

## **Structuring your presentation**

When structuring your presentation remember:

- to keep it simple
- repeat your messages so that your audience remembers them
- guide the audience as if you were taking them on a journey

The Core Structure

### **INTRODUCTION > MESSAGE 1 > MESSAGE 2 > MESSAGE 3 > CONCLUSION**

Intro: tell your audience what you are going to present and provide a summary of your main message(s).

Body: present the details of your key messages

Conclusion: tell your audience what you have presented and sum up the main messages.

- tell your audience what you are going to tell them
- tell them
- tell them what you have told them

### **Moving from one part of the presentation to the next**

- guide the audience and make sure they know when one section finishes and another one begins. Use 'signposting' phrases that guide the audience and describe the structure of your presentation.
- Emphasize the transition by making physical changes (movement, pausing, changing the energy of your voice).

## Language focus

A) Structuring a presentation: match the expressions to the correct section of a presentation.

That is the end of my presentation ...

Now today I'd like to talk about ...

**Introduction**

That brings me to my second point.

I'm going to go through 3 points.

That covers what I wanted to say about ...

**Messages**

Let's move on to the last point ...

So, let's start with ...

First of all, I will talk about ...

Secondly, I will cover ...

**Conclusion**

And finally, I want to discuss ...

B) Announcing the beginning and end of a message: look at the phrases for guiding your audience and put them in the correct category.

*Moving on (from ..) to ...      So, I've reached the end of ...      Now let's look at ...  
Now I'd like to consider ...      That was my first point. Next I'd like to ...      That covers  
all I wanted to say about ...      Turning now to ...      I'd like to begin by (-ing) ...  
That's enough about ...      Let's start with ...      That leads me on to my next point ...  
Let's leave that there.      So, next ...      Let's look at ....      That's all I wanted  
to say about ...      Let's examine ...*

Introducing a message	Ending a message	Transition from M to M

### C) Signposting

Match the signposting phrases on the left with the same meaning:

- |                        |                        |
|------------------------|------------------------|
| 1 Last of all          | a To begin with        |
| 2 Firstly/First of all | b To recap             |
| 3 In conclusion        | c Secondly/Thirdly ... |
| 4 Next                 | d To conclude          |
| 5 To sum up            | e Finally/Lastly       |

Complete the introduction and conclusion using the phrases above.

I am going to talk about three main points. \_\_\_\_\_, I would like to look at some of the problems of introducing a flexitime scheme for your company. \_\_\_\_\_, I intend to outline the advantages for your staff and business. And \_\_\_\_\_ I'll go through how your firm can help you to implement such change. Note that I'll be referring to the handout in front of you as we go ...

... so, \_\_\_\_\_ we've looked at how this scheme would affect your working practices. We've outlined how these changes might be implemented and I've taken

Adapted from: John Hughes, Andrew Mallet. Successful Presentations: For Professionals who use English at Work. OUP, 2012.

you through what my company could do to help you with this process. \_\_\_\_\_, I'd like to point out that while changes might cause problems in the short term, in the long run I believe it will bring significant benefits. Now, does anyone have any questions?

#### D) Practice

Pick a topic from the list below and in a few minutes prepare a roughly two-minute presentation which gives your opinion on the chosen topic. Focus on clarity and structure.

Driverless cars      Social networks and private information      Advertising targeted at children  
High salaries of politicians      Tablet PCs are the future of the computer  
The importance of university diploma for the job market      Copyright: copyright holders vs. the public  
Future of technology      Books and e-readers