#### 1 Preparing your presentation

*Planning*: What do you have to take into consideration before giving a presentation?

Practising: What do you think are some ways of practising?

Dealing with nerves: How do you keep calm?

### 2 Structuring your presentation

A Talking Point: What can make a presentation difficult to understand? Do presentations normally have a typical structure?

#### B The Core Structure

That is the end of my presentation	1
Now today I'd like to talk about	
This brings me to my second point	
I'm going to go through three points.	2
That more or less covers	
Let's move on to the last point	
Let's leave that there for now, shall we?	
So let's start with	
First of all, I'll talk about	3
Secondly, I'll cover	
And finally, I want to discuss	

C Announcing the beginning and end of a message

Moving on (from) to... 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 (examining)... That's enough about...

D Signposting. What is it? Match similar expressions.

1 Last of all a To begin with/To start 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

## 3 Introducing your presentation

A Talking Point

Think about an audience at a presentation. Why is it important to think about your audience?

What do they want to know at the start of the presentation?

What can a presenter do to get their attention at the start?

B Language Focus

Below, you will find a number of ways to state the **purpose** of your presentation. Complete them using the words given.

OK, let's get started. Good morning, everyone. Thanks for coming. I'm (your name). This morning, I'm going to be:

showing talking taking reporting telling
1 to you about our project in which we examined the pros and cons of keyhole surgery.
2 you about the recent advances in psoriasis therapy.
3 you how to deal with terminally ill patients.
4 a look at less obvious causes of gastrointestinal bleeding.
5 on the results of the study we carried out in the paediatric ward.
so, I'll begin by:
making outlining bringing giving filling
1 you in on the background to the project.
2 a few observations about traditional treatment.
3 hospital's policy on patient communication.
4 you an overview of what can trigger such bleeding.
5 you up-to-date on the latest findings of the study.
and then I'll go on to:
compare discuss make highlight talk
1 what I see as the main advantages of this procedure.
2 the traditional ways of treatment with the new ones.
3 you through a procedure for breaking bad news to both the patient and his or her family.
4 detailed recommendations regarding prevention and early diagnosis.
5 in more depth the implications of the data in front of you.
C Directing your audience about questions
Towards the end of the introduction, we normally give direction by telling the audience if there will be
opportunity to ask questions during or after the presentation. Look at the sentences below. Can
question be asked during, after or not at all?
1 Feel free to stop me as we go along to ask questions
2 There'll be time after I've finished for questions.
3 Please hold up your hand at any time if you have questions.
4 As we're short on time today, I'm afraid I won't be taking any questions.
5 There'll be the opportunity to ask questions at the end.

# 4 Delivering your message

A Talking point: What techniques can you use to get your message across? How can you make sure that the audience remembers your key messages? What are cue cards? What is the role of silence?

- 1 What I mean is
- 2 What I'm arguing for is
- 3 Let me give you an example
- a Introducing your point

4 In other words

b Explaining

5 Let's start with

- c Giving examples
- 6 I'd like to outline/examine
- 7 For example/instance
- 8 This means that
- C Visual aids
- 1 What do you think the KISS principle stands for?
- 2 How much time should you spend on a slide?
- 3 What is the recommended minimum size of letters in the slide?
- 4 What kind of background should be avoided on slides?

# **5 Concluding**

<b>a</b> If you'd like to ask me any questions, then I'd be happy to try and answer them <b>b</b> Well, I've come to the end of my presentation
c My aim was to give you a good overview of the background, the approach and the results of the survey
<b>d</b> As I said before, you can study this in further detail in your hand-outs <b>e</b> We have seen how far-reaching the research is in terms of numbers
f Thank you very much for listening
<b>g</b> We have also looked at the more general and global feedback
B Underline any expressions in A that
1 announce the end of the talk 2 recap the key messages and refer back to previous parts of the presentation
3 ask the audience to take action
4 thank the audience 5 invite questions
6 Handling questions
The LEVER model (Listen-Echo-Value-Empathize-Respond)  1 check the understanding of the question
2 show you value the question
3 show empathy and understanding
4 check the questioner is satisfied with your answer
Re-order these words to make expressions. Then add them to the four categories above.
a have you correctly I understood?
b understand your I concern can. c let be sure you I've followed me correctly.
d answer that query your does?
e that would be problem I can a see.
f important that's point an – raising thanks for it.
7 Bringing it alive!
A Talking point. What makes a presentation interesting or memorable? How can a presenter make
the audience feel more involved in a presentation?
B Other things to consider.
Interaction – get the audience to participate by asking them to
Imagination – There are many ways to stimulate the audience's imagination including
Attitude – Interesting presenters make the audience feel that he or she wants to speak to them. The techniques they use include:,,,