

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
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НАУЧНАЯ ПРЕЗЕНТАЦИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве учебного пособия для обучающихся по основной образовательной программе высшего образования по направлению подготовки 01.04.02 Прикладная математика и информатика

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Данное пособие предназначено для тех, кто планирует представлять результаты своих научных исследований на международных конференциях, симпозиумах, семинарах и т.п.

В пособии содержится семь разделов, посвященных ключевым элементам научной презентации – вступительная часть, основная часть, заключительная часть, а также базовым навыкам оформления компьютерных слайдов, основам риторики и возможностям использования голоса. Библиография и перечень интернет-ресурсов позволят более глубоко изучить рассматриваемые темы и ознакомиться с дополнительными аспектами научной презентации на английском языке.

Соответствует уровню *B1* по Общеевропейской классификации уровня владения иностранным языком, но может быть использовано как справочное и тренировочное пособие студентами разных уровней.

Предназначено для обучающихся по основной образовательной программе высшего образования по направлению подготовки 01.04.02 Прикладная математика и информатика, аспирантам и научно-педагогическим работникам, желающим усовершенствовать навыки подготовки и проведения презентаций.

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PREFACE

Preparing and delivering presentations have become an indispensable skill today. The ability to inform and persuade the audience is relevant not only in business but in education and science too. The way you present the outcomes of your research does not only foster the audience's understanding of the content but also catalyzes their interest and involvement, which – in turn – can result in your wider recognition and acceptance in the scholarly environment as well as in establishing new contacts and participating in new research projects and collaborations.

'*Scientific Presentation in English*' is a manual for students who are planning to present their research projects at international conferences, symposia, workshops, etc. It is aimed at acquainting the readers with the main features and peculiarities of a scientific presentation as a genre and developing their preactical skills.

The book consists of seven sections, each of which is dedicated to the main constituent parts of a presentation – *Introduction, Body, Conclusion* – and to such major skills required for effective presenting as *Designing the Presentation* and *Using Your Voice*. The *Bibliography* and *Online Resources* sections provide further reading in the covered issues and in extra aspects of a presentation, such as, handling with questions, body language, dress code, dealing with nervousness, etc.

The language of presentation is notable for its highly formulaic character – its major parts consist of a number of elements performing a certain function. Each of these is attended by a set of phraseological units and grammar forms. The book provides exhaustive lists of such units for each function commenting on their usage and differences in terms of meaning, register and relevance.

The exemplification and illustration materials used in the book relate to different fields, which makes the book universal and beneficial for students in various majors due to the possibility to transfer the knowledge and skills they obtain.

Unit 1. ORGANISING SCIENTIFIC PRESENTATIONS

The human brain starts working the moment you are born and never stops until you stand up to speak in public.

George Jessel

What is a presentation?



the act of giving or showing something, or the way in which something is given or shown

Morrisey & Sechrest: "A presentation involves the preparation and delivery of critical subject matter in a logical and condensed form, leading to effective communication." (Morrisey, G. L. and Sechrest, Thomas L. (1987). *Effective Business and Technical Presentations*. Massachusetts: Addison-Wesley).

Types of Presentation

Informative – presenting new findings or information

Persuasive – convincing your audience to follow a particular course of action

Inform:

- ✓ describe your work
- ✓ show the results you obtained

Persuade:

- ✓ Is it an interesting and worthwhile question?
- ✓ Was it a valid test?
- ✓ Are the results accurate? Significant?

What Makes Giving a Presentation Difficult?

- ✓ One chance for the audience to hear.
- ✓ The audience cannot look up background information.
- ✓ The audience is restricted to the speaker's pace.
- ✓ Success is dependent upon the speaker's ability to deliver.

Oral Presentations vs Scientific Papers

Similarities

- ✓ sharing your research work with other scientists
- ✓ must convince the audience that the research presented is:
 - important
 - valid
 - and relevant to them

Differences

Paper

Readers

- ✓ set their own pace
- ✓ can re-read the text
- ✓ can skip around in text

Presentation

Audience

- ✓ has limited attention span
- ✓ cannot re-read the text
- ✓ has one chance to hear

Presentations have some advantages

- ✓ Sights and sounds bring work to life
- ✓ Instant feedback
- ✓ You can adjust your presentation

The Elements of Presentation Preparation

- ✓ Determination of the objectives of the presentation
- ✓ Analysis of the audience
- ✓ Planning
- ✓ Organization of the material for effective results
- ✓ Preparation of visual aids
- ✓ Delivery
- ✓ Practice

Tips for a successful presentation

- ✓ **Know your audience** (*Why should they care about your work?*)
 - Never overestimate your audience (or their attention span)
 - Aim your presentation at the median person, not the expert
- ✓ **Tell a story, don't present a report** (*How do I present my talk such that the audience will understand and remember what I have to say?*)
- ✓ **Plan your take-home message** (*What do I want the audience to know when I am finished?*)

A. Watch a video (Video 1-A) of a presentation. Make a list of the things which you don't like about it.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

B. Watch a video (Video 1-B) of a presentation. Make a list of the things which you like about it.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

C. Think of successful talks you've been to in the past. What made them so successful?

D. Complete the following list of elements that make a good presentation using the words in the boxes.

a – e humour talk contact appearance knowledge
f – j preparation language attitude voice visuals

To be a good presenter you need ...

- | | |
|---|----------------------------------|
| A a well-structured _____ | F an enthusiastic _____ |
| B thorough subject _____ | G a strong _____ |
| C a smart and professional _____ | H a creative use of _____ |
| D a good sense of _____ | I expressive body _____ |
| E good eye _____ | J careful _____ |

E. With a partner, discuss the elements in D and number them in order of importance. Use phrases below in your discussion.

What you need most of all is can make a real difference.

Another important thing is ... It helps if ..., but it's not essential.

I think ... is pretty important too. You don't need ..., as long as ...

F. Add your own ideas to the list in D.

Planning a Presentation

Event

What type of conference is it?

- ✓ International conference
- ✓ Regional conference
- ✓ Symposium, etc.

Your role

- ✓ Participant
- ✓ Co-speaker
- ✓ Keynote or plenary speaker
- ✓ Moderator / facilitator, etc.



Audience

- ✓ Who is your audience? Researchers? Students? Invited speakers?
- ✓ How much will your audience already know about your topic?
- ✓ How can you link new material to things they might already understand?
- ✓ Will you need to win them over to a particular point of view?

Special Requirements

- ✓ How much time have you been allocated?
- ✓ Are you required to stick to a common format or style?
- ✓ Have any guidelines been set regarding the content of your presentation (i.e. a predetermined title, or a fixed number of slides)?

Objectives

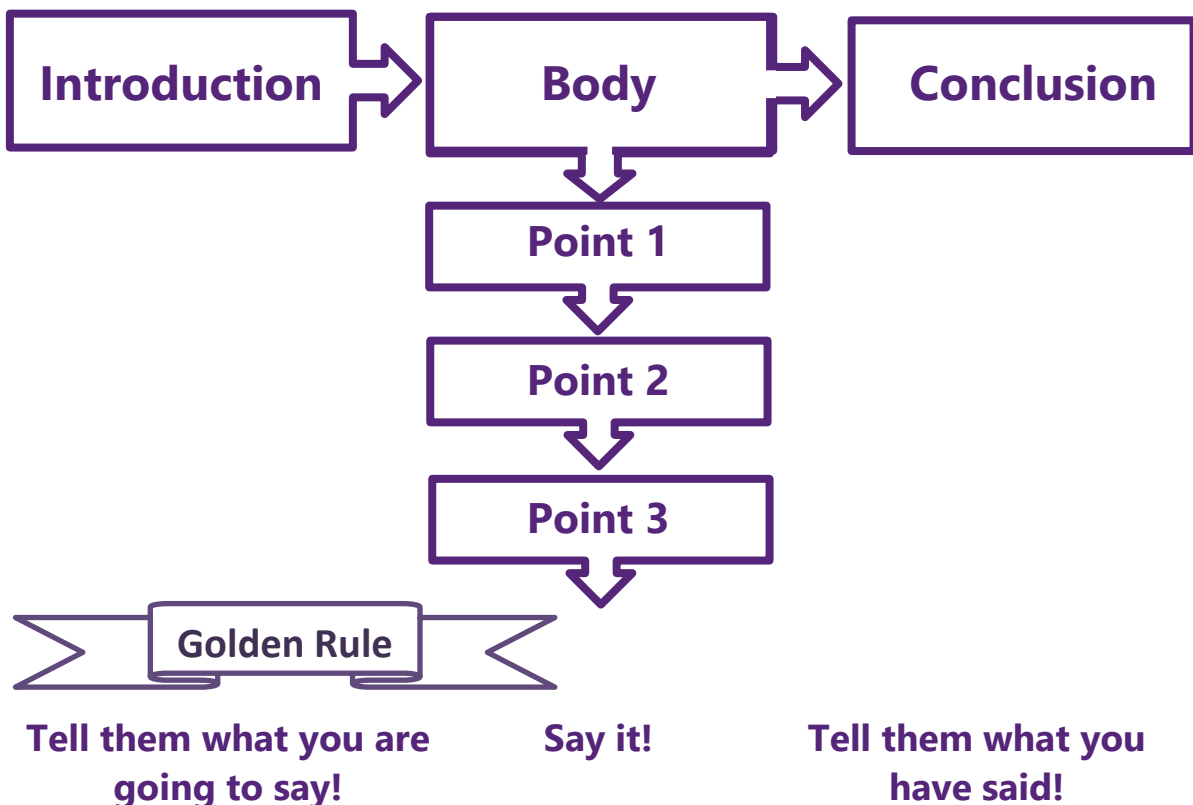
- ✓ Why you are making your presentation? Bear in mind what you want to achieve (inform or persuade) and what you want your audience to take away with them.
- ✓ Is this discussion on a specific cutting edge topic, progress report, something else?

Content

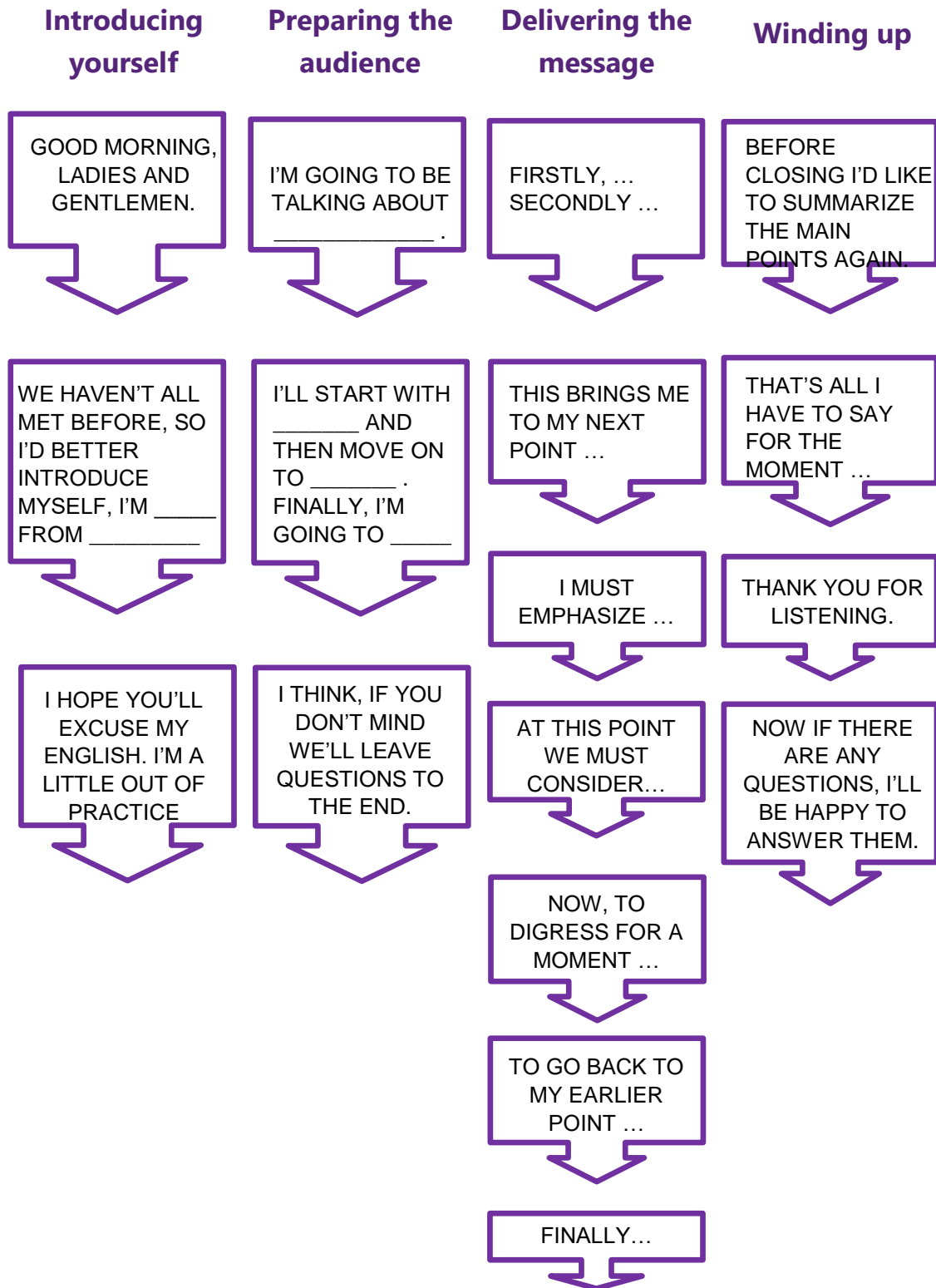
- ✓ What is my presentation about?
- ✓ What is my thesis (argument)?
- ✓ What are the main (three) points I want to make?
- ✓ How will I structure (logically) these points?

G. Think of a provisional title of your presentation. Using the information above (Content), make a plan for your presentation.

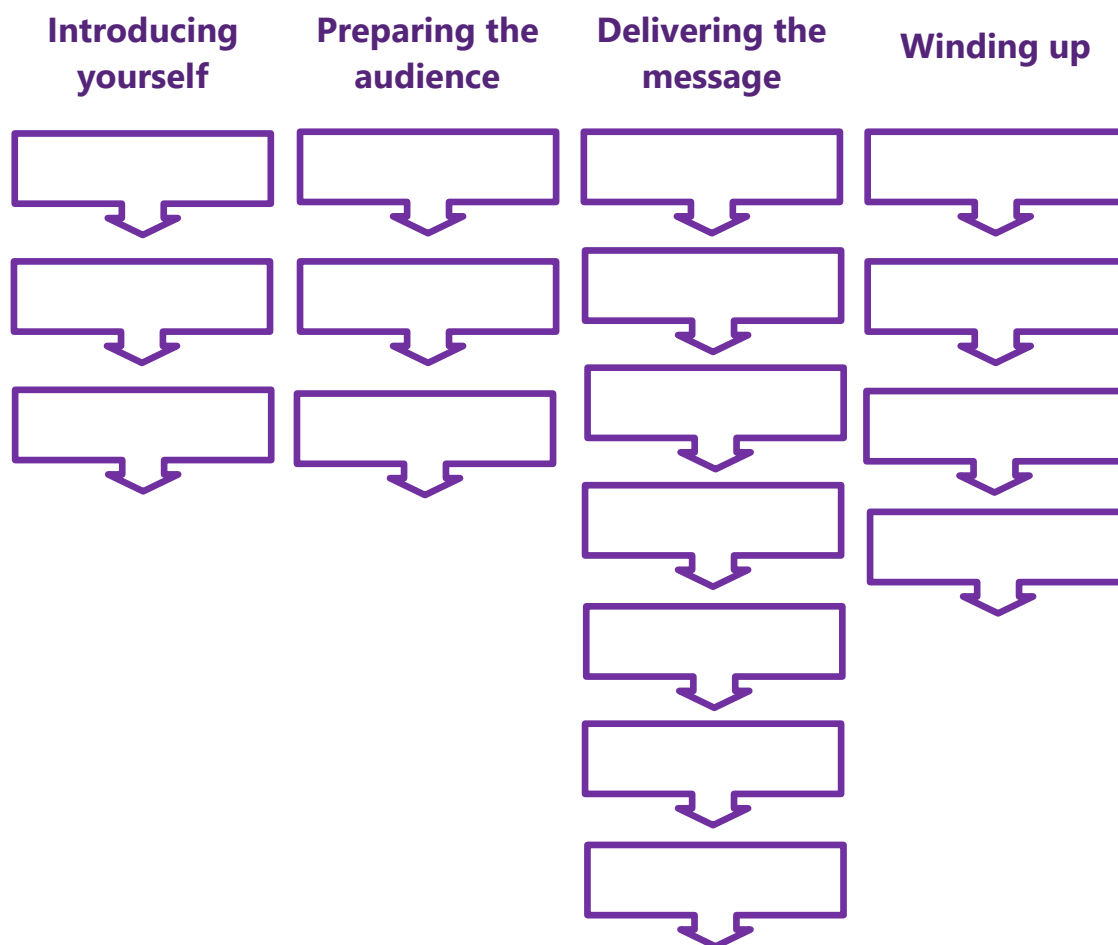
Presentation Structure



H. Dr Lopez is going to give a presentation. He has drawn up a rough plan of the presentation. The plan shows the sequence of his talk and some of the phrases he intends to use.



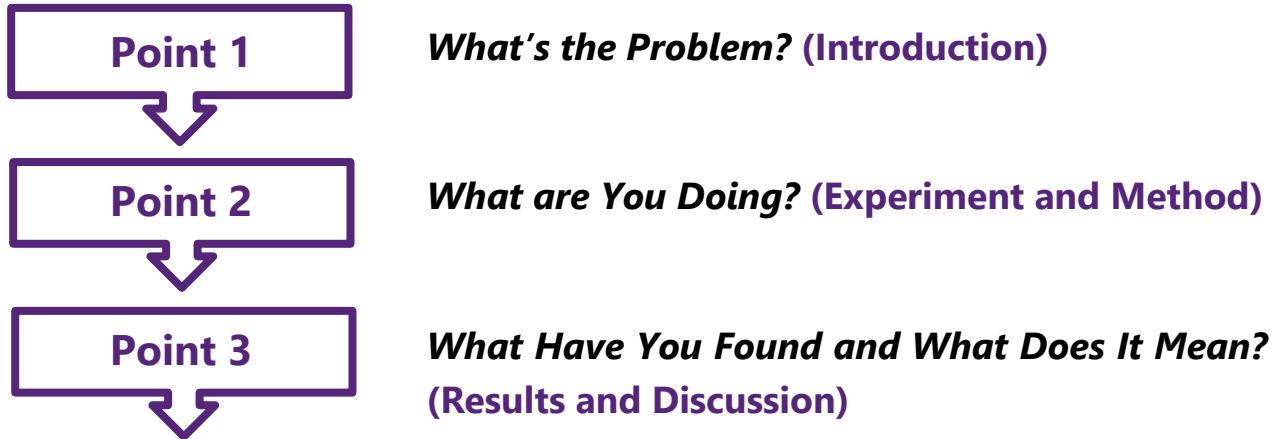
Dr Lopez used his plan to help him give a presentation. The same type of plan and the same or similar phrases could also be used in another presentation. Use the plan below and the phrases that follow to construct a similar presentation.



- | | |
|--|--|
| <ul style="list-style-type: none"> a) Now, to change the subject for a moment ... b) Before I finish, I'd like to run through the main points again ... c) I'll begin by describing _____, and then go on to _____, and I'll end with _____ d) In conclusion ... e) I want to stress ... f) Good afternoon. g) That brings me to the end of my presentation. h) I'd like to talk about ... | <ul style="list-style-type: none"> i) To return to the point I made earlier ... j) First, let me introduce myself; I'm _____ from _____. k) Feel free to interrupt if you have any questions. l) Thank you for your attention. m) First of all ... Next ... n) Please excuse my rather poor English! o) I'd like now to turn to ... p) If you have any questions, I'll be glad to answer them. q) At this point we have to bear in mind ... |
|--|--|

I. Watch a video (Video 1-I) of a short presentation and describe its structure.

Body of the Presentation



Paper Outline

- Introduction
- Methods
- Results

Presentation Outline

- Carbon Sequestration Concepts and Rationale
- Relevant Management Approaches to Avoid Land Degradation and Foster Carbon Sequestration
- Quantifying Soil Carbon Sequestration

J. Look at your research and “convert” the paper outline into a presentation outline.

K. What are the most prominent conferences in your research area? Find a video of a talk from this conference. What is the structure of this talk?

UNIT 2. INTRODUCTION (I)


Never rise to speak till you have something to say,
and when you have said it, cease.

John Witherspoon

Part I. Structure

A. Listen to the start of Lisa Thompson's presentation (Track 2-A). In which order does she do the following things:

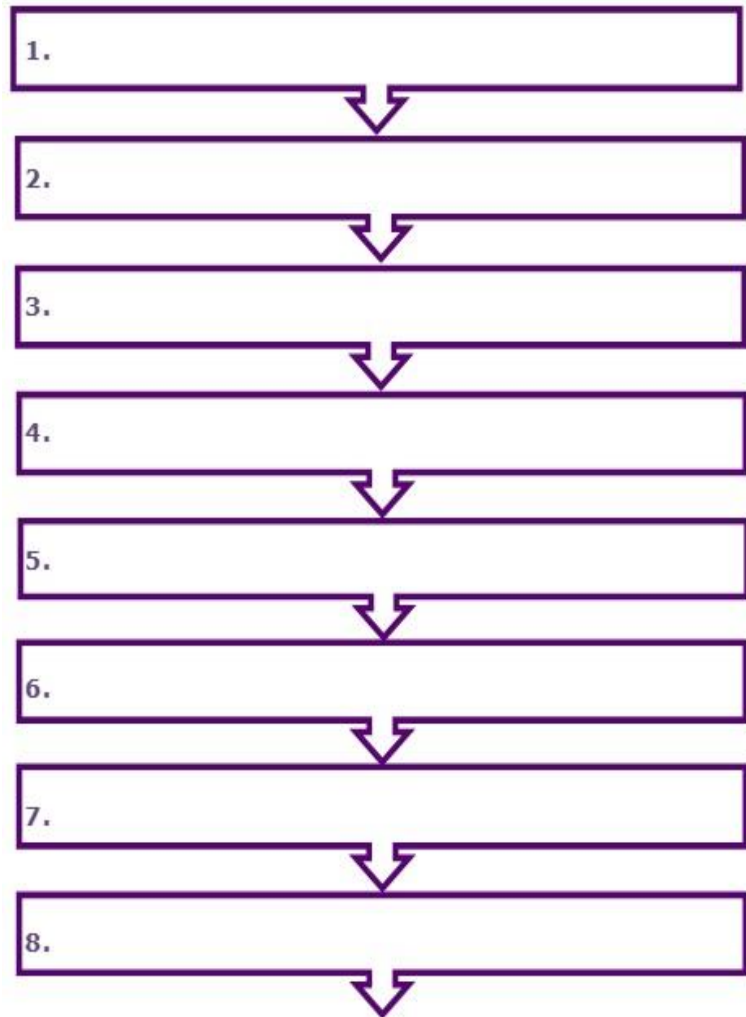
- 1) She welcomes the audience. / She introduces the topic. / She gives some information about the Fair. / She introduces herself.
- 2) She welcomes the audience. / She introduces herself. / She introduces her topic. / She gives some information about the Fair.
- 3) She welcomes the audience. / She introduces herself. / She gives some information about the Fair. / She introduces her topic.
- 4) She introduces herself. / She welcomes the audience. / She introduces her topic. / She gives some information about the Fair.

 *Begin a talk by introducing yourself by name, even if you've just been introduced (unless you've received an unusually long and clear introduction). The session chairs who introduce people at conferences often garble the names or fail to use the microphone. People are finishing off conversations while the chair introduces you. The people in the back of the room probably didn't hear the introduction, even if it sounded clear to you.*



B. Look at the possible elements of the Introduction to a Presentation in the box. In which order do they appear in the presentation?

- stating the purpose
- greeting the audience
- thanking the organisers
- creating interest
- outlining the structure
- introducing yourself
- acknowledgements
- organization issues



C. Which of the Introduction elements from B are obligatory (✓) and which are optional (?).

D. You will hear (Track 2-D) the opening of two presentations. In each case, make a note of:

- 1) What the speaker intends to talk about?
- 2) Whether or not the audience already knows the speaker? How can you tell?

E. Look carefully at the example openings below and discuss the following questions:

- 1) Which tenses can the speaker use to let the audience know what they are intending to do?
- 2) Which verbs can speakers use to show this intention? (e.g., *look at, describe...*)

Make a list of as many such verbs as you can think of.

Opening Phrases

In my presentation today, I'm going to look at some of the issues affecting tourism in Thailand.

In this presentation, I'll be describing the main forms of cancer that we are currently finding in women over the age of 40.

For the next ten minutes or so, I'd like to give you some of the reasons why most modern historians think the First World War started.

In my talk this morning, I'm going to focus on three of Monet's paintings.

In my presentation, I'll talk about four key effects that acid rain is having on our environment.

If you want to create more impact, you can change the normal word order and begin your statement of purpose with the word 'what' e.g.:

In my presentation today, I'll be proposing two new techniques which we need to incorporate in our CBT packages to improve our operator training.

What I'll be proposing in my presentation today are two new techniques which we need to incorporate in our CBT packages to improve our operator training.

In my presentation today, I'm going to explain the technical problems involved in lighting tunnels.

What I'm going to explain this afternoon are the technical problems involved in lighting tunnels.

Restate the **Opening Phrases** above to give them more impact by beginning each statement with *what*.

F. Match appropriate prepositions from the box below with the presentation verbs *a-f*. The first one has been done for you. Be careful – not every one of these verbs needs to be followed by a preposition.

on about at

a) talk *about*

d) explain

b) outline


e) look

c) describe

f) focus

G. Use language from *Opening Phrases* to practice giving openings for the following presentation topics. Vary the language that you use each time and try to do the openings without looking at your book.

- 1) Inflation and the Russian Economy
- 2) The life and times of Nicola Tesla
- 3) Factors causing the spread of HIV
- 4) The impact of the Industrial Revolution on European Society
- 5) Your own topic

 **Tell them what you are going to say!**

Say it!

Tell them what you have said!

H. Look carefully at the example overviews below and discuss the following questions:

- 1) What different phrases can the speaker use to categorize and order the information that they want their presentation to cover?
- 2) How can speakers link two or more phrases under one sub-theme?

Giving an overview

a) In my presentation today, I'm going to talk about images of violence in the movies of Quentin Tarantino. I'll start by looking at *Pulp Fiction*, arguably his best-known work. Next, I'll focus on *Reservoir Dogs*, and to finish off, I'll consider *Kill Bill*.

b) For the next 20 minutes or so, I'm going to look at some of the different factors that have an impact on international communication. Basically, I've divided my presentation into three parts. In the first part, I'll talk about cultural values and the way that these determine human behavior. Then, in the second part, I'll look at the way that linguistic differences have an impact on how we think and the way we express ourselves. In the final part, I'll focus on non-verbal communication and consider the ways in which gestures, facial expressions and body posture can all transmit meaning just as effectively as words.

I. There is a mistake in each expression below. Underline and correct each mistake:

- 1) then I'll moving on
- 2) I'll start by give
- 3) firstly of all
- 4) we'll see at
- 5) How we decide ...?
- 6) I like to talk about
- 7) we'll then move in

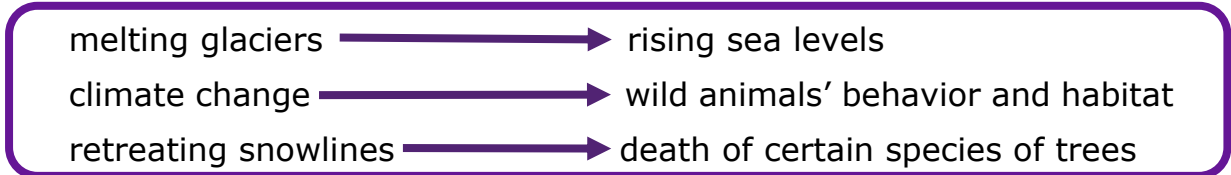
J. Complete the following introduction to a presentation using the expressions in I.

1 _____ the different ways that we can define poverty. 2 _____ a general definition of poverty and 3 _____ and give different definitions that have been proposed by key international organisations such as the United Nations and the World Bank. Throughout my presentation, 4 _____ there is a variety of ways of determining what means to be poor. 5 _____ to looking at some specific case studies from different countries around the world. So, 6 _____, it's important to ask the question: 7 _____ if someone is poor.

K. Listen to the first introduction (Track 2-K). Notice how the presenter explains the main points she will develop later in the presentation. As you listen complete the missing words in the extract. Then read the notes on the right.

Extract	Notes
In this presentation _____ the way the process of budgeting is put into practice in a very particular context in the developing world.	<i>States the purpose of the presentation</i>
_____ the way budgeting is done in large companies. _____ how this works in the developing world with the microfinancing of low-income people who want to start a business.	<i>First point</i>
_____ what it means to create a budget in this context.	<i>Second point</i>
_____ _____ give some specific examples of how this has worked and _____ _____ evaluating the success of the process.	<i>Development of the second point</i>
	<i>Third point and its development</i>

L. Use language from *Giving an Overview* to complete the gaps in the passages below and fully develop presentation framework. The points that you will need to link under each sub-theme have been connected by an arrow (→).



For the next 20 minutes or so, _____
different effects of global warming. Basically, _____
_____. In the _____,
I'll _____ the melting glaciers and _____
_____ are contributing to rising sea levels.
Then, _____
_____ give you some examples of how this is having a serious impact on
_____ and _____. And in the _____
_____ and consider how these are causing the _____.

Organization Issues

The final part of the introduction deals with organization of the talk: how long it will last, whether there will be handouts, and how questions will be handled.

Timing

My presentation will take about 20 minutes.

It should take about 30 minutes to cover these issues.

Handouts

Does everybody have a handout / brochure / report? Please take one, and pass them on.

Don't worry about taking notes. I've put all the important statistics on a handout for you.

I'll be handing out copies of the PowerPoint slides at the end of my talk.

I'll email the PowerPoint presentation to you.

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.

M. 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 15 minutes. |
| 3 This won't take more | c I'm Richard Goodwin from |
| 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 |
| 7 There's no need | g handouts in a few minutes. |
| 8 There will be time | h than 20 minutes of your time. |

N. Write a draft of the Introduction to your own presentation. Use exercises B and C for the elements to be included.

Useful Phrases

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

cite research by Wallwork and Southern

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 X/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)

This is what I'm planning to cover.

I've chosen to focus on X because I think

it has massive implications for ...

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

I'm hoping to get some ideas from you on how to ...

that what we've found is really interesting

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.

UNIT 3. INTRODUCTION (II)

You never get a second chance to make a good first impression.

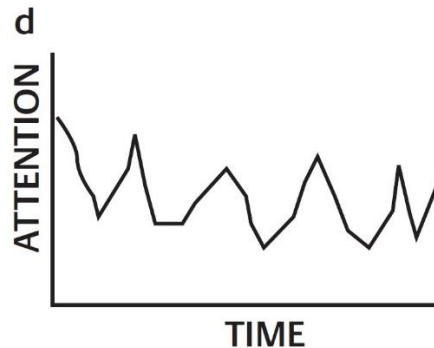
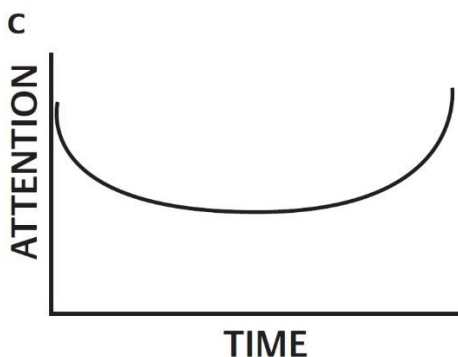
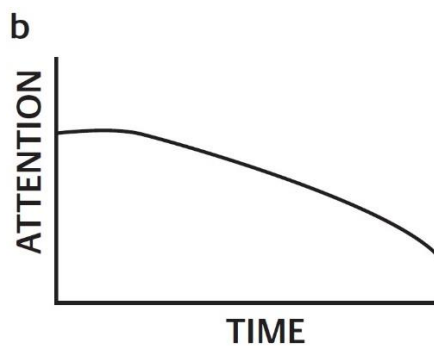
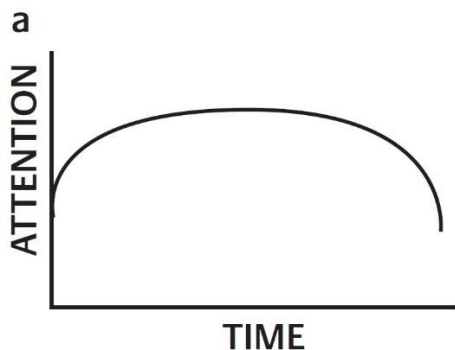
Will Rogers

Part II. Engaging the Audience

How you introduce yourself and how the audience react to your introduction determine at least **30%** of the success of your presentation.

Audiences form their impressions of a presenter within approximately **90 seconds**, after which it is difficult to change their opinion.

A. Which of the graphs below do you think represents audience attention levels in a typical presentation?



What kind of presentations do you think the other graphs refer to?

It's quite common to see presenters start off by introducing themselves, thanking their audience for coming, and checking to make sure their audio-visuals are all working OK. How effective is that as an opening?

B. Watch a video (3-B) about the importance of having a good opening and close (00:00–01:41). Why do you think Mark prefers the second version of the presentation opening you saw?

Now watch the openings from two different presentations (01:42–03:34). What techniques do the presenters use to lead the audience into the main subject of their talks?

How to begin

- ✓ say what you plan to do in your presentation and why
- ✓ tell the audience some general facts about where you come from
- ✓ show a map
- ✓ give an interesting statistics that relates to your country
- ✓ give an interesting statistics that relates directly to the audience
- ✓ get the audience to imagine situations
- ✓ ask the audience a question or get them to raise their hands
- ✓ say something personal about yourself
- ✓ mention something topical
- ✓ say something counterintuitive

'Hook' your Audience

A good start makes you feel more confident. Communications experts talk about '**hooks**' – simple techniques for getting the immediate attention of the audience.

Here's how the experts suggest you 'hook' your audience:

- ✓ Give them a problem to think about.
- ✓ Give them some amazing facts.
- ✓ Give them a story or a personal anecdote.

C. Listen to the presentation openings (Track 3-C) and divide them under three headings:

PROBLEMS	AMAZING FACTS	ANECDOTES

D. Listen to the beginnings of three presentations (Tracks 3-D-1, 3-D-2, 3-D-3) 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 ... ?

E. Underline the phrases that can be used for giving a problem (P), an interesting fact (F) or telling a story (S).

- 1) According to an article I read recently, central banks are now buying euros instead of dollars.
- 2) I remember when I attended a meeting in Stuttgart ...
- 3) Suppose you wanted to set up a new call centre? How would you go about it?
- 4) Imagine you had to test how well two types of fuel work. What would be your first step?
- 5) At a conference in New York, I was once asked the following question: ...
- 6) Did you know that fast food consumption has increased by 600% in Europe since 2002?

F. Match items from the three columns to make attention-getting openings.

- | | | |
|-----------------------------------|--|---|
| 1) Did you know that | that <i>can't</i> is a four-letter word. | Who would you tell first? |
| 2) I read in an article somewhere | you won a million dollars. | by eliminating one olive from each salad served in first-class? |
| 3) Imagine | American Airlines saved \$40,000 in 1987 | I tend to agree with that. |

G. Pick one of the presentation openers below and expand it into a sentence or two using information relevant to your work. Can your colleagues detect which technique you are using?

Did you know that ...? Could I ask you to raise your hand if you ...? I think it was ... who said ... Could you turn to a partner and ...? Just imagine what it would be like to ... There's a joke about ... There's a common misconception that ... My favourite story about ... is ... I have a question for you ... A few ... ago I read this book/article ... I saw this headline/cartoon the other day ... You're all familiar with the movie / TV programme ... OK, here's a problem for you – how would you ...?

Involve the Audience

- ✓ Use words like **you, your, us, our** to make your audience feel involved in your presentation.
- ✓ Present facts in a way that makes it easy for the audience to relate to them.
e.g. *One person in four* may be easier to relate to than *'25 percent of the population'*.
- ✓ Ask the audience to do something e.g. ask for show of hands.
- ✓ Ask the audience questions to involve them in the presentation.
- ✓ Use rhetorical questions – questions which encourage the audience to think, but which you answer yourself.

H. Listen to Introduction to the presentation on *Improved Lighting in Tunnels* (Track 3-H). Notice how the presenter starts this highly technical presentation with some unusual statistics about tunnels to engage his audience's attention.

The four facts are listed below. Complete the sentences he uses to present these facts to his audience.

1 Fact	One of the noticeable features of the <i>Autostrada del Sole</i> is the number of tunnels...
His words	And , have driven along the famous <i>Autostrada del Sole</i> , the large number of tunnels... <i>Notice</i> how he refers to the personal experience of the audience to illustrate this point.
2 Fact	There are approximately 300 km of tunnels in Italy.
His words	In fact, here in Italy about 300 km of tunnels. <i>Notice</i> how he personalizes the information by using <i>we have</i> rather than <i>there are</i> .
3 Fact	Energy consumption for lighting tunnels is very high.
His words , for example, that the total energy consumption for lighting this network of tunnels to lighting of Turin? <i>Notice</i> how he does not give actual energy consumption figures, but paints a picture which the audience can relate to.
4 Fact	80 per cent of accidents in tunnels are caused by bad lighting.
His words	In fact, accidents in tunnels can be attributed to bad lighting. <i>Notice</i> how he does not give the percentage, but makes the figures easier for the audience to relate to.

I. Present these facts in a way that will involve the audience and make the facts easier to relate to. Follow the example.

More than 25 per cent of European flights are delayed by more than 30 minutes.

*Next time **you** take a flight in Europe, at least **one in four of you** can expect delays of well over 30 minutes.*

1) More than 60 per cent of executives suffer from major stress during their careers.

2) A person spends approximately 2,600 hours asleep each year, which is a considerable part of their lives.



Rhetoric techniques

J Look at the presentation about a bank.

Presenter 1

When you join first Direct you experience something unbelievable. A bank designed around you, which doesn't expect you to fit round it.

Presenter 2

A bank which recruits people who like to talk. A bank which gives its people all the information they need to enable them to help you. A bank which believes in sorting your money out for you without you having to ask.

Presenter 1

Funny kind of bank? Unbelievable? Even a little magical? Yes, but also efficient, safe and secure.

Presenter 2

You can, naturally, choose when, where and how to deal with your money. We're open 24 hours a day. Our people are ready to talk to you, whenever you call.

Presenter 1

And wherever you might be in the world, you can bank online. Receive information online. Buy online. We can even send banking messages to your mobile phone.

Presenter 2

Join First Direct and feel good about your bank; it's your money after all.

In the extract above find the examples of

a repetition

c grouping points in threes

b rhetorical questions

d pairs of contrasting points

K. Match the items in J to why they are effective:

- 1 you invite your audience to try to anticipate your answer
- 2 you create a satisfying sense of completeness
- 3 you make sure your audience doesn't miss your main points
- 4 you emphasize what you're saying by using the power

Repetition



Simple repetition is one of the good presenter's most powerful techniques. Look at the kind of words which are most effective when repeated:

The overall response has been **much, much** better than anyone ever expected. It really is **very, very** difficult to predict what might happen in 10 years' time. It's always **far, far** easier to identify a gap in the market than it is to fill it.

Generally, one repetition works best.

L-1. Look at each of the following presentation extracts and highlight the word or words which create a good effect if they are repeated (Track 3-L-1).

1. It's obviously very tempting to close down plants which aren't breaking even.
2. The short-term benefits are obvious, but it's much more difficult to say what the long term benefits might be.
3. It's way too soon to say just how successful this new initiative has been.
4. There are many reasons why it's very important to get the go-ahead from Brussels.
5. Their demands are absolutely ridiculous and we'll never agree to them.
6. One thing you can be totally sure of: there'll always be a market for quality.

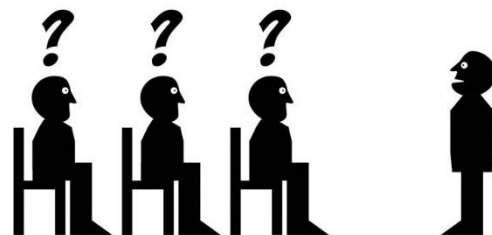
L-2. Another common repetition technique is doubling words (Track 3-L-2).

bigger and bigger better and better stronger and stronger

What kind of words are they? Highlight the word or words in each of the following presentation extracts which could be doubled.

1. I'm happy to report that our presence in Singapore is getting stronger.
2. As the competition gets tougher, we just get better.
3. As the smaller companies go to the wall, fewer players remain in the market.
4. It's getting harder to make money and easier to lose it.
5. These days more firms are turning to freelance consultants.
6. Over the next ten years management positions are going to become less secure.
7. As new technology moves faster, data protection becomes more of a problem.
8. More people are fighting over fewer jobs for less money.

Rhetorical Questions



It is often more interesting to present your ideas as questions rather than direct statements. Questions involve the audience. They also make presentation sound more conversational and create anticipation in the minds of your audience.

M. The rhetorical questions below can be used in many different situations. Complete each of them using the following pairs of words (Track 3-M):

where + did	how long + making	how + do	how much + is
how + working	what sort + looking	how soon + seeing	what + waiting
what + attribute	where + go	how come + feeling	what + take

1. For the fifth year running we've managed to increase sales volume.
So, did we it?
2. The opportunities in Eastern Europe are better now than they've ever been.
So, are we for?
3. We've lost ground to the Swedes both in Scandinavia and at home.
So, do we from here?
4. We've spent the best part of a year ploughing money back into R&D.
So, can we expect to start results?
5. This is the third time we've launched a new product, only to have to withdraw it within the first six months.
So, do we have to go on the same mistakes?
6. The \$8 million they offered us is good, but not good enough.
So, of figure are we for?
7. We offered them a very attractive package, but they turned us down flat.
So, we go wrong?
8. As you know, we launched a strict cost-cutting campaign last year.
So, we're not the benefits yet?
9. Turnover topped \$2 billion again this year.
So, of that profit?
10. In spite of the recession, the demand for luxury goods is increasing.
So, do we this to?
11. Unfortunately, this isn't the first time our partners have been in breach of contract.
So, action do we propose to ?
12. Obviously, we won't see the real results of the reorganization for some time.
So, do we know it's ?

Dramatic Contrast

Good presenters often make use of dramatic contrast to reinforce the point they are making:

Ten years ago we had a reputation for excellence.

Today we're in danger of losing this reputation.

While **our competitors** have been fighting **over the European market**,
we've been establishing ourselves as market leaders **in the Middle East**.

People are very aware of simple opposites – good and bad, past and present, us and them. And if you can make your point with two strongly opposite ideas, you will immediately get the attention of your audience.

N-1. Match up the two halves of the contrasts below (Track 3-N-1).

1. If we don't take care of the customer,
 2. While our competitors are still doing the feasibility studies,
 3. Instead of just sitting here saying nothing can be done,
 4. Asking difficult questions now is a lot easier
 5. In the 80s the shelf-life of a new PC was three years;
 6. Remember, it can take years to win new business,
 7. The only difference between an ordinary manager
 8. Everyone said we'd never do it,
 9. Either we downsize by 25% now
 10. It's not a question of time;
- a. it's a question of money.
 - b. than correcting stupid mistakes later.
 - c. and an extraordinary one is that little extra.
 - d. we've actually gone ahead and developed the product.
 - e. or we'll be downsizing by 50% in eighteen months time.
 - f. but we went ahead and did it anyway.
 - g. why don't we get out there and actually do something?
 - h. but it only takes seconds to lose it.
 - i. these days it might be obsolete in three months.
 - j. someone else will.

Notice also how the voice tends to rise on the first half of each contrast and fall on the second.

Contrast is one of the most common presentation techniques. And a lot of famous quotations take the form of dramatic contrasts:

That's one small step for man. One giant leap for mankind. (Neil Armstrong)

The difficult: that which can be done immediately.

The impossible: that which takes a little longer. (George Santayana)

N-2. Look at the following famous quotations (Track 3-N-2). Can you guess how they finish?

1. "Ask not what your country can do for you.
Ask what " John F. Kennedy
2. "To decide not to decide is a decision.
To fail to decide " Gen. George Patton
3. "It's a recession when your neighbour loses his job.
It's a depression when " Harry S. Truman
4. "If you owe your bank a hundred pounds, you have a problem.
But if you owe it a million, " J. M. Keynes
5. "Everything has been thought of before.
The problem is to think " Goethe
6. "I like the dreams of the future
better than the history " Thomas Jefferson
7. "I'd rather be a failure at something I enjoy
than a success at " George Burns
8. "Wise men talk because they have something to say;
fools because they have to " Plato
9. "Success is getting what you want.
Happiness is wanting " Benjamin Franklin
10. "Many a man owes his success to his first wife,
and his second " Jim Backus
11. "You can't win them all.
But you sure can " Anonymous
12. "A businessman is someone who talks golf all morning in the office.
And business all afternoon " Anonymous

Tripling

Good presenters usually chunk important points in threes. Look at the following examples:

	1	2	3
Our service is	swift,	efficient	and professional
What's needed now is	time,	effort	and money
This is how the project is to be	planned	organised	and managed

Why does this make more impact?

O-1. Say the following. Stress the words in bold type, especially the last word.

1. The new system is **FAST.**
2. The new system is **efficient** and **FAST.**
3. The new system is **foolproof,** **efficient** and **FAST.**
4. The new system is **economical,** **foolproof,** **efficient** and **FAST.**

Notice that examples 1 – 3 take about the same time to say. But example 4 is almost impossible to say at normal speed.

Three points are usually the most you can comfortably make. Usually you arrange the points so the one you think is most important comes last (Track 3-O-1).

Whenever you make important points, remember the 'rule of threes'.

O-2. Match up the statements below (Track 3-O-2).

- | | |
|------------------------|---|
| 1. company | a. new, well-designed and competitively priced. |
| 2. project | b. local, expanding and undersupplied. |
| The ideal 3. market is | c. thoroughly researched, properly funded and well-run. |
| 4. product | d. experienced, highly motivated and well-qualified. |
| 5. manager | e. small, flexible and customer-oriented. |

O-3. Match up these statements (Track 3-O-3).

- | | | | |
|---------------------------|-------------------------------|----|---|
| What
you
need
to | 1. boost sales | | a. new plant, proper training and realistic targets. |
| | 2. increase productivity | | b. better pay, better conditions and shorter hours. |
| | 3. raise morale | is | c. determination, imagination and guts. |
| | 4. be an entrepreneur | | d. blood, sweat and tears! |
| | 5. build a successful company | | e. better service, bigger discounts and lower prices. |

P. Watch the video from the introduction to a scientific presentation (3-P) and fill the gaps with the missing words.

Yury Gogotsi
Drexel University, USA
2014 MRS Spring Meeting and Exhibit (Materials Research Society)

Thank you for this introduction. I'm humbled and honored to be here. I also feel a personal connection to Fred Kavly, because I spent some time in Norway at the University of Oslo as a postdoctoral researcher more than 20 years ago. (1) _____
_____ material science, talking about nanomaterials and nanoscale science. You can see the title of my talk.

(2) _____ the *Diamond Symposium* and *Energy Storage Symposia* for nominating me to give this presentation here.

So, what I'm going to do today. (3) _____
_____. I will be talking about carbon nano-materials in general (4) _____
this exciting world of carbon nano-structures. (5)

_____ super-capacitor electrodes, how selecting different structures, designing structures from carbon and matching them to electrolyte, allows us to achieve the properties that we need. (6) _____
a new family of materials, most of you have probably never heard about – two-dimensional carbides.

Q. Watch another video (3-Q) and answer the questions.

Julia R. Greer

California Institute of Technology, USA

2014 MRS Fall Meeting and Exhibit (Materials Research Society)

1) How does the speaker start her presentation (with an amazing fact, a personal story, a problem to think about)? _____

2) How does she involve the audience (see p. 22 for the list of techniques)? _____

3) What rhetorical techniques (rhetoric questions, repetition, dramatic contrast, tripling) does she use? Write out the examples. _____

4) What else does she use to get the attention of her audience? _____

R. Look at the draft of your own Introduction. Re-write it to make it more engaging and to grab the audience's attention.

UNIT 4. PRESENTATION BODY

Never overestimate an audience's knowledge, never underestimate their intelligence.

G.K.Chesterton

Tell them what you are going to say!

 **Say it!**

Tell them what you have said!

The “**body**” of your presentation is the **intellectual content** of your talk

Its **structure** differs depending on the type of text you are writing.

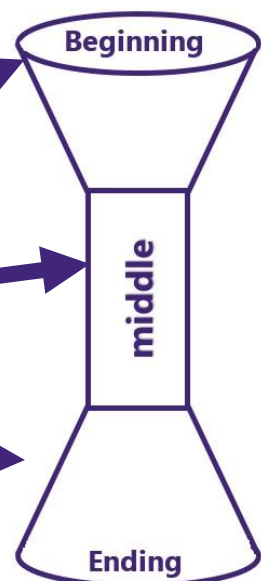
- ✓ Chronological order (development over time)
- ✓ Order of interest / importance (the most important first)
- ✓ Cause and effect (or the opposite order)
- ✓ Comparison / contrast (“pros and cons”)

For scientific presentations:

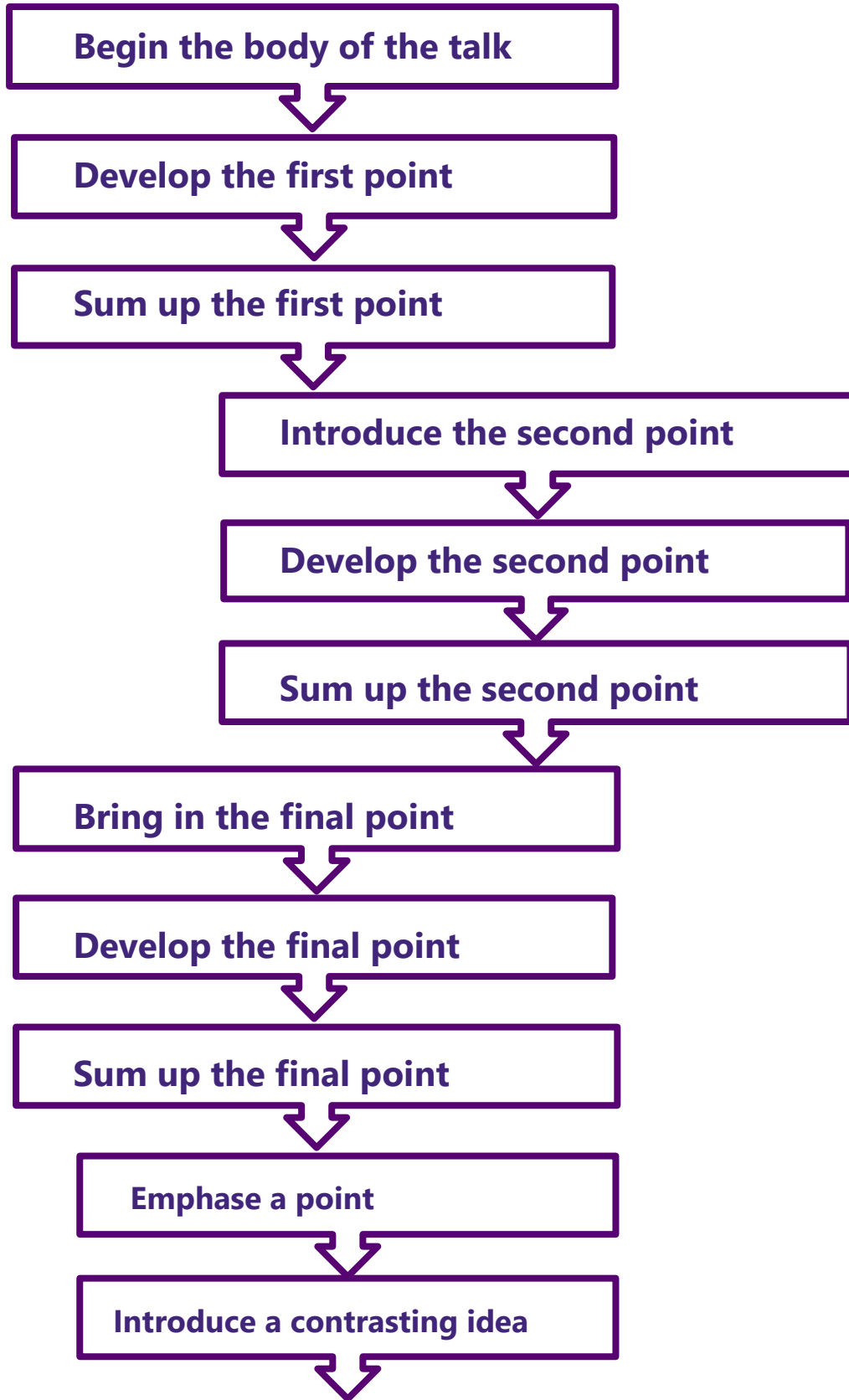
background / previous work / question / problem

hypothesis / methodology / key findings or results

discussion of the results / bigger picture / further development



Stages of the body



I. Transitions

In a written paper, the eye sees how the paper is divided into sections and subsections by the section numbers, titles and subtitles, and the page layout in general. In an oral presentation, you must provide **verbal transitions**. Guide your audience through your talk by referring to the overview you presented in the Introduction. As you go from one section to another, use transitions. Restate or **sum up** what you've just seen. **Announce** what you're going to see.

Now that we have seen ...
let's look at ...

*Now that we have seen what causes acid rain,
let's look at some of its effects on our forests.*

Now that we have an idea
of ... let's turn our
attention to ...

*Now that we have an idea of the dimensions of
the problem of malaria in Africa, let's turn our
attention to efforts now underway to control it.*

Before going on to the
next part which deals with
... I'd like to stress once
again ...

*Before going on to the next part which deals
with environment- related cancers, I'd like to
stress once again the fact that it is extremely
difficult to pinpoint one specific cause for any
cancer.*

To sum up then, we've
examined ... We've also
analyzed ... I'd now like to
focus on ...

*To sum up then, we've examined the evolution of
the ozone hole since it was first discovered in
1978. We've also analyzed the mechanics of the
destruction of ozone. I'd now like to focus on the
role of CFCs.*

In addition to ..., what
other factors contribute
to ...?

*In addition to human error and design flaw,
what other factors contributed to the accident at
Chernobyl?*

Before we go on to the
next section, let me briefly
restate ...

*Before we go on to the next section, let me
briefly restate the main reasons why the electric
car is not yet the solution to urban transport.*

Transitions:

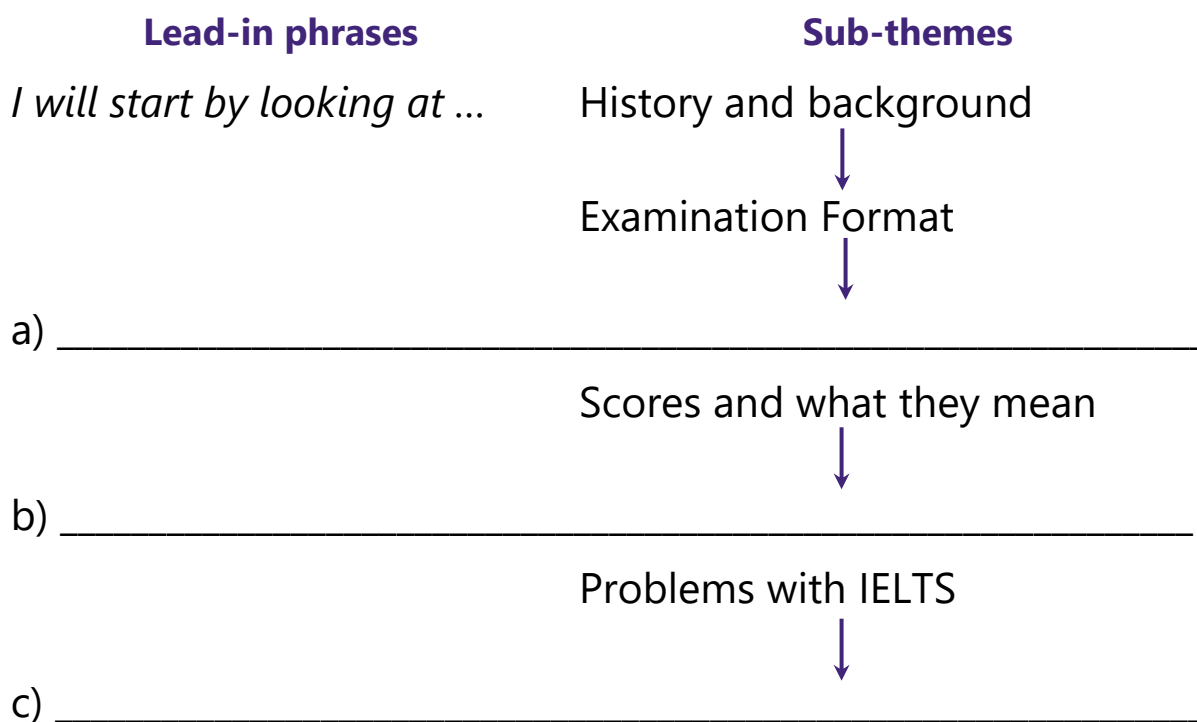
In speech

"That concludes what I wanted to say about Now I will consider..."

In slides – graphical transitions

In delivery – pauses, gestures, voice (articulating and stressing the key words, position)

- A. You are going to hear (Track 4-A) a presentation based on the framework below. Listen carefully and try to make a note of the phrases (a, b, and c) that the speaker uses to link her sub-themes in the presentation body.**



- B. Look carefully at the example linking phrases below and discuss the following questions:**

- 1) What are some common features of linking phrases, e.g., their position in the sentence?
- 2) Can you think of any other verbs that you might use, e.g., *go on to*?

Linking Phrases

Now I'd like to move on to the next part of my presentation, which is how Hitler got the support of the German people.

Next, I'd like to look at my second point today: some of the ways in which mobile phone technology has developed.

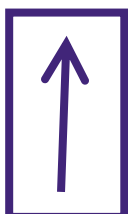
This leads us to my next point: suggestions for improving your English speaking.

This brings us to the final part of my presentation today: what countries can do to reduce their greenhouse gas emissions.

II. Road Signs

When you're giving a talk, some words act just like signs on the road. They tell your audience whether you're continuing in the same direction, changing direction, contrasting two possible directions, or arriving at your destination. Used effectively, 'road signs' make it easier for your audience to follow your development. Once again, you must use your voice to stress the road sign and make it stand out for your listeners.

Continuation



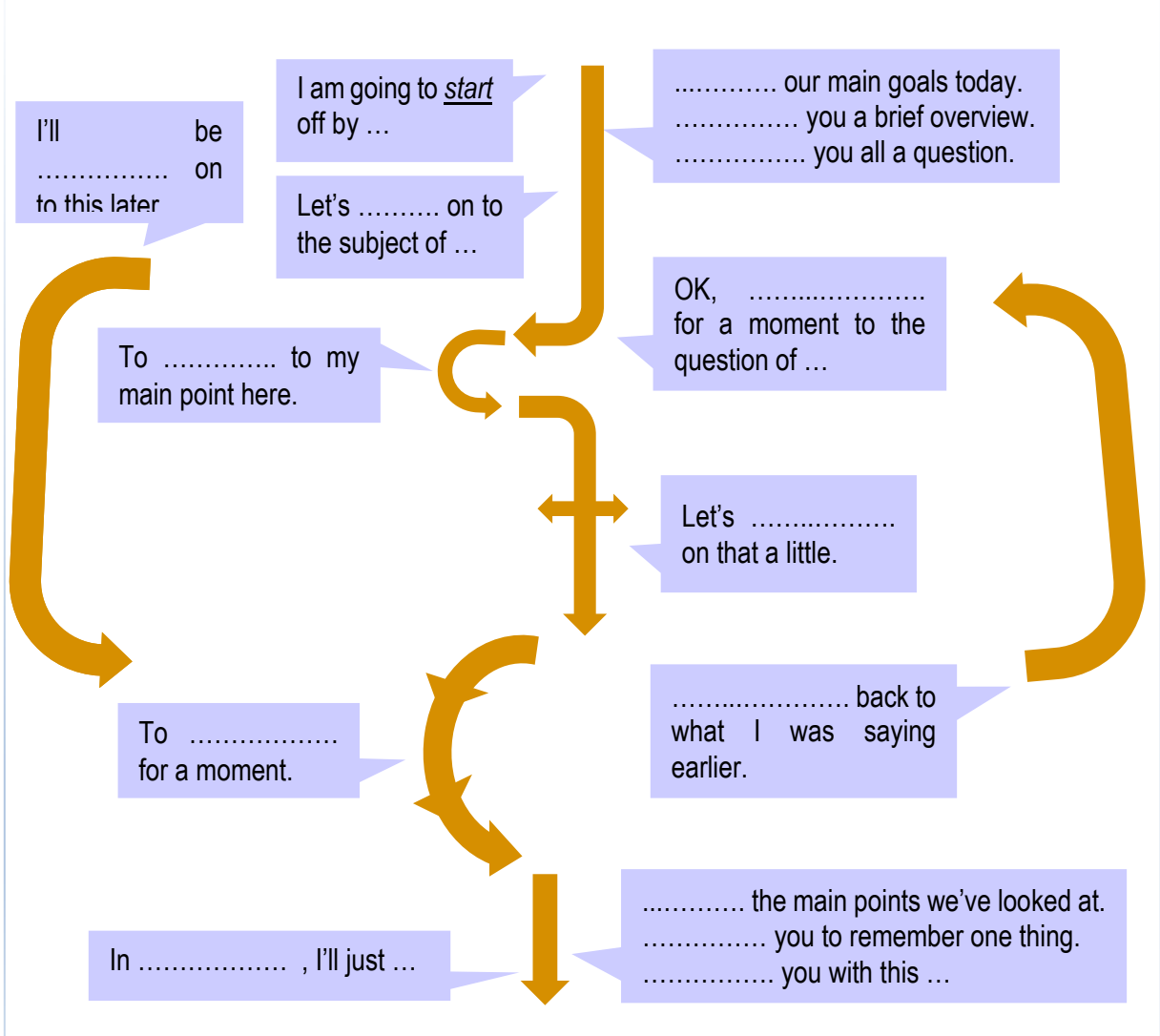
Furthermore
Moreover
In addition

Backup mechanisms for computers tend to become obsolete rapidly. It's easy to find three examples from the past 20 years: floppy disks, diskettes and Zip disks.

Furthermore, new software formats do not always recognize older formats.

C. If a presentation is a kind of a journey, then the ability to signpost that journey is clearly critical. Complete the 'signpost language' below:

ask digress expand leave move return ~~start~~ summarise
 asking closing coming giving going outlining turning



D. Decide whether the phrases below refer back or point forward and circle the appropriate arrow.

- | | |
|--|---|
| a) Earlier we saw ... $\leftarrow\rightarrow$ | f) So, the next question is ... $\leftarrow\rightarrow$ |
| b) This leads us on to ... $\leftarrow\rightarrow$ | g) As we discussed ... $\leftarrow\rightarrow$ |
| c) Later we'll see ... $\leftarrow\rightarrow$ | h) This goes back to ... $\leftarrow\rightarrow$ |
| d) As you'll recall ... $\leftarrow\rightarrow$ | i) This brings us on to ... $\leftarrow\rightarrow$ |
| e) You'll remember ... $\leftarrow\rightarrow$ | j) By the end of this talk ... $\leftarrow\rightarrow$ |

III. Referring to Visuals

Even if you designed your visual slides very skillfully, they can only work well if you know how to refer to them effectively.

E. You will hear (Track 4-E) three short excerpts from a presentation in which the speaker refers to a visual aid about international student recruitment. The visual itself and the transcript of each excerpt are shown below. As you listen, fill in the blanks to complete the missing words.

Excerpt 1

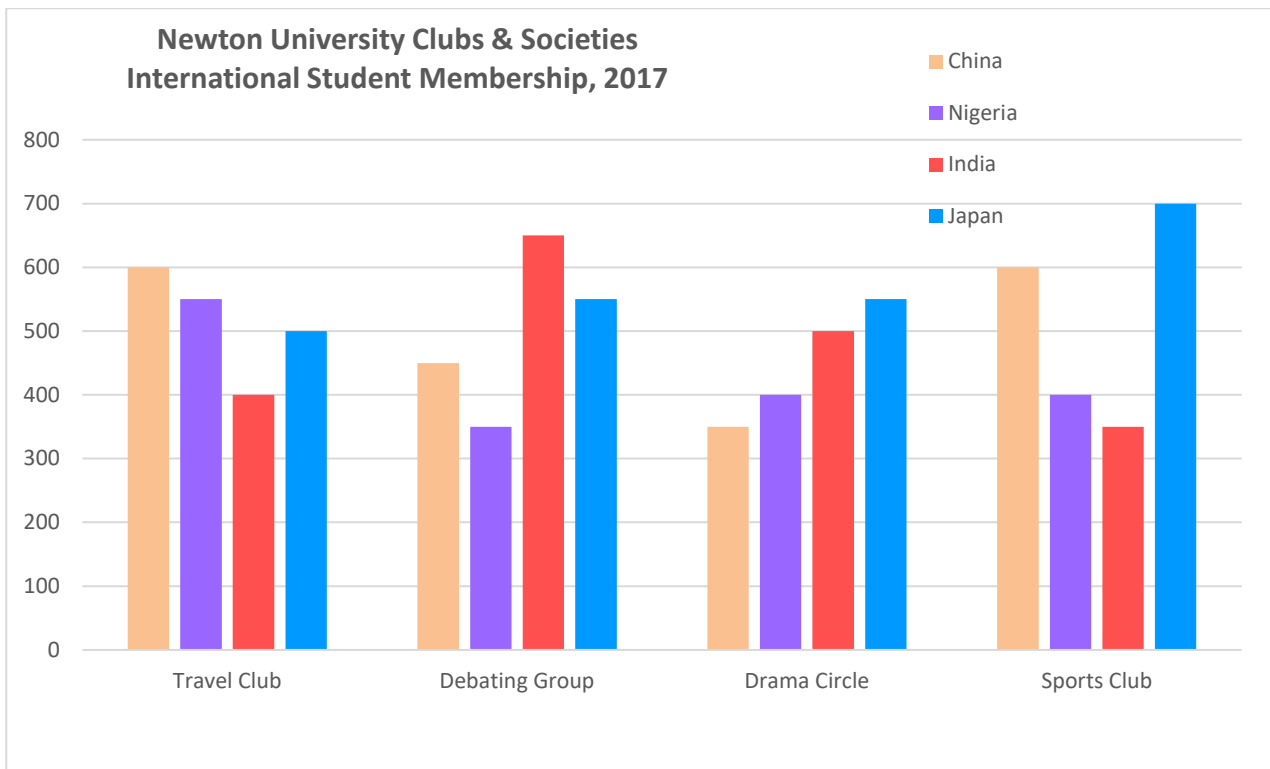
As I mentioned earlier, this year we've seen a considerable increase in our international student memberships. _____ which countries these students are coming from and which clubs and societies they're choosing to join.

Excerpt 2

_____ the international students currently studying at the university. _____ the number of students and _____ their country of origin. _____, most international students are coming from four key areas: China, Japan, Nigeria and India.

Excerpt 3

_____, the university Travel Club is still the most popular society for international students, particularly for students from China and Nigeria. _____ two other societies: the student Debating Group and the Drama Circle. _____, the student Debating Group is a popular choice with Indian students, and the Drama Circle attracts lots of members from Japan.



F. Some useful language for dealing with visual aids is listed below. Working with a partner, take turns using relevant phrases to practice referring to the Newtown Campus visual.

Referring to visual aids

Preparing the audience for a visual aid

- So now let's look at ...
- Now, I'd like to show you ...
- Now, let's look at the position for ...
- Now, I'll show you the ...
- For ... the situation is very different.
- Let's move on and look at the figures for ...
- The next slide shows ...
- If we now turn to ...



Explaining the purpose of a visual aid

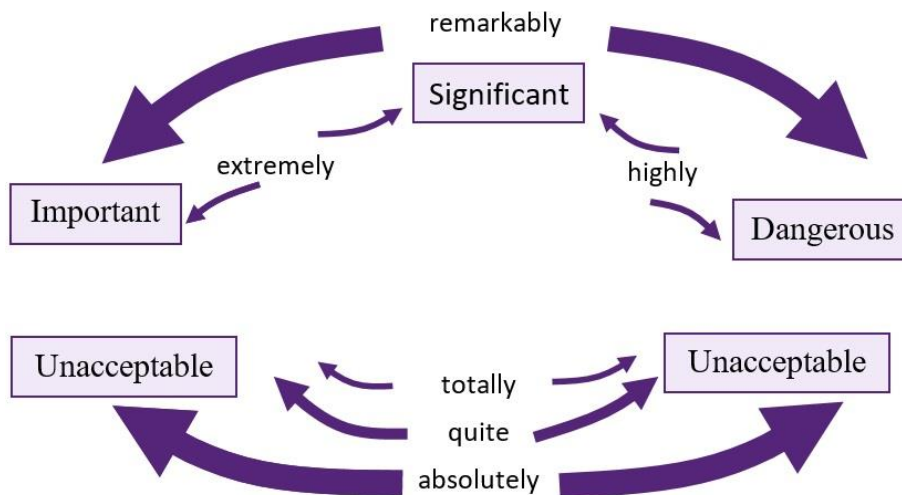
- This graph / table / diagram shows ...
- This graph / table / diagram provides an overview of ...
- This chart compares benefits of two ...
- The upper part of the slide gives information about ...
- You can see here the development over the past year.

Drawing attention to key features

- I would like to draw your attention to ...
- As you can see, the column on the left shows ...
- The columns on the right show ...
- The points in bold represent ...
- As this data indicates ...
- What is interesting / important is ...
- Notice / Observe the ...
- It is important / interesting to notice that ...

Another way to focus attention on a particular feature of a visual is to use dramatic vocabulary, e.g.

- The position of this equipment is **extremely dangerous**.
- This sudden rise in prices was **quite unexpected**.



G. All the phrases below can be used to prepare the audience for a visual, but the words are not in the correct order. Put them in the correct order following the example.

Phrases for preparing for a visual

- a. now/show/another/I'll/slide/you *Now I'll show you another slide...*
- b. the/to/when/turn/we ...
.....
- c. chart/shows/the/next ...
.....
- d. turning/to/now ...
.....
- e. slide/next/the/let's/on/move/to
.....

H. Complete the following statements using the phrases from G.

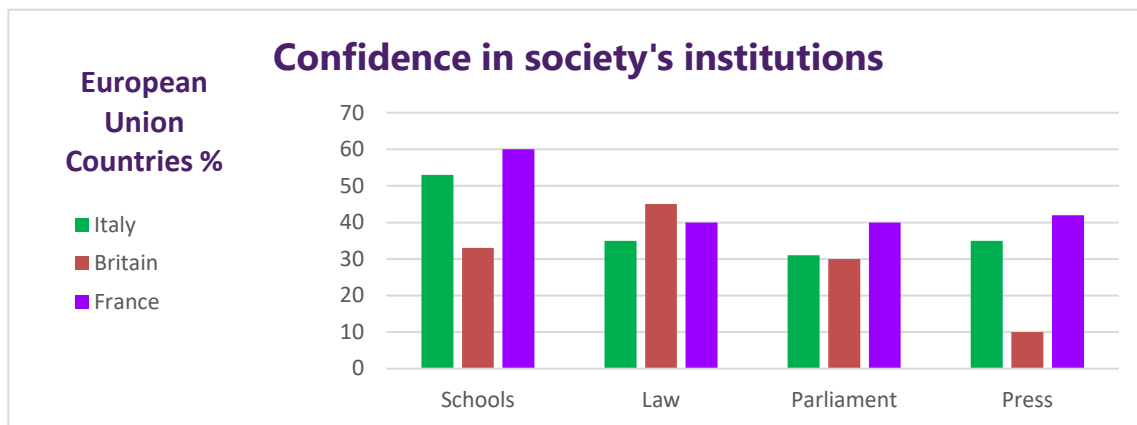
1. ... and we'll be looking at those figures later. **a.** *Let me move on to the next slide.* This shows you the position at the end of January.
2. ... and sales didn't really move at all in this last quarter. So, overall, the performance in this sector has not been good. **b.**
..... which gives us some information about this competition.
3. **c.** a marked improvement in home sales compared to last year. This improved performance is due in part to lower interest rates
- 4.... so, as we've seen, this group has not responded well to treatment. However, **d.** male patients we can see a more positive result.
5. **e.** the situation in the USA, which is by far our biggest market.

Listen to Track 4-H and check your answers.

I. Now use appropriate phrases from Referring to visual aids. Compare what you say with the recording (Track 4-I).

How international students spend their leisure time						
(Survey of 200 students, Newtown University, 2017)						
Student's country of origin	Shopping	Playing sports	Cooking	Cinema	Playing computer games	Meeting friends
China	5	15	20	5	35	20
Japan	30	5	6	12	4	18
Nigeria	10	20	7	2	4	14
India	8	5	16	10	2	40

J. The chart below is from a presentation surveying attitudes to national institutions in different EU countries. Decide what the presenter would say to draw attention to the following facts in the chart. Use Dramatic Vocabulary.



- a. The fact that all three countries have rather low confidence in the law, which the presenter thinks is important.

Example

It is extremely worrying that all three countries have such low confidence in their legal institutions / law.

- b. The low level of confidence in schools in the UK, which presenter finds worrying.
- c. The fact that the UK has such low confidence in press, which the presenter didn't expect.
- d. The high level of confidence of the French in their schools, which the presenter thinks is significant.

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

- | | |
|--|---|
| 1 Let's now have a look | a shows our revenues since 2015. |
| 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 VW 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 next 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. |

N. Write the Body of your presentation.

Useful Phrases

Moving on to the main body of the presentation

Okay, so let me start by looking at ...
So first I'd like to give you a bit of background.
So why did we undertake this research?
Well, ...

Introducing a new element or topic

With regard to x ...
As far as x is concerned ...
Regarding x ...

Signalling 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...

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.

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.

Restating the important ideas

There are two main reasons why you should restate (or reformulate) important ideas. The ear is not as efficient as the eye. (The ear cannot go back to the top of the page and reread a piece of information.) And an audience is not always giving the speaker 100% of its attention.

In other words ...
In short ...
In simple terms, this means that ...
To put it in more concrete terms ...
The point I'm trying to make here is ...
What I mean by this is ...
Basically, what this means is ...

Using quotations

Quotation marks (" ") in a written text set off quotations visually. In an oral presentation, you must verbally set off quotations by signaling the quotation and by 'surrounding' it with pauses. Remember, if you think it is worthwhile to include a long quote in your presentation, you must take the time to read it clearly.

To quote Professor Grand, "The earth is as flat as a pancake."
Professor Grand has said, and I quote, "The earth is ..."
Here I'd like to quote what Professor Grand has said about ...
Professor Grand has often said that the earth is flat – "as flat as a pancake" – to use his exact words.
I have here a quotation from Professor Grand. It says, "The earth is ..."

Using examples

Examples help you make your point by taking your audience from the abstract to the concrete. Signal them by using key words: *example, instance, illustrate, case, like, such as.*

Let's take the example of what happens when

...

The best example of ... is probably ...

An interesting example of ... is ...

For instance ...

Let's now look at ... This will illustrate some of the principles we've been talking about.

Let's take the case where...

Vegetables like carrots and squash are loaded with beta-carotene

Pollutants such as those found in automobile exhaust are responsible for most of the smog in Los Angeles...

Expressing opinion

Avoid preceding everything you say with, "in my opinion," or "I think that." The audience understands that you, the speaker, are generally expressing what you think. However, it is important to signal your opinion in contrast to another person's opinion or an opinion that is commonly held.

To signal another person's opinion

According to Professor Grand ... (*an authority on the subject*)

Lauren Thompson has expressed the opinion that ...

In a recent article, D.J. Tehl stated that ...

To signal a widely-held opinion

It is commonly thought that ...

According to conventional wisdom ...

To signal your opinion

In my opinion

I think that ...

It is my view that ...

It seems to me that

Remember: "*According to*" is used only for another person's opinion (usually an authority on the subject.) You cannot say "*according to me.*"

Using numbers

In a written paper, the reader's eye takes in numbers and their size and automatically makes approximations. (That's why numbers are written with commas: 36,254,967) Large or complicated numbers are much more difficult to assimilate orally (and long to pronounce.) Give your listener approximations instead. But signal that it's an approximation.

approximately

nearly

roughly

over

more than

Using charts, graphs, tables

Introduce the chart or graph **before** you show it. If you don't, the audience will stop listening to you while they try to decipher it alone. If you're using presentation software like *PowerPoint*, put a transition slide before your chart instead of leaving the previous one on.

I'd like you to look now at a graph of domestic oil production in the United States. I think it will clearly show just when we became dependent on imported oil.

Next, we'll take a look at a chart showing the impact of the polio vaccination program in selected areas in India and Africa.

When you *do* turn on the slide with your graph, remember to explain what it shows. Again, if you don't, the audience will stop listening to you and find the information by themselves.

This graph presents the wide variations in the price of oil since 1970. The horizontal axis shows the years from 1970 to 2015, and the vertical axis shows the average price in dollars for a barrel of oil.

When describing a graph, you shouldn't simply state what the listener can easily see: the line goes up and the line goes down. It's your job to point out important changes and explain why they occurred or their impact.

UNIT 5. CONCLUSION

Great is the art of beginning, but greater the art is of ending.
Henry Wadsworth Longfellow

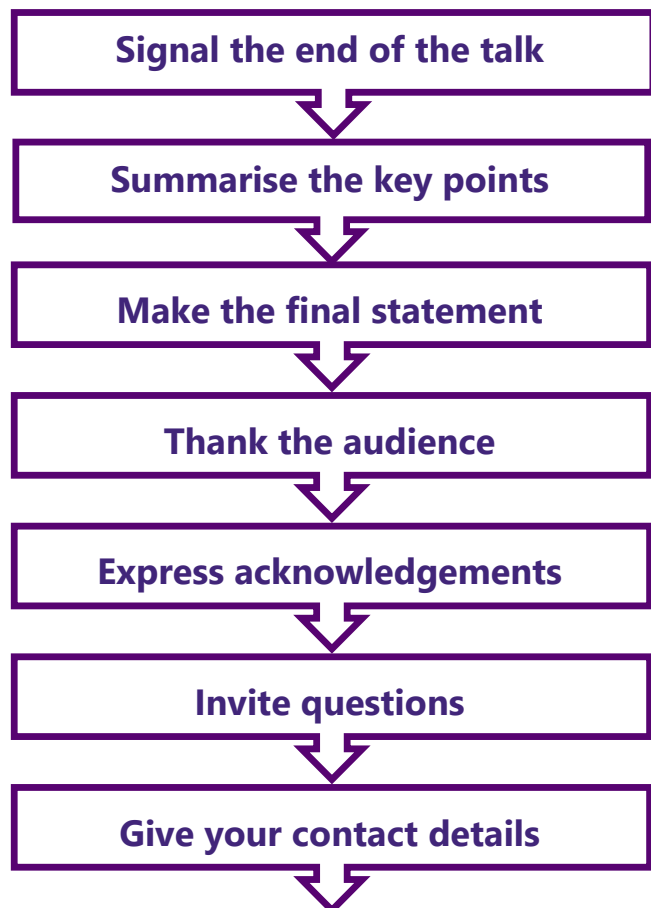
**Tell them what you are going
to say!**

Say it!

** Tell them what you
have said!**

When you reach the end of the presentation, you should let the audience know that you are going to finish. It is not acceptable just to stop talking.

Stages of the conclusions



Signaling that you are coming to an end:

- ✓ Use transitions

“Well that brings me to the end of my presentation. So just to recap...”

- ✓ Make a pause before summing up
- ✓ Speak clearly and a bit more slowly

Summarising the key points

- ✓ Reiterate your objectives and provide a general statement on the extent to which you have accomplished them.
- ✓ You may want to refer to something you said at the beginning of your talk
- ✓ Be sure you don't just restate the results here, but draw together outcomes of your objectives and enumerate these conclusions briefly.
- ✓ Do not introduce any new ideas or develop any new examples.
- ✓ Be brief – you don't need more than 3-4 sentences
- ✓ Memorize your conclusions

To conclude then, we have seen the types of industries that produce the pollutants that cause acid rain – notably heavy industry or power plants dependent on sulfur-loaded coal. We also discussed the non-negligible role of domestic heating. The examples of eastern Canada or Sweden reminded us that the effects of acid rain are often felt miles from its source. By analyzing the mechanics involved, we realized that millions of acres of apparently healthy forests are already in the first stages of destruction. And the devastation of forests in Germany gave us a preview of what may lie ahead in many more areas if nothing is done.

Making the final statement

To emphasise the significance, you can:

1. Use a picture
2. Directly relate your findings to the audience
3. Give a statistic
4. Ask for feedback
5. Talk about your future work
6. Talk about practical applications

A. Compare these two versions of conclusions to a presentation.

ORIGINAL

Well, we have arrived at the end of this presentation now. In conclusion, from these results the following considerations can be drawn. Using the methodology outlined in this presentation, we have given a demonstration that the interview technique commonly used by social scientists and economists has a number of serious drawbacks. The responses of interviewees tend to be phrased in such a way as to appear to assume a certain level of social responsibility. In addition, there is an inherent flaw in the questionnaires themselves. And last but not least thank you for your attention.

REVISED

So, just a quick summary. In three different studies, researchers have found that 52% of US citizens believe in angels, 80% recycle their waste, and 94% consider that they have above average common sense, just to list a few of the rather dubious findings I have mentioned in this talk. We found three key problems with interviewing people. Firstly, people respond in what they consider to be a socially acceptable way. For example the amount that they recycle. We proved in a random sample, that most of those who claimed to recycle, did not. Secondly, the questionnaires are flawed. For instance, there is a very big difference between an angel and a guardian angel, someone who is just looking out for us. And finally we ...

So thanks for listening. If you would like a copy of our recommendations for interviews, and our suggested alternatives, here is the link. And here's my email address. Please contact me if you have any fun – or serious – interview findings that you would like to share with me. I am sure you have plenty!

Note how the original version

- ✓ takes 34 words before reaching the phrase interview technique, which is the first time that the audience hear key information.
- ✓ uses a lot of nouns (*given a demonstration vs found, response vs respond*).
- ✓ gives no examples and leaves out key facts that in the revised version are used to remind the audience about what the researchers had discovered
- ✓ ends with no connection with the audience
- ✓ gives no contact details and thus misses opportunities for collaboration

B. Listen to the conclusion to a presentation (Track 5-B). Notice how the presenter builds up the conclusion. First, she reviews the main findings of the study and gives her conclusions, then she brings the presentation to the end.

Notice the sentences and phrases the presenter uses as she builds up her conclusion. Complete the missing words in the extract. Then read the notes on the right.

Extract	Notes
<p>At this stage _____ _____ the main findings of the study. _____, the manufacturing data centres. Given the rapid growth in business in your plants ... _____, our recommendation is to leave them as they are.</p>	<p><i>Introduces her summary</i> <i>Reviews the situation for manufacturing data centres</i> <i>Makes recommendation</i></p>
<p>... Their organization is not cost-effective, and is creating problems of duplication. We _____ recommend a thorough reorganisation.</p>	<p><i>Reviews situation for administrative data centres, and makes recommendation</i></p>
<p>We've looked at three options. _____, to set up three regional data centres... _____ option, to expand one of the existing regional data centres.</p>	<p><i>Reviews options</i></p>
<p>_____, _____ which we strongly recommend for more detailed consideration, is to sub-contract all administrative computing to an outside supplier ... _____ detailed cost breakdown for the three options _____ _____ now.</p>	<p><i>Then makes final recommendation</i> <i>Refers audience to documentation</i></p>
<p>And, of course, _____ _____ any _____. _____ all _____ _____.</p>	<p><i>Asks for questions</i> <i>Thanks the audience</i></p>

C. Unscramble the 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. That / logistics / just about / to say / about / I wanted / everything / covers

D. Complete the sentences with words from the box.

come back final point briefly summarise now approaching suggest that to highlight
--

1. If I may _____ the pros and cons.

2. Well, I'm _____ the end of my talk.

3. OK, I'd now like _____ the key points.

4. Let me make one _____ .

5. Let me _____ to the key issue.

6. I _____ we use the new technique for

E. Match the two parts to make final statement from conclusions.

1 To put it in the words of Albert Einstein,

2 I would like to finish my talk

3 Let me go back to

4 Remember that story I told you

5 As the famous basketball coach Pat Riley said:

a 'Look for your choices, pick the best one, then go with it'.

b with an important question.

c about a boy flying a kite?

d what I said at the start of this talk.

e 'The important thing is not to stop questioning'.

F. Complete the sentences with prepositions from the box.

about by for in through to

1. _____ my opinion, we should go ahead with this technology.
2. OK, this brings me _____ the end of my talk.
3. What does this mean _____ our project?
4. Let me just go _____ the key issues again.
5. Well, that's all I wanted to say _____ the new materials.
6. We saw that the delays were caused _____ technical problems.

G. In her presentation on culture shock, Sylvie talked about what she thought were the most effective ways of dealing with this issue. Listen to the final part of her presentation (Track 5-G). Which of the following topics does she NOT talk about?

1. language training
2. cultural training
3. documentary information
4. material benefits

H. Listen again and note down one point that Sylvie makes for each of the three topics in the conclusion.

Topic	Point
1. _____	: _____
2. _____	: _____
3. _____	: _____

I. Here is a list of steps for concluding a presentation. In which order does Sylvie use them?

- thank the audience
- indicate you want to finish
- make a final, general point
- repeat the key points from the presentation
- ask for questions or comments

J. Which words or expressions does Sylvie use for each step?

Step	Word / expression
1. _____	: _____
2. _____	: _____
3. _____	: _____
4. _____	: _____
5. _____	: _____

K. ~~Cross out~~ the incorrect word or phrase.

1. That brings me to the *finish / finale / conclusion / last point* of my presentation.
2. I'd like to *summarise / redo / reiterate / repeat ...*
3. So to *complete / conclude / finish / sum up ...*
4. Thank you for *listening / your attention / coming / hearing ...*
5. We've got a couple of minutes for *any questions / some questions / a survey / your thoughts ...*

L. Underline the correct form of the words.

1. I'd like to finish off by *review / reviewing* the key points.
2. In conclusion, I'd like to *reiterate / reiterating* the advantages of training.
3. So *sum up / to sum up*, cultural training will help improve profit.
4. Thank you for *listen / listening* to my presentation.
5. I believe we've got time for *a few / a little* questions.

M. Write the **Conclusion of your presentation.**

Useful Phrases

Signalling the conclusion

To conclude ...

In conclusion ...

As a conclusion

OK. I think that's everything I wanted to say.

I am now nearing the end of my talk.

This brings me to the end of my presentation this afternoon.

Summing up

So, to summarize/sum up...

Just to summarise the main points of my talk ...

Before I stop, let me go through my main points again.

I'd now like to sum up the main points I made, which are...

I'd like to run through the main points again.

At this stage I'd like to go over/run through ...

So, as we've seen in this presentation today ...

As I've explained ...

Closing

I'd like to end my presentation by saying that...

In brief / in short ...

As a final point I'd like to ...

In conclusion, I'd like to point out that ...

Let me end by saying ...

I'd like to finish by emphasizing ...

In conclusion I'd like to say ...

Tell the audience where they can find the relevant documentation, handouts, etc.

You can find more information about it on this website (which is on the back page of your handout)

I've a detailed ..., which I'll be passing/handing round now.

In the folder which I'll be distributing you'll find copies of the ...

I'll be distributing the handouts in a few moments.

The handouts are over by the door.

Copies of my slides are on the table by the door.

Tell them whether they can contact you (give your details)

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.

My e-mail (Website) address is on the final slide.

You can find my e-mail (Website) address on the final slide.

Thank the audience

Thanks very much for coming.

Thank you for your attention.

Thank you for listening.

Ask them if they have any questions

I'll now be happy to answer any questions.

Now I'll be happy to answer any questions you may have.

We just have time for a few questions.

Does anyone have any questions on this?

I'd be really interested in hearing your questions on it.

And now if you have any questions, I'll be happy to answer them for you.

If you have any questions, I'll do my best to answer them in the time we have remaining.

I hope that was clear. If you do have any questions, please don't hesitate to ask them.

This a complex subject. There are probably many things that are still not clear. I welcome any questions you may have.

Thank you for being so attentive. I'd like to give you the chance to express yourselves now. If you have any questions or would like to have some points clarified, please feel free.

[*If no one asks a question*] One question I am often asked is...

[*Referring to your level of English*] If you ask any questions I would be grateful if you could ask them slowly and clearly, as my English is a bit rusty.

Note: *If the chairperson is present, he or she will invite the audience to ask questions.*

UNIT 6. PRESENTATION DESIGN

It takes one hour of preparation for each minute of presentation time.

Wayne Burgraff

A. Compare these two visual aids. Which do you think would be more effective on a screen during a presentation? Think about these points.

1. Which has more visual impact?
2. Which is easier to read?
3. Do you want people to read or to listen to you?



Audience


1. It is important that you know as much as possible about your audience.
2. You should try to find out who will be in the audience before the presentation starts. (Phone the organiser or speak to the boss!!)
3. You should also try to find out whatever you can about their interests. (You don't want to make jokes about soccer in a room full of Americans!)
4. Think about their attention span. Make sure that you don't give them too much information or spend too long on a subject which they find boring.

AUDIENCE

Who are they?

What are they interested in?

What do they want to know?

 *Slides are not effective if they include too much information, so you should*

*Keep It **S**hort and **S**imple [**KISS**].*

The right slide is much better because its content only acts as a starting point – in other words, the audience still has a reason to listen to the speaker.

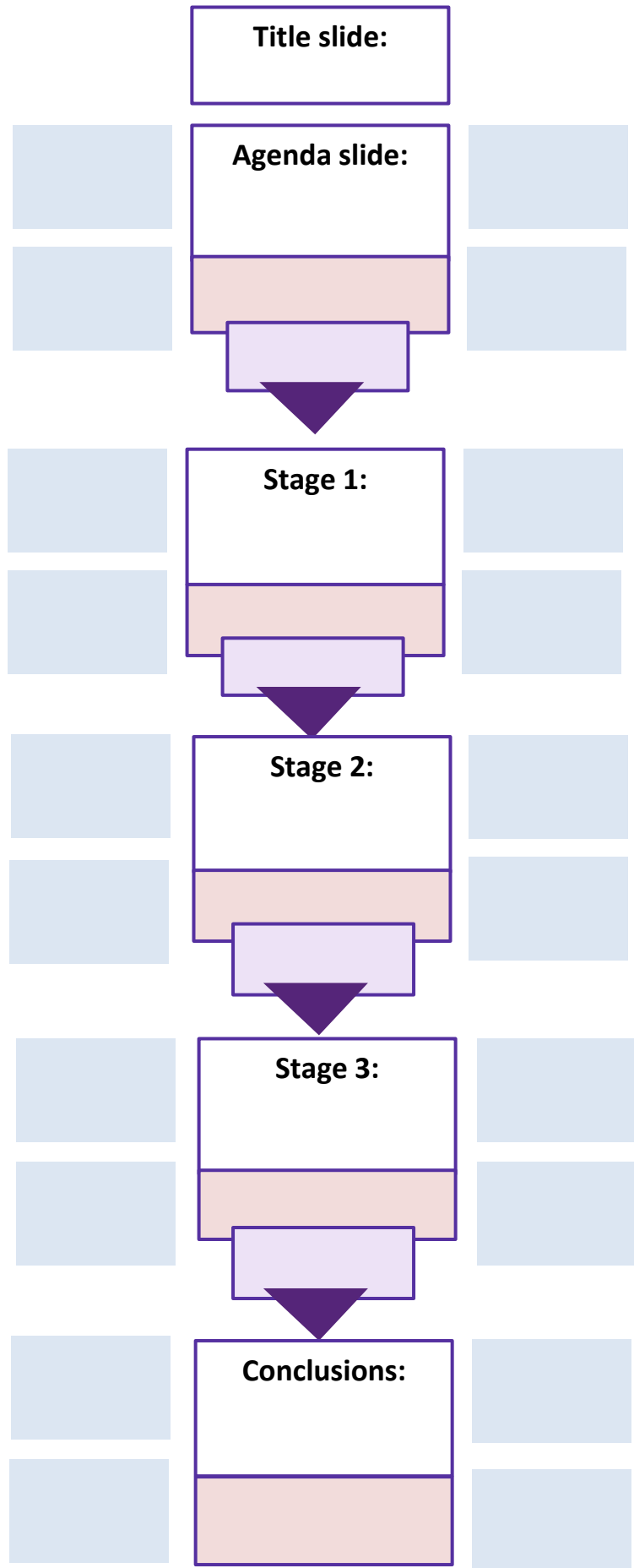
B. Describe how you would present this as a slide in a presentation. Write your own version.

When giving presentations, it is important to keep things as simple as possible. If you have got lots of detailed information, it is probably best to put it in print and allow people to read it either before or after the presentation. Presentations work best when they talk about ideas rather than facts. They can also be good for motivating and inspiring people. But, of course, that very much depends on your personal qualities!

C. Use this template to develop your presentation.

Make a note of:

- The main points you want to make in the white boxes
- Key topic vocabulary you think you may need in the pink boxes
- Useful phrases that may help you at each stage of the presentation (e.g. *'Let's take the example of what happens when ...'*) in the blue boxes
- Signpost language to transition from one stage to the next (e.g. *'This brings me to my next point ...'*, *'As far as X is concerned ...'*) in the purple boxes.



Title slide


- ✓ Title
- ✓ Speaker's name(s)
- ✓ Supervisor
- ✓ Speaker's affiliation
- ✓ Key image (to orient the audience)
- ✓ Venue and date
- ✓ Institution logo
- ✓ Sponsor's name
- ✓ Conference logo

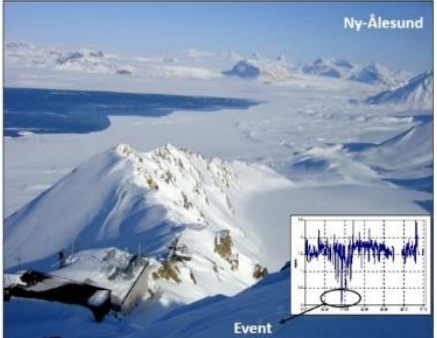
Determining Whether Atmospheric Mercury Goes into Surface Snow after a Depletion Event

Katrine Aspmo
Torunn Berg
Norwegian Institute for Air Research

Grethe Wibetoe
University of Oslo,
Dept. of Chemistry

June 16, 2004






Ny-Ålesund

Event

[Alley, 2013]

Agenda slide

 The "agenda" slide serves as a presentation's "table of contents". The rest of visuals in the presentation are like the chapters in a book. Therefore, plan your agenda slide carefully and make sure all your slides relate to the agenda.

Common mistakes:

Creating slides that no one reads

PRIMARY CONCERNS -

FIELD JOINT - HIGHEST CONCERN

- EROSION PENETRATION OF PRIMARY SEAL REQUIRES RELIABLE SECONDARY SEAL FOR PRESSURE INTEGRITY
 - IGNITION TRANSIENT - (0-600 MS)
 - (0-170 MS) HIGH PROBABILITY OF EROSION PENETRATION THROUGH SECONDARY SEAL
 - (170-330 MS) REDUCED PROBABILITY OF EROSION PENETRATION THROUGH SECONDARY SEAL
 - (330-600 MS) HIGH PROBABILITY OF EROSION PENETRATION THROUGH SECONDARY SEAL CAPABILITY
- STEADY STATE - (600 MS)
 - IF EROSION PENETRATION THROUGH PRIMARY O-RING SEAL - HIGH PROBABILITY OF NO SECONDARY SEAL CAPABILITY
 - BENCH TESTING SHOWED O-RING NOT CAPABLE OF MAINTAINING CONTACT WITH METAL PART'S GAP OPERATING TO MEOP
 - BENCH TESTING SHOWED CAPABILITY TO MAINTAIN O-RING CONTACT DURING INITIAL PHASE (0 - 170 MS) OF TRANSIENT

Not readable

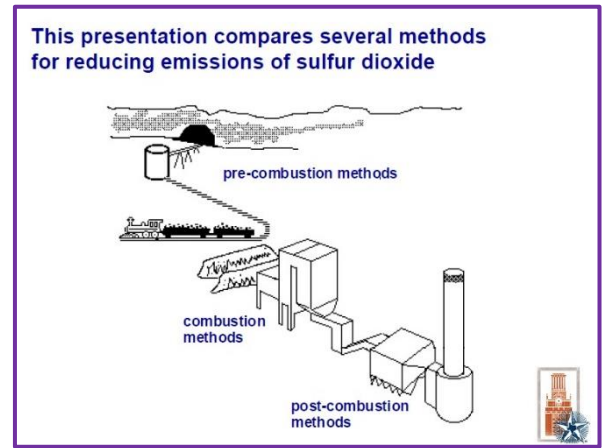
Creating slides that no one remembers

Presentation Outline

- Introduction
- Background
- Pre-Combustion Methods
 - Coal switching
 - Coal Cleaning
- Combustion Methods
 - Atmospheric Fluidized Bed
- Post-Combustion Methods
 - Adsorption
 - Absorption
- Conclusions
- Questions?

Not memorable

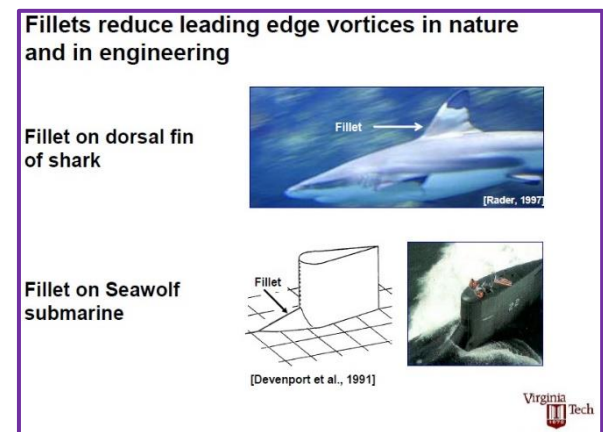
- ✓ Omit "Introduction" and "Conclusion" (*every presentation has those*)
- ✓ Make a clear and memorable map of your presentation
- ✓ If possible, use images



"Back-up" slides

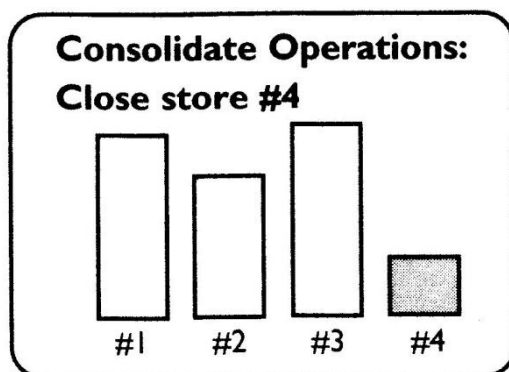
Tips for preparing your slides:

- ✓ have only **one idea per slide**
- ✓ use the **header** (title) to **state the main idea** of the slide, and use the **body** of the slide to **support that idea**
- ✓ use well-labeled **graphs** or **figures** to **illustrate** your **key points** ... this makes the slide more real and interesting to the audience
- ✓ avoid too much text



Most of the slides are **graphs** (or diagrams) or **word slides**.

Graphical slide



Word slide

Target Younger Customers

- Pursue couples for engagement and wedding rings.
- Attract high school students for class rings.
- Target parents of teens for gift.

Two ways to increase your audience's ability to understand your visuals:

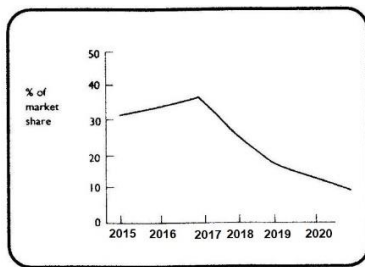
- ✓ "message titles"
- ✓ "stand-alone sense"

Message titles. If you have a point you are trying to make in your visual, then use a *message title* – a short phrase or sentence with a point to it.

If, on the other hand, you do not have a point you are trying to make and you don't care what conclusion your audience draws from the data on your visual, use a *topic title*.

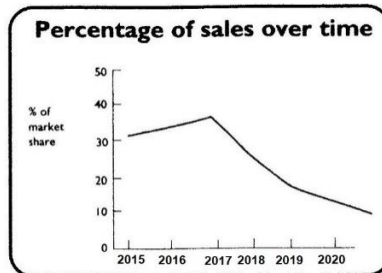
Least effective:

no title, audience draws conclusion



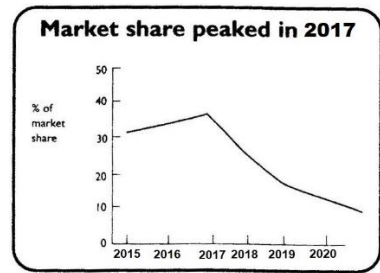
More effective:

topic title, audience draws conclusions



Most effective:

message title, speaker draws conclusion



"Stand-alone sense". Not only should the title make sense, but the wording of the rest of the slide should also makes sense to someone seeing it for the first time.

Ineffective:

does not make "stand-alone" sense

Hall's Model

High context	Low context
• Relationships	• Relationships
• Credibility	• Credibility
• Agreements	• Agreements

Effective:

does make "stand-alone" sense

Hall's High-Context and Low-Context Cultures

High-context cultures

- Establish social relationship first.
- Stress personal goodwill credibility.
- Make agreements by general trust.

Low-context cultures

- Get down to business first.
- Stress expertise credibility.
- Make agreements by legalistic contracts.

Transitions between slides

There are three techniques of providing transitions between each visual.

1. Consistency

1. **Consistency in headings and subheadings:** Each level of headings should be the same pattern – the same font, size, colour, etc.
2. **Consistency between agenda and 'back-ups':** The headings in each back-up slide have the same wording as the point in your agenda (e.g. your agenda says: "Increase product innovation", the back-up slide should have the same wording, not "Innovate for new products")
3. **Consistency in numbering system:** The numbering system in the agenda and back-up slides should be the same.

2. Repeated use of agenda slide

Each time you switch to the next section of your presentation, show your agenda slide.

Using box

Improve Growth and Efficiency For Bard Company

1. Target specific customer segments
2. Consolidate operations.
3. Change product mix

Using "dim" function

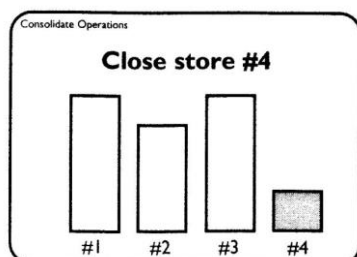
Improve Growth and Efficiency For Bard Company

1. Target specific customer segments
2. Consolidate operations.
3. Change product mix

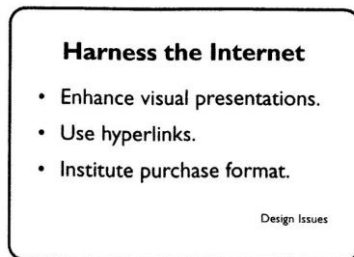
3. Use of "trackers"

A "tracker" is a shortened version of the main points on your agenda chart.

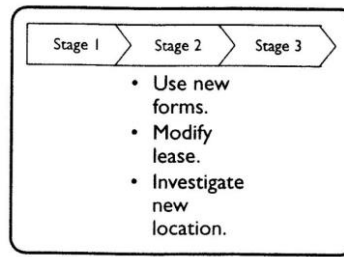
Tracker: Upper left corner



Tracker: Lower right corner



Tracker: Across top of the page



Designing individual slides

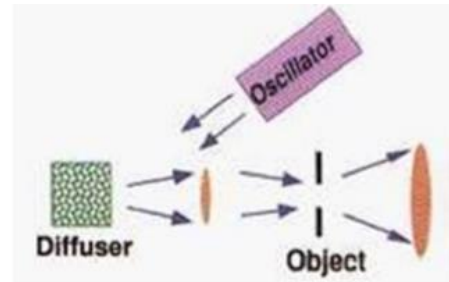
Use of figures to illustrate your main points

Figures:

- ✓ enliven slides
- ✓ promote audience interest
- ✓ provide supporting evidence for key points
- ✓ help explain complex ideas and relationships quickly
- ✓ show how things work

Label all elements in a figure

- ✓ Point out important features
- ✓ Label both axes of graphs and show units
- ✓ Provide a brief caption
- ✓ Give credit to source



The Nike laser system discharge pre-amplifiers

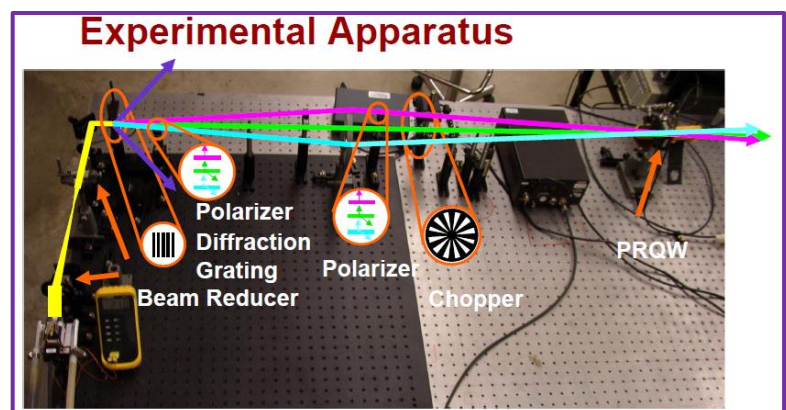
(Courtesy US Navy)

Presenting data

- ✓ Avoid copying a graph from a formal article – they have a different style, e.g., labels are too small
- ✓ Use color and make lines thick, labels legible
- ✓ Label axes and annotate important points with arrows and words
- ✓ Use tables sparingly – if used highlight important part

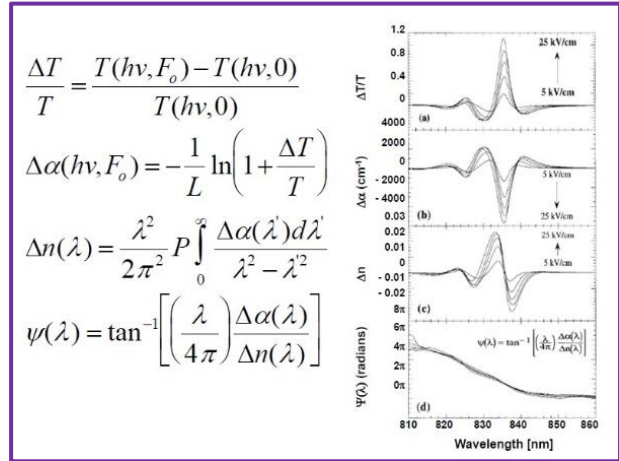
Working with figures

- ✓ Photographs give scale and reality – but you should add labels
- ✓ Schematics provide concept
- ✓ Diagrams strip away unnecessary details
- ✓ ALL OF THESE can be useful in combination
- ✓ Make sure you provide something to show scale
- ✓ Include a short caption to explain what the audience is looking at



Mathematical equations

- ✓ Use equations only when necessary
- ✓ If you use equations:
 - Slow down
 - Talk through step by step
 - Explain relevance
 - Combine with a picture that illustrates the physical principle involved



Operator splitting gives a sequence of PDEs—and one ODE per spatial point

$$\frac{\partial c_i(x,t)}{\partial t} = -\frac{\partial}{\partial x} [f_i(x,t)] \quad \text{for } x \in \Omega$$

$$f_i(x,t) = -D_i(x,t) \frac{\partial c_i(x,t)}{\partial x} - K_i(x,t) c_i(x,t),$$

$$K_i(x,t) = -D_i(x,t) z_i \frac{F}{RT} E(x,t)$$

Concentration c_i of specie # i , $i=1, \dots, n_{\text{ion}}$

Unknowns c_i and E

$$\epsilon \frac{\partial E(x,t)}{\partial t} = I - F \sum_{i=1}^{n_{\text{ion}}} z_i f_i(x,t) \quad \text{for } x \in \Omega$$

Electrical field E

Operator splitting gives a sequence of PDEs—and one ODE per spatial point

$$\frac{\partial c_i(x,t)}{\partial t} = -\frac{\partial}{\partial x} f_i(x,t) \quad \text{for } x \in \Omega$$

$$f_i(x,t) = -D_i(x,t) \frac{\partial c_i(x,t)}{\partial x} - K_i(x,t) c_i(x,t),$$

$$K_i(x,t) = -D_i(x,t) z_i \frac{F}{RT} E(x,t)$$

Concentration c_i of specie # i , $i=1, \dots, n_{\text{ion}}$

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Electrical field E

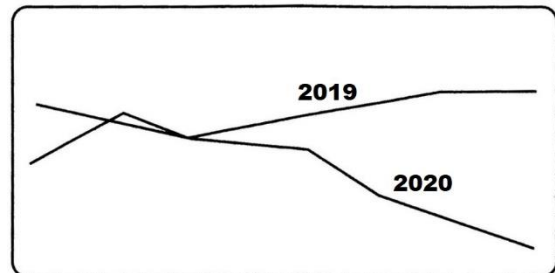
Slides to show quantitative data

Quantitative data is easier to understand if you show it on graphs.

Example:
data shown non-graphically – the trends are not apparent

2019		2020	
January	12,543	January	16,985
February	14,371	February	16,106
March	15,998	March	15,422
April	15,004	April	15,010
May	15,281	May	14,564
June	15,742	June	13,820
July	16,101	July	12,489
August	16,254	August	11,376
September	16,378	September	10,897
October	16,495	October	10,178
November	16,397	November	9,657
December	16,463	December	9,281

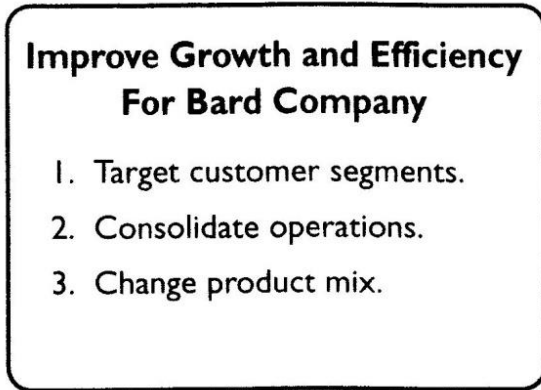
Example:
same data shown graphically – the trends are more apparent



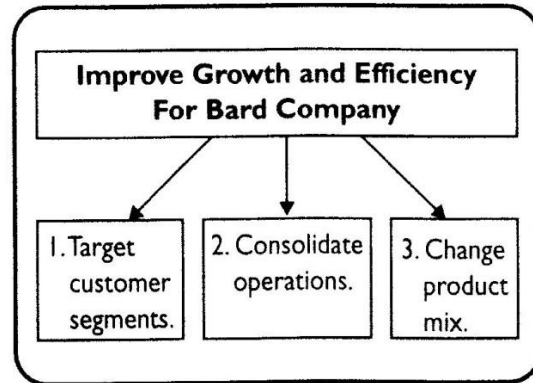
Slides to show nonquantitative data

You can show nonquantitative relationships visually on diagrams.

**Agenda example:
words only**



**Same agenda:
showing relationships visually using a
diagram**



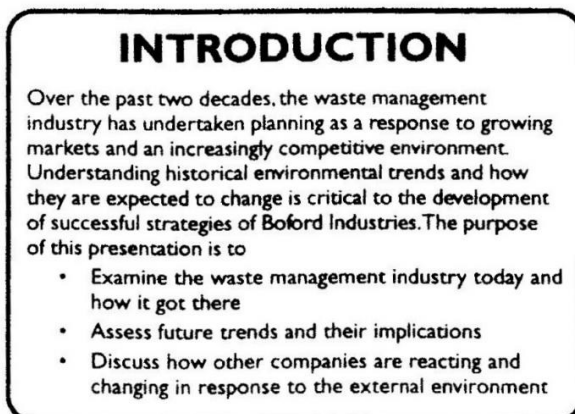
Designing word slides to show main ideas

The main problem with word charts is that they are overused – sometimes it is easier to include everything than to decide what is really worth including. Here are some tips on designing word charts.

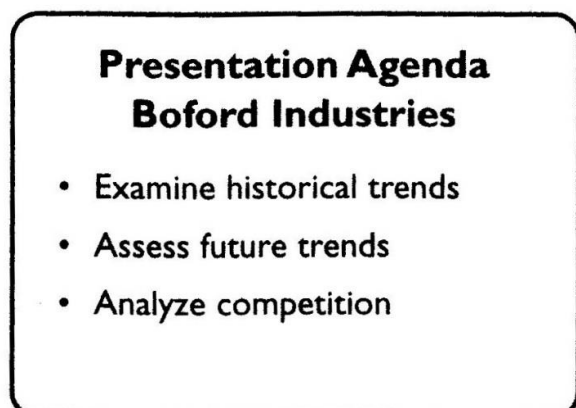
1. Avoid wordiness:

Avoid using boring word-for-word scripts that echo what you are saying in your presentation. Include only key words and phrases.

**Ineffective:
too wordy**



**Effective:
key phrases only**



Use grammatical parallelism:

Make sure the first word in a series is consistent with the other first words in that series.

Ineffective:
not grammatically parallel

Steps to organize internally

1. Establishing formal sales organization
2. Production department responsibilities defined
3. Improve cost-accounting system

Effective:
grammatically parallel

Steps to organize internally

1. Establish formal sales organization
2. Define responsibilities for the production department
3. Improve cost-accounting system

Use conceptual parallelism:

Make sure that ideas of equal importance are shown at equal hierarchical levels.

Ineffective:
not conceptually parallel – the three lines are of not equal importance

- Change product mix.
- Eliminate product X.
- Concentrate on product Y.

Effective:
conceptually parallel – first line is more general; second and third lines are of equal importance

- Change product mix.
- Eliminate product X.
- Concentrate on product Y.

Use effective indentation:

Words chart are easier to read if the entire sections are indented.

Ineffective indentation

1. Here is an ineffective example of a numbered section in which the number does not stand out very much because the subsequent lines “wrap around” the number.

1. Here is another ineffective example of a numbered section in which the number does not stand out very much, this time because only the first line is indented.

Effective indentation

1. Here is an example of an effective numbered indentation; all lines in the section are indented equally, so the number “stands out” on its own.

Bullet Points:

Using bullet points is a good way to present the key ideas. Just remember to

- use them consistently
- make them smaller than the text
- leave a gap between the bullet and the text

Use typography effectively:

A) Using large enough letters. Normally you should use at least 18-point, and more often 24 – or 36-point type.

Readable size

This is 24-point type.

Less readable size

This is 12-point type. It is fine for written documents, but too small for visual aids.

Arial 14	references
Arial 18	secondary type for body
Arial 24	primary type for body
Arial 28	headline

B) Using standard capitalization. Except for very short titles, capitalize only the first letter of a sentence or phrase.

Readable capitalization

This is standard capitalization. Only the first letter of the phrase or sentence is capitalized.

Less readable capitalization

This Is Not Standard Capitalization. Capitalizing Every Word Slows Down Your Readers.

Least readable capitalization

THIS IS ALL CAPITALS. THE LACK OF SIZE VARIATION WITH ALL CAPITAL LETTERS MAKES THIS KIND OF TEXT HARDEST TO READ.

C) Choosing a readable font.

There are two basic styles of font:

Serif – with extenders on the ends of the letters – Times New Roman, Bookman, Garamond, etc. These are good for books and articles (they are quick to read) but are harder to read when projected.

Sans Serif – no extenders – Arial, Calibri, Verdana, Tahoma, etc. These are very 'clean' and easy to read.

Serif (e.g. Times New Roman)

S

Skinny parts disappear when projected

Sans Serif (e.g. Arial)

S

D) Avoiding letterjunk. Examples of letterjunk include too many typographical elements (such as **boldface** plus *italics* plus underlining plus ALL CAPITALS all at once) outline and shadow styles, arty fonts, and jarring font variations.

Ineffective typography: examples of letterjunk

THIS SHOWS BOLDFACE + UNDERLINING + ALL CAPS!

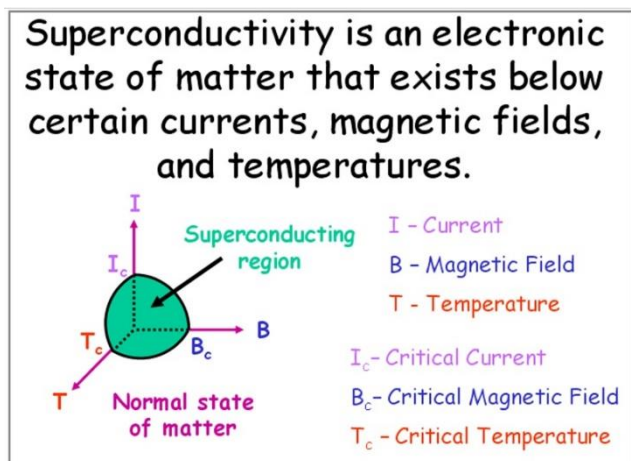
This shows shadow style.

This shows an 'arty' font.

This **shows** *jarring* font VARIATIONS.

E) Using colour effectively.

- ✓ Use the same pattern throughout the whole presentation.
- ✓ Your foreground colour (titles and text) should contrast sharply with the background colour (e.g. bright yellow on bright blue, but not light blue on dark blue).
- ✓ Do not use colour just because it is available; use it only if it enhances your message.
- ✓ Design expert Jan White refers to the overuse of colour as the "fruit salad effect". She recommends using two colours in addition to black, because "the more colours there are, the more difficult it is to remember the meaning each carries." Four distinct colours are maximum.



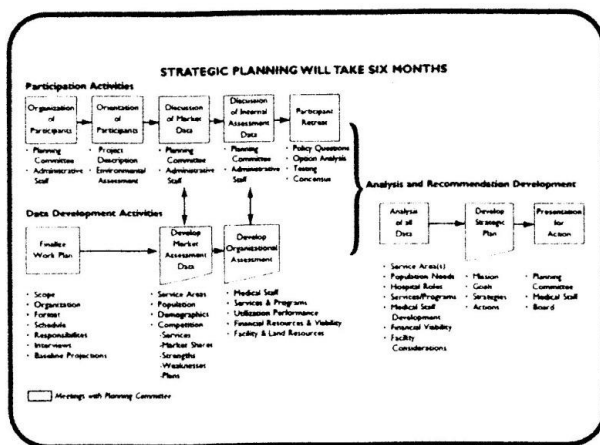
Editing each slide

Avoid overload:

For each visual, decide what is more important for the audience to see. If your visual is overloaded you may:

- 1) Simplify it so that the key ideas, figures, or trends are emphasized;
- 2) Cut it so that one section is shown in detail;
- 3) Break it into a series of overlays, each of which shows an added layer of detail.

Ineffective slide: overloaded



Effective slide: simplified to show key trends only



Give credit to sources

When creating a PowerPoint presentation you'll need to cite your sources both in the text of your presentation, as well as on a references slide at the end. These citations will be similar to how you would cite resources in a traditional paper.

Final tips

- ✓ Remember, your goal is to convey your ideas, so avoid distracting text and effects
- ✓ Don't overuse PowerPoint animations and sounds!
- ✓ **6 x 6 rule:** no more than **6 words per line**; no more than **6 lines per slide**
- ✓ Be generous with white space

D. Design the slides for your own presentation.

UNIT 7. USING YOUR VOICE

Talk low, talk slow and don't say too much.

John Wayne, Hollywood film star

- A. Listen to six people speaking (Track 7-A). Concentrate on the way they sound. Are they having a conversation or giving a presentation? How do you know?**



	Conversation	Presentation		Conversation	Presentation
1	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>

- B. How is speaking to the audience – even a small one – different from speaking to a group of friends? Think about the following:**

- how clearly you speak
- how quickly you speak
- how often you pause
- how emphatic you are

- C. Biologist Richard Dawkins makes a case for "thinking the improbable" by looking at how the human frame of reference limits our understanding of the universe. Read the speech and try to sum up its message in your own words.**

My title: "Queerer than we can suppose: the strangeness of science."

"Queerer than we can suppose" comes from J.B.S. Haldane, the famous biologist, who said, "Now, my own suspicion is that the universe is not only queerer than we suppose, but queerer than we can suppose. I suspect that there are more things in heaven and earth than are dreamed of or can be dreamed of in any philosophy."



Underline the three words in the following sentence which you would emphasize:

'I suspect that there are more things in heaven and earth than are dreamed of or can be dreamed of in any philosophy.'

Compare your ideas about emphasis with the way that the speaker says in the sentence

https://www.ted.com/talks/richard_dawkins_why_the_universe_seems_so_strange

Practice saying the above sentence out loud, in the same way as the speaker.

D. Obviously, you need to make brief pauses while you talk, but how should you time your pauses? Which of these options should you choose?

- a Pause only when you need to breathe.
- b Pause at regular intervals.
- c Pause according to the meaning of what you say.

E. Here are three ways of pausing during part of the first sentence of the speech. Which do you think is best?

- a the universe is not only / queerer than we suppose, but queerer than we can / suppose
- b the universe is not only queerer / than we suppose, but queerer / than we can suppose
- c the universe is not / only queerer than we suppose, but queerer than / we can suppose

F. Look again at Richard's speech. Underline the key words that you want to emphasize and mark the places where you are going to pause. Then try to deliver Richard's speech.

Articulation

In English some parts of a word sound weak, some strong and some very strong. Make sure you know how to say any long or technical words you may need.

e.g. presentAtion ecoNOmical producTivity techNOlogy

It is particularly important to know which part of the word has the strongest stress. Bad stress is more likely to make you difficult to understand than bad pronunciation.

H. (Track 7-H-a) Highlight the part of each word which has the strongest stress. The first one has been done for you as an example.

- | | | | |
|--------------------------|-------------------|----------------|-------------------|
| 1. present <u>a</u> tion | 4. recommendation | 7. supervision | 10. optional |
| 2. collaboration | 5. decision | 8. technician | 11. provisional |
| 3. negotiation | 6. expansion | 9. politician | 12. unconditional |

Where does the stress come in words ending in *-ion(al)*, and *-ian*?

Do the same with these (Track 7-H-b):

- | | | | |
|--------------|----------------|-----------------|---------------|
| 1. strategic | 3. systematic | 5. bureaucratic | 7. analytical |
| 2. dynamic | 4. problematic | 6. typical | 8. economical |

Where does the stress come in words ending in *-ic(al)*?

Do the same with these (Track 7-H-c):

- | | | | |
|--------------|---------------|------------------|---------------|
| 1. efficient | 3. sufficient | 5. experience | 7. efficiency |
| 2. deficient | 4. proficient | 6. inconvenience | 8. deficiency |

Where does the stress come in words ending in *-ient*, *-ience* and *-iency*?

Do the same with these (Track 7-H-d):

- | | | | |
|--------------|---------------|---------------|-------------|
| 1. essential | 3. beneficial | 5. gradual | 7. actual |
| 2. potential | 4. commercial | 6. individual | 8. eventual |

Where does the stress come in words ending in *-ial* and *-ual*?

Do the same with these (Track 7-H-e):

- | | | | |
|---------------|----------------|-------------------|--------------|
| 1. flexible | 3. impossible | 5. responsibility | 7. modify |
| 2. incredible | 4. probability | 6. productivity | 8. diversify |

Where does the stress come in words ending in *-ible*, *-ity* and *-ify*?

- | | | | |
|--------------|----------------|------------------|----------------|
| 1. obvious | 3. industrious | 5. simultaneous | 7. ambiguous |
| 2. ambitious | 4. spontaneous | 6. instantaneous | 8. superfluous |

Where does the stress come in words ending in *-ious*, *-eous* and *-uous*?

- | | | | |
|------------|--------------|---------------|-----------------|
| 9. trainee | 10. employee | 11. guarantee | 12. interviewee |
|------------|--------------|---------------|-----------------|

Where does the stress come in words ending in *-ee*?

Can you think of any similar words for each of the examples above?

Many words combine to form useful phrases or word partnerships:

market share *sales forecast* *bank charges* *product manager*
do business *cut prices* *recruit staff* *raise productivity*

Learning word partnerships, instead of just words, reduces the amount of thinking you have to do in a presentation. It also helps you to sound more fluent and professional. But it is important to know which word in a word partnership is *stressed*.

I. (Track 7-I-a) Underline the stressed word in each of these partnerships. They are all *noun-noun* partnerships. The first one has been done for you as an example.

- | | | |
|------------------------|-------------------|-----------------------|
| 1. <u>cost</u> control | 5. parent company | 9. marketing mix |
| 2. sales volume | 6. board meeting | 10. consumer spending |
| 3. production team | 7. profit margin | 11. market share |
| 4. price war | 8. trade barriers | 12. market forces |

Which word is usually stressed in *noun+noun* partnerships? Three of the word partnerships above are different. Which ones?

Now do the same with these *verb-noun* partnerships:

- | | | |
|--------------------|-------------------|---------------------|
| 13. fix prices | 17. train staff | 21. market products |
| 14. process orders | 18. fund research | 22. give discounts |
| 15. promote sales | 19. agree terms | 23. quote figures |
| 16. reduce costs | 20. offset costs | 24. talk money |

Which word is usually stressed in *verb-noun* partnerships?

Do the same with these *adjective-noun* partnerships:

- | | | |
|---------------------------|------------------------|-------------------------|
| 25. net profit | 29. technological lead | 33. free trade |
| 26. corporate client | 30. economic outlook | 34. low profitability |
| 27. multinational company | 31. annual report | 35. scientific research |
| 28. fixed assets | 32. managerial skills | 36. cultural awareness |

Which word is usually stressed in *adjective-noun* partnerships?

(Track 7-I-b) Now do the same with these *noun-and-noun* partnerships:

- | | | | |
|-------------------------|-----|-----------------------------|------------------|
| 1. research development | and | 4. training and development | 7. pros and cons |
| 2. stocks and shares | | 5. aims and objectives | 8. ups and downs |
| 3. time and motion | | 6. trial and error | 9. ins and outs |

Which word is usually stressed in *noun-and-noun* partnerships?

Chunking

Pausing in the wrong place can change the meaning or make you sound unclear. Be especially carefully when you use **who** and **which**. For example:

Half of the people who received a personalized sales letter / bought the product.

This means that not everyone got a personalized letter, but half of those who did bought the product. Now read the sentence but with different pauses:

Half of the people / who received a personalized sales letter / bought the product.

Now it means that half of the people got a personalized letter, and they all bought the product. Totally different.

J. (Track 7-J) Look at the following presentation extracts. Each contains a statement which can have two completely different meanings, depending on how you say it. The meanings are explained after each one. Chunk each statement according to what it means. The first one has been done for you as an example.

- 1a. We attended the conference on trade tariffs / in Japan.
The trade tariffs conference was in Japan.
- 1b. We attended the conference /on trade tariffs in Japan.
The conference was about Japanese trade tariffs.
- 2a. Those who sold their shares immediately made a profit.
But those who didn't sell immediately, didn't make a profit.
- 2b. Those who sold their shares immediately made a profit.
All those who sold their shares made an immediate profit.
- 3a. The Germans who backed the proposal are pleased with the results.
The Germans backed the proposal and are pleased with the results.
- 3b. The Germans who backed the proposal are pleased with the results.
But the Germans who didn't back it, aren't.
- 4a. It's time to withdraw the economy models which aren't selling.
All the economy models should be withdrawn because they aren't selling.
- 4b. It's time to withdraw the economy models which aren't selling.
So that we can concentrate on the economy models which are selling.

1. Stress

As a rule when you give a presentation in English the stress tends to come at the end of each chunk. But by deliberately placing the main stress at the beginning or in the middle of a chunk you can subtly change the meaning of what you say. Look at the following examples

The BRITISH will never agree to that.
The British will NEVER agree to that.
The British will never AGREE to that.
The British will never agree to THAT.

Try reading out each example with different stress.

K. (Track 7-K) In each extract below underline the main stress in the first sentence. The first one has been done for you as an example.

- 1a. The British will never agree to that. But the Germans just might.
1b. The British will never agree to that. Not in a million years.
- 2a. Sales are up on last year. But profits have hardly moved at all.
2b. Sales are up on last year. But then that was a particularly bad year.
- 3a. We may not get the whole contract. But we'll get a good part of it.
3b. We may not get the whole contract. But someone will.
- 4a. The market may be growing. But our market share certainly isn't.
4b. The market may be growing. But, then again, it might just be a seasonal fluctuation.
- 5a. I think we're making progress. But some of you may not agree with me.
5b. I think we're making progress. But it's very difficult to say at this stage.
- 6a. We haven't seen a massive improvement yet. But 2% is quite encouraging.
6b. We haven't seen a massive improvement yet. But we soon will.
- 7a. Our products sell in Sweden. But they don't sell in Denmark.
7b. Our products sell in Sweden. But they don't sell enough.
- 8a. It's hard to break into Korea. But not impossible.
8b. It's hard to break into Korea. But harder still to break into Japan.
- 9a. There are three points I'd like to make. And all three concern senior management.
9b. There are three points I'd like to make. And then I'll hand you over to David.

Appendix 1 THINGS TO REMEMBER FOR THE PRESENTATION

Before starting

1. Make sure your appearance doesn't take away from your message.
2. Do a last minute check on the equipment.
3. Put a watch on the podium/table to keep track of time.
4. Make sure memory prompts, notes and outline are in order.
5. Have a glass/bottle of water on hand.
6. Know who will introduce you and when.
7. Place handouts on seats, or participants pick them up as they enter.

Starting

1. Start on time.
2. After being introduced, take a deep breath and establish eye contact with the audience.
3. Relax and stand tall.
4. Smile!
5. Involve the audience when you get their attention in your introduction by asking a question or saying something that indicates you understand their expectations.

During

1. Project positive body language.
2. Don't lean or hide behind the podium.
3. When possible, move around naturally.
4. Avoid putting your hands in your pockets.
5. Keep eye contact and be prepared to adjust your timing and delivery according to the mood of the audience.
6. Smile.
7. Speak clearly and more slowly than you usually do.
8. Pause occasionally in a long presentation if necessary to collect your thoughts or give audience time to take in key points.
9. Be brief in the conclusion, but remember the rule of three and tie your conclusion to your three main objectives.
10. Finish on time.

Finishing

1. Listen to questions intently and positively.
2. Repeat the question so everyone can hear it, and to give you time to think about the answer.
3. Be honest if you don't know the answer, but offer to follow up after the presentation.
4. Thank the audience.

Reflection after the presentation

If possible, ask a colleague to listen to your presentation and rate you according to the following criteria. Otherwise, reflect on your own presentation using the same criteria.

Criteria	1	2	3	4
My knowledge of the subject	I did not appear to have a good grasp of the information, and could not answer audience questions.	I appeared uncomfortable with information and could only answer basic questions.	I was comfortable with information, and was able to answer the questions, albeit briefly.	I had full knowledge of information, and was able to elaborate easily and provide thorough answers.
The structure of my presentation	Difficult to follow, no obvious sequence of information.	Difficult to follow, skipped around topic, and lost the thread.	Information was logically presented, easy to follow.	Information was presented both logically and in an engaging way, easy to follow.
My body language	Minimal eye contact, reading from notes/visual aid, audience not engaged.	Eye contact limited or only with some of the audience, extensively read notes. Little rapport.	Audience was engaged as a whole, but rapport was limited.	Good rapport, included all of the audience, good eye contact, open to questions.
My speech	Mumbled, used jargon, difficult to hear, hesitated.	Not clearly heard some of the time, some jargon explained.	Heard and understood by most of the audience.	Clearly heard and understood by all of the audience.
My visual aids, graphics and other support media	No visual aids, graphics or support media, too much text.	Visual aids, graphics or support media did not significantly contribute to audience understanding	Visual aids, graphics and support media were relevant and contributed to audience understanding	High quality visual aids, graphics and support media, used with confidence to aid significant audience understanding.
Accuracy	Many mistakes in spelling, explanations, or terminology.	A few obvious mistakes in spelling, explanations, or terminology.	No obvious mistakes, but some lack of clarity in areas of potential misunderstanding.	Good clarity and explanations avoided any potential audience misunderstandings.



1. My presentation has:	<input type="checkbox"/>	My Title slide has (continued):	<input type="checkbox"/>
• Introduction	<input type="checkbox"/>	• My university' logo	<input type="checkbox"/>
• Body	<input type="checkbox"/>	• Conference logo	<input type="checkbox"/>
• Conclusion	<input type="checkbox"/>	7. The Agenda slide has:	
2. The introduction has:		• The headings of the body	<input type="checkbox"/>
• Greeting	<input type="checkbox"/>	• The sub-headings (if any)	<input type="checkbox"/>
• Introducing myself	<input type="checkbox"/>	• NO Introduction or Conclusion	<input type="checkbox"/>
• Purpose statement	<input type="checkbox"/>	8. The Back-Up slides have:	
• Presentation outline	<input type="checkbox"/>	• Slide headings	<input type="checkbox"/>
• Hook	<input type="checkbox"/>	• Trackers (from one point to another)	<input type="checkbox"/>
• Rhetoric techniques	<input type="checkbox"/>	• Appropriate visuals	<input type="checkbox"/>
3. The body has:		• References to sources (if any)	<input type="checkbox"/>
• Signal that the body starts	<input type="checkbox"/>	• The text slides have:	
• Introducing the first point	<input type="checkbox"/>	▪ Grammatical parallelism	<input type="checkbox"/>
• Signal that the first point ends	<input type="checkbox"/>	▪ Conceptual parallelism	<input type="checkbox"/>
• Transition to the second point	<input type="checkbox"/>	▪ Max 6 lines x 6 words	<input type="checkbox"/>
• Signal that the second point ends	<input type="checkbox"/>	• The visual slides have:	
• Transition to the third point	<input type="checkbox"/>	▪ Message titles	<input type="checkbox"/>
• Signal that the third point ends	<input type="checkbox"/>	▪ Stand-alone sense	<input type="checkbox"/>
• 'Road signs'	<input type="checkbox"/>	▪ Picture captions	<input type="checkbox"/>
• Referring to visuals	<input type="checkbox"/>	9. The Conclusion slides have:	
4. The conclusion has:		• My main results	<input type="checkbox"/>
• Signal that the presentation ends	<input type="checkbox"/>	• Relation to the agenda	<input type="checkbox"/>
• Summing up the main points	<input type="checkbox"/>	• NO new ideas or examples	<input type="checkbox"/>
• The final statement	<input type="checkbox"/>	• Emphasised main point	<input type="checkbox"/>
• Thanking the audience	<input type="checkbox"/>	• List of sources (if any)	<input type="checkbox"/>
• Inviting questions	<input type="checkbox"/>	• My contacts	<input type="checkbox"/>
5. My PowerPoint presentation has:		10. Typography :	
• Title slide	<input type="checkbox"/>	• Sans serif fonts	<input type="checkbox"/>
• Agenda slide	<input type="checkbox"/>	• Min font size is 20	<input type="checkbox"/>
• Summary slide	<input type="checkbox"/>	• NO letter junk	<input type="checkbox"/>
• Final slide	<input type="checkbox"/>	• Contrasting colours	<input type="checkbox"/>
6. My Title slide has:		• NO 'fruit salad'	<input type="checkbox"/>
• Presentation title	<input type="checkbox"/>	• NO overload	<input type="checkbox"/>
• Presenter (s) name (s)	<input type="checkbox"/>	11. My presentation does not take more than	
• Supervisor's name (if any)	<input type="checkbox"/>	7 minutes	<input type="checkbox"/>
• My affiliation	<input type="checkbox"/>	12. I have learnt the Introduction and	
• Venue and date	<input type="checkbox"/>	Conclusion by heart	<input type="checkbox"/>

Appendix 3

PEER ASSESSMENT FORM

Your name: _____

Assessed student's name _____

This form would be used to rate the presentation you will be watching.

Please try to rate honestly. The student you are assessing will not see this form, but will receive a tally of all responses to their performance.

For all categories, please TICK the number that is the nearest approximation to your opinion. Please do not tick more than one response for each item.

IN YOUR OPINION, HOW EFFECTIVE WAS THE STUDENT'S PERFORMANCE IN TERMS OF:

	Weak	Fair	Good	Very Good
1. Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Language accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Presentation structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Rhetoric techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Slides efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Logic and consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Using voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Involving the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Handling with questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Online Resources

Body language

<https://www.presentationmagazine.com/6-tips-to-use-body-language-in-your-presentations-3313.htm>

<https://www.youtube.com/watch?v=TmbQFWBvTtY>

<https://www.youtube.com/watch?v=ooOQQOQdhH8>

Using your voice

<https://www.britishcouncil.org/voices-magazine/how-improve-your-voice-presentations>

<https://www.youtube.com/watch?v=elho2S0Zahl>

Dress code

http://andnowpresenting.typepad.com/professionally_speaking/2009/11/presentations-what-to-wear.html

<https://www.youtube.com/watch?v=9aosf7TZ9fU>

Handling questions

<https://www2.le.ac.uk/offices/ld/resources/study-guides-pdfs/presentation-skills-pdfs/responding-questions-v0.1.pdf>

http://scientific-presentations.com/category/questions_answers/question_answer_types/

<http://www.pannelldiscussions.net/2011/03/181-answering-questions-after-presenting-a-seminar-or-conference-paper/>

Designing a Presentation

<https://www.youtube.com/watch?v=86VLzYCqveU&t=26s>

<https://www.youtube.com/watch?v=7950IuJ0RHg>

<https://www.youtube.com/watch?v=qc2COAZD1nk>

https://www.youtube.com/watch?v=2FeIDtwM3_I

10 tips

<https://www.youtube.com/watch?v=UPukwCsqCso>

Authentic Presentations Samples

https://www.ted.com/talks/richard_dawkins_why_the_universe_seems_so_strange

https://www.youtube.com/watch?v=-as_QDED4aY&t=464s

<https://www.youtube.com/watch?v=ZmZ4C1GAZ98>

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