

Presentations SS

DOs AND DON'Ts OF EFFECTIVE ORAL PRESENTATION DELIVERY

- I. Read the text giving tips on delivering presentations and complete it with the phrases from A-F
 - A. time without the audience noticing anything
 - B. tell the audience your story in a stand-alone way;
 - C. get the point from the slides
 - D. a tree structure of main points and subpoints
 - E. move closer to the audience for taking questions
 - F. not invent a new intonation pattern
 - G. mispronounce key terms

Delivering effective oral presentations involves three components: what you say (*verbal*), how you say it with your voice (*vocal*), and everything the audience can see about you (*visual*). For all three components, maximize the signal-to-noise ratio: Amplify what helps, filter out what hurts.

Verbally (and as a general rule), do not write down and memorize or read your full text, because then your presentation will sound like what it is: a recited written text. Instead, memorize the outline of your presentation — that is, 1. _____ — and speak *ex tempore*, reinventing the words as you go along. As you do, you will occasionally need to think about what to say next and find the most appropriate words to say it. Instead of using filler words (*um, er, you know, I mean, etc.*), simply pause. If you say *um*, you get about half a second of thinking time and the audience is likely to notice the *um* and be irritated by it. If you keep silent, you can get up to two or three seconds of thinking 2. _____. Even if attendees do notice the silence, they will simply think that you are choosing your words carefully — and there is nothing wrong with that.

Vocally, vary the tone, rate, and volume of your voice as a function of the meaning, complexity, and importance of what you are saying. You need 3 _____: You simply need to amplify your normal pattern.

Visually, control your body. Adopt a stable, confident position; move only when you have a positive reason to do so (for example, 4. _____), not when your body seems to ask for it. When you make a gesture, make it large and deliberate; between gestures, bring your hands down and do not fidget. Establish eye contact: Engage the audience by looking them straight in the eyes.

At all times, make sure you address the audience. Even if you have slides, 5. _____ do not just explain your slides. In particular, anticipate your slides. You should know at all times what your next slide is about so you can insert an appropriate transition.

As a non-native speaker or when speaking in front of a non-native audience, consider supporting your presentation with slides. Effective slides get the message across on their own, so if attendees do not understand what you are saying, they can still get your point from your slides. If your spoken English is imperfect or if their understanding of English is limited, attendees are more likely to 6. _____ (verbal statements, illustrated visually) than from your spoken text. If you have a strong accent or are prone to 7. _____, you may want to include these terms on your slides, integrating them as naturally as possible with the rest of the slide content. Then, as you say a term for the first time, you might point to it

casually on the slide so the audience makes the connection between the term and how you say it.

- II. Find in the text words that mean:
 1. parts
 2. without any previous thought or preparation
 3. from time to time, not often
 4. make sth be different from each other
 5. keep moving your body/hands/feet because you're nervous
 6. likely
 7. in a relaxed and calm manner

STRUCTURE OF THE PRESENTATION

- III. In pairs, discuss what each of these stages should contain

- A. Beginning

- Entry point
- Establish credibility
- A map/outline of the presentation

- B. Main body

- C. Conclusion

- Review
- Final appeal
- Ending with impact

- IV. Watch the presentation (<http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118520916#bookContentViewAreaDivID>) about TeX and

- a) find the way the speaker establishes his credibility
- b) write down the outline of the presentation
- c) find how the speaker makes his points in the main body
- d) read the conclusion part and identify its three subsections

So, what to remember? TeX is a markup programming language. And that may very well scare you away, but if you get through the unavoidable learning curve, then you'll get power, flexibility, reliability. And you want to know one more thing? TeX is free. That's exactly why so many of you haven't heard of it. There is nobody out there to promote it commercially. And that means that right after this presentation you can all go back to your offices, download it, install it. And if you call yourself a scientist, try it. Chances are you too will love it.

VISUAL AIDS (ASSERTION-EVIDENCE MODEL)

concise, complete sentence headline (no longer than two lines) of the main assertion of the slide + visual evidence for that assertion

V. Discuss these points as far as using slides in a presentation is concerned:

- providing yourself talking points
- helping the audience understand and remember the content
- slides order and timing
- number of slides per presentation
- using the laser pointer
- other types of visuals
- sources

SIGNPOSTING

Section of presentation	Signpost language
Introducing the topic	<p>The subject/topic of my talk is ... I'm going to talk about ... My topic today is... My talk is concerned with ...</p>
Overview (outline of presentation)	<p>I'm going to divide this talk into four parts. There are a number of points I'd like to make. Basically/ Briefly, I have three things to say. I'd like to begin/start by ... Let's begin/start by ... First of all, I'll... ... and then I'll go on to ... Then/ Next ... Finally/ Lastly ...</p>
Finishing a section	<p>That's all I have to say about... We've looked at... So much for...</p>
Starting a new section	<p>Moving on now to ... Turning to... Let's turn now to ... The next issue/topic/area I'd like to focus on ... I'd like to expand/elaborate on ... Now we'll move on to... I'd like now to discuss... Let's look now at...</p>
Analysing a point and giving recommendations	<p>Where does that lead us? Let's consider this in more detail... What does this mean for...?</p>

	<p>Translated into real terms... Why is this important? The significance of this is...</p>
Using visual aids	<p>Let me show you... As you can see... If you look at the screen, you'll see... This table / diagram / slide shows... This pie chart illustrates ... Notice this segment which shows... As can be understood from this graph...</p>
Giving examples	<p>As an illustration,... To give you an example,... For example,... A good example of this is... To illustrate this point...</p>
Summarising and concluding	<p>To sum up ... To summarise... Right, let's sum up, shall we? Let's summarise briefly what we've looked at... If I can just sum up the main points... Finally, let me remind you of some of the issues we've covered... To conclude... In conclusion ... In short ... So, to remind you of what I've covered in this talk, ... Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that I'd like now to recap...</p>
Paraphrasing and clarifying	<p>Simply put... In other words..... So what I'm saying is.... To put it more simply.... To put it another way....</p>
Invitation to discuss / ask questions	<p>I'm happy to answer any queries/ questions. Does anyone have any questions or comments? Please feel free to ask questions. If you would like me to elaborate on any point, please ask. Would you like to ask any questions? Any questions?</p>

Source:

<http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993>

from a lesson on presentations prepared by Jana Kubrická (signposting)

<http://www.engr.psu.edu/speaking/>

<http://www.ted.com>