

truly innovative approach to . . .

novel way to ..

We are excited about our results because this is the first time research has shown that . . .

Why is X is so important? Well, in this presentation I am going to give you three good reasons ...

What do we know about Y? Well, actually a lot more/less than you might think. Today I hope to prove to you that . . .

Referring to handout

I've prepared a handout on this, which I will give you at the end – so there's no need to take notes.

Details can also be found on our website. The URL is on the handout.

Transitions

Moving on to the main body of the presentation

Okay, so let me start by looking at . . .

So why did we undertake this research? Well, . . .

So what were our main objectives? Well, . . .

Introducing a new element or topic

With regard to x . . .

As far as x is concerned . . .

Regarding x . . .

Signaling that the topic is about to change

Before I give you some more detailed statistics and my overall conclusions,

I am just going to show you how our results can be generalized to a wider scenario.

In a few minutes I am going to tell you about X and Y, which I hope should explain why we did this research in the first place. But first I want to talk to you about ...

Showing where you are in the original agenda

Okay so this is where we are ...

This is what we've looked at so far.

So, we're now on page 10 of the handout.

Referring to previous topic to introduce next topic

Before moving on to Z, I'd just like to reiterate what I said about Y.

Okay, so that's all I wanted to say about X and Y. Now let's look at Z.

Having considered X, let's go on and look at Y.

Not only have we experienced success with X, but also with Y.

We've focused on X, equally important is Y.

You remember that I said X was used for Y [go back to relevant slide], well now we're going to see how it can be used for Z.

Getting the audience interested in the next topic

Did you know that you can do X with Y? You didn't, well in the next section of this presentation I'll be telling you how.

Direct transition

Let me now move onto the question of . . .

This brings me to my next point . . .

Next I would like to examine . . .

Now we're going to look at Z./Now I'd like to show you Z./Now I'd like to talk about Z.

Okay, let's move on to Z.

Now we are going to do X. X will help you to do Y.

Emphasizing, qualifying, giving examples

Emphasizing a point

I must emphasize that ..

What I want to highlight is . . .

At this point I would like to stress that . . .

What I would really like you to focus on here is . . .

These are the main points to remember:

The main argument in favor of/against this is ..

The fact is that . . .

This is a particularly important point.

This is worth remembering because . . .

You may not be aware of this but . . .

Communicating value and benefits

So, the key benefit is. . .

One of the main advantages is. . .

What this means is that . . .

We are sure that this will lead to increased . . .

What I would like you to notice here is . . .

What I like about this is . . .

The great thing about this is . . .

Expressing surprise in order to gain interest

To our surprise, we found that . . .

We were surprised to find that . . .
 An unexpected result was . . .
 Interestingly, we discovered that . . .

Qualifying what you are saying

Broadly speaking, we can say that . . .
 In most cases/In general this is true.
 In very general terms . . .
 With certain exceptions, this can be seen as . . .
 For the most part, people are inclined to think that . . .
 Here is a broad outline of . . .
 Qualifying what you have just said
 Having said that . . .
 Nevertheless, despite this . . .
 But in reality . . .
 Actually . . .
 In fact . . .

Giving explanations

As a result of . . . Due to the fact that . . . Thanks to . . .
 This problem goes back to . . .
 The thing is that . . .
 On the grounds that . . .

Giving examples

Let's say I have... and I just want to . . .
 Imagine that you . . .
 You'll see that this is very similar to...
 I've got an example of this here... *show slide*
 I've brought an example of this with me *show object*
 There are many ways to do this, for example/for instance you can...
 There are several examples of this, such as . . .

Diagrams

Making initial reference to the diagram

Here you can see . . .
 I have included this chart because . . .
 This is a detail from the previous figure . . .
 This should give you a clearer picture of . . .
 This diagram illustrates . . .

Explaining what you have done to simplify a diagram

For ease of presentation, I have only included essential information.

For the sake of simplicity, I have reduced all the numbers to whole numbers.

This is an extremely simplified view of the situation, but it is enough to illustrate that . . .

In reality this table should also include other factors, but for the sake of simplicity I have just chosen these two key points.

This is obviously not an exact/accurate picture of the real situation, but it should give you an idea of . . .

.

I have left a lot of detail out, but in any case this should help you to . . .

if you are interested you can find more information on this in my paper.

Indicating what part of the diagram you want them to focus on

Basically what I want to highlight is . . .

I really just want you to focus on . . .

You can ignore/Don't worry about this part here.

This diagram is rather complex, but the only thing I want you to notice is . . .

Explaining the lines, curves, arrows

On the x axis is . . . On the y axis we have . . .

I chose these values for the axes because . . .

In this diagram, double circles mean that . . . whereas black circles mean . . .

dashed lines mean . . . continuous lines mean . . .

Time is represented by a dotted line.

Dashed lines correspond to . . . whereas zig-zag lines mean . . .

The thin dashed gray line indicates that . . .

These dotted curves are supposed to represent . . .

The solid curve is . . .

These horizontal arrows indicate . . .

There is a slight/gradual/sharp decrease in . . .

The curve rises rapidly, then reaches a peak, and then forms a plateau.

As you can see, this wavy curve has a series of peaks and troughs.

Explaining positions

on the left is . . . on the left side here . . .

in the middle . . .

here, at the top . . .

down in this section . . .

over here is a . . .

the upper/lower section . . .

Making reference to parts of the presentation

Referring forward

I'm going to do X, Y, and Z.

I'm not going to cover this aspect now, I'm just going to...

I'll go into a bit of detail for each concept

I'll explain this in a moment/I'll talk about that later.

As we will see later . . .

Referring backward

As I said before . . .

Remember I said that . . .

The concept I mentioned earlier . . .

As I mentioned a moment ago . . .

To return to my earlier point . . .

If we go back to this slide . . . (*shows an earlier slide*)

Referring to current slide

Here you can see . . .

Notice that it has . . .

As you can see . . .

Discussing results, conclusions, future work

Very strong affirmations

These results definitely prove that . . .

We are convinced that our results show that . . .

What these results prove is . . .

Tentative affirmations

Our results would seem to show that . . .

What these findings seem to highlight is . . .

I think that these results may indicate that . . .

It seems probable from these results that . . .

I think it is reasonable to assume that . . .

Under the hypothesis that $x = y$, what these results probably mean is . . .

We are assuming that the reason for this discrepancy is . . .

We are presuming that this nonagreement is due to . . .

This may indicate that . . .

A possible explanation is . . .

I believe this is due to . . .

Future work

So, we've still got quite a long way to go. What we need to do now is...

Given these results, it seems to us that the best thing to do now is ...

A promising area for future research would probably be ...

What we are planning to do next is ..

Eliciting audience help

To be honest, we are not exactly sure what these results may implicate . . .

We think our results show that $x = y$, and we were rather hoping to find other people who may be doing similar research to confirm this for us ...

We are not really sure why the results appear to be so contradictory, and we were wondering whether someone here might be able to help us out with this.

We are actually looking for partners in this project, so if anybody is interested, please let us know.

Ending

Warning audience that presentation is near the end

Okay, we're very close to the end now, but there are just a couple of important things that I still want to tell you.

Well that brings me to the end of the presentation. So, just to recap . . .

I'm afraid that you don't have time to go into this in my further detail, But you can find more information about it on this website (which is on the back page of your handout).

If you would like more information on this, then please feel free to email me.

My address is on the back page of the handout./My address is in the congress notes.

Thanks very much for coming.

Thank you for your attention.

Questions and answers

Beginning a Q&A session

Does anyone have any questions on this?

If you ask any questions I would be grateful if you could ask them slowly and clearly, as

- my English is a bit rusty

- many attendees here today are not native speakers of English

Handling the session

Okay, could we start with the question from the gentleman/lady at the back.

Do you mind just repeating the question because I don't think the people at the back heard you.

I think we have time for just one more question.

Okay, I am afraid our time is up, but if anyone is interested in asking more questions I'll be in the bar and at the social dinner tonight.

What to say when you don't understand a question from the audience

Sorry, could you repeat the question more slowly please?

Sorry, could you speak up please?

Sorry, I didn't hear the first/last part of your question.

Sorry, I still don't understand – would you mind asking me the question again in the break?

Sorry, but to answer that question would take rather too long, however you can find the explanation on my web pages or in my paper.

I'm not exactly clear what your question is.

Going back to the presentation after taking questions mid presentation

Okay, would you mind if I moved on now, because I've still got a couple of things I wanted to say?

Interpreting the questions

Can I just be sure that I understand? You are asking me if . . .

So what you are saying is . . .

So your question is . . .

Avoiding difficult questions

I'm not familiar with the details regarding that question.

I can't give you an exact answer on that, I am afraid.

That's a very interesting question and my answer is simply I really don't know!

That's a good question and I wish I had a ready answer, but I 'm afraid I don't know!

You know, I've never been asked that question before and to be honest I really wouldn't know how to answer it.

I would not like to comment on that.

I am sorry but I am not in a position to comment on that.

I am not sure there really is a right or wrong answer to that. What I personally believe is . . .

Asking for time or deferring

I think it would be best if my colleague answered that question for you.

Can I get back to you on that one?

Could we talk about that over a drink?

I need to think about that question. Do you think we could discuss it in the bar?

You've raised a really important point, so important that I think I would rather have a bit of time to think about the best answer. So, if you give me your email address at the end, I'll get back to you.

At the moment I don't have all the facts I need to answer that question, but if you give me your email address at the end, I'll get back to you.

Offhand, I can't answer that question but if you...

Commenting on audience questions

I know exactly what you mean but the thing is . . .

I take your point but in my experience I have found that . . .

You're quite right and it is something that I am actually working on now.

I'm glad you raised that point, in fact one of my colleagues will be able to answer that for you.

Yes, the additional experiments you suggest would be very useful. Maybe we could talk about them over lunch.

Posters**Getting the person interested**

Hi, would you like some more information?

Would you like me to take you through the process?

I have a short demo here if you would like to look at it.

Would you like to hear some more details on the methodology?

Offering further help

Would you like a copy of this handout/brochure/document? It basically says the same as the poster but in a lot more detail.

Here is my paper, if you would like a copy.

You can find more details on my website, which is written on my card here.

Asking questions about the person's research

May I ask what field you are in?

Where are you based?

How long have you been working in this field?

Opening up possibilities for further contact

Would you like to give me your email address?

Are you giving a presentation yourself?

Are you going to be at the dinner tonight?

Might you be interested in setting up a collaboration?

Saying goodbye

Thank you very much.

It was very nice to meet you.

Hope to see you around.

Hope to see you again.

I'll email you the website/my paper/the documentation.

Let's keep in touch.

Goodbye.

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