

GIVING PRESENTATIONS

1. Think of the features of good and bad presentations.
2. Watch Video 1 'What is the point' (0-3:18) and compare your experience with the way Joanna is presenting. What is wrong with her?
3. Can you now identify the basic rules of giving effective presentations? Decide in which box they belong.

System	Delivery	Body language	Visual aids

4. To give an effective presentation it is necessary to know

- how to plan and prepare a presentation
- how to organize a presentation
- how to deliver a presentation
- how to attract the audience's attention
- how to guide the audience
- how to cope with audio-visual aids
- how to describe visuals
- how to cope with equipment
- how to finish strongly
- how to deal with audience questions

5. What do you think is essential for you? Is there an area where you need any training? Complete the questionnaire.

6. Preparation. Put the steps in preparation in the right order

- Change the text into a note form
- Memorize the presentation to give an impression of fluency
- Write out the rough text
- Research information
- Decide on visual aids and their design
- Rehearse by speaking aloud – check the timing
- Decide what should be in the final presentation
- Change written language into more natural spoken language
- Decide on the structure and signalling devices

7. One of the worst things about Joanna's presentation is its lack of organization. Put the following items in order to get a well-structured presentation.

OUTLINE	
I've divided my talk into...	
QUESTIONS	
If you have any questions, please...	
INTRODUCTION	
I'd like to talk today about...	
CONCLUSION	
In conclusion...	
PART	
Let's start with... So that covers...	
PART	
... and turns to...	
PART	
That brings me to... Let's leave that there...	
SUMMARY	
To sum up...	

INTRODUCTIONS

1. Video 2 ‘Making a start’ (poor 3:18-6:00). Geoff.

Observe what is and what is not included then try to identify your own mistakes.

➤ poor:

➤ good:

2. Complete these sentences. Choose the correct verb. The first one has been done for you.

- a. I'd like to inform you of the latest news.
 speak inform describe
- b. Could youup? We can't hear you at the back.
 talk say speak
- c. I'll have tothe place as I don't have any photographs with me.
 explain describe present
- d. He's going tothe latest results.
 describe inform present
- e. Let mewhy we need to cut costs.
 explain describe talk
- f. We'll have time toabout this over lunch.
 discuss say talk
- g. I couldn't how long will it take.
 talk speak say
- h. We willyou when the project comes to an end.
 say describe tell

Effective Presentations, J.Comfort, OUP

2. Match the phrases and the headings:

Greeting	I'd be glad to answer any questions at the end of my talk
Introducing yourself	I've divided my presentation into x parts
Introducing the topic	Finally
Outlining the structure	Let me introduce myself. My name's ... I'm a.... / I work...as a... at.....in....
Mentioning the questions	I'd like to talk today about... To start with...
Linking to the 1 st part	The topic of my paper/presentation is...
	Then/ next
	Good morning/afternoon ladies and gentlemen
	First of all...
	If you have any questions, please do not hesitate/feel free to interrupt.

3. Introductions can become repetitive. It's important to have a choice of words and expressions at your fingertips.

Use one of the following expressions to replace each of the expressions in italics in this introduction.

don't hesitate

a chance

I take care

I'm delighted

sections

go through

in more depth

my purpose is

divide

Good morning, ladies and gentlemen. *It's a pleasure*^a to be with you today. My name's Gordon Matthews and *I'm in charge*^b of corporate finance at our headquarters here in Brussels. *We are here today*^c *to review*^d some key figures and to outline financial strategy over the next five years. So what I intend to do is to *break down*^e this presentation into three *parts*^f: first, the financial review; second, the options facing us; and finally, the strategy I propose. If you have any questions, please *feel free*^g to interrupt me, but I should also say there'll be *an opportunity*^h to discuss issues *at greater length*ⁱ after my talk.

4. Complete this presentation introduction with words from the list.

talk about	look at	points of view
questions	brief	finally
hear	act as	go along

Good afternoon and thank you for making the effort to be here with us today. My name's Rachel Rawlins and I'm responsible for public affairs. What I'd like to do today is ^a _____ our recent corporate campaign. This ^b _____ talk will hopefully ^c _____ a springboard for discussion. I'm going to ^d _____ the corporate campaign from three ^e _____ : firstly, the customers; secondly, the financial institutions; and ^f _____, the shareholders. If you have any ^g _____, just interrupt me as I ^h _____. Your point of view may well be different, and we'd like to ⁱ _____ from you.

5. Prepare and practise introductions on the topics of your choice.

SIGNALLING DEVICES

As a recipient do you prefer to read a paper or listen to a speaker? Why? What happens if you get lost:

- a) when reading a text
- b) when listening to a presentation

1. What can help the audience follow the presentation?

2. Watch the video ‘Linking the parts’ (6:12-7:23). As you watch, make notes on the content and organization of Geoff’s talk.

A. Watch Version 2 (7:24-9:40). As you watch, complete Geoff’s presentation notes.

- I.**
- II.**
- III.**.....

3. Use the expressions from the list to indicate the changes:

- an earlier point
- the next point
- main points
- change
- end

come to, get back, recap, conclude, turn to, move on, go back

4. Complete the sentences with the following words: go, turn, recap, moving, conclude

- I’d like to on the main points.
- Let’sback to our topic.
- Let’snow to the new methods.
- I’d like to by a quotation.
-to the question of higher education, ...

Inspired by: Presenting in English, M. Powell

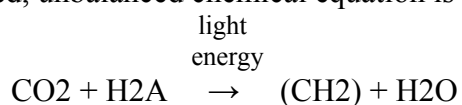
5. Listen to the recording and/or read the text ('Photosynthesis'). Focus on signalling devices and note them down.

Well, good afternoon, ladies and gentlemen. Let me introduce myself. My name's Colin Robertson. I'm a science consultant and I take care of the chemistry section at the Museum of Nature in London.

The topic of my talk today is photosynthesis. I've divided my presentation into three parts. First, I'll define the term, then I'll mention the equation for photosynthesis and finally we'll look in more detail at two stages of photosynthesis – the light reaction and the dark reaction. I'd be glad to answer any questions at the end of my talk.

Let me start by defining the term. Photosynthesis is a process by which chlorophyll-containing organisms, green plants - algae, and some bacteria - capture energy in the form of light and convert it to chemical energy.

Well, this brings me to the second point, which is the equation for photosynthesis. A quite generalized, unbalanced chemical equation is



Let's look at this in more detail.

The formula H₂A represents a compound that can be oxidized, that is, from which electrons can be removed. CO₂ is carbon dioxide, and CH₂ is a generalization for the hydrocarbon fragments incorporated by the growing organism. In the majority of photosynthetic organisms H₂A is water, in some photosynthetic bacteria, however, H₂A is hydrogen sulfide (H₂S). So much for the equation for photosynthesis. I'll come back to it later.

Let me turn now to the stages of photosynthesis. Photosynthesis consists of two stages: a series of light-dependent reactions and a series of temperature-dependent reactions.

The first step in the light reaction is the absorption of light by pigments of which chlorophyll is the most important. It captures light energy in the violet and red portions of the spectrum and transforms it into chemical energy stored in the ATP and NADPH₂.

Right.

Let's move onto the second stage. In the dark reaction the energy stored in the ATP and NADPH₂ is used to reduce carbon dioxide to organic carbon to provide the basis for glucose. This is accomplished through a series of reactions known as the Calvin cycle.

The complete, balanced equation for photosynthesis in which water serves as the electron donor is



Well, that's all I have to say about the topic.

Let me summarize briefly what I've said.

6. Compare your notes with the transcript.

7. Underline the signalling devices in the text 'Inherited diseases'. Then replace the expressions with the following phrases....

Well, good afternoon, ladies and gentlemen. My name's Colin Robertson. I'm a science consultant and I take care of the biology section at the Museum of Nature in London.

The topic of my talk today are inherited diseases. I've divided my talk into 3 parts. First, I'll tell you about colour blindness, after that I'll talk about haemophilia and finally we'll look in more detail at how these diseases are inherited. I'd be glad to answer any questions at the end of my talk.

Let me start by colour blindness, the most common disorder which is inherited and comes through the mother and where the sufferers cannot distinguish between green and red. However, most colour blind people do not realise that they have this defect and only discover it by testing. It is estimated that between two and eight per cent of all men are colour blind (ten times more than women). That's all I have to say about this defect.

Let me turn now to haemophilia. It is a disorder of the blood which affects the ability of the blood to clot after an injury. Consequently, in severe cases even the slightest cut causes dangerous loss of blood and bruises can cause serious internal bleeding.

This brings me to the third part of my talk - how this disease is passed on. The gene which causes this disorder is carried on the X chromosome, the chromosome which is always passed on by the woman (women have no Y chromosomes). If the defective X chromosome is not matched by a healthy one, the disease can be passed on to her male children, the girls will not be affected but may become carriers of this gene.

If the woman is the carrier of this gene, half of her sons are likely to suffer and half her daughters are likely to be carriers, if the father is a sufferer and the mother is a carrier, half the boys are likely to have the disease and half the girls will suffer from it, the other girls being carriers. If only the father is the sufferer then no boys will have the disease but all the girls will carry the defective gene. So, that's all I have to say about the topic.

Let me summarise briefly what I've said. The most common inherited diseases are colour blindness and haemophilia. The gene which causes these disorders is carried on the X chromosome, which is always passed on by the woman.

Thank you for your attention.

I'd be glad now to answer any questions.

Now replace the expressions with the following phrases

- | | |
|--|---|
| 1. This talk can be divided into | 11. Any questions? |
| 2. Let's move onto | 12. Let's look now at |
| 3. Thank you for listening. | 13. Right. That covers everything I wanted to |
| 4. To start with..... Later.... To finish up | say about the topic. |
| 5. I'm responsible for... | |
| 6. I'd like to begin by.... | |
| 7. There'll be time for questions.. | |
| 8. The subject of my presentation... | |
| 9. So much for.... | |
| 10. I'd like to sum up now. | |

6. Match the headings and the groups of phrases. A heading for group (A) has been given.

- a) Giving examples
- b) Showing a route, explaining that something will come later
- c) Summarizing

- d) Going to more detail
- e) Sequencing, enumerating
- f) Reaching the end of a point
- g) Starting a new point

A. Linking to the main body

Let me start by ...
I'll start by...
First of all, I'll...
Starting with...
I'd like to begin with

E

For example...
A good example of this is....
To illustrate this point ...

B.

Right, I've told you about...
We've looked at ...
That's all I have to say about...
So much for....

F.

I'll deal with this later, if I may, but for now
I'll come back to this question later in my talk
I won't comment on this now...
We'll be examining this question in more detail later on.

C.

Let me turn now to...
Let's move onto...
Turning to...
I'd like now to...
Let's look now at...

G.

Let's recap, shall we ?
I'd like to sum up now...
Let me summarise briefly what I've said.
Let me remind you, finally, of some of the points I've made.
If I can just sum up the main points...

D.

Where does that take us ?
Let's look at this in more detail.
Translated into real terms...
What does that mean for us ?

H.

Firstly... secondly.....thirdly...lastly
First...
after that...finally
To start with... later.... to finish up

7. Apply signalling devices to a text of your choice:

ENDING

1. What should you do to make an effective ending to the presentation?
2. Watch version 1 and 2 of the video from 23:28 – 25:23. What does Joanna include in her ending in

	Version 1:	Version 2
a signal to end		
summary		
recommendation		
invitation for questions		

3. The sentences a-e below are the end of a presentation but they are in the wrong order. Put them into the right order.
 - a) So, I'd now be glad to answer any questions.
 - b) I sincerely hope you'll all go away with a more complete picture of the principal activities of UNEXCO.
 - c) Very briefly, there are three. Firstly, fund-raising; secondly, publicity; and thirdly political lobbying.
 - d) So, that brings me to the end of this presentation.
 - e) Finally, I'd like to leave you with something which I heard recently. 'You can't please all the people all the time, but we should certainly be able to feed all the people all the time.'

4. Make full sentences by matching the correct halves.

- | | |
|------------------------------|---|
| a Before we come to the end. | 1 there are four major features |
| b I'd be glad to answer | 2 we start the discussion now. |
| c To summarize, | 3 by quoting a well-known saying. |
| d We can conclude | 4 we should reduce our costs. |
| e In my opinion, | 5 any questions now. |
| f I'd like to suggest | 6 I'd like to thank you for your participation. |

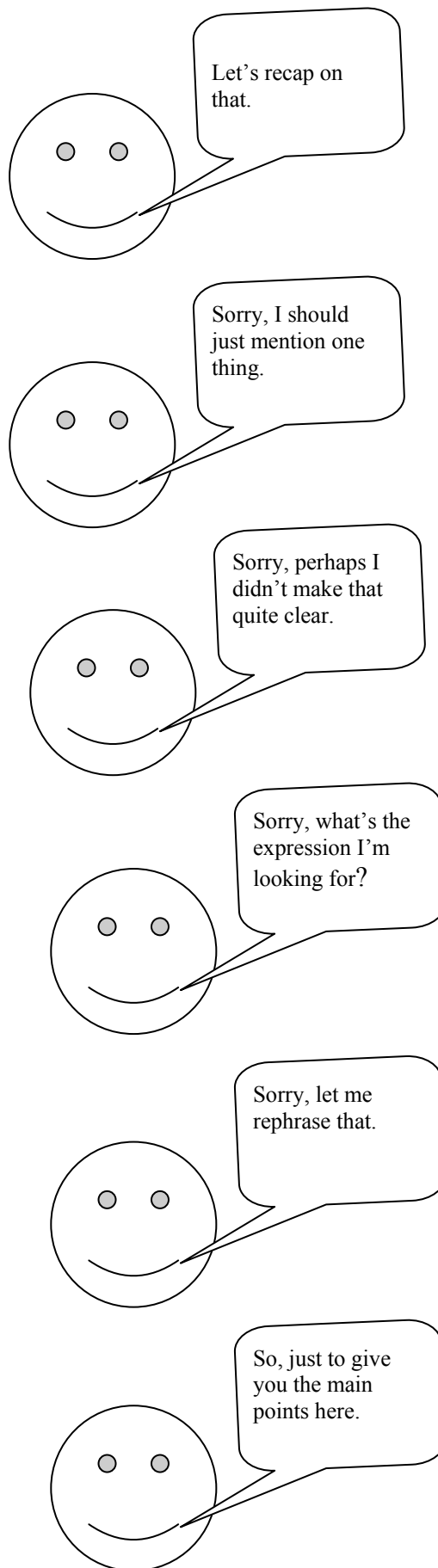
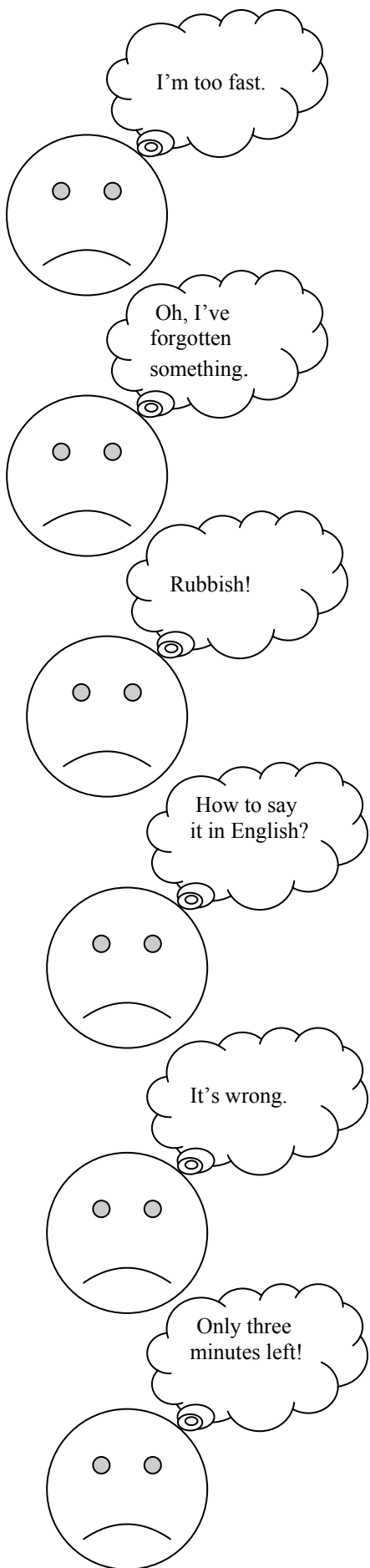
- 5. Study your text A/B and present the information to student B/A using signalling devices to help your partner follow the talk. B/A listens carefully, takes notes and in the end, summarizes what A/B has said (include a summary, conclusion, closing formalities)**

SURVIVAL TACTICS

Tick off what is true with you when you have difficulties:

- tend to say the expression in Czech
- pause for a long time
- say “nevím, jak se to řekne anglicky“
- ask the others to help suggesting what they want to say

What could help you avoid panic?



HANDLING QUESTIONS

Are you ready to deal with all kinds of questions that may come up from the audience? Do you know any ways of increasing your confidence when handling questions?

You should be prepared to answer questions concerning your subject. It is better to leave the question time to the end of the presentation.

8. Put the following responses to good-difficult-unnecessary-irrelevant questions into four groups.

I'm afraid I don't see the connection.
 I don't know that off the top of my head.
 I think I answered that earlier.
 Interesting. What do you think?
 I'm afraid I'm not in a position to comment on that.
 I'm glad you asked that.
 To be honest, I think that raises a different issue.
 I'm afraid I don't have that information with me.
 Sorry, I don't follow you.
 Can I get back to you on that?
 Good point.
 Well, as I mentioned earlier, ...
 I wish I knew.
 That's a very good question
 Well, as I said ...

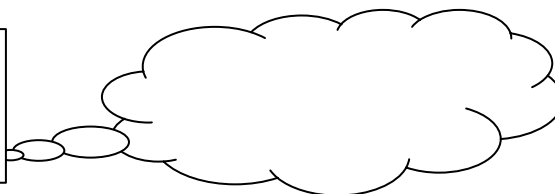
GOOD	DIFFICULT	UNNECESSARY	IRRELEVANT

1. Repeat the phrases until you feel comfortable saying them. Choose one or two you like from each category.

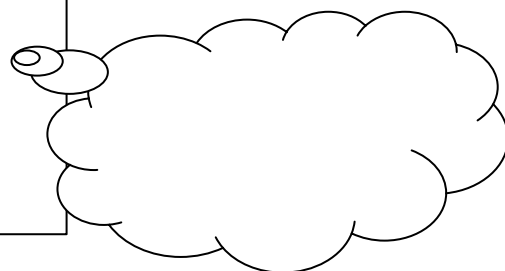
2. Fill in the balloons with the following items:

direct questions checking the questioner is satisfied clarifying a question,
polite answers avoiding giving an answer

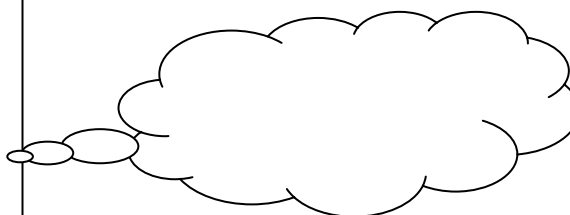
What is the cause of ...?
Where do you plan to ...?



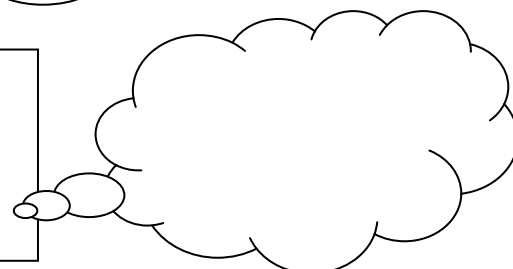
Do you mind // if I ask you // if/whether...
Would you mind // telling me // what/where etc...
...about
Could/Can you tell me //
I'm interested to know... //
I'd like to know ... //



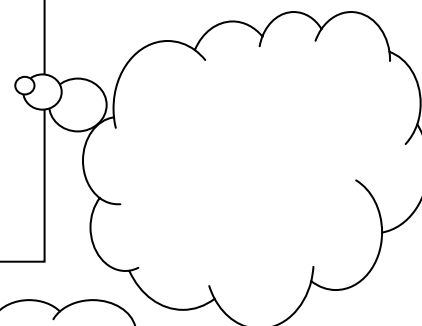
Go ahead.
Please do.
Certainly.
That's a good question.
That's interesting.



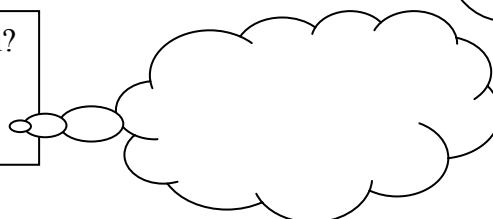
If I understand you correctly, you are saying/asking...
I didn't quite catch that.
Could you go over that again?
I'm not sure what you're getting at.



Perhaps we could deal with that later.
Can we talk about that on another occasion?
I'm afraid that's not my field.
I don't have the figures with me.
I'm sure Mr (...) could answer that question.
That's interesting, but I'd prefer not to answer that today.



Does that answer your question?
Is that clear?
May we go on?



9. Prepare a talk on a specific subject.

- Tell your partners what you are going to talk about and let them see your notes. Then write as many questions based on the talk as possible. You should be able to answer them or at least to react in a way.

- In small groups your study partners should prepare different types of question to ask you. – irrelevant, difficult (asking for precise facts..), interesting, controversial. Give your talk. The others will interrupt you to ask their questions (even those you have already answered). Deal with each type of question as politely as you can.

Sources:

Powell, M. (1996) *Presenting in English*. Thomson-Heinle
Comfort, J. *Effective Presentations*, OUP, 1995

VISUAL AIDS

1. **What types of visual aids do you know?**

2. **Watch versions 1 and 2 of the Video 5 (15:35 - 17:38 - 20:30). As you watch compare the way Joanna uses her visuals. Note anything you particularly like or dislike.**

3. **Discuss what to bear in mind when using visual aids.**

4. **Transfer the information from the text into a visual aid focussing on the layout. Work in pairs. Then present it to the whole class. The following expressions can help you.**

Introducing the visual

OK. Let's take a look at

I have a transparency to show you.

The first / second / next / final slide is

Meaning of the visual

This shows / illustrates / demonstrates / refers to

This is I graph / an organigram which shows

As you can see, this is

Here we can see

Focusing attention

I'd like to draw your attention to

One of the most important aspects of this is

At first glance it seems but

- 5. Homework: Study the handout on ‘Describing trends, charts and graphs’ and/or review the vocabulary for describing diagrams in the self-access centre (CD ROM ‘Excel at Academic English’) or**

<http://www.leeds.ac.uk/languages/resource/english/graphs/tren.htm>

- 6. Describe a graph – in pairs then find a partner from a different pair and present it to them.**

Visual aids – basics:

Design:

Don't use visuals to repeat what you can say with words.

Don't overcrowd visuals with too much information.

Use visuals to support or summarize what you say.

Only use key words, not lines of text.

Think about which kind of visual is right for you

Use colour (but not too much)

Use

Don't use too many visuals.

Don't read from the visual.

Make sure the audience understands the visual.

Use a pointer and/or masking techniques where appropriate.

Face the audience as much as possible.

Don't block the audience's view.

Remember that your visuals should help you communicate your message. They should not distract your audience's attention from what you say.

DELIVERY

1. What makes a good delivery? Discuss in groups.

2. How do you pronounce the following words?

geography, biology, analysis, occur, occurrence, triangle, hypothesis, theses, climate, method, thermal, chemistry, primary, tertiary, theory, theoretical, idea, ion, hydrogen, oxygen, nitrogen, dioxide, gene, cycle, cell, basic, hypothesis, analysis

3. Look at the following presentation extract:

During the next 5 weeks, I want to look at a number of homeostatic mechanisms. I'm not going to exhaust homeostatic mechanisms, and the mechanisms that I consider will be those that really apply to animals rather than plants. But plants, in fact, have their own homeostatic mechanisms, as you may have learnt, those of you who've been doing plant biology.

a) **Read the extract aloud.**

b) **Now listen to the model extract and mark the pauses**

<http://www.uefap.co.uk/listen/exercise/biology/bioefram.htm>

c) **Listen again and highlight the stressed words.**

d) **Now read again.**

Notice how the stressed words tend to be nouns and verbs / the content words.

Notice also how it is generally better to pause after stressed, not unstressed, words.

BODY LANGUAGE

1. Watch both versions of the video with no sound (20:40 - 23:18) and make notes on the presenter's body language. Complete the checklist.

	Version 1	Version 2
General appearance		
Stance and posture		
Hands – position		
Hands – gestures		
Eye contact		
Facial expression		
Movement		

2. Watch again, this time listening to the sound. As you watch, study what kind of gestures Dr. Linden uses to emphasize the stressed words.

3. Present a text focussing on your pronunciation, intonation and body language (1 min).

Observe your colleagues and provide feedback according to the above checklist.

Body language – remember!***Eye contact***

Maintain good eye contact with different people in the audience. Don't just look at one person.

Facial expressions

(e.g. smiles) to emphasize your feelings.

Hands

Use your hands to emphasize what you say.

It is safer to keep hands out of pockets – in some cultures this shows disrespect.

Hold a pen or pointer if you feel more comfortable – but don't play with it.

Movement

Don't stand completely still – a little movement between table and board, or between notes and audience, is more interesting.

Don't move around too much, or the audience may watch you instead of listening to you.

Posture

Try to keep your posture upright but relaxed.

Look straight ahead, not down at the floor or up at the ceiling.

Think about your strong and your weak points as a speaker:

strong points

weak points

I am able to

I am not able to.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

‘Before / After’ Questionnaire
(Homework)

When you make a presentation:

1. Do you:
 - a. read your presentation
 - b. use notes
 - c. improvise (i.e. talk without preparation)?
2. Do you:
 - a. keep eye contact with one person in the audience
 - b. look at all the people in the audience
 - c. look at the floor?
3. Do you:
 - a. smile from time to time
 - b. tell an amusing story
 - c. remain serious?
4. Do you feel:
 - a. relaxed
 - b. nervous
 - c. terrified?
5. Do you:
 - a. walk up and down a lot
 - b. move your arms a lot
 - c. move very little?
6. Do you use visual aids:
 - a. sometimes
 - b. all the time
 - c. never
7. Do you usually:
 - a. finish your presentation early
 - b. finish on time
 - c. overrun your time?
8. Are you a speaker who:
 - a. talks quickly and quietly
 - b. talks with ease (i.e. in a relaxed way)?
9. Do you practise your presentation:
 - a. at every possible moment – in the bath/on the bus etc...
 - b. a few times
 - c. once
10. Do you:
 - a. enjoy giving presentations
 - b. not mind giving presentations
 - c. hate giving presentations?